

Ghana National Apprenticeship Program Impact Evaluation: Effort, Incentives and Returns

Milestone Reporting Document 1

November 20, 2012

This document outlines the specific milestones that will be achieved during the duration of the above listed grant, providing information on the intermediary steps, risks, mitigation plans, and assignments of responsibility to meet these milestones. The document has two parts: Part I provides an overview of the Ghana National Apprenticeship Program (NAP) Impact Evaluation as well as a brief description of the persons and parties involved in the project and their broad scopes of responsibility. Part II outlines the specific milestones and the above-mentioned details on intermediary steps, risks, mitigation, and responsibility assignments.

Part I. Evaluation and Team Overview

The NAP Impact Evaluation Overview

The National Apprenticeship Program in Ghana aims to harness the knowledge and experience of firms and entrepreneurs to deliver market relevant skills to youth in a scalable and potentially cost-effective manner through apprenticeship training. Typical public policies aimed at addressing youth unemployment have focused on school-based vocational training. However, such policies have often been criticized for being expensive and for failing to provide relevant skills to youth. By delivering skills through practical on-the-job training, apprenticeships are a promising avenue to boost the employability of youth. While apprenticeship training is common in many parts of West Africa, it is often overlooked by government policies.

The National Apprenticeship Program aims to radically transform the apprenticeship system by ensuring quality through the introduction of a competency based certification scheme, shortening the training period to one year and targeting the training to youth who fail to progress beyond the ninth grade. In addition the project incorporates *an innovative and unprecedented performance-pay scheme* for training providers (i.e. firms) that ties provider pay to the skill level of apprentices and their outcomes. This scheme is designed to ensure the delivery of market-relevant skills training, increase the effort of trainers in order to maximize the employability of trainees and enhance the cost-effectiveness of the program for the government. This comprehensive redesign of apprenticeship training leverages the unique ability of firms to provide training in a more scalable and cost-effective manner compared to traditional alternatives.

A randomized-control trial will be used to rigorously evaluate the effectiveness of the National Apprenticeship Program. Applicants for the National Apprenticeship Program will be randomly chosen to participate in the program and training providers will also be randomized into the performance-pay incentive scheme. The findings from the evaluation will document the overall returns to the new training program and the differential impact of the performance-pay scheme for trainers on trainee outcomes. These findings will provide valuable insights that can assist the Government of Ghana and other African Governments to optimize the design or expand the scope of large-scale apprenticeship programs.

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The NAP Evaluation Team Overview

The NAP project is led by three Principal Investigators (PIs): Isaac Mbiti, the lead researcher, and graduate researchers, Jamie McCasland and Morgan Hardy. Isaac Mbiti is an Assistant Professor in the Department of Economics at Southern Methodist University and an affiliate of Innovations in Poverty Action (IPA) and the Jameel Abdul Latif Poverty Action Lab (J-PAL) at the Massachusetts Institute of Technology (MIT). Jamie McCasland is an advanced PhD candidate in the Department of Economics at the University of California, Berkeley. Morgan Hardy is a PhD candidate in the Department of Economics at Brown University. The PIs will lead the research design of the study, monitor the overall project, and analyze the resulting data. They will also lead the dissemination of results, via academic research papers, policy briefs, and presentations to a variety of audiences.

The NAP project is managed on the ground by Innovations for Poverty Action (IPA) in Ghana. IPA is a 501c3 non-profit organization founded in 2002 by Dean Karlan, Professor of Economics at Yale University, and headquartered in New Haven, Connecticut. IPA has been conducting research in Ghana since 2004 and currently has 16 active projects, and 10 completed projects throughout the country focusing on research questions in an array of sectors, including health, education, agriculture, and finance.

Additionally, the PIs and IPA are partnering closely with the Ghana Council for Technical and Vocational Education and Training (COTVET), the party responsible for the implementation of the NAP. Through an act of parliament, the Government of Ghana established COTVET to coordinate job-training activities across nearly ten ministries.

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Part II. Milestones

		<u>SUMMARY TABLE</u>	
Estimated Completion Date	Milestone		
Start date + 2 weeks	1	<ul style="list-style-type: none"> Develop and deliver a project implementation plan 	
Start date + 3 months	2	<ul style="list-style-type: none"> Applicants from 100 districts apply to district development offices for a spot in the National Apprenticeship Program Applicant form data collected and digitized Applicant surveys piloted and refined 	
Start date + 6 months	3	<ul style="list-style-type: none"> Applicant surveys administered and digitized Applicants randomized into NAP treatment and control groups and matched with Master Trainers Master Trainer surveys piloted and refined Master Trainer surveys administered and digitized Master Trainers randomized into incentive treatment 	
Start date + 9 months	4	<ul style="list-style-type: none"> Mid-line data collection with master trainers and applicant treatment group 	
Start date + 12 months	5	<ul style="list-style-type: none"> Submit draft outreach strategy plan 	
Start date + 15 months	6	<ul style="list-style-type: none"> NAP apprenticeship training completed Develop a protocol to ensure independent assessment of trainees Work with local trade associations and local polytechnics to develop testing implementation plan 	
Start date + 18 months	7	<ul style="list-style-type: none"> Apprentices tested under market skills assessment test developed and administered in association with local trade associations and local polytechnics Incentive payments made conditional on trainee performance 	
Start date + 21 months	8	<ul style="list-style-type: none"> Provide initial information on incentives paid to include incentive payment methodology, total number of incentive payments provided, and percentage of trainers provided incentives. Follow up survey materials developed, piloted and refined 	
Start date + 24 months	9	<ul style="list-style-type: none"> Short phone survey to update location/contact information 	
Start date + 27 months	10	<ul style="list-style-type: none"> Report on relocations 	
Start date+30 months	11	<ul style="list-style-type: none"> Completion of re-test of apprentices that did not pass previously and incentive payments made 	

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Start date + 33 months	12	<ul style="list-style-type: none"> Updated report on round 2 of incentives
Start date + 36 months	13	<ul style="list-style-type: none"> Follow-up survey data collection with in-depth surveys for the treatment and control impact evaluation sample and short phone SMS message questionnaires for the full sample completed Final incentive payment delivered conditional on trainee employment
Start date + 36 months	14	<ul style="list-style-type: none"> Provide final outreach strategy plan
Start date + 36 months	15	<ul style="list-style-type: none"> Present preliminary findings including estimated returns to training for apprentices, differentiated by participation in the innovative master trainer bonus payment incentive scheme
12 months after close of project	16	<ul style="list-style-type: none"> Deliver final impact evaluation assessment

MILESTONE DETAILS**2.1: COTVET Recruitment of Applicants**

Each district will form an “apprenticeship committee” which will oversee the local implementation of the program. The committee will consist of a representative from the Ghana Education Service, a local government representative, a local member from a trade association and a female representative. While each participating district committee will lead the recruitment efforts, the IPA team will work with them to boost the recruitment of apprentices to the National Apprenticeship Program. Oversubscription to the program is expected, though extra recruitment efforts may be necessary in some districts to ensure sizeable treatment, control, and waitlist groups. COTVET will provide district committees with application forms and other materials to distribute. Districts will distribute applications through the district development office, churches, mosques, community centers, and social networks. The NAP team will also partner with districts to coordinate the district committee interviews and applicant surveys. Working with COTVET, a ranking system will be designed for the applicants. The districts will designate 16 priority candidates, disqualified candidates, and rank all other candidates on a scale of 1 to 5.

2.2: Applicant Form Data Collected and Digitized

After district committees conduct interviews of applicants, IPA will collect application forms and send them to Accra for data entry. To ensure that application forms are accurately matched with surveys of apprentices, each application form will be given a unique id that is connected to the survey id of the same respondent.

2.3: Applicant Surveys Piloted and Refined

Drawing from a familiarity with the economic and social science related literature, and extensive survey work on other projects, the PIs will create a first draft of the applicant survey. Likely sections include information on (1) personal details, (2) contact information of applicants, (3) education and training history, (4) family details, (5) assets, (6) risk

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preferences, (7) cognitive tests, (8) non-cognitive indicators, (9) social network connections, and (10) work history. The IPA team will pilot the survey with NAP applicants in non-evaluation districts to ensure that questions are intelligible, that response data will be consistent and have enough statistical variability to have regression analysis power, and that the timing of the survey fits budgeted plans.

3.1: Applicant Baseline Survey Data Collected and Digitized

The NAP program will be run in 100 districts by the government of Ghana, but IPA will randomly select 30 districts in all regions of the country in which to conduct its study. COTVET will designate a number of slots per trade to each district from which applicants can be enrolled. After enough applications have been received, district committees will conduct short interviews. IPA will then conduct its survey. IPA will not go to the districts for surveys until they have enough applicants for interviews. Surveys will primarily take place right after the applicants' interview with the district committees. However, they can be conducted at a later date if necessary. Surveys will be administered in 11 different languages, based on the language the applicant is most fluent in. The total sample size IPA aims to study is 3,600 apprentices. Survey data will be collected and transported to the IPA office in Accra and entered by the IPA data entry team through a "double-blind" data entry system – two data entry agents will each enter the survey separately, the results compared. A third agent will reconcile any discrepancies, helping to ensure high data quality.

3.2: Applicant Randomization

Once the districts have completed the interviews and ranking of applicants, IPA will conduct the electronic randomization of applicants at the district offices. The 16 priority applicants that the district selects (refer to section 2.1) will be automatically placed into the program. Those who were disqualified will not be eligible and we will then randomly select the required number of participants from the remaining pool of applicants. The district officers will observe the randomization process, ensuring that they understand that it is indeed random. After the selection of applicants, IPA will print out acceptance letters with the names and trades of selected applicants. Doing so will discourage the districts from including anyone who was not part of the randomized selection process into the program.

3.3: COTVET Recruitment of Master Trainers and Master Trainer Matching

COTVET, through the trade unions, will recruit Master Trainers in each trade in each district, and conduct Master Trainee orientation and training sessions in the northern, middle, and coastal regions. In the process of matching trainers to applicants for the National Apprenticeship program, factors like proximity of master trainers to apprentices will be considered. The capacity each master trainer can accommodate will also be factored into the matching process. Master trainers will indicate the number of apprentices they can handle, which will be verified by COTVET through site checks. There can be between one and five apprentices per master craftsman. It is important that master trainers are not given more apprentices than they can successfully accommodate.

