

**Ministry of Education of Ghana  
Council for Technical and  
Vocational Education and Training**

**Technical and Vocational Education and  
Training Support (TVETS) Project  
in Ghana**

**Project Completion Report**

**December 2011**

**JAPAN INTERNATIONAL COOPERATION AGENCY**

**PADECO Co., Ltd.**

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## **Abbreviations**

AfDB	African Development Bank
AGI	Association of Ghana Industries
A-Poly	Accra Polytechnic
ATTC	Accra Technical Training Center
CBT	Competency-Based Training
COTVET	Council for Technical and Vocational Education and Training
C/P	Counterpart
DANIDA	Danish International Development Agency
ECOWAS	The Economic Community of West African States
EoJ	Embassy of Japan
ESP	Education Strategic Plan
EV	External Verifier
GES	Ghana Education Service
GET Fund	Ghana Education Trust Fund
GoG	Government of Ghana
GPRS	Growth and Poverty Reduction Strategy
HND	Higher National Diploma
HRD	Human Resource Development
ITAC	Industrial Training Advisory Committee
IV	Internal Verifier
JCC	Joint Coordinating Committee
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoEST	Ministry of Environment, Science & Technology
MoESW	Ministry of Employment and Social Welfare
MoTI	Ministry of Trade and Industry
NABPTEX	National Accreditation Board for Professional and Technical Examinations
NACVET	National Coordinating Committee for Vocational Education and Training

NAPC	National Apprenticeship Programme Committee
NCTE	National Council for Tertiary Education
NQF	National Qualifications Framework
NTVETQC	National TVET Qualifications Committee
NTVETQF	National Technical and Vocational Education and Training Qualification Framework
NVTI	National Vocational Training Institute
NVTI-PTI	National Vocational Training Institute – Pilot Training Institute
OIC	Opportunities Industrialization Center
PDM	Project Design Matrix
PO	Plan of Operation
SDF	Skills Development Fund
SITAC	Subcommittee of ITAC Occupational Standard Validators
SITACO	Subcommittee of ITAC Occupational Standard Generators
SME	Small and Medium Enterprise
TOR	Terms of Reference
TOT	Training of Trainers
TQAC	Training Quality Assurance Committee
TVET	Technical and Vocational Education and Training
TVETS Project	Technical and Vocational Education and Training Support Project
WAEC	West African Examinations Council
WB	World Bank



## Executive Summary

This Final Report is to present the work in the JICA Technical and Vocational Education and Training Support (TVETS) Project during the period from February 2010 to December 2011.

In Chapter 1, the outline of the project is summarized. The Implementing Organization is the Council for Technical and Vocational Education and Training (COTVET). The Project is implementing CBT Piloting in the three areas of Mechanical Engineering, i.e., electric /electronics, welding and plant engineering. Piloting institutions are National Vocational Training Institute Pilot Training Institute (NVTI-PTI) for electrics/ electronics, Accra Technical Training Centre (ATTC) for welding, and Accra Polytechnic for plant engineering.

The Project aims to achieve its Purpose and subsequent outputs in the two areas as shown below within the original project period of four years from April 2007 until March 2011. The extension of the Project was agreed between Government of Ghana and JICA in March 2011. Thus, the overall project period with extension is from April 2007 to December 2011 (JICA TVETS project's total length is from April 2007 to December 2011. There were two phases. First Phase period: April 2007–March 2011, Extended Phase period: April 2011–December 2011. During those periods, PADECO Co., Ltd., on behalf of JICA, implemented project from February 2010 to December 2011).

Overall Goal	1. Increased number of TVET Training Institutions with CBT. 2. Qualification Accreditation System is Operational.
Project Purpose:	To strengthen implementation capacity of COTVET and its related institutions for introducing CBT at TVET training institutions in and out of Accra, leading to form a National TVET Qualifications Framework and Qualification Accreditation System under COTVET.
Output 1:	COTVET is established and its related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET. * <sup>1</sup>
Output 2:	Improved operational mechanism over TVET delivery through lessons learned from piloting CBT on mechanical engineering. * <sup>2</sup>

Note \*1: During the extension phase, Output 1 has been interpreted as 'COTVET is further strengthened to manage the harmonized CBT approach education and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET.'

Note \*2: During the extension phase, emphasis on 'The training management system based on the harmonized CBT approach education is completed in each piloting institution' was added in the Output 2.

In Chapter 2, the resources required for this progress are reported. JICA TVETS project team consisting of twelve (12) expert team members, local technical officers and local consultants worked together with Ghanaian Counterparts including COTVET Secretariat managerial/ technical staff and three (3) Piloting institutes' trainers. The project also involves various stakeholders including the relevant ministries, the COTVET Board members, and the COTVET Standing Committee members as project partners. Approximately 130 people are involved in the project.

In Chapter 3, the progress and the achievements of the project activities are reported. Tasks in the Project Work Plan are summarized in several categories as listed below.

<b>Tasks at Preparation Stage / Overall Management</b>	
Output 1: Capacity Development of COTVET	Establish Harmonized Ghanaian CBT Model
	Form functional COTVET Standing Committees
	Set up Occupational Standards and Qualification Accreditation Systems
	Develop the organizational capacities and human resources at COTVET Secretariat
	Publicize TVET for sensitizing CBT & enhancing partnership among stakeholders
Output 2: Improved Operational Mechanism over TVET Delivery through CBT Piloting	Develop Plans, Curriculum and Training Materials for Piloting CBT
	Develop and Support Workplace Experience (Industrial – Attachment) Program
	Training of Trainers (TOT) on CBT Piloting
	Monitor and evaluate the piloting CBT programs
	Reflect the lessons learnt to TVET mechanism

Following activities were conducted and described in Chapter 3.

<Summary of Output 1, Output 2 and Project Management Activities>

● **Output 1 Activities (Establishment of COTVET and Strengthening)**

**1) Establishment of Ghana Harmonized CBT Method**

**a) Support activities for the establishment ‘Ghana Harmonized CBT Method’**

Due to the previous CBT activities by other donors, several CBT methods existed in Ghana, which were different in implementation methods and concepts. This caused confusion and miscommunications to Ghana’s TVET related organizations. Thus, harmonization activities to unite and make the Ghana CBT method uniform were needed. JICA TVETS Project support the activities by sending CBT experts to harmonization working groups, providing technical support, leading the team and coordinating other related organizations and donors. As a result, ‘Report of the technical committee on the harmonization of CBT in Ghana’ was prepared with joint corroboration with COTVET. In addition, JICA TVETS project became the first pilot program which implements Harmonized Ghana CBT method (total 5 programs at 3 pilot schools; ATTC, NVTI-PTI, and A-Poly).

**b) Technical Documents preparation for the systematic implementation of CBT method**

During JICA TVETS project, various TVET policy and CBT methodology documents were prepared (see Appendix 7 for details). Moreover, from February 2010 to March 2011 period, total of twelve (12) documents needed for systematic operation of CBT method were drafted by JICA TVETS project members in collaboration with COTVET Standing Committees.

**2) Establishment of COTVET Standing Committees and Strengthening of Them**

Total of four (4) standing committees were established in May 2010

1. NTAVETQC: National TVET Qualifications Committee
2. ITAC: Industrial Training Advisory Committee
3. TQAC: Training Quality Assurance Committee
4. NAC: National Apprenticeship Committee

For those standing committees, members’ training and support activities were conducted from May 2010 to December 2011. Also, a matrix chart to identify the role and

responsibilities of each standing committee, COTVET secretariat, awarding bodies, training providers (schools) and teacher training institutions was developed by JICA TVETS project.

- 3) **Develop, Manage, Monitor, and Evaluate CBT Pilot School Program with COTVET**  
Several activities were implemented, such as preparation of a manual for CBT curriculum/material development, establishment of ITAC sub-committees (working groups: SITACO and SITAC) for occupational standards generation and validation, and monitoring pilot schools activities with COTVET staff. Systematic monitoring scheme and monitoring tools were developed.
- 4) **Publicize and Sensitize CBT/TVET, and Networking with Industry and Media**  
Several TVET Forums, Workshops, and Conferences were implemented. In addition, COTVET quarterly newsletters were issued, COTVET website was revised and CBT PR Video was made. Also, networking with industry and media was conducted by visiting more than 50 companies in Ghana.
- 5) **Human Resources and Organizational Capacities Development of COTVET**  
In terms of HR development, the organizational structure of COTVET secretariat established, HRD manual established, HRD survey interviews and monitoring & evaluation conducted.

#### ●Output 2 Activities (CBT Pilot School Activities)

- 1) **Development of Annual Plans, Curriculums and Textbooks for CBT Piloting**  
A total of five (5) CBT pilot programs were developed at three (3) schools and institutions. (i.e. (1) Welding and Fabrication Certificate 1 (ATTC), (2) Welding and Fabrication Certificate 2 (ATTC), (3) Electronics Certificate 1 (NVTI-PTI), (4) Electronics Certificate 2 (NVTI-PTI), and (5) Plant Engineering Higher National Diplomat (Accra Polytechnics))  
  
Those program development include activities such as 1–3 year program plans, defining of needed technical skills by industries (occupational standards), syllabi and curricula (unit specifications and breakdown), lesson plans, textbooks (learning materials), student evaluation and grading guideline (assessment guideline), document for internal and external assessment, for all five (5) CBT pilot programs.
- 2) **Develop and Support Student Workplace Experience (Industrial – Attachment)**  
Three-month workplace experience learning for students was conducted at all three CBT pilot schools. In order to implement the program, four (4) documents (i.e. ‘Manual for CBT Workplace Experience Learning’, ‘Manual for CBT Workplace Assessor’, ‘Assessment Marking Guidelines for Workplace Experience’, and ‘Memorandum of Understanding (or Memorandum of Partnership)’) were developed. Simultaneously, more than 50 companies were visited to request and find appropriate environment for students. For the main phase, three (3) pilot schools’ students were sent to 18 companies. For the extension phase, students were sent to 20 companies.
- 3) **Training of Trainers (TOT) on CBT Piloting**  
In order to implement CBT pilot programs at three (3) schools/institutions, following TOT were implemented.
  1. CBT Methodology TOT  
(Total of 10 to 12 different types of CBT workshops for each pilot school implemented)

2. Technical Field Training TOT  
(Three (3) Japanese Technical Experts in Welding Field, Electronics Field, Plant Engineering Field (Kaizen (QC Circle), 5S, HACCP, Production Management, Machine Maintenance, and ISO22000, etc.) were sent for training. On CBT pilot program, relatively new technologies and equipments for Ghana were selected as part of program and thus Japanese technical experts were needed for the TOT implementation.)
3. Refresher Training on CBT Methodology  
(In order to refresh and deepen the CBT concept, several refresher trainings were conducted)
4. School Management TOT  
(Total 2 workshops were implemented. (Once for each fiscal year) Main discussion was how to sustain the CBT program at each pilot school)
5. Other TOT on CBT Method (for Spreading CBT methodology to other institutions and various stakeholders)  
(Total 3 workshops implemented at Tema (joint implementation with ECOWAS, 2 weeks WS), Takoradi (for WB “Oil & Gas Project”, 1 week WS), and Kumasi (for AfDB future program “DSSEP” & “DSIP”, 1 week WS)

#### **4) Monitor, Evaluate and Reflect the CBT Piloting**

Monitoring activities were conducted for both pilot schools/institutes and at workplace experience learning. Pilot schools were visited and monitored at least once a week per school. For students’ workplace experience learning, for each 20 companies, at least one time per month, or total two (2) to three (3) times were visited during the implementation. Those monitoring results were evaluated and shared with related schools’ facilitators and COTVET coordinators

#### **5) Reflect the Lessons Learnt to TVET Mechanism**

The lessons learnt by the pilot CBT school activities were shared at TVET Forums, TVET Workshops, and Conferences with various stakeholders. Lessons learnt were also shared at ‘Other TOT on CBT Method (for Spreading CBT methods to other institutions)’

#### **•Other Project Activities (Project Management)**

##### **1) Regular Meetings**

Meeting among TVETS project members and pilot school facilitators were implemented almost every week. Also monthly coordination meetings with COTVET were implemented.

##### **2) Opening of CBT Resource Centre/Room at Three (3) Pilot Schools**

CBT Resource Centres / Rooms were established at each three pilot schools.

##### **3) Study Trip in South Africa and Botswana**

A 10-day study trip to see CBT implementation at South Africa and Botswana was conducted in October 2010. A total of 8 participants consisting of 6 counterparts and 2 TVETS project members participated in the study trip.

In Chapter 4, achievement of Outputs 1 and 2, Project Purpose and Overall Goal are presented. As the results of outputs 1 and 2, the achievement of project purpose can be stated as the following.

Those two outputs achieved will be combined to strengthen the capacity of COTVET to steward the CBT TVET reform in Ghana. It is evidential from the following.

- COTVET became a leader in the TVET sector since they have received many donors' support such as DANIDA grant and loan for "Skill Development Fund (SDF)", WB grant and loan for "Oil and Gas Project" (CBT pilot program), and "Skill Development Fund (SDF)" AfDB loan project to disseminate the CBT based training reform nationwide starting in 2012.
- They have also started some initiatives such as TVET Policy Review and Corporate Plan Development in 2011 and 2012.
- The standing committees' activities are now plan-led with the annual work plan in connection to the corporate plan.
- PR activities are now operational with the introduction of COTVET website and sending newsletters. The new initiative to designate a TVET week (November 2011) is noteworthy.

In Chapter 5, measures taken through the projects and lessons learnt are presented.

- Lessons Learnt
  - (1) Team Building
  - (2) Target Setting over the Project
  - (3) Synchronization of the Piloting with the Inputs and Activities
  - (4) Secure CBT Experts
  - (5) Risks of the CP Organizational Underdevelopment

In Chapter 6, post-project issues and recommendations for the sustainability and the further development for enhancing the achievement through the TVETS Project are presented.

- Post-Project Issues and Recommendations
  - (1) Institutionalization of the CBT TVET Reform
  - (2) Establishment of Sustainable Capacity of COTVET
  - (3) Enhancement of the Piloting Institutes as CBT Model Institutes
  - (4) Nationwide CBT TVET Reform through AfDB Loan Program
  - (5) COTVET Long-Term Strategy Development



## **1. Outline of the Project**

This chapter provides the outline of the project, including the project scope and schedule, project goals, purposes, outputs, implementing structure and the list of project activities.

### **1.1 Introduction**

Human resource development, particularly in industry sector is prioritized in the Growth and Poverty Reduction Strategy II (GPRS-II, 2006–2009) for achieving better social and economic growth in Ghana. In Ghana, however, different ministries had their own institutions in Technical and Vocational Education and Training (TVET) delivery, which caused the lack of consistency in quality of TVET. In addition, TVET programs were too theoretical and not practical to meet the needs of the industry.

Japan International Cooperation Agency (JICA) conducted the ‘The Study of Development of a Master Plan to Strengthen Technical Education in Ghana’ from 2000 to 2011, and recommended Ghana to start a demand-oriented TVET as one of industrial human resource development strategies. The Ghanaian side complied with this recommendation for introducing TVET policy with the concept of competency-based training (CBT). Simultaneously, the Government enacted the Council for Technical and Vocational Education and Training Act<sup>1</sup> in 2006, in line with government’s education reform. The said Act stipulates the establishment of new organization named Council for Technical and Vocational Education and Training (COTVET), which coordinate and oversee all aspects of TVET.

In 2007, JICA agreed with the Government of Ghana to have the Technical Cooperation Project with COTVET as the major Counterpart (C/P) and have been conducting the ‘Technical and Vocational Education and Training Support (TVETS) Project’ (hereinafter referred to as ‘the Project’) from April 2007 to March 2011. The Project was extended to December 2011.

The Project has three pilot TVET institutions for piloting CBT on three areas (subjects) of mechanical engineering, i.e., electrics /electronics, welding and plant engineering with introduction of five CBT training programs: National Vocational Training Institute Pilot Training Institute (NVTI–PTI) under Ministry of Employment and Social Welfare (MESW), Accra Technical Training Centre (ATTC), and Accra Polytechnic under Ministry of Education (MOE).

This Final Report is comprised of a main report, which presents the process and contents of the work accomplished from February 2010 to December 2011, with appendices.

### **1.2 Scope and Schedule of the Project**

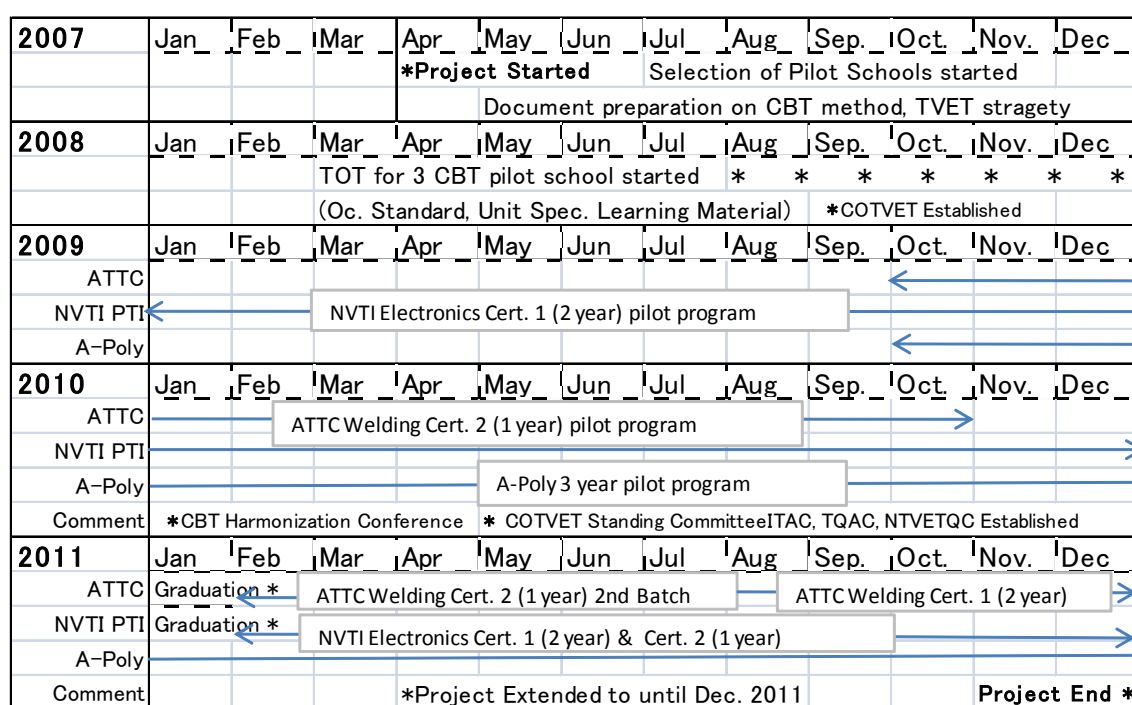
The scope of the project is summarized as follows:

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<sup>1</sup> Act No. 718 of 2006

**Table 1.1: Scope of the Project**

<b>Project Period</b>	4 years and 9 months from April 2007 to December 2011 <sup>2</sup>		
<b>Implementing Organization</b>	Council for Technical and Vocational Education and Training (COTVET)		
<b>Piloting Area</b>	Mechanical Engineering(electric/ electronics, welding and plant engineering)		
<b>Piloting Institutions</b>	National Vocational Training Institute Pilot Training Institute (NVTI-PTI)	Electric /Electronics	Ministry of Employment and Social Welfare (MESW)
	Accra Technical Training Centre (ATTC)	Welding	Ministry of Education (MOE)
	Accra Polytechnic	Plant engineering	
<b>Target Group</b>	COTVET, ITAC (including ITAC Sub-committees), TQAC, NTVETQC, tutors and students at pilot training institutions (namely ATTC, NVTI-PTI and Accra Polytechnic), private enterprises.		



**Figure 1.1: Schedule and Major Events of the Project**

Pilot CBT Programmes Implemented:

As shown in Table 1.2, total five (5) pilot CBT programs were implemented.

<sup>2</sup> The extension of the project was agreed in March 2011. The original project period before the decision of the extension was 4 years until March 2011.



**Table 1.2: Pilot CBT Programs Implemented by JICA TVETS Project**

No	School: Technical Field (Level)	Number of Students
1	ATTC: Welding and Fabrication (Certificate 1) (2 years)	
	1) 1 <sup>st</sup> Batch      December 2011–December 2013 *	30 students
2	ATTC: Welding and Fabrication (Certificate 2) (1 year)	
	2) 1 <sup>st</sup> Batch      October 2009–December 2010	16 students
	3) 2 <sup>nd</sup> Batch      February 2011–March 2012 *	10 students
3	NVTI-PTI: Electronics (Certificate 1) (2 years)	
	4) 1 <sup>st</sup> Batch      January 2009–December 2011	36 students
	5) 2 <sup>nd</sup> Batch      February 2011–December 2013 *	25 students
4	NVTI-PTI: Electronics (Certificate 2) (1 year)	
	6) 1 <sup>st</sup> Batch      February 2011–March 2012 *	33 students
5	A-Poly: Plant Engineering (HND: Higher National Diploma) (3 years)	
	7) 1 <sup>st</sup> Batch      October 2009–May 2012 *	18 students
	8) 2 <sup>nd</sup> Batch      October 2010–May 2013*	23 students

Note\*: Activity of Extension Phase is April 2011 to December 2011

### 1.3 Goal, Purpose and Outputs of the Project

The overall goal, project purpose and outputs of the project as stated in the PDM are shown in Table 1.3. (Refer to Appendix 1 for the full version of the PDM)

**Table 1.3: Goal, Purpose and Outputs of the Project**

<b>Overall Goal:</b> (Target year 2016)	1. Increased number of TVET Training Institutions with CBT. 2. Qualification Accreditation System is Operational.
<b>Project Purpose:</b> (Target year 2011)	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.
<b>Output 1:</b>	COTVET is established and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET.* <sup>1</sup>
<b>Output 2:</b>	Improved operational mechanism over TVET delivery through lessons learned from piloting CBT on mechanical engineering.* <sup>2</sup>

Note \*1: During the extension phase, Output 1 has been interpreted as ‘COTVET is further strengthened to manage the harmonized CBT approach education and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET.’

Note \*2: During the extension phase, emphasis on ‘The training management system based on the harmonized CBT approach education is completed in each piloting institution’ was added to Output 2.

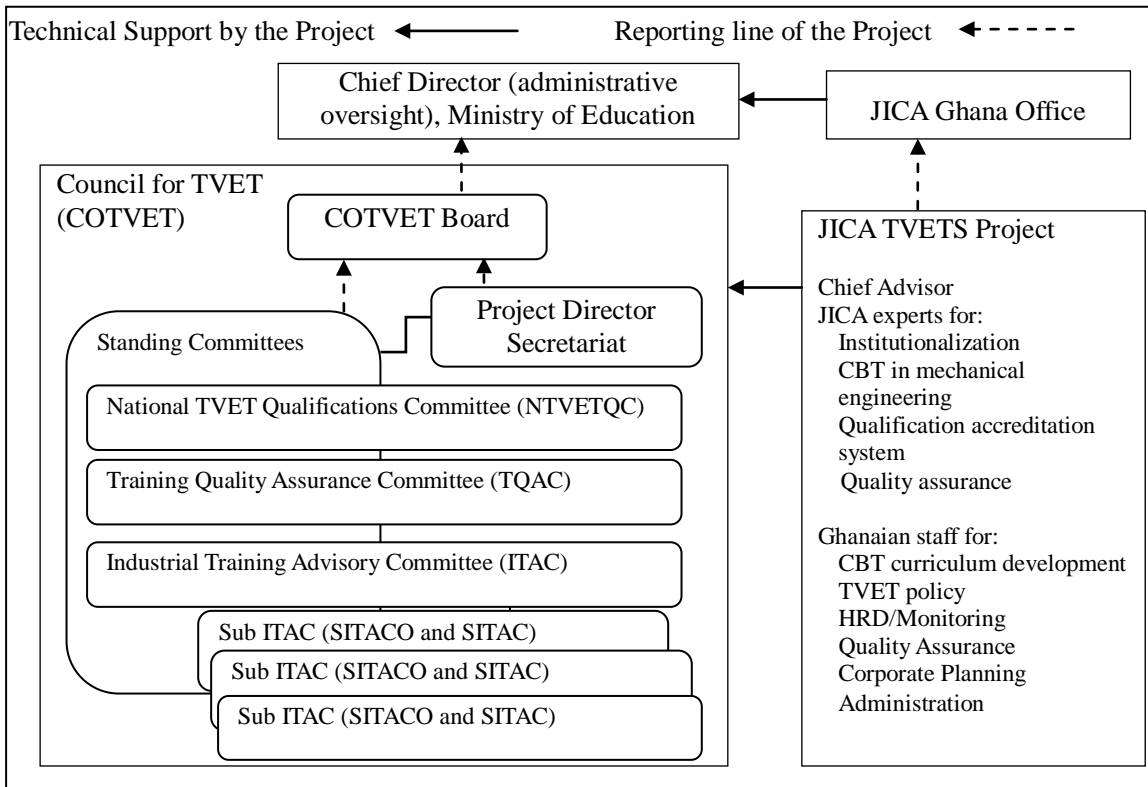
### 1.4 Implementing Structure

The Executive Director of Secretariat office of Council for Technical & Vocational Education and Training (COTVET) as the Project Director takes the overall responsibility for the administration and implementation, and its achievement of the Project, while the Chief Director from MOE takes the administrative oversight over the process as the juridical organization<sup>3</sup>.

JICA TVETS team consisted of JICA experts and Ghanaian staff, and the Chief advisor of the team holds the overall responsibility for the supervision of the implementation and achievement, especially on JICA side, and collaborating with the Project Director, i.e., Executive Director of

<sup>3</sup> Record of Discussions (R/D) signed in April 2007 stipulates in Chapter IV-B that ‘The Executive Director of COTVET is designated as the Project Director, who represents the Ghanaian side and will be responsible for all the administration and implementation of the Project’ (after the appointment of Executive Director of COTVET and setup of Secretariat office).

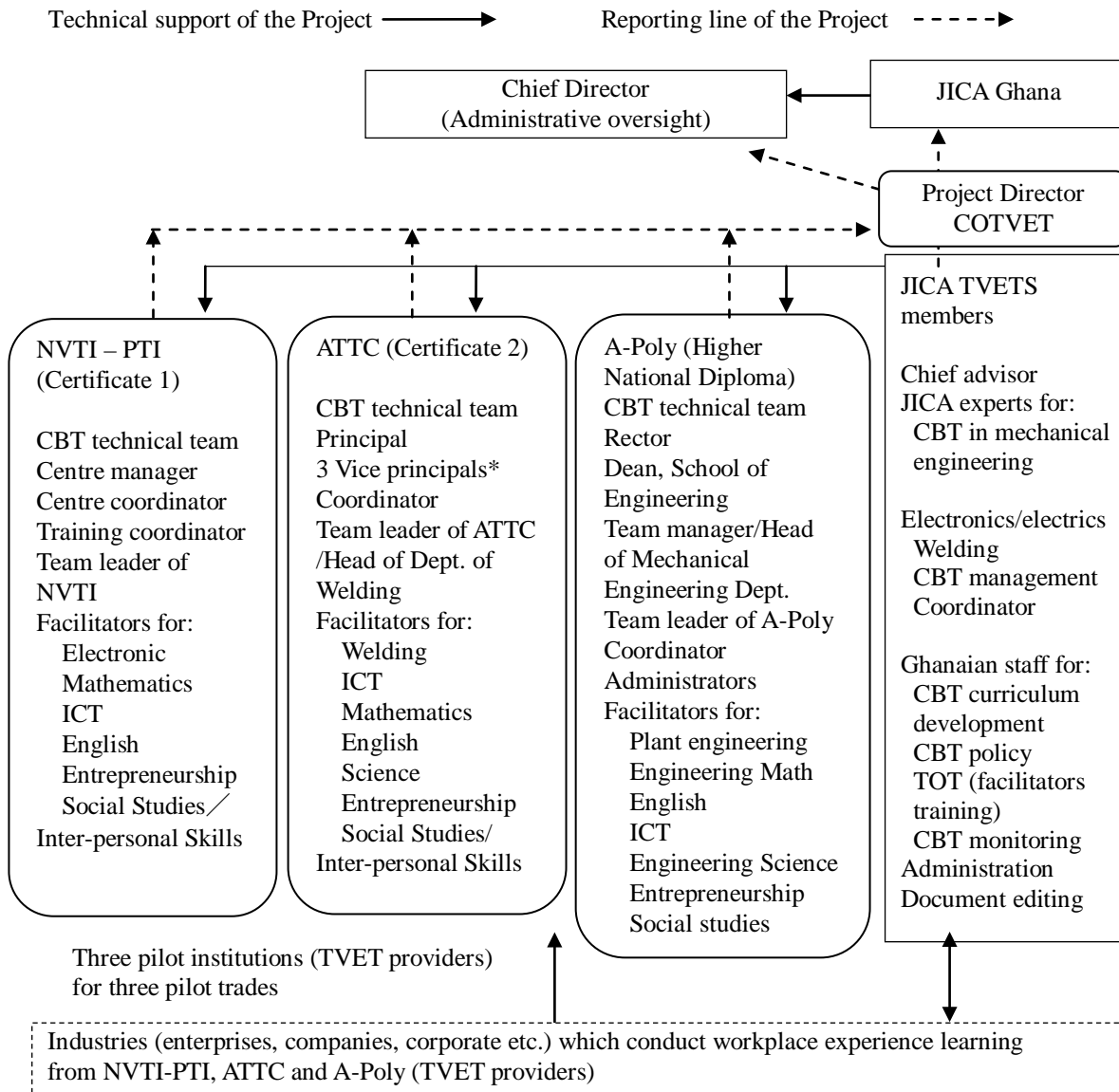
COTVET. The activities for policy-making of new TVET mechanism and its implementation are done by the close collaboration of JICA TVETS members and COTVET, i.e., Secretariat, Board and Standing Committees. The implementing structure with actors is shown below.



**Figure 1.2: Implementing Structure (1) Policy Making & Implementation**

The other important Ghanaian C/Ps are three piloting institutions, namely NVTI-PTI, ATTC, and A-Poly, which have been piloting CBT at their institutions respectively.

CBT Course development and piloting based on new system are done in close collaboration with the JICA TVETS member and CBT technical teams at pilot institutions. Industries are the great co-operators for 'Workplace experience learning', which used to be called 'industrial-attachment program', meaning CBT training at companies or other workplaces. The structure of the implementation with the three piloting institutions is shown below.



**Figure 1.3: Implementing Structure (2) CBT Course Development & Piloting**

### 1.5 Project Design within New TVET System

The Project aims to fulfil two overall project objectives, one purpose, and two outputs having main target groups as COTVET, ATTC, NVTI-PTI and A-Poly, and the trainees at the three piloting institutions. End beneficiaries will be TVET providers, trainees/learners, facilitators/instructors, industries as well as the Country.

**Table 1.4: Narrative Summary of the Project**

<b>Overall goal</b>	1. Increased number of TVET Training Institutions with CBT. 2. Qualification Accreditation System is Operational.
<b>Project purpose</b>	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 of a National TVET Qualifications Framework and Qualification Accreditation System under COTVET.
<b>Outputs</b>	<u>Output 1:</u> COTVET is established and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET. <u>Output 2:</u> Improved operational mechanism over TVET delivery through lessons learned from piloting CBT on mechanical engineering.
<b>Activities</b>	<p><u>For Output 1 (From PDM)</u></p> <ol style="list-style-type: none"> <li>1. To form COTVET and its structures such as ITAC, NTQC and TQAC, and ITA subcommittees on mechanical engineering.</li> <li>2. To develop a harmonized CBT model for Ghana</li> <li>3. To formulate occupational standards and qualification accreditation system on mechanical engineering.</li> <li>4. To develop guidelines for curriculum development and CBT piloting implementation.</li> <li>5. To enhance human resource development of technical staff at TVET Implementing bodies (ITAC, NTVETQC and TQAC) for acquisition of necessary knowledge and skills to deliver TVET under COTVET framework.</li> <li>6. To conduct symposia and workshops to enhance understanding of public-private partnership, and public relations activities through media or the internet.</li> <li>7. To undertake M&amp;E of the above-mentioned activities.</li> </ol> <p><u>For Output 2 (From PDM)</u></p> <ol style="list-style-type: none"> <li>1. To select pilot training institutions for demonstrating CBT on mechanical engineering focusing on the selection of a specific training course for each institution</li> <li>2. To develop training plans on mechanical engineering for each CBT piloting Institution</li> <li>3. To develop curricula (syllabi) on mechanical engineering for pilot TVET Training Institutions</li> <li>4. To develop operational guideline and training materials for industrial-attachment programme on mechanical engineering</li> <li>5. To approve CBT materials (syllabus and curriculum) by ITAC and the industrial authority</li> <li>6. To develop TOT materials for CBT piloting</li> <li>7. To conduct and evaluate TOT for instructors at each CBT piloting institution</li> <li>8. To implement pilot training by using CBT materials and to evaluate the training</li> <li>9. To reflect results of M&amp;E at each CBT piloting institution onto the process of formulating the occupational standards and qualification accreditation system</li> <li>10. To reflect lessons learned from the above activities onto training activities by other TVET Training Institutions</li> </ol>

Source: Project Design Matrix version 6 (formulated in October 2009), January 2010, JICA Ghana Office

The activities for Output 1 intend to build implementing capacity of COTVET in creating new TVET policy and system by introducing demand-oriented TVET based on harmonized Ghanaian CBT model. The managerial/technical staff at COTVET Secretariat and the members of Standing Committees, namely NTVETQC, ITAC and TQAC, who are main guardians and coordinators for actualizing the TVET reform, are the counterparts in achieving the Output 1.

The activities for Output 2 intend to develop the curricula & learning materials, assessment instruments and assessment marking guidelines called ‘Training Package’, as well as to pilot the prepared education & training based on the developed Training Package. All the contents of Training Package have been developed in conformity with harmonized Ghanaian CBT model.

To ensure quality TVET and certified qualification, quality assurance system shall function together with assessments and verification. Since CBT strongly emphasizes initiative of learners and their practical skills development meeting the demand of industries, the workplace experience learning is considered an essential requirement at TVET providers and anticipated to make impacts on expansion of employment in the future.

The rationalization of CBT is not only from the aspects of educators such as curricula contents or teaching methodology, but also from learning environment and learners’ initiatives. The comparative advantages of CBT are found in different topics to conventional TVET methodologies, as summarized in the following table.

**Table 1.5: Comparative Advantages of CBT**

Topic	Conventional TVET	TVET by CBT
Learner’s attitude	Passive learning (educators cantered). Rote learning	Active leaning (Learners focused). Critical thinking, reasoning, reflection and action.
Assessment	Formative assessment is used by paper examination driven.	Formative and summative assessments are used. Practical skills development is focused on.
Curricula	Syllabi are content based and broken down into subjects.  Development process is not open to public/industries comments.	Syllabi are the integration of knowledge, skills, attitude and value, described in units and its specifications to which Credit values are assigned. Development is encouraged by reflecting the comments and input from the wider communities, stakeholders, such as industries. Learning is relevant and connected to real-life status and real working context.
Textbooks	Textbooks and worksheets are bound to educator’s selection and educator-centred.	Learning materials are used, and they are based on developed curricula.
Teaching method	Deductive approach. Educators are responsible for learning, i.e., learners’ motivation depends on personality of educator.	Inductive approach. Learners take responsibility for their learning, i.e., learners are motivated by constant feedback and affirmation of their worth. Teachers are ‘Facilitators’.
Educator’s attitude	Syllabi are rigid and non-negotiable learning contents. Emphasis on what an educator hopes to achieve.	Emphasis on learning outcomes, i.e., what learners understand and acquire, and what sort of worker become.
Class management	Teaching and/or learning contents are organized upon rigid timeframes.	Flexible timeframes are taken. Allows learners to work upon each achievement.

