Republic of The Gambia

Department of State for Education

Technical and Vocational Education and Training (TVET)

The Policy
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Executive summary

The Government has long recognised the need for a trained workforce, particularly a workforce that possesses technological and vocational skills.

This paper states the policy of the Government of the Republic of the Gambia, the needs for the policy and it identifies specific policy objectives and concrete strategies that will make possible the achievement of the policy. The policy is based on a belief that life long learning is crucial to the development of self-reliant individuals, communities and a free market economy. The paper clearly defines the policy management framework and the implementation plan.

The overall aim is to ensure an adequate response to labour market requirements in all sectors, having regard to globalisation and regionalisation, and to provide opportunities for life long learning.

The policy aims to be clear and coherent and to meet the technical, interpersonal and entrepreneurial needs of all sectors of the economy. It also aims to be flexible, dynamic and transparent, establishing a functional and appropriate environment within which technical and vocational education and training (TVET) for post basic students will be relevant to market needs and deliver competitive advantages for the nation.

The key features of the policy management framework and implementation plan are accountability, partnership and participation with community interests, leading to an increase in the transferability of skills between sectors and communities.

The paper recommends –

- The provision of a legislative framework to support the implementation and sustainability of TVET policy and systems
- The strengthening of the institutional capacity at all levels of the TVET system
- The establishment of a National Training Authority (NTA), as an agency, responsible to the Secretary of State for Education, for providing advice, setting and maintaining standards, and co-ordinating the provision of all technical and vocational education and training in the Gambia.
- The establishment and maintenance of management arrangements within which the NTA will define and procure services, and manage the quality of the providers of TVET.
- The financial arrangements to support TVET.
Background to the development of the policy

1. As long ago as 1948, technical education in the Gambia began. At that time a Vocational Training Centre was established under the supervision of the Directorate of Education. The Centre provided training in basic carpentry skills to artisans and early school leavers. The problem of helping early school leavers is still a national problem.

2. In 1977, the Directorate of National Vocational Training Programme (DNVTP), under the supervision of the Office of the President, was set up on the recommendation of the World Bank, as a precondition for funding.

3. In 1979, the National Vocational Training Board (NVTB) was set up and charged with responsibility for policy direction and development of technical and vocational education and assisted by the directorate as the executive arm.

4. In 1992 the National Council for Technical Educational and Vocational Training (NCTEVT) was set up under the new Education Act. The council like its predecessor board is responsible for policy development and direction under the supervision of the Directorate of Technical and Vocational Training (DTEVT) of the Department of State for Education.

5. However, after long periods of economic growth and yet high poverty rate, because of lack of skills, the Government determined that technical education –
   - Is not strategically structured,
   - Lacks direction,
   - Fails to meet the need for stimulating economic growth and production.

6. Supported by recommendations of many international donors including the World Bank, the Government has recognised the need for a trained workforce, particularly a workforce that possesses technological and vocational skills.

7. The policy aims to be clear and coherent and to meet the technical, interpersonal and entrepreneurial needs of all sectors of the economy. The overall aim is to ensure an adequate response to labour market requirements in all sectors, having regard to globalisation and regionalisation, and to provide opportunities for life long learning.
TVET Policy

It is the policy of the Government of the Republic of the Gambia to ensure sustainable post-basic technical and vocational education and training (TVET) systems, which build the skill base of the citizenry, and encourage the long-term development of our country. The policy is based on a belief that life long learning is crucial to the development of self-reliant individuals, communities and a free market economy.

The policy aims to be responsive to technical, market and community needs, and to meet the Gambia's aim to develop an enterprise culture to give the policy some general focus of implementation:

a) Through institutionalised accredited post basic education, apprenticeship or on/off the job vocational and technical training for short, medium or long-term duration.

b) The policy on financing TVET will principally be based on a National Training Levy (NTL) a minimum of 0.25 percent of gross annual revenue, determined by the Commissioner of Income Tax of Companies/Corporations registered with the Registrar of Companies; Government subvention to be determined through the MTEF and PIP.

The application of international best practice within the local context is to be commended. Furthermore, the policy aims to meet the objectives of the country in terms of its regional and global roles in close collaboration and partnership with the private sector and development partners.
The challenges

1. Traditionally, learning has been centred on the provision of academic courses of education. In fact learning is a life long experience for all people and it is based on the attainment of both skills and underpinning knowledge. TVET is a system for providing skills development and under-pinning knowledge. Without systems to encourage life long learning it will become increasingly difficult for the country to achieve its economic potential.

2. Over fifty per cent of the population in the Gambia is aged 18 years or over and yet most people have no possibility for further education after basic level schooling. The need is to encourage all employers to provide opportunities through which basic school leavers and employees at all stages of their working life are encouraged to seek life long learning opportunities. TVET should also be available to those taking career breaks or seeking employment.

3. Vocational education and training has, in some areas, substituted for basic education. This must cease to be the case as basic education must be a precursor to the more advanced TVET.

4. Often, technical and vocational education and training is perceived as providing basic education and training for school dropouts. In some rural areas and in some sectors of society vocational trainees are seen as “failures” of the educational system. These attitudes are wrong and they must be changed. TVET is an integral part of all training for whatever area of work to which people aspire.

5. TVET is usually restricted to providing for the development of skills in craft workers and trades people.
   TVET is a system, which is relevant equally to –
   • Professionals (e.g. lawyers, teachers, accountants)
   • Skilled artisans
   • The semi-skilled, and
   • Those occupations, which are classified predominantly in the unskilled category.

6. TVET is the opportunity and the catalyst to create new economic, technical and business organisations.

7. TVET must be part of a coherent educational system. It is not an alternative to academic pursuits. The educational system, as a whole, must provide life long learning opportunities to all, and it must be geared to allow people to move between the various parts of the system with minimum disruption to their learning.

8. People already within the broader educational system must be allowed to accumulate credit for prior learning and to be able to transfer those credits to other parts of the educational system. Such systems are international best practice and these systems are commonly known as credit accumulation transfer schemes (CATS).
9. Those people wishing to rejoin the system of formal learning must be given the chance to claim credit for prior learning. There is a requirement to establish a system to enable the assessment of prior learning (APL). This paradigm will impact on all parts of the further and higher educational systems.

10. Without changes to the whole educational system it will continue to fail the national interest, which is to provide people with the knowledge and skills to live rewarding and satisfying lives.

11. It is the responsibility of Government to provide the legislative and economic framework so that people continuously improve their competence. However, there is a limited capacity at national level to identify and implement a coherent and comprehensive TVET system. That capacity is as much constrained by a lack of finance as it is by a need for improved institutional capacity.

