



COMMISSION FOR TECHNICAL AND
VOCATIONAL EDUCATION AND TRAINING



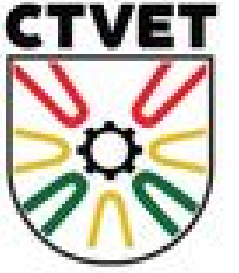
**MAKING TVET GOVERNANCE FIT FOR THE
FUTURE**

BY

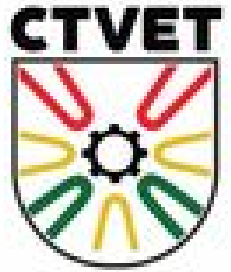
Samuel Thompson & Theophilus Zogblah

March 2023

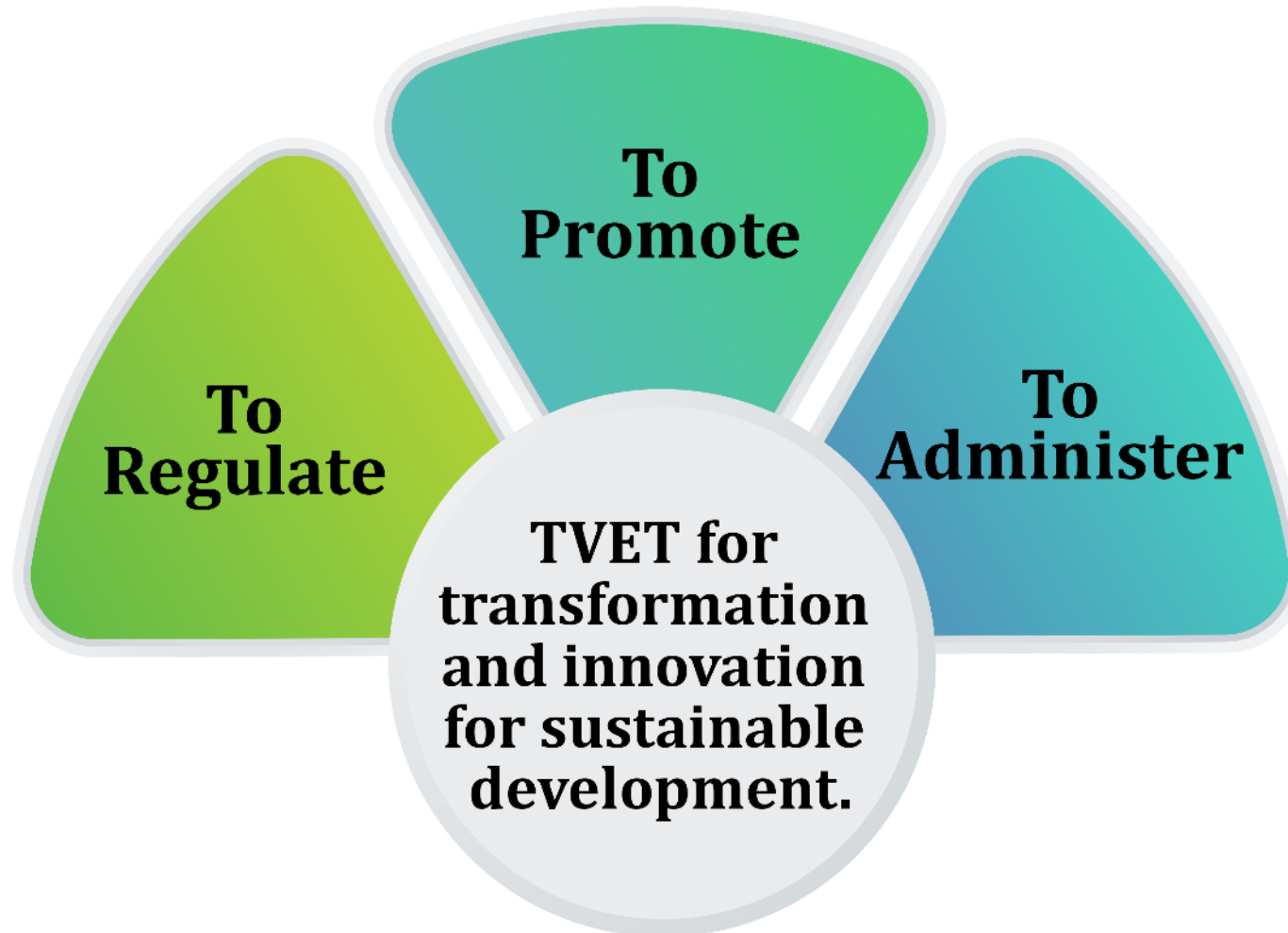
OUTLINE



- ✘ 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



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



YEAR	EVOLUTION OF TVET IN GHANA (1970 – 2012)
1970	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)
1990	Establishment of NACVET (National Coordinating Committee for Technical and Vocational Education and Training)
1994	Establishment of NABPTEX (National Board for Professional and Technician Examinations)
1997	Advocated necessity of TVET reform
2000	'A Master plan to strengthen Technical Education in Ghana" was developed by MOE with JICA
2001	Discussion to develop TVET Policy Document (The first plan)
