



TVET COUNTRY PROFILE GHANA



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Introduction

Technical Vocational Education and Training (TVET) in Ghana aims to provide young men and women with technical and professional skills needed for socio economic and industrial development in the country. The Ministry of Education governs TVET together with other line ministries. The primary objective of the TVET system in Ghana is to equip people with the skills needed in the labour market. The government considers TVET as a key strategy for rapid economic and industrial development and this is achieved through developing technical and human resources in TVET institutions. The emphasis of TVET is to train people for self-employment and prepare them for employability.

This paper highlights a country-level overview of the TVET system in Ghana, looking at its policy framework, governance, and the involvement of the private sector in TVET. The aim is to provide an overview of strategies for the implementation of TVET and to improve TVET reform and quality.

Policies

The policy or policies guiding TVET legislations is The COTVET Legislative Instrument LI 2195 of 2018. In addition to the legislation, it's the Education Strategic Plan 2018–2030 and a Medium-Term Development Plan of 2017 which addresses challenges and recommends for the development of TVET.

The following documents provide contextual information on the education system and economic indicators in Ghana as they relate to the TVET implementation and policy.

- **Technical Education 2.0 (EDU 2.0) (2018)**
 - Keys points and objectives:
 - Expansion of TVET and modernization of equipment.
 - Renovation of curricula to meet the needs of the labour market

- Increased enrolment of women and learners with specific needs
- Design and implementation of communication tools to promote TVET

Medium Term Development Plan (2017) - The MTDF 2018–2021 defines the main challenges to be addressed in relation to TVET. These include the fragmentation of the skills system, with provision spread across multiple providers in the formal and informal economies and policy making and management spread across ten ministries with different enabling acts and mandates.

- **The COTVET Legislative Instrument LI 2195 (2012)** - regulates and coordinates all aspects of technical, vocational education and training and oversees TVET delivery in Ghana. It also ensures that the TVET system is aligned to the National Qualification Framework (NQF).
- **The National Accreditation Board Act 744 (2007)**
 - The National Accreditation Board was mandated to accredit the contents and standards of their programmes of public and private tertiary-level institutions.
- **The Polytechnic Act 745 (2007)** - the Act was promulgated as a major milestone in the development of polytechnics to determine the admission criteria, content curricula and academic standards for students. It also mandates skills development opportunities.
- **The National Board for Professional and Technician Examination Act 492 (1994)** - Its mandate is to regulate the tertiary education sector and administer examination schemes for professional bodies and non-university institutions at tertiary level.
- **National Council for Tertiary Education Act 454 of 1993** - the Act oversees the administration of all tertiary institutions in Ghana and provides for all Council-related matters.



- **National Vocational Training Institute (NVTI) Act 351 of 1970** - coordinate all aspects of vocational training and apprenticeship nationwide. It aims to provide demand-driven employable skills through vocational training.

Governance

The Ministry of Education, together with Ministry of Employment and Social Welfare, Trade and Industry, Agriculture, Road and Transport, Local Government, Tourism, Communications, Youth and Sports and many others, is responsible for governing the TVET system in Ghana. The regulatory body under the Ministry of Education, the **COTVET (Council for Technical and Vocational Education and Training)**, is responsible for coordinating and overseeing the TVET system for both TVET providers and polytechnics with the mandate to plan, coordinate, and support all aspects of TVET nationally. The council aims to formulate national policies for skills development and tertiary education. It ensures quality delivery and access to TVET and provides support to activities of private and public TVET providers.

Implementing Structures

The Board is supported by various actors and initiatives which play a vital role by bringing coordination and governance to the TVET sector. These implementing structures are also referred to as technical committees and include:

- **National TVET Qualifications Committee (NTVETQC)** - the main regulatory authority for the National TVET Qualification Framework (NTVETQF). It is responsible for advising the COTVET Board on granting of authority to accredited bodies for the award of qualifications and establishing basic quality assurance standards and procedures for TVET qualification awarding bodies.
- **Industrial Training Advisory Committee (ITAC)**

- the ITAC is responsible for monitoring the labour market needs and determining strategies to cover occupational areas that lack national occupational standards and qualification structures.