3.4: Master Trainer Survey Piloted and Refined

Similar to the applicant baseline survey, the PIs will write a first draft of a Master Trainer survey based on knowledge of the related literature, and experience with similar surveys in previous projects. Survey sections will likely include many of those similar to the applicant baseline as well as a detailed section on the Master Trainer's business, its profits, assets, and

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customers, and a detailed section on the Master Trainer's experience training apprentices in the past. Pilot data feedback will be used to refine and finalize the survey instrument.

3.5: Master Trainer Baseline Survey Data Collected and Digitized

IPA will conduct a baseline survey of all the Master Trainers in the evaluation districts. Survey operations will happen in all regions of Ghana in eleven different languages. These surveys will take place at the Master Trainers' shops. The surveys will be collected and transported to the IPA office in Accra and entered by the IPA data entry team through a double blind data entry system – two data entry agents will each enter the survey separately, the results compared. A third agent will reconcile any discrepancies, helping to ensure high data quality.

3.6: Master Trainers Randomized into Incentive Treatment and Control

From all the Master Trainers that have apprentices in the evaluation districts, half will be selected to receive financial incentives if their apprentices perform well on a skills test at the end of the program. The other half will not receive this offer and will serve as the control group.

3.7: Incentive Treatment Refined and Introduced to Master Trainers

IPA will troubleshoot the incentive program to test its feasibility on the field. Changes will be made appropriately.

4: On-going Applicant and Master Trainer Monitoring and Midline Data Collection

Random unannounced spot checks and short phone surveys will be utilized to monitor the progress of the project. Participation data collected through short phone surveys and spot checks will be reported quarterly. During site visits, IPA staff members will check to ensure that the treatment group is participating in the National Apprenticeship Program, and that the control group is not enrolled into the program. IPA will create and administer a midline survey to apprentices and Master Trainers halfway through the study. The midline survey, shorter than the baseline survey, will be designed to capture vital information that will help IPA to reconcile information collected at the baseline to data collected at the end line. It will also help to track changes in baseline data, update personal and contact information, and reduce attrition at the end line.

5: Outreach Plan Draft

See below.

6 (11 and 12): Training Completion and Skills Assessment

The NAP apprenticeship-training component is designed to be completed in one year. Trade unions will then conduct a test to assess whether apprentices have gained essential skills through their training. However, since the trainers are part of the trade unions there may be a temptation to pass apprentices in order to help their members get the bonus incentive payments. In order to circumvent this we will create and administer a similar test working closely with COTVET and local experts (such as teachers in vocational training schools) to design and administer the test. Apprentices who pass this test will be certified in their field of craft. This certification will help IPA distinguish between apprentices who learn and improve through training, and those who do not.

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7 (11 and 12): Incentives Program Information and Payments

The assessment test will reveal apprentices who have gained the required level of skill through training, and expose those who have not. Master trainers will be given agreed upon monetary compensations based on the performance of apprentices.

8: Follow up Survey Materials Developed, Piloted and Refined

Following a process similar to that of the baseline surveys, the IPA team and Principal Investigators will write and refine survey materials for the follow up survey.

9 and 10: Applicant Tracking and Reporting

Between training completion and full-scale follow-up survey data collection, short “Tracking” surveys data collection will be done by phone to update contact and location information for applicants from both the treatment and control groups. This updated location information will allow the IPA team to plan the strategy for follow-up survey data collection and help to reduce attrition.

13: Follow Up Survey Data Collection

Applicants and control group members will be tracked for between one and three years after completion of training. Follow up surveys will be conducted within this period. IPA will compare these survey results to baseline survey results to measure improvement in applicants’ labor market outcomes and quality of life, as well as other changes that will help gauge the effects of the National Apprenticeship Program on socioeconomic status and well-being.

14 and 16: Outreach Strategy and Dissemination of Results

Through its partnership with COTVET, the research team has a natural channel to disseminate the results of this study to policymakers in Ghana and across the region. If the evaluation demonstrates that the program is effective (and cost-effective), then COTVET intends to use the study to lobby for a nationwide expansion of the program. If the results show the program is ineffective then COTVET will either attempt to redesign the program or focus on alternative programs.

Further, through similar projects, the PIs have formed partnerships both within Ghana and with other African governments that will facilitate policy influencing. The research team will be able to disseminate results in Kenya, where two of the PIs were involved in a study of participation in vocational training in public and private institutions. Given the projected cost-effectiveness of the apprenticeship program, the Ministry of Education in Kenya may be interested in adopting such a program as an additional channel through which to impart job skills. The team has additionally provided support to the Kenyan government, advising on education policy, through high-level government contacts in Kenya, such as the economic advisor to the Kenyan Prime Minister.

The team has broad experience engaging with multi-lateral organizations and donors such as the World Bank, DFID, USAID and JICA. Members of the team have worked closely with the World Bank to disseminate evidence from previous impact evaluations on schooling and vocational education in Kenya. These efforts have been directed at both the country offices of the World Bank including Ghana and Kenya and the headquarters in Washington, D.C. The team has also worked closely with international NGOS such as the International Rescue Committee to provide advice on designing and evaluating their youth and livelihood

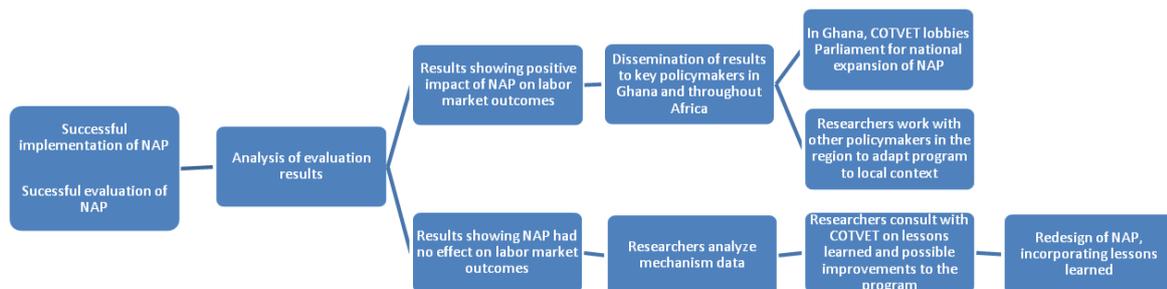
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programs across the developing world. Thus, we are confident that we will be able to draw on these past experiences and contacts to maximize the policy influence of this research.

The research team also has access to high-impact and high-quality policy dissemination through its affiliation with the Abdul Latif Jameel Poverty Action Lab (J-PAL). The team will work with J-PAL to ensure the effective dissemination of the evaluation results. J-PAL has a dedicated Policy Group focused on disseminating evidence of what works to policymakers and on working to scale up effective programs. The Policy Group produces a variety of publications and analysis, including evaluation summaries, comparative cost-effectiveness analysis, and Policy Briefcases. J-PAL disseminates these products through a print mailing list, its website, a monthly newsletter, and social media. J-PAL also communicates policy lessons through networking, partnership-building activities, thematic evidence workshops, and conferences, all of which are targeted at organizations that have high potential to adopt and implement the program.

**15: Analysis, Results, Academic and Policy Papers, and Dissemination**

All data gathered from the study will be analysed using cutting-edge econometric techniques and standard statistical software. Results will be reported in academic and policy papers, and shared with policy makers, NGOs, and other interested parties who can use the information to improve the labor market outcomes and welfare of young people.

APPENDIX 1: STAKEHOLDER ANALYSIS

There are several individuals and institutions that are important for the research team to reach in order to influence policy related to vocational training, particularly in Ghana. We believe these stakeholders include:

- **The Council for Technical and Vocational Education and Training (COTVET).**

The Government of Ghana established COTVET with “the objective of coordinating and overseeing all aspects of TVET in the country.” The Council for Technical and Vocational Education and Training is the most significant government body responsible for TVET coordination. As our partners in the evaluation, they will champion the results of this evaluation. The National Apprenticeship Programme is a new program conceptualized by COTVET as part of their new TVET mandate. Therefore, they are very invested in its

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success. If the evaluation shows positive results, COTVET intends to use them to lobby Parliament for continued funding, as well as national expansion of the program.

- **The Ghana Ministry of Education (MoE).**

The Technical and Vocational Education Division (TVED) operates as part of the Ghana Education Service (GES) under the Ministry of Education, and is responsible for the implementation of public pre-tertiary technical and vocational education. Alignment within the MoE and TVED is generally quite high; the National Apprenticeship Programme is implemented through District Education Offices, usually under the mandate of the District TVET Officer. National expansion of the program will rely on the continued support of TVED, and positive results from the evaluation will help to cement the relationship between COTVET and TVED. Our contact in the MoE, Dr. Dominic Pealore is currently the Director for Statistics, Research, Information Management and Public Relations Division of the Ministry of Education. Dr. Pealore is well suited to disseminate the results of this evaluation within the MoE, given his familiarity with research and evaluation methods. Additionally, Dr Pealore is on the National Apprenticeship Board which provides COTVET with oversight and advice regarding the National Apprenticeship Programme.

- **The Ghana Ministry of Employment and Social Welfare.**

National Vocational Training Institute (NVTI), which operates under the Ministry of Employment and Social Welfare, was set up in 1970 with the mandate of coordinating all aspects of vocational training. NVTI has raised some resistance over being incorporated under COTVET; however, their level of influence within the TVET space has diminished as COTVET has grown. Positive research results might make them look more favorably on the National Apprenticeship Programme. Dr. Pealore is also on the board of NVTI and will be a key partner in helping us disseminate results to them.

- **The World Bank in Ghana.**

Eunice Yaa Brimfah Ackwerh, Snr. Education Specialist, World Bank Ghana Office. We have been working closely with Ms. Ackwerh since the inception of this project to ensure that our research is policy relevant and that our findings are disseminated widely through her networks.

