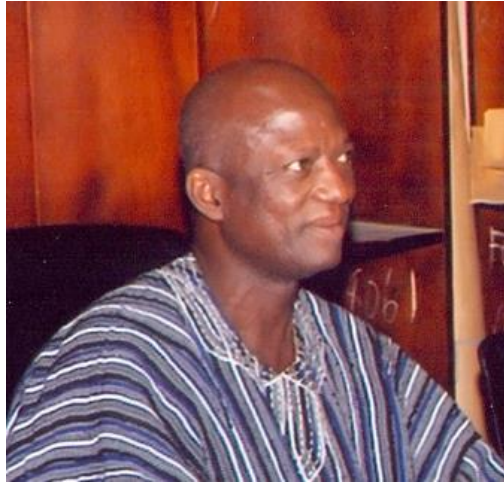


**GHANA EDUCATION SERVICE**  
**TECHNICAL AND VOCATIONAL EDUCATION DIVISION**

**1. NAMES AND ROLES OF THE DIVISIONAL DIRECTOR, THE UNIT HEADS  
AND OTHER STAFF**



**Augustine G. Ayirezang**  
**Divisional Director**

**Roles**

- a) Ensuring systematic expansion of admission into the Technical Institutes
- b) Ensuring that qualified and experienced teachers are appointed principals of Technical Institutes;
- c) Analysing test scores for the purpose of awarding examination grades;
- d) Editing and publishing examiners' reports;
- e) Compilation of statistical information relating to:
  - Examination entries
  - Examination results
- f) Preparing examination time-table and stationery list;
- g) Investigating examination irregularities;
- h) Overseeing the work of staff of the Library, Archives and Computer Sections;
- i) Organizing, in conjunction with the Test Development Section, Pre-testing of objective Test items; and
- j) Organizing, in conjunction with the Test Development Section, Examiner Training Programmes for new and existing Examiners.

**Alexander Kojo Nyarko**

**ICT Coordinator**

- a) Facilitating the integration of ICT into TVET curriculum to enhance TVET Delivery
- b) Coordinating ICT activities in Technical Institutes
- c) Training for ICT teachers
- d) Collecting and collating Statistical data in Public TVET Institutes

**Anthony K. Agyibah-Blay**

**Administrator, Monitoring & Evaluation**

- a) General Divisional Administration
- b) Making follow-up to monitor and evaluate delivery of programmes
- c) Conducting research to help review courses.

**Boateng Charles**

**Data processing Officer**

- a) Data entry
- b) Analysis of data

**Kafui Yao Gavu**

**Tourism Administrator**

- a) Writing reports, business plans on tourism issues
- b) Producing promotional material and displays for schools

**Joycelyn Anku**

**WITED Coordinator**

- a) Encouraging females to pursue male dominated courses.
- b) Providing Guidance and Counseling Services to Basic School pupils to pursue TVET.

**Endurance Ahadjie**

**Administrator**

- a) Dealing with personnel matters
- b) Arranging accommodation and meals during functions
- c) Requisitioning and storing stationery

## **Joseph O. Laryea**

### **Clerical Duties**

- a) Clerical duties
- b) Attending to all official correspondence
- c) Dealing with personnel matters

## **Augustina Aryee**

### **Typing of Official letters and memos**

#### **Roles**

- a) Typing of confirmation letters
- b) typing of circulars

## **Technical Examinations Unit**

### **Background of the Unit**

- The Technical Examinations Unit (TEU) is one of the Units under the Technical and Vocational Education Division (TVED) of the Ghana Education Service (GES).
- As part of the localization process, the first examiner training session was held in Ghana in 1972 to train local examiners with the objective of taking over the conduct of technical examinations from City and Guilds.
- By 1990, the Division had fully localized about 90% of the technical examinations.

### **Mandate and functions**

- Like the Division, the Unit operates within the rules and regulations of Ghana Education Service (GES).
- The Unit is responsible for assessment and certification for students who successfully complete courses of study in Technical, Vocational and Polytechnic /Technical University in Ghana on behalf of the Ghana Education Service.
- At the Polytechnic/Technical University level, the TEU is in charge of non-tertiary programmes including Technician, Advanced Craft and Diploma in Business Studies. The TEU has the mandate of jointly conducting Technical and Vocational Education and Training (TVET) Certificate II Examinations with the National Board for Professional and Technician Examinations (NABPTEX).

