



ORGANIZATIONAL BRIEF



COMMISSION FOR TECHNICAL
AND VOCATIONAL EDUCATION
AND TRAINING



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DEPUTY MINISTER FOR EDUCATION IN CHARGE OF TVET



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DIRECTOR GENERAL (CTVET)



We want to emphasize the importance of TVET, and redeem the misconception that technical and vocational education is inferior and patronized only by less endowed students



CTVET

**COMMISSION FOR TECHNICAL
AND VOCATIONAL EDUCATION
AND TRAINING**

THE COMMISSION FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (CTVET)

OUR VISION

To be a world class TVET regulatory body for the development of a globally competitive skilled labour force.

OUR MISSION

To regulate, promote and administer a functional TVET system that ensures industry led and demand driven skills through coordination, collaboration, research, and innovation for sustainable development.

CORE VALUES

Creativity;
Inclusion;
Integrity;
Excellence

MANDATE

To regulate, promote and administer technical and vocational education and training for transformation and innovation for sustainable development.

ORGANIZATIONAL STRUCTURE

The Commission is headed by a Director General and two deputies who are appointed by the President of the Republic of Ghana. There is also a governing board which supervises the work of the Commission. The technical departments within the Commission are; Accreditation, Assessment and Certification (AA&C), Standards, Curriculum Development & Enforcement and (SCD&E) and the Policy, Projects, Planning Research, Monitoring and Evaluation (PPRME).

STANDING COMMITTEES

National TVET Qualifications Committee
Sector Skills Committee
Quality Assurance Committee
Ghana Skills Development Fund
Committee Enforcement Committee.



FUNCTIONS

The Education Regulatory Bodies Act (ERBA) 1023 of 2020, stipulates the functions of the Commission as follows:

REGULATORY

Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and alternative education.

Co-ordinate, harmonise and supervise the activities of technical and vocational education and training institutions to meet the requirements of both the formal and informal sectors.

Develop and implement a national assessment and certification system in the technical and vocational education and training

Accredit programmes, institutions, centres, facilitators, assessors and verifiers at the formal, informal, non-formal, technical and vocational education and training institutions to ensure quality delivery.

Collaborate with tertiary institutions and relevant agencies to implement competency-based training programmes on the National Technical and Vocational Education and Training Qualifications Framework.

ADMINISTRATIVE

Take measures to ensure quality, equitable and inclusive access in the provision of technical and vocational education and training
Develop and maintain a national database on the technical and vocational education and training sector.

Source for funds to support technical and vocational education and training activities.
Issue reports on the state of skills development in the country.

Advise the Minister on all matters relating to the management and improvement of the technical and vocational education and training system.

Perform any other functions that are ancillary to the objects of the Commission. Delegate any of the functions of the Commission to a person or an authority that the Commission may determine.

PROMOTIONAL

Promote co-operation with international agencies and development partners.

Co-ordinate and promote industry-led occupational standards generation for demand-driven curriculum development and delivery.

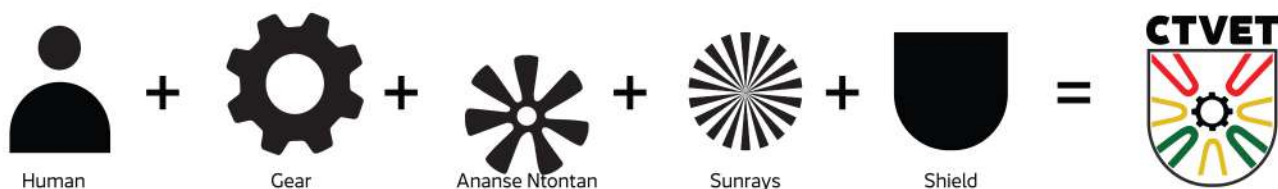
Facilitate research and development in the technical and vocational education and training system.

Facilitate collaboration between training institutions and industry to promote:

- Industry-led and demand-driven curriculum development and placement
- Workplace Experience Learning
- Recognition of Prior Learning



Logo Breakdown



Symbol	Meaning
Human	The Human represents our commitment to developing the human capability for Ghanaians.
Different Sizes of Humans	The different sizes and colours of humans represent the and discrimination and inclusiveness.
Gear	The Gear denotes progress, work and innovation
Ananse Ntontan	The Ananse Ntontan is an adinkra symbol for creativity and
Sunrays	Sunrays is a symbol of hope
Shield	The Shield denotes an establishment noted for the vision, leadership, purpose, and stability this also highlight our mandate as a commission. Furthermore, it represents an authority or regulator that can be trusted to provide its stakeholders with the best products and services.
The Number 7	The Number seven is a unique number of completeness and perfection excellence
Red, Yellow, Green and Black	This represents the national flag

5-YEAR STRATEGIC PLAN FOR TVET

KEY GOALS

GOVERNANCE AND MANAGEMENT

TVET which is accountable and responsive to the sector.

ACCESS

Equitable access and promotion of gender mainstreaming.

QUALITY

Quality assurance in TVET based on internationally accepted standards.