CBT is an outcome-based education and training with four principles: a) clarity of focus, b) designing back, c) high expectations and d) expanded opportunities.

‘Clarity of focus’ means that facilitators’ tasks must clearly focus on what they hope learners to ultimately become to be able to accomplish in conformity with National Qualification Framework. ‘Designing back’ is that TVET practitioners are required to build essential knowledge and skills (competency) in CBT programs so learners would achieve and apply them at workplaces. ‘High expectations’ is that learners must be exposed to challenges on a higher

level to raise their standards of performance supported by learners’ own motivations. ‘Expanded opportunities’ signifies that rigid timeframes and schedules must not restrict learning, although there must be limits to every expanded learning opportunity.

These principles are significant to link Output 2 to Output 1 as well as to reflect lessons from the whole Project activities for next steps to update and evolve sustainable new TVET system and mechanism.

### 1.6 Project Activities (February 2010–December 2011)

TVETS project was implemented starting from April 2007 and terminated in December 2011. During this period, a Japanese consulting firm, PADECO Co., Ltd., was involved in the project from February 2010 onward, including the extension period from April 2011 to December 2011.

The project tasks from February 2010 to March 2011 are shown in Table 1.6, and the project tasks for extension phase from April 2011 to December 2011 are shown in Table 1.7.

The project tasks and its relation with activities written in PDM version 6 are shown in Table 1.8.

In addition, actual work schedules implemented by tasks are shown in Table 1.9 for Main Phase and in Table 1.10 for Extension Phase.

**Table 1.6: Main Phase of Project Tasks (February 2010–March 2011)**

No.	Task Description
<b>Preparatory work</b>	
0-1	Formulation of ‘Project Work Plan’ (Inception Report: IC/R)
0-2	Review the existing project information
0-3	Brief and discuss ‘Project Work Plan’
0-4	Identify the roles of local technical personnel
<b>Capacity development of COTVET (Output 1)</b>	
1-1	Support to identify the function of Standing Committees (TVET implementing bodies) and to select its members
1-2	Support to implement Stakeholder Conference on the Harmonization of CBT
1-3	Support to establish occupational standards and qualification accreditation system on mechanical engineering
1-4	Develop a guideline for curriculum development and CBT piloting
1-5	Prepare ‘Manual for Human Resource Development for COTVET’
1-6	Establish website to provide TVET-related information in Ghana
1-7	Establish the methodology to monitor and evaluate the capacity development at COTVET Secretariat and Standing Committees
1-8	Support to establish Standing Committees, i.e., NTVETQC, ITAC and TQAC
1-9	Support to establish Industrial Training Advisory (ITA) sub-committee in mechanical engineering sector
1-10	Provide training for COTVET
1-11	Conduct workshops to enhance understanding of TVET
1-12	Support for publishing Newsletters of COTVET and CBT PR video
1-13	Monitor and evaluate the capacities developed at COTVET Secretariat and Standing Committees
<b>TVET delivery and CBT Piloting (Output 2)</b>	
2-1	Develop training plans on pilot engineering areas: welding, electronics and plant engineering
2-2	Develop curricula & syllabi on pilot engineering areas at pilot institutions
2-3	Support the authorization of industrial-attachment (workplace experience learning) as a part of TVET qualification accreditations system

2-4	Develop the plan of TOT
2-5	Continue to monitor the piloting CBT and establish new monitoring & evaluation method
2-6	Develop an operational guideline for industrial-attachment (Workplace experience learning)
2-7	Develop training materials for industrial-attachment (Workplace experience learning)
2-8	Support the approval of CBT materials (Training package and others) by ITAC and industrial authority
2-9	Develop training material for TOT
2-10	Conduct TOT for facilitators (trainers or instructors) at pilot training institutions
2-11	Monitor and evaluate the piloting CBT by updated method and instrument
2-12	Implement industrial attachment (Workplace experience learning) and conduct its monitoring and evaluation
2-13	Reflect lessons learnt through the piloting CBT to other TVET institutions
<b>Project management</b>	
3-1	Formulation of 'Progress Report' No.1, 2 and 3
3-2	Organization of Joint Coordination Committee (JCC) meetings
3-3	Organization of Counterpart training in a third country
3-4	Support to JICA terminal evaluation study
3-5	Formulation of 'Project Completion Report'

**Table 1.7: Extended Period Project Tasks (April 2011–December 2011)**

No.	Task Description
<b>Preparatory work</b>	
0-1	Preparation of 'Project Work Plan'
<b>Capacity development of COTVET (Output 1)</b>	
1-1	Assist COTVET to support ITAC, NTVETQC and TQAC (standing committees = TVET implementation bodies) activities.
1-2	Assist COTVET for establishment of ITAC sub committees (SITACO & SITAC).
1-3	Assist COTVET to supervise the development of new courses and to manage pilot programs at CBT pilot schools.
1-4	Assist COTVET to monitor and evaluate the CBT pilot training programs.
1-5	Assist COTVET to spread harmonized CBT method to other TVET institutes in Ghana.
1-6	Organize TVET advocacy workshops for TVET institutions, industry and the media.
1-7	Publish periodic bulletins (Newsletters) on TVET for be distributed to stakeholders.
1-8	Maintain and enhance a website for dissemination of TVET information.
1-9	Establish networks through visits to industry and media organizations.
1-10	Assist COTVET for the implementation of TVET Forum for PPP (Private Public Partnership) for harmonized CBT model implementation.
1-11	Human resource development and capacity development of COTVET staff and standing committees (TVET implementation bodies) members.
1-12	Assist COTVET to develop Monitoring and Evaluation (M & E) system to capacity building in COTVET and its implementing institutions.
<b>TVET delivery and CBT Piloting (Output 2)</b>	
2-1	Develop training plans for each of the CBT pilot institutions (Welding, Electronics and Plant Engineering).
2-2	Develop curriculum and syllabus on mechanical engineering for pilot TVET institutions (Welding, Electronics and Plant Engineering).
2-3	Support the development of learning materials and assessment guidelines for pilot TVET institutions.
2-4	Support the authorization of workplace experience (industrial-attachment) as a part of TVET Qualification Accreditations system.
2-5	Develop operational guideline for workplace experience.
2-6	Develop training materials for workplace experience.
2-7	Support approval of CBT Occupational Standard by ITAC and industrial authority.
2-8	Develop training plan and training material for TOT (Training of Trainers).
2-9	Conduct TOT for trainers in pilot training institutions / Conduct monitoring and evaluation of those programmes.

2-10	Support the development of systematic monitoring and evaluation method for CBT pilot training.
2-11	Conduct Monitoring and Evaluation of CBT pilot trainings (Including newly started pilot trainings).
2-12	Support implementation of work place experiences (industrial-attachment programmes)/ Conduct monitoring and evaluation of those programmes.
2-13	Reflect lessons learnt from the pilot trainings onto Occupational Standard and to National TVET Qualification Framework.
2-14	Reflect lessons learned from the pilot trainings onto training activities by other TVET Institutions
<b>Project management</b>	
3-1	Formulation of 'Progress Report' No.4.
3-2	Organization of Joint Coordination Committee (JCC) meetings.
3-3	Formulation of 'Project Completion Report'.

**Table 1.8: Tasks by Technical Area and the Relation with the Activities in PDM**

Task outlined by technical area		No. of Tasks		No. of activities in PDM
		Feb. 2010 – Mar. 2011	Apr. 2011 – Dec. 2011 (Extension)	
Preparatory work		0-1, 0-2, 0-3, 0-4	0-1	
Capacity development of COTVET (Output 1)	Establish Harmonized CBT model	1-2, 1-4	1-5	1-2, 1-4
	Form the functional COTVET Standing Committees	1-1, 1-8	1-1	1-1
	Develop, manage, monitor, and evaluate the CBT pilot training program (including setup of new courses and occupational standards)	1-3, 1-9	1-2, 1-3, 1-4	1-3
	Publicize and sensitize CBT/ TVET, and establish networks with industry and media organization	1-6, 1-11, 1-12	1-6, 1-7, 1-8, 1-9, 1-10	1-6
	Develop, monitor and evaluate the human resources and organizational capacities of COTVET	1-5, 1-7, 1-10, 1-13	1-11, 1-12	1-5, 1-7
CBT Piloting (Output 2)	Develop Plans, Curriculum and Training Materials for Piloting CBT	2-1, 2-2	2-1, 2-2, 2-3	2-2, 2-3
	Develop and Support Workplace Experience Program	2-3, 2-6, 2-7, 2-8, 2-12	2-4, 2-5, 2-6, 2-7, 2-12	2-4, 2-5
	Training of Trainers (TOT) on CBT	2-4, 2-9, 2-10	2-8, 2-9	2-6, 2-7
	Monitor, evaluate, and reflect the CBT Piloting	2-5, 2-11, 2-12a, b	2-10, 2-11	2-7, 2-8
	Reflect the lessons learnt to TVET mechanism	2-13	2-13, 2-14	2-9, 2-10
Project management		3-1, 3-2, 3-3, 3-4, 3-5	3-1, 3-2, 3-3	

The areas of technical cooperation of the Project can be divided into two main components in accordance with the Project’s outputs, which are for capacity development of COTVET (Output 1, and TVET delivery and Pilot Project (Output 2) in conformity with newly institutionalized system. TVET delivery by CBT approach needs new consensus and legal framework in terms of qualifications, accreditation, awarding mechanism, for which the Project would verify the validity and acquire lessons through piloting CBTs at pilot institutions.



**Table 1.9: Work Schedule by Task for Main Phase (Actual Implemented Schedule) (from February 2010 to March 2011)**

Task No.	Task description	Activity done by October as well as planned from November	Calendar year	2010												2011		
			Calendar month	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	
			Working month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
<b>Preparatory work</b>																		
0-1	Formulation of 'Project Work Plan' (Inception Report: IC/R)																	
0-2	Review the existing project information																	
0-3	Brief and discuss 'Project Work Plan'																	
0-4	Identify the roles of local technical personnel																	
<b>For Output 1</b>			<b>No. in PDM</b>															
1-1	Support to identify the function of Standing Committees (TVET implementing bodies), i.e., NTVETOC, TOAC, and ITAC, and to select its members		1-1															
1-2	Support to implement the Stakeholder Conference on the Harmonization of CBT		1-2															
1-3	Support to establish occupational standards and qualification accreditation system on mechanical engineering		1-3															
1-4	Develop a guideline for curriculum development and CBT piloting		1-4															
1-5	Prepare 'Manual for Human Resource Development for COTVET'		1-5															
1-6	Establish Website to provide TVET related information in Ghana		1-6															
1-7	Establish the methodology to monitor and evaluate the capacity developed at COTVET Secretariat and Standing Committees		1-7															
1-8	Support to establish Standing Committees (TVET implementing bodies)		1-1															
1-9	Support to establish Industrial Training Advisory (ITA) sub-committee in mechanical engineering sector		1-1															
1-10	Provide training for COTVET		1-5															
1-11	Conduct workshops to enhance understanding of TVET		1-6															
1-12	Support for publishing Newsletters of COTVDET and CBT PR video		1-6															
1-13	Monitor and evaluate the capacities developed at COTVET Secretariat and Standing Committees		1-7															
<b>For Output 2</b>			<b>No. in PDM</b>															
2-1	Develop training plans on pilot engineering areas: welding, electronics and plant engineering		2-2															
2-2	Develop curricula& syllabi on pilot engineering areas at pilot institutions		2-2															
2-3	Support the authorization of Workplace experience learning as a part of TVET qualification accreditations system		2-4															
2-4	Develop the plan of TOT		2-6															
2-5	Continue to monitor the piloting CBT (by first monitoring method) and establish new monitoring & evaluation method		2-8															
2-6	Develop an operational guideline for industrial-attachment (Workplace experience learning)		2-4															
2-7	Develop training materials for industrial-attachment (Workplace experience learning)		2-4															
2-8	Support the approval of CBT materials (Training package and others) by ITAC and industrial authority		2-5															
2-9	Develop training material for TOT		2-6															
2-10	Conduct TOT for facilitators (trainers or instructors) at pilot training institutions		2-7															
2-11	Monitor and evaluate the piloting CBT by updated method and instrument		2-8															
2-12	Implement industrial attachment (Workplace experience learning) and conduct its monitoring and evaluation		2-4, 2-8															
2-13	Reflect lessons learnt through the piloting CBT to other TVET institutions		2-9, 2-10															
<b>Project management</b>																		
3-1	Formulation of 'Progress Report' of No.1 and No. 2																	
3-2	Organization of Joint Coordination Committee (JCC) meetings																	
3-3	Organization of Counterpart training in third country																	
3-4	Support to JICA terminal evaluation study																	
3-5	Formulation of 'Project Completion Report'																	
Note	Stakeholders Conference on Harmonization of CBT																	
	JICA terminal evaluation study																	
Reports and technical document to be submitted	Project Work Plan (Inception Report)																	
	Progress Report No. 1																	
	Progress Report No.2																	
	Guideline for CBT Curriculum Development and Implementation																	
	Record of CBT Workshops																	
	Monitoring Report of Seminars and Trainings																	
	Plan of Training for each Pilot training institution																	
	Revised Training Materials (Training package)																	
	Regulations and training materials for workplace experience learning																	
	Plan of Training of Trainers (TOT)																	
	Training Materials for Training of Trainers																	
	Plan of improvement of operation mechanism																	
	Project Completion Report																	

**Table 1.10: Work schedule by Task for Extension Phase (Actual Implemented Schedule) (Period from April 2011 to December 2011)**

		No. in PDM	2011										2012
			4	5	6	7	8	9	10	11	12	1	
<b>Preparatory work</b>													
0-1	Formation of 'Project Work Plan'	-											
<b>For Output 1</b>													
1-1	Assist COTVET to support ITAC, NTVETQC and TQAC (standing committees =TVET implementation bodies) activities.	1-1											
1-2	Assist COTVET for establishment of ITAC sub committees (SITACO & SITAC).	1-1											
1-3	Assist COTVET to supervise the development of new courses and to manage pilot programs at CBT pilot schools.	1-3											
1-4	Assist COTVET to monitor and evaluate the CBT pilot training programs.	1-3											
1-5	Assist COTVET to spread harmonized CBT method to other TVET institutes in Ghana.	1-2, 1-4											
1-6	Organize TVET advocacy workshops for TVET institutions, industry and media.	1-6											
1-7	Publish periodic bulletins (Newsletters) on the TVET for distributed to stakeholders.	1-6											
1-8	Maintain and enhance a website for dissemination of TVET information.	1-6											
1-9	Establish networks through visits to industry and media organizations.	1-6											
1-10	Assist COTVET for the implementation of TVET Forum for PPP (Private Public Partnership) for harmonized CBT model implementation.	1-6											
1-11	Human resource development and capacity development of COTVET staffs and standing committees (TVET implementation bodies) members.	1-5, 1-7											
1-12	Assist COTVET to develop Monitoring and Evaluation (M & E) system to capacity building in COTVET and its implementing institutions.	1-5, 1-7											
<b>For Output 2</b>													
2-1	Develop training plans for each of the CBT pilot institutions (Welding, Electronics and Plant Engineering)	2-2											
2-2	Develop curriculum and syllabus on mechanical engineering for pilot TVET institutions (Welding, Electronics and Plant Engineering)	2-2											
2-3	Support the development of learning materials and assessment guidelines for pilot TVET institutions.	2-2											
2-4	Support the authorization and work place experience (industrial – attachment) as a part of TVET Qualification Accreditations System.	2-4											
2-5	Develop operational guideline for work place experience.	2-4											
2-6	Develop training materials for work place experience	2-4											
2-7	Support approval of CBT Occupational Standard by ITAC and industrial authority	2-4											
2-8	Develop training plan and training material for TOT (Training of Trainers)	2-6											
2-9	Conduct and evaluate TOT for trainers in pilot training institutions	2-7											
2-10	Support the development of systematic monitoring and evaluation method for CBT pilot training	2-7											
2-11	Conduct Monitoring of CBT pilot trainings (Including newly started pilot trainings)	2-8											
2-12	Support implementation of workplace experiences (industrial attachment program) / Conduct Monitoring and Evaluation of those programmes.	2-4, 2-8											
2-13	Reflect lessons learned from the pilot trainings onto Occupational Standard and to National TVET Qualification Framework	2-9, 2-10											
2-14	Reflect lessons learned from the pilot trainings onto training activities by other TVET Institutions	2-9, 2-10											
<b>Project Management</b>													
3-1	Formation of 'Progress Report' No. 4.	-											
3-2	Organization of Joint Coordination Committee (JCC) meetings.	-											
3-3	Formation of 'Project Completion Report'	-											
<b>Reports and Technical Documents to be Submitted</b>													
	Progress Report 4 (P/R 4)												
	Project Completion Report												
	Guideline for CBT Curriculum Development and Implementation												
	Record of CBT Workshops												
	Monitoring Report of Seminars and Trainings												
	Plan of CBT Training for each Pilot Training Institution												
	Revised Training Materials (Training Package)												
	Regulations and training materials for workplace experience learning												

## 2. Inputs of the Project

### 2.1 Japanese Experts and Third Country Experts

Table 2.1 shows the project experts who were sent to Ghana from Japan and from third countries since February 2010 until December 2011. Those project experts' assignment schedules are listed in Appendices 2.1 and 2.2. Third country experts Mr. Keith Dunber from Canada and Mr. Brent H. Richardson from Namibia (originally from New Zealand) are experts in CBT methodology and TVET sector development.

**Table 2.1: JICA Dispatched Team (Japanese Experts and Third Country Experts)  
(From February 2010 to December 2011)**

	<b>Name</b>	<b>Title</b>	<b>Person-months (days) in Ghana</b>	<b>Assigned period</b>
1	Ryoichi OZAWA	Chief advisor, and Institutionalization 1	6.0 (180)	Feb. 2010 to Dec 2011
2	Tamon NAGAI	Sub-leader, CBT in Mechanical Engineering, and Institutionalization 2	14.53 (427)	Feb. 2010 to Dec 2011
3	Keith DUMBER (3 <sup>rd</sup> Country Expert)	Occupational Standards and Qualification Accreditation System	0.53 (16)	Apr. 2010
4	Brent H. RICHARDSON (3 <sup>rd</sup> Country Expert)	Qualification Framework and Qualification Assurance	1.27 (38)	Jul. 2010 to Oct. 2010
5	Akiko NISHIBUCHI	CBT Training Management 1	9.13 (275)	Mar. 2010 to Mar. 2011
6	Kyoko KOJIMA	CBT Training Management 2	5.2 (156)	Feb. 2010 to Dec. 2010
7	Tohru KAWASHIMA	Welding	3.6 (108)	Feb. 2010 to Aug. 2011
8	Kenji YOSHIDA	Electronics	3.6 (108)	Jun. 2010 to Aug. 2011
9	Takaharu SEKI	Plant Engineering	2.7 (81)	Jun. 2010 to Sep. 2010
10	Yuji OZAKI	CBT Training Management, and Monitoring of Output 1	1.83 (55)	Jun.2011 to Oct. 2011
11	Jutarō SAKAMOTO	Administrative Coordinator	2.00 (60)	Mar. 2010 to Mar. 2011
12	Seiji KADOOKA	Administrative Coordinator	1.33 (40)	Oct.2011 to Dec. 2011
<b>Total in Ghana</b>			<b>51.72 person-months</b>	

### 2.2 Ghana Local Staff

This project secured many Ghanaian local staff as local technical officers (specialized in CBT methods), consultants (cooperate plan and policy development, HRD, Web design, etc), administrative staff, editor, and drivers, etc. Those local human resources have enabled better implementation of the Project and communication among actors for the CBT policy and implementation system development, school curriculum development, pilot training implementation and TOT implementation, etc.

**Table 2.2: Ghanaian Staff for JICA TVETS Team**

Name	Title	Assigned period
1. Stephen Turkson	Expert for TVET institutions/Curriculum development	Apr. 2007 to Dec. 2011
2. Erick Odotei	Expert for TVET piloting/TVET Policy	Apr. 2007 to Dec. 2011
3. Gertrude Addo	Expert for Human Resource Development/Monitoring	Feb. 2010 to Dec. 2011
4. Edward O. Appiah	Consultant for Quality Assurance (part time)	Apr. 2010 to Sep. 2010
5. Kofi F. Asiedu	Consultant for Corporate Planning of COTVET (lead) (part time)	Jul. 2010 to Feb. 2011
6. Simons Attipoe	Consultant for Corporate Planning of COTVET (sub) (part time)	Jul. 2010 to Feb. 2011
7. Seth Oku Asamoah	Consultant (TO-3) for TOT/CBT piloting/Monitoring	Mar.2010 to Mar. 2011
8. Robert Danful	Consultant (TO-3) for TOT/CBT piloting/Monitoring	May 2010 to Dec. 2011
9. Michael Ocran	Consultant (TO-3) for TOT/CBT piloting / Monitoring	May 2011 to Dec. 2011
10. Stanley Nyakor	CBT course development and coordination	May 2010 to Dec. 2011
11. Awudu Damani Musah	CBT course development and coordination	May 2011 to Dec. 2011
12. Veronica Manu	CBT course development and coordination	May 2010 to Dec. 2011
13. Richard Okwabi	CBT course development and coordination	May 2010 to Dec. 2011
14. Gloria Commodore	Admin.-Assistant for Training Management & C/P Liaison	Jul. 2009 to Dec. 2011
15. Dzigbodi Okrofu	Admin.-Assistant for Office Management	Sep. 2008 to Dec. 2011
16. Florence A. Boahene	Admin.-Assistant for Standing Committees	Jul.2010 to Dec. 2011
17. Martha A. Dadzie	Admin.-Assistant for PR and Editing	Sep. 2010 to Dec.2010
18. Vincent B. Torgbor	Consultant for Public Relations/COTVET Web Design (part time)	Feb.2010 to Dec. 2011
19. Edward K. Addison	Driver	May 2008 to Dec. 2011
20. Michael Daddson	Driver	Aug. 2008 to Dec. 2011

### 2.3 Counterparts

The Ghanaian side C/Ps and main actors of each agency are from MOE, COTVET (Secretariat, Board and Standing Committees), ATTC, NVTI-PTI and A-Poly. For MOE and COTVET Secretariat, see the following Tables 2.3 and 2.4. For COTVET Board and Standing Committees, ATTC, NVTI-PTI and A-Poly, see Appendix 3. Including MoE, COTVET, pilot schools and other related organizations altogether, there are more than 100 people involved in the TVET Project activities as of December 2011.

**Table 2.3: C/P Personnel at MoE**

No	Name	Title	Responsibility	Assigned period
1	Prof. Paul N. Buatsi	Chief Director of the Project, MOE	Administrative oversight of the Project	Apr. 2007 to Apr. 2010
2	Alidu Fuseni	(Interim) Chief Director of the Project, MOE	Administrative oversight of the Project	May to Sept. 2010
3	Major (rtd) Mahama Samuel Tara	Chief Director of the Project, MOE	Administrative oversight of the Project	Oct. 2010 to date

**Table 2.4: C/P Personnel at COTVET Secretariat**

No	Name	Title	Responsibility	Assigned period
1	Daniel Baffour-Awuah	Project Director of the Project, Executive Director of COTVET Secretariat	Overall management/coordination of the Project activities	Nov. 2008 to Dec. 2011
2	Ernesticia L. Asuinura	Director, Finance and Administration	Management of finance and administration	Sep. 2010 to Dec. 2011
3	Eugene Tappenu	Administrative Director, Executive Director's Office	Administrative management in ED office	Oct. 2010 to Dec. 2011
4	Phyllis Andoh	Administrative Manager, General Office/SDF	Administrative affairs, coordination	Mar. 2009 to Dec. 2011
5	Kwabena Adu Amanyampong	Coordinator, informal Sector	Coordination for informal sector	Jan. 2010 to Dec. 2011
6	Sampson Dampsey Tetey	Coordinator, CBT	Coordination for TVET system institutionalization	Jan. 2010 to Dec. 2011
7	John Boateng	Coordinator, Policy and Planning	Coordination for TVET system institutionalization	Jan. to June 2010
8	Thompson Samuel	Coordinator, Policy and Planning	Policy and Planning	Dec. 2010 to Dec. 2011
9	Theophilus Tetteh Zogblah	Coordinator, Occupational Standards	Occupational Standards	Dec. 2010 to Dec. 2011
10	George Laing	Coordinator, Information, Publicity and Promotion	Information, Publicity and Promotion	Dec. 2010 to Dec. 2011
11	Seth Oku Asamoah	Coordinator, Assessment and Certification	Assessment and Certification	Apr. 2011 to Dec. 2011
12	Denise Clarke	TVET Adviser (from MOE)	Coordination of ICT projects	May 2009 to Dec. 2011
13	Kofi Ntow	Fund Manager, SDF	Programming and Finance of SDF	July 2010 to Dec. 2011
14	Issahaq Mohamed Jalaludeen	Monitoring and Evaluation Officer, SDF	Monitoring & Evaluation	Aug. 2010 to Dec. 2011
15	Paul Adjei	Procurement Officer, SDF	Procurement	July 2010 to Dec. 2011

No	Name	Title	Responsibility	Assigned period
16	Nana Kwabena Danso	Internal Auditor	Internal Audit	Oct. 2010 to Dec. 2011
17	Linda Aborwu	Secretary	Administrative support	Oct. 2010 to Dec. 2011
18	Josephine Coleman Ewusi	Secretary	Administrative support	Oct. 2010 to Dec. 2011
19	Atsu Kpewu	Head of Accounts	Accounting	Jan. 2010 to Dec. 2011
20	Charles Kotoku	Accountants Officer	Accounting	Nov. 2008 to Dec. 2011
21	Veronica Mawusi Sowu	Receptionist	Reception	Oct. 2010 to Dec. 2011
22	Lufthansa Omane	Driver	Transportation	Nov. 2008 to Dec. 2011
23	Micheal Marmah	Driver	Transportation	Jan. 2010 to Dec. 2011
24	John Fianyoy	Security	Security	Feb. 2010 to Dec. 2011
25	Eric Asante	Security	Security	Apr. 2010 to Dec. 2011
26	Henry Anarfi	Security	Security	Feb. 2010 to Dec. 2011
27	Sampson Locktii	Security	Security	Feb. 2010 to Dec. 2011
28	Dorcas Owusu	Cleaner	Cleaning	Apr. 2010 to Dec. 2011
29	Joyce Cudjoe	Cleaner	Cleaning	Nov. 2009 to Dec. 2011
30	Alberta Gyedu	National Service Person	Administrative Support	Nov. 2009 to Aug. 2010
31	Martha Dadzie	National Service Person	Public relations / web information	Jan. to Aug. 2010
32	Gloria Boateng	Internship	Public relations / web information	Oct. 2009 to Mar. 2010
33	Eric Edzemkpo Kraka	Internship	Accounting Support	July 2010 to Dec. 2011
34	Cynthia Ayekwei	Internship	Conduct of Secretarial Examinations	Jan. 2010 to Dec. 2011
35	Doreen Selorm Akatse	Internship	Administrative Support	July to Oct. 2010

## 2.4 Cost Expended for the Ghana Field Activities

In terms of the project cost, the JICA side has borne the expenses for the field activities in Ghana and study visits in third countries as shown in Table 2.5 below, while Ghana side bears the necessary cost for administration and organizational activities including personnel cost.

**Table 2.5: Cost Expended for the Field Activities in Ghana  
(from February 2010 to December 2011)**

Item	Expenses by Japanese fiscal year period (in thousand JPY)		Sum of Expenses	
	Feb. 2010– Mar. 2011	Apr. 2011– Dec. 2011 (Extension)	(in thousand JPY)	(in USD)
Personnel	22,000	13,000	35,000	437,500
Maintenance & repair of equipment	1,300	540	1,840	23,000
Consumables	1,700	710	2,410	30,125
Communications & correspondence	1,500	1,500	3,000	37,500
Printing and copies	800	380	1,180	14,750
Vehicle hire	220	300	520	6,500
Maintenance of the project office	140	90	230	2,875
Trainings and Activities	15,000	10,150	25,150	314,375
Equipment purchase	4,000	160	4,160	52,000
<b>Total Expenses</b>	<b>JPY 46,660</b> <b>(thousand)</b>	<b>JPY 26,830</b> <b>(thousand)</b>	<b>JPY 73,490</b> <b>(thousand)</b>	<b>USD</b> <b>918,625</b>

Exchange Rate: USD1 = JPY80.00

### 3. Progress of the Project Activities

#### 3.1 Preparatory Work

##### 3.1.1 Formulation of Project Work Plan

In terms of Task 0-1, the activities in Ghana started in May 2011 and Project Work Plan (IC/R), which had been prepared by PADECO prior to fieldwork, was discussed between Ghana side and JICA side. The said Work Plan was approved and submitted to JICA Ghana office in May 2011.

#### 3.2 Capacity Development of COTVET (Output 1)

##### 3.2.1 Establish Harmonized Ghanaian CBT Model

The timeframe of activities by October on these tasks are shown below.

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note
		2010	2011			2011	2011				
		2	6	9	12	3	4	6	9	12	
Period from Feb. 2010–Mar. 2011											
1-2	Support to implement the Stakeholder Conference on the Harmonization of CBT (1-2)	▲		▲							Conference was held in February. Technical meetings to finalize CBT are ongoing.
1-4	Develop a guideline for curriculum development and CBT piloting (1-4)	■	■								‘Guideline for Curriculum Development’ was compiled in 2007, while other guidelines and manuals are under updating and/or compiling.
Extended Period from Apr. 2011–Dec. 2011											
1-5 ext	Assist COTVET to spread harmonized CBT method to other TVET institutes in Ghana (1-4)						■				TVETS project supported COTVET for WB and AfDB future project by implementing CBT workshops at Kumasi and Takoradi for related regional schools, as well as TVET Forums/Workshops implemented.

#### (1) Ghana CBT Harmonization

##### ●Main Phase of TVETS Project (April 2007–March 2011)

In the 2000–2001 year, JICA dispatched a group of experts to develop Ghana TVET Reform Master Plan called “The Study for Development of a Master Plan to Strengthen Technical Education in the Republic of Ghana, November 2001.” In the Master Plan report, Ghana TVET educational reform using CBT Method (Competency Based Training Method) is recommended. Since then, using the recommendation stated in the Master Plan, there were many donor organizations implementing TVET sector technical cooperation using various variations of CBT methods, which are applied at their own countries to Ghana. By the mid-2009, there was some confusion among CBT pilot program implementing schools, institutions and program verifier organizations such as GES, NABPTEC, NVTI-HQ, etc, about the technical terms and several



different method of CBTs<sup>4</sup>. In order to solve this confusion created by the non-standardized CBT approaches supported by different development partners (DPs), harmonization and the standardization of CBT-TVET were necessities. In order to develop one uniform “the Ghana Harmonized CBT method,” COTVET as the leading organization with support of JICA TVETS Project established a committee and two (2) affiliated working groups for the development. The list of members of CBT Harmonization Committee and two (2) working groups are listed below. Continuous activities related to harmonization and national qualification framework activities are conducted by COTVET Standing Committees, which were inaugurated in April 2010 for further development.

**Table 3.1: CBT Harmonization Committee and Two Sub-Committees (Working Groups) (Activities Conducted from September 2009 to May 2010)**

<b>List of Members of CBT Harmonization Committee</b>			
1.	Dr. Benjamin Kwesi Prah	Kumasi Polytechnic	Chairman
2.	Professor Kwame Nkum	Cape Coast Polytechnic	Member
3.	Mr. Peter Akwasi Attobrah	TVET Division, GES	Member
4.	Mr. Johnson Somoah	WAEC	Member
5.	Mr. Godwin A. Y. Kudese	NVTI	Member
6.	Mr. Francis Y. Tagbor	NABPTEX	Member
7.	Mr. Eric Odotei	<b>JICA TVETS Project</b>	Member
8.	Mr. Richard K. Adjei	National Accreditation Board	Member
9.	Mr. K. Antwi-Boasiako	Ghana Employer’s Association	Member
10.	Mr. Philip Kwesi Incoom	TVED/GES/HQ	Member
11.	Mr. John A. Ocran	NVTI	Member
12.	Mr. Eric Owusu Agyeman	NVTI	Member
13.	Rev. Lincoln Donkor	Association of Ghana Industries	Member
14.	Mr. Stephen Turkson	<b>JICA TVETS Project</b>	Member
15.	Mr. Dan Baffour-Awuah	COTVET	Member
16.	Ms. Phyllis Andoh	COTVET	Secretary
<b>Sub-Committees (Working Groups) of CBT Harmonization</b>			
<b>a. Qualifications Framework and Quality Assurance Working Group</b>			
	* Professor Robert Kwame Nkum	Chairman	
	* Mr. Richard K. Adjei	Rapporteur	
	* Mr. Eric Owusu Agyeman	Member	
	* Mr. Godwin Kudese	Member	
	* Mr. Eric Odotei	<b>Member (JICA TVETS Project)</b>	
	* Rev. Lincoln Donkor	Member	
	* Dr. B. E. Kwesi Prah	Coordinating Member	
<b>b. CBT Design and Implementation Working Group</b>			
	* Mr. Philip Kwesi Incoom	Chairman	
	* Mr. Francis Tagbor	Rapporteur	
	* Mr. Kwaku Antwi-Boasiako	Member	
	* Mr. Stephen Turkson	<b>Member (JICA TVETS Project)</b>	
	* Mr. John A. Ocran	Member	
	* Mr. Johnson Somoah	Member	
	* Mr. Peter Akwasi Attobrah	Member	
	* Dr. B. E. Kwesi Prah	Coordinating Member	

<sup>4</sup> Outstanding agencies in this sector were Dfid, NUFFIC, CIDA, and other foreign NGOs.

The framework and mechanism of new CBT-TVET policy had been drafted and tentatively agreed among COTVET, the Project and stakeholders<sup>5</sup>. The details are outlined in ‘*Report of the technical committee on the harmonization of Competency-Based Training (CBT) in Ghana, October 2009*’ (Final version printed in May 2010) (hereinafter referred to as ‘*Harmonization Report*’)

A national stakeholder conference on the harmonization of CBT was held in February 2010, where the above ‘*Harmonization Report*’ was reviewed among COTVET, JICA TVETS team, and stakeholders. Among the drafted CBT framework, the mechanism and implementation process of CBT model program was tentatively agreed, while there are still remaining issues, i.e., i) level of qualifications, ii) level descriptors, iii) credit values, iv) structure of credit allocation to various levels and progression pathways, and v) regulations as they related to items i), ii) and iii).

One of the COTVET Standing Committees NTVETQC has been responsible for the harmonization and standardization as well as the above-mentioned issues in i) to iv). Among the issues, the credit values are still under discussion and some adjustment of numbers of credits has been under consideration.

