



NATIONAL APPRENTICESHIP POLICY

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Forward

Over the past few decades, Ghana has experienced considerable economic growth. However, persisting challenges relating to youth unemployment indicate there is the need for interventions to provide sustainable opportunities for the youth in the context of our evolving needs and aspirations as a nation.

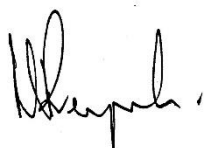
As part of the transformation agenda of President Akufo-Addo's government to ensure that the youth have alternative pathways to education and skills training, apprenticeship has been adopted as one avenue for skills development. The need therefore to ensure that apprenticeship is demand driven, standardized, quality assured, coordinated and regulated has been one of the key priorities of the Ministry of Education. It is in the light of this that the Ministry finds this policy very timely towards a framework for revitalizing quality apprenticeship in Ghana.

This policy is in line with the many interventions of Government to promote skills, and to improve the productivity and competitiveness of Ghana's skilled workforce for economic transformation. The implementation of this policy will contribute to the creation of opportunities for increased female participation in skills development and entrepreneurship and also prepare the youth for gainful employment.

Technical and Vocational Education and Training (TVET) is an important key to making Ghana a skilled nation. The Ministry of Education therefore encourages all TVET stakeholders to be guided by this policy in the planning, development and delivery of apprenticeship in Ghana. It is only by operationalizing this policy that we can all together support Government's industrialization agenda and prepare our youth to take advantage of jobs requiring skilled workforce.

The National Apprenticeship Policy aligns with the wider policy framework of the Education Sector Plan 2018 – 2030 and the Strategic Plan for TVET Transformation 2018 -2022 that supports competency-based skills development in TVET.

It is my expectation that this policy will contribute immensely to enhancing apprenticeship in Ghana for better employability and productivity.



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Minister for Education

Acknowledgement

The Council is grateful to the British Council for funding the I- WORK Project that supported in the development of the National Apprenticeship Policy (NAP). We also wish to express our profound gratitude to the Ministry of Education, the COTVET Board and the National Apprenticeship Committee for their technical support, direction, guidance and inputs that led to the timely completion of the Policy.

Again, we appreciate the inputs of various stakeholders and social partners consulted across the country, inclusive of traditional leaders, chiefs, managers of training institutions, professional bodies, trade associations, master crafts person and apprentices. We cannot forget the active participation and inputs from the private sector, public sector and civil society groups at the various consultative workshops.

Lastly, we are thankful to the consultant and the I-Work team for their efforts towards the realization of the National Apprenticeship Policy (NAP) document.

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Acronyms

CBT	Competency-Based Trainings
COTVET	Council for Technical and Vocational Education and Training
CPESD	Coordinated Programme of Economic and Social Development
GETFUND	Ghana Education Trust Fund
GPRS	Ghana Poverty Reduction Strategy
GSGDA	Ghana Shared Growth Development Agenda
ILO	International Labour Organization
ITAC	Industry Technical Advisory Committee
MCPs	Master Craft Persons
MDGs	Millennium Development Goals
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoU	Memorandum of Understanding
NAB	National Accreditation Board
NAP	National Apprenticeship Policy
NCTE	National Council for Technical Education
NAS	National Apprenticeship System
NVTI	National Vocational Training Institutes
NYA	National Youth Authority
RPL	Recognition of Prior Learning
SDGs	Sustainable Development Goals
TVET	Technical and Vocational Education Training

WEL Workplace Experience Learning

Executive Summary

Youth unemployment and underemployment is a major socio-economic problem in many developing countries including Ghana. Notwithstanding, strategies to deal with youth unemployment have been a significant part of all previous and current governments' agenda to reduce poverty in Ghana. Over the years, Ghana has implemented many interventions targeted at the youth to curb the rising spate of youth unemployment with undesirable results. Youth unemployment in Ghana currently stands at 13.7%, with a minimum of 7.46% in 1991 and an overall average of 12% between 1991 and 2019.

The current situation is significantly blamed on the lack of employable skills, especially among the youth. The resulting effects have been low productivity among the youth which perpetuates the vicious cycle of poverty and an increase in social vices. Among the most critical challenges with this situation is the non-responsiveness of skills to the demand of the labour market for sustainable economic development. The root causes, however, were diagnosed in a study of apprenticeship practice in Ghana to include; misalignment between acquired skills and the demand of the labour market, inadequate and unsustainable financing, weak institutional arrangement and weak monitoring of activities of training providers and master craft persons.

Apprenticeship as a tool in the development of the capacity of the youth for socio-economic development has been heavily under-utilized even though legal and regulatory frameworks exist to support its practice. Ghana has ratified many international protocols and conventions that require the country to harness apprenticeship as a tool for socio-economic development. The Constitution also provides the framework for the enactment of appropriate legislation for the education and skills development of the youth. Ghana has a constitutionally mandated body (COTVET) and strong collaboration with international organizations like the International Labour Organization (ILO) to support the apprenticeship practice hence a national policy to harmonize and coordinate all apprenticeship practice is much expedient now.