- The Unit conducts the Elective components of the TVET Certificate II Examinations whilst the NABPTEX delivers the Core Examinations. In addition to the TVET Certificate II Examinations, the Unit conducts and awards certificates for the following examinations;
  - ✘ Diploma in Business Studies (DBS)
  - ✘ The National Secretarial Examinations in Office Management
  - ✘ Diploma in Medical Laboratory Technology
  - ✘ Farm Institutes' examinations conducted at the request of Ministry of Food and Agriculture.
  - ✘ Certificate in Health Facility Assistance
  - ✘ Certificate in Military
  - ✘ Certificate in electrical wiring- Energy Commission.
  - ✘ Diploma in Media Studies
  - ✘ The Unit has also been accredited by the Council for Technical and Vocational Education and Training (COTVET) to access candidates in
  - ✘ Competency-Based Training (CBT) at Proficiency and National TVET Certificate I and II levels.
  - ✘ Diploma in Public Finance and Accountancy Conducted at the request of Ministry of Finance and Economic Planning

### **Vision**

To develop and administer quality examination in Technical and Vocational programmes and award certificates that meet Industrial needs and International Standards worldwide.

### **Mission**

To promote skills development through effective efficient evaluation system to meet the industrial demands of the country.



**Seth Danso Appau**  
**Head of the Unit**

**Roles of Unit's Head**

- a) Administration of Technical Examinations Unit
- b) Approving applications for appointments as examiners, moderators and assessors.
- c) Ensuring security arrangements for all Technical and Vocational examinations conducted by Technical Examinations Unit
- d) Represents the Unit during Board Meetings.
- e) Arranging for supervision and inspection of examinations at centres.
- f) Maintaining relations with
  - i. National, Regional and International Examining Bodies, eg. City and Guilds, NABPTEX, WAEC, NVTI, etc
  - ii. Technical and Vocational Institutions both public and private.
- g) Co-ordinates with the Director, TVED, to ensure smooth running of the activities of the Unit.
- h) Any other duties that may be assigned by the Director, TVED

**James K. Tanoe**

**Head Test Administration/IT Section**

- a) Head of Test Administration – Co-ordinates the work of Test Administration officers
- b) Check and distributes examination stationery to Test Administration officers
- c) Compiles list of External Assessors and Practical Examiners
- d) Prepares programme for Award meeting and arranges for Award meetings
- e) Performs such other duties as may be assigned by the Head of TEU.

**Abdul Aziz-Jesiwuni**

- a) Preparing Centre Time-Tables
- b) Appointing Marking and Practical Examiners
- c) Co-ordinating Marking Sessions of various programmes

**Lily Myres**

- a) Carryout Inspection work at examination centres
- b) Preparing Centre Time-Tables
- c) Packing of examination materials to depots

**Diana Chidi**

- a) Co-ordinating Marking Sessions
- b) Processing candidates results for Keying-In
- c) Appointing Marking and Practical examiners

**Vida Opore (Ms)**

- a) Compiling candidates performance details for Award meetings
- b) Processing candidates results for Proof-reading
- c) Co-ordinating Marking Sessions Sessions of various programmes

**Josephine Owusu**

- a) Carrying out Inspection work at examination centres
- b) Preparing centre Time-tables
- c) Appointing marking and practical examiners

### **Christopher Kow Freiku**

- a) Issuing Certificates to Institutions and private candidates
- b) Verifying and Confirming Certificates
- c) Supervising Marking of work scripts

### **Hannah Obeng**

- a) Packing of examination materials to depots.
- b) Preparing Centre Time-Tables
- c) Co-ordinating Marking Session Sessions of various programmes

### **Daniel Reginald Essuman**

- a) Keying-in raw scores
- b) Processing of Results
- c) Printing Certificates
- d) Merging results
- e) Maintaining faulty computers

### **Head, Test Development Section**

#### **Samuel Love Kofie Doe**

##### **(Head)**

- a) Supervising the work of Test Developers
- b) Proof-reading all questions before final printing
- c) Preparing inventory of all questions for each examination series for printing
- d) Commissioning examiners and item writers to submit draft questions
- e) Performing such other duties as may be assigned by the Head of TEU.

#### **Tei-Muno Theophilus**

##### Co-ordinating

- a) Test Item Setting
- b) Drawing and Sketches of test items
- c) Editing of test items
- d) Printing of test items

**Victor Kpoti Sowah**

- a) Preparing Solution/Marking Scheme for examiners
- b) Moderating Test Item with examiners
- c) Carrying out Inspection work at examination centres

**Kwame Boateng Amponsah**

- a) Vetting and Proof-reading typed test items
- b) Moderating test items with examiners
- c) Carrying out Inspection work at examination centres

**Mark Boamah**

- a) Moderating test items with examiners
- b) Carrying out Inspection work at examination centres
- c) Proof-reading typed test items

