COMMISSION FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING

MAKING TVET GOVERNANCE FIT FOR THE FUTURE

BY
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OUTLINE

- MANDATE OF THE COMMISSION
- EVOLUTION OF GHANA’S TVET LANDSCAPE
- CHARACTERISTICS OF A FRAGMENTED TVET SECTOR
- STRATEGIC PLAN FOR TVET TRANSFORMATION
- CONTRIBUTION OF SSBS TO SKILLS DEVELOPMENT
- THE NTVET QUALIFICATIONS FRAMEWORK
- SKILLS FOR THE FUTURE
- LESSONS LEARNT
- FOOD FOR THOUGHT
MANDATE OF THE COMMISSION

To Regulate

To Promote

To Administer

TVET for transformation and innovation for sustainable development.
FUNCTIONS: 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 public and private TVET providers, including the informal sector;
- Develop and implement a national assessment and certification system in the technical, vocational education and training sector;
- Accredit programmes, institutions, centres, facilitators, assessors and verifiers. The Commission and the Ghana Tertiary Education Commission shall jointly accredit TVET programmes and institutions at the tertiary level;
- Collaborate with tertiary institutions and relevant agencies to implement competency based training programmes on the National TVET Qualifications Framework;
FUNCTIONS: PROMOTION

Facilitate research and development in the TVET system;

Facilitate collaboration between training providers and industry to promote; Industry-led and demand-driven curriculum development and placement; Workplace Experience Learning; and Recognition of Prior Learning

Promote co-operation with international agencies and development partners;

Coordinate and promote industry-led occupational standards generation for demand-driven curriculum development and delivery
PROMOTING TVET TO CHANGE PERCEPTIONS

WORLDSKILLS
Ghana won 2 gold and 2 silver medals at WorldSkills Africa Competition

TVET EXPO
Organized annually to create awareness about TVET

TVET CLUBS
Junior High Schools in collaboration with GES

CAREER GUIDANCE & COUNSELLING
Manuals distributed to selected JHS in collaboration with GES
FUNCTIONS: ADMINISTRATIVE

- Take measures to ensure quality, equity and access in the provision of TVET;
- Develop and maintain a national database on the technical, vocational education and training sector;
- Source for funds to support technical and vocational education and training activities;
- Issue annual reports on the state of skills development in the country;
- Advise the Minister on all matters related to the management and improvement of the technical and vocational education and training system.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>EVOLUTION OF TVET IN GHANA (1970 – 2012)</th>
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<tbody>
<tr>
<td>1970</td>
<td>National Vocational Training Act, 1970 established a National Vocational Training Institute to co-ordinate, at the national level, all aspects of vocational training including apprenticeship (ACT 351)</td>
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<td>1990</td>
<td>Establishment of NACVET (National Coordinating Committee for Technical and Vocational Education and Training)</td>
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<td>1994</td>
<td>Establishment of NABPTEX (National Board for Professional and Technician Examinations)</td>
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<tr>
<td>1997</td>
<td>Advocated necessity of TVET reform</td>
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<td>2000</td>
<td>'A Master plan to strengthen Technical Education in Ghana” was developed by MOE with JICA</td>
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<tr>
<td>2001</td>
<td>Discussion to develop TVET Policy Document (The first plan)</td>
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<td>2004</td>
<td>National Consultative Forum on TVET Policy</td>
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<td>2004</td>
<td>TVET Policy Document (Final)</td>
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<td>2004</td>
<td>Submission of TVET Policy document to the Cabinet</td>
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<td>2005</td>
<td>Presentation of the TVET Policy Document to Cabinet</td>
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<td>2006</td>
<td>Establishment of CPTC (COTVET Preparatory Technical Committee)</td>
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<td>2006</td>
<td>Enactment COTVET Bill</td>
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<tr>
<td>2007</td>
<td>Inauguration of COTVET Board (Appointment of Ag. Exe. Director of COTVET)</td>
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<td>2008</td>
<td>Appointment of Executive Director of COTVET</td>
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<td>2008</td>
<td>Executive Director assumed duty</td>
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<td>2010</td>
<td>First set of Technical Staff assumed duty (CBT, Informal Sector Coordinator and Policy Specialist)</td>
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<td>2012</td>
<td>Legislation of L.I 2195 (The NTVETQF legislated as part of L.I. 21950)</td>
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CHARACTERISTICS OF A FRAGMENTED TVET SECTOR