The policy development processes begun with a study on the apprenticeship practice in Ghana. The multiple stakeholders in the apprenticeship system were consulted, and the process ensured engagement with all multiple interest groups in the public, private and development sectors. Consultative workshops were organized in the three country-zones namely; Southern, Middle and the Northern zones. Champions in the political, administrative and traditional spaces also participated in the consultative events at the national and zonal levels. Technical backstopping support was also provided in the process by a multi-disciplinary National Apprenticeship Committee by the COTVET Board and a national stakeholder forum was held in Accra to validate the draft policy.

The Policy has five main chapters namely; Introduction, Policy Framework, Institutional Arrangements, Mechanisms for Policy Delivery and Communication, Monitoring and

Evaluation. The introductory chapter begins with situating the policy within the Ghanaian context and identifies the legal and regulatory frameworks available to support the development of the policy. The current challenges facing the practice of apprenticeship were identified. Key among the challenges identified were inadequate and unsustainable financing, weak institutional arrangement, weak monitoring of activities of training providers and misalignment between acquired skills and the demand of the labour market. The Policy development processes begun with an empirical research followed by extensive consultation and ended with a national validation of the Policy.

Chapter two of the Policy is the Policy Framework intended at establishing the rationale for the policy, the scope and coverage of the policy, the goals and objectives of the policy, the guiding principles of the Policy and set the Policy imperative and principles for change. The rationale is to set out mechanisms for strengthening the apprenticeship system by providing harmonized framework for effective coordination and collaboration of activities. The policy applies to all learners in the formal and informal sectors as well as employers in the public, private and development sectors. The goal of this policy is to provide a framework for harmonizing apprenticeship practice in Ghana and the overarching objective is to deliver a well-coordinated, inter-sectoral national apprenticeship for livelihood empowerment and socio-economic development. Guiding principles focus on equity, inclusiveness, gender, career orientation, learning and quality.

Chapter three of the Policy focuses on the institutional arrangements and intends to establish the oversight and operational responsibilities, level of coordination and partnership for the Policy implementation. The Ministry of Education has the overall oversight in the implementation of the Policy whilst COTVET has the operational oversight. The roles and responsibilities of all key actors in the implementation of the Policy are identified in this chapter. The key actors identified include; Ministry of Education, COTVET, the National Apprenticeship Committee, Trade Associations, Employers, Master Craft Persons, Training Providers and the Apprentices.

Chapter four of the Policy is the Mechanism for Implementation with focus on outlining key changes required for improving the National Apprenticeship System. Financing Arrangements, Incentives for Apprenticeships, Quality Assurance, Health and Safety, Contractual Arrangements, Capacity Building and measures for promoting apprenticeship are discussed. Highlights of the key issues include; introduction of a basket fund for apprenticeship and funding through GETFUND. Measures for ensuring quality assurance in apprenticeship includes; curriculum development for the practice of apprenticeship, effective delivery of trainings and assessment and certification based on the National TVET Qualification Framework (NTVETQF).

Chapter Five concludes the Policy with Communication, Monitoring and Evaluation (M&E). The Policy calls for the development of apprenticeship communication strategy and explore opportunities for promoting vital messages for apprenticeship delivery. By this, COTVET shall

identify a unit to liaise with all stakeholders in the implementation of the Policy and its communication strategy. The strategy shall also consider the use of sign languages for people with hearing impairment. An evidence-based approach shall be used in monitoring and evaluating the implementation of the policy. An overarching apprenticeship M&E framework shall be developed to track results of apprenticeship implementation. An efficient Management Information System (MIS) shall also be used to support knowledge management, learning and improvement in the Policy implementation. The Policy shall be reviewed every five (5) years.

CHAPTER ONE – INTRODUCTION

1.1 Country Context

Youth unemployment and underemployment is a major socio-economic problem in many developing countries including Ghana. This situation is largely blamed on the lack of employable skills, especially among the youth. It contributes to low productivity among the youth and perpetuates the vicious cycle of poverty. One of the most critical challenges the country faces is the non-responsiveness of skills to the demand of labour market and sustainable economic development

Current and previous medium-term developments plans entailed diverse strategies for promoting skills development and employment among young people. For example, the government's Coordinated Programme of Economic and Social Development (CPESD) for 2017 to 2024 emphasize the creation of partnerships between educational institutions and corporate Ghana through attachments, internships and volunteer opportunities by increasing quality of and access to post-basic education skills training through the provision of apprenticeships and employable skills training for graduate and out-of-school youth.

Apprenticeship in Ghana occurs predominately in the informal sector. Informal Apprenticeship training is reported to account for 80-90% of all skills used in the Ghanaian economy with only about 10% emanating from the formal Technical and Vocational Training Institutions. In 2012, the government began implementation of the Ghana Skills Development Initiative (GSDI) to modernize the apprenticeship system by combining workplace training and school-based training to enhance employability of apprentices. There is also a National Apprenticeship Programme which has been designed to allow vulnerable youth to acquire employable skills through state funded apprenticeship training with private Master Crafts Persons (MCPs).

1.2 Legal and Regulatory Framework

Ghana has ratified many international protocols relating to labour and youth employment. Ghana has also collaborated with International Labour Organization (ILO) to implement initiatives to expand apprenticeship and skills training. Key among these are ECOWAS Protocol A/P.3/01/03 on Education and Training, African Charter on the Rights and Welfare of the Child-0003, African Youth Charter – 0032 and International Labour Organisation (ILO) – to the Convention on the Privileges and Immunities of the Specialised Agencies.