2002	Report on Education Reform (suggested establishment of NCTVET; National Council for Technical and Vocational Education and Training)
2004	National Consultative Forum on TVET Policy
2004	TVET Policy Document (Final)
2004	Submission of TVET Policy document to the Cabinet
2005	Presentation of the TVET Policy Document to Cabinet
2006	Establishment of CPTC (COTVET Preparatory Technical Committee)
2006	Enactment COTVET Bill
2007	Inauguration of COTVET Board (Appointment of Ag. Exe. Director of COTVET)
2008	Appointment of Executive Director of COTVET
2008	Executive Director assumed duty
2010	First set of Technical Staff assumed duty (CBT, Informal Sector Coordinator and Policy Specialist)
2012	Legislation of L.I 2195 (The NTVETQF legislated as part of L.I. 21950)

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.

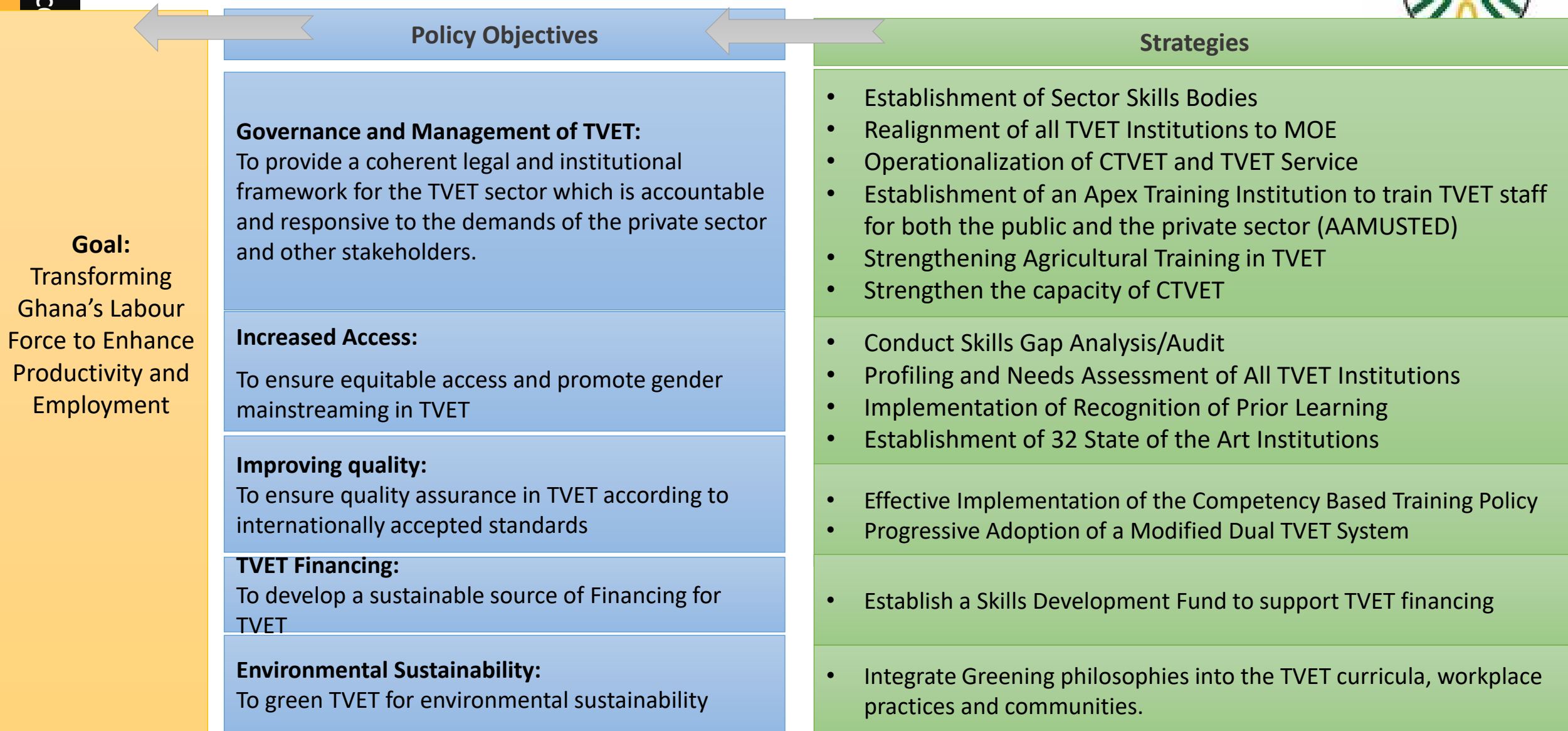
TVET RELATED LEGISLATION PRIOR TO RE-ALIGNMENT

