



# THE DEVELOPER

GHANA TVET COUNCIL  
INAUGURATED TO  
ACCELERATE SKILLS  
DEVELOPMENT AND  
ECONOMIC  
TRANSFORMATION

PAGE 1

TVET SCHOOLS TAKE  
CENTRE STAGE AT  
NATIONAL ATHLETICS  
CHAMPIONSHIPS

PAGE 23

## NEWSLETTER

NATIONAL TVET WEEK  
COMMITTEE INAUGURATED  
TO CHAMPION SKILLS  
DEVELOPMENT IN GHANA

PAGE 6

GREENING TVET:  
BUILDING SKILLS  
FOR A SUSTAINABLE  
FUTURE

PAGE 9

## Breaking Moulds, Building Futures:

*The Unstoppable Mariama Mahama  
Principal of Dabokpa Technical Institute*

MAY - JUNE 2025

## PURPOSE OF NEWSLETTER

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The Ghana TVET Service newsletter serves as a vital communication tool designed to share key developments and insights with all stakeholders involved in technical and vocational education and training across Ghana.

Aptly named **"The Developer"**, this bi-monthly newsletter reflects the core mission of the Service-to develop skills, knowledge, and capacities that drive personal growth and national transformation. The name embodies the spirit of building and advancing Ghana's human capital through TVET, which is fundamental to empowering youth and fostering sustainable development nationwide.

The Developer keeps stakeholders informed about the latest progress, policy updates, and strategic initiatives shaping Ghana's TVET landscape. A core purpose of the newsletter is to highlight important developments from our regional offices and institutions, ensuring that the diverse activities and achievements across the country are visible and celebrated. It features stories about our learners, showcasing their successes and the impact of TVET on their personal and professional growth. Through this, we aim to inspire current and prospective students while demonstrating the value of TVET in national development.

Additionally, the newsletter shines a spotlight on exemplary leadership and outstanding staff performances, recognizing innovations and dedication that contribute to the continuous improvement of TVET institutions.

Through regular updates and engaging content, The Developer strengthens the connection between the Service and its partners, learners, educators, and policymakers, reinforcing our shared commitment to empowering Ghana's youth with practical skills and knowledge for a brighter future.



**Engr. Dr. Eric Kofi Adzroe**

Ag. Director-General  
Ghana TVET Service

# GHANA TVET COUNCIL INAUGURATED TO ACCELERATE SKILLS DEVELOPMENT AND ECONOMIC TRANSFORMATION

The Minister of Education, Honourable Haruna Iddrisu, has inaugurated the newly reconstituted Ghana TVET Council. This 15-member high-level advisory body is made up of professionals from industry, academia, and development sectors and is tasked with driving Ghana's technical and vocational education and training (TVET) system toward international competitiveness and inclusive growth. The Council's core responsibilities include ensuring policy alignment, maintaining quality standards, fostering stronger links with the labour market, and guiding strategic investment within the TVET ecosystem. The overarching goal is to transform TVET into a top-choice pathway for young people and a catalyst for industrialisation and national development.

Appointed as Chairperson of the Council is Hon. Sebastian Fred Deh, Member of Parliament for Kpando, whose extensive experience in development finance, enterprise support, and TVET reform makes him well-suited for this role. At the inauguration ceremony, the Education Minister urged the Council to rebrand TVET as a central force in Ghana's economic progress rather than a backup option. He emphasised the critical role of skills training in achieving job creation, industrial transformation, and innovation-led growth. A key highlight of the event was the announcement of a €5 million investment from the Italian Government through the RISE project, which will support infrastructure upgrades, curriculum development, industry collaboration, and institutional

industry collaboration, and institutional strengthening in key TVET institutions.

To ensure the long-term viability of the sector, the Minister proposed the establishment of the TVET Fund, a dedicated financing mechanism that would allocate 2.5% of national revenue to support technical education and apprenticeships. Chairperson Deh expressed the Council's commitment to building a responsive and globally aligned TVET system, stating:

**“With the right investment, policy coordination, and industry partnerships, TVET can become the backbone of our economy. Our priority is to align training provision with sectoral demands and global standards.”**

*Hon. Sebastian Fred Deh, Chairperson*



The Council's key priorities include launching the TVET Fund, expanding apprenticeship and work-based training, ensuring inclusive and gender-sensitive programming, revising curricula to reflect current labour market needs, and incorporating green and digital skills. A national rebranding campaign will also be introduced to enhance TVET's public image. The Ministry of Education has pledged support through policies, funding, and partnerships, urging all stakeholders to support a skills-focused development strategy.