The 1992 Fourth Republican Constitution provided the framework for the enactment of appropriate legislation for the education and skills development of young people. The National Vocational Training Act, No. 351 (1970) and the National Vocational Training Regulations (Executive Instrument 15) enjoin companies to introduce apprenticeship schemes when there is a technical business attached to the establishment. By this, employers are therefore obliged to provide training for their employees for the attainment of the level of competence required for the performance of their jobs and to enhance their career.

The Children's Act 560 (1998) outlined the legislative framework for informal apprenticeship training, specify the minimum age for informal apprenticeship and assigns roles to trainers/masters towards their apprentices regarding training, apprenticeship agreement, duties and release of an apprentice. A 2004 Government White Paper on Education Reform recommended the creation of an apprenticeship stream as one of the post-basic education alternative tracks and pledged government's commitment to assume full responsibility for the first year of all approved apprenticeship programmes.

The Council for Technical and Vocational Education and Training (COTVET) was established by an ACT of Parliament 718 (2006) with specific objectives of formulating policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal sectors. A Legislative Instrument 2195 (2012) was later approved to reinforce COTVET's role as a national body to coordinate and oversee all aspects of technical and vocational education and training in Ghana. COTVET in 2017 developed a National Apprenticeship Strategy document to provide general guidance and direction on apprenticeship and skill development and adopted Competency Based Training for TVET delivery.

1.3 Current challenges to be addressed

The existing legal, policy and regulatory framework are focused mainly on the informal or traditional apprenticeship. There is no overarching national policy for the delivery of a comprehensive and harmonized apprenticeship system in the country. The instruments that have been articulated above are mainly specific policy interventions with limited scope rather than providing an integrated approach aimed at promoting apprenticeship practice across sectors and levels of educations. As a result, existing apprenticeship interventions tend to overlap and duplicate both in terms of target groups and types of initiatives, and which are often inadequate in addressing gaps in existing skill sets. Key challenges include misalignment between acquired skills and the demand of the labour market, inadequate and unsustainable financing, weak institutional arrangement, weak monitoring of activities of training providers and master craft persons and weak capacity to train.

1.4 Policy Development Process

The policy development process started with the conduct of a study on the current situation with apprenticeship practice in Ghana. The process recognized the multi-sectoral nature of apprenticeship and ensured engagement with multiple interest groups in public, private and development sectors. To this end, consultative fora were organized in the three country-zones (southern, middle-belt and northern) to enable stakeholders at the national, regional and local levels to participate extensively in generating the required inputs.

The process benefited extensively from international good practices through interactions with practitioners from around the world as well as a review of case studies of apprenticeship

practices in selected countries. The process also benefited from the committed involvement and championship of political, administrative and traditional leaders who participated in the consultative events at the national and zonal levels. Backstopping support for the process was also provided by a multi-disciplinary National Apprenticeship Committee and COTVET Board. A national stakeholder forum was held in Accra to validate the final draft policy. After going through the required approval processes, the policy was formally launched.

1.5 Definition of key Concepts

Apprentice is a person undergoing training in a particular trade area from a skilled person or an employer over a specified period.

Apprenticeship is a job training that leads to a skilled occupation certified and recognized by an industry upon completion.

Competency-Based Training is an industry and demand driven (outcome based) education and training programme based on industry generated standards (occupational standards). These industry standards are the basis upon which program (curriculum), assessment and learning materials are designed and developed.

Facilitator is a skilled and knowledgeable person who provides career guidance, preparatory training and other targeted supports for learners.

Formal apprenticeship is a model of training that involves knowledge and skills transfer in a formal and structured fashion.

Informal apprenticeship is a model of training in an informal setting between a young learner and an experienced craftsperson to transmit a skill or a trade often without a formal agreement between the apprentice and the master craft person.

Intern is a person offered an opportunity by an employer to work in a firm for a short but fixed period usually between one month and three months.

Internships are defined as opportunities offered mostly to learners interested in a particular industry for practical trainings over a maximum period of one-year with (stipend) or without a fee, and are often less structured, with or without a training plan.

Learner: Individual with limited knowledge and skill committed to learning to a trade for a specified period.

Master Craftsperson is a person highly skilled in a particular trade area, and one that imparts knowledge and skill to the apprentice.

Placement is a period of supervised work that gives opportunity to people to experience working in a specific role with a company.

Recognition of Prior Learning (RPL) is the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements. This is the recognition of skills and knowledge through prior education, training and experience.

Traditional apprenticeship involves the passage of skill from one generation to the other usually within the same family and often characterized by the transference of occupation from parents or relatives to children.

Training provider: An institution assessed and certified to undertake all forms of apprenticeship training in Ghana.

Workplace Experience Learning (WEL): It is the involvement of learners in structured workplace learning during which they are expected to demonstrate their learning of a designated set of skills and competencies related to the programme accredited by COTVET.

Workplace learning is training opportunities offered to employees or learners within a firm as part of measures to continuously improve workforce capacity.