SUSTAINABLE FINANCING

Sustainable source of funding for TVET

GREENING TVET

Greening TVET for environmental sustainability

STRATEGIC ACHIEVEMENTS

- Five (5)-year TVET strategic plan (2018-2022)
- Education Regulatory Bodies Act 1023 (Merges COTVET and NABPTEX)
- Operationalization of National TVET Qualifications Framework (NTVETQF)
- 148 TVET institutions accredited to offer CBT as at December 2020.
- 42 CBT Curriculums developed as at December, 2020.
- Recognition of Prior Learning (RPL) being implemented.
- Digitization of registration and accreditation system.
- National Apprenticeship Policy developed.
- Establishment of Sector Skills Bodies
- Pre-tertiary Act, 2020 (Act, 1049).



OUR SERVICES

Based on our mandate, the Commission provides the following services;

- Registration of all pre-tertiary TVET institutions.
- Registration of Trade Associations.
- Registration of Master Craft Persons.
- Accreditation of all TVET providers and programmes.
- Accreditation of facilitators.
- Accreditation of external verifiers.
- Joint accreditation with the Ghanaian tertiary Education.
- Capacity building for the implementation of CBT.
- Curriculum development.
- Standard generation.
- Test development.
- Test administration.
- Policy development.

REGISTRATION AND ACCREDITATION

WHAT IS REGISTRATION?

A formal recognition that is following a formal evaluation of an applicant against a set criteria or quality standards a training provider or training organization has been found to be a robust provider.

PURPOSE OF REGISTRATION

- To formally recognize an entity (training provider, facilitator/trainer, assessor, verifiers, trade)
- To create a data base of entities for TVET provision
- To inform decision making and policy direction
- Strengthened monitoring and surveillance of TVET entities

BENEFITS OF REGISTRATION

- To be recognized as a legal entity in the TVET landscape for competency-based training implementation
- It is a pre-requisite for accreditation

ACCREDITATION

WHAT IS ACCREDITATION?

It is the formal recognition by the Commission for TVET that the capacity of the training provider to offer defined programs of learning has been found to meet required standards and are of good quality.

PURPOSE OF ACCREDITATION

For recognition to provide a service in relation to competency-based training on the National TVET Qualification Framework

- To regulate the activities of all TVET providers to ensure quality, demand-driven and credible services for the development of globally competitive skilled workforce.
- To create and maintain a database on all TVET stakeholders in the country for effective planning, policy coordination and channelling of support.

WHO SHOULD BE ACCREDITED?

- Training Provider (Public, Private, NGOs, Faith-Based Organizations,

Workplace: A Centre/approval for the delivery of a competency-based training programme(s). Facilitators/

Trainers: These personnel facilitate learners to achieve the set standards of a unit (s) i.e. the knowledge, skills and attitudes in the competency-based training curriculum.

Assessors: A person designated by the learning environment with the responsibility to gather evidence of learners' competence, judge it in accordance with defined standards and records the learner's achievement.

Internal Verifier: A person with the responsibility to ensure that assessment judgments are applied uniformly and consistently by all assessors in the learning environment.

External Verifiers: A person appointed by the awarding body to visit learning environments to ensure that standards for assessment and quality assurance are being maintained.

Awarding Bodies: A body with authority to award qualification to competency-based trained learners on the National TVET Qualification Framework.

CTVET



CTVET is implementing Competency Based Training (CBT) as a key reform in the TVET sector. Per the Strategic Plan for TVET transformation, all TVET institutions are expected to use the CBT approach by 2022. CBT aims to shift TVET from theory-based teaching to a practical and hands-on approach. CBT is an industry and demand-driven, outcomes-based education and training programme based on industry-generated standards.

Such industry standards form the basis upon which programme/curriculum assessment and learning materials are designed and developed. This means that before curriculum is developed, industry will be consulted as to the skills they need the learners to acquire to be able to perform. This approach also means that, individuals will be assisted to acquire skills and knowledge so they are able to perform a task to a specified standard under certain conditions. The learners' expected outcomes are also clearly stated to them. In essence, it focuses on what one can achieve in the workplace after completing a course. Learners can then only progress once they are deemed competent in their field of study.

KEY ACHIEVEMENTS

- 148 TVET institutions accredited to offer CBT as at December 2020.
- 6,628 Master Crafts Persons have been registered.
- 34 Trade associations have been registered.
- 42 CBT Curriculums developed as at December, 2020.)





ABOUT CTVET

The Commission for Technical and Vocational Education and Training (CTVET) was established by the education regulatory bodies Act 2020 (Act 1023), promote and administer technical and vocational education and training for transformation and innovation towards achieving sustainable development.

FUNCTIONS

Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and alternative education.

Co-ordinate, harmonise and supervise the activities of private and public providers of technical and vocational education and training, including the informal sector;

Rationalise the assessment and certification system in technical, vocational education and training;

Take measures to ensure quality in delivery of and equity in access to technical and vocational education and training;

Maintain a national database on technical, vocational education and training;

Facilitate research and development in the technical and vocational education and training system;

Source funding to support technical and vocational education and training activities;

GHANA'S TVET REFORM PRIORITIES

Realign all Technical and Vocational Institutions (TVIs) to be under MoE and create a Technical and Vocational Education Service (TVES) to govern them.