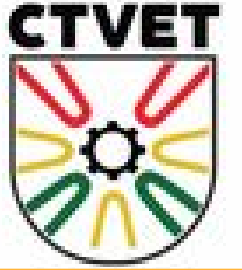
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- The NVTI Act of 1970 (Act 351)
 - The National Board for Professional and Technician Examinations (NABPTEx) Act, 1994, Act 492)
 - The COTVET Act, 2006 (Act 718)
 - The Polytechnic Act, 2007 (Act 745)
 - National Council for Tertiary Education Act, 2007 (Act 454)
 - 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.**

STRATEGIC PLAN FOR TVET TRANSFORMATION (2018-2022)





GOVERNANCE AND MANAGEMENT

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

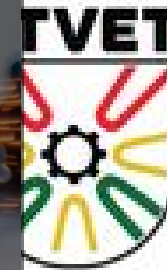
AAMUSTED ACT, 1026

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

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

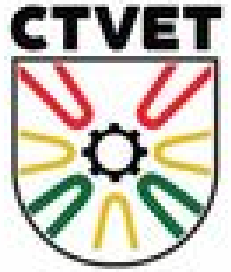
ESTABLISHMENT OF SECTOR SKILLS BODIES

EMPHASIZING THE IMPLEMENTATION OF HARMONISED CBT



GHANA HARMONIZED 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)

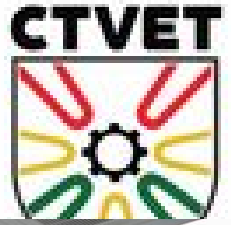
IMPLEMENTATION OF THE GHANA TVET VOUCHER PROJECT (GTVP)

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

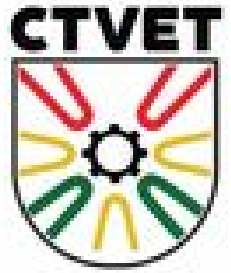
IMPLEMENTATION OF THE RECOGNITION OF PRIOR LEARNING (RPL)