CHAPTER TWO – POLICY FRAMEWORK

2.1 Policy Statement and Rationale

The National Apprenticeship Policy (NAP) sets out the mechanisms required to strengthen the National Apprenticeship System (NAS) in Ghana and help improve opportunities for youth employment. This policy is intended to give direction to the practice of apprenticeship in Ghana and provide a harmonized framework for effective coordination and collaboration of activities. It focuses on integrating apprenticeship in all forms of learning and deploy it as a requirement for curriculum design, delivery assessment and certification.

Even though current apprenticeship practice in Ghana has some legal backings, a comprehensive study of the system reveals some major challenges in the way apprenticeship is conducted and regulated. The regulatory framework for the practice of apprenticeship in Ghana is weak, evident in weak coordination among the key actors. There is also a weak capacity to train and monitor the progress of work. There is inadequate funding and most importantly misalignment between skills acquired by learners and what is required by employers.

This policy document thus aims to provide direction for strengthening the National Apprenticeship System for the development of the Ghanaian economy. The National Apprenticeship Policy provides the required standards and characteristics of effective apprenticeships. Complimentary to this policy will be necessary awareness creation events for the implementation of effective apprenticeships and definition of the milieu for engaging all players involved in skill and knowledge transfer. The policy provides the framework for meaningful partnerships and institutional arrangements among the key stakeholders. It is intended to help actors in the development of appropriate interventions to move the apprenticeship sector in the right direction in contributing to skill development, decent work, and economic and social development.

2.2 Policy Scope

This Policy, together with its supporting instruments, shall apply to all learners in formal and informal institutions as well as employers in the public, private and development sectors in Ghana.

The Policy addresses key issues in the delivery of apprenticeship such as; Legal and Regulatory Framework, Institutional Arrangements and Policy delivery mechanisms such as; Financing and Incentives, Quality Assurance, Health and Safety, Contractual Arrangements, Capacity Building and promotion for Apprenticeship. Communication, Monitoring and Evaluation are also addressed in the Policy.

This document is intended to be used in conjunction with existing approved documents such as the Workplace Experience Learning (WEL) Policy. An apprenticeship implementation manual shall be developed to provide a comprehensive mechanism for operationalization of this policy.

2.3 Policy Goals and Objectives

The goal of this policy is to provide a framework for harmonizing apprenticeship practice in Ghana. The policy provides mechanisms and guidelines for effective coordination and implementation of good practices in apprenticeship practice for economic growth and national development. This apprenticeship policy aims to deliver a well-coordinated, inter-sectoral national apprenticeship system enabling all categories of learners to acquire relevant skills for employment, livelihoods empowerment and socio-economic development.

Specific objectives of the policy are to:

- i. Provide an integrated and standardized approach for undertaking apprenticeship at all levels and sectors.
- ii. Provide a mechanism for aligning skills/knowledge acquired through apprenticeship with the requirements of the world of work.
- iii. Improve effective collaboration among employers, training providers and the informal sector.
- iv. Improve the coordination mechanisms as well as regulatory and institutional frameworks required for effective apprenticeship practice in Ghana.
- v. Ensure adequate and sustainable funding arrangement for apprenticeship practice.
- vi. Ensure effective review and application of lessons through efficient mobilization and dissemination of reliable and disaggregated information.

2.4 Guiding Principles

The following principles shall guide apprenticeship practice in Ghana;

- i. **Equity:** Skill and knowledge acquisition must be accessible to everyone, with targeted support for the marginalized affected by long-standing inequities in the society. Concerns for people living with disabilities
- ii. **Inclusiveness:** Apprenticeship must be designed collaboratively with all relevant stakeholders to gain recognition and value across specific industries or sectors.
- iii. **Gender:** Skill and knowledge acquisition must be accessible to everyone in all areas of trade irrespective of one's gender.
- iv. **Career orientation:** Apprenticeship must be structured around specific knowledge, skills, and competencies that lead to careers with decent and supporting wages.

- v. Learning and accountability: All apprenticeship programmes shall be routinely assessed through effective monitoring and the use of an objective instrument for reporting, learning, and improvement.
- vi. Quality: The contents of all apprenticeship programmes must be responsive to the changing demands of industries and learning outcomes must be fair, valid, and authentic.

2.5 Policy Imperative and Principles for Change

To ensure the effective and consistent rollout of this policy and to achieve the desired impacts, actions to strengthen the national apprenticeship system have been indicated. These actions are described in Chapter Three and Four of this policy document. The background of these actions is critical elements that are expected to promote significant shifts in the current ways of understanding and delivering apprenticeship in Ghana. These imperatives shall affect the delivery of selected strategies and define how the national apprenticeship system will evolve.

These policy imperatives are:

- i. Formalization of the apprenticeship system in Ghana
- ii. Bridging the gap in terms of needs of training at the workplace and training institutions
- iii. Establishment a functional quality assurance system for apprenticeship in Ghana
- iv. Development of a sustainable adequate financing mechanism for a thriving apprenticeship sector
- v. Making apprenticeship attractive to the youth.

CHAPTER THREE – INSTITUTIONAL ARRANGEMENTS

The apprenticeship policy requires effective institutional oversight, coordination and partnerships for effective implementation. The primary responsibility for policy coordination rests with the government and is aligned to the decentralization agenda. This section outlines the roles and responsibilities of key players in the institutional arrangements.

