

# Education Reform Policy Recommendation

*Ghana Agenda 2046 – From Knowledge Transmission to Skills-Driven  
National Development*

*Prepared by*  
**Black Star Summit 2026**



**Submitted to:**  
**Ministry of Education**

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## EXECUTIVE SUMMARY

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### Problem Statement

Ghana's education system is producing graduates who are academically certified but practically unprepared. Across basic, secondary, technical, and tertiary levels, the dominant model of education remains one of passive knowledge transmission – teachers lecture, students memorise, examinations test recall, and graduates enter a labour market that increasingly demands critical thinking, digital competency, technical skills, and the capacity to apply knowledge to real problems. The Black Star Summit Education Breakout Session identified three compounding structural failures as the root causes of this disconnect: a teaching methodology that prioritizes rote learning over applied skills; a policy implementation architecture that announces reforms but fails to deliver them to the classroom; and a national mindset that continues to privilege white-collar credentialism over technical and vocational excellence. These failures fall hardest on rural youth, students in under-resourced public schools, TVET graduates who face social stigma and structural barriers, and the majority of young Ghanaians who complete schooling without the practical competencies that the economy demands. The result is a paradox: a country that invests significantly in education but harvests a persistent and widening skills gap.

### Vision

#### Vision Statement

A Ghana where every student from the basic school learner in Bawku to the polytechnic graduate in Takoradi exits the education system with the practical skills, digital literacy, critical thinking capacity, and entrepreneurial mindset needed to contribute meaningfully to national development. A Ghana where teachers are trained, resourced, and supported to teach in ways that build capability, not just knowledge; where TVET is valued as an equal pathway to prosperity; where education policy is implemented with fidelity, monitored with rigour, and funded with accountability; and where the education system is the engine of Ghana's economic transformation – not a bottleneck to it.

### Proposed Solution

Ghana Agenda 2046: Education Transformation deploys a four-pillar catalytic reform across three structural domains:

1. Teaching Methods and Classroom Practice Reform – replacing rote pedagogy with applied, competency-based, and contextualised learning across all levels, drawing selectively on proven international models while grounding them in Ghanaian cultural context
2. Policy Implementation, Monitoring, and Accountability – building the measurement systems, KPIs, and institutional accountability architecture that ensure education policies actually reach classrooms rather than remaining in ministerial documents;
3. TVET Expansion and Perception Change – scaling technical and vocational education through international partnerships, dedicated infrastructure, and a national campaign to reposition TVET as a high-status, high-return pathway

4. Digital Education and Infrastructure Development – equipping schools, training teachers, and integrating IT and digital literacy into the national curriculum as foundational competencies for the 21st-century economy.

These four pillars are interdependent: better teaching without digital tools limits impact; digital tools without trained teachers waste investment; TVET expansion without perception change fills empty benches; and all reforms without implementation accountability produce familiar disappointment.

## Priority Actions

### Session-Identified Top Three Priorities for the Next Five Years

The breakout session was asked to identify the three highest-priority interventions for closing the skills gap within five years. The session reached consensus on: (1) Reforming teaching methods at scale – adopting applied, competency-based pedagogy across all levels, drawing on the Japanese active learning model and other proven frameworks adapted for the Ghanaian context; (2) Building a credible policy implementation and monitoring system – establishing clear KPIs, a funded monitoring process, and an independent accountability body that tracks whether policies actually change classroom practice; and (3) Scaling TVET through international partnerships and perception change – opening Ghana's TVET system to structured international partnerships (Japan, Germany, Singapore) and launching a national campaign to close the TVET stigma gap. These three priorities anchor this policy's Phase 1 implementation.

## Expected National Impact

If fully implemented across four phases (2026–2046), this policy will deliver:

- Reform teaching methodology in 100% of public basic and secondary schools to competency-based, applied learning models by Year 8
- Establish a National Education Implementation Authority (NEIA) with funded monitoring capacity and published KPIs for every major education policy by Year 2
- Triple TVET enrolment from current levels through partnership expansion, infrastructure investment, and a national perception change campaign by Year 10
- Achieve full digital literacy integration into the national curriculum from primary level, with supporting infrastructure in all public schools, by Year 10
- Reduce the graduate-to-employment skills mismatch rate – measured annually – by 50% by Year 15
- Establish functioning school-industry linkages in all 16 regions, with every senior secondary and TVET institution having at least one formal private sector partner, by Year 12
- Increase the proportion of public education spending reaching the classroom – rather than administrative overhead – to at least 70% by Year 8
- Position Ghana as West Africa's leading model of education-to-employment transition by Year 20

## BACKGROUND & CONTEXT

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### Current Situation in Ghana's Education System

Ghana has made significant strides in educational access over the past two decades: primary enrolment rates are high, the Free Senior High School policy has dramatically expanded secondary access<sup>1</sup>, and Ghana's tertiary sector has grown substantially. Yet access without quality and quality without relevance produce graduates who are credentialled but not capable. The Education Breakout Session was direct in its diagnosis: the fundamental problem is not that Ghanaians cannot learn – it is that the system is not designed to teach them what the economy needs. The session identified five structural failure points:

#### Failure of Teaching Methodology

The dominant pedagogy across Ghana's schools remains teacher-centred, lecture-based, and examination-oriented. Students are rewarded for accurate recall, not for applied problem-solving, critical analysis, or creative thinking. This methodology was designed for a 20th-century economy that needed clerks, administrators, and rote-skilled workers. It is catastrophically mismatched with the 21st-century economy Ghana aspires to build. The session specifically cited the Japanese model of active learning – where students learn through doing, collaboration, and contextualised application – as an evidence-based alternative that Ghana should adapt and adopt at scale<sup>2</sup>. The mindset problem is not limited to students: it encompasses teachers who were trained in rote methods, parents who equate education quality with examination performance, and institutions that measure success by pass rates rather than employment outcomes.

#### Policy Implementation Without Delivery

Ghana has produced capable education policy documents for decades. The failure is not in the writing of policy but in its translation into classroom practice. The session identified a systematic gap between ministerial announcements and ground-level implementation: reforms are launched with fanfare, reach curriculum documents and ministerial circulars, and then dissolve in the administrative layers between Accra and the classroom. There is no credible, funded, independent monitoring system that tracks whether a policy introduced in Year 1 has actually changed teaching practice by Year 3. Without key performance indicators applied at the school level, without periodic independent checkups, and without accountability consequences for non-delivery, Ghana's education reforms remain aspirational rather than transformative. The session called explicitly for the establishment of a performance measurement architecture – not just data collection, but consequences.

#### The Funding Allocation Problem

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<sup>1</sup> Dzordzormenyoh, M. K., et al. (2025). Public perception of Ghana's Free Senior High School policy: A north-south comparative analysis. *Review of Policy Research*. <https://doi.org/10.1111/ropr.70019>.

<sup>2</sup> Lewis, C., & Takahashi, A. (2013). Facilitating curriculum reforms through lesson study. *International Journal for Lesson and Learning Studies*, 2(3), 207–217. <https://doi.org/10.1108/IJLLS-01-2013-0006>.