Standing Committees are supposed to take regulated procedures from the stage of CBT program initiation, through delivery, quality assurance, and monitoring, based on the drafted harmonized CBT model. The Project has been supporting each Standing Committee to draft the regulatory document. The list of the document drafted by the Standing Committees and approved by the COTVET Board by March 2011 is shown in the Table below.

**Table 3.2: Documents Prepared by TVETS Project and Standing Committees  
(Main Phase of TVETS Project: February 2010–March 2011)**

No.	Title of the Document (Content Description)	Standing Committee in charge
1	Regulations for the Registration and Accreditation of Training Providers (Content: Guideline/regulation for training schools to offer CBT courses, and schools registration/accreditation process by COTVET)	TQAC
2	Regulations for the Registration and Accreditation of Facilitators and Trainers (Content : Guideline/regulation for teachers/trainers (facilitators) to teach CBT courses and teacher registration/accreditation process by COTVET)	TQAC
3	Regulations for the Registration of Assessors/Verifiers. (Content: Guideline/regulation for teachers and trainers (facilitators) who assess student learning performance (skill & knowledge testing) (i.e. assessors) and internal verifiers (which check assessors’ work), and assessors registration/accreditation process by COTVET)	TQAC
4	Regulation for Accreditation of External Verifiers (Content: Guideline/regulation for external verifiers (which verify internal verifiers’ work), and external verifiers registration/accreditation process by COTVET)	TQAC
5	Policy on the Registration of Trade Associations and Professional Bodies (Content: Guideline and policy on registration of trade associations and professional bodies to COTVET for ITAC and ITAC sub-committee activities for generating occupational standards, etc.)	ITAC
6	Criteria for the Registration of Trade Associations and Professional Bodies (Content: Criteria on registration of trade associations and professional bodies to COTVET for ITAC and ITAC sub-committee activities to generate occupational standards and TVET policy planning and receiving advice, etc.)	ITAC

<sup>5</sup> Stakeholders mentioned here are governmental agencies, TVET providers, industries, trade unions, civil society, DPs, private sectors and so on, which work for skills development and participate in economic activity.

No.	Title of the Document (Content Description)	Standing Committee in charge
7	MoU and MoP Format for Workplace Experience Learning (Content: Format of Minutes of Understanding and Minutes of Partnership for sending students to workplace experience which will be signed between COTVET/pilot schools and Industries)	ITAC
8	Manual for Workplace Experience (Content: Guideline and steps on how to implement CBT student workplace experience learning)	ITAC
9	Terms of Reference for Sub-committees (Content: Term of reference and fee policy for ITAC sub-committee (SITAC and SITACO working group) members for the development of occupational standards.)	ITAC
10	Regulation for Registering Awards on the NTVETQF (Content: Guideline/regulation for registering school curricula (awards) and selection of qualification framework level (National TVET qualification framework) for NTVETQC)	NTVETQC
11	Regulation for Accreditation of Awarding Bodies (Content: Guideline/regulation for registering (accrediting) awarding bodies (such as NABPTEX, GES, and NVTI HQ, etc) by COTVET)	NTVETQC
12	Established Policies, Criteria, Regulations and Procedures for Operation of the National TVET Qualifications Framework (Content: Implementation guideline for National TVET Qualifications Framework (=revised version of Ghana Harmonized CBT Report ), including policy implementation, criteria of award (school program) level, internal operational regulation and procedures for NTVETQC)	NTVETQC

**●Extension Phase of TVETS Project (April 2011 ~ December 2011)**

In the Extension Phase of TVETS Project, those documents listed in Table 3.1 were sent to Ministry of Education for document legalization. In July 2011, the legalization processes at the Ministry are started, and as of December 2011, document checking by the attorney office nominated by the Ministry of Education has been finished. The final legalization and approval procedure for document listed in Table 3.2 will be expected in early 2012 by the Ministry of Education. With regard to the harmonized CBT, the finalization is still underway for a few issues.

During the Extension Phase, by implementing pilot school activities and by the consideration of TVET system, further needed documents have been identified by COTVET staff and TVETS project members. As of December 2011, identified future needed documents for the institutionalization of CBT TVET system are listed in Table 3.3.

**Table 3.3: Identified Needed Documents during Extension Phase for Future Activities (Extension Phase: April 2011–December 2011)**

No	Title of the Document (Content Description)	Standing Committee which will be in charge	Status
1.	Guideline to Quality Assurance (Content: Guideline / manual for training providers (schools) for training program continuous improvement and quality assurance.)	TQAC	Under Discussion
2.	Guideline to Approval (Accreditation) (Content: Guideline / manual for training providers (schools) for student certification and credit accreditation / approval as CBT program.)	TQAC	Under Discussion
3.	Guideline to Validation (Content: Guideline / manual for occupational standard and unit specification (course curriculum) validation as CBT program)	TQAC and ITAC	Under Discussion
4.	Guideline to the Appealing Process (Content: Guideline / manual for students' (customers) complaints and feedback process for CBT program certification and credit accreditation)	TQAC and NTVETQC	Under Discussion

No	Title of the Document (Content Description)	Standing Committee which will be in charge	Status
5.	Guideline to CBT Implementation and Update (Content: Guideline / manual for training provider for the CBT implementation and school management)	TQAC and Training Provider	Under Discussion
6.	Guideline to Qualification Blueprint (Content: Guideline / manual for detailed implementation of Ghana Harmonized CBT method (i.e. national TVET qualification system))	NTVETQC	Under Discussion

### 3.2.2 Form the Functional COTVET Standing Committees

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note	
		2010		2011			2011					
		2	6	9	12	3	4	6	9	12		
Period from Feb. 2010 – Mar. 2011												
1-1	Support to identify the functions of Standing Committees and to select its members (1-1)	█ Functions identified ▲ Committees set up										ITAC, TQAC, NTVETQC were formally setup in April 2010.
1-8	Support to establish Standing Committees, i.e., NTVETQC, ITAC, and TQAC (1-1)	█ ▲ Set up ▲ Orientation Support █										Orientation workshop was conducted in May 2010. Consultations and trainings are on going.
Extended Period from Apr. 2011 – Dec. 2011												
1-1 ext	Assist COTVET to support ITAC, NTVETQC and TQAC activities (1-1)						█				ITAC, TQAC, NTVETQC were set up last year. TVETS project continuously support standing committee activities until Dec. 2011.	

#### (1) Standing Committees Meetings

##### ●For Both Main Phase and Extension Phase (April 2007–December 2011)

The Standing Committees (NTVETQC, ITAC, TQAC, and NAC) were formally established in April 2010. The first meeting started in June 2010 and continuously conducted until now. Table 3.4 is the list of number of meetings conducted for NTVETQC, ITAC and TQAC standing committees. The dates of meetings held, venue and participant numbers are listed in Appendix 4 as well as other JICA-submitted document called “Record of Project Activities (February 2010–December 2011)”, December 2011 for details.

**Table 3.4: Number of Standing Committees Implemented during JICA TVETS Project (for June 2010–December 2011)**

Standing Committees	Number of Meetings
TQAC	18 meetings
ITAC	30 meetings
NTVETQC	17 meetings

## (2) Identifying the Function of the Standing Committees

### ●Main Phase of TVETS Project (April 2007–March 2011)

The functions of Standing Committees have already been drafted and summarized into the ‘Guidelines of COTVET Standing Committees’ (December 2007) by the Project, and the detailed works and responsibilities have been more clarified through Orientation Workshop for Standing Committees (May 2010) together with various consultations or training since the formal setup of Standing Committees in April 2010. The members of each committee consists of representatives from relevant ministries (MOE, MESW, Ministry of Trade and Industries and so on), trade associations, informal sector associations, training providers, technical universities or individual professionals. It is noted that the NAC is a new committee and for this committee TVETS Project has a limited inputs since the Project focuses on formal education sector of TVET. However, most of the NAC members are benefitting from the Project activities by being invited to the CBT workshops organized by the TVETS Project.

**Table 3.5: Overall Function of the Standing Committees of COTVET**

<b>Standing Committees of COTVET</b>	<b>Overall Function</b>
<b>NTVETQC</b> (National TVET Qualifications Committee)	Establish national TVET Qualification Framework including awarding issues and quality assurance standards and procedures for Qualification awarding bodies.
<b>ITAC</b> (Industrial Training Advisory Committee)	Establish National Occupational Standards in each occupation or industry through recognition and registrations of trade, industry, occupational and professional groups as ITAC sub-committees. Determine strategies for workplace experience program.
<b>TQAC</b> (Training Quality Assurance Committee)	Establish standards and procedures of quality assurance of training providers and qualification awarding agencies to maintain satisfactory standards in the delivery of training and the award of qualification.
<b>NAC</b> (National Apprenticeship Committee)	Formulate apprenticeship policies and supervise implementing bodies of National Apprenticeship Training programs.

The roles and responsibilities of each standing committees in the operation CBT Program based on Harmonized CBT Model are summarized in the following table.

**Table 3.6: CBT Program Decision Making/Implementation Matrix**

	Actors								
		COTVET Secretariat	ITAC sub-committee	ITAC	TQAC	NIVETQC	Awarding Bodies	Training Providers	Teacher Training institutes
Activities									
1	Define Training Needs	○	△	△				△	
2	Training Provider Inform COTVET to Offer CBT Program	△						○	
3	Selection of Qualification Framework Level	△				○			
4	Development and Approval of Occupational Standard	△	○	△					
5	TOT on CBT Method to Facilitators	△						△	○
6	Development of Training Program: includes Unit Specification, and Learning Materials, etc.	△						○	△
7	Implementation of Training	△			△			○	
8	Trainee (Student) Assessment	△			△			○	
9	Internal Verification (IV)	△			△			○	
10	External Verification (EV)	△			△		○	△	
11	Assessment System Verification/Monitoring	△			○		△	△	
12	Certification of Student	△					○	△	
13	Registration and Accreditation of Training Providers (Schools)	△			○				
14	Monitoring of Training Providers (Schools)	△			○			△	
15	Monitoring of Awarding Bodies	△			○		△		

○ Main Actor/Decision Making/Implementer

△ Supporter/Assisting Implementer

**(3) Enhancing the Capacity of the Standing Committees**

1) Technical Support by the TVETS Expert

**●Main Phase of TVETS Project (April 2007–March 2011)**

At the main phase of TVET Project, two CBT experts from Canada and New Zealand who have many years of experience in establishing CBT system or developing CBT programmes in other African Countries such as South Africa, Namibia, Botswana, Mozambique, Mauritius have provided technical support mainly to the Standing Committees. Their inputs are summarized in the following table.

**Table 3.7: Training Activities for COTVET Standing Committees (ITAC, TQAC, and NTVETQC)**

<b>Designing the orientation/induction for the Standing Committees</b>	
<b>Period</b>	14–29 April 2010 (16 days)
<b>Expert</b>	Keith Dunbar, expert for occupational standards and accreditation system
<b>Main Activities</b>	<ul style="list-style-type: none"> <li>• Training Needs Assessment (individual interview) with the executive director, the Board chairman, the Standing Committee chairmen and the project team members.</li> <li>• Drafting Lesson Plan and Manual for the Orientation Workshops for the Standing Committee</li> <li>• Planning Sessions of the Orientation Workshops for the Standing Committee with the executive director, the board chairman and the Standing Committee chairman.</li> </ul>
<b>Clarification of CBT and TVET Reform in Ghana</b>	
<b>Period</b>	1–20 July 2010 (20 days)
<b>Expert</b>	Brent H. Richardson, expert for qualification framework and quality assurance
<b>Main Activities</b>	<ul style="list-style-type: none"> <li>• Training Needs Assessment (individual interview) with the executive director, the Board chairman, the Standing Committee chairmen and the project team members.</li> <li>• Three joint training sessions for the Chairs, members of the Standing Committees, Secretariat Coordinators and Project Team members.</li> <li>• Comprehensive CBT system in Ghana (Clarification of the purpose of the TVET reform through CBT)</li> <li>• Adjusting the Focus of and in CBT in Ghana</li> <li>• Addressing some of the Challenges facing the COTVET Board and Committees</li> </ul>
<b>Enhancing the capacity of each Standing Committee/Advice on the draft documents prepared by the Standing Committee</b>	
<b>Period</b>	23 September–10 October 2010 (18 days)
<b>Expert</b>	Brent H. Richardson, expert for qualification framework and quality assurance
<b>Main Activities</b>	<ul style="list-style-type: none"> <li>• Two technical training / consultation sessions for NTVETQC, ITAC and TQAC to enhance their understanding on the specific roles of the committee and to provide advice on the draft documents (regulations, manuals etc.) prepared by each committee (6 workshops total).</li> <li>• One technical session for NAPC on CBT apprenticeship.</li> <li>• One session for “re-orientation of CBT” for the Board members, Standing Committee chairmen and the Secretariat Officers.</li> <li>• Advice and recommendations at Coordination Meeting for the Standing Committee Chairpersons</li> </ul>

It should be noted that those sessions by the third country CBT experts have enabled Standing Committees and Board members to prepare their transitional works toward CBT-TVET.

## 2) Organizing the Orientation Workshop for the Standing Committees

### **•Main Phase of TVETS Project (April 2007–March 2011)**

The project supported organizing the Orientation Workshop for the Standing Committees in May 2010. The main objective of the workshop was to support kick-off of the standing committee activities and to promote understanding of the TVET reform through CBT.

**Table 3.8: Outline of Workshops for COTVET Corporate Planning**

<b>Program Title</b>	<b>Orientation Workshop for Standing Committees</b>
<b>Date</b>	<b>26, 27 and 28 May 2010</b>
<b>Venue</b>	MACDIC Royal Plaza Hotel in Kofordia
<b>Facilitator</b>	Chairperson: Mr. Nick Opoku, Board Chairman Mr. Dan Baffour-Awuah, Exec. Director – COTVET Mr. Stephen Turkson, TVETS project Mr. Eric Odotei, TVETS Project Mr. Edward Appiah, TVETS Project
<b>Number of Participants</b>	Total No.: 58 persons – 39 from the Standing Committees – 5 from COTVET Board – 5 from COTVET Secretariat – 9 from JICA TVETS Project

3) Facilitation for the Standing Committee Regular Meetings

Some of local experts and staff of JICA TVETS team have been directly working to facilitate ITAC, TQAC, NTVETQC to accomplish their functions, meeting scheduling, and monitoring the progress of work plans (action plans) as summarized below.

**●Main Phase of TVETS Project (April 2007–March 2011)**

From April 2010 until March 2011, 15 regular meetings were held for ITAC, 16 meetings for TQAC, and 15 meetings for NTVETQC. During those periods, JICA TVETS members’ involvement is listed in Table 3.9.

**Table 3.9: JICA TVETS Members at Standing Committees (for Main Phase of TVETS Project, July 2010–March 2011)**

<b>Committee</b>	<b>COTVET</b>	<b>From JICA TVETS team</b>		
	<b>Coordinator In Charge</b>	<b>Committee’s member</b>	<b>Consultation, support, and monitoring</b>	<b>Facilitation &amp; Secretary</b>
<b>ITAC</b>	Kwabena Adu Amanyampong	Stephen Turkson	1) Eric Odotei 2) Brent Richardson 3) Tamon Nagai	Veronica Manu (Administrative assistant)
<b>TQAC</b>	Sampson Damptey Tetey	Eric Odotei	4) Edward Appiah	Dzigbodi Okrofu (Administrative assistant)
<b>NTVETQC</b>	Sampson Damptey Tetey	None		Florence Boahene (Administrative assistant)

**●Extension Phase of TVETS Project (April 2011 ~ December 2011)**

During the TVETS Extension Phase from April 2011 until December 2011, regular meetings were held 2 times for ITAC, TQAC, NTVET QC, respectively. JICA TVETS members’ involvement In the Extension Phase are listed in Table 3.10.



**Table 3.10: JICA TVETS Members at Standing Committees  
(for Extension Phase of TVETS Project, April 2011–December 2011)**

Committee	COTVET	From JICA TVETS team		
	Coordinator In Charge	Committee's member	Consultations, support, and monitoring	Facilitation & Secretary
ITAC	Theophilus Tetteh Zogblah	Stephen Turkson	Tamon Nagai	Florence Boahene (Administrative assistant)
TQAC	Sampson Dampety Tetey	Eric Odotei	Tamon Nagai	Florence Boahene (Administrative assistant)
NTVETQC	Seth Oku Assamoah	None	Eric Odotei Tamon Nagai	Florence Boahene (Administrative assistant)
NAC	Thompson Samuel	None	None	Florence Boahene (Administrative assistant)

Note: At JICA TVETS project, NAC was not under the scope of major support activities since NAC is informal sector committee.

In the Extension Phase, NTVETQC, ITAC, and TQAC had one meeting each to finalize the annual work plan, budget estimation and approval for each standing committee. Then, due to the dissolving of COTVET Board due to internal member issues and others, the standing committees' activities were put on hold from July to mid-September 2011. During that time, chairpersons of standing committees were also COTVET Board members; therefore at the first meeting of the resumed Standing Committees, re-election of chairperson was conducted. The Table 3.11 shows the chairperson and members of ITAC, TQAC and NTVETQC as of December 2011.

**Table 3.11: New Standing Committees Chairperson and Members  
after the Resume**

Committee	COTVET	Standing Committee Members		
	Coordinator In Charge	Chairperson of the Committee	Committee's member	Date of Member Selection Made
ITAC	Theophilus Tetteh Zogblah	Mr. George Provencal	1. Rev. E. O. Ankrah 2. Mr. Isaac K. Yanney 3. Mr. Stephen Turkson	30 Sep. 2011
TQAC	Sampson Dampety Tetey	Mr. Stephan Adu	1. Mr. Stephan Adu 2. Mr. George Aboagye 3. Dr. Adam Imore 4. Mr. P. K. Ahieley 5. Mr. Eric Odotei	22 Nov. 2011
NTVETQC	Seth Oku Assamoah	Mr. Asamoah Duodu	1. Ms. S. Kwakye 2. Mr. Stephan Adjapong 3. Mr. Edward Mintah 4. Mr. Eric Odotei	20 Sep. 2011

### 3.2.3 Develop, Manage, Monitor, and Evaluate the CBT Pilot Training Program (including Setup of New Courses and Occupational Standards)

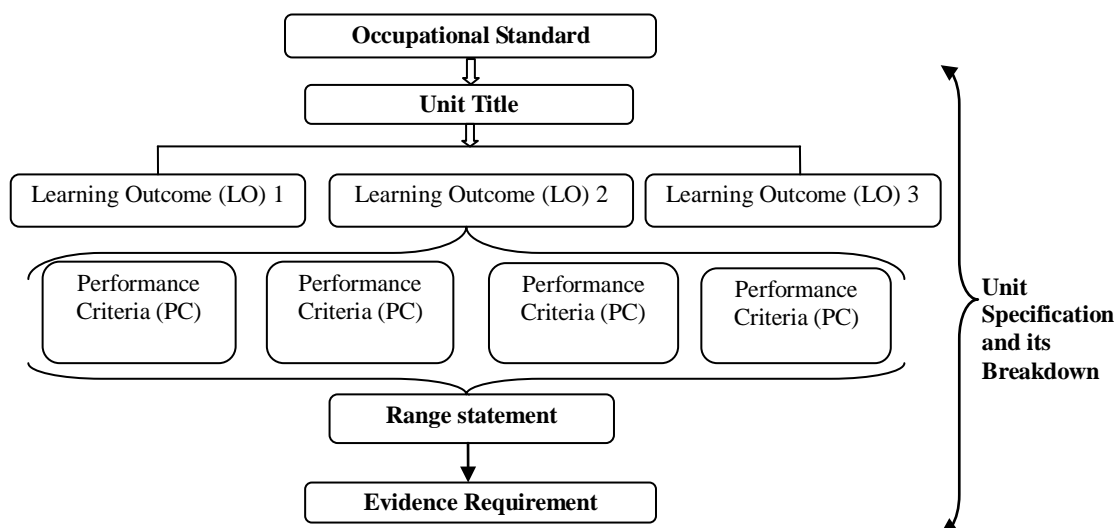
The timeframe of activities by October on these tasks are shown below.

Task	Description (activity no in PDM)	Calendar			Ext. Period 2011	Note						
		2010	2011	2011								
		2	6	9	12	3	4	6	9	12		
Period from Feb. 2010–Mar. 2011												
1-3	Support to establish occupational standards and qualification accreditation system in mechanical engineering (1-3)	█									Occupational standards were developed and validated for pilot areas.	
1-9	Support to establish Industrial Training Advisory (ITA) sub-committee in mechanical engineering sector (1-1)	█			Find Candidates	█					ITA Sub-committees in welding, electronics and plant engineering were established in October 2010	
Extended Period from Apr. 2011–Dec. 2011												
1-2 ext	Assist COVET for establishment of ITAC sub committees (SITACO & SITAC) (1-1)							▲ Set up	▲ Orientation	█	Support	Orientation workshop was held in May 2011. Consultations and trainings conducted until Dec. 2011.
1-3 ext	Assist COTVET to supervise the development of new courses and to manage pilot programs as CBT pilot schools (1-3)									█		New course development and pilot management conducted jointly with COTVET staff.
1-4 ext	Assist COVET to monitor and evaluate the CBT pilot training programs (1-3)									█		Monitoring activities conducted jointly with COTVET staff.

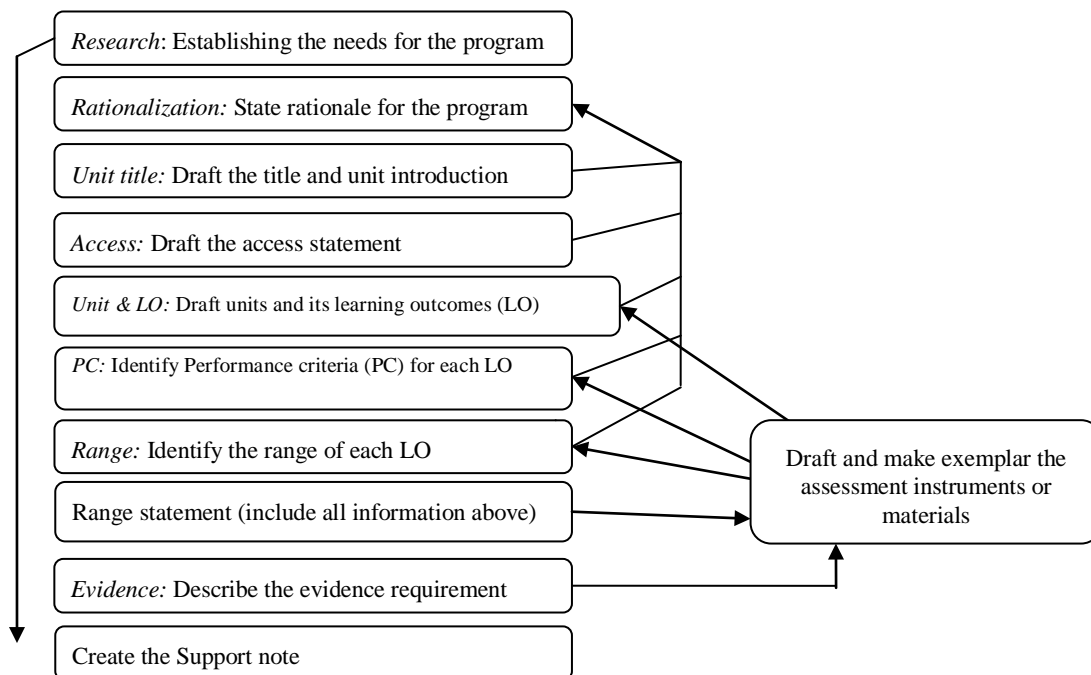
**(1) Manual for CBT Curriculum/Material Development and Training Implementation**

**●Main Phase of TVETS Project (April 2007 ~ March 2011)**

The Project had prepared ‘Guideline for CBT Curriculum Development’ (2007), based on the development of ‘Training package’ including unit specification (curricula and syllabi)conducted at pilot institutions since 2008. The prepared TVET curriculum design and development process is shown in the following two flow charts.



**Figure 3.1: CBT Curriculum Development Process**



Source: 'Guideline for CBT Curriculum Development' (2007), TVETS Project, for the above two flowcharts.

**Figure 3.2: CBT Unit Specification Development (Writing) Process**

CBT terminology for above Figure 3.1 and Figure 3.2

- Unit title = Title of the course/lessons
- Unit = Course/lesson
- Learning Outcome = Content of the lessons and expected outcome for the student after leaning
- Access = Details/breakdown
- Performance Criteria (PC) = Expected level of learning or technical performance
- Range = Territory, size, depth and level of the learning/skills
- Evidence = Student's level of achievement assessed by assessor, internal and external verifier

Figure 3.1 shows the overall simplified flow of CBT curriculum development process. Figure 3.2 are details about unit specification development process with contents needed for its breakdown development. As seen in Figure 3.1, firstly, occupational standard is generated by SITACO working group, which consist of industrial representatives and skilled technicians/experts. Then, CBT curriculum (unit specification and unit specification breakdown) is developed at each pilot institution (school) by a group of facilitators (teachers) from both generic and trade area subjects. In the unit specification, student learning contents such as Unit (Course) Title, Learning Outcomes (LO), and Performance Criteria (PC), and Range, and unit (course) credit value (hours) are written for each subject.

Thus, the curriculum (unit specification and its breakdown) development process goes through a cyclical process after valid occupational standard is generated. This is done after the need survey and functional analysis. The validity of the developed occupational standard determines curriculum's (unit specifications) usefulness, determined by the credibility/preparedness of the developers (working group).

Designing and developing a successful TVET program is a demanding task, which requires the involvement of many different kinds of stakeholders or individuals who bring the broad range of professional skills and knowledge to the process. However, during the year 2010, COTVET

secretariats/coordinators did not have many chances to be involved in development of pilot institutes' curriculum development, since all pilot courses curriculums had been designed in year 2008. Therefore, during the main phase period, COTVET secretariats/coordinators participated in pilot schools' monitoring activities, and pilot schools' facilitators (teachers) TOT trainings to deepen understanding of CBT methodologies and concepts.

**●Extension Phase of TVETS Project (April 2011–December 2011)**

In the extension period, COTVET secretariats/coordinators had chances to be involved in development of pilot institutes' curriculum development (Unit Specification development) and to monitor pilot programs activities with pilot institution facilitators (teachers).

Regarding Manual for CBT Curriculum/Material Developments, which was a part of JICA/COTVET deliverables, the following manuals and guidelines have been completed.

**Manuals and Guidelines for CBT Curriculum/Material Development (Deliverable)**

1. Manual for CBT Curriculum / Material Development and Training Implementation
2. Record of Project Activities (Record of Training Implementation)
3. Plan of Training for CBT Pilot Training Institutions
4. Guideline for Managing Competency – Based Training (CBT)
5. CBT Piloting Training Package – Welding, Electronics, and Plant Engineering
6. Manual for Workplace Experience Learning

**(2) Establishing the ITAC Sub Committees and Enhancing Their Capacities**

- 1) Occupational Standards Setting on the Pilot Trades during Main Phase

**●Main Phase of TVETS Project (April 2007–December 2009)**

The Project had already prepared the policy document '*Establishing industry needs (occupational standards)*' (2007), '*Manual for Generation of Occupational Standards*' (2009) and so on, in terms of occupational standards policy and setting.

To develop curricula (unit specifications) for the three (3) pilot school programs, first, occupational standards needed to be generated. During the course curriculum development period or mid-2008, neither COTVET as an organization nor the ITAC Sub Committees (SITACO and SITAC) who generate/validate occupational standards were not yet established. Thus, countermeasures needed to be implemented to generate occupational standards. During this period, occupational standards were generated by the representatives of industrial experts, trade professionals and associations. Later, after the set up of SITAC and SITAC, those occupational standards generated earlier were reviewed and revised.

- 2) Set up of ITAC Sub Committees (SITAC and SITACOS)

**●Main Phase of TVETS Project (February 2010–March 2011)**

In early October 2010, COTVET set up SITAC subcommittees in two fields, "Welding and Fabrication (Certificate 2)" and "Electronics (Certificate 1)," which were in charge of verifying previously developed occupational standards, as listed in Table 3.12.

Students/trainees of ATTC Welding and Fabrication Certificate 2 program and NVTI-PTI Electronics Certificate 1 program were graduating in February 2011, and the occupational standards and course curriculum (Unit Specification) verification was needed beforehand. Thus, implementation of verification process from November 2010 to December 2010 was done at an appropriate period.

**Table 3.12: Establishment of ITAC Sub Committees (SITACO and SITAC)**

No.	ITAC Sub-Committee	Tasks	Established ITAC Sub-Committees (Level) (Establishment Period)
1	SITAC	Verify occupational standard	1) Welding and Fabrication (Certificate 2) (Established : Oct. 2010) 2) Electronics (Certificate 1) (Established : Oct. 2010)

**●Extension Phase of TVETS Project (April 2011–December 2011)**

In early May 2011, COTVET set up SITAC and SITACOS in five (5) pilot trades, as follows.

**Table 3.13: Establishment of ITAC Sub Committees (SITACO and SITAC)**

No.	ITAC Sub-Committee	Tasks	Established/ To Be Established ITAC Sub-Committees (Level) (Establishment Period)
1	SITACO	Working group to develop occupational standards	1) Welding and Fabrication (Certificate 1 and Proficiency 1) (Est.: May 2011) 2) Electronics (Certificate 2 and Proficiency 1) (Est.: May 2011) 3) Cosmetology (Proficiency 1) (Est.: May 2011) 4) Garment (Proficiency 1) (Est.: May 2011) 5) Auto Mechanic (Proficiency 1(Informal Sector)) (Est.: May 2011)
2	SITAC	Working group to verify occupational standards	1) Welding and Fabrication (Certificate 1 and Proficiency 1 & 2) (Est.: May 2011) 2) Welding and Fabrication (Certificate 2) (Est.: Oct. 2010) 3) Electronics (Certificate 2 and Proficiency 1 & 2) (Est.: May 2011) 4) Electronics (Certificate 1) (Est.: Oct. 2010) 5) Plant Engineering (Higher National Diplomat (HND)) (Est.: May 2011) 6) Cosmetology (Proficiency 1 and 2) (Est.: May 2011) 7) Garment (Proficiency 1 and 2) (Est.: May 2011) 8) Auto Mechanic (Proficiency 1 and 2) (Est.: May 2011)

Note: Occupational standards for Plant Engineering (HND), Welding and Fabrication (Certificate 2) and Electronics (Certificate 1) were needed to be developed in beginning of year 2008 to prepare unit specification for three (3) pilot school activities. During the year 2008, COTVET standing committees were not established and thus the occupational standards were prepared by three working groups, similar to current SITACO, which consist of industrial representatives and experts organized by JICA TVETS project. The dates of occupational standards generation: Plant Engineering (HND) (A-Poly) were 17–19 March 2008 with 20 participants (3 industrial experts, 14 teachers, and 3 project members); 26–28 August 2008 for Welding and Fabrication (Certificate 2) (ATTC) with 28 participants (3 industrial experts, 22 teachers, and 3 project members); and 11–13 March 2008 for Electronics (Certificate 1) (NVTI-PTI) with 5 participants (3 industrial experts and 2 project members).

The project supported the organization of the Workshop for the ITAC Sub-Committees in May 2011. The main objective of the workshop was to support kick-off of the ITAC Sub-committee occupational standard generation and their activities, and to promote understanding of the TVET reform through CBT.

All the ITAC Sub-committee SITACO members were involved for the workshop to learn the standard generation procedures and the methods used. See below table for the summary of the workshop.

**Table 3.14: Outline of Workshop for ITAC Sub Committees**

<b>Program Title</b>	<b>Orientation and Occupational Standard Generation Workshop for ITAC Sub-committee (for SITACO)</b>
<b>Date</b>	<b>11, 12, and 13 May 2011, and 16 June 2011</b>
<b>Venue</b>	COTVET Meeting Room: 11, 12 and 13 May 2011 Maslot Hotel Conference Room: 16 June 2011
<b>Facilitator</b>	Mr. Stephen Turkson, TVETS project
<b>Number of Participants</b>	Total of 31 persons <ul style="list-style-type: none"> <li>- 3 from Welding and Fabrication Group</li> <li>- 3 from Electronics Group</li> <li>- 3 from Cosmetology Group</li> <li>- 3 from Garment Group</li> <li>- 3 from Auto Mechanic Group</li> <li>- 3 from COTVET Secretariat</li> <li>- 3 from COTVET Board Member</li> <li>- 5 from JICA TVETS Project</li> </ul>
<b>Training Contents</b>	<p><b>1st Day (11 May 2011)</b></p> <ul style="list-style-type: none"> <li>- Discussion of Programme, Workshop Outcomes &amp; Introduction of Members</li> <li>- Basic Concept of CBT method and Occupational Standard</li> </ul> <hr/> <p><b>2nd Day (12 May 2011)</b></p> <ul style="list-style-type: none"> <li>- TVET Reform and Evolution to COTVET</li> <li>- Lecture on Occupational Standard and the concept</li> </ul> <hr/> <p><b>3rd Day (13 May 2011)</b></p> <ul style="list-style-type: none"> <li>- Occupational Standard Generation Workshop</li> <li>- Discussion of Functions of each sub committee</li> </ul> <hr/> <p><b>4th Day (16 June 2011)</b></p> <p>Occupational Standard Generation Progress Presentation</p> <ul style="list-style-type: none"> <li>- Presentation by Welding and Fabrication Group</li> <li>- Presentation by Electronic Group</li> <li>- Presentation by Cosmetology Group</li> <li>- Presentation by Garment Group</li> <li>- Presentation by Auto Mechanic Group</li> <li>- Group wrap up and Presentation of Document</li> </ul>

**(3) COTVET Coordinators HRD and OJT Activities by Monitor and Evaluate the CBT Pilot Training Programs and New Courses Development**

**●Main Phase of TVETS Project (February 2010–March 2011)**

In January 2010, three coordinators joined COTVET. Many of the other COTVET coordinators and SDF experts joined from late 2010 to April 2011. Thus, COTVET as an implementing body grew rapidly during this time. During the period, COTVET worked hard to strengthen their organization and their capacity, which included promotion activities to win other donors' projects.

Therefore, from February 2010 to March 2011 period, joint conduction of monitoring and supervising of three (3) CBT pilot schools were reduced, and thus participation of COTVET coordinators were limited to most of the main events only as the snapshots of CBT pilot activities. Those main events included handover ceremony of CBT occupational standard & unit specification, handover ceremony equipments to three pilot schools, implementation of Workplace Experience monitoring, student induction before Workplace Experience, CBT facilitator meeting, etc. It was the Extension Phase of TVETS project when many of the joint monitoring and evaluation activities were conducted.

**●Extension Phase of TVETS Project (April 2011–December 2011)**

Since mid-May 2011, TVETS Project and COTVET coordinators have worked more closely than Main Period or fiscal year 2010 to conduct the monitoring and supervising activities at three (3) CBT pilot schools. The idea of this close collaboration is to transfer TVETS members’ project implementation know-how and management skills to COTVET coordinators as much as possible during the extension phase. The following are some of the activities that are implemented jointly.