- **The World Bank**

We want to disseminate our findings more broadly in the World Bank, and to influence program creation outside of Ghana as well. We are already in close contact with Markus Goldstein, who works in the Office of the Director for the Africa Region Poverty Reduction and Economic Management & Poverty and Inequality Group, as well as Peter Darvas, a Senior Education Economist in the Africa Region.

- **DFID**

Nicole Goldstein, Education Adviser, DFID Ghana. Ms. Goldstein has worked closely with our implementing partner, Innovations for Poverty Action (IPA), on other education-related

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projects, and has expressed an interest in the National Apprenticeship Programme evaluation.

- **Hiroyuki Hino, Economic advisor to the Prime Minister in Kenya**

Youth empowerment projects such as *Kazi Kwa Vijana* (work for youth projects) are being coordinated and implemented through the PM's office. Professor Hino is thus well-placed to use our results to inform youth policy in Kenya. We have already met on a few occasions with Professor Hino to discuss our project, and will continue to do so in the future.

Furthermore, two members of our team are currently working with Professor Hino to produce a background paper on key education issues in Kenya and Ghana; a piece that will prominently feature vocational training and will be used to inform the upcoming Prime Minister's Education Forum and associated speech. Through our work with Professor Hino, we will be introduced to numerous high level officials, and have the opportunity to present our results to those at the very highest levels of policymaking in Kenya.

- **USAID Mission in Ghana**

While the team has met with USAID representatives in Kenya, we are yet to establish links with the mission in Ghana. We plan to work with the USAID DIV team to establish these links.

APPENDIX 2:

POTENTIAL THREATS TO PROJECT AND PLANS FOR MITIGATION

- **District compliance with the research study design**

IPA works in close partnership with COTVET and 30 district education committees in this study. It is important that partners understand IPA's methodology and agree to follow the right protocols to ensure that the success of our study. This cooperation is not easily achieved, as some of these partners simply do not understand, or refuse to cooperate sometimes. There is no over-arching authority to enforce compliance on any partner, and IPA has to work very tactfully to gain and maintain their cooperation throughout the study. This will be done through frequent monitoring of programs, including partners in each step of the process to enable them to be involved and take ownership of the study. IPA will also negotiate and come to workable solutions with the districts in a way that does not compromise the study.

- **Differential Attrition**

It will be more difficult to find respondents in the control group at follow-up and at the end of study, than it will be to find respondents in the apprenticeship group. This could lead to greater attrition of the control group than the treatment group, making comparison between these groups difficult. Results could be biased if the difference is significant. To mitigate this risk, IPA will conduct on-going tracking follow-up with treatment and control applicants throughout the period of the study, and utilize proven long-term tracking techniques pioneered by the PIs and their collaborators in Kenya, and used very successfully in previous

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projects with IPA Ghana. The time and money expense of tracking the treatment, control, and reserve groups have been budgeted for.



The National Apprenticeship Programme Outreach Strategy

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1. THE POLICY QUESTION

Youth unemployment and underemployment are acute economic and social problems in low and middle income countries, and especially in Sub-Saharan Africa. According to the World Bank, young people account for 60% of the unemployed in Sub-Saharan Africa, and 72% of young people between the ages of 15 and 24 live below the \$2 a day poverty line (World Bank, 2009). The lack of market relevant skills is often cited as a major impediment to the employability of young people and such skills deficits also impact negatively on the productivity of firms. World Bank Enterprise Surveys find that over 20% of firms in low income countries identify the lack of skilled labour as a major constraint to their operations, compared with only 10% of Organization for Economic Cooperation and Development (OECD) firms (World Bank, 2010).

The skills deficit in Ghana is in part driven by an education system where large numbers of students fail to progress beyond critical junctures, such as the end of Junior High School. Compulsory education in Ghana consists of six years of Primary School and three years of Junior High School (JHS). Upon completing Junior High School, young people can choose to continue their studies by attending a Senior High School (SHS), a Secondary Technical School, or a Technical Institute (Gondwe and Walenkamp, 2011). Access to these institutions is based upon the performance of junior high school leavers in the Basic Education Certificate Examination (BECE) and places are often very limited – especially in Senior High Schools. There are over 9,000 Junior High Schools in Ghana but only 650 Senior High Schools. While the government has made some efforts to increase the number of Senior High Schools in the country, substantial variation in school quality remains (Ajayi, 2010). Around 55% of graduates from Junior High Schools are unable to enter into Senior High School and only 7% of these continue in formal technical and vocational education training (Ghana Education Service, 2010). Limited capacities at government Senior High Schools combined with costly fees in informal training prevent many young people from furthering their education and improving their skills.

Job training programmes have the potential to provide skills to young people, especially those locked out of the mainstream education system. Traditional approaches such as the provision of training through public vocational institutions are often criticised for their inability to provide market-ready skills, however (Johanson and Van Adams, 2004). In contrast, apprenticeship training within firms is a promising avenue that utilises the private sector to effectively deliver skills training to youth. A disadvantage of this approach is that the incentives for training providers are often misaligned with those of trainees, especially in information-poor labour markets such as Ghana (Acemoglu and Pischke, 1998).

The National Apprenticeship Programme (NAP) is an important component of the Government of Ghana's national strategy to address youth unemployment. It is designed to support young people to undertake a one-year apprenticeship in a trade of their choice. The Programme is being implemented by the Council for Technical and Vocational Education and Training (COTVET), in collaboration with District Officials from the Ghana Education Service (GES) and with support from Trade Associations nationwide. In 2012, the NAP launched its second year of apprenticeships in over 100 districts in all 10 regions of Ghana. The Programme is targeted at young people who are unable to continue their education beyond Junior Secondary School (JSS). Based on the traditional apprenticeship model, which is common across West Africa, the NAP also incorporates innovative enhancements. The training period is shortened to one year instead of the traditional three-year period to enhance the cost-effectiveness of the Programme and increase the efforts of trainers. During the training, some Master Trainers will be provided with incentives to examine if their apprentices perform better at the end of the training when compared with the non-incentivised Masters. At the end of the training the Programme will

administer a competency-based assessment and certification in order to ensure that apprentices have received high quality and standardised training.

The evaluation will study labour market outcomes for trainees including rates of employment, wages, profits from self-employment, and migration outcomes at both baseline and end-line. The evaluation will also investigate the dynamics of the micro-enterprises of female entrepreneurs (the Master Trainers). Focusing on this sizeable and important segment of the female work force in the informal sector, the proposed project seeks to understand how and where gaps in skill-acquisition, returns to apprenticeship labour, and business profits arise, leveraging the NAP programme by adding an associated high-frequency firm-level data collection effort.

2. OUTREACH STRATEGY OBJECTIVES

The NAP team's broad outreach objectives are as follows:

- i. To ensure that the project's research is relevant and accessible to partner organisations, and that there is shared ownership and responsibility for outreach activities based on each partner's individual strengths and interests;
- ii. To ensure that the project's research is known, understood by, and accessible to, academics, policy makers, practitioners and research participants;
- iii. To ensure that the project's findings catalyse debate amongst academics, policy makers and practitioners;
- iv. To promote the adoption of research findings through legislation and programme development.

In order to achieve these objectives this strategy will develop concrete steps and feasible policy influencing activities to be carried out at each project phase. The development of these activities will be informed by a thorough understanding of the context for evidence-based policy making in Ghana, and an exploration of the strengths, weaknesses, opportunities and threats to effective outreach. An analysis of the major stakeholders, both in Ghana and internationally, and an understanding as to which outreach methods might be appropriate for different audiences will provide further context.

2.1. IMPLEMENTATION

The primary communication and engagement aim for the project's implementation phase is to mobilise and prepare an interest base which will facilitate engagement, interaction and dissemination of information once preliminary research findings are available. The objectives are, therefore, to:

- i. Strengthen internal communication within the NAP project team at IPA in order that staff have an in-depth understanding of current developments and debates in the Technical and Vocational Education and Training Sector, both in Ghana and internationally;
- ii. Ensure that NAP's work is well known and understood by colleagues within IPA Ghana and IPA Global;
- iii. Commence collaboration with COTVET and other NAP partners to develop and implement shared outreach activities;
- iv. Effectively and consistently update policy makers and implementers at all levels of the Government of Ghana on the progress of the evaluation;
- v. Build networks with other stakeholders including local and international civil society organisations, think tanks and research institutes, the private sector, and international donors and financial institutions;
- vi. Improve access to NAP project details for the international development community.

2.2. PRELIMINARY FINDINGS

The main objective during the preliminary findings phase will be to seek feedback from partners, academics and policy makers. Partner feedback will be particularly important in determining the relevance of the findings for policy makers. This feedback will feed into the

development of the final dissemination plan for different audiences, and help to create demand amongst stakeholders for the final results. *Specific preliminary findings objectives will be developed in 2014.*

2.3. DISSEMINATION

The primary focus during the dissemination phase will be to ensure that the research findings are disseminated as widely as possible through academic and policy making networks, as well as being available to the general public, students, and TVET professionals, both in Ghana and internationally. It is vital that the implementing partners, including COTVET, the district Technical and Vocational Education and Training Coordinators (TVET), and the Trade Associations, are heavily involved in, and have ownership over dissemination activities. *Specific dissemination objectives will be developed in 2015.*

2.4. POLICY ADOPTION

The NAP research team will work with project partners, policy makers, and civil society stakeholders to develop policy-relevant recommendations based on the research findings, and to outline a strategy which may lead to concrete policy outcomes. *Specific policy adoption objectives will be developed in 2016.*

3. EVIDENCE BASED POLICY MAKING IN GHANA

3.1. CENTRAL GOVERNMENT

In recent years the Government of Ghana has shown increased interest in conducting rigorous evaluations of large-scale public policies, and its ability to demand, supply and use evidence in the formation of policy is improving. Most Ministries now employ policy and monitoring & evaluation personnel (Broadbent, 2012). A free press, freedom of expression, and an active civil society all contribute to an environment in which public policies are widely discussed, and failures and challenges are often dissected in the print media, on the radio, and on television. Indeed, the media is a key driver of policy discussions and media houses plays an important role in disseminating policy information. After six multi-party elections, and two instances of democratic alternation, Ghana's multi-party democracy is considered to be a fundamental asset. As elections have become progressively more competitive, the major political parties have been forced to become more accountable to an electorate which increasingly expects politicians to deliver on their promises to provide basic services. This heightens the demand for well-researched and well-planned policies.