**Emmanuel K. Oduro**

- a) Co-ordinating test item setting
- b) Vetting typed test items
- c) Preparing marking schemes for examiners

**Syllabus (Vacant)**

(Head of Syllabus)

- a) Co-ordinating in programme areas during training workshops
- b) Developing new syllabuses and review old ones
- c) Preparing of test specification
- d) Printing and distribution of syllabuses

**Research****Kingsley Amae**

- a) Keeping Statistical data of the Unit
- b) Preparing results analysis for Award meeting
- c) Supervising the preparation of examiners Report



## **Quality Control**

### **Emmanuel Tangwam**

- a) Maintaining standards in examinations and other activities of the Unit
- b) Attending to clientele complaints
- c) Final proof-reading of test items for printing
- d) Checking on registration entry requirements

### **Florence Numadzi**

#### **(Test Admin.)**

- a) Keying-in raw scores
- b) Merging of results
- c) Typing of Time-table

### **Margaret A. Hodinyah**

#### **(Test Devpt.)**

- a) Typing of Test items
- b) Typing of certificates
- c) Keying-in raw scores

### **Juliana Yeboah**

#### **(Test Admin)**

- a) Typing of confirmation letters
- b) Typing of Time-table
- c) Typing of circulars

### **Harriet Aryeetey (Ms)**

#### **(Research)**

- a) Typing of payment vouchers
- b) Typing of examiners reports
- c) Preparation of graph for Award Meeting

### **Head of Fin. / Admin (Vacant)**

- a) Preparing the Unit's Budget
- b) Advises Head of Unit on Financial matters

- c) Releases funds for procurement of Unit items
- d) Keeps the Unit's books of account
- e) Supervises all junior staff such as Clerks, Cleaners, Drivers etc
- f) Performing such other duties as may be assigned by the Head of TEU

**Cudjoe Toti**

- a) Checking payments made for examination materials
- b) Reconciling the Unit's accounts
- c) Collecting all monies coming into the Unit's such as examination fees

**David Kotey Mensah**

- a) Dealing with personnel matters
- b) Arranging accommodation and meals during functions
- c) Maintaining office building and equipment
- d) Requisitioning and storing stationery

**Alfred Aryeetey**

- a) Placing Advertisements and announcement
- b) Organizing transport for activities of the Unit
- c) Requisitioning and storing stationery

**Emmanuel Asiedu Larbie**

- a) Clerical duties
- b) Attending to all official correspondence

**Bernard Owusu**

- a) Preparation of payment vouchers
- b) Payment of examiners
- c) Bank Pay-In
- d) Preparing estimates for examination

**Emmanuel Adu**

- a) Revenue collection
- b) Registration of candidates

**Emmanuel Okai**

- a) Clerical work
- b) Preparing vouchers
- c) Bank Pay-In

**Joana Barnor**

- a) Recording and dispatching candidates results and certificates
- b) Receives external and internal call and direct them to officers as appropriate
- c) Receives and direct visitors to the appropriate personnel

**Kwadwo Ofori**

- a) Driver /Mechanics

**Rebecca Oku**

- a) Cleaner

**Doris Lartey**

- a) Cleaner

**Clement Kwame Issaka**

- a) Security

**Charles Issaka**

- a) Security

**Rowland Frank Kumoji**

- a) Security

## **FUNCTIONS OF THE TECHNICAL AND VOCATIONAL EDUCATION DIVISION**

### **INTRODUCTION**

### **BACKGROUND**

The Technical and Vocational Education Division (TVED) is one of the Ten (10) Divisions of the Ghana Education Service (GES) Headquarters responsible for implementing pre-tertiary Technical and Vocational Education under the Ministry of Education (MoE).

### **VISION OF THE DIVISION**

To provide relevant and quality Technical and Vocational Education and Training Skills to meet Ghana's socio-economic development.

### **MISSION**

To create enabling environment for the youth to acquire quality demand-driven TVET employable skills and general education to enable them fulfill the country's TVET human resource requirements.

### **RESPONSIBILITIES/MANDATES OF THE DIVISION**

- Organize and supervise the delivery of Technical and Vocational Education and Training (TVET) in institutions at the pre-tertiary level in the public education system.
- Provide supervisory oversight over Technical and Vocational Institutions in the private sector that follow GES/TVET Examinations.
- Develop and review curricula for TVET courses.
- Conduct TVET examinations and awarding corresponding certificates for all its courses.
- Collect and collate data from TVET Institutions
- Conduct research on TVET issues

### **OBJECTIVES**

- i. Assist in exposing students at the Basic and SHS levels to a range of practical activities in collaboration with the relevant Divisions of GES to make them familiar and to stimulate their interest in TVET programmes so as to give them the opportunity to choose their future careers in either the technical, vocational or general education field.

