



Pact for Skills: Support to the Transformation of the TVET System in Ghana.

Introduction

The proportion of Ghanaians aged 15-34 who are not in employment, education, or training is around 28%. The proportion of secondary school graduates who opt for vocational training could be better. Additionally, women make up only around a quarter of trainees and are severely underrepresented in technical and craft occupations. In 2019, the Government of Ghana initiated a transformation of the TVET sector better known as “Harmonization of TVET”. In this context, all 218 TVET institutions which were previously spread over 19 different ministries were organized under the umbrella of the Ministry of Education (MoE).

Two agencies were newly established: The Commission for TVET (CTVET) responsible to regulate, promote and administer TVET and the TVET Service (TVETS) responsible to manage, oversee and implement approved national policies and programmes relating to pre-tertiary TVET. These two agencies are, among others, responsible for the expansion of competency-based training (CBT) approaches in Ghana.

Over the years, the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH on behalf of the German Government supported reform processes through the Ghana Skills Development Initiative (GSDI). The **Support to the Transformation of the TVET System in Ghana (STTSG)** project is a continuation of the support to the Government of Ghana in this regard.

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| Project name | Pact for Skills: Support to the Transformation of the TVET System in Ghana |
| Commissioned by | German Federal Ministry for Economic Cooperation and Development (BMZ) |
| Co-financed by | European Union – Co-financing |
| Region | Ghana |
| Political Partner | Ministry of Education (MoE) |
| Implementing Partners | CTVET and TVET Service |
| Implementation Period | 01/2023 – 09/2026 |
| Budget | 10 Mio. € (BMZ) + 6 Mio. € (EU-Co-financing) |

Our Focal Areas

- F.A. 1:** Capacities of state actors for TVET reform are strengthened.
- F.A. 2:** Competencies of TVET personnel to apply CBT are improved.
- F.A. 3:** The integration of the private sector into the TVET system is enhanced.
- F.A. 4:** Support training providers to deliver TVET in green sectors.
- F.A. 5:** The digital transformation of the TVET system is supported.

Implemented by:

In cooperation with:

Overall Objective

The capacity of the Ghanaian TVET system with regard to steering, TVET personnel capacity and labour market orientation is strengthened.

Our Approach

The project seeks to expand structures and develop skills, which will improve the framework for implementing the TVET reform and managing the system.

The project supports the Ghanaian Government's strategy to enhance the TVET system. The aim is to ensure the system can better meet the requirements for sustainable development in economic, social, and environmental terms. To this end, the project develops the competencies of state TVET stakeholders and the practical and teaching skills of TVET staff. It is also boosting the involvement of the private sector, expanding green education, and training, and supporting digital transformation in the TVET sector.

Key interventions include:

- Strengthened capacities of relevant government authorities for design and implementation of sustainable TVET mechanism.
- Strengthened capacities of TVET providers to offer inclusive access and quality trainings to respond to labour market needs, including for digital and green transition.
- Enhanced private sector integration into TVET system to ensure demand-driven training.
- Increased number of demand-oriented competence-based training offered in selected future-oriented sectors.

Our Objectives

The project aspires to support a TVET system that aligns with labour market needs in Ghana, with a special focus on green and digital skills:

- a. 3,200 persons are trained in designing and implementing competence-based training including digital and sustainability aspects
- b. 2,400 in-company trainers, including at least 700 women, have successfully completed further training for in-company trainers
- c. 200 companies are accredited by CTNET to offer workplace experience learning (WEL) as part of competence-based training
- d. 3 TVET schools in 3 regions are accredited/registered by CTNET as providers of green competence-based vocational training.
- e. 10 new or adapted competency-based curricula for training in green sectors are accredited by CTNET.
- f. 3 digital solutions to improve the public TVET system have been developed and deployed.
- g. 750 employees, of which at least 250 women, in the TVET system have confirmed by means of a concrete example that they apply their newly acquired knowledge on the use of digital instruments in educational work
- h. 3 recommendations or initiatives for the institutional strengthening of existing and new TVET committees are anchored in CTNET's work plans.
- i. 3 steering and regulatory processes of the TVET system are implemented in accordance with the TVET Strategy (Strategic Plan for TVET Transformation) and 1 further strategy is piloted
- j. A digitally supported management information system (MIS) for the collection and evaluation of labour market-relevant and gender-sensitive data has been introduced at TVET Service

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