

**COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
(COTVET)**



**GHAHA COUNTRY REPORT ON TVET/TVSD
(AS PER THE ICQN OUTLINE)**

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ACRONYMS

AfDB	African Development Bank
APTI	Association of Principals of Technical Institutions
CBT	Competency Based Training
CORP	Conference of Rectors of Polytechnics- In Ghana
COTVET	Council for Technical and Vocational Education and Training
DANIDA	Danish International Development Agency
DP	Development Partners
DSIP	Development of Skills for Industry Project
ED	Executive Director of COTVET
GETFund	Ghana Education Trust Fund
GIZ	<i>Deutsche Gesellschaft für Internationale Zusammenarbeit</i>
GOG	Government of Ghana
GSDI	Ghana Skills Development Initiative
GSGDA	Ghana Shared Growth and Development Agenda
GSTDP	Ghana Skills and Technology Development Project
ICT	Information and Communication Technology
IDA	International Development Association
ITAC	Industrial and Training Advisory Committee
LI	Legislative Instrument
M&E	Monitoring & Evaluation
MELR	Ministry of Employment and Labor Relations
MESTI	Ministry of Environment, Science, Technology and Innovation
MIS	Management Information System
MOE	Ministry of Education
MOFEP	Ministry of Finance and Economic Planning
NAC	National Apprenticeship Committee
NBSSI	National Board for Small Scale Industries
NEET	Not in Education, Employment, or Training

NTVETQF	National Technical Vocational Education and Training Qualifications Framework
NVTI	National Vocational Training Institute
PPP	Public Private Partnership
PSU	Project Support Unit
PU	Production Units
REP	Rural Enterprise Project
RPL	Recognition of Prior Learning
SDF	Skills Development Fund
SME	Small & Medium Enterprise
STI	Science, Technology and Innovation
TP	Training Providers
TQAC	Training Quality Advisory Committee
TVET	Technical Vocational Education and Training
WELP	Work-place Experience Learning Policy

EXECUTIVE SUMMARY

In Ghana, Technical and Vocational Education and Training (TVET) and Technical and Vocational Skills Development (TVSD) which is tailor made to the labor market has for a long time been recognized as having the potential to stimulate industrial growth and economic development. Evidence of this is replete in various policy documents produced and being implemented in various forms across the country. Decades of efforts geared at harmonizing these efforts in implementation of policies led to the creation of the Council for Technical and Vocational Education & Training (COTVET) by an Act of Parliament (Act 718) in 2006. Act 718 mandates COTVET as the overarching public organization in the TVET and Skills development sector to coordinate and oversee TVET delivery in the country. In 2012, the Legislative Instrument (LI) L1 2195 was passed by Parliament to operationalize COTVET Act. COTVET has since been operating as vibrant agency under the Ministry of Education.

The Ministry of Education, through COTVET, provides the leadership and direction to facilitate the development of programs and projects to give a facelift to TVET and Skills Development across Ghana; one of such, is the Ghana Skills and Technology Development Project (GSTDP), an initiative of the Government of Ghana which is being implemented with the support of Development Partners like the World Bank and DANIDA.

At the strategic level structures continue to be laid to give a face lift to TVET which has for long time been neglected in comparison to the support general education. Some significant achievements chalked so far include.

1. Establishment of COTVET and its structures enabled with COTVET Act 817, 2006 and Regulations for TVET/TVSD Sector (L.I 2195) of 2012;
 - a. The 15 member board with wide stakeholder representation
 - b. National Statutory Technical committees
2. Establishment of National TVET Qualifications Framework (NTVETQF) established and being operationalized.
3. Adoption of CBT model/concept has been piloted and being rolled out with emphasis on linkage with industry.
4. The 2004 TVET Policy which gave birth to COTVET has been reviewed with emerging TVET sectors incorporated and currently being developed into a National TVET Strategy.
5. Implementation of National Apprenticeship Programme (NAP) on-going
6. Implementation of key projects to overhaul and rebrand TVET: GSTDP, SPSD II, DSIP, KfW-VP, GIZ-GSDI (under a vibrant PSU)

BRIEF DESCRIPTION OF GHANA'S TVET/TVSD SYSTEM

1. TVET/TVSD in Ghana cuts across the formal, informal and non-formal sectors as well as Ministries, Departments and Agencies. It is coordinated by the Council for Technical and Vocational Education and Training (COTVET) which was established by Act 718 in August, 2006. COTVET was established to formulate national policies on TVET and skills development across pre-tertiary and tertiary education, in both the formal and informal sectors of the economy. COTVET is also to coordinate, harmonize and supervise the activities of public and private Technical and Vocational Education and Training (TVET) providers including apprenticeship in the Informal Sector. COTVET's mission is to coordinate and oversee a TVET system that produces a globally competitive workforce through quality-oriented and demand-driven learning for national development.
2. According to the 2013/2014 **EMIS** Data, the total enrolment in TVET institutions is 41,065. Enrolment in public institutions is 35,349 and students in private institutions is 5,716 representing a decrease of 54.8% when compared with the 2013/2014 figure of 12,651. The total enrolment in TVET institutions for 2013/2014 is 41,065 whilst that of the total enrolments in both the public and private for Senior High Schools is **750,706**. Therefore the ratio of enrolled TVET students to Senior High School students is: 1:18
3. Prior to the establishment of COTVET, TVET/TVSD was considered to be:
 - Uncoordinated
 - Supply driven(Not Demand Oriented)
 - Have weak linkages with enterprises and industries
 - Have a neglected informal sector apprenticeship
 - Have a large number of unrecognized, uncertified and invalidated skills in the informal sector
 - Under funded
 - Traditional
4. Government in desiring to reform the education sector as a whole set a Committee in 2002 headed by one Professor Anamuah-Mensah to study the education sector and make recommendations for Government's attention and implementation. One of the key recommendations of that Committee is to set a Council for Technical and Vocational Education and Training to oversee all aspects of TVET in the country. Government followed this recommendation up with a passage of Parliamentary Bill to establish COTVET.
5. The major drivers for the government's interest in technical and vocational skills development are divided between social and economic considerations: the social concerns include the increased demand for post-basic education and training opportunities by the

individual students and their families and this is reflected in the spread of TVET delivery by several Ministries.

Table 1: Spread of TVET institutions across the various Ministries

PUBLIC TVET PROVIDERS	NUMBER
Ministry of Education (Technical Institutions)	46
Ministry of Employment and Labour	98
<ul style="list-style-type: none"> • ICCEs 61 • NVTI 34 • OIC 3 	
Ministry of Youth and Sports (Youth Training Centres)	11
Ministry of Local Government and Rural Development (Community Development Centres)	24
Ministry of Food and Agriculture (Institutes: 3; Colleges: 5)	8
Ministry of Tourism, Culture and Creative Arts (HOTCATT)	1
Ministry of Trade and Industry (GRATIS)	10
Ministry of Roads and Highways (Training School)	1
Ministry of Gender, Children and Social Protection	24
Rehabilitation Centres: 9 Sheltered Workshops: 3 Vocational Training Centres: 12	
Total (Public TVET Providers)	223
Total (Private TVET Providers)	355
TOTAL	578

Source: COTVET survey data

6. According to the 2013/2014 EMIS Data, the total number of teachers in TVET Institutions is 3,730. 3,074 teachers were recorded in the public institutions, whilst the number of teachers in private was 656. The percentage of trained teachers in both public and private TVET institutions remained unchanged at 66.5% as was the case in 2013/14 academic year. These are the numbers that manage the TVET institutions. The percentage of trained teachers among male TVET teachers is 73.3%, and female TVET teachers is 26.7%,
7. TVET's share of budgetary allocation for the 2013/2014 period is 3.8. The table below provides the trend on TVET expenditure from 2010 to 2014