KEY ACHIEVEMENTS

- Establishment of Sector Skills Bodies
- Skills gap analysis and audit of priority sectors
- Greening philosophies integrated into TVET

- Ghana has joined WorldSkills as its 81st member
- Establishment of 32 state-of-the-art TVET institutions
- Launch of MyTVET Campaign
- Upgrading of all NVTIs
- Draft National Apprenticeship Policy developed
- Education Regulatory Bodies Act 1023 (Merges CTVET and NABPTEX)
- Operationalization of National TVET Qualifications Framework (NTVETQF)
- 124 TVET institutions accredited to offer CBT programmes.

OBJECTIVES OF THE TVET REFORMS

- Improved equitable access to and participation in inclusive quality Technical and Vocational Education and Training at all levels
- Improved quality of TVET teaching, learning and STEM at all levels.
- Sustainable and efficient management, financing and accountability of Technical and Vocational Education and Training (TVET) service delivery.



COMPETENCY BASED TRAINING (CBT)

148 TVET institutions accredited to offer CBT as at December 2020. 6,628 Master Crafts Persons and 34 Trade associations have also been registered with CTVET.

COMPETENCY BASED TRAINING (CBT)

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UPGRADING AND
MODERNIZATION
OF THE TVET
SYSTEM IN
GHANA

The Ministry of Education is upgrading and retooling all National Vocational Training Institutes (NVTI's) and Opportunity Industrialization Centres (OIC's) across the country.

OBJECTIVES

- Upgrading and retooling of all 34 NVTI's, head office, 10 regional offices and 5 apprenticeship offices.
- Constructing and equipping new training centres for Foundry and Machining in Accra and Kumasi
- Upgrading of existing Opportunities Industrialisation Centres in Greater Accra.

STATUS OF IMPLEMENTATION

- All the projects are at various stages of completion.

Construction Machinery Mechanic Training Institute, EAST LEGON





COMMISSION FOR TECHNICAL
AND VOCATIONAL EDUCATION
AND TRAINING

BIRIWA VTI,
CENTRAL
REGION



COMMISSION FOR TECHNICAL
AND VOCATIONAL EDUCATION
AND TRAINING

ASSIN
FOSU VTI,
CENTRAL
REGION





GHANA TVET VOUCHER PROJECT (GTVP)

Over 18,000 beneficiaries have received free funding for training under the Free Apprenticeship Training programme being rolled out by the government with support from the German Government. An additional 50,000 free apprenticeship training is envisaged under the Ghana Jobs and Skills Project and the Ghana TVET Voucher project over the next 5 years.

The Ghana TVET Voucher Project (GTVP) is a government of Ghana initiative under the Ghanaian-German Financial Development Cooperation, co-financed by the German Federal Ministry for Economic Cooperation and Development (BMZ) through KfW Development Bank and the Government of Ghana. The Commission for Technical, Vocational Education, and Training (CTVET) is the implanting agency.

GTVP provides demand-driven training vouchers to CTVET-registered master craft persons, their apprentices and workers. The vouchers are used to fund competency based training (CBT) courses in CTVET-accredited training institutions and the assessment and certification of National Proficiency Levels II and I.

THE PROJECT OBJECTIVES

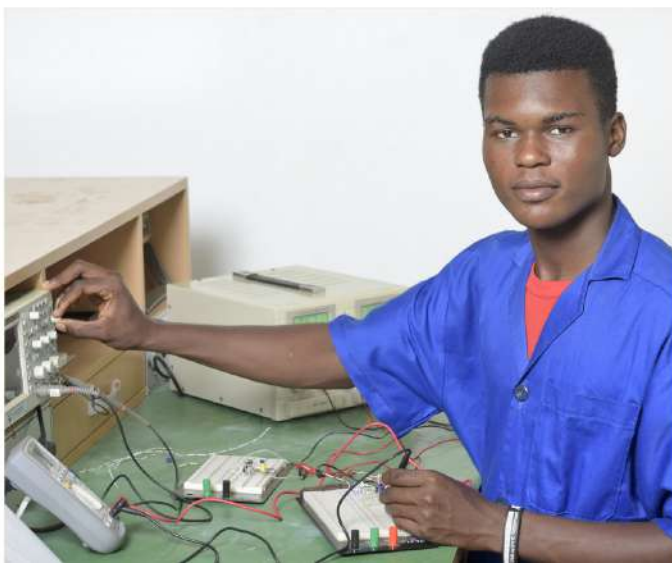
The overall objective of the project is to improve the access of the target group to demand-oriented TVET, which meets quality criteria with the aim of improving the access to decent employment. Thus, the project seeks to:

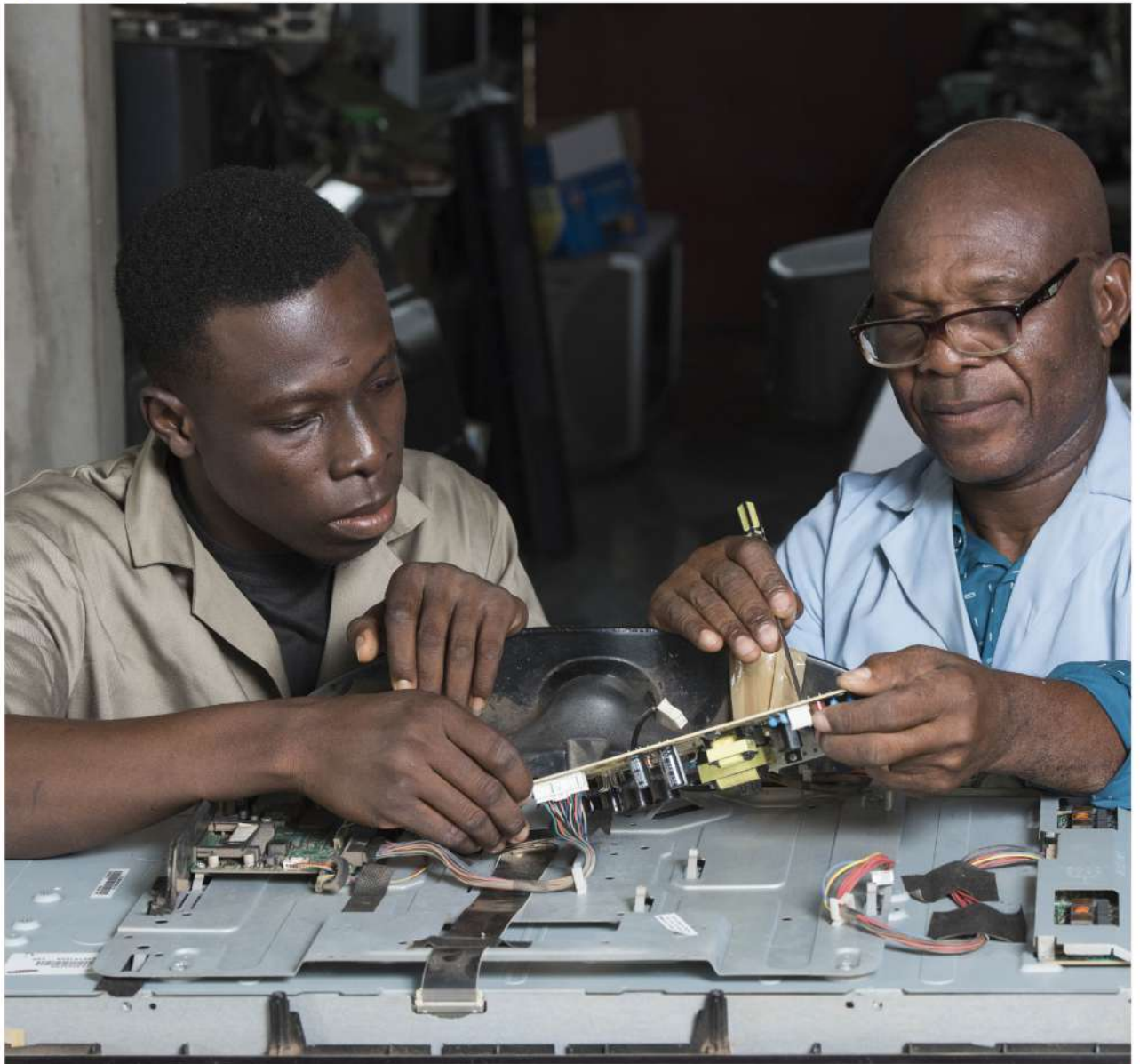
- Over 18,000 beneficiaries have received vouchers for training.
- Strengthen TVET stakeholders such as the training institutes, the trade associations and the regulatory body CTVET and

- Promote the establishment of a consistent incentive system for vocational training providers based on the quality criteria “labour market relevance of training”.
- Strengthen TVET stakeholders.
- Establish a consistent incentive system for training providers.
- The project targets the informal sector, which includes:
 - Master crafts persons (MCPs)
 - Apprentices of MCPs
 - Workers of MCPs
- The trade areas targeted by the project are:
 - Automotive
 - Cosmetology
 - Garment Making
 - Electronics
 - Welding
 - Plumbing
 - Electrical Installation
 - Block laying & Tiling
 - Furniture making
 - Catering and Hospitality

ACHIEVEMENTS

- A total of 17,527 beneficiaries have received vouchers for training.
- A total of 8,338 learners have completed training under National Proficiency level.
- So far 6,799 learners have been certified.





NATIONAL
APPRENTICESHIP
POLICY

The National Apprenticeship Policy sets out the mechanisms required to strengthen the apprenticeship system in Ghana and help improve opportunities for youth employment. The policy provides robust regulatory framework for meaningful partnerships, social dialogue, institutional arrangements among the key stakeholders, and strong labour market relevance.

This will help actors in the development of appropriate interventions to move the apprenticeship sector in the right direction in contributing to skill development, decent work, and economic and social development.

POLICY GOALS AND OBJECTIVES

The goal of this policy is to provide a framework for harmonizing apprenticeship practice in Ghana. The policy provides mechanisms and guidelines for effective coordination and implementation of good practices in apprenticeship practice for economic growth and national development. This apprenticeship policy aims to deliver a well-coordinated, inter-sectoral national apprenticeship system to enable all categories of learners to acquire relevant skills for employment, livelihood empowerment and socio-economic development.