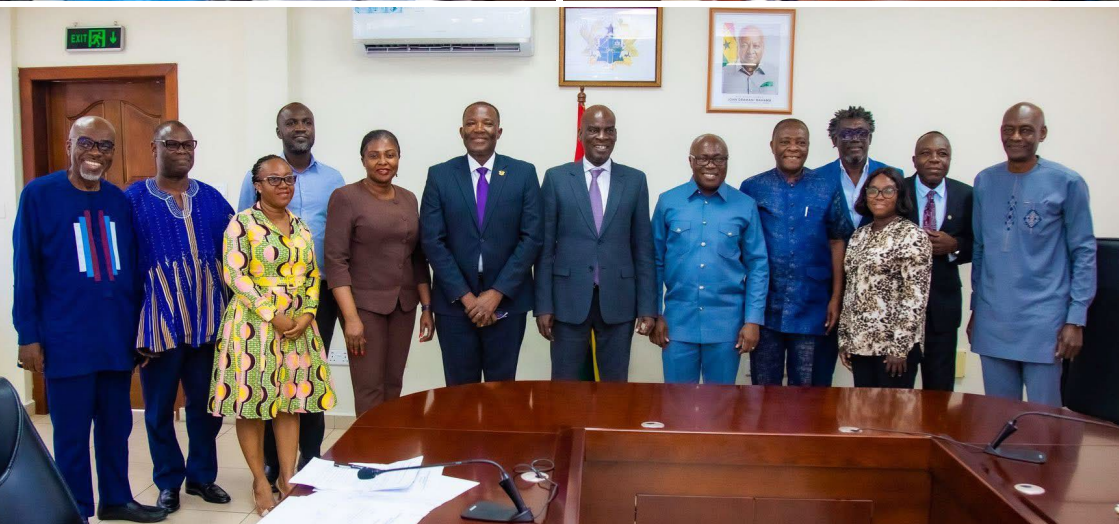




## GHANA TVET COUNCIL

*In photo: Hon. Haruna Iddrisu, Minister of Education.  
- Speaking at the inauguration of the new TVET Council*





## NATIONAL TVET WEEK COMMITTEE INAUGURATED TO CHAMPION SKILLS DEVELOPMENT IN GHANA

As part of renewed efforts to reposition and promote Technical and Vocational Education and Training (TVET) in Ghana, the Minister for Education, Hon. Haruna Iddrisu, on June 4, 2025, officially inaugurated a 14-member committee to coordinate the upcoming National TVET Week 2025.

Speaking at the brief ceremony at the Ministry of Education, the Minister emphasised that the committee's assignment reaches far beyond event logistics.

He further noted that a proposed TVET Fund, continued infrastructure support from the government, and international contributions such as expected funding from the Government and People of Italy will reinforce long-term TVET development. He also revealed that President John Dramani Mahama has approved the continuation of nine previously stalled TVET infrastructure projects under the Planet One Initiative.

National TVET Week 2025 will officially launch on July 15, in line with World Youth Skills Day, and climax in November with a nationwide showcase. The event is designed to highlight the importance of skills development, promote public engagement, and reposition TVET as a vital force for national progress. Abdul Fatah Maigah Mahama, Deputy Director General of the Ghana TVET Service, highlighted the broader impact of the celebration:

**National TVET Week will correct the misconceptions about TVET and position it as a powerful solution to youth unemployment in Ghana.**

*Mr. Abdul Fatah Mahama, Ag. Deputy Director-General, Management Services*



Chairing the planning committee, Nana Ama Mensah shared her commitment to achieving the initiative's objectives:

"I am honoured to lead this dynamic team toward achieving the government's vision of transforming TVET into a first-choice pathway for Ghana's youth." — Nana Ama Mensah, Chairperson, TVET Week Committee

The committee comprises professionals from public institutions and development partners, whose expertise is expected to drive a high-impact celebration. Activities planned include regional exhibitions, hands-on skill showcases, mentorship forums, green innovation expos, media engagements, and policy discussions all aimed at promoting the transformative power of TVET across Ghana.





## **NATIONAL TVET WEEK COMMITTEE INAUGURATED**

*In photo: Hon. Haruna Iddrisu, Minister of Education.*

*- Speaking at the inauguration of the National TVET Week Committee*





## GREENING TVET: BUILDING SKILLS FOR A SUSTAINABLE FUTURE



Technical and Vocational Education and Training (TVET) educators and key stakeholders from across the Volta Region convened at the Skyplus Hotel, Ho, for a three-day Greening Capacity-Building Workshop from the 3rd to the 5th of June 2025. The workshop, themed “Greening Jobs and Skills for TVET Staff,” aimed to equip educators with practical tools to help transition Ghana’s TVET sector towards a green and sustainable economy.