- **Training Quality Assurance Committee (TQAC)** - safeguards all players involved in the TVET sector by ensuring that TVET providers and awarding bodies maintain quality standards in TVET delivery and awarding of qualifications. It establishes policies, regulations, and procedures for registering and accrediting training providers.

Other bodies involved in the governance of TVET, also referred to as implementing structures, include:

- **National Vocational Training Institute (NVTI)** - under the Ministry of Education Youth and Sports, the Board seeks to provide the highest quality in tertiary education through accrediting public and private institutions, providing quality assurance, determining the equivalence of certification and accrediting standards of programmes offered in institutions.
- **National Accreditation Board (NAB)** - mandated to coordinate all aspects of vocational training including apprenticeship. It aims to provide best systems of employable TVET skills through organising apprenticeships, developing training standards and providing vocational guidance and career development.
- **National Council for Tertiary Education (NCTE)** - responsible for providing advice on the development and funding of tertiary education institutions and publishing information on tertiary education.
- **The National Board for Professional and Technician Examinations (NABPTEX)** - mandated to regulate the tertiary education sector and provide TVET qualifications to develop world-class human capital. NABPTEX administers examination



schemes and ensures the awarding of certificates, assessment of the industry to review whether the syllabuses offered meets the labour market and economic development needs.

- **Technical and Vocational Education Division (TVED)** - a division under the Ghana Education System (GES), it is mandated to implement pre-tertiary TVET under the Ministry of Education (MoE).

TVET Institutions

COTVET coordinates Ghana’s TVET system which is comprised of ministries, and formal and non-formal systems. The formal TVET system is institution based and includes certified training by TVET providers and institutes. The non-formal system does not necessarily lead to certification but focuses more on workshops, short courses and seminars provided by non-governmental organizations (NGO) mostly through apprenticeships and other training programmes.

TVET institutions aim to meet the needs and demands of trainees and the labour market through programmes offered. Various ministries are responsible for various TVET institutions, and the table below provides an overview of different ministries in charge of TVET institutions:

Ministry	Education Sector
Ministry of Education	- Ghana Education System (GES) - Technical Institutes - Polytechnics
Ministry of Employment and Social Welfare	- Vocational training - Opportunity Industrialization Centres (OIC) - Leadership training - Social Welfare Centres, Voc - Integrated Community Centers for Employable Skills (ICCES) - National Vocational Training Institute (NVTI)

Ministry	Education Sector
Ministry of Environment and Science	- Ghana Regional Appropriate Technology Industrial Research (GRATIS) - Intermediate Technology Transfer Unit (ITTU)
Other ministries	- Technical and Vocational Training - Agricultural Training - Community Development Centres (CDC) - Hospitality Schools - ICT Schools

As of April 2020, the Council for Technical and Vocational Education and Training (COTVET) had accredited 115 TVET providers categorised as follows:

- **Public**
- **Private**
- **Public - NVTI**
- **Public - GES**

The National Accreditation Board (NAB) publishes an appropriate list of accredited public and private institutions and programmes at the beginning of each calendar year categorised as follows:

- **Private Polytechnic**
- **College of Agriculture**
- **Tutorial College**
- **Private College of Education**
- **Public/Private Nurses Training College**



Funding sources

The government of Ghana funds the TVET system and activities through all the ministries involved in technical, vocational education and training. Other funds are generated internally in the TVET institutions. Financing TVET plays an essential role in the development and reform of the TVET system. The Skills Development Fund (SDF) also offers funding support to skills development in Ghana through public and private training institutions and polytechnics. TVET is also financed by civil society and faith-based institutions (such as **DANIDA**, **GIZ** and the World Bank) and other international agencies in partnership with the government of Ghana.