Jointly implemented/monitored activities (COTVET and JICA TVETS)

- 1) CBT pilot school visiting and monitoring  
(Pilot school visit: at least 1 school/week, or all 3 pilot schools/week)  
(for pilot school monitoring, see 3.3.4 for details)
- 2) Planning and development of new CBT courses (Welding (ATTC: Certificate 1) and Electronics (NVTI: Certificate 2))
- 3) Industry and media visits for workplace experience preparation (for details see 3.2.4 (4))
- 4) Planning of Workshops/Forums
  - a) TOT training/workshop on CBT method
  - b) TOT training/workshop on technical skills
  - c) ITAC sub-committee training/ workshop
  - d) Intensive CBT training/workshop for other institutes
  - e) TVET forum/workshop
  - f) Industry and Media networking workshop (CEO Morning Meeting with breakfast)
- 5) Planning and preparation of other CBT programs (for future CBT activities)  
JICA TVETS project supported COTVET coordinators for the planning of implementation plan, other preparatory activities, and provided advices for the future CBT programs which will be implemented by COTVET with support of other donor organizations (i.e. WB “Oil & Gas Project, and AfDB “DSSEP” & “DSIP”, etc) regularly.

**3.2.4 Publicize and Sensitize CBT/TVET, and Establish Networks with Industry and Media Organizations**

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note	
		2010		2011			2011					
		2	6	9	12	3	4	6	9	12		
Period from Feb. 2010–Mar. 2011												
1-6	Establish Website to provide TVET related information in Ghana (1-6)	■ creation		■ update							New website was created. It was updated in regular basis.	
1-11	Conduct workshops to enhance understanding of TVET (1-6)	■		▲ Forum CBT Conference ▲								TVET Forum was organized together with SDF launching in Sep. 2010. CBT Conference to share project achievement was organized in Feb. 2011
1-12	Support to publish Newsletters of COTVET and to produce a CBT PR video (1-6)	N. Letter 1 ▲ N. Letter 2 ▲		Video ■							First newsletter has been issued in Sep. 2010 and the second in Dec. 2010. CBT PR video has been produced.	

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note	
		2010	2011	2011	2011	2011	2011	2011	2011	2011		
		2	6	9	12	3	4	6	9	12		
Extended Period from Apr. 2011–Dec. 2011												
1-6 ext	Organize TVET advocacy workshops for TVET institutions, industry and the media (1-6)						■ Plan					TVET advocacy workshop (CEO and Media Morning Meeting) was held on 14 July 2011.
1-7 ext	Publish periodic bulletins (Newsletters) on TVET to be distributed to stakeholders (1-6)						▲ N. Letter 3					Third newsletter has been prepared and will be issued in late July or beginning of August 2011.
1-8 ext	Maintain and enhance a website for dissemination of TVET information (1-6)											Website enhancement and update activities are continued.
1-9 ext	Establish networks through visits to industry and media organizations (1-6)											Industry and media organizations were visited by joint team of COTVET coordinators and TVETS members.
1-10 ext	Assist COTVET for the implementation of TVET Forum for PPP (Private Public Partnership) for harmonized CBT model implementation (1-6)						TVET Forum 1 ▲					TVET Forums implemented in 22 Sep. 2011 and 30 Nov. 2011. Many companies that support workplace experience participated as PPP.

**(1) TVET Conferences, TVET Forums and TVETS Advocacy Workshops**

**●Main Phase of TVETS Project (February 2010–March 2011)**

1) Ghana Harmonized CBT Conference (5, 6 and 9 February 2010)

In year 2000–2001, JICA dispatched a group of experts to develop Ghana TVET Reform Master Plan called “The Study for Development of a Master Plan to Strengthen Technical Education in the Republic of Ghana, November 2001.” In the Master Plan report, Ghana TVET educational reform using **CBT Method** (Competency Based Training Method) is recommended, and since then using the recommendation stated in the Master Plan, there were many donor organizations implementing TVET sector technical cooperation using several variations of CBT methods, which are applied in their own countries to Ghana. By the middle of year 2009, there was some confusion among CBT pilot program implementing schools, institutions and program verifier organizations such as GES, NABPTEC, NVTI-HQ, etc.

In order to harmonize various CBT methods which were implemented in Ghana, and develop one uniform Ghana CBT method, COTVET as a coordinating body, established one (1) committee called CBT Harmonization Committee and two (2) working groups consisting of various educational institutions and JICA TVETS project members, which worked to develop Ghana’s Harmonized CBT Method from October 2009 until May 2010. The results were presented at “Stakeholders Conference on Harmonization of CBT” on 9 February 2010, and the written into the “Report of the Technical Committee on the Harmonization of Competency – Based Training (CBT) in Ghana (October 2009).” (Final version printed in May 2010) (For the details of establishment of Ghana Harmonized CBT Method, please refer to 3.2.1 Establish Harmonized Ghanaian CBT Model, (1) Ghana CBT Harmonization.)



2) TVET Forum – Launching of Skills Development Fund (SDF) – (28 September 2010)

The Project in conjunction with COTVET held the 2010 TVET Forum – the program also comprised of ‘Launching of the Skills Development Fund’ on 28 September 2010. The main focus of the Forum was to disseminate and sensitize the TVET Reform in Ghana, CBT approach within TVET, and Skills Development Fund (SDF).

This became a significant opportunity for COTVET in order to help promote much stronger articulation among ministries, as well as with development partners and the private sector. Among 81 agencies which participated, 12 were from governmental organizations, 20 from TVET providers, 10 from industries, 7 from trade associations, and 10 from DPs. The total number of participants was 198 including organizers (TVETS and COTVET) and media companies.

The following shows the outline of the event. The minutes of TVET Forum –Launching of Skills Development Fund (SDF) are written in Appendix 4.1

**Table 3.15: TVET Forum – Launching of Skills Development Fund (Joint Implementation of JICA TVETS Project, WB, DANIDA and COTVET)**

Title	TVET Forum – Launching of Skills Development Fund	
Date	Tuesday, 28 September 2010	
Venue	Alisa Hotel, North Ridge, Accra	
Participants	Total: 198 - Ministries and Agencies: 15 - Industrial Partners (Workplace Experience Learning ): 10 - Trade Associations: 10 - International Development Partners: 21 - TVET Providers and awarding bodies: 44 - Cultural Troupe: 11 - Media: 30 - COTVET Board and Standing Committees: 36 - Organizers (COTVET, JICA TVETS Project): 21	
Main Guests	- Chairperson: COTVET Board chairman: Mr. Nick Opoku - Minister of MOE: Hon. Alex Tettey-Enyo - Deputy Minister of MOE: Hon. Dr. J. K. Annan - Minister of MESW: Hon. Enoch Teye-Mensah - Minister of MEST: Mon. Sherry Hani Ayithey - Resident Rep. of JICA Ghana Office: Mr. Kunihiro Yamauchi - Ambassador of Denmark: His Excellency Stig Barlyng - Country Director of WB: Mr. Ishaq Diwan - Guest of Honour: National Development Planning Commission: Hon. Sir P. V. Obeng	
Agenda	9:00–9:30	Registration and Reception
	9:30–9:40	Opening Prayer and Introduction of Chairperson and main guests
	9:40–9:50	Opening and Welcome Address by the Chairperson
	9:50–10:00	Address by Hon. Minister of Education
	10:00–10:10	Address by Hon. Minister of Employment and Social Welfare
	10:10–10:20	Address by Hon. Minister of Environment Science & Technology
	10:20–10:25	Remarks by JICA Resident Representative
	10:25–10:30	Remarks by DANIDA Representative
	10:30–10:35	Remarks by World Bank Representative
	10:35–10:50	Tea Break
	10:50–11:05	Keynote Address and Launching of Skills Development Fund by Chairman of National Development Planning Commission
	11:05–11:15	‘Focus of TVET Reform and COTVET’ Actions Towards It’

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	by Executive Director of COTVET
11:15–11:30	‘Ghana Education Reform and JICA TVETS Project’
	by Sub-leader of JICA TVETS project
11:30–12:00	Q & A, and Discussion/Comments
12:00–13:00	Lunch Break
13:00–13:20	‘How to access Skills Development Fund’ by SDF Manager
13:20–13:40	Q & A, and Discussion/Comments
13:40–13:50	Presentation from Industry Partner
13:50–14:00	Presentation from Trade Association Partners
14:00–14:15	Presentation from CBT Piloting Schools Representatives (by Representatives from Accra Polytechnic, ATTC, and NVTI-PTI)
14:15–14:45	Q & A, and Discussion/Comments
14:45–15:00	Introduction of New COTVET Website
15:00–15:15	Q & A, and Discussion/Comments
15:15–15:30	Wrap-up/Closing Address
15:30–16:30	Farewell Refreshments/Networking

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### 3) TVET Conference on Reviewing CBT Piloting and Way Forward (22 February 2011)

Since its inception, the project has been planning to implement several workshops for enhancing understanding of demand-oriented TVET in order to exchange opinions and deepen insights on TVET reform among various stakeholders, and to promote private and public partnerships. Originally it was planned to organize such workshops about four times a year. After more detailed planning with COTVET, it was agreed that COTVET will institutionalize organization of such workshops once a year to be titled as “Annual TVET Forum.” At the same time, it was agreed to name the workshop for sharing the achievement of CBT Piloting throughout the project as “Conference on Reviewing CBT Piloting and Way forward.”

This Conference on CBT Piloting aimed at reporting on the successes and challenges experienced prior to, during and after the implementation. PR Taskforce took charge of the preparation and coordination. One remarkable fact for this event is that newly recruited Coordinator for Information, Publicity and Promotion joined as a core member of the task force.

The total number of participants was 309 including organizers (TVETS and COTVET). Several presentations were made on TVET reform, Harmonized CBT and achievements, challenges of CBT Piloting throughout the project. Two piloting institutions (NVTI-PTI and ATTC) graduated their students. Attendance and participation was high and several contributing remarks were made by Institutions and Industrial Partners on ensuring a positive roll out into other areas. Following shows the outline of the event. The minutes of Conference for Reviewing CBT Piloting and Way Forward are written in Appendix 4.2

**Table 3.16: Conference on Reviewing CBT Piloting and Way Forward**

<b>Title</b>	Conference on Reviewing CBT Piloting and Way forward
<b>Date</b>	22 February 2011
<b>Venue</b>	Alisa Hotel, Accra
<b>Participants</b>	Total: 309 - Ministries and Agencies: 6 - Industrial Partners (Workplace Experience Learning ): 17 - Trade Associations: 3 - International Development Partners: 10 - TVET Providers and awarding bodies: 14 - CBT Piloting institutes facilitators and management: 63 - Media: 36 - COTVET Board and Standing Committees: 30 - ATTC, NVTI-PTI Graduate Students: 50

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	- Family members of the graduate students: 44
	- Organizers (COTVET, JICA TVETS Project): 36
<b>Chairpersons/ Main guests</b>	- Chairperson COTVET Board member: Rev. Prof. Daniel A. Nyarko
	- Guest Speaker : Dr. George Afeti, National Inspectorate Board, MOE
	- MOE Representative: Dr. Dominic Pearlore
	- Resident Rep. of JICA Ghana Office: Mr. Kunihiro Yamauchi
	- Chief Advisor of the TVETS Project: Dr. Ryoichi Ozawa
<b>Agenda</b>	9:00–9:30 Registration
	9:30–9:40 Opening Remarks
	9:40–10:00 Presentation of Chairpersons and Main guest
	10:00–10:10 Remarks by MOE
	10:10–10:20 Remarks by JICA Ghana Office
	10:20–10:40 Tea Break
	10:40–11:00 Presentation on Harmonized CBT Model
	11:00–11:20 Speeches from the CBT Piloting institutes
	11:20–11:40 Speeches from the Industrial Partners
	11:40–12:00 Q & A/Discussion
	12:00–12:15 CBT PR Video Show
	12:15–12:45 Speech from the Guest Speaker
	12:45–13:00 Awarding for the Industrial Partners
	13:00–14:00 Lunch
	14:00–14:15 Presentation: JICA TVETS Project by Sub-leader
	14:15–14:30 Presentation: War Forward for COTVET by ED, COTVET
	14:30–14:45 Q & A/Discussion
	14:45–15:00 Awarding of facilitators at CBT Piloting Institutes
	15:00–15:30 Awarding Graduate certificate of CBT Piloting Students at ATTC, NVTI-PIT
	15:30–15:45 Speeches from the representatives of graduating students
	15:45–16:00 Closing

**●Extension Phase of TVETS Project (April 2011–December 2011)**

4) TVET Advocacy Workshop – Corporate CEO and Media Morning Conference – (14 July 2011)

The Project in conjunction with COTVET held the ‘TVET Advocacy Workshop – Corporate CEO and Media Morning Conference’ on 14 July 2011. The main focus of the workshop was to disseminate and sensitize on the TVET Reform in Ghana, CBT approach within TVET, and appreciation of the support to the CBT student workplace experience.

This became a significant opportunity for COTVET to help promote much stronger articulation among ministries, as well as with the media and the private sector. The total number of participants was 65 including governmental organizations, TVET providers, industries, trade associations, organizers (TVETS and COTVET) and media companies. The following shows the outline of the event. The minutes of Corporate CEO and Media Morning Conference (Breakfast Meeting with Industrial Partners) are written in Appendix 4.3.

**Table 3.17: TVET Advocacy Workshop  
Corporate CEO and Media Morning Conference**

<b>Title</b>	TVET Advocacy Workshop – Corporate CEO and Media Morning Conference	
<b>Date</b>	14 July 2011 (8:30–10:30)	
<b>Venue</b>	Alisa Hotel, Accra	
<b>Participants</b>	Total: 65 - Ministries and Agencies: 6 - Industrial Partners and Trade Associations: 32 - Standing Committee Chairs: 4 - Media: 3 - Organizers (COTVET, JICA TVETS Project): 20	
<b>Chairpersons/ Main guests</b>	Special Guests - Deputy Minister, Ministry of Trade & Industry: Dr. David S. Annan - Director of TVETS, Ministry of Education: Mr. Asamoah Duodu - COTVET Board Chairperson / TQAC Chairman: Mr. Nick Opoku - COTVET NTVETQC Chairman: Mrs. Philomena Johnson - COTVET NAC (National Apprenticeship Training Programme Committee) Chairman: Mr. Alex Y. Frimpong - COTVET ITAC (Industrial Training Advisor Committee): Mr. Kweku Ofori Bruku - Deputy Resident Representative, JICA Ghana Office: Mr. Koichi Kito	
<b>Industries, Media, Chamber, and Association Partners Participants</b>	Participating Organizations: 1. Cocoa Processing Company                      2. GHACEM LTD. 3. AngloGold Ashanti Obuasi                      4. AngloGold Ashanti Tarkwa 5. Volta River Authority                              6. Tarkwa Gold Fields 7. Ghana Manganese Comp.                          8. Ghana Textiles Printing Ltd. 9. Ghana Navy    10. ORSAM Ltd. 11. SOMOTEX    12. CROWN STAR 13. TV3    14. Ghana Police Service 15. Ghana Chamber of Mines                      16. University of Ghana 17. U. of Education, Winneba (Kumasi Campus) 18. ASTRA Electronics                              19. Ghana Broadcast Corporation 20. Ghana Employers Association              21. Association of Ghana Industries 22. Accra Brewery Ltd.                              23. Ghana Communications 24. Fan Milk Ltd.                                      25. Promasido (Ghana) Ltd. 26. Guinness Ghana Ltd.                            27. VALCO Ltd. 28. ALUWORKS Ltd.                                  29. Nestle Ghana Ltd. 30. Gratis Foundation                              31. Tema Oil Refinery 32. Newmont Ghana Gold Limited	
<b>Agenda</b>	8:30–9:00	Registration and Reception
	9:00–9:05	Opening Prayer, Introduction of Chairperson
	9:05–9:10	Opening and Welcome Address by the Chairperson
	9:10–9:20	Deputy Minister, Ministry of Trade & Industry
	9:20–9:30	Address by Director of TVETS, Ministry of Education
	9:30–9:40	Address by JICA Deputy Resident Representative
	9:40–10:00	Presentation of CBT Model in Ghana & Workplace Experience by JICA TVETS Project (Mr. Stephen Turkson: CBT Expert)
	10:00–10:20	CBT Video Show
	10:20–10:35	Discussion
	10:35–10:40	Vote of Thanks/Closing

5) TVET Forum 1 – TVET Reform Using the Harmonized CBT Model – (22 September 2011)

Since its inception, the project has been planning to implement several workshops for enhancing understanding of demand-oriented TVET in order to exchange opinions and deepen insights on TVET Reform among various stakeholders, and to promote private and public partnerships. Current TVET Forums planned with COTVET staff are as follows;

The Project in conjunction with COTVET held the ‘TVET Forum – TVET Reform Using the Harmonized CBT Model’ on 22 September 2011. The main focus of the Forum was to disseminate, sensitize TVET Reform in Ghana, Ghana Harmonized CBT approach and method within TVET and enhance the partnership with industrial partners. A total of 109 participants gathered. The following shows the outline of the event. The minutes of TVET Forum – TVET Reform Using the Harmonized CBT Model is listed in Appendix 4.4.

**Table 3.18: TVET Forum 1 in Extension Phase**

Title	TVET Forum –TVET Reform Using the Harmonized CBT Model–	
Date and Venue	22 September 2011, Novotel Hotel Conference Room	
Participants	<ul style="list-style-type: none"> <li>- Governmental Agencies</li> <li>- Industrial Partners (Workplace Experience Learning )</li> <li>- Trade Associations</li> <li>- International Development Partners</li> <li>- TVET Providers and awarding bodies</li> <li>- CBT Piloting institutes facilitators and management</li> <li>- Media</li> <li>- COTVET Standing Committees</li> <li>- Organizers (COTVET, JICA TVETS Project)</li> </ul>	
<b>Agenda</b>		
	8:30–9:00	Registration and Reception
	9:00–9:05	Opening Pray, Introduction of Chairperson and Main Guests
	9:05–9:10	Opening and Welcome Address by the Chairperson
	9:10–9:25	Address by Direct General – Ghana Education Service
	9:25–9:30	Remarks by Resident Representative of JICA Ghana
	9:30–10:00	Presentation: TVET Policy Reform/Discussion by Policy Coordinator, COTVET
	10:00–10:15	Tea Break
	10:15–10:45	Presentation on CBT TVET Reform by Mr. Stephen Turkson JICA TVETS Project
	10:45–11:15	Presentation Progress of COTVET Strengthening by Mr. Eric Odotei, JICA TVET Project
	11:15–11:45	Presentation on JICA TVET Piloting of CBT by Tamon Nagai, Sub-team leader, JICA TVETS Project
	11:45–12:15	SDF – Funding Windows for CBT Implementation by SDF Manager
	12:15–12:45	Future of CBT Reform/COTVET Role by ED COTVET
	12:45–13:00	Closing Remarks

6) TVET Forum 2 – Ghana Harmonized CBT, the Challenge of the Post JICA TVETS Project – (30 November 2011)

The Project and COTVET held the ‘TVET Forum – Ghana Harmonized CBT, the Challenge of the Post JICA TVETS Project’ on 30 November 2011. The forum’s main focus was on the sustainability of CBT pilot school activities and dissemination of the Ghana Harmonized CBT method to the other schools and institutions. Total of 125 participants participated in the event outlined below. The minutes of TVET Forum – Ghana Harmonized CBT, the Challenge of the Post JICA TVETS Project is written in Appendix 5.5.

**Table 3.19: TVET Forum 2 in Extension Phase**

Title	TVET Forum	
Date and Venue	30 November 2011, Coconut Grove Hotel Conference Room	
Planned Participants	<ul style="list-style-type: none"> <li>- Ministry of Education, and Governmental Agencies</li> <li>- Industrial Partners (Workplace Experience Learning)</li> <li>- Trade Associations</li> <li>- International Development Partners</li> <li>- TVET Providers and awarding bodies</li> <li>- CBT Piloting institutes facilitators and management</li> <li>- Media</li> <li>- COTVET Standing Committees</li> <li>- Organizers (COTVET, JICA TVETS Project)</li> </ul>	
Agenda/Program	9:00–9:30	Registration
	9:30–9:35	Prayer and Introduction
	9:35–9:40	Welcome Address by Chairperson
	9:40–10:00	Address by Ministry of Education
	10:00–10:10	Remark by JICA Ghana Resident Representative
	10:10–10:25	Tea Break
	10:25–11:00	Presentation on TVETS Project and Achievement
	11:00–11:30	Presentation on CBT TVET Piloting
	11:30–11:45	Presentation on CBT TVET System
	11:45–12:30	Presentation from 3 Pilot Schools Managers
	12:30–13:00	Presentation on Partnership for CBT (Companies)
	13:00–13:30	Speeches from CBT Pilot Program Students
	13:30–14:30	Lunch Break
	14:30–14:45	TVET Reform Review
	14:45–15:15	Future COTVET
	15:15–15:45	Closing Remarks
	15:45–16:30	Tea Break

## (2) COTVET Newsletter

The purpose of the newsletter is to let the public know of the CBT approach to TVET and its significance, and to create more awareness of COTVET and its responsibilities. The newsletters also help to inform the efforts of the COTVET, TVETS Project and JICA Ghana's commitment in the sector in Ghana. Over 1,000 copies of the newsletters are distributed each time of printing to about 200 agencies and individuals at TVET Workshop, TVET Forum, TVET Week, and other COTVET implemented events. The PDF version of the newsletters are available on the COTVET website.

### ●Main Phase of TVETS Project (February 2010–March 2011)

The Project through PR Task Force has formulated and published the “COTVET TVET Newsletter” in September 2010 (1<sup>st</sup> Edition) and January 2011 (2<sup>nd</sup> Edition).

### ●Extension Phase of TVETS Project (April 2011–December 2011)

During the extension phase, COTVET PR Task Force has formulated and changed the newsletter's name to ‘The COTVET Quarterly Newsletter “Skills Advocate” that were issued in July 2011 (3<sup>rd</sup> Edition) and October 2011 (4<sup>th</sup> Edition).

## (3) COTVET Website

### ●Main Phase of TVETS Project (February 2010–March 2011)

COTVET launched their website (<http://cotvet.org/>) in 2009. The project team has supported its revision with enhanced contents. Web Development Task Force was established in March 2010 for this purpose, and the members meet regularly for designing and collecting contents for the new website. In July 2011, Web Development Task Force was reformed as PR Task force to

lead planning and implementation of all types of PR activities of COTVET, for instance, organizing TVET Forums, publishing newsletters and developing CBT PR video. The revised site is now open to the public.

#### ●Extension Phase of TVETS Project (April 2011–December 2011)

During the extension period from May 2011, further improvement on COTVET Website is conducted for the update of new information and for the addition of interactive communication/questions reply mechanism.

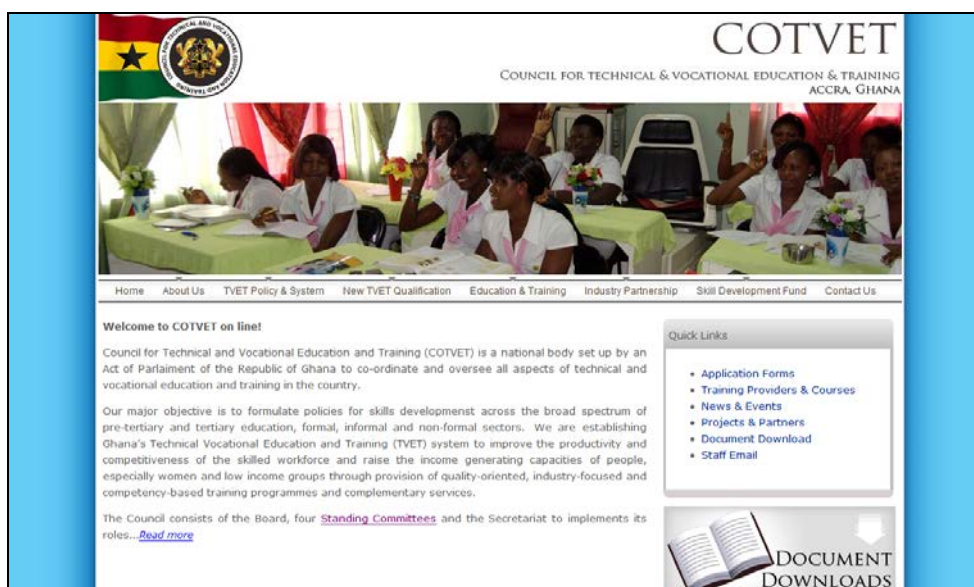


Figure 3.3: New COTVET Website (www.cotvet.org)

#### (4) CBT PR Video

##### ●Main Phase of TVETS Project (February 2010–March 2011)

The publication and advocacy of COTVET operations had been minimal before 2010 and the need to create awareness and educate the public on the activities of the Secretariat is long overdue. It is on this premise that the new CBT PR video was developed, essentially to propagate the usefulness of the CBT system in the TVET Reform in Ghana.

The PR Task Force selected narration contents and initiated the preparation, shooting and development of the video, which was finalized in February 2011 and aired at the CBT Conference. Essentially, the video showed the situation in Ghana before and after implementation, the successes, and challenges that face the industry and how stakeholders need to involve themselves to create a better TVET in Ghana.

The main targets of interview and scene shooting were COTVET, all three CBT piloting institutes (ATTC, NVTI and A-Poly), and companies which participated in the Workplace experience learning program. Excerpts from the first TVET Forum in September 2010 was also included to introduce the importance of the stakeholders' participation in TVET reform.

#### (5) Networking of Industry and Media Organizations

##### ●Main Phase of TVETS Project (February 2010–March 2011)

JICA TVETS members and pilot school facilitators (teachers), in conjunction with COTVET coordinator visited industries for networking and to request student workplace experience support. In total about 30 public and private corporations were visited.

**Table 3.20: Networking Activities Conducted During Main Phase  
(Part of Workplace Experience Learning Preparation)  
(Main Period: February 2010 to March 2011)**

No	Name of Company/Industry Visited (Location)	CBT Student Workplace Experience Participated	Location	Industrial Sub-Sector
1	Tema Oil Refinery	No	Tema	Oil Refinery, Oil Products
2	Red Sea Construction and Fabrication	No	Tema	Container House Fabrication
3	Halequin International (Gh) Ltd.)	No	Tema	Repair of Heavy Equipments
4	PSC Tema Shipyard Ltd.	No	Tema	Ship Repair and Shipyard
5	Cocoa Processing Company	Yes	Tema	Cocoa Factory
6	GTP (Ghana Textile Production)	Yes	Tema	Textile Producer
7	Crocodile Engineering	No	Tema	Welding and Fabrication
8	Ghana Oil Palm Development Cooperation	No	Tema	Palm Oil Industry
9	VRA (Volta River Authority) Thermal Plant	Yes	Takoradi	Power Generation
10	GHACEM (Ghana Cement) Takoradi Plant	Yes	Takoradi	Cement Production
11	Anglo Gold Ashanti Ghana Limited	Yes	Obuasi	Gold and Precious Minerals Mines
12	Anglo Gold Ashanti (Iduapriem)	Yes	Tarkwa	Gold and Precious Minerals Mines
13	Goldfields	Yes	Tarkwa	Gold and Precious Minerals Mines
14	Ghana Manganese Co. Ltd.	Yes	Tarkwa	Manganese Mines
15	TV Africa	No	Accra	Electronic Media
16	Information Service	Yes	Accra	Service of Electronic Equipment
17	Somotex Gh. Ltd.	Yes	Accra	Electronic Appliances
18	Crown Star Electric Industry	Yes	Accra	Electronic Appliances
19	Coca-Cola Bottling Co. Gh. Ltd.	No	Accra	Production of Soft Drinks
20	Ghana Police Service (Headquarters)	Yes	Accra	Police (Electronics & Radio Repair)
21	Astra Electronics	Yes	Accra	Assemble of Electronic Equipments
22	Tema Oil Lube Co.	No	Tema	Plant Engr. & Electronic Repair
23	Nestle Ghana Ltd.	No	Tema	Daily Product and Cocoa Factory
24	University of Ghana	Yes	Accra	University (Electronic Repair)
25	TV 3 (Television 3)	Yes	Accra	Media, & Signal Transmission
26	GTV (Ghana Television)	No	Accra	Media, & Signal Transmission
27	Naval Base	Yes	Takoradi	Navy (Plant, Elect. & Welding)
28	Orsam Ltd., ORTEC Group	Yes	Tema	Oil and Gas
29	G. B. C. (Ghana Broadcasting Corporation)	Yes	Accra	Media & Broadcasting
30	Ghana Fire Service	No	Accra	Fire Fighting (Radio Repair)

**●Extension Phase of TVETS Project (April 2011–December 2011)**

The joint working team consists of COTVET coordinators, JICA TVETS members, and pilot school facilitators (teachers) visited industry and media organization to establish networks for PPP (Private Public Partnership) since beginning of year 2010. Since then, more than 50 companies were visited by the working team. During the project extension period, or since May 2011, the following 35 industries were visited (Of those, 16 industries are visited for the first time during the extension phase).

Negotiation with industries to send students for CBT workplace experience learning were the most difficult part since there are other schools' students who also wanted opportunities for traditional Industrial – Attachment programmes (similar to CBT workplace experience). For the negotiation to the industries, Japanese experts, Ghana experts, school facilitators (teachers) and COTVET coordinators worked jointly to prepare and to discuss the industries' managers.



**Table 3.21: Networking Activities Conducted during Extension Period (since May 2011 to September 2011)**

No	Visit Date/Period	Status of visit	CBT Student Workplace Experience Participated	Name of Company/Industry visited	Industrial Sub-Sector
1	24 & 26 May 2011	New	No	Accra Brewery	Bottling of Beverages
2	26 May 2011	New	No	Graphic Communications	Electronic Products
3	26 May 2011	New	No	Fan Mild Ltd.	Milk and Dairy Products
4	26 May 2011	New	Yes	Promocidor	Powdered Milk and Dairy Products
5	26 May, 3 June 2011	New	No	Guinese Ghana	Bottling of Beer and Beverages
6	31 May, 3 June	Revisit	No	Tema Oil Refinery (TOR)	Oil Refinery
7	26 May, 3 June	New	No	Ghana Port Authority (Ghapha)	Port Management
8	26 May, 3 June	Revisit	No	Coca Cola	Bottling of Beverages
9	6-9 June 2011	New	No	GHACEM (Tema Plant)	Cement Manufacture
10	3 June 2011	New	No	Valco	Aluminium Manufacture
11	3 June 2011	New	No	Aluworks	Aluminium Product
12	3 June 2011	Revisit	Yes	Coco Processing Company	Cocoa Processing
13	3 June 2011	Revisit	Yes	Orsam	Electric Parts
14	3 June 2011	Revisit	No	Nestle	Cocoa and Coffee products
15	3 June 2011	New	No	Unilever Ltd.	Daily Necessities, Soap and Toothpaste Manufacture
16	12 June 2011	Revisit	Yes	University of Ghana – Legon	Education (Physics Dep.) Electronic Maintenance
17	30 June 2011	New	No	Newmont (Keniasi)	Gold Mining
18	July 2011	New	No	Great Kosa	Electric and Mechanical Component Assembly
19	Aug. & Sep. 2011	New	Yes	Synchronize Electronics	Electronic Assembly
20	Aug. & Sep. 2011	New	Yes	Cosmotech	Electronic Assembly
21	Aug. & Sep. 2011	Revisit	Yes	Anglo Gold Ashanti (Obuasi)	Mining (Gold and Silver)
22	Aug. & Sep. 2011	Revisit	Yes	Anglo Gold Ashanti (Tarkwa)	Mining (Gold and Silver)
23	Aug. & Sep. 2011	Revisit	Yes	Astra Electronic	Electronic Assembly
24	Aug. & Sep. 2011	Revisit	Yes	Crown Star Electronic Ind.	Electronic Assembly
25	Aug. & Sep. 2011	Revisit	Yes	GHACEM (Takoradi Plant)	Cement Manufacture
26	Aug. & Sep. 2011	Revisit	Yes	Ghana Broadcasting Co. (GBC)	Media (TV)
27	Aug. & Sep. 2011	Revisit	Yes	Ghana Manganese Co.	Mining (Manganese)
28	Aug. & Sep. 2011	Revisit	Yes	Ghana Textiles Printing (GTP)	Textile Printing
29	Aug. & Sep. 2011	Revisit	Yes	Goldfield	Mining (Gold and Silver)
30	Aug. & Sep. 2011	Revisit	Yes	Ghana Navy (Naval Base)	Navy Repair & Maintenance
31	Aug. & Sep. 2011	Revisit	Yes	Somotex Ghana Ltd.	Electronics Assembly
32	Aug. & Sep. 2011	Revisit	Yes	TV3	Media (TV)
33	Aug. & Sep. 2011	Revisit	Yes	VRA (Aboadge Thermal Plant)	Power Generation
34	Aug. & Sep. 2011	New	Yes	VRA (Akosombo Plant)	Power Generation
35	Aug. & Sep. 2011	New	No	VRA (Tema Power Plant)	Power Generation

### 3.2.5 Develop, Monitor and Evaluate the Human Resources and Organizational Capacities of COTVET

Task	Description (activity no in PDM)	Calendar		Ext. Period				Note			
		2010	2011	2011							
		2	6	9	12	3	4	6	9	12	
Period from Feb. 2010–Mar. 2011											
1-5	Prepare ‘Manual for Human Resource Development for COTVET’ (1-5)	■ Needs survey ■ Manual development						‘Manual for Human Resource Development for COTVET Secretariat’ (HRD manual) was drafted in August 2010			
1-7	Establish the method to monitor and evaluate the capacity developed at COTVET Secretariat and Standing Committees (1-7)	M & E instrument for COTVET ■ Monitoring tools for S C						M & E instrument on Secretariat is included in HRD manual, while Standing Committees are monitored on Work plans.			
1-10	Provide training for COTVET (1-5)	■						OJT for Secretariat have been ongoing by HRD expert since March.			
1-13	Monitor and evaluate the capacities developed at COTVET Secretariat and Standing Committees (1-7)	■						M & E has been continued.			
Extended Period from Apr. 2011–Dec. 2011											
1-7 ext	Establish the method to monitor and evaluate the capacity developed at COTVET Secretariat and Standing Committees (1-7)			M & E instrument for COTVET ■ Progress monitoring tools = work plan for SC ■						M & E instrument on Secretariat is included in HRD manual, while Standing Committees are monitored on Work plans.	
1-11 ext	Human resource development and capacity development of COTVET staffs and standing committees members (1-5)			■ Interview/Survey ■ Training / OJT						HRD needs survey interview were conducted in May. Training to strengthen CBT knowledge and OJT HRD training started from June 2011 till Dec. 2011	
1-12 ext	Assist COTVET to develop Monitoring and Evaluation (M & E) system to capacity building in COTVET and its implementing institutions (1-7)			■ M & E system planning ■ M & E implement						Using HRD need survey results, HRD manual and M & E system is currently under revised process.	

#### (1) Organizational Structure of COTVET Secretariat and the Situation of the Recruitment of Managerial and Technical Staff

##### ●Main Phase of TVETS Project (February 2010–March 2011)

The situation of the human resources in the COTVET Secretariat has changed significantly during period from February 2010 until March 2011. In February 2010, when this year’s project activities started, there were only five (5) technical/managerial staff and the total number of the

secretariat staff including administrative staff (accountants, secretaries etc.) and supporting staff (drivers, securities, cleaners etc.) were about fifteen (15).