- ii. Equip students who have completed Basic Education with TVET skills to enable them enter into gainful employment in the industry.
- iii. Equip students with relevant productive and entrepreneurial skills related to TVET courses to prepare them for self-employments.
- iv. Promote increased participation of women in education, training and employment in the TVET Sector.
- v. Provide sound academic foundation for TVET delivery and for further education for those students who may wish to continue their education during their working life in the context of lifelong education.

## **UNITS OF THE DIVISION**

The Division has Seven (7) Units as summarized below:

### **Programme Development and Supervision:**

- Curriculum Development, Review and Training
- Supervision of public and Private Institution

### **Human Resource and Industrial Liaison:**

- Instructor and Management Training
- Industrial Attachment
- Tracer Studies

Finance and Administration:

- Budget Preparation and Implementation
- General Divisional Administration
- Accreditation of Institutions

### **Statistics, Research, Monitoring and Evaluation:**

- Collecting and collating Statistical data in Public/Private Institutes
- Making follow-up to monitor and evaluate delivery of programmes
- Conducting research to help review courses.

### **Women in Technical Education (WITED), Guidance and Counseling:**

- Encouraging females to pursue male dominated courses.

- Providing Guidance and Counseling Services to Basic School pupils to pursue TVET.

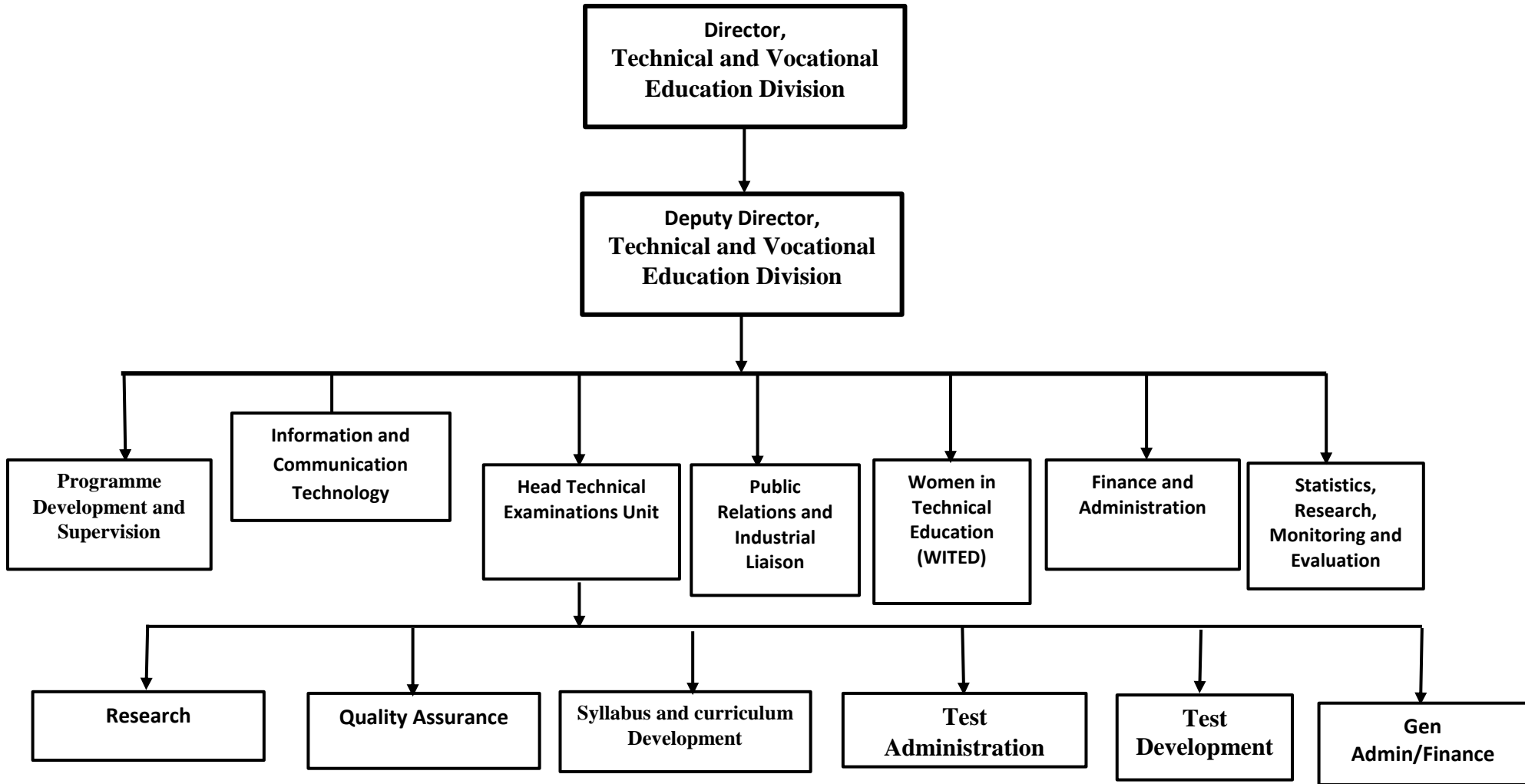
**Technical Examinations Unit:**

- Conduct of GES TVET and National Secretariat in Office Management Examinations
- Award of Certificates

**ICT (supporting research and other IT activities)**

- Facilitating the integration of ICT into TVET curriculum to enhance TVET Delivery
- Coordinating ICT activities in Technical Institutes
- Training for ICT teachers
- Collecting and collating Statistical data in Public TVET Institutes

**ORGANOGRAM OF THE DIVISION**



## POLICY RELATED TO THE TECHNICAL AND VOCATIONAL EDUCATION

### DIVISION

**TABLE1: SHOWING POLICY GUIDELINES FOR TVET DELIVERY**

No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS
1	<b>TVET Act 2006 (Act 718)</b>	The COTVET Act, 2006 (Act 718) mandates COTVET to coordinate and oversee all aspects of TVET delivery in Ghana, both formal and informal sector. The subsequent passing of the Council’s Legislative Instrument, L.1. 2195 in November, 2012 has given the prospect of an effectively regulated TVET system. The L. 1 offers trainees a unique opportunity to get value for money by choosing training providers that have well equipped classrooms and laboratories, approved programmes which would make them competitive on the job market and qualifications which would be recognized and offered the opportunity for advancement. This, the Council strives to ensure that actors within the TVET sector operate according to required standards. Trainees and their guardians are also encouraged to enroll in institutions which could demonstrate that they have met the minimum standards required by the law.	