Table 2: TVET's share of o budgetary allocation

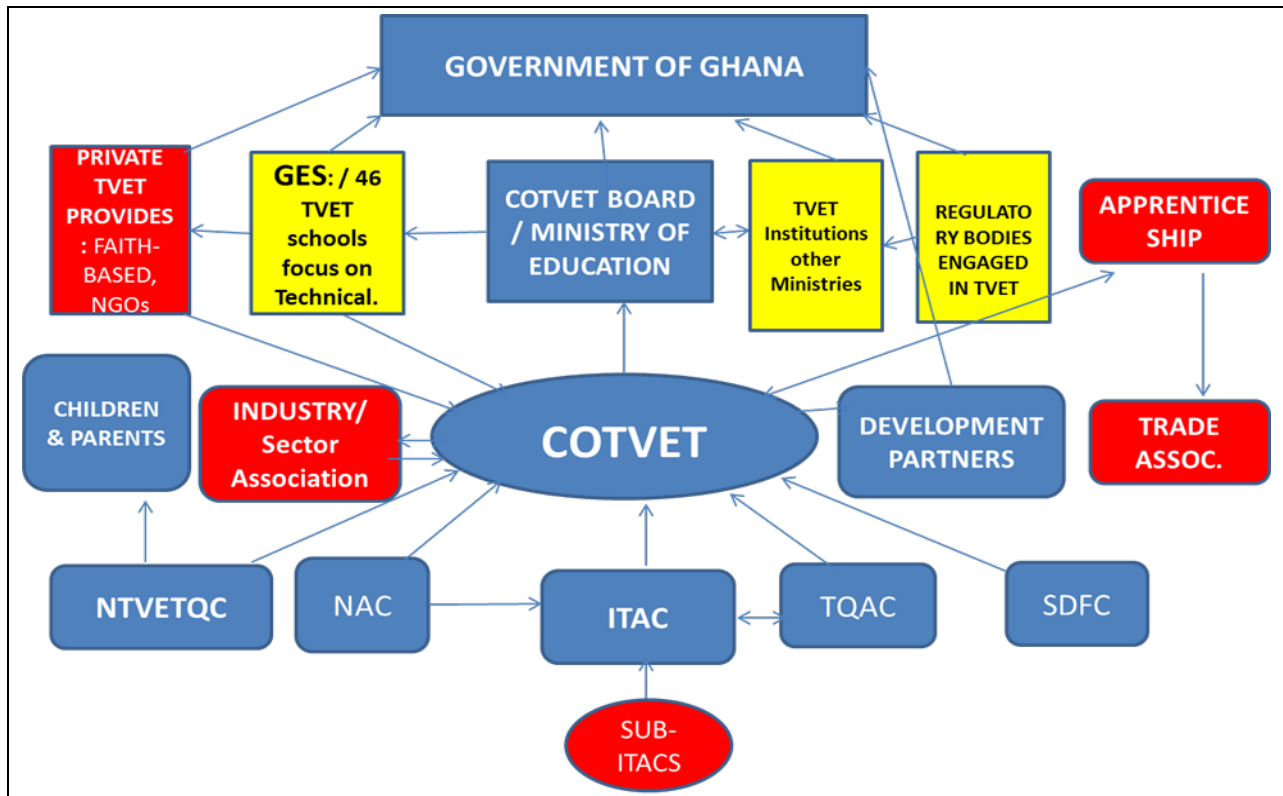
Level	2010		2011		2012		2013		2014	
	Exp. (GHS)	%	Exp. (GHS)	%	Exp. (GHS)	%	Exp. (GHS)	%	Exp. (GHS)	%
Pre-school	72,036,051	2.8	103,391,337	2.9	435,502,334	7.6	363,499,436	6.4	493,072,922	7.8
Primary	715,160,506	27.9	1,234,146,460	34.6	1,302,972,161	22.8	1,388,792,576	24.4	1,399,754,970	22.3
JHS	370,235,825	14.4	411,648,553	11.5	969,147,257	17.0	965,117,148	16.9	1,044,000,575	16.6
SHS	400,030,646	15.6	526,809,606	14.8	1,057,413,465	18.5	1,152,064,995	20.2	1,392,792,194	22.1
TVET	38,436,313	1.5	126,982,366	3.6	163,681,164	2.9	103,039,432	1.8	239,270,509	3.8
SPED	17,214,633	0.7	19,149,996	0.5	21,717,157	0.4	28,064,385	0.5	25,314,268	0.4
NFED	13,357,023	0.5	15,154,167	0.4	40,538,896	0.7	39,952,006	0.7	32,084,061	0.5
Teacher Education	62,056,093	2.4	-	-	-	-	-	-	-	0.0
Tertiary	511,806,744	20	639,230,889	17.9	1,081,971,635	19.0	1,106,283,329	19.4	964,364,376	15.3
HIV-AIDS	1,570,316	0.1	1,387,335	0.04	-	-	-	-	-	0.0
Management & Agencies	362,459,208	14.1	487,809,862	13.7	631,075,530	11.1	549,865,010	9.7	697,626,186	11.1
Total	2,564,363,357	100	3,565,710,570	100	5,704,019,600	100	5,696,678,315	100	6,288,280,060	100

Source: Report on Basic Statistics and Planning Parameters for Technical and Vocational Education in Ghana 2013/2014

THE TVET/TVSD LANDSCAPE

8. Ghana's TVET sector and system is very involving and cuts across all sectors of the economy. The diagram below provides a pictographic dimension of it.

Chart 1: The TVET/TVSD Landscape of Ghana



9. The central role of COTVET in the sector places a lot of responsibilities on it and it is important to mention just a few of its endeavours:

- Adoption of CBT and its implementation,
- The development of the National TVET Qualifications Framework (NTVETQF) now legislated and operational
- The attainment of the Regulations for TVET/TVSD Sector (L.I 2195) passed as at Oct 2012; COTVET has legal mandate to operationalize it.
- CBT model/concept has been piloted and being rolled out with emphasis on working with industry. 30 TVET Providers registered and accreditation process underway
- Implementation of key programmes and projects underway: GSTDP, SPSD II, DSIP, KfW-VP, GIZ-GSDI (under a vibrant PSU)
- Skills Development Fund (SDF) instituted and being managed satisfactorily
- National Apprenticeship Programme (NAP) being pursued.

SUMMARY OF THE PROJECTS IMPLEMENTED BY COTVET:

1. Ghana Skills and Technology Development Project (GSTDP)-	To achieve improved demand-driven skills development and increased adoption of new technologies in selected economic sectors.
2. Support to Private Sector Development (SPSD- II)	To support the coordination of many different efforts related to national skills development; Also contributes to Skills Development Fund under GSTDP
3. Development of Skills and Industry Project (DSIP)	To support the development of high quality middle level technical and vocational skills needed in the Ghanaian economy. Has the following components <ul style="list-style-type: none">• Expanding equitable access to TVET• Building Human and Institutional Capacity for TVET• Improving quality and relevance of (TVET) delivery
4. Technical and Vocational Training Voucher Program - (Dec. 2013 – June 2016) (KfW=Euros 10 Million)	To improve access of apprentices, master crafts persons and entrepreneurs to technical and vocational further training which meets defined quality criteria.
5. National Apprenticeship Program -(NAP): (GETFUND: GHC 3 Million 2011 to date)	To provide the youth (early school leavers) with the opportunity to acquire skills in key trade areas leading to improvement in their livelihoods; Provide a pathway leading to self employment and enhance industrial linkages. Has financial and equipment support to facilitate apprenticeship.
6. Ghana Skills Development Initiative (GSDI) (a GIZ Consultants' – COTVET cooperation) (Jan 2012- March 2016)	To build capacity of informal sector through improvements in the traditional apprenticeship system. Supports CBT roll out in the informal sector with demand driven courses for both MCPs and apprentices.

10. The Council through its projects listed above is carrying projects that will refurbish the TVET institutions. Currently, all the Technical Institutions under the various Ministries provide residential facilities. Sandwich courses are basically for awards on specific competencies that are sometimes organized by the institutions or requested for by employers, trade Associations or industry

1c. Integration modalities and % of TVET graduates integrated into the labour market after 6 months to 1 year (If available)

Not Available

1d. Ratio of young people with TVET entering the labour market

11. Ratio of pupils in vocational schools to all pupils in secondary education (Average 2008-2012) in Ghana is 3.7 %

The ratio of pupils in vocational training in the bracket 15-24 year olds in Ghana is 1.6 % (Ghana Labour Market Profile, 2014) These are the ratios of TVET graduates that enter the labour market. The total enrolment in TVET institutions for 2010/2011 is 71,848 (EMIS Data, 2011/12) All of these young persons aged between 15 and 35, have graduated in 2015 and are hopeful of securing jobs.