12. Sectoral plans form the basis for a bottom up approach to the MTEF. The paucity of capacity, in all sectors of Government, to undertake sectoral planning seriously affects the country’s ability to anticipate its human resource development needs and its other resource needs. This leads to a poor prioritisation of training initiatives and a waste of scarce resources. There is urgent need to expedite the Labour Market Information system and to build the capacity for sectoral planning in all sectors of Government in order to enhance the sustainability of action.

13. In relation to TVET the Department of State for Education (DoSE) is responsible for –
   - Policy development
   - Determining the strategies to be adopted
   - Directing the implementation of the policy through sectoral planning
   - Monitoring and Evaluation (M&E), and
   - Reviews of the policy.

14. However, there is a limited capacity for policy and strategy development within DoSE. This situation must be addressed by strengthening the institutional capacity of the DoSE as a matter of urgency. An improved policy making capacity will promote sustainability of the initiatives to be taken.

15. There is a lack of a comprehensive public investment programme (PIP) targeted for the development of TVET. For too long vocational education and training has received too little investment. There is an urgent need to ensure that TVET is part of the national PIP, without which the implementation of the TVET system will be stifled.

16. Although the situation is improving year by year, the nation suffers because there are still too many early school leavers and disaffected youths. Steps need to be taken by all Government departments to discourage and minimise the number of early school leavers and to address the needs of disaffected youths. There is a need for inter-sectoral co-operation in order to produce a coherent and all-inclusive system of life long learning. The Department of State for Education must lead the co-ordination of an inter-sectoral approach to address the educational aspects of the above issues. Furthermore, there is a need to review the arrangements for basic education and to consider making school attendance compulsory for youngsters and adolescents.
17. Additionally, the education system as a whole must extend its effort in all parts of the education system to improve the co-ordination of education provision and to support the technical and vocational education and training aspects of rural development programmes.

18. The needs of the nation have changed since the passing of the Education Act of 1992. The Act has a number of deficiencies. As a result the Education Act should be reviewed to take on board the changing circumstances.

19. The drafters of the 1992 Act envisaged the creation of a national training levy, which would be collected from employers, as a source of additional revenue for the development of TVET. In fact, the 1992 Act created a National Education Levy, which has been collected by the Commissioner for Income Tax since 1996. The amount collected to the Consolidated Fund through the levy amounts to some 7 185 000 Dalasis\(^1\). Despite the original intention of the legislators the levy is not dedicated to support of TVET. This matter must be addressed as a matter of urgency.

20. To date, the Government’s Consolidated Fund has supported all technical and vocational education and training\(^2\). The ability to continue to fund TVET solely from the Consolidated Fund is limited. Therefore, additional sources of funding need to be explored in order to meet a growing need for TVET. The TVET system must be able to rely on its ability to receive all funds collected through a National Training Levy and the TVET system must be accountable for the spending of these funds.

21. The Education Act 1992 also established National Council of TVET, which has lacked the capacity to fulfil its intended mission. There is as yet no national training authority and this leads to poor overall co-ordination of policy implementation. Additionally, employers and communities are currently disenfranchised from real input into policy development and implementation. The world has changed a lot in the short time since the passing of the 1992 Act and the need is to now establish a national body with the authority to co-ordinate the implementation of national TVET policy and to advise on spending plans.

22. As the employers of the majority of workers, the private sector is a key player in the development of lifelong learning. Therefore, the public and private sectors must be able to be fully involved as equal partners, with their roles recognised in law. This will ensure that all parties take a full and active role and obtain value for their contribution to the system.

23. There is a need to develop strong public-private partnerships and to improve the partnerships between Government and the international donor society, as these

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\(^1\) The Commissioner for Income Tax advises, 7 April 2001, that he has collected, to the end of August in the year 2000, some 7 185 000 Dalasis (since 1996). The revenue collected is in the form of a National Education Levy, which forms part of the Consolidated Fund. The Fund is not ring fenced at present. It is disbursed as part of the Consolidated Fund in the form of general State expenditure. The contribution rates for the levy are as follows: Employers with revenues of between 0.5 and 2.5 MDs pay 10,000 Ds per year. Employers with revenues of between 2.5 MDs and 3.0 MDs pay a levy of 15,000 Ds per year and larger employers pay 20,000 Ds per year. There is no information available as to the collection rate or to the number of employers eligible to pay the levy.

\(^2\) In year 2000, the education levy totalled 2 510 000 Ds (to August 2000) and the Government subvention to TVET accounted for 5 528 174, which included a subvention to GTTI of 5 042 004.
partnerships will bring new sources of funding and new initiatives, which will lead to a sustainable TVET system.

24. There is as yet no established link between the TVET system and employers. The suppliers drive the current training provision and there is a lack of capacity at all levels of the training system accurately to assess the demands of the market. Consequently, even trained artisans often find difficulty in obtaining employment. This means legally granted rights must be created to ensure that:
   - Training courses must be focussed to meet the needs of the local and national economy, and
   - Those taking part in full time courses of TVET must be able to obtain career guidance, prior to their entry to the job market.

25. There are very few State run Skills Centres. There are rather more privately owned Skills Centres. Both State owned centres and privately owned centres face similar difficulties.

26. Over the years international donors and the Government have worked together to provide technical training and skills training. The Gambia Technical Training Institute (GTTI) receives substantial Government funding and it has done much to train technical instructors and tradesmen. The Principal and the Board of Management have done much to generate income streams and to forge alliances with UK universities. Yet even the GTTI lacks the capacity to develop as quickly as it should and its potential is severely restricted. There is an urgent need to strengthen the capacity of the GTTI and other government owned institutions to ensure the effective delivery of programmes.

27. There have been constructive examples of skills development in the rural areas e.g. the School Sisters of Notre Dame have an impressive skills training centre at Soma, near Mansa Konko. The Sisters, through their own fund raising efforts, provide vocational training in needlecraft and garment manufacture. However, the successes within the skill centres are rare due to lack of access to adequate funding. Despite the valiant efforts of Government and international donors many skills centres are virtually non-operational. There are a number of other reasons for the failures, which are widespread.

28. Donor support has encouraged and supported the creation of small rural skills centres, which try to provide limited skills development in a few specific skill areas. However, there has been an under-investment in TVET and a failure to co-ordinate initiatives over a long period. As a result, the centres, by and large, lack resources even to maintain and renew equipment.

