## Mission Report Analysis
### DWT – Pretoria

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<th>Mission Purpose and dates (include countries covered)</th>
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Blessing Gwengwe, NPO |
| Regional Priorities (DWAA) | Greater opportunities created for women and men to secure decent employment and income. |
| Sub regional priorities/ DWCP priorities | 1. ZWE Priority 1: Employment Creation and Poverty Reduction  
2. ZAM Priority 1: Employment Creation |
| Immediate / Joint Immediate Outcome / Common principles of action | Promoting skills development for Youth Employment and Rural Development |
| Sources of Funding | ZIM/10/01M/DAN (Umbrella Code: RAF/09/05/DAN).  
IRIS Project No. 102120  
Skills for Youth Employment and Rural Development in Western and Southern Africa: Zimbabwe. |
| Findings | Please refer to section 3 in the main report. |
| Conclusions and recommendations | Please refer to section 4 in the main report |
| Follow-up actions (already undertaken, envisaged to be undertaken) | Please refer to section 5 in the main report. |
| Date of Production | 29 November 2010 |
Mission Report

Authors: Ashwani Aggarwal, Senior Skills and Employability Specialist and Blessing Gwengwe, NPO
Dates: 8 – 12 Nov 2010
Country: Zimbabwe

1 Background

The ILO is implementing a project titled ‘Skills for Youth Employment and Rural Development’ in Zimbabwe being funded by Danish Commission for Africa. One of the components of the project is improving informal apprenticeship in Zimbabwe. The project, inter alia, aims at strengthening knowledge and capacity of the stakeholders by organizing study mission and workshops. Ghana is one of the countries in Africa which have a strong tradition of informal apprenticeship. Besides it is an English speaking country. Therefore, study mission to Ghana for stakeholders from Zimbabwe was undertaken. The project management requested the Skills Specialist to lead and guide the study mission.

2 Objective of the Mission

The overall objective of the mission was capacity building of the stakeholders from Zimbabwe in the area of informal apprenticeship. The mission helped to:

- Understand the system and operations of Ghana’s informal apprenticeship scheme
- Analyse strengths and weaknesses
- Identify key stakeholders in the whole process and appreciate their roles
- Relate the lessons learnt from Ghana to the Zimbabwean situation.

3 Mission Activities and findings

The activities performed during the mission are briefly mentioned below.

3.1 Presentation by the Ministry of Education and COTVET of Ghana

Honorable Minister of Education and Senior Director (Education) welcomed the delegation which was then followed by presentations from the Executive Director of the Council for Technical and Vocational Education and Training (COTVET) and Informal Sector Associations made presentations on the following issues. COTVET is a national body
set up by an Act of Parliament of the Republic of Ghana to co-ordinate and oversees all aspects of technical and vocational education and training (TVET) in the country.

- Features of the informal apprenticeship scheme in Ghana
- Quality assurance mechanism
- Testing and Certification of skills

The session gave an overview and operations of the informal apprenticeship scheme in Ghana as well as chance to the members of the delegation to interact with government authorities, trade associations and master craftspersons (MCs).

3.2 **Field visits to trade associations and enterprises conducting informal apprenticeship**

The opening session was followed with visits to trade associations and enterprises conducting informal apprenticeship for giving chance to the members of the delegation to observe the training process and discuss nuances of the scheme with MCs and apprentices. In all, visits to 10 enterprises and one informal sector association took place in two cities (Accra and Kumasi).

3.3 **Special features of Ghana’s Informal Apprenticeship Training (IAT) Scheme**

- Informal apprenticeship training remains the largest provider of skills in Ghana and is responsible for some 80-90% of all basic skills training, compared to 5-10% from public training institutions and 10-15% from NGO for-profit and non-profit providers. Currently, about one of every three youth in the 20-30 age groups has experience as an apprentice, compared to one in four youth fifteen years ago. The percentage of young women doing an apprenticeship has doubled in the last fifteen years, Palmer, 2009)

- Minimum age of informal apprenticeship is 15 years or after completion of basic education.