There are a number of influential domestic think tanks and research institutes in Ghana, and impetus for a results-driven development agenda has also come from Ghana's largest donors in the international community such as The World Bank, USAID, the European Commission, and DFID.

According to Broadbent (2012, p.27):

On a number of issues, such as the economy, the Government of Ghana is thought to engage with think-tanks such as the Institute for Economic Affairs and the Centre for Democratic Governance particularly well, in addition to having well established relations with universities which host research institutes such as ISSER and the Centre for Social Policy studies, based at the University of Legon....Some of these organisations are partly funded by the Government of Ghana, as well as receiving significant support from international actors such as the International Development Research Centre (IDRC). These organisations are in general not perceived to have been co-opted by the Government, although there is concern that the research interests of donors hold more sway over research agendas than those of the government.

The capacity of domestic and international researchers to involve themselves in policy debates, and to produce research which is relevant to policy makers in Ghana, as elsewhere, is mixed. Although research institutes such as ISSER have good access to policy makers, individual researchers face challenges building strong relations with policy influencers who are often busy and have little time to engage with working papers and academic articles. The ability of researchers to find synergies between their findings and the research agendas and existing strategies of the policy makers and implementers is key.

A significant barrier to the effective adoption of research is the politicisation and under-performance of the civil service. According to the European Commission there are "important

weaknesses in the accountability, professionalism, and effectiveness of the civil service” in Ghana (European Commission, 2008, p.7). This impacts upon both the design and the implementation of effective policy. Politicisation also results in regular turnover of key staff in Ministries.

3.2. EVIDENCE-BASED POLICY MAKING IN THE TVET SECTOR IN GHANA

In addition to providing accreditation and quality assurance services, COTVET has a mandate to “conduct research, studies, and policy development” (COTVET website, 2013) in order to shape TVET policy. Fragmentation, a lack of coordination, and competition between Ministries and Agencies is currently very evident in the Technical and Vocational Education and Training (TVET) sector, however. This often leads to a lack of collaboration on key policies and programmes, limited information sharing, overlapping mandates, and avoidable replication. Institutional inertia and an inability to incorporate research findings and lessons learned from previous projects is a barrier to effective policy making. Similarly to Broadbent’s observations surrounding attitudes to congestion in the Accra Metropolitan Authority, it appears that the justifications for certain policies may be “assumed in Ghanaian political folklore” (2012, p.31), with very little incentive for policy makers to challenge the received wisdom of previous decision makers, even when new evidence becomes available.

3.3. THE ROLE OF IPA IN GHANA

IPA has played a role in fostering an interest in evidence-based policy making through partnerships with Ghana Education Services, the Ministry of Education, and the Ministry of Youth and Sports (through the Teacher Community Assistance Initiative (TCAI)). IPA has also partnered with the Ministry of Food and Agriculture (through the Examining Underinvestment in Agriculture Project (EUI), the Disseminating Innovative Resources and Technologies to Smallholders Project (DIRTS), and the Ghana Commercial Agriculture Project (GCAP)), and the Ministry of Health (through the Communication for Development Project (C4D)). In May 2012 IPA held a conference in Accra for education policy makers and academics from across Sub-Saharan Africa in an effort to promote the increased use of evidence in the design of education interventions.

IPA Ghana’s work is increasingly recognised by senior government officials, and in line with its 2013-2017 Five Year Strategic Plan, it is in the process of developing a policy influencing framework to further encourage the incorporation of research findings into policy formation processes in Ghana.

4. SWOT ANALYSIS

This SWOT analysis seeks to provide an insight into the current situation of the NAP evaluation with regard to outreach work. As this is a living document, the SWOT will be updated bi-annually to reflect changing circumstances.

Strengths	Weaknesses
<p><u>Within Ghana</u></p> <ul style="list-style-type: none"> ▪ The project's research has been designed in close consultation with COTVET, increasing the likelihood that research findings will be aligned with those of implementers and policy makers; ▪ IPA is well known and well respected by implementers - meetings with COTVET, district officials, and Trade Association representatives have been frequent and there are strong relationships between individuals; ▪ There are high levels of commitment within the NAP evaluation team towards increasing outreach activities; ▪ The Principal Investigators have a large network of contacts at prominent universities and institutions such as the World Bank, think tanks such as IZA, and NGOs such as GIZ. 	<p><u>Within Ghana</u></p> <ul style="list-style-type: none"> ▪ The IPA NAP team in Ghana has little opportunity to attend networking, policy events, and meetings with stakeholders due to a heavy workload and frequent travel; ▪ Due to project implementation delays we have yet to produce outreach output as the project is still in the early phases. The project currently has low visibility on the internet; ▪ Management transition at IPA Ghana has led to a lack of continuity in engaging with senior Government stakeholders and donors.
Opportunities	Threats
<p><u>Within Ghana</u></p> <ul style="list-style-type: none"> ▪ IPA Ghana already has strong links with the Ministry of Education and Ghana Education Services which the NAP team can draw upon; ▪ COTVET works closely with the Ministry of Education and currently receives significant support from donors such as the World Bank, GIZ, and JICA. Leveraging COTVET's existing contacts and networks will be very useful during the dissemination process; ▪ The NAP survey team is composed of staff members from across all 10 regions of Ghana. Drawing on local networks will be valuable during outreach activities. <p><u>Internationally</u></p> <ul style="list-style-type: none"> ▪ IPA is highly regarded by institutional donors in Ghana such as USAID, The World Bank and DFID; ▪ IPA Global's reputation and visibility in the media has increased in 2013, and the institution has strong links with the Abdul Latif Jameel Poverty Action Lab (J-PAL) which already has significant influence amongst policy makers. 	<p><u>Within Ghana</u></p> <ul style="list-style-type: none"> ▪ Project implementation challenges and delays may pose a risk to IPA's reputation as the project's evaluator, potentially undermining relationships with other stakeholders; ▪ The existence of similar programmes within the TVET space means that it is sometimes difficult for stakeholders to distinguish between the NAP and other government-implemented apprenticeship programmes; ▪ COTVET has already experienced a change of leadership - further changes in senior management may impact upon the evaluation and dissemination process; ▪ The elections in 2016 may lead to a change of government and changes in civil service leadership. If the NAP is very closely linked to the National Democratic Congress (NDC), this may impact upon outreach and dissemination efforts; ▪ The TVET sector in Ghana is fragmented; disagreements between the major government bodies (particularly between COTVET and the NVTI) could lead to further fragmentation, as opposed to shared learning and objectives.

5. STAKEHOLDER ANALYSIS

The Ghanaian government is a large provider of TVET education, and there are approximately 200 public TVET institutions (Darvas and Palmer, 2012). As outlined above, there are a large number of actors operating in the sector; TVET is delivered by eight Ministries, private for-profit and non-profit institutes, NGOs, and by the informal private sector using the three year apprenticeship model. While it is not possible to engage with each of these stakeholders, it will be necessary to better understand the histories, expertise, and interests of the major providers to better inform the outreach process.

5.1. GOVERNMENT STAKEHOLDERS IN GHANA

5.1.1. COTVET

In 2006 the Government of Ghana established the Council for Technical and Vocational Education and Training (COTVET) under the Ministry of Education (MoE) with “the objective of coordinating and overseeing all aspects of TVET in the country” (COTVET website, 2013). COTVET’s work is structured into five committees; the National Apprenticeship Training Committee (NATPC), The Industrial and Training Advisory Committee (ITAC), the National TVET Qualifications Committee (NTVETQC), the Training Quality Assurance Committee (TQAC), and the Skills Development Fund. COTVET is primarily a regulatory agency and it has made some progress towards coordinating the supply side of technical and vocational education in Ghana. Since 2011, COTVET has devoted significant resources to developing a National TVET Qualifications Framework (NTVETQF) and a Competency Based Training Policy.

As our partners in the evaluation, it is expected that COTVET will champion the findings of this evaluation. The National Apprenticeship Programme is a new programme conceptualised by COTVET as part of their TVET mandate. Therefore, they are invested in its success. If the evaluation shows positive results, COTVET intends to use the findings to lobby Parliament for continued funding, as well as the national expansion of the programme.

5.1.2. THE MINISTRY OF EDUCATION (MOE) AND GHANA EDUCATION SERVICE (GES)

The Technical and Vocational Education Division (TVED) operates as part of the Ghana Education Service (GES) under the Ministry of Education, and is responsible for the implementation of public pre-tertiary technical and vocational education. There are 36 Technical Training Institutes (TTIs) which fall under the TVED, located in urban areas in all ten regions of Ghana. Alignment within the MoE and TVED is generally quite high; the National Apprenticeship Programme is implemented through District Education Offices, usually under the mandate of the District TVET Officer. National expansion of the NAP will rely on the continued support of the TVED, and positive results from the evaluation will help to cement the relationship between COTVET and TVED. The MoE has a dedicated research and policy unit and IPA is already well known in the unit, primarily through IPA’s work on the TCAI evaluation.

Our contact in the MoE, Dr. Dominic Pealore, is currently the Director for Statistics, Research, Information Management and Public Relations Division of the Ministry of Education. Dr. Pealore is well suited to disseminate the results of this evaluation within the MoE, given his

familiarity with research and evaluation methods. In addition, as COTVET is a body under the Ministry of Education, it should prove easier to build relationships with policy influencers in this Ministry.