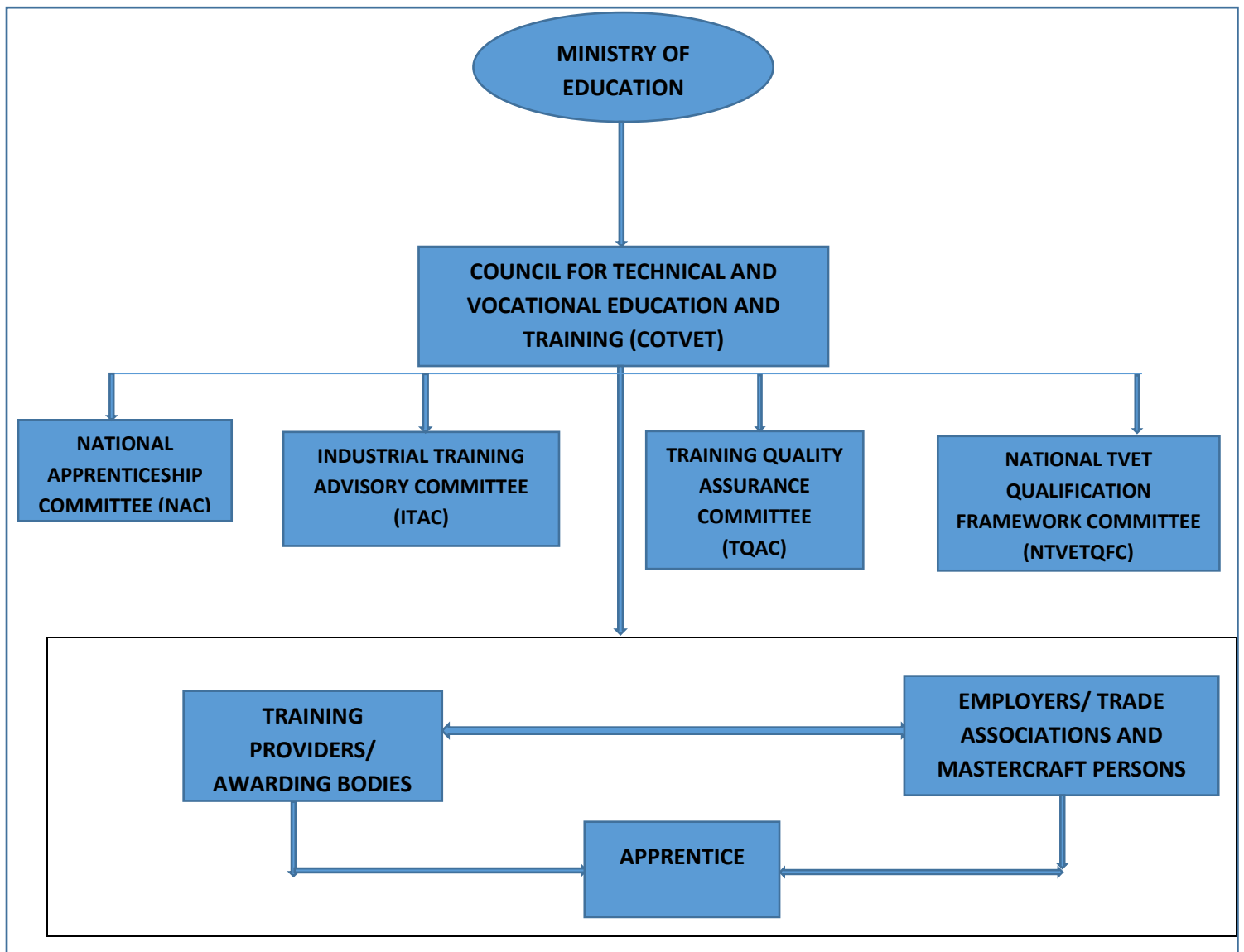


Figure 1: Institutional arrangement

3.1 Oversight

The Ministry of Education (MoE) shall have overall oversight of the policy. Specifically, the MoE shall be responsible for:

- i. Approval
- ii. Dissemination
- iii. Budget allocation
- iv. Policy coherence
- v. Policy review
- vi. Monitoring and evaluation

3.2 Operational Coordination and Management

This involves institutional arrangement, linkages for the actual implementation of policy and identification of key stakeholders. For the effective practice of apprenticeship, the following key stakeholders have been identified with clearly defined roles and responsibilities to ensure the existence of good coordination and sustained collaboration of various institutions towards achieving a common goal of improving upon apprenticeship in Ghana.

3.2.1 Council for Technical and Vocational Education and Training (COTVET)

In line with the policy implementation, COTVET shall collaborate directly with all relevant stakeholders and agencies.

The Council specifically shall be responsible for:

- i. Promoting the policy
- ii. Overseeing the policy implementation and quality assurance
- iii. Leading the mobilization of sustainable funding and technical assistance to support apprenticeship including collaboration with development partners
- iv. Coordinating and reporting on apprenticeship to relevant stakeholders and agencies.