SPECIFIC OBJECTIVES OF THE POLICY ARE TO:

- Provide an integrated and standardized approach for undertaking apprenticeship at all levels and sectors.
- Provide a mechanism for aligning skills and knowledge acquired through apprenticeship with the requirements of the world of work.
- Improve effective collaboration among employers, training providers and the informal sector.
- Improve the coordination mechanisms as well as regulatory and institutional frameworks required for effective

apprenticeship practice in Ghana.

- Ensure adequate and sustainable funding arrangement for apprenticeship practice.
- Ensure effective review and application of lessons through efficient mobilization and dissemination of reliable and disaggregated information.

Guiding Principles

The following principles shall guide apprenticeship practice in Ghana;

Equity: Skill and knowledge acquisition must be accessible to everyone, with targeted support for the marginalized affected by long-standing inequities in the society.

Inclusiveness: Apprenticeship must be designed collaboratively with all relevant stakeholders to gain recognition and value across specific industries or sectors.

Gender: Skill and knowledge acquisition must be accessible to everyone in all areas of trade irrespective of gender.

Career orientation: Apprenticeship must be structured around specific knowledge, skills, and competencies that lead to careers with decent and supporting wages.

Learning and accountability: All apprenticeship programmes shall be routinely assessed through effective monitoring and the use of an objective instrument for reporting, learning, and improvement.

Quality: The contents of all apprenticeship programmes must be responsive to the changing demands of industries and learning outcomes must be fair, valid, and authentic.



As part of government's TVET transformation strategy to improve upon the governance and management of TVET, sector skills bodies are being established by the Ministry of Education through CTVET.

Sector skills bodies are a group of related industries that come together under a common structure to drive growth and competitiveness across the sector.

They focus on exploration of business opportunities, innovation and capacity needs within the sectors.

The Commission has therefore held several stakeholders' consultative sessions with CEOs of industries and organized industry bodies. This was to share the sector bodies agenda with stakeholders and to listen to their challenges,

expectations and advice on how skills needs of industry could be addressed. And again, to validate the proposed sectors identified by the Commission.

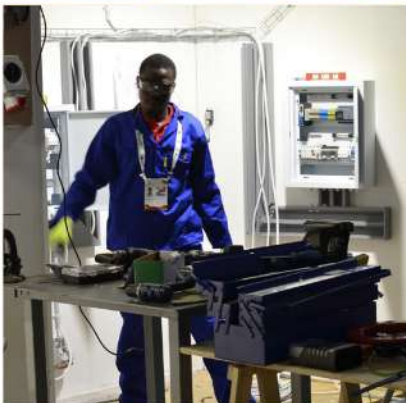
In 2019, the sector skills bodies for Construction, Agriculture and Tourism & Hospitality were inaugurated. With support from ILO and GIZ.

In 2021, the Commission also established and inaugurated sector skills bodies for Renewable Energy, Pharmaceuticals, Oil and Gas, ICT, Automotive, Healthcare, Textile, Apparel and Garment, and Logistics and transportation with support from AHK, GIZ, ILO, Ford Foundation and Konrad Adenauer Foundation.

These are all measures to make industry actors the drivers of skills development to support the industrialisation agenda of Ghana.

INAUGURATION OF SECTOR SKILLS BODIES





SKILLS COMPETITIONS

There is an emerging suite of evidence which connects the use of skills competitions in technical and vocational education to improve outcomes for teaching and learning. Skills competitions provide a great opportunity for employer and industry involvement in competitions. It helps instructors, tutors and trainers to further develop occupational and pedagogical expertise.

The introduction of national skills competitions for technical and vocational education and training is paramount because it has the potential of accelerating any country's drive towards development. Skills competitions encourages creativity, competitiveness and innovation and more importantly boost the image of a country on the international stage.

The introduction of skills competitions by CTVET as part of the MY TVET campaign is aimed at revitalising technical and vocational education and training skills competitions among TVET institutions in the country.

The competitions are held at district, regional, national and international levels to encourage creativity, innovation and competitiveness among learners, instructors for the improvement of TVET. It is also aimed at raising stakeholder awareness and courting industry support and for TVET Ghana.

CTVET, together with other partners coordinates the overall national competition and also prepares national winners for international skills competitions such as the WorldSkills Competition. This is to ensure that the youth are exposed to a variety of skilled areas and technology.

In 2018 the Commission organized the maiden edition of the skills competition which had the theme 'Skills for jobs and national development'. Selected competitors from this competition underwent intensive skills development and training to build their skills towards competing at the WorldSkills Africa Competition.

Ghana won a gold medal in the cooking category at its maiden participation in the 2018 World Skills Africa Competition held in Kigali.

The country also won a silver medal in hairdressing and electrical wiring. Finally, in the mechatronics competition, Ghana won bronze.

The competitors from Ghana were: Sika Mortoo (Cooking), Ebenezer Nuamah (Electrical Wiring) Clement Tei Siaw (Mechatronics) all from the Accra Technical University and Lisa Mendita (Hairdressing) from FC Beauty College.