Other funds originate from:

- Donations
- Tuition fees
- Income-generating TVET programmes
- Industry support funds
- Skills development agencies.

Private sector engagement

The private sector plays a role in the TVET system of Ghana by working in partnership with training providers and other key stakeholders towards effective skills development solutions and TVET reform. Business associations and industry decision makers support skills development and skills acquisition of the disadvantaged. Mismatch between acquired skills and market needs is still a challenge in Ghana but the private sector, together with the government of Ghana, aims to produce employable graduates with the right skills, knowledge and competencies that are required in the labour market through TVET.

Although there are a few links between the private sector and the TVET sector, the private sector is expected to offer internships, especially for the training of TVET instructors to improve the quality of training in TVET institutions. Private sector engagement in TVET plays a key role in

curriculum development and reform in the TVET sector. The private sector typically responds positively to the TVET system in Ghana. Few private sector authorities are willing to make significant contributions to improve the TVET system and this include:

Private sector authorities

The Private Enterprise Foundation (PEF) was founded as the apex institution on the initiative of our major business associations namely:

- **Association of Ghana Industries (AGI)** - The Association of Ghana Industries (AGI) is a not-for-profit business organization established in 1957 and incorporated in 1958 by a group of indigenous manufacturers in Ghana. It carries out proactive support services to the industrial sector with the view to contributing substantially to the growth and development of industry in Ghana.
- **Ghana National Chamber of Commerce and Industries (GNCCI)** - is an association of business operators, firms, and industries with interests spanning every sector of private enterprise in Ghana. As an advocacy organization, the GNCCI was established with the prime objective of promoting and protecting commercial and industrial interests in the country.
- **Ghana Employers Association (GEA)** - advocate for policies that matter most to businesses. Ghana Employers' Association (GEA) communicates the Ghanaian business voice to government and other relevant key stakeholders both locally and internationally.

The PEF provides the leadership voice for advocacy for business associations to influence policy initiatives for the creation of an environment in which development partners and the private sector come together, combining business interests with development objectives, and intensifying public private activities in Ghana. Industry sectors are aware of the need for TVET,



and business organisations will address the issue by establishing accredited TVET institutions to improve skills development and increase employability.

Teacher training

The TVET instructors (trainers) play a key role in the implementation of the National TVET Strategy Plan which is an instrument to produce technical competence and technicians that are equipped with practical knowledge and can create self-employment. The TVET system requires highly competent and motivated trainers to achieve the TVET strategy and to develop a new group of instructors and upgrade the current in-service trainers.

Training workshops for TVET instructors in Competency Based Training (CBT) have occurred. TVET instructors need to be trained and their skills also need to be upgraded to enable them to drive the TVET strategy. Technical institution and polytechnic instructors are required to take a year of training in either the public or private teacher training colleges to prepare them to train and deliver quality instructions in technical institutes. The College of Technology Education located at the University of Education trains and certifies instructors at polytechnics and technical training institutions. The government also plays a role by managing and coordinating the training of teachers through ministries and regulatory bodies.

Informal TVET systems

Informal training is available from community organizations and government agencies. This type of training can be beneficial for young people who did not complete their secondary education.

Most informal TVET courses are offered through master craftsmen programmes. These can range from two to three years.

Statistics

This section presents an overview of demographic and socioeconomic trends relative to progress made against

