



European
Commission

Erasmus+ National Policy Reviews 2024 Ghana

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Ghana

Contributor

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This national policy review provides a detailed analysis of Ghana's educational policies and their alignment with the Erasmus+ programme. It offers official, first-hand information into the country's engagement with Erasmus+ from 2021 to 2024, highlighting opportunities for improvement and identifying strategies to enhance integration and outcomes. Prepared and submitted by the Erasmus+ National Focal Point, this review contributes to ongoing efforts to strengthen international cooperation and to maximise the benefits of the Erasmus+ programme in Ghana.

Reviews of policies, initiatives, projects, and/or stakeholders

The Commission for Technical and Vocational Education and Training, created by the Education Regulatory Bodies Act of 2020 (Act 1023).

The Ghana Commission for Technical and Vocational Education and Training is responsible for overseeing, promoting, and managing technical and vocational education to encourage innovation and support sustainable development.

The Education Regulatory Bodies Act 2020 (Act 1023), defines the functions of the Commission for Technical and Vocational Education and Training as follows:

- Formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and alternative education
- Coordinate, harmonise and supervise the activities of technical and vocational education and training institutions to meet the requirements of both formal and informal sectors
- Develop and implement a national assessment and certification system in the technical and vocational education and training
- 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
- Facilitate research and development in the technical and vocational education and training system
- Source for funds to support technical and vocational education and training activities
- 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
- Promote cooperation with international agencies and development partners
- 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
- Coordinate and promote industry-led occupational standards generation for demand-driven curriculum development and delivery
- Accredite 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
- Perform any other functions that are ancillary to the objects of the Commission.

<https://ntc.gov.gh/wp-content/uploads/2021/12/Education-Regulatory-Bodies-Act-1.pdf>

Initiatives and/or programmes that have been launched in the past three years

Ghana TVET Voucher Project (GTVP)

The Ghana TVET Voucher Project (GTVP) is a programme funded through a partnership between Ghana and Germany. It is co-financed by the German government through KfW and managed by the Commission for Technical and Vocational Education and Training (TVET), previously known as COTVET.

Target Group for GTVP

The target group for the Ghana TVET Voucher Project (GTVP) includes owners of small and medium enterprises in the informal sector, along with their workers and apprentices.

The objective of the project is to enhance access for the target group to high-quality, demand-driven technical and vocational education and training (TVET), helping them secure better job opportunities.

- Sectors/Trade Areas:
- Construction / Welding
- Automotive Repair
- Consumer Electronics
- Garment Making
- Cosmetology/Hairdressin
- Plumbing
- Catering/ Hospitality
- Electrical Installation
- Furniture Making
- Block Laying/Tiling

<https://ctvet.gov.gh/gtvp/>

Projects which are examples of good practice that have been launched in the past three years

Ghana Inclusive Education Policy (IE)

Ghana's Inclusive Education Policy outlines the government's approach to educating children with special needs. It is based on the 1992 Constitution, the National Development Agenda, the Education Strategic Plan, and international commitments. The policy aims to meet both national and international goals by creating a supportive environment that addresses the diverse educational needs of Ghanaians. It also adapts to shifting national priorities and global trends in inclusive education.

<https://sapghana.com/data/documents/Inclusive-Education-Policy-official-document.pdf>

Key players and networks (stakeholders) at the national level (or at the regional level with a national component)

- The Ministry of Education (MoE)
- Ghana Education Service (GES)
- Ghana Tertiary Education Commission (GTEC)
- Commission for Technical and Vocational Education and Training (CTVET)
- Teacher Unions:
 - University Teachers' Association (UTAG)
 - National Association of Graduate Teachers (NAGRAT)
 - Ghana National Association of Teachers (GNAT)
 - Polytechnic Teachers' Association of Ghana (POTAG)
 - Colleges of Education Teachers' Association of Ghana (CETAG)