<p><b>Background</b></p> <p>In 2002, the Anamuah–Mensah Report on meeting the challenges of Education in the Twenty–first century” reviewed the education system and came up with recommendations for reforms, which included Technical and Vocational Education and Training (TVET). In 2004, the TVET policy framework further amplified the Anamuah Mensah report with far-reaching recommendations. In 2006, the Education Report White Paper adopted as Government Policy a number of recommendations from the Anamuah–Mensah Report and from the TVET Policy framework.</p>
2	<b>Adoption of Competency Based Training(CBT) as the mode of TVET delivery</b>	<p>CBT is an outcomes-based, industry driven education and training programme based on industry generated standards (occupational standards). These occupational standards are the basis upon which the programme (curriculum), assessment and learning materials are designed and developed.</p> <p><b>Objectives of a Competency-Based Training, to:</b></p> <ul style="list-style-type: none"> <li>• Set clear standards which can be measured</li> <li>• Develop competent individuals with transferable skills</li> <li>• Link education and training to skills needed by employers</li> <li>• Provide and objective quality assured system which will have the confident of all users i.e learners educational establishments and employers</li> <li>• Can respond quickly to change</li> <li>• Individual ‘s potential is fully developed</li> <li>• Promote the concept of lifelong leaning</li> <li>• Promote quality assurance</li> </ul>	<p><b>Features of a Competency-Based Training:</b></p> <ul style="list-style-type: none"> <li>• Based on units which can be used as building blocks</li> <li>• Provides flexible structure which can be adapted to meet the needs of different users</li> <li>• Incorporates a number of level which helps progression</li> <li>• Include core/key skills knowledge and vocational/technical skills</li> <li>• Assessments relate to the standards and are normally done on a continuous basis</li> <li>• Based on the involvement of a wide range of stakeholders, (namely education and training practitioners, business leaders and industry) in determining the required standards</li> <li>• Increase motivation amongst learning</li> <li>• Flexible-delivery and learning</li> <li>• Focuses on skills, knowledge and attitude</li> <li>• Produces competent graduates with transferable skills</li> <li>• Produces competent graduates with transferable skills</li> </ul>