- Governance of Public TVET institutions by several Ministries
- Multiplicity of standards
- Multiplicity of TVET Related Legislations
- Multiplicity of testing and certifications
- Poor linkage between training institutions and industry
- Poor TVET infrastructure and financing
- Absence of industry standards
- Low quality of instruction and Inadequate instructional support associated.
TVET RELATED LEGISLATION PRIOR TO RE-ALIGNMENT

- The NVTI Act of 1970 (Act 351)
- The National Board for Professional and Technician Examinations (NABPTEX) Act, 1994, Act 492
- The COTVET Act, 2006 (Act 718)
- The Polytechnic Act, 2007 (Act 745)
- National Accreditation Board Act 2007, (Act 744)
- Education Act of 2008
- Technical Universities Act. TECHNICAL UNIVERSITIES ACT, 922 (Amended as Act 974, 2018)
ACTIONS TAKEN TO ADDRESS TVET FRAGMENTATION IN GHANA

• Stakeholders' Engagement

• Needs Assessment of all TVET Providers was conducted and SWOT analysis of the TVET Sector

• Development of the Strategic Plan for TVET Transformation (2018-2022) which has been implemented and bearing several fruits.
**Goal:**
Transforming Ghana’s Labour Force to Enhance Productivity and Employment

**Policy Objectives**

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<th>Governance and Management of TVET:</th>
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<td>To provide a coherent legal and institutional framework for the TVET sector which is accountable and responsive to the demands of the private sector and other stakeholders.</td>
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<th>Increased Access:</th>
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<tr>
<td>To ensure equitable access and promote gender mainstreaming in TVET</td>
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<th>Improving quality:</th>
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<tr>
<td>To ensure quality assurance in TVET according to internationally accepted standards</td>
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<th>TVET Financing:</th>
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<td>To develop a sustainable source of Financing for TVET</td>
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<th>Environmental Sustainability:</th>
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<td>To green TVET for environmental sustainability</td>
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**Strategies**

- Establishment of Sector Skills Bodies
- Realignment of all TVET Institutions to MOE
- Operationalization of CTVET and TVET Service
- Establishment of an Apex Training Institution to train TVET staff for both the public and the private sector (AAMUSTED)
- Strengthening Agricultural Training in TVET
- Strengthen the capacity of CTVET

- Conduct Skills Gap Analysis/Audit
- Profiling and Needs Assessment of All TVET Institutions
- Implementation of Recognition of Prior Learning
- Establishment of 32 State of the Art Institutions

- Effective Implementation of the Competency Based Training Policy
- Progressive Adoption of a Modified Dual TVET System

- Establish a Skills Development Fund to support TVET financing

- Integrate Greening philosophies into the TVET curricula, workplace practices and communities.

Source: Summarised from Strategic Plan for TVET Transformation
GOVERNANCE AND MANAGEMENT

EDUCATION REGULATORY BODIES ACT, 1023: GTEC, CTVET, NTC, NaSIA & NaCCA

AAMUSTED ACT, 1026

PRE-TERTIARY ACT 1049: PRE-TERTIARY EDUCATION AND THE EDUCATION SERVICE & TVET SERVICE

TECHNICAL UNIVERSITIES ACT, 922 (Amended as Act 974, 2018)

ETABLISHMENT OF SECTOR SKILLS BODIES

EMPHASIZING THE IMPLEMENTATION OF HARMONISED CBT
CBT is industry- and demand-driven, outcomes-based education and training programme based on industry generated standards (occupational standards). Such industry standards form the basis upon which the programme (curriculum), assessment and learning materials are designed and developed.
ACCESS

47000+ enrolled in Free TVET in 2021/2022
Representing 80% increase compared to previous year

CONDUCTED NEEDS ASSESSMENT AND PROFILES OF 211 TVET INSTITUTIONS ACROSS THE COUNTRY

SKILLS GAP ANALYSIS AND AUDIT IN PRIORITY SECTORS (10 DONE)

IMPLEMENTATION OF THE GHANA TVET VOUCHER PROJECT (GTVP)

DEVELOPMENT OF THE DISABILITY AND GENDER MAINSTREAMING TRAINING MANUAL FOR TVET INSTITUTIONS IN GHANA

IMPLEMENTATION OF THE RECOGNITION OF PRIOR LEARNING (RPL)
ACCESS
NEWLY CONSTRUCTED TVET CENTRE OF EXCELLENCE AT ANYINAM, E/R
QUALITY

01 NATIONAL APPRENTICESHIP POLICY

This Policy will coordinate Ghana’s apprenticeship sector, bringing together several separate schemes under one common standard.

02 GHANA TVET REPORT

TVET report details the major interventions being undertaken in the TVET sector as well as catalogue the key issues relevant to that sector.

03 CBT IMPLEMENTATION & ESTABLISHMENT OF THE ENFORCEMENT UNIT

Transforming Ghana’s Labour Force to Enhance Productivity and Employment

04 NTVETQF

Aims to improve and increase the different pathways for TVET graduates. It provides clear entry and exit points for learners and successful graduates.
GHANA’S TVET LANDSCAPE

GOVERNMENT OF GHANA

MINISTRY OF EDUCATION

COMMISSION FOR TVET (REGULATOR)

TVET SERVICE / DELIVERY

GHANA TERTIARY EDUCATION COMMISSION (GTEC) / REGULATOR

PUBLIC TERTIARY TVET INSTITUTIONS

PRIVATE TERTIARY TVET INSTITUTIONS

SECTOR SKILLS BODIES

PUBLIC PRE-TERTIARY TVET INSTITUTIONS

PRIVATE PRE-TERTIARY TVET INSTITUTIONS

ASSOCIATION OF GHANA INDUSTRIES/ GHANA EMPLOYERS ASSOCIATION/ TRADE ASSOCIATION

www.ctvet.gov.gh
What are SSBs?

They are industry advisory bodies that seek to support the Ghanaian Government’s TVET strategy to build a skills system that produces a demand-driven, robust labour market and skills intelligence.

Contributions:

➢ SSBs bring together major enterprises and industry actors within an industry sector to discuss skill development issues affecting their sector.
➢ SSBs drive development and professional practices in the sector.
➢ SSBs influence how training is delivered to meet the skills needs industry
➢ They ensure that training is relevant to industry needs and is aligned with the national skills development policy to increase opportunities for all individuals in the workforce.
12 SECTOR SKILLS BODIES (SSBS) HAVE BEEN ESTABLISHED
NATIONAL TVET QUALIFICATION FRAMEWORK (NTVETQF)
RESPONSIVENESS OF TVET PROGRAMMES TO INDUSTRIAL NEEDS

- It meets the real needs of industry since the curriculum is industry driven: 29.4%
- CBT has helped TVET programmes directed towards industry: 19.6%
- Learners who go through the course are always a step ahead and ready: 2%
- TVET bring programmes to regulate the informal sector: 2%
- No visible TPs to industry: 9.8%
- Lack of collaboration and willingness: 2%
- Lack of industry involvement in tertiary curriculum development: 2%
- Few programmes have direct relation to the industry: 7.8%
- Learners do not undertake workplace learning: 2%
- Lack of training materials and machinery: 9.8%
- Training not sufficient to meet the industry requirements: 5.9%
- Old methodology: 3.9%
- Skills mismatch: 3.9%

Percentage
Future skills needs for every learner
LESSONS LEARNT

- Leadership
- Commitment of key Stakeholders
- Collaboration
- Regular engagement
- Resourcefulness
FOOD FOR THOUGHT

- SETTING YOUR PRIORITIES
- ALIGNING ALL LEGISLATION RELATED TO TVET AND SKILLS DEVELOPMENT
- GETTING THE BUY-IN OF KEY STAKEHOLDERS AND ENSURING THEIR COMMITMENT
- INVESTING IN TVET AND SKILLS DEVELOPMENT
- LINKING INDUSTRY TO CURRICULUM DEVELOPMENT
THANK YOU