

# Analysis of Vocational Education and Training

## Ghana



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## Ghana

*Training requires an enabling environment... training alone is not an effective means to combat unemployment.*

World Bank, 2004

### General

21,7 million people live in the republic of Ghana. 69 % of those people is Christian, 16 % Islamic and 15 % have an indigenous religion. English is the official language. In addition, about 75 other languages and dialects are spoken, associated with different ethnic groups (40 % is Akan, Mole-Dagbani, Ewe, Fante and Ga Adangbe) (Ministerie Buitenlandse Zaken, 2006).

0 – 14 years	37,1 %
15 – 64 years	59,1 %
> 65	3,7 %

CIA, worldfactbook, estimation 2005

### Economy

People in Ghana have an average GDP of 369 USD (in 2003). Well endowed with natural resources, Ghana has roughly twice the per capita output of the poorer countries in West Africa. Even so, Ghana remains heavily dependent on international financial and technical assistance.

There is a labour force of 10,6 million people, of whom an estimated 20 % is unemployed (CIA, 2006).

Table: Share of the total employed labour force

	Share labour force	Share of GDP
Agriculture	60 %	35,5 %
Industry	15 %	25,6 %
Trade and service	25 %	39 %

Source: CIA, 1999 and 2005 estimate

Main agricultural products: cocoa, rice, coffee, cassava (tapioca), peanuts, corn, shea nuts, bananas; timber.

Main industrial products: mining, lumbering, light manufacturing, aluminium smelting, food processing, cement, small commercial ship building (CIA, 2006).

Agricultural productivity is low, constrained by several factors such as the absence of clear legal provisions for the acquisition of land for commercial farming, the reliance on subsistence farming practices, limited use of technology, lack of grading, standardisation and quality assurance, post-harvest losses and resource constraints. But it is also due to ineffective agricultural education, training and service (LO/TFT, 2003).

Large numbers of young people in Ghana enter the informal economy each year. Since the transition rate between Junior Secondary School (JSS) and Senior Secondary School (SSS) is c.30%, many of those entering the informal labour market are JSS graduates. The informal economy in Ghana, both rural and urban, employs 89% of the labour force (including 56% in agriculture and 21% in retail trade) (Palmer, 2005).

Features of the urban informal sector that need to be addressed according to the GPRSP:

- Low levels of education and training of the self-employed and other workers. Women and disabled particularly disadvantaged.
- Limited access to credit.
- Lack of institutional framework to overcome disadvantages of very small size.
- Lack of effective contract enforcement.
- Low level of technology use.
- Limited vertical integration.

TVET has always formed part of the Ghana education system. However, its impact on the labour market has been a concern for some time. Apart from the problems of supply, the effectiveness of the sector is hampered by adverse labour market conditions. It is only the agricultural sector and the rural and urban informal sector that have major potential for employment growth over the next few years. Therefore more attention should be devoted to training for the informal sector, particularly to achieve the poverty reduction targets.

#### Labour market figures

<b>Supply</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Labour force	4.312.000	4.488.000	8.800.000
Literate	2.686.000	1.634.000	4.320.000
Post secondary education	104.000	18.000	122.000
<b>Employment</b>			
Public sector	226.000	59.000	285.000
<b>Private sector:</b>			
Formal private sector	160.000	25.000	185.000
Informal private sector	1.615.000	1.610.000	3.225.000
Total private sector	1.775.000	1.635.000	3.410.000
Total employment	2.001.000	1.697.000	3.695.000
<b>By sector groupings:</b>			
Agriculture, fishing, forestry	1.316.000	908.000	2.224.000
Mining, construction, manufacturing	207.000	92.000	299.000
Wholesale and retail trade	143.000	584.000	727.000
Transport communications, utilities, financial, insurance, real estate, and service industries	388.000	184.000	572.000

Source: Atchoarena, Delluc, 2002

The supply of illiterate labour is overwhelming (4,5 million), while the availability of relatively highly qualified persons (post secondary level) is minimal (122.000). While open unemployment is about 4 %, a large volume of labour is underemployed.

#### Distribution of the active population by status and gender

	<b>Male %</b>	<b>Female %</b>	<b>Total %</b>	<b>Persons (million)</b>
Unemployed	4,7	3,2	3,9	0,3
Underemployed	45,9	57,5	52,2	4,6
	50,6	60,5	56,1	4,9
Total labour force			100	8,8
In full employment	49,4	39,5	43,9	3,9

Source: Atchoarena, Delluc, 2002

**Table 5. Type of employer for population aged 15-64 years, by locality and sex , %**

	Urban			Rural			Ghana		
	Female	Male	All	Female	Male	All	Female	Male	All
Self-employment (agriculture)	16	22	19	64	71	67	49	56	52
State-owned company	7	18	11	2	6	4	3	10	6
Private formal	6	25	15	1	8	4	3	13	8
Private informal & self-employed (non-agriculture)	71	36	55	33	15	25	45	21	34
All	100	100	100	100	100	100	100	100	100

Source: LO/FTF, 2003

**Table 4. Type of work engaged in by the population aged 15-64 years.**

	Urban			Rural			Ghana		
	Female	Male	All	Female	Male	All	Female	Male	All
Wage employment	13	42	26	3	14	8	6	23	14
Self-employment (non-agriculture)	64	33	50	28	13	21	40	19	30
Unpaid family worker (non-agriculture)	5	2	4	1	1	1	3	1	2
Self-employment (agriculture)	12	19	15	41	60	49	31	47	39
Unpaid family worker (agriculture)	6	3	5	27	12	20	20	10	15
All	100	100	100	100	100	100	100	100	100

Source: LO/FTF, 2003

In this context, TVET policy should relate to small enterprise promotion, self employment and informal sector skills upgrading. Another focus should be on management and autonomy of training institutions to improve market responsiveness, including through the implementation of tracer studies, a monitoring mechanism currently quasi absent from the sector (Source: Atchoarena, Delluc, 2002).

