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MINISTRY OF TECHNICAL AND HIGHER EDUCATION

***Sierra Leone TVET Dual Apprenticeship Policy:
Skills for Employment***

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Key Terms and Definitions

Industrial attachment: An industrial attachment is an important part of vocational education and/or training programs which provides students with work experiences to gain practical knowledge and skills as a course requirement. Participants are students, and the successful attachment is a pre-requisite for graduation and certification. Although the learning may be structured, the main purpose of an attachment is work exposure, i.e., putting into practice what has been learnt before. An example is the industrial Attachment Program (IAP) in the TVET sector. In some countries industrial attachment is a compulsory part of an education program, usually implemented in the TVET sector and in higher education.

Internship: An internship is like an attachment. However, it is not part of an educational learning program, but an own-standing work experience scheme, aimed at easing the entrance into work of a young person. Supported internship programs, for example the Youth National Internship Programme, are youth-targeted active labour market interventions. Internships are also offered by companies. It is an opportunity provided to young persons, specifically, those that have finished their studies, to gain some working experience in a workplace, without follow a curriculum or leading to qualifications based on an assessment of skills for the specific occupation.

Apprenticeship: According to the International Labor Organization (ILO), there is no single, standardized definition of apprenticeship training used across countries, but various approaches have been developed over the years to correspond to national needs. Most countries that have developed an apprenticeship policy or framework combine on-the-job and off-the-job training. At the end of the training, apprentices undertake an assessment for certification of competencies/qualifications - which are widely recognized by employers in their recruitment processes (Fazio et al., 2016). Apprenticeship is a form of Work-Based Learning (WBL), but not all forms of work-based learning are apprenticeships.

Depending on the characteristics and way of delivery, apprenticeships can be divided further into a few different types as described below.

- **Formal apprenticeship:** This is a combination of paid employment with workplace training and off-the-job learning. It combines skills training in a formal training institution and a paid employment in an approved industry. This form of apprenticeship leads to an industry approved qualification as determined by the MTHE and/or National Council for Technical Vocational and other Academic Awards (NCTVA). Formal Apprenticeship Training consists of Off-the-Job and On-the-Job- Training/Practical Training at workplace in the industry. The Off-the-Job training provides the theoretical basis for those who have not undergone any institutional training/skill training before taking up Off-the-Job training/practical training. The Off-the-Job training accounts for approximately 20-25% of overall duration of Apprenticeship Training.
- **Informal (Traditional) Apprenticeship:** This relationship is usually formalized between the young person and the master in the informal sector, sometimes involving the parents/guardians of the young person. In this training relationship,

the young person commits to work for the master as an assistant and will be instructed by the master to learn on-the-job. Apprenticeship in the traditional setting is not usually based on an approved or prescribed curriculum, and learning contents are determined by the kind of work conducted in the training enterprise. Informal apprenticeships are found in the informal economy and provide for the transmission of appropriate hand skills from an experienced craftsperson to a young person, usually covering all skills of a trade.

- **ILO Definition of Apprenticeship:** The ILO promotes the concept of a Quality Apprenticeship system to emphasize the quality and relevance of training to the labor market. Such a system has the following six key features: The ILO approach to successful Quality Apprenticeship systems is based on six key building blocks: (a) meaningful social dialogue; (b) a robust regulatory framework; (c) clear roles and responsibilities; (d) equitable funding arrangements; (e) strong labor market relevance, and (f) inclusiveness.
- **Dual apprenticeship:** is a formal apprenticeship that combines theoretical training in formal TVET institutes with practical training in industry and/or businesses in the formal and informal sectors. Therefore, a dual apprenticeship scheme provides TVET participants with work-based learning and market experience to apply theoretical knowledge acquired at TVET training institutes. There is a clear distinction between the dual apprenticeship and other forms of WBL, as dual apprenticeship provides specific advantages, particularly in terms of working conditions and the quality of learning opportunities. The term “Dual Apprenticeship” is more relevant for Sierra Leone, thus stated in the title of this policy document. Dual apprenticeship places importance and focus on training of apprentices at the TVET institution as well as at the company, with 70 percent of the training taking place at the workplace and 30 percent at a formal TVET institution.

Certificate of Apprenticeship: This is a certificate issued by the Registration Agency to an apprentice, confirming that the apprentice is duly registered in an apprenticeship programme.

Certificate of Completion of Apprenticeship: This is a certificate issued by the Registration Agency to those registered apprentices certified and documented as successfully completing the apprentice training requirements outlined in these Standards of Apprenticeship.

Apprentice: Apprentice in TVET refers to a person who is undergoing apprenticeship training in pursuance of a qualification in any establishment or company duly recognized by the NCTVA and having a contract of apprenticeship.

Apprenticeship agreement: An apprenticeship agreement is a formal written arrangement between an employer and apprentice. The agreement sets forth the responsibilities and obligations of all parties with respect to the Apprentice's, on-the-job training. The agreements should include a statement of the skills, trade or occupation for which the apprentice is being trained, under a qualifying apprenticeship framework.

Assessment: In apprenticeship, assessment involves making objective and impartial judgements based on evidence gathered from a variety of sources to determine the

extent to which an apprentice demonstrates achievement of the performance requirements (competency) set out in an Apprenticeship standard.

Apprenticeship system: An apprenticeship system is a system that is competency-based and involves four key components (i) accredited training designed and delivered to support an apprentice's progress towards the standard, enabling them to perform at the required level of competency; (ii) methods of monitoring apprentice progress; (iii) mechanisms for assessing against agreed competency standards and for recording and reporting achieved competence; and (iv) a qualification and certification system based on the demonstration of competencies.

Competence: In apprenticeship, competence covers the knowledge, understanding, problem solving and technical skills, and attitudes, behaviors and ethics of the apprentice. The term 'competent' refers to a person's ability to perform to the standard of performance expected in employment. Competency encompasses: (i) performance of individual tasks (task skills); (ii) management of a number of different tasks within the job (task management skills); (iii) responding to irregularities and breakdowns in routine work (contingency management skills); (iv) dealing with the responsibilities and expectations of the work environment (occupational environment skills); and (v) applying skills and knowledge to new situations and environments (transferability skills).

Cooperative apprenticeship training with companies in the formal sector: Cooperative training is a modern form of apprenticeship through a cooperative agreement with a training or TVET institution and/or a company. An important learning location is a company, but the training is complemented by basic, generic, and theoretical training modules, delivered in a training institution and/or with a company. Usually, cooperative training is governed by a formal training Agreement, and is based on a learning plan or curriculum and aims at a formal qualification. An internationally well-known and highly recognized cooperative training scheme is the "dual apprenticeship system".

Designated trade: This refers to any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course which the Government of Sierra Leone, after due consultation and agreement with accredited professional bodies, trade and employers' councils, by notification in the Sierra Leone Government Gazette, specify as a designated trade for the purposes of this policy.

Employer: Is defined as any person or establishment registered as a business entity in Sierra Leone that provides employment to persons to perform tasks or any work in the establishment for remuneration on mutually agreed conditions.

Establishment: This includes the place, whether situated in the same location or at different locations, where any industry, firm or company carry out its productive activities.

Graduate or technician apprentice: Means an apprentice who holds or is undergoing training in order that he may hold a degree or diploma in engineering or non-engineering or technology, or equivalent qualification granted by any institution recognized by the Government and undergoes apprenticeship training in any designated trade.

Sector Skills Associations: Also, sometimes referred to as Sector Skills Councils, are autonomous industry-led bodies, with members comprising of qualified and certified persons in a particular trade or allied trades. A key role of SSAs is to create occupational standards and qualification bodies, develop competency framework, conduct training of trainers, skills gaps assessment, and certify apprentices on the curriculum aligned to the national occupational standards that is developed by them. There is presently no established SSA in Sierra Leone, thus the said roles are played by the NCTVA. This policy seeks to support the creation of SSAs

TVET in companies: This is a special form of workplace learning where skills training is provided in and by companies using well experienced industry practitioners. It is also often called “industry-based training”. A major characteristic of TVET in companies is that the company has a well-established training unit. Thus, training is provided by the company through the training unit. The differences between TVET in companies and normal TVET or higher learning is that training leads to the company recognized certificate, that may not necessarily be recognized by the NCTVA, though it may be recognized and accepted within the industry.

Key stakeholders in apprenticeship: These are, the employer, the learner or apprentice and the training provider. In the case of Sierra Leone, the most common training providers are the TVET institutions (GTIs, polytechnics and the universities of science and technology).

In-company mentors/trainers/supervisors: Are the direct responsible for instructing, and interacting with the apprentice, imparting practical training, introducing them and guiding them into the work and work environment during the on-the-job part of the apprenticeship training. They are responsible to (a) ensure that the apprentices work and learn in the occupation as specified in the contract; (b) Plan, organize and implement the Quality Apprenticeship training in the enterprise; (c) Monitor, assess and record the progress of the apprentices’ skills acquisition; serve as the focal point for the Quality Apprenticeship programme, coordinate with other sections and workers in the enterprise, as well as with external partners involved in the training process (e.g. TVET institution, public authorities for education and employment); (d) Prevent and resolve conflicts by mutual agreement, and if this is not possible, follow the predetermined conflict settlement procedures (e.g. in-company staff regulations, collective agreements, Labor Code); (e) Provide special care for apprentices with learning difficulties, disabilities and other limitations; and (f) Ensure safety and security at work for apprentices.

Advantages of Dual Apprenticeship

Several African countries have adapted the dual apprenticeship system based on successful models in some European countries, especially Germany as an efficient way to develop skilled manpower for industry and to meet socio-economic development needs. The dual apprenticeship largely uses the training facilities available in established companies without necessarily establishing training facilities and infrastructure. Nevertheless, companies can benefit from government support in terms of preparing training environment, cultivation of Meister teaching, development of teaching and learning materials, and tax waivers in procurement of necessary facilities and tools for in-

company training, etc. purely for practical purposes. Dual apprenticeship provided advantages both for the apprenticeship and the employer.

Dual Apprenticeship Training (DAT) increases the TVET attractiveness and enrollment. DAT leads to improvements in the attractiveness of TVET to school leavers, thus their enrollment. Also, the incentives provided to apprentices by the Dual Apprenticeship Program (DAP), also incentivizes to enroll in TVET and with an enhanced aspiration of employment. A study of the direct and indirect benefits of formal apprenticeship in Cote d'Ivoire (Crépon, B., and Premand, P. (2020)) revealed that the program increased participation among youth in formal apprenticeships, and participating firms hired more formal apprentices after the program was implemented.

Enhances collaboration between industry and training institutions. Industry plays a key role in development of DAT Program (DATP), thus bringing industry to training institutions, and thereby reducing mismatch between training and labor market needs. As most of the training is conducted at the workplace under qualified tradesmen and closely monitored ensures that apprentices acquire skills levels that are actually needed in the labor market.

Provides a feasible pre-employment training avenue. Apprentices in the company assigned is provided pre-employment training, particularly for those sophisticated occupations where training provided in a TVET institution is difficult to offer, due to the shortage of skilled technical teachers and as well as insufficient specialized equipment, workshops and hands on practical sessions. This applies in particular to high-level, specialized and technologically sophisticated occupations.

Provides efficient approach to skills development and availability of skilled labor. DAT provides a cost-efficient approach to skills acquisition, mainly at the workplace for possible employment at the end. This provides assurance to industrial employers the availability of skilled workforce with the required practical skills needed by industry.

Prepares apprentices gain professional and soft skills needed in industry. The structured skills training, interaction with other employees and the employer in the company, provides the apprentice opportunity to acquire professional skills, learn about company values, work ethics and knowledge of the industry related to the professional career. DAT also prepare the apprentice to become a reliable workforce. Improves the skill and quality of apprentice, provides experiential learning, and enhance the employability of the apprentice.

Boosts productivity. Availability of well trained and skilled manpower contributes to reducing the scarcity of skilled labor in industries thus enhance productivity, and socio-economic development. Evidence provided by Crépon, B., and Premand, P. (2020) indicates that increase in the number of apprentices entering firms was also associated with an increase in the quality of work provided by apprentices, suggesting that apprenticeship programs can have broader benefits for firms in the economy.

Acronyms

BMAPS	Benchmark Minimum Academic and Professional Standards
CTHEO	Chief Technical and Higher Education Officer
CSO	Civil Society Organization
DAP	Dual Apprenticeship Policy
DAT	Dual Apprenticeship Training
DATP	Dual Apprenticeship Training Programme
ESP	Education Sector Plan
GoSL	Government of Sierra Leone
GRM	Grievance Redress Mechanism
GTI	Government Technical Institute
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HEI	Higher Education Institution
HND	Higher-National Diploma
IFI	International Financial Institution
IED	International Institute of Employment Development
ILO	International Labor Organization
KTF	Korean Trust Fund
MEST	Ministry of Education Science and Technology
MBSSE	Ministry of Basic and Senior Secondary Education
M&E	Monitoring and Evaluation
MDA	Ministries, Departments and Agencies
MOU	Memorandum of Understanding
MTHE	Ministry of Technical and Higher Education
MTNDP	Mid-Term National Development Plan
NCTVA	National Council for Technical Vocational and other Academic Awards
NQF	National Qualification Framework
ND	National Diploma
NEF	National Education Fund
NTC	National Technical Certificates
NQF	National Qualification Framework
OJT	On the Job Training
SSA	Sector Skills Association
SDF	Skills Development Project
SSS	Senior Secondary
VET	Vocational Education and Training
TLM	Teaching and Learning Material
TVET	Technical Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WASSEC	West African Senior Secondary Certificate examination

Preface by the Honourable Minister, Ministry of Technical and Higher Education

The Sierra Leone TVET Dual Apprenticeship Policy was prepared by a team of technical experts, constituted by the Ministry of Technical and Higher Education. The team was assisted by a lead consultant, Dr. Patrick M. Kormawa. The Policy stipulated major actions required to enhancing skills competencies in Technical and Vocational Education and Training (TVET) and skills development. The main drive of the policy is to develop Sierra Leone's human capital through a system that is coherent with contemporary TVET administration. It is also based on the need that TVET trainings should be integrated in the employment system of Sierra Leone. Thus, this comprehensive Dual Apprenticeship Policy will stimulate the development of competent human capital for Sierra Leone and strengthened institutional ability to adapt quickly to market dynamics, provide high quality human resource through the involvement of modern curricula utilization. Most importantly, the policy has identified means of establishing sustainable sources of financing the TVET administration system for effective participation of the private sector and disadvantaged groups in Sierra Leone.

I am singularly enthused that the MTHE, NCTVA, other MDAs and myself, succeeded in meeting the challenges in the preparation of this Dual Apprenticeship Policy. Like other good policy, this policy places emphasis on competency attainment in TVET to world class standard. Thus, the policy document is accompanied by an implementation plan and suggested resources. The policy also created a caveat for flexibility in the implementation approaches and it is in line with the political aspiration of His Excellency the President of the Republic of Sierra Leone in his drive to develop the human capacity needed to transform the economy of Sierra Leone into a medium income country.

This policy has been developed because its implementation will ensure private sector involvement in the training completion in line with the required competencies. The policy implementation will cushion the poorly equipped training environment for most of the TVET institutions coupled with the lack of good infrastructure, tools and equipment in laboratories.

In conclusion, I would like to thank the World Bank who facilitated the availability of the Korea Trust Fund for the development of this policy. I will be remiss, if I fail to acknowledge and appreciate the efforts of all who contributed in diverse ways in putting this policy document together. It is my fervent hope that the implementation of this policy will help transform the national workforce into a highly trained, competent and dedicated workforce.