- The informal sector enterprises are like informal training centres where MC is like a principal and skilled workers are like instructors. However, there are few cases where owner do not possess technical skills. Apprentices fill admission form and most get a certificate or testimonial letter after completing the training. Most apprentices bring their own tools and pay two types of fee - Commitment fee at the time of joining and Graduation fee. Therefore, many apprentices initially somewhere work as casual workers to earn money to pay the commitment fee for joining apprenticeship. Training periods are quite long – up to five years. Most apprentices had to stay for full period to get the certificate / testimonial even though they would have acquired the skills earlier. In some cases, apprentices have to serve the MC for another two years after completing training. In fact, senior apprentices were found, in some enterprises, guiding the junior apprentices. Ratio of apprentices to workers ranged from 2.5:1 to 4:1 or even more. This is resulting in exploitation of youth as cheap labour in the name of apprenticeship. Impact of this in promoting
underemployment and poverty needs to be researched. Government should intervene and regulate ratio of apprentices to workers in enterprises.

- The Children’s Act set out trainers’/masters’ responsibilities towards their apprentices’ regarding training, the apprenticeship agreement, duties and release of apprentice.

- Informal Sector Associations (ISAs) are set up as intermediaries between member enterprises and the government and other agencies. Aim for ISAs is to become one of the strongest elements of the current institutional framework for IAT and get actively involved in the supervision of skills training. The ISAs play a role in overall coordinating and establishing norms for informal apprenticeship as is the case being demonstrated by Ghana National Association of Tailors and Dressmakers and Ghana Hairdressers and Beauticians Association. Their roles vary but can include – registering contract between MC and an apprentice; specifying training duration & fee; monitoring training; taking trade test and issuing certificate; resolving conflict between MC and apprentice, coordinating with government.

(comment: ISAs are not necessarily either strong, effective or always representative of their members. It is learnt that most of the associations exist in name. These need capacity building and financial support to play a key role.)

- Youth that are trained at the IATs currently have two certification options: An ISA awarded certificates and an NVTI proficiency certificates which is a competency-based skill test involving practical and oral tests.

(comment: Many informal apprentices do not register for NVTI examination. Most of the apprentices still rely on MCs to issue a certificate or testimonial. Formal recognition of skills of apprentices and their link to formal TVET system remains a challenge)

- Initiatives to improve training – Skills enhancement for master-craftsmen (MC) and skills training delivered through apprenticeship placements under Skills Training and Entrepreneurship Programme (STEP). The programme entailed:
  - MCs undertaking a few days pedagogical skills enhancement with the Ghana Regional Appropriate Technology Industrial Service (GRATIS) to make them more effective trainers. Currently, COTVET is also using ISA to train MCs.
  - Skill training to apprentices was then delivered by attaching up to 10 trainees to an MC to undertake a workshop-based apprenticeship for up to 12 months. Apprenticeship training organized by GRATIS either took place in their own facilities where adequate equipment and machinery existed for the training or in informal enterprises with MCs identified by GRATIS.

[Challenges encountered :

1. Many of the MCs could not provide a descent training environment and were ill-resourced in tools and equipment to train large number of apprentices.
2. Training duration was not considered long enough especially in trades like welding and carpentry, leading to the creation of half-baked apprentices. Moreover, most of apprentices being trained had no prior knowledge of the trades.

3. Inadequate post-training support and huge delays in STEP graduates accessing micro-finance. Only 10% had received loans.

3.4 **Goals of the National Apprenticeship Training Policy**
- Reform and strengthen the formal and informal apprenticeship system by infusing a CBT and assessment system
- Develop training systems and mechanisms to facilitate the articulation of the informal level and standards of skills acquisition with those of the formal TVET system
- Encourage the formation and recognition of Trade Associations as a means of delivering training-related assistance to members
- Integrate Informal Apprenticeship Training into the National Qualifications Framework
- Provide guidelines for governmental and private/NGO activities in the informal sector training and apprenticeship

3.5 **Proposal of COTVET to improve Informal Apprenticeship**
COTVET proposed following measures to improve IAT:
- Orientation of master craft persons in improved pedagogies and entrepreneurial
- Payment of commitment fee for the rural poor in selected priority sectors
- Training materials for on the job training
- Start up kits

4 **Conclusions and recommendations**

The delegation members from Zimbabwe expressed appreciation for this study mission as they observed, for the first time, thriving informal economy and informal apprenticeship which is deep rooted and traditionally structured without government interventions. Delegates observed functioning and outcome of traditional way of IAT and how various initiatives have impacted the training.