5.1.3. THE MINISTRY OF YOUTH AND SPORTS (MOYS)

After being the subject of various institutional restructuring processes, the Ministry of Youth and Sports was re-established in 2009 to “acknowledge the inherent advantages in the natural affinity between Youth and Sports as an instrument for national development” (Ministry of Youth and Sports website, 2013). The Ministry is divided into four agencies; The National Sports Council (NSC), the National Youth Council (NYC), the National Sports College (NSC), and the National Youth Employment Programme (NYEP) (now GYEEDA – see below). The NYEP was mandated to address the problem of youth high levels of youth unemployment in Ghana. It offers a broad range of opportunities to young people across nine modules: Youth in security services, agri-business, health extension, waste and sanitation, community teaching assistance, trades and vocation, eco-brigade and information communication technology. In October 2012 the Ghana Youth Employment and Entrepreneurial Development Agency (GYEEDA) replaced the NYEP. NYEP/GYEEDA has a large network of staff operating at the district level, and is well-known throughout the country. Unfortunately it has also been the subject of a number of high-profile corruption investigations, and in March 2013 funds to the programme were frozen.

5.1.4. THE MINISTRY OF EMPLOYMENT AND SOCIAL WELFARE (MOESW)

The National Vocational Training Institute (NVTI), which operates under the Ministry of Employment and Social Welfare, was established in 1970 with a mandate to coordinate all aspects of vocational training in Ghana. This mandate was to include organising apprenticeships, developing training standards and testing processes, training instructors, and researching and responding to the demands of the Ghanaian labour market. Since its establishment NVTI has instead concentrated predominantly on delivering and assessing vocational education and training. NVTI has raised some resistance to being regulated by COTVET; the institution’s influence within the TVET space has diminished as that of COTVET has grown and this has strained the relationship between the two institutions.

5.1.5. THE LOCAL ENTERPRISE AND SKILLS DEVELOPMENT PARTNERSHIP (LESDEP)

The Local Enterprise and Skills Development Partnership is registered under the Ministry of Local Government and Rural Development and was launched in 2011. It is a public-private initiative which provides technical and vocational skills training to local communities. Training is offered in collaboration with the MoESW and GYEEDA. LESDEP training programmes appear to be similar to those offered by the NAP, but there is limited collaboration between LESDEP and COTVET.

5.2. PRIVATE SECTOR STAKEHOLDERS IN GHANA

5.2.1. TRADE ASSOCIATIONS (GHABA AND GNTDA)

The Ghana Hairdressers’ and Beauticians’ Association (GHABA) and the Ghana National Tailors’ and Dressmakers’ Association (GNTDA) are partners with COTVET in the implementation of the NAP. IPA already has close links with these institutions at the national, regional, district, and zonal levels. Approximately 400,000 people embark on informal apprenticeship training

programmes in Ghana every year (Darvas and Palmer, 2012), and the Trade Associations and their members act as important training providers and assessment agencies. They have in-depth knowledge of the apprenticeship training process, and should be heavily involved in the policy formation process.

5.3. CIVIL SOCIETY STAKEHOLDERS IN GHANA

Annex 1 provides an overview of NGOs, advocacy groups, and policy networks operating in the TVET sector in Ghana. Engaging with these actors will be instrumental in creating a demand for high quality research findings and effective public policy interventions.

5.4. INTERNATIONAL STAKEHOLDERS

Annex 1 provides an overview of other important international stakeholders.

6. OUTREACH STRATEGY MESSAGES

Before embarking on outreach activities at each stage of the project, it is necessary to develop a series of key messages that are aligned with the broader of the objectives of the project phase.

6.1. IMPLEMENTATION PHASE

Understanding that the outreach messages will change over the course of the research, the project is currently focusing on developing messages for the implementation stage. These messages are not complex, as the main objectives for this phase are concerned with raising awareness of the project.

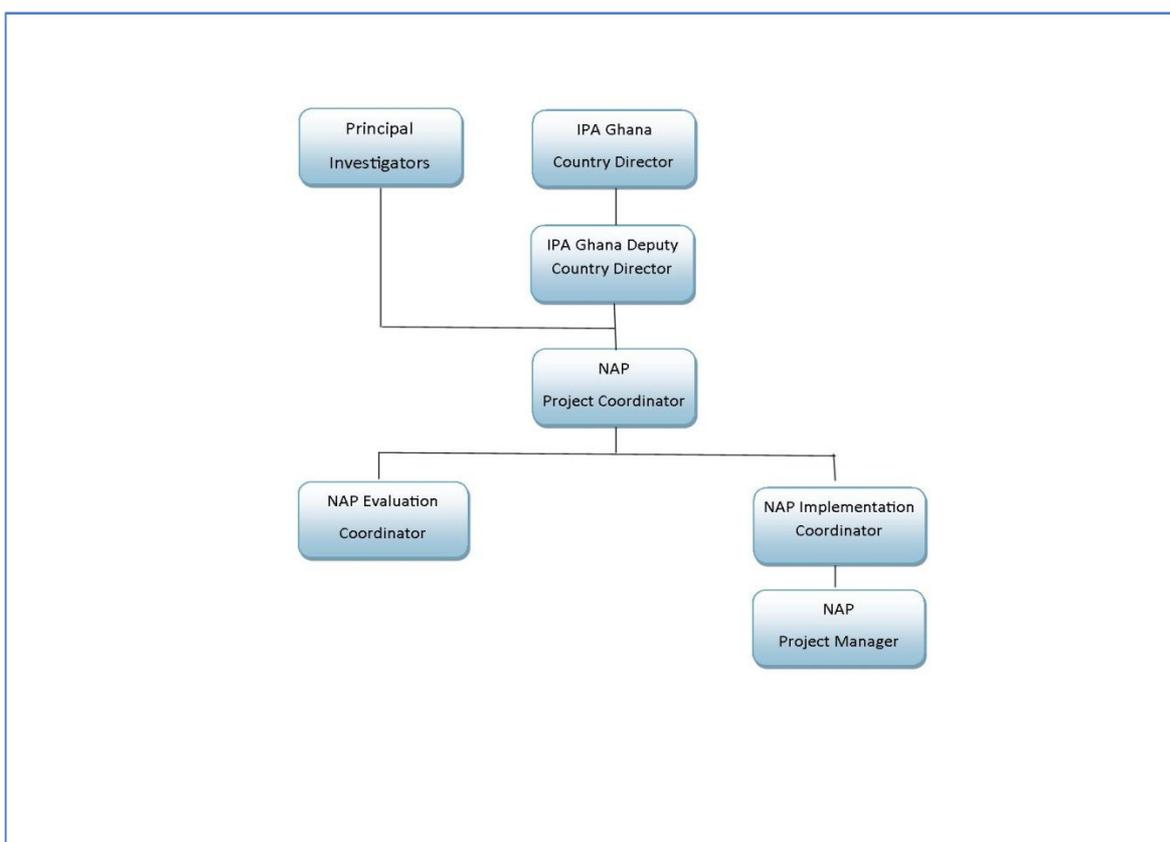
Audience	Messages
Research Participants	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Research questions and potential feedback loops.
Government Stakeholders	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Research questions and research design; ▪ Regular updates on evaluation progress and implementation activities; ▪ Evidence-based policy making in the TVET sector.
Private Sector Stakeholders	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Opportunities for local Trade Associations and businesses to inform the development of research questions and research design; ▪ Opportunities for local TAs/businesses to demand/contribute to skills development in Ghana.
Civil Society Stakeholders	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Research questions and research design; ▪ Evidence-based policy making in the TVET sector.
International Stakeholders	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Research questions and research design; ▪ The role of TVET in addressing youth unemployment.
Academics	<ul style="list-style-type: none"> ▪ IPA and COTVET are conducting an evaluation of the NAP; ▪ Research questions and research design.

As the project is still in the implementation phase, it is not possible to develop key messages for the subsequent project phases. Instead, these will be developed after the objectives for these phases are complete.

7. OUTREACH STRATEGY RESOURCES

Before developing a detailed activity plan, it is necessary to investigate which resources are available to the NAP team to conduct outreach activities, and how these might change in the future.

7.1. HUMAN RESOURCES



IPA Ghana and IPA Global are devoting increasing attention to outreach work. In the future it is likely that IPA Ghana will seek to employ a specialist Policy staff member.

7.2. FINANCIAL RESOURCES

There are currently limited financial resources for outreach activities in the NAP budget, making it necessary to leverage COTVET's existing outreach plans, IPA's growing visibility in traditional and social media, and partnerships with organisations such as J-PAL.

We have budgeted approximately \$5,513 for travel to one policy conference for each member of the research team. Additionally, all members of the research team will engage in policy dissemination activities during their regular research visits to Ghana, and thus the project's travel budget effectively covers both research and policy influence expenses. All members of the research team are academic economists, and present results of recent research on a regular basis to a wide range of audiences, including academic seminars and conferences as well as meetings and conferences with policymakers from governments and development assistance institutions.

We expect that writing of the main project research paper, as well as the writing of policy briefs, will take a period of several months. The researchers will donate their time to these activities (as part of their paid academic research work at their home institutions).

Additionally, the research team has access to high-impact and high-quality policy dissemination through its affiliation with the Abdul Latif Jameel Poverty Action Lab (J-PAL). The team will work with J-PAL to ensure the effective dissemination of the evaluation results. J-PAL has a dedicated Policy Group focused on disseminating evidence of what works to policymakers and on working to scale up effective programs. The Policy Group produces a variety of publications and analyses, including evaluation summaries, comparative cost-effectiveness analysis, and Policy Briefcases. J-PAL disseminates these products through a print mailing list, its website, a monthly newsletter, and social media. J-PAL also communicates policy lessons through networking, partnership-building activities, thematic evidence workshops, and conferences, all of which are targeted at organizations that have high potential to adopt and implement the program. The cost of these activities are covered by J-PAL.

NAP's other main donor, 3ie, supports budgeting for policy influencing activities and recommends that NAP project staff dedicates 10% of their work resources (approx. 4 hours a week) towards communication and engagement activities. There may be a possibility to apply and obtain more funds from 3ie for outreach and communication activities in the future.

8. OUTREACH ACTIVITY STATUS

8.1. ACTIVITIES COMPLETED TO DATE

This section aims to provide an overview of activities completed to date. Subsequent activities will be tracked in the outreach strategy tracking document which we are in the process of developing.