Since then, three (3) members of technical/ managerial staff were added in July 2010, three (3) members were added in October 2010, and finally three (3) more were added in January 2011. As of March 2011, the total number of technical/ managerial staff at COTVET Secretariat is thirteen (13), and the total number of Secretariat staff including administrative and supportive staff is about thirty (30). The size has doubled in a year.

The overarching support by the Project for Secretariat is their re-organization. This has been done in conformity with COTVET mission, vision and Act No.718 (2006) and ‘Job Description and Staff Requirement for COTVET’ (October 2007) prepared by the Project, to design a new organizational structure which will identify the process of COTVET’s attainment of desired organizational capacity.

After several deliberations with the management and Board Members on the organogram, the Board at a meeting in February 2011 recommended an interim chart for the Secretariat which will be expounded to include various levels and positions by the end of 2011. The final Organogram will highlight the broader picture and include the proposed areas for middle and long-term timeframe and serve as a basis of Human Resource Development Manual for COTVET Technical Staff. The following is the organogram agreed by the Board in February 2011.

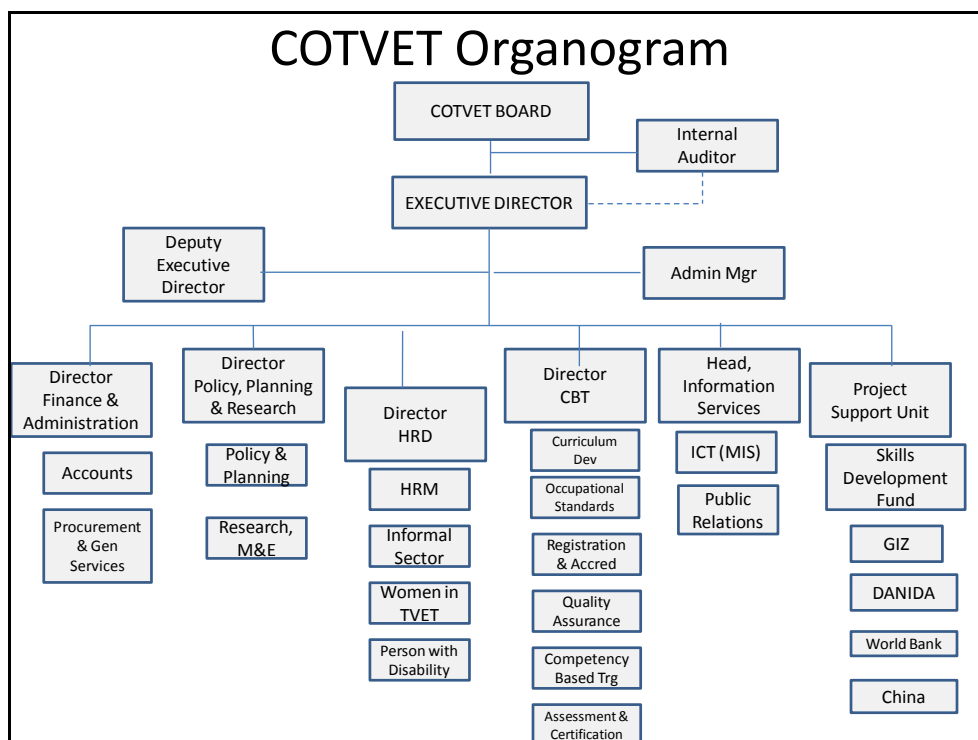


Figure 3.4: COTVET Secretariat Organogram

One of the main reasons that caused the delay of recruitment of COTVET Secretariat staff was the limitation of the office space. In Extension Phase of JICA TVETS Project, the Secretariat office was renovated and additional office space for about 10 officers and a meeting room was built by October 2011. In addition to this, the “Development Skills for Industry Project” which is currently under planning between the government of Ghana and African Development Bank

includes a component of “Construction of new COTVET office block with 200 staff carrying capacity.”

## (2) Human Resource Development Manual

### ●Main Phase of TVETS Project (February 2010–March 2011)

Following the initial needs assessment of Secretariat staff, the ‘Human Resource Development Manual for COTVET Secretariat’ (hereinafter referred to as ‘HRD Manual’) was drafted and submitted in August 2010. This manual serves as a guide to the Human Resource Coordinator of COTVET in developing the human resource plan for the entire COTVET staff in the short to medium term (1–3 years) and also in the long term (5 years).

The HRD Manual has since been submitted to the Board for adoption in September 2010. The Director of Finance & Administration has since taken ownership and is drafting the Work Procedural Manual (Administrative) which will outline the day-to-day procedures for administration and operations of the Secretariat. In May 2011, HRD needs survey interviews were conducted for COTVET coordinators/staffs by JICA TVETS members. Considering the result of the needs survey, the HRD Manual was updated.

## (3) HRD Needs Survey Interviews Conducted for COTVET Coordinators

### ●Extension Phase of TVETS Project (April 2011–December 2011)

COTVET is a new organization and the project observed a need for HRD as a basis of effective implementation of their tasks and functions as the secretariat staff, as well as a need of sharing deeper understanding about CBT methodologies, project implementation and coordination skills and roles of the organization among all the staff members.

In order to identify the strength and weakness of each COTVET coordinator/secretariat staff, HRD needs survey interviews were conducted by JICA TVETS members. The interview schedule was the following.

**Table 3.22: HRD Need Survey Interview Conducted for COTVET Coordinators**

No.	Date/Time	Name	Position
1	17 May (9:00–9:40) 20 May (16:10–17:00)	Mr. Sampson Damply	CBT Coordinator
2	17 May (9:40–10:30) 31 May (13:00–14:00)	Mr. Issahaq Mohamed Jalaludeen	Monitoring and Evaluation Officer, SDF
3	18 May (9:00–9:45)	Ms. Ernesticia L. Asuinura	Director, Finance and Administration
4	18 May (9:50–10:50)	Mr. George Fergusson Laing	Information, Publicity and Promotion Coordinator
5	18 May (10:50–12:15)	Mr. Theophilus Tetteh Zogblah	Occupational Standards Coordinator
6	18 May (12:15–13:00)	Mr. Seth Assamoah	Monitoring and Evaluation Coordinator
7	20 May (13:50–14:50)	Mr. Samuel Thompson Assama	Policy and Planning Coordinator
8	20 May (14:50–16:10)	Mr. Kofi Ntow	Fund Manager, SDF

From the above interview surveys, the following HRD needs were identified.

### A. For General Trend (For All Coordinator)

(Method Used: By Workshops, Group Trainings, and/or Activity Participation)

- 1) Introduction / Induction on CBT Method (Flow and Background and Theory)

- 2) Intensification of the understanding on each phases of CBT Program  
(Occupational Standard Generation, Unit Specification Generation, Learning Material Generation, Assessment Guideline Generation, and Internal & External Assessment, etc)
- 3) Introduction of Pilot Schools and Current Status of their Activities
- 4) Understanding of Each Standing Committees' and COTVET Secretariats' Role and Function

**B. For Individual Tasks (By Individual Coordinator)**

(Method Used: Individual Tutoring or OJT)

- 1) Project Planning/Designing and Preparation for Other Donors' New CBT Programs
- 2) Project Implementation and Monitoring Skills / Know-How
- 3) Workshop / Seminar Planning and Organizing (Preparation & Implementation) Know – How
- 4) TVET Policy Planning, Review and Enhancing of Previous Policy Plans
- 5) Website Maintenance Skills / Know – How
- 6) Networking with Industry /Visit of Industry and Negotiation Skills
- 7) CBT Related Legal Document Generation (Writing) Skills
- 8) Enhancement of Fact Finding (Survey) Skills, and Mapping Skills
- 9) Prioritization and Time Control on Daily Works / Tasks
- 10) Annual (Event) Planning, Strategy Planning and Schedule Control Skills
- 11) Occupational Standard Generation Facilitation Skills

With those HRD needs in mind, some training and workshops were implemented as follows:

**Table 3.23: HRD Related Training for COTVET Coordinators**

No	Training Name	Date/Time	Facilitator	Partici- pants
1	Training Workshop for COTVET Technical Staff on CBT and TVET Reform	17 Feb. 2011	Mr. Turkson Mr. Odotei Mr. Nagai	17
2	Retreat; Team Building and Task Management Training	24–26 Feb. 2011	Mr. Turkson Mr. Odotei	20
3	Project Planning and Preparation for New CBT Programs (With WB Oil & Gas Project with meeting Norwegian Expert)	4 July 2011, 11:00–12:00	Mr. Turkson Mr. Odotei Mr. Oystein Forsvoll	8
4	Workshop of Development of Occupational Standard (Intensify the understanding on each phases of CBT Program)	29 June 2011 9:00–16:00	Mr. Turkson	10
5	Workshop of Development of Unit Specification (Intensify the understanding on each phases of CBT Program)	13 July 2011 9:00–16:00	Mr. Turkson	13
6	Project Planning and Preparation for New CBT Programs (for AfDB Project at Kumasi)	2 Aug. 2011	Mr. Nagai Mr. Turkson Mr. Odotei	14
7	Workshop of Development of Learning Material and Assessment Writing (Intensify the understanding on each phases of CBT Program)	10 Aug. 2011	Mr. Turkson	11

**Table 3.24: Tutoring Activities for COTVET Coordinators**

No	Subject	Date/Time	Facilitator	COTVET Trainer
1	Drafting TORs for TVET Policy Review (TOR preparation)	5 Sep. 2011	Mr. Odotei	Mr. S. Thompson
2	Preparation of Presentation on TVET Reform for TVET Forum (Area of Presentation Identified)	8 Sep. 2011	Mr. Odotei	Mr. S. Thompson
3	Preparation of Presentation for TVET Forum (Power Point Presentation)	15 Sep. 2011	Mr. Odotei	Mr. S. Thompson
4	Preparation of Agenda and Draft M & E System for Quality Assurance of TVET Providers (Agenda and date prepared. Outline of M & E system)	26 Sep. 2011	Mr. Odotei	Mr. S. Damptey
5	Preparation for Workshop on TVET Policy Review (Programme and Documentation for Workshop)	5–6 Oct. 2011	Mr. Odotei	Mr. S. Thompson

#### (4) Monitor and Evaluate the Capacity Development of COTVET

##### ●Main Phase of TVETS Project (February 2010–March 2011)

The Project has identified capacity-building areas to be monitored by target group, i.e., COTVET Board, Standing Committees, and Secretariat staff. The areas identified towards developing capacity through survey instruments or other methods to monitor the progress and activity effectiveness of staff and resource persons are also indicated.

##### ●Extension Phase of TVETS Project (April 2011–December 2011)

During this project extension phase, monitoring was conducted for all the above targets through implementation of evaluation questionnaire and the monitoring progress of responsibilities of planned activities against actual accomplishments. The comprehensive monitoring and evaluation shall be continued to the end of project. In terms of Secretariat personnel in management and administration, ‘Measurement by Objectives (MBO) Sheet’ for both management and administrative personnel at COTVET Secretariat were prepared to measure their performance status. The sheets are included in ‘HRD Manual’.

On 24 and 28 November 2011, for the COTVET coordinators and staffs, interviews were conducted to identify the progress of capacity development as shown in Table 3.25.

**Table 3.25: Progresses Defined for COTVET Coordinators at the End of TVETS Project**

No.	Date/Time	Name	Position
1	24 November 2011 (9:00–9:30)	Mr. Theophilus Tetteh Zogblah	Occupational Standards Coordinator
2	24 November 2011 (9:30–10:00)	Mr. George Fergusson Laing	Information, Publicity and Promotion Coordinator
3	24 November 2011 (10:00–10:30)	Mr. Sampson Damply	CBT Coordinator
4	24 November 2011 (10:30–11:00)	Mr. Kwabena Amaniampong	Informal Sector
5	24 November 2011 (11:00–11:30)	Mr. Seth Assamoah	Monitoring and Evaluation Coordinator
6	24 November 2011 (11:30–12:00)	Mr. Samuel Thompson Assama	Policy and Planning Coordinator

No.	Date/Time	Name	Position
7	November 28, 2011 (12:00–12:30)	Ms Ernesticia L. Asuinura	Director, Finance and Administration
8	24 November 2011 (12:30 ~ 13:00)	Mr. Issahaq Mohamed Jalaludeen	Monitoring and Evaluation Officer, SDF

From the above interview surveys to COTVET staffs and coordinators, following HR capacity development were identified by TVETS project members.

#### **A. For General Trend (For All Coordinator)**

(Method Used: Workshops, Group Trainings, and/or Activity Participation)

- 1) Understanding on CBT Method (Flow and Theory Behind) deepened
- 2) Understanding on each phases of CBT Program deepened  
(Occupational Standard Generation, Unit Specification Generation, Learning Material Generation, Assessment Guideline Generation, and Internal & External Assessment, etc)
- 3) Understanding of Pilot Schools and Current Status of their Activities
- 4) Understanding of each Standing Committee' and COTVET Secretariats' Role and Function deepened

#### **B. For Individual Tasks (By Individual Coordinator)**

(Method Used: Individual Tutoring or OJT)

- 5) Can now perform project planning/designing and preparation for other donors' New CBT Programs
- 6) Improved implement and monitoring skills / know – how
- 7) Can implement workshop/seminar planning and organizing (preparation & implementation) by themselves
- 8) Can plan and conduct TVET policy planning, review and enhancing of previous policy plans by themselves
- 9) Can maintain website by themselves
- 10) Can implement networking with industry, visit and negotiate
- 11) Can identify the needed CBT related legal documents for future development
- 12) Fact finding (survey) skills improved
- 13) Can identify priority works and tasks
- 14) Can develop annual work planning
- 15) Can facilitate Occupational Standard Generation Workshop with support of facilitator

Overall improvement of COTVET coordinators are identified as significant compared with the beginning of Extension Phase or May 2011 interview (HRD Need Survey Interview).

### 3.3 CBT Piloting (Output 2)

#### 3.3.1 Develop Plans, Curriculums and Training Materials for Piloting CBT

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note				
		2010	2011	2010	2011	2011	2011	2011	2011						
		2	6	9	12	3	4	6	9	12					
Period from Feb. 2010–Mar. 2011															
2-1	Develop training plans on pilot engineering areas: welding, electronics and plant engineering (2-2)	■										The training plans for CBT pilot program at each pilot institution are ready and confirmed.			
2-2	Develop curricula& syllabi on pilot engineering areas at pilot institutions (2-2)	■				Ver. 1 Updating & finalizing						Unit Specifications for 3 pilot programs are completed at Aug. 2010			
Extended Period from Apr. 2011–Dec. 2011															
2-1 ext	Develop training plans for each of the CBT pilot institutions (Welding, Electronics and Plant engineering) (2-2)						■					The training plans for CBT pilot program for three pilot institutions are confirmed on May.			
2-2 ext	Develop curriculum and syllabus on mechanical engineering for pilot TVET institutions (Welding, Electronics and Plant engineering) (2-2)						■	Occupational Standard	■			Unit Specification	Occupational Standard and Unit Specification for new Welding (Cer. 1) and Electronics (Cert. 2) were developed. Unit Specification for Work Place Experiences are also completed.		
2-3 ext	Support the development of learning materials and assessment guidelines for pilot TVET institutions.						■	ATTC Learning Material	■			NVTI Learning Material Prep.	■	A-poly Learning Material Prep.	As of Dec. 2011, NVTI is about to complete learning materials. A-poly need to prepare for one more semester’s learning material. ATTC has just completed first semester’s learning material and need to finish 3 more semesters’ learning material.

#### (1) Training Plan

##### ●Main Phase of TVETS Project (February 2010–March 2011)

The CBT pilot training plans for three (3) pilot schools were planned in mid-2008. In February 2010, when PADECO Co., Ltd. took over the TVETS project, the training plans were confirmed. The following are the fields and period. For the details of the training plan, please refer to another report (JICA deliverable) “Plan of Training for CBT Pilot Training Institutions for ATTC, NVTI-PTI, and A-Poly, December 2011”.

- 1) ATTC: Welding and Fabrication (Certificate 2) (1 year: Oct. 2009–Oct. 2010)
- 2) NVTI-PTI: Electronics (Certificate 1) (2 years: Jan. 2009–Dec. 2010)
- 3) A-Poly: Plant Engineering (Higher National Diplomat) (3 years: Oct. 2009–May 2012)



**Table 3.26: Outline of CBT Piloting Institute Training Plan for Main Phase**

No.	CBT Pilot School Name	Level	2010												2011			
			J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	
1	ATTC Welding	Certificate 2 (1 <sup>st</sup> Batch)	←→			←→			← - →			←→			←→			
			Lecture 1			Lecture 2			WE			Lecture 3			Graduation			
2	NVTI-PTI Electronics	Certificate 1 (1 <sup>st</sup> Batch)	←→			←→			← - →			←→			←→			
			Lecture 4			Lecture 5			WE			Lecture 6			Graduation			
3	Accra Polytechnics Plant Engineering	NHD 1 <sup>st</sup> Batch (3 <sup>rd</sup> Grade)	←→			← - →			←→			←→						
			1 <sup>st</sup> Grade Lecture 2			WE			2 <sup>nd</sup> Gr Lec. 1			2 <sup>nd</sup> Gr Lec. 2						
4		NHD 2 <sup>nd</sup> Batch (2 <sup>nd</sup> Grade)							←→			←→						
									1 <sup>st</sup> Grade Lec. 1			1 <sup>st</sup> Gr Lec. 2						

Note: WE = Workplace Experience Learning, G = Grade, and Lec. = Lecture

**●Extension Phase of TVETS Project (April 2011–December 2011)**

During the Extension Phase, the CBT pilot courses are increased to five programs as follows:

- 1) ATTC: Welding and Fabrication (Certificate 1) (2 years: Dec. 2011–Dec. 2013) (New)
- 2) ATTC: Welding and Fabrication (Certificate 2) (1 year: Feb 2011–Mar 2012) (2<sup>nd</sup> B.)
- 3) NVTI-PTI: Electronics (Certificate 1) (2 years: Feb. 2011–Dec. 2013)(2<sup>nd</sup> Batch)
- 4) NVTI-PTI: Electronics (Certificate 2) (1 year: Feb. 2011–Mar. 2012)(New)
- 5) A-Poly: Plant Engineering (HND) (3 years: Oct. 2009–May 2012) (1<sup>st</sup> Batch)  
(3 years: Oct. 2010–May 2013) (2<sup>nd</sup> Batch)

The training plans of each piloting institute were prepared for the Extension Phase on January 2011. The outline of the training plans is as follows,

**Table 3.27: Outline of CBT Piloting Institute Training Plan for Extension Phase**

No.	CBT Pilot School Name	Level	2011											
			J	F	M	A	M	J	J	A	S	O	N	D
1	ATTC Welding	Certificate 1 (New Program)	-----						←→					
			Teacher Preparations						Entry, Lecture WE					
2		Certificate 2 (2 <sup>nd</sup> Batch)	←→			←→			← - →			←→		
			Entry, Lecture 1			Lecture 2			WE			Lecture 3		
3	NVTI-PTI Electronics	Certificate 1 (2 <sup>nd</sup> Batch)	←→			←→			← - →			←→		
			Entry, Lecture 1			Lecture 2			WE			Lecture 3		
4		Certificate 2 (New Program)	←→			←→			← - →			←→		
			Entry, Lecture 1			Lecture 2			WE			Lecture 3		
5	Accra Polytechnics Plant Engineering	NHD 1 <sup>st</sup> Batch (3 <sup>rd</sup> Grade)	←→			← - →			←→			←→		
			2 <sup>nd</sup> Grade Lecture 2			WE			3 <sup>rd</sup> G Lec. 1					
6		NHD 2 <sup>nd</sup> Batch (2 <sup>nd</sup> Grade)	←→			← - →			←→			←→		
			1 <sup>st</sup> Grade Lecture 2			WE			2 <sup>nd</sup> G Lec. 1					

Note: WE = Workplace Experience Learning, G = Grade, and Lec. = Lecture

For ATTC welding Certificate 1 (new program), new students will enroll in the program in September 2011. For NVTI electronics Certificate 2 (new program), new students have already enrolled in January 2011.

## **(2) Curricula (Unit Specifications) and Learning Materials Development**

The occupational standards, unit specifications (curricula) and learning materials of each pilot institute were prepared through several TOT workshops conducted by JICA TVETS Project.

### **●Main Phase of TVETS Project (February 2010–March 2011)**

For ATTC and NVTI-PTI, the 1<sup>st</sup> batch of students completed their pilot courses by December 2010. The development of curricula and Unit Specifications for classroom activities were completed by the end of March 2010.

For A-Poly, the 1<sup>st</sup> batch of students will graduate on May 2012. There are still some times for their graduation, but the 2<sup>nd</sup> year curricula and Unit Specifications for classroom activities have been completed by the end of March 2010. The 3<sup>rd</sup> year curricula and Unit Specifications were completed by the end of August 2010.

The curricula and learning materials of each pilot institute were prepared through several TOT workshops. More than eighty CBT workshops have been held since 2008 and most of them have targeted facilitators from pilot institutions and industries that have participated in the Workplace Experience Learning.

The facilitators of three pilot institutes (i.e. ATTC, NVTI, and A-Ply) also have prepared Unit Specification of workplace experience and its breakdown from May 2010 until August 2010.

### **●Extension Phase of TVETS Project (April 2011–December 2011)**

ATTC welding Certificate 1 Program (new program) was planned to start from October 2011. However, due to the school planning and delay of learning material preparation, the program will start most likely from January 2012. From the ATTC Welding Certificate 1 Program, from May to July 2011, occupational standard and unit specification (curriculum) are prepared.

NVTI-PTI electronics Certificate 2 course (new program) was started in February 2011. The occupational standard and unit specification (curriculum) were prepared in parallel with the classroom activity and verified later in June 2011 by ITAC sub-committee.

The 1<sup>st</sup> batch of Accra Polytechnic students will graduate in May 2012. Currently, 3<sup>rd</sup> year unit specification breakdown (detailed curriculum) and learning materials are under preparation.

### **3.3.2 Develop and Support CBT Workplace Experience Learning Program**

Activities' schedule of Developing and Supporting CBT Workplace Experience Program is shown below.

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note
		2010	2011				2011				
		2	6	9	12	3	4	6	9	12	
Period from Feb. 2010–Mar. 2011											
2-3	Support the authorization of Industrial – Attachment (Workplace Experience) as a part of TVET qualification accreditations system (2-4)										It has been discussed at CBT Harmonization Conference as a part of program and was agreed. Also, credit value for Workplace Experience had been identified in Finalized Harmonization Report.
2-6	Develop an operational guideline for Workplace experience learning (2-4)										Form of Memorandum of Understanding (MOU) with companies was made. Manual and related materials were compiled by August.
2-7	Develop training materials for Industrial Attachment (Workplace experience)(2-4)										The unit specification and its program have been compiled by August. The content shall be approved by November by ITAC Subcommittees (SITACOS).
2-12	Support Implement of Industrial Attachment (Workplace experience) (2-8)										Three-month workplace experience learning has been conducted: ATTC: Aug. to Oct. 2010 NVTI: Aug. to mid-Nov. 2010 A-Poly: Jul. to Oct. 2010
2-8	Support the approval of CBT materials (Training package and others) by ITAC and industrial authority (2-5)										ITAC subcommittees examined CBT Pilot Training Packages.
Extended Period from Apr. 2011 – Dec. 2011											
2-4 ext	Support the authorization of workplace experience (industrial – attachment) as a part of TVET Qualification Accreditations system (2-4)										Finalization of Draft Document Documents Legalization Process
2-5 ext	Develop an operational guideline for Workplace experience learning (2-4)										Revision of manual, etc.

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note
		2010		2011			2011				
		2	6	9	12	3	4	6	9	12	
2-6 ext	Develop training materials for workplace experience(2-4)										The training materials (unit specification and its program) have been prepared from June to July.
2-7 ext	Support approval of CBT Occupational Standard by ITAC and industrial authority (2-5)										ITAC subcommittees examined CBT Pilot Training Packages.
2-12 ext	Support implementation of workplace experiences (industrial – attachment programmes) / conduct monitoring and evaluation of those programmes (2-8)										Student Workplace Experience conducted: ATTC: Aug to Oct 2011 NVTI: Aug to Nov 2011 A-Poly: Jul to Oct 2011

### (1) Preparatory Works for Work Place Experience

#### ●Main Phase of TVETS Project (February 2010–March 2011)

JICA TVETS project has been proposing the importance of industrial-attachment program (or “Workplace Experience Program” in CBT terminology) as a part of TVET CBT Qualification Accreditations system since the beginning of the project in 2007, and thus the Workplace Experience Program was incorporated in three pilot school curricula. Also, credit value for Workplace Experience had been identified as mandatory credit in CBT curricula in *Ghana CBT Harmonization Report* issued in February 2010.

For the implementation of workplace experience learning, various preparatory works and monitoring activities, including visit to companies and organization of workshops. The details are listed as follows.

#### **Preparatory Works and Monitoring Activities for Workplace Experience Learning**

##### **Prior to Workplace Experience**

- 1) Preparation and revision of documents for Workplace Experience  
(i.e.: Letters, MOU (Minutes of Understanding: to be signed among COTVET, piloting school and accepting companies), Manual for CBT Workplace Experience Learning, and Manual for CBT Workplace Assessor, etc)
- 2) Conduction of workshops for teachers’ preparation of unit specification and operational guideline (manuals) (at 3 schools)
- 3) Visit to the candidate companies for advocacy and coordination (about 40 companies)
- 4) Selection of companies/industries and assigning of students (at 3 schools, total 19 companies)
- 5) Conduction of Industrial Assessor Training (at various companies/industries)
- 6) Induction to students before sending them to workplace experience (at 3 schools)
- 7) Coordination and contact with participating companies before sending students

##### **During Workplace Experience**

- 8) Coordination and periodic contact with participating companies
- 9) Visit to the companies to observe and monitor students (once a month, total 3 times per

company/student)

**After Workplace Experience**

10) Wrap-up of CBT workplace experience for students after completion

11) Sending Letters of Appreciation and periodical contact to participating companies

**●Extension Phase of TVETS Project (April 2011–December 2011)**

Those preparations were conducted again from May 2011 to August 2011, and wrap-up and sending letters of appreciation conducted on October to December 2011.

**(2) Guideline and Manual for Workplace Experience Learning**

**●Main Phase of TVETS Project (February 2010–March 2011)**

For the Workplace experience learning, several documents have been made by JICA TVETS project, as shown in Table 3.28 below.

**Table 3.28: Main Documents Prepared for CBT Workplace Experience**

No.	Name of Document	Purpose/Content
1	Memorandum of Understanding (or Memorandum of Partnership) for CBT Workplace Experience Learning	A format of agreement between COTVET and the student receiving companies/industries.
2	Manual for CBT Workplace Experience Learning	Guideline and manual for students and industries’ supervisors in CBT workplace experience. It contains skills needed to be trained at the industries (unit specification).
3	Manual for CBT Workplace Assessor	Guideline and manual for industries’ supervisor on how to implement CBT workplace experience and receive students.
4.	Assessment Marking Guidelines for Workplace Experience	Assess and evaluate sheet for received CBT students by industrial assessors. It contains forms to assess students by both working manner and hand skills/techniques. This record is needed for students to graduate from the CBT program.

**●Extension Phase of TVETS Project (April 2011–December 2011)**

Those documents were revised this year from May to July for further adding and for improvement.

**(3) Student Workplace Experience Induction and Dispatch of Students**

**●Main Phase of TVETS Project (February 2010–March 2011)**

In the Main Phase of TVETS Project, total three (3) levels of CBT programs were implemented at three (3) pilot schools. The student workplace experience dispatch schedule is listed below.

**Table 3.29: Student Workplace Experience Dispatch Schedule for Main Phase**

No.	School/Program	CBT Level	Period
1	ATTC Welding	Certificate 2 (1 <sup>st</sup> Batch)	2 August 2010 to 29 October 2010
2	NVTI-PTI Electronics	Certificate 1 (1 <sup>st</sup> Batch)	2 August 2010 to 5 November 2010
3	Accra Polytechnics Plant Engineering	Higher National Diplomat	5 July 2010 to 30 September 2010

Before sending students to Workplace Experience Learning, induction workshops are conducted at each piloting institutions. At the induction workshop, facilitators (teachers) explain the purpose of workplace experience, unit specification and assessment method, and where/whom to contact at each companies, etc.

**Table 3.30: Student Workplace Experience Induction Workshop (Ceremony) on Main Phase (July 2010)**

No.	School / Program	Date/Time	Participants
1	ATTC Welding	29 July 2010 (10:30 – 13:00)	Facilitator/TVETS: 9 Student: 15
2	NVTI-PTI Electronics	30 July 2010 (9:30 – 13:30)	Facilitator/TVETS: 10 Student: 33
3	A-Poly Plant Engineering	2 July 2010 (10:30 – 12:30)	Facilitator/TVETS: 9 Student: 18

Students were sent to participating companies as listed in the below table.

**Table 3.31: Student Workplace Experience and Accepted Companies in Main Phase (July 2010–November 2010)**

No.	Company Name	Location	Participants
1	Anglo Gold Ashanti	Obasi	ATTC: 1, NVTI: 2, A-Poly: 2
2	Anglo Gold Ashanti	Tarkwa	ATTC: 2, NVTI: 1, A-Poly: 2
3	Astra Electronics	Accra	NVTI: 2
4	Cocoa Processing Co.	Tema	ATTC: 2, NVTI: 4, A-Poly: 3
5	Crown Star Electric Ind.	Accra	NVTI: 2
6	GHACEM Ltd.	Takoradi	ATTC: 1, NVTI: 2, A-Poly: 2
7	Ghana Broadcasting Co. (GBC)	Accra	NVTI: 3
8	Ghana Manganese Co.	Tarkwa	ATTC: 2, NVTI: 1, A-Poly: 2
9	Ghana Police Service (HQ)	Accra	NVTI: 1
10	Ghana Textiles Printing (GTP)	Tema	ATTC: 1, A-Poly: 1
11	Goldfields	Tarkwa	ATTC: 2, NVTI: 1, A-Poly: 2
12	Information Service Department (ISD) (under Ministry of Information)	Accra	NVTI: 3
13	Ghana Naval Base	Takoradi	ATTC: 1, NVTI: 3, A-Poly: 2
14	Somotex Ghana Ltd.	Accra	NVTI: 2
15	TV3	Accra	NVTI: 2
16	University of Ghana	Accra	NVTI: 3
17	Volta River Authority Aboadze Thermal Power Plant	Takoradi	ATTC: 2, NVTI: 1, A-Poly: 2
18	Orsam Ltd.	Tema	ATTC: 1
<b>Total</b>			<b>ATTC:15, NVTI:33, A-Poly:18</b>

**●Extension Phase of TVETS Project (April 2011–December 2011)**

During the extension phase, total of six (6) levels of CBT programs were implemented at three (3) pilot schools. The student workplace experience dispatch schedule is listed below.

**Table 3.32: Student Workplace Experience Dispatch Schedule (Extension Phase)**

No.	School/Program	CBT Level	Period
1	ATTC	Certificate 1 (New)	August to October 2012
2	Welding	Certificate 2 (2 <sup>nd</sup> Batch)	1 August 2011 to 28 October 2011
3	NVTI-PTI	Certificate 1 (2 <sup>nd</sup> Batch)	August to October 2012
4	Electronics	Certificate 2 (New)	1 August 2011 to 28 October 2011
5	A-Poly	HND (1 <sup>st</sup> Batch) 3 <sup>rd</sup> Grade	18 July 2011 to 23 September 2011
6	Plant Engineering	HND (2 <sup>nd</sup> Batch) 2 <sup>nd</sup> Grade	18 July 2011 to 23 September 2011

During the extension phase, before sending students to Workplace Experience Learning, induction workshops were conducted at each piloting institutions as well.

**Table 3.33: Student Workplace Experience Induction Workshop (Ceremony) on Extension Phase**

No.	School/Program	Date/Time	Participants
1	ATTC Welding	27 July 2011 (9:30–12:00)	Facilitator/TVETS/COTVET: 8 Students: 10
2	NVTI-PTI Electronics	21 July 2011 (9:30–12:30)	Facilitator/TVETS/COTVET: 6 Students: 34
3	A-Poly Plant Engineering	15 July 2011 (10:00–12:30)	Facilitator/TVETS/COTVET: 10 Students: 38

Students were sent to participating companies as listed in the below table.

**Table 3.34: Student Workplace Experience and Accepted Companies on Extension Phase**

No.	Company Name	Location	Participants
1	Anglo Gold Ashanti	Obasi	ATTC: 2, NVTI: 3, A-Poly: 3
2	Anglo Gold Ashanti	Tarkwa	ATTC: 1, A-Poly: 4
3	Astra Electronics	Accra	NVTI: 3
4	Cocoa Processing Co.	Tema	NVTI: 3, A-Poly: 4
5	Crown Star Electric Ind.	Accra	NVTI: 4
6	GHACEM Ltd.	Takoradi	NVTI: 2, A-Poly: 3
7	Ghana Broadcasting Co. (GBC)	Accra	NVTI: 4
8	Ghana Manganese Co.	Tarkwa	ATTC: 1, NVTI: 3, A-Poly: 4
9	Ghana Textiles Printing (GTP)	Tema	A-Poly: 2
10	Goldfields	Tarkwa	ATTC: 2, NVTI: 2, A-Poly: 3
11	Ghana Navy (Naval Base)	Takoradi	A-Poly: 4
12	Somotex Ghana Ltd.	Accra	NVTI: 4
13	TV3	Accra	NVTI: 4
14	University of Ghana	Accra	NVTI: (2), A-Poly: 2
15	Volta River Authority Aboadze Thermal Power Plant	Takoradi	ATTC: 2, A-Poly: 4
16	Volta River Authority Akosombo Plant	Akosombo	A-Poly: 1
17	Orsam Ltd.	Tema	ATTC: 2
18	Promocidor	Accra	A-Poly: 4
19	Synchronize Electronics	Accra	NVTI: 1
20	Cosmotech	Accra	NVTI: 1
<b>Total</b>			<b>ATTC: 10, NVTI: 34, A-Poly: 38</b>

### 3.3.3 Training of Trainers (TOT) on CBT Piloting

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note
		2010	2011				2011				
		2	6	9	12	3	4	6	9	12	
Period from Feb. 2010–Mar. 2011											
2-4	Develop the plan of TOT (2-6)	Confirmation of current TOT activities									Plan was prepared based on the confirmation of current TOT activities and need survey were made in February 2010.
2-9	Develop training material for TOT(2-6)										Various CBT workshop materials had been made.
2-10	Conduct TOT for trainers at pilot training institutions (2-7)										Training on CBT, facilitation skills, and trade knowledge are undergoing.
Extended Period from Apr. 2011 – Dec. 2011											
2-8 ext	Develop training plan and training material for TOT (Training of Trainers) (2-6)						Training Plan (Confirmation of current TOT activities)				Plan was prepared based on the needs survey conducted from May to June 2011 period. Training materials are under preparation.
2-9 ext	Conduct TOT for trainers in pilot training institutions/ conduct monitoring and evaluation of those programmes (2-7)						Training Material Preparation				Training on CBT, facilitation skills, and trade knowledge are undergoing.