In 2021, Ghana organized the second National Skills Competition under the umbrella of WorldSkills International.

In addition to this, young competitors from Ghana who represented the country during the 2022 World Skills Africa Competition held in Namibia city of Swakopmund, made Ghana proud on Saturday 2nd April, 2022, by winning four (4) medals out of the 16 skill areas at the end of the competition.

Ghana won gold in the Mechanical Engineering Computer Aided Design (CAD) and in Web Technology skill areas, and further won Silver in Fashion Technology and in Electrical Installation skill areas.

The winners at the competition were; Louis Morgan (Gold Medal in Mechanical Engineering CAD) from Cape Coast Technical University, Manfuji Yao Agbo (Web Technology) from Ho Technical University, Ibrahim Adam Kwaku (Electrical Installation) from Accra Technical University, and Deladem Oko (Fashion Technology) from Ho Technical University respectively.

Ten (10) African countries including Ghana with a total of Ninety (90) Competitors, competed in the Sixteen (16) skill areas at the 2022 Swakopmund WorldSkills Africa Competition. Ghana competed in ten (10) skill areas and won four (4) medals.



GHANA JOINS WORLD SKILLS



In September 2019, Ghana became the 81st Member of WorldSkills. WorldSkills showcases the value of skills and raises the recognition of skilled professionals worldwide.

Skills are the foundation of modern life.

Everything, from the houses we live in, to the societies we create, is the result of skills. They are the driving force behind successful careers and companies, thriving industries, and economies. Skills keep the world working.

The world's Vocational Education and Training (VET) leaders unite as Members and partners of WorldSkills to advance skills promotion within their own country and region, and around the world.

Membership in WorldSkills offers access to impressive activities, programmes, and forums, that have evolved over 65 years to reflect best practices and excellence in skills development and promotion.

BENEFITS OF WORLDSKILLS

MEMBERSHIP

WorldSkills is not just a Competition, it is a movement. WorldSkills is the global hub for skills excellence and development with ongoing activities nationally, regionally, and globally.

WorldSkills has six focus Areas:

1. PROMOTING SKILLS

- Gain access to the world's leading network of organizations promoting skills training.
- Learn best practices about how other countries and regions are attracting young people to skilled careers.
- Adopt the WorldSkills brand, which is recognized by partners and stakeholders who are committed to skill development around the world.
- Use WorldSkills initiatives to accelerate your promotion of skills and become champions within your own country/region of the WorldSkills brand

2. CAREER BUILDING

- Inspire and attract the new generation of skilled professionals to discover the relevance and importance of skills.

- Invest in the development of skills excellence in Champions, as an example of the opportunities available to skilled individuals.
- Use local and national competitions as the stepping stone to a once-in-a-lifetime experience for young skilled professionals to represent their country/region on the world-stage.

3. EDUCATION AND TRAINING

- Gain knowledge on training systems and practices around the world, to develop new and innovative ways of teaching in-demand skills.
- Access to the WorldSkills Standard Specifications, which offer industry best practice what a capable practitioner must know, understand, and do.
- Individual Experts connected to each skill gain access to an international community of authorities in their field, accelerating their understanding of global trends in education and industry.

4. INTERNATIONAL COOPERATION AND DEVELOPMENT

- Gain tools to demonstrate the importance of skills training for economic development.
- Join an existing community that is interested in supporting new and developing Members and Connections to the world's largest network of VET leaders.
- Regular events, conferences, and programmes, that accelerate Members connection to the global VET community and thought leaders, identifying emerging trends in skills development.

5. RESEARCH

- Connection to information, facts, figures, and news on skills of today and the future.
- Access to research on skills competitions, as a proven model of strengthening national skills development.
- Regular benchmarking of skills required by professionals within more than 50 skill competitions.



TVET AMBASSADORS & ROLE MODELS



TVET AMBASSADORS

TVET Ambassadors would be the face of TVET in Ghana. They will help make TVET more appealing to the youth (and their parents/guardians) in Ghana. The category of people who will be ambassadors are community leaders and social influencers. They should be persons of high moral repute who the youth look up to and who can change perceptions and opinions.

- Generating brand awareness through word-of-mouth marketing
- Being an opinion leader in his/her community
- Providing feedback and insight on how to make TVET more popular among the youth
- Promoting the brand via his personal social media accounts
- Making themselves available for video documentaries to promote TVET.

TVET ROLE MODELS

TVET role models are TVET practitioners who have been successful in their respective trade areas. Their stories would serve as inspiration to the youth to make them also want to pursue TVET.

Responsibilities include, but are not limited to, the following:

- Representing the TVET brand positively in a multitude of settings.
- Assisting in content creation (ie. writing blogs, newsletters, product reviews, etc.) on the need for people to choose TVET.
- Participating in marketing and PR events to promote TVET





SKILLS GAP ANALYSIS AND AUDIT

To prevent skills mismatch, the Ministry of Education through CTVET has conducted Skills Gap Analysis and Audit of priority sectors of the economy.