12. The total population in Ghana is 25.4 million out of which the labour force is 11 million persons. There are estimations that approximately 300,000 young people enter the job market annually. Only 2%, or about 5,000 persons, find employment in the formal sector

TYPES OF TRAINING MODALITIES

13. TVET is delivered at all levels of the education and training system in many contexts (formal, informal, and non-formal; in classroom and workplace settings) with durations varying from a few days to several years.

Three sub-systems have evolved over more than a century to form the current TVET system:

(a) The formal TVET system;

(b) The traditional apprenticeship or non-formal TVET system; and,

(c) Formal apprenticeship or enterprise-based TVET system.

1eii)

Training and integration mechanisms:

The Work place Experience Learning policy which is part of the CBT training delivery provides a very good structure for training and integrating learners to the world of work

14. There are 10 public polytechnics in Ghana and they also provide a good link for training and integration into industry. There 'is one in each region. Polytechnic education is governed by two laws, the Polytechnic Act, 1994 and the Polytechnic Act, 2007. Under the Polytechnic Act 1994, the mandated awarding body is the National Board for Professional and Technician Examinations (NABPTEX). The 2007 law allowed polytechnics to award their own diplomas and degrees but this law was not implemented, and currently NABPTEX remains the awarding body for all polytechnic Higher National Diplomas Polytechnics offer the Higher National Diploma (HND) and some non-tertiary Diploma and Technician qualifications. Some offer Degree programmes (B.Tech) which are awarded by the University with which they are affiliated. The conversion of polytechnics into Technical Universities is expected to begin in September 2016 with the passing of a new Act.

1.1 Incubation centres

15. Business incubators are programmes designed to support the successful development of entrepreneurial companies through an array of business support resources and services, developed and orchestrated by incubator management and offered in the incubator and through its network of contacts

16. The Ghana Multimedia Incubator Centre established in 2005 is to promote ICT Entrepreneurship Development through the incubation of ICT business start-ups and to also develop the much needed ICT skills under the government's ICT for Accelerated Development (ICT4AD) initiative. With support from the UNDP and the government through the Ministry of Communications, the centre aids start-ups and young businesses that have ground-breaking and innovative ICT ideas to mature into viable business ventures. The centre provides its tenant companies with office space, utilities, internet access and a shared resources centre which gives them access to various secretarial services. In short, everything a small business needs to get started is made available to our tenants.

17. The development of small and medium enterprises [SMEs] is being acknowledged as a key condition in promoting equitable and sustainable economic development worldwide. Indeed, because of their economic weight in African countries, SMEs have a crucial role to play in stimulating growth, generating employment and contributing to poverty alleviation. SME's represent over 90% of private businesses in Africa and contribute to more than 50% of the employment and GDP in most African countries. MTN Ghana has partnered the Ghana Multimedia Incubator Centre (GMIC) to create a platform for young entrepreneurs to nurture their own ideas of creating businesses within communities. <http://graphic.com.gh/business/telecom/16929-mtn-gmic-commit-gh-838-400-to-business-incubation.html#sthash.wuyDRsWO.dpuf>

CURRENT POLICIES AND PRACTICES IN THE TRAINING OF TRAINERS

18. Current Policies and Practices in the Training of Trainers in public and private TVET institutions includes the Capacity Building for TVET Instructors to be able to impart knowledge, skills and attitude to learners in TVET institutions in Competency Based Training mode.

2 a What are the key determining recruitment criteria for your trainers?

Criteria for recruitment include:

1. Trade area of specialization
2. Age of the Person
3. Highest qualification
4. Industry Experience

No		
i	Level of Degree Attained	Diploma in Education-Competency Based Training (CBT) (Option) Master's Degree in CBT
ii	Level of Professional of Professional Competencies attained in the area of Specialization.	Training in CBT to gain professional competencies in the area of Specialization to be: <ol style="list-style-type: none"> 1. CBT Facilitator 2. CBT Internal Verifier 3. CBT Assessor 4. CBT Programme Developer (Curriculum)

2 b. Is the Training of Trainers integral part of your Ministry.

Yes

The share of the budget devoted for it in 2014-2015 is part of the services budget for TVET. The TVET budget for 2013/14 is 3.8.

2C. What are the different types training of trainers being used?

No		
1	Upgrading of Professional competence	<ol style="list-style-type: none"> 1. CBT Facilitator 2. CBT Internal Verifier 3. CBT Assessor CBT Programme Developer (Curriculum)

2	Upgrading of Competence in the design of training and certification schemes as well as pedagogical design	CBT Training in Assessment, Certification and Programme Design and Development
3	Training for Statutory Promotion	Training in a specialized TVET Trade area to attain a qualification on the National TVET Qualifications Framework

2 D. Who implements these training schemes and in which institutions?

The training schemes are implemented by Tertiary Institutions in Ghana set up to training TVET Instructors.

In Ghana, only one University is trains TVET Instructors and the University is called: University of Education, Kumasi Campus

2E Do you resort to recruiting trainers from the world of enterprises when you are faced with shortages

of competencies and skills within the existing staff? Yes

2F If you were to propose new reforms in the current recruitment and the training of the trainers, what recommendations would you make? Please list them.

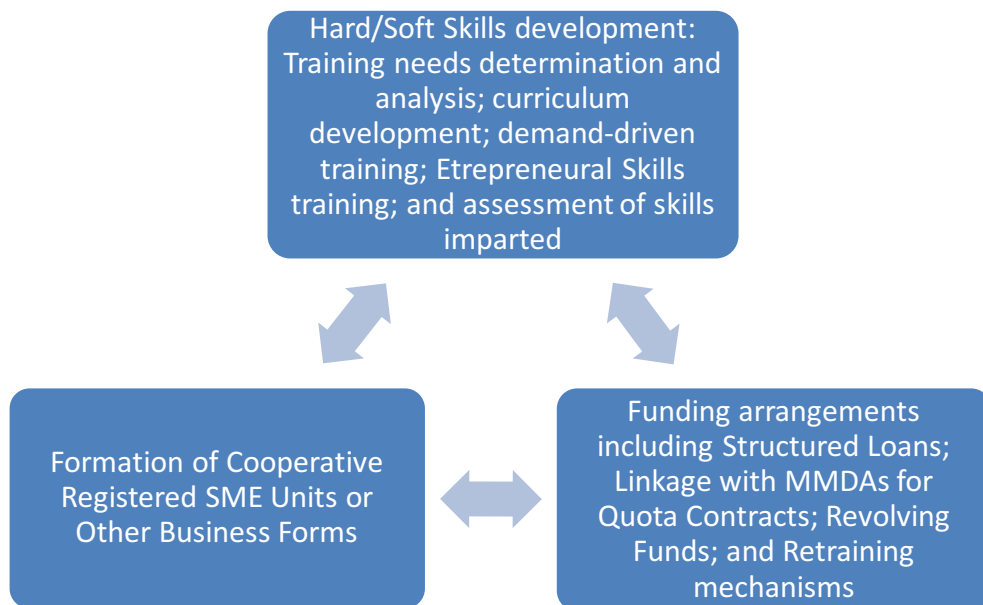
1.2 Reform Proposal I

1. It should include the training of Master Crafts persons
2. Recognition of Prior Learning (RPL)
3. The number of working experience

1.3 Reform Proposal 2

Reform Proposal two is to use the Traingular approach demonstrated pictorially below:

Chart 2: The triangular approach to Vocational training



ITEM 3 & 4

For the purpose of making a clearer submission and avoiding repetition, items 3 & 4 has been merged.

To achieve institutional strengthening of skills development which bothers on Training of Trainers

1.4 Background

20. The Ghana Skills and Technology Development Project (GSTDP), is part of skills reform initiative program of the Government of Ghana and is being funded by the World Bank over a period of five years.

21. The Council for Technical and Vocational Education and Training (COTVET) is the implementing agency and leads the process of implementation jointly with the Ministry of Environment, Science and Technology and in close collaboration with various technical and vocational education and training (TVET) providers, science, technology and innovation (STI) providers both in the public and private sectors, as well as the formal and informal sectors of the economy.

22. It is envisaged that a sizable amount of the project deliverables will be addressed through the utilization of existing human resource capacity and systems of TVET and STI providers, supervisory bodies and policies makers in the TVET and STI sectors. This approach would lead to the further development, strengthening and sustainability of the TVET and STI providers and the participating Ministries, Department and Agencies (MDAs), with the view of achieving the expected outcomes of the skills reforms initiative of the Government of Ghana.