3.2.2 National Apprenticeship Committee

The National Apprenticeship Committee (NAC) is a sub-committee of the Board of COTVET. The objectives of NAC are to:

- i. Facilitate the provision of employable skills to everyone with a focus on the youth.
- ii. Set and enforce standards for apprenticeship training in Ghana
- iii. Recognize the role of Competency-Based Training to streamline traditional apprenticeship

- iv. Channel government's support to TVET in the informal sector
- v. Promote apprenticeship as an alternative path of progression for employment.

The Committee functions shall include:

- i. Assuring overall policy coherence related to apprenticeship practice, including governance framework.
- ii. Facilitating review and adapting best practice.
- iii. Supporting COTVET in planning, implementing and coordinating the apprenticeship policy and other complementary legislation.
- iv. Instituting measures for ensuring adherence to standards and ethical considerations in the practice of apprenticeship.
- v. Supervising the implementation of apprenticeship with regards to the mechanism for policy delivery in chapter 4 of this policy.
- vi. Supervising the implementation of capacity development programmes for parties of the apprenticeship system.
- vii. Advising on mobilization and rationalization of apprenticeship expenditure proposals.
- viii. Overseeing a coherent nationwide monitoring and evaluation framework.
- ix. Ensuring tracer studies are conducted on apprentices after their apprenticeship programmes.

3.2.3 Trade Associations

Trade associations play an important role in the implementation of apprenticeship both in the formal and informal sector. Most MCPs and Supervisors in industries are members of either employers or trade associations with various executive positions. Their roles in apprenticeship practice shall include:

- i. Fostering cooperation with industries to learn and adopt the use of modern technology, materials and operations.
- ii. Ensuring MCPs and supervisors in industries comply with the principle in the delivery of apprenticeship such as registrations, provision of contracts, use of approved curriculum, releasing apprentices for off-the-job training and WEL, as well as the provision of safe environments.
- iii. Prepare and present apprentices for assessment
- iv. Give a quota and create a conducive environment for people with disabilities
- v. Ensuring mechanisms for building the capacity of MCPs to engender quality implementation of apprenticeship at both the workplace and the training institutions.

- vi. Establishing a database for its members and apprentices to ensure effective management.

3.2.4 Employers

The roles and responsibilities of employers include;

- i. Provide the apprentice with a contract of employment which stipulates the conditions of engagement.
- ii. Institute a strategy to absorb apprentices, for example, a minimum quota of 5% of the workforce may be instituted by industry to absorb apprentice within the industry at all times.
- iii. Recruit and mentor apprentices to fill vacancies and help them refine innovative ideas in modern practices at the workplace.
- iv. Appoint an in-service facilitator to provide oversight on the progress and status of all apprentices.
- v. Comply with all applicable standards and ethical regulations including occupational safety and health regulations.
- vi. Provide on-the-job training in line with the training programmes agreed with other Quality Apprenticeship partners, and liaise with them to monitor and evaluate the apprentice's progress.
- vii. Prepare and present apprentices for assessment
- viii. Give a quota and create a conducive environment for people with disabilities.
- ix. Make provision for a stipend for apprentice where applicable.
- x. Engage in policy and standards development.

3.2.5 Master Craft Persons

The roles and responsibilities of Master Craft Persons include;

- i. Implement the apprenticeship training programmes and contractual terms for all forms of apprenticeships.
- ii. Create the enabling environment for apprentices to work and learn in the trade area as indicated in the contract;
- iii. Monitor, assess and take proper records for the progress of the apprentices' knowledge and skills acquisition.
- iv. Manage different forms of conflicts at the workplace among apprentices and other supervisors.
- v. Provide for the safety and security needs of apprentices at the workplace.
- vi. Prepare and present apprentices for assessment.
- vii. Give a quota and create a conducive environment for people with disabilities.
- viii. Make provision for a stipend for apprentices where possible.

3.2.6 Training Providers

The roles and responsibilities of training providers are;

- i. Assign an officer responsible for coordinating the apprenticeship programme in the institution.
- ii. Contribute to the design, development and implementation of the apprenticeship training programmes and provide quality training relevant to the needs of industries.
- iii. Provide needed support to partner enterprise in establishing an effective in-company training plan
- iv. Provide the necessary equipment and materials to support learning.
- v. Use monitoring and evaluation tools to monitor the progress of apprentice.
- vi. Prepare and present apprentices for assessment
- vii. Give a quota and create a conducive environment for people with disabilities
- viii. Provide counselling and support to apprentices.
- ix. Facilitate the provision of insurance policy for apprentices
- x. Provide business and financial services information to trainees to enhance business start-ups.

3.2.7 Apprentices

The roles and responsibilities of apprentices include;

- i. Conscientiously and diligently learn to acquire the requisite skills, values and knowledge to improve competency and productivity.
- ii. Commit to attend all training both on-the-job and off-the-job.
- iii. Carefully undertake all lawful instructions by supervisors and trainers including safety rules, protecting equipment and properties of the institution or the master craft persons.
- iv. Understand and sign an apprenticeship contract with employer/MCPs for a stipulated number of years and commit to it.
- v. Commit to meeting all the obligations of an apprentice as stipulated in the contract
- vi. Should register and obtain a professional registration document/certificate/license after the successful completion of the apprenticeship

CHAPTER FOUR – MECHANISM FOR POLICY DELIVERY

For any policy to be effectively implemented, essential mechanisms would have to be put in place to achieve success. This section outlines such mechanisms in terms of financing, incentives, quality assurance, delivery methods, health and safety, contractual arrangements, capacity of facilitators and promotion of the policy.