Ministry of Education through the Commission for Technical and Vocational Education and Training (CTVET), as part of measures to ensure the skills needs of industry is adequately diagnosed for the appropriate prescriptions and decisions have conducted the Skills Gap Analysis and Audit in seven sectors under the first phase of Ghana Skills for Employment Programme (GSEP).

This survey was even more critical in a time of accelerated technological development when industries globally keep on transforming and TVET is at the centre of providing the skills needed for industries, employability and enhancement of livelihoods.

The sectors that were considered under this project are:

1. Agriculture
2. Manufacturing
3. Construction
4. Information Communications Technology
5. Tourism and Hospitality
6. Energy, (Renewable Energy and Oil and Gas)
7. Electronics, Electricals and Automation.

The Commission further secured additional funding from the Ford Foundation and has

applied part of the grant under the contract for consultancy services for the skills Gap Analysis and Audit.

The initial stakeholder consultations, revealed that about 75 per cent of the curriculum for technical and vocational education and training (TEVT) institutions was outdated. There was also an ineffective mode of teaching at the various TVET institutions which was adversely impacting on the productivity levels of graduates from these schools on the job market. From the initial research and consultations conducted, employers complained that there was no difference in the output and productivity levels of persons with TVET background and other untrained staff. All of these challenges created the need to conduct this analysis audit of the various economic sectors.

The analysis and audit findings will contribute to the work of the Sectors Skills Bodies to help with the generation and upgrading of standards within the Competency-Based Training (CBT) Framework.

Beyond the Skills Gap Analysis and Audit, there is also a report on the Profile of Occupations and the Skills-Set Directory of the seven priority



TVET CAREER GUIDANCE AND COUNSELLING

To prevent skills mis-match, the Ministry of Education through CTVET has conducted Skills Gap Analysis and Audit of priority sectors of the economy.

CTVET is piloting TVET Career Guidance and Counselling in 100 schools across the country. Guidance and Counselling manuals have been developed and distributed to all the schools.

Guidance and counselling is the bedrock for achieving self-actualization. It is a process of helping people to discover their needs, interest and capabilities in order to formulate their own goals and make plans to realize them. An analysis of guidance and counselling services for Ghanaian students in primary, secondary, and tertiary institutions is inadequate but paramount.

“Time with TVET Experts” is a pilot project in TVET Careers Guidance and Counselling initiated by the Commission for Technical and Vocational Education and Training (CTVET) aimed at increasing awareness and providing information about the prospects of TVET for nation building and career paths among Junior High School students in Ghana.

PROJECT GOAL

The goal of the project is to increase access to quality TVET information and to change perception of the public, especially the youth towards TVET. The project will increase awareness and knowledge about the prospects of TVET among Junior High School students. The project will provide more contact time by engaging students in guidance and counselling programs thereby increasing options and explore various career paths in TVET.

In addition, the project intends to institutionalise and make effective, guidance and counselling programs as part of the school system.

The project, through facilitators will provide support services to students to know more about themselves, their capabilities, interest and passions to enable them make informed choices.

OBJECTIVES

To strengthen and institutionalise TVET Careers Guidance and Counselling in Junior High Schools.

- To improve access to TVET information and employment opportunities in TVET among Junior High School students and the youth.
- To increase the number of Junior High School students and the youth opting for TVET careers.
- To increase enrolment of girls in male dominated TVET careers.
- To improve the capacity of institutional managers in the TVET sub-sector.





JOBS AND SKILLS PROJECT

Cabinet and Parliament has approved \$200 million for the Jobs and Skills Project to start in January 2021. This project will focus on skills development and job creation across the country.



BACKGROUND

The Government of Ghana with the support of the World Bank has developed the Ghana Jobs and Skills Project (GJSP) to support jobs and skills for individuals in the country, to be implemented for a period of five (5) years.

OBJECTIVE

The objective of the project is to support skills development, upgrade and jobs for Ghanaians. It also aims at helping the government to better respond to the imperative of creating more and decent jobs for the youth and rapidly growing labour force.

COMPOSITION

The project comprises multiple activities that promote the employment and productivity of workers, as well as initiatives to strengthen the efficiency and capacity of government agencies for the various activities

to be implemented under the project. The project comprises four components for skills development and job generation:

Component 1: Provision of Apprenticeship and Entrepreneurship Support to Individuals for Jobs;

Component 2: Provision of Competitive Grants to Private Enterprises for Expanded Employment;

Component 3: Operationalization of the Ghana Labour Market Information System, Upgrade of District Public Employment Centres and Services, and Independent Performance Reviews of Selected Government Youth Employment and Skills Development Programs; and

Component 4: Capacity Development, Technical Assistance, and Project

Management Support to Coordinating, Implementing, and Partnering Agencies for Enhanced Skills and Jobs Impact.

IMPLEMENTATION AND COORDINATION

The Project will be coordinated by the Ministry of Finance.

The main implementing agencies are the Commission for Technical and Vocational Education and Training (CTVET), under the Ministry of Education (MoE); the National Board for Small Scale Industries (NBSSI), under the Ministry of Trade and Industry (MoTI); and the Ministry of Employment and Labour Relations (MELR). The main partnering agency is the Ministry of Environment, Science, Technology, and Innovation (MESTI).