## **Education**

It was the 1986/87 Education Reforms that shaped the structure of the current education and training system in Ghana from the 6-4-5-2 -3/4 to the 6-3-3-3/4 system in 2005. Basic education is defined as both primary and Junior Secondary School (approximately age 15/16), representing years 1 to 9 of the schooling ladder. Post-basic education is defined as Senior Secondary School (SSS), Technical and Vocational Education and Training (TVET), 72 both formal and informal, and Tertiary level education (principally in universities and polytechnics) (Palmer 2005). At secondary level, specialization is available in a number of TVET institutions. Technical institutes, farm institutions and vocational training institutes provide alternatives to the more academic curriculum at the Senior Secondary Schools. Most TVET students are trained in the Technical Institutes and the NVTI's, which run long duration training courses lasting between three and five years. Many of the centres run by NGOs are offering useful and innovative training (Atchoarena, Delluc, 2002). Most TVET centre's run by the private sector also make use of the official approved curriculum and examinations as offered by the NVTI.

Ghana has 12,630 primary schools, 5,450 junior secondary schools, 503 senior secondary schools, 21 training colleges, 18 technical institutions, two diploma-awarding institutions and

five universities serving a population of 17 million; this means that most Ghanaians have relatively easy access to good education. In contrast, at the time of independence in 1957, Ghana had only one university and a handful of secondary and primary schools. In the past decade, Ghana's spending on education has been between 28 percent and 40 percent of its annual budget.

Country wide statistics on education supply are relatively positive compared to other West African countries. Northern Ghana however shows a very different picture. In the three Northern regions supply and demand of all forms of education are not balanced. (World Bank 2004)

Primary and middle school education is free and will be mandatory when enough teachers and facilities are available to accommodate all students. Students begin their 6-year primary education at age six. Under educational reforms implemented in 1987, they pass into a new junior secondary school system for 3 years of academic training combined with technical and vocational training, where they pass a Basic Education Certificate Examination (BECE). Those wishing to continue with their education move into the 3-year senior secondary school program. Entrance to universities is by examination following completion of senior secondary school.

There is currently an on-going educational reform in Ghana, and teaching is mainly in English, Ghana's official language (Botchie, Ahadzie, 2004).

School	Number of schools	Enrolment
Total		2 million
Primary (6 years)	12.630	1,3 million
Middle (3 years)	5.450	107.600
Secondary (3 years)	503	48.900
Technical	18	21280
Teacher training	NA	11300
University	5	5.600

There seems to have been a slight shift in education and training priorities in some of the recent policy documents. This might be interpreted as deliberate, or evolving. Specifically, the PRSP has a distinct focus on basic education. Since the adoption of an approved PRSP was largely a pre-conditionality for receiving development aid, it might be argued that the PRSP was written largely for the donors, with its focus on basic education. The Education Strategic Plan (ESP) (2003-2015), but particularly the proposed Education Reforms seem to have a more holistic view of the education system, indicating more support to post-basic education and training.

#### Education budget plans in GPRS

Education budget spend on:	2000	2005
Basic education, in which	58,6 %	64,4 %
Primary level	31,9 %	36 %
Formal secondary school	15,1 %	13,8 %
Teacher training	5 %	4 %
Tertiary education	13,3 %	10,3 %
Education management	6,3 %	5 %
TVET financing	1,1 %	2,4 %

Palmer, 2005

The Ghanaian Poverty Reduction Strategy clearly states that it expects the role of non-government providers in Post Basic Education and Training (PBET) provision to increase: Education of the youth will be linked with the labour market through expansion of technical and vocational education and training (TVET), special skill acquisition programmes and tertiary education, particularly through a greater role of private providers (Palmer, 2005).

Skills acquisition enhances productivity and leads to increased output. The educational system in Ghana - like in most other countries - is dual in nature, providing formal and vocational/technical education. In some of the JSS institutes vocational training is offered. However it very much depends on the availability of a specific classroom, tools and qualified teachers. The labour value of the training offered at the JSS level is limited. The vocational training provides an alternative to the academic theoretical oriented system and an opportunity for the large number of people who only finish Primary School or JSS. It is also intended to satisfy the technical needs of the manufacturing and service sectors of the economy.

From the supply side, individuals undertake specialised training programmes to obtain skills that make them more employable. Additionally, vocational training reduces unemployment by delaying entry of new entrants to the labour market. Apart from those who divert from the academic oriented educational system, others go for vocational/technical training after some years of work. Others also go ahead to specialise in a vocation without prior work experience (LO/FTF, 2003).

