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GHANA COUNTRY REPORT FOR THE 2014 MINISTERIAL CONFERENCE ON YOUTH EMPLOYMENT

**How to Improve, Trough Skills Development and Job Creation,
Access of Africa's Youth to the World of Work**

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PREPARATION OF A NATIONAL THEMATIC STUDY IN PREPARATION FOR
THE 2014 ADEA REGIONAL EVENT ON YOUTH EMPLOYMENT IN AFRICA:
“EFFECTIVENESS OF GHANA’S TARGETED ACTIONS TO PROMOTE YOUTH
EMPLOYMENT”

COUNTRY REPORT (FINAL DRAFT)
GHANA

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ACRONYMS

ADEA	Association for Development of Education in Africa
AfDB	African Development Bank
AU	African Union
BMZ	German Federal Ministry for Economic Cooperation and Development
CBT	Competency Based Training
COTVET	Council for Technical and Vocational Education and Training
EMIS	Educational Management Information System
ECOWAS	Economic Community of West African States
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Development Cooperation)
GDP	Gross Domestic Product
GRATIS	Ghana Regional Appropriate Technology Centre
GSDI	Ghana Skills Development Initiative
ICCES	Integrated Community Centre for Employable Skills
ICT	Information Communication Technology
IFAD	International Fund for Agricultural Development
ILO	International Labour Organization
IPA	Innovation for Poverty Actions
ITAC	Industrial Training Advisory Committee
JHS	Junior High School
LESDEP	Local Enterprises and Skills Development Program
LI	Legislative Instrument
LTA	Local Trade Association
M & E	Monitoring and Evaluation
MCP	Master Craftperson
MDA	Ministry Department and Agency
MOE	Ministry of Education
MoTI	Ministry of Trade and Industry
MSME	Micro Small and Medium Enterprise
NEET	Not in Education, not in Employment and not in Education
NTVETQF	National TVET Qualifications Framework
NVTI	National Vocational Training Institute
NYEP	National Youth Employment Program
NAC	National Apprenticeship Committee
NAP	National Apprentice Program
NERIC	National Education Reform Implementation Committee
NQF	National Qualifications Framework
OECD	Organization of Economic Co-operation and Development
OIC	Opportunity Industrialization Centre
PCMU	Project Coordinating and Monitoring Unit
REP	Rural Enterprises Project
RFS	Rural Financial Services
RTTC	Rural Technology Transfer Centre
SADC	South African Development Cooperation

SHS	Senior High School
TA	Trade Association
TP	Training Provider
TPSAT	Technology Promotion and Apprentice Training
TVET	Technical and Vocational Education and Training
TVSD	Technical and Vocational Skills Development
UN	United Nations
WEL	Workplace Experience Learning

EXECUTIVE SUMMARY

Ghana's economic growth performance has been easily one of the better known in sub-Saharan Africa over the last three decades. The good growth performance has, however, not been reflected in the generation of productive, decent, and sustainable employment. It is estimated that the employment elasticity of output dropped from an average of 0.64 in 1992-2000 to 0.52 and 0.4 in 2001-04 and 2005-08, respectively (ILO, 2008).

Total labor force in Ghana comprises of people who meet the International Labour Organization (ILO) definition of the economically active population: **all people who supply labor for the production of goods and services during a specified period. It includes both the employed and the unemployed.** For that definition and according to the 2010 Population and Housing Census of Ghana of which the results were in release in 2012, the total labor force in Ghana is 9,802,989 out of 24.658million people. Again the ILO defines unemployment as the share of the labor force that is without work but available for and seeking employment. In line with this, the World Development Database in 2012 puts the unemployment rate in Ghana as 8.2%¹.

The ILO refers to youth unemployment as the share of the labor force ages 15-24 without work but available for and seeking employment. As an alternative to the conventional or traditional definition of unemployment, African Development Bank (AfDB) et al. (2012) suggest NEET, which counts all those who are 'Not in Employment, Education, or Training' as a proportion of the total youth population. With these definitions the World Development Database in 2012 puts Ghana's youth unemployment rate at 15.9%.

According to the 2010 Population and Housing Census, the private sector is the largest employer in the country, accounting for 93 percent of the economically active persons (private informal, 86.1% and private formal, 7.0%). The public sector, which is the second largest employer, accounts for only 6.3 percent. The private informal sector remains the largest employer of the working population irrespective of sex and region of residence.

The 2010 Population and Housing Census indicated that of the total population of 15,308,425 aged 15 years and older, 71.5 percent is economically active (employed and unemployed) while the economically inactive population (not employed, not seeking nor available for work) constitutes 28.5 percent. Of the economically active population, 94.2 percent are employed while the unemployed (that is, those without work but are seeking and available for work) make up 5.8 percent. Of those who are unemployed, majority (83.8%) of them are first time job seekers. The proportion of males who are economically active (52.2%) is slightly higher than females (50.8%). Females, on the other hand, are more likely to be unemployed (7.3%) than males (6.5%). Data on employment status from the 2010 population census indicates that majority (64.8%) of the economically active population are self-employed. Employees constitute 18.2 percent while contributing family workers make up 11.6 percent. Apprentices form only 2.7 percent of the economically active population. The census also shows relatively large proportion of males (25.3%) compared to females (11.4%) are employees. Also, females are slightly more likely to be self-employed (69.3%) than males (60.0%). In addition, more females (14.3%) than males (8.7%) are engaged as contributing family workers.

¹ World Development Indicator Database (2012)

Ghana's population has a youthful structure with the youth in this case aged 15 –24 years constituting about one out of every four of the population between 1960 and 1984 and one out of five of the population between 2000 and 2010². Over the past fifty years, the number of the youth in the total population of Ghana has increased from 1.1 million in 1960 to 3.5 million in 2000 and 4.93 million in 2010³. The latter constitutes about 22.6 percent of the economically active population.

According to the Ministry of Employment and Labour Relations some of the causes of youth unemployment in Ghana include the following;

- the introduction of the Junior High School (JHS) and Senior High School (SHS) systems without adequate planning for integration into the trades/vocations and job placement;
- education and training that have no link to the skills and competencies needed in the important sectors of the economy;

Youth unemployment rate is established to be an urban phenomenon particularly among the youth. The unemployment rate (based on the ILO definition) among the youth aged 15-24 is about six times higher in Accra, the national capital, and at least three times higher in other urban areas than in rural areas. Similarly, the rate among the youth aged 25-35 years is found to be more than eight times higher in Accra and seven times higher in urban areas than in rural areas.

As part of government effort involving the school-to-work transition or youth employment a program was started in 2010 to give opportunities for graduates from Junior High School (JHS) who could not get access to Senior High School (SHS) either to get employable skills in specific trade areas of their choices or continue their professional progression within the TVET Qualification Framework under the Ghana's Council for TVET.

The Government of Ghana and the German Development Cooperation are implementing an initiative to improve the quality of the traditional apprenticeship system in selected trades through capacity building. The project is linking the informal sector to training institutes and other providers are being supported to offer complementary needs-based training to Master Craftspersons and apprentices. Other initiatives include the National Youth Employment Program, Rural Enterprises Project, Local Enterprises and Skills Development Program

Ghana is working with Association for the Development of Education in Africa (ADEA) and the Economic Community of West African States to promote youth employment and job creation. ADEA is leading the regional referencing of regional qualifications framework in Africa involving about 20 countries of which Ghana is part. Upon the recommendation of ADEA, (paradigm shift from TVET to TVSD) Ghana has passed a Legislative Instrument (COTVET LI 2195 of 2012) for the establishment of National TVET Qualifications Framework including a policy on Recognition of Prior Learning to support the informal sector skills delivery. ECOWAS is also supporting member countries to develop policies and strategies to strengthen their TVET institutions and skills training programmes of which Ghana is also part.

² Ghana Statistical Service

³ 2010 Population and Housing Census (Statistical Service of Ghana)

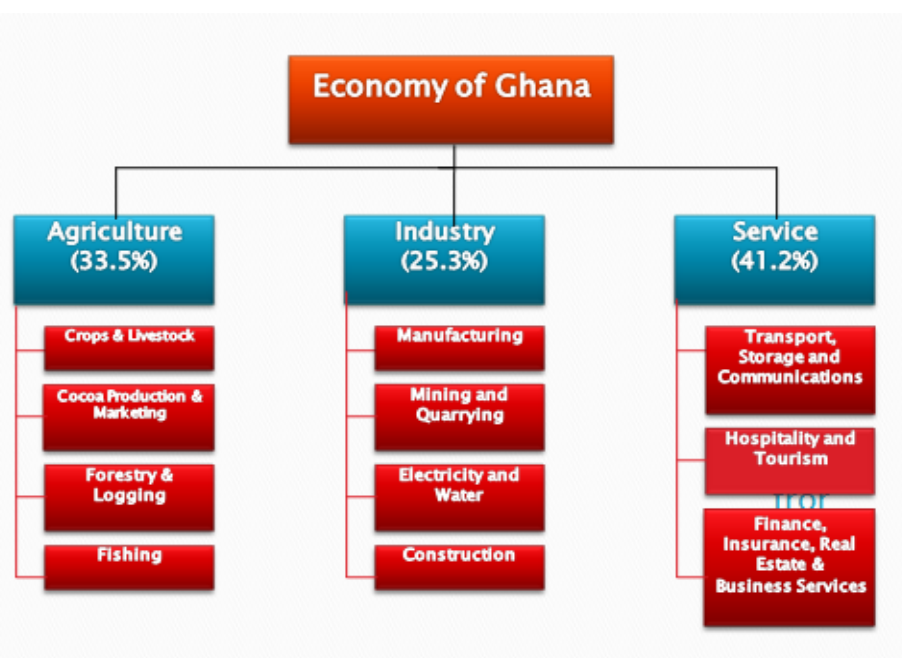
1. COUNTRY INFORMATION

1.1 Background

Ghana's economic growth performance has been easily one of the better known in sub-Saharan Africa over the last three decades. The country's annual growth performance averaged 5.1 per cent between 1984 and 2010. A rebasing of the country's national accounts in 2006 pushed the country from being lower income to the ranks of lower-middle income countries with an annual average real GDP growth of about 8.5 per cent during 2006-11. The good growth performance has, however, not been reflected in the generation of productive, decent, and sustainable employment. It is estimated that the employment elasticity of output dropped from an average of 0.64 in 1992-2000 to 0.52 and 0.4 in 2001-04 and 2005-08, respectively (ILO, 2008). The economy of Ghana and contribution by the three major economic sectors are shown in figure 1 below