Professor Alpha Tejan Wuri .
Minister of Technical and Higher Education

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1 Background to the Dual Apprenticeship Policy

1.1 Concept and Background

Concept of TVET Dual Apprenticeship

1. Dual apprenticeship¹ combines theoretical training in formal TVET institutes with practical training in industry or businesses in the formal and informal sectors. Apprenticeship scheme aims to provide TVET participants with work-based learning and market experience to apply theoretical knowledge acquired at TVET training institute. The International Labour Organization (ILO) also refer to dual apprenticeship as “modern apprenticeship” and describes it as a “... unique form of vocational education, combining on-the-job learning and school-based training, for specifically defined competencies and work processes. It is regulated by law and based on written employment contract with a compensatory payment and standard social protection scheme. A formal assessment and a recognized certification come at the end of a clearly identified duration².” In general, formal apprenticeship training is a structured - usually a pre-employment – training in the real world of work. Apprenticeship training aims to build full occupational competence of apprentices. Apprenticeships are longer than attachments and internships and imply a considerable commitment to and ownership of the training by the involved employer or enterprise.
2. Apprenticeships can be informal or formal (traditional). Informal apprenticeships can be found in the informal economy and rural settings. In terms of training, traditional apprenticeship skills are transmitted from a master, a parent, or relative (trainer) to a family member or young person. Training process is “learning by doing”, without basic theoretical training. Informal apprenticeship is based on an informal work and training arrangement in the workshop or business of the trainer, with no formal curriculum, testing and certification. Informal apprenticeship is the most common way of acquiring professional skills for many youth in Sierra Leone and is usually associated with and regulated by local cultures and traditions. In contrary, formal apprenticeship is founded on policies and legislation. Formal apprenticeship is associated with a study at a formal TVET institution and acquiring practical skills at a workplace. The apprentice follows a formal curriculum and learning program in a TVET institution and receive skills training in a company/workshop.
3. Apprenticeships are different from other forms of workplace learning, such as internships, traineeships, or industry attachments. While the company/workshop-based training for apprenticeships follows a structured training plan, other forms of workplace learning does not. Apprenticeship leads to a full qualification following formal testing and certification. A summary of the attributes of apprenticeship (dual) and other forms of workplace-based training arrangements are presented in Table 1. What distinguish (dual) apprenticeship from other forms of workplace-based arrangements is that (a) the apprentice is paid a wage or allowance; (b) the training is carried out under a formal legal framework; (c) It has a defined learning program both at the formal training institution and the workplace; (d) it combines both On-the-Job

¹ Dual Apprenticeship and Apprenticeship are used interchangeably in this policy document to mean the same

² “Key elements of quality apprenticeships”, ILO, September 2012

Training and Off the Job-Training with a formalized arrangement; (e) the apprenticeship is concluded with a formal assessment conducted by a recognized assessment body; and (f) upon passing the assessment, a recognized certificate is issued a recognized certification body.

4. According to the ILO, the attributes of quality of apprenticeship comprises of six main characteristics which are (i) meaningful social dialogue,(ii) must be guided by a robust legal and regulatory framework, (iii) the roles and responsibilities of the key stakeholders must be clear; (iv) it must have a sustainable and equitable funding; (v) it must have a strong labour market relevance; and (vi) it must be inclusive and gender sensitive. Box 1 presents a summary of these attributes.

Box 1. Attributes of quality apprenticeship

1. *Meaningful Social Dialogue:* Workers' and Employers' Organizations actively participate in shaping the system.
2. *A robust regulatory framework* that lays the basis for the design of the system and defines e.g., social protection and the legal status of students.
3. *Clear Roles and Responsibilities:* Clear mechanisms for collaboration between social partners, companies, public authorities and VET schools.
4. *Equitable funding arrangements:* Costs and benefits for public authorities and employers are well-understood and shared by all parties.
5. *Strong labor market relevance* based on a demand-driven design of occupational profiles, training plans and curricula.
6. *Inclusiveness:* Gender-sensitivity and access for disadvantaged groups promote equality, uncover hidden potential and stimulate social responsibility.

Source: ILO 2017

5. Quality apprenticeship is important because following reasons: -

- (a) It forms a bridge between the world of education and the world of work, based on social dialogue involving the social partners – employers and their associations and trade unions, who are best placed to identify the training that is needed and the way that it should be provided;
- (b) It requires a robust and stable regulatory framework, which establishes the overall conditions for designing and implementing systems and secures decent work for apprentices;
- (c) It builds on the support and commitment of numerous stakeholders who have a clear understanding of their roles and responsibilities. They also have a common purpose, which ensures the coherence of the entire system;
- (d) It generates both costs and benefits for the public authorities, employers and apprentices themselves. There must be a clear overall understanding that costs are shared equitably to ensure that all stakeholders are willing to participate on a long-term basis;

- (e) prepares young people for occupations and their participation in the labor market. This implies that employers and apprentices must know which occupations and skills are in demand, and how these skills will be recognized; and
 - (f) are not just designed for one social group. If they are to offer opportunities for all, there is a need to take positive action to increase diversity, improve reporting and accountability, incorporate a level of flexibility and enhance advice and support.
6. **Traineeship:** Traineeship is a lower-level position usually created by an employer for youth to develop competencies and abilities that are required to take up employment opportunities in the establishment. Traineeships are developed to help employers with recruitment when it is found that the job market cannot provide candidates with the skills and abilities necessary for certain positions in the establishment. Traineeship provides the employee opportunity for advancement. The duration of the traineeship is determined by the employer. Upon successful completion of the traineeship, and any academic courses that may be required, appointees are entitled to full permanent status in the position for which the appointment was made.
 7. Following these attributes of workplace learning provided in Table 1, the Sierra Leone apprenticeship in TVET policy is concerned with apprenticeship as defined in this document. The scope and duration of each of these, shall be defined by the key stakeholders in apprenticeship system.

Table 1 Attributes of Apprenticeship and other Work-place based Arrangements

	Wage	Legal F/work	Work place Based	Learning Program	OJT	Off-the Job Training	Formal Assessment	Recognized Certificate	Duration
Traineeship	Yes/No	No	Yes	No	Yes/No	No	No	No	Variable
Internship	No	No	Yes	No	Yes/No	No	No	No	Variable
Informal Apprenticeship	Tip	No	Yes	No	Yes/No	No	No	No	Variable
Work-place Learning	Yes	No	Yes	No	Yes/No	No	No	No	Variable
Apprenticeship	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Fixed

Source: Steedman, Hilary (2014)

8. In dual apprenticeship, a written contract or agreement details the respective roles and responsibilities of the apprentice and the employer, and the apprentices receive remuneration and standard social protection coverage. Following a clearly defined and structured period of training and the successful completion of a formal assessment, apprentices obtain a recognized qualification. According to the ILO (2012), quality apprenticeship system is based on six key elements: - (i) meaningful social dialogue; (ii) a robust regulatory framework; (iii) clear roles and responsibilities; (iv) equitable funding arrangements; (v) strong labor market relevance, and (vi) inclusiveness. All these six elements feature strongly in the ILO quality apprenticeship system.

9. There is presently limited collaboration between employers and TVET institutions including universities. A survey conducted among business in Sierra Leone by GIZ, noted that only 3 percent of employers collaborate with TVET schools (2018, GIZ study). GIZ is piloting an apprenticeship with graduates. The apprentices are paid stipend, while the employers of the apprentices are provided incentives.
10. Based on these clarifications, the Sierra Leone Dual Apprenticeship Policy provides the legal framework for the implementation of dual apprenticeship in Sierra Leone and targets the training of workforce in formal TVET institutions (e.g., GTIs, technical university, polytechnic, other universities offering TVET-related courses) combining both On-the-Job Training and Off the Job-Training with formalized arrangement. The apprenticeship is concluded with a formal assessment and issuance of a recognized certificate by NCTVA or another recognized assessment body.

Background

11. Sierra Leone's population is estimated at 7,541,641 million (Stats SL, 2022), out of which about 42 percent are below 15 years of age. Thus, providing adequate socio-economic opportunities particularly jobs is becoming increasingly difficult, resulting in migration from rural to urban areas as well as from urban areas to other countries. Despite the policy interventions and actions by the government and its partners, young people are still grappling with several challenges: a lack of skills relevant to the contemporary job market; limited skills development programmes for youth; limited jobs and poor work conditions for youth; inadequate policy and legislation that protect the welfare of young people; and drug use and abuse, among others.
12. In 2019, the Government of Sierra Leone launched an ambitious Medium-Term National Development Plan (MTNDP), 2019-2023, sub-titled 'Education for Development'. The MTNDP set a clear vision for the country's sustainable development path towards the achievement of progress across the eight pillars of plan, as core components of the country's journey out of fragility towards its vision of becoming an inclusive and green, middle-income country by 2035 (GOSL, 2019). The MTNDP prioritized human capital development as the most fundamental path towards the country's ambition of attaining a medium-income status and sustainable development.
13. Alongside human capital development, the GoSL has prioritized the diversification of the economy, targeting agriculture, fisheries, mining, and tourism to be the new drivers of growth for Sierra Leone and to create quality jobs. The Government of Sierra Leone defines youth as those between ages 15 and 35. Approximately 2.5 millions of Sierra Leone's 8 million population (set to increase to 4.1 million by 2050), are youth. The projected increase represents an opportunity to enhance the youth's potential to help Sierra Leone achieve Middle Income Status by 2030.
14. The GoSL is aware that relevantly skilled Sierra Leoneans are required for the attainment of the country's short- and long-term development aspirations. Numerous analytical reports and policy documents, for example the Private Sector Development Strategy (PSDS), have identified the shortage of relevant skills as a major impediment to economic growth and competitiveness. Skills are lacking throughout the economy, among people working in the private sector and at public workplaces, as well as among

young labour market entrants. The National Capacity Building Secretariat (NCBS) is currently in the process of formulating a National Capacity Building Strategy to comprehensively address skills and capacity deficits. In this respect, the GoSL has assigned special importance to TVET since 2018.

15. In this respect, the GoSL created the Ministry of Technical and Higher Education (MTHE) in 2018. The mandate of the MTHE is to “provide effective supervision to the tertiary, technical and vocational sectors of the national education system for effective service delivery in the country”. Prior to the creation of the MTHE, basic, senior secondary education, technical, and higher education were all together under the Ministry of Education, Science and Technology (MEST), which oversaw all education sub-sectors. However, TVET was not given the needed priority and suffered from a lack of visibility and holistic policy direction; poor documentation; a lack of investment, equipment, and tools; inadequate coordination; and insufficient supervision and monitoring.
16. Against this backdrop, the ongoing transformation of the TVET sector led to the adoption of the National TVET Policy for Sierra Leone (GoSL, 2019) as well as the development of guidelines and methodologies to facilitate TVET implementation, with a priority for women and disadvantaged youth at its heart. The rationale for prioritizing TVET is to transform the entire TVET landscape in the country through better service provision for the technical and vocational needs of the growing young population, especially girls and women, and those seeking fresh skills or transitioning into alternative occupations, to meet the labour market demand.
17. In response towards meeting the anticipated surge in demand and shift towards demand-driven skills production, the GoSL has established GTIs in 10 districts, since 2019, with plans to construct 6 more in the remaining districts. The objective of increasing the number of GTIs is to develop qualified and quality middle-level manpower nationwide, that are certificated through the GTIs with National Technical Certificates (NTC), National Diplomas (ND) and Higher National Diplomas (HND). Also, the government recently (2022) established three technical universities all with the aim to bolster quality skills acquisition and employability of youth. There are about 183, of which 107 (58%) are privately-owned and 76 are government- assisted (42%).

1.2 Justification for a Dual Apprenticeship Policy

18. Dual apprenticeship in the formal TVET system is a priority on the reform agenda for the GoSL. The justification for mainstreaming dual apprenticeship in TVET programs in the country is to expose apprentices to hands on experience in the job or workplace setting while helping to improve their technical proficiency in their respective skills programs. Besides, only 3% of surveyed employers appear to actively collaborate with training institutions. It is against this backdrop that the Ministry of Technical and Higher Education (MTHE) has developed this dual apprenticeship policy. Through this Dual Apprenticeship Policy, the MTHE will help improve technical, and skills competencies, and labour market outcomes for TVET graduates.
19. Dual apprenticeship is being advocated for by the GoSL with the aim to address the misalignment of Skills Training and Education to Labour Market. As dual

apprenticeship approach brings both private and public stakeholders to develop balanced training programmes, it facilitates the alignment of skills training to labour market demand. It also facilitates employers to equip apprentices with on-the-job practical skills and training institutions equip apprentices with more theoretical off-the-job training. It is also envisaged that dual apprenticeship programmes will contribute to addressing high youth unemployment rate as in developed countries like Australia, Austria, Switzerland, or Germany, where the dual apprenticeship approach is the most common form of skills training.

20. The TVET Dual Apprenticeship Policy is needed for Sierra Leone to exploit the opportunities for improved skills and employability of youth and their contribution to the work force for national development provided by workplace learning and training in TVET institution. To exploit this opportunity, it is therefore necessary to develop the Sierra Leone TVET Dual Apprenticeship Policy that plays the following functions:

- (a) Provide legal and regulatory framework for apprenticeship training, as there is presently no legal framework that is consistent with the labour law related to apprenticeship;
- (b) Develop and recognize apprenticeship training as part of the formal TVET and the National Qualification Framework for TVET (NQF);
- (c) Develop the conditions and mechanisms to award apprentices after successful completion of the dual apprenticeship to be awarded formal and recognized certificates under the NQF;
- (d) Develop curricula for dual apprenticeship and modalities for approval and recognition by the NCTVA based on occupational standards recommended by a recognized national professional body;
- (e) Develop mechanisms to recognize and certify workplaces as learning centres or centres of specialization. Such mechanisms should also ensure that such learning centers, workshops, or workplaces are recognized as credit bearing that counts as part of the overall assessment for the award of certificates under the NQF³.

Reasons for introducing Dual Apprenticeship in Sierra Leone

21. Sierra Leone faces a youth bulge, with young people (15-35 years) accounting for 33 percent of the population of the total population and 63 percent of the working-age population (15-64) in 2018. A typical youth is a woman (55 percent) who is younger than 25 (54 percent) and living in a rural area (54 percent) (UNICEF 2020). The outcome of the educational system over the years has exhibited widespread youth qualification mismatch largely due to undereducation. However, although there is a growing need for high-skill jobs, the qualification mismatch makes it difficult for the increasing number of tertiary school leavers to find jobs. Experiences from Germany, which is considered to be implementing one of the most successful dual apprenticeship model, the reasons (BIBB Report 2015) for providing dual apprenticeship, which also explains

³ The NQF is being prepared by NCTVA. Credits from workplace learning to count towards the overall assessment for the award of certificates will be implemented only when the NQF is developed.

why the GoSL has decided to introduce and implement apprenticeship are as follows:

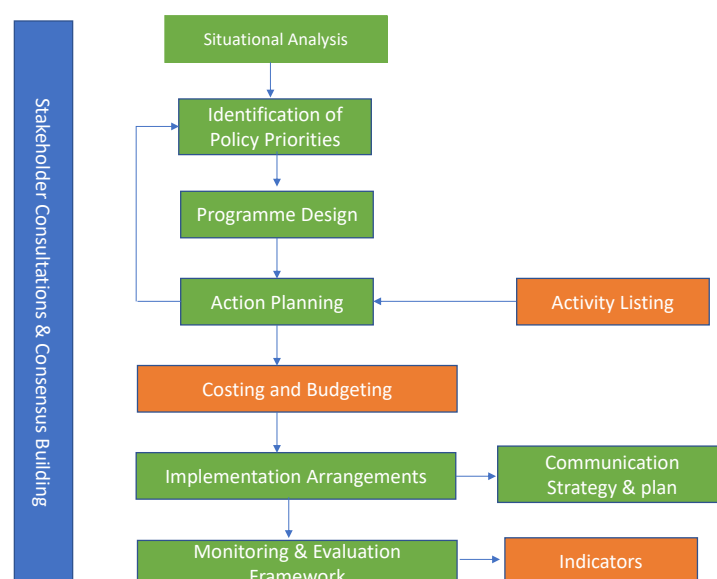
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- (a) To train young students (apprentices) with a view to employing them long-term in the company as skilled workers
- (b) Because apprenticeship training is a shared task of business and industry and hence a service for society
- (c) In order to employ apprentices as workers even during apprenticeship training
- (d) Because apprenticeship training is part of a tradition
- (e) To save the cost of recruiting and inducting external skilled workers.