### ***Vocational education and training***

How is VET defined? Formal, informal and non formal? Does it include training on the job?	An estimated 90% eventually flow from TVET to work (Questionnaire, Ministry of Education, 2006).
% youngsters in vocational education and training, regional differences	1,6 % (Technical training, so excluding formal and informal VET.) In Ghana there are 345 public TVET institutions, with a total enrolment of almost 24.000 students in 2003 – 2004
Share of flow from regular education to vocational education and training	A small percentage flow from primary education to VET compared to those who flow to general secondary academic schools. It involves some dropouts from primary and secondary education (Questionnaire, Ministry of Education, 2006).
Gender ratio in VET on national level, regional differences	Very few females (less than 5%) undertake TVET in the male dominated areas such as, Electrical, Mechanical, and Building etc. Majority of females undertake TVET in areas such as in, Hospitality, Tourism and Business and Secretarial ship (Questionnaire, Ministry of Education, 2006)..
Which institutions pay attention to VET? (private actors (local NGOs, Churches, private institutions), commercial (organised by trade and industry companies) and public actors)	Non formal training is training provided outside the education system, mainly by a variety of voluntary or non-governmental organizations as well as governmental and private institutions. Polytechnics, Technical Training Institutes, Public sector Vocational Training Institutions, NVTI (National Vocational Training Institute.), ICCES and other VTIs. Most formal TVET activities take place in institutions managed by various government ministries or agencies, religious organisations, NGOs and private individuals. Non-formal TVET covers the traditional apprenticeship system, on-the-job training and all those skill- training activities that do not lead to formal certification.
In which regions are they active, share urban / rural?	There is more concentration in regions with industrial set up (Questionnaire, Ministry of Education, 2006).

In Ghana there are 345 public TVET institutions, with a total enrolment of almost 24.000 students in 2003 – 2004 (See table in appendix). 1,2 % of the total national education budget is spent on TVET (Palmer, 2005).

Data is unavailable for the private TVET sector, though it may be rather large. But it is clear that the majority of post-basic opportunities lie in the informal economy, with “informal apprenticeship remain[ing] the only real option for a lot of young people for quite some time to come” (Palmer, 2005)

In Ghana there is formal, informal as well as non formal VET, organised by different institutes.

Formal consists of several levels of institutions, which follow structured classroom/workshop type training where trainees follow written curricula and take formal examinations for the award of certificates. Most of the formal TVET institutes are theoretically focused aimed at passing the NVTI exams.

Informal constitutes of the traditional apprenticeship training which equip trainees with skills passed on to them by master crafts persons without award of formal certificates.

It is estimated that the formal sector trains about 10% with the informal sector training about 90% of the students. Most graduates wish to flow to higher education (Questionnaire Ministry of Education, 2006)

### *Formal TVET*

Formal Technical and Vocational Education and Training (TVET) in Ghana occurs at three levels. Polytechnics, the highest level training institutions, are located in regional capitals (n=10) and are followed by the Technical Training Institutes (n=30), both in the Ministry of Education and Sports. Public sector Vocational Training Institutions (VTIs) in the Ministry of Manpower, Youth and Employment number about 120, 32 NVTI (National Vocational Training Institute.), 66 ICCES (Integrated Community Centres for Employable Skills) and 22 other VTIs (Palmer, 2005).

For an overview of formal TVET institutions and their enrolment see appendix 1.

A major problem of the current formal training system in Ghana is that it has had virtually no effect on the employment situation. This derives from a number of factors.

First, formal training lacks relevance and has not been able to address the realities of the low absorptive capacity of the wage sector, underemployment and low performance at the work place. Formal training systems are largely supply-driven; that is, based on assumptions of varying degrees of relevance of skill types that are in demand on the labour market. The training is not responsive to the needs of the poor in the sense that it is straightforward and not closely integrated with other support measures that other institutions would typically give to the poor. For the public training institutions, the additional costs and risks of providing training for the poor is a major disincentive.

Second, organised training is accessible to relatively small number of those who need it primarily because of the limited availability of training opportunities. The annual combined training capacity for both public and private TVET institutions is estimated at 35,000. The annual pool of labour market entrants is about 300,000. The limited coverage also means, in effect, that training opportunities do not exist for people in employment to upgrade their skills in response to changes in the work environment.

An equally important factor that has reduced the effectiveness of formal training in increasing the employment rate, borders on equity. Access by different social groups is unequal. Disadvantaged groups such as women and the disabled encounter social barriers as they seek access to organised training. The generally low educational backgrounds of women and girls place them in a disadvantageous position in their bid to secure formal training. Where they gain access they are compelled to learn skills that accord 'females' low status, are low-paying and have little prospects for career advancement. Similarly, the disabled have very

narrow opportunities to access organised training. Training environments are unfriendly and unresponsive to the training needs of people with disabilities.

The fourth problem noted is the low quality of training offered in formal institutions principally as a result of insufficient numbers of qualified instructors, inadequate and inappropriate training materials and high student participation rates. Maintenance of equipment falls behind schedule and the purchase of training materials becomes irregular. In such situations trainees receive very little hands-on experience. The strong focus on passing the IVTI official examinations further reduce the hands-on experience and practical training. Inadequate investment in instructor training and competitive salaries has caused a migration of staff to industry (Botchie, Ahadzie, 2004).