4.1 Financing

To deepen the practice of apprenticeship in Ghana and ensure an optimum level of inclusiveness needed for economic growth and development, some innovative techniques shall be deployed to source sustainable funds and ensure their equitable distribution. Proposed approaches include:

- i. Basket funding for apprenticeship: A common pool of funds (called the apprenticeship fund) shall be created and ring-fenced to support apprenticeship.
- ii. Sourcing external funds: The Ministry of Education shall continuously oversee all financing arrangements including management of relationships, and collaborating with development partners and key stakeholders for financial sustenance.
- iii. Enterprise funding: All training institutions per this policy shall be required to develop a memorandum of understanding with at least one industry that will dedicate a certain percentage of their annual budget for training
- iv. Internally Generated Funds: The works of apprentices, master craft persons and training providers shall be a source of revenue in-house through exhibition and sale of their products.
- v. Funding through GETFUND: 5% of GETFUND shall be allocated for supporting apprenticeship.
- vi. 5% of Annual Budget Funding Amount generated from oil revenue shall be allocated for apprenticeship.

4.2 Incentives

The following incentives shall be used to support apprenticeship programmes:

Apprentice

- i. Provision of start-up kits for apprentices.
- ii. Insurances for apprentices.
- iii. Provision of stipends for transportation.
- iv. Provision of allowances for the disabled.
- v. Establishment of apprenticeship loans.

Employers / Master craft persons

- i. Tax waivers
- ii. Insurances
- iii. Award of “Certificate of Recognition”. Contribution to apprenticeship should be included in selected of “Best Employment/MCP” awards

4.3 Quality Assurance in Apprenticeship

A strong quality assurance system is key for effective implementation of an apprenticeship policy. This system should have the following components:

- i. Delivery of apprenticeship based on approved curriculum
- ii. Deployment of experienced and certified facilitators
- iii. Delivery of apprenticeship in accredited institutions in an environment that is also disability friendly
- iv. Availability of modern tools and equipment for training
- v. Availability of career counselling and research centers
- vi. Monitoring and evaluation of delivery and conducting of tracer studies
- vii. Easy access of apprentices to their facilitators

4.3.1 Curriculum Development

Curriculum development for the practice of apprenticeship is a key component that determines the quality of skill and knowledge transference to learners.

- i. Development, validation and review of occupational standards and curriculum must be led by industry in line with Competency-Based Training (CBT) approach.
- ii. There shall be a continuous collaboration with industry, professional bodies, MCPs, TAs and other major stakeholders in effective implementation of the curriculum.
- iii. All stakeholders implementing apprenticeship (master craft persons, employers and institutions) shall be trained on the use of the approved curriculum.

4.3.2 Delivery

Quality apprenticeship delivery involves combining on-the-job and off-the-job training to acquire knowledge, attitude, values and skills required to carry out specific job functions. All apprenticeship training must follow the approved curriculum, standards, assessment models and CBT model of facilitation.

4.3.3 Assessment and Certification

Assessment and certification are vital to the national apprenticeship system. Assessment and qualification shall be based on the National TVET Qualification Framework (NTVETQF). Pathways to access qualification can be at the training institutions; workplace and using Recognition of Prior Learning (RPL) (direct assessment of competency for existing workers).

4.4 Health and Safety Regulations and Safeguarding

Workplace safety is very important for all workers in industries and shall be a critical component for the practice of apprenticeship. The following shall guide all health and safety-related issues for apprenticeship;

- i. COTVET must develop health and safety regulations template and ensure their implementation by all TVET providers including MCPs
- ii. All health and safety rules and standards including hazard inspection and effective risk controls must be strictly followed.
- iii. Apprentices must be trained on Occupational Health and Safety (OHS) issues as part of their orientation at the designated place of work
- iv. All incidents and accidents must be reported to an appropriate supervisor and the cause and measures taken to avert the situation must be duly recorded.
- v. Apprentices must have adequate insurance prior to the commencement of the apprenticeship and must cover the entire period of the apprenticeship.

Safeguarding describes the protection of health, well-being and the human right of the individual.

- i. All institutions involved in apprenticeship must have child protection and anti-sexual harassment policy, workplace policy on HIV/AIDS, and ensure their implementation to safeguard apprentices.
- ii. Create an environment that encourages respectful free speech, democracy, rule of law, individual liberty, mutual respect and tolerance for those with different beliefs.

4.5 Contractual Arrangements

The contractual arrangement shall be a prerequisite for all apprentice undergoing all forms of training in Ghana. This will help maintain sanity and promote a good understanding of what is required by all parties in the execution of their mandates. The following shall guide the development of contracts for apprenticeships;

- i. Standardized templates will be developed by the regulator (COTVET) to guide the development of apprenticeship contracts at all levels.
- ii. All stakeholders shall strictly abide by the development and signing of a contract by all parties prior to commencing all forms of apprenticeship work.
- iii. Key requirements for all forms of contracts shall include; the terms and conditions, responsibilities of all parties, duration of the apprenticeship, contents of apprenticeship and remedies for non-compliance.
- iv. In cases where Memorandum of Understanding (MoU) are signed between education institutions and industry, the national requirements for apprenticeship contracts must be considered in the contents of the MoU to cover the apprentice and the industry.