Ghana allocates a significant share of its national budget to education – consistently among the highest in Sub-Saharan Africa as a percentage of public expenditure<sup>3</sup>. Yet the session identified a critical problem: the allocation of funds does not reflect the actual root causes of educational failure. Money flows disproportionately to infrastructure (buildings, desks, books) and administrative overhead, while the quality of what happens inside those buildings – teacher training, pedagogical support, digital tools, school-level management capacity – remains chronically underfunded. A school building without a skilled, motivated, methodologically equipped teacher is an expensive shell. The session called for a fundamental reorientation of education funding toward the quality determinants of learning outcomes rather than the visible infrastructure of education.

### The TVET Perception and Structural Gap

Technical and Vocational Education and Training (TVET) in Ghana suffers from both a structural deficit and a social stigma problem. Structurally, Ghana's TVET institutions are under-resourced, geographically concentrated, and unable to meet demand for quality technical training. Socially, TVET is widely perceived as a pathway for students who 'failed' academically – a second-best option rather than a valued route to skilled employment and entrepreneurship<sup>4</sup>. This perception costs Ghana enormously: it suppresses demand for the technical skills the economy urgently needs, diverts qualified students away from high-demand technical pathways, and leaves TVET institutions without the status, funding, and partnerships they need to deliver world-class training. The session identified international TVET partnerships – specifically with Japan, Germany, and Singapore – as a high-leverage intervention that could simultaneously upgrade quality and shift perception.

### The Digital Education Infrastructure Gap

Ghana's economy is rapidly digitalising, yet the education system that feeds it remains largely analogue. IT education and digital literacy are formally included in the curriculum but inconsistently delivered due to inadequate infrastructure, insufficient trained teachers, and unreliable power and connectivity in schools outside urban centres. The session identified digital education not as a supplementary feature but as a foundational competency for every Ghanaian student – as essential as numeracy and literacy in the 21st-century economy. The infrastructure gap is real and must be addressed, but it cannot be used as a permanent excuse: targeted investment in school-level digital infrastructure, teacher digital training, and curriculum integration can close this gap within a decade if the political will and funding alignment exist.

### Why This Matters Now

Ghana stands at a demographic inflection point. The country has one of the youngest populations in the world, with the majority of its citizens under 35<sup>5</sup>. This demographic

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<sup>3</sup> UNESCO Institute for Statistics / World Bank. (2024). *Government expenditure on education, total (% of government expenditure) – Ghana*. World Bank Open Data. <https://data.worldbank.org/indicator/SE.XPD.TOTL.GB.ZS?locations=GH>.

<sup>4</sup> UNICEF Ghana. (2025). *Ghana's TVET sector: A new report spotlights key challenges*. UNICEF. <https://www.unicef.org/ghana/press-releases/ghanas-tvet-sector-new-report-spotlights-key-challenges>

<sup>5</sup> Ghana Statistical Service. (2021). *2021 Population and Housing Census: Age and sex profile*. GSS. <https://census2021.statsghana.gov.gh>.

dividend is only a dividend if the education and skills system can convert young people into productive economic participants. If the skills gap persists, the demographic dividend becomes a demographic burden: a large, young, educated-but-unemployable population facing frustrated expectations, economic exclusion, and the social instability that follows<sup>6</sup>. The window for transformative education reform is not open indefinitely. Every year of delay means another cohort of young Ghanaians entering the labour market underequipped. The session was unambiguous: the debate is not whether to reform, but how fast and how boldly to act.

### Voices from the Session

The session was marked by significant tension and honest disagreement – a sign of genuine engagement with a problem that touches every Ghanaian family. Key session themes that emerged from the debate: “We keep borrowing education policies from other countries without adapting them. The Japan model works in Japan because of the Japanese context. We need to learn the principles, not copy the system.” “The problem is not the policy documents – we have excellent policy documents. The problem is that no one is accountable for whether they are actually implemented.” “TVET students are not failures. They are the builders, technicians, and engineers that this country needs. We need to stop treating them like a consolation prize.” “Ghana should open up for TVET partnerships – we cannot build world-class technical education alone. Japan, Germany, Singapore – these countries have mastered this. We should be learning from them formally.” “Ghana’s education would be better if we, as citizens, contribute our portion towards it – not just the government.”

## VISION FOR GHANA IN 20 YEARS

By 2046, Ghana’s education system will be the most respected in West Africa: a system that produces graduates who can think critically, apply knowledge practically, use digital tools competently, and contribute to Ghana’s economy as entrepreneurs, technicians, engineers, designers, and innovators. Education will have been transformed from a sorting mechanism that separates ‘academic’ from ‘practical’ learners into a development engine that builds capability across every pathway.

### Teaching and Learning Transformation

Every classroom in Ghana, from a primary school in the Upper East to a polytechnic in Accra, will be defined by active, applied, competency-based learning. Teachers will be professional pedagogical practitioners, not information deliverers. Students will learn by doing, by solving real problems, by collaborating, and by connecting classroom content to community and economic context. Assessment will measure the development of skills and capabilities, not only the recall of information. Ghana will have its own evidence-based pedagogical model – informed by international best practice but rooted in Ghanaian cultural and economic context.

### Policy That Reaches the Classroom

Education policy in Ghana will be implemented with the same rigour that it is designed. A fully funded National Education Implementation Authority will monitor the

<sup>6</sup> Yirenkyi, E. G., Debrah, G., Adanu, K., & Atitsogbui, E. (2023). Education, skills, and duration of unemployment in Ghana. *Cogent Economics & Finance*, 11(2), 2258680. <https://doi.org/10.1080/23322039.2023.2258680>.

translation of policy into practice at school level, publish annual performance scorecards, and hold institutions and officials accountable for delivery. Every major education policy will have published KPIs, a funded monitoring plan, and an independent review mechanism. The gap between ministerial announcement and classroom reality will be systematically closed.

### **TVET as a Valued and Scaled Pathway**

Ghana's TVET sector will be a first-choice destination for ambitious young Ghanaians seeking high-demand technical careers. TVET institutions will be well-resourced, industry-linked, internationally partnered, and geographically distributed across all 16 regions. The social stigma associated with TVET will have been replaced by a culture of technical pride, driven by a generation of TVET graduates who are visibly employed, entrepreneurially active, and economically successful. Ghana's technical workforce will be a competitive advantage in the regional and global economy.

### **Digital Competency as a Universal Foundation**

Every Ghanaian student will graduate from secondary education with functional digital literacy: the ability to use digital tools for learning, work, communication, entrepreneurship, and civic participation. IT education will be a core curriculum subject from primary level, supported by reliable infrastructure, trained teachers, and relevant, context-appropriate content. Ghana's digital economy will be fed by a pipeline of digitally competent graduates who can participate in and drive the country's technology transformation.

