

- The budget for the project contributed to enhance the project activities from the viewpoint of equipment supply at the workshops of the three pilot institutions in particular
- The Ghanaian side also contributed to the necessary costs for daily activities such as local costs.
- The timing to disburse was almost appropriate for implementation of the project.

Duplicated activities

- There were different models of CBT being implemented by various development partners. The “technical committee on the harmonization of CBT” made significant contribution to coordinate and dissolve the disparities existing in CBT delivery by the various TVET institutions supported by development partners. Owing to the harmonized process, the Project did not encounter serious duplication with other projects.

3-1-4 Impact

Overall goal	1. Increased number of TVET Training Institutions with CBT. 2. Qualification Accreditation System is operational.
Objectively Verifiable Indicator	1) Number of training materials at different levels of the NTVETQF. 2) Number of TVET institutions implementing CBT programs. 3) Number of Industrial Training Advisory Sub-committee (ITAC Sub-committee) increases in technical areas other than mechanical engineering. 4) By the end of Year 2016, number of trainees who receives CBT increases by 30% from the end of March, 2011. 5) Number of demand-oriented TVET with CBT increases in different sectors other than mechanical engineering. 6) Pass rate of the trainees on each programme continuously kept at 70% and above.

Achievement forecast for the overall goal

- It is difficult to foresee the achievement of the overall goal as of now since the CBT approach requires an increase in budget allocation and human resource development; facilitators on the CBT approach. The increase in the budget has to depend on external funding sources. Since this possibility is affected significantly by external conditions, it is difficult to predict the achievement of the overall goal.
- Although the future picture may change, there are positive signs at this moment as follows: the

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Skills Development Fund (SDF) will soon begin full operation, which may provide chances for TVET institutions to apply the CBT approach; and the AfDB has plans to assist in TVET institutions with the application of the CBT approach.

- As to the qualification accreditation system, it is still under discussion with stakeholders. The system will be possibly kept as it is for several years.

- From the indicators' viewpoint, most of all the indicators of the PDM will be achieved automatically as long as the number of institutions applying the CBT increases. Only indicator 6: the pass rate; does not have an obvious linkage with the effectiveness of CBT approach. The terminal evaluation mission recommends the exclusion of indicator 6 from the PDM in this line.

Impacts occurred as ripple effects (positive and negative)

【Positive impact】

- Communication opportunities with the TVET sector and industries have increased through frequent meetings at the standing committees, forums, workshops, etc under the Project framework. A tighter relationship with these major stakeholders directly/indirectly gives positive influence to raise the quality of training contents at TVET institutions. In addition, it is expected that the TVET institutions would find it easier to find coupling of trainees and companies for the workplace experience.

- Although it is difficult as of now to confirm a positive influence resulting in an increase in the job-finding ratio for the graduates because they are yet to graduate, a variety of good reputation is now being created by companies who received workplace experience trainees. Judging from the companies' evaluation of the trainees, it is highly possible for graduates to find jobs more than the national job-finding ratio. The following are the examples to indicate the high evaluation:

e.g 1) One of the trainees of the welding trade passed the company's exam, which allowed only one candidate to qualify among many applicants.

e.g. 2) One of the companies that received the workplace experience trainees highly evaluated the skills of trainees, and showed strong interest in hiring them after they graduate.

- Recognition of the CBT approach was extended through various opportunities such as TVET forum and the workshops.

【Negative impact】

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- The evaluation team did not observe any negative impacts.

3-1-5 Sustainability

Policy aspect

- Due to the adoption of the COTVET Act, followed by official establishment of COTVET, as well as the adoption of the CBT policy as a national policy by the draft TVET policy 2004 and the Education Reforms of 2007, it is highly likely that the policy framework will remain sustainable.

Organization aspect

(COTVET)

- COTVET would be able to strengthen the sustainability of its organizational aspect if the requested increase in staff is realized in accordance with the "employment plan". In other words, the current situation indicates that the sustainability of the organizational aspect is lower, which is one of the most serious challenging issues for COTVET as long as the situation remains with limited number of staff.