Figure1: GDP Contribution of Various Economic Sectors⁴

The slow response of employment generation to growth of the economy is largely linked to the slow growth of the labour intensive sectors of the economy, such as manufacturing and agriculture, as against remarkable growth of low labour absorption sectors of mining, finance, telecommunication and cocoa. Estimates from National Accounts indicate that during 2000-10, while agriculture and manufacturing grew annually on average at 4.7 per cent and 3.7 per cent respectively, mining and quarrying, finance,



insurance and business, and transport, storage and communication grew on average between 5.4 per cent and 7.8 per cent. In 2011, the economy grew by 14.4 per cent, of which half emanated from production of oil which commenced in that year. These have culminated in the continuous decline in the share of agriculture and manufacturing in GDP.

2. Basic information on the employment situation of young people (quantitative data)

There are variations in the youth definition from a statistical perspective. The United Nations (UN) refers to individuals within the age range of 15-24 as youth compared with the Commonwealth definition of 15-29 years. The African Union defines the youth as individuals

⁴ 2012 Budget Statement

within the age range of 15-35 years, which has been adopted by Ghana in its National Youth Policy. However for the purpose of this discussion the UN definition of youth will be applied.

Total labor force in Ghana comprises of people who meet the International Labour Organization (ILO) definition of the economically active population: **all people who supply labor for the production of goods and services during a specified period. It includes both the employed and the unemployed.** For that definition and according to the 2010 Population and Housing Census of Ghana of which the results were in release in 2012, the total labor force in Ghana is 9,802,989 out of 24.658million people. Again the ILO defines unemployment as the share of the labor force that is without work but available for and seeking employment. In line with this, the World Development Database in 2012 puts the unemployment rate in Ghana as 8.2%⁵

2.1 Percentage of unemployed and discouraged young people

Figure 2: NEET Structure

The ILO refers to youth unemployment as the share of the labor force ages 15-24 without work but available for and seeking employment. As an alternative to the conventional or traditional definition of unemployment, African Development Bank (AfDB) et al. (2012) suggest NEET, which counts all those who are ‘Not in Employment, Education, or Training’ as a proportion of the total youth population. With these definitions the World Development Database in 2012 puts Ghana’s youth unemployment rate at 15.9%.

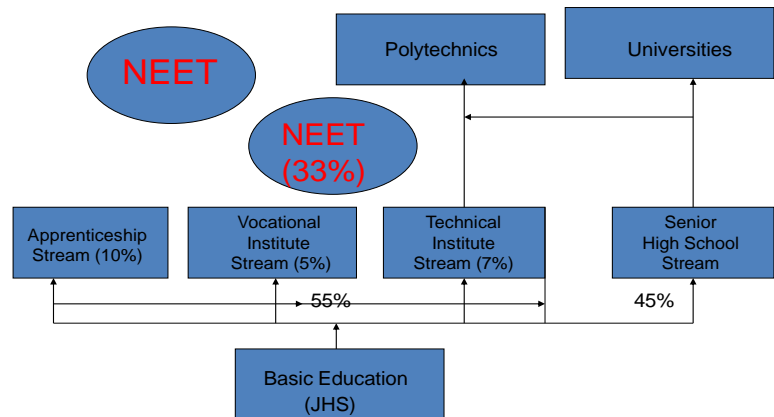


Figure 2 indicates that on the average, only 45% of graduates from Junior High School continue to Senior High School. Out of the 55% left, 10% continue in traditional apprenticeship, 5% to formal vocational schools and 7% to technical schools. 33% of all students from JHS fall within the NEET bracket⁶.

There is a significant social and economic cost associated with underutilization of the skills and time of the youth. Young people often suffer from social exclusion in the face of underutilization of their skills and this has the effect of creating chronic poverty through the intergenerational transfer of poverty. The youth are more likely to accept recruitment into fighting forces when they face a high incidence of joblessness and poverty. As noted by Organization for Economic Co-operation and Development (OECD) 2009, lack of employment opportunities may result in social conflicts, including violence and juvenile delinquency, which in turn lead to high social costs. The

⁵ World Development Indicator Database (2012)

⁶ Educational Management Information System (EMIS 2012)

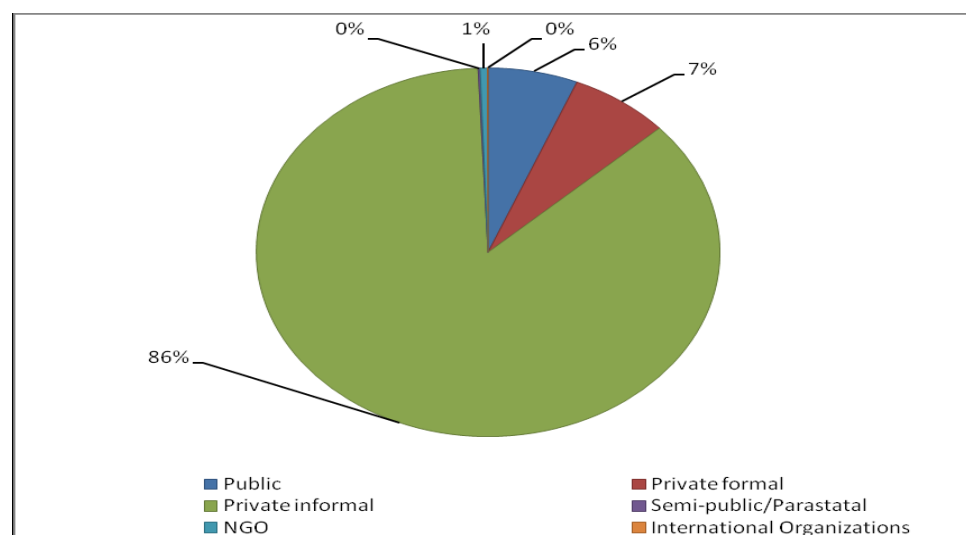
increasing incidence of street hawking and migration of Ghanaian youth across the Sahara Desert and the Mediterranean in search of economic opportunities in Europe, with its attendant risk, are not only symptoms of labour market challenges facing the youth but also a reflection of a sense of hopelessness.

3. Basic information on the labor market (quantitative data)

3.1 Employment Sector

According to the 2010 Population and Housing Census, the private sector is the largest employer in the country, accounting for 93 percent of the economically active persons (private informal, 86.1% and private formal, 7.0%). The public sector, which is the second largest employer, accounts for only 6.3 percent. The private informal sector remains the largest employer of the working population irrespective of sex and region of residence. However, Greater Accra (25.5%), Western (14.0%) and Ashanti (13.7%) regions have relatively more employees in the formal sector (public or private formal) than the other seven regions.

Figure 3: Employment sector of the employed persons aged 15 years and older



3.2 Economic Activities

This section presents information on the activity status, size and structure of the labour force, and its distribution by occupation, industry, sector of employment and employment status. Table 1 shows that of the total population of 15,308,425 aged 15 years and older, 71.5 percent is economically active (employed and unemployed) while the economically inactive population (not employed, not seeking nor available for work) constitutes 28.5 percent. Of the economically active population, 94.2 percent are employed while the unemployed (that is, those without work but are seeking and available for work) make up 5.8 percent. Of those who are unemployed, majority (83.8%) of them are first time job seekers. The proportion of males who are economically active (52.2%) is slightly higher than females (50.8%). Females, on the other hand, are more likely to be unemployed (7.3%) than males (6.5%).

Table 1: Population 15 years and older by economic activity

Total Population (15 years and older)	15,208,435	100%
Economically Active	10,876,470	71.5%
<u>Economically Active</u>	<u>10,876,470</u>	
Economically Active and Employed	10,243,476	
Economically active and Unemployed	632,994	
Economic Active (Male)		
Economic Active (Female)	7,225,901	
	3,651,569	
Not Economically Active	4,331,955	28.5%

3.3 Occupations

The 2010 population census indicated that about two-fifth (41.3%) of the economically active population aged 15 years and older are skilled agricultural, forestry and fishery workers. About 21 percent is also engaged as service and sales workers while 15.2 percent are craft and related trade workers. Skilled agricultural, forestry and fishery work remains the dominant occupation for both males (45.0%) and females (37.8%). However, a much higher proportion of females (31.3%) than males (10.0%) are engaged as service and sales work. This pattern is generally the same for most of the regions, with the three northern regions (Northern, 73.6%; Upper East, 70.3%; Upper West, 72.6%) having relatively high proportions of the economically active population engaged as skilled agricultural, forestry and fishery workers followed by Brong Ahafo (61.0%). However, in Greater Accra, most economically active population are more likely to be engaged as service and sales workers (35.3%) and less likely to be engaged as skilled agricultural, forestry and fishery workers (5.8%).