4.6 Capacity Building

Capacity building of all stakeholders shall be a key requirement for effective implementation of the National Apprenticeship Policy. An integrated capacity building plan will be developed based on training needs assessment. Actual training delivery will follow the CBT approach.

4.6.1 Master Craft Persons

Capacity building requirements for MCPs shall include;

- i. Implementing apprenticeship training programmes based on COTVET approved standard
- ii. Recruiting and developing contractual terms for apprenticeships.
- iii. Conflict management for apprenticeships
- iv. Monitoring the progress of apprentices in the process of knowledge and skills acquisition.
- v. Health and safety for apprentices at the workplace.
- vi. Handling apprentices with disabilities and learning difficulties.
- vii. Ethics in apprenticeship

4.6.2 Employers

- i. Recruiting and developing contractual terms for apprenticeships.
- ii. Mentoring the apprentice
- iii. Monitoring the progress of apprentices in the process of knowledge and skills acquisition.
- iv. Implementing apprenticeship on-the-job training programmes based on approved curriculum

- v. Health and safety for apprentices at the workplace
- vi. Ethics in apprenticeship

4.6.3 Training Providers

- i. Implementing curriculum for off-the-job apprenticeship programmes
- ii. Monitoring the progress of learners in the process of knowledge and skills acquisition
- iii. Handling apprentices with disabilities and learning difficulties.
- iv. Competency-Based Training (CBT) techniques
- v. Providing counselling and support systems for apprentice
- vi. Ethics in apprenticeship practice and
- vii. Soft skills such as; basic literacy and numeracy skills, attitudinal changes, analytical and critical thinking, rewards and sanctions.

4.6.4 Apprentice

- i. Competency-Based Training (Entrepreneurship Training)
- ii. Information Technology training
- iii. Communication skills
- iv. Ethics at the workplace
- v. Health and Safety at the work place

4.6.5 Trade Associations (TAs)

- i. Management programmes. These include membership management, conflict management, roles and responsibilities of executive members, teamwork and financial management
- ii. Technical skills and skill upgrade
- iii. Role of TAs in apprenticeship programme
- iv. Funding mechanism
- v. Competency-Based Training (CBT)

4.7 Promoting Apprenticeship

To make apprenticeship attractive, the policy shall be underpinned by a robust public relations strategy.

A communication campaign on apprenticeship that feeds into the overall TVET strategy is imperative. The campaign shall have the following activities:

- i. Engage both the print and electronic media to market and promote apprenticeship
- ii. Use social media e.g. Facebook, Twitter, Instagram
- iii. Radio and television talk show
- iv. Use of role models and TVET ambassadors
- v. Organize skill competitions
- vi. Involve the traditional leaders, religious leaders, opinion leaders, and civil society to promote apprenticeship
- vii. Establish career guidance and counselling units on apprenticeship at the basic, second cycle and tertiary institutions
- viii. Establish a mentorship scheme to promote females in male-dominated trades like construction and also make male-dominated trade attractive for women
- ix. Integrate apprenticeship at the basic, second cycle and tertiary institutions

CHAPTER FIVE – COMMUNICATION, MONITORING AND EVALUATION

5.1 Communication Strategy

A communication strategy shall be developed to support the implementation and performance reporting on the Policy. It is critical to frame apprenticeship appropriately in the light of the political, economic, social-cultural and communication issues and challenges in the national context. Policy stakeholders shall make use of every opportunity to promote key messages for apprenticeship delivery.

The objectives of the communication plan for the policy are:

- i. Maximize stakeholder engagement in the implementation of this policy.
- ii. Change the negative perception of apprenticeship and to encourage the formal sector especially employers and tertiary students to be involved in apprenticeship
- iii. Generate and sustain public interest and awareness about the role of apprenticeship for youth employment and national development.
- iv. Promote the use of apprenticeship as an effective tool for youth employment and national development.

To achieve these objectives;

- i. COTVET shall identify a specific unit that will liaise with all stakeholders in the implementation of the communication strategy
- ii. Sign languages shall be factored in the development of the communication strategy, to assist those with hearing impairment.

5.2 Research, Monitoring and Evaluation arrangements

Policy implementation and review shall be enriched by an evidence-based approach. This will require on-going quantitative and qualitative studies. It will also require functioning knowledge management platforms to disseminate information, generate relevant feedback and encourage sharing of topical findings and lessons from national and international experiences.

Monitoring and evaluation of apprenticeship must be located in the national M&E arrangements; and cognizance taken of the different institutions charged with M&E, at the national, regional or local levels.

An overarching apprenticeship M&E framework shall be designed to track results of apprenticeship implementation according to objectives and strategies of the policy in a timely and efficient manner. The M&E framework shall provide key results and performance indicators that shall be applied across all apprenticeship programmes, in line with the overall policy agenda. Again, it shall be underpinned by an efficient Management Information System

(MIS), selected studies and research assigned to the relevant institutions with requisite capacities, documentation review, periodic policy review, a robust knowledge management and communication agenda and evaluation.

5.3 Policy Review Timeline

The policy shall be reviewed every five (5) years.