(Pilot institutions)

- Under the assumption that the pilot institutions continue the CBT approach at the same trades with the same grade of the pilot project; the three institutions would have enough sustainability in terms of the organization structure with the number of facilitators. However, if a consideration is given to extend the CBT approach to other trades and grades, then the sufficiency of facilitators will be raised as a challenging issue because the CBT approach requires more facilitators compared with the traditional.

Technical aspect

(COTVET)

- The institutionalization of COTVET's tasks has progressed significantly during the project period, but actual implementation in accordance with the institutionalized procedures is now about to go fully operational.
- From the start up stage towards the full operations stage, the belated reinforcement of manpower at COTVET appear as the challenging issue with regards to technical sustainability because of the fewer chances to transfer skills and experiences from the project.
- Although COTVET may be able to expect new and capable manpower to come in later on, the technical sustainability as of now is not high enough.

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(Pilot institutions)

- The facilitators in charge of the CBT approach have gained enough technical capacity to continue the activities. And as mentioned previously under the organizational aspect, if the institutions seek extension to other grades and/or trades, training to un-experienced facilitators would be indispensable.

(Others)

- One of the challenges for the technical aspect is to secure trainers who can train facilitators on the CBT approach. It is required to develop a system to supply trainers in a stable manner to correspond to requests from TVET institutions. Discussion will be required to develop such a system among stakeholders such as those to take leading roles, how to pool human resource and/or to train them.

Financial aspect

(COTVET~ for extension to other institutions nationwide)

- The CBT approach requires much more budget compared with the traditional. Judging from the budget forecasts of the Ministry of Education as well as the Ministry of Employment and Social Welfare, to secure sufficient budget for dissemination of the CBT approach is a seriously challenging issue as of now, but it has to be conquered in the mid/long run.

- Positive signs exist from some internal/external funding sources. One of them is the SDF (Skills Development Fund), which is now about to go fully operation. The SDF could be a great potential funding source for TVET institutions. However, since the major aim of the SDF is placed onto promotion of industrial growth and private sector development, the possibility for TVET institutions to apply for funds for the CBT introduction on their own is limited for now, and cannot be measured at this moment.

- Another possible funding source is the GET Fund. It may also become a great help for TVET institutions, but the question of whether sufficient amounts are available for the TVET sector, in particularly the CBT approach still remains unanswered.

(Pilot institutions)

- The three pilot institutions have financial constraints. Their possible budget, even if including their income generation effort, cannot cover all the necessary cost for the CBT approach. Judging from the current situation, the financial sustainability of the pilot institutions is low

Social aspect

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- As the industries which received trainees from the pilot institutions for workplace experience were pleased with trainees and their technical skills, the receptivity of industries on the CBT approach is evaluated high.

- However, the project experienced difficulties to find industries who could receive trainees for workplace experience. In order to continue workplace experience after the project, an effective system needs to be established to promote matching trainees with industries through the use of trade associations, etc.

3-2 Factors that contributed and constrained the effects of the Project

3-2-1 Contributing Factors

- Contribution factors to the achievement of the project purpose and outputs are as follows:

1) Devoted works by facilitators at pilot institutions

- Facilitators at the pilot institutions made sincere efforts to produce learning materials for the CBT approach. Production of materials required them to work hard in addition to their ordinary tasks at their institutions. It should be noted that their efforts contributed to achievement of Output 2 in particular.

2) Performance of the project's staff

- The Project made manpower inputs that have skills and knowledge on the CBT approach, these successfully contributed to establishing the CBT in accordance with the Ghanaian environment. Also, the project welcomed some facilitators to the project as coordinators of the project from the pilot institutions. The manpower enhanced the smooth implementation of the project activities.

3) Cooperation from industries

- Many famous, large-scale industries received students for workplace experience. Owing to the cooperation, workplace experience which is a core part of the CBT approach was successfully completed.

3-2-2 Constraining Factors

- The delay in the organizational set-up of COTVET with reasonable number of staff made an impact on the progress of the project. Although it is highly evaluated that COTVET showed significant progress of increasing the number of staff particularly for the past one year, the manpower level has still not caught up with the requirement of COTVET's workload. The lingering

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delay until now has impacted on the level of achievement as well as on the sustainability of technical aspect because of insufficient time the project had for technical transfer.