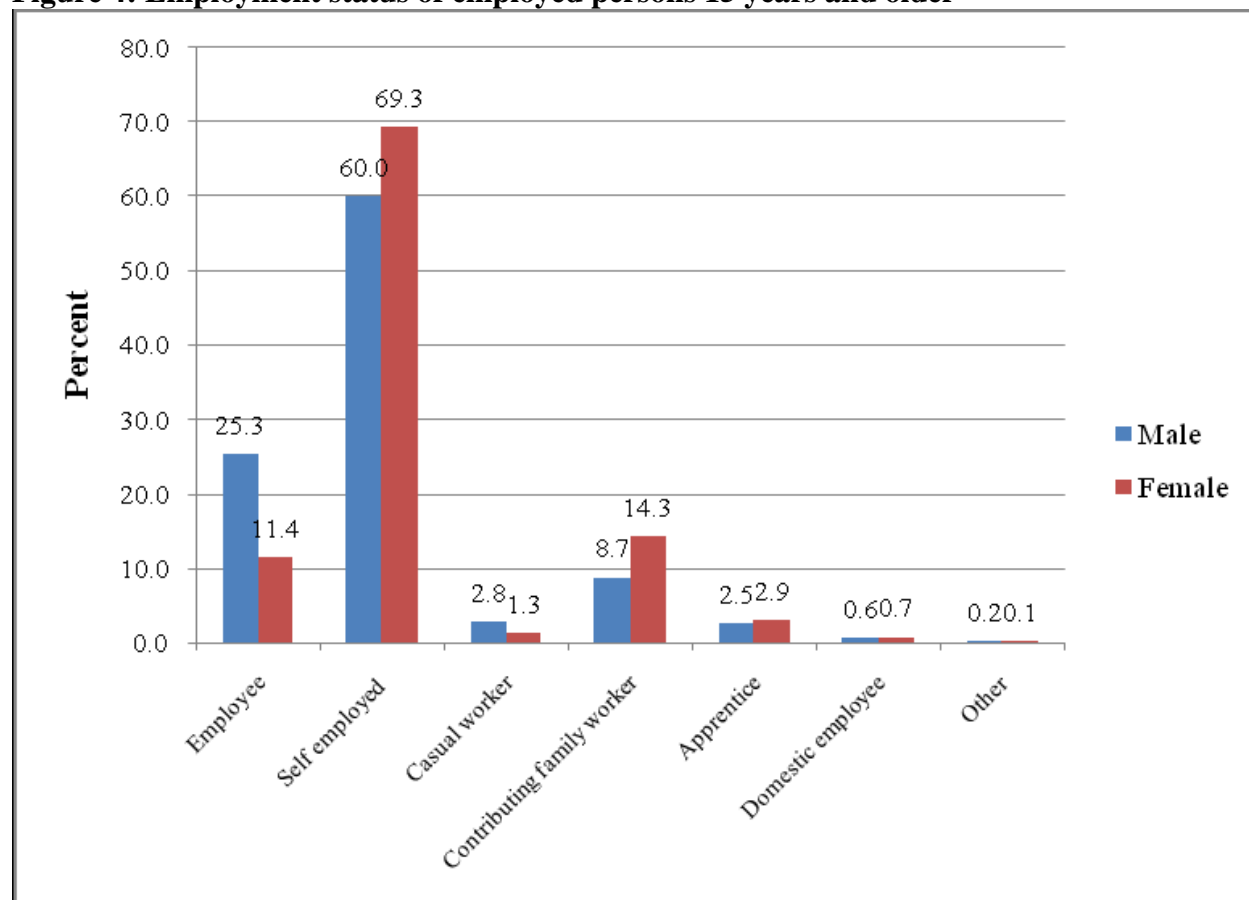
3.4 Industry

Referring to the 2010 population census, agriculture, including forestry and fishing, remains the largest industrial sector employing 41.6 percent of the economically active population aged 15 years and older. The next major industrial activities are wholesale and retail trade (18.9%) and manufacturing (10.8%). Even though agriculture is the most predominant economic activity, there are regional variations in the proportions engaged in this activity. In the Northern and Upper West regions, more than 70 percent of the economically active population are engaged in agriculture, forestry and fishing activities. In Greater Accra, significant proportions of the economically active population are engaged in wholesale and retail trade (31.6%), manufacturing (14.8%) and accommodation and food service activities (9.0%), with only 5.2 percent engaged in agricultural activity.

3.5 Employment Status

Data on employment status from the 2010 population census indicates that majority (64.8%) of the economically active population are self-employed. Employees constitute 18.2 percent while contributing family workers make up 11.6 percent. Apprentices form only 2.7 percent of the economically active population. Figure 4 indicates that a relatively large proportion of males (25.3%) compared to females (11.4%) are employees. Also, females are slightly more likely to be self-employed (69.3%) than males (60.0%). In addition, more females (14.3%) than males (8.7%) are engaged as contributing family workers.

Figure 4: Employment status of employed persons 15 years and older



4. Difficulties experienced by young people in gaining access to employment (3-5 pages)

4.1 What is your country's diagnosis of the youth employment situation, and particularly the difficulties faced by young people in finding employment?

Ghana's population has a youthful structure with the youth in this case aged 15 –24 years constituting about one out of every four of the population between 1960 and 1984 and one out of five of the population between 2000 and 2010⁷ (Table 2). Over the past fifty years, the number of the youth in the total population of Ghana has increased from 1.1 million in 1960 to 3.5 million

⁷ Ghana Statistical Service

in 2000 and 4.93 million in 2010⁸. The latter constitutes about 22.6 percent of the economically active population.

Table 2: Share of Youth Age Group in Ghana (15 -24)

Year/Age Group	1960	1970	1984	2000	2010
15-19	11.4	9.5	10.7	9.1	10.6
20-24	15.2	14.5	16.0	13.5	9.4
Total	26.6	24	26.7	22.6	20.0

4.2 Challenges Faced by Youth in Finding Employment

Young people in Ghana face a number of challenges in their pursuit for employment. The high unemployment and inactivity rate of young people emanates from a number of factors, some of which are enumerated below:

- Firstly, young people often face labour demand barriers such as observed discrimination due largely to limited or no job experience and insufficient exposure to a working environment.
- Secondly, they also lack job search experience to facilitate their job acquisition. In times of an economic downturn, lack of work experience combined with a lack of social capital puts the youth at a disadvantage for new job opportunities (UNECA, 2005). In times of economic downturn when employers face the challenge of executing layoff policies, the adoption of last-in-first-out strategy of layoff disproportionately affects the youth.
- Thirdly, there is lack of proper functioning employment and placement centres, compelling the youth to resort to job search through friends and family members, which are clearly less effective.
- Fourthly, information gaps between potential employers and jobseekers and limited information about the creation and development of businesses, especially in gaining access to financial, physical and social capital, continue to pose a barrier to the youth in gaining access to employment.
- Furthermore, the emphasis on examination as the main tool for assessing students and trainees coupled with reverence for certificates rather than ability to deliver on the job has the effect of undermining the ability of the educated youth to cope with the changing demands in the labour market.
- In addition, in situation in which job openings are created, skill mismatch (both soft and hard skills) between young jobseekers and skill requirements of available jobs makes it difficult for them to secure employment.

⁸ 2010 Population and Housing Census (Statistical Service of Ghana)

4.3 Causes of Youth Unemployment in Ghana

According to the Ministry of Employment and Labour Relations the causes of youth unemployment in Ghana include the following;

- the introduction of the Junior High School (JHS) and Senior High School (SHS) systems without adequate planning for integration into the trades/vocations and job placement;
- education and training that have no link to the skills and competencies needed in the important sectors of the economy;
- the near collapse of Ghana's industrial base due to ineffective management of the divestiture process which resulted in the closure of many factories without a structural transformation of the economy to generate alternative jobs for people;
- the shrinking of public sector employment opportunities coupled with a relatively slow growth of the private sector; and
- the lack of a coherent national employment policy and comprehensive strategy to deal with the employment problem

4.4 Youth Unemployment Phenomenon

Youth unemployment rate is established to be an urban phenomenon particularly among the youth. The reason is that the youth are often attracted to the cities in search for non-existing jobs, as they find rural life unattractive largely due to the lower earnings of agriculture, which is the main economic activity in the rural areas. It is on record that on rural--urban and sex disparity in youth unemployment in 2005-06, the unemployment rate (based on the ILO definition) among the youth aged 15-24 is about six times higher in Accra, the national capital, and at least three times higher in other urban areas than in rural areas. Similarly, the rate among the youth aged 25-35 years is found to be more than eight times higher in Accra and seven times higher in urban areas than in rural areas. Youth unemployment rates based on a broader definition and NEET follow the same pattern. With the increasing urbanization and limited job opportunities in the cities and big towns, urban unemployment rate among the youth is likely to escalate. On the other hand, the very low rural youth unemployment rate relative to the rate in the urban areas is explained by the dominance of agriculture activities in rural areas which is characterized by low earnings but tends to keep many youth away from unemployment.