### **Education as a Shared National Investment**

The session articulated a vision that goes beyond government action: Ghanaians – as citizens, parents, employers, and community members – will see education as a shared national investment to which they actively contribute. The private sector will be a structural partner in curriculum design, school-industry linkages, TVET apprenticeships, and digital infrastructure. Communities will hold schools accountable. Employers will communicate skills needs clearly and early. And government will manage education spending with transparency and accountability that earns and sustains public trust.

## **POLICY OBJECTIVES**

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Ghana Agenda 2046: Education Transformation is anchored in eight SMART strategic objectives:

1. Reform teaching methodology in 100% of public basic and secondary schools to competency-based, applied, and contextualised learning models, supported by a fully restructured pre-service and in-service teacher training system, by Year 8.
2. Establish a National Education Implementation Authority (NEIA) with a published KPI framework, funded monitoring capacity, and independent accountability mechanisms for all major education policies by Year 2.
3. Redesign the education budget allocation framework to direct at least 70% of school-level expenditure toward quality determinants – teacher training, pedagogical support, digital tools, and school management capacity – rather than administrative overhead, by Year 5.

4. Triple TVET enrolment through infrastructure expansion, at least 10 structured international TVET partnerships, and a national TVET perception change campaign that repositions technical education as a high-status, first-choice pathway by Year 10.
5. Integrate IT and digital literacy as a foundational curriculum subject from primary level, with supporting infrastructure (devices, connectivity, trained teachers) in all public schools, by Year 10.
6. Establish functioning school-industry linkage programmes in all 16 regions, with every senior secondary and TVET institution holding at least one formal private sector partnership for curriculum input, apprenticeships, and employment pathways, by Year 12.
7. Reduce the graduate-to-employment skills mismatch rate – measured through annual employer skills surveys – by 50% from the 2026 baseline by Year 15.
8. Position Ghana as the leading model of education-to-employment transition in West Africa, demonstrated through regional recognition, continental benchmarking performance, and inbound education partnership requests, by Year 20.

Additional system-level targets:

- Achieve 50% female enrolment in TVET programmes nationally by Year 8
- Ensure all 16 regions have at least one fully equipped, internationally-partnered TVET centre of excellence by Year 12
- Establish a National Teacher Professional Development Fund providing continuous in-service training for all public-school teachers, beginning Year 3
- Publish an annual National Education Implementation Scorecard from Year 2 onwards, tracking policy delivery against KPIs at school, district, and regional level
- Achieve 100% of public schools with functioning computer laboratories and reliable internet connectivity by Year 12

## PROPOSED STRATEGIC INTERVENTIONS

The policy organizes its reform agenda across four strategic pillars, each addressing a distinct structural failure identified by the breakout session. The pillars are sequenced to reflect implementation logic: institutional accountability must be built first (otherwise all other reforms will fail to stick); teaching methodology reform follows as the core quality intervention; TVET expansion and digital integration then scale on the foundation of a functioning monitoring and quality system.

Strategic Pillar	Key Interventions	Target Group	Expected Outcome
1. Policy Implementation & Accountability Infrastructure	Establish the National Education Implementation Authority (NEIA); design and publish KPI framework for all major education policies; build school-level monitoring system with periodic	Ministry of Education; Ghana Education Service; district directorates; school principals	NEIA operational by Year 2; KPI framework published by Year 1; annual scorecard from Year 2; 70% school-level expenditure on quality determinants by Year 8

	independent checkups; create performance consequences for non-delivery; publish annual National Education Implementation Scorecard; redesign education budget allocation toward quality determinants	and headteachers; education policy officials	
2. Teaching Methodology & Teacher Development Reform	Redesign pre-service teacher training curriculum to competency-based pedagogical models; launch national in-service teacher retraining programme across all public schools; establish Teacher Professional Development Fund; adapt and pilot active learning models (drawing on Japan, Finland, Singapore frameworks) in 500 pilot schools; develop Ghanaian contextualised pedagogy framework; reform national assessment to measure skills, not just recall	All public school teachers; teacher training colleges; Ghana Education Service; curriculum developers; school-level education managers	100% of public schools using competency-based pedagogy by Year 8; all pre-service teacher training reformed by Year 5; national assessment reform by Year 6
3. TVET Expansion, Partnerships & Perception Change	Establish 10+ structured international TVET partnerships (Japan, Germany, Singapore, South Korea); build TVET centres of excellence in all 16 regions; launch national TVET perception change campaign; develop school-to-TVET transition counselling in all senior secondary schools; expand TVET apprenticeship programme with private sector; link TVET qualifications to national skills certification framework	Current and prospective TVET students; parents and communities; private sector employers; secondary school leavers; unemployed youth with technical interests	TVET enrolment tripled by Year 10; 10 international partnerships active by Year 8; all 16 regions with a TVET centre of excellence by Year 12; 50% female enrolment in TVET by Year 8
4. Digital Education & Infrastructure Development	Integrate IT and digital literacy into national curriculum from primary level; deploy device and connectivity infrastructure to all public schools; train all public-school teachers in digital pedagogy; establish national digital education content library in Ghanaian languages; launch school-level IT labs construction and maintenance programme; create digital education monitoring metrics within NEIA framework	All students in public education; IT teachers; school infrastructure managers; curriculum developers; rural and underserved school communities	Digital literacy in national curriculum by Year 3; 100% of public schools with IT labs and connectivity by Year 12; all teachers digitally trained by Year 10

### **The Session's Central Tension: Borrowing vs. Building**

The most substantive debate in the Education Breakout Session concerned the approach to international education models. One position argued strongly for adopting the Japanese teaching methodology – its emphasis on active learning, group problem-solving, student responsibility, and teacher as facilitator rather than authority – as a proven, evidence-based model. The opposing position cautioned against uncritical transplantation: education systems are culturally embedded, and what works in Japan works partly because of Japanese social norms, teacher training systems, and community expectations that do not transfer automatically to Ghana. This policy resolves the tension by adopting a principled adaptation model: Ghana will formally partner with Japan, Germany, Finland, and Singapore to transfer pedagogical principles and teacher training methodologies, while a dedicated Ghanaian Curriculum and Pedagogy Authority will contextualise these principles for Ghanaian classrooms, communities, and cultural values. The goal is not to produce Ghanaian students who learn like Japanese students. It is to produce Ghanaian students who think, solve, build, and lead like Ghanaians who have been well taught.

Four strategic design principles underpin this policy:

- Implementation accountability is non-negotiable: no policy is complete until it has a funded monitoring plan, published KPIs, and an independent accountability body. The era of policy documents without delivery ends at Year 1.
- The teacher is the most important school-level variable: investment in teacher quality, training, and professional development will be prioritized above all other school-level inputs, because no curriculum reform, technology deployment, or policy change produces learning outcomes without a skilled teacher in the room.
- TVET is not a consolation prize: the policy treats technical and vocational education as a structurally equal and socially valued pathway. Every design choice in the TVET pillar is tested against whether it closes or widens the status gap between TVET and academic pathways.
- Citizens own this reform: the session's recognition that Ghana's education would be better if citizens contribute their portion is built into the governance architecture – through community school boards, parent accountability mechanisms, employer curriculum input, and civil society monitoring of implementation.