#### ●Main Phase of TVETS Project (February 2010–March 2011)

The confirmation of TOT activities by the previous TVETS project team were made in February 2010. With these confirmation activities and other survey results, TOT plan for the March 2010 to March 2011 period was developed in March 2010. There were five (5) types of training needs identified as follows:

- CBT Methodology (Development of curriculum, learning materials, facilitation and assessment)
- Technical Field Training
- Refresher Training on CBT Methodology
- School Management Training (for the sustainability of CBT programs)
- Other TOT on CBT Method (for Spreading CBT Methodology to Other Institutes)

#### ●Extension Phase of TVETS Project (April 2011–December 2011)

The needs survey of TOT activities was again conducted from May 2011 to June 2011. The same five types of training needs as Main Phase of TVETS Project were identified. With the results, TOT plan for the extended period (May 2011 to December 2011) was developed in June 2011.

The progress and details of five types of TOT are described as follows.



**(1) CBT Methodology TOT (May 2011–December 2011)**

**●Main Phase of TVETS Project (February 2010–March 2011)**

In order to implement the CBT pilot program at three (3) pilot schools, since April 2008, following preparatory workshops has been conducted for each 3 pilot schools separately.

**CBT Workshops**

- 1) CBT Occupational Standard Development (Workshop)
- 2) CBT Unit (Module) Specification Development (Workshop)
- 3) CBT Unit Specification and it’s Breakdown Development, and Lecture Plan Development (Curriculums and Syllabi Development) (Workshop)
- 4) CBT Learning Materials (Hand-outs & Textbooks) Development (Workshops)
- 5) CBT Facilitator / Assessor Instruments and Skills Development (Workshop)
- 6) CBT Staff and Learners Induction (Workshop)
- 7) CBT Assessment Instruments and Skills Development (Workshop)
- 8) CBT Assessment Marking Guideline (for Internal and External Verifiers) Development (Workshop)
- 9) CBT Internal Verifiers Training (Workshop)
- 10) CBT External Verifiers Training (Workshop)
- 11) CBT Workplace Experience Assessment Marking Guideline Dev. (Workshop)
- 12) CBT Workplace Experience Assessor Training (Workshop)

All the implemented CBT workshops for TOT are listed in report “Record of Project Activities (February 2010–December 2011), December 2011.”

**●Extension Phase of TVETS Project (April 2011–December 2011)**

CBT TOT trainings conducted from May 2011 to July 2011, and future tentative CBT TOT plan are listed in the table below. The preparation of training packages (i.e. unit specification and unit specification breakdown, learning materials, and assessment guideline, etc) for three pilot schools were made by those schools’ teachers and required much time and effort. Teachers who participated in those workshops appreciated the training environment, since development of those materials requires concentration and intensified environment. Thus more than 90% of participants answered the questionnaire surveys that were conducted at the end of each training with “highly appreciated” and “appreciated”. All the CBT workshops for TOT which are implemented are listed in report “Record of Project Activities (February 2010–December 2011), December 2011.”

**Table 3.35: CBT TOT Workshops on Extension Phase**

No.	Name of Training	School	Training Period	Venue	Participants
1	CBT TOT on Learning Material Generation	A-Poly	5–10 June 2011	Christian Centre	15
2	CBT TOT on Unit Specification Generation	ATTC	23–24 June 2011	Noguchi Centre	22
3	CBT TOT on Unit Specification and Learning Material Generation	NVTI-PTI	26 June–1 July 2011	Lucia Hotel	19

No.	Name of Training	School	Training Period	Venue	Participants
4	CBT TOT on Learning Material Generation	A-Poly	10–16 July 2011	Christian Centre, Aburi	15
5	CBT TOT on Assessment Guideline Generation	NVTI-PTI	24–29 July 2011	Windy Lodge	22
6	CBT TOT on Unit Specification and Learning Material Generation	ATTC	31 July–5 Aug. 2011	Lucia Hotel	22
7	CBT TOT on Learning Material and Assessment Guideline Generation	A-Poly	7–12 Aug. 2011	Christian Centre, Aburi	16
8	CBT TOT on Assessment and Marking Guidelines	NVTI-PTI	28 Aug.–2 Sep. 2011	Windy Lodge	19
9	CBT TOT on Unit Specification Generation	ATTC	25–30 Sep. 2011	Lucia Hotel	21
10	CBT TOT on Learning Material Generation	A-Poly	25–30 Sep. 2011	Christian Centre, Aburi	17
11	CBT TOT on Learning Material Generation	ATTC	15–21 Sep. 2011	Lucia Hotel	22
12	CBT TOT on Learning Material Generation	A-Poly	30 Oct.–4 Nov. 2011	Christian Centre, Aburi	19
13	CBT TOT on Assessment and Marking Guidelines	NVTI-PTI	30 Oct.–4 Nov. 2011	Lucia Hotel	19

## (2) Technical Field Training (Practical Skills Training)

In the CBT approach, practical skills training in technical and trade area are considered very important. In this regard, the course curricula were developed according to the need and demand of industry (demand-driven). Thus, TVETS project, on request by industry, some technologies and skills that are relatively new in Ghana were included as the part of the developed course curricula.

### ●Main Phase of TVETS Project (February 2010–March 2011)

In order to transfer those new technologies, three (3) Japanese experts were dispatched for each pilot school/institute, i.e., ATTC (welding), NVTI-PTI (electronics), and A-Poly (plant engineering). Japanese experts' TOT and technical transfer activities are listed in Table 3.36 below.

**Table 3.36: Technical Transfer by Japanese Experts (Main Phase)**

	Name of Training	Period	Partici-pants	Trainer	Purpose/Content
Welding (For ATTC)	1 Workplace Experience Preparatory Workshop	21 Jun.–30 Jul. 2010	19	Mr. Tohru Kawashima and local teachers	<ul style="list-style-type: none"> <li>Prepare CBT teachers and students for workplace experience (Comprehensive welding practice training).</li> </ul>
	2 Welding Teacher Training 1 (Intermediate)	3–6 Aug. 2010	6	Mr. Tohru Kawashima	<ul style="list-style-type: none"> <li>Refresh welding training.</li> <li>Introduction of new technologies TIG and MIG</li> </ul>
	3 5S Activities Workshop	6 Jul. 6 2010	22	Mr. Takaharu Seki	<ul style="list-style-type: none"> <li>Introduction of 5S concept for workplace environment.</li> </ul>
	4 Welding Teacher Training 2 (Advanced)	24 Jan.–3 Feb. 2011	5	Mr. Tohru Kawashima	<ul style="list-style-type: none"> <li>Fabrication exercise using welding. Welding by TIG and MIG, and weld inspection methods, etc.</li> </ul>

	<b>Name of Training</b>		<b>Period</b>	<b>Partici -pants</b>	<b>Trainer</b>	<b>Purpose/Content</b>
Electronics (For NVTI PTC)	5	Introduction of Control System	28 Jun.– 6 Jul. 2010	5	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Introduction of Control System and PLC</li> <li>• Introduction of basic programming (ladder diagram), application of PLC and automation.</li> </ul>
	6	Control System (Entry)	13–17 Sep. 2010	9	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Simple programming and exercises using PLC and control devices</li> <li>• Outline of PLC and ladder diagram</li> <li>• Self testing, timer, and counter</li> <li>• Pulse circuit, motor control circuit</li> <li>• Motor reverse control, and emergency stop</li> <li>• De Morgan's Law and Variable Flicer</li> </ul>
	7	Control System (Basic)	27 & 29 Sep. 2010	9	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Programming and exercises using PLC and control devices</li> <li>• Robot Control (Special program)</li> <li>• Control of Electric Piano</li> </ul>
	8	Control System (Intermediate)	16 Nov– 3 Dec 2010		Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Application of PLC (Intermediate level)</li> <li>• Boiler control, temperature and analogue data control</li> <li>• Boiler control, temperature and water level</li> <li>• Conveyor control, and Off Delay</li> <li>• Conveyor control, and sequential start &amp; stop</li> <li>• Plant maintenance, and error detect game</li> <li>• Robot programming</li> </ul>
Plant Engineering (For Accra Polytechnics)	9	5S Activities Workshop (Introduction)	28 June 2010	34	Mr. Takaharu Seki	<ul style="list-style-type: none"> <li>• Introduction of 5S for industrial development</li> </ul>
	10	Factory and Production Management 1 and 2	2 July 2010	25	Mr. Takaharu Seki	<ul style="list-style-type: none"> <li>• Introduction of production and management models</li> </ul>
	11	Small Group Activities for Development of Enterprise (QC Circle: Kaizen Approach)	20 Sep. 2010	50	Mr. Takaharu Seki	<ul style="list-style-type: none"> <li>• Introduction of Kaizen Approaches by QC circle Method (Small Group Activities)</li> </ul>
	12	Machine Maintenance	29 Sep. 2010	49	Mr. Takaharu Seki	<ul style="list-style-type: none"> <li>• Introduction of periodical machines maintenance method and management methods.</li> </ul>
	13	Prerequisite Program for HACCP	10 Nov. 2010	33	Mr.Takaharu Seki	<ul style="list-style-type: none"> <li>• Prerequisite program for food processing control method HACCP</li> </ul>
	14	HACCP and ISO22000	17 Nov. 2010	31	Mr.Takaharu Seki	<ul style="list-style-type: none"> <li>• HACCP food process control and ISO food quality control</li> </ul>

**●Extension Phase of TVETS Project (April 2011–December 2011)**

In order to transfer those new technologies, on Extension Phase, two (2) Japanese experts were dispatched for the three pilot schools/institutes, i.e., ATTC (welding), NVTI-PTI (electronics), and A-Poly (plant engineering)). Japanese experts’ TOT and technical transfer activities are listed in the table below.

**Table 3.37: Technical Transfer by Japanese Experts (Extension Phase)**

	Name of Training	Period	Parti- pants	Trainer	Purpose/Content
Welding (For ATTC)	1 Advanced Welding and Fabrication Training	1–17 Aug. 2011	9 Teachers	Mr. Tohru Kawashima	<ul style="list-style-type: none"> <li>• Comprehensive welding practice training</li> <li>• Welding Test</li> </ul>
Electronics (For NVTI PTC)	2 SCADA Programming	1–5 Aug. 2011	7 Teachers	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Introduction of SCADA programming</li> <li>• Application of SCADA programming and automation.</li> </ul>
	3 PLC Demonstration (Entry) (for CBT students)	19 & 21 July 2011	Total 34 Students	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Demonstration of PLC and control device to CBT students</li> </ul>
Plant Engineering (For Accra Polytechnics)	4 PLC Control (Entry Level)	25–27 July 2011	16 Teachers	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Simple programming and exercises using PLC and control devices for plant control</li> </ul>
	5 SCADA Control (Entry)	28–29 July 2011	16 Teachers	Mr. Ken Yoshida	<ul style="list-style-type: none"> <li>• Simple programming and exercises using SCADA control software for plant control</li> </ul>

**(3) Refresher Training on CBT**

**●Main Phase of TVETS Project (February 2010–March 2011)**

For teachers who received TOT on CBT methodology, to deepen and refresh their knowledge and understanding, two to three day refresher trainings are conducted. In the training program, CBT methods are reviewed from beginning till end. Areas such as curriculum (unit specification) development, CBT facilitation skills, student evaluation, etc are learnt again as a short package program.

**Table 3.38: Refresher Training and School Management Training**

Name of Training	Training Period	Expected Participants	Purpose/Content
1a Refresher Training on	7–10 Feb. 2011	A-Poly Teachers 14 participants	To refresh and to deepen the understanding of CBT methodology and concept, by receiving training from beginning till end of process once more, for the sustainability of CBT program after the project.
1b CBT Methodology	3–4 Feb. & 2 March 2011	ATTC Teachers 18 participants	
1c	14–15 Feb. 2011	NVTI PTI teachers 19 participants	

#### (4) School Management Training

##### **•For Both Main Phase and Extension Phase of TVETS Project (February 2010–December 2011)**

For school managers who currently conduct pilot CBT program at their schools/institute, school management training was conducted on 9 March 2011 and 23 November 2011, for the sharing of issues, concerns and lessons learnt through CBT pilot program implementation, as well as future sustainability. Those workshops were implemented jointly with TVETS project team and COTVET coordinator, and details are listed below.

**Table 3.39: School Management Training Workshop**

<b>Name of Training</b>	<b>Planned Training Date/Period</b>	<b>Expected Participants</b>	<b>Purpose/Content</b>
2 School Management Training (for Main Phase)	9 March 2011	30 participants (Principles, centre manager, rector, managers of 3 schools)	To deepen the understanding of CBT methodology and concept, to strengthen school management capability, and share lessons learnt for the sustainability of CBT program.
2 School Management Training (for Extension Phase)	23 November 2011	22 participants (Principles, managers of 3 schools)	<ul style="list-style-type: none"> <li>• For the sustainability of CBT pilot program after JICA TVETS project</li> <li>• Share lessons learnt for the implementation of CBT program.</li> </ul>

#### (5) TOT on CBT to Non-Pilot Institutions

##### **•For Both Main Phase and Extension Phase of TVETS Project (February 2010–December 2011)**

In order to spread CBT methodology to other technical and vocational schools and to the teachers, a comprehensive 1 to 2 week CBT methodology TOT workshop, jointly with ECOWAS (Economic Community of West African States)<sup>6</sup>, World Bank Oil and Gas Project, and COTVET were implemented.

<sup>6</sup> Member countries of ECOWAS are: Benin, Burkina Faso, Cabo Verde, Côte d'Ivoire, Gambia, Ghana, Guinea, Guinea Bissau, Liberia, Mali, Nigère, Nigeria, Senegal, Sierra Leone, and Togo.

**Table 3.40: TOT for Expanding CBT to Non-Pilot Institutions**

Name of Training	Tentative Plan/Location	Number of Expected Participants	Content
1 Training of Teachers for Effective Delivery of Technical and Vocational Training in the ECOWAS sub-Region Ghana Programme (Implemented as joint activity with JICA TVETS project)	1–12 Nov. 2010 (Total 10 days)  (At Tema Technical Institute in Tema City)	30 participants  (20 TVET teachers from all over Ghana, additional 10 from curriculum experts, policy makers in charge of TVET, TVET ministry officers, and Inspectors/Advisors)	<ul style="list-style-type: none"> <li>• TVET Education Reform in Ghana</li> <li>• Overview of CBT.</li> <li>• Understanding of CBT Occupational Standard Generation</li> <li>• Understanding and Implementation of CBT Unit Specification Writing</li> <li>• CBT Learning Material Writing</li> <li>• Understanding CBT Assessment</li> <li>• Understanding CBT Facilitation Methods</li> <li>• Presentation Skills Micro-teaching/peer education</li> <li>• E-learning, etc.</li> </ul>
2 CBT intensive training for non pilot institutions 1 (with relation to future AfDB CBT program, and U of Education Winniba, Collage of Education Technology)	5– 8 September 2011 (1 week) (Kumasi)	40	<ul style="list-style-type: none"> <li>• TVET Education Reform in Ghana</li> <li>• Overview of CBT.</li> <li>• CBT Occupational Standard Generation</li> <li>• CBT Unit Specification Writing</li> <li>• CBT Learning Material Writing</li> <li>• CBT Assessment</li> <li>• CBT Facilitation Methods</li> <li>• Induction to Ghana Harmonized CBT Method and lessons sharing form TVETS project</li> </ul>
3 CBT intensive training for non pilot institutions 2 (with relation to future WB Oil & Gas CBT program)	9–14 October 2011 (1 week) (Takoradi)	45	<ul style="list-style-type: none"> <li>• TVET Education Reform in Ghana</li> <li>• Overview of CBT.</li> <li>• CBT Occupational Standard Generation</li> <li>• CBT Unit Specification Writing</li> <li>• CBT Learning Material Writing</li> <li>• CBT Assessment</li> <li>• CBT Facilitation Methods</li> <li>• Induction to Ghana Harmonized CBT Method and lessons sharing form TVETS project</li> </ul>

### 3.3.4 Monitor, Evaluate and Reflect the CBT Piloting

The timeframe of activities on these tasks are shown below.

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note	
		2010	2011			2011						
		2	6	9	12	3	4	6	9	12		
Period from Feb. 2010–Mar. 2011												
2-5	Continue to monitor the piloting CBT and establish new monitoring & evaluation method (2-8)	■										Observations and interviews were used for monitoring.
2-11	Monitor and evaluate the piloting CBT by updated method and instrument (2-8)	■										Updated monitoring method with new instrument has been used since March
2-12b	Monitor and evaluate Workplace experience learning (2-8)	■										Monitoring of this three-month learning is done by TVETS and assessors at companies.
Extended Period from Apr. 2011–Dec. 2011												
2-10 ext	Support the development of systematic monitoring and evaluation method for CBT pilot training (2-8)						■				Updated monitoring method from last year from May to June.	
2-11 ext	Conduct Monitoring and Evaluation of CBT pilot trainings (Including newly started pilot trainings) (2-8)						■				Observations and interviews were used for monitoring.	

Task	Description (activity no in PDM)	Calendar					Ext. Period				Note
		2010		2011			2011				
		2	6	9	12	3	4	6	9	12	
2-12 ext.	Support implementation of workplace experiences (industrial-attachment programmes)/ Conduct monitoring and evaluation of those programmes. (2-8)							■ Monitoring activities of WPE			Monitoring of this three-month learning is done by TVETS and assessors at companies.

**(1) Monitoring of Piloting CBT at Pilot Institutions (In-School Training)**

**●For Both Main Phase and Extension Phase of TVETS Project (February 2010–December 2011)**

The TVETS project members in charge of CBT monitoring started the monitoring activities since February 2010. CBT program at institutions have been periodically monitored by observation of theory and practical classes/trainings, facilitation skills of facilitators/teachers, review of written documents such as unit specification and its breakdown (curricula & syllabi), learning materials and lecture plan, which are used for training, as well as assessment instrument and marking guidelines, which will be used for achievement evaluation.

The visit of pilot institutions for the above purposes will be done on a once or twice a week basis from February 2010 (except from August to October at Workplace experience learning period, when monitoring will focus on the trainings at companies). Interviews with facilitators or school administrators, and trainees/students have also been done using the monitoring survey questionnaires prepared. Those answers were collected and analyzed in November.

To confirm the assessment results (by facilitators) of CBT training is also another important activity of monitoring, such as the result used by the above mentioned assessment instrument and marking guidelines.

With the results of monitoring and proper guidance to pilot schools, CBT students at ATTC Welding Certificate 2 and NVTI PTI Electronics Certificate 1 graduated on 22 February 2011.

**(2) Monitoring of Student Workplace Experience**

**●For Both Main Phase and Extension Phase of TVETS Project (February 2010–December 2011)**

The CBT Workplace experience learning for three pilot schools was conducted for the period of 3 months (as discussed in 3.3.2 earlier). To monitor the Workplace experience learning, learning status of trainees/students, and to provide necessary advice to supervisors and assessors at companies, teams consisting of COTVET, pilot schools’ facilitators, and TVETS members have visited each companies at least once a month. For total of about 20 partner companies, the teams visited 2 to 3 times each to implement interview and hearing to company managers, supervisors and to the students (trainees), and provided necessary actions and supports for smooth implementation.

**3.3.5 Reflect the Lessons Learnt to TVET Mechanism**

The timeframe of activities on these tasks are shown below.

Task	Description (activity no. in PDM)	Calendar					Ext. Period				Note
		2010		2011			2011				
		2	6	9	12	3	4	6	9	12	
Period from Feb. 2010–Mar. 2011											
2-13	Reflect the lessons learnt through the pilot training onto other TVET institutions (2-9, 2-10)										The project compiled lessons learned from piloting, and shared them with COTVET and other TVET providers.
Extended Period from Apr. 2011–Dec. 2011											
2-13 ext	Reflect lessons learned from the pilot trainings onto Occupational Standard and to National TVET Qualification Framework (2-9, 2-10)										Lessons Learned accumulated and shared Lessons learned are accumulated and will be shared with C/P in COTVET, piloting institutions, and Ministries.
2-14 ext	Reflect lessons learned from the pilot trainings onto training activities by other TVET Institutions (2-9, 2-10)										The information is shared with COTVET, other donor organizations and other TVET providers, from TVET Forum, Takoradi WS (WB Oil and Gas project), and Kumasi WS (for future AfDB project), etc.

**(1) Accumulation of Findings and Lessons**

The Project have been conducting monitoring of both policy (Output 1) and CBT piloting (Output 2) and accumulated the issues and lessons

**(2) Lessons Sharing**

In terms of Output 1, issues which can be solved or adjusted during project period is shared with COTVET secretariat and standing committee members, and different progress and adjustments have been made at policy implementation process and procedures of accreditation and awarding system, and qualification framework of CBT pilot program.

In terms of Output 2, issues which can be solved or adjusted during project period are shared with related organizations and pilot schools for the improvement of the training program.

For Outputs 1 and 2, issues which may be out of project scope, or not able to be solved during the project period, TVETS project will share those issues and lessons learnt with COTVET, MOE, MMYE, and pilot schools, for adjustment between related organizations, or as issues to be solved as long-term strategies. Most of these are usually coming from budgetary restrictions of government and/or pilot institutions. Thus, the TVETS project believes it is important to share the recommendations with major stakeholders to secure the future sustainability of CBT in Ghana. In Chapter 4, the issues, lessons learnt, and recommendations are described.

Issues and lessons from TVETS project will be presented at TVET Forum, CBT Conference, ECOWAS WS, Takoradi WS, and Kumasi WS, etc (CBT training for non pilot schools) .



### 3.4 Project Management

#### 3.4.1 Other Activities at the Project

##### (1) Implementation of Joint Coordination Committee (JCC) Meeting (3<sup>rd</sup> JCC: July 2010, and 4<sup>th</sup> JCC: December 2011)

The 3<sup>rd</sup> JCC was implemented on 7 July 2010 and 4<sup>th</sup> JCC was implemented in 9 December 2011. The Ghana side participants of JCC were: MoNE, COTVET, Pilot Schools (ATTC, NVTI, and A-Poly), and other technical vocational training organizations (such as NABPTEC and VTF, etc), and the Japanese side participants were: JICA Ghana Office, Embassy of Japan, and JICA TVETS Project Members. Minutes of Meetings for 3<sup>rd</sup> and 4<sup>th</sup> JCC Meetings are attached in Appendix 5.

##### (2) Monthly Coordination Meetings at COTVET Secretariat and JICA TVETS Members

COTVET Secretariat and JICA TVETS members meet on average once a month for Monthly Coordination Meetings to share the progress and matters arising. The agendas of the Meeting always cover 1) current status of achievement and outcomes of the Project, 2) concerns and challenges, and 3) decisions to be made for upcoming activities. See Appendix 7 for the Minutes of the Monthly Coordination Meetings.

##### (3) Weekly Staff Meetings at JICA TVETS Members

JICA TVETS team have held staff meetings once a week either at COTVET office or project office in ATTC in order to confirm the progress of planned activities, persons in charge, concerns arising and countermeasures. During the project extension period from May 2011, CBT Coordinator, Occupational Standard Coordinator, and Assessment and Certification Coordinator of COTVET who are assigned as full time counterparts of the Project joined the weekly staff meetings.

##### (4) Others: Opening of CBT Resource Centre/Room for Each Pilot Schools

In order to disseminate the CBT method to other fields and departments of each pilot school, and to keep the CBT documents such as unit specification, assessment guideline and student records in one location, a CBT Resource centre was established at each pilot school. The inauguration/grand opening and handing over ceremonies of the CBR Resource Centre were conducted as shown in the following schedule.

**Table 3.41: Inauguration of CBT Resource Centre at Three Piloting Institutes**

School Name	Date of Inauguration/ Grand Opening	Name of CBR Resource Centre
1. ATTC	18 November 2010	CBT Resource Centre
2. Accra Polytechnic	29 June 2011	CBT Resource Centre
3. NVTI-PTI	5 August 2011	CBT Resource and Information Centre

##### (5) Support for the Project Terminal Evaluation

The terminal evaluation of the project was held during the period from 18 November 2010 until 10 December 2010. The project team supported JICA for compiling information on monitoring of PDM, administrating of questionnaire and interview based survey by the evaluator, setting appointments for meetings, attending meetings etc.

The results of the terminal evaluation were compiled as the evaluation report attached to the Minutes of Meeting between the Japanese Evaluation Team and the concerned Authorities of the Government of the Republic of Ghana on the Japanese Technical Cooperation for “Technical and Vocational Education and Training Support (TVETS) Project in Ghana, signed on 10 December 2010. After receiving the evaluation results and requests from the CBT Piloting institutes and COTVET, the Government of Ghana and JICA have agreed to extend the project period for about 9 months until December 2011.

**(6) Study Trip to South Africa and Botswana**

The project organized a Study Trip for the Counterparts to South Africa and Botswana with the objectives to learn the implementation of the CBT programs in those two countries, and to acquire practical operational knowledge of CBT-TVET. The Study Trip was organized in October 2010, and the delegation included six counterpart members (three from COTVET and one from each of three pilot training institutes) and two project staff as Program Coordinator and Technical Facilitator.

In order to select the most relevant participants, several criteria were given to the counterpart institutes prior to the selection. All the participants attended the Preparatory Meeting organized with the support of JICA expert for Qualification Framework and Quality Assurance (Brent H. Richardson), who has CBT-TVET system development experience in both South Africa and Botswana, to develop their readiness for the trip.

The Study Trip was organized from 16 to 23 October 2010. During the trip, the participants visited 11 sites in total (six in South Africa and five in Botswana). Some of those institutes are regulatory or coordinating bodies similar to COTVET, some are in charge of national qualification standards, occupational standards, quality assurance or funds for skills development. Other institutes are TVET providers.

**Table 3.42: CBT/TVET Study Trip to South Africa and Botswana**

Title	CBT/TVET Study Trip to South Africa and Botswana
Country visited	Republic of South Africa Republic of Botswana
Schedule	16–23 October 2010 (10 days including travel days) South Africa: 18–20 October (3 days/6 institutes) Botswana; 21–22 October (2 days/5 institutes)
Participants	Total : 6 <COTVET> <ul style="list-style-type: none"> <li>• Sampson Dampety Tetey, CBT Coordinator, COTVET</li> <li>• Kwabena Adu Amaniampong, Informal Sector Coordinator, COTVET</li> <li>• Kofi Y. Ntow, SDF Manager, COTVET</li> </ul> <CBT Piloting Institutes> <ul style="list-style-type: none"> <li>• Emmanuel Kabu Oman, Head of Mechanical Engineering Department, Accra Polytechnic</li> <li>• Maxwell Kofi Zanu, Center Manager, National Vocational Training Institute Pilot Training Institute (NVTI-PTI)</li> <li>• John Senyo Amedo, English language teacher, Accra Technical Training Centre</li> </ul>
Coordinator Facilitator	Total: 2 <ul style="list-style-type: none"> <li>• Training Coordinator: Akiko Nishibuchi, CBT Training Management 1</li> <li>• Facilitator: Stephen Turkson, Technical Officer I, TVETS Project</li> </ul>

<p>Objectives</p>	<p>By the end of the study trip, the participants will acquire deeper understanding through practical examples on</p> <ol style="list-style-type: none"> <li>1) Establishment and operation of National TVET Qualification framework</li> <li>2) Occupational Standard development, validation and management</li> <li>3) TVET Quality Assurance system</li> <li>4) Characteristics of successful examples of CBT Training Providers and its operation/ management</li> <li>5) Examples of successful partnerships with industries such as Workplace experience learning program, Skills levy system, Skills development fund etc.</li> </ol>
<p>Host sites/ Focus at each site</p>	<p><b>&lt;South Africa&gt;</b></p> <ol style="list-style-type: none"> <li>1. <b>South African Qualifications Authority (SAQA):</b> Management of National Qualification Frameworks, Role of accreditation body, Management of Occupational Standards, National Database system, recognition or prior learning etc.</li> <li>2. <b>UMALUSI (Council for Quality Assurance In General and Further Education and Training):</b> Supervision and Quality assurance of training providers, Roles of education specialists and industry specialists in Curriculum development etc.</li> <li>3. <b>Mining Qualifications Authority –MQA:</b> Management of Occupational Standards, Training Curriculum, Workplace experience learning, Apprenticeship system in Mining sector. Operation of Skills Levy system and Skills Development Fund</li> <li>4. <b>The MERSETA:</b> Management of Occupational Standards, Training Curriculum, Workplace experience learning, Apprenticeship system in Engineering sector. Operation of Skills Levy system and Skills Development Fund</li> <li>5. <b>Ikhaya Fundisa Techniskills Academy (IFTA):</b> Successful Example of Training environment, curriculum, operation of Successful Training providers for industrial human resources. Example of CBT.</li> <li>6. <b>Boston City Campus &amp; Business College:</b> Training environment, curriculum, operation of Successful Training providers. Example of TBT (Technology Based Training). The training providers’ relation with National authorities (UMALUSI etc.)</li> </ol> <p><b>&lt;Botswana&gt;</b></p> <ol style="list-style-type: none"> <li>1. <b>Department of Vocational Education and Training (DVET) –Ministry of Education and Skills Development:</b> CBT Curriculum development for public technical institutes and polytechnics based on National TVET Qualification Framework. Partnerships with industries in development and implementation of training courses.</li> <li>2. <b>Botswana Training Authority (BOTA):</b> Organizational structure, Annual activities, roles, tasks, way forward for the national TVET authority similar to COTVET.</li> <li>3. <b>Gaborone Technical College:</b> Example of Public technical college (polytechnic). Training environment, curriculum, operation of CBT.</li> <li>4. <b>Madirelo Trade and Testing Centre (MTTC):</b> Example of Assessment Centre for CBT. Informal Sector Training provider. Training environment, curriculum, operation of CBT.</li> <li>5. <b>Brigade training Centre:</b> Example of Informal Sector, Community based Training provider. Training environment, curriculum, operation of CBT.</li> </ol>

## 4. Achievements of the TVETS Project

The achievements of the TVETS project are assessed against the project PDM. It can be mentioned that the project as a whole has achieved the required results and progress. The results mainly come from the escalated establishment of COTVET and its secured inputs around 2010, and also continuous support and interest extended by the three piloting institutions. The TVETS Project has progressed as shown in Chapter 3, in line with the increased Project inputs under these favourable environments and has achieved the required results. Those are reported below and summarized in Table 4.2.

### (1) Achievement of Outputs

#### -Output 1-

- Three Standing Committees were set up in April 2010 where the orientation workshop was organized by the TVET Project in May 2010. Since then, these committees have been actively involved in the preparation and documentation of establishing the national qualification framework, “Harmonization of CBT Training in Ghana” and supporting legal documents which regulate the TVET system and also occupational standards comprised of five (5) occupational standards for the piloting. They have assigned coordinators and operate based on annual work plans.
- COTVET has been involved in workplace experience learning for three piloting institutions which is a core unit of CBT training and has expanded the number of participating industries to around 30 companies -- a sufficient number to all the trainees in the piloting institutions to be absorbed. COTVET also set out an advocacy meeting in July 2011, called “TVET Advocacy Workshop – Corporate CEO and Media Morning Conference (Breakfast Meeting)” for industries’ involvement.
- Ghana Harmonized CBT Report was drafted from September 2009 to February 2010, and a stakeholder meeting was held in February 2010. The report was finalized in May 2010 with some outstanding issues on the qualifications for Polytechnics. Legal instruments which would operationalize Harmonized CBT qualifications are also to be approved by mid 2012 by COTVET Board and MoE.

In those activities, the COTVET coordinators are well0-positioned to manage the dissemination of CBT TVET in Ghana.

#### -Output 2-

- The first batch of graduates of the CBT trainees (students) in the Certificate 2 Welding in ATTC and Certificate 1 Electronics in NVTI have officially graduated with CBT certifications. However, during the implementation of those CBT pilot programs, due to the pilot school preparation status and the teachers’ (facilitators) recruitment schedule, etc, some generic (general education) courses such as general science and sociology were not offered. Due to these reasons, course exemptions were needed for the first batch of CBT students for official CBT graduation. The main reason of the preparation delay at the pilot schools (institutions) was due to the parallel work done to formalized CBT Accreditation System procedures development under “Ghana Harmonized CBT Method” and communication delays between COTVET and pilot schools (institutions). The CBT trainees (students) in the Certificate 2 Welding in ATTC (second batch), Certificate 2 Electronics in NVTI (first batch) and the HND Plant Engineering of Accra Polytechnics are to graduate in mid 2012. Almost all the training materials for those qualifications were developed by the teachers (facilitators) in the pilot schools (institutions) at the workshops supported by the TVETS Project.

- All the trainees required to take part in the Workplace Experience Learning (WEL, industrial attachment program) have participated in the companies arranged by COTVET and the training institutions. Those trainees are evaluated by the assessors in the company in accordance with the CBT requirements. The manual for WEL is also established to guide the training institutions.
- A total of 5 new CBT courses on mechanical engineering in the three pilots have been introduced in the piloting institutions where training institutions can self manage those courses except for the Certificate 1 Welding in ATTC where the transitional arrangements delays the commencement and it can be operational in 2012.
- The training materials and method for TOT in the training institutions based on the manuals and guidelines such as “Manual for CBT Curriculum/Material Development and Training Implementation” developed in the Project as a deliverable is regularly updated and standardized in the Project. These are also used for the training for AfDB and WB project candidate training institutions, altogether 13 institutions, in 2011, though as a shorter version.
- It can be said that the CBT training delivery mechanism is basically standardized as far as manuals and documents. Some trainers in the piloting institutions have become a facilitator to disseminate the CBT training mechanisms in those institutions as well as in other training institutions.

## **(2) Achievement of Project Purpose**

These two outputs achieved will be combined to strengthen the capacity of COTVET to steward the CBT TVET reform in Ghana. It is evident from the following:

- COTVET has become a leader in the TVET sector since 2012 when they began to receive much donor support such as from Danida grant and loan for “Skill Development Fund (SDF)”, WB grant and loan for “Oil and Gas Project” (CBT pilot program), and “Skill Development Fund (SDF)” AfDB loan project to disseminate the CBT based training reform nationwide.
- They have also started some initiatives such as TVET Policy Review and Corporate Plan Development in 2011 and 2012.
- The standing committees’ activities are now planned and led with the annual work plan in connection to the corporate plan.
- PR activities are now operational with the new introduction of COTVET web site and newsletter delivery. The initiative to set out a TVET week (November 2011) is noteworthy.

Moreover, the CBT trainees benefit as well from new textbooks and equipments. Those were identified by the invited trainees in the various TVET Forums which emphasized the advantages of the CBT training. For the CBT trainees, by the improvement of their technical skills which were accumulated at school activities, and by the accumulation of work records which were obtained by participation in workplace experience learning, the competency for the job market increased significantly compared with the traditional ones.

## **(3) Achievement of Overall Goal**

In the post TVETS Project, clear quantitative information is not yet available to compare with the verifying indicators in PDM such as the number of CBT courses rather than mechanical engineering. It is anticipated that the Ghana CBT TVET reform will be expanded in subsequent

donor aided projects such as AfDB funded projects from 2012 where all together 30 trade areas in the training institutions and polytechnics could be CBT based. In addition, various lower level qualifications to the informal sector trade, a total of six qualifications areas, are now under preparation in the informal sector targeted DANIDA funded project as shown in Table 3.11. With the legal instruments which are likely to be statured in 2012, COTVET will be able to solve the counterproductive laws such as those which establish the awarding body for the Polytechnics (NABTEX), and those which further reinforce the operationalization mandates overseeing the TVET sector and subsectors. This will also expand the CBT programmes in Polytechnics.