A fifth problem is the entry level of the students. Examinations results at JSS and SSS levels in English and Mathematics are poor. At TVET level most syllabi are in English and Mathematics are very important for a lot of technical skills. Poor results in these subjects at preceding stages of the education system influences performance at TVET level (World Bank, 20004)

### *Non formal TVET*

Non formal training is training provided outside the education system, mainly by a variety of voluntary or non-governmental organizations as well as governmental and private institutions. It is considered an effective means of providing cost-effective, accessible and participatory training for specific target groups. This type of training is also a means of making training available to hard-to-reach groups. Its clientele include people at the grassroots. Non-formal training is characteristically short, demand-driven, flexible and simple in its organization. It is usually delivered in formal settings except that it is not rigidly as chronological as formal training.

The training provided by the NGOs tends to be very specific and reaches only a limited number of the intended beneficiaries. The impact on the training arrangements on the labour market is negligible. Training services are often provided by inexperienced staff that are not necessarily familiar with the needs of the informal sector workers. The scope of training is determined by the focus of the organization and often the focus is on civic/development education and literacy programmes with limited involvement in vocational training. Focus of these non-formal institutes is an output rather than on outcome. Furthermore coordination among NGOs and between various programmes is poor leading to duplication of training activities for the same target groups. Where this happens, too many workers are trained in certain trades such as crafts leaving other trades without a sufficient number of skilled workers (Botchie, Ahadzie, 2004).

### *Informal TVET*

This system of training is characterized by lack of uniformity, the absence of underlying curriculum and the absence of rigid start and end dates. The thrust is usually on practical skills, with minimal or no instruction on trade-related theory. Training may occur within the family setting or within the community, in the streets or during the working process. Informal training includes informal on-the-job training or apprenticeship, community-based training and mentoring. The most prominent and pervasive form of informal training in Ghana is traditional system of apprenticeship (Botchie, Ahadzie, 2004).

There should be a distinction made between skills development intended **for** the informal economy, and skills development that occurs **in** the informal economy.

With respect to skills development in the informal economy, we will focus on 'on-the-job' traditional apprenticeship training, which typically occurs in informal manufacturing enterprises.



Skills development for the informal economy refers to skills programmes that are specifically targeted at:

- i) upgrading the skills of those already in the informal economy by those outside the informal economy (for example the World Bank's Vocational Skills and Informal Sector Support Project);
- ii) pre-employment training those not yet in the informal economy in skills that are deemed relevant for informal economy employment – where the programmes objectives specifically intend the graduates to become self-employed entrepreneurs in the informal economy (for example the government of Ghana's ICCES and STEP programmes) (Palmer, 2005)

Ghana has a long tradition of informal apprenticeship in such trades as carpentry, masonry, auto - mechanics welding, foundering, photography, tailoring, dressmaking and cosmetology. Operators in the sector exhibit creativity but lack the necessary technological knowledge related to their skills and the capital to expand their enterprises (LO/TFT, 2003).

### *Informal apprenticeship most important*

In a situation like Ghana where neither the formal academic senior secondary schools, nor the formal TVET institutions can absorb more than a fraction of the demand for post basic education and training, post-basic skills development in the informal economy is, and will remain for some time to come, the most common source of further training that the poor will receive. In fact, traditional apprenticeship training is especially prevalent and organised in West Africa. In Ghana, traditional apprenticeship training is responsible for some 80-90% of all skills development in the country (Palmer, 2005)

Traditional apprenticeship in Ghana has a number of characteristics:

- there is no clear organizational structure;
- they caters for the majority of TVET recipients, including illiterate and semi illiterates;
- there is a close link between training and real production;
- there is no formal curriculum; what is taught depends on what is actually produced;
- skill training, customer service and work attitudes are integrated;
- standards vary; there are no common competency-assessment procedures;
- until recent interventions through like the World Bank/VSP project, it had no link with the formal education system;
- it serves mainly rural populations and the urban poor;
- no one single government ministry has responsibility for it;
- there is virtually no government support, control or supervision; the burden of training falls on parents and apprentices (Palmer, 2005).

Basically, the purpose of technical and vocational education is to equip young men and women with the technical and professional skills needed for the rapid socio-economic development of the country. The emphasis is on training people for self-employment (Palmer, 2005).

Inequalities in access to education and training are a common feature in Ghana as they are in many developing countries. Even though the Constitution guarantees the right to education and training, this is often not enforced. Consequently the rapidly changing technological environment is resulting in poor people being increasingly marginalised. Access to training by marginalized groups such as women is further hampered by:

- lack of investment in female education and skills acquisition
- low literacy rates
- lack of time available for training due to women's multiple roles
- limited autonomy and decision-making

- restricted mobility
- low level of awareness of training opportunities and other assistance schemes
- lack of opportunities for apprenticeship
- gender stereotyped education and training curricula that tend to devalue women
- low level of awareness of their civic/human rights
- inappropriate time or venue of training activities, lack of child care facilities

As a result, their lack of skills tends to relegate women in low-return economic activities. Promoting equal access to training is desirable but this must be matched by training that is socially relevant. The practice has been to provide training that may not lead to gainful employment because, in many cases, it perpetuates low skills, obsolete technologies, traditional and usually unremunerative trades, and job stereotypes.