## **IMPLEMENTATION FRAMEWORK**

Ghana Agenda 2046: Education Transformation adopts a four-phase implementation architecture spanning 20 years. The phasing logic reflects the reform sequence the session implicitly endorsed: you cannot reform teaching methods without first building the accountability infrastructure that ensures reforms stick; you cannot scale TVET without first changing the perception landscape and building international partnerships; and you cannot achieve digital education without first training teachers and deploying infrastructure. Each phase builds on the previous one, and each has its own measurable milestones that feed into the national KPI framework.

## Why Four Phases?

Four phases are necessary because education transformation is generational, not programmatic. Phase 1 (Years 1–3) builds the institutional and accountability infrastructure without which all subsequent reforms will repeat Ghana's historical pattern of policy without delivery. Phase 2 (Years 4–8) is the intensive classroom reform phase: teacher retraining at scale, TVET partnership activation, and digital curriculum integration. Phase 3 (Years 9–14) is the consolidation and scaling phase: embedding reforms systemically, expanding TVET regionally, completing digital infrastructure, and measuring skills gap closure. Phase 4 (Years 15–20) is the sustainability and excellence phase: Ghana transitions from reform recipient to reform exporter, positioning itself as West Africa's education transformation model while embedding the institutional structures that sustain quality beyond 2046.

### PHASE 1

Years 1–3 (2026–2028)

## Foundation – Accountability Infrastructure, Baseline Reform & NEIA Launch

Phase 1 is the institutional foundation phase. No education reform in Ghana's history has failed for want of a policy document – they have failed for want of the institutional infrastructure to implement and monitor them. Phase 1 therefore prioritizes building what has always been missing: a credible, funded, independent implementation authority; a published KPI framework that makes every major policy measurable; and a funding reorientation that directs money toward the quality determinants of learning. The teaching methodology pilots, TVET partnership negotiations, and digital curriculum integration that begin in Phase 1 are designed to generate evidence that scales in Phase 2.

### SMART Work Plan – Phase 1 Milestones:

Ref	Milestone / Activity	Responsible Party	Deadline
1.1	Establish the National Education Implementation Authority (NEIA) through parliamentary legislation: define mandate, staffing, funding, and independence provisions; appoint a professional leadership board with representation from education, private sector, civil society, and international partners	Parliament / Ministry of Education / Office of the President	By Year 2
1.2	Commission and publish the National Education KPI Framework: define measurable, school-level indicators for all active education policies; establish baseline data for each indicator; publish as public accountability document; integrate into annual national scorecard	NEIA / Ghana Education Service / Ghana Statistical Service	By Year 1
1.3	Conduct the National Education Baseline Assessment: establish verified data on current teaching methodology prevalence, TVET enrolment and capacity, digital infrastructure coverage, graduate employment outcomes, and skills mismatch rates; publish as open data	Ghana Education Service / NEIA / Ghana Statistical Service	By Year 1
1.4	Launch the Education Budget Reorientation Review: commission an independent analysis of current education budget allocation against quality determinants; publish findings and recommendations; begin phased reallocation toward teacher training, digital tools, and school-level quality inputs	Ministry of Finance / Ministry of Education / NEIA	By Year 2

1.5	Pilot competency-based, active learning pedagogy in 500 public schools across all 16 regions: train teachers in pilot schools, provide necessary materials and support, and establish monitoring framework to measure learning outcome changes within the pilot period	Ghana Education Service / Teacher Training Colleges / NEIA	By Year 3
1.6	Negotiate and sign at least 5 formal international TVET partnership agreements (Japan, Germany, Singapore, South Korea, Finland): define curriculum transfer, joint training, equipment provision, and instructor exchange components; establish a National TVET Partnerships Coordination Office	Ministry of Education / COTVET / Ministry of Foreign Affairs	By Year 3
1.7	Integrate IT and digital literacy as a formal curriculum subject from primary level: revise national curriculum; develop teacher training modules; pilot in 200 schools with device and connectivity support; publish implementation plan for national rollout	Ghana Education Service / Ministry of Communications / NEIA	By Year 3
1.8	Launch the National TVET Perception Change Campaign: design and deploy a multi-channel public campaign repositioning TVET as a high-status, high-return pathway; feature successful TVET graduates prominently; partner with media, traditional leaders, and community organizations	COTVET / Ministry of Education / Ministry of Information	By Year 2
1.9	Establish the National Teacher Professional Development Fund: design the fund structure, eligibility criteria, and in-service training programme architecture; disburse first round of teacher training grants to public school teachers across all 16 regions	Ministry of Education / Ghana Education Service / Development Partners	By Year 3
1.10	Publish the first Annual National Education Implementation Scorecard: report on delivery status of all active education policies against published KPIs; include regional equity analysis; table before Parliament; make publicly accessible	NEIA / Ghana Education Service	By Year 2

<b>PHASE 2</b> Years 4–8 (2029–2033)	<b>Transformation – Classroom Reform at Scale, TVET Expansion &amp; Digital Integration</b>
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Phase 2 is the intensive classroom transformation phase. With institutional infrastructure in place and pilots generating evidence, Phase 2 scales the teaching methodology reform to all public schools, activates the full TVET partnership portfolio, and drives the digital education rollout to reach the majority of Ghanaian students. The teacher retraining programme will reach every public school teacher. TVET centres of excellence will be under construction across all regions. Digital literacy will be an embedded, functioning subject in the curriculum – not a pilot. Phase 2 is where the policy’s ambition meets its most complex delivery challenge.

## SMART Work Plan – Phase 2 Milestones:

Ref	Milestone / Activity	Responsible Party	Deadline
2.1	Scale competency-based teaching methodology reform to 100% of public basic and secondary schools; complete national in-service retraining of all public school teachers; reform pre-service teacher training curriculum in all teacher training colleges; establish teacher professional learning communities in every district	Ghana Education Service / Teacher Training Colleges / NEIA	By Year 8
2.2	Reform national assessment framework: replace examination systems that reward pure recall with competency-based assessments measuring applied skills, critical thinking, and problem-solving; align BECE and WASSCE with new pedagogical objectives; publish reformed assessment frameworks	WAEC / Ghana Education Service / Ministry of Education	By Year 6
2.3	Activate all 10+ international TVET partnerships: begin curriculum transfer, joint instructor training, and equipment deployment programmes; establish Ghana-Japan TVET Curriculum Institute and Ghana-Germany Technical Skills Centre as flagship partnership institutions	COTVET / Ministry of Education / International Partners	By Year 8
2.4	Construct and equip TVET centres of excellence in all 16 regions: each centre to include industry-standard workshops, digital fabrication facilities, and partnership infrastructure for apprenticeship and employment linkages; at least 8 centres operational by Year 7	COTVET / Ministry of Works and Housing / District Assemblies	By Year 8
2.5	Achieve 50% female enrolment in TVET programmes nationally: implement targeted scholarship and incentive programmes for female TVET students; establish female TVET role model network; monitor and publish gender equity progress annually	COTVET / Ministry of Gender, Children and Social Protection	By Year 8
2.6	Deploy digital education infrastructure to 100% of public basic and secondary schools: complete device and connectivity rollout; complete teacher digital training programme nationally; launch national digital education content library with content in Ghanaian languages	Ministry of Communications / Ghana Education Service / NEIA	By Year 8
2.7	Establish school-industry linkage programmes in all 16 regions: every senior secondary and TVET institution to have at least one formal private sector partnership for curriculum input, apprenticeships, and employment pathways; publish annual private sector engagement report	NEIA / Ghana Employers Association / COTVET	By Year 8
2.8	Conduct independent Mid-Term Education Transformation Evaluation at Year 7: assess progress against all Phase 1 and 2 KPIs; measure skills mismatch rate change from baseline; assess teaching methodology adoption; publish publicly and table before Parliament with mandatory Government response	Independent Evaluators / NEIA / Parliament	Year 7
2.9	Reform education funding allocation: achieve 70% of school-level expenditure directed toward quality determinants (teacher training, digital tools, pedagogical support, school management capacity); publish annual budget transparency report tracking allocation against this target	Ministry of Finance / Ministry of Education / NEIA	By Year 8

2.10	Launch Ghanaian Contextualised Pedagogy Framework: publish the evidence-based, culturally grounded Ghanaian pedagogical model developed from Phase 1 pilots and international partnership learnings; adopt as the official national teaching framework for all public schools	Ghana Education Service / NEIA / Academic Partners	By Year 6
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<b>PHASE 3</b> Years 9–14 (2034–2039)	<b>Consolidation – Skills Gap Closure, TVET Excellence &amp; System Embedding</b>
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Phase 3 is the consolidation and skills gap closure phase. By Year 9, the foundational reforms will be embedded in schools. Phase 3 focuses on deepening quality, closing the remaining skills mismatch gap, completing the TVET regional expansion, and embedding the institutional structures that will sustain the reforms beyond 2046. The annual employer skills survey will provide real-time data on progress toward the 50% skills mismatch reduction target. TVET will be a structurally equal pathway, with all 16 regional centres of excellence operational. Digital education will be universal. Phase 3 measures whether the reforms are actually producing the economic outcomes they were designed to achieve.

### SMART Work Plan – Phase 3 Milestones:

Ref	Milestone / Activity	Responsible Party	Deadline
3.1	Achieve 50% reduction in graduate-to-employment skills mismatch rate from the 2026 baseline: measure annually through National Employer Skills Survey; publish results; adjust curriculum and pedagogy priorities based on findings	NEIA / Ghana Statistical Service / Ghana Employers Association	By Year 14
3.2	Complete all 16 TVET regional centres of excellence: all centres fully operational with international partnership integration, industry-standard equipment, and functional employer linkage programmes; achieve triple baseline TVET enrolment nationally	COTVET / Ministry of Education	By Year 12
3.3	Achieve full digital literacy competency in all public school graduates at secondary level: measure through national digital competency assessment; publish annual digital education performance data	Ghana Education Service / NEIA / Ministry of Communications	By Year 12
3.4	Establish the National Education Endowment Fund: a permanent, independently governed fund seeded from public-private partnerships, diaspora contributions, and education sector revenues to sustain teacher development, TVET excellence, and digital education infrastructure in perpetuity	Ministry of Finance / NEIA / Private Sector	By Year 12
3.5	Launch Ghana's Education-to-Employment Transition Report: an annual public report measuring the school-to-work transition rates of secondary and TVET graduates across all 16 regions; track employment outcomes, entrepreneurship rates, and further education pathways	NEIA / Ministry of Employment / Ghana Statistical Service	From Year 10

3.6	Conduct comprehensive independent Phase 3 evaluation at Year 13: full assessment of all four pillars against 20-year targets; publish findings publicly; table before Parliament; launch Phase 4 adjustments based on evidence	Independent Evaluators / NEIA / Parliament	Year 13
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<b>PHASE 4</b> Years 15–20 (2040–2046)	<b>Excellence &amp; Leadership – Ghana as West Africa’s Education Model</b>
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Phase 4 is the maturity, excellence, and regional leadership phase. By Year 15, Ghana's education reforms should be producing measurably better graduate outcomes, a closing skills gap, and a TVET sector that commands social respect and economic reward. Phase 4 focuses on sustaining the reforms institutionally, deepening quality, sharing Ghana's model with the region, and building the post-2046 education strategy. Ghana should by this point be a destination for education partnership, not merely a recipient of it.

#### SMART Work Plan – Phase 4 Milestones:

Ref	Milestone / Activity	Responsible Party	Deadline
4.1	Position Ghana as West Africa's leading education-to-employment transition model: host annual continental education reform summit; publish Ghana Education Transformation Toolkit for adoption by ECOWAS member states; achieve formal regional recognition	Ministry of Education / NEIA / Ministry of Foreign Affairs	By Year 20
4.2	Achieve full self-sustainability of the National Education Implementation Authority: NEIA funded from a combination of government allocation, education endowment fund, and development partner contributions; no dependence on discretionary political budget cycles	NEIA / Ministry of Finance	By Year 18
4.3	Publish the Final 20-Year Education Transformation Impact Assessment: comprehensive independent evaluation of all four pillars; measure skills mismatch reduction, TVET enrolment growth, digital literacy achievement, and employer satisfaction; table before Parliament; launch post-2046 Education Sovereignty Strategy	Independent Evaluators / NEIA / Parliament	Year 20
4.4	Achieve 75% graduate employment or entrepreneurship within 12 months of secondary or TVET completion, measured nationally and by region; publish annual report with disaggregated regional and gender data	NEIA / Ministry of Employment / Ghana Statistical Service	By Year 20
4.5	Establish Ghana as a net exporter of educational expertise: at least 5 ECOWAS countries formally adopting components of Ghana's pedagogical framework, TVET model, or NEIA implementation architecture; document and disseminate lessons learned	Ministry of Education / NEIA / ECOWAS Education Commission	By Year 20

## 6. BUDGET ALLOCATION FRAMEWORK

### Investment Architecture

Ghana Agenda 2046: Education Transformation does not propose an additional budgetary envelope as its primary mechanism – Ghana already allocates a substantial share of public expenditure to education. Instead, the policy's first and most transformative financial intervention is a reorientation of existing education expenditure: away from administrative overhead, physical infrastructure that sits underused, and input-focused spending toward the quality determinants of learning outcomes. The supplementary catalytic investment required is therefore focused on the new institutional architecture (NEIA), the TVET expansion programme, the digital infrastructure deployment, and the international partnership facilitation that current budget lines do not fund.

Expenditure Area	Catalytic Allocation	Share (%)	Phases	Strategic Rationale
National Education Implementation Authority (NEIA) – Establishment & Operations	<b>Priority</b>	~20%	1–4	NEIA is the reform's institutional backbone. Without it, all other investments repeat historical patterns of policy without delivery. Staffing, regional offices, monitoring systems, and annual scorecard publication.
Teacher Training, Professional Development & Pedagogical Reform	<b>Priority</b>	~25%	1–2	Teachers are the single highest-leverage variable in education quality. Pre-service curriculum reform, national in-service retraining programme, Teacher Professional Development Fund, and Ghanaian Pedagogy Framework development.
TVET Expansion – Infrastructure, Partnerships & Perception Campaign	<b>Priority</b>	~30%	1–3	16 regional TVET centres of excellence; international partnership facilitation (Japan, Germany, Singapore, South Korea); national TVET perception change campaign; female TVET scholarship programme; apprenticeship programme expansion.
Digital Education Infrastructure, Curriculum Integration & Teacher Digital Training	<b>Priority</b>	~18%	1–2	Device and connectivity deployment to all public schools; national digital curriculum integration; teacher digital training programme; national digital education content library in Ghanaian languages.
Monitoring, Evaluation, Research & Contingency	<b>Priority</b>	~7%	1–4	Annual National Education Implementation Scorecard; independent phase evaluations; National Employer Skills Survey; adaptive reserve for evidence-based implementation adjustments.
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	–	

## Financial Principles

Three financial principles govern this policy's resource management: transparency, reorientation, and sustainability. Transparency requires that every allocation – from NEIA operational costs to TVET construction contracts – is publicly reported through the annual scorecard. Reorientation requires that the fundamental shift in education budget allocation – toward quality determinants – is treated as the primary financial intervention, not a secondary administrative adjustment. Sustainability requires that the National Education Endowment Fund, established in Phase 3, provides a permanent fiscal buffer that insulates teacher development, TVET excellence, and digital education from the volatility of political budget cycles.

Co-financing is projected from: (i) development partner contributions, particularly from Japan, Germany, the World Bank, and USAID, all of whom have established education quality and TVET programmes in the region; (ii) private sector investment in school-industry linkage programmes, apprenticeship schemes, and digital infrastructure through a structured corporate education partnership framework; (iii) diaspora education contributions through the National Education Endowment Fund; and (iv) international TVET partnership equipment and curriculum contributions that supplement government expenditure on TVET infrastructure.

## STAKEHOLDER ENGAGEMENT

The Education Breakout Session demonstrated that education in Ghana is genuinely owned by multiple constituencies – and that effective reform requires all of them to play defined roles. The session explicitly recognized that government alone cannot fix the education system: citizens, employers, communities, and international partners all have structural roles to play. The following framework builds these roles into the policy's governance architecture.

Stakeholder	Category	Role	Engagement Mechanism
Ministry of Education	Government	Lead policy ministry; NEIA sponsoring ministry; curriculum oversight; teacher training policy; international partnership agreements	Cabinet steering committee; quarterly policy reviews
Ghana Education Service (GES)	Government	School-level implementation; teacher deployment and training; national curriculum delivery; district monitoring	NEIA Implementation Coordination Committee
COTVET (Council for TVET)	Government	TVET policy and standards; international partnership coordination; TVET centres of excellence management; TVET qualification framework	NEIA TVET Pillar Committee

Parliament – Education Committee	Government	NEIA establishment legislation; education budget oversight; annual scorecard review; accountability hearings	Bi-annual parliamentary briefings
National Education Implementation Authority (NEIA)	Government	Policy implementation monitoring; KPI framework management; annual scorecard; independent accountability function; phase evaluation commissioning	Independent board; public accountability
Teacher Training Colleges & Universities of Education	Academic	Pre-service teacher training reform; pedagogical research and curriculum development; Ghanaian Pedagogy Framework co-development	NEIA Teacher Quality Committee
Teachers and School Leaders	Practitioners	Classroom implementation of reformed pedagogy; in-service training participation; school-level KPI delivery; community accountability	Ghana National Association of Teachers; NEIA Regional Implementation Forums
Private Sector & Employers	Industry	Curriculum input on skills needs; school-industry linkage partnerships; TVET apprenticeship programmes; digital infrastructure co-investment; annual skills demand reporting	National Education-Industry Partnership Council
International TVET Partners (Japan, Germany, Singapore, South Korea)	International	Curriculum transfer; instructor training; equipment provision; quality benchmarking; joint certification	Formal bilateral TVET Partnership Agreements
Development Partners (World Bank, USAID, JICA, GIZ, DFID)	International	Co-financing; technical assistance; international best practice; monitoring and evaluation support	Annual Education Development Partners Forum
Parents and Community Organisations	Community	School accountability; TVET perception change; community contribution to education; school governance participation	School Management Committees; community education forums
Civil Society & Youth Advocacy Groups	Civil Society	Implementation accountability; gender equity monitoring; youth education rights advocacy; public scorecard engagement	NEIA Civil Society Advisory Panel; public scorecards

Session Volunteers	Civil Society	Founding members of NEIA Civil Society Advisory Panel; advocacy for implementation accountability and TVET perception change	NEIA Civil Society Advisory Panel – founding membership
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### The Role of Citizens in This Reform

The session articulated a principle that this policy enshrines structurally: Ghana's education system will be better if Ghanaians contribute their portion towards it. This is not merely an inspirational statement – it is a governance design principle. Parent accountability is built into school management committees. Employer accountability is built into the National Education-Industry Partnership Council. Community accountability is built into the NEIA Civil Society Advisory Panel. The era of Ghanaians treating education as a government service to be received, rather than a national project to be co-owned, must end.

## GOVERNANCE & ACCOUNTABILITY STRUCTURE

The Education Breakout Session identified the accountability gap – between policy announcement and classroom delivery – as the central structural failure of Ghana's education system. The governance architecture of this policy is therefore not supplementary to the reform: it is the reform. Without robust, independent, funded oversight, every intervention in every other section of this document will follow the historical pattern of Ghanaian education reform: aspirational in design, disappointing in delivery.

### Oversight Mechanisms

- National Education Implementation Authority (NEIA) – independent statutory authority established by parliamentary legislation in Year 2; governed by a board with representation from government, education practitioners, private sector, civil society, and international partners; full-time professional monitoring staff deployed in all 16 regions; independent annual audit; quarterly public reporting on all active education policy KPIs
- Parliamentary Education Committee Oversight – dedicated oversight of NEIA's budget, monitoring activities, and annual scorecard findings; mandatory bi-annual hearings with NEIA leadership and Ministry of Education; power to summon school district directors for evidence on implementation failures identified in the scorecard
- District Education Accountability Councils – established in all 260 districts; constituted with majority representation from teachers, parents, and community leaders; responsible for school-level KPI monitoring, community education accountability, and reporting upward to NEIA regional offices quarterly

### Transparency Systems

- Annual National Education Implementation Scorecard – publicly accessible; tracking all active education policy KPIs at school, district, and regional level; colour-coded performance ratings; published quarterly updates during

implementation-intensive phases; accessible via national education data dashboard