No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS																											
			<ul style="list-style-type: none"> <li>Encourages team work</li> <li>Small class size of between 20 to 25 trainees</li> </ul>																											
3	<b>Public/Private Partnership</b>	The Public TVET should lead the Private TVET Sector for the new paradigm shift	This intervention is required to streamline TVET delivery																											
4	<b>National TVET Qualifications Framework (NTVETQF)</b>	<p>Recommended National TVET Qualifications Framework: The policy Framework for TVET (2004) recommended the adoption of a 7–level National TVET Qualifications Framework. Later, the Technical Committee on Harmonization of CBT recommended with modification into a 9, Doctorate in technology.</p> <table border="1" data-bbox="370 774 971 1222"> <thead> <tr> <th>Level</th> <th>Qualification</th> <th>Required Entry Level</th> </tr> </thead> <tbody> <tr> <td>Level 8</td> <td>PhD Tech</td> <td>M' Tech</td> </tr> <tr> <td>Level 7</td> <td>M'Tech</td> <td>B' Tech</td> </tr> <tr> <td>Level 6</td> <td>B Tech</td> <td>HND or Diploma</td> </tr> <tr> <td>Level 5</td> <td>HND</td> <td>Diploma or WASSCE</td> </tr> <tr> <td>Level 4</td> <td>Certificate II</td> <td>WASSCE or Certificate I</td> </tr> <tr> <td>Level 3</td> <td>Certificate I</td> <td>BECE or Proficiency II</td> </tr> <tr> <td>Level 2</td> <td>Proficiency II</td> <td>Proficiency I</td> </tr> <tr> <td>Level 1</td> <td>Proficiency I</td> <td>Form no formal education to some basic education but less than BECE</td> </tr> </tbody> </table>	Level	Qualification	Required Entry Level	Level 8	PhD Tech	M' Tech	Level 7	M'Tech	B' Tech	Level 6	B Tech	HND or Diploma	Level 5	HND	Diploma or WASSCE	Level 4	Certificate II	WASSCE or Certificate I	Level 3	Certificate I	BECE or Proficiency II	Level 2	Proficiency II	Proficiency I	Level 1	Proficiency I	Form no formal education to some basic education but less than BECE	<p>The 8 Levels of progression starts from Proficiency 1 to PhD Tech Candidates will be assessed for National CBT qualifications on any of the NTVETQF qualification levels. A National TVET qualification will be awarded when candidates have successfully demonstrated competence against occupational standards which are specified for the qualification. This includes a period of workplace training which is also assessed and forms part of the requirements for the certificate</p>
Level	Qualification	Required Entry Level																												
Level 8	PhD Tech	M' Tech																												
Level 7	M'Tech	B' Tech																												
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Level 3	Certificate I	BECE or Proficiency II																												
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Level 1	Proficiency I	Form no formal education to some basic education but less than BECE																												
5	<b>Harmonizing of CBT Model in Ghana</b>	In the wake of the CBT adoption, several studies and reports were geared towards finding as better way of delivering quality TVET.	As a result, a number of pilot CBT programmes have been or are in the process of being developed and implemented in the TVET sector.																											

No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS
6	<b>Curriculum Development</b>	<p>Curriculum Development is industry-based (identification of Industry Needs) Occupational Standards Generation Steps.</p> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Step 1: Consultation with Stakeholders</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Step 2: Establish Relational for the award</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Step 3: Analyze Skill Areas</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Step 4: Compile Unit</div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Step 5: Develop an overall Structure for the programme</div> </div>	<p>Six subjects developed into CBT mode and being piloted in 16 TVET Institutions including one private TVET Institution. The programmes are:</p> <ol style="list-style-type: none"> <li>1. Electrical Engineering Technology,</li> <li>2. Electronic Engineering,</li> <li>3. Motor Vehicle Engineering, 4. Mechanical Engineering,</li> <li>5. Fashion Designing Technology,</li> <li>6. Hospitality &amp; Catering Management.</li> </ol>
7.	<b>CBT ASSESSMENT</b>	<p>CBT assessment is the process of collecting evidence of learner performance, upon which an assessor judges whether or not, or the extent to which, a learner has met the performance requirements of the learning outcomes laid in a particular unit/module and then making a decision, based on these judgment as to whether a learner has achieved the learning outcome as a whole or not.</p> <p>CBT assessment is in two forms: Formative and Summative assessments.</p> <p>The learner should be made aware of these matters at the point of induction.</p>	<p>The assessment condition needs to be sufficiently rigorous to ensure that the learner:</p> <ul style="list-style-type: none"> <li>• Takes the assessment seriously</li> <li>• Give of his or her best</li> <li>• Is not subject to interruptions and distraction</li> </ul> <p>Despite this, it should be the intention of the assessor to carry out all assessment in a way that ensure that the learner is relaxed as the circumstance allow and is not made unduly uncomfortable by the processes.</p> <p>It is important that the assessor and learner are clear about what is to be assessed, when and how? This is particularly the case when a learner is undertaking an assessment integrating several outcomes and/or units. If the learner is not sure about what is to be covered by the assessment, he or she will be disadvantaged</p>
8	<b>Capacity Building for CBT Facilitators</b>	Regular Capacity Building for TVET facilitators, managers and staff to improve skills	150 facilitators currently undergoing CBT training at COLTEK sponsored by African Development Bank