Engagement Meetings and Activities with Implementing Partner (COTVET)

Date	Event	Outcomes/Discussion Points
May 2012	Mr. Samuel Thompson (Policy and Planning Coordinator) and Mr. Kwabeneh Amaniampong (Informal Sector Coordinator) participated in the J-PAL Executive Training Course.	<ul style="list-style-type: none"> ▪ Evidence-based policy making; ▪ Impact evaluation methodologies; ▪ Randomised Control Trials.
July-August 2012	Weekly meetings with Dr. Dan Baffour-Awuah, (Executive Director), Mr. Samuel Thompson and Mr. Kwabeneh Amaniampong to design the NAP evaluation.	Evaluation design discussions: <ul style="list-style-type: none"> ▪ District selection – sample should be representative of all regions in Ghana; ▪ Sample size considerations and calculations; ▪ Baseline survey content; ▪ Risk during elections and nomination of ‘priority’ candidates to be selected by District Officials.
December 2012	Presentation of a Progress Report to the COTVET Board of Directors.	<ul style="list-style-type: none"> ▪ The breakdown of application data by district and trade; ▪ Progress of baseline survey data collection.
January 2013	Principle Investigators met with Mr. Sampson, Mr. Damphey Tetey (Acting Director) and Mr. Kwabena Amaniampong.	<ul style="list-style-type: none"> ▪ Methods of assessing apprentices during and on completion of the apprenticeship; ▪ Unequal distribution of demand for trades. Over-subscription for trades popular with women applicants; ▪ Request by IPA for additional trade slots in over-subscribed trades.
March 2013	IPA NAP Team met with Mr. Kwabena Amaniampong.	<ul style="list-style-type: none"> ▪ Plans for random selection of apprentices; ▪ COTVET’s selection criteria for qualified master trainers; ▪ COTVET’s plans for the training of master trainers.
April 2013	IPA NAP Team met with Mr. Kwabena Amaniampong, Mr. Samuel Thompson, Ms. Affie Agorzor (Gender Coordinator).	<ul style="list-style-type: none"> ▪ Implementation updates from COTVET; ▪ Feedback from pilot random selection visits in districts; ▪ Feedback from pilot master trainer/apprentice matching meetings;

		<ul style="list-style-type: none"> Summary of key findings from baseline survey.
April 2013	Submission of Progress Report to the National Apprenticeship Council (NAC) – sub-committee of the COTVET Board of Directors.	<ul style="list-style-type: none"> Update of evaluation methodology; Summary of application data; Summary of findings from baseline data.
May 2013 – July 2013	Monthly meetings with COTVET	<ul style="list-style-type: none"> Programme launch updates; Evaluation design updates.
August 2013	Stakeholder engagement lunch with NAP team, PIs, and COTVET	<ul style="list-style-type: none"> Areas for future collaboration;
September 2013- December 2013	Monthly meetings with COTVET, and attendance at programme launch events in Western and Volta Regions.	<ul style="list-style-type: none"> Programme launch updates; Evaluation design updates; Programme launch networking to raise profile of COTVET and IPA.

Engagement Meetings and Activities with Implementation Partners – Ghana Education Services and Trade Associations

Date	Event	Outcomes/Discussion Points
September 2012- ongoing	Regular meetings and phone calls with District Directors and Technical and Vocational Education Coordinators of Ghana Education Services (GES) in 36 districts in 10 regions of Ghana.	<ul style="list-style-type: none"> Evaluation design; The apprentice recruitment process; Baseline survey data collection; Random selection of apprentices; Liaison with master trainers; Matching of apprentices with master trainers.
January 2013 – ongoing	Regular meetings and phone calls with national, regional and district representatives from the relevant Trade Associations in 36 districts in 10 regions: <ul style="list-style-type: none"> Ghana National Tailors and Dressmakers' Association (GNTDA); Ghana Hairdressers and Beauticians' Association (GHABA). 	<ul style="list-style-type: none"> Evaluation design; The apprentice recruitment process; Baseline survey data collection; Random selection of apprentices; Trade Associations' training models, methods of assessment, motivations; Liaison with and mobilisation of qualified master trainers; Methods of matching of apprentices with master trainers.

Engagement Meetings and Activities with External Stakeholders

Date	Event	Outcomes/Discussion Points
May 2012	Dr. Mbiti and Morgan Hardy attended IPA/JPAL Conference "Evidence-Based Education: Policy-Making and	Bringing African education practitioners, government policymakers, and researchers together to listen to and discuss current evidence on what works in education.

	Reform in Africa”, in Accra. Dr. Mbiti presented at the conference and teaches during the J-PAL/IPA executive education course on RCTS	http://poverty-action.org/Accra_Education_May2012
June 2012	Dr. Mbiti met with Hiroyuki Hino, Economic Advisor to the Prime Minister in Kenya, in Nairobi.	<ul style="list-style-type: none"> ▪ Preliminary information sharing and evaluation design discussions.
July 2012	Dr. Mbiti met with Nicole Goldstein, Education Advisor, DFID Ghana, in Accra.	<ul style="list-style-type: none"> ▪ Preliminary information sharing and evaluation design discussions.
November 2012	IPA NAP team attended the launch of the Education for All Global Monitoring Report, in Accra.	<ul style="list-style-type: none"> ▪ “Youth and Skills. Putting Education to Work”
January 2013	Dr. Mbiti met with Jeanette Burmester - Team Leader, Ghana Skills Development Initiative, Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), in Accra.	<ul style="list-style-type: none"> ▪ Evaluation design; ▪ Update on status of the NAP.
April 2013	NAP Team Project Coordinator met with Siddharth Sharma, Economist at The World Bank, in Accra.	<ul style="list-style-type: none"> ▪ Information sharing on the vocational education and training sector in Ghana; ▪ IPA’s partnership with the National Youth Employment Programme (NYEP) through its Teacher Community Assistant Initiative (TCAI); ▪ The World Bank’s plans to support vocational training and entrepreneurship in Ghana; ▪ Possible synergies between future World Bank evaluations and the NAP evaluation.
April 2013	Dr. Mbiti held individual meetings with economists at the World Bank, Washington, D.C.: <ul style="list-style-type: none"> ▪ Deon Filmer - Lead Economist for Human Development Africa Region; ▪ Markus Goldstein - Gender Practice Leader in the Africa Region and a Lead 	<ul style="list-style-type: none"> ▪ Discussion of the evaluation design; ▪ Update on the progress of the evaluation. ▪ Possible synergies between NAP evaluation and other World Bank evaluations on Youth unemployment issues.

	<p>Economist in the Research Group;</p> <ul style="list-style-type: none"> ▪ Emmanuel Y. Jimenez -Director, Public Sector Evaluations; ▪ Arianna Legovini - Head of the Development Impact Evaluation Initiative (DIME). 	
October 2013	Dr. Isaac Mbiti meets stakeholders at the World Bank and GIZ during a trip to Ghana.	<ul style="list-style-type: none"> ▪ Evaluation updates.
October 2013	The PIs and NAP Team attend the Ghana Policy Fair in Accra	<ul style="list-style-type: none"> ▪ Networking event with COTVET and other Government stakeholders.
November 2013	Dr. Isaac Mbiti and Morgan Hardy attend the North-East Universities Development Consortium Conference (NEUDCC) in Boston.	<ul style="list-style-type: none"> ▪ Discussion of research design with academics.

8.2. INTERMEDIATE OUTCOME INDICATORS

- Number of formal meetings with COTVET: approximately 20
- Number of meetings with GES staff at the district level: approximately 110
- Number of meetings with national, regional, and district Trade Association representatives: approximately 70
- Number of knowledge sharing/dissemination events: 15
- Number of high level policy makers engaged: 6

8.3. FEEDBACK AND QUOTES FROM STAKEHOLDERS

“The insights and lessons learned from this evaluation will be greatly beneficial to development practitioners everywhere. Dr. Mbiti and his research team have interacted with World Bank staff on numerous occasions including a recent presentation during a panel discussion on Skills Training for Youth held in Washington. His Ghana based team recently met with some of our staff who had travelled to Ghana in order to lay the groundwork for a future World Bank project and evaluation on youth skills training. These interactions and exchanges of ideas have provided valuable insights which I believe will be helpful in the design of future World Bank programs and evaluations in Ghana and elsewhere. Although the evaluation itself is still in its early stages, it is already providing useful information which is also of interest to those of us who work on evaluating the development effectiveness of Bank Group interventions”.

Emmanuel Y. Jimenez

Director, Public Sector Evaluations, Independent Evaluations Group, The World Bank

8.4. CHALLENGES IN POLICY-STAKEHOLDER ENGAGEMENT

Dr. Dan Baffour-Awuah no longer holds the position of Executive Director at COTVET. Dr. Baffour-Awuah was a key proponent of the evaluation, and had a wide network of influence amongst policy makers in Ghana. His successor, Mr. Dampety Tetey remains supportive of the evaluation, but was less involved in the research design process.

Lessons Learned/Mitigation Strategies

We remain in contact with Dr. Baffour-Awuah, seeking his guidance and advice, and leveraging his contacts and networks amongst policy makers. In addition, the team has always attempted to engage a number of staff at COTVET, and this engagement means that the relationship with COTVET remains strong, in spite of Dr. Baffour-Awuah's departure. The NAP team will work hard to establish regular and substantive contact with Mr. Dampety Tetey. Important lessons regarding the need to engage a broad range of policy influencers have been learned, however.

A very busy implementation period, combined with an under-resourced team in Ghana, resulted in the PIs devoting significant amounts of time to logistical and implementation aspects of the evaluation.

Lessons Learned/Mitigation Strategies

The team in Ghana is now adequately staffed and resourced and this will enable the PIs to focus more deeply on strategic and policy-related issues. The IPA NAP team in Ghana will also be able to support policy-influencing efforts through greater engagement with local actors in Ghana, as outlined in the detailed activity plan below.

9. OUTREACH ACTIVITY PLAN

- *What kinds of communications activities will best capture and deliver NAP's messages to the various audiences?*
- *How can we monitor these activities effectively?*

9.1. DETAILED ACTIVITY PLAN FOR THE PROJECT IMPLEMENTATION PHASE

Given that the project is still in the implementation stages, activities have been outlined in detail to meet the objectives of this phase. A similar set of activities will be developed in line with the objectives for each of the subsequent phases.