- Regional Education Equity Scorecard – published annually; ranking all 16 regions against their share of teacher training, TVET investment, digital infrastructure, and education quality outcomes; designed to identify and correct regional investment imbalances
- TVET Enrolment and Outcomes Register – published annually; tracking enrolment by region, gender, discipline, and international partnership; employment and entrepreneurship outcomes at 12 and 24 months post-graduation

### Accountability Safeguards

- NEIA leadership subject to parliamentary confirmation hearings and annual performance reviews published publicly; board members drawn from independent civil society, not active government employees
- All TVET construction and equipment procurement contracts above a defined threshold subject to public tender through GHANEPS with published bid documents and award outcomes
- Independent Mid-Term Evaluation at Year 7 and Comprehensive Evaluation at Year 13: both externally commissioned, publicly published, and tabled before Parliament with a mandatory Government response within 90 days
- Whistleblower protection framework for reporting education fund misallocation, NEIA performance data manipulation, and TVET procurement irregularities

### Public Reporting Systems

- Annual Ghana Education State Report – produced by NEIA with independent data verification; covers all four pillars; tracks progress against all 20-year targets; includes regional equity analysis; published publicly and tabled before Parliament
- National Employer Skills Survey – annual survey of employers across all sectors and regions measuring the skills gap between graduate competencies and employer needs; the primary accountability instrument for tracking whether the education reform is actually closing the skills mismatch
- Final 20-Year Education Transformation Impact Assessment at Year 20 – complete independent evaluation establishing the transformation legacy and launching the post-2046 Ghana Education Sovereignty Strategy

## MONITORING, EVALUATION & IMPACT MEASUREMENT

### Key Performance Indicators (KPIs)

Indicator	Baseline (2026)	Phase 1 (Year 3)	Phase 2 (Year 8)	Phase 3 (Year 14)	Phase 4 (Year 20)
Public schools using competency-based pedagogy (%)	<10%	30% (pilots)	100%	100% (embedded)	100% (model exported)

TVET enrolment (relative to 2026 baseline)	1x	1.5x	3x	3x (sustained)	3x+ (self-sustaining)
International TVET partnerships active	0	5	10+	12+	15+
Public schools with IT labs & connectivity (%)	<20%	40%	90%	100%	100% (updated)
Graduate-to-employment skills mismatch rate (% change from baseline)	0% (baseline)	-10%	-30%	-50%	-65%+
Female TVET enrolment (%)	~25%	35%	50%	55%	55%+
School-level education expenditure on quality determinants (%)	~40%	55%	70%	72%+	75%+
TVET regional centres of excellence operational	0	4	16	16 (all active)	16 (internationally benchmarked)
Graduates employed or entrepreneurially active within 12 months (%)	~35%	45%	60%	70%	75%+
ECOWAS countries adopting Ghana's education model components	0	0	1-2	3-4	5+

## Evaluation Methods

- Annual National Education Implementation Scorecard – NEIA-published; tracking all KPIs at school, district, regional, and national level; updated quarterly; publicly accessible via national education data dashboard
- National Employer Skills Survey – annual Ghana Statistical Service survey measuring employer satisfaction with graduate skills, identifying skills gap sectors, and tracking mismatch rate change from baseline
- School Observation and Classroom Practice Audit – bi-annual independent assessments of teaching methodology adoption across a nationally representative sample of schools; results disaggregated by region and school type
- TVET Graduate Tracer Studies – annual tracking of TVET graduates at 12 and 24 months post-graduation; measuring employment rates, entrepreneurship rates, earnings, and skills relevance feedback
- Regional Education Equity Scorecard – annual public ranking of all 16 regions against their share of education quality investment, teacher training, digital infrastructure, and TVET capacity
- Independent Mid-Term Evaluation at Year 7 – full external assessment of all four pillars; published publicly and tabled before Parliament
- Independent Phase 3 Evaluation at Year 13 – comprehensive assessment informing Phase 4 design adjustments

- Final 20-Year Impact Assessment at Year 20 – definitive evaluation of Ghana's education transformation legacy

## RISKS & MITIGATION STRATEGIES

Risk	Likelihood	Potential Impact	Mitigation Strategy
Policy Implementation Failure – Reforms Announced but Not Delivered	Very High	Reforms produce documents, not outcomes; teachers continue rote methods; skills gap persists; public trust in education policy collapses	NEIA is the structural answer to this risk: an independent, funded, mandated monitoring authority whose sole purpose is ensuring delivery. NEIA's existence does not eliminate this risk but makes failure visible, measurable, and politically costly. Published KPIs and annual scorecards make non-delivery a public accountability event, not an administrative footnote.
Teacher Resistance to Pedagogical Reform	High	Teachers trained in rote methods, accustomed to examination-oriented delivery, and under resource pressure resist competency-based pedagogy as additional burden; reform fails to reach the classroom	Design the teacher reform as a support, not a mandate: the Teacher Professional Development Fund provides resources, not requirements. Pilot schools generate peer evidence. Teacher professional learning communities create horizontal accountability. The Ghanaian Pedagogy Framework is developed with teachers, not imposed on them. Reform the pre-service pipeline simultaneously so new teachers arrive equipped.
TVET Stigma Persists Despite Campaign	High	The national TVET perception change campaign fails to shift entrenched social preferences for academic pathways; TVET centres are built but underenrolled; international partnerships underutilised	The perception change campaign must be sustained for at least 8 years, not treated as a single launch. It must feature real, visible, economically successful TVET graduates – not aspirational messaging. The most powerful perception-changer is outcome evidence: when TVET graduates are visibly employed, earning well, and entrepreneurially active, the stigma dissolves. The employment and entrepreneurship data from TVET tracer studies is itself the campaign's most powerful asset.
Digital Infrastructure Deployment Stalls in Rural Areas	High	Device and connectivity rollout concentrates in urban schools; rural and remote schools remain analogue; digital education deepens rather than closes the education equity gap	Legislate rural digital education equity as a binding target in the NEIA KPI framework. Ringfence a proportion of the digital education budget specifically for rural and remote schools. Establish community-managed solar-powered computer labs as the rural deployment model. Partner with telecoms companies for subsidised rural connectivity as part of their universal service obligations.
Political Discontinuity and Reform Abandonment	Very High	Education Transformation Agenda abandoned when government changes; NEIA	Anchor NEIA in statute, not in ministerial decree: parliamentary legislation makes abolition a legislative process, not an administrative decision. Build cross-party parliamentary support through the

Across Election Cycles		defunded or abolished; TVET partnerships lapse; teacher training programme paused; historical pattern of education reform discontinuity repeats	Education Committee oversight role. Ensure development partner co-financing agreements span multiple budget cycles, creating international accountability for continuity. The National Education Endowment Fund, once established, provides reform-insulated financing.
International TVET Partnerships Fail to Transfer Effectively	Medium	TVET partnership agreements signed but curriculum and methodology transfer is superficial; equipment donated but instructors not trained; partnerships become photo opportunities rather than quality upgrades	Design partnership agreements with specific, measurable transfer deliverables: not 'equipment donation' but '90 instructors trained to Level 3 certification by Year 2.' Establish the Ghana-Japan TVET Curriculum Institute and Ghana-Germany Technical Skills Centre as permanent institutional anchors for the partnerships, not time-limited project offices. Annual partnership performance reviews, published by NEIA, create accountability for both parties.
Budget Reorientation Meets Institutional Resistance	High	The shift of education expenditure toward quality determinants (away from administrative overhead) is resisted by incumbent budget beneficiaries within GES and the Ministry; reorientation stalls; classroom quality investment remains inadequate	The independent Education Budget Reorientation Review in Phase 1 (Milestone 1.4) creates public evidence and political pressure for reallocation. NEIA's annual scorecard tracks the quality-determinant expenditure ratio as a published KPI. Parliamentary Education Committee oversight holds the Ministry accountable. Development partner budget support conditions aligned to the reorientation target create additional external accountability.