1.3 Dual Apprenticeship Policy Development Process

22. The formulation of the Sierra Leone TVET Dual Apprenticeship Policy followed a participatory, consultative, and inclusive process building on the national TVET policy, the Sierra Leone Education Sector Plan 2022 to 2026, and other relevant policies and acts. In this respect, representatives from TVET institutions, employers, employers' organizations, other private sector entities, Civil Society and public sector participated actively in the formulation of this policy. The apprenticeship policy formulation followed an interactive process as illustrated in Figure 1.
23. The entire formulation of this policy was led by an experienced consultant and guided by a technical committee set up by the MTHE. The committee comprised of representatives from relevant Ministries, Departments and Agencies (MDAs), TVET institutions, Development Partners, private sector employers. The technical committee members also participated in the regional workshops organized for all five regions of the country. Drafts of the policy document were reviewed by a team of World Bank staff, and the Technical Committee. Comments received were discussed at a technical working workshop organized by the MTHE, that provided inputs for the preparation of a final draft that was presented at a national stakeholder validation workshop in Freetown.

Figure 1. Sierra Leone Apprenticeship Policy Development Framework



Source: Author.

1.4 Principles Guiding the Policy Development Process

24. The formulation of this Sierra Leone TVET Dual Apprenticeship Policy was guided by the following principles: -

- (a) *Participatory Development* of this policy was guided by a Technical Committee (TC) set up by the MTHE. Membership of the TC comprised of representatives from the public and private sectors, employers, employers' organizations, TVET institutions, civil society organization and development partners. The objective of the Technical Committee formation was to guide the process of developing the architecture of the policies in line with national dynamics, best practices, and to catch up with regional and continental dynamics in developing skills for jobs.
- (b) *Consultative*: Leaning institutions, employers, and employees' representatives as well as civil society were consulted at all stages in the development of this policy. Specifically, stakeholder consultative workshops were organized in all five provinces of the country. At these workshops, a draft policy document was presented and discussed in groups. Recommendations for improvement of the draft were presented at the workshops for inclusion in the final draft policy. A national validation workshop was organized in Freetown, where final corrections were made and a final draft prepared and validated.
- (c) *Relevance and Focus*. Relevance for the socio-economic development of the country was considered in all discussions, especially in focusing of the policy for the formal TVET and in recommendation of trades to be supported under this policy.
- (d) *Facilitating partnerships*: Noting that dual apprenticeship requires the buy in of employers (private sector), the training institutions and employee representatives, the need for a policy framework that facilitates and coordinates the efforts of partnership in skills development was emphasized in all discussions and drafting of the policy.
- (e) *Financially Secure and sustainability of TVET Dual Apprenticeship*: Dual apprenticeship is expensive. Noting that there is presently no budgetary allocation to dual apprenticeship, which is already stretched, alternative sources of financing the Dual Apprenticeship was a central topic in the stakeholder consultative workshops.

- (f) *Quality*: The TVET Dual Apprenticeship Policy framework aims to promote quality while emphasizing the need to promote demand driven apprenticeships and training. The selection of workplaces and TVET institutions that will participate in or benefit from programs supported by the policy shall be based on criteria that emphasizes quality.
- (g) *Incorporating lessons from Dual Apprenticeship Policies from other countries*: This TVET Policy document has benefitted from review of several similar policies from which lessons are drawn and contextualized for Sierra Leone.
- (h) *Special focus on youth, especially girls and young women*. This policy focuses on youth. It therefore provides opportunity for youth to gain skills and employment or become entrepreneurs. Special initiatives shall be developed to encourage girls and young women to participate and benefit from dual apprenticeship programmes.

1.6 Existing Policies facilitating Dual Apprenticeship Policy

25. After many years of neglect, this apprenticeship policy is being prepared at a time the GoSL has prioritized TVET within the national education plan. With the long period of neglect, characterized by little or no investment, the quality of TVET infrastructure is low. Consequently, TVET and higher education graduates are not appropriately skilled for jobs, and the overall system capacity is low. It is with these challenges in mind, that the MTHE was created in 2018 to revitalize the TVET sector. Since its establishment, the MTHE has worked and will continue to partner with parents, communities, civil society organizations (CSOs), national and international NGOs, and the private sector to substantially improve the TVET system.
26. The apprenticeship policy is within the broader GoSL's current national development agenda which is described in the MTNDP 2019–2023. The vision of the GOSL is for Sierra Leone to become a middle-income country in 2039 through inclusive economic growth; education and human capital development are the base from which it hopes to achieve this growth. The MTNDP has four key goals, and education lies within Goal 2 – a nation with educated, empowered, and healthy citizens capable of realising their fullest potential. The broad education objectives for Goal 2 are to ensure free basic and senior secondary education of quality and to strengthen tertiary and higher education. In addition to directly contributing to Goal 2, the apprenticeship policy also supports several cross-cutting issues of the MTNDP, including gender equality, empowering persons with disabilities, and climate resilience.
27. Therefore, the apprenticeship policy is informed by several national laws and strategies of Sierra Leone. Key among them are as follows: -
 - (a) NCTVA Act: Establishment of the NCTVA by Act No. 10 of October 200. The Act provides consistent and high-quality Accreditation, Validation, Examination, and Certification services in education and training.
 - National Technical and Vocational Education and Training (TVET) Policy (2019): The creation of an effectively coordinated and harmonized system capable of

delivering high-quality market demand training and skills development programmes that provide the economy with a qualified skilled workforce able to contribute to national economic development and growth sustainably and inclusively

- (b) Sierra Leone Labor Policy: Labor and employment conditions, occupational safety and health standards.
 - (c) The Persons with Disability Bill (2020): Establishes the National Commission for Persons with Disability and prohibits discrimination against persons with a disability. Every person with a disability should have the right to a quality education, from pre-primary to senior secondary
 - (d) The national youth policy (2003): Established the Ministry for Youth Affairs, with the vision of engendering a "Nationally conscious and patriotic youth empowered to contribute positively to the development of Sierra Leone. The policy defines youth and outlines the rights and responsibilities of young people, the state, parents, and other stakeholders.
 - (e) National Gender Strategic Plan (2013–2018): Promotes educational opportunities for girls and women, including the most marginalized, STEM education for women, elimination of gender-based violence, and comprehensive sexuality education (CSE) for adolescent girls.
 - (f) The Sierra Leone Education Sector Plan (ESP) 2022-2026: Transforming Learning for All: Outlines the plan for improving learning outcomes for all children and youth. At the heart of the plan are learners – all learners. It outlines the plans for the improvement of HEI and TVET institutions.
28. In addition to national policies and laws, this policy also contributes to the achievements of the 2030 Sustainable Development Agenda and the African Union Agenda 2063.
29. The MTHE will therefore build on the existing policies, especially the TVET policy and the ESP 2022-2026 to introduce the apprenticeship policy. However, this will be done in close partnership with the key stakeholders in apprenticeship. The approach will be phased, starting with a Pilot Phase to allow for learning and adaptation of the apprenticeship policy.

2 Dual Apprenticeship Policy Statements and Guidelines

2.1 Policy Vision, Strategic Goals, Objectives, and Target

30. The Sierra Leone TVET Dual Apprenticeship Policy recognizes (Dual Apprenticeship Policy) trades that are nationally registered, company apprenticeships approved and registered by the NCTVA⁴ and they must meet the criteria for learning and skills gains to qualify under this policy. The main aim of this Dual Apprenticeship Policy is to develop the skills of the workforce in Sierra Leone. In this respect, the specific purpose is to: -

- (a) Provide opportunities for new labour market entrants to gain work experience and improve their prospects of finding jobs;
- (b) Encourage learners and employers to participate in the dual apprenticeship system;
- (c) Provide for skills trainings that lead to recognized occupational qualifications;
- (d) Promote public-private partnerships to provide learning in and for the workplace.

31. Policy Vision: To establish a modern and sustainable apprenticeship based on close collaboration between enterprises & TVET institutions.

32. Strategic Goals. These are as follows: -

- (a) To develop a skilled workforce through workplace learning responding to industry needs and demands
- (b) To develop infrastructure and social environment for introducing and activating apprenticeship.

Strategic Objectives

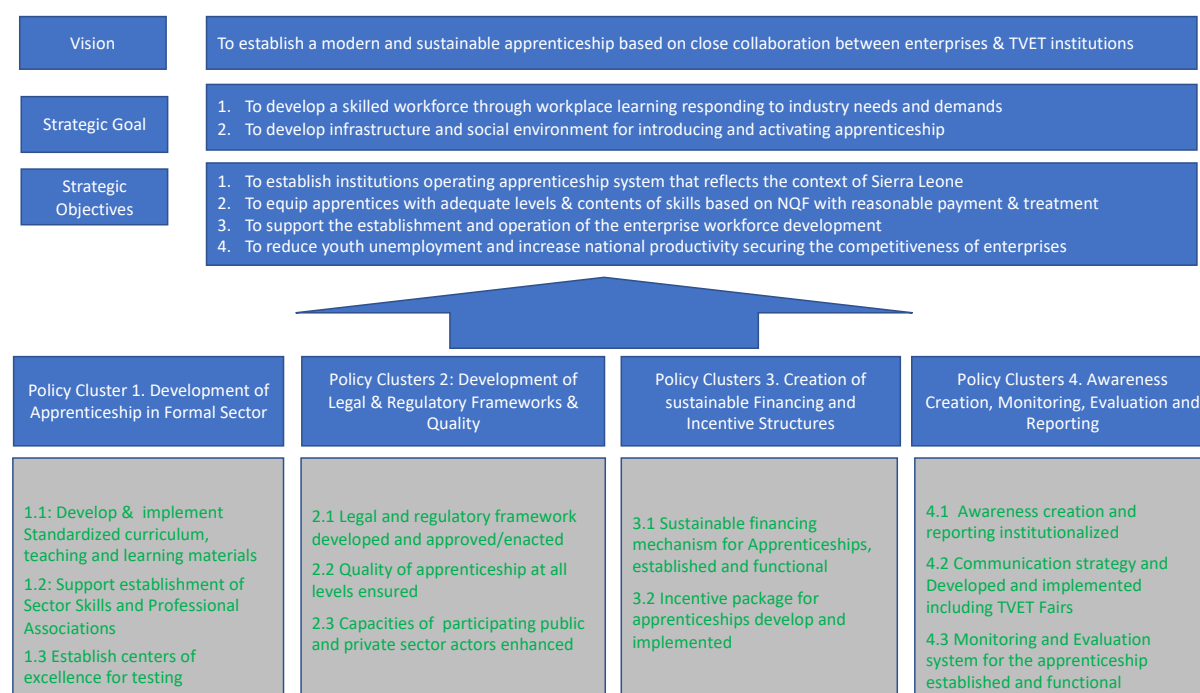
33. The policy strategic objectives are as follows: -

- (a) To establish institutions operating apprenticeship system that reflects the context of Sierra Leone
- (b) To equip learner workers with adequate levels & contents of skills based on NQF with reasonable payment & treatment
- (c) To support the establishment and operation of the enterprise workforce development
- (d) To reduce youth unemployment and increase national productivity securing the competitiveness of enterprises.

34. The vision, strategic goals and objectives of the apprenticeship policy are summarized in Figure 2. The policy implementation framework has been summarized under four (4) policy clusters as follows: - (i) development of apprenticeship training in the formal sector (ii) Development of Legal & Regulatory Frameworks & Quality, (iii) Creation of sustainable Financing and Incentive Structures, and (iv) Awareness Creation, Monitoring, Evaluation and Reporting.

⁴ The National Council for Technical Vocational and other Academic Awards (NCTVA) was established by Act No. 10 of October 2001

Figure 2. Summary of the Sierra Leone TVET dual apprenticeship policy



Source: Author

2.2 Target and Non-Target Groups of the Policy

35. The Sierra Leone TVET Dual Apprenticeship specifically applies to:

- Students and Learners in Government TVET institutions: The learning and training needs of students in accredited and recognized Government TVET and higher education institutions, and labour market entrants in the formal sector associated with TVET and/or higher education programs that facilitate school-and-work training.
- Training Providers. It applies to training providers which includes government TVET institutions, and higher education institutions as defined by the MTHE.
- Employers participating in Dual Apprenticeships that are accredited by the MTHE.
- Institutions and establishments participating in the financing, management, and coordination of dual apprenticeship.

36. This policy does not apply to:

- Apprenticeships in a sector that is not recognized and accredited by NCTVA/MTHE
- Persons below the age of 14 years and those above 35 years of age
- Persons that are not registered and following formal training and education at a recognized and accredited Government TVET or higher education institution.
- Internships, skills upgrading of workers in industry.
- Persons following learning and/or educational programs that are not accredited and recognized for dual apprenticeship by the NCTVA/MTHE.

2.3 Policy Statements and Guidelines

2.3.1 Recruitment of Apprentices and Training

37. The GoSL shall legislate all conditions, requirements, certification and other related matters of apprentices and their training. Such legislation shall be enacted after consultations with and receiving inputs from employers and professional organizations registered in Sierra Leone.
38. The GoSL shall modify the rules governing the conditions, terms and requirements, training agreement of apprenticeship training. Such modifications shall be made in consultations with employers and professional associations, groups, or councils.
39. The guidelines relating to the recruitment of apprentice and their training are provided as follows:

Fields of Apprenticeship

40. The fields, skills, trades, or occupations that are subject to this policy shall be those areas that are "designated trades" by the GoSL. This means any trade or occupation or any subject field in engineering or non-engineering or technology or any vocational course which the GoSL, after consultation with the recognized trades and professional organizations, may, by notification in the Sierra Leone official Gazette, specify as a designated trade for the purposes of this policy.

Qualifications for apprenticeship

41. Qualified age for apprenticeship: A person shall not be qualified to be engaged as an apprentice or accepted to undergo dual apprenticeship training in any designated trade, unless, the person is more than fourteen years of age, and for designated trades related to hazardous industries, not less than eighteen years of age. Persons above 35 years of age at the time of application for dual apprenticeship are not qualified.
42. Educational qualifications: Apprentices shall meet the minimum educational qualification and standards (and physical fitness as required by certain trades) as may be prescribed by the NCTVA/MTHE, in consultation and agreement with employers' associates, professional bodies, etc.
43. Special Condition for Persons Living with Disability (PLWD): Special qualifications and incentives shall be provided to encourage participation of PLWD. Therefore, special incentives shall be provided by the GoSL to encourage PLWD to participate in dual apprenticeships apprentices in all the designated trades; similarly, incentives shall be provided to employers to recruit PLWD as apprentices in designated trade in an establishment.
44. The number of training places to be reserved for PLWD in any designated trade shall be published annually by the NCTVA/MTHE taking into consideration, the population of PLWD in TVET and institutions of higher education.

Requitements of Apprentices

45. Recruitments of apprentices shall be done on a transparent and competitive basis. In this respect, apprenticeships that are financed by the GoSL shall be advertised on the NCTVA and MTHE websites and in at least two nationally distributed newspapers in Sierra Leone for at least two weeks.
46. Depending on the number of applicants to a particular establishment for a limited number of apprenticeships, the employer shall interview all candidates following the recruitment procedures of the establishment but using the most cost-effective means for the candidates.
47. Recruitments of apprentices directly by employers shall undergo the recruitment processes of the employers. However, such process shall be documented, and documents saved on file, and the recruited apprentice registered with the NCTVA.
48. The MTHE shall prescribe the maximum number of apprentices to be engaged by the employer for designated trade per annum.