29. Donor aid has for the most part been concentrated on the provision of technical advice.

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3 GTTI is a legally autonomous national technical training institute. The President’s Award Scheme Skills Training Centre, the Rural Skills Training Centre at Mansa Konko, the Julangel Skills Training Centre; The Gambia Hotel Training School; and the Kotu (NAWEC) in-house Training Centre are the Government owned centres.
30. The lack of a national grid means that most skills centres lack an electricity supply. This further limits the potential to meet real needs. The lack of an electricity supply means that where donors have provided equipment they have been constrained to procure manually operated machines. For example, treadle sewing machines are common. This prohibits the development of skills in modern sewing methods and the use of modern over-lock machines, which often require a three-phase power supply. Engineers cannot learn electric arc or TIG/MIG welding skills, if they do not have power supply, and keyboard and IT skills cannot be developed without computers and a stable power supply.

31. The lack of a co-ordinated strategy for TVET means that most of the skills centres lack the capacity to provide for the needs of students and their communities.

32. Donor aid has for the most part been uncoordinated and it has depended largely on the provision of relatively small amounts of bilateral aid trying to meet specific local needs. This approach has been laudable but the evidence suggests that once the donor support has been withdrawn most projects have encountered difficulty to sustain themselves. There is a need for the co-ordination of international donor support at Government level, without which it will be difficult to universally improve the provision and sustainability of TVET.

33. There is anecdotal evidence that the limited capacity in the Government sector to provide effective project management and backstopping creates a further difficulty to make best advantage of available valuable donor support.

34. The lack of management capacity in all areas of management and at all levels within the TVET sector leads to additional problems. For example, in many skills centres there is a complete lack of capacity in the field of management to –
- Ensure that students receive appropriate skills development
- Deal with the pastoral needs of students
- Identify the skills needs of the market
- Undertake quality assessment of the training provided
- Identify and address the developmental and motivational needs of staff
- Manage resources, including human resources, buildings and plant
- Manage information
- Maintain and service plant and buildings
- Identify and implement safe/healthy working practices
- Secure appropriate levels of funding, and
- Exercise financial management control

Opportunity should be created for building capacity in management within the government sector and training institutions.

35. There is an immediate and urgent need to build management capacity at all levels and across all parts of the TVET system.

36. Those centres, which do operate, frequently limit their efforts to providing training in basic typewriting, basic business skills, rudimentary woodworking skills, simple welding techniques, and fabric tie-dye. Some basic education in reading and writing in English is also in evidence. There is a need to extend the range of subjects taught
and to concentrate TVET provision on the provision of competency based training to post basic students.

37. There is a lack of capacity throughout the sector in relation to the quality and numbers of instructors and trainers. Throughout the TVET sector there is a lack of capacity to –

- Develop standards of achievement and curriculae
- Produce formal teaching timetables
- Provide students with underpinning knowledge
- Provide the link between knowledge and the associated development of skill
- Run more than one teaching stream, and
- Assess competency.

There is an immediate need to train trainers in the skills of instructional technique and to upgrade their technical competence through the provision of a programme of vocational education and vocational training. There is also a need to build the capacity to carry out summative assessment of vocational competence. Once competency has been achieved instructors and trainers will need open access to programmes of continuing professional development.

38. TVET teaching frequently takes place to small numbers of students, who report difficulties in –

- Finding residential accommodation in some rural areas
- Finding living expenses to support themselves
- Taking work home, due to a lack of support and encouragement.

39. There is a need to implement a public awareness campaign to create an improved climate of learning and support for post basic level students. There is also a need to review the arrangements for providing pastoral care to learners.

40. Many employers already provide some training opportunities for their employees. However, there are many so-called "apprentices", who are in fact unpaid and unemployed youths working in exploitative and unregulated situations. The Government has recently signed international agreements concerning the regulation and prohibition of child labour. Measures need to be implemented to accord with those international charters. There is a need to address all of the relevant issues through a number of employment related measures, including implementing policies, which will –

- Make TVET compulsory for all apprentices in certain trades
- Strongly encourage all young people to enter a formal TVET programme
- Extend opportunities for open access to TVET for all age groups, and
- Regulate the employment relationship between employers and all those who work on the premises of the employer.
Appendix 1 – Terms and definitions

The following terms and definitions used in this policy document are meant to help provide under-pinning knowledge and understanding of the concepts and approaches of the TVET policy management framework and implementation plan.

Accreditation

Accreditation includes the processes and criteria by which an organisation with status approves training, programmes of training and awards made by other bodies e.g. within The Gambia, the University accredits courses, which are taught in other institutions, such as the Gambia Technical Training Institute.

Accreditation of Prior Learning (APL)

APL is a process that enables a candidate to receive formal certification of prior learning, training or experience.

Apprenticeship

Apprenticeship is a period of long-term training, which is carried out substantially within an undertaking and often compulsorily linked to related classroom based instruction and courses of education and the award of one or more NVQs (see NVQs below). Apprenticeship is a process regulated by statutory law according to a contract of employment, which itself imposes mutual obligations on the employer (see Employer below) and the employee.

Awarding Body

An Awarding Body is an organisation approved and licensed by the National Training Authority. An Awarding Body may accredit and award national vocational qualifications (NVQs) – see NVQ below. The National Training Authority shall itself be an Awarding Body.

Basic Vocational Training

Basic vocational training is training which may be given within the context of basic school education, or for post basic students (See post basic student below) within a centre or undertaking established to provide such training. Basic vocational training is training in the fundamental skills and the provision of under-pinning knowledge for an occupation or a group of occupations e.g. technical drawing, home economics, or sociological fieldwork. Basic vocational training may qualify the learner for employment as an apprentice or provide basic skills for later specialisation. It may be recognised as a phase of initial training or retraining for those wishing to re-enter the job market. (See Vocational training below)
Certification

Certification is the formal process of providing candidates with credit for their achievement.

Competence

Competence means the ability to carry out specific tasks to a level of predetermined standards of performance.

Competency Based Assessment

Competency based assessment is the process of judging both –
- A candidate’s ability to carry out specific tasks to a level of predetermined standards of performance and
- The evidence presented against predefined performance criteria.

Continuing Professional Development (CPD)

CPD enables individuals to optimise their personal value, both to the organisations that employ them and to the people and communities for whom they work. CPD accomplishes this by defining and promoting standards of professional competence. These form the basis of an assessment process that enables individuals to acquire and maintain professional qualifications that are both highly valued and widely respected.

The most important aspect of CPD is the outcome, not the precise amount of input. The accrediting organisation will expect records of CPD to reflect a balanced mix of activities. These should include professional work-based activities, courses, seminars, conferences, and self-directed or informal learning.

Through reflection and the process of completing a record, further CPD needs will be identified. These should be incorporated into a personal development plan.

Craft worker

A craft worker is a person who practices an artisan trade (e.g. pottery, weaving, dressmaking, blacksmith work and woodwork) to a high level of skill, often working alone or with one or two assistants and/or apprentices.

Employability

By employability we mean factors, which make a person eligible for employment (e.g. competence, qualifications, experience, age, degree of specialisation, etc.)

Employer

An employer is an individual, a sole trader, a partnership, a limited liability company, a public institution or other legal entity, which enters into a relationship with an individual to provide services in circumstances where the employer substantially controls the working environment and the working arrangements.
Formative Assessment

Formative assessment is a process of informal evaluation, which provides guidance and feedback to candidates, tutors and trainers and it is not recorded for external assessment or validation purposes. See also Summative Assessment (below).

Internal verifiers

Internal verifiers are employed by the institutions providing accreditation and are usually involved in the quality assurance process of assessment, between visits made by external verifiers (see below).

Life-Long Learning

Life-long learning is a continuous response by an individual learner to the needs and opportunities to learn, which is afforded by an ever changing socio-economic, technological, economic and political environment. The concept is under-pinned when the learner knows of the possibilities for continuous self-development. CPD can be achieved within the context of life-long learning (See CPD above).

National Skills Standards

The policy envisages a national vocational qualifications (NVQs) scheme in The Gambia and it implies the need for vocational awards to be based on national skills standards of training, which are related to paid employment and non-paid vocational pursuits. There is no unique methodology for establishing such standards but in general they should contain -

- Course content,
- Programme outcomes related to performance and competence, and
- Preferably the criteria on which these outcomes are to be assessed for the award of a vocational qualification.

See also NVQs below.

National Vocational Qualifications (NVQs)

NVQs are a certifiable set of pre-defined standards which describe the underpinning knowledge requirements, the skills requirements and the types of evidence, which may be appropriate, to support the assessment process to determine competence in an area. NVQs are accredited by a nationally established body or bodies licensed by the National Training Authority.

Open Career Path

Flexible upward, lateral, or horizontal movement in education and training in a system, which is accessible to those who are willing and able to learn.
Open Learning

Open learning is a term used to define methods of learning. It includes forms of learning such as flexible study, open access, distance learning, web-based or virtual learning laboratories, learning by experience, learning by appointment and independent learning. Open learning methods are intended to make education and training widely accessible to candidates.

Post basic student

Post basic student within the meaning of this policy means those students who have completed nine years of basic education (see also School Leaving Age below).

Pre-Vocational Training

Training arranged primarily to acquaint young people with materials, tools and standards relating to a range of occupations, to help them in their choice of an occupational field or a line of training. Basic vocational training may also be included in this category.

Professional standards

Norms devised to cover the knowledge, understanding and competence in the vital fields which professionals of the future will require to meet the needs of their organisations: core management; core skills; and the development of their own personal specialism.

School leaving age

The school leaving age is achieved at the end of the school year in which the student reaches the end of nine years basic education.

Summative Assessment

Assessment, which measures the candidate’s achievement for a particular outcome or unit and is used for purposes of certification (see Formative Assessment above).

Skill

An ability to perform tasks to particular levels of competence.

Tertiary Education Institution

A tertiary education institution is a post secondary education organisation, including a university, which confers certificates and diplomas.
Technical Education

Traditionally, technical education is education which may be vocational, or pre-vocational and usually at the level of lower tertiary education. Technical education is intended to prepare middle-level personnel (technicians, middle management, etc.) for employment, and at University level, to prepare engineers and technologists for higher management positions. However, as work has become more technical even senior managers may need to undertake regular periods of technical education to learn to cope with new technologies (for example, e-government and e-commerce) and skills (for example, web-based marketing and e-commerce). Technical education includes general education, theoretical, scientific and technical studies and related skill training. The components of technical education may vary considerably depending on the type of personnel to be prepared and the educational level of the learner.

Technical Training

Technical training is the combination of theoretical and practical instruction, which builds on basic knowledge gained in the subject area.

Training by Employers

The training by employers may be very formal, sophisticated training, of long duration, which surpasses most formal instruction in a training establishment in its scope and achievements. Alternatively, it may include on-the-job instruction in relatively small tasks (e.g. how to use a particular device).

Validation

A process whereby standards of teaching, assessing and grading are checked and approved. Subject experts, who have no affiliation with, obligation to, or connection with, the institution seeking accreditation, usually do this. These experts are sometimes also called verifiers, validators, or moderators (see also Internal Verifiers above).

Vocational Training

Activities, which aim to provide the skills and behaviours, required for effective and efficient performance within an occupation or group of occupations. It encompasses initial, refresher, further, and specialised job-related training. It may, but not necessarily, include vocational education and general educational subjects.

Vocational Education

Education designed to teach applied theory to those seeking to become skilled or more skilled. Vocational education may be provided to personnel at levels of qualification for one or a group of specific professions, occupations, trades or jobs. Vocational education is provided at tertiary level, and it includes general education, practical training for the development of skills required by the chosen profession or occupation, together with the related under-pinning theory. The proportions of these components may vary considerably but the emphasis is on providing applied theory.
Republic of The Gambia

Department of State for Education

Technical and Vocational Education and Training (TVET)

The Management Strategies and Financing Framework of the TVET Policy
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- The financial arrangements to support TVET.
Background to the development of the policy

1. As long ago as 1948, technical education in the Gambia began. At that time a Vocational Training Centre was established under the supervision of the Directorate of Education. The Centre provided training in basic carpentry skills to artisans and early school leavers. The problem of helping early school leavers is still a national problem.

2. In 1977, the Directorate of National Vocational Training Programme (DNVTP) under the supervision of the Office of the President, was set up on the recommendation of the World Bank, as a precondition for funding.

3. In 1979, the National Vocational Training Board (NVTB) was set up and charged with responsibility for policy direction and development of technical and vocational education and assisted by the directorate as the executive arm.

4. In 1992 the National Council for Technical Educational and Vocational Training (NCTEVT) was set up under the new Education Act. The council like its predecessor board is responsible for policy development and direction under the supervision of the Directorate of Technical and Vocational Training (DTEVT) of the Department of State for Education.

5. However, after long periods of economic growth and yet high poverty rate, because of lack of skills, the Government determined that technical education -
   - Is not strategically structured,
   - Lacks direction,
   - Fails to meet the need for stimulating economic growth and production.

6. Supported by recommendations of many international donors including the World Bank, the Government has recognised the need for a trained workforce, particularly a workforce that possesses technological and vocational skills.

7. The policy aims to be clear and coherent and to meet the technical, interpersonal and entrepreneurial needs of all sectors of the economy. The overall aim is to ensure an adequate response to labour market requirements in all sectors, having regard to globalisation and regionalisation, and to provide opportunities for life long learning.

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The strategic aims

The Government strategy is to -

* Provide a legislative framework to support the implementation and sustainability of TVET policy and management systems for TVET.
* Strengthen the institutional and management capacity at all levels of the TVET system and establish a sound financial basis for the long-term development of TVET

**Strategic Aim 1:**

* To provide a legislative framework to support the implementation and sustainability of TVET policy and systems.

**Objectives:**

During the legislative programmes ending in the year 2002 -

**To introduce a Bill to**

1. Make employers responsible to employ competent workers
2. Make employers responsible for the educational welfare of their workers
3. Make it illegal for an employer, whether an individual, sole trader, partnership or other legal entity, to employ a young person under the official school leaving age unless the Secretary of State for Education has approved the employment of a particular young person by a particular employer in circumstances providing employment of limited scope and for limited duration

**To introduce a Bill to**

1. Introduce a legally enforceable minimum school leaving age
2. Enforce school attendance for certain age groups
3. Introduce an effective system for monitoring truancy
4. Institutionalise continuing professional development arrangements for those occupations and professions, where it is necessary to protect the public interest
5. Establish a National Training Levy (NTL) subject to arrangements detailed in the financial and management arrangements for TVET (see below)
6. Establish a national training agency to be known as the National Training Authority (NTA) subject to arrangements detailed in the financial and management arrangements for TVET below
7. Confer on the Secretary of State powers to introduce regulations in relation to -
   7.1. The management of TVET
   7.2. Formalising arrangements for CPD for those occupations and professions where it is necessary to protect the public interest

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Strategic Aim 2:

To strengthen the institutional capacity at all levels of the TVET system.

OBJECTIVES:

1. By the end of the year 2002:
   1.1. With the support of the World Bank and other agencies, to develop a Medium Term Expenditure Framework and a Public Investment Programme. This will permit the Government to target support, inter alia, towards TVET.
   1.2. The Secretary of State for Education intends to lead an approach to encourage all sectors of Government to work together to produce sectoral plans, which support post basic TVET.
   1.3. To complete a review of the policies in relation to the regulation and provision of basic education in support of TVET.
   1.4. Within the Department of State for Education to build the capacity for policy development and for monitoring and evaluating the implementation of policy.
   1.5. To complete arrangements for the establishment of a Government agency, to be known as the National Training Authority (NTA), to manage the implementation of the TVET policy under the responsibility of the Secretary of State for Education.
   1.6. To appoint a chairman of the NTA in liaison with the Secretary of State for Trade, Industry and Employment.
   1.7. To appoint a board of management for the NTA, with membership widely drawn from all sectors.
   1.8. To identify the international donors prepared to support the institutional capacity building requirements of:
      1.8.1. Government, particularly the DoSE.
      1.8.2. The NTA, and
      1.8.3. Providers of technical and vocational education and training.
   Once this is complete the Department of State for Education will work with the NTA and identified donors to elaborate the extent of the need to build institutional capacity within the NTA and within providers of technical and vocational education and training.

2. From the beginning of the year 2003 the NTA will begin to:
   2.1. Co-ordinate the efforts and the plans of international donors working in support of TVET.
   2.2. Develop standards and criteria to create a sustainable TVET system.
   2.3. Pilot test TVET systems.
   2.4. Implement systems of TVET through an active partnership between the State, public sector organisations, international donors, private enterprises and organisations involved in community development and women's issues.
   2.5. Encourage employers in all sectors to provide systems of life long learning for all of their employees.

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2.6 Target the NTL to help employers and providers of technical and vocation education and training undertake their role as providers of life long learning.

2.7. Set up a joint forum of educational and training establishments and employers working together to establish a scheme of Awarding Bodies which will develop nationally accredited vocational qualifications (NVQs) for all skill areas, trades and professions, which is based on international best practice.

2.8. Create a system for the assessment of competency by accredited place of work assessors or by accredited assessors employed by education and training establishments.

2.9. Ensure that assessment of competency is supported by a system of internal and external verification.

2.10 Commission the provision of TVET and the establishment of Awarding Bodies.

3. From the beginning of the year 2004, the NTA will announce criteria to encourage:

3.1. Trainers, tutors and instructors, working with learners engaged in the NVQ scheme, to obtain a NVQ in an appropriate competency.

3.2. Conduct a review of the syllabi and related qualifications of trainers and tutors to ensure sufficient capacity with the aim to design appropriate syllabi.

3.3. Conduct a continuous review of resources in schools and technical and vocational centres.

3.4. The assessment of prior learning as a route into advanced education.

3.5. The accreditation of prior learning (APL) to be carried out by approved assessment centres (e.g. The University of the Gambia).

3.6. Credit accumulation transfer schemes (CATS) so that approved education and training will be given appropriate credit towards higher awards.

3.7. Continuing professional development (CPD) for all workers.

3.8. Outline a sensitisation programme on the new structure and institutional framework for TVET management and delivery, in order to raise the profile of technical and vocational education across the country and peoples.

4. With effect from the beginning of the year 2005:

4.1. CPD will be part of a formalised arrangement for those occupations and professions where it is necessary to protect the public interest.

4.2. All trainers, tutors and instructors, who are participating in a NVQ award scheme run by a skills centre or training institution, which itself is under contract to NTA or an awarding Body, to be in possession of an appropriate NVQ according to criteria set by the NTA.

4.3. All skills centre managers or principals of training institutions, which are under contract to the NTA or an Awarding Body, to be in possession of an appropriate NVQ according to criteria set by the NTA.

4.4. NTA will introduce challenging performance targets for the achievement of NVQs according to age groups and occupations.

5. By the beginning of the year 2006:

5.1. NTA and Awarding Bodies with at least one year standing shall begin the process of accreditation under the provisions of ISO 9000 series in respect of their quality management systems in the area of training and administrative management.

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6. **After the end of the year 2006 -**

6.1 NTA may negotiate and renew contracts with Awarding Bodies, technical and vocational educational and training providers, who have achieved and who maintain ISO 9000 series accreditation. An exception will be made in respect of those contracting institutions, which have received a firm indication that they are about to receive accreditation.

**The financial arrangements and management of TVET**

TVET will be managed on a partnership approach. The management responsibility will be shared and exercised by Government, the National Training Authority, Awarding Bodies, by providers of technical and vocational education and training and employers.

**Government Financial Planning**

1. The Government will –
   1.1. Introduce a MTEF and a PIP, which, inter alia, will be targeted to provide support to TVET
   1.2. Maintain a National Training Levy and
   1.3. Maintain subvention from the Consolidated Fund, to support TVET.

**The National Training Levy**

1. The amount to be collected as a National Training Levy (NTL) shall be 0.25 per cent of the gross annual revenue, determined by the Commissioner of Income Taxes, of sole traders, partnerships, public corporations, and other legal entities registered with the Registrar of Companies

2. The Commissioner of Income Tax shall collect the NTL and deposit the funds in a special deposit account in the Central Bank of the Gambia. This account shall be called the National Training Levy Deposit Account (NTLDA)

3. In order to improve knowledge about the potential income and collection rates, all employers will provide certificates of accounts to the Commissioner of Income Tax in an agreed format as a precondition to the annual renewal of their business registration.

4. Non-payment of an amount legally due in the form of NTL will be pursued through the normal system of remedies available to the Government.

5. Appeals, from those subject to the levy, against a determination of the Commissioner of Income Taxes shall be through the normal legal remedies currently available.

6. The NTA shall be the sole beneficiary of the NTL.

7. Cheques drawn on the NTLDA shall be transferred to the commercial banking accounts of the NTA according to established codes of practice of the Government.

8. The NTA will aim, over time, to generate an increasing proportion of its income from external sources.

9. International donor support has been identified as a major potential source of revenue for early capital developments and for the provision of technical assistance leading to the building of institutional capacity in the TVET system.

10. In the long term the NTA, Awarding Bodies and providers of technical and vocational...
education and training will generate income streams from the market, as a result of developing market driven products and services

11. The NTA will manage and be accountable for those funds, which are available for the implementation of TVET policy

12. With the exception of the funds required by DoSE to develop TVET policy and to monitor implementation of the policy, NTA will manage all funds, which are available to the Government, for the implementation of TVET policy. Management of the fund will include making grants and disbursement of revenue to the GTTI and those Government centres and other providers, which provide approved levels of technical and vocational education and training. Wherever possible, disbursements to all service providers will be through the mechanism of contracting for services actually provided and the achievement of targets

13. Income, and the sources of income to NTA, grants and all moneys disbursed by the NTA, will be accounted for in detailed accounts to be provided to DoSE on an annual basis

14. The Government, through NTA, will aim to improve the availability of credit facilities with commercial banks and credit unions for the development of TVET

15. NTA, as a Government agency, will not be subject to company or income taxes. This will ensure that all income from services provided, donor aid, the training levy and Government subventions are not subject to tax

16. NTA may retain all income available to it from whatever source, provide always that the income generated is re-invested over time to provide for the development of TVET

17. In the event of the winding up of NTA all moneys and assets will revert to the Government, subject always to the terms of any internationally binding agreements with donors and creditors

The management arrangements within the Department of State for Education

1. The Secretary of State for Education will establish a National Training Authority, which will be established as a Corporation wholly owned by Government, acting as a regulatory and advisory body to extend and promote TVET within the Gambia

2. In relation to the National Training Authority. The Secretary of State for Education will appoint, after a competitive selection process, four non-executive directors to the Board of Directors (the Board of the NTA) -

2.1. A non-executive chairperson. The chairperson will be appointed from the private sector and chosen primarily for their business and commercial skills

2.2. Three non-executive members, appointed primarily for their business and commercial skills, who will be drawn from the private sector, including –

2.2.1. Business and commerce

2.2.2. The agricultural sector

2.2.3. The tourist industry

2.2.4. Providers of training

2.2.5. Educational establishments

2.2.6. The Trade Unions

2.2.7. Employers Associations

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2.2.8. Professional Associations

3. The annually updated three-year rolling business plan of the NTA shall be submitted to the Secretary of State for Education for endorsement. Prior to giving endorsement the Secretary of State for Education shall consult the Secretaries of State for Finance and Economic Affairs and Trade, Industry and Employment. The business plan will include strategic aims, critical success factors, a sectoral plan, a detailed spending plan, detailed investment programmes, financial forecasts and performance targets.

4. The Secretary of State for Education shall regulate the licence fees to be charged by the NTA for the accreditation of Awarding Bodies.

5. In relation to TVET policy, the Department of State for Education will -
   5.1. Service the annual review meetings between the Secretary of State and the NTA.
   5.2. Assess proposals in the three-year rolling business plan of the NTA and make recommendations on the plan to the Secretary of State.
   5.3. Monitor the NTA in its achievement of activities and performance targets against the updated annually three-year rolling plan of the NTA, and make recommendations to the Secretary of State.
   5.4. Provide the Secretary of State for Education with a comprehensive annual report detailing the key aspects of the implementation of the policy.
   5.5. Establish and maintain access to a labour market information system.
   5.6. Commission needs analyses in relevant areas.
   5.7. Monitor and analyse the implementation of policy.
   5.8. Monitor and analyse developments in international best practice.
   5.9. Monitor and analyse national and international trends.
   5.10. Develop policy proposals.
   5.11. Co-ordinate the sectoral planning process for TVET.
   5.12. Provide reports to inform the Government’s MTEF.
   5.13. Provide reports to inform the Government’s PIP.

The National Training Authority

1. Purpose and role
   1.1. The National Training Authority (NTA) shall be the regulatory authority under which all national vocational qualifications (NVQs) are accredited in the Gambia.
   1.2. The NTA shall be an Awarding Body.

2. Management arrangements
   2.1. The Board of the NTA will consist of seven directors being the non-executive chairperson, three executive directors and three non-executive directors and gender sensitive.
   2.2. All members of the Board of the NTA will have equal voting rights.
   2.3. The executive members of the Board of the NTA will be the Chief Executive Officer, who will be the senior executive director; the Financial Controller; and the Director of the Training Standards Lead Body.
   2.4. The Chief Executive Officer of the NTA will be appointed by the Chairperson.
of the Board of Management on the recommendation of the non-executive members of the Board of the NTA

2.5. The Chief Executive Officer and the Executive Directors will be appointed for a three year term, which may be renewed annually subject to a performance review.

2.6. The Board of Directors, shall be the appointing body for staff of the NTA, and will appoint the Financial Controller and the Director of the Training Standards Lead Body under arrangements approved by the Board of the NTA.

2.7. The Financial Controller and the Director of the Training Standards Lead Body may only be dismissed on a majority decision of the Board of the NTA.

2.8. The fees, salaries and allowances of all of the directors of the Board of the NTA shall be a matter for the determination of the Board of the NTA and shall be commensurate with the private sector.

2.9. The Board of the NTA will produce annually a rolling three year plan which will be submitted for the endorsement of the Secretary of State for Education.

2.10 The Chairperson of the Board will determine the rules for the conduct of Board meetings.

2.11. The Board of the NTA will hold an annual general meeting at which the annual report and accounts and the annual business plan shall be presented for approval.

2.12. The Board of the NTA will hold an annual general meeting at which all stakeholders will be invited, to give their views in relation to the annual report, accounts and business plan to be presented for approval.

2.13. The NTA shall have the right to own, invest and dispose of assets.

2.14. Investments may be made in Gambian Government bonds and according to other arrangements with the prior approval of the Department of State for Finance and Economic Affairs on the application of the Secretary of State for Education.

2.15. The NTA shall have the right to open, close and maintain commercial bank accounts.

3. Functions

Under the authority of the Secretary of State for Education the NTA will –

3.1. Provide advice and report to DoSE on the development, implementation and impact of TVET policy.

3.2. Act, within its competency, on all matters relating to the implementation of TVET policy.

3.3. Develop internal management procedures which promote accountability and transparency.

3.4. Co-ordinate the programmes of international donors involved in the development of TVET.

3.5. Establish and maintain a training standards lead body (TSLB), whose role will be to draw on international best practice and existing national systems to set, develop and promote national minimum standards, principles, criteria and systems for –

3.5.1. The accreditation of assessment and training centres.

3.5.2. The monitoring and evaluation of assessment and training centres.

3.5.3. The assessment of competency.

3.5.4. The assessment of verifiers of competency.
3.5.5 Trainers and instructors working within TVET
3.5.6 The development of national vocational qualifications (NVQs) and core standards of competency for relevant occupations and skills
3.5.7 The licensing and monitoring of organisations who will award NVQs (Awarding Bodies)
3.5.8 The assessment of prior learning (APL)
3.5.9 Credit accumulation transfer schemes (CATS)
3.5.10 Such other matters, as may be determined.

3.6 Instruct and direct the TSLB in the conduct of its work
3.7 Approve and adopt recommendations of the TSLB
3.8 Commission the establishment of Awarding Bodies
3.9 Licence and monitor Awarding Bodies under arrangements to be decided by the Board
3.10 Commission the provision of TVET to ensure it is accessible and relevant to the needs of the labour market, having due regard to meeting the needs in the rural areas
3.11 Offer and seal contracts for service provision, with Awarding Bodies, assessment centres, and providers of technical and vocation education and training, which meet the relevant standards
3.12 Co-ordinate the efforts and input of international donors working in support of TVET
3.13 Commission studies and research relating to TVET, including the undertaking of routine labour market analyses, rural training needs analyses, tracers studies and household surveys and provide feedback to the market
3.14 Provide open access to a growing body of knowledge on competency based TVET
3.15 Encourage schemes which promote the principles of life long learning
3.16 Encourage and promote open learning and open access schemes to develop the principles of life long learning
3.17 Ensure the dissemination of the relevant standards to all relevant parties
3.18 Set fees for the provision of any non-statutory services which may be provided by NTA
3.19 Seek and accept contracts to provide consultancy and advisory services to employers, associations of employers and employees, assessment centres and providers of technical and vocation education and training
3.20 Enter into contracts and business arrangements relevant to the normal pursuit of its activities
3.21 Establish transparent methods of working
3.22 Promote the involvement of the community, employers, trades unions, and international donors
3.23 Establish transparent working methods which encourage a market driven approach to the development of TVET
3.24 Establish sound and transparent financial management controls to manage and account for the available resources
3.25 Establish transparent and accountable strategies to ensure that the National Training Levy is invested in the provision and development of TVET
3.26 Seek to become more self financing by providing for the needs of the market
3.27 Seek avenues for the establishment of a scholarship fund for needy students, especially girls.

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3.28. Establish closer co-operation between the NTA and the providers of TVET for the effective co-ordination of efforts.

**Awarding Bodies**

Under the arrangements and criteria defined by the NTA, Awarding Bodies will provide services to a pre-determined profession, occupation or skill areas. The primary aim of an Awarding Body will be to accredit competence and to certificate competence. They will –

1. Act on recommendations of the NTA
2. Proceed under the terms of a licence agreement between themselves and the NTA to –
   2.1. Pursue the objectives of an Awarding Body within the context of a market driven approach
   2.2. Establish sustainable and quality assured systems for promoting NVQs
   2.3. Establish assessment schemes leading to the accreditation of NVQs
   2.4. Accredit the vocational competence of learners
   2.5. Award Certificates (NVQs) to competent learners
   2.6. Develop and promote NVQs for specific occupational groups
   2.7. Develop and promote programmes of CPD and lifelong learning
   2.8. Encourage the uptake of CPD
   2.9. Accredit the competency of assessors of vocational competence
   2.10. Accredit the vocational competence of internal and external verifiers of assessment processes
   2.11. Accredit assessment centres, individual providers of assessment services, employer associations and employers, which meet the relevant standards to provide assessment services
   2.12. Commission the provision of TVET to ensure it is accessible and relevant to the needs of the labour market
   2.13. Offer and seal contracts for the provision of TVET services
   2.14. Commission studies and research relating to the development of competency based learning
   2.15. Provide access to a body of knowledge on competency based vocational education and training
   2.16. Set fees for the provision of approved services
   2.17. Ensure the dissemination of the relevant standards to all relevant parties
   2.18. Seek and accept contracts to provide non-statutory consultancy and advisory services to employers, associations of employers and employees, assessment centres and providers of technical and vocational education and training
   2.19. Enter into contracts and business arrangements relevant to the normal pursuit of their business activities
   2.20. Seek to become self financing by providing for the needs of the market

**Providers of technical and vocational education and training**

1. Providers of technical and vocational education and training will –

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1. Compete for contracts with the NTA. Awarding Bodies and employers to provide technical and vocational education and training services, including assessment services, which lead to NVQs.

1.2 Within arrangements defined in the contracts between them and the NTA –
   1.2.1 Develop programmes based on the achievement of NVQs
   1.2.2 Introduce programmes of CPD
   1.2.3 Implement systems leading to ISO9000 series accreditation in respect of the provision of training and the administrative arrangements of the enterprise
   1.2.4 Provide for the pastoral needs of their staff and the students
   1.2.5 Provide careers guidance to full time students and others
   1.2.6 Establish acceptable management arrangements

1.3 Adopt a market driven approach to TVET
1.4 Seek to become self financing by providing for the needs of the market

**Employers**

1. Employers will be legally responsible to employ competent workers
2. Employers will be legally responsible for the educational welfare of their workers
3. Employers will be encouraged to compete for contracts to provide technical and vocational education and training which lead to NVQs
4. Within arrangements defined in any contracts between them and the NTA –
   4.1 Develop programmes based on the achievement of NVQs
   4.2 Introduce programmes of CPD
   4.3 Implement systems leading to ISO9000 series accreditation in respect of the provision of training and the administrative arrangements of the enterprise
   4.4 Provide for the pastoral needs of their staff and the students
   4.5 Provide careers guidance to their staff and full time students
   4.6 Establish acceptable management arrangements
   4.7 Adopt a market driven approach to TVET
5. Employers will promote opportunities for their staff to obtain NVQs either through schemes of work based assessment or through off the job training at a provider of technical and vocational education and training
6. Employers will promote opportunities for staff to undertake CPD and other life long learning opportunities

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Appendix 1 – The financing of TVET

Financial flows for the development of TVET

- Consolidated Fund
  MTEF and PIP
  including Subventions
- Donor aid
- National Training Levy
- Government aid to development of TVET
- Fees and other income
- Development of TVET
  Managed by NTA through a system of grants and contracts

- GTTI and other State owned institutions
- Private providers of TVET
- Employers providing TVET
- Awarding Bodies
- Research and development
  - Providers of TVET
  - Research and development
  - Assessment centres

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Appendix 2 – The National Training Authority

Management organisation

The Board of Directors
NTA

The Chief Executive
NTA
(non-executive)

Non-executive directors (3)

Marketing
External relations
Programme management
Sales
Product development
Virtual TVET etc
MIS
Reference Library
PR and
Publications
Strategic and
Business planning
Consultancy and
Advisory services
Licensing and
accreditation

Financial Controller
(executive director)

Director of
Training Standards Lead Body
(executive director)

Accounts dept
Internal audit
Contract management

R & D
NVQ Standards
Accreditation standards
Advisory and
Consultancy services

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Appendix 3 – Government financing relating to TVET

All amounts in Million Dalasis

<table>
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<tr>
<th>TAX REVENUE</th>
<th>Actual</th>
<th>Estimates</th>
<th>Actual</th>
<th>Estimates</th>
<th>Actual</th>
<th>Estimates</th>
<th>Actual</th>
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<th>Actual</th>
<th>Estimates</th>
<th>Actual</th>
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<td><strong>Taxes on income</strong></td>
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<td>181,200</td>
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<td>Income tax on companies</td>
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<td>133,540</td>
<td>146,894</td>
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<td><strong>EXPENDITURE ON TVET</strong></td>
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<tr>
<td>Subvention to TVET</td>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
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<td>2.55</td>
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</tr>
<tr>
<td>Subvention to TVET as percentage of income taxes on companies</td>
<td>5.98</td>
<td>5.02</td>
<td>5.06</td>
<td>5.056</td>
<td>5.056</td>
<td>5.056</td>
<td>5.056</td>
<td>5.056</td>
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</tr>
</tbody>
</table>

Source data obtained from the Government Accounts and the Commissioner for Income Tax

for publication outside the Department of State for Education
Appendix 4: Estimate of total turnover of all companies, sole traders and partnerships

Source data obtained from the Government Accounts and the Commissioner for Income Tax

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Income tax on companies</td>
<td>63.045</td>
<td>78.170</td>
<td>78.794</td>
<td>90.700</td>
<td>102.200</td>
<td>110.000</td>
<td>121.400</td>
<td>133.540</td>
<td>146.894</td>
<td>161.583</td>
<td>177.742</td>
<td>195.516</td>
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<tr>
<td>Income tax on turnover (est. that 50% of total is collected as 2% tax on turnover)</td>
<td>32.523</td>
<td>39.085</td>
<td>39.397</td>
<td>45.350</td>
<td>51.100</td>
<td>55.000</td>
<td>60.700</td>
<td>66.770</td>
<td>73.447</td>
<td>80.792</td>
<td>88.871</td>
<td>97.758</td>
</tr>
<tr>
<td>Estimate of total turnover of all companies, sole traders and partnerships</td>
<td>3252.250</td>
<td>3908.500</td>
<td>3939.700</td>
<td>4535.000</td>
<td>5110.000</td>
<td>5500.000</td>
<td>6070.000</td>
<td>6677.000</td>
<td>7344.700</td>
<td>8079.170</td>
<td>8887.087</td>
<td>9775.796</td>
</tr>
</tbody>
</table>

for publication outside the Department of State for Education
Appendix 5: Scenarios of estimates of support available to fund TVET

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>0 10% rate</td>
<td>3,252</td>
<td>3,909</td>
<td>3,940</td>
<td>4,535</td>
<td>5,110</td>
<td>5,500</td>
<td>6,070</td>
<td>6,677</td>
<td>7,345</td>
<td>8,079</td>
<td>8,887</td>
<td>9,776</td>
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<tr>
<td>0 15% rate</td>
<td>4,878</td>
<td>5,863</td>
<td>5,910</td>
<td>6,803</td>
<td>7,665</td>
<td>8,250</td>
<td>9,105</td>
<td>10,016</td>
<td>11,017</td>
<td>12,119</td>
<td>13,331</td>
<td>14,664</td>
</tr>
<tr>
<td>0 20% rate</td>
<td>6,505</td>
<td>7,817</td>
<td>7,879</td>
<td>9,070</td>
<td>10,220</td>
<td>11,000</td>
<td>12,140</td>
<td>13,304</td>
<td>14,689</td>
<td>16,158</td>
<td>17,774</td>
<td>19,552</td>
</tr>
<tr>
<td>0 25% rate</td>
<td>8,131</td>
<td>9,771</td>
<td>9,849</td>
<td>11,338</td>
<td>12,775</td>
<td>13,750</td>
<td>15,175</td>
<td>16,693</td>
<td>18,362</td>
<td>20,198</td>
<td>22,238</td>
<td>24,439</td>
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<tr>
<td>0 30% rate</td>
<td>16,261</td>
<td>19,543</td>
<td>19,699</td>
<td>22,675</td>
<td>25,550</td>
<td>27,503</td>
<td>30,350</td>
<td>33,385</td>
<td>36,724</td>
<td>40,396</td>
<td>44,435</td>
<td>48,879</td>
</tr>
</tbody>
</table>

Source data obtained from the Government Accounts and the Commissioner for Income Tax.