Activity	Timeline	Objectives, Channels and Frequency	Audience	Focal Point	Monitoring/ Learning and influencing Indicators
Develop stakeholder contacts database	January 2014	<ul style="list-style-type: none"> ▪ To facilitate the stakeholder outreach process and ensure that the NAP team maintains an up-to-date list of important contacts; ▪ To promote continuity in outreach activities. 	NAP Team	Robert Obenyah	<ul style="list-style-type: none"> ▪ Contacts database complete and regularly updated.
Establish a fortnightly research and policy summary email to be used internally in the NAP team	January 2014	<ul style="list-style-type: none"> ▪ A fortnightly email containing links to interesting articles about the TVET sector; ▪ To keep the NAP team up-to-date on research and new developments in the TVET sector in Ghana and internationally; ▪ To ensure that there is a NAP presence at TVET events in Ghana. 	NAP Team	Yani Tyskerud	<ul style="list-style-type: none"> ▪ Number of email summaries produced.
Update the IPA and COTVET websites	January 2014	<ul style="list-style-type: none"> ▪ To provide introductory yet comprehensive information about the NAP evaluation. 	Government, private sector, civil society, international community	Yani Tyskerud	<ul style="list-style-type: none"> ▪ Number of visits to the webpage; ▪ Number of requests for further information

					received by the NAP team.
Discuss outreach strategy with COTVET	January 2014	<ul style="list-style-type: none"> ▪ To share preliminary outreach ideas with COTET; ▪ To discuss potential areas for collaboration. 	NAP Team/COTVET	Yani Tyskerud; Robert Obenyah; Lois Aryee	<ul style="list-style-type: none"> ▪ Meeting minutes; ▪ Updated Outreach Strategy; ▪ Number of joint outreach activities with COTVET complete in 2014;
Develop outreach strategy tracking document	January 2014	<ul style="list-style-type: none"> ▪ To monitor outreach activities against objectives. 	NAP Team	Yani Tyskerud; Lois Aryee	<ul style="list-style-type: none"> ▪ Tracking document complete and regularly updated.
Establish initial contact with new Government, civil society, private sector, and international stakeholders in Ghana	February – March 2014	<ul style="list-style-type: none"> ▪ To broaden and deepen the NAP Teams’ understanding of the TVET sector; ▪ To start laying the foundations for building an audience for NAP research; ▪ To start investigating areas for collaboration. 	Government , civil society, private sector, international community, academic	Yani Tyskerud; Robert Obenyah; Lois Aryee	<ul style="list-style-type: none"> ▪ Number of meetings held; ▪ Meeting notes/minutes complete; ▪ Number of meetings/conferences/policy event invitations received.
Conduct regular face to face meetings with government officials	Ongoing	<ul style="list-style-type: none"> ▪ Building strong relationships with government officials requires regular contact and sustained effort. Government officials in Ghana appear to respond well to face to face contact and phone calls, as opposed to emails and written reports. 	Government	Robert Obenyah	<ul style="list-style-type: none"> ▪ Number of meetings held; ▪ Meeting minutes; ▪ Number of meetings/conferences/policy event invitations received.

Develop newsletter/leverage COTVET's existing newsletter "The Skills Advocate"	March 2013 and then quarterly	<ul style="list-style-type: none"> ▪ Provides simple, structured, and regular project updates; ▪ Content can include update on key research and engagement activities as well as key resources (potentially including links to interesting blogs and NAP's own blogs); ▪ Can be uploaded to the IPA and COTVET websites. 	Government, civil society, private sector, international community, academic	Lois Aryee	<ul style="list-style-type: none"> ▪ Number of newsletters published; ▪ Number of individuals and institutions on the mailing list; ▪ Number of downloads from the website.
Develop content for blogs	March 2013 and then quarterly	<ul style="list-style-type: none"> ▪ A cost-effective method of reaching large numbers of potential stakeholders; ▪ Guest blogging is the best solution for the NAP for the following reasons: <ul style="list-style-type: none"> - The NAP team will be able to leverage an existing network of interested professionals; - The NAP team will not have to devote significant time to increasing traffic; - Labour and cost-efficient. 	Civil society, international community, academic	Whole team	<ul style="list-style-type: none"> ▪ Number of blogs published; ▪ Number and breakdown of visitors to blog; ▪ Number of requests for further information received by the team.
Partner with COTVET to coordinate TVET stakeholders by organising regular sectoral meetings and a mini-conference	Summer 2014	<ul style="list-style-type: none"> ▪ Although there are a number of NGOs, development agencies and universities working on TVET in Ghana, collaboration appears to be weak. The NAP team will have a better understanding of the context once it has conducted a more detailed information gathering exercise; ▪ Organising a sectoral working group with COTVET would raise the profile of both COTVET and IPA, and promote information sharing and increased collaboration across the sector. 	Government, civil society	Robert Obenyah	<ul style="list-style-type: none"> ▪ Number of meetings held; ▪ Number of attendees.

Attendance at academic, practitioner and sector-wide conferences	Ongoing	<ul style="list-style-type: none"> ▪ Conferences provide an important opportunity to network, discuss research design and questions, and create demand for research findings. ▪ Upcoming academic conferences: <ul style="list-style-type: none"> - IPA SME Initiative – December 2013; - Centre for Economic Policy Research (CEPR) and the Private Enterprise Development in Low-income Countries (PEDL) - December 2013; - Institute for the Study of Labour (IZA) Conference on Training Programmes and Labour Markets in Africa – December 2013. - Centre for the Study of African Economies (CSAE) - March 2014. - North-East Universities Development Consortium Conference (NEUDCC) – November 2014. - Pacific Conference for Development Economics (PacDev) – March 2014; - American Economics Association Annual Meeting - January 2014; - Applied Research Conference in Africa (ARCA) – August 2014. - Ghana Policy Fair – November 2014 	Civil society, international community, academic	PIs, CD, DCD, NAP team	<ul style="list-style-type: none"> ▪ Number of conferences attended; ▪ Number of presentations given; ▪ Number of new contacts made.
Media outreach/press releases in partnership with COTVET in relation to programme implementation	June 2014	<ul style="list-style-type: none"> ▪ Radio and print media are very effective outreach channels in Ghana. Where possible we should try to leverage COTVET's existing media outreach plans. 	Government, civil society	Robert Obenyah	<ul style="list-style-type: none"> ▪ Number of press releases published; ▪ Number of press cuttings; ▪ Number of radio spots aired.

9.2. BROAD OUTLINE OF ACTIVITIES DURING THE PRELIMINARY FINDINGS, DISSEMINATION, AND POLICY ADOPTION PHASES

Activity	Timeline	Objectives, Channels and Frequency	Audience	Focal Point	Monitoring/ Learning and influencing Indicators
<p>Knowledge sharing with academic research audiences and policy maker audiences in order to get feedback on early findings, and to shape the direction of future research.</p>	<p>Preliminary Findings Phase</p>	<ul style="list-style-type: none"> ▪ Presentation of preliminary findings to research audiences through seminars at academic institutions and regional/ national conferences (in the US, Europe, and Africa), and to policymaker audiences through one-on-one meetings and larger conferences in the US, Europe, and Ghana. ▪ These presentations will include academic research papers, policy briefs and presentations, and will happen several times per year, particularly in the final year of the endline survey and as data becomes available. ▪ We will also create a policy brief to disseminate the design and preliminary results of our program more widely to the Government of Ghana and other interested stakeholders in Ghana. 	<ul style="list-style-type: none"> ▪ We will continuously present results to the World Bank in Ghana through our primary contact, Ms. Ackwerh. We will also provide some preliminary results to the main World Bank office through Markus Goldstein. ▪ We will hold meetings with Government of Ghana stakeholders, in particular with Dominic Pealore. 	<p>PIs, IPA Ghana CD and DCD, NAP Team.</p>	<ul style="list-style-type: none"> ▪ Number of presentations given; ▪ Number of meetings held; ▪ Number of stakeholders who receive our policy brief.

<p>Knowledge sharing with academic research and policy-maker audiences; policy influence through meetings and dissemination to key stakeholders.</p>	<p>Dissemination Phase</p>	<ul style="list-style-type: none"> ▪ Presentation of final findings to research audiences through seminars at academic institutions and regional/ national conferences (in the US, Europe and Africa), and to policymaker audiences through one-on-one meetings and larger conferences in the US, Europe, and Ghana. ▪ These presentations will include academic research papers, policy briefs, and presentations, and will happen several times per year, particularly toward the end of the final year of our endline study and thereafter, once final data is available. 	<p>Government, civil society, international community, academic.</p>	<p>PIs, IPA Ghana CD and DCD, NAP Team.</p>	<ul style="list-style-type: none"> ▪ The placement of final academic papers, first as a working papers, and then in well-regarded academic journals; ▪ The number of conferences and meetings at which our results were presented; ▪ The number of policy briefs distributed.
<p>Awareness raising; knowledge sharing; policy influence.</p>	<p>Policy Adoption</p>	<ul style="list-style-type: none"> ▪ We will conduct regular meetings with Government of Ghana officials and civil society in Accra to inform them of the results of the study as they become available, and relate them to ongoing policy debates and goals. ▪ We will also disseminate our results widely among other key stakeholders in Ghana, such as USAID, the World Bank, DFID. 	<p>Government, civil society, international community, academic.</p>	<p>PIs, IPA Ghana CD and DCD, NAP Team</p>	<p>To be determined</p>

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11. ANNEX 1 - STAKEHOLDER ANALYSIS

11.1. INTERNATIONAL ORGANISATION NETWORKS AND PROJECTS

Entity	Level of Engagement	Description	Focal Point/ Website	Comments
UNEVOC	International	<ul style="list-style-type: none"> UNESCO's specialised centre for technical and vocational education and training. Assists Member States develop policies and practices concerning education for the world of work and skills development for employability and citizenship 	www.unevoc.unesco.org	UNEVOC Africa holds UNESCO-UNEVOC TVET Summits annually.
World Bank Ghana Skills and Technology Development Project	International and within Ghana	<ul style="list-style-type: none"> World Bank funded project that is being implemented by COTVET. There are 4 components to the project: institutional strengthening of skills development (including establishing a TVET management system), strengthening science and technology development, financing skills and technology development programs, and monitoring and evaluating projects. \$75 million budget with project timeline of 2011-2016. Eunice Yaa Brimfah Ackwerh is a Senior Education Specialist at the World Bank in Accra. We have been working closely with Ms. Ackwerh since the inception of this project to ensure that our research is policy relevant and that our findings are disseminated widely through her networks. We also want to disseminate our findings more broadly in the World Bank, in order to influence programme development in other African countries. We are already in close contact with Markus Goldstein, who works in the Office of the Director for the Africa Region Poverty Reduction and Economic Management & Poverty and 	Peter Darvas(Team Leader) http://www.worldbank.org/projects/P118112/ghana-skills-technology-development-project?lang=en	The Skills Development Fund (SDF) is a key outcome of this project. The SDF provides grants to training institutions.