3-3 Conclusion

The Project showed the significant progress particularly after the mid-term review was conducted, then it is concluded that the project purpose and outputs will be achieved at almost satisfied levels.

The organizational capacity of COTVET has developed for the past one year in particular, although the pace is still in gradual manner along with reinforcing the number of staff. In addition to the COTVET secretariat, the standing committees are already functioning, and have determined the necessary procedures for the CBT approach with a series of necessary documentation. Several issues including coordination with other stakeholders and legal approval remain, but the institutionalization in general is evaluated to have progressed well.

On the other hand, challenges remain in sustainability. A gap is still observed between the workload of COVTET and the number of staff at this moment, which would affect the sustainability of COTVET from an organizational viewpoint. In addition, financial sustainability is also a serious challenge in order to disseminate CBT approach nationwide because the approach requires more budget than the traditional. The utilization of internal and external fund is a possible device to extend CBT approach, but it is difficult to ensure sustainability as long as the necessary budget has to rely on special funding sources.

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4. Recommendations

The Joint Evaluation Team judged from its findings that the Project purpose is likely to be achieved by the end of the Project period. However, COTVET and the other related organizations are expected to fulfill the following measures necessary to attain the development of a sustainable and replicable CBT model and its system.

(1) Access to funds for TVET institutions

Most of the TVET institutions face financial problems to sustain and expand the CBT program. The SDF might be one of the solutions. However, the current framework of the SDF focuses more on private sector development than training students in TVET institutions. Therefore, it is necessary to consider developing a mechanism to create easy access to funds for TVET institutions to train students on the CBT program.

(2) Staff allocation of COTVET

The Joint Evaluation Team found a lot of efforts made by the COTVET secretariat to strengthen the implementation of the TVET reform. However, the number of COTVET staff is still not enough to accelerate the reform. Therefore, the Ministry of Education and other related organizations should make necessary arrangements to realize the recruitment plan of COTVET without delay.

(3) Institutionalization of CBT

The Project has made a lot of products on the institutionalization of the CBT approach through the piloting activities. To maximize the utilization of these products and sustain the progress, it is necessary to accelerate the legal approval for these products in order to promote TVET delivery.

In accordance with the legal approval process, building consensus with other stakeholders is also indispensable to make these products on institutionalized system/processes function smoothly. More attention needs to be paid to the Accreditation system in particular in this connection.

(4) Harmonization of CBT

The harmonization and standardization of CBT is a big progress from the time of the mid-term review of the Project. Especially as the CBT framework and the the mechanism and implementation process of the CBT has been almost agreed among stakeholders through the CBT Harmonization Report. Since more development partners will join the TVET sector, the Ghanaian side should continuously follow its harmonized CBT.

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(5) Workplace Experience

To establish a sustainable collaboration with industries could still be a big challenge even if the COTVET Board members and sub-committee members include many and varied number of people from industries. Therefore, it is needed to strengthen the mechanism to collaborate with industries such as to make more strong partnership with trade associations, and to consider among COTVET, the TVET institutions and industries incentives to keep receiving and training students for workplace experience program on CBT.

(6) CBT Training Package Development

➤ Flowchart for Development

The Japanese Team recommended to develop flowcharts to explain the progress and the procedures needed to organize the CBT system. This will be a good guideline to organize the CBT in other training institutes, and to demonstrate the right direction to develop the system in future.

➤ Developing system of the Training Package

The training package was developed by the technical teams composed mainly of instructors from the three pilot training institutions. It is observed that material development is an extra work for the instructors and requires technical expertise despite the facilitators already busy schedules with their routine teaching. Therefore, a training package developing system including arrangements for honorarium for the technical teams should be considered by initiative of the COTVET beforehand, if new training packages are to be developed in future.

(7) Maintenance for Equipments

The training equipments including the ones provided by JICA are supposed to be maintained periodically. Therefore, it is recommended to make maintenance plan for the equipment, in order to ensure long running usage. Furthermore, running cost for the equipments should also be planned for.