Organized under the sponsorship of the EU “Path for Skills”, the programme was implemented by the International Labour Organization (ILO) and facilitated by Dr. Violet Makuku of Global Quality Assurance Association.

The event focused on transforming technical education into a key driver for sustainability, aligning with national and global efforts to combat climate change.

The workshop brought together senior officials from the service; Madam Affi Agbenyo, Deputy Director-General, Mr. Samuel Debrah, Director for Training, Assessment and Quality Assurance; Engr. Christian Agordah, Volta Regional Director, and Dr. Lloyd Ngo, Country Director of the ILO.

“TVET education plays a critical role in building resilient societies and educators must embrace green practices to help Ghana’s youth and communities face the future sustainably

*Madam Affi Agbenyo, Ag. Deputy Director-General, Operations*

Mr. Debrah encouraged participants to integrate the principles of SDG 11 (Sustainable Cities and Communities) and SDG 13 (Climate Action) into their training efforts, while Dr. Ngo highlighted how green skills are vital in addressing the impacts of climate change across Ghana’s regions.

Throughout the workshop, participants engaged in interactive sessions focused on practical solutions, including the establishment of green committees and clubs, sustainable procurement policies, and strategies for engaging parents and communities. Joel Ayitey, a consultant from GIZ, introduced the three levels of green TVET certification and encouraged institutions to work towards meeting at least Level 1 standards.

The educators were also introduced to UNESCO’s Five Pillars of Greening TVET: Green Campus, Green Curriculum, Green Community, Green Research, and Green Culture.





Participation schools including Comboni Technical Institute, E.P Technical Institute, Kpando Technical Institute, and Have Technical Institute drafted green action plans tailored to their campuses.



Critical components supporting the green economy are Gender inclusivity, the role of qualifications frameworks like the African Continental Qualifications Framework, and global partnerships from actors namely the EU, China, Japan, South Korea, Canada, the African Union, UNESCO, and the ILO were emphasised during the workshop.

In closing, Engr. Agordah challenged participants to make green habits part of their school culture, emphasising that the green transition offers opportunities for job creation and sustainable economic

growth. He called for a shift from traditional approaches to more agile, innovative training models that see green practice as a shared responsibility.

**The time is now to restore nature in our own small way as individuals, schools, communities, the nation, and the world**

*Engr. Christian Agordah, Volta Regional Director*



The workshop concluded with a renewed commitment by TVET educators to foster green skills across campuses, preparing Ghana's youth to contribute to a more sustainable future.







## BREAKING MOULDS, BUILDING FUTURES: THE UNSTOPPABLE MRS. MARIAMA MAHAMA

In the northern corridors of Ghana, where the red earth clings to work boots, and the air carries the weight of heat and history, Mrs. Mariama Mahama walks not in anyone's shadow; but entirely in her own light.

At Dabokpa Technical Institute, she is not simply a principal. She is a force, a curator of futures, a woman who did not just rise through the ranks in a male-dominated sector; she redefined the map entirely. Where once boys welded and girls were told to "watch," she now presides over a campus where young women code in confidence, retrofit engines into electric tricycles, and weld with precision; their hair wrapped, their hands steady, their dreams audacious.

If leadership had a scent, at Dabokpa, it would be the subtle strength of shea butter mixed with freshly cut metal; warmth and work, grit and grace. It would smell like resilience, reinvention, and womanhood.

Mahama doesn't just lead a school. She architects ecosystems. Her philosophy is not rooted in domination, but in demon-

workshops, fluent in green energy, fierce in policy rooms, and intentional in her mentorship of the next generation of women who dare to do what their grandmothers only dreamed of.

Under her stewardship, Dabokpa has become a living manifesto; a green campus where sustainability meets skill, and purpose walks proudly in steel-toed boots. Girls-only software programmes? She launched them. Internships in male-dominated trades? She fought for them. National recognition for technical innovation in Ghana's north? She earned it; and then multiplied its impact. "She's not just building a school," one staff member whispered during our visit, "she's building a movement." And indeed, this is not a story of overcoming; it's a story of becoming: a woman becoming a mirror for others, a school becoming a national model, and a region discovering its economic power through the hands of its daughters.

In a sector historically shaped by gatekeepers in grey suits and closed doors, Mariama Mahama opens windows. She reminds us that the future of technical

Education is not hardwired into policy alone; it is hand-sewn, welded, engineered, and re-imagined by women like her. In this exclusive feature, the Ghana TVET Service honours a woman who leads not in spite of being a woman; but because she is one. With clarity. With compassion. With code. And yes, with a little engine oil on her hee.