This is particularly true of poor women who rarely have access to those skills that give access to decent work. It is important to identify economic opportunities and match skills development and other support measures to these opportunities.

Table 4; Distribution of apprentices by main trade learnt, sex and locality (percent)

Trade	Urban			Rural			Ghana		
	Male	Female	All	Male	Female	All	Male	Female	All
Carpentry	16,0	0,4	8,5	15,7	-	9,0	15,8	0,2	8,8
Masonry	8,5	-	4,4	11,4	-	6,6	10,2	-	5,7
Tailoring	13,2	64,4	37,8	12,5	68,1	36,6	12,8	66,4	36,8
Blacksmithing	4,0	-	2,1	3,4	-	2,0	3,6	-	2,0
Mechanical	17,2	0,3	9,1	11,2	0,4	6,6	13,6	0,3	7,7
El'trnics/El'trical	8,9	-	4,6	5,0	-	2,9	6,5	-	3,6
P'nting/Spraying	4,8	1,1	3,0	3,1	0,7	2,1	3,7	0,9	2,5
Other	27,5	33,7	30,5	7,7	30,8	34,8	33,6	32,1	33,0
All	100	100	100	100	100	100	100	100	100

Source: Botchie, Ahadzie, 2004

Many of the present institutions that are meant to be vocational or technical schools tend to have a curriculum that is biased more towards theoretical aspects and to formal sector employment (Palmer, 2005).

### **Governmental policy and organisation of VET**

The goal of the education sector is the provision of relevant education for all Ghanaians to enable them acquired skills, which will make them functionally literate and productive to facilitate poverty reduction and promote wealth creation. One key strategy in the GPRS for reducing poverty and developing human capital is to provide support for vocational and technical skills training (PRSP Annual progress report, 2004).

#### *The ICCES network*

The Integrated Community Centres for Employable Skills (ICCES) is a further manifestation of the government's desire to prepare Ghanaian youth for the world of work. The central concept for ICCES was to:

*"..train the youth... with a view to making them employable, preferably self-employed within and around their own communities."*

The logic seemed obvious and very appealing: that if you provide skills to the youth they will be employable and be able to function well in self-employment and rural-urban drift will reduce. The underlying assumption of this skills development agenda is that skills training leads to economic growth and poverty reduction. This view, while very popular, especially amongst developing country governments who seem to be attracted by the logic is actually

backed up with very little research or evidence. It is simply taken as axiomatic that skills training gives people skills that they can use to get or make work and get income, hence reducing their poverty and stimulating economic growth. The second part of the ICCES concept, that the youth would be 'preferably self-employed within and around their own communities' is also revealing. Given that the vast majority of all ICCES centres in Ghana are, and always have been in rural areas, the concept suggests that rural-urban drift will reduce as people get or create employment with their new 'employable skills' in rural areas. The intention was to offer further training opportunities for post-basic graduates and basic dropouts. ICCES has a key role to play in the current government's skills drive, with the stated intention of having at least one ICCES centre in all 117 districts of Ghana (Palmer, 2005).

### *The STEP programme*

The Skills Training and Employment Placement (STEP) Programme started in 2003 following the unemployment census in Ghana between September and December 2001. The STEP programme is a modular skills training initiative that is being run by existing service providers, including the Integrated Community Centres of Employable Skills (ICCES), NVTI and other VTIs (both public and private) nationwide. 'Unemployed' youth are trained in short courses, often for three to six months, in various trades such as batik tie-and-dye, soap, pomade and powder making, basketry, photography, food processing, garment construction, carpentry and masonry. Each STEP project has a maximum of 25 trainees per three month course. In addition to the main trade skill being taught, like batik, the STEP trainees are instructed in entrepreneurial skills and cooperative formation skills. On completion the intention is that they will be able to create employment for themselves in cooperatives.

The objectives of the STEP programme are:

- To offer short (between three-six months) demand-driven competency based vocational/technical training.
- To make trainees self-employable, instead of relying on central Government to offer those jobs, which are hard to come by due to budgetary constraints.
- To stem the unbridled drift from the rural to urban areas in search of non existent jobs.
- To reduce the endemic poverty and create awareness for wealth creation.

Phase one of STEP, initiated in February 2003 and completed by July 2003, resulted in the training of some 3500 graduates nationwide. Phase two was conducted during 2004, with phase three, the final phase, due to commence in March 2005. The STEP has become politically very important for the current New Patriotic Party government who frequently make reference to it in their fight against poverty through skills training for job creation (Palmer, 2005).

### ***Main goals on VET in national policy***

Goals of the TVET System:

- Create a flexible and responsive human resource supply system.
- Produce a high quality skilled workforce to make Ghana's industries more competitive locally and globally.
- Increase income-earning capacities of vulnerable groups.
- Contribute to the maintenance of economic and political stability.
- Contribute to increased foreign exchange earnings through the export of surplus skilled labour.