Together with the commitment by COTVET and with these two mechanisms that did not exist when the Project started in 2010, it is also likely that the indicated achievements to the overall goal by the year 2016 (when the post project evaluations are to be held) will be achieved. TVETS Project experience and results can be used as a model, show case and foundation for expansion.

#### **(4) Terminal Evaluation and Its Recommendations**

The results and analysis of the project achievements at the time of Terminal Evaluation in December 2010 were reported by the JICA evaluation mission together with some recommendations. The terminal evaluation comprehensively assessed the Project using the standard five evaluation criteria. The terminal evaluation concluded as follows: *“The Project showed significant progress, particularly after the mid-term review was conducted. It is concluded that the project purpose and outputs were (will be) achieved at almost satisfactory level.”*

However, the report also puts forward some recommendations. Recommendations were made for the following: (details in Table 4.3.)

1. Access to funds for TVET institutions
2. Staff allocation of COTVET
3. Institutionalization of CBT
4. Harmonization of the CBT model
5. Work Experience Learning
6. CBT Training Package Development
7. Maintenance for Equipment

Since the extension started, the Project has tried to address the recommended items, some of which were relatively managed, and these are shown in Table 4.3. However, there are still action needed, and consequently those are to be incorporated in the recommendations in Chapter 6. The current situation and necessary responses to the mission’s recommendations are also shown in Table 4.3.

#### **(5) Deliverables**

The reports and required documents to submit to Ghana C/Ps and JICA Ghana are shown in the table below. Other technical documents prepared by the Project are listed in Appendix 7.

**Table 4.1: List of Reports and Document (to be submitted to Ghana and JICA)**

	<b>Document Categories</b>	<b>Document Title</b>	<b>Date of Issue</b>
1.	Project Plan, Progress	Project Work Plan (Inception Report: IC/R)	Feb. 2010
2.	Reports and Project	Project Progress Report No.1	Apr. 2010
3.	Completion Report	Project Progress Report No.2	Oct. 2010
4.		Project Progress Report No.3	Mar. 2011
5.		Project Progress Report No.4	July 2011
6.		Project Final Report	Jan. 2012
7.	Outcomes of Technical Cooperation	Manual for CBT Curriculum /Material Development and Training Implementation	Mar. 2011/Jan. 2012
8.		Record of Project Activities	Mar. 2011/Jan. 2012
9.		Plan of Training for CBT Pilot training institutions (Accra Polytechnic, ATTC and NVTI-PTI)	Mar. 2011/Jan. 2012
10.		Guideline for Managing Competency-Based Training (CBT)	Mar. 2011/Jan. 2012
11.		CBT Piloting Training Package – Welding, Electronics, Plant Engineering	Mar. 2011/Jan. 2012
12.		Manual for Workplace Experience Learning	Mar. 2011/Jan. 2012

**Table 4.2: Summary Table for the Achievements**

<b>Expected Project Achievement in PDM</b>	<b>Narrative Description of Achievements</b>	<b>Reference to the verifying Indicators in PDM</b>
<p>Overall Goal</p> <p>1. Increased number of TVET Training Institutions with CBT.</p> <p>2. Qualification Accreditation System is operational.</p>	<p>It is anticipated that the Ghana CBT TVET reform will be expanded in the subsequent donor aided projects such as the AfDB funded project since 2012 where all together 30 trade areas could be CBT based.</p> <p>It is also anticipated that the institutionalization of the Ghana TVET Qualification Accreditation System with legal backing will be operational in 2012.</p> <p>With these two significant mechanism, the indicated achievement of the overall goal in the Year 2016 can be manageable and likely.</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 program continuously kept at 70% and above.</p>
<p>Project Purpose</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) The COTVET is strengthened to manage other donors CBT projects with the capacity increased through the TVETS Projects, while the human resource to handle planned projects are short due to the rigidity of the staff employment.</p> <p>2) COTVET is well established with all the necessary standing committees being installed as a leader to receive many donors' project. It is also evidential that the PR tools developed in the COTVET are now operational to self manage and make success of the 2011 TVET Week.</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>



<b>Expected Project Achievement in PDM</b>	<b>Narrative Description of Achievements</b>	<b>Reference to the verifying Indicators in PDM</b>
<p>OUTPUT 1</p> <p>1. COTVET is established and related structures acquire improved institutional and implementing capacity to deliver TVET under COTVET.</p>	<p>1) Three standing committees, ITAC, NTVET QC and TQAC are operational and has developed documents, procedures.</p> <p>2) The number of companies which partners with the CBT Work Experience Learning has increased, and a regular meeting with the Industries is now set out.</p> <p>3) Harmonization of CBT Model was made finalized in 2010 as the Ghana CBT Model.</p> <p>4) A total of 5 piloting CBT occupational standards and those courses were developed and will be authorized.</p>	<p>1) COTVET and its structures such as ITAC, NTQC and TQAC are established, and 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>
<p>OUTPUT 2</p> <p>2. Improved operational mechanism over TVET delivery through lessons learned from piloting CBT on mechanical engineering.</p>	<p>1) Two piloting trainees of CBT certificates are graduated in 2010.</p> <p>2) 5 pilot CBT courses are now operational</p> <p>3) All the concerned trainees take part in the Workplace Experience learning.</p> <p>4) TOT methods for in service training to teachers are now updated with lessons learnt.</p> <p>5) Sensitization workshops for Ghana Harmonized CBT method were implemented with the collaboration with other donors for the TVET training providers (schools and institutions) and a teacher training university.</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>

**Table 4.3: Results to the Recommendations as of December 2011**

No	Recommendations ( as of December 2010)	Current situation	Actions to be needed
1	<p>Access to funds for TVET institutions</p> <ul style="list-style-type: none"> <li>• Most of the TVET institutions face financial problems to sustain and expand the CBT program.</li> <li>• The SDF might be one of the solutions. However, the current framework focuses more on private sector development than training students in TVET institutions.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• SDF is launched and the fund for CBT course development is available, and the linking mechanism that connects training institutions to develop CBT courses with this fund should be established.</li> <li>• COTVET is seeking for a new fund through the TVET Reform Policy</li> <li>• The Project “Skills for Industry Project “ loan by AfDB is in place in 2012 for supporting some pilot institutions to develop more CBT training courses to train more students</li> </ul>	<ul style="list-style-type: none"> <li>• A new governmental fund is to be prioritized by COTVET as the TVET policy and implementation mechanism.</li> </ul>
2	<p>Staff allocation of COTVET</p> <ul style="list-style-type: none"> <li>• A lot of effort has been 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 related organizations should make necessary arrangements to realize the recruitment plan of COTVET without delay.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the auditing in 2011, the manpower remains the same as in 2011, while the number of COTVET staff is to be increased when the employment plan 2012 is authorized.</li> </ul>	<ul style="list-style-type: none"> <li>• Acceleration of employment for COTVET technical staff based on the 2012 recruitment plan is needed against the process delay due to the governmental procedures.</li> </ul>
3	<p>Institutionalization of CBT</p> <ul style="list-style-type: none"> <li>• The project has made a many products for the institutionalization of the CBT approach through piloting.</li> <li>• To utilize, maximize and sustain these products, it is necessary to accelerate the legal approval of the products.</li> <li>• Building consensus with other stakeholders is indispensable to institutionalize the systems/processes developed. More attention needs to be paid to the accreditation system in particular.</li> </ul>	<ul style="list-style-type: none"> <li>• Due to the resolution of the COTVET board and standing committees, the legal documents produced in 2011 are on hold. Other additional necessary documents are still to be produced. Due to those documents which were still not finalized, the accreditation system which defines the awarding bodies and assessment is still on hold.</li> </ul>	<ul style="list-style-type: none"> <li>• Legal documents are to be authorized in early 2012, and the strong request to MOE by COTVET should be made.</li> </ul>

No	Recommendations ( as of December 2010)	Current situation	Actions to be needed
4	<p>Harmonization of the CBT model</p> <ul style="list-style-type: none"> <li>The harmonization and standardization of the CBT model is a big progress. Especially as the CBT framework, mechanism and implementation process has been almost agreed among stakeholders.</li> <li>Since more development partners will join the TVET subsector, the Ghanaian side should continuously follow its harmonized CBT approach.</li> </ul>	<ul style="list-style-type: none"> <li>Avocations of the CBT models are continuously presented through the web based PR and the two TVET Forums by TVETS Project and the TVET Week by COTVET.</li> <li>Refining the harmonized models are now under process by the COTVET standing committees.</li> <li>It is confirmed that the COTVET is conducting all the projects by CBT for future projects implemented with other donors.</li> </ul>	<ul style="list-style-type: none"> <li>Harmonization is to be finalized in early 2012 by COTVET Board.</li> </ul>
5	<p>Work Experience Learning</p> <ul style="list-style-type: none"> <li>The partnership with the industrial associations and trade associations are of important to develop the WEL which include the incentives and effective delivery.</li> </ul>	<ul style="list-style-type: none"> <li>COTVET is now under taking the WEL Policy development which refers to the JICA TVETS Project activities and lessons. Information sharing in the TVET Forums and with lessons learnt in the piloting and several documents, COTVET is advised to develop the policy.</li> </ul>	<ul style="list-style-type: none"> <li>WEL Policy and instruments (implementation mechanism) are to be launched in 2012 by COTVET Board.</li> </ul>
6	<p>CBT Training Package Development</p> <ul style="list-style-type: none"> <li>Development of Flow Chart and Training Plan through the Flow charts should be developed for the benefits o the other institutions.</li> <li>The mechanism for the training package development</li> <li>COTVET is to set out the development mechanisms to the training package development by training institutions which include the incentives to trainers.</li> </ul>	<ul style="list-style-type: none"> <li>The CBT training program development is documented in the TVETS Project.</li> <li>COTEVT is to establish the CBT training Program develop mechanism in the subsequent donors' projects.</li> </ul>	<ul style="list-style-type: none"> <li>The compensation is still under discussion. The compensation and logistics supports for Training package development by the training institutions should be finalized</li> <li>COTEVT is to make the training institutions follow the CBT training program development mechanism in the subsequent donors' projects.</li> </ul>
7	<p>Maintenance for Equipment</p> <ul style="list-style-type: none"> <li>Training equipment are supposed to be maintained periodically. Therefore, it is recommended to make maintenance plans for the equipment, in order to ensure long running usage. Furthermore, running cost for the equipment should also be planned for.</li> </ul>	<ul style="list-style-type: none"> <li>It is confirmed that the maintenance plans were made by all the pilot institutions.</li> </ul>	<ul style="list-style-type: none"> <li>A regular monitoring by the training institutions is set out.</li> </ul>

## 5. Measures for Project Management and Lessons Learnt

The project period of this Project is the final year of the TVETS Project. PADECO Co., Ltd. commenced its activities in February 2010 by getting consent on the Inception Report which had been developed according to the new TOR, tasks and the modified project PDM. These reflect on the recommendations and suggestions proposed by the JICA midterm review mission. Inputs for the Project have increased accordingly, and the project duration has been extended to December 2012.

The issues over the execution of the Project that are indicated in the subsequent progress reports are related to the Project environments and summarized at the onset of the Project as follows:

- a) The delay of establishment of COTVET standing committees,
- b) The under resourced organization of COTVET Secretariat, and
- c) The insufficient inputs and subsequent delay of the piloting activities

Under these circumstances, the Project must:

- a) Call for the stakeholders to make clear the goal and target to be achieved and do mind setting for the process whereby the Project will succeed, to develop the capacity under the constraints of the early stages of COTVET as a newly established organization, and
- b) Reinforce the project management and technical experts' inputs to cope with these constraints that are also indicated by the preceding project team.

Therefore, the Project has taken several measures which are shown below. The TVETS Project itself was evaluated as acceptable in the 2010 terminal evaluation consisting of assessment by five categories. In this evaluation, some suggestions were made for the end of the Project which are to be considered during the remaining Project term, and some recommendations were made to secure the sustainable aspects after the Project completion. As a result, extension of the project until December 2011 was decided.

### 5.1 Measures Taken for the Project

For the Project, in order to accomplish required deliverables (JICA TA deliverables) as well as to produce supporting documents such as manuals and guidelines necessary for the capacity development of the CPs and concerned organizations, the Project has focused on activities and tasks to undertake project initiatives and measures.

#### 5.1.1 Measures Taken in the Main Phase of Project (February 2010–March 2011)

##### (1) Measures for more effective Project Management

- a) A team branch office with a liaison expert and a local officer is set up within COTVET to maintain communications.
- b) Sharing information at monthly coordination meetings to discuss planned activities, progress and issues, while day-to-day issues are handled by the team branch office. Additionally, close communication is strengthened through regular weekly meetings with the Project and COTVET Secretariat staff.
- c) Formulate task teams with the COTVET staff to secure the project progress and activities while supplementing staff where needed, by providing OJT for COTVET Secretariat Staff in activities such as TVET advocacy video production and TVET Forum.

## **(2) Measures Taken for the Achievement of Output 1 (COTVET Capacity Building)**

Moreover, to ensure the progress and subsequent achievement in relation to the capacity development of the COTVET, the following measures were taken.

- a) Support to draft the COTVET Five Year Corporate Plan.
- b) Hold an offsite kick-off meeting for team building with COTVET and TVETS teams at the outset.
- c) Support standing committees' activities by sending local technical experts specializing in CBT methods.
- d) Focus on the TVET reform advocating activities such as newsletters, website development and TVET Forum for a smooth handover.

## **(3) Measures Taken for the Achievement of Output 2 (CBT Piloting)**

Moreover, to ensure the progress and subsequent achievement in relation to the Pilot activities in the training institutions, the following measures were taken.

- a) Focus on collaboration with COTVET regarding the "workplace experience" which is one of the most important elements in the CBT training, in partnership with sufficient number of participating companies.
- b) Assignment of the Japanese experts (three in total: welding, electronics and plant engineering) to upgrade the skills as well as develop technical training materials. The technology transfers by those Japanese experts are also designed carefully in consultation with the trainers of the institutions.
- c) OJT for the CBT course development specialists who help and coordinate with the pilot training institutions to develop new CBT courses. This measure is also made for future new CBT courses in each training institution in which those specialists can facilitate the development.
- d) Hold multiple offsite training sessions such as training material development to compensate for the lack of onsite opportunities for the trainers, which is evidenced in the in-service training.
- e) Synchronize the trainers' training with the assignments of the Japanese experts with the arrival of the training equipments, and schedules of piloting institutes' facilitators (teachers).

### **5.1.2 Measures Taken during the Extension in 2011**

The project is extended to December 2011 to cover two more course developments for the piloting institutions and further development of COTVET capacity. The extension itself is aimed to abridge the TVETS project and subsequent AfDB project that is to be launched in early 2012. As stated in the Project activities over the short extension, the workload and coverage is expanded for Output 1 to further develop the organizational capacity of COTVET with increased staff and new incoming donor supporting projects as well as for OUTPUT 2 to cover two more CBT programs in addition to the current three programs. In order to cope with the workload in a short time period, the following measures are taken while maintaining the measures for Project Management set out in the previous year.

### **(1) Measures Taken for the Achievement of Output 1 (COTVET Capacity Building)**

During the extension period, the COTEVT Board was dissolved in May 2011, resulting in change in the composition of the standing committees. Yet, committee members could not be finalized because Board members has not been appointed; hence committee are missing members. This has had impact on the budget disbursement on COTVET activities, and has caused delays, for instance, the creation of occupational standards by the ITAC standing committees.

While the COTVET staff members have been reinforced, there is still a staff shortage. Also, the management system is not well established at COTVET to conduct a plan-led approach. Due to those reasons, coordinators need to perform and to be involved in multiple activities and perform several functions. Thus, participation in CBT workshops conducted by JICA TVETS project were sometimes limited by COTVET coordinators. Given this situation, some measures need to be taken.

Moreover, to ensure the progress and subsequent achievement in relation the capacity development of the COTVET, the following were conducted:

- a) Capacity development of the COTVET staff was conducted by workshops, one-on-one tutoring, and OJT in the field as technical transfer.
- b) Needed skills and know-how were transferred as necessary bases for the preparation of operational documents, review of corporate plan, planning of middle to long term plans, review of policies, introduction of information sharing approach, etc.

### **(2) Measures Taken for the Achievement of Output 2 (CBT Piloting)**

The following measures were taken to manage the CBT programs' development (five in total).

- a) Changes to week-long off site training material development sessions are initiated to allow for more time, space and concentration.
- b) Support to the CBT resource centres in relation to the CBT School Management system in all piloting institutions where CBT induction to the trainees and other related activities can be done.
- c) Support to elaborate workplace experience learning procedures and management by the training institutions and COTVET, which include testing of "TVET Advocacy Workshop – Corporate CEO and Media Morning Conference" to advocate to industries and company top managers.
- d) Support to the other institutions that will launch CBT training programs, which will be implemented by joint collaboration of COTVET and other donors. This support activity includes the teacher training university, which implement pre-service and in-service training program as a part of CBT TVET dissemination.

## **5.2 Lessons Learnt**

The achievements in the Project also come from the measures shown in Section 5.1. It can be said that the increased resources in both COTVET and Project, such as secretariat staff, establishment of three standing committees in COTVET, experts and availability of training equipments by the Project, have led to a reasonable level of progress. It also shows that close communication, monitoring and proactive measures in generally works. In summary, major lessons learnt in this Project for subsequent similar projects in terms of project management are presented as follows.

## **(1) Team Building**

Those measures stated above, especially project management in section 5.1.1 (1), have led to good results. The team building related lessons are categorized as:

- a) Created channels and maintained regular and frequent communication among project stakeholders
- b) Held off-site meetings with the counterparts for the creation of a team and increasing informal communication.

## **(2) Target Setting Over the Project**

The Technical Assistance (TA) is in general focused on deliverables for supply side capacity and its development, such as how many manuals are developed in training institutions. In contrast, this project has clear outcome indicators such as the number of CBT trainees; however, the project delay has made major outcomes unclear. Therefore, at the onset, the TVETS project has reinstated the mandate to graduate the CBT students before the project ended, and called for rescheduling of all main activities towards this outcome.

A clear target setting is very important in the Project to involve all the stakeholders. In the Project, the target of TVETS Project to graduate the first batch of the CBT trainees was made clear in February 2011. It is therefore evidential that this result not only comes from resetting the clear goal of the Project to the end and clearing the mindset of all stakeholders at the onset, but also from reverse planning from the end. It is therefore important to make clear the outcome image to all stakeholders.

## **(3) Synchronization of the Piloting with the Inputs and Activities**

The piloting plan is based on the lessons learnt approach where the standard operation methodology to disseminate the CBT training development to the other institutions will be established through the monitoring and concurrent improvement on the conducted piloting activities. However, the synchronization of the piloting activities with the Ghana Harmonized CBT model system development is adaptable with given conditions. For instance, the authorization of the qualification framework in tune with the Ghana Harmonization CBT Model was delayed, which made inputs by the Project less efficient. It also resulted in the first batch of CBT students who graduated officially with CBT certificates to be exempted from some accreditation requirements: a) some generic (general education) courses such as general science and sociology were not offered, b) CBT Accreditation System under “Ghana Harmonized CBT Method” was not completely authorized.

If the overall work plan/road map that allowed synchronization of both CBT reform mechanism and Piloting, especially with the timing of the technical transfer by Japanese experts, the procurement of the equipment, trainer training in the piloting institutions, and establishment and operationalization of COTVET standing committees had been well developed, the Project could have been more elaborated and efficient.

## **(4) Securing CBT Experts**

The project has benefited from the local CBT experts who are in the project since the commencement. It can be said that securing local technical officers of this level resulted in the successful attainment of the Project. If not, the Project would have suffered further delays and complications. In addition, they can be seen as role models as the CBT trainers for the trainers in the training institutions to develop themselves as CBT experts and CBT facilitators. It is important to secure experienced CBT experts and TVET sector reform experts at an early stage,

especially in a recipient country where his kind of technical experts who have had both TVET sector reform experience and CBT training program development are not readily available.

#### **(5) Risks of the CP Organizational Underdevelopment**

Although the organizational structure of COTVET is well designed, the organization itself is under-resourced in terms of the number of staff and readiness of the standing committees and COTVET board. This underdevelopment itself has delayed the project, while the reasonable level of the counterpart inputs is stated in the Project Design document. The limited number of staff, an unstable board and nonexistent standing committees all hampered the development of the counterpart organization. This also affected the mood and motivation of the stakeholders. This was the situation before PADECO Co., Ltd. commenced its activities in 2010.

The Project itself has benefited from the escalated establishment of COTVET and its secured inputs and became workable together with the increased inputs. If it had not been the case, the Project could not have expected good results. Therefore, risks associated with the counterpart organization's underdevelopment should be considered.



## 6. Post Project Issues and Recommendations

The significance of COTVET to steward the CBT-based TVET reform in Ghana has increased momentum with the TVETS Project. It is noteworthy and stated with the gratefulness that COTVET has marketed and secured the subsequent TVET reform dissemination projects in the regions with the incoming AfDB funding which will make use of the TVETS Project achievements. Additionally, together with the WB and DANIDA funded SDF (Skills Development Fund) project which is now under implementation, the TVET reform will be boosted with COTVET's increased capacity and TVET reform system. It is quite foreseeable that the TVET reform in Ghana will escalate with these changed working environments. In addition, TVET Reform Review initiated in 2011 by COTVET will further guide the TVET Reform. However, there are still issues in post-TVETS Projects for which some recommendations are made in this Chapter; they shall be materialized in a short time of period.

### (1) Institutionalization of the CBT TVET Reform

The CBT TVET Reform system and mechanisms in Ghana have been well developed by COTVET over the past two years, 2010 and 2011. The TVETS Project support to be highlighted are: 1) Harmonization of CBT TVET qualification framework; 2) Set out of three CBT standing committees with working documents and procedures; and 3) Legalization of CBT TVET in which statutory documents are developed. These achievements result in graduation of CBT pilot trainees, although exemptions are needed for some accreditation requirements as stated before: a) some generic (general education) courses such as general science and sociologies were not offered, and b) CBT Accreditation System under "Ghana Harmonized CBT Method" was not completely authorized yet.

As all the necessary elements of accreditation system are now set out, it is recommended that CBT TVET Reform will be institutionalized with quick actions on outstanding matters shown below in tune with the CBT training delivery in the incoming donor supported projects. It is suggested to conduct the following actions. These outstanding matters for institutionalization in post-TVET Project are to be closely monitored by COTVET to make sound progress.

- Production of some operational and legal documents that are identified in Table 3.3 by the standing committees
- Finalization of external verification, assessment and certificate procedures with the awarding bodies
- Expedite the process of governmental authorization to the legal documents which is to be completed in the mid 2012
- Completion of the pilot training models using Ghana Harmonized CBT Method.
- Finalization of copyright issue and associated logistics arrangement of CBT learning materials development with the training institutions

Once these are available, CBT TVET training delivery that is managed by COTVET is standardized for subsequent CBT program developments.

### (2) Establish Sustainable Capacity of COTVET

It is necessary to make continuous effort to gear up the capacity of especially the standing committees and Secretariat staff in COTVET for the TVET Reform system development. It is recommended to conduct the following actions in a short time of period in order not to diminish momentum. The areas of concern and suggested actions are shown as follows.

- a) There still remains capacity gap of the standing committees (for this an analytical document is already produced and reported in Section 3.2.1. (4)) and the training, mainly in the form of OJT for the skill enhancement, shall be made in tune with its annual working plan. These can be guided by the local CBT experts in the TVETS project who are appointed as member of those standing committees.
- b) Conduct coordinated OJT and Off JT training for the COTVET technical staff to be increased in 2012 in the mid and upper levels such as coordinator and director (for this end, the training guideline is already produced) that will also enable them to train their junior staff that are to be hired for day-to-day COTVET operation and in its subsequent enlarged projects. It is suggested that COTVET continue to plan development of the staff by using the HRD manual supported by the Project , and expedite the employment process to secure the recruitment of those staff.
- c) Establish plan-led development of COTVET with review and rolling of the drafted Mid Term Corporate Plan and its annual plan. The production of the plan was mutually initiated by the TVETS project and COTVET in order to make COTVET plan-led for efficient management in coping with activities for incoming donor-supported projects, as well as for a common document down from the Board to Secretariat staff .It is suggested that COTVET have an ownership to continue this exercise because it becomes more relevant for communications with all the stakeholders, especially MOE and donors.
- d) Prepare COTVET IS (Information System) development by introducing the IS department. In tune with a number of active projects and CBT trainings, it is evitable for COTVET to make efficient information management, given the large volume of information to be handled by COTVET. In addition, TVET market information system is to be developed to serve industries and the workforce. It is thus suggested that IS department be set out to plan and develop to the discussion paper developed by the Project.

### **(3) Enhancing the Piloting Institutes as CBT Model Institutes**

It is worthy to note that the piloting institutions have made effort to successfully develop CBT training programs. The capacity of the training institutions is reported in Chapter 3. With the assets accumulated in the piloting training institutions in terms of CBT training program development skills and lessons, it is recommended that those training institutions shall become model schools for the dissemination of CBT TVET training to other training institutions, and COTVET shall also make use of that capacity. For this end, it is also suggested to take actions as follows.

#### **a) Implementation of the piloted training and new programs**

It is suggested to implement the piloted courses and new courses, when appropriate, for the further establishment of the CBT delivery. Hence, it is required to do another cycle of the current and new courses, and COTVET and the training institutions are to set out a CBT development committee to plan the continuation and development of the training programs.

#### **b) Develop CBT Development Facilitators for expanding CBT in other institutes**

It is suggested that COTVET and training institutions operate a course, likely a certified one, to develop selected CBT facilitators. Those facilitators can be used by COTVET to deliver hands-on dissemination inside the piloting institutions for new program development as well as to other training institutions for in-service training and CBT training program development. They will facilitate the standardized accreditation process of the training providers, in which training providers need to develop training programs, and trainers are assessed by COTVET. This facilitator course can be arranged by using guidelines and manuals produced in the TVETS Project. Moreover, piloting experience by those trainers is an added asset to be used.

c) Develop CBT Management and Quality Assurance System in the institutions

The CBT is all about the Quality Assurance (QA) to develop qualified trainees so that QA system is an essential requirement for training providers. More importantly, the system should cover the WEL (Workplace Experience Learning) for ensuring partnership with the industries and industrial associations. It is therefore suggested that the training institutions set out a CBT team inside the institutions to establish a CBT QA system by using the CBT piloting documents and lessons learnt. It is also suggested that the course facilitator trained above be involved to set out the system, and the CBT resource centre shall be a show case as a model school.

d) Coordinate to help the piloting institutions in realization of a CBT Academy

The development of CBT Academy, where both pre-service and in-service training for CBT training is provided to create CBT trainers and improve CBT methodology, is contemplated in the subsequent AfDB project “DSSEP” and “DSIP” Project (i.e. Training of Ghana Harmonized CBT methods to facilitators in University of Education Winneba, Kumasi Campus, School of Technology Education to strengthen their facilitation capability and to spread CBT methods to other 12 schools and institutions in Ghana) in which one teacher training institution is selected as a recipient institution. Just as in-service training conducted in the pilot institutions has helped the COTVET to acquire the skills to coordinate in service training schemes, the piloting institutions as a model school can be used in many ways. It is suggested that COTVET coordinate them for partnership schemes with this institution as well as the other recipient training institutions in the incoming projects.

#### **(4) Nationwide CBT TVET Reform through AfDB Loan Project**

In post-TVETS Project, the subsequent AfDB funded project “Skills for Industry” is to be launched in 2012 over five years. The project is intended to make first dissemination of the CBT TVET Reform nationwide where 10 regional training institutions and three polytechnics join for development CBT training delivery. The project is intended to succeed and enlarge the TVETS Project; hence, the lessons learnt and results of the Project experience shown in Chapters 4 and 5 can be referred and the following suggestions are made.

- COTVET is to set out a technical task force like the TVET Project team in the Secretariat to make an overall execution roadmap to cover the whole project where clear CBT training programs and in-service trainers development plan should be synchronized for smooth and efficient delivery, especially in tune with the renovation infrastructure development. The standardization of CBT training program developed and its associated documents in the TVETS Project is to be used in the roadmap preparation. This roadmap should also correspond to the CBT institutionalized regulatory framework, and works by the standing committees.
- COTVET is to make use of the assets and capability of the three piloting institutions as indicated as model schools in (3) above. In particular, the CBT facilitators in the three piloting institutions are able to directly support those institutions because this arrangement will help realize the systematization of in-service and pre-service training by the teachers training intuition that is to be supported by the future AfDB project.
- COTVET is to prioritize the technical skills upgrading and advancement of trainers in those institutions in collaboration to clarify the needs of technical training of the trainers in order for them to be competitive. Similarly to the TVETS Project where Japanese experts are assigned for this end and works, technical TOT trainers and training plans have to be well coordinated and necessary arrangements made, unless available in Ghana, for foreign experts.

Once those plans are available, mainly for technical and soft components of the AfDB loan project, the project can be ensured.

## **(5) COTVET Long Term Strategy Development**

The above recommendations will enable COTVET to be sustainable to lead and control the TVET Reform in Ghana. Moreover, in order to secure its growth and CBT TVET Reform's dissemination nationwide, hence expanding contribution to "human resource development in Ghana through TVET delivery," COTVET will have to make a long term corporate strategy and its implementable mechanisms.

This development is a similar exercise to the 2000 JICA supported study project "The Study for Development of a Master plan to Strengthen Technical Education in Ghana." The master plan has made a significant drive to the demand driven TVET delivery as well as the creation of the overseeing body as COTVET. This development will also address the challenges of "Skills for All" and employment generation through the TVET Reform, which is inevitable for COTVET and TVET institutions to address with policies and actions.

In terms of time, it is right to embark on the development because COTVET prepares for its expansion and outreaching several untouched policy fields. While National Skills Development Strategy, which is now underway by the Ministry of Science and Technology, covers some issues like research and development of scientific and technology, COTVET can address the untouched areas and growth related policy fields. Those policy fields are highlighted, but limited to the TVETS Project, are as follows.

- TVET Management Policy to make clear relations to TVET stakeholders to regulate and control private training institutions that outnumber the public training institutions. In this policy, implementation mechanisms are to induce those institutions to conduct CBT TVET training. This also addresses the issue of reshaping all public sector TVET institutions through CBT TVET delivery in terms of resource allocation. A governmental fund like Skills Development Fund is a continuous issue to be addressed. This policy also covers the relationships with the industries in terms of not only to the partnership in Workplace Experience Learning but also to contributions to the TVET by the industries.
- TVET Regional Expansion Policy to address the issues of TVET in the regions where growth sectors are limited, such as agriculture and food process subsectors, where TVET demands are localized, informal, and moreover, labour market is underemployed and informal. This also relates to regional development in its regions for economic and social development where human resource and infrastructure development should be synchronized. This will address how training delivery provided by training institutions and polytechnics is positioned as "centre of excellence in TVET in the regions." This may entail an argument for establishment of COTVET branches in the regions as well as the collaboration with other ministries concerning private sector development.
- TVET Industry Linkage Policy to address issues to better serve industries for employment. The current SDF (Skills Development Fund) project supported by WB is one of the major initiatives to touch on new skills training for employment. The policy also guides the ITAC standing committee for which labour market information and supports to the industries and labour are mandated, hence elaborating the function capacities of the committee. As an implementation mechanism, this may entail the establishment of LMS (Labour Market Information) system and roles of industrial placement functions by COTVET.

The policy itself can be a marketing tool to secure more resources such as Skills Development Fund to the TVET sector, and also guide midterm corporate plans for COTVET. It is strongly recommended that COTVET launch its Long Term Strategy Development to focus on those policy fields to enable COTVET to be more accountable and better positioned to govern the TVET sector. It is also suggested that COTVET Board be well trained to be a key leader to authorize and actively be involved in the development, as well as networking with other ministries and policy decision makers.