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

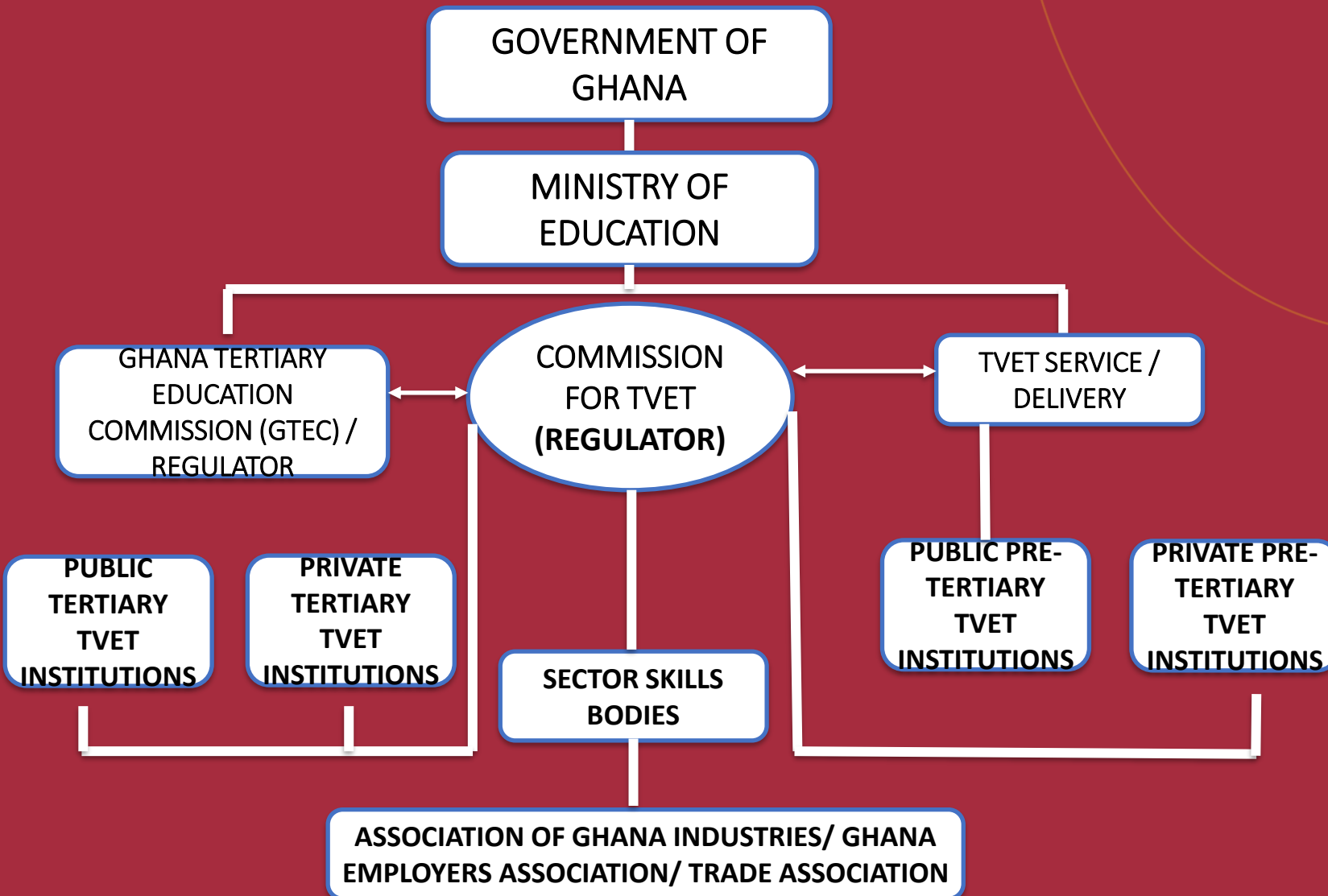
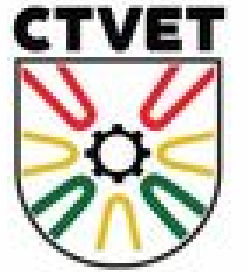