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Annex 1 : 調査日程

Annex 1: Schedule of the Evaluation Team

Date	Time	Mr.Kito	Mr.Fukuhara	Ms.Mama	Mr.Totsukawa	Mr. Nakano	
17-Nov	Wed				Arrival in Accra		
18-Nov	Thu	AM			Meeting with JICA Ghana		
		PM			Group interview with JICA experts Group interview with Ghanaian experts, consultants, course developers		
19-Nov	Fri	AM			Interview with GET FUND, MOE		
		PM			Interview with JICA experts		
20-Nov	Sat						
21-Nov	Sun				Interview with Japanese experts including Mr.Ozawa Chief advisor		
22-Nov	Mon	AM			Interview with COTVET		
		PM			Interview with COTVET		
23-Nov	Tue	AM			Interview with JICA experts		
		PM			Interview with COTVET		
24-Nov	Wed				Survey on ATTC, Interview with Japanese experts		
25-Nov	Thu				Survey on NVTI		
26-Nov	Fri				Survey on A-Poly		
27-Nov	Sat						
28-Nov	Sun						
29-Nov	Mon	AM			Interview with NVTI-Headquarters Interview NABPTEX		
		PM			Interview with GES, MOE	Arrival in Accra	
30-Nov	Tue	AM	Internal meeting: briefing at JICA Ghana				
		PM	-Courtesy call to & interview with COTVET Secretariat -Interview with Chairman of COTVET Board -Group interview with Chairpersons and representatives of NTVETQC, TQAC and ITAC with Board Chairman				
1-Dec	Wed	AM	Survey on NVTI		Interview with MoE and MoESW	Survey on NVTI	
		PM	Survey on ATTC		Interview with DANIDA	Survey on ATTC	
2-Dec	Thu	AM	Interview on Workplace Experience (Ghana Broadcasting Company) in Accra				
		PM		Survey on A-Poly		Interview with JICA TVETS team	Survey on A-Poly
3-Dec	Fri	Drafting the minutes document			Drafting the surveys and evaluation result	Drafting the survey result	
4-Dec	Sat	Team internal meeting for Drafting the Minutes document, including evaluation result					
5-Dec	Sun						
6-Dec	Mon	AM	1st day of minutes' meeting: Discussion on the survey results and drafted Minutes with COTVET, ATTC, NVTI, A-Poly and TVETS members				
		PM	Interview with assessor & supervisor at Cocoa Processing Company in Tema (on Workplace experience)				
7-Dec	Tue	PM	Internal meeting & discussion				
8-Dec	Wed	PM	Interview with World Bank				
9-Dec	Thu	AM	Fourth (4th) Joint Coordinating Committees (JCC) (organized by COTVET, supported by JICA TVETS team)				
10-Dec	Fri	AM	Signing of Minutes of Meetings (Signer: Ghana side: Mr.Baffour-Awuah, ED of COTVET, JICA side, Mr.Kito, JICA Ghana)				
		PM	Report to JICA Ghana				

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Annex2: Major interviewees by the Team

1. Project Staff

(1) Japanese experts

- Dr. Ryoichi Ozawa, Chief Advisor / Institutionalization 1
- Mr. Tamon Nagai, CBT in mechanical Engineering / Institutionalization2
- Mr. Kennichi Yoshida, Electronics/electrics in mechanical engineering
- Mr. Takaharu Seki, Plant engineering in mechanical engineering
- Ms. Akiko Nishibuchi, CBT management 1 / Monitoring of Output 1
- Ms. Kyoko Kojima, CBT management 2 / Project monitoring

(2) Ghanaian experts, consultant and officers

- Mr. Stephen Turkson, Expert (TO1) for TVET institution / CBT curriculum development, ITAC member
- Mr. Eric Odotei, Expert (TO 2) for TVET Piloting / TOT policy, TQAC member
- Ms. Gertrude Addo, Expert for HRD / Monitoring for COTVET (Output 1)
- Mr. Seth Asamoah, Consultant (TO 3) for CBT piloting / Monitoring/TOT)
- Mr. Richard Okwabi, CBT course developer from A-Poly
- Ms. Veronica Manu, CBT course developer from ATTC
- Mr. Stanley Nyakor, CBT course developer from NVTI