23. The GSTDP is an investment program complementing on-going government reforms and programs. As such, the project seeks to combine and harmonize interventions to improve the institutional framework and overall capacities of the TVET and STI systems. Furthermore, it

promotes demand-driven training and technology development opportunities and improved linkages between private sector employers and training and technology institutions through a competitive fund, targeting programs to provide skills and technology to selected industries.

1.5 b. Beneficiaries

24 Target beneficiaries of the project include employers, employees, industry associations, public and private training institutes, universities, polytechnics, informal sector operators and other agencies engaged in technology development. In the short and medium-term, the project will benefit employers and employees of designated economic sectors who gain additional skilled employment, higher earnings, and improved productivity. In the medium to long-term, it will benefit a larger group of economic actors through better access to modern training and technology services as an outcome of an improved institutional structure and policy regime.

1.6 c. Specific objectives under the project are as follows:

- Increase in labour productivity of participating firms disaggregated by economic sector and size (small, medium and large)
- Increase in investment by participating enterprises in skills and technology development (disaggregated by economic sectors; size – small, medium, large; skills and technology)
- Satisfaction with skills by trainees disaggregated by sex and region
- Satisfaction with skills by participating firms
- Direct project beneficiaries of which percentage are female as measured by the number of people trained

1.7 d. Project Components

25. The project components have been designed to focus on activities meant to increase access to skills and technology development, improve productivity and competitiveness of Ghanaian firms and support the effective and efficient management of the project.

- **Component 1 (Part A):** Institutional Strengthening of Skills Development
- **Component 2 (Part B):** Institutional Strengthening of Science and Technology Development
- **Component 3 (Part C):** Financing of Skills and Technology Development Programmes through the Skills Development Fund
- **Component 4 (Part D):** Project Management and Monitoring and Evaluation
- To inform the design, development and implement appropriate training course and programs that would address the needs.
- To enhance the knowledge and skills of relevant departments in COTVET in undertaking training needs analysis on sustainable basis.
- To establish systems and a tool-kit for the relevant departments in COTVET to conduct future training needs analyses on sustainable basis.

1.8 E, Since it is an on-going activity we have expected outputs and these are:

- A functioning management information system covering all public and private TVET providers, formal and informal sectors.
- A comprehensive TVET monitoring and evaluation system
- Guidelines to monitor TVET performance through indicators, including access and equity, quality, relevance, job placement, financing, efficiency and effectiveness.
- Guidelines for placement of institutions on the NTVETQF and the management of the framework
- Guidelines for selection of intermediaries for portfolio building
- Manual for the training of intermediaries for portfolio building
- Manual for the training of training providers, assessors and verifiers
- Guidelines for the registration and accreditation of training providers and awarding bodies
- Comprehensive roles and responsibilities for trade associations and professional bodies
- Framework for sustainable TVET financing
- Institutional Development Plan for the selected institution
- Tool-kits and guidelines manual on conducting training needs analyses
- Report on training of selected COTVET staff

CONCLUSION

26. The activities of the Council in coordinating the TVET/TVSD system and sector is in sync with Ghana's Shared Growth and Development Agenda (GSGDA) as illustrated in the table below:

ESP 2010-2020 Strategic Objectives		GSGDA II 2014-17 Objectives	
1	Improve equitable access to and participation in quality education at all levels	1	Increasing Inclusive and Equitable Access to, and Participation in Quality Education at all Levels
2	Bridge gender gap in access to education		
3	Improve access to quality education for people with disability		
4	Strengthen links between tertiary education and industry		
5	Mainstream issues of population, family life, gender, health, HIV/AIDS/STIs in the curricular at all levels	2	Ensure the provision of life skills training and management for managing personal hygiene, fire safety, environment, sanitation and climate change
6	Improve quality of teaching and learning	3	Improving the Quality of Teaching and Learning
7	Promote Science and Technical education at all levels	4	Promote the Teaching and Learning of Science, Mathematics and Technology at all Levels

8	Improve management of education service delivery	5	Improving the Management of Education Service Delivery
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