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**DigiMarkt:**

**Towards Digital Marketing in Technical and Vocational  
Education and Training in Ghana**

**WP Leader: CCTU**

**Deliverable 2.2**

**Action plan for the training Digital Marketing**

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<b>Work Package (WP)</b>	WP2: Social Digital Entrepreneurship and Needs Analysis
<b>Task</b>	2.2: Project Questionnaire Analysis and Definition
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### 1 Introduction

The DigiMarkt project aims to strengthen digital marketing competencies among TVET students in Ghana by identifying their access to technology, digital skills, perceptions of digital marketing, and barriers to learning. Based on the needs analysis conducted in order to understand the actual needs of the project stakeholders, this document specifically presents an action plan for the preparation of a appropriate training package for the training sessions in Nitra and Leipzig“ The **DigiMarkt** project seeks to equip Technical and Vocational Education and Training (TVET) students in Ghana with essential digital marketing skills to enhance their employability and entrepreneurial potential. The action plan also presents the courses whose development is critical in enabling partnering institutions in Ghana to train students and stakeholders in the needed skills in digital marketing. The feedback obtained from the need’s analysis on students and stakeholders’ digital competencies, technology access and attitude towards digital marketing enable the project to understand students and stakeholders’ challenges in learning digital marketing.

### 2 Finding on Barriers to Learning Digital Marketing

The findings from the need’s analysis conducted reveal that while most students possess smartphones, fewer have access to laptops, which are critical for advanced digital marketing tasks such as website management and content creation. Internet connectivity remains a significant challenge, with many students relying on expensive and unstable mobile data. Furthermore, urban students generally have better access to digital resources than their rural counterparts, creating a digital divide. In terms of digital proficiency, many students are familiar with social media platforms like Facebook, WhatsApp, and Instagram but lack knowledge of advanced digital marketing techniques such as search engine optimization (SEO), social media analytics, email marketing, and paid advertising. A lack of hands-on experience further limits their ability to apply theoretical knowledge effectively.

Despite these challenges, most students recognize the growing importance of digital marketing for career growth and business success. However, their confidence in executing digital

marketing strategies remains low, signalling the need for structured training programs. Major barriers to learning include limited access to specialized digital marketing courses in TVET institutions, financial constraints that make it difficult to afford devices and software, and a lack of instructor expertise in advanced digital marketing tools. Addressing these gaps is crucial to ensuring that students can fully benefit from digital marketing opportunities.

To bridge this gap, the report recommends integrating structured digital marketing courses within TVET programs, with a focus on content creation, analytics, SEO, and e-commerce. Project-based learning should be emphasized to give students practical experience with real-world campaigns. Improving access to digital tools through affordable devices, data packages, and digital resource centers will also enhance learning. Collaboration with industry stakeholders, such as digital marketing firms, can provide students with valuable internships, mentorship, and exposure to best practices. Additionally, training TVET instructors in digital marketing methodologies will help improve the quality of instruction and ensure that students receive up-to-date knowledge.

The findings of this needs analysis highlight a significant gap between students' interest in digital marketing and their ability to apply it effectively due to resource constraints and limited formal training. By addressing these challenges through curriculum development, improved access to technology, and industry partnerships, the **DigiMarkt** initiative can significantly enhance the employability and entrepreneurial potential of TVET graduates in Ghana.

### 3 Key Recommendations From Needs Analysis

#### 1. Enhance Access to Technology & Infrastructure

- Equip TVET institutions with digital tools, including laptops, software, and internet access.
- Provide affordable access to digital marketing tools and software licenses for students.

#### 2. Develop Structured Digital Marketing Training

- Foundational courses on SEO, paid advertising, and analytics should be introduced.
- Practical workshops and real-world projects should be integrated into learning.
- Blended learning (online & hands-on) will cater to students' moderate preference for digital courses.

### 3. Strengthen Mentorship & Practical Exposure

- Establish mentorship programs pairing students with industry experts.
- Include internships with digital marketing agencies for practical learning.

### 4. Improve Institutional Support

- TVET institutions should invest in digital marketing labs.
- Partnerships with private companies can provide funding or resource-sharing opportunities.

### 5. Address Financial & Time Constraints

- Consider subsidized programs for students from low-income backgrounds.
- Flexible learning schedules should be implemented to balance studies and digital marketing training.

## 4 Project action plan

The findings provide justification for the project in undertaking the following actions.

1. establishing DigiMarkt Lab in the Ghanaian partnering universities to aid the training of students and stakeholders in digital marketing.
2. Develop a training to transfer skills and values of the EU partners in digital marketing to the partnering Ghanaian universities.
3. Develop six training courses to train Ghanaian students and stakeholders at AAMUSTED, BTU and CCTU. The courses to be developed are outlined below.
  - Digital Marketing and E-Commerce for TVET
  - *ICT Skills for TVET Instructors and Students*
  - *Entrepreneurship and Innovation in the Digital Economy*
  - *Artificial Intelligence (AI) and Data Analytics for TVET*
  - *Practical Digital Content Creation and Branding, and MSME Digital Skills*
  - *Lean Six Sigma for TVET*
4. Workshops, seminars, info days and conferences will be organised
5. Pilot test digital marketing workshops with students.
6. Strengthen partnerships with industry stakeholders.

### 5 Conclusion

These actions outlined above feed into the need for mentorship, practical training, and better institutional support as biggest barriers to digital marketing education. Addressing these issues through mentorship programs, hands-on workshops, and accessible resources could significantly enhance student and stakeholder's success in digital Marketing.

#### Training Action Plan

Based on the training needs outlined from the needs analysis, the following training modules were prepared by the DigiMarkt project consortium.

First training will be held in Slovak University of Agriculture in Nitra between 28<sup>th</sup> April and 3<sup>rd</sup> May, 2025.

The second training will be held in Leipzig from 7<sup>th</sup> -14<sup>th</sup> June, 2025.

The third training will also be held in Leipzig from 7th to 17th October 2025.

The fourth and the final training will be held in AAMUSTED-Ghana the dated communicated on a latter date.

DigiMarkt conference will be held in AAMUSTED in October 2026.

### 6 References

1. DigiMark Proposal: Towards Digital Marketing in Technical and Vocational Education and Training in Ghana
2. DigiMarkt Deliverables 2.1