The mission of Ghana's TVET system is to improve productivity and competitiveness of the skilled workforce and to raise the income-earning capacities of people, especially women and low income groups, through the provision of quality oriented, industry focused, competency based and lifelong learning training programmes and complementary services

(Questionnaire, Ministry Education).

A Ghana National Qualification Framework (GNQF) will be created to bring all postbasic occupation-oriented training into a unified qualification framework. The GNQF will ensure uniform skill standards (LO/TFT, 2003).

### ***Relation government and trade and industry (private) companies in VET***

An Industry Training Advisory Board (ITAB) is to be established to coordinate the determination of competencies and standards for the various training programmes. ITAB will be a division of GNQA and operate through Industrial Training Advisory Committees formed for different trades and occupations (LO/TFT, 2003).

### ***Relation between governmental and private initiatives on VET***

NA

### ***International donors / INGOs involved in VET***

Organisations like Opportunity Industrialization Centre (OIC) with origins in USA and Young Women/Men Christians Associations have set up and are running TVET institutions. Donors through institutions such as, CIDA, JICA, GTZ, DFID, ORIENT, etc. have provided support in establishing, equipping and training staff in TVET institutions (Questionnaire Ministry of Education, 2006).

### ***Networks around VET***

Public-private, companies, NGOs and VTC networks are active in Ghana. They are not strong, but exist at limited levels. The functions of these networks are mobilising the sector to cooperate in (T)VET, expanding the idea of (T)VET and lobby or advocacy.

The relationship of these networks

- With international NGOs / donors is looking for support to deliver training
- With the government looking up to Government for support and to lead in the set up of standards
- With the trade and industry sector leading in the development of competencies and standards
- With Chamber of Commerce collaborating in the development of competencies and standards.

(Questionnaire Ministry of Education, 2006)

CAMFED Vocational Training Centres is working closely with a local partner, RAINS, and rural communities. The establishment of affordable Vocational Training Centres was identified as a means of enabling school leavers to build on their formal education in order to obtain or create jobs ([http://www.camfed.org/html/vocational\\_training\\_centres.html](http://www.camfed.org/html/vocational_training_centres.html)).

### ***(New) initiatives / intentions from the trade and industry (private) sector around VET***

An apex body called the Council for Technical and Vocational Education and Training (COTVET) is to be established to coordinate and oversee all aspects of technical and vocational education and training in Ghana. The Council will be headed by a Minister of State of cabinet status in the Office of the President (LO/FTF council (2003)).

The informal sector interventions will have three main objectives:

- Reform and strengthen the traditional apprenticeship system by introducing a competency-based training and assessment system.
- Promote technological proficiency by training for skills to produce competitive items for the domestic and international markets.
- Develop training systems and mechanisms to facilitate the articulation of the informal level and standards of skill acquisition with those of the formal TVET system.

A number of initiatives have been taken to modernise the informal sector and improve its productivity. Two models of intervention, the GRATIS (Ghana Regional Appropriate Technology Industrial Service) model and the VSP (the Vocational Skills and Informal Sector Support Project) model are recommended for replication. The GRATIS model focuses on developing new technologies appropriate to the users and already operates in all regions of the country as Intermediate Technology Transfer Units (ITTUs). The VSP model imparts enhanced skills to master-craftsmen and apprentices by linking the apprenticeship system to formal training institutions.

Registered informal sector trade associations, including traditional female trades, will be supported and nurtured to mature as professional groups that can serve as Industrial Training Advisory Committees of COTVET. The informal apprenticeship system will be integrated into the National Qualifications Framework. COTVET should ensure the inclusion of traditional female-dominated trades and promote the diversification of occupational training across gender lines. TVET and Poverty Alleviation programmes will be integrated in order to facilitate access

to training and provide post-training support to needy trainees. Reputable and accredited master-craftsmen will be contracted to train boys and girls under poverty alleviation programmes.

COTVET is to develop and publish guidelines for NGO activities in the informal sector to complement the national skills acquisition effort (LO/TFT, 2003).

The proposed organisational set-up is illustrated in the figure.