# **APPENDICES**





## **Appendix 1: Project Design Matrix (PDM) Version 6**

Project Title: Technical and Vocational Education and Training Support Project: TVETS Project

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

Implementing Organization: Council for Technical and Vocational Education and Training (COTVET) version 6

Target Group: TVET Students, Labour, and Companies in Ghana

Date: 22 October, 2009

Narrative Summary	Indicators	Means	Important Assumption
<p><b>Overall Goal</b> <i>To be realized by end of Year 2016 by COTVET</i></p> <p>1. Increased number of TVET Training Institutions with CBT.</p> <p>2. Qualification Accreditation System is operational.</p>	<p><i>To be realized by end of Year 2016 by COTVET.</i></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"> <li>• Annual Report of Council for Technical and Vocational Education Council (COTVET).</li> <li>• ESP Review report by MOE.</li> <li>• Annual Report of Industrial Technical Advisory Board (ITAC).</li> <li>• Annual Report of National TVET Qualifications Committee (NTQC).</li> <li>• TVET- related Reports prepared by MOE and MESW</li> <li>• Ghana Statistical Services (GSS) Report on education.</li> <li>• Reports on survey by COTVET</li> <li>• Annual Reports of Industry Associations</li> <li>• Development Partner Reports on TVET Activities</li> </ul>	<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><b>Project Purpose</b> <i>To be achieved by end of March, 2011 by Project and COTVET.</i></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"> <li>• Annual Reports of COTVET.</li> <li>• TVET-related Reports prepared by relevant Ministries</li> <li>• Report of ITAC</li> <li>• Report of TQAC.</li> <li>• Report of NTQC.</li> <li>• Assessment Records of Trainees</li> <li>• Reports on Surveys of COTVET</li> <li>• Qualitative survey Report of the Trainees and companies conducted by TQAC</li> <li>• Published assessment results.</li> </ul>	<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><b>Outputs</b></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 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>	<p>Annual Report of COTVET</p> <ul style="list-style-type: none"> <li>• COTVET strategic plan</li> <li>• Qualification and accreditation report</li> <li>• Report on CBT pilot programs of COVET</li> <li>• Report of ITAC</li> <li>• Report of NTQC</li> <li>• Report of TQAC</li> </ul>	<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>



Narrative Summary	Indicators	Means	Important Assumption
		<ul style="list-style-type: none"> <li>• Report on CBT model for Ghana</li> <li>• Report on COTVET staff training</li> <li>• Monitoring records of COTVET staff</li> <li>• Reports of advocacy workshops</li> <li>• M&amp;E reports</li> </ul>	
<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.                  2) Demand-oriented TVET with CBT is conducted on mechanical engineering at pilot training institutions.                  3) Trainees at pilot training institutions take part in industrial-attachment training programs.                  4) Training of Trainers (TOT) materials developed</p>	<p>Relevant selection letters and reports</p> <ul style="list-style-type: none"> <li>• Qualification and accreditation report</li> <li>• Report on CBT pilot programs of COTVET</li> <li>• ToT evaluation report</li> <li>• Monitoring records of industrial attachment</li> <li>• Monitoring records of CBT pilot programmes</li> </ul>	<p>1) COTVET staff in place                  2) Pilot programmes implemented                  3) Industrial attachment policy approved by COTVET Board                  4) Facilities, equipment and other resources in place</p>
<b>Activit</b>	<b>Inputs</b>		
<p><b>For Output 1:</b>                  1.1: To form COTVET and its structures such as ITAC, NTQC, TQAC and ITAC sub-committee on mechanical engineering.                  1.2: To develop harmonised CBT model for Ghana                  1.3: To formulate occupational standards and qualification accreditation system on mechanical engineering.                  1.4: To develop guidelines for curriculum development and CBT piloting implementation.                  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.                  1.6: To conduct symposium and workshops to enhance understanding of public-private partnership, and public relations activities through medias or on the internet.                  1.7: To undertake M&amp;E of the above mentioned activities.</p>	<p style="text-align: center;"><b>Japanese side</b></p> <p>◆ Approx. 3.34 million U.S. Dollars a t ¥119.78 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>1) Skills Development Fund for the introduction of CBT is established by COTVET.2) Necessary budget and resource allocations by COTVET and relevant Ministries, Departments and Agencies (MDAs) are made to the TVET Institutions.</p>

Narrative Summary	Indicators	Means	Important Assumption
<p><b>For Output 2:</b>            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            2.2: To develop training plans on mechanical engineering for each CBT piloting Institution.            2.3: To develop curriculum (syllabi) on mechanical engineering for pilot TVET Training Institutions            2.4: To develop operational guideline and training materials for Industrial-attachment programme on mechanical engineering            2.5: To approve CBT materials (syllabus and curriculum) by ITAC and the industrial authority            2.6: To develop ToT materials CBT piloting            2.7: To conduct and evaluate ToT for instructors at each CBT piloting Institution.            2.8: To implement pilot training by using CBT material and to evaluate the training.            2.9: To reflect results of M&amp;E at each CBT piloting Institution onto the process of formulating the occupational standards and qualification accreditation system.            2.10: To reflect lessons learned from the above activities onto training activities by other TVET Training Institutions.</p>	<p style="text-align: center;"><b>Ghanaian side</b></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><b>Pre-condition</b></p> <ul style="list-style-type: none"> <li>• TVET Law is activated before the inception of the Project.</li> <li>• Firm commitment by the counterpart ministries to establish TVET Implementing Institutions is obtained.</li> <li>• Secretariat of the COTVET is established.</li> <li>• Human resources assigned to the COTVET and its structures are retained</li> <li>• Industry Sector fully understands the needs as well as concept of the introduction of CBT method in the TVET System in Ghana.</li> <li>• Firm commitment by the Industry sector to introduce CBT is obtained.</li> </ul>

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

## **Appendix 2: Assignment Schedule of JICA TVET Members**

Table A2.1 Assignment Schedule (Main Phase)

		担当業務	氏名	Year	2010												2011			計	
					No of Month																
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	Ghana	Japan	
Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.								
Ghana	1	Chief advisor / Institutionalization I	Ryoichi OZAWA	PADECO	2.3	2.13	3.10	4.6		6.22	7.17				11.19	12.16	2.2	2.28	4.00		
	2	Occupational Standards / Quality Accreditation System	Keith DUMBER	PADECO (kdglobal)			4.14	4.29											0.53		
	3	Qualification Framework / Qualification Assurance	Brent H. RICHARDSON	PADECO (Frameworks Africa)					7.1	7.20		9.23	10.10						1.27		
	4	Sub-leader / CBT in Mechanical Engineering / Institutionalization 2	Tamon NAGAI	PADECO	2.6		4.3		6.1		8.13	9.2		12.4	1.11			3.12	9.53		
	5	CBT Training Management 1	Akiko NISHIBUCHI	PADECO	2.20			5.15	6.26	7.31	8.17		10.27	11.24	12.23	1.17	1.23	3.14	9.13		
	6	CBT Training Management 2	Kyoko KOJIMA	PADECO	2.3	4.4			5.9	6.22		8.7	8.30	10.6		12.1			5.20		
	7	Mechanical Engineering for Welding	Tohru KAWASHIMA	PADECO					6.19		8.13					7.12	2.5		2.70		
	8	Mechanical Engineering for Electronics	Kenji YOSHIDA	PADECO (Individual)					6.13	7.7		9.6	10.3	11.13	12.11				2.70		
	9	Mechanical Engineering for Plant Engineering	Takaharu SEKI	PADECO (Tau Co.)					6.13	7.7		9.6	10.3	11.1	11.28				2.70		
	10	Coordinator	Jutaro SAKAMOTO	PADECO		3.1	3.30						10.13	10.25				2.26	3.14	(2.00)	
	Work at Ghana				MM except the Japanese Coordinator												37.76				
Japan	1	Chief advisor / Institutionalization I	Ryoichi OZAWA	PADECO	1	1	1											2	0.17		
	2	Sub-leader / CBT in Mechanical Engineering / Institutionalization 2	Tamon NAGAI	PADECO														5	0.17		
	Work at Japan	(M/M)																	0.34		
				Total M/M except the Japanese Coordinator												38.10					
 In Ghana  In Japan		Report and document	▲ Project work plan	▲ Progress Report 1										▲ Progress Report 2					▲ Project Completion Report (FY 2010) ▲ Progress Report 3 ▲ Manual for CBT Curriculum / Material Development and Training Implementation ▲ Record of Project Activities ▲ Plan of Training for CBT Pilot Training Institutions ▲ Guideline for Managing Competency Based Training ▲ CBT Piloting Training Package ▲ Manual for Workplace Experience Learning		

**Table A2.2 Assignment Schedule (Extension Phase)**

		Title	Name	Year	2011										2012		Total	At Ghana	At Japan	
					No of Months	1	2	3	4	5	6	7	8	9	10					
					Month	April	May	June	July	August	Sept.	Oct.	Nov.	Dec.	Jan	At Ghana				At Japan
G h a n a	1	Chief Advisor, and Institutionalization	Ryoichi Ozawa	PADECO		5/15 21	6/2			8/19 18	9/5		11/19 21	12/9			2.00			
	2	CBT in Mechanical Engineering and Institutionalization	Tamon Nagai	PADECO		5/14 44	6/26	7/20 32	8/20	9/8 36	10/13		11/20 38	12/27 12	1/8		5.00			
	3	CBT Training Management	Yuji Ozaki	PADECO			6/18 29	7/16				10/9	11/3 26				1.83			
	4	Welding	Toru Kawashima	PADECO				7/25 27	8/20								0.90			
	5	Electronics/Electrics	Kenji Yoshida	PADECO				7/18 27	8/13								0.90			
	6	Coordinator	Seiji Kadooka	PADECO								10/19	11/11 24	11/27 16	12/12		(1.33)			
		At Ghana				MM except the Japanese Coordinator										10.63				
J a p a n	1	Chief Advisor, and Institutionalization	Ryoichi Ozawa	PADECO													1 (1)	0.03		
	2	CBT in Mechanical Engineering and Institutionalization	Tamon Nagai	PADECO													1 (1)	0.03		
		At Japan	(Man/Month Total)															0.06		
													Total M/M except Japanese Coordinator		10.69					
		■ In Ghana	Name of Report						▲Progress Report 4						▲Project Completion Report					
		□ In													▲ Manual for CBT Curriculum / Material Development and Training Implementation ▲ Record of Project Activities ▲ Plan of Training for CBT Pilot Training Institutions ▲ Guideline for Managing Competency Based Training ▲ CBT Piloting Training Package ▲ Manual for Workplace Experience Learning					

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### **Appendix 3: Members of COTVET Board, Standing Committees and Three Pilot Schools**

**Table A3.1: C/P Personnel at COTVET Board**

No	Name	Title	Position, agency etc	Assigned period
1	Nick Opoku	COTVET Chair	Industrialist	Jan 2010 to July 2011
2	Ama M. Owusu Ohene	Member	Educationist / Industrialist	Jan 2010 to July 2011
3	Sharon Feneku	Member	Industrialist	Jan 2010 to July 2011
4	Dominic Pearlore	Member	Director, Planning, Budget and Monitoring & Evaluation, MOE	Jan 2010 to July 2011
5	Alex Frimpong	Member	Ghana Employers Association	Jan 2010 to July 2011
6	Prince Ankrah	Member	Trades Union Congress of Ghana (TUC)	Jan 2010 to July 2011
7	Ebenezer Acquaaah-Harrison	Member	Association of Ghana Industries (AGI)	Jan 2010 to July 2011
8	Kweku Ofori Bruku	Member	Institution of Incorporated Engineers (IIE)	Jan 2010 to July 2011
9	Prosper Adable	Member	Expert in TVET	Jan 2010 to July 2011
10	Wisdom Quarshie Lawson	Member	Expert in TVET	Jan 2010 to July 2011
11	Philomena Mawuli Johnson	Member	Executive Secretary of Catholic TVET	Jan 2010 to July 2011
12	Rudolph S. Kuuzegh	Member	Ministry of Environment and Science (MoES)	Jan 2010 to July 2011
13	Stephen B Amponsah	Member	Expert in TVET	Jan 2010 to July 2011
14	Brahms' Achiayao	Member	Ministry of Trade and Industry (MOTI)	Jan 2010 to July 2011

**Table A3.2: C/P Personnel at Standing Committees (ITAC, NTVETQC, and TQAC)**

**ITAC Standing Committee**

	Name	Title	Position/ Agency etc	Assigned period
1	Kweku Ofori Bruku	ITAC Chair	Institution of Incorporated Engineers (IIE)	Apr 2010 to Jul 2011
2	Stephen Turkson	Member	JICA TVETS Project	Apr 2010 to Dec 2011
3	George Nii T. Provencal	Member	Tema Technical Institute, MOE	Apr 2010 to July 2011
		ITAC Chair		Oct 2011 to Dec 2011
4	G. A.Y.Kukdese	Member	NVTI, Ministry of Employment & Social Welfare (MOESW)	Apr 2010 to July 2011
5	Robert Banffour Tandor	Member	Ministry of Trade and Industry (MOTI)	Apr 2010 to July 2011
6	Kwaku Ofori Duro	Member	Ghana National Association of Private Vocational and Technical Institutions (GNAVTI), MESW	Apr 2010 to July 2011
7	Frederick K. Oboe-Sam	Member	GHACEM(Ghana Cement) LTD., TKDI	Apr 2010 to July 2011
8	Ben Kittah	Member	Council of Indigenous Business Associations (CIBA)	Apr 2010 to July 2011
9	Isaac K. Yanney	Member	Trade Union Congress of Ghana (TUC)	Apr 2010 to Dec 2011
10	Illona Markham	Member	Illo's Fashions	Apr 2010 to July 2011

	<b>Name</b>	<b>Title</b>	<b>Position/ Agency etc</b>	<b>Assigned period</b>
11	Nana John S. Boafo	Member	Takoradi Technical Insitutue, MOE	Apr 2010 to July 2011
12	Rev. E. O. Ankrah	Member		Oct 2011 to Dec 2011

#### NTVETQC Standing Committee

	<b>Name</b>	<b>Title</b>	<b>Position/ Agency etc</b>	<b>Assigned period</b>
1	Joseph Asuming	NTVETQC Chair	Institution of Incorporated Engineers (IIE)	Apr 2010 to July 2011
2	Asamoah Duodu	Member NTVETQC Chair	Ministry of Education (MOE)	Apr 2010 to July 2011 Sep 2011 to Dec 2011
3	John Ocran	Member	NVTI, Ministry of Employment and Social Welfare (MESW)	Apr 2010 to July 2011
4	Stephen Adjapong	Member	NABPTEX, MOE	Apr 2010 to Dec 2011
5	Johnson Adasi	Member		Apr 2010 to July 2011
6	Joseph Kingsley Amuah	Member		Apr 2010 to July 2011
7	Kenneth Danso	Member	Council of Indigenous Business Associations (CIBA)	Apr 2010 to July 2011
8	Patrice Ken Ammissah	Member	Cape Coast Polytechnic Qualifications Committee	Apr 2010 to July 2011
9	Eric Odotei	Member	JICA TVETS Project	June 2010 to Dec 2011
10	S. Kwakye	Member		Sep 2011 to Dec 2011
11	Edward Mintah	Member		Sep 2011 to Dec 2011

#### TQAC Standing Committee

	<b>Name</b>	<b>Title</b>	<b>Position/ Agency etc</b>	<b>Assigned period</b>
1	Nick Opoku	TQAC Chair	Industrialist, Chair of COTVET Board	Apr 2010 to July 2011
2	Sampson Dampsey	Member	CBT Coordinator, COTVET	Apr 2010 to July 2011
3	Eric Odotei	Member	JICA TVETS Project	Apr 2010 to Dec 2011
4	Stephen Adu	Member TQAC Chair	Ghana Education Service (GES), MOE	Apr 2010 to July 2011 Nov 2011 to Dec 2011
5	Samuel Debrah	Member	Ministry of Employment and Social Welfare (MESW)	Apr 2010 to July 2011
6	Victor Ata-Amponsha	Member	The Ghana Employers Association (GEA)	Apr 2010 to July 2011
7	Ohenewaa Aboagye	Member	Ghana Standards Board (GSB)	Apr 2010 to July 2011
8	George Aboagye Okyere	Member	NVTI, MOESW	Apr 2010 to Dec 2011
9	Isaac K. Y. Eze	Member	Technical and Vocational Education Division (TVED) of the Ghana Education Service (GES), MOE	Apr 2010 to July 2011
10	Ing. Dr. Adam Imoro	Member	Ghana Institute of Engineer (GhIE)	Apr 2010 to Dec 2011
11	Major Prosper K. Ahialey	Member	Institution of Incorporated Engineers (IIE)	Apr 2010 to Dec 2011

**Table A3.3: C/P personnel at pilot institutions (NVTI-PTC, ATTC, A-Poly)****NVTI-PTI**

<b>No</b>	<b>Name</b>	<b>Title</b>	<b>Main responsibility</b>	<b>Assigned period</b>
1	Ben A. Bortey	Centre Manager	Administrative Supervisor of activities at NVTI-PTC	Nov 2008 to Jul 2010
2	Maxwell Kofi Zanu	Centre Manager	Administrative supervisor of activities at NVTI-PTC	Jul 2010 to Dec 2011
3	Godwin A. Y. Kudese	Centre Coordinator	CBT Development - English	Nov 2008 to Dec 2011
4	Eric Owusu Agyeman	Assistant Registrar, Testing Department	CBT Development - Entrepreneurship	Nov 2008 to Dec 2011
5	Solomon Adjivon	Ghana Electronics Servicing Technician's Association	CBT Development - Electronics	Nov.2008 to Dec 2011
6	Samuel Collins Keelson	Training Officer	CBT Training Coordination, TOT, Monitoring & Evaluation	Nov.2008 to Dec 2011
7	Stanley Nyakor	Training Officer	CBT Training, Teaching Methods, Assessment, Industrial attachment, Electronics	Nov.2008 to Jan. 2010
8	Timothy Yarkwah	Training Officer	CBT Training, Teaching Methods, Assessment: Electronics	2009 to Dec 2011
9	Esther Samuel	B Training Officer, Biriwa C/R	CBT Development - English	Nov.2008 to Dec 2011
10	Rev. Fr. M. Ameveanku	Training Officer, CYO, Sovie	CBT Development - Mathematics	Nov.2008 to Dec 2011
11	John Tettey	Training Officer, St.Theresah's Centre, Abor	CBT Development - Electronics	Nov.2008 to Dec 2011
12	Edwin Nkrumah	Training Officer, H/D	CBT Training, Teaching Methods, Assessment- ICT	Nov.2008 to Dec 2011
13	Laud E. Mensah	Training Officer	CBT Development - Mathematics	Nov.2008 to Dec 2011
14	Larry Opoku	Training Officer, NVTI-Dansoman	CBT Development - ICT	Nov.2008 to Dec 2011
15	PJ Adipah	Training Officer	CBT Training Methods, Assessment, English, Teaching	2009 to Dec 2011
16	Ibrahim Abaari	Training Officer	CBT Training, Assessment - Entrepreneurship	Nov.2008 to Dec 2011
17	Selina Acquah	Training Officer, H/D	CBT Development - Entrepreneurship	Nov.2008 to Dec 2011
18	Emmanuel K Ashie	Training Officer	CBT Development - Electronics	Nov.2008 to Dec 2011
19	Grace Anorment	Training Officer	CBT Development - Teaching Methods, Assessment, - Entrepreneurship	2009 to Dec 2011

**ATTC**

<b>No</b>	<b>Name</b>	<b>Title</b>	<b>Main responsibility</b>	<b>Assigned period</b>
1	Ameyaw Baafi	Principal	Administrative Supervisor of activities at ATTC	Nov 2008 to Dec 2011
2	Kwasi Boafo	International Relation Officer	CBT development coordination	Nov 2008 to Dec 2011

No	Name	Title	Main responsibility	Assigned period
3	Robert Danful	Instructor/Welding	CBT Training, Industrial Attachment, Teaching Methods -Welding	Nov 2008 to Jan 2010
4	Samuel Christian Ossei	Head of Welding Department	CBT Training, TOT, Industrial Attachment, Monitoring & Evaluation --Welding	Nov 2008 to June 2011
5	J. M. Hoffman	Head of ICT	CBT Development – ICT	Nov 2008 to Jan 2010
6	Vincent Hettey	Instructor of ICT	CBT Training – ICT, Teaching Methods, Assessment IV	Nov 2008 to Dec 2011
7	Lydia Boadaa	Instructor of English, Head of English Department	CBT Training – English, Teaching Methods, Assessment IV	Nov 2008 to Apr 2011
8	Veronica Manu	Instructor of Science	CBT Training – Science, Teaching Methods, Assessment IV	Nov 2008 to Jan 2010
9	Nyarko Asare	Instructor of Mathematics	CBT Training – Mathematics, Teaching Methods, Assessment IV	Nov 2008 to Dec 2011
10	Baaba Cobinna	Instructor of Entrepreneurships	CBT Training – Entrepreneurship, Teaching Methods, Assessment IV	Nov 2008 to Dec 2011
11	Augustina Amo – Asare	Instructor of Welding	CBT Training, Teaching Methods, Assessment IV -Welding	Nov 2008 to Dec 2011
12	Michael Ocran	Instructor of Welding	CBT Training, Teaching Methods, Assessment – Welding	Nov 2008 to April 2011
13	John Amedoh	Instructor of English	CBT Training, Teaching Methods, Assessment IV -English	Nov 2008 to May 2011
14	Seth Appiah	Instructor of Science	CBT Training, Teaching Methods, Assessment IV -Science	Nov 2008 to Apr 2010
15	N. D. Alagbo	Instructor of Mathematics	CBT Training, Teaching Methods, Assessment IV -Mathematics	Nov 2008 to Dec 2011
16	Rosemary Acquaye Siaw	Instructor of English	CBT Training, Teaching Methods, Assessment IV -Mathematics	Feb 2010 to Dec 2011
17	Awudu Dramani	Instructor of Maths	CBT Training, Teaching Methods, Assessment - Mathematics	Feb 2010 to Dec 2011
18	Ogoe M. Emmanuel	Instructor of ICT, Head of ICT Department	CBT Training, Teaching Methods, Assessment - ICT	Feb 2010 to Dec 2011
19	Obed Asare	Instructor of ICT	CBT Training, Teaching Methods, Assessment - ICT	Feb 2010 to Dec 2011
20	Gbeku Seth	Instructor of English	CBT Training, Teaching Methods, Assessment - English	Feb 2010 to Dec 2011
21	Hilda Narh	Instructor of English	CBT Training, Teaching Methods, Assessment - English	Feb 2010 to Dec 2011
22	Alex Osei	Instructor of Welding	CBT Training, Teaching Methods, Assessment IV-Welding	Feb 2010 to Dec 2011
23	Paul Aggrey-Fynn	Instructor of English	CBT Training, Teaching Methods, Assessment - English	May 2011 to Dec 2011
24	Attipoe Norgpe	Instructor of English	CBT Training, Teaching Methods, Assessment - English	Jun 2011 to Dec 2011
25	Andrew Cudjoe	Instructor of Entrepreneurship	CBT Training, Teaching Methods, Assessment - English	May 2011 to Dec 2011
26	Eunice Oduraa Ansu	Instructor of Welding	CBT Training, Teaching Methods, Assessment - Welding	Sep 2011 to Dec 2011

## A-Poly

No	Name	Title	Main responsibility	Assigned period
1	Addo-Yobo	Rector	Administrative Supervisor of activities at A-Poly	Nov 2008 to Dec 2011
2	Olfemi O. Fatonade	Dean, School of Engineering	Academic Supervisor of activities at A-Poly	Nov 2008 to Dec 2011
3	Stephen Agyemang	Lecturer, Mechanical Engineering Dept.	CBT Training, Teaching Methods, Assessment in Plant Engineering	Nov 2008 to Dec 2011
4	Emmanuel Oman	Team Manager, Head, Mechanical Engineering Dept	CBT Training, Teaching Methods, Assessment, M&E in Plant Engineering	Nov 2008 to Dec 2011
5	Michael Adjah	Team Leader Lecturer, Mechanical Engineering Dept.	CBT Training, TOT, Industrial attachment, CBT Coordination – Plant Engineering	Nov 2008 to Dec 2011
6	Wilson Amenyah	Mechanical Engineering Dept.	CBT Training, Teaching Methods, Assessment in Plant Engineering	Nov 2008 to Dec 2011
7	Adelaide Owusu-Mensah	Lecturer, English, Liberal arts and Entrepreneurship studies Department	CBT Training, Teaching Methods, Assessment in Entrepreneurship	Nov 2008 to Dec 2011
8	Aaron Debrah	Administration	Administrative affairs	Nov 2008 to Dec 2011
9	Francis Yeboah	Lecturer, Electrical Engineering Dept.	CBT Training, ICT, Teaching Methods, Assessment	Nov 2008 to Dec 2011
10	Deku Anthony	Lecturer, Plant Engineering	CBT Training, Teaching Methods, Assessment in Plant Engineering	Nov 2008 to Dec 2011
11	Peter Nyanor	Lecturer, Plant Engineering	CBT Training, Teaching Methods, Assessment in Plant Engineering	Nov 2008 to Dec 2011
12	Richard Okwabi	CBT course developer for Plant Engineering	CBT Training, Teaching Methods, Assessment in Plant Engineering	Nov 2008 to Jan 2010
13	William Anthony	Lecturer, Plant Engineering	CBT Development in Plant Engineering	Nov 2008 to Dec 2011
14	Caroline Annag	Lecturer, Communication skills	CBT Development- Communication Skills, Teaching Methods, Assessment	Nov 2008 to Dec 2011
15	Kwame Ampadu	Lecturer, ICT	Teaching Methods, Assessment	Nov 2008 to Dec 2011
16	Daniel Govi	Lecturer, Manufacturing Technology	Teaching Methods, Assessment	Oct 2010 to Dec 2011
17	Patricia Boateng	Lecturer, Thermo dynamic	Teaching Methods, Assessment	Oct 2010 to Dec 2011
18	Ebenezer Quayson	Lecturer, Management & Organization	Teaching Methods, Assessment	Oct 2010 to Dec 2011
19	Adasi Grace	Lecturer, African Studies	Teaching Methods, Assessment	Oct 2010 to Dec 2011

## Appendix 4: Minutes of Major Events

### Appendix 4.1 TVET Forum – Launching of Skills Development Fund

#### TVET Forum – Launching of Skills Development Fund

<b>Date &amp; Time</b>	28 <sup>th</sup> September 2010, 9:00-16:30	<b>Venue</b>	ALISA HOTEL, ACCRA
<b>Attendance</b>	Participants included Honorable Sir P. V. Obeng, Chairman of the National Planning Commission, Hon. Deputy Minister of Education, Hon. Dr. J. K. Annan, Honorable Minister of Environment, Science and Technology, Hon. Sherry Hanni Ayitey, the Honorable Minister of Employment and Social Welfare, Mr. E. T. Mensah, the Ambassador of Denmark to Ghana, His Excellency Stig Barlyng, the World Bank Country Director, Mr. Ishaq Diwan, the Resident Representative of JICA Ghana Office, Mr. Kunihiro Yamauchi , the Board and Standing Committee members of COTVET, representatives of TVET training institutions, representatives from the industry and trade associations and other stakeholders.		
<b>OPENING PRAYER &amp; INTRODUCTION OF DIGNITARIES</b>			
The opening prayer was said by Mr. Joshua Mallet. Mr. Stephen Turkson, JICA TVETS Project was the Master of Ceremony for the day. He introduced the dignitaries on the high table after which he called the COTVET Board Chairperson to give the welcome address.			
<b>OPENING/WELCOME ADDRESS</b>			
The event commenced at 9:34 a.m. The Chairman of the Board of the Council for Technical and Vocational Education and Training (COTVET), Mr. Nick Opoku, welcomed all present. He said that the First TVET Forum took ownership of the TVET policy framework which led to the birth of COTVET. He declared that the 2010 TVET Forum aimed at institutionalizing a fund to address skills development in the area of TVET. Mr. Opoku outlined the roles and functions of COTVET. Mr. Nick Opoku paid a glowing tribute to the development partners for their support to the Fund and urged other development partners and the industry to contribute generously to the SDF. He expressed that the government of Ghana would increase the amount it has pledged towards the SDF. He thanked JICA for supporting COTVET in the implementing of the CBT and all development partners for their immerse contribution. He wished participants fruitful deliberations.			
<b>ADDRESS BY THE HONOURABLE DEPUTY MINISTER OF EDUCATION</b>			
The Honorable Deputy Minister of Education, Hon. Dr. J. K. Annan, stated that the 2010 TVET Forum and launch of the Skills Development Fund was a significant landmark in the educational and training landscape. He said the event also signified the continued support and prioritization by the Government of Ghana in ensuring that Ghana develops a skilled labour force to support productivity and development. He declared that skill shortage underpins many of the challenges government faces with regard to service delivery, the expansion of decent work and social justice. He held that this shortage is exacerbated by the fact that access to our formal education and training institutions is constrained and needs to be expanded. He called for increased enrollments at Technical Institutes if Ghana is to meet the need for mid-level skills and the demand of youth for increased training opportunities. He was quick to add that quality should not be compromised in the quest for expanding enrolments. Dr. Annan assured that the Government of Ghana, through the Council for Technical and Vocational Education and Training (COTVET), would continue to coordinate, develop and manage an education and training system that would be able to deliver an educated and informed population with the knowledge and skills necessary to operate a sophisticated, modern economy. He posited that the experiences with Competency Based Training as supported by JICA, and the innovative vehicle of the Skills Development Fund, would go towards bringing together the 'supply-side' oriented post-school learning system that existed and the 'demand-side' that was previously located in the various MDAs. He said the aim of the Government is to tackle the skills challenge in and through the entire post basic education and training environment from second chance learning and adult education to high level skills, research and innovation - using all the institutions in the country. He added that the Government, through COTVET, was leading a multi-stakeholder discussion aimed at improving the interface and articulation of programmes at universities, universities of technology, colleges and TIs through the establishment of a national			

qualifications framework. Dr. Annan stressed that one of the most important issues the SDF would also undertake is the improvement of Ghana's technological and innovation capability and its direct match to skills development. He made a passionate appeal to employers to support the Government realize the education and training goals and to advance a skills revolution in the country. The Honorable Deputy Minister expressed gratitude to JICA, DANIDA and the World Bank for their contribution and commitment to the SDF initiative.

#### **ADDRESS BY THE HONOURABLE MINISTER OF EMPLOYMENT AND SOCIAL WELFARE**

The Honorable Minister of Employment and Social Welfare, Hon. E. T. Mensah, commended COTVET and the Development Partners who have contributed to the establishment of the SDF. He appealed to the managers of the SDF to use the Fund for its purpose and not to waste the money on Consultants, sitting allowances, and administrative expenses. He intimated that as economic, social and technological change gathers pace, people everywhere need to develop their knowledge and skills on a continuous basis, so that they could live and work meaningfully in the knowledge society. According to him, education and training could also help individuals escape poverty by providing them with the skills and knowledge to raise their output and generate income. He added that investing in education and training is an investment for the future, for knowledge and skills are the engine of economic growth and social development. The Honorable Minister attributed the difficulty in coordinating and regulating skills training in the country to the multiplicity of supervisory Ministries. He welcomed the establishment of COTVET to address this problem. He appealed to COTVET to focus on its core function of coordinating and regulating the skills development and training programmes. He pointed out that any attempt by COTVET to be an implementer would be contrary to the Act that established it and might also attract non-cooperation from other agencies that have a stake in skills development. Hon. E. T. Mensah expressed concern about the absence of representation from the Ministry of Employment and Social Welfare on the SDF, and requested the Board of COTVET to reconsider that. He also urged the membership of the Governing Board of the Fund to reflect knowledge in management of TVET sector and not a collection of administrators and financial managers who might have to attend a series of workshops and seminars to appreciate TVET. He intimated that his Ministry would closely monitor the disbursement of the Fund to ensure that it reflects the national aspirations.

#### **ADDRESS BY THE HONOURABLE MINISTER OF ENVIRONMENT, SCIENCE AND TECHNOLOGY**

The Honorable Minister of Environment, Science and Technology, Hon. Sherry Hani Ayittey, stated that the launch of the Skills Development Fund marked a giant step not only for the development of skills but also for science, technology and innovation development. She stressed the importance of investing resources in creating conditions for a strong knowledge society. This, she said, could only be achieved by financing skills and technology development. Honorable Sherry Ayitey deemed it appropriate that innovation and knowledge development are put together under the Skills Development Fund since they are key drivers for smart growth. She described the Fund as the first Ghana initiative to fully integrate the entire knowledge triangle of skills, research and technology development. She stated that the economy's continued reliance on traditional agriculture and mineral commodities with low value added leaves the country vulnerable to the global commodity price fluctuation. She said the Technology component of the SDF is one of the novelties and one of the strengths of the fund. She admonished that if innovation is to be boosted, there is the need to put a particular emphasis on "entrepreneurship research" leading to transferable technologies to support the private sector. She commended the role of Development Partners in the establishment of the Fund and expressed gratitude to the World Bank in particular for its commitment in leading and supporting the initiative of combining skills and technology under one fund. The Honorable Minister expressed the hope that the Fund would yield the desired outcomes. She advised that it should be simple for people to access the fund. She pledged the readiness of her Ministry to assist in establishing an appropriate outfit to manage the fund. She called for the use of indigenous expertise instead of the use of foreign consultants. She advised that the Fund should be managed well so that it would be sustainable. She called on the private sector to support the Fund and suggested that one per cent (1%) of Gross Domestic Product (GDP) should be used for development of skills in technology.

#### **STATEMENT BY RESIDENT REPRESENTATIVE OF JICA**

The Resident Representative of JICA, Ghana Office, Mr. Kunihiro Yamauchi, affirmed the essence of a demand driven approach in technical and vocational education and training for accelerating human



resource development for the industrial sector. He commended the Government of Ghana's commitment to introducing a demand driven and well funded TVET programme, which is essential for the growth of the Ghanaian economy. He applauded the ongoing collaboration among the Ministry of Education, the Ministry of Employment and Social Welfare, Ministry of Environment, Science and Technology, and the Ministry of Trade and Industry, in working together to support an industry relevant TVET. Mr. Yamauchi recalled the longstanding relationship between JICA and the Government of Ghana in almost all sectors of the economy. He said JICA's support to the TVET sub sector started with the development of the master plan in 2000 which proposed a reform in order to strengthen the TVET sector in Ghana. He added that JICA has also been supporting Small and Medium Scale Enterprises through the Ministry of Trade and Industry as a way of creating linkage between TVET and industry. He pledged JICA's continued support to the TVET sub sector and their commitment to working with the Government of Ghana. He also expressed the readiness of JICA to continue to collaborate with related Development Partners to create synergy within existing projects and interventions such as the Skills Development Fund, for the betterment of the TVET subsector. He called for effective collaboration among the industries, Ministries, and TVET institutions for the success of the ongoing TVET reform.

#### **STATEMENT BY HIS EXCELLENCY THE AMBASSADOR OF DENMARK**

The Danish Ambassador to Ghana, His Excellency Stig Barlyng, observed that the challenge of youth employment occupies an important place in the development agenda of Ghana. He noted that the ever growing and younger workforce constitutes a significant opportunity for contributing to growth and development of the country, and this huge potential could only be harnessed when sustainable jobs are created. He stated that when the political will to create jobs is present and appropriate skills training systems introduced, the energy and talent of young men and women would be a force for positive change. He welcomed the establishment of the Skills Development Fund which would provide a matching grant facility for training institutions and industry to access and provide relevant and targeted skills training to new entrants into the job market as well as retraining of existing employees. He renewed DANIDA's pledge to contribute an amount of Dkk 65 million (USD 13 million) over the period of 2010 - 2014 to the Skills Development Fund, out of which Dkk 10 million (USD 2 million) would be committed to research, policy coordination, and reform issues arising out of the operation of the fund. His Excellency Stig Barlyng expressed his conviction that the demand driven challenge fund approach to be adopted would ensure that a lot of potential beneficiaries have equal and transparent opportunities for consideration in a competitive manner. He said it would also afford the market forces of demand for and supply of labour to determine which sectors and activities receive funding. He commended the Ministry of Health, COTVET and the Skills Management Division for their untiring effort to ensure the establishment of this fund and reminded them of the enormity of the task ahead in managing a challenge fund of this nature. His Excellency Stig Barlyng called on the managers of the Fund to apply the principles of hard work, transparency, and fairness in the discharge of this task which could be seen as their contribution towards the creation and sustenance of jobs for the young men and women in Ghana.

#### **STATEMENT BY THE REPRESENTATIVE OF THE COUNTRY DIRECTOR OF WORLD BANK**

The Country Director of the World Bank Ghana Office, Mr. Ishaq Diwan, stated that the key to economic growth is the training of skillful employees for productivity. He urged small and medium size enterprises contribute immensely to national development. He welcomed the establishment of the Skills Development Fund, and emphasized the importance of equipping the workforce with the relevant skills for national development. Mr. Diwan said that an Aide Memoire would be signed with COTVET for the release of an initial amount of two million Ghana Cedis (Gh?2,000,000) for the SDF. He commended all the partners of the Fund and expressed satisfaction with the monitoring and evaluation arrangements that have been put in place to manage the fund. He applauded government representatives for making it to the function and expressed the World Bank's entire commitment in supporting COTVET in all endeavors.

#### **KEY-NOTE ADDRESS BY HON. SIR P. V. OBENG, GUEST OF HONOUR**

The Guest of Honour and Chairman of the National Development Planning Commission, Hon. Sir P. V. Obeng, commended those who contributed to the success of the SDF. He said there is the need for an annual forum to assess the progress of the Fund. He declared that Ghana is bedeviled with under employment and unemployment. He emphasized the need for all levels of technical expertise for the development of Ghana. He bemoaned the lack of regard for technical and vocational education and called on all to give relevance and dignity to technical and vocational education and training. He stressed

the need to remarket TVET to make it attractive, for quality TVET will take the country to where it wants to be. Hon. Sir P. V. Obeng also called for the addition of value content to skills which are no longer in demand to update them and make them relevant. He urged COTVET to reach out to the illiterate trade men in the informal sector and train them to acquire relevant skills in the various trades. He said the facilities of schools in the communities could be used to advance this cause. He urged COTVET to use ingenuity to ensure that the Fund is grown and managed sustainably. He called for the support of the Private Sector to the Fund to enable Ghana achieves its dream of becoming a middