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Towards mutual recognition of skills in the agriculture and construction sectors

Final report: Ghana, Nigeria and Togo

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Ghana, Nigeria and Togo: Towards mutual recognition of skills in the agriculture and construction sectors

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Table of Contents

List of Figures

List of Tables

Acronyms

ASEAN	Association of Southeast Asian Nations
Bac pro	Vocational Baccalaureate
BECE	Basic Education Certificate Examination
BEPC	Secondary School Diploma
BT	Technician's Diploma
BTS	Advanced Technician's Diploma
BPW	Construction / Building and Public Works
CAP	Vocational Competence Certificate
CBT	Competence-based Training
CEE	Common Entrance Examination
CEPE	Primary School Diploma
CFA	Completion of Apprenticeship Certificate
COTVET	Council for Technical and Vocational Education and Training
CQP	Vocational Qualification Certificate
DACUM	Developing-a-curriculum method
DEST	Department of Technical Secondary Education (Togo)
DFPA	Department of Vocational Training and Apprenticeships (Togo)
EAC	East African Community
ECOWAS	Economic Community of West African States
GIZ	German Agency for International Cooperation
GSDI	Ghana Skills Development Initiative
ILO	International Labour Organization
IOE	International Employers Organization
IOM	International Organization for Migration
ISCED2	Labour Trade Certificate
ITUC	International Trade Union Confederation
NBTE	National Board for Technical Education (Nigeria)
NQF	National Qualification Framework
NQS	National Qualification System
NTC	National Vocational Certificate
OSH	Occupational Safety and Health
OSs	Occupational Standards
RPL	Recognition of Prior Learning
TVET	Technical and vocational education and training
UEMOA	Union Economique et Monétaire Ouest Africaine (English is WAEMU)
UNESCO	United Nations Educational, Scientific and Cultural Organization

WAEMU	West African Economic and Monetary Union
WASSCE	West African Senior School Certificate Examination

Foreword

In West Africa, the lack of pathways between skills systems, the weakness of recognition of prior learning systems, and the lack of relevant upskilling opportunities remains a major barrier to social inclusion and access to decent work for migrant workers. This is particularly the case for low- and medium-skilled workers, who constitute the majority of labour migrants in the sub-region.

The Global Compact for Safe, Orderly and Regular Migration devotes its Goal 18 to investing in skills development and facilitating the mutual recognition of skills, qualifications and competencies. It calls upon its Member States to "build global skills partnerships amongst countries that strengthen training capacities of national authorities and relevant stakeholders, including the private sector and trade unions, and foster skills development of workers in countries of origin and migrants in countries of destination with a view to preparing trainees for employability in the labour markets of all participating countries" (UNGC, 2018, 25-26).

In this context, the ILO, in collaboration with IOM, UNESCO, IOE and ITUC, has forged the Global Skills Partnership on Migration (GSP) to support skills development and recognition through partnerships between countries, along migration corridors and within selected regions, by exchanging knowledge and providing technical assistance. The ILO organized a tripartite workshop, from 11-13 September 2019 in Abuja, Nigeria, to bring together representatives of governments, employers' and workers' organizations from eight countries, develop partnerships and share ideas. Among the partnership proposals developed during this workshop was the fostering of **mutual recognition of skills for migrant workers in Ghana, Nigeria, and Togo.**

This report highlights the work that the ILO has done to respond to the demand of its constituents, and to contribute to strengthening the skills partnership between Ghana, Nigeria, and Togo since then. It describes processes and lessons learned, and discusses challenges and opportunities with the perspective of moving forward towards mutual recognition of prior learning, skills and qualifications. The process presented in this report is still ongoing at the time of publication. As such, the authors of this report aimed to provide an accurate account of the efforts and steps that have been taken, which may inspire and innovate the skills partnership process.

The present report is authored by Simon Barussaud (Part I) and Kaylash Allgoo (Part II), and prepared under the technical supervision of Christine Hofmann, Ilca Webster and Julien Varlin. Janet Neubecker edited and formatted the report. We appreciate the financial support of the European Union to the Support to Free Movement of persons and Migration in West Africa (FMM) project, and the support of the Government of Norway under the SKILL-UP project.

Introduction

The Global Skills Partnership is a cooperation framework between ILO, IOM, IOE, UNESCO and the ITUC[1] The aim is to facilitate recognition of the skills of semi-qualified and underqualified migrant workers in the Economic Community of West African States (ECOWAS) region and Central Africa in order to compare their technical and vocational education and training (TVET) systems and facilitate their integration into the labour market in host countries. To that end, the ILO conducted 15 country studies, including Ghana, Nigeria and Togo,[2] in the ECOWAS region and Central Africa in order to compare their TVETs and to identify potential skills partnerships with a focus on migrant workers from West Africa who could be supported at the regional level. The outcomes of these 15 national studies were compiled by an international consultant in order to produce a regional report for the entire ECOWAS region and another for Central Africa. These regional reports and the 15 national reports were presented at two subregional tripartite workshops held in Abuja (ECOWAS headquarters) and Yaoundé in September 2019.

During the regional workshop for West Africa and the Sahel, the tripartite stakeholders from Ghana, Nigeria and Togo developed a skills partnership idea and action plan to increase mutual recognition of their respective qualifications and to harmonize their training programmes in two strategic economic sectors: agriculture and construction (see Appendix I). These sectors were selected by the three countries because they employ a significant proportion of migrant workers who find it difficult to gain recognition of their skills in their host countries and thus suffer from a genuine decent work deficit. The first step in harmonizing the three countries' occupational standards (OS) and training programmes and promoting mutual recognition of their skills was deemed to be the participatory selection of ten trades (five per sector) in which migrant workers are commonly employed and their qualifications are rarely recognized. During the second stage of this process, based on this list of ten trades (which were first approved by the national stakeholders), the OSs and training programmes of the three countries were compared in order to identify similarities and differences between them.

This report presents the conduct and outcomes of this process in chronological order. PART I is a review of the OS and relevant qualifications in the agriculture and construction sectors in Ghana, Nigeria, and Togo. It describes the selection process of the ten pilot trades in the construction and agriculture sectors, provides comparison of national qualification systems and of the occupational and training standards for the ten selected trades. This first part also indicates the primary lessons learned that paved the way for the next steps of the process.**Error! Bookmark not defined.** PART II presents the online consultation process for the mutual recognition of OS in the agriculture and construction sectors in Ghana, Nigeria and Togo that occurred between November and December 2020. Among other things, it provides the proposed minimum harmonized OS template and the road map which further provides how the mutual recognition will be carried out.

This report was realized with the contribution of the *Support to Free Movement of Persons and Migration in West Africa* project,[3] funded by the EU and ECOWAS, and the SKILL-UP project funded by the Government of Norway.

[1] International Labour Office (ILO), International Organization for Migration (IOM), the United Nations Educational Scientific and Cultural Organization (UNESCO), the International Organization of Employers (IOE) and the International Trade Union Confederation (ITUC).

[2] In 2020 ILO published the following related two documents: *Potential for skills partnerships on migration in Nigeria* and *Potentiel de partenariats pour les compétences et la migration au Togo*. A report on Ghana, *Potentials for skills partnerships on migration in Ghana,* is not yet published. An information brochure, *Skills Partnerships on Migration in the Western African & Central African Regions* is also available.

[3] More information on this project is available at: https://www.ilo.org/africa/technical-cooperation/WCMS_555536/lang--en/index.htm.

PART I – Review of occupational standards and qualifications in agriculture and construction

Selecting ten pilot trades in the construction and agriculture sectors

The ten trades (see table 2) were selected for comparison because of their relevance for migrant workers and for skills demand in the three countries studied (Ghana, Nigeria and Togo). These countries are characterized by significant population movement and a widespread use of migrant workers in a number of trades and types of work, including in the construction and agriculture sectors. (see Appendix II).

Table 1: Migration matrix showing population flows between the three corridor countries

Country of Origin	Destination country		
	Ghana	**Nigeria**	**Togo**
Ghana		229 048	47 997
Nigeria	70 705		32 796
Togo	91 473	152 128	

Source: United Nations Department of Economic and Social Affairs (UN DESA), International Migration Wall Chart, 2017.

Owing to its size, economic attractiveness and many job opportunities, Nigeria in particular attracts many migrant workers from Togo (currently 152,128) and Ghana (currently 229,048). Ghana has also attracted a large Togolese community (currently 91,473), particularly in the construction and agriculture sectors. In light of this active migration, often for employment reasons (labour migration), the ten trades were chosen based on the following criteria:

- a significant number of migrant workers performing work and tasks that the country's citizens cannot or do not wish to perform;
- recognition of the skills acquired by migrants, both in their countries of origin and following migration to the host country, has the potential to improve skills utilization and matching; and
- stakeholders expressed interest to encourage vocational skills development in these trades, including for migrant workers and returning migrants (social and vocational reintegration).

Throughout the present study, these three selection criteria were implemented using secondary databases on migration and the labour markets of the three countries and, above all, by collecting data at field level from the ILO's tripartite stakeholders (ministries, employers' organizations and trade union confederations).

Between 15 and 20 entities in each country were surveyed through semi-structured interviews in order to identify the ten trades in which the greatest number of migrants were working and in which recognition of their skills and/or qualifications would give them access to better-paid and more secure jobs.

Using both secondary data and primary data provided by national stakeholders in the three countries, a list of the trades that were most often mentioned and most relevant to the present study was established.

This preliminary list was sent to the national stakeholders so that they could approve the selection process, comment and propose changes. Some 20 institutions in the three countries reviewed the trades proposed and suggested several changes based on their knowledge of the migration situation and on the supply of and demand for skills in the proposed trades.

Table 2: List of the ten trades proposed by the consultant on the basis of field studies

No.	Economic sector	Trades proposed	Ghana	Nigeria	Togo
1	Construction	**Masonry/Bricklaying**	Masonry	Masonry and bricklaying	Masonry and bricklaying
2		**Carpentry**	Plaster of Paris (POP) ceiling installation and plastering	Carpentry and upholstering	Carpentry
3		**Plumbing**	Carpentry (with specialty in roofing, furniture)	Plumbing	Plumbing
4		**Plaster of Paris (POP) ceiling installation and plastering**	Crane operation/ truck driving	Painting	Construction electricity
5		**Construction equipment operation**	Glass door and window manufacturing	Plaster of Paris (POP) installation	Plaster of Paris (POP) ceiling installation and plastering
5 (alt.)		**Construction electricity**		Electrical installation	Construction equipment operation
6	Agriculture	**Labour/Soil preparation**	Ploughing, weeding and soil preparation	Land preparation	Farming
7		**Seed nursery work**	Seed nursery work/planting	Logging	Poultry farming
8		**Poultry farming**	Crop care (spraying, dressing)	Weeding	Seed nursery work
9		**Harvesting**	Composting	Poultry farming	Fish farming
10		**Plant protection**	Harvesting	Harvesting	Plant protection

In the construction sector, the consultant's choices were almost unanimously approved by the national stakeholders; 16 entities expressed their approval, three made no specific objections and only one disagreed. However, four entities proposed that "construction electricity" be replaced by "construction equipment operation". The principal argument in favour of this change was the large number of electricians on construction sites and the high percentage of migrants among them. It was also said that vocational training in construction electricity was far more available and institutionalized than training in construction equipment operation, which was recently introduced, short-term (a few weeks of intensive training) and provided by private vocational training centres. In their remarks, the national stakeholders also emphasized the versatility of the masonry trade, which also included the making and laying of bricks and other construction aggregates.

In the agriculture sector, the list of trades proposed by the consultant was also widely approved (17 national stakeholders approved them and three had no specific objections). The principal suggestions concerned the need for a clear definition of the agricultural trades in which workers were, by nature, relatively versatile and tasks overlapped. This was particularly important if it was desired at a later stage to identify, at the national level, the vocational training that best provided the skills required by a given trade. There were different understandings of the term "harvesting", which was not viewed as a trade in Togo but was more widely recognized in Ghana and Nigeria. This difference was attributed to, among other things, the size and mechanization of agricultural undertakings, which were far greater in the two English-speaking countries, whereas Togo was still characterized by family subsistence farming and harvesting that did not require the use of paid labour. The importance of this work for Ghana and Nigeria (the primary immigration countries) justified keeping it on the list of the ten selected trades.

Once this list had been approved, the second stage of the study could begin. It entailed first a comparison of the three countries' National Qualification systems and then a comparison of the OSs and training programmes for the ten selected trades.

Comparison of national qualification systems

The purpose of this section is to compare the national qualification systems (NQSs) of three ECOWAS countries: Ghana, Nigeria and Togo. This general comparison will be used to identify the similarities and differences between their respective NQSs and to consider the most effective ways of promoting reciprocal recognition of their qualifications.

Before proceeding with this comparison, it is important to note that this group of three countries is not homogeneous and that a country such as Togo, with a population of about 8 million, is very different from Ghana (with 30 million inhabitants)[4] and even more so from Nigeria, the most populous country in Africa (200 million inhabitants).[5] The following differences should also be mentioned:

- **official language**: Togo is a French-speaking country and a member of the International Organization of la Francophonie, whereas Ghana and Nigeria are English-speaking countries and members of the Commonwealth;
- **level of economic development**: Togo is a Least Developed Country (LDC) with a gross domestic product (GDP) per capita of USD679, whereas Ghana and Nigeria are middle-income countries with per capita GDPs of USD2,202 (Ghana) and USD2,028 (Nigeria). Consequently, their business fabrics, labour markets and conditions of employment have different characteristics; and
- **political system and degree of decentralization**: Togo and Ghana are both presidential republics and have highly centralized systems in which the majority of decisions are taken and responsibilities held at the national level. Nigeria is a federal republic comprising 36 states that have considerable autonomy with regard to governance and specific responsibilities.

Taken together, these differences have a great impact on the characteristics of their education systems in general and, more specifically, on their NQSs, which do not have the same level of development, complexity and institutionalization. Despite these differences, a comparison is presented in table 3 which looks at the main aspects of their qualifications systems.[6]

National Qualification Frameworks (NQFs)

Both Ghana and Nigeria have developed their own NQFs and have been implementing them for several years. These NQFs are largely based on those developed in other Commonwealth countries (United Kingdom and South Africa). They are a tool for the development, classification and recognition of skills, know-how and knowledge acquired throughout the multi-level training process and can thus be used to classify the skills levels required by a given trade from the lowest to the highest level.

Ghana's NQF, the Ghanaian TVET Qualification Framework, was developed as part of a Japan International Cooperation Agency (JICA) support programme designed to strengthen the country's TVET system. This NQF was approved and officially promulgated by Parliament prior to implementation. Its goals are: (i) to bring together all post-basic vocational training within a unified qualification framework; (ii) to facilitate TVET learners' access to higher levels of education and training; (iii) to improve the quality of the training provided by establishing and following uniform standards of practice in the various trades; (iv) to promote and facilitate access to life-long learning for all, especially operators in the informal economy.[7]

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[4] Data drawn from the World Bank at https://data.worldbank.org/indicator/SP.POP.TOTL?locations=GH (accessed 10 February 2021).

[5] Data drawn from the World Bank at https://data.worldbank.org/indicator/SP.POP.TOTL?locations=NG (accessed 10 February 2021).

6 Table 3 was prepared on the basis of discussion with the three countries' national stakeholders and suggestions made by specialists in the ILO's Skills and Employability Branch.

[7] See the Ghanaian NQF at: https://cotvet.gov.gh/qualification-framework/.

Table 3: Comparison of NQFs in Ghana, Nigeria and Togo

	Ghana	Nigeria	Togo
National Qualification System [8]	**Has an National Qualifications Framework (NQF)** which is unified and includes all education sub-sectors and qualification levels	**Has a National Qualifications Framework (NQF)** which is unified and includes all education sub-sectors and qualification levels	Togo's qualification system falls into several sub-systems. Togo does **not yet have an NQF**.
Principal entities in charge of TVET	One principal entity, the Council for Technical and Vocational Education and Training (COTVET), coordinates and regulates the various bodies involved in TVET.	One principal entity, the National Board for Technical Education (NBTE), coordinates and regulates the various bodies involved in TVET.	The ministry in charge of TVET, through its technical departments (the Department of Technical Secondary Education (DEST) and the Department of Vocational Training and Apprenticeships (DFPA)) and the sectoral ministries (e.g. the Ministry of Agriculture) which have their own vocational training centres but face challenges regarding the definition of their roles and responsibilities
Pedagogical approach	The NQF indicates that all officially recognized training must be delivered using the **competency-based approach**. In practice, this is true of the vast majority of training.	The NQF states that all officially recognized training must be delivered using the **competency-based approach**. In practice, this is true of the vast majority of training.	Several pedagogical approaches are used, including the content-based approach, the competency-based approach and the developing-a-curriculum (DACUM) method. There may be several occupational and training standards for a given trade, a fact that leads, in practice, to a lack of clarity and transparency in training programmes.
Qualification level	An NQF based on eight qualification levels[9]	An NQF based on six qualification levels	Several vocational qualification levels (completion of apprenticeship certificate (CFA), vocational qualification certificate (CQP), vocational competence certificate (CAP), Technician's Diploma (BT) or vocational baccalaureate (BAC pro) and Advanced Technician's Diploma (BTS)), but they are not contained in a single NQF that specifies the equivalences between them.

[8] For more information on the difference between national qualification systems and frameworks, see Ron Tuck, *An Introductory Guide to National Qualifications Frameworks: Conceptual and Practical Issues for Policy Makers* (Geneva: ILO, Skills and Employability Department 2007).

[9] National Proficiency I, National Proficiency II, National Certificate I, National Certificate II, Higher National Diploma (HND), Bachelor of Technology (B. Tech.), Master of Technology (M. Tech) and Doctor of Technology (D. Tech).

	Ghana	Nigeria	Togo
Flexibility of training pathways	A high level of flexibility with the option to follow a multi-stage training pathway in order to rise progressively through the various qualification levels	A high level of flexibility with the option to follow a multi-stage training pathway in order to rise progressively through the various qualification levels	Little flexibility and few options to follow a long-term training pathway in the TVET sub-sector Many gateways between levels are absent and/or non-operational.
Links with the general education system	Yes, with several levels of qualification (low, intermediate and advanced)	Yes, with several levels of qualification (low, intermediate and advanced)	Only at the initial level, after which there is no bridge to/equivalence with the intermediate and higher levels.
Links with the labour market's skills needs (private sector)	Effective partnership with the Council of Business Sectors (CBS)[10] and cooperation with professional associations (for microenterprises) with regard to dual apprenticeships	Effective partnership with the Council of Business Sectors (CBS)	A formal partnership agreement pursuant to the Public–Private Charter, signed in 2011. In practice, however, the Charter is seldom implemented and the links between training and employment remain problematic.
Evaluation method	An ongoing evaluation process (module by module) based on five principles: Validity, Reliability, Fairness, Flexibility and Sustainability	An ongoing evaluation process (module by module)	A final examination based on a joint evaluation method (theory and practice)
Principal challenges faced by the qualification system	A quantitative/qualitative mismatch between skill supply and demand, failure to fund the entities in charge of TVET, irregular updating of training standards and regional disparities in access to vocational training	Gender inequality, a training infrastructure inappropriate to the most complex trades, the need for additional trainers, a lack of financial resources and the need to incorporate information and communications technology (ICT) into teaching methodologies	Fragmented management of the vocational training system, poor inclusion of the private sector, lack of infrastructure and human resources, minimal funding for TVET and outdated training standards

Nigeria's NQF, the Nigerian Skills Qualification Framework is a system for the development, classification and recognition of skills and knowledge acquired by individuals, regardless of where and how they are acquired. The system clearly indicates the skills that learners must acquire and put into practice in the classroom, on the job, or in an informal learning environment. This qualification framework facilitates comparison of the levels of different qualifications and indicates pathways from one level to another. Its principal objectives are (i) to ensure the quality, status, relevance and validity of vocational training programmes; (ii) to make it easier for enterprises (employers) to recruit workers with skills required for the job; (iii) to build bridges between informal means of learning a trade, short on-the-job training courses and formal training programmes offered by the ministry in charge of TVET; (iv) to narrow the gaps between what vocational training graduates' skills level and the skills and knowledge required by enterprises; (v) to overcome the limited duration of TVET training pathways and ensure a better match between the supply of and demand for training (which has, to date, far exceeded the supply).[11]

[10] This term comes from the Council of Business Sectors (CBS) and applies in the case of Ghana and Nigeria.

[11] For more information, see the National Board of Technical Education website at: https://net.nbte.gov.ng/nsqf#:~:text=Nigerian%20Skills%20Qualification%20Framework%20(NSQF,training%20or%20skill%20was%20acquired.

This brief description of Ghana's and Nigeria's NQFs shows that they have largely similar objectives and structure. This facilitates comparison between them and increases their compatibility and potential for mutual recognition in the predetermined number of trades and training programmes (in the construction and agriculture sectors) that are targeted by this study.

Togo, however, has yet to establish an NQF although the need to do so has been expressed in reports.[12] Its national qualification system suffers from an absence of linkages and of unified, coordinated management. The TVET system is divided into two subsectors:

- *technical education* under the aegis of the DEST, which offers training leading to the qualifications CAP, BEP and Bac Pro; and
- *vocational training* under the aegis of the DFPA, which offers training leading to qualifications CFA, CQP and the vocational qualification diploma (BQP).

This division is all the more detrimental in that there are no links or gateways between the two subsectors, each of which has its own specific management system. In order to overcome these barriers to the development of a more homogeneous and integrated TVET system, the ministry in charge of TVET, with technical and financial support from the UNESCO CapED project, plans to develop its own TVET-specific framework. The project also sustains an online Platform for the Mutualization of Vocational training Tools and Resources in partnership with UEMOA.[13]

Qualification levels

The establishment of qualification levels is important for defining progression along a training pathway and for facilitating the national and international equivalence of qualifications issued by different vocational training centres. Each qualification level therefore describes the qualification holders' skills, know-how and knowledge. This level descriptor suggests the type of work or tasks that qualification-holders are capable of performing in the exercise of their trade.

In the present report, the comparison of qualification levels will first focus on the two countries (Ghana and Nigeria) that have an NQF and have clearly established specific descriptors for each level. The following table compares the qualification levels of Ghana (8) and Nigeria (6):

Table 4 provides a well-defined schematic of the various qualification levels in Ghana and Nigeria, accompanied by clear, precise descriptors. Both are based on the NQFs of Anglo-Saxon countries and have a relatively similar structure. The only difference is at the level of higher education: Ghana distinguishes between the Bachelor's (level 6), Master's (level 7) and Doctorate (level 8) degrees whereas Nigeria includes all of them in level 6 of its NQF.

Despite this more or less similar overall framework, each of these two countries has a few specific features with regard to the entry conditions at the various levels and the existing bridges between general training and TVET. In order to take these features into account, the organizational framework for each of their NQSs must be presented in turn.

[12] See, among other things, the *Revue des politiques d'enseignement technique et de formation professionnelle au Togo* (Paris: UNESCO, 2017), which expressly recommends that an NQF be established in order to increase the clarity, transparency and integration of the TVET system.

[13] The decision to establish this platform was taken at the 8th Conference of UEMOA (WAEMU) Ministers of Employment and Vocational Training, held in Lomé in 2017. The platform is now operational (https://www.mutualisation.ccmefp-uemoa.org/) and provides access to over 50 training standards of WAEMU member countries.

Table 4: Comparison of qualification, descriptors and entry requirements in Ghana and Nigeria

(ISCED) level*	Ghana	Nigeria	Level descriptor
NQF level 1	National Proficiency I	Labour Trade Certificate 3	This qualification level confirms the acquisition of core skills in a specific trade, e.g. the ability to perform **routine, predictable tasks**. Certificate-holders work under **close supervision**.
NQF level 2	National Proficiency II	Labour Trade Certificate 2	This qualification level attests to acquisition of the core skills required for **routine, predictable and non-complex work**. Certificate-holders work under **limited supervision**.
NQF level 3	National Certificate	National Technical Certificate / Labour Trade Certificate 1	Certificate-holders perform complex or non-routine work and have a degree of **personal responsibility or autonomy**. They work under **minimal supervision**.
NQF level 4	National Certificate II	Advanced National Technical Certificate (ANTC)	Certificate-holders perform **complex, non-routine work**. They have personal responsibility and autonomy while doing so and are often required to **supervise or provide guidance to others**.
NQF level 5	Higher National Diploma (HND)	Higher National Diploma (HND)	HND-holders must be able to integrate and contextualize their skills and knowledge and apply them to a range **of complex vocational activities, some of which are unpredictable**. Their work entails planning, analysis and supervision with minimal guidance and requires a high degree of independent thought and judgment.
NQF level 6	Bachelor of Technology (B. Tech.)	Post Graduate diploma[14]	The B. Tech. qualification attests to the acquisition of **excellent technical skills**, conceptual knowledge and vocational aptitude in a wide range of activities. Their work is primarily self-directed and requires a **significant amount of thought**, strategizing and resource management.
NQF level 7	M. Tech. Bachelor of Technology (B. Tech.)		Doctors of Technology are capable of performing **many kinds of work**, most of which involve addressing complex issues and, in that connection, taking decisions for the use of specialists. They must demonstrate **independence and originality** in problem solving and be able to plan and implement tasks independently.
NQF level 8		Post Graduate diploma	The B. Tech. qualification attests to the acquisition of **excellent technical skills**, conceptual knowledge and vocational aptitude in a wide range of activities. Their work is primarily self-directed and requires a **significant amount of thought**, strategizing and resource management.

**International Standard Classification of Education (ISCED) level*

Ghana

The National Proficiency (1 and 2) programme accepts all candidates, regardless of their level of prior training (no prerequisites). The first year Level 1 (NP1) involves learning core (general) skills that will facilitate subsequent understanding and acquisition of practical/vocational skills. Level 2 (NP2) is the continuation of NP1 and requires successful completion of the first year. NP graduates may either continue their vocational training or enter the labour market.

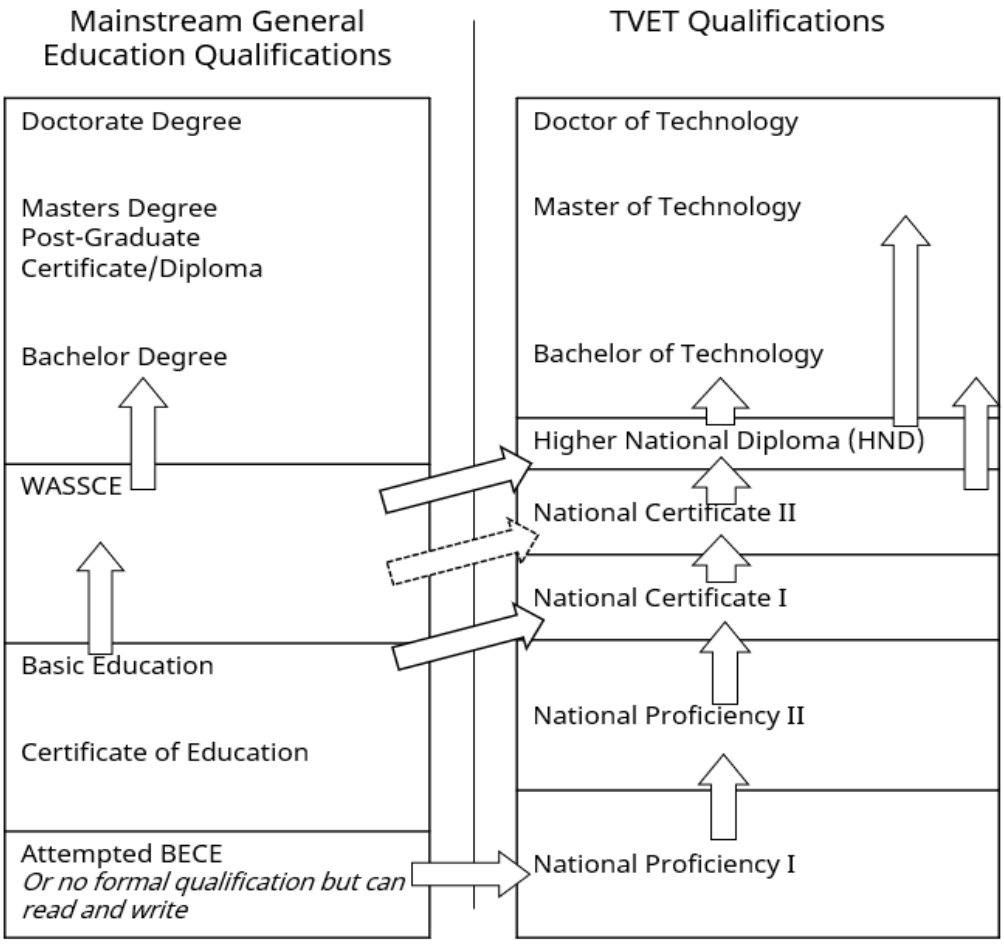
[14] In Nigeria's NCS, all of the university-level degrees (Bachelor's, Master's and Doctorate and Post Graduate Diploma) are placed in the highest level, level 6.

The National Certificate (1 and 2) programme accepts candidates who have passed the NP2 (TVET) programme or the Basic Education Certificate Examination (BECE); the latter is the final examination at the end of the first level of secondary school (nine years of education). Level 2 requires successful completion of the first year (NC1) or a passing grade on the West African Senior School Certificate Examination (WASSCE), the final examination at the end of the second level of secondary school (twelve years of education). Successful completion of the NC2 is a prerequisite for the Higher National Diploma (HDN) programme and the Business and Technology Education Council (BTEC) programme. Graduates may also enter the labour market as qualified workers.

The Higher National Diploma (HND) serves as a bridge between the secondary and post-secondary TVET levels. It also allows those who have passed the WASSCE (general education) to enrol in post-secondary technical education. Like general higher education, post-secondary technical education is divided into three levels: Bachelor's (B. Tech.), Master's (M. Tech.) and Doctorate (D. Tech.).

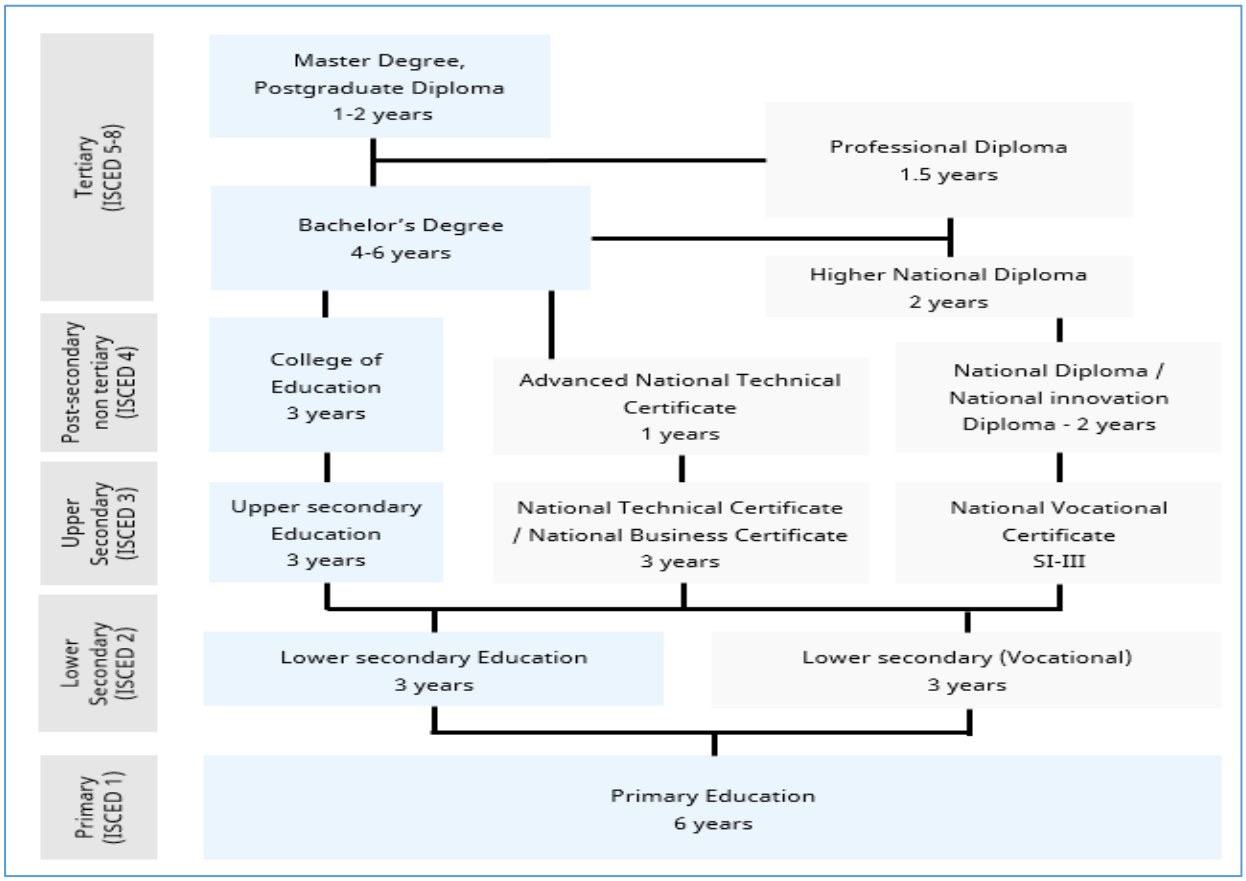
Ghana's NQF is well structured and facilitates long-term technical and vocational training through the various bridges between qualifications, and between these qualifications and the general secondary school (BECE and WASSCE) diplomas.

Figure 1: Organizational framework for the various levels of Ghana's NQF



Nigeria

Figure 2: Organizational framework for the various levels of Nigeria's NQF



The first qualification is the **Labour Trade Certificate (ISCED2)**. Anyone who has passed the Common Entrance Examination following the completion of primary school or has completed the final year of primary school (without passing the examination) is eligible for this three–year programme. Graduates may apply for the National Technical Certificate (NTC) programme or enter the labour market.

ISCED level 3 comprises three different training programmes:

- The one-to-three–year **National Vocational Certificate (NTC)** programme accepts applicants with the Labour Trade Certificate or the National Vocational Certificate (NVC) and graduates of the first level of general secondary school who have passed the Junior School Certificate Examination (JSCE).
- Commercial training programmes include the three–year **National Business Certificate (NBC)** programme and others at an equivalent level.
- Technical training programmes include the three–year **National Technical Certificate (NTC)** programme and others at an equivalent level.

ISCED level 4 comprises two training programmes:

- The one–year **Advance National Technical Certificate (ANTC)** programme accepts NTC- and NBC holders. Graduates of this programme may enrol in higher education.
- The two–year **National Diploma** programme accepts holders of the general education Senior School Certificate. Graduates of this programme may enrol in higher education.

ISCED level 5–6 comprises two higher education programmes culminating in the Higher National Diploma (a two–year programme) or the Professional Diploma (an 18–month programme).

The first qualification is the **Labour Trade Certificate (ISCED2)**. Anyone who has passed the Common Entrance Examination following the completion of primary school or has completed the final year of primary school (without passing the examination) is eligible for this three-year programme. Graduates may apply for the National Technical Certificate (NTC) programme or enter the labour market.

Togo

It is far more difficult to determine the hierarchy among Togo's qualifications, and even more difficult to establish equivalences with the various qualifications awarded in Ghana and Nigeria. For this reason, the various qualifications are presented without attempting to identify their equivalents in terms of level.

However, these qualifications are not interrelated and it is rare for learners to follow long-term, multi-stage training pathways within the TVET system. Theoretically, young persons with no previous training could obtain first a CFA and then a CQP, which would allow them to enrol in the BQP programme.[15] In practice, however, there are very few of these multi-stage training pathways because the training programmes are not necessarily homogeneous and this type of progression is not sufficiently promoted/valued by the vocational training centres. As a result, most young people simply obtain the qualification granted upon completion of the programme in which they are enrolled and have no desire for further training. This absence of bridges/equivalences is undeniably one of the major weaknesses of Togo's NQSs, which does not adequately function as an integrated system.

Pedagogical approaches

Both Ghana's and Nigeria's NQSs were developed on the basis of the competence-based training (CBT) approach and require that all existing and recognized training programmes be based on this method at all qualification levels. In practice, however, the goal is to verify that all training standards are in fact designed and implemented in accordance with the CBT approach to determine whether the former training standards are still in use in the various vocational training centres and approved by the ministry in charge.

CBT is based on several guiding principles that govern the form and content of training programmes: (i) it is divided into value units corresponding to the matrix of specific skills to be acquired over the course of the training programme; (ii) it provides a flexible training process that can be adapted to the learner's needs and objectives; (iii) it includes a specific number of levels so that learners can visualize their progress and the objectives to be achieved in the future; (iv) it encourages the acquisition of practical vocational skills rather than general theoretical knowledge that is of limited use in the work environment; (v) it requires the involvement of different types of stakeholder (public/private partnerships) so that OSs can be established or adjusted in response to technological and economic developments and training standards can be modernized in light of the skills required by the labour market. This ongoing harmonization of pedagogical approaches in Ghana and Nigeria has had a positive impact on the quality, credibility and attractiveness of their training programmes and qualifications.

In contrast to these standardized pedagogical approaches, **several pedagogical approaches co-exist and overlap** in Togo. For many years, its training standards used a content-based approach, which focused primarily on theoretical knowledge rather than skills. This had not changed until recently, when the ministry in charge of TVET decided to modernize its training standards by focusing on the CBT approach in order to strengthen the practical component of its training programme.

[15] The BQP is recognized in theory by the Ministry of TVET. In practice, no BQP training is currently provided by TVET institutions in Togo.

Table 5: Presentation of Togo's qualifications with an attempt to assign level descriptors

Togo	Level descriptor	Admission criteria
Completion of apprenticeship certificate (CFA)	This qualification level attests to the acquisition of core skills in a specific trade, e.g. the ability to perform **routine, predictable tasks**. Certificate-holders work under **close supervision**.	No prerequisites
Vocational qualification certificate (CQP)	This qualification level attests to acquisition of the core skills required for **routine, predictable and non-complex work**. Certificate-holders work under **limited supervision**.	Primary school diploma (CEPE) or completion of primary school (six years of education)
Vocational competence certificate (CAP)	Certificate-holders perform complex or non-routine work and have a degree of **personal responsibility or autonomy**. They work under **minimal supervision**.	Primary school diploma (CEPE)
Technician's Diploma (BT)	Diploma-holders perform **complex, non-routine work**. They have **personal responsibility and autonomy** while doing so and are often required to **supervise or provide guidance to others**.	Lower (first level) secondary school diploma (BEPC) (ten years of education)
Technical Baccalaureate (BAC) Diploma G1, G2, T1, T2, T3, etc.)	BAC-holders must be able to integrate, contextualize and apply their skills and knowledge to a range **of complex vocational activities, some of which are unpredictable**. Their work entails planning, analysis and supervision with minimal guidance and a high level of independent thought and judgment.	Lower (first level) secondary school diploma (BEPC) (ten years of education)
Advanced Technician's Diploma (BTS)	The B. Tech. qualification attests to the acquisition of **excellent technical skills**, conceptual knowledge and vocational skills in a wide range of work activities. Their work is primarily self-directed and requires a **significant amount of thought**, strategizing and resource management.	General or Technical Baccalaureate (13 years of education)

The country is thus in a transitional phase, where new training programmes are being developed using the CBT approach and co-exist with other programmes that follow the older format. This juxtaposition may be seen both between trades and in a specific trade, for which training according to several existing training standards may be offered. This complexity is aggravated by the fact that in recent years, the German Agency for International Cooperation (GIZ) has developed new training standards (including in the construction and agriculture sectors) using the developing-a-curriculum (DACUM) method. This method also focuses on the learner's acquisition of practical skills and, to that end, divides the know-how required for performance of the tasks required for mastery of a trade into even smaller units; in the case of a carpenter, for example, three successive training modules involve making, a chair, a table and a door. The increased number of these training standards is contingent on proper management of the TVET system, involvement of the social partners, establishment of equivalences and bridges between levels, and ensuring that these new standards reflect the skills needs expressed by labour market stakeholders (potential recruiters).

To summarize, a comparison of the three countries' national qualification systems shows that there are several similarities between those of Ghana and Nigeria in terms of levels, pedagogical approaches (CBT) and management style (a single public body responsible for the entire system). All of these similarities facilitate our attempt to compare their occupational standards and training programmes for the ten selected trades. In contrast, Togo's NQF is less structured, interconnected and unified and it will thus be more difficult to compare its specific characteristics with those of the other two countries. This overall difficulty justifies the decision to select a small group of trades (10) and to compare the three countries' training standards in concrete terms. This will allow us to better assess the feasibility of an attempt to improve the clarity of these training programmes, establish equivalences between the occupational standards specific to the ten trades, and move towards mutual recognition and/or harmonization of skills and qualifications.

Comparison of the occupational and training standards for the ten selected trades (Ghana, Nigeria and Togo)

In order to compare the standards for the ten selected trades, the consultant requested the national stakeholders provide documents to determine the skills required by the trade in question, the available training levels, the content of the training programmes (organization of the various modules and of the skills taught in each of them) and the evaluation methods used. This was carried out remotely (owing to the current health situation) and the documents received are presented in table 6.

Table 6: Lists of documents on ten selected trades from the three countries

No.	Sector	Trades selected	Ghana	Nigeria	Togo
1	**Construction / Building and public works (BPW)**	Mason and bricklayer	Occupational standards (National Proficiency (NP)1 and 2)	Occupational profile (L1, L2 and L3)	Vocational competence certificate (CAP) in masonry
2		Carpenter	No occupational standard	Occupational profile (L1, L2 and L3)	CAP in carpentry
3		Plumber	Occupational standards (NP1 and 2)	Occupational profile (L1, L2 and L3)	CAP in plumbing
4		Plaster of Paris (POP) ceiling installer and plasterer	No occupational standard	No occupational standard	CAP in plastering
5		Construction electrician	Occupational standards (NP1 and 2)	No occupational standard[16]	CAP in construction electricity
6	**Agriculture**	Plougher, weeder and soil preparer (manual and mechanized labour)	No occupational standard	Occupation standards for agricultural implements and mechanics	No occupational standard

[16] This occupational standard was provided by the national stakeholder, the Nigerian National Board for Technical Education (NBTE), at the very end of the present study and was therefore not used in the comparisons included in the report.

No.	Sector	Trades selected	Ghana	Nigeria	Togo
7		Seed nursery worker/planter (including grain seedlings)	No occupational standard	No occupational standard	2 training manuals (DACUM)
8		Poultry farmer	Occupational standards Poultry (NC1)	No occupational standard	1 apprentice-ship guide 2 training manuals (DACUM)
9		Agricultural labourer (harvester)	There are no officially-recognized occupational standards or training materials for this trade.		
10		Plant protection officer	No occupational standard	No occupational standard	1 skills chart 1 apprentice-ship guide 2 training manuals (DACUM)

It has to be pointed out that it was far easier to gather documents for the construction sector, where trades are widely known, delineated and well covered by vocational training, than for the agriculture sector, where vocational training needs to be better promoted and recognized. Ultimately, based on the documents received by the end of October, it proved possible to compare OSs and training programmes for four trades in the construction sector (masonry, wood-working, plumbing and construction electricity) but only one trade in the agriculture sector (poultry farming). For this reason, these five trades will be compared in the present report on the basis of the documents provided by at least two, and sometimes three countries. The collection from national stakeholders of documents for other trades is still under way and these trades may be compared at a later date.

This trade-by-trade comparison will begin with the qualifications in use in the three countries and will then examine the content of their training programmes with a focus on the types of skills taught (general/portable skills, trade-specific skills and managerial skills, including and/or in relation to the employment of young graduates).

Trade No. 1: Mason/Bricklayer

For this trade, the current occupational and training standards for the three countries studied will be compared through a brief presentation of the various standards recognized by the entities in charge of TVET and provided by the national stakeholders. The country-specific descriptors will then be compared in order to identify the similarities and differences between their training programmes.

Nigeria's training standard

Nigeria recently reviewed its training standard for the various qualification levels of the masonry trade. This standard was prepared and endorsed by the Federation of Construction Industry in 2019 with technical support from the GIZ.

The standard is based on a three-year, three-level training process through which learners can advance from assistant mason (level 1) to mason (level 2) and assistant senior mason (level 3). The level 1 and level 2 training modules are closely linked and have a similar structure based on generic learning modules (3) on proper conduct and good practice on construction sites and the technical skills required acquired during the first year. Graduates of these two years of training are able to construct simple buildings (one-family homes and single-storey buildings). Level 3 of the training (assistant senior mason) expands the skills acquired during the first two years with regard to the planning of work, supervision of minimally qualified or unqualified workers (labourers) and execution of more complex and diversified tasks (e.g. preparation for the construction of

multi-storey buildings, plastering and rendering, and verification of waterproofing). This level may also include specialization in decorative mouldings and/or flooring (e.g. patios).

Table 7: Comparison of the masonry qualifications awarded in the three countries

	Ghana	Nigeria	Togo
Qualification level	NP1 and 2 in bricklaying and tile-setting	Labour Trade Certificate in masonry	Vocational Competence Certificate (CAP) in masonry
Application requirements	National Proficiency 1: No application requirements (open to all) National Proficiency 2: Successful completion of the first year	Labour Trade Certificate 1: Primary school diploma (Common Entrance Examination (CEE)) or completion of the final year of primary school Labour Trade Certificate 2: Successful completion of level 1 Labour Trade Certificate 3: Successful completion of level 2	CAP: Open to holders of the completion-of-primary school certificate (CEPE)
Length of the training programme	National Proficiency (three–year programme)	Labour Trade Certificate (three–year programme)	CAP (two–year programme)

Table 8: Brief description of the modules from the three levels of masonry training in Nigeria

Trade (training level)	Occupational standard	Modules taught during the training
Assistant mason (ISCED 1) **1 year**	Assistant masons and equivalent workers help masons to lay bricks and set pre-cut stone and other types of building blocks in mortar in order to build and repair walls, partitions, arches and other structures.	**7 modules** • **3 generic modules** on conduct/practices on building sites • **1 module** on the understanding and maintenance of building materials • **3 practical modules** on excavations/foundations, preparation of building materials (bricks, stone blocks, etc.) and installation of scaffolding
Mason (ISCED 2) **1 year**	Masons and equivalent workers help masons to lay bricks and set pre-cut stone and other types of building blocks in mortar in order to build and repair walls, partitions, arches and other structures.	**7 modules** • **3 generic modules** on conduct/practices on building sites (reinforcement of the first–year modules) • **4 practical modules** on the use of building materials, expansion of masonry structures, finishing and building rectification/repair
Assistant senior mason (ISCED 3) **1 year**	Assistant senior masons work under the supervision of a senior mason on various types of more complex project, such as residential and commercial buildings.	**10 modules** • **4 generic modules** on the supervision of proper occupational safety and health (OSH) conduct/practices on building sites, communication and teamwork, and planning and estimating workloads • **4 practical modules** on preparations for special and complex construction, multi-storey buildings, plastering and rendering and verification of waterproofing • **2 optional modules** on the installation of decorative mouldings and patios

Ghana's training standard

Ghana, too, has recently reviewed its training standard for the block-laying and tiling trade. This review was conducted in 2019 with funding from the Ghana Skills Development Initiative (GSDI), financed by the GIZ and designed to increase the employability of apprentices, workers and master craftspersons in various informal handicrafts trades. Graduates of the two–year training programme have the rank of block-layer/tile-setter. Table 9 provides a brief description of the training modules taught during these two years.

Table 9: Brief description of the modules from the two levels of masonry training in Ghana

Trade (training level)	Occupational standard	Modules taught during the training
Block-layer/tile-setter 1 year (ISCED 1)	Masons/tiler-setters lay bricks and set pre-cut stone and other types of building blocks in mortar in order to build and repair walls, partitions, arches and other structures. They may also tile different types of surface and/or siding.	**11 modules** • **3 generic modules** on conduct/practices on building sites • **1 module** on the understanding and maintenance of building materials • **5 practical modules (introduction)** on the preparation of building materials (bricks, stone blocks, etc.), stone-cutting, wall-building, building surveying and technical drawing • **2 optional modules** on calculation of the materials required for tile-setting (estimates), plastering and rendering
Block-layer/tile-setter 2nd year (ISCED 2)		**11 modules** • **9 practical modules (consolidation)** on the preparation/mixing of mortar with building materials (bricks and stone blocks), building measurement, block-laying, preparation of surfaces to be tiled, drawing technique, soil-marking, levelling and understanding of construction plans • **2 optional modules** on plastering, rendering and slab-laying

This two–year training programme is versatile; it includes know-how and practice for both the block-laying and the tile-setting trade. The first year provides more theoretical knowledge relating to a general understanding of the trade and the specific characteristics of construction sites, while the second year focuses entirely on the practical skills required by the trade.

Togo's training standard

The training programme for the masonry trade is at the CAP level. The current training standard was developed by the ministry in charge of TVET's Pedagogy and Programmes Department in 2016. The standard entails two years of training and includes 22 modules comprising 155 value units and 2,160 course hours, divided between general (315 hours) and practical (1,845 hours) skills. In line with the CBT standards, about 85 per cent of the training is practical and 15 per cent general as shown in table 10.

Table 10 shows that general instruction is provided at the beginning (first year) in order to give learners a basic understanding of the trade, and at the end (second year) of the training in order to prepare them to enter the world of work (enterprise management, jobseeking). In order to increase the employability of young people, the training also includes a 480-hour (three–month) internship in an enterprise.

The practical skills taught through this training are designed to produce versatile masons who can perform the following groups of tasks:

- preparation of building materials/aggregates (mortar, bricks and stone);
- installations (earthwork, foundations);
- various types of concrete work (building walls and staircases);
- finishing work (plastering, joints, tiling); and

- laying paving blocks and curbs and installing drains and septic tanks.

The end-of-training modules on enterprise management and jobseeking prepare masons for employment with a BPW enterprise or for self-employment as an entrepreneur. The internship is thus an ideal point of departure for either of these alternatives.

Table 10: Togo's two–year CAP training programme in masonry

Number	Name of the module	Type of skill	Value units
1	General knowledge of the trade and the training	Key vocational skills	2
2	Maintaining a safe work environment	Key vocational skills	2
3	Communicating in the workplace	Key vocational skills	3
4	Reading a plan	Practice	4
5	Cement-based materials	Practice	5
6	Clay-based bricks	Practice	6
7	Freehand drawing (sketches)	Practice	3
8	Installations	Practice	6
9	Earthwork	Practice	6
10	Wall-building	Practice	8
11	Microenterprise personnel management	Key vocational skills	3
12	Concrete work	Practice	7
13	Finishing work	Practice	8
14	Staircases	Practice	8
15	Installation of a septic tank with inspection window	Practice	8
16	Laying paving blocks and curbs	Practice	8
17	Drains	Practice	7
18	Construction of a sump in sandy soil	Practice	7
19	Financial management of a microenterprise	Key vocational skills	4
20	Launching a microenterprise	Key vocational skills	5
21	Jobseeking	Key vocational skills	2
22	Employment (end-of training internship)	Practice	32
TOTAL			**144**

Comparison of the three countries' training standards

This description of the three countries' training standards for the masonry trade shows that there are many similarities, particularly if focus is placed on the first two years of training culminating in the title of "mason".

Similarities

In all three countries, the training standard is based on a combination of general instruction (a smaller proportion) and practical know-how (the majority), following the CBT guidelines. Most of the theoretical knowledge is provided at the beginning of the first year in order to familiarize the learner with the characteristics of the trade and proper conduct on a building site with regard to the use of materials, protection equipment (OSH) and cooperation with other members of the site team. The skills taught are versatile in nature and give learners a general understanding of the various tasks to be performed at

successive stages of the construction of a simple building. In Ghana and Nigeria, optional modules provide more in-depth knowledge of various finishing tasks, some of which may virtually constitute a separate trade (mouldings, plastering and rendering, and flooring). Over and above these common features, which show that the three countries have a relatively similar definition/delimitation of the masonry trade, an analysis of their training standards reveals that each has a few specific characteristics.

Specific characteristics

Nigeria offers advanced level 3 (ISCED) training that graduates assistant senior masons. This additional year focuses on the mastery of more complex tasks in the construction of multi-storey residential buildings and shopping centres. Mastery of these more demanding tasks reflects a recent change in the country's construction market, which is increasingly urban with many new blocks of flats.

Ghana combines the trades of block-layer and tile-setter and several modules are aimed at mastery of the tasks associated with this trade. This specialty also focuses heavily on the current construction style in Ghana, where the use of cut stone is more common and has given Ghanaian masons a reputation in the subregion.

Togo, on the other hand, offers a two–year training programme with no variation from year to year (continuity of content), whereas Ghana and Nigeria grant one qualification upon completion of the first year and another after the second year. Togo's training programme includes more instruction in enterprise launching and management and jobseeking. Togo is also the only country that specifically includes a three–month internship in an enterprise in its training programme.

Table 11: Comparison of modules included in competency standards for masonry

Training level	Type of skill	Modules	Ghana (units)	Nigeria	Togo (units)
2 initial years of training (level 1 and 2)	General/portable skills	General knowledge of the trade	X (3)	X	X (2)
		Maintaining a safe work environment	X (3)	X	X (2)
		Communicating in the workplace	X (3)	X	X (3)
	Practical skills: Preparation for construction work	Knowledge of work tools/instruments	X (3)	X	
		Building materials	X (6)	X	X (11)
		Site preparation	X (3)	X	X (12)
		Estimates and measurements	X (3)		
		Technical drawing	X (9)	X	X
	Practical skills: Execution of construction work	Wall-building	X (3)	X	X (8)
		Concrete work	X (3)	X	X (7)
		Finishing work	X (3)	X	x (8)
		Plastering and rendering	x (3)		
		Wall repair		X	
		Laying paving blocks and curbs			X (8)
		Tile-setting	x (10)		
	General Skills (employment)	Installation of a waste water drainage system			X (22)
		Microenterprise management	X (3)		X (9)
		Jobseeking			X (2)
		Internship in an enterprise			X (32)
		Total number of value units	(66)		(144)*[17]

[17] In Togo, one value unit is equivalent to 15 hours of content. The total length of the training programme in masonry is 2,160 hours.

Training level	Type of skill	Modules	Ghana (units)	Nigeria	Togo (units)
A third year of training (level 3)	General/portable skills	General knowledge of the trade and the construction sector		X	
		Maintaining a safe work environment		X	
		Communicating in the workplace		X	
	Practical skills: Preparation for construction work	Special preparation for construction		X	
	Practical skills: Execution of construction work	Complex construction work		X	
		Interior and exterior plastering		X	
		Waterproofing		X	
		Mouldings		X	
		Flooring		X	

Trade No. 2: Plumbing

For this trade, the current occupational and training standards for the three countries studied will be compared through a summary of the training standards recognized by the entities in charge of TVET and provided by the national stakeholders. The country-specific descriptors will then be compared in order to identify the similarities and differences between their training programmes.

Table 12: Brief description of training programmes in plumbing

	Ghana	Nigeria	Togo
Qualification level	National Proficiency (1 and 2) in plumbing	Labour Trade Certificate in plumbing	Vocational competence certificate (CAP) in plumbing
Application requirements	**National Proficiency 1**: No application requirements (open to all) **National Proficiency 2:** Successful completion of the first year	**Labour Trade Certificate 1**: Primary school diploma (CEE) or completion of the final year of primary school **Labour Trade Certificate 2:** Successful completion of level 1 **Labour Trade Certificate 3:** Successful completion of level 2	**CAP:** Applicants must have completed the first level of secondary school (five years of education).
Length of the training programme	National Proficiency (two–year programme)	Labour Trade Certificate (three–year programme)	CAP (three–year programme)
Date of preparation of the training standard	2019, using the CBT approach	2020, using the CBT approach	2011, using the CBT approach
Source documents	Occupational standard	Occupational standard	Training standard

Nigeria's occupational/training standard

Nigeria recently reviewed its training standard for the plumbing trade. This standard was developed in 2019 and endorsed by the Federation of Construction Industry in 2020 with technical and financial support from the GIZ. It is based on a three–year, three-level training process through which learners can advance from assistant plumber (level 1) to plumber (level 2) and assistant senior plumber (level 3). For a description of the occupational standard and the modules taught, see table 12.

The level 1 and 2 training modules are closely linked and have a similar structure based on generic learning modules (3) on proper conduct and practice in plumbing. The second–year modules consolidate the basic skills acquired during the first year. Learners who have completed these two years of training are able to perform basic plumbing work. Level 3 of the training (assistant senior plumber) expands the skills acquired during the first two years with regard to the planning of work, supervision of minimally qualified or unqualified workers (labourers) and execution of more complex and diversified tasks (e.g. type of equipment and complexity of piping systems).

Table 13: Brief description of the modules from the three levels of plumbing training in Nigeria

Trade (training level)	Occupational standard	Modules taught during the training
Assistant plumber (ISCED 1)	Assistant plumbers help plumbers to assemble, install, repair and maintain piping systems, drains, gutters, conduits and related equipment for water, gas, drainage, sanitation, heating, cooling and ventilation.	Following the safety and health rules
		Communicating in the workplace
		Teamwork
		Basic plumbing
		Handling and storing materials
		Cutting and threading pipes
		Preparing the workplace
Plumber (ISCED 2)	Plumbers assemble, install, repair and maintain piping systems, drains, gutters, conduits and related equipment for water, gas, drainage, sanitation, heating, cooling and ventilation.	Communicating in the workplace
		Teamwork
		Following the safety and health rules
		Preparing a work plan
		Maintaining effective working relations
		Selecting and using power tools
Assistant senior plumber (ISCED 3)	Assistant senior plumbers assemble, install, repair and maintain piping systems, drains, gutters, conduits and related equipment for water, gas, drainage, sanitation, heating, cooling and ventilation.	Following the safety and health rules
		Communicating in the workplace
		Teamwork
		Inspecting and testing installations
		Maintaining systems and correcting problems
		Supervising pump operation and maintenance
		Using power tools
		Installing systems, equipment and components
		Applying codes, manuals and specifications
		Organizing the work environment
		Cutting and threading pipes
		Preparing a workplan

Ghana's occupational/training standard

Ghana, too, has recently reviewed its training standard for plumbers. This review was conducted in 2019 with funding from the GSDI, financed by the GIZ and designed to increase the employability of apprentices, workers and master craftspersons in various informal handicrafts trades. Graduates of the two–year training programme have the rank of plumber. The training modules taught during these two years are described in table 14. This two–year training programme is versatile; it includes not only know-how and practice for the plumbing (pipe-fitting) trade, but also modules on repairing certain types of materials and equipment.

The first year provides more theoretical knowledge relating to a general understanding of the trade and the specific characteristics of plumbing work, while the second year focuses entirely on the practical skills required by the trade.

Table 14: Brief description of the modules from the two levels of plumbing training in Ghana

Trade (training level)	Occupational standard	Modules taught during the training
Plumber 1 year (ISCED 1)	Plumbers assemble, install, repair and maintain piping systems, drains, gutters, conduits and related equipment for water, gas, drainage, sanitation, heating, cooling and ventilation	Introduction to plumbing and gas
		Introduction to health security
		Basic hand tools
		Introduction to pipe-fitting
		Basic pipe-fitting
		Introduction to pipe brackets
		Basic mathematical measurement in plumbing
		Introduction to ventilation systems
		Introduction to sanitary fittings
		Introduction to sanitary appliances (mention the types)
		Introduction to drainage
		Introduction to water supply
Plumber 2nd year (ISCED 2)		Safety and health
		Hand tools and equipment
		Portable power tools
		Pipes and brackets
		Pipe connections
		Introduction to taps and valves
		Introduction to water supply systems
		Sanitary appliances and accessories
		Introduction to ventilation regulation
		Introduction to basic estimates
		Drainage

Togo's occupational/training standard

The training programme in plumbing is at the CAP level. The current training standard was developed by the ministry in charge of TVET's Pedagogy and Programmes Department in 2016 and entails two years of training with ten modules comprising 2,490 course hours. The training is highly theoretical and general in nature; 1,350 hours are devoted to classroom instruction, 1,140 hours to vocational skills and only 360 hours (less than 15 per cent of the total over the three years) to plumbing practice. With the exception of economics and

management, which are not taught during the first year, and computer science, which is not taught during the third year, the ten modules are identical for each of the three years.

Table 15 shows that most of the instruction over the three years of training is general in nature and that the practical component does not keep pace with the learning process. Clearly, this training standard, which is almost ten years old (2011), does not follow the CBT method.

Table 15: Togo's three–year CAP training programme in plumbing

	Training Years			
Subjects taught	**First year**	**Second year**	**Third year**	**Total**
French	75	75	75	225
English	60	75	75	210
Labour law/OSH	60	60	60	180
Mathematics	150	150	150	450
Economics and management		60	45	105
Physics	30	30	30	90
Computer science	45	45		90
General skills: subtotal	420	495	435	1 350
Plumbing technology	240	240	120	600
Plumbing practice	120	120	120	360
Industrial drawing	60	60	60	180
Vocational skills subtotal	420	420	300	1 140
Total hours	**840**	**915**	**735**	**2 490**

Comparison of the three countries' training standards

This description of the three countries' training standards for the plumbing trade clearly shows the difference between the programmes offered in Ghana and Nigeria, both of which focus heavily on practice, and the programme offered in Togo, which pays greater attention to theoretical and general knowledge at the expense of practical know-how, to which less than 50 per cent of the classroom hours are devoted. In light of the fact that Togo's pedagogical approaches are very different from those of the two English-speaking countries, it was considered preferable to limit comparison to Ghana and Nigeria.

Table 16 shows that there are several differences between the content of the two training programmes:

- Nigeria's programme places a greater emphasis on portable skills, particularly during the first year but also in the second year, whereas Ghana's programme devotes fewer modules to these skills;
- Ghana's programme modules are divided into smaller subjects than Nigeria's;
- Nigeria's content is more diversified than Ghana's and includes many introductory modules that can be used to acquire knowledge and skills on numerous aspects of plumbing.

Table 16: Comparison of the first two years of plumbing training programmes (Nigeria, Ghana)

Trade (training level)		Modules taught	Ghana	Nigeria
Assistant plumber 1st year (ISCED 1)	General/portable skills	Introduction to plumbing and gas	X	X
		Introduction to health safety	X	X
		Workplace communication		X
		Teamwork (plumbing)		X

Trade (training level)		Modules taught	Ghana	Nigeria
	Practical/specific skills	Basic hand tools	X	X
		Introduction to pipe-fitting	X	X
		Preparing the workplace		X
		Basic pipe-fitting	X	X
		Introduction to pipe brackets	X	
		Basic mathematical measurement in plumbing	X	
		Introduction to ventilation systems	X	
		Introduction to sanitary fittings	X	
		Introduction to sanitary appliances (mention types)	X	
		Introduction to drainage	X	
		Introduction to water supply	X	
Plumber 2nd year (ISCED 2)	General/portable skills	Safety and health	X	X
		Workplace communication		X
		Teamwork (plumbing)		X
	Practical/specific skills	Hand tools and equipment	X	
		Portable power tools	X	X
		Pipes and brackets	X	
		Pipe connections	X	
		Introduction to taps and valves	X	
		Introduction to water supply systems	X	
		Sanitary appliances and accessories	X	X
		Introduction to ventilation regulation	X	
		Introduction to basic estimates	X	X
		Drainage	X	

Trade No. 3: Woodworker/Carpenter

For the woodworking/carpentry trade, the current occupational and training standards for the three countries studied are compared in Table 17. This includes country-specific descriptors to identify the similarities and differences between training programmes. Unfortunately, although training in woodworking and carpentry is available in Ghana, an occupational or training standard for this country has not been received; for this reason, only the standards provided by the Nigerian and Togolese stakeholders will be compared.

Nigeria's occupational/training standard

The level 1 and level 2 training modules are closely linked and have a similar structure based on generic learning modules (3) on proper conduct and practice during woodworking, and particularly carpentry (to which much of the training programme is devoted). The second–year modules consolidate the basic skills acquired during the first year. Graduates of these two years of training are capable of basic carpentry (on construction and public work sites) and, to a much lesser extent, woodworking and cabinetry (construction of wood furniture). Level 3 of the training (assistant senior woodworker/ carpenter) expands the skills acquired during the first two years with regard to the planning of work, supervision of minimally qualified or unqualified workers (labourers) and execution of more complex and diversified tasks (e.g. framing, installing scaffolds and sliding doors, etc.).

Table 17: Brief description of woodworking/carpentry training programmes

	Ghana	Nigeria	Togo
Qualification level	Insufficient information (to be gathered)	Labour Trade Certificate in woodworking/carpentry	Technician's Diploma (BT) in woodworking
Application requirements		**Labour Trade Certificate 1**: Primary school diploma (CEE) or completion of the final year of primary school **Labour Trade Certificate 2:** Successful completion of level 1 **Labour Trade Certificate 3:** Successful completion of level 2	**Technician's Diploma (BT):** Applicants must have a secondary school diploma (BEPC), CAP or CQP
Length of the training programme		Labour Trade Certificate (three–year programme)	Technician's Diploma (three–year programme)
Date of preparation of the training standard		2020, using the CBT approach	2011, using the CBT approach
Source documents		Occupational standard	Training standard

Togo's occupational/training standard

The training programme for the carpentry trade in Togo culminates in a Technician's Diploma. The current training standard was developed in 2011 by the ministry in charge of TVET's Department of Pedagogy and Programmes. This training standard covers three years of training and includes ten subjects and a total of 2,790 course hours, divided between specific (1,860 hours) and portable or general (930 hours) skills. The programme is divided into 34 modules, varying in length from 30 to 480 hours (multiples of 15 hours). The following table shows that the majority of these three years of training is devoted to general instruction and that the practical component does not increase progressively during the learning process. It is clear that this training, for which the standard was established almost ten years ago (in 2011), does not follow the CBT method.

Table 18: Brief description of Nigeria's three levels of training in carpentry

Trade (training level)	Occupational standard	Modules taught during the training
Assistant carpenter **(ISCED 1)**	Assistant woodworkers have the necessary basic skills and knowledge to assist with work in the field of construction and civil engineering	Preparing and digging a site for woodworking and carpentry work
		Identifying and using basic tools and equipment
		Identifying and using woodworking and carpentry materials
		Communicating effectively in carpentry and woodworking workplaces
		Following the OSH rules in carpentry and woodworking workplaces
		Effective teamwork in woodworking and carpentry workplaces
		Preparing and digging a site for woodworking and carpentry work
		Handling and storing materials
		Installing and dismantling several types of scaffold
		Measuring, cutting and drilling manufactured boards and joints
		Installing door frames, siding and sliding doors

Trade (training level)	Occupational standard	Modules taught during the training
Assistant carpenter **(ISCED 1)**	Assistant woodworkers have the necessary basic skills and knowledge to assist with work in the field of construction and civil engineering	Erecting and hammering foundation casings (columns, lintels, column bases, floor slabs and beams) Raising and lowering access/work platforms
Carpenter **(ISCED 2)**	Woodworkers are capable of finishing work on typical building and civilian construction sites, including (but not limited to) roofs, cabinets, shelves and other finishing elements	Identifying and using carpentry and woodworking tools and equipment Handling and storing materials Preparing and digging a site for woodworking and carpentry work Erecting and hammering foundation casings (columns, lintels, column bases, floor slabs, etc.) Building wood walls and floors Following safety and health rules on carpentry and woodworking sites Communicating effectively on carpentry and woodworking sites Effective teamwork in woodworking and carpentry workplaces
Assistant senior woodworker (ISCED 3)	Assistant senior woodworkers perform many types of complex work on typical residential and commercial building sites	Inspecting, monitoring safety and health on carpentry / woodworking sites Supervising the communication system on carpentry / woodworking sites Effective teamwork on carpentry and woodworking sites Identification and use of hand tools and equipment Building wood walls and floors Identifying and using woodworking materials on a construction site Supervising the maintenance and storage of construction materials Clearing and digging a site in preparation for carpentry and woodworking Erecting and hammering foundation casings (columns, lintels, bases, floor slabs and beams) Measuring, cutting and drilling solid and veneered joints in a woodworking/carpentry environment Installing and dismantling several types of scaffold Raising and lowering access/work platforms Building wood roofs and ceilings Incorporating ITC tools into woodworking and carpentry construction Installing door and window frames, siding and sliding doors in a woodworking/carpentry environment Finishing wood and wood-based mouldings

Table 19: Togo training modules culminating in a Technician's Diploma in Woodworking

Title of the module	Hours	Units	Title of the module	Hours	Units
Trade-specific technical instruction			**General instruction**		
Problem-solving using specific calculations	90	6	The trade and training	30	2
Technical drawing	105	7	Safe work environments	30	2
Wood treatment	45	3	Communicating in French	105	7
Building a window	30	2	Problem-solving using general calculations	90	6
Building floors and podiums	90	6	Communicating in English	105	4
Finishing work	60	4	Use of ITC	60	4
Building sofas and chairs	75	5	Environmental protection	60	4
Building swing shutters	75	5	Following legal rules	60	3
Building tables	120	8	Following mechanical rules	45	4
Building cabinets	75	5	General economic techniques	60	6
Building half-glass doors	30	2	Launching and organizing an enterprise	90	5
Form work	45	3	Applying physical phenomena	75	5
Siding	90	6	Human resource management	75	5
Building ceilings	75	5	Preparing and implementing a project	45	3
Framing	90	6	**TOTAL**	**930**	**62**
Roofing	45	3			
Building staircases	120	8			
Use of techniques	75	5			
Employment	480	32			
Defence of an internship report	45	3			
TOTAL	**1860**	**124**			

Comparison of three-year training programmes in Nigeria and Togo

A comparison of Nigeria's and Togo's standards for the woodworking/carpentry trade shows that there are several similarities and, above all, many differences between them. With respect to the common denominators, both countries' programmes involve three years of training, culminating in an ISCED 3 qualification. Both training programmes also begin with general instruction on the trade and on proper woodworking/carpentry conduct, communication and use of tools. From then on, the practical content of the two training programmes is quite different:

- **Nigeria's training programme** focuses more heavily on the carpentry trade and on mastery of the various tasks to be carried out on construction sites. As with the masonry and plumbing trades, during the first two years these tasks involve construction of a simple building (e.g. a private residence), while the third year provides instruction in the more complex work involved in the construction of multi-storey buildings and the use of more sophisticated materials.
- **Togo's training programme** focuses primarily on building wooden furniture for private customers. It is closer to the trade of woodworker/cabinetmaker and involves building relatively conventional objects (tables, chairs, dressers, beds and shelves). This programme also includes modules on entrepreneurship, designed to encourage the self-employment of young graduates.

This focus on the various aspects of the woodworking trade (carpentry in Nigeria and cabinetry in Togo) is explained by, among other things, the economic characteristics of the two countries and the different employment opportunities and skills needs arising from their business fabric. Nigeria is a middle-income country with a booming construction industry and many employment opportunities and skills needs in the construction and public works sector. Togo, on the other hand, is a low-income country where hand-crafting still plays an important role and young TVET graduates can find jobs with microenterprises.

Table 20: Comparison of Nigeria's and Togo's three–year training programmes

Training level	Type of skill	Training module	Nigeria	Togo (VUs)
3 years of training (levels 1, 2 and 3)	**General/portable skills**	General knowledge of the trade	X	X (2)
		OSH		X (2)
		Communicating in the workplace		X (11)
		Performing general calculations and solving arithmetic problems		X (6)
		Use of a computer	X	X (2)
		Environmental regulations	X	X (3)
		Labour laws (Labour Code)		X (3)
		Basic physical phenomena		X (5)
	Practical skills: Preparation for work	Identifying and using basic tools and equipment	X	X (3)
		Identifying and using carpentry and woodworking materials	X	
		Handling and storing materials	X	
		Technical drawing	X	X (7)
		Wood treatment	X	x (3)
	Practical skills: Woodworking	Building tables		x (8)
		Building cabinetry		x (5)
		Building seating and beds		x (5)
		Building half-glass doors		X (2)
		Building staircases		X (8)
	Practical skills: Carpentry	Preparing and digging a site for carpentry work	X	
		Installing and dismantling several types of scaffold	X	
		Measuring, cutting and drilling manufactured boards and joints	X	
		Installing door and window frames, siding and sliding doors	X	X (6)
		Erecting and hammering foundation casings (columns, lintels)	X	X (3)
		Raising and lowering access/work platforms	X	
		Building wood walls and floors	X	X (6)
		Installing siding	X	
		Measuring, cutting and drilling joints and veneers	X	
		Building wood roofs and ceilings	X	X (5)
	General skills (employment)	Launching and managing a microenterprise		X (6)
		Basic accounting skills		X (2)
		General understanding of human resource management		X (3)
		Preparing and carrying out a project		X (3)
		Internship in an enterprise		X (35)
		Total number of value units		**186**

Trade No. 4: Construction electricity

For the trade of construction electricity, the current occupational and training standards of the three countries studied will be compared based on a brief presentation of the training standards recognized by their entities in charge of TVET, provided by the national stakeholders. Their country-specific descriptors will then be compared in order to identify similarities and differences between their training programmes. Unfortunately, although Nigeria offers training in construction electricity, no related occupational or training standard was received. For this reason, only the standards provided by the Ghanaian and Togolese stakeholders will be compared. See table 21 for a comparison of the three countries.

Table 22 shows that the length of training is not the same in Ghana (two years, culminating in the National Proficiency Certificate) and Togo (three years, culminating in the Vocational Competence Certificate (CAP)). For purposes of comparison, only the content of the first two years of Togo's and Ghana's training programmes are compared in table 22.

Table 21: Construction electricity training programmes in Ghana, Nigeria and Togo

	Ghana	Nigeria	Togo
Qualification level	National Proficiency (1 and 2) in construction electricity	Labour Trade Certificate (1, 2 and 3) in construction electricity	CAP in construction electricity
Application requirements	National Proficiency 1: No prerequisites (open to all) National Proficiency 2: Successful completion of the first year	Information missing (documents not sent)	CAP: Applicants must have completed the first level of secondary school (five years of education).
Length of the training programme	National Proficiency (2–year programme)		CAP (3–year programme)
Type de document	Occupational standard developed in 2019 using the CBT approach		Training standard (2011) using the CBT approach
Evaluation method	Ongoing evaluation during the various training modules		Evaluation based on theoretical (60%) and practical (40%) skills

These two years of training in Ghana and Togo have a relatively similar structure; general instruction is provided at the beginning of the programme, after which the skills taught are increasingly practical and rooted in electrical practice. Greater attention is, however, paid to the theoretical component in Togo with many general subjects and a more rapid transition to practical skills since the training programme is shorter (and more intensive). It should also be noted that Ghana's programme includes skills related to solar energy (the installation and maintenance of solar panels), whereas this module is not offered in Togo. This may be explained by the fact that Ghana's training standard was established more recently than Togo's (2019 and 2011, respectively) since solar energy was not yet widely used in 2011.

Table 22: Comparison of construction electricity training programmes in Ghana and Togo

	Training module	Ghana	Togo
General/portable skills	Basic electricity	X	X
	OSH	X	X
	Creating industrial plans and drawings	X	X
	Communicating while carrying out electrical work	X	X

	Training module	Ghana	Togo
General/portable skills	Trade-related French and English		X
	Mathematics and algebra		X
	Use of computers		X
Practical skills: Preparation for electrical work	Electrical materials (wire and fittings)	X	X
	Electrical tools and equipment	X	X
	Measuring and marking techniques	X	X
	Use of the various multi-meter functions	X	X
	Types of electrical terminals and wire junctions	X	X
Practical skills: Execution of electrical work	Basic wiring	X	X
	Insulation and grounding equipment	X	X
	Installing electronic doorbells	X	X
	Installing electricity consumption monitoring systems	X	
	Installing grounding electrodes / ground wires	X	
	Electrical installation testing and fault-finding	X	X
	Wiring and trouble-shooting lighting circuits	X	X
	Wiring and trouble-shooting signal circuits		X
	Installing fluorescent lights	X	X
	Installing and repairing discharge lamps	X	X
	Installing and connecting solar panels	X	
	Maintaining and repairing electric irons	X	
	Maintaining and repairing electric stoves	X	

Trade No. 5: Poultry farming

For the trade of poultry farming, the current occupational and training standards of the three countries studied will be compared. This comparison will be somewhat limited since Nigeria apparently offers no specific training in this trade and Togo has only recently (2020) developed a training manual, based on the DACUM method, which has yet to be recognized by the ministry in charge of TVET and implemented in the various vocational training centres in the agriculture sector. Only Ghana has a training programme recognized by the ministry in charge of TVET and culminating in a level-1 qualification (the National Proficiency Certificate).

Table 23: Poultry farming training programmes in Ghana, Nigeria and Togo

	Ghana	Nigeria	Togo
Qualification level	**National Proficiency (1)** in poultry farming	(Information missing)	To be determined by the ministry in charge of TVET
Application requirements	**National Proficiency 1**: No prerequisites (open to all)		To be determined by the ministry in charge of TVET
Length of the training programme	**National Proficiency** (one–year programme)		To be determined by the ministry in charge of TVET
Type of document analysed	Occupational standard developed in 2019 using the CBT approach		Training manual and apprenticeship guide developed in 2020 using the DACUM

Based on Ghana's training programme and on the DACUM training modules provided by Togo, table 24 compares the skills taught in the two countries.

Table 24: Comparison of poultry farming training programmes in Ghana and Togo

Type of skill	Training module	Ghana	Togo
General/portable skills	The poultry sector	X	X
	OSH	X	X
Practical skills	Building a chicken coop	X	X
	Chicken coop health management	X	X
	Brooding management	X	X
	Preparing poultry feed	X	X
	Poultry feeding and watering	X	X
	Incubation and hatchery techniques	X	X
	The slaughtering process	X	X
	Egg collection	X	X
	Storing and stockpiling poultry products	X	X
Management /marketing skills	The various stakeholders in the poultry value chain	X	
	Adding value to poultry products	X	
	Managing client relations and providing customized services	X	
	Packing poultry products	X	
	Developing a marketing and shipping strategy	X	
	Setting up a simplified accounting system	X	
	Financial planning for a poultry farm	X	
	Customer satisfaction and loyalty	X	
	The various stakeholders in the poultry value chain	X	

This comparison shows that Ghana and Togo have different concepts of the poultry farming trade and that this has a significant impact on the nature of the skills taught.

In Ghana, the primary goal of the training is to produce poultry farmers with all of the knowledge and skills required for management of their farms from the technical and managerial perspectives. To that end, the various training modules are designed to teach learners the operational mechanisms of the value chain, techniques for packing and marketing their product, seeking and canvassing a target clientele, handling client relations and so on. All of these skills are part of an entrepreneurial vision of poultry farming capable of meeting the growing needs of a large and diversified clientele.

In Togo, the concept of the trade is different; poultry farmers are viewed as technicians capable of operating their farms. For this reason, the training focuses far more heavily on matters such as feeding chicks, maintaining optimal sanitation, managing egg-laying, brooding and slaughtering.

Unfortunately, it proved necessary to confine this comparison to only the five of the ten selected trades for which sufficient documentation was sent by the national stakeholders. It is hoped that the formation of a tripartite working group will make it possible to gather more documents on the five remaining trades in order to expand the scope of the present comparative study. Nevertheless, this pilot project, conducted throughout the majority of 2020 (January–October), made it possible to identify several important lessons and to determine the next steps to be taken with a view to harmonizing the three countries' occupational and training standards.

Primary lessons learned and next steps

At the outset, it should be noted that this mutual recognition project is a long-term and ambitious process. The difficulties encountered during the study show, on a small scale, the scope of the work to be done, which also will need to take into account several important issues:

- **Heterogeneity of the countries selected for this mutual recognition** – From linguistic, economic and institutional perspectives, Togo is significantly different from the other two countries, whereas Ghana and Nigeria share more similarities. The nature of this difference is accentuated by the fact that the three countries' NQSs are not at the same level of development and sophistication. For this reason, considerable effort will be needed in order to unify, homogenize and coordinate Togo's qualification system so that it can genuinely function as an integrated system.
- **Poorly developed vocational training in the agriculture sector –** Although steps are being taken to modernize/professionalize agricultural activities in order to make them more competitive, vocational training is still a work in progress and much remains to be done. The paucity of vocational training in this sector has severely limited the present study's comparison of the five agricultural trades selected. Only a minimal comparison of the poultry farming trade was possible (since Togo has developed training programmes that have yet to be recognized by the entities in charge of TVET and thus do not yet translate into an official qualification).
- **Different concepts of the content of trades, depending on the characteristics of the country's business fabric.** These different perceptions were noted in, among other things, the masonry, woodworking and poultry farming trades, where the programmes are not designed to train the same types of workers and do not focus on the same skill groups. In Ghana, for example, the masonry training programme focuses heavily on the manufacture and installation of construction materials and on tiling, whereas the other two countries have a much more standard concept of the trade. The same distinction is applicable to the woodworking trade. Nigeria's training programme places great emphasis on framing, while Togo's is more focused on cabinetry and the construction of wood furniture. These different perceptions of the content of trades is explained by each countries' socio-economic and cultural contexts and presents challenges from the point of view of harmonizing their standards.

In order to overcome these challenges and others encountered during the study, a participatory approach is clearly the best strategy to be adopted and the formation of international and tripartite working groups would have significant advantages.

The following questions will need to be addressed during the working meetings to be held during the next stage of this project:

- Are there any other skills standards or training programmes for the ten selected trades?
- Are there any additional documents that could be used in order to improve or expand the preliminary comparisons?
- Should evaluation methods and tools also be compared, or should the focus aim to only harmonize skills standards?
- What else could be done to improve the promotion of skills recognition for the ten selected trades?

PART II – Online consultation process for the mutual recognition of occupational standards

This section presents the online consultation process that occurred in the agriculture and construction sectors in Ghana, Nigeria and Togo as the continuation of the assessment done in Part I. It provides the decisions made as a result of the consultations, presents the template for establishing minimum harmonized standards, and a road map. It further presents a template for the mutual recognition planning which could be easily adopted by Ghana, Nigeria, and Togo. This part, therefore, aims to identify a route to attaining the mutual recognition goals.

Methodology

The delivery of this Part II is a result of extensive online consultations with the three countries. This was done through virtual platforms facilitated by the ILO. These were based on information and knowledge gathered in the assessment presented in Part I. This informed the basis for decisions that the countries made on either to:

- recognize the current qualification by country x or y and provide an equivalent national qualification;
- adjust the national competency standard so that other countries will more easily recognize it and agree to create a joint competency standard for an occupation/qualification; and/or
- agree to define joint minimum standards leaving flexibility for national specifications.

The direction gathered enabled the identification of a route for mutual recognition. The presentation of NQF assessment and standard levels helped identifying the possible pathways to mutual recognition especially where standards were being addressed at different levels during delivery. Labour, education and training, and foreign policies were used in defining the best strategy for the mutual recognition support of skills standards and qualifications.

All the developments under this mutual recognition consultations were done within a structured work plan approved by the participants. The work plan established a focus for each meeting and agenda for online meetings with members of the technical working groups of all three countries. Participants included representatives from government, workers and employers, nominated by their respective organizations, and additional relevant experts were invited to enrich discussions on the selected occupations and sectors (Appendix III includes the list of experts who participated in these consultations). The approach started with country-specific consultations for each of the three countries. Participants from the three countries then joined the online conferences to ensure each occupation was discussed fully.

The following questions and issues formed the cluster of decision making and guided the consultations:

- How to address the identified gaps between the skills standards?
- How to deal with those areas identified as not common?
- How best to harmonize the skills standards identified as common?
  - Which are the joint minimum standards to which other national specifications can easily be recognised? Or else
  - Which country occupation standards would be a better mirror or reference document of the anticipated standard? This is benchmark setting.
  - How to adjust the national competency standard so that other countries will more easily recognize it and agree to create a joint competency standard for an occupation/qualification?
  - Which areas of the other country standards can be added to the identified benchmark?
- Depth and sequence of the common areas of occupation standards.
- Alignment of the common occupation standards to qualifications frameworks (in case they exist).
- Adoption of assessment standards.

The agenda of the online consultations is in Appendix IV. It took into account the following considerations:

- Migrants need employable, recognizable and relevant skills;
- Not all migrants have skills which have been acquired formally. Some have acquired skills informally and therefore RPL is critical.
- The three countries are at different levels in the development of education policy and legal instruments such as National Qualifications Frameworks (NQFs).

In order to promote ownership of the process and participation, the following guidelines were observed during facilitation:

- Countries were asked to present their views and stand on particular aspects of discussion within the sessions as per approved agenda.
- Language translation was provided by ILO to ensure all participate without any language barrier.
- The planning took cognizance of different time zones where Nigeria is one hour ahead of Togo and Ghana. The adoption was therefore of Geneva time which is the same to Nigeria. The timing allowed member states to work within the work period.
- The agenda was developed taking into consideration that participation was for the technical representatives from the agriculture and construction sectors who are members of the respective committees.

Key Outcomes of the Tripartite Online Consultations

Occupational Standards

The tripartite participants agreed to the following:

- The process will aim to establish joint minimum standards.
- The joint minimum standards shall reach 70–80 per cent of commonalities. The remaining 20 to 30 per cent include country specificities.
- If a country's existing standard is below the minimum standard, then this country will need to re-work the national occupational/skills standard.
- Once the minimum joint standards are agreed, they should be validated by the country's' stakeholders and regulatory body.
- The competency-based training (CBT) approach and tripartite dialogue will guide the development of programmes and curricula.

Assessment

For assessments, the following principles were agreed upon:

- Assessment and certification should also be considered in the mutual recognition process.
- Countries may adopt modular assessments which can lead to partial certification.
- Countries will consider RPL as an assessment which will benefit those in the informal sector.

In these decisions, countries will use the following modality of operation;

- Work on each of the minimum skills standards at country level;
- Identify gaps and make recommendations;
- The countries should have a tripartite conference to agree on minimum standards;
- The agencies/departments which develop the skills standards should take responsibility for them;
- It was decided not to align training modules.

Good Practices in Place

The consultations revealed that countries are already implementing some good practices among which:

- Skills standards are established as per qualification levels in Ghana and Nigeria;
- Standards are developed by occupational experts ("methodologues" in Togo);
- There is a Recognition of Prior Learning Policy in Ghana and Nigeria;
- There is a skills recognition and equivalence policy in Nigeria; and
- There is already a designated office at the Ministry of Labour dealing with recognition of skills in the informal sector in Nigeria and a similar office has been established within the Ministry of TVET in Togo.

Considerations

The countries highlighted the following considerations for the process of mutual recognition:

- Countries prefer to keep the existing titles of their occupational/skills standards
- There is a need for capacity building in the drafting of skills standards for all stakeholders;
- The agencies in Ghana and Nigeria and the Ministry of TVET in Togo should drive the mutual recognition and validation of the standards;
- Countries prefer to hold face to face mutual recognition meetings depending on the COVID-19 developments in the region;
- The TVET system in Togo would require strengthening of quality assurance mechanisms;
- RPL is critical for all the three countries; and
- ILO should be the facilitator of the /mutual recognition process;
- The methodology for the mutual recognition process will be tested through its pilot implementation and adapted if need be.

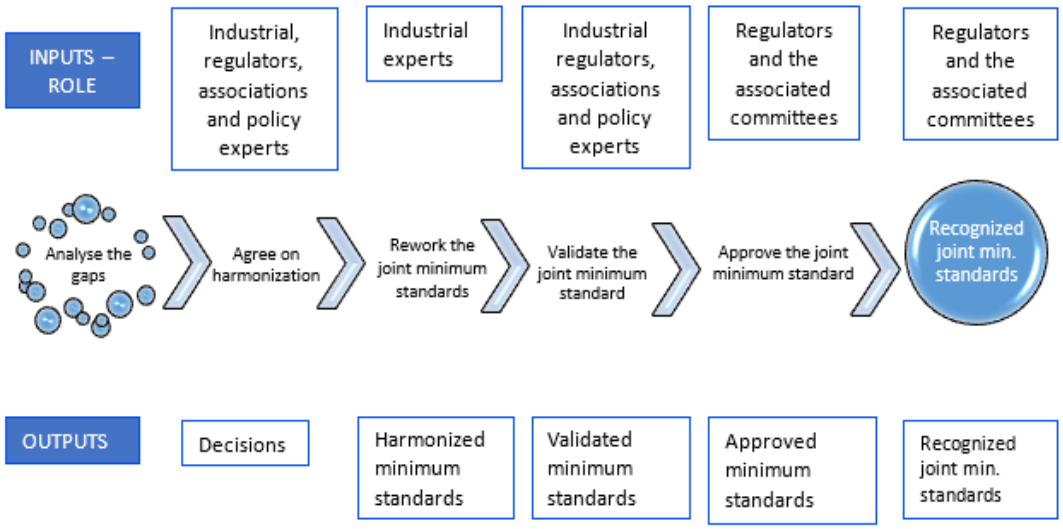
Way forward

The mutual recognition process has seven specific steps as shown in figure 3.

Figure 3: Road Map to mutual recognition of occupational standards

It is important to note that these are concise categories which have their own deliverables and processes. The analysis of gaps is included in Part I in this report. The operational, policy and legal decisions taken during the second phase of the process guide the pace for the following phases. The road map therefore is an effort to operationalize the reworking of the standards towards mutual recognition, focusing on the skills standards. Phases 3 and 4 above fall into seven steps and an additional one for submission of the minimum standard towards approval as seen in figure 4.

Figure 4: Mutual recognition process



STEP 1: Identifying the minimum occupational standards for mutual recognition

The countries have agreed already on the occupational standards. Within these a comparative assessment was done. The following decisions have already been made:

- Countries will target 70 to 80 per cent of commonalities in coming up with minimum standards; and
- If a country's standard is below the 70 per cent, the country needs to re-work their standard.

The countries therefore should engage their occupational content experts actively under the responsible ministry to consolidate what is regarded as minimum within their occupation to consider someone competent. These deliberations should be guided by the existing standards. A line ministry in each country should be responsible for the facilitation of all these processes as per their mandate.

STEP 2: Benchmarking national occupational standards against the other countries

For the mutual recognition of the standards across countries, each country should compare its standards to those of other countries. The others should be set as a benchmark for comparison. The following decisions have been taken:

- Each country will work on one draft minimum standard independently, comparing the three countries' standards.
- The countries will then receive the draft minimum standards from other countries, and validate them to arrive at a joint minimum standard.
- Then all countries should hold a tripartite conference to agree on the minimum standards.
- In each country the agencies/department which develop the OSs should be responsible for it.
- Countries are not asked to align training modules due to large differences in equipment used for training, and duration of training.
- Alignment should be at occupation/skills standard level.

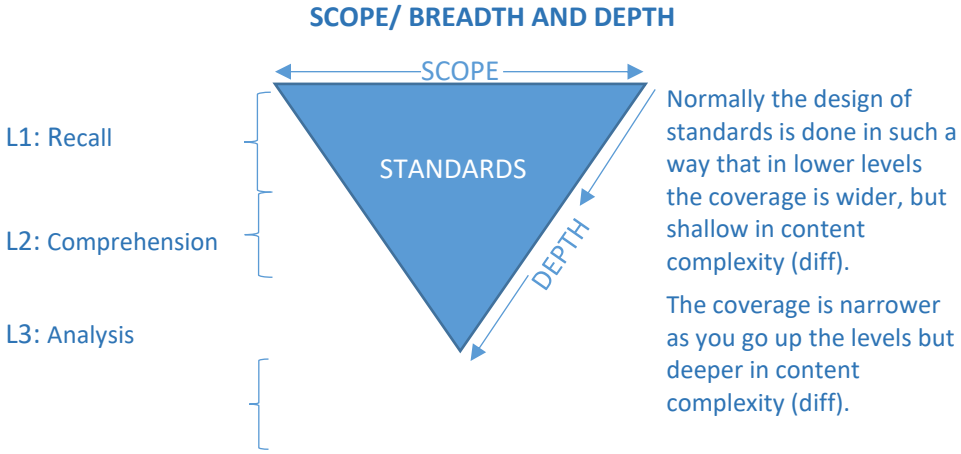
- Alignment of the standard's title will also be sought. There could be a main title and alternative titles as per the country's existing standard.

A proposed framework for the standards is provided as per the template in Appendix V. It is important that the right industrial experts are involved, and that skills committees for each occupation are composed by at least two-thirds of industry professionals of the respective occupation. These experts should, besides considering the three national standards under their responsibility, also consult international standards within their speciality.

STEP 3: Alignment and levelling

Since we are working with existing occupational standards, Togo, Ghana, and Nigeria have already levelled their standards. However, bringing standards together always reveals that some standards might have been placed in different levels by different developers despite being the same or very similar, due to diverse value judgement or some other decisions guiding the development. In this case alignment and re-levelling is needed. Defined descriptors may be used in levelling and alignment, however in the current case no common descriptors exist for the countries nor a regional qualifications framework. The easier route in such a case is the use of the Bloom's Taxonomy (revised edition) in combination with the scope and breadth assessment. See figures 5 and 6 below.

Figure 5: Scope and depth of Bloom's Taxonomy



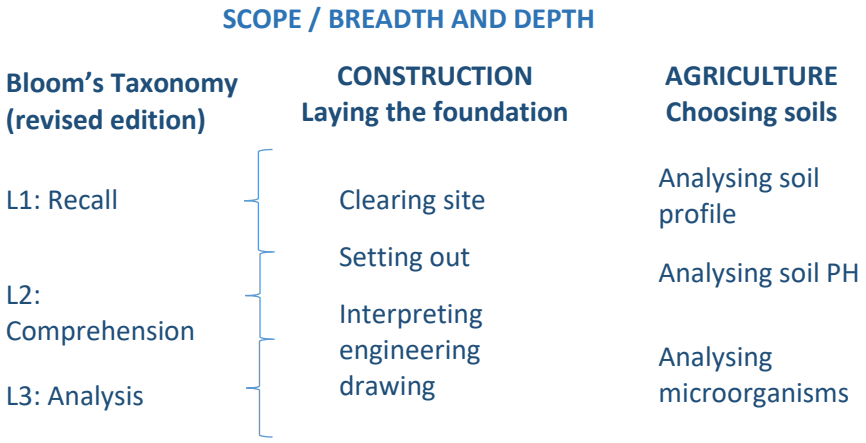
Each standard should be analysed according to its complexity and difficulty. A decision should be made whether it requires recall, comprehension, or analysis of complicated context requiring high-level knowledge and skills. Another consideration is the level of independence and whether close supervision is required or not. These decisions should also be made in reference to agreed minimum standards.

STEP 4: Checking assessment and certification arrangements:

All three countries already award qualifications for the given occupations. Qualifications are awarded after assessments, and assessment standards act as one of the quality assurance tools that guarantee recognition. The relevant decisions made are as follows:

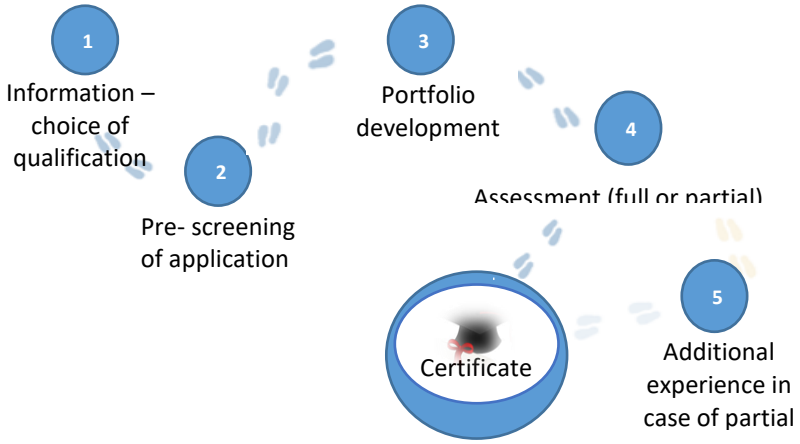
- Assessment standards might also be considered in the mutual recognition process, but at a later stage;
- Assessments should be composed of formative and summative assessments; whereby formative assessments are given more weight; and
- Countries may adopt modular assessment which can lead to partial certification.

Figure 6: Scope and depth of skills standard example



Besides comparing skills assessments following formal training pathways, the country experts should also focus on the role of Recognition of Prior Learning (RPL) systems. RPL is a process of identifying, documenting, assessing and certifying formal, non-formal and informal learning outcomes against standards used in formal education and training. Thus, RPL provides an opportunity for people to acquire qualifications or credits towards a qualification or exemptions (from all or part of the curriculum, or even exemption from an academic prerequisite for entering a formal study programme) without going through a formal education or training programme.[18] This is particularly important for migrant workers or workers in the informal economy. If RPL systems exist in the respective countries, their assessment standards should also be studied. If they do not exist, countries should consider whether the joint minimum standard could inform an RPL process at national level to be put in place.

Figure 7: Recognition of Prior Learning Model



[18] ILO. *RPL Learning Package* (Geneva, 2018).

Besides the decisions depicted in figure 7, the following should also be considered in the process of mutual recognition:

- Is it necessary to harmonize the existing different assessments for acceptance of the qualification?
- What assessment instruments need to be put in place?
- Who will be assessing?
- What moderation mechanisms are in place to secure student assessment, which is fair, valid, and consistent with the specified industry standard?
- Who will be certifying?
- What certification modalities are in place?
  What certification modalities need to be put in place?

STEP 5: Reviewing the quality assurance of training, assessment and certification arrangements

All involved countries have their own quality assurance systems. In the mutual recognition process, the focus should be on applying and utilizing the available provisions, including the following considerations:

- Is the process aligned to the provisions of the national quality assurance policy?
- Have the fundamental principles in quality assurance been upheld?
- What national agency is responsible for conducting regulatory quality assurance functions?

STEP 6: Drafting skilled migrant workers' profiles

In order to help migrant workers integrate in destination countries' labour markets more easily, the qualification that respects the agreed joint minimum standard should include a short description of the vocational content it entails – the "skilled migrant workers profile". The qualification should also include a reference to the agreed joint minimum standard. Here is a sample description taken from the Association of Southeast Asian Nations (ASEAN) skills harmonization process. The box below presents a description of welding qualifications adopted from ASEAN harmonization.

Certificate in Welding

This is an introductory qualification for people wishing to pursue a career in welding. It is aimed at preparing candidates with no (or minimal) background in welding to be productive in the use of basic welding techniques in industry.

The underpinning knowledge and skills covered in this qualification include:

- welding safety;
- measurement;
- use of hand and power tools;
- sketching and reading drawings;
- welding theory for steel, stainless steel and aluminium; and
- managing quality in the welding industry.

The practical welding skills in this qualification cover joining of steel, stainless steel, and aluminium, employing the following techniques:

- Manual metal arc welding (MMAW)
- Gas metal arc welding (GMAW or MIG)
- Gas tungsten arc welding (GTAW or TIG)
- Curring using manual processes

The skills and knowledge recognized by this qualification relate to job roles in the field of welding in downhand positions.

STEP 7: Validation

The developed pack should be subject to validation by all three countries before submission for approvals at national level. The validation should check all areas concerned including:

- content;
- quality;
- applicability; and
- involvement and engagement.

This should form a pack which should be assembled and submitted for approvals.

STEP 8: Assembling and submitting the validated joint minimum standards for national approval

Depending on national processes, the joint minimum standards, agreed title(s) and skilled migrant workers profiles will be submitted for national adoption. Existing national standards – if not meeting the minimum joint requirements – will be updated at national level.

Once adopted, the respective national qualification will include the skills migrant worker profile, joint qualification title(s) and a reference to the joint minimum standard. It will also record the name of the other country's qualifications that meet the minimum standards and hence provide for direct recognition of these qualifications.

PART III – Conclusion

This report has provided the following four key and fundamental outputs:

- Assessment, review, and analysis of the existing occupational standards (in Part I).
- Way forward-road map for countries and guidance on how the processes should be handled. It provides a step by step procedure benefitting from the experiences consolidated and gathered from other countries which have gone through the same process **(in Part II).**
- The road map presented in Part II expands on the Action Plan designed during the regional workshop for West Africa and the Sahel and presents a framework for the mutual recognition of the occupational standards.
- Minimum Occupational Standards Template Booklet.

It is expected that the agreed processes and way forward will help strengthen the skills partnership between the three countries.

Appendix I presents the partnership collaboration between Ghana, Nigeria and Togo. **Appendix II** presents details of the sectors of intervention for agriculture and construction**. Appendix III** is a list of the participants from the three countries contributing to the mutual recognition process. **Appendix IV** gives the agenda for the consultations which took place in 2020. **Appendix V** Presents relevant excerpts from the *Minimum Occupational Standards Template Booklet*. The booklet is meant as a guide to best practice in presentation of the harmonized minimum standards. It is worth acknowledging that the template presented in the booklet is not cast in stone. It presents good practice on how a standard could be presented and used for the mutual recognition process. **Appendix VI** comprises a brief introduction and expected ways forward drawn from the *Outcome Document of Online Consultations* held between 5 November and 20 December 2020 undertaken for this report.

Appendix I: ILO Partnership Card

Description			
Title	Harmonization of Certification & Standards	Nigeria, Ghana, Togo	
Beneficiaries :	Migrant workers, job seekers, employers, training providers, policy makers, and curriculum developers		
Duration :	N.A.		
Actors	Ministries of labour, bureau of statistics, ministries of education, ministry of finance and planning and trade unions and employers' associations		
Summary	The three countries have agreed to collaborate on the harmoniza-tion of certifications and standards to facilitate portability of skills. This will boost employer confidence in hiring migrant workers and improve integration of migrant workers in the workforce.		
Action Plan			
Final objective	Facilitation of easy portability of skills between Ghana and Nigeria		
1. Organize trilateral consultations on harmonization of certificates	Government, Employers, and Workers of all countries involved and ILO; GIZ; Development partners	ILO/GIZ/IOM/UNESCO and other development partners	3 months
2. Establish tripartite technical working groups on harmonization of certificates	Government, Employers, and Workers of all countries involved and ILO; GIZ; Development partners	ILO /GIZ/ IOM/ UNESCO and other development partners	3 months
3. Conduct needs assessment / baseline studies	Consultant / Experts	Technical committee	3 months
4. Develop trilateral policies / MOUs on harmonization of certificates	Policy makers of the three countries	Technical committee	9 months
5. Curriculum review /harmonization	Consultants/experts/policymakers	Technical committee	3 months
Long term plan			
6. Implementation of skills development programmes	Various governments of the three countries	Employer and Government	3–year intervals
7. Monitoring & Evaluation	Tripartite and social partners	Development partners	Regular
8. Policy review	Policy makers	Government	Every five years

Appendix II: Sectors of Intervention

Agriculture

Sector of activity	List validated through the participative process	
	Selected occupations (English version)	**Selected occupations (French version)**
Agriculture N ° 1	Soil preparation (including manual/ mechanical plowing and weeding)	Laboureur/Préparateur de sol (labour manuel et mécanisé)
Agriculture N ° 2	Seed nursery and planters	Agent pépiniériste (inclus les plants de céréales)
Agriculture N ° 3	Poultry rearing / farming	Aviculteure/Eleveur de volaille
Agriculture N ° 4	Harvesting	Main d'oeuvre agricole (récolte)
Agriculture N ° 5	Plant and crop protection (spraying, dressing, pruning, leave cutting, deflowering)	Agent phyto-sanitaire

Construction

Sector of activity (Construction)	List validated through the participative process	
	Selected occupations (English version)	**Selected occupations (French version)**
Occupation N ° 1	Masonry and bricklaying	Maçon polyvalent
Occupation N ° 2	Carpentry	Menuisier
Occupation N ° 3	Plumbing	Plombier
Occupation N ° 4	POP ceiling and plastering	Staffeur/Poseur de plafond
Occupation N ° 5	Electrical Installation	Electricien en bâtiment

Appendix III: Participants of the mutual recognition process

First Name	Last Name	Country	Related Organization
William	Agyei-manu	Ghana	Vice Chairman of Agribusiness Sector of Association of Ghana Industries, General Secretary of the Agriculture and Agribusiness Sector Skills Council, Executive Director of Ghana Cassava Centre of Excellence
Divine	Morny	Ghana	GSM Centre of Entrepreneurial ship & Technology – CEO
Theophilus	Zogblah	Ghana	Council for Technical and Vocational Education and Training (COTVET)
Kingsley	Laar	Ghana	Ghana Employers' Association (GEA)
Ernest	Berko	Ghana	Ministry of Employment
Sam	Ebenezer	Ghana	Ministry of Works and Housing
James Asante	Boateng	Ghana	Ministry of the Interior
Samuel	Thompson	Ghana	Council for Technical and Vocational Education and Training (COTVET)
Comfort Akolbila	Agambaa	Ghana	General Construction, Manufacturing And Quarries Workers' Union of TUC Ghana
Addoquaye	Tagoe	Ghana	Trade Union Congress GAWU (General Agriculture Workers Union)
Pius	Quainoo	Ghana	General Secretary, Construction Union Of Ghana Trades Union Congress
John	Awuku-dziwornu	Ghana	Ghana National Association of Farmers & Fishermen (GNAFF) – Vice President
Dr Charles Yaw.	Brempong-yeboah	Ghana	University College of Agriculture & Environmental Studies – Ag. Rector
Anthony S. K.	Morrison	Ghana	Chamber of Agribusiness Ghana (CAG) – CEO Chairman Ghana agriculture sector skills Council
Edward	Ekareweh	Ghana	General Secretary – GAWU
Alistair	Djimatey	Ghana	Public Affairs Manager at Blue Skies Products
Kenneth	Nii addy	Ghana	RMG Ghana Limited – Chief Technical Officer
Andy	Tagoe	Ghana	GENERAL AGRICULTURAL WORKERS' UNION OF GHANA (GAWU)

Ibrahim	Sambo	Nigeria	National Commission for Refugees, Migrants and IDPs
Kalthum	Ibrahim	Nigeria	Federal Ministry of Agriculture and Rural Devt
Ukpai Agha	Agha	Nigeria	Chairman – Nigerian Labour Congress (NLC)
Suleiman Mohammed	Yusuf	Nigeria	National Board for Technical Education
Hassan	Anka	Nigeria	Trade Union Congress of Nigeria
Oscar	Walumbe	Nigeria	Nigeria Employers' Consultative Association (NECA)
Olorunfemi Olutayo	Ojomo	Nigeria	Nigeria Employers' Consultative Association (NECA)
Obasi	Sunday	Nigeria	Federal Ministry of Agriculture and Rural Devt
Effiong Udo	Akpan	Nigeria	Federal Ministry of Agriculture and Rural Devt
Vivian	Ibe	Nigeria	Federal Ministry of Agriculture and Rural Devt
Amos	Johnson,	Nigeria	Assistant Director, Skills and Certification Department, ministry of employment
Emmanuel	Igbinoson	Nigeria	Director; Ministry of Employment
Joseph	Onveisi	Nigeria	
Paul	Obasi	Nigeria	
Anselme	Afo	Togo	Directeur des examens, concours et certifications, Ministère De L'enseignement Technique, De La Formation Et De L'insertion Professionnelles
Jacque	Ayite	Togo	Ministre de l'Agriculture, de la Production Animale et Halieutique
Etienne	Atcholadi	Togo	Directeur de la pédagogie et des programmes (DPP) au Togo
Kamala	Bidialou	Togo	Directeur des Organisations Internationales. Ministère des Affaires étrangères, de l'Intégration africaine et des Togolais de l'extérieur
Komi Amétépé	Segla	Togo	l'Observatoire de l'emploi de l'Agence nationale pour l'emploi (ANPE)
Emile	N'guissan	Togo	SG Ministère De L'Enseignement Technique, De La Formation Et De L'insertion Professionnelles
Gilbert	Amouzou	Togo	Ancien Directeur des examens de l''ETFP-Togo – consultant

Kossivi	Amagbegnon	Togo	Ministère des Infrastructures et des Transports
Prosper	Soou	Togo	Ministère De L'enseignement Technique, De La Formation Et De L'insertion Professionnelles
Jacob Komlan	Mondedji	Togo	Conseil National du Patronat du Togo (CNP)
Etienne	Bararmna	Togo	Direction Formation Professionnelle et de l'apprentissage (DFPA)
Komi Mawusi	Douamenyo	Togo	Ministre de la Planification, du Développement et de la Coopération
Tetouwalla	Tiliwa	Togo	Conseil National du Patronat du Togo (CNP)
Kpedja Komi	Noamessi	Togo	Confédération syndicale des travailleurs du Togo (CSTT)
Kodjo	Gavor	Togo	Confédération syndicale des travailleurs du Togo (CSTT)
Atama	Gnamkoulamba	Togo	Directeur des études de l'institut national de formation agricole (INFA) de tove
Kokouvi	Soedji	Togo	directeur général de l'institut national de formation agricole (INFA) de tove
Ambroise	Fantchede	Togo	Directeur de la formation agricole/ministère de l'agriculture
Tchendo	Tchalim	Togo	directeur de la formation professionnelle et de l'apprentissage
Gilbert	Dodgbe	Togo	

Appendix IV: Agenda for consultations (2020)

Day	Meeting	Agenda
5 November	Tripartite Group	Review of the standards
10 November 13:00 15:00	Tripartite Group Ghana	**Construction Sector** • Harmonization of standards • Recognition of Prior Learning • Addressing gaps • Qualifications Framework
12 November 13:00 15:00	Tripartite Group Nigeria	**Construction Sector** • Harmonization of standards • Qualifications Framework • Recognition of Prior Learning • Addressing gaps
16 November 10:00 12:00	Tripartite Group Togo	**Construction/Agriculture Sector** • Harmonization of standards. • Recognition of Prior Learning • Addressing gaps • Qualifications Framework
17 November 13:00 15:00	Tripartite Group Ghana	**Agriculture Sector** • Harmonization of standards • Qualifications Framework • Recognition of Prior Learning • Addressing gaps
18 November 13:00 15:00	Tripartite Group Nigeria	**Agriculture Sector** • Harmonization of standards • Qualifications Framework • Recognition of Prior Learning • Addressing gaps
20 November 10:00 12:00	Tripartite Group Togo	**Construction Sector** • Standards Arrangement • Validation • Accreditation / Approval
25 November 13:00 15:00	Tripartite Group Ghana	**Construction Sector** • Standards Arrangement • Validation • Accreditation / Approval
26 November 13:00 15:00	Tripartite Group Nigeria	**Construction Sector** • Standards Arrangement • Validation • Accreditation / Approval

27 November 13:00 15:00	Tripartite Group Ghana, Togo, and Nigeria	**Construction Sector** • Recognition and harmonization of skill standards between the three countries • Recognition of Prior Learning • Policy dimension of the recognition and harmonization of skill standards between the three countries • Legal provisions and process for the recognition and harmonization of skill standards between the three countries
1 December 13:00 15:00	Tripartite Group Ghana, Nigeria and Togo	**Agriculture Sector** • Recognition and Harmonization of skill standards between the three countries • Recognition of Prior Learning • Policy dimension of the recognition and harmonization of skill standards between the three countries • Legal provisions and process for the recognition and harmonization of skill standards between the three countries
7 December 13:00 15:00	Tripartite meeting Ghana, Nigeria and Togo (three countries) Both sectors	• Seeking direction on country specific measures on addressing gaps identified and the harmonization process adopted • Seeking national and international recognition, approval and acceptance of the agreed standards • Agree on a common structure for the occupational standards
14 December 13.00-15.00	Tripartite meeting Ghana, Nigeria and Togo (three countries) Both sectors	• Next steps • Consensus Building • Mapping the way forward

Appendix V: Minimum Harmonized Occupational Standards Booklet

PROPOSED HARMONIZED MINIMUM OCCUPATIONAL STANDARDS TEMPLATE BOOKLET

General

Ghana, Nigeria and Togo

[Excerpts from the document]

Preface

[*Indicate all policy direction, the intent and expectation here. This is where you set the stance and premise of the whole document*]

Table of Contents

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Acknowledgements

[All those who needs and requires some sort of recognition towards the development and other work to be recognised here]

Introduction

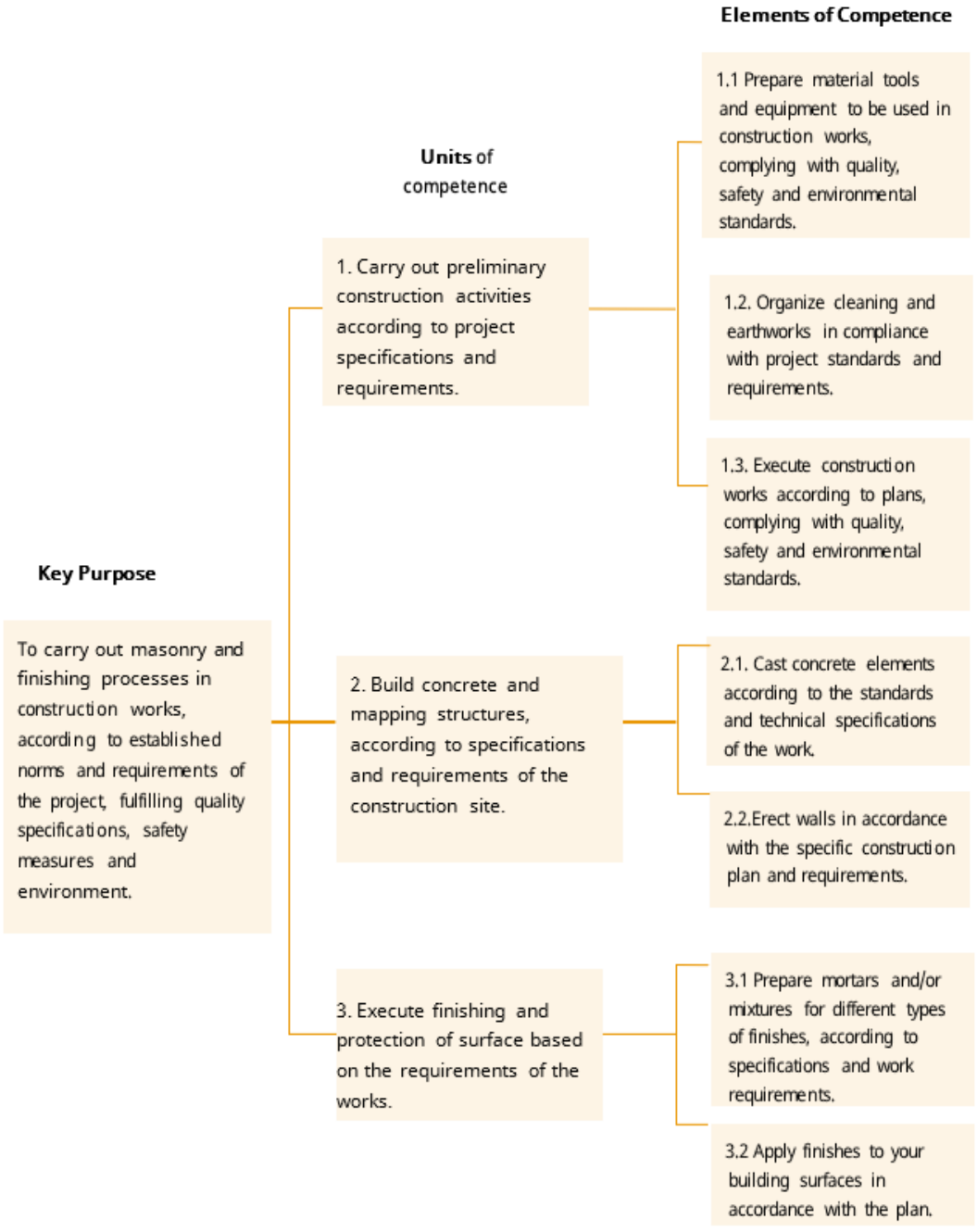
[*Introduce the intent, context of the whole OS or else what applies*]

Regional Occupational Standard for [Sector]

Description of the sector and standards

[*Highlight all issues regarding the sector and standard here.*]

OCCUPATION QUALIFICATION MAP (Mason example)



	GENERAL DATA OF THE QUALIFICATION	N°	1/1

Code: CIOU/88: 7122	Occupation: Mason.

Purpose of the qualification: Carry out masonry and finishing processes in construction works, according to established norms and requirements of the project, fulfilling quality specifications, safety measures and environment.

Proficiency level: 2.	**Justification of the proposed level:** in the functions considered in this qualification, work activities, carried out in different contexts, predominate. some of the activities are complex, non-routine, with a lot of physical effort and there is some autonomy and individual responsibility. often, the collaboration of other people may be required, perhaps as part of a group or team.
Date of elaboration of the NTCL: July 2008.	**NCL publication date**: August 2008
Time after which the standards must be reviewed: 5 years.	**No. of review**: First.

Sector:		
	( ) agricultural.	Area of expertise: construction.
	( ) industry.	
	(x) trade and services.	

Type of standard: ( ) national.(x) sub-regional

Units of Labour Competence (UCL) that make up the qualification:	
1.	Execute preliminary construction activities according to project specifications and requirements.
2.	Build concrete and masonry structures according to specifications and requirements of the construction works.
3.	Execute finishing and surface protection processes based on the requirements of the construction works.

	DESCRIPTION OF UNITS OF COMPETENCE	N°	1/6

Code: CIOU/88: 7122	**Title of the unit of competence:** Carry out preliminary construction activities, according to the specifications and requirements of the project.

Purpose of the unit of competence: to serve as a subregional reference for the training and evaluation of people interested in

Being certified in the execution of preliminary construction activities according to the specifications and requirements of the project

Elements of Labour Competence that make up the unit of competence.

Reference: 1 of 3	**Title of the Element**: Prepare tools, materials and equipment to be used in construction works, complying with quality, safety and environmental standards

Performance criteria: the person is competent when:

1.	The list of materials, tools and equipment required is in accordance with technical instructions.
2.	The budget for the work is in accordance with the construction plan and instructions.
3.	The distribution of materials, tools and equipment is done as per the requirements of the zones.
4.	The control of the transport of the construction materials is executed according to the requirements of the zones.
5.	The preparation of tools, materials and equipment is carried out in accordance with safety, occupational hygiene and environmental standards.

Field of application:

	Category:	Class:
1.	technical instructions.	master builder. Plans.

Evidence of performance:

1.	distributes the materials, tools and equipment according to the requirements of the areas.
2.	controls the transport of building materials according to the requirements of the areas.
3.	Prepares tools, materials and equipment according to safety, occupational hygiene and environmental preservation standards.

	DESCRIPTION OF ELEMENTS OF COMPETENCE	N°.	2/6

Reference: 1 of 3	Element title: Prepare material tools and equipment to be used in construction works, complying with quality, safety and environmental standards.

Evidence by product:

1.	The list of materials, tools and equipment required is in accordance with the technical instructions.
2.	The budget for the work is in accordance with the construction plan and instructions.

Evidence of knowledge:

	not required.

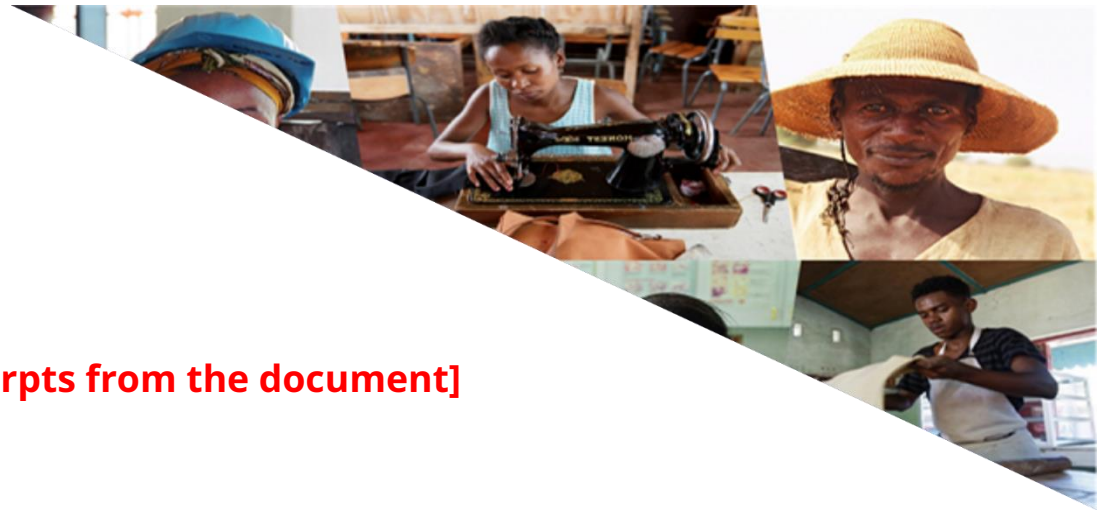
Evidence of attitude: the attitudes shown are:

1.	Responsibility: carries out the work in accordance with the required quality standards and timely executes the tasks of control of the carrying of construction materials in accordance with the requirements of the areas and the preparation of tools, materials and equipment in accordance with the norms of safety, occupational hygiene and environmental preservation.
2.	Cooperation: helps and supports others in the execution of a task and works together to perform a function that involves a work process, for the distribution of materials, tools and equipment according to the requirements of the areas.
3.	Order: establishes and/or respects priorities and sequence in the procedures to carry out a task and presents in a clear and understandable way the results of the work on the list of materials, tools and equipment required according to the technical instructions and the budget of the work according to the construction plan and instructions.

General guidelines for evaluation: Mastery of the competency element can be evaluated by

1.	The evidence per product identified in this competency element is evaluated through a checklist.
2.	The evidence of performance outlined in this competency element is evaluated through an observation guide.
3.	Infer compliance with attitudinal evidence through compliance with product and performance evidence
4.	The establishment of the conditions for evaluating the cooperation between mason and master builder and with their counterparts.

Appendix VI: Outcome Document – Online Consultations



[Excerpts from the document]

OUTCOME DOCUMENT

ONLINE CONSULTATIONS HELD BETWEEN 5 NOVEMBER ANDF 20 DECEMBER 2020 FOR THE MUTUAL RECOGNITION OF OCCUPATIONAL STANDARDS IN THE AGRICULTURE AND CONSTRUCTION SECTORS

GHANA, NIGERIA AND TOGO

DECEMBER 2020

Introduction

In September 2019, the ILO's Skills and Employability Branch, in collaboration with the ILO Regional Office for Africa and the "Support to Free Movement of Persons and Migration in West Africa project" (FMM), funded by the EU and ECOWAS, organized tripartite consultations on the Potential for Skills Partnerships in West Africa and the Sahel. Representatives of IOM and UNESCO also joined (see Note below). During the event, participants identified selected and planned for the implementation of skills partnerships to strengthen safe, orderly, regular and demand-driven migration.

One of the skills partnerships selected by tripartite constituents was the Mutual Recognition of Certification and Standards between Ghana, Nigeria and Togo. Indeed, the three countries are located inside one of the great migration corridors within West Africa. The Mutual Recognition of Certification could boost the confidence of employers in hiring migrant workers and promote better integration of migrant workers in the workforce. As such, it would help countries to both attract talents and offset skills gaps in their industries.

Following the partnership's action plan (see Appendix I), action points number 2 and 3, a tripartite working group was formed to conduct a needs assessment, select key occupations, facilitate access to existing occupational and training standards and jointly develop harmonized standards of selected occupations. Two sectors of intervention were chosen: Agriculture and Construction. The first consultation round had the following outputs:

- Five occupations for both the agriculture and construction sectors were chosen for the pilot process (list in appendix);
- Comparison of the occupational standards in agriculture and construction was conducted and presented to the technical working group;
- Gaps were identified; and
- Missing occupational standards were identified.

Progress and way forward

Following a series of virtual meetings that took place in November and December 2020, the following outcomes were achieved:

- Tripartite constituents from Nigeria, Ghana and Togo pledged to strengthen mutual recognition of each other's training certificates through a harmonization of their occupational standards in key sectors/occupations affected most strongly by migration between the three countries. Critical to this achievement is the involvement and leadership of the government and the private sector. It was agreed that the skills governing bodies; COTVET in Ghana through Sector Skills Councils, the National Board for Technical Education in Nigeria and the Ministry of TVET in Togo will lead the process. They will have to work with the concerned ministries of Agriculture, Ministry concerned with Construction and Ministry of Foreign Affairs.
- Identification of masonry, plumbing and poultry rearing as priority occupations as developed standards exist in all three countries.
- The technical working group suggested that for each occupation a skills committee will need to be formed in each country. The suggested composition of the bodies is 70 per cent of people from industry and 30 per cent of people from the regulatory bodies.
- The technical working group suggests that minimum standards with 70-80 percent commonality should be developed between the countries. This will be done initially at the country level by the established skills committees whose decision will be brought to a tripartite meeting involving the three countries.
- Within such a working arrangement, countries will be engaging in an established forum/ network where issues will be deliberated and agreed upon.

- Recognizing the need to reach workers in the informal economy, Recognition of Prior Learning (RPL) has also been agreed to be part of the whole process. This will ensure that no one is left behind as per the African Union Agenda 2063.

Skills committees are those committees duly set by the regulator in skills development with the purpose of developing a particular trade, sector, or area of skills. They derive their mandate from national legislation and either report to the board or a particular office within the regulating institution.

The following draft tools have been developed:

- The road map towards Mutual Recognition and development of minimum occupational standards
- The Minimum Occupational Standards Template.

The roadmap provides a step-by-step process in harmonizing the standards. The occupational Standards Template that is accessible in the drop box of the working group provides the framework of what has to go into the harmonized minimum standards.

To continue forward with the mutual recognition process, the members of working group will need to mobilize political support and establish the skills committees. They should consolidate their efforts through country meetings for developing the minimum occupational standards in preparation for the three country meetings, validate the standards, and get them approved.

Note: The International Labour Organization (ILO), the International Organization for Migration (IOM), the United Nations Educational, Scientific and Cultural Organization (UNESCO), the International Employers Organization (IOE), and the International Trade Union Confederation (ITUC) launched the Global Skills Partnership on Migration initiative to mobilise their constituencies, pool their expertise, maximize synergies and leverage comparative advantages. The partnership supports the development of skills partnerships between countries, along migration corridors, and within selected regions through knowledge sharing and technical assistance, with a particular focus on women and youth.

ilo.org

Skills and Employability Branch (SKILLS)

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