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NTVETQF

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



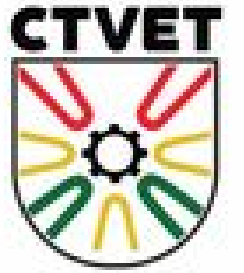
CONTRIBUTION OF SSBs AND TRADE ASSOCIATIONS TO SKILLS DEVELOPMENT

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



Construction



Renewable Energy



ICT



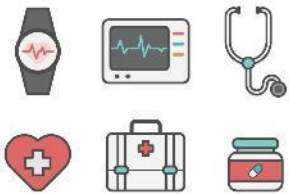
Transport & Logistics



Agriculture



Beauty and Wellness



Health Care



Hospitality



Oil & Gas



Pharmaceutical

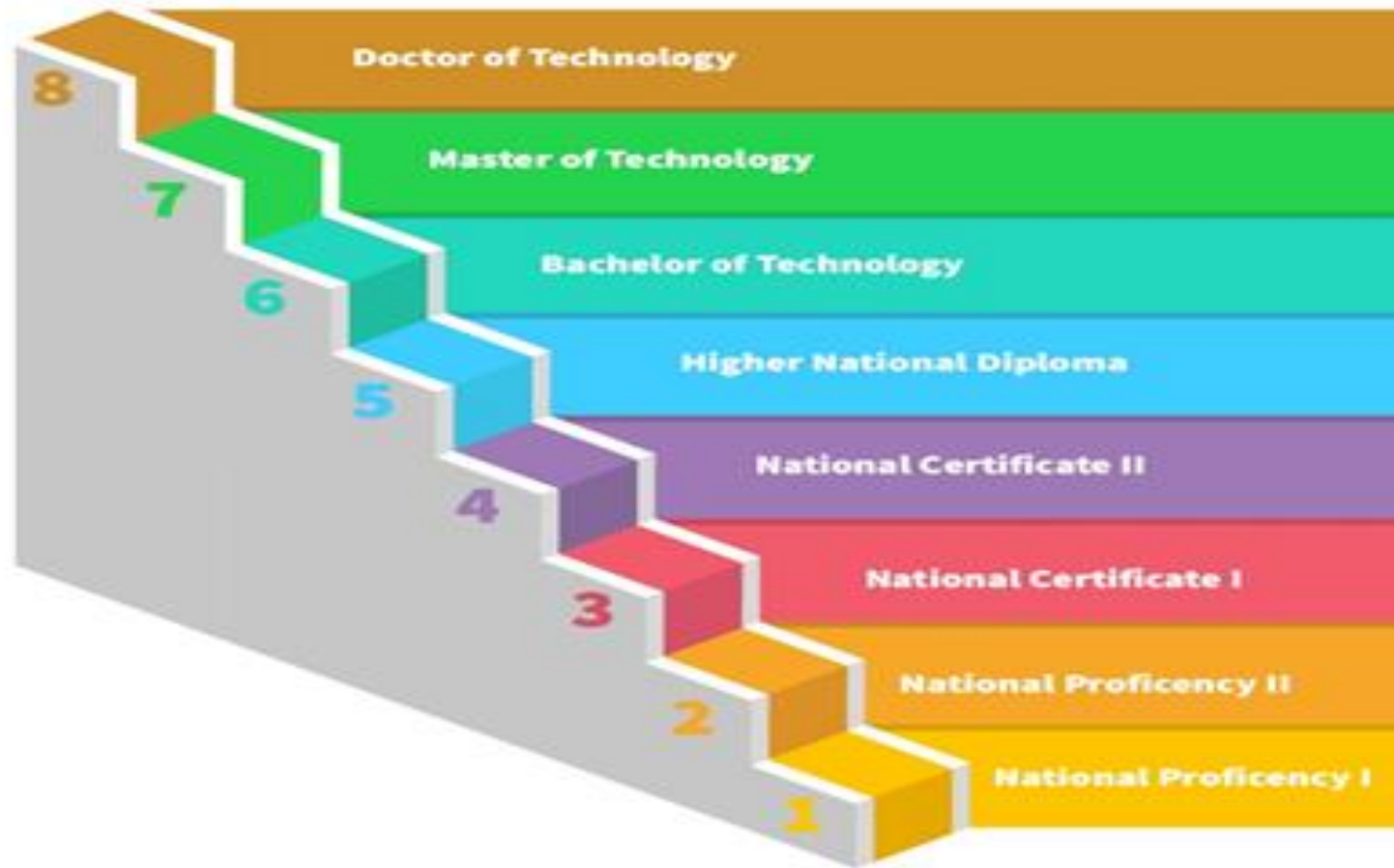


Automotive

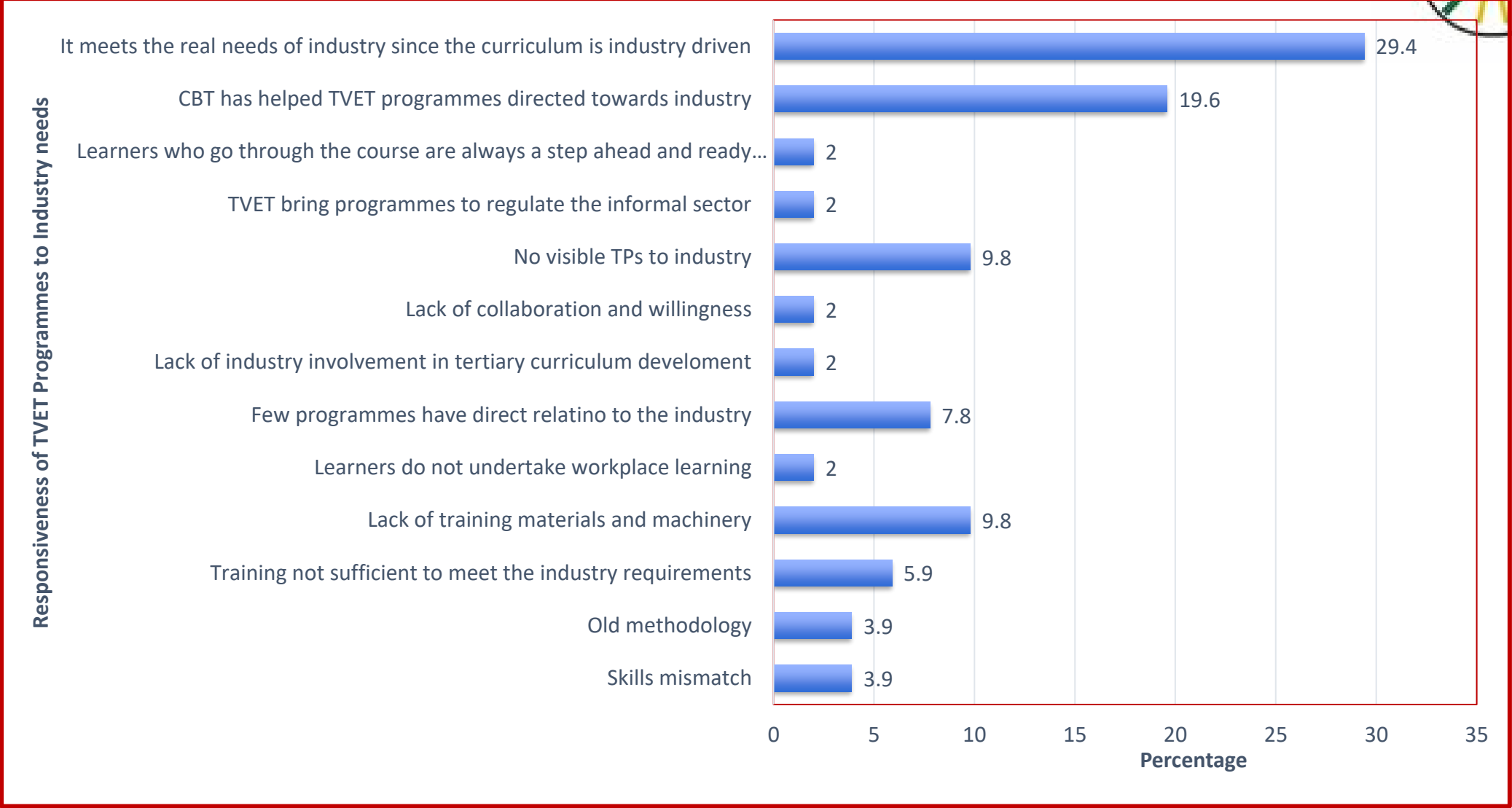
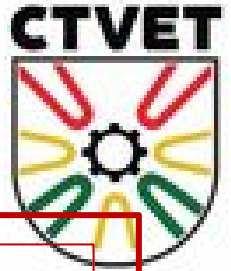