		Inequality Group, as well as Peter Darvas, a Senior Education Economist in the Africa Region.		
GIZ	National		Torsten Schlink (Programme Manage) torsten.schlink@giz.de http://www.giz.de/themen/en/16866.htm	
USAID Technical Assistance to GES	National	<ul style="list-style-type: none"> USAID has a technical advisor at GES to support management of USAID-funded projects and link third-party implementers of USAID-funded projects to the GES. 	Chris Dowuona-Hammond http://gh.linkedin.com/pub/chris-dowuona-hammond/46/924/994 http://ghana.usaid.gov/content/education	Could be an important source of access to GES policy circles.

<p>JICA (Japan International Cooperation Agency)</p> <p>Technical and Vocational Education and Training Support Project</p>	<p>National</p>	<ul style="list-style-type: none"> ▪ Project aimed at strengthening the organisational capacity of COTVET to deliver Competency-Based Training (CBT) in Ghana. The programme helped form COTVET and several other TVET institutions. 	<p>http://www.jica.go.jp/project/english/ghana/0604633/index.html</p>	<p>Project ended in 2011, but it might still be worthwhile to contact JICA to learn more about their experiences and contacts</p>
<p>Department for International Development (DFID)</p>	<p>National</p>	<ul style="list-style-type: none"> ▪ The United Kingdom, through DFID, will provide up to £60 million of general budget support to the Government of Ghana over the 4-year period from 2012 to 2015. ▪ IPA has worked closely with Nicole Goldstein, Education Adviser, DFID Ghana on the TCAI project, and she has expressed an interest in the National Apprenticeship Programme evaluation. IPA Ghana has recently been awarded a contract to run a large DFID-funded education evaluation in Ghana, so it is anticipated that links between IPA and DIFD will further strengthen in 2014. 	<p>Nicole Goldstein, Education Advisor</p>	

11.2. TVET INSTITUTIONS IN GHANA

Entity	Level of Engagement	Description	Focal Point/ Website	Comments
Department of Vocational and Technical Education - University of Cape Coast (VOTEC)	National	<ul style="list-style-type: none"> Preparing professionally-qualified vocational and technical educators for teaching, supervisory and leadership positions in education, training and the service industry. 	Professor Modesta E. Gavor	UNEVOC representative department in Ghana
Accra Technical Training Centre (ATTC)	National	<ul style="list-style-type: none"> Technical institute established to provide theoretical and practical instructions for training workers. 	Ameyaw Baafi	UNEVOC representative department in Ghana

11.3. CSO NETWORKS

Entity	Level of Engagement	Description	Focal Point/ Website	Comments
Ibis	Regional (West Africa)	<ul style="list-style-type: none"> A Danish NGO that supports equal access to education, influence and resources. Seeks to empower poor and marginalised children, youth and adults, and their organisations to promote and achieve their rights to relevant quality education; 	Chals Wontewe (Country Director) chals@ibiswestafrica.com www.ibiswestafrica.com	They have an extensive list of local partners and networks we could draw on. The NAP PC previously worked with Mr. Wontewe.
Northern Network for Education Development (NNED)	National (Northern Ghana)	<ul style="list-style-type: none"> Collaborates with the Regional Directorates of Education and Houses of Chiefs to address the challenges to educational development in the three regions of the North. Aims at ensuring that the Education For All (EFA) goals are achieved 	http://nnedghana.org/	
WillWay Africa	National (Greater Accra)	<ul style="list-style-type: none"> Small NGO working in the Dangme West District that provides ICT training and vocational skills workshops to school-aged children. 	info@willwayafrica.org http://www.willwayafrica.org	Has partners in the district, and possibly in the greater Accra region. Also has an ICT training center.
Defence For Children-Ghana (DCI-GH)	National (Ashanti Region)	<ul style="list-style-type: none"> International NGO that has a project called Girl Power Programme, which works in Kumasi and Obuasi. The project aims to promote girls rights by increasing access to quality education (including vocational and technical training) and political empowerment. However, the projects in Ashanti seem to be focused on preventing violence towards girls. 	Mr. Opong George dcighana@yahoo.com http://www.defenceforchildren.org/dci-worldwide/dci-africa/ghana.html	Has a network of implementing partners consisting of 10 CSOs and 5 governmental institutions in the Ashanti region
Youth Alive Ghana	National (Northern, Upper West, and Upper East Regions)	<ul style="list-style-type: none"> Has a vocational training program that pairs youth with master trainers for apprenticeships. The program provides tuition fees and a monthly stipend for apprentices. 	info@youthaliveghana.org http://www.youthaliveghana.org/	

Social Development and Improvement Agency (SODIA)	National	<ul style="list-style-type: none"> Local NGO working to improve livelihoods in rural communities. 	http://sodiaghana.org	Mainly works in the Brong Ahafo region
Opportunities Industrialization Centers International (OICI)	National	<ul style="list-style-type: none"> A US-based NGO that provides technical and vocational skills development training. 	info@oici.org http://www.oici.org/where-we-work/ghana/	

11.4. POLICY NETWORKS

Name	Level of Engagement	Description	Focal Point / Website	Comments
Centre for Policy Analysis (CEPA)	National	<ul style="list-style-type: none"> Think tank which provides analysis and perspectives on key policy issues in Ghana. Emphasis on macroeconomics growth and poverty alleviation issues 	www.cepa.org.gh	
Business Sector Advocacy Challenge (BUSAC) Fund	National	<ul style="list-style-type: none"> A private sector business development fund financed by DANIDA, USAID, and the EU that works with CSOs, trade unions, and the media to advocate for evidence-based policymaking 	Nicolas Jørgensen Gebara (Fund Manager) ngebara@busac.org	
IMANI Center for Policy & Education	Regional (Africa)	<ul style="list-style-type: none"> NGO dedicated to fostering public awareness of important policy issues concerning business, government and civil society. Holds seminars and publishes scholarships. 	Patrick Kwabena Stephenson (Research Coordinator) www.imanighana.com	Can subscribe to e-mail updates about future events

IMANI-Ghana Forum for Education Reform (FFER)	National	<ul style="list-style-type: none"> ▪ Policy forum of education experts that focuses on tertiary education ▪ List of members in the forum can be found here: http://www.imanighana.com/2013/07/press-release-position-on-proposed-ten-new-colleges-of-education/. 	<p>educationforum@imanighana.org educationforumgh@gmail.com 030-297-2939</p>	
City & Guilds Centre for Skills Development (CSD)	International	<ul style="list-style-type: none"> ▪ UK-based, independent, not-for-profit research and development body for vocational education and training. It works to influence and improve skills policy and practice worldwide through an evidence based approach. ▪ They published a report in June 2011 entitled 'From Prejudice to Prestige; Vocational Education and Training in Ghana'. ▪ Well connected with COTVET and other policy circles in Ghana. 	<p>Leon Clarke (Head of the Centre) leon.clarke@skillsdevelopment.org www.skillsdevelopment.org</p>	
Ghana National Education Campaign Coalition (GNECC)	National	<ul style="list-style-type: none"> ▪ Specialises in evidence based research, policy advocacy and alternative policy options. 	<p>Leslie Tettey (National Coordinator) leslie.tettey@gnecc.org http://gnecc.org</p>	

11.5. NEWSLETTER AND BLOGS

Relevant Newsletters				
Newsletter Title	Level of Engagement	Publisher	Publication Frequency	Resource Link
IICBA Newsletter	International	UNESCO-IICBA (International Institute for Capacity Building in Africa)	Bi-annually (January, July)	Downloadable at: http://www.eng.unesco-iicba.org/newsletters
The Skills Advocate	National	COTVET	Quarterly (June, September, March)	Downloadable at: http://www.cotvet.org/new/downloads.php

Blogs				
Blog Title	Level of Engagement	Administrator	Description	Website
Education for Global Development	International	World Bank		http://blogs.worldbank.org/education/
Capacity Development	International	World Bank Institute's Capacity Development and Results Practice	For practitioners and experts to share knowledge, resources and experiences to improve the practice and results of capacity development.	http://capacitydevelopment.ning.com
NORRAG NEWSBite	International	NORRAG (Network for International Policies and Cooperation in Education and Training)	A focus and a forum for the analysis of international cooperation in the education and training field.	http://norrags.wordpress.com
ADB Skills Development	Regional (Asia and Pacific)	Asian Development Bank	An informal platform for individuals and institutions to exchange views and best practices in skills development	http://adbskillsdevelopment.wordpress.com/
IIE Blog Opening Minds	International	Institute of International Education (IIE)	IIE supports open, ongoing and inclusive discussion of the post-2015 global development agenda. It upholds the vision that education should be central to the post-2015 goals.	http://www.iie.org/en/Blog/Categories/International-Development-and-Capacity-Building
Brookings Blogs	International	Brookings Institution		http://www.brookings.edu/research/topics/education
Education Today	International	OECD	Discusses existing and emerging issues in education, including skills for the 21st century and developments in higher education	http://oecdeducationtoday.blogspot.com
Work In Progress	International	ILO	ILO's official blog.	http://iloblog.org/