**Mrs. Mahama, you've been described as one of the most transformative figures in Ghana's TVET sector. Can you take us back to where this journey began; what inspired you to dedicate yourself to Technical and Vocational Education?**

My journey started at Bagabaga College of Education, where I trained and taught as a technical instructor. Seeing the impact of hands-on learning, especially in Northern Ghana, inspired me to fully commit to TVET.

**As a female leader at the helm of a top technical institute in Northern Ghana, what were some of the earliest challenges you faced, and how did you navigate them?**

I faced gender-based skepticism and limited access to key networks. I overcame these by leading through action, building alliances, and proving that leadership is about results, not appearance.

**Your institute is now famous for hands-on innovations; from tricycles to food-processing machines. How did you cultivate this culture of practical creativity and entrepreneurship among your students and staff?**

We replaced theoretical mock-ups with real projects, students now build infrastructure, repair vehicles, and create tools for local use, supported by internal funding and industry partnerships.

**Would you say TVET has the power to shift local economies and uplift communities? What direct impact have**

**have you seen on youth and the Northern Region?**

Absolutely! TVET empowers youth with skills and income. At Dabokpa, students generate food, uniforms, and services, while many graduates now run businesses or continue to higher education.

**Your school is now a pilot for the Green TVET initiative in Ghana. Why is sustainability so critical to the future of skills training, and what new green competencies are you introducing at Dabokpa Technical Institute?**

Sustainability is essential for our future. We've introduced solar energy labs, recycling programs, and a dedicated Recycling Technology course to align training with green economic goals.

**How are your students and staff incorporating green innovations, from renewable energy to recycling, into practical solutions for local industries and communities?**

We've established greening clubs, retrofitted engines into electric systems, and collaborate with GIZ to ensure students develop real-world green solutions.

**Your leadership was recognized last year with a national award; tell us what this honor meant to you, your team, and the school?**

The award validated our mission, celebrated the team's efforts, and challenged us to scale our impact through partnerships and infrastructure development.

**Would you say this national recognition has changed the way other schools, partners, and even parents view your TVET model?**

Yes, it's inspired peer schools, attracted industry support, and shifted community mindsets. Dabokpa is now seen as a

reference point in gender-inclusive, green-centered TVET.

**You've been a strong advocate for girls in technical education. How do you see female enrollment evolving under your leadership, and what more can be done to encourage more girls into TVET?**

We've increased female enrollment from 12% to 35% by offering mentorship, scholarships, and girls-only training. Visibility, support, and policies are key to sustaining this momentum.

**Many see TVET as second best to traditional academics. How do you shift perceptions, particularly within families and communities in the North?**

We share graduate success stories and organize community workshops to show TVET's value and profitability through real outcomes.

**What role has workplace experience learning played in improving employment outcomes for your graduates?**

It bridges training and employment by aligning skills with industry needs and giving students real-world exposure through internships and practical assignments.

**Looking ahead: what's your vision for formalizing informal apprenticeships? How can Dabokpa TI lead in this integration?**

We aim to validate informal skills through flexible modules and partnerships, offering recognition and growth pathways for informal apprentices.

**What support do you believe is most important right now from the government, donors, or private sector to scale high-impact TVET models?**

Strategic collaboration is key. We need policy support, flexible funding, and strong industry partnerships to align training with job market needs.

**How have partnerships with the Ghana TVET Service, development agencies like GIZ, or private firms helped boost institutional capacity at Dabokpa TI?**

These partnerships have provided modern tools, curriculum development, training, and job placements, greatly enhancing our institutional capacity and student outcomes.

**With the launch of the National Apprenticeship Program and other reforms in TVET, where do you see the future of technical education going? What would you advise policy makers to focus on next?**

The future of TVET is inclusive and innovation-driven. Policymakers should focus on decentralization, teacher development, industry partnerships, and market platforms for growth.

**Your leadership is inspiring, but who is Mrs. Mahama outside of work? How do you balance your personal life with this very demanding role?**

Outside of work, I'm a mother, a gardener, and a lover of quiet mornings. I stay grounded through intentional time management and strong family support.

**Your hands and mind can build the future. Be fearless, be bold, and know that you belong in every space—on the job site, in the lab, and in leadership.**

*Mrs. Mariama Mahama's message to all TVET Learners*





## FREE SHS SECRETARIAT EMBARKS ON A NATIONWIDE SENSITISATION PROGRAMME FOR SCHOOL SELECTION

The Free Senior High School Secretariat in collaboration with Ghana Education Service and the Ghana TVET Service, has successfully completed a nationwide sensitisation program on the school selection process ahead of the 2025 BECE. Held across all 16 regions, the sessions aimed to educate stakeholders particularly those involved in guiding junior high school students through the selection process on the updated guidelines that will inform school placements after the exams.