To improve informal apprenticeship in Zimbabwe, MCs will need access to quality tools, equipment and space, and enhanced skills (technical, pedagogic and entrepreneurial) besides access to capital and markets. Apprentices will also need underpinning knowledge and skills (numeracy, literacy, life, entrepreneurial and supplementary technical skills). Apprentices completing training should be provided post training support including hand holding, business
development services (BDS) and micro finance support. Trade testing mechanism should be adapted to the needs of informal economy. MCs should also improve Occupational Health and Safety standards and work practices at the workplace. Government and community should recognize the important role being played by informal apprenticeship system. Initiatives aiming at turning micro enterprises in to training institutes by influencing MCs to recruit more number of apprentices or by selecting apprentices may distort the system (as happened in Ghana). Basically, initiatives to improve informal apprenticeship should focus on building capability and capacity of MCs, apprentices and trade associations for improving learning environment and work practices as well as access to market, finance, BDS. Let community and trade associations be the watchdog for taking care of interests of the apprentices.

5 Follow-up action required
The NPO will lead the following activities with advice from CTA and Technical Working Group

- Identification of the range of vocations and sites to be used and improvement of the sites
- Selection of the 1000 master craftspersons
- Training needs analysis of the 1000 and training to address the needs
- Engaging of youth as apprentices
- Post training support for wage and self employment through establishment of Youth Funds
- Monitoring and evaluation of the processes

6 Acknowledgements
I would like to take this opportunity to express my sincere appreciation to Mr. Prince Mupazvirih, Permanent Secretary, Ministry of Youth Development and Mr. John Mufukare, CEO, EMCOZ for joining the mission. Thanks to Mr. Dan Baffour, Executive Director of Ghana Training Authority for organizing the mission and to Mr. Blessing Gwengwe, NPO of the project for coordinating the activities during the mission.

7 People Met

1. Hon. Alex Tettey-Enyo (MP) - Minister of Education
2. Major M. S. Tara (Rtd) - Chief Director, Ministry of Education
3. Mr. Daniel Baffour-Awuah - Executive Director, COTVET
4. Mr. Ebenezer Acquaah-Harrison - Board Member, COTVET
5. Mrs. Sharon Fenuku - Board Member, COTVET
6. Mrs. Ernesticia Asuiner - Director, Finance and Administration, COTVET
7. Mr. Damptey Sampson Tetey - CBT Coordinator, COTVET
8. Mr. Kofi Ntow - Manager, Skills Development Fund, COTVET
9. Mr. Kwabena O. Amaniampong - Coordinator, Informal Sector, COTVET
10. Mr. Eugene Tapegnuu - Administrative Manager, ED’s Office, COTVET
11. Mr. Ralph Ameeyaw - Executive Secretary, CIBA
12. Mrs. Vera Ayekpa - Training Coordinator, Ghana National Tailors and Dressmakers Association (GTDA)

8. Mission Team

1. Mr. P. Mupazviriho - Permanent Secretary, Ministry of Youth Development, Zimbabwe
2. Mr. J. W. Mufukare - Executive Director, Employers’ Confederation of Zimbabwe
3. Mr. M. Kandukutu - Director, Organizing, ZLTU
4. Mr. E. Tadzingwa - Deputy Director, Higher and Tertiary Education,
5. Mrs. G. Kanyayi - Deputy Director, Ministry of Labour and Social Service, Zimbabwe
6. Mr. I. E. Muguza - Director of Youth Development, Ministry of Youth Development, Zimbabwe
7. Mr. R. Muchada - Deputy Director, Zimbabwe Association of Micro Finance Institutions
8. Mr. Blessing Gwengwe - National Project Officer, ILO
9. Mr. Ashwani Aggarwal - Senior Specialist, ILO

Informal Sector Visited

1. Mosha Design Centre (Accra)
2. KB Azuma Motors (Accra)
3. Afrowood Tesano (Accra)
4. De Hans Engineering (Accra)
5. Gratis foundation (Accra)
6. Tropical Cable (Accra)
8. Ahwia Carving Centre (Kumasi)
9. Ehuraa Abenaa Fashion (Kumasi)
10. Bonwire Weaving Center (Kumasi)