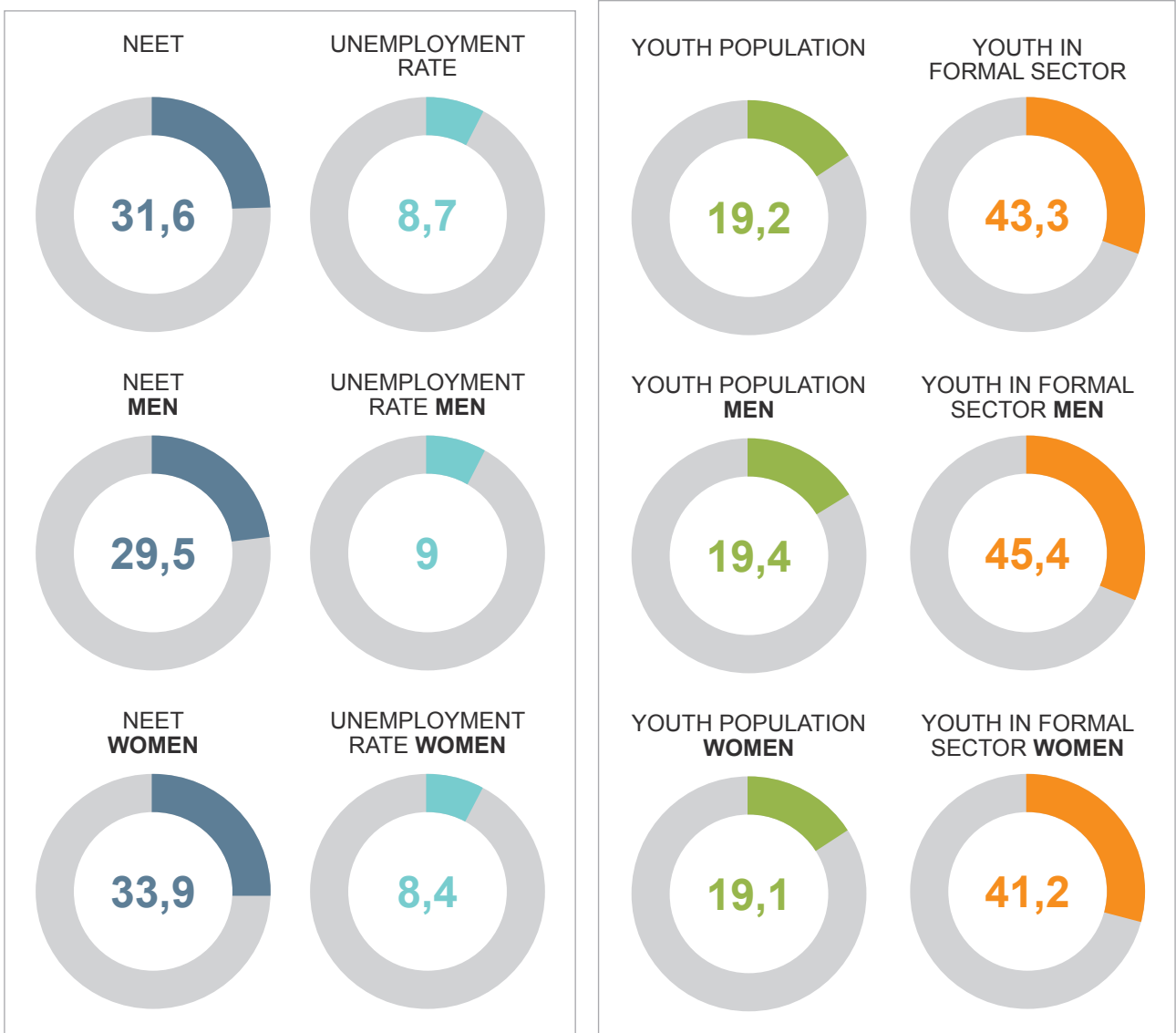
the goals of the education system in Ghana from 2015 to 2021. Youth in this publication refers to persons aged 15-24 years. All data presented here has been extracted from ILOSTAT.



AUDA-NEPAD
AFRICAN UNION DEVELOPMENT AGENCY



TVET-COUNTRY LEVEL OVERVIEW GHANA



YOUTH IN INFORMAL SECTOR
78.1%



GOOD PRACTICES

Lessons learnt, resources and skills associations
<https://aspyee.org/page/good-practices>



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