The sensitisation served as a strategic platform not only to explain the Computerized School Selection and Placement System (CSSPS) but also to spotlight the critical role of Technical and Vocational Education and Training (TVET) in Ghana's development. Representatives from the Ghana TVET Service were actively involved in all activities, seizing every opportunity to champion TVET as a transformative force for national progress. They passionately encouraged students, parents, and school officials to consider

TVET not as an alternative, but as a first-choice pathway one that offers real-world relevance, practical skills, and limitless opportunities.

By choosing TVET, students are not just selecting a course of study; they are securing a future rich in industry experience, entrepreneurship, and employment potential all essential for building a skilled and self-reliant Ghanaian workforce.

During the sensitisation tour, the TVET team also engaged with Regional Directors of Education, visited selected schools, and appeared on local radio stations to broaden public understanding of the school selection process and further advocate for the value of TVET education.

Some of the key updates in this year's school selection guidelines include:

- Select seven schools: five main choices and two backup options
- Maximum one Category A, up to two Category B, and the rest from Category C schools
- Choose up to three boarding and two day schools
- TVET candidates must pick all five main options from TVET institutions
- STEM candidates must choose their five main options from science/STEM-focused schools

This year's sensitisation program not only brought clarity to the school selection process but also reinforced the relevance of TVET in Ghana's broader development agenda. As the nation continues to prioritize industrialization, innovation, and skills training, TVET stands tall as a strategic foundation for sustainable growth. For every student preparing to make school choices, the message is clear: choose TVET, choose transformation.

# NATIONAL EDUCATION FORUM

## Treating TVET as a second option must end

*His Excellency John Dramani Mahama, President of Ghana*

President John Dramani Mahama has called for an end to the longstanding treatment of Technical and Vocational Education and Training (TVET) as a second-tier option in Ghana's education system. This call to action was made during the presentation of the final report of the National Education Forum and marks a turning point in how the nation perceives and prioritizes vocational and technical education.



For far too long, TVET has been relegated to the margins of educational planning, often seen as a backup for students who do not pursue academic pathways. President Mahama's declaration challenges this outdated mindset and signals a renewed national commitment to equipping young people with the practical skills necessary to drive Ghana's economic transformation.

According to the president, the future of Ghana's development lies in empowering citizens through skills that match the demands of the economy, and TVET must take center stage in this mission. He

emphasised that education should go beyond classroom theory—it must empower minds, nurture character, and prepare young people to become responsible citizens and productive contributors to national growth.

In line with this renewed vision, the government is taking concrete steps to establish modern, well-resourced TVET institutions across all regions. These institutions will be designed to respond directly to the needs of Ghana's emerging economic sectors, such as agro-processing, green energy, construction, manufacturing, and digital services. This strategic approach ensures that learners not only gain knowledge but also develop hands-on competencies that translate into meaningful employment opportunities. It also guarantees a smoother transition from training to the world of work, closing the gap between skills supply and industry demand.

Central to this agenda is the planned implementation of a National Apprenticeship Programme, a bold initiative that incorporates real-world, on-the-job experience into the formal education system. The programme aims to give young Ghanaians the opportunity to learn while they earn, build practical expertise, and move confidently into productive careers. This aligns with the broader national goal of creating a 24-hour economy, where skilled labour is available across multiple shifts and sectors, boosting productivity and economic resilience.

This new emphasis on TVET represents not only an investment in infrastructure and curriculum, but also a shift in mindset. It reaffirms the value of vocational and technical skills in shaping a prosperous, inclusive, and self-reliant Ghana. With strong leadership, targeted investment, and innovative initiatives such as the apprenticeship programme, TVET is finally being positioned as a first-choice pathway—not just for a few, but for all young people seeking a brighter future. The era of viewing TVET as a fallback option is over. It is now clear: TVET is not a backup plan it is the way forward.



## BIRIWA TECHNICAL INSTITUTE CHAMPIONS SUSTAINABILITY WITH THE 2025 SKILLS DISCOVERY PROGRAMME

In a vibrant celebration of innovation, sustainability, and youth empowerment, Biriwa Technical Institute held its annual Skills Discovery Programme, transforming its campus into a showcase of technical ingenuity and green craftsmanship. The 2025 edition, held under the theme “Sustainability and Green Skills,” brought together students, faculty, industry leaders, and development partners to witness the future of Ghana’s skilled workforce.



Over the course of a week, learners from all ten academic departments converged to present the outcomes of their Workplace Experience Learning (WEL) placements. Their projects, ranging from solar-powered irrigation systems to upcycled construction materials, reflected not only technical dexterity but also a deepening awareness of green responsibility and the ability to thrive in a changing climate.

The event, now a flagship on the TVET calendar, underscored Biriwa Technical Institute’s commitment to hands-on learning, industry-driven, and sustainable development, values that have become central to Ghana’s evolving technical and vocational education landscape.

**“TVET is not just about skills; it’s about purpose, adaptability, and creating solutions for tomorrow’s challenges. Our students are not only trained to work but to lead.”**

*Mr. Samuel Kwashie Amegbor, Principal, Biriwa Technical Institute*

What distinguished this year’s programme was its bold emphasis on green skills; a strategic priority in Ghana’s national development agenda and a core component of the Green TVET initiative spearheaded by the Ghana TVET Service in partnership with the International Labour Organisation. Students displayed innovations in sustainable construction, eco-friendly fashion design, solar installation, waste-to-wealth processing, and climate-adaptive agriculture. Their work spoke volumes; not only of competence but also of consciousness. It was a clear signal that the next generation of artisans, technicians, and engineers are ready to build a low-carbon, resource-efficient Ghana.

The 2025 edition was graced by a host of distinguished personalities, including Mr. Eusibius Fredua-Mensah, a United Nations official; Lieutenant Colonel Ampadu Banasco from the Ghana Military Engineering Training School; and representatives from the Direct Aid Foundation and the Lavish Lala Foundation. These guests did more than observe; they engaged, encouraged, and





Board members of the Institute, together with private sector allies, provided both financial and logistical support, ensuring the event's smooth execution and impact. Their involvement reaffirmed the critical role of multi-stakeholder partnerships in advancing skills development in Ghana.

**“What we’re seeing today is not just technical training; it’s transformation. These learners are solving real-world problems. It’s impressive, and it deserves support.”**

*Lt. Col. Ampadu Banasco, CO, ETS*

Beyond celebration, the Skills Discovery Programme serves a strategic function: it offers a feedback loop between learners and the world of work. Through direct interaction with industry practitioners, learners received critical insights into how their skills align with market needs; and how to sharpen them for real-world application. This exchange ensures that technical education is not static, but responsive to evolving economic and environmental demands.

Employers and sector experts present at the event commended the learners for their innovation and readiness, with several expressing interest in mentorship, internship placements, and future recruitment. The programme thus plays a

catalytic role in closing the skills mismatch while nurturing an ecosystem where technical education directly feeds into labour market demand. By bridging the gap between classroom instruction and real-world application, the Skills Discovery Programme not only enhances learner employability but also strengthens industry confidence in Ghana’s TVET system as a reliable pipeline for a green and future-ready skilled workforce.

As Ghana accelerates toward its green transition and the goals of Agenda 2030, initiatives like the Skills Discovery Programme at Biriwa Technical Institute are no longer optional; they are urgent imperatives. The event exemplifies what can be achieved when education, innovation, and sustainability converge under a unified vision. From solar-powered irrigation systems to biodegradable packaging solutions, the learners didn’t just demonstrate technical know-how; they told a story. A story of youth rising to meet the climate crisis with tools, ideas, and the will to act. It is this story that must now be echoed across all TVET institutions, policy tables, and donor strategies.

What Biriwa Technical Institute has managed to achieve is not just an event; it is a movement in the making; one that calls on educators, industry leaders, and policymakers to reimagine the role of skills in nation-building. “If we are serious about building resilience, reducing unemployment, and protecting our environment, then we must invest in platforms like this,” said one representative from the Ghana TVET Service. “Green skills are not a future ambition; they are a present necessity.”

As the tents come down and the tools are packed away, what remains is the unmistakable imprint of progress; proof that with the right support and vision, Ghanaian youth can and will drive the green revolution.



## CHAMPIONING SUSTAINABILITY IN TVET

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*In photo: Samuel Kwashie Amegbor,  
Principal - Biriwa Technical Institute  
- Speaking at the Skills Discovery  
Programme*





## GHANA AND BOTSWANA STRENGTHEN EDUCATIONAL COOPERATION IN SKILLS DEVELOPMENT



In a defining moment for Pan-African education diplomacy, Ghana and Botswana have initiated a bold new chapter in intercontinental cooperation, one centered on Technical and Vocational Education and Training (TVET) as the engine of inclusive growth and youth empowerment.

Earlier in May, the two countries deepened bilateral talks to co-develop stronger, more responsive, and digitally integrated TVET systems. The high-level engagement was led by Botswana's Minister of Education and Skills Development, Honorable Prince Maele, who met with the Ghana TVET Service leadership in Accra. Described by both delegations as more than a courtesy call, the mission marked a strategic turning point. "This is not just a visit; it's an investment in shared African innovation," Prince Maele remarked.