UPGRADING AND REHABILITATION OF TECHNICAL UNIVERSITIES AND TECHNICAL INSTITUTES

Design, Procurement and Construction of:

- Fifteen (15) units Building for designated Beneficiary Institutions suitable for the installation of Equipment to be supplied.
- Fifteen (15) boreholes on designated Beneficiary institutions One (1) unit of Technical Exam Building.
- Supply, Installation and Commissioning of Twenty- six (26) sets of Laboratory Equipment for beneficiary Technical universities.
- Supply, Installation and Commissioning of Forty- three (43) sets of laboratory Equipment to beneficiary Technical Institutes.
- Supply and Installation of Forty-five (45) sets of diesel generators.





STRATEGIC ACHIEVEMENTS

Education Regulatory Bodies Act 1023

The Commission for Technical and Vocational Education and Training (CTVET) and National Board for Professional and Technician Examinations (NABPTEx) have been merged as a result of the passage of the Education Regulatory Bodies Act 1023 to ensure. This will ensure the effective regulation, administration and promotion of technical and vocational education and training for transformation and innovation to ensure sustainable development.

The Pre-tertiary Act

This act seeks to align all TVET institutions under the Ministry of Education was passed in December, 2020.

The same act also established the Technical and Vocational Education Service (TVES) as a delivery agency under Ministry of Education.

National TVET Qualifications Framework (NTVETQF)

The National TVET Qualifications Framework has been operationalized. Ghana has a TVET Qualifications Framework (NTVETQF) established in Law in the CTVET Regulations 2012 (L.I. 2195). The concept was originally to create a National Qualifications Framework, but was eventually approved with modifications, as a sectoral TVET Qualifications Framework.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning (RPL) policy has been approved to be implemented. RPL is a process for assessing and formally recognizing people's existing skills and knowledge in a particular occupation. These skills may have been obtained through formal or informal training, work experience, voluntary work or life experiences. The term RPL has been used in two slightly different ways in recent times. Discussion influenced by the Organization for Economic Co-operation and Development (OECD) and the project of lifelong learning tends to restrict RPL to the recognition of non-formal and informal learning with the result that the recognition of formal learning is called credit transfer.

More traditional educational discussion uses RPL to include credit transfer and sometimes creates different terms for the narrower sense. Recognition of prior learning is a strong means to recognize and validate competencies obtained outside the formal education and training systems for purposes of certification. The sectors in which RPL is being targeted in Ghana include tourism, construction, printing, plumbing, Motor vehicle mechanics, welding and fabrication, Garment designing and dressmaking, cosmetology, beautician and cosmetics, electrical works installation, panel beating, car body works and Spraying agriculture, carpentry and joinery, masonry, roofing and tiling and adult literacy.

Establishment of an apex Training institution for the training of TVET staff

The Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development Bill has been passed by parliament to train more TVET instructors.

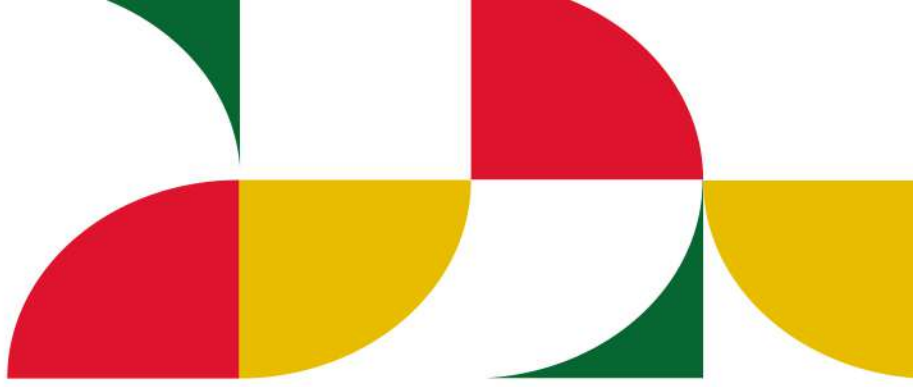
Addition of Department of Education to Technical Universities

Technical, Vocational Education and Training (TVET) has enormous potential in driving Ghana's economy forward through skills and job training, and the development of skills for industry, among others. This potential has, however, not been realized as the required policy, legal and institutional setting, as well as investment has not received the needed attention. Even though there is no evidence based study, the concurrent approach (whereby prospective teachers learn technical skills and teaching methods at the same time) is not advisable. The consecutive approach (whereby prospective teachers have their technical skills certified before they learn teaching/facilitation skills) is the preferred approach - it is a more effective way of preparing facilitators; it is also cost effective. In fact, it is better prospective teachers have relevant technical certification and work experience before they are trained in facilitation/teaching skills.

To fully actualize the above, government is indulging all Technical Universities to create or add departments of education to their institutions.

This aims at:

- Increasing access to TVET delivery
- Ensuring quality of Technical Education is not compromised
- Ensuring that existing facilities can accommodate increased enrolment
- Promoting female participation in TVET delivery
- Monitoring TVET delivery



**COMMISSION FOR TECHNICAL
AND VOCATIONAL EDUCATION
AND TRAINING**

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