No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS
9	<b>Apprenticeship Training</b>	<p>Government has embarked on an ambitious programme aimed at instituting wide-range educational reform to make the sector relevant to Ghana's development with the focus on apprenticeship training for basic school leavers to facilitate youth employment.</p> <p>Apprenticeship, as offered in the formal and informal industry, is mainly by private initiative, although some state institutions offer limited apprenticeship schemes (Education Reform Review Committee 2002). The main characteristics of apprentice training in Ghana are the lack of uniformity in training content, duration and certification. However, since apprenticeship is mainly private initiative, the Education Review Committee recommended the formulation of government policy regarding registration of apprenticeship providers and standardization of content, duration and training programme and certification, in collaboration with industry, identifiable Trade Associations and Training Providers.</p>	<p>In the White Paper Report on Education Reform Review, the Government decided to partner the private sector in a more systematic way to promote apprenticeship programmes including assuming full responsibility for the <b>first year</b> of the apprenticeship programme (Ministry of Education, Youth and Sport 2004). Additionally, the Government has decided to :</p> <p>i. Constitute a National Apprentice Training Board, among other things, to oversee and regulate apprentice training and handle issues concerning registration, content, duration and certification</p> <p>ii. Formalize community-based apprentice schemes in all Districts to cater for the youth (Ministry of Education, Youth and Sports 2004, p. 26)</p>
10	<b>Duration for TVED Training</b>	Technical and Vocational Education Training to take three years, similar to Senior High School Education.	3 years
11	<b>TVET Elective Subjects</b>	GES runs more than 28 Elective subjects	These are assessed by Technical Examinations Unit at Certificate 1 level
12	<b>TVET courses to include Core Subjects</b>	TVET Courses to include the core subjects of Mathematics, Science, English, Information Technology, Entrepreneurship and Social Studies	GES Core subjects are used and assessed by NABPTEX
13	<b>Access to TVET delivery.</b>	The minimum entry requirement for the trades is the BECE.	Trainees are admitted through the CSSPS, even though Principals compliment this with internal arrangement to improve enrolment.
14	<b>Establishment of Skills Development Fund (SDF)</b>	Skills Development Fund (SDF) is the Government/World Bank, and DANIDA project. The US\$50 million Fund is expected to support about 300 firms in the formal and informal sectors for five years.	Means of Funding for Skill Training
15	<b>Bursary Package for TVET Students</b>	World Bank scholarship package for TVET trainees.	Ten GES TVET Institutions are benefiting

No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS
16	<b>Institutional Project Unit (IPU)</b>	This is designed to promote/improve skill training for both trainer and trainee	Ten GES TVET Institutions are benefiting
17	<b>Customer Project</b>	Designed to improve skills of trainers and trainee a	Almost all TVET Institutions practice this also to generate income
18	<b>Workplace Experience Learning (WEL)</b>	The CBT method of delivery differs from conventional training in several important respects. It is characterized by a low student /teacher ratio, and is modular in nature. There is also a close linkage between the training providers and industry, with the learners participating in workplace Experience learning (WEL) scheme, which gives them the opportunity to join industry and practice the skill they have acquired in the training institutions.	The difference between WEL and the transitional industrial attachments is that, the training providers and industry, agree on what the learner is expected to achieve, within the period. Several pioneers of the CBT concept have been offered jobs, even before the graduates complete their programmes.
19	<b>Rebranding of TVET Courses</b>	New courses such as Waste Management/Tourism are required for employment creation.	This is aimed at renaming some TVET Courses such as Carpentry and Joinery to motivate trainees to offer.
20	<b>Academic Progression</b>	After successful completion of Certificate II Programme, the graduate is required to work either in the industry/organization or establish his/her own enterprise or pursue further studies in an of the Polytechnics for HND	Discussions are still underway to include other tertiary institutions such as the Colleges of Education
21	<b>Headship for TVET Institutions</b>	It is now a policy that Principals who head TVET Institutions should have Technical background.	
22	<b>Use of Biometric Time Machine</b>	Installation of Use of biometric time machine required to put sanity in the system and improve results	Improve regularity and punctuality to classes
23	<b>Equity and access for TVET delivery</b>	The Women in Technical Education (WITED) is responsible of sensitizing the JHS students and the community on the need to access TVET Programmes.	WITED perusing that
24	<b>Research in TVET System</b>	Research is now made an integral part of TVET delivery	To identify strengths, weaknesses and recommendations for inform curriculum development
25	<b>Registration of TVET Institutions</b>	TVET Providers to register their facilities and with COTVET to be able to run.	
26	<b>Accreditation of TVET Providers</b>	Training Providers to be accredited to run CBT courses, now accepted as the best mode of TVET delivery.	COTVET perusing that
27	<b>License for Facilitators</b>	Facilitators to be trained licensed and certified by COTVET to be able to facilitate CBT.	COTVET perusing that