2. Council for Technical and Vocational Education and Training (COTVET)

(1) Secretariat

- Mr. Daniel Baffour-Awuah, Executive Director of COTVET, and Project Director of TVETS Project
- Mr. Sampson Dampney Tetey, Coordinator for CBT
- Mr. Kwabena Adu Amanimpong, Coordinator for informal sector
- Mr. Kofi Ntow, Fund Manager of Skills Development Fund (SDF)
- Ms. Denise, TVET Adviser (from MOE)

(2) Board

- Mr. Nick Opoku, Chairman of Board

(3) Standing Committees

- Mr. Kweku Ofori Bruku, Chairperson of ITAC
- Mr. Stephen Amponsah, Chairperson of NTVETQC
- Mr. Nick Opoku, Chairperson of TQAC

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Dr. Ozawa

3. **Ministry of Education**
 - Major (rtd) Mahama Samuel Tara, Chief Director
 - Mrs. Emelia Annin, Planning Budgeting Monitoring and Evaluation (PBME) Division

4. **Ministry of Employment and Social Welfare**
 - Mr. Frank Quist, Director of Human Resource Division

5. **Ghana Education Service**
 - Mr. Asamoah Duodu, Director of Technical & Vocational Education, GES

6. **Ghana Education Trust Fund (GETFund)**
 - Mr. Alexis Kwabena Asuinura, Financial Controller

7. **National Board for Professional and Technical Examination (NABPTEX)**
 - Mr. Antwi-Bosiako, Executive Secretary of NABPTEX
 - Mr. Stephen Adjapong

8. **Danish International Development Assistance (DANIDA)**
 - Mr. Fred Pappoe, Senior Programme Officer

9. **World Bank**
 - Mr. Peter Darvas, Senior Education Economist

10. **National Vocational Training Institute (NVTI)-Headquarters**
 - Mr. Stephen B Amponsah, Director of NVTI, and Member of COTVET Board

11. **Pilot Institutes of the Project**
 - (1)National Vocational Training Institute - Pilot Training Centre (NVTI-PTC)
 - Mr. Maxwell Kofi Zanu, Centre Manager
 - (2) Accra Technical Training Centre (ATTC)
 - Mr. Kwasi Boafo (Vice-Principal of ATTC)
 - (3) Accra Polytechnic (A-Poly)
 - Mr. Addo Yobo, Director

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12. Companies

Ghana Broadcasting Corporation

- Mr. Antony Gapye, Head of Technical
- Mr. James Ampem Darko, Senior Technical Officer

Cocoa Processing Corporation

- Mr. Emmanuel Takyi-Appial, Senior Mechanical Engineer
- Mr. Joseph Olympio, Fabricator
- Mr. Vincent Vushiahv, Fabricator
- Mr. Apou K. Attafuah, Electronic Technician
- Mr. Emmanuel Acquae, Maintenance

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Annex 3 : プロジェクト・デザイン・マトリックス (PDM)

Annex 3. Project Design Matrix

Project Title: Technical and Vocational Education and Training Support Project: TVETS Project
 Implementing Organization: Council for Technical and Vocational Education and Training (COTVET)
 Target Group: TVET Students, Labour, and Companies in Ghana