2.3.2 Arrangements for Apprentice Training Allowances

49. Apprenticeship programme requires significant financial outlay that must be coordinated between the MTHE and the Ministry of Finance and employers and professional associations. The MTHE shall be responsible for periodic review of funding arrangements for apprentices in collaboration with the Ministry of Finance.
50. The policy recognizes five sources of funding arrangements for Apprentices training allowances and other benefits are as follows: -
 - (a) Skills Development Fund
 - (b) Fully funded by GoSL
 - (c) Self-funding
 - (d) Cost-sharing
 - (e) Fully funded by employer.
51. Fully funded by the GoSL: This funding source is available to only Sierra Leoneans. Under this arrangement, the GoSL through a Skills Development Fund (to be set up) or budget allocation fund the tuition fees and allowances for the dual apprenticeship. The administrative and application procedures for application and award for GoSL fully funded apprenticeship shall be prepared and published by and on the websites of the NCTVA and MTHE. Under this funding arrangement, preference shall be given to apprentices applying to be attached to priority areas as defined in the Medium-Term National Development Plan 2019-2023 or succeeding national development plans.
52. Allocation of funding by the GoSL shall ensure parity between male and female application as well as inclusiveness. In this regard 60 percent of the total allocation shall be awarded to male applicants and 30 percent of total allocation to female applicants, while 10 percent shall be allocated to people living with disability.
53. Self-funding: Under the self-funding arrangement, the apprentice or parents pays the full cost of training at both the training institution and workplace. However, the apprenticeship electing self-funding arrangement shall also meet all entry

requirements as prescribed for the Dual Apprenticeship under this policy or as from time to time modified by the MTHE. This funding source is open to all nationalities.

54. Cost-Sharing: This shall be a special arrangement to support apprenticeship training between the GoSL, the employer and parent. The GoSL shall only participate in this arrangement to support Sierra Leoneans. The MTHE shall prepare administrative and cost sharing arrangements.
55. Fully funded by employer: This arrangement is for employers who finance the training of apprentices. The employer shall be responsible for all training cost including payment of allowances and other benefits to the apprentice. However, the apprentice is required to have satisfied all conditions outlined in this policy. This funding source is open to all nationalities.

2.3.3 Payments to Apprentices

56. Any apprentice undergoing training in a designated trade in an establishment shall be considered as a learning worker and not staff or workers of the establishment. Payments to apprentices shall be aligned to “arrangements for apprentice training allowances”. The monthly payment to apprentices shall be referred to as “Apprentice Monthly Allowance” and so shall they reflect in the account books of the employer. The monthly Apprenticeship Monthly Allowance shall be equal to the gross minimum wage as announced from time to time by the GoSL.
57. Apprentices funded by the GoSL, shall receive monthly training allowance equivalent to 50 percent of the minimum wage prescribed by the GoSL. However, employer may at its sole discretion pay an Apprentice Monthly Allowance higher than the minimum wage, but not above the gross minimum wage as announced by the GoSL.
58. Insurance: Employers shall ensure the safety and health of apprentices at the workplace. In this respect, employers shall provide workplace Occupational Health and Safety training to apprentices. The employer shall enrol apprentices in the company's insurance scheme to cover injuries and occupational health issues during the period of apprenticeship. The GoSL shall provide machine and equipment insurance cover for the period of apprentice on-the-job training. The NCTVA/MTHE shall prepare appropriate manuals for allowances and insurance.
59. In the case the Apprentice is covered by insurance at the training institution and the insurance cover the apprenticeship at the employer's workplace, then the employer is not required to provide another insurance for the apprentice, however, copy of the insurance policy from the training institution must be made available to the employer and kept on file.

Apprenticeship Agreements and Obligations of Parties

60. A written agreement (Apprenticeship Agreement) must be issued by the employer to any person qualified and accepted to be engaged as apprentice. Such agreement shall be signed by the apprentice and employer, and apprenticeship training shall be deemed to have commenced on the date the agreement of apprenticeship has been signed by both parties.

61. The terms and conditions of the agreement shall contain clauses that have been agreed upon by the parties, provided they are consistent with the provisions of this policy and any rule promulgated in support of this policy. The terms and conditions must specify the agreement duration, hours of work, overtime, leave days and holidays, among others.
62. In addition to the Training Agreement outlining the basis of the apprenticeship and the responsibilities of all parties involved, the employer shall provide the Apprentice a Training Plan outlining the selected Apprenticeship outcomes and a timetable for achievement.
63. The employer shall send a copy of the signed agreement, including the terms and conditions to the NCTVA/MTHE within 20 working days from the date to parties would have signed the agreement.
64. Upon receipt of the Apprenticeship Agreement by the NCTVA/MTHE, the parties give the right to the NCTVA/MTHE to enter the information therein contained in the Apprenticeship Database, portal for verification, registration, storage, processing, and dissemination.

2.3.4 Termination of Apprenticeship Agreement

65. An employer having agreement with an apprentice shall terminate the agreement if the apprentice does not perform or adhere to the conditions of the agreement. However, termination of an Apprenticeship Agreement can only be issued after due consultations and agreement with the NCTVA/MTHE or the sponsoring entity. In the case an employer is unable to fulfil obligations under the agreement, the apprentice shall request the NCTVA/MTHE to transfer his/her apprenticeship to another employer in a similar industry. If the NCTVA/MTHE approves, the apprentice shall be transferred, to complete the apprenticeship from the date of such registration.
66. An Apprenticeship Agreement shall expire on the date agreed upon and stated in the agreement. This said date is the expiry date of the apprenticeship training with the employer.
67. Either party to an Apprenticeship Agreement may request through a formal letter addressed to the Apprenticeship Directorate, NCTVA for the termination of the Apprenticeship Agreement, and when such application is made, a copy of the application shall be sent by registered post to the other party to the agreement. The other party may upon receipt copy of the application submit written objection or acceptance of the application to the Apprenticeship Directorate, NCTVA.
68. Upon receipt of the application and objection or acceptance by the Apprenticeship Directorate, NCTVA, the two submissions shall be reviewed and the Apprenticeship Directorate, NCTVA shall by order in writing, terminate the agreement, based on the conditions stated in the Apprenticeship Agreement.
69. Notwithstanding anything contained in any other provision of this policy, where an Apprenticeship Agreement has been terminated by the Apprenticeship Directorate, NCTVA before the expiry of the period of apprenticeship training and a new agreement of apprenticeship is being entered into with an employer, the Apprenticeship

Directorate, NCTVA may, if satisfied that the agreement of apprenticeship with the previous employer could not be completed because of any lapse on the part of the previous employer, permit the period of apprenticeship training already undergone by the apprentice with his previous employer to be included in the period of apprenticeship training to be undertaken with the new employer. This provision holds only where an Apprenticeship Agreement is terminated:

- (a) for failure on the part of the employer to carry out the terms and conditions of the agreement, the employer shall pay to the apprentice such compensation as may prescribed;
- (b) for such failure on the part of the apprentice, the apprentice shall refund to the employer as cost of training as determined by the Apprenticeship Directorate, NCTVA.

2.3.5 Grievance Redress Mechanism and Transfer of Apprentice

- 70. The Grievance Redress Mechanism (GRM) for disputes between apprentice and employer shall be based on a two-tier process. Tier one involves is the same procedures established within the establishment of the employer. However, a representative from the training institution shall join the established committee dealing with a complaint as an observer. Outcome of the first-tier dispute resolution process shall be forwarded to the MTHE/NCTVA for endorsement in the case of a GoSL sponsored apprentice. In the case of non-GoSL sponsored apprentice, the outcome of the company level decision becomes final.

2.3.6 Trades, Qualifications and Duration of Apprentices Period

- 71. The trades that shall be qualified for Apprenticeship under this Policy shall be prescribed by the MTHE, after due consultations with employers and professional groups, associations, or council. Such prescribed trades shall be published in the Sierra Leone Gazette and shall be effective from the date states in the gazette.
- 72. Qualifications and the associated tests of apprenticeships shall be prescribed by the MTHE and made available on the website of the MTHE and Apprenticeship Directorate, NCTVA.
- 73. The period of apprenticeship training for specific trades shall be specified in the Apprenticeship Agreement as prescribed by the MTHE. The specified period for apprenticeship training shall include testing dates or period.
- 74. The MTHE shall prescribe the conditions for the award of certificates and other honours to apprentices that successfully complete the apprenticeship.
- 75. Duration of apprenticeship shall be prescribed for each trade by the MTHE/NCTVA in conjunction with the Sector Skills Associations (trade associations and/or professional associations). The minimum and maximum period of apprenticeship shall be determined based on the following routes and as described in the Table below.
- 76. The period of apprenticeship shall not be less than the minimum duration, although the maximum can be exceeded based on special designated trades as published by the GoSL.

77. The MTHE shall prescribe the routes to apprenticeship, duration for Basic Training at a TVET institution, and On-the-Job Training at the workplace. The MTHE shall determine these in cooperation with Sector Skills Associations/Councils. Specially, the MTHE shall prescribe the duration for basic training and OJT for:
- (a) Dual learning for students registered at a TVET, Polytechnique or Technical University pursuing a Designated Trade, and
 - (b) Graduates from a TVET institutions, Polytechnique, HEI including Technical University that has completed a course in a Designated Trade.
 - (c) Students that have completed SSS holding a WASSEC certificates following a Designated Trade
 - (d) Students that have completed basic education and holding WASSEC certificates following a Designated Trade.

2.4 Testing and Certification

78. Apprenticeship usually ends with an assessment. The assessment at the end of the apprenticeship is a test to verify that the apprentice is proficient at the level for which the apprenticeship was done. A certificate is awarded showing that the apprenticeship has been successfully completed, and in some cases certifying that the successful apprentice is competent to carry out job-specific tasks.
79. As apprenticeships provides pathways to professional certification for careers in TVET, the MTHE will put in place mechanisms for apprentices to take certification tests, including practice tests. These tests may be conducted at Centers of Excellence⁵ that will be created or established within existing TVET institutions by the GoSL or in accredited workplaces.
80. The MTHE shall put in place a high-quality assessment system that will meet the following criteria:-
- (a) satisfy accepted assessment principles including (i) clear standard exists against which attainment can be assessed (ii) ensures that what is assessed is produced by the candidate and no one else; (iii) Evidence of attainment is up to date and relevant to the standard; (iv) The assessment method is appropriate to the evidence requirements of the standard; (v) The method of assessment produces evidence that clearly demonstrates that the standard has been met; (vi) All candidates have an equal opportunity to attain the standard; (vii) The standard is applied consistently to all candidates in all assessment situations; (viii) Assessment can be delivered without excessive strain on resources or candidate.
 - (b) provide the right emphasis on the different parts of the standard
 - (c) give apprentices confidence in the quality of their training and appropriate feedback to enable them to develop;
 - (d) give employers confidence that they have qualified, well-trained employees.

⁵ There could also serve as common vocational training centres supported by the MTHE especially in cases where SMEs find it difficult to implement apprenticeship entirely at the workplace.

81. Apprentices who successfully complete and pass the required trade tests, shall be awarded equivalent units of credit that can be used to gain admission and in pursuing tertiary degree courses. However, this is subject to the policies and guidelines on equivalency (being prepared) by NCTVA and the Universities Commission.
82. An apprentice that has completed the period of training may appear for a test to be conducted by the NCTVA or any other agency authorized or recognized by the MTHE to determine proficiency of apprentices in a designated trade in which the apprenticeship has undergone training.
83. Any apprentice that passes the test specified for the trade shall be granted a certificate of proficiency in the trade by the NCTVA or by the other agency authorized or recognized by the GoSL.

2.4.1 Testing/Assessment

84. The NCTVA shall develop standards and criteria for qualification for each designated trade. Once the competency-based standards are developed, every apprentice registered in designated trade shall be tested in an approved trade test and certificate awarded for passing the test. The guidelines relating to the testing and certification of apprentice are provided as follows: -
85. Apprentices shall register and take approved trade tests at the end of the apprenticeship. However, an apprentice shall only be registered after completing the prescribed training at an approved training institution, and recommendation from the establishment where the OJT was undertaken, stating in writing that the apprentice has demonstrated the required practical skills and knowledge to attempt the Trade Tests.
86. The basic requirements including those stated in the above paragraph, shall be published in the Sierra Leone official Gazette, and made available on the websites of all technical and vocational institutions, Universities and the MTHE.
87. Trade Tests shall be conducted at companies or TVET institutions that are accredited centres. The NCTVA and MTHE shall publish the list of accredited Trade Test Centres annually. Dates and locations for taking Trade Tests shall be announced and published on websites of all technical and vocational institutions, Universities and the MTHE.
88. An employer shall register an apprentice to take a Trade Test, prior to finalizing the theoretical training, should employer ascertain that the apprentice has the competency in the trade for which the apprentice is being trained. Such application must be sent to the NCTVA for approval and registration of the apprentice for the Trade Test.
89. Every apprentice shall have the opportunity to register and take a trade test, provide that the apprentice has completed the apprenticeship, or recommended by an accredited training institution and/or employer. However, an apprentice who fails the first attempt, shall have two additional chances to take the Trade Tests, provided the

tests are taken three (3) months after the previous attempt and that the test is done within the prescribed (maximum) period of the apprenticeship.

90. The Apprenticeship Agreement of an apprentice that fails the Trade Test after the second and third attempt within the maximum period of the apprenticeship shall be deemed to have terminated from the last date of the Trade Test.

2.4.2 Recruitment and Support to Graduates from Apprenticeship

91. Recruitment of graduates that have completed apprenticeship training in an employer's establishment or any other establishment shall be based on the employment policy of that establishment.
92. The MTHE/NCTVA shall support graduates that successfully complete apprenticeships through the following actions:
- (a) creating platforms that link more experienced professionals who shall serve as mentors to the new graduates and support them in their search for employment.
 - (b) encouraging employers to employ the graduates, through awareness campaigns on the value and relevance of the graduates' qualifications.
 - (c) creating a database of graduates and making the database available to potential employers and MDAs for employment when the need arises;
 - (d) facilitating participation of graduates at job fairs
 - (e) creating competition amongst employers by offering national prizes to best practice employers that recruit graduates;
 - (f) Promoting self-employment efforts of graduates through linkages to start-up finance that may be available for SEDAN and other appropriate government financing sources.

2.5 Roles and Responsibilities of Key Stakeholders in Apprenticeship

2.5.1 Youth and Apprentices

93. The youth are responsible for adequately researching and gathering information about educational choices, training opportunities and formal workplace learning programmes. Furthermore, they are responsible for:
- (a) Be adequately informed about potential employment opportunities and make decisions over future career choices.
 - (b) Understand the aims, strengths, and weaknesses of the different training pathways.
 - (c) Understand the obligations expected of apprentices by other stakeholders.
 - (d) Once a youth is accepted into apprenticeship programmes as an apprentice, he/she must commit to undertaking the training whilst in employment and work in accordance with the University's performance expectations.
 - (e) Every apprentice has the obligation to attend practical and instructional classes regularly, carry out all lawful orders of his employer and superiors in the

establishments; and to carry out his obligations under the agreement of apprenticeship.

- (f) Apprentices must commit to undertake the training whilst in employment and work in accordance with the performance expectations of the employer and training institution. It is required that each apprentice acquire the skills and to prove his mastery of these in a practical skills test, thereby obtaining credits as stipulated by the accredited testing institution or accredited company.

