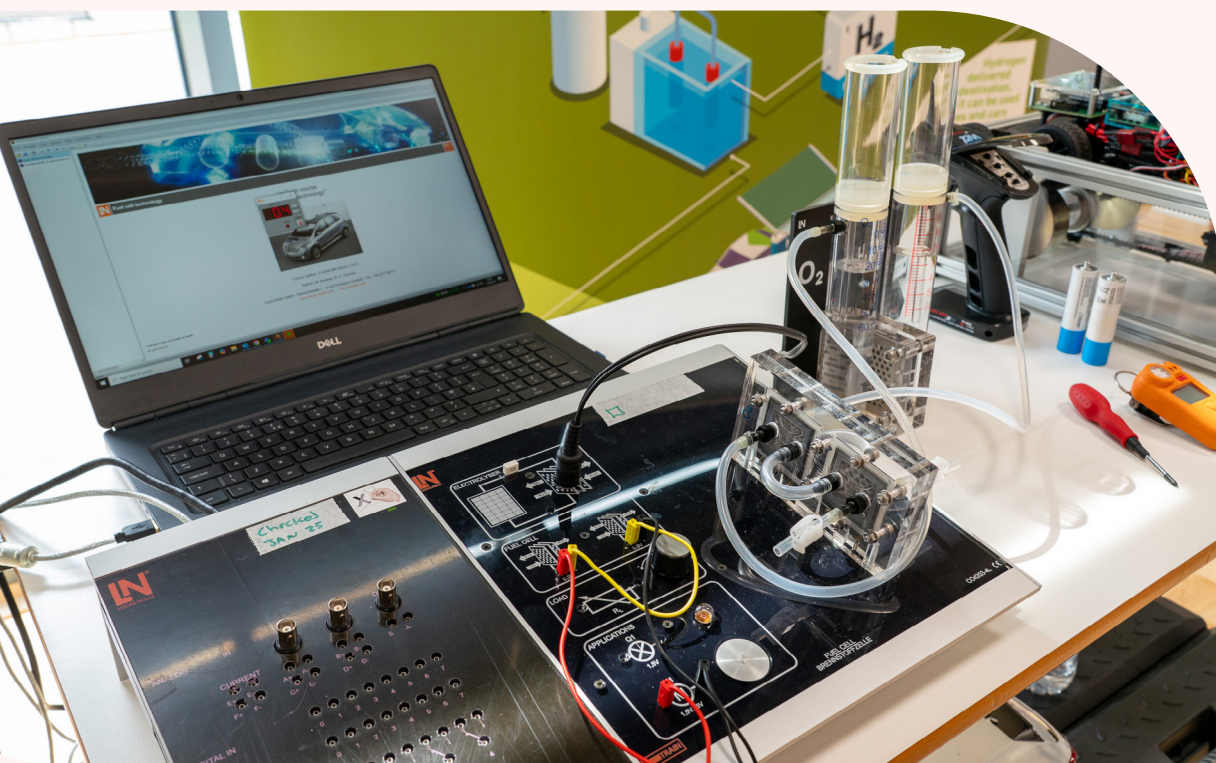




Enhancing green and entrepreneurial skills in Ghana

In Ghana, our International Skills Partnerships have helped to develop better quality, more inclusive and globally connected TVET, connected to two core government priorities – the development of green skills, driven by increasing awareness of the challenges presented by climate change, and the development of entrepreneurial skills, to better prepare graduates for the world of work. These partnerships culminated in a joint UK-Ghana dissemination event, attended by Ghana TVET Services and other representatives of the national TVET sector, where a series of recommendations were presented to further drive the development of green and entrepreneurial skills.

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Embedding entrepreneurial skills in the curriculum

City of Glasgow College, in Scotland, partnered with the Dr Hilla Limann Technical University, in Ghana, to embed entrepreneurial skills in the curriculum and boost graduate employability.

Initial research activities with internal and external stakeholders, including employers, determined the university's current level of entrepreneurial activity. In particular, it aimed to understand why businesses were not employing the university's graduates, identify skills and knowledge gaps of those graduates who had been employed, and explore the specific barriers to setting up businesses for marginalised groups.

This research revealed that, because entrepreneurial skills were only a small component of the curriculum, delivered towards the end of programmes, learners had little opportunity to apply these skills in meaningful contexts. In addition, lecturers lacked the technical resources and relevant pedagogical skills to promote innovation and develop students' creativity. It revealed that, even those graduates who had achieved good academic success lacked the necessary employability skills.

There was also a clear disconnect among key stakeholders who had the potential to support and advise entrepreneurs, such as government agencies, charities, private organisations, colleges and universities. Marginalised groups, particularly women and those living with disabilities, found it difficult to overcome challenges when setting up their own business.

To increase the entrepreneurial confidence of the university's students, the partnership developed a bespoke entrepreneurial toolkit

of pedagogical tools that could be embedded into the curriculum. City of Glasgow College also strengthened the capacity of lecturers through training in both pedagogical and subject-specific skills, delivered through online discussions and workshops, alongside WhatsApp and email support.

During their visit to Ghana, City of Glasgow College held knowledge-sharing workshops and dialogue sessions with key stakeholders. During their reciprocal visit, the Ghanaian partners observed lessons and participated in industry engagement seminars and subject-specific discussions.

Impact

As a result of the partnership, Dr Hilla Limann Technical University has seen an increased entrepreneurial confidence among students, which can lead to improved employment outcomes.

A bespoke toolkit and related training developed through the project is supporting lecturers to improve their confidence, pedagogy and subject expertise, enabling them to better embed entrepreneurial approaches within the curriculum.

A lasting outcome of the project is the creation of an entrepreneurial hub, which will act as a support network for the university's graduates that aspire to start their own business. This inclusive, positive community is built around best practice forums and signposts external stakeholder support.

Developing green skills in the renewables sector

Northern Regional College, in Northern Ireland, and Kumasi Technical University and Bolgatanga Technical University, in Ghana, partnered to share expertise in innovative green technologies and skills development, with the aim of strengthening the capacity of lecturers to deliver training in renewable/green hydrogen production, applications and technologies, and to integrate green skills courses into the curriculum.

The partnership directly aligned with Northern Regional College's strategic focus on sustainability and skills for the future, being the college with

the UK and Ireland's first accredited courses at Levels 2 and 3 in Hydrogen Applications and Technologies. The accredited Level 3 Award equips their students with the knowledge and skills to excel in hydrogen-related industries, such as energy generation, storage, and distribution.

During their visit to Northern Ireland, the Ghanaian partners explored Northern Regional College's facilities, pedagogical practice and training structure, and toured leading companies and organisations that utilise green technologies.

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It was a privilege to showcase our innovative teaching methods and the vibrant green skills ecosystem we have developed here in Northern Ireland. Hosting the representatives from Kumasi and Bolgatanga Technical Universities not only highlighted our achievements but also strengthened our international ties.

Alan Reid,
Innovation Manager,
North Regional College

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Our visit to Northern Regional College and Northern Ireland was incredibly insightful. The opportunity to learn from their innovative green skills curriculum and facilities will greatly aid us in developing similar programmes in Ghana. The exposure to cutting-edge industries further enriched our understanding of the potential applications of green technologies for sustainable development.

Abena Agyeiwaa Obiri-Yeboah,
Associate Professor in the Civil Engineering
Department and Pro Vice-Chancellor,
Kumasi Technical University

Embedding a strategic approach to entrepreneurial skills

Edinburgh College, in Scotland, and Sunyani Technical University, in Ghana, partnered to help the university embed soft skills at a strategic academic level, with the goal of developing the entrepreneurial mindset of learners.

Working with Sunyani Technical University faculty heads and other curriculum design leaders, Edinburgh College carried out an initial needs assessment and held roundtable discussions with employers and other relevant stakeholders to determine graduates' employability level and identify entrepreneurial skills gaps. They also engaged with students and alumni about their personal experiences and future development.

An initial scoping visit to Ghana gave Edinburgh College the chance to refine planned activities. A reciprocal visit to Scotland saw the Ghanaian partners participate in face-to-face training, discussions with college leadership and visits to other local colleges.

Throughout the project, the partners exchanged knowledge through a range of activities, including pre-recorded sessions, live question-and-answer sessions, bespoke case studies, reports and best practice guides, face-to-face train-the-trainer sessions, leadership development sessions, and discussions with internal and external stakeholders.

Impact

Thanks to the partnership, Sunyani Technical University have established a sustainable approach to developing entrepreneurial skills at an institutional level. This has led to the increased capacity and confidence of lecturers to deliver entrepreneurial skills.

The university has also established two key entrepreneurial working groups – one lecturer-led and one student-led – to ensure continual learning and development, underpinned by a co-designed bank of resources.