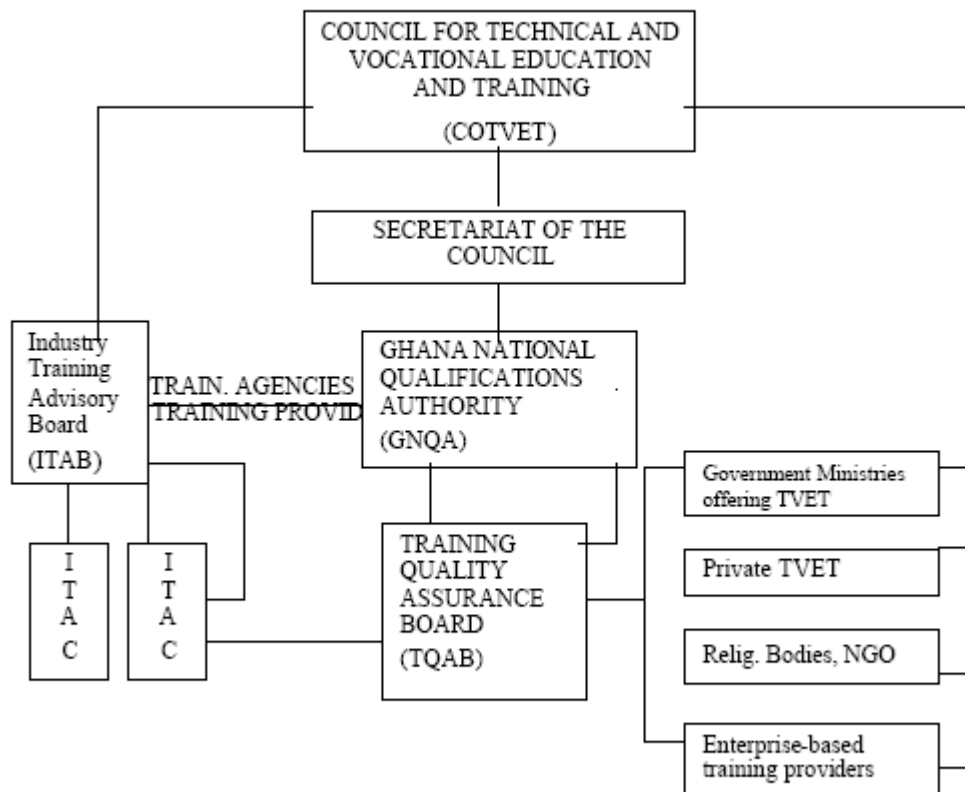


Figure 1. New organisation for the TVET System

Source: LO/FTF council (2003)

Through the establishment of a Council for technical and Vocational education and training (COTVET) which is to be responsible for all forms of TVET with its membership drawn from Government institutions, the private sector made up of Trade Associations and Industry. Private providers are to be part of TVET through COTVET (Questionnaire Ministry of Education, 2006)

Enterprises will be expected to assume greater responsibility for skill-specific training, retraining, and upgrading. Enterprise-based training will be integrated into the National Qualifications framework, and such training providers will be encouraged to serve students and non-employers (LO/FTF council, 2003).

Ghana's Vocational Skills and Informal Sector Support Project aimed to improve informal sector productivity in selected occupational areas, and to reorient the vocational skill training system away from a supply driven to a demand-driven system. The project was focused on:

- a) strengthening capacity to respond to the short-term training needs of those in the informal sector;
- b) involving indigenous trade associations in designing competency based training programs;
- c) creating closer links between trade associations, public and private training institutions, and the Government;
- d) re-orienting the focus of private and public training institutions away from the long pre-employment training to the provision of short in-service training for those in the informal sector (Republic of Ghana, 2006).

In Skills Development and employment placement, the ministry achieved the following:

- The Skills Training and Employment Placement Programme (STEP) saw a total of 3,500 people throughout the country trained in various skills under the first phase of the programme.
- The National Vocational Training Institute (NVTI) trained and tested about 10,000 students in Technical Vocational Skills in 2003.
- The Opportunities Industrialization Centre trained One thousand youth in various vocational skills.
- The Ministry spearheaded the dissemination of the new labour law.

(PRSP Annual progress report, 2004)

### **Education of teachers**

Some are train in TVET higher institutions, and others undertake regular TVET training, obtain industrial experience and than get recruited as instructors after which they undertake pedagogy training (Questionnaire Ministry of Education, 2006).

### **VET specialisations**

Specialization occurs in areas such as, Mechanical and Electrical Engineering, Building Construction, Hospitality and Tourism and Business studies. Fields of studies with high labour demand gets most attention (Questionnaire Ministry of Education, 2006).

Ghana has a long tradition of informal apprenticeship in such trades as carpentry, masonry, auto - mechanics welding, foundering, photography, tailoring, dressmaking and cosmetology (LO/FTF, 2003).

### **Strengths and weaknesses**

Best practices are offered by TVET providers with reasonable resources for training; e.g. Demand-Driven Curricula, Experience Instructors and Equipment and Tools.

Failures are due to low demand of skilled labour by the few industries existing and generally poor remuneration to TVET graduates (Questionnaire Ministry of Education, 2006).

<b>Strengths</b>	<b>Weaknesses</b>
Technical institutes, farm institutions and vocational training institutes provide alternatives to the more academic curriculum at the Senior Secondary Schools (Atchoarena, Delluc, 2002).	A major problem of the current formal training system in Ghana is that it has had virtually no effect on the employment situation
Many of the centres run by NGOs are offering useful and innovative training (Atchoarena, Delluc, 2002).	Formal training lacks relevance and has not been able to address the realities of the low absorptive capacity of the wage sector, underemployment and low performance at the work place
The existence of a thriving apprenticeship system both in the informal and formal sectors (LO/TFT, 2003)	Formal training systems are largely supply-driven; that is, based on assumptions of varying degrees of relevance of skill types that are in demand on the labour market.
The availability of indigenous trained personnel, able craftsmen and artisans (LO/TFT, 2003).	The training is not responsive to the needs of the poor in the sense that it is straightforward and not closely integrated with other support measures that other institutions would typically give to the poor.
The considerable number of TVET institutions and infrastructure in place all over the country (LO/TFT, 2003).	For the public training institutions, the additional costs and risks of providing training for the poor is a major disincentive (Botchie, Ahadzie, 2004).
Active private sector participation in TVET provision evidenced by the large number of private vocational training institutes	Organised training is accessible to relatively small number of those who need it primarily because of the smallness of training opportunities (Botchie, Ahadzie,