**Ghana's TVET transformation is a model of courage and clarity, and we are here to build with, not just learn from.**

*Hon. Prince Maele, Minister of Education and Skills Development, Botswana*

Ghana and Botswana have, in recent years, been reforming their respective TVET sectors with unprecedented political will. Ghana's consolidation of its fragmented TVET landscape under the Ghana TVET Service, coupled with the rollout of competency-based training (CBT), national apprenticeship programmes, and digital learner records, is reshaping the face of technical education.

Botswana is similarly pursuing bold reform; scaling investments in instructor training, building simulation labs, and piloting teaching factories as immersive training spaces for learners. "The conversation is no longer about whether Africa can lead in skills; it's about how fast we can align our systems with the aspirations of our young people," said Dr Eric Kofi Adzroe, Director-General of Ghana TVET Service. "This partnership with Botswana is not ceremonial; it's catalytic. It's about systems that deliver, not promises that don't."

The meeting was rich in insight and intentional in its scope. Stakeholder dialogues explored issues ranging from industry alignment and skills forecasting to inclusion, digital delivery, and regional qualifications frameworks.







Ghana's National Apprenticeship Programme hailed for integrating informal master craft persons into formal certification, drew particular interest from Botswana's delegation. In turn, Botswana's experience with industry-based simulation learning offered valuable perspectives for Ghana's ongoing infrastructure modernization. Both nations reaffirmed their commitment to formalizing a Ghana-Botswana TVET Partnership Framework, which will include faculty exchanges, joint curriculum development in green and digital skills, shared quality assurance, and collaborative research. This framework is envisioned as a flagship under the African Union's Continental Education Strategy for Africa (CESA) and the AfCFTA's ambitions for labor mobility and mutual skills recognition.

Development practitioners say this partnership is more than a bilateral success; it's part of a larger continental pivot.

## “TVET is becoming Africa’s next quiet revolution

*Engr. Dr. Eric Kofi Adzroe, Director-General, GTVETS*

“It’s not just about skilling individuals; it’s about transforming economies from the ground up. And what Ghana and Botswana are doing is showing that partnerships, not silos, will lead the way.” The timing could not be more urgent. With over 375 million African youth expected to enter the labour market by 2030, the

the stakes are high. Skills development, long treated as a peripheral sector, is now emerging as a central pillar of national development; and a test of leadership.

During the delegation's visit, both parties agreed on concrete next steps: co-applying for global education and innovation funding, piloting joint modules in green construction and renewable energy, and exploring shared platforms for online TVET learning.



“This isn’t about charity or imitation; it’s about co-creation,” said Prince Maele in his closing remarks. “Ghana is building a system that works. We’re here to walk alongside them; and build one of our own.” The visit ended with the exchange of warm embraces and a shared vision for a continent where skills do more than secure jobs; they build nations.



## TVET SCHOOLS TAKE CENTRE STAGE AT NATIONAL ATHLETICS CHAMPIONSHIPS



The roar of youthful energy echoed across the stands of the Baba Yara Sports Stadium, Kumasi, as Ghana Athletics, in collaboration with the Ghana TVET Service, hosted the inaugural National Invitational Athletics Championships; TVET Schools Edition on 29th and 30th April, 2025.

Held under the distinguished patronage of Mr. Bawa Fuseini, President of Ghana Athletics, and Eng. Dr. Eric Kofi Adzroe, Director-General of the Ghana TVET Service, the event brought together the best of technical and vocational education learners; with the electric spirit of competitive sport. Staged under official World Athletics (IAAF) rules, the championship marked a bold new chapter in linking academic technical training with physical excellence. With 30 technical institutes competing from all regions of Ghana, the two-day meet saw thrilling performances across sprints, hurdles, relays, jumps, and field events. Each discipline was a stage for emerging talent; many of whom were representing their regions on a national platform for the very first time.

Day One opened at 8:30am with early pole vault qualifications, followed by crowd favourites including the 400m, long jump, triple jump, and a fiercely contested 4x100m relay. Field events such as javelin, shot put, and discus showcased the impressive strength and technical precision nurtured by the institutes.

Day Two featured the March Pass, a proud display of discipline and pageantry, followed by the explosive 100m sprints, the demanding 5000m and 3000m long-distance events, and climactic relays including the 4x200m and 4x400m. Both boys and girls competed across finals, with qualification standards strictly enforced in accordance with World Athletics guidelines. The crowd witnessed not only elite performances but also the spirit of TVET learners; resilient, determined, and unified by competition.

In the Girls' category, Biriwa Technical Institute emerged as undisputed champions, amassing 106 points to top the medal table. Their commanding performance in both track and field events was matched only by the composure of their athletes. Krobea Asante Technical Institute secured a well-earned second place with 95 points, while Kumasi Technical Institute clinched third place with 41 points.

Notable finishes included:

- KPANDO TECHNICAL INSTITUTE - 4th place (26 pts)
- NKORANZA TECHNICAL INSTITUTE - 5th place (25 pts)
- DON BOSCO TECHNICAL INSTITUTE - 6th place (24 pts)



The final points table revealed a highly competitive field with tight margins, demonstrating the rising standards and parity among TVET institutions nationwide.



The championship was more than a contest, it was a celebration of the transformative power of sports within the TVET framework. Supported by key national stakeholders and regional technical schools, the event reinforced the values of discipline, teamwork, leadership, and physical wellness alongside technical training.

In her remarks, Madam. Affi Agbenyo, the Deputy Director-General of the service emphasised the significance of aligning athleticism with vocational education:

**“We are raising a generation of skilled professionals who are not only technically excellent but physically and mentally agile. These championships prove that TVET students can lead both in industry and on the track.”**

Mr. Bawa Fuseini also lauded the initiative as a key step in decentralising elite sport:

**“This is the start of something truly impactful. We’ve seen athletes here today with the potential to represent Ghana on the international stage.”**

With overwhelming enthusiasm from participants, school leaders, and sporting officials alike, the TVET Athletics Championships is set to become an annual fixture on Ghana’s sporting calendar. It reflects the broader commitment of Ghana TVET Service to develop holistic learners; capable in mind, craft, and body.

As the final medals were draped, and the tracks fell silent, one thing was certain: TVET in Ghana is not just about skills; it’s about strength, stamina, and the spirit to compete.





## SIC LIFE EMPOWERS GHANA TVET SERVICE WITH ESSENTIAL TECH SUPPORT

SIC Life, a major financial player in Ghana, has made a substantial contribution to the Ghana TVET Service by donating laptops and desktop computers. This generous contribution, formalized on May 14, 2025, at the Ghana TVET Service headquarters in Accra, underscores SIC Life's commitment to supporting national educational initiatives and promoting socio-economic development in Ghana.

The provision of modern computing equipment is particularly relevant for enhancing the efficiency and effectiveness of administrative, programmatic, and strategic functions, enabling the headquarters staff to better serve TVET institutions and students. This investment will undoubtedly contribute to improved data management, enhanced communication, and more effective program delivery.

Furthermore, this donation underscores the importance of public-private partnerships in driving educational development and promoting



socio-economic progress. The impact of SIC Life's contribution will likely be felt for years to come, as TVET students and staff leverage these technological resources to achieve their full potential.



By investing in education, SIC Life is not only demonstrating its corporate social responsibility but also contributing to the development of a skilled and technologically savvy workforce. This, in turn, will help drive Ghana's economic growth and development, making SIC Life's donation a valuable investment in the country's future.



“ I received warm and pleasant confirmation from the Italian Ambassador to Ghana that the Italian Government is supporting technical and vocational education in Ghana with €5 million.

*Hon. Haruna Iddrisu, Minister of Education  
- Speaking at the inauguration of the National TVET Week Committee.*



“ TVET is now widely recognized as an empowering option for students, driving entrepreneurship, reducing youth unemployment, and enhancing productivity across critical sectors of the economy.

*Dr. Clement Aapaak, Deputy Minister of Education  
- Via his social media pages*



## PROFILE OF THE ORGANISATION

The Ghana Technical and Vocational Education and Training (TVET) Service was established by the Pre-Tertiary Education ACT 2020, ACT 1049, as a corporate body to manage, oversee, and implement approved national policies and programmes relating to Pre-Tertiary and Vocational Education and Training.

## OBJECTIVE

The objective of the service is to manage, and implement approved national policies and programmes relating to pre-tertiary technical and vocational education and training. It includes formal and non-formal education and training

TVET is crucial for sustainable economic development, contributing to employment, skills development and the achievement of sustainable development Goals (SDGs).

We deliver our mandate through our headquarters, regional offices and technical and vocational institutes.

## VISION

To be a globally competitive industry driven TVET delivery agency for sustainable national development.

## MISSION

We deliver TVET that stimulates creativity, innovation and entrepreneurship to meet industry demands for sustainable national development.

## SHOWCASE YOUR BUSINESS IN THE DEVELOPER!

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# TRANSFORMING GHANA THROUGH TVET