Period: 1 April, 2007 to 31 March 2011 (4 years)
 version: 6

Date: 22 October, 2009

Narrative Summary	Indicators	Means	Important Assumption
<p>Overall Goal To be realized by end of Year 2016 by COTVET</p> <p>1. Increased number of TVET Training Institutions with CBT.</p> <p>2. Qualification Accreditation System is operational.</p>	<p>To be realized by end of Year 2016 by COTVET.</p> <p>1) Number of training materials at different levels of the NTVETQF.</p> <p>2) Number of TVET institutions implementing CBT programmes.</p> <p>3) Number of Industrial Training Advisory Sub-committee (ITAC Sub-committee) increases in technical areas other than mechanical engineering.</p> <p>4) By the end of Year 2016, number of trainees who receives CBT increases by 30% from the end of March, 2011.</p> <p>5) Number of demand-oriented TVET with CBT increases in different sectors other than mechanical engineering.</p> <p>6) Pass rate of the trainees on each programme continuously kept at 70% and above.</p>	<ul style="list-style-type: none"> Annual Report of Council for Technical and Vocational Education Council (COTVET). ESP Review report by MOE. Annual Report of Industrial Technical Advisory Board (ITAC). Annual Report of National TVET Qualifications Committee (NTQC). TVET-related Reports prepared by MOE and MESW. Ghana Statistical Services (GSS) Report on education. Reports on survey by COTVET Annual Reports of Industry Associations Development Partner Reports on TVET Activity 	<p>1) Increased human and financial resources are continuously allocated by both GOG and the Industry sector.</p> <p>2) Staff seconded by private sector are continuously assigned, if any.</p>
<p>Project Purpose To be achieved by end of March, 2011 by Project and COTVET.</p> <p>To strengthen implementation capacity of COTVET and its related institutions for introducing CBT at TVET training institutions in and out of Accra, leading to forming a National TVET Qualifications Framework and Qualification Accreditation System under COTVET.</p>	<p>1) Occupational Standards on mechanical engineering and training package, including curriculum, syllabus, training modules, training materials to be used at pilot training institutions) is developed.</p> <p>2) Trainees receive CBT at pilot training institutions.</p> <p>3) Pass rate of the trainees on mechanical engineering at each qualifications level of piloting performs better than peers in the traditional system.</p> <p>4) COTVET fully established and accepted as a leader in the TVET sector.</p> <p>5) COTVET staff able to deliver mandate of COTVET</p>	<ul style="list-style-type: none"> Annual Reports of COTVET. TVET-related Reports prepared by relevant Ministries Report of ITAC. Report of TQAC. Report of NTQC. Assessment Records of Trainees Reports on Surveys of COTVET Qualitative survey Report of the Trainees and companies conducted by TQAC Published assessment results. 	<p>1) Public-private partnership is maintained for conducting Standing Committees activities such as ITAC and sub-committees, TQAC, NTQC, Industrial attachment and qualification design and delivery.</p> <p>2) Human resources assigned to COTVET and its related structures are retained.</p> <p>3) Human resources assigned by the private sector to the TVET implementing institutions such as ITAC and sub-committees, TQAC and NTQC are retained, if any</p>
<p>Outputs</p> <p>1. COTVET is established and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET.</p>	<p>1) COTVET and its structures such as ITAC, NTQC and TQAC are established, and</p> <p>3) Standing Committees are working properly by COTVET.</p> <p>2) Industry participation in delivery of TVET enhanced.</p> <p>3) CBT model for Ghana developed.</p> <p>4) Occupational Standards and Qualification Accreditation system developed.</p>	<ul style="list-style-type: none"> Annual Report of COTVET COTVET strategic plan Qualification and accreditation report Report on CBT pilot programs of COVET Report of ITAC Report of NTQC Report of TQAC Report on CBT model for Ghana Report on COTVET staff training Monitoring records of COTVET staff Reports of advocacy workshops M&E reports 	<p>1) COTVET staff in place.</p> <p>2) Policy on qualification framework and accreditation system in place</p> <p>3) ITAC, NTQC and TQAC as well as COTVET staff in place</p> <p>4) CBT harmonisation conference held</p>
<p>2. Improved operational mechanism over TVET delivery through lessons learned from piloting CBT on mechanical engineering.</p>	<p>1) Training materials on mechanical engineering, including curriculum, training modules is developed at pilot training institutions.</p> <p>2) Demand-oriented TVET with CBT is conducted on mechanical engineering at pilot training institutions.</p> <p>3) Trainees at pilot training institutions take part in industrial-attachment training programs.</p> <p>4) Training of Trainers (TOT) materials developed</p>	<ul style="list-style-type: none"> Relevant selection letters and reports Qualification and accreditation report Report on CBT pilot programs of COTVET TOT evaluation report Monitoring records of industrial attachment Monitoring records of CBT pilot programmes 	<p>1) COTVET staff in place</p> <p>2) Pilot programmes implemented</p> <p>3) Industrial attachment policy approved by COTVET Board</p> <p>4) Facilities, equipment and other resources in place</p>