(LO/TFT, 2003).	2004).
	Access by different social groups is unequal. Disadvantaged groups such as women and the disabled encounter social barriers as they seek access to organised training (Botchie, Ahadzie, 2004).
	Women are compelled to learn skills that accord 'females' low status, are low-paying and have little prospects for career advancement (Botchie, Ahadzie, 2004).
	The disabled have very narrow opportunities to access organised training (Botchie, Ahadzie, 2004).
	Low quality of training offered in formal institutions principally as a result of insufficient numbers of qualified instructors, inadequate and inappropriate training materials and high student participation rates (Botchie, Ahadzie, 2004).
	Trainees receive very little hands-on experience (Botchie, Ahadzie, 2004).
	Inadequate investment in instructor training and competitive salaries has caused a migration of staff to industry (Botchie, Ahadzie, 2004).
	Inequalities in access to education and training are a common feature
	Many of the present institutions that are meant to be vocational or technical schools tend to have a curriculum that is biased more towards theoretical aspects and to formal sector employment
	There is no comprehensive national policy for the TVET sector. Activities and programmes are organised in isolation (LO/FTF council 2003).
	The low social status of TVET affects student recruitment, staffing, and funding for the sector (LO/FTF council 2003)
	The legal mandate for TVET's organisation and delivery is limited, weak, and ineffective(LO/FTF council 2003)
	There is a lack of co-ordination and identification of roles and responsibilities among government ministries (LO/FTF council 2003).
	There is an acute shortage of the high- level personnel needed to conceptualise and manage the TVET system (LO/FTF council 2003)
	According to NACVET, courses are much too long, with too much attention paid to theory and not nearly enough to practice. This is why many participants in the training leave after two years (Atchoarena, Delluc, 2002).
	The quality of instruction is variable, ranging from good to very poor, depending largely on the extent to which external aid agencies or religious institutions have been involved (Atchoarena, Delluc, 2002).

Many of the centres operated by NGOs are offering useful and innovative training. For example, the opportunities industrialisation centre, (OIC) runs vocational training courses in three centres for youth between 16 and 20 years old. Training is offered in block making, carpentry, electricity, plumbing, secretarial skills, catering, textiles, ceramics and graphic arts. The duration of the training is from 12 to 15 months. OIC places emphasis on job counselling and placement, as well as on regular micro labour market surveys, in order to adjust training courses according to the labour market needs, especially in the informal sector. Assistance is



provided in obtaining suitable employment for graduates and as no fee is charged, the OIC programmes are very popular (Atchoarena, Delluc, 2002).

### **Information sources available**

- Republic of Ghana 2006, <http://www.ghana.gov.gh/studying/education/index.php>
- Botzchie & Ahadzie (2004) Poverty Reduction Efforts in Ghana; the Skill Development Option
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- LO/FTF council (2003) Profile of the Labour Market and Trade Unions in Ghana, Danish Trade Union Council for International Development Cooperation, <http://www.ulandssekretariatet2.dk/site/oplysning/Ghana%20report.pdf>
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URL: <http://www.un.org/depts/dhl/literacy/toc/toc5.pdf>

Table: Programmes and Estimated Annual Capacity of Formal TVET Institutions

Number	Institutions	Programme Offered	No Enrolled
	Ministry of Education, Youth and Sports		
30	Technical Institutes	Technician & Craft courses	4,500
12	GES technical teacher training colleges	Technical and vocational subjects	700
10	Polytechnics	Diploma/Technician/Craft courses	2,500
110	Functional Literacy centres	Functional literacy	3,200
1	University of Cape Coast	Undergraduate courses in technology	250
3	University of Winneba (Mampong and Kumasi Campuses)	Undergraduate courses in technology	470
7	Youth Leadership Training Centres	Vocational/Technical courses	985
	Ministry of Manpower Development and Employment		
32	NVTI Centres	Tradesman/Artisan courses	3,700
66	ICCES Centres	Vocational/Technical courses	4,500
8	Boys/Girls Vocational Training Centres	Vocational/Technical courses	560
14	Rehabilitation Centres	Vocational/Technical courses	125
	Ministry Of Local Government And Rural Development		
1	School Horticulture	Horticultural practices	35
18	Women's Training Centres	Vocational/Technical courses	235
2	School of Local Government Studies	Local Government Studies	420
4	Vocational Training Centres	Vocational/Technical courses	110

Ministry Of Communications			
1	Technical Training Centre (NAFTI)	Professional Photography	65
1	Ghana Institute of Journalism	Journalism	50
Ministry of Food and Agriculture			
3	Farm Institutes	Vocational Agriculture	105
5	Agricultural Colleges	Vocational Agriculture	175
Ministry of Environment, Lands and Forestry			
15	Regional Technology Transfer Units	Technical/Artisan courses	1200
1	School of Forestry	Forestry	25
Ministry of Tourism and Modernisation of the Capital City			
1	Hotel Catering & Hospitality Training School	Pre-service Hospitality studies	20

Source: Botchie, Ahadzie, 2004