Textile and Apparel

NATIONAL TVET QUALIFICATION FRAMEWORK (NTVETQF)

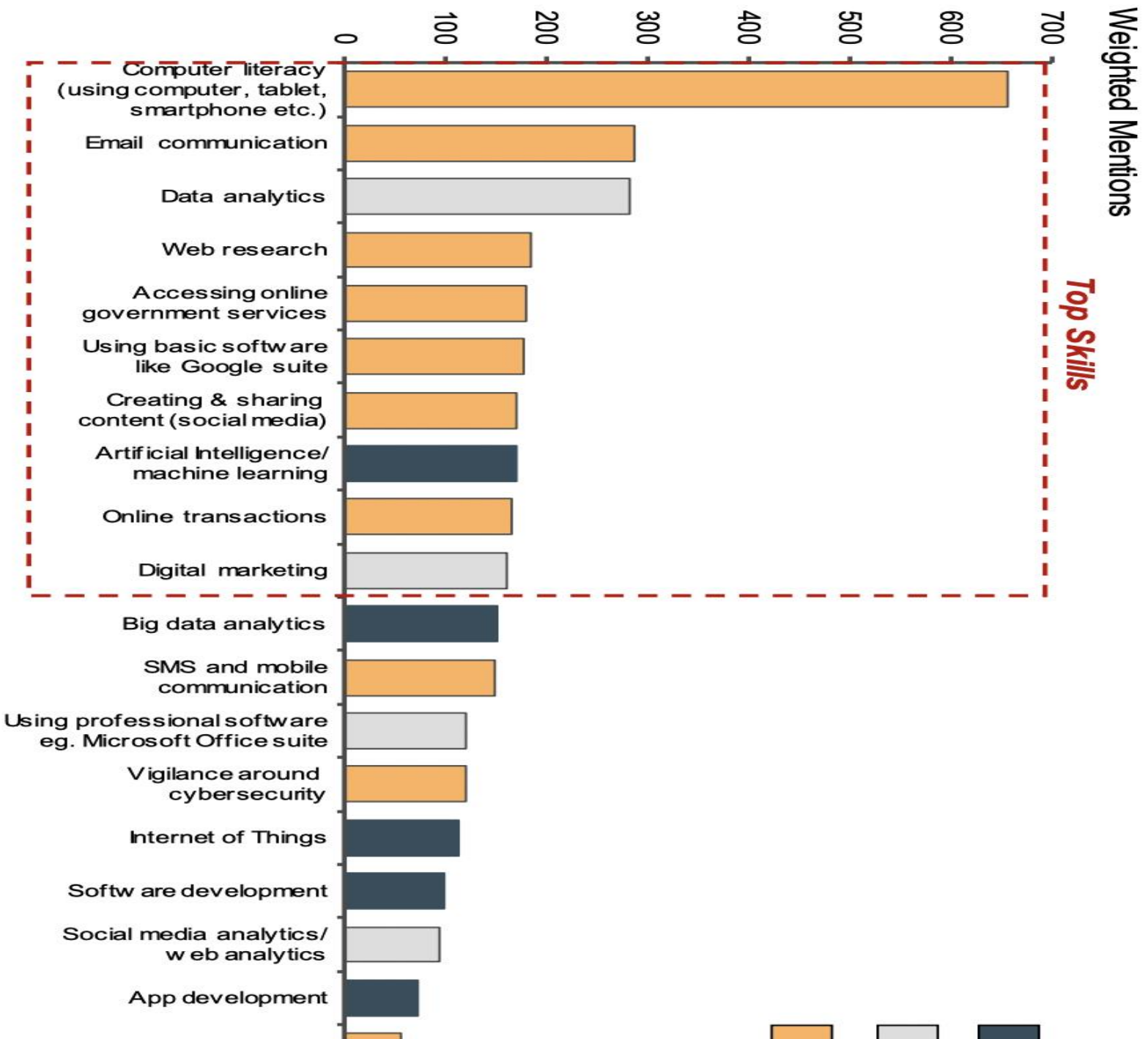


RESPONSIVENESS OF TVET PROGRAMMES TO INDUSTRIAL NEEDS





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