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Activity	Inputs	
<p>For Output 1:</p> <p>1.1: To form COTVET and its structures such as ITAC, NTOC, TOAC and ITAC sub-committee on mechanical engineering.</p> <p>1.2: To develop harmonised CBT model for Ghana</p> <p>1.3: To formulate occupational standards and qualification accreditation system on mechanical engineering.</p> <p>1.4: To develop guidelines for curriculum development and CBT piloting implementation.</p> <p>1.5: To enhance human resource development of technical staff at TVET implementing institutions for acquisition of necessary knowledge and skills to deliver TVET under COTVET framework.</p> <p>1.6: To conduct symposium and workshops to enhance understanding of public-private partnership, and public relations activities through medias or on the internet.</p> <p>1.7: To undertake M&E of the above mentioned activities.</p> <p>For Output 2:</p> <p>2.1: To select pilot training institutions for demonstrating CBT on mechanical engineering focusing on the selection of a specific training course for each institution</p> <p>2.2: To develop training plans on mechanical engineering for each CBT piloting institution.</p> <p>2.3: To develop curriculum (syllab) on mechanical engineering for pilot TVET Training institutions</p> <p>2.4: To develop operational guideline and training materials for industrial-attachment programme on mechanical engineering</p> <p>2.5: To approve CBT materials (syllabus and curriculum) by ITAC and the industrial authority</p> <p>2.6: To develop ToT materials CBT piloting</p> <p>2.7: To conduct and evaluate ToT for instructors at each CBT piloting institution.</p> <p>2.8: To implement pilot training by using CBT material and to evaluate the training.</p> <p>2.9: To reflect results of M&E at each CBT piloting institution onto the process of formulating the occupational standards and qualification accreditation system.</p> <p>2.10: To reflect lessons learned from the above activities onto training activities by other TVET Training Institutions.</p>	<p style="text-align: center;">Japanese side</p> <p>◆ Approx. 3.34 million U.S. Dollars a t 1119.78 Yen = 1 U.S. Dollar</p> <p>1. Dispatch of experts: Long-term: Chief Advisor (Technical Education Management - 48 Man/Month, Project Administrator: 48 Man/Month, Total Long-term experts: 96 Man/Month, Short-term: Education Equipment Maintenance: 9 Man/Month, and Any other experts can be dispatched within budget line.</p> <p>2. Assignment of Technical Officers Regulatory Control on TVET Delivery: 8 Man/Month, TVET Institutions/Curriculum Development: 48 Man/Month, Piloting and TOT: 48 Man/Month</p> <p>3. Provision of equipment within scope of Project and budget line.</p> <p>4. Acceptance of trainees in Japan Technical Education Management 2 participants/year x 2 weeks x 4 years, Teaching method and Curriculum Development 2-3 participants/year x 1 month x 5 years (Participants are selected by mutual consultation with experts and counterparts)</p> <p>5. Study Tour on TVET in countries where CBT is already implemented (Participants are selected by mutual consultation with experts and counterparts.)</p> <p style="text-align: center;">Ghanaian side</p> <p>1. Counterparts and other personnel (1) Full-time counterparts to each expert. (2) Full-time counterpart to each third country consultant. (3) Other full-time personnel for the Project.</p> <p>2. Facilities (1) Office space (an office for Chief Advisor, an office for administration with appropriate meeting space, communications means, land, buildings, facilities, and equipment necessary for the Project</p> <p>3. Local costs (1) Salary and wages as well as allowances to counterparts and other staff. (2) Other recurrent costs of the Project (e.g. utilities fees, etc.)</p>	<p>1) Skills Development Fund for the introduction of CBT is established by COTVET.</p> <p>2) Necessary budget and resource allocations by COTVET and relevant Ministries, Departments and Agencies (MDAs) are made to the TVET institutions.</p> <p>Pre-condition</p> <ul style="list-style-type: none"> • TVET Law is activated before the inception of the Project. • Firm commitment by the counterpart ministries to establish TVET Implementing Institutions is obtained. • Secretariat of the COTVET is established. • Human resources assigned to the COTVET and its structures are retained • Industry Sector fully understands the needs as well as concept of the introduction of CBT method in the TVET System in Ghana. • Firm commitment by the industry sector to introduce CBT is obtained.

Note: 'TVET implementing institutions', 'TVET related organization' written above mean: COTVET Secretariat and its Standing Committees such as ITAC, TOAC, NTOC.

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