## EXPECTED NATIONAL IMPACT

The successful implementation of Ghana Agenda 2046: Education Transformation will deliver a generational shift in the capability of Ghana's workforce, the equity of educational opportunity, the status and scale of technical education, and Ghana's positioning as a knowledge-economy nation:

### Skills and Economic Competitiveness

- 50% reduction in graduate-to-employment skills mismatch rate by Year 15 – measurably closing the gap between what Ghana's education system produces and what the economy needs
- 75% of secondary and TVET graduates employed or entrepreneurially active within 12 months of completion by Year 20, compared to approximately 35% at the 2026 baseline
- A Ghanaian workforce demonstrably equipped with the critical thinking, digital literacy, technical skills, and entrepreneurial mindset that positions Ghana competitively in the regional and global knowledge economy

- Reduced dependence on expatriate technical skills as Ghana's TVET sector produces nationally trained engineers, technicians, and artisans capable of filling roles previously imported

### **TVET and Technical Excellence**

- TVET enrolment tripled from 2026 baseline levels by Year 10, with all 16 regions having at least one internationally-partnered centre of excellence
- 50% female enrolment in TVET programmes by Year 8 – breaking the gender exclusion pattern that has deprived Ghana of half its technical talent pool
- TVET stigma measurably reduced: public perception surveys showing TVET rated as an equal or superior pathway by a majority of parents and students by Year 15
- Ghana recognized regionally as a model of TVET transformation, with at least 5 ECOWAS countries formally adopting components of Ghana's TVET approach by Year 20

### **Teaching Quality and Learning Outcomes**

- 100% of public basic and secondary schools implementing competency-based, active learning pedagogy by Year 8 – a complete transformation of what happens in Ghana's classrooms
- National assessment framework reformed to measure applied skills and critical thinking, ending the examination system that rewards recall over capability
- A Ghanaian Contextualised Pedagogy Framework – informed by international best practice but rooted in Ghanaian cultural and community context – adopted as the national teaching standard and shared with the region
- Pre-service teacher training reformed in 100% of teacher training colleges, ensuring that every new teacher enters a classroom equipped for competency-based instruction

### **Digital Equity and 21st-Century Readiness**

- 100% of public schools equipped with functioning IT laboratories and reliable internet connectivity by Year 12 – ending the digital divide that systematically disadvantages rural and under-resourced students
- Digital literacy a universal graduate competency at secondary level, measured through national digital competency assessments
- A national digital education content library in Ghanaian languages, making quality educational content accessible to every student regardless of school location or socioeconomic status

### **Institutional Accountability as a Lasting Legacy**

- The National Education Implementation Authority – independent, funded, and mandated – will be this policy's most enduring institutional legacy: a permanent mechanism that ensures no future education reform in Ghana disappears between ministerial announcement and classroom delivery
- Annual National Education Implementation Scorecard as a permanent public accountability instrument, making education policy delivery visible, measurable, and politically consequential

- A National Education Endowment Fund providing sustainable, reform-insulated financing for teacher development, TVET excellence, and digital education beyond 2046

## CONCLUSION & CALL TO ACTION

The Black Star Summit Education Breakout Session was characterized by honest tension – tension between those who see Ghana's education failure as primarily a methodology problem and those who see it as primarily an implementation problem; between those who want to adopt international models wholesale and those who insist on Ghanaian contextualisation; between those who believe government must lead and those who recognize citizens must co-own. This policy holds all of those tensions productively. Ghana's education system is failing to translate knowledge into practical skills because of methodology, implementation, and mindset – simultaneously and interdependently. Fixing one without the others will produce partial gains. Only a comprehensive, coordinated, accountability-anchored reform across all three domains will produce the transformation Ghana needs.

None of these gaps is beyond Ghana's reach. On methodology, Ghana can train its teachers to teach differently, reform its assessments to measure what matters, and build a Ghanaian pedagogical model that draws on the world's best practice without surrendering its own identity. On implementation, a National Education Implementation Authority with funded monitoring capacity, published KPIs, and independent accountability can end the era of policies that never reach classrooms. The TVET stigma will yield to a combination of international partnerships, investment in centres of excellence, and a sustained national campaign that makes technical education a first choice rather than a fallback. And the digital divide can be closed within a decade through targeted infrastructure investment and teacher training that brings every Ghanaian student into the digital economy.

*"Ghana's education system would be better if we contribute our portion towards it. Government cannot do this alone, and it should not have to."* –  
Black Star Summit Education Breakout Session

### The Implementation Principle: A Policy Without a Monitor is a Wish

The session's most powerful consensus was not about methodology or TVET or digital education. It was about accountability. Ghana has written excellent education policies before. The National Education Implementation Authority that this policy establishes is not a new layer of bureaucracy – it is the institutional response to the single most consistent failure in Ghana's education reform history: the gap between what is announced and what is delivered. Every teacher trained, every TVET partnership signed, and every child who gains digital literacy under this policy will be the result of a monitoring system that makes delivery visible, measurable, and consequential. The NEIA is the reform's immune system. Without it, everything else is at risk.

### Call to Action

We call on the Ministry of Education to champion the establishment of the National Education Implementation Authority as the immediate Year 1 legislative priority – before any other reform is

announced – because no reform is credible without the infrastructure to implement it. We call on the Ministry of Finance to commission and act on the Education Budget Reorientation Review, redirecting expenditure toward the quality determinants of learning outcomes. We call on COTVET to begin TVET international partnership negotiations with Japan, Germany, and Singapore immediately, using existing bilateral frameworks where they exist. We call on Ghana Education Service to identify and resource the 500 pilot schools for the competency-based pedagogy programme from Year 1. We call on the private sector to formalise their role in Ghana's education system through the National Education-Industry Partnership Council – not as donors but as co-designers of the skills pipeline their own industries depend on. And we call on every Ghanaian parent, teacher, employer, and citizen to understand that this reform will only succeed if all of us contribute our portion.

*Prepared by the Black Star Summit Education Breakout Session Team  
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**Submitted to: Ministry of Education | Ghana Education Service | CTVET | Parliament of  
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