2.5.2 Employers

94. Employers participating in the dual apprenticeship are required to provide apprentices with practical training in the trade in which the apprentice is indentured. To ensure effective training, the MTHE/NCTVA shall publish from time to time the apprentice to regular workers' ratio, that must be adhered to by employers. Employers are further responsible for: -

- (a) Releasing apprentices for both theoretical and practical training for those periods to be specified by the MTHE/NCTVA to allow the apprentice to attend technical classes.
- (b) Assigning apprentices to the appropriate line managers/technicians (masters), with the relevant skills being learned by the apprentice. The master is responsible for the overall guidance and training of the apprentice at the workplace. The master is also responsible for managing the performance of the apprentice and shall work in partnership with a Training Provider/Institution
- (c) Providing the apprentice with the training in his trade in accordance with the provisions of this policy, and related regulations. In the case, the employer does not have the skills and qualification in the trade of the apprentice, the employer must ensure that a person that possesses the prescribed qualifications is placed at the disposal of the apprentice for the training.
- (d) Having adequate qualified and skilled instructional staff, possessing such qualifications as may be prescribed, for imparting practical and theoretical training and facilities for trade test of apprentices.

95. The MTHE in consultation with employers and training institutions shall be responsible for defining eligibility criteria and accreditation of employers for participation in dual apprenticeship programs. The following are the basic eligibility criteria for employers and companies that provide apprenticeship training: -

- (a) Must be legal entities registered in Sierra Leone with the Cooperate Affairs Commission
- (b) The employer must also be registered with the National Revenue Authority as a tax paying entity; as well as with the National Social Security Insurance Trust (NASSIT)
- (c) The employer must possess adequate facilities, including workshops, laboratories, space, etc that meet minimum standards for practical and on-the-job training.
- (d) The employer shall demonstrate that a person who possesses the prescribed qualifications in the specified trade for apprenticeship is available to oversee training of the apprentice.

- (e) Employer with suitable arrangements in the workplace for imparting a course of practical training to every apprentice engaged at the workplace.
- (f) The MTHE in consultation with employers and training institutions shall be responsible for proposing incentives for employers participating in the dual apprenticeship.
- (g) Employers that accept apprentices shall be entitled to deduct the total training allowance paid to apprentices from the annual tax returns.

2.5.3 Workers' Representatives in Enterprises

96. Workers' representatives shall have the following roles and responsibilities: -

- (a) Representing the interests of apprentices in the running of the Quality Apprenticeship systems at the enterprise level and ensuring appropriate working and training conditions (e.g., regarding occupational safety and health, and allowances and working hours) for apprentices;
- (b) Preventing exploitative practices under the guise of training; and
- (c) Providing apprentices with advice for training activities.

2.5.4 In-company Masters, Mentors, Trainers, or Supervisors

97. Companies participating in apprenticeship programmes shall be required to appoint in-company masters, mentors, trainers, or supervisors, who shall be directly responsible for interacting with apprentices, imparting practical training, and introducing them into the work during the on-the-job part of the training. Key experts will be masters and trainers. However, the roles of mentors and supervisors can be played by masters and trainers, if needed. The experts shall be identified by the employer based on (a) certificates they have acquired in the career/trade; (b) level of experience; and (c) membership of Sector Skills Association.

98. Their main roles and responsibilities are to:

- (a) Trains the apprentice at the workplace
- (b) Ensure that the apprentices work and learn in the occupation as specified in the Agreement;
- (c) Plan, organize and implement the apprenticeship training in the enterprise;
- (d) Ensure that the apprenticeship meet quality standards as set up by the MTHE.
- (e) Monitor, assess and record the progress of the apprentices' skills acquisition;
- (f) Act as the focal point for the apprenticeship programme, coordinate with other sections and workers in the enterprise, as well as with external partners involved in the training process (e.g., TVET institution, public authorities for education and employment);
- (g) Prevent and resolve conflicts by mutual agreement, and if this is not possible, follow the predetermined conflict settlement procedures (e.g., in-company staff regulations, collective agreements, Labour Code);
- (h) Provide special care for apprentices with learning difficulties, and disabilities and;

- (i) Ensure safety and security at work for apprentices.

2.5.5 TVET institutions

99. In addition to the roles and responsibilities of TVET institutions as stated in the Act establishing TVET institutions and Universities participating in formal apprenticeships, with respect to training quality requirements for specific qualifications, these institutions have the following roles and responsibilities: -

- (a) Implementing the institution-based learning components of Apprenticeship programme;
- (b) Contributing to the design and development of apprenticeship training programmes;
- (c) Supporting partner enterprises in establishing an effective in-company training plan, following the overall objectives of the apprenticeship programme;
- (d) Building the capacity of teachers and trainers responsible for the delivery and assessment of apprentices; and
- (e) Nominating a TVET teacher or trainer as the focal point for coordination with external partners.

2.5.6 TVET Teachers and Trainers

100. TVET Teachers and Trainers play a key role in the formal apprenticeships, and therefore the MTHE shall ensure that for TVET teachers and trainers to be effective in carrying out their roles and responsibilities, teachers and trainers that hold the necessary professional qualifications and certifications are employed. Therefore, the roles and responsibilities of the TVET teachers and trainers are as follows: -

- (a) Planning, organizing, and delivering off-the-job training in TVET institutions within the framework of the overall apprenticeship programme;
- (b) Interacting with their counterparts in partner enterprises to ensure optimal coordination between the off-the-job and on-the-job elements of the training programme;
- (c) Monitoring the learning progress and skills development of apprentices on a regular basis;
- (d) Updating their knowledge, skills and competence in their own professional field and adapting their training methods on a regular basis;
- (e) Taking on work experience in partner enterprises to update their understanding of the skills requirements of the different occupations and to personally experience the learning environment of apprentices in enterprises; and
- (f) Providing special care for apprentices with learning difficulties, disabilities, and other limitations.
- (g) The MTHE shall be responsible to define, review and modify eligibility criteria of training institutions for providing apprenticeship training within the context of this policy.

- (h) Government TVET institutions, including polytechnics and Universities of Science and Technology registered with the relevant accreditation bodies are the eligible training providers within the dual apprenticeship policy.

2.5.7 Employers' Associations or Trade Unions

101. Employers' associations or trade unions shall have the following roles and responsibilities:

- (a) Engaging in social dialogue and actively participating in policymaking regarding Apprenticeships, particularly at the sectoral level through sector skills councils;
- (b) Building confidence and trust among stakeholders;
- (c) Providing advice to policymakers and assisting member enterprises;
- (d) Informing and encouraging enterprises to offer Apprenticeship positions;
- (e) Where appropriate, incorporating Apprenticeships into the agenda of collective bargaining and collective agreements;
- (f) Supporting the design, implementation, monitoring and evaluation of Apprenticeship programmes;
- (g) Contributing to the development of occupational competency and qualification standards;
- (h) Participating in assessment certification procedures; and
- (i) Providing training for enterprises so that they can deliver quality on-the-job training.

2.5.8 Ministry of Technical and Higher Education

102. The MTHE shall have the following roles and responsibilities: -

- (a) Formulating and adopting a national strategy to promote the dual apprenticeships in collaboration with the employers' associations and trade unions - and other stakeholders;
- (b) Incorporating the dual apprenticeships into the national development plan and/or the national employment policy, where appropriate;
- (c) Promoting social dialogue on dual apprenticeships by means of a formal coordination mechanism;
- (d) Developing and implementing an appropriate legal and regulatory framework, in consultation with the social partners;
- (e) Supervising the implementation of agreed arrangements for funding the dual apprenticeship training, for example via the collection of levies on the one hand, and the disbursement of incentives on the other;
- (f) Supervising the implementation of the accreditation of TVET institutions and programmes based on the established quality standards and of the administration of public and private TVET institutions;

- (g) Supervising the implementation of programmes for training TVET teachers and trainers;
- (h) Engaging in promoting apprenticeship training; and
- (i) Monitoring and evaluating the different apprenticeship programmes.

3. Interventions for developing apprenticeship in Sierra Leone

3.1 Key Policy Clusters and Strategies

103. Intensive consultations with key stakeholders in TVET/apprenticeship were held in all regions of Sierra Leone during formulation of this apprenticeship policy. In these consultations, areas for improvement and activities were identified to achieve the overall apprenticeship policy objective. The intervention proposed intervention areas were analysed against good practices, lessons, and experiences in the implementation of apprenticeships in Sierra Leone and elsewhere. Thus, the interventions areas organized into policy the policy clusters for developing apprenticeship in TVET in Sierra Leone are summarized as: (1) Apprenticeship Training; (2) Developing formal industrial attachment and internships; (3) Institutional strengthening and Financing; and (4) Awareness creation, Knowledge Management and Reporting. These are described as components, sub-components and activities leading to the achievement of strategic results.

3.1.1 Policy Cluster 1: Development of Apprenticeship in formal sector

104. Table 2 provides summary of policy cluster 1 and major policy actions. One key objective of the apprenticeship policy in Sierra Leone is to strengthen the instructional core at the formal TVET institutions. This includes upgrading or developing curriculum, teaching, and learning resources, assessment processes and procedures. Quality apprenticeship cannot be assured without a strong instructional core, especially a standards-based or competency-based curriculum that responds to the needs of the learner and the job market.

105. The curriculum in Higher Education Institutions (HEI) are outdated and do not reflect labour market demand, while the curriculum is not regularly updated as required. Cooperation between TVET Institutions or HEIs and private sector for curriculum development is limited. In addition, both internal and external quality assurance systems are weak. There is no qualifications framework or course equivalency standard, which makes it difficult for students to transfer from one institution to another. Assessment policies are inadequate, and where they exist, it is not clear how well they are followed. This policy will support TVET and HEIs participating in apprenticeships to update and align curriculum with labour market demand, support a formidable qualifications framework, course equivalency framework, etc. It will also support teaching and learning materials (TLMs) and facilities that support the curriculum assessments.

106. The policy will support the establishment of Sector Skills and Professional Associations. Skills and professional associations form the backbone of apprenticeship programmes. However, these are either not formally organized or loosely associated. The government's ability to support and facilitate the organization of Sector Skills Associations and professional bodies will go a long way in promoting participation of the private sector in apprenticeship. Support will be provided in the form of capacity building and other technical assistance.

107. Establish TVET Centres of excellence for testing of apprentices. There are presently no credible testing centres for priority skills that will be promoted by this policy. Also, existing laboratories and workshops of TVET institutions and Universities are not well equipped with the required and state of the art machinery and equipment to serve as credible testing centres. This situation has been exacerbated by weak governance and underfunding of TVET in the country. Also, noting that the private sector is thin and weak, with limited resources, machinery, and equipment, it may not be possible in the short-term for the private to serve as centres of excellence. In this respect, there is need for the government to support the upgrading of at least one TVET institution for each priority skill, to serve as skills testing centre for a dedicated skill.

Table 2. Summary of Policy Cluster 1 and major policy actions

Policy Cluster 1.1: Develop and implement Standardized curriculum	
Major Policy Actions	
1.1.1	Develop curriculum for priority TVET programs
1.1.2	Develop and implement minimum professional standards (MPS) for accredited TVET institutions
1.1.3	Develop benchmark minimum academic and professional standards (BMAPS) for all accredited HE programmes
1.1.4	Finalize, disseminate, and implement the NQF for technical and higher education institutions

Policy Cluster 1.2: Support the establishment of Sector Skills and Professional Associations	
Major Policy Actions	
1.2.1	Develop a database of qualified and certified skilled persons and professionals
1.2.2	Support the organization, professionalization and registration of the bodies
1.2.3	Develop Guidelines for the participation of employers in apprenticeship
1.2.4	Develop Guidelines for the establishment of SSAs & other professional bodies
1.2.5	Build capacity of the sector skills/professional associations

Policy Cluster 1.3: Establish TVET Centers of excellence	
Major Policy Actions	
1.3.1	Develop Guidelines for the participation TVET and HEI in apprenticeship
1.3.2	Assess TVET and HEIs and develop criteria for upgrading TVETs/HEIs as centers of excellence
1.3.3	Support for the purchase of and upgrading laboratories, and workshops
1.3.4	Support skills and competencies of learners
1.3.5	Develop and disseminate learning, and teaching materials to TVET institutions and learners

3.1.2 Policy Cluster 2: Development of Apprenticeship legal framework & Quality

108. There are different approaches to apprenticeship in the formal sector as learning in TVET institutions and company-based training differ from country to country. Therefore, the economic and social contexts, educational system, the capacities and expectations of companies and apprentices, as well as the overall organizational requirements of apprenticeship must be considered. Additionally, for the apprenticeship training system to be successful, it must be embedded in the existing structures as an alternative pathway to formal TVET qualifications. As formal apprenticeship is new in Sierra Leone, the precise approach, rules, regulations as well as the roles and responsibilities of various institutions and stakeholders need to be carefully developed together with participating companies and in line with prevailing work conditions in companies. Therefore, the objective of this component is to develop apprenticeship system for the TVET institutions and for companies in the formal sector.
109. Therefore, to guide the orderly and systematically development of apprenticeship system in Sierra Leone, necessary legal frameworks need to be developed and ratified, the quality of the system and training, testing and certification need to be of acceptable quality nationally and internationally. Also, the needed capacity for implementation, management and coordination of the apprenticeship system needs to be build. Table 3 outlines the three sub-components, corresponding strategic result and key activities respectively for each sub-component.

Table 3. Summary of Policy Cluster 2 and major policy actions

<i>Policy Cluster 2.1: Legal and Regulatory frameworks for apprenticeship</i>	
Major Policy Actions	
2.1.1	Develop legal and regulatory frameworks for apprenticeship training arrangements, participating institutions (public and private), and training durations
2.1.2	Develop legal frameworks for financing TVET and apprenticeship, and financial Arrangements
2.1.3	Define the roles and responsibilities of the key stakeholders in apprenticeship
2.1.4	Develop cooperative frameworks between TVET institutions, Employers & MTHE
<i>Policy Cluster 2.2 Ensure the quality of apprenticeship at all levels.</i>	
Major Policy Actions	
2.2.1	Develop and set minimum eligibility criteria, such as scope of work, facilities, and minimum qualifications for supervisor
2.2.2	Develop quality assurance guidelines and operational procedures for TVET institutions and companies
2.2.3	Develop & implement framework for testing & qualification to ensure quality
2.2.4	Set up & operationalize apprenticeship quality management & assurance system
2.3.5	Promote graduate apprentices to access jobs and self-employment through entrepreneurship training

<i>Policy Cluster 2.3: Build capacities of public sector & companies in apprenticeship</i>	
Major Policy Actions	
2.3.1	Provide capacity building to companies participation in apprenticeship training
2.3.2	Develop capacity of TVET institutions participating in apprenticeship.
2.3.3	Capacitate TVET institutions, apprenticeship management/or coordination
2.2.4	Provide support to companies to enhance material and technological capacities.