No.	POLICY/ GUIDELINE	DESCRIPTION	REMARKS
16	<b>Institutional Project Unit (IPU)</b>	This is designed to promote/improve skill training for both trainer and trainee	Ten GES TVET Institutions are benefiting
28	<b>All inclusive TVET delivery</b>	TVET delivery promotes “All Inclusive Education”)	COTVET perusing that
29	<b>Monitoring Evaluation Supervision</b>	Effective Monitoring and Evaluation is now made an integral part of TVET delivery.	This helps to monitor facilitator preparations and management skills of principals.
30	<b>Classroom/ Workshop Environment</b>	Siren environment with proper care and Maintenance of classrooms, workshops, materials, tools, equipment and machines to prevent accidents, damages etc	Conducive classrooms promote effective training
31	<b>Tracer Studies</b>	The process of conducting tracer studies on students and graduates working to feed into curriculum review.	Liaison officer is responsible
32	<b>Industrial Attachment</b>	The process of attaching students and teachers to the industry to acquire special skills that could not be taught in the school environment.	Liaison officer is responsible  This is done during long vacations
33	<b>Course Delivery</b>	In general, Technical Institutions offer Certificate II Courses.	Technical and Vocational courses are offered on full-time, part-time and block-release basis
34	<b>Block Release/ Special Courses</b>	These are offered in some technical institutions (e.g. Industrial Maintenance Programme at ATTC), designed for formal apprentices and workers who are released by their employers to attend classes for short periods	Technical Institutions may also organize special tailor-made courses to organizations on demand.
35	<b>Part-Time Courses</b>	Part-time courses are offered in some technical institutions as afternoon or evening classes for workers or interested members of the public wishing to further their education in technical and vocational courses beyond the basic education level (JHS) graduates Full-time Certificate Courses in Technical Institutions are offered mainly to successful Junior High School Full-Time Certificate Ii Courses.	However, SHS graduates who are willing are also admitted. The duration of full-time courses is normally three (3) years and leads to the award of certificate II by the Ghana Education Service.

## RECENT PROGRAMMES ORGANIZED AND PICTURES



Moderation Session Jan. 2018



Exams Session at GH Media School, Jan. 2018



Ongoing May/June 2018 registration



Staff of the Technical Examinations Unit at External Verifiers Training

**PROGRAMME OUTLINE FOR THE FIRST QUARTER/UPCOMING EVENTS**

S/N	ACTIVITIES	PERIOD		DURATION	PERSON(S) RESPONSIBLE
		FROM	TO		
1.	Keying of Nov/Dec Test Items	Dec. 12 <sup>th</sup>	Jan. 10 <sup>th</sup>	13 weeks	Test Dev't Co-ordinators Secretaries
2.	Award meeting (GES) and National Secretarial Exams	Jan. 8 <sup>th</sup>	Jan. 16 <sup>th</sup>	6 days	Chief Examiners Prog. Co-ordinators Heads of Section
3.	Moderation of Test Items	Jan. 15 <sup>th</sup>	March 9 <sup>th</sup>	7 weeks	Examiners Prog. Co-ordinators
4.	Exams committee meeting	Jan. 18 <sup>th</sup>	Jan. 18 <sup>th</sup>	1 day	Exams Cmmtt. Members
5.	Release of Nov/Dec. Results 1. GES 2. Office Management	Jan. 25 <sup>th</sup>	Jan. 29 <sup>th</sup>	4 days	Head, Test Adm.
6.	Distribution of Cutting List	Feb. 12th	Feb. 28th	2 weeks	Test Dev't Co-ordinators
7.	Invitation Letters to Practical Assessment Examiners	Feb. 12th	March 9th	4 weeks	Test Admn. Program Co-ordinators
8.	Preparation of Time-Table	Feb. 12th	March 9th	3 weeks	Test Adm. Prog. Co-ordinators
9.	Printing of Practical Test Items and Distribution	March 5th	March 20th	3 weeks	Test Dev't. Prog. Co-ordinators
10.	Proof Reading, Sketches & Drawing	March 6th	March 30th	4 weeks	Test Dev't. Prog. Co-ordinators