4.5 Gender Dimension of Youth Unemployment

The gender dimension of youth unemployment indicates higher rates for men than women based on the narrow ILO definition of unemployment. In contrast, a higher rate is reported for women than men when the definition is broadened to cover the discouraged workers and the inactive. The rates based on the ILO definition are reported to be 0.8 and 0.4 percentage points higher among men than women for those aged 15-24 and 25-35, respectively. In contrast, a higher proportion of young women are found to be unemployed than men if seeking work criteria of the conventional ILO measure of unemployment are relaxed. Gender difference of NEET is much

wider with 8.7 and 7.1 percentage point differences for youth aged 15-24 years and 25-35 years respectively. The implication is that a greater proportion of jobless young women than men who are available for work refuse to seek work for various reasons, implying a greater discouraged worker effect and higher inactivity rates of women than men.

5. A highly significant experience involving the school-to-work transition or youth employment (5 pages)

5.1 Background

As part of the process to make education and skills development responsive to the economic and social agenda of the Government of Ghana, an Education Reform Committee was established by the Government with the purpose of reviewing the entire educational system in the country to make it more responsive to current challenges. Specifically, the Committee was required to examine the structure of education and to discuss issues affecting the development and delivery of education, the constrained access to different levels of the educational ladder, Information and Communication Technology (ICT) and Distance Education, professional development and the management and financing of education, in addition to other cross-cutting issues concerning the sector. The Committee was established in 2002 under the chairmanship of Prof Anamuah Mensah with membership of 29 knowledgeable stakeholders from public and private sectors.

5.2 Recommendation of the National Education Reform Committee on Apprenticeship

On apprenticeship, the document stated that: The large number of the youth who drop out of Primary, and JSS school-line, and are thereafter left to their own devices about their fortunes in the world of work, is a source of worry to government. It reinforces Government's conviction about the urgent need to restructure the current officially disengaged attitude towards their subsequent participation in the world of work generally and their adult/family life. Apprenticeship to acquire proficiency in the numerous areas of skill, industry and craftsmanship is today dominated by the Private Sector. Henceforth, it will become a commitment of the State to partner the private sector in a more systematic way to promote apprenticeship programmes. Government will assume full responsibility for the first year of the apprenticeship programme

It further stated that Government accordingly accepts the recommendations of the Committee and further has decided to:

- constitute a National Apprentice Training Board, among other things, to oversee and regulate apprentice training and handle issues concerning registration, content, duration and certification;
- formalize community-based apprentice training schemes in all Districts to cater for the youth.
- support institutions such as the Regional Technology Transfer Centres (RTTCs) and Ghana Regional Appropriate Technology Industrial Service (GRATIS), Integrated Community Centre for Employable Skills (ICCES), Opportunities Industrialisation Centres (OIC), Youth Leadership Institutes, the Private Sector and other organizations

including NGOs to increase capacity and expand their coverage and enrolment of apprentices.

The financial commitments, which the state makes to second-cycle education in general education, agricultural, vocational and technical institutions should now be matched by commitments to industry-based apprenticeship and training.

5.3 Setting Up the National Apprenticeship Program

In line with the recommendations made by National Educational Reform Implementation Committee (NERIC) which led to the establishment of the Council for Technical and Vocational Education and Training (COTVET), and in pursuance of one of its mandate to operationalize the national apprenticeship program, a sub-committee on the COTVET Board was formed in 2009. The Committee is the policy formulation and supervision body for the National Apprenticeship Program. Its overall function is to advise the COTVET Board on and how to do all things necessary for the maintenance of a credible, effective and efficient TVET Apprenticeship. Specifically the Committee was mandated to:

- To prepare a draft Apprenticeship Policy for the consideration and approval of COTVET Board.
- Work with existing bodies to implement TVET apprenticeship delivery in the country
- Supervise implementing bodies to execute the National Apprenticeship Programme and other such programmes of the COTVET.
- Provide technical/other support to Apprenticeship implementing bodies to ensure the effective and efficient execution of TVET Apprenticeship.
- Advise COTVET on all matters related to TVET Apprenticeship.

5.4 Objective of the National Apprenticeship Program

The objective of the Program is to give opportunities for graduates from Junior High School (JHS) who could not get access to Senior High School (SHS) either to get employable skills in specific trade areas of their choices or continue their professional progression within the TVET Qualification Framework.

5.5 Target

Specifically, the program is targeted at graduates from JHS who could not get access to SHS either through access or final limitation on the part of their parents and/or guardians to undergo a one year traditional apprenticeship in the preferred trade area. These potential apprentices needed the consent of their parents or guardians.

5.6 Funding for the Program

As per the recommendations of the Government White Paper on Education Reform in 2004, the cost of the training for the one year period is borne by the Central Government. The program is therefore fully funded by Government. The funding consists of :

- Cost of equipment and materials needed for the training
- Payment of monthly training fees to the master craftpersons

It must be indicated that the equipment used by the apprentices during the training are given to them on completion of their training and graduation to start their own enterprises.

5.7 The Process

The process to achieve this objective consisted of :

- Selection of trade areas
- Identifying of master craftpersons in the trade area who can train not less five apprentices
- Training of the master craftpersons in Competency Based Training Delivery and upgrading their pedagogical skills
- Bringing the program to the public domain
- Potential applicants filling application forms
- Interviewing and selecting beneficiaries
- Beneficiaries undergoing the training
- Monitoring and reporting on progress

5.8 Issues Related to the National Apprenticeship Program

With this objective in mind, the National Apprenticeship Committee (NAC) organized a forum to discuss the implementation of the Program. Issues that were discussed included:

- Enrolment trends in Junior High School (JHS) and Senior High School (SHS) and transition from JHS to SHS
- Pathway and roadmap to formal/self employment
- Profile of the early leavers (literacy and numeracy levels)
- Potential skills/trade areas for the skills development for the early leavers
- Training Delivery mechanism
 - Traditional Apprenticeship (informal sector training)
 - Unit specification and occupational standards generation for trade areas
 - Training providers (NVTI, ICCES, OIC, private formal institutes)
 - Facilitator training
 - Phases of training and duration
- Assessment and Certification
- Linking the training to self/formal employment
- Interventions to expand access and improve TVET delivery in the formal sector

- Intervention to improve upon TVET perception to make it attractive to the early leavers
- Partners for implementation
 - Ministries, Departments and Agencies (MDAs), National Youth Employment Program (NYEP), Local Trade Associations (LTAs)
- Monitoring and evaluation and follow up
- Budget and Financing

5.9 Academic Progression From JHS To Tertiary Level Education

According to the Educational Management Information System (EMIS) of the Ministry of Education (MOE), it is noted that on the average, 55% of graduates from JHS are unable to enter into SHS every year due primarily to lack of access. One other factor that contributes to graduates from the JHS not entering into the SHS is financial constraint on the part of parents/guardians. It must be mentioned that out of the 55% of the graduates who are unable to enter SHS, only 12% continue to formal TVET institutions, with about 10% going to private and informal TVET including traditional apprenticeship. Majority of this group (33%) are “Not Employed, Not in Education and Not in Training” (NEET). The Program therefore targets this particularly group to give them employable skills or to continue with their professional progression.

Table 3: Transition from JHS to SHS⁹

Indicators/ Year	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10
Enrolment Total JHS	984,111	1,048,367	1,121,887	1,170,801	1,224,964	1,285,577	1,301,940
Enrolment Total SHS	328,428	333,002	384,455	485,742	454,681	490,334	407,138
Early Leavers	655,683	715,365	737,432	685,059	770,783	795,243	537,332
% of Early Leavers	67%	68%	66%	59%	63%	62%	59%

5.10 The Implementation

Committees were formed at the District level to implement the program. Each committee consisted of a representative from the District Education Office, the District Assembly and Trade Association. The responsibilities of the Committees were to:

- Bring the program to the public domain
- Help potential beneficiaries fill the application form
- Screen the application forms
- Conduct interviews to select the beneficiaries
- Place them with the appropriate master craftperson
- Monitor their training and report on progress

The initiative was announced through local radio and newspapers. Task forces were formed in the various districts comprising of representatives from the District Education Office, District

⁹ This includes those who enrolled in JHS but could not finish and those who finished JHS but did not get access to SHS

Assembly and the specific trade area. The task force also visited various religious bodies to inform them about this initiative.

For the first phase of the program, the NAP Committee in consultation with the National Development Planning Commission and the various trade associations agreed on four trade areas for the implementation. These were:

- Auto mechanics
- Cosmetology
- Dressmaking
- Electronics

In preparation for the training of the apprentices and in line with the adoption of competency based training for TVSD delivery in Ghana, selected master craft persons underwent a two week training program to equip them for the training of the apprentices.

Table 4: No of Master Craft Persons Trained by Gender in the Four Trade Areas

TRADE	NO OF FEMALES	NO OF MALES	TOTAL
Auto Mechanics	00	250	250
Cosmetology/ Hair dressing	265	05	270
Electronics	02	263	265
Tailoring and dressmaking	220	40	260
TOTAL	487	558	1,045

Topics treated during the training program included; health and safety, appropriate tools, choice of materials, Competency Based Training (CBT) delivery and specific technical subjects relevant to the trade area.

The task force then conducted interviews after the applicants had submitted the filled forms. The interviews were based mainly on applicant's interest in the chosen trade area, parental concern and proximity to the training site. At the end of the interview, 5,000 applicants were chosen to start the first phase of the NAP.

5.11 Beneficiaries of the first Phase of the Program

Table 5 shows number of apprentices who benefited from the first batch of NAP from January, 2011 to May, 2012. Even though the program was suppose to be one year duration but because of the delay in some of the district it officially ended in June 2012. Some parents/guardians have signed contract with the trainers for their wards to continue the training for additional one year.