3.1.4 Policy Cluster 3. Creation of sustainable financing and incentive structures

110. The success of apprenticeship system as outlined in this policy document is contingent on the cooperation and partnership between public sector and private sector companies (employers). Most importantly, the ownership of the apprenticeship system by the private sector is critical. Thus, this policy framework provides clear roles and responsibilities to the key stakeholders, including the private sector. Noting also that the private sector in Sierra Leone is not well developed, and characterised by limited capacity, it is necessary for GoSL to support the private sector to participate in the apprenticeship programmes fully and effectively.
111. The apprenticeship policy objective with regards to institutional framework is that government will develop/strengthen capacities in the MTHE, NCTVA, etc. as well as Sector Skills Associations to spearhead the apprenticeship development effectively and efficiently in Sierra Leone. These structures will be facilitated to function appropriately and strengthened to (a) coordinate all matters relating to apprenticeship as outlined in this policy; (b) supervise and facilitate the development of a formidable apprenticeship training; (c) develop policies and regulations on apprenticeships; (d) setting up of standards and requirements for participation in apprenticeship training.
112. The NCTVA Board which is responsible for the overall oversight and coordination of apprenticeship scheme would have been strengthened during the Pilot Phase to include more representatives from employers and Sector Skills Association. This is with the aim to enhance the ownership and full cooperation of the private sector. A dedicated Directorate with complementary staff would have been established in the NCTVA supported by a Technical Working Group on Apprenticeship. Also, the feasibility study for sustainable financing of TVET/Apprenticeship should have been finalized during the pilot phase and arrangements made for implementation throughout the validity of this policy. Sub-components and key activities for component 3 are outlined in Table 4
113. Development and implementation of quality apprenticeship requires additional resources from government budget. The financial situation in Sierra Leone may not make it feasible to implement apprenticeship on a full scale nationally. It is therefore proposed that the government seeks grants from development partners to fund the implementation of a pilot programme.
114. During the pilot phase, the institutional arrangements, including national financing structures will be developed to ensure long-term sustainability and funding of apprenticeships in Sierra Leone. In assuring sustainability, the pilot project will

support the assessment of various sources of financing to fund apprenticeship programmes on a sustainable basis. Also, proposals on the incentive structures for companies to participate in apprenticeship programmes will be developed based on research and consultation. Based on good practices for funding apprenticeships in other countries, the following sources of finance may be considered:

- (a) Establishment of TVET Fund to be financed by public/and private sectors
 - (b) Tax refunds (rebates) on eligible training costs incurred by participation companies
 - (c) Tax rebates (tax deductibility) of eligible training costs incurred by companies;
 - (d) For public tender and procurements, give priority to companies with established apprenticeship programmes (accept/or recruit apprentices)
 - (e) Tax reductions on the importation of machineries and equipment
 - (f) Capacity building support to companies that establish training facilities to accept apprentices
115. Providing direct financial support from the public budget to companies that participate in apprenticeships has not proven to be sustainable in low-income countries like Sierra Leone. Therefore, companies that participate in apprenticeships will be not receive direct financial contribution in the form of training fees from the national budget. However, there they will receive other forms of incentives that will be designed based on research and consultations with employers during the pilot phase implementation.

Table 4. Summary of policy Cluster 3 and major policy actions

<i>Policy Cluster 3.1: Creation of sustainable Financing and Incentive Structures</i>	
Major policy Actions	
3.1.1	Carry out a feasibility study of establishing a TVET and skills development fund
3.1.2	Validate recommendations from the feasibility study through intensive national consultations
3.1.3	Establish structure for the management of the TVET/Apprenticeship fund
<i>Policy Cluster 3.2: Develop & implement incentive package for apprenticeships, industrial attachments & Internships</i>	
Major policy Actions	
3.2.1	Assess various forms of incentives for apprenticeships and propose incentive package
3.2.2	Consult potential participants in apprenticeship and agree on a workable package
3.2.3	Implement and regularly evaluate and monitor the incentive packages

3.1.5 Policy Cluster 4. Awareness Creation, Monitoring, Evaluation and Reporting

116. Summary of policy cluster 4 and the major policy actions are listed in Table 5. Awareness about the advantages of TVET and apprenticeships is still limited amongst the youth and companies in Sierra Leone. As a result, there is limited interest companies and public institutions to recruit apprentices, students for industrial attachments and interns. Special awareness creation efforts will be made for a better understating and appreciation of TVET/Apprenticeships, and of the benefits for individual companies. This is necessary to encourage the participation of more companies in apprenticeship programmes.
117. Awareness creation, Communication, Monitoring and Evaluation of the apprenticeship policy implementation and its impact shall be institutionalized. This necessary to better guide the coordination, implementation, and management of the apprenticeship system. Thus, a dedicated Unit for Awareness Creation and Communication shall be established within the NCTVA Directorate of Apprenticeship. The Unit will work closely with all TVET institutions and companies' participating in the apprenticeship system to develop and implement a self-reporting framework specifying the data, method, and frequency of reporting.
118. The policy direction therefore is to institutionalize awareness creation, Communication, M&E and reporting for apprenticeship. The costs and benefits of the apprenticeships will be estimated regularly as well as tracer studies of graduates conducted and reported to stakeholders. A TVET/Apprenticeship fair and exhibition will be organized by the NCTVA on a bi-annual basis to show case and share knowledge on TVET and apprenticeship in the country.

Table 5. Summary of Policy Cluster 4 and major policy actions

<i>Policy Cluster 4.1 Institutionalize Awareness Creation and Communication</i>	
Major Policy Actions	
4.1.1	Establish and operationalize an Awareness and Communication Unit in the Directorate of Apprenticeship, NCTVA
4.1.2	Conduct tracer studies and regularly report on TVET/apprenticeship programmes
4.1.3	Develop and implement self-reporting framework for TVET institutions and companies participating in apprenticeship
4.1.4	Establish an interactive website for data collection, and information sharing

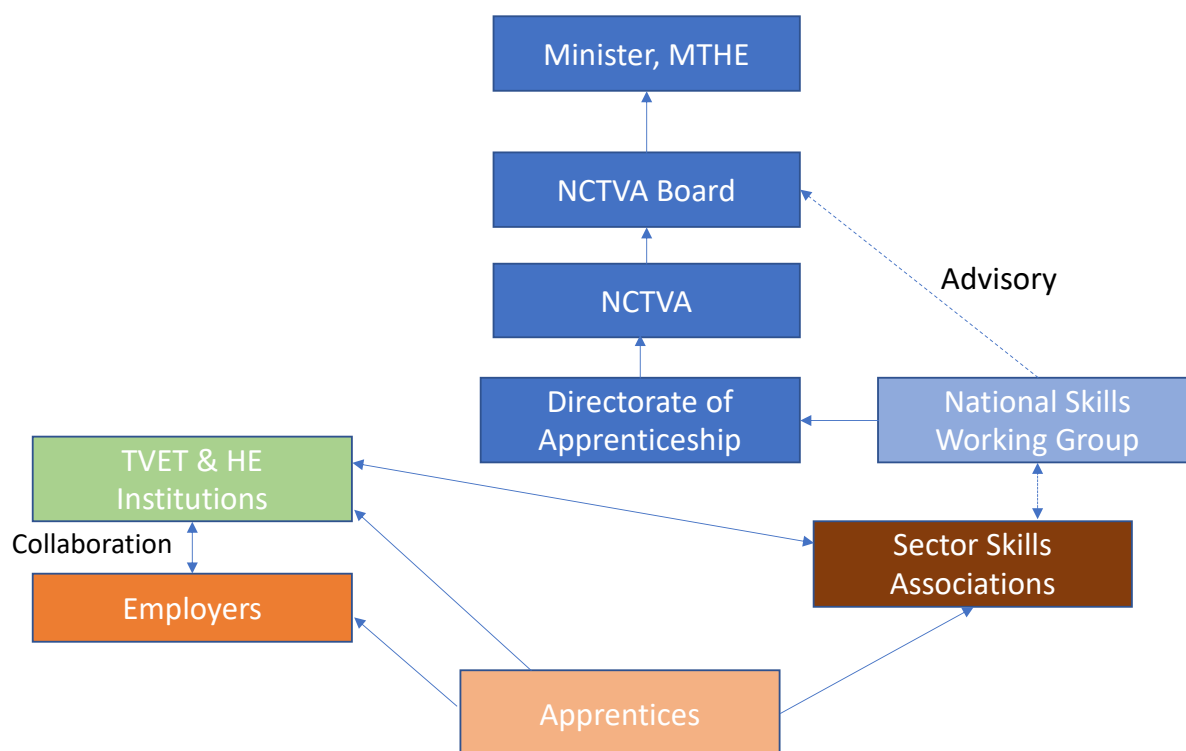
<i>Policy Cluster 4.2 Develop and implement communication strategy</i>	
Major Policy Actions	
4.2.1	Develop and implement a TVET/Apprenticeship communication strategy for the key audiences of TVET/Apprenticeship
4.2.2	Organize bi-annual national TVET/apprenticeship workshop and take stock of recommendations for implementation
4.2.3	Regularly collect data, and document experiences and lessons learned in the implementation of the Apprenticeship policy

4 Implementation and Management Plan

4.1 Institutional Arrangements for Implementation

119. A schematic representation of implementation arrangement is shown in Figure 3. The NCTVA Board shall be the highest implementation body for the dual apprenticeship in TVET policy. The board shall advise the Minister, MTHE on all matters relating to the policy. The MTHE is responsible for the overall policy formulation, review, monitoring and evaluation of the policy. The NCTVA Board shall be supported by the Directorate of Apprenticeships, which shall work in partnership with the National Skills Fund Board, the Sector Skills Associations and TVET Institutions.

Figure 3. Implementation arrangements of Dual Apprenticeship Policy



Source: Author

4.2 Roles and Responsibilities of Institutions

4.2.1 Ministry of Technical and Higher Education (MTHE)

120. The MTHE has the mandate to ensure that this Dual Apprenticeship Policy is implemented. The MTHE is responsible for planning, coordination, assuring quality, monitoring and supervision of implementation of the Dual Policy nationwide. It is also responsible for securing budget for supporting the public TVET institutions and employers involved in the implementation of the Dual Apprenticeship programmes.
121. The MTHE will establish a Directorate of Apprenticeship within the NCTVA in collaboration with the Ministry of Finance and the Civil Service Commission. The Directorate of Apprenticeship shall be appropriately staffed with qualified and experienced officers capable of implementing the policy, providing secretariat for all matters on dual apprenticeship decided by the NCTVA Board.
122. The Directorate, NCTVA, MTHE shall be responsible for carrying out the responsibilities of assigned to the Directorate of Apprenticeship is established.
123. Upon approval of this policy, the MTHE shall ensure that implementation shall commence as a pilot for at least five years. All efforts shall be made to collaborate with development partners in the formulation of the pilot project and resource mobilization.
124. The Directorate of Apprenticeship in collaboration with the MTHE shall establish a National Apprenticeship Working Group comprised of technically competent individuals and representatives of key public institutions and employers and professional bodies. The role of this group is to provide technical advice to the Directorate of Apprenticeship and the NCTVA Board on all matters referred to the Group by the Apprenticeship Directorate or by the Board, NCTVA.
125. The Minister, MTHE shall be responsible for the mobilization of resources for the implementation of the TVET Policy, Strategies and Programmes. The Ministry shall ensure that TVET strategies, programmes and projects and effectively linked to the annual national budget. This should be done in close partnership with the Ministries responsible for finance and planning and economic development.

4.2.2 National Council for Technical, Vocational and Other Academic Awards

126. The NCTVA shall be responsible for assuring quality, standards, and accreditation of apprenticeship trainings. To deliver this role, the NCTVA must be capacitated with appropriate and adequate human, financial and other resources necessary for the effectively performance of the role.
127. The NCTVA shall work in close collaboration and partnership with Sector Skills Associations on all matters relating to accreditation, testing (workplace component) and certification of apprenticeship training. Thus, the NCTAV in collaboration with SSAs shall be responsible for the following:

- (a) Assess and accredit (issue certificates to) companies to provide apprenticeship training and benefit from GoSL programmes that provide support to companies accepting and training apprentices.
- (b) Regularly monitor workplace training and assure that the training is compliant with quality and standards set and agreed upon by SSAs.
- (c) Ensure that all partners participating in training of apprentices have the requisite capacity (technical, equipment, machines, space, experience, and qualified trainers)
- (d) Conducting final assessment and issuance of certificates to apprentices that successfully complete trainings.

4.2.3 National Apprenticeship Working Group

128. The Director, Apprentices at the NCTVA shall serve as the Chairperson of the National Apprenticeship Working Group. Members and alternate members shall comprise of the following: -

- (a) Director, Apprenticeships, NCTVA (1)
- (b) Director, TVET, MTHE (1)
- (c) Director, Labour, MOL (1)
- (d) Representative from non-formal TVET (1)
- (e) President, Chamber of Commerce, and Industry (1)
- (f) President, Chamber of Agriculture (1)
- (g) Representatives of Tertiary Education Commission (1)
- (h) Representative of Sector Skills Associations (4)
- (i) Representatives of TVET Institutions (4)
- (j) Other members shall be appointed from the following institutions/organizations or groups.
 - Representative employees in the private sector (1),
 - Representatives of the 5 regions of the country (5)
 - Professional (Sierra Leoneans) with experience in TVET (1)
 - Representative of relevant Development Partners (1).

Roles and Responsibilities of Apprenticeship Working Group

The role of the NAWG is to provide advice and technical inputs, review technical matters /documents and to advise to the NCTVA Board on matters relating to Dual Apprenticeship. The NAW will serve as a platform for technical and policy discussions and for proposing technical and policy solutions on Dual Apprenticeship. The Director Apprenticeship at the NCTVA shall chair the NAWG. The specific roles and responsibilities of the NAWG are as follows: -

- (a) Review policy implementation and progress and make proposals to NCTVA Board
- (b) Review technical reports as needed and requested by the NCTVA Board
- (c) Advise the NCTVA Board on issues relating to formal apprenticeship policy and regulations.
- (d) Propose policy alternatives for improvements of apprenticeship initiatives in the country.

- (e) Discuss and provide recommendations on strategic matters on formal apprenticeship raised by employers, and or training institutions.

4.2.4 Directorate of Apprenticeships

129. The main role of the Directorate of Apprenticeships, NCTVA is to provide overall secretariat for the implementation of the apprenticeship policy and specifically to provide overall administrative and technical support to the Head, NCTVA and over-see the implementation of the dual apprenticeship policy. Specifically, the Directorate of Apprenticeships shall be responsible for the following: -

- (a) Provide administrative and secretarial functions for Apprenticeships.
- (b) Register and document all approved apprenticeship programs in the country.
- (c) Recommend structures for the efficient and effective implementation of Apprenticeships.
- (d) Regularly monitor and review all approved apprenticeship programmes in the country.
- (e) Provide technical advice the Head, NCTVA on all issues dealing with formal apprenticeships.
- (f) Collect and collate inputs and reports on formal apprenticeships submitted by Sector Skills Associations for the attention of the NAWG.
- (g) Serve as the focal point for all matters relating to formal apprenticeship.
- (h) Coordinate and manage apprenticeship applications.

4.2.5 Sector Skills Associations (SSA)

130. Policy Statement: The GoSL shall support employers in the same industry sector in their efforts to establish Sector Skills Associations (SSA) or Professional Associations. The GoSL will also provide policy and technical support for their establishment.

131. The key role of any SSA or professional association is to define the type and nature of the skills that the specific industry sector needs in the workforce, and the requirements for admission of skilled individuals into such associations. However, SSAs may undertake other functions in skills training, education, and workforce development, including support for the placement of apprentices in companies. Specifically, the functions of SSAs are as follows:

- (a) Support employers in developing and managing apprenticeship standards.
- (b) Assessing skills needs and gap in the sector and developing sector skills strategies.
- (c) Determining skills/competency standards and qualifications and advising the MTHE for action.
- (d) Ensuring that the persons trained and skilled in accordance with the norms laid down are assured of employment at decent wages.
- (e) Monitoring skills shortages and advising the GoSL on the quantity of training needed for the sector.
- (f) Helping to develop curricula for relevant vocational education and training in formal education;
- (g) Undertaking promotional activities to boost the skills of their sector workforces.

- (h) Determining methods of assessment for testing or validating skills;
- (i) Approving frameworks requirements, duration);
- (j) Assist in the placement of apprentices by aggregating demand and advertising on their websites.

4.3 DAP Implementation Plan

132. This implementation plan of the policy clusters is informed by inputs received from five regional consultative meetings each of which brought together all stakeholders groups concerned with TVET in Sierra Leone. Draft policy clusters were reviewed by a technical review committee constituted by the MTHE. Further reviews were done by senior officers at the MTHE and external reviewers from the World Bank and an independent consultant.
133. Dual apprenticeship is new in Sierra Leone and coupled with the large informality of the private sector require learning and refinement of the Dual Apprenticeship in TVET in the country. Also, the legal and institutional frameworks, trained human capacity to plan, implement, monitor, evaluate and report as well as the systems and processes are not quite in place to embark on a nationwide implementation of the policy. In this respect, the policy shall be implemented as a pilot for a five-year period. This period is to allow the setting up of structures, implementation of the pilot activities and documenting lessons to be used to refine and upscale policy implementation.
134. Therefore, the implementation plan of the apprenticeship policy shall be done in a phased and incremental approach. It is therefore proposed that the policy be implemented as a pilot project during the first five years. At the end of the five years, lessons learned will be documented and used to guide the scaling up and/or refinement of the system including scope, implementation, management, coordination, and financing. Table 6 lists the implementation plan of the apprenticeship policy.

4.3.1 Pilot Project Phase

135. In this respect, the development of apprenticeship system in Sierra Leone shall be done in a gradual and phased approach, starting with a pilot phase for five years. During this phase, the private and public sector would work together to design, test, and refine the system design.
136. The MTHE shall be responsible for developing the pilot project and for seeking necessary financial and technical resources for its implementation. The pilot project is expected to be implemented for five (5) years. Implementation of the pilot should be incremental on annually based on fund availability and lessons learnt. Thus, during a pilot phase is necessary to: -
- (a) Review, develop and legislate the legal and regulatory framework for apprenticeship in Sierra Leone
 - (b) Design, implement and put in place mechanisms to recognize apprenticeship in TVET system and the formal sector within the NQF of Sierra Leone.

- (c) Develop and test a framework and mechanisms to ensure that apprentices are awarded formal certificates that are recognized under the NQF and in the job market.
- (d) Develop curriculum that integrate training at TVET institutions and workplace learning based on occupational standards for selected priority skills.
- (e) Develop framework and mechanism to recognize apprenticeship training and credits earned at workplace are recognized in the overall educational system.
- (f) Assess the feasibility of establishing a cost-effective insurance system for apprenticeship training.
- (g) Clarify the institutional responsibilities for management, implementation and supervision
- (h) Put in place mechanisms to assure quality of apprenticeships system
- (i) Develop and pilot a sustainable financing mechanisms for TVET, and apprenticeship in particular.
- (j) Develop an incentive mechanism and promote private sector ownership of apprenticeship.

Objectives

137. The specific objectives of the pilot phase implementation of the apprenticeship policy are as follows: -
- (a) Apprenticeship system aligned to the socio-economic and educational system developed
 - (b) Develop the legal, institutional, management, and sustainable financing frameworks and incentives packages for the apprenticeship system, including industrial attachments
 - (c) Develop curriculum, testing and certification frameworks and quality assurance of the apprenticeship system
 - (d) Recruit and maintain a cohort of 1,000 students from public TVET institutions including Higher Education Institutions during the pilot project phase and document lessons learned, and experiences gained.

Activities to be facilitated by MTHE during Pilot Phase

138. The MTHE shall finance the development and implementation of a pilot project and seek development partner grant to facilitate the implementation and development of the apprenticeship system in Sierra Leone for a period of five-years. Implementation of the pilot should be incremental on annually based on fund availability and lessons learnt. The purpose of the pilot is to establish the legal, management, coordination and institutional arrangements required for the effective implementation of the policy and provide sufficient experience for scaling up the implementation at national level. During the pilot phase, the MTHE in partnership with private sector employers' organizations from the productive sector, especially those identified in the MTNDP 2019-2023 should develop: -
- (a) Appoint Apprenticeship in TVET Implementation *Team ad interim*.
 - (b) Establish the institutions to implement the policy.
 - (c) Occupational Standards for priority skills/occupations

-
- (d) Develop quality assurance and assessment and certification mechanisms.
 - (e) Develop standardized curriculum for use in TVET institutions.
 - (f) Develop and make available Training and Learning Materials (TLM) for the curriculum.
 - (g) Develop Training Plans and upgrade Trainers in the use of the standardized curriculum.
 - (h) Identify suitable workplaces and enter MOUs to train apprentices.
 - (i) Agree on financial arrangements and incentives for participating companies.
 - (j) Prepare and agree on apprenticeship agreements terms and conditions.
 - (k) Agree on eligibility criteria for participating companies and TVET supply institution.
 - (l) Agree on roles and responsibilities of various stakeholders participating in the pilot.
 - (m) Recruit and maintain a cohort of 1,000 apprentices.

Table 6. Apprenticeship Policy Implementation Plan

Intervention Areas	Year 1	Year 2	Year 3	Year 4	Year 5	>Year 6
<i>Policy Cluster 1: Development of Apprenticeship Training in formal sector</i>						
Appoint an interim Task Team within NCTVA/MTHE to implement pilot Dual Apprenticeship						
Develop Pilot Apprenticeship project and, resource mobilize from development partners						
Recruit and support 1000 apprentices and 1000 industrial attaches and interns during pilot phase						
Establish Pilot phase coordination, management and implementation structures						
Select occupational specifications for pilot implementation						
Develop and implement competency-based curriculum in TVET Dual Apprenticeship						
Develop and pilot insurance scheme for apprenticeship in partnership with existing insurance						
Develop and implement legislative and administrative frameworks for the establishing and operating SSAs						
Develop incentives for participating companies providing workplace learning to apprentices						
Develop and provide specialized training programs for supervisors in companies accepting apprentices						
Provide support to companies to enhance material and technological capacities.						
<i>Policy Cluster 2: Development of Apprenticeship legal framework and Quality</i>						
Develop regulatory frameworks for apprenticeship training, including participating institutions						
Develop legal frameworks for financing TVET and apprenticeship, and financial Arrangements						
Define the roles and responsibilities of the different partners in the apprenticeship system						
Develop and set minimum eligibility criteria participating companies (facilities, qualifications etc.)						
Set up and operationalize apprenticeship quality management and assurance system						
Establish centers of excellence for the apprenticeship OJT and /or testing.						
Promote access to jobs and self-employment through entrepreneurship training						
Build capacity of technical teachers and managers of participating TVET institutions						
Develop & Implement guidelines for testing, certification, quality assurance						
Develop apprenticeship curriculum for companies participating in TVET.						
Provide support to companies to enhance material and technological capacities.						

Table 6: Apprenticeship Policy Implementation Plan (continues)

Intervention Areas	Year 1	Year 2	Year 3	Year 4	Year 5	>Year 6
Policy Cluster 3. Creation of sustainable financing and incentive structures						
Carry out a feasibility of establishing a TVET and skills development fund						
Validate feasibility study report through intensive national consultations						
Establish structure for the management of the TVET/Apprenticeship fund						
Assess incentives structures for apprenticeships and propose incentive package						
Consult potential participants in apprenticeship and agree on a workable package						
Implement and regularly evaluate and monitor the incentive packages						
Set up management structure for TVET/Apprenticeship financing						
Policy Cluster 4. Awareness creation, M&E and Reporting						
Establish Awareness and communication Unit in the Apprenticeship Directorate						
Carry out studies on the benefits of apprenticeships to the economy of Sierra Leone						
Conduct tracer studies and regularly report on TVET/apprenticeship programmes						
Develop and implement self-reporting framework for TVET institutions and companies						
Establish an interactive website for data collection, and information sharing						
Develop and implement TVET/Apprenticeship communication strategy						
Organize consultative workshops with stakeholders on bi-annual TVET/Apprenticeship Fairs						
Organize bi-annual national TVET/apprenticeship workshop and take stock of progress						
Regularly collect data, and document experiences and lessons learned from policy implementation						
Develop an M&E Framework for the pilot and carry out systematic data collection and reporting						
Create and operationalize a TVET Apprenticeship Management Information System (TAMIS)						
Create websites to facilitate advertising and recruitment of apprentices						
Support and conduct of thematic studies and publish lessons learned						

4.3.2 Industries, Employers and TVET institutions for the pilot

139. The Medium-Term National Development Plan 2019-2023 (MTNDP 2019-2023) has prioritized investments into seven strategic sectors to accelerate economic growth and job creation. These are agriculture; fisheries and marine sector; tourism; manufacturing and services; oils and gas; mineral resources and rural economy. Amongst these, a skill needs assessment in strategic sectors with high potential for economic growth and job creation conducted by GIZ 2018) has identified the following priority industries in the productive sector.

- (a) Agriculture, Food and Nutrition
- (b) Mining and Natural Resources
- (c) Civil Engineering & Construction
- (d) Production and Manufacturing
- (e) Electrical and Electronic Engineering, Information and Communication Technology
- (f) Tourism Leisure, and Travel.

Table 7. Vocational Disciplines and Skills Areas for Pilot Phase

Vocational Discipline	Industries/Skill areas
Production and Manufacturing	<ul style="list-style-type: none"> • Manufacturing • Mechanical engineering • Supply engineering • Environmental engineering • Automotive
Civil Engineering	<ul style="list-style-type: none"> • Civil and Building Engineering • Construction • Wood • Surface and coating technology
Electrical and Electronic Engineering and Information and Communication Technology	<ul style="list-style-type: none"> • Production systems • Building equipment • Information and communication technology • Media technology
Process Engineering and Energy	<ul style="list-style-type: none"> • Applied sciences. • Energy conversion • Solar power technology • Electrical
Leisure, Travel and Tourism	<ul style="list-style-type: none"> • Travel • Sports • Tourist services • Catering and hospitality
Agriculture, Food and Nutrition	<ul style="list-style-type: none"> • Agriculture • Food production & Processing • Farm management
Mining and Natural Resources	<ul style="list-style-type: none"> • Mining • Oil and natural gas • Extractive Industry

140. According to the GIZ study, and as confirmed during the regional consultations, employers in the listed industries face challenges in filling vacancies as most candidates possess limited technical skills and practical experience (GIZ, Therefore, employers in (a) agriculture including agribusiness; (b) mining; (c) construction; (d) Manufacturing; (e) Energy and Electricity; and (f) Tourism should be considered during the pilot phase of the policy implementation.

4.4 Summary Budget for Pilot implementation

Costing of the Apprenticeship Policy Implementation Plan

141. The plan as well as the policy actions for the development of the apprenticeship system outlined in this policy document, will be implemented principally by the GoSL, supported by development partners as well as the private sector (employers). The costing of the policy plan implementation followed an interactive process based on the framework presented in Figure 1. This process started with identification policy clusters and programme design, that is, identification of policy priorities, setting of objectives and definition of major activities, which provided the basis for the costing. The proposed activities were carefully reviewed and rationalized, before applying cost to them, to ensure that they are strategic and necessary for development of the apprenticeship system of Sierra Leone. Standard costs are applied using US Dollars to ensure minimal variation due to fast depreciation of the Leones against the UDS.
142. Table 8 shows a summary of budget required to implement the policy during the pilot 5 years period. It is estimated that the cost to the Government of Sierra Leone for the implementation of the policy for the first five years will be US\$16,909,300. Out of this amount 30.72 percent (US\$5.194 million) is development cost, assigned for the upgrading/or development of six (6) centres of excellence for training and testing of apprentices in the six priority skills areas identified in this policy document. The remaining 68.95 percent is to cover recurrent costs during the pilot phase. Budget details for each policy cluster are provided in Table 9. The costs of policy cluster 3 does not include the actual payments to apprentices, costs of incentives to companies, etc. These costs are dependent on the number of apprentices that the GoSL may decide to fund, and the value of incentives provided.

Table 8. Summary Budget for Pilot phase implementation (US\$)

Policy interventions	US\$
Policy Cluster 1: Development of Apprenticeship Training in formal sector	5,592,300.00
Policy Cluster 2: Development of Apprenticeship legal framework and Quality	8,144,500.00
Policy Cluster 3. Creation of sustainable financing and incentive structures	835,000.00
Policy Cluster 4. Awareness creation, Knowledge Management and Reporting	2,337,500.00
Total	16,909,300.00

Table 9. Budget details by Policy Clusters

Policy Cluster 1: Development of Apprenticeship Training in formal sector	US\$
Appoint an interim Task Team within NCTVA/MTHE to implement pilot Dual Apprenticeship	83,500.00
Develop Pilot Apprenticeship project and, resource mobilize from development partners	67,850.00
Recruit and support 1000 apprentices and 1000 industrial attaches and interns during pilot phase	2,500,000.00
Establish Pilot phase coordination, management and implementation structures	88,000.00
Select occupational specifications for pilot implementation	138,500.00
Develop and implement competency-based curriculum in TVET Dual Apprenticeship	1,067,300.00
Develop and pilot insurance scheme for apprenticeship in partnership with existing insurance	199,000.00
Develop and implement legislative and administrative frameworks for the establishing and operating SSAs	101,000.00
Develop incentives for participating companies providing workplace learning to apprentices	1,086,000.00
Develop and provide specialized training programs for supervisors in companies accepting apprentices	261,150.00
Total Policy Cluster 1	5,592,300.00

Policy Cluster 2: Development of Apprenticeship legal framework and Quality	US\$
Develop regulatory frameworks for apprenticeship training, including participating institutions	83,500.00
Develop legal frameworks for financing TVET and apprenticeship, and financial Arrangements	103,500.00
Define the roles and responsibilities of the different partners in the apprenticeship system	86,500.00
Develop and set minimum eligibility criteria participating companies (facilities, qualifications etc.)	105,500.00
Set up and operationalize apprenticeship quality management and assurance system	127,000.00
Establish centers of excellence for the apprenticeship OJT and /or testing.	5,194,000.00
Promote access to jobs and self-employment through entrepreneurship training	128,000.00
Build capacity of technical teachers and managers of participating TVET institutions	344,750.00
Develop apprenticeship curriculum for companies participating in TVET.	688,500.00
Develop & Implement guidelines for testing, certification, quality assurance	1,032,750.00
Provide support to companies to enhance material and technological capacities.	250,500.00
Total Policy Cluster 2	8,144,500.00

Policy Cluster 3. Creation of sustainable financing and incentive structures	US\$
Carry out a feasibility of establishing a TVET and skills development fund	111,000.00
Validate feasibility study report through intensive national consultations	46,000.00
Establish structure for the management of the TVET/Apprenticeship fund	46,000.00
Assess incentives structures for apprenticeships and propose incentive package	252,000.00
Consult potential participants in apprenticeship and agree on a workable package	168,500.00
Implement and regularly evaluate and monitor the incentive packages	128,000.00
Set up management structure for TVET/Apprenticeship financing	83,500.00
Total Cluster 3	835,000.00

Policy Cluster 4. Awareness creation, M&E and Reporting	
Establish Awareness and communication Unit in the Apprenticeship Directorate	97,500.00
Carry out studies on the benefits of apprenticeships to the economy of Sierra Leone	129,000.00
Conduct tracer studies and regularly report on TVET/apprenticeship programmes	168,500.00
Develop and implement self-reporting framework for TVET institutions and companies	209,000.00
Establish an interactive website for data collection, and information sharing	87,500.00
Develop and implement TVET/Apprenticeship communication strategy	210,000.00
Organize consultative workshops with stakeholders on bi-annual TVET/Apprenticeship Fairs	88,500.00
Organize bi-annual national TVET/apprenticeship workshop and take stock of progress	420,000.00
Regularly collect data, and document experiences and lessons learned from policy implementation	210,000.00
Develop an M&E Framework for the pilot and carry out systematic data collection and reporting	210,000.00
Create and operationalize a TVET Apprenticeship Management Information System (TAMIS)	209,000.00
Create websites to facilitate advertising and recruitment of apprentices	88,500.00
Support and conduct of thematic studies and publish lessons learned	210,000.00
Total Cluster 4	2,337,500.00

143. Dual Apprenticeship shall be financed under the framework of a National Education Fund (NEF)⁶. A percentage to be agreed upon by parliament of Sierra Leone shall be allocated to finance TVET and Skills development programmes and activities (National Skills Fund). Thus, implementation of the apprenticeship policy shall be financed under a National Skills Fund. While it is expected that the GoSL shall fund apprenticeship, the GoSL through the MTHE could also solicit funding to finance TVET and apprenticeship, particularly the pilot phase of implementing this policy.
144. Therefore, as part of the sustainable funding of apprenticeship, the GoSL shall establish a “National Education Fund”. The NEF shall allocate a percentage of the total NEF to support TVET and skills development including Dual Apprenticeships. With respect to Dual Apprenticeship, priority shall be accorded to priority skills as defined by the MTNDP and the MTHE. The MTHE and MBSSE in collaboration with stakeholders in the Education Sector NEF shall be responsible for developing appropriate initiatives to enhance, support and coordinate activities for raising funds from Government and Non-Government, development partners, and other partners for education and skill development in the country.
145. Policy Statement: The GoSL shall set up a Board of Trustees to operate and manage operate the Skills Development Fund, which shall be part of the National Education Fund. The Trust accepts donation, contribution in cash or kind from contributors for furtherance of objectives of the Fund. The GoSL shall also appoint a Chief Executive Officer for the Trust, who shall be responsible for the day-to-day administration, management and reporting on the activities of the Trust.
146. The sources for funding the TVET and Apprenticeship shall include the following: -
- Minimum 40 percent of the National Education Fund
 - Money appropriated by Parliament to TVET/Skills Development
 - Other sources as may be proclaimed by the GoSL.

⁶ The GoSL is considering to set up a national education fund.

- Donor contributions to the fund
- Contributions from foundations, other trust funds, and NGOs
- Private sector entities, and individuals.

4.5 Risk Factors and Mitigation Strategies

147. There are several risks that may affect the implementation of this policy. Key risk factors to the implementation of this policy are summarised in Table 10 along with proposed mitigation measure. Most important among the risks are as follows: - (a) No commitment from Government due to change in government priorities; (b) Non availability of funding to implement the pilot and policy; (c) Poor economic performance further reducing private sector; (d) Inadequate incentives to entice participation of employer€(e) Limited human resources and technical constraints; (f) Limited quality of workplaces and testing centers. The Table below summarizes the risks associated with implementation of the policy. The risks are classified by levels: high (H), medium (M), and low (L) and mitigation strategies.

Table 10. Risks with the Dual Apprenticeship policy and mitigation measures

Risk	Likelihood of occurring	Impact	Risk mitigation strategy
No commitment from Government due to change in government priorities.	L	H	Ensure active participation of other MDAs officers in the coordination and implementation of the pilot
Non-availability of funding to implement the policy.	H	H	The Ministers of MTHE and MOF to work collaboratively on prioritizing the policy implementation in the national budget and for development partners funding
Poor economic performance further reducing private sector.	M	H	It is assumed that there will be private sector employers to participate in the policy implementation. More efforts required by government to improve business/investment environment.
Inadequate incentives to entice participation of employers.	M	H	Public-private partnership required to prepare and implement incentive package for employers

Risk	Likelihood of occurring	Impact	Risk mitigation strategy
Limited human and technical capacity to implement policy.	H	H	It is assumed that a Directorate of Apprenticeship will be established within NCTVA. New staffing will be required to implement the policy. Thus, working with consults with possible funding from development partners and establishment of posts and recruitment by the Civil Service Commission.
Limited experienced trainers in TVET institutions	M	H	Recruit experienced and qualified trainers for priority skills and upgrade skills of trainers at TVET institutions
Limited quality of workplaces, workshops and testing centers	M	M	Pilot project should focus on trades for which there are sufficient workplaces with required quality for testing.

4.6 Monitoring and Evaluation

148. The Dual Apprenticeship Policy is accompanied by a detailed implementation plan for the first 5 years. The first five years implementation of the period shall be a pilot phase. A Monitoring and Evaluation Framework shall be prepared for the Pilot phase. The Dual Apprenticeship policy shall be reviewed at the end of the pilot phase.

149. The MTHE shall be responsible for developing a monitoring and evaluation framework for the revised policy implementation. The Ministry shall regularly assess and report on the outcomes of apprenticeship programs. Therefore, the MHTE shall establish monitoring and evaluation system. The system shall require participating TVET institutions and employers provide data on specific indicators that will be outlined in the M&E framework from time to time. Specifically, the MTHE shall establish a national apprenticeship management information system. The system shall, contain data on placement of apprentices, participating employers and TVET institutions, funding sources, certified courses offered, qualifications, etc.

150. Data on apprenticeship shall be collected within the scope of TVET sector performance indicators. Thus, the main sources of data and information includes the following: -

- (a) Ministry of Technical and Higher Education
- (b) Ministry of Finance
- (c) Ministry of Labor
- (d) Ministry Education Sector Analysis

- (e) NCTVA
- (f) Statistics Sierra Leone
- (g) MDAs that have TVET related institutions in the country
- (h) TVET and HE Institutions
- (i) Employers participating in apprenticeships
- (j) Development partners supporting TVET.

151. Implementation of apprenticeship programmes in TVET is part of this policy, this requiring good governance structure. In this case, governance is understood as the continuous process of preparing and implementing political decision. This means, decision on specific policies, rules or regulations (ERF, 2018). In the area of VET policy, the following are commonly regarded as characteristics of good governance, which also apply to apprenticeship (ETF, 2018 and ETF 2019):-

- (a) representation of all relevant stakeholder groups affected by the policy in question;
- (b) active involvement of key stakeholders such as social partner organizations (employers, trade unions) in the design of policy schemes;
- (c) clear allocation of responsibilities and accountability of players;
- (d) selection of the appropriate level for the policy (e.g., national, regional or sectoral level);
- (e) clear objectives for the policy and information on its impact;
- (f) coordinated decisions to ensure consistency of measures.

152. They suggest that the successful implementation of apprenticeship depends not only on careful planning but also on reliable information regarding the effectiveness of the measures implemented. Thus, good governance of apprenticeship in TVET requires feedback, both internal and external. Therefore, to ensure good governance and safeguard the effectiveness and success of policy measures aimed at promoting apprenticeship, their implementation needs to be monitored and their results evaluated. Examples of indicators and tools that may be applied at different stages, data collection tools, are presented in Table 10.

153. All data, where possible must be collected in the form of gender disaggregated data. Also, data collected must be analysed to provide gender disaggregated indicators to monitor, evaluate and report progress on the implementation of this apprenticeship. In addition, it is that tracer studies be carried out by the MTHE in collaboration with NCTVA and employers. Table 11 list the key indicators to be monitored.

Table 11. Framework of M&E for Apprenticeship

	Examples of data collection tools (monitoring tools)	Methods for verifying causality (evaluation methods)
<u>Inputs</u> <ul style="list-style-type: none"> • Supply of and demand for job placements • Costs (and benefits) of apprenticeship • Development of VET curricula • Skills and qualifications of training staff 	<ul style="list-style-type: none"> • Statistical data, e.g., national database where interested employers and students register • Survey among employers and students • Cost-benefit survey • Curricular analysis, e.g., number of • hours dedicated to WBL • Registries, e.g., number of trainers • involved in internship; qualifications of training staff 	<ul style="list-style-type: none"> • Trend surveys, e.g., skills anticipation analysis • Qualitative designs, e.g., case studies with employers on skills needs
<u>Process</u> <ul style="list-style-type: none"> • Employer involvement in the selection of learners • Cooperation of learning venues/ consistent implementation of the curriculum • Practice-oriented assessment 	<ul style="list-style-type: none"> • Employer involvement in the selection of learners • Cooperation of learning venues/ consistent implementation of the curriculum • Practice-oriented assessment 	<ul style="list-style-type: none"> • Assessment of VET curricula implementation (e.g., survey among teachers and in-company trainers)
<u>Outputs</u> <ul style="list-style-type: none"> • Completion of programme • Employment rate • Contribution to the business processes • of training enterprises 	<ul style="list-style-type: none"> • Statistical data, e.g., number of exams passed by profile/programme 	<ul style="list-style-type: none"> • Trend survey • Qualitative design • Longitudinal studies • Cost-benefit analysis

<p><u>Outcomes</u></p> <ul style="list-style-type: none"> • Performance in the labour market • Lifelong learning and professional development • Economic return on investment by private companies 	<ul style="list-style-type: none"> • Tracer studies • Surveys about participation in continuing vocational training • Statistical data, e.g., from national employment agencies 	<ul style="list-style-type: none"> • Experimental design, e.g., employment effects of dual VET programmes vs school-based programmes • Quasi-experimental design • Longitudinal studies, e.g., long-term analysis of companies' training behavior <ul style="list-style-type: none"> • Long-term cost-benefit analysis, e.g., recruitment costs
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Source: Based on Philipp Grollmann et al. (2021)

Table 12. Key indicators to monitor and possible sources of data.

snr	Indicator	Indicator type	Source of Data
1	Enrollment in apprenticeship by sector and gender	Number by sector and gender	MTHE/NCTVA
2	Completion of apprenticeship by sector and gender	Number by sector and gender	MTHE/NCTVA
3	Apprenticeship TVET curriculum developed	Number	MTHE
4	In-company training guidelines developed	Number by sector	MTHE
5	Professional standards developed	Number by profession	MTHE
6	BMAPS developed	Number	MTHE
7	Completion of NQF for TVET and HE Institutions	Number	NCTVA
8	SSAs and other professional associations established	Number by sector	MTHE
9	Guidelines developed for employers' in apprenticeship	Number by sector	MTHE/NCTVA
10	SSA and other professional associations trained	Number by sector	MTHE
11	Laboratories upgraded into centers of excellence	Number by sector and location	MTHE
12	Workshops upgraded into centers of excellence	Number by sector and location	MTHE
13	Legal and regulatory frameworks developed	Number	NCTVA
14	Quality assurance guidelines prepared and available	Number	NCTVA
15	Testing and certification framework developed	Number by sector	NCTVA
16	TVET trainers that attended in-service training	Number by sector and gender	NCTVA
17	Workplace trainers that attended in-service training	Number by sector and gender	NCTVA
18	Other key stakeholders in apprenticeship trained	Number by gender	NCTVA

Table 12. (continues)

	Indicator		Source of Data
19	Number of graduate apprentices in employment by sector		Tracer studies
	Employment status of graduate apprentices		
	(a) Employed with employer	Number by sector and gender	Tracer studies
	(b) Employed for pay elsewhere	Number by sector and gender	Tracer studies
	(c) Self-employed with employees	Number by sector and gender	Tracer studies
	(d) Self-employed without employees	Number by sector and gender	Tracer studies
	(d) Unpaid working in family business	Number by sector and gender	Tracer studies
	(e) Volunteering and/seeking employment	Number by gender	Tracer studies
	(f) Not employed	Number by gender	Tracer studies
20	Apprenticeship/TVET financing feasibility study completed	Number	MTHE/MOF
21	TVET/Apprenticeship fund management structure	Number	MTHE
22	Incentive packages developed and implemented	Number and value	MTHE/MOF
23	Creation of apprenticeship awareness & communication unit	Number	NCTVA
24	Apprenticeship Information Management System	Number	MTHE/NCTVA
25	Organization of TVET/Apprenticeship Workshops and Fairs	Number	MTHE/NCTVA
26	Trace studies conducted and reported and disseminated	Number	MTHE
27	Bi-annual TVET/Apprenticeship Indicator Report prepared	Number	MTHE

4.7 Communication Strategy for the policy

155. The Dual Apprenticeship Policy is new and targets several public and private institutions and stakeholders. Thus, there is a need for targeted public awareness raising campaigns on the importance of dual apprenticeship policy, benefits to Sierra Leone, and its implementation and financing modalities. In this regard, the MTHE shall prepare and support the implementation of a robust communication strategy.
156. In developing the awareness and communication strategy, the MTHE/NCTVA shall clearly state the mission of the organization with respect to apprenticeship. This should determine “what” NCTVA shall be doing for apprenticeship in Sierra Leone. The mission statement must be focused on the goal of the apprenticeship policy and must include NCTVA’s core values. Following this define the audience for awareness building and communication, and for each audience define what should be done or to be achieved. Once this is clear, choose the best media for communication and develop content accordingly. Check on the available resources for awareness and communication and adjust accordingly. Then develop a detailed workplan with timeline. The plan must be clear about the expected results/or outcome of the strategy and how success shall be measured and reported.
157. The Communication Strategy shall be implemented via several media of communication all geared towards raising public awareness on the policy and mobilizing support and ownership by all stakeholders especially employers.

4.8 Potential Participants in the Apprenticeship System

Table 11 lists the names of potential participating institutions in the Sierra Leone Apprenticeship in TVET system. The list is grouped into: (a) Government Ministries, Departments and Agencies; (b) Mining companies; (c) Construction Companies; (d) Agribusiness and Telecommunications; (e) TVET and HEI; (f) and International Financial Institutions (IFIs); (g) Hotels and Resorts.

The list as presented in Table 13 is not exhaustive. Other names will be added as they become known. The actual participation of institutions, companies, etc. in the apprenticeship system is contingent on need and meeting the criteria listed in this policy document for the TVET and HEI as well as the private sector companies.

Table 13. Potential Participants in the Apprenticeship System

Government Ministries, Departments and Agencies

Name of institution/Agency	
	Ministry of Technical and Higher Education
	Ministry of Labor
	Sierra Leone Local Content Agency
	National Council for Technical, Vocational and other Academic Awards
	Ministry of Basic and Secondary Education
	National Youth Commission
	Ministry of Youth
	Tertiary Education Commission

Professional Organizations

Name of institution
Sierra Leone Chamber of Commerce, Industry and Agriculture
Sierra Leone Employers Association
Sierra Leone Institution of Engineers
Sierra Leone Farmers Association
Sierra Leone Chamber of Agribusiness
Electricity Distribution and Supply Authority (EDSA)
Electricity Generation and Transmission Company (EGTC)

Mining Companies

Name of Company
Rutile Mining
Amax Gold Company SI Ltd
Koidu Ltd
Marampa Mines Ltd.
FG Gold Ltd.
Sierra Rutile Ltd.
African Minerals

Construction Companies

Name of Company
NIMO Construction Company
GENTO Group
CHINA RAILWAY SEVENTH GROUP(SL) COMPANY LTD
ENERGICITY (SL) LTD dba POWER LEONE
DALSECH LIMITED
EACON INTERNATIONAL LIMITED
PLANET SOLAR ENERGY (SL) LIMITED
Sahelian Company of Enterprise (CSE)

Agribusiness and Telecommunication

Name of Company
Socfin Agricultural Company
Randling Holdings
Capitol Food Processing
Gold Tree SL
Sierra Tropical
Sierra Leone Cable Company Ltd.
Orange
Airtel
QCell

TVET and Higher Education Institutions

Name of institution/Agency	
	All GTIs
	Fourah Bay College, University of Sierra Leone
	Milton Margai Technical University
	Njala University
	EBK University
	Eastern Technical University
	University of Makeni
	Government Technical Institute, Kissy
	Kono University of Science and Technology

NGOs and International Organizations

	GIZ
	World Bank
	African development bank
	Islamic development Bank

Hotels and Resorts

Name of institution/Agency	
	Radisson Blu Mammy Yoko, Freetown
	Home Suits Boutique Hotel, Freetown
	Swiss Hotel, Freetown
	Sierra Palms Resort, Freetown
	Dorwaila, Kenema
	New Brookfield Hotel, Freetown
	Country Lodge, Freetown
	The Place, Tokeh
	Wusum Hotel, Makeni
	Makamba Village Resort, Makeni
	Dohas Hotel and Restaurant, Bo
	J&E Resort, Bo
	Dorwaila Hotel, Kenema
	Paloma Hotel
	Unique Restaurant and Bar, Kenema

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