Table 5: Beneficiaries of the 1st Phase of the Apprenticeship Program

No.	TRADE	MALE (%)	FEMALE (%)	TOTAL
	Auto mechanics	1,000 (100)	000	1,000
	Electronics	495 (99)	05 (1)	500
	Garment making	650 (43.3)	850 (56.7)	1,500
	Cosmetology	00 (00)	1,500 (100)	1,500
	Welding & Fabrication	497 (99.4)	03 (0.6)	500

From table 5 statistics shows that 47.16% of the apprentices were females and the remaining 52.84 were males.

5.12 Alignment with the National TVET Qualifications Framework (NTVETQF)

The training and its assessment are aligned with the NTVETQF so that the graduates can obtain certificates at the 2nd (Proficiency 2) and 3rd (Certificate 1) levels of the NTVETQF. To be able to succeed at these levels, the graduates have to demonstrate a broad knowledge base incorporating some technical concepts, demonstrate knowledge of the theoretical basis of practical skills and also demonstrate basic numeracy, literacy and IT skills. As a result, occupational standards, unit specifications and learning materials are developed specifically for this training.

5.13 Evaluation of the Training

The Council has signed a Memorandum of Partnership with Innovations for Poverty Actions (IPA), a United States based non-profit organization that specializes in creating, evaluating, and replicating innovative solutions to development problems, for IPA to undertake an independent evaluation of the program with its impact and to disseminate the findings. The results would be ready for dissemination towards the latter part of the year 2013.

5.14 Potential for Scaling Up

As shown in table above, there about 150,000 graduates annually from JHS who cannot continue to SHS. This program is targeted at this group and having successfully implemented the maiden one for 5000 graduates in 2011/12 gives the country the opportunity to scale it up and also cover more trade areas. Lessons learnt from this phase will help improve the implementation of the program and also speed it up to cover more graduates who come out of the JHS system. The second phase of the program was launched in October 2013 to cover three more trade areas and for 7500 graduates.

5.15 Challenges

The program as innovative as it may be faced a number of challenges during implementation. These included:

- Lack of awareness of the program to the target group in the rural areas.

- The program is targeted to JHS graduates who could not get access to SHS, however it did not state when the person graduated, as a result people who graduated from JHS about 10 years ago also applied.
- The duration of the program seems too short as most apprenticeships take an average period of three years but this is for a one year period.
- Oversubscribing of some trade areas (cosmetology, garment making).
- Proximity of training places to where the apprentices live
- Identification of committed master craft persons to undergo training for the program implementation
- Lack of commitment from the District Assembly authorities and the District Education offices.

6. Planned or implemented measures concerning TVSD

6.1 Reforms in Progress to Modernize Existing Training System

6.1.1 Establishment of the Council for Technical and Vocational Education and Training (COTVET)

Following the recommendations of the 2002 Anamuah-Mensah report (Report of Group of Experts set up by Government to review the Education Sector in Ghana) and the 2004 White Paper, in 2006 the government set up a committee to facilitate the establishment of a new Council for TVET (COTVET). On 27th July that year Parliament passed a Bill to establish COTVET which led in September to the COTVET ACT (718). The Act mandated COTVET to reform technical and vocational skills development in the country by co-ordinating and overseeing all aspects of technical and vocational education and training. To achieve its object, the Council is mandated to formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal informal and non-formal among other functions to reflect the reforms required.

The Council is governed by a fifteen (15)-member Board appointed by the President in consultation with the Council of State. Through the Board, five (5) Standing Committees have been established with specific function to help in the reform process. These are;

- Skills Development Fund Committee
- National Apprenticeship Program Committee
- National TVET Qualifications Committee
- Training Quality Assurance Committee
- Industrial Training Advisory Committee

Major stakeholders that have been involved in the reform are:

- Government of Ghana
- Development Partners
- Training Providers (formal and Informal)
- Employers
- Non Governmental Organizations

The Council has since been working on various policies and strategies to achieve the reform objectives. These are:

- Perception improvement in TVSD
- Sustainable funding for TVSD
- Policy on Recognition of Prior Learning
- Facilitator deployment and retraining
- Infrastructure improvement in the formal institutes
- Policy on informal/traditional apprenticeship
- Distance learning in TVSD
- TVSD management

6.1.2 COTVET Legislative Instrument (LI 2195, 2012)

As part of the reform of the TVET sector in Ghana, the Parliament of the Republic of Ghana passed a Legislative Instrument (LI 2195) to regulate TVSD delivery on 3rd September 2012. The LI was gazetted on 5th September 2012 and came into force for implementation on 23rd October 2012. . The purpose of the LI is to give legal backing to the reforms and make it enforceable Ghana. The elements of the LI are regulations and guidelines for:

- Registration and accreditation of training providers
- Registration and accreditation of awarding bodies
- National Qualifications Framework and registration of awards on the Qualifications Framework
- Trade associations and professional bodies
- Registration and accreditation of assessors and internal verifiers
- Registration and accreditation of facilitators and trainers
- Accreditation of external verifiers

The LI made provision and gave legal backing for the establishment of National TVET Qualifications Framework. The framework has eight levels from Proficiency 1 to Doctor of Technology. There are three categories within the framework

The first category which comprises of two levels (Proficiencies 1 & 2) is dedicated mostly to illiterate artisans who cannot read and write and operate within the Recognition of Prior Learning (RPL) policy.

The second category which is Certificates 1 & 2) are equivalent to secondary education on the academic progression of the educational system

The third category (Higher National Diploma, Bachelor of Technology, Master of Technology and Doctor of Technology) are equivalent to tertiary education.

The new qualifications, designed to be certified at eight levels, take into account the realities of education and training in Ghana, the structure of the labour force, existing qualification systems,

projections into the future, and what is manageable at the present time. The levels will be subject to change over time, as is the practice in countries that currently operate NTVETQF.

The levels and their descriptors are attached as Appendix 1.

6.2 Measures taken to build the skills of informal sector entrepreneurs and apprenticeship managers

As part of the bilateral relationship between the Government of Ghana and the German Government, the German Development Cooperation is funding a program for sustainable development in Ghana through the Deutsche Gesellschaft für Internationale Zusammenarbeit, (GIZ). One of the components of this program is the Ghana Skills Development Initiative (GSDI) which is being implemented with COTVET.

The GSDI has been agreed upon between the Ghanaian and the German Government with the aim to build capacity in the informal sector, which generates about 80-90 % of employment in Ghana. To that end, the project seeks to improve the quality of the traditional apprenticeships in selected trades of the economy. While the traditional system absorbs a large portion of youth and contributes to improving their livelihoods, this purely in-company training is also characterized by some structural deficits. This includes, e.g. a lack of coordination and standardization of the training, as well as difficulties in coping with technological upgrades and developments.

The initiative intends to improve the quality of the traditional apprenticeship system in selected trades through capacity building. The project is linking the informal sector to training institutes and other providers are being supported to offer complementary needs-based training to Master Craftspersons and apprentices.

The capacity building measures for teachers/instructors of the training providers are twofold:

- A training on modern teaching approaches and Competency-Based Training (CBT)
- Trade-specific skills upgrading according to the standards

The Project attempts to improve the quality of the Traditional Apprenticeship in the informal sector. To support the Trade Associations (TA) and public as well as private Training Providers (TP) in developing and implementing further training courses for Master Craftspersons (MCPs), their skilled Workers and Apprentices based on CBT-Standards is one of the core activities. Through the project interventions it is intended to **complement and modernize the traditional apprenticeship system**, while maintaining the existing structures.

Trade Associations have a crucial bridging function between the training providers and the MSMEs. Through their close links to the informal sector, they are in the position to assess the specific training needs of their members, and to articulate those needs to training providers. Furthermore, they can contribute to the development of (CBT) standards for training in both the formal and the informal sector.

Lastly, Trade Associations are being supported in improving their own training offer for their members. The implementation concept considers the multi-level approach, acting in three activity fields:

- Activity Field “Capacity Development of Training Providers”
- Activity Field “Capacity Development of Trade Associations”
- Activity Field “Development of enabling Framework Conditions”

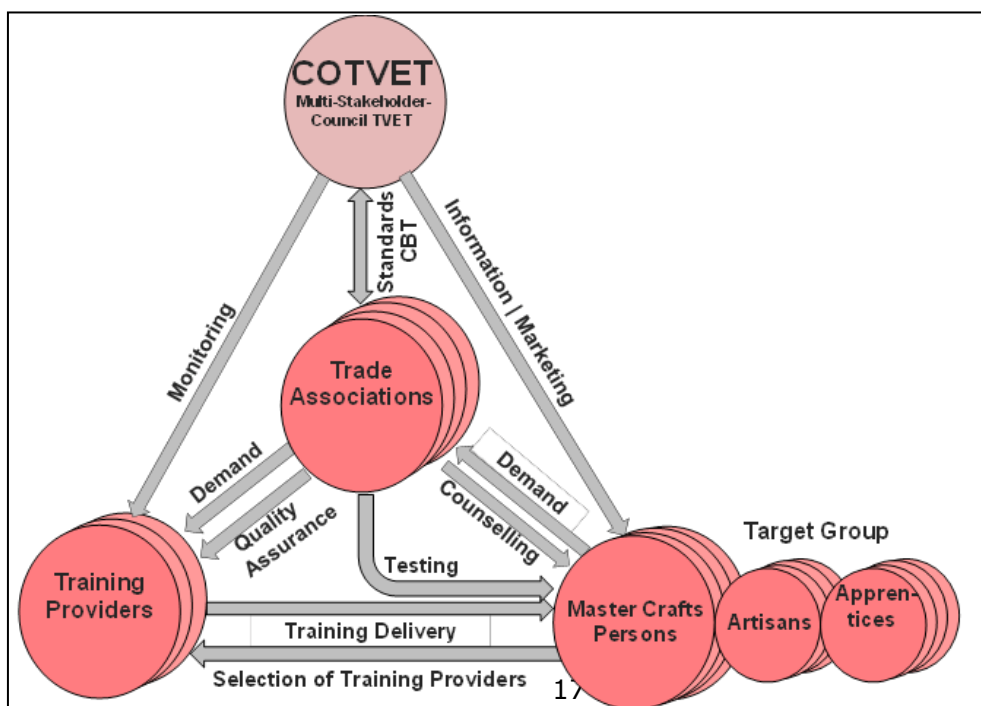
The Project is piloted in three regions of Ghana, namely, Volta, Northern and Greater Accra Regions. It also focuses on building the capacities of master craftpersons in four trade areas. These are electronics, dress making, cosmetology and auto mechanics.

In summary, the project operates on three main intervention levels:

- Advising **COTVET** in the field of TVET policy and strategy development as well as organisational development and the establishment of an M&E system
- Strengthening **Trade Association’s** role in TVET, including their involvement in the development of CBT standards, quality assurance of training, expanding their services for MSMEs and develop and offer training courses in consultation with COTVET
- Supporting **public and private Training Providers** in developing and implementing training courses for Master Craftpersons and Apprentices in form of pilot measures.

The project concept is indicated in the figure below. The successful implementation will lead to scaling up of the Project to cover the other seven regions and additional master craftperson in selected trade areas.

Fig. 5: GSDI Project Concept



6.3 What partnerships exist or are planned to involve economic agents more closely in the design, implementation and operation of training tracks targeting the skills required by the labor market

As part of the TVSD reforms in the country, three standing committees of the COTVET Board have established all of which are led by industrialists with other relevant industry representation. These Committees also have other sub-committees for some occupational areas. Memberships of the sub-committees are drawn from relevant industries, professional bodies and trade associations and they generate the occupational standards that are used for education and training. The curricula and outcomes are set based on the occupational standards generated by industry. The standards indicate the general area of competence and the relevant skills that learners should acquire. These are then translated into curricula and outcomes for education and training by selected teachers in the relevant trades. All the processes are convened by COTVET. The Committees and their functions are listed below.

The National TVET Qualifications Framework Committee

The National TVET Qualifications Committee is the main regulatory authority for the National TVET Qualifications Framework and its overall function is to advise the COTVET Board on, and to do all things necessary or expedient, for the maintenance of a credible, rigorous, effective, and efficient qualifications framework for the TVET system.

The Training Quality Assurance Committee

The overall function of the Training Quality Assurance Committee is to safeguard the interests of learners, parents/guardians, employers, government and the general public by ensuring that training providers and qualification awarding agencies maintain satisfactory standards in the delivery of training and the award of

The Industry Training Advisory Committee (ITAC)

The Industry Training Advisory Committee and its sub-committees are to develop national occupational standards or knowledge, skills, and work performance standards for the definition and issuance of qualifications.

6.4 How would you define the paradigm shift needed in your country to make access to employment one of the leading priorities of education and training systems.

6.4.1 Introduction of Competency Based Training

The paradigm of TVET has shifted to Competency Based Training (CBT) based training although many training providers still train to a traditional TVET delivery model. In Ghana at a national level, COTVET has created the TVET Qualifications Framework¹⁰ to move TVET institutions toward a new TVET approach. The CBT with its associated Workplace Experience Learning (WEL) has shifted training closer to employers to ensure that training providers deliver relevant training to what the enterprises need. So far only three¹¹ institutions have piloted CBT-

¹⁰ COTVET LI 2195 of 2012

¹¹ Accra Polytechnic, Accra Technical Training Centre (ATTC) and NVTI Pilot Training Centre at Kokomlemle

based curricula in three trade areas¹². This represents a very limited starting point in the process of nation-wide transitioning to CBT. . At this early stage in Ghana’s CBT-TVET development, targeted training delivery to major stakeholders in the TVET sector has been going on and will continue. Table below, based on information from the International Labour Organization (ILO), outlines the old and new paradigms of TVET that will ensure that access to employment is one of the priorities of the education and training system in Ghana.

Table 6: CBT Paradigm Shift

Old Paradigm	New Paradigm
Supply-driven approaches	Market-responsive approaches
Focus is on skills only	Focus is on development of skills, knowledge and attitudes required to achieve competency standards
Learners are assessed after skills are taught	Learners are assessed prior to the teaching of skills to focus on remediation of skills gaps
Training for employment	Teaching and Learning for employability
In-service training	Concept of continuing/life-long learning
Teacher-centered	Student-centered
Education and training separated	Integrated education and training
Specialization in one skill	A search for multi-skilling
Skill recognition based on training period and examination	Recognition based on competency and prior learning (CBT)
Rigid and fixed entry and exit	Flexible and multiple entry and exit
Focus on formal sector	Recognition of need to focus on both formal and informal sectors
Training for wage employment	Training for wage and self-employment
Centralized system	Decentralized system requiring both strong

¹² HND in Plant Engineering, Certificate 2 in Welding and Fabrication and Certificate 1 in Electronics

Old Paradigm	New Paradigm
	national and decentralized institutions
Policy and delivery dominated by nation/state	Policy and delivery separate, market-responsive
Curriculum	Occupational Standards Generation, Unit Specifications Writing, Learning Material Development

6.4.2 Workplace Experience Learning

The primary goal of TVET is to prepare youth and adults for gainful employment. COTVET understands that learning occurs in a variety of context and is not confined to that occurring in a school. COTVET values these other formal and informal types of learning as they can help TVET learners develop knowledge, skills and attitudes which facilitate the transition from school to work. As a paradigm shift from industrial attachment and as per the TVSD reforms process, COTVET has introduced Workplace Experience Learning which is a recognised programme that delivers a significant amount of learning in a real workplace situation. Workplace Experience Learning is on the job training during which a TVET learner is expected to master a set skills or competencies, related to a particular programme accredited by COTVET. COTVET has determined that workplace experience learning is an appropriate and valuable component of all TVET programmes. It complements the education and training undertaken at TVET learning environments and is spread across the duration of the TVET learners learning period depending on the credit value stated in the qualification framework. It provides the context for

- Enhanced skills development
- Practical application of industry knowledge
- Assessment of units competence, as determined by ITAC
- Increased employment opportunities

In with this paradigm shift, COTVET has prepared a draft policy on Workplace Experience Learning to make access to employment one of the leading priorities of education and training. The policy defines:

- Goals, Objectives and Benefits of WEL
- Roles and Responsibilities of all major stakeholders
 - TVET Provider
 - Employer
 - Learner
 - Parents or Guardian
- Procedures and Guidelines
- Delivering a WEL Programme
 - Programme Structure
 - Learning
 - Assessment
 - Portfolio building
- Relevance and Impact

7. Measures planned or in progress to promote job creation (3-5 pages)

7.1 The Skills Development Fund

The Government of Ghana has received financial support from the World Bank and DANIDA towards the setting up and implementation of the Skills Development Fund (SDF). The Fund is an initiative of the Government of Ghana and managed by the Council for Technical and Vocational Education and Training (COTVET).

The SDF is a challenge fund providing a demand-driven response to three critical challenges encountered by the productive sectors of Ghana: (i) an adequately qualified labour force; (ii) the urgency of providing new entrants to the labour market with gainful, employable skills; and (iii) inadequate access to new technologies and innovations. The SDF caters to the skills needs of the formal and informal sectors of the economy; it is available for continuous skills upgrading and, to a limited extent, pre-employment initiatives. The Fund also supports partnerships between science and technology providers and industry targeting productivity improvements, product diversification, and growth through technology development or organisational innovations.

The Fund supports the following types of training needs and activities:

- Upgrading the skills of employees for productivity improvement and to enable employees adopt emerging new technologies
- Enabling current employees to earn higher technical and vocational skills qualifications and incomes

- Upgrading the skills of master crafts-persons and self-employed graduate apprentices
- Industrial attachment for students in training, and
- Retraining workers displaced by economic and organisational restructuring.

The Fund provides funding primarily for the improvement of the quality and relevance of existing skills systems and, if relevant, the expansion of these. In addition, the Fund gives priority to innovative new approaches to skills development and employment creation, especially in micro and small enterprises, and to partnerships between industry and technology providers introducing new technologies and innovations into companies' business practice.

7.1.1 Priority sectors

Based on an assessment of employment and income prospects, the Project Steering Committee is expected to advise the COTVET Board on sectors, industries, value chain target groups, etc., that should be given high priority in funding. The target areas for support will have to be revised regularly as the economy develops and on the basis of ongoing monitoring and evaluation routines. Initially the SDF will encourage applications from five sectors:

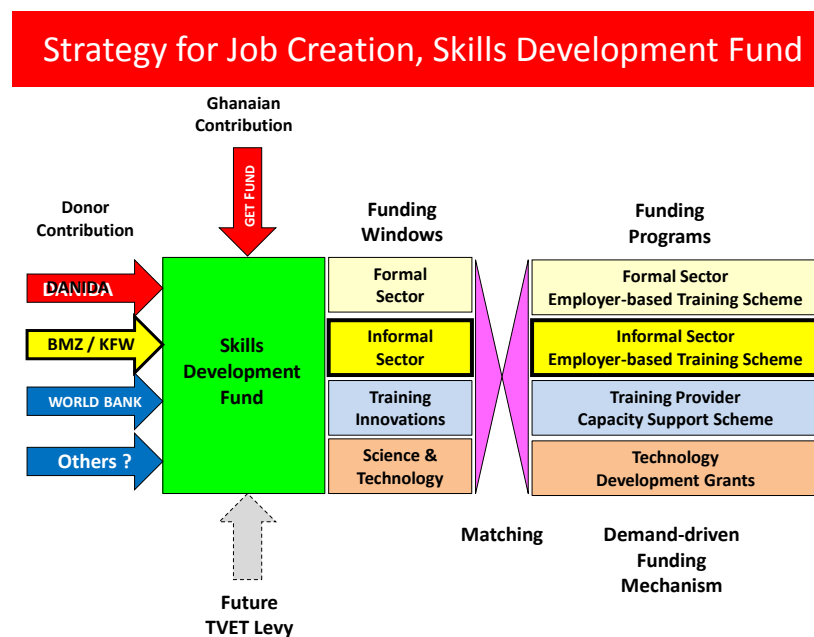
- Construction & housing
- ICT
- Tourism & hospitality
- Livestock
- Horticulture.

7.1.2 Funding Windows

There are four funding windows

- (i) Formal sector -- larger scale skills development for medium and large enterprises
- (ii) Informal sector -- smaller scale skills development mostly for micro and small enterprises
- (iii) Training Innovations -- innovative approaches and/or partnerships
- (iv) Science and Technology -- support to firms to introduce new technologies and innovations into their business practices and support to technology providers working in partnership with industry to identify, adapt, and transfer relevant technologies.

The government strategy for the SDF is indicated below



7.2 The National Youth Employment Program (NYEP)

The main objective of the NYEP is to identify projects with economic potential that can generate employment for as many youth as possible. The intervention also aims at checking the drift of the youth from the rural to urban communities in search of jobs by creating opportunities in the rural areas for the youth through self employment, wage-earning jobs and voluntary service activities. It focuses on the provision of essential social services that promote good governance, access to good education and health services. The program aimed at generating half a million jobs in 3 years (2006-2009).

7.2.1 Labor market barriers/failures to be addressed by the Intervention

- Inadequate technical skills
- Lack of financial capital
- Lack of labor market information
- Lack of labor demand

7.2.2 Description of the Intervention

The purpose of the Program is to explore, recommend and provide additional employment opportunities for the youth in all districts throughout the country and thereby create conditions that will facilitate their economic empowerment. The program includes a combination of self-

employment opportunities, wage earning jobs and voluntary service activities. Ten modules are being used for the implementation process. These are:

Module 1 - Agriculture-Business, Module 2 - Trades & Vocation, Module 3 - Information and communication Technology, Module 4 - Community Protection System, Module 5 - Waste and sanitation Management Corps, Module 6 - Rural Education, Module 7 - Auxiliary Nursing, Module 8 - Internships and Industrial Attachments, Module 9 - Vacation jobs, Module 10 - Volunteer Services, Module 11- Road Construction Module

All 138 Metropolitan, Municipal, Sub-Metros and Districts in the country are implementing some of the modules based on their local comparative advantage. The strategy was to set up national, regional and district-level employment task forces to implement the NYEP. The district employment task forces are charged with identifying potential employment promotion areas and then implementing one or more of the NYEP modules. The beneficiaries are paid a weekly stipend. Those engaging in self-employment activities are given assistance to purchase inputs. The government has already rolled-out the 2010 National Youth Employment Program. The program is expected to benefit more than 200,000 youth between 2010 and 2011. The first phase of the program has been implementing 2006-2009. The NYEP appears to be a highly politicized program. Not only was it initiated on a Presidential directive, but the District Chief Executives have been made directly responsible for the successful implementation of the NYEP.

7.2.3 Labour Intensive Modules

Two of the modules are labour intensive and have employed about 30% of the beneficiaries. These are the Agribusiness module and the Road construction module.

7.2.4 Results of the evaluation in terms of process

A total of 200,000 new jobs were generated in 2006 (including 78,195 placed in the youth employment program) compared with 125,000 in 2005 contributing to a reduction in the level of unemployment from 11.1% in 2005 to 10% in 2006. This effect is attributed to the implementation of the National Youth Employment Program and improved business environment. It seems that the introduction of the NYEP had made it easier for some unemployed youth to find jobs in sectors such as, agriculture (13,069) education, forestry, resource mobilization (26,760) health (auxiliary nursing: 10, 850), waste and sanitation (4,550) and internship (2,800) in 2006. Sustaining the NYEP beyond the medium term however is a challenge.

A total of 457,779 youth have been engaged in the NYEP as of June 2012.

7.3 The Local Enterprises and Skills Development Program (LESDEP)

The Government's steadfastness in investing in people for sustainable development is bearing good fruit following the empowerment of the youth into Self-Managed Businesses through a major intervention programme launched in April 2011. The LESDEP programme is a public-private partnership under the Ministry of Local Government and Rural Development and aims at

creating local enterprises that would drive the creation of jobs and the economic growth of the country.

7.4 The Rural Enterprises Project

The Rural Enterprises Project (REP) is part of Ghana Government's efforts to reduce poverty and improve living conditions in rural areas. The Project is financed by the Government of Ghana, the International Fund for Agricultural Development (IFAD) and the African Development Bank (AfDB). Implementation of the Project commenced in July 2003.

The Ministry of Trade & Industry (MoTI) has, since December 2007, assumed responsibility as the Ghana Government Executing Agency for the Project. The overall goal of the Rural Enterprises Project remains to contribute to alleviate poverty and improve living conditions in the rural areas and especially increase the incomes of women and vulnerable groups through increased self- and wage employment.

The immediate objective of REP also remains to build a competitive rural micro and small enterprise sector in the participating districts. This will be supported by relevant, good quality, easily accessible and sustainable services. The Project is currently in its third phase for an eight-year period from 2012 to 2016 and is being implemented in additional 53 districts nationwide. Eleven of the 13 districts from the first phase were carried over to the current phase and given direct support for the first two years. Phase one was implemented from 1995 to 2002 in 13 districts in the eco-transitional zone of the Ashanti and Brong-Ahafo Regions.

The interventions of the Project are delivered through the four integrated technical components and supported by the Project Coordination and Management Unit (PCMU) as follows:

- Business Development Services (BDS);
- Technology Promotion and Apprentices Training (TPSAT);
- Rural Financial Services (RFS);
- Support to MSE Organisations and Partnership Building (SMSEOPB).

8. Working Relationship with other Countries

Ghana is working with Association for the Development of Education in Africa (ADEA) and the Economic Community of West African States to promote youth employment and job creation.

8.1 Association for the Development of Education in Africa (ADEA)

The Association for the Development of Education in Africa (ADEA) every two or three years organises a major conference on key education challenges facing African countries. At its last conference, which gathered over four heads of state, 33 ministers of education and training, 650 representatives of some 45 countries, there was a strong endorsement that there is a need to rise above the traditional, dichotomous vision in which general post-primary education is viewed as separate from technical and vocational education and training (TVET), and the TVET system as separate from alternative paths to technical and vocational skills development (TVSD).

The issue of national qualification frameworks has become particularly important since the decision to replace the concept of TVET with that of TVSD was approved at the ADEA Triennale by 33 Ministers of Education and Training. This paradigm shift is based on the fact that NQFs should no longer be reserved for qualifications in the formal system, as is currently the case in most countries in the region, but should also take into account all the various different ways, means and methods of acquiring technical and vocational skills. In other words, NQFs should cover skills acquired through both formal and non-formal/informal training and qualification channels.

ADEA is therefore leading the regional referencing of regional qualifications framework in Africa. At the second meeting of the Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN/TVSD), which was held in Abidjan from 19 to 21 September 2011, the ministers and representatives of the 20 countries present decided to create three thematic groups:

- one on the transition to work,
- one on national qualification frameworks,
- and one on the role of trade/business associations in the field of TVSD.

8.1.1 African Countries and NQF

Several countries have made attempts and taken initiatives to recognize the various forms of skills¹³. However, these forms of recognition are still struggling to be included in NQFs, which are based solely on qualifications issued by the formal system. Two countries in the SADC region, South Africa and Mauritius, have developed NQFs that provide recognition for all the ways in which skills are developed. The design and creation of NQFs that aim to take into

¹³ Examples include the Vocational Qualification Certificate and Vocational Trades Certificate in Benin, the Basic Qualification Certificate, Vocational Qualification Certificate, Vocational Qualification Diploma and Technician Qualification Diploma in Burkina Faso and the Apprenticeship Completion Certificate in Mali.

account the whole field of TVSD are also identified as key training policy objectives in countries such as Ghana, Mozambique, Ethiopia, Kenya, Tanzania, Tunisia, Nigeria and Senegal.¹⁴

The creation of NQFs is a trend in almost all education and training policies in developed, transition and developing countries.¹⁵ ADEA recently held a seminar on NQFs, on 8 and 9 July 2013 in Abidjan, Cote D'Ivoire, to produce a final synthesis is to be adopted by the participating countries, which was submitted to the ministerial meeting of the ICQN/TVSD in mid-September 2013.

8.2 Economic Community of West African States (ECOWAS)

The African Union (AU), recognising the importance of skills to poverty reduction and socio-economic development, has adopted a policy framework for promoting TVET in Africa¹⁶, the objectives of which are:

- To revitalize, modernize and harmonize TVET in Africa in order to transform it into a mainstream activity for African youth development, youth employment and human capacity building in Africa;
- To position TVET programmes and TVET institutions in Africa as vehicles for regional cooperation and integration as well as socio-economic development as it relates to improvements in infrastructure, technological progress, energy, trade, tourism, agriculture and good governance;
- To mobilize all stakeholders in a concerted effort to create synergies and share responsibilities for the renewal and harmonization of TVET policies, programmes and strategies in Africa.

In this regard, some ECOWAS countries have developed policies and strategies to strengthen their TVET institutions and skills training programmes. In particular, many countries in the region, notably Nigeria, Niger, Mali, Ghana, the Gambia and other countries at different levels of TVET delivery have put structures in place to modernize their TVET systems, notably by developing new curricula and teaching and learning materials as well as the acquisition of appropriate training equipment and machines. Furthermore, the ADEA 2008 Biennale held in May 2008 in Maputo on Post Primary Education in Africa also dwelt extensively on TVET and skills acquisition for the world of work.¹⁷

These developments, among others, reflect the increasing awareness of the critical role that TVET can play in moulding the skilled human resource that African countries need for building and maintaining their economic infrastructures, supporting industrial and agricultural

¹⁴ The countries listed here are mentioned in the study *"National qualification frameworks developed in Anglo-Saxon and French traditions"*, which was produced under the responsibility of SAQA, in the framework of Sub-theme 2 of ADEA's Triennale 2012 preparation process.

¹⁵ This observation was made in another study for the Triennale on the introduction of NQFs, which was conducted by the German Agency for International Cooperation Agency, GIZ: *"Lessons learned from selected National Qualifications Frameworks in Africa."*

¹⁶ African Union: 2007. Strategy to revitalize TVET in Africa. Addis Ababa, Ethiopia.

¹⁷ Association for the Development of Education in Africa – ADEA: 2009. Post-Primary Education in Africa: Challenges and Approaches for Expanding Learning Opportunities

development, promoting innovation in manufacturing systems and services delivery, enhancing productivity, and generally driving economic growth. At the individual level, TVET (as already mentioned) offers opportunities for the acquisition of employable and entrepreneurial skills that facilitate insertion into the world of work, leading to gainful employment, sustainable livelihoods, and meaningful participation in the political and democratic space of nations.

Although the important role of TVET in economic development and poverty reduction is universally acknowledged, there appears to be some inertia in policy implementation in several African countries. This view was reiterated by the Third Conference of ECOWAS Ministers of Education and the 36th Ordinary Session of Heads of States, both of which took place in 2009. It was for this reason that UNESCO BREDIA and the ECOWAS Commission organized a workshop in August 2009 to discuss strategies for revitalizing TVET in the ECOWAS sub-region. The workshop (which brought together government officials from the 15 member countries, development partners, TVET policy makers, experts and teachers) underscored the need to move up from problem identification to actual implementation of good practices founded on innovative partnerships.

8.2.1 Main Recommendations of the Abuja Workshop

The main recommendations of the Abuja 2009 TVET Workshop may be summarized as follows:

On the issue of **curriculum**, it was recommended that countries should update and localize their TVET curriculum in line with international best practice and encourage the sharing of expertise in the development of teaching and learning materials through the establishment of regional TVET centres of excellence. The importance of **National Qualifications Frameworks** in skills development and life long learning was emphasized, leading to the recommendation that UNESCO and other Agencies should provide technical support to countries to develop their vocational skills qualification frameworks. The **lack of data on TVET** was identified as a major limitation to effective policy formulation and implementation and management of TVET systems. It was therefore suggested that national and sub-regional **observatories** be established with the assistance of UNESCO/UIS for collecting, analyzing and updating TVET data.

The large population of unemployed and unskilled youth was identified as a potentially destabilising factor for many African governments, especially in conflict-prone situations. The Abuja Workshop therefore recommended that TVET **apprenticeship and skills training programmes** be intensified within a holistic national policy framework that promotes employability and integration of formal and non formal skills training. The Abuja Workshop also recognized the critical role of the teacher in skills acquisition programmes. It was therefore strongly recommended that **technical teacher training and the training of trainers** be strengthened so as to continually update the pedagogical and professional skills of technical teachers.

Appendix 1: TVET Qualifications Framework Levels and Descriptors

Level Descriptors			
Level	Qualifications	(Knowledge) Enables learners to:	(Skills & Attitude) Enables learners to carry out processes that:
1	National Proficiency 1		<ul style="list-style-type: none"> 1. Require basic skills of trade and craft and the ability to perform routine and predictable tasks. 2. Are repetitive and familiar. Require close supervision. 3. Require practical and oral tests for qualification.
2	National Proficiency 2	Demonstrate basic numeracy, literary and IT skills: For example, carry out limited range of simple tasks of data processing.	<ul style="list-style-type: none"> 1. Confirm competence in the handling of hand tools and machinery components. 2. Require performance of varied activities that are routine, predictable and non-complex in nature. 3. Require limited supervision. Require practical and oral tests for qualification.
3	National Certificate 1	<ul style="list-style-type: none"> 1. Demonstrate a broad knowledge base incorporating some technical concepts. 2. Demonstrate knowledge of the theoretical basis of practical skills. 3. Demonstrate basic numeracy, literacy and IT skills. 	<ul style="list-style-type: none"> 1. Require a wide range of technical skills 2. Are applied in a variety of familiar and complex contexts with minimum supervision. 3. Require collaboration with others in a team.

4	National Certificate 2	<ol style="list-style-type: none"> 1. Demonstrate specialised knowledge base with substantial depth in area(s) of study. 2. Analyse and interpret a range of data and be able to determine appropriate and communicate appropriate methods and procedures and outcomes accurately and reliably to deal with a wide range of problems 3. Demonstrate numeracy, literacy and IT skills commensurate with this level. 4. Present results of their study accurately and reliably. 	<ol style="list-style-type: none"> 1. Require specialized knowledge of skill competency in different tasks in varied contexts. 2. Require a wide and specialised technical and/or supervisory skills 3. Are employed in different contexts. 4. Require the ability to adapt and apply knowledge and skills to specific contexts in a broad range of work activities. 5. Require minimum supervision.
5	Higher National Diploma (HND)	<ol style="list-style-type: none"> 1. Demonstrate considerable theoretical knowledge and solid practical skills in their area(s) of study. 2. Integrate, contextualize and apply knowledge to a range of complex technical or professional activities. 3. Have a command of planning, analytical, supervisory and management functions under minimum direction. 4. Display qualities and transferable skills for employment. 	<ol style="list-style-type: none"> 1. Require a wide range of highly specialized technical and / or management and / or conceptual or creative skills. 2. Require qualities and transferable skills necessary for formal and self-employment. 3. Involve some level of organizational ability, resource management and personal responsibility.
6	Bachelor's (Professional	<ol style="list-style-type: none"> 1. Demonstrate high level conceptual knowledge in a 	<ol style="list-style-type: none"> 1. Apply methods, techniques and modes of practices that they learned

	/ Technology)	<p>broad range of complex and changing contexts.</p> <p>2. Demonstrate basic research skills.</p> <p>3. Undertake tasks involving high level organisational ability, resource management and personal responsibility.</p> <p>4. Demonstrate a significant degree of strategic thinking and judgment.</p> <p>5. Have a high level of supervisory and management capabilities.</p>	<p>and reviewed, to consolidate, extend and apply their knowledge and understanding to initiate and carry out projects.</p> <p>2. Promote further training, development of existing skills and acquisition of new competencies that will enable them to assume responsibility within organisations in self-employment.</p> <p>3. Require qualities and transfer of skills necessary for formal and self employment.</p> <p>4. Communicate information in a variety of formats appropriate to both specialists and non-specialist audiences.</p>
7	Master's (Professional / Technology) - Technically-Oriented Researched Masters	<p>1. Have a systematic understanding of knowledge and a critical awareness of current problems and/or new insights in their academic discipline, field of study, or area of professional practice.</p> <p>2. Possess comprehensive understanding of relevant techniques in research or advanced scholarship.</p> <p>3. Demonstrate originality in the application of knowledge, together with a practical understanding of established techniques of research.</p> <p>4. Critically evaluate current research, methodologies and advanced scholarships</p>	<p>1. Involve the resolution of complex issues and making sound judgment in the absence of complex data, and communicating these conclusions to both specialists and non- specialist audiences.</p> <p>2. Require self-direction and originality in tackling and solving problems, and acting independently in planning and implementing tasks at a professional or equivalent level.</p> <p>3. Continue to advance their knowledge and understanding, and to develop new skills to a high level.</p> <p>4. Promote qualities and transferable skills necessary for employment, initiative and personal responsibility and decision making in complex and unpredictable situations, and the exhibition of independent learning</p>

		in the discipline, and where appropriate, to propose new hypothesis.	ability required for continuing professional development.
8	Doctorate Degree (Professional / Technology)	<p>1. Creation of new knowledge through research of the quality that extends the frontier of knowledge in the discipline</p> <p>2. A substantial acquisition of knowledge which is at the forefront of technology or area of professional practice</p> <p>3. Ability to conceptualise, design and implement a project to generate new knowledge, or applications at the frontier of technology or professional practice.</p> <p>4. Comprehensive and detailed knowledge and application of research methodology applicable to complex enquiry.</p>	<p>1. Make informed judgment on complex issues in the area of technology or professional practice often in the absence of complete data and be able to communicate ideas and conclusions clearly to specialist and non-specialists in the discipline</p> <p>2. Exhibit qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and initiative in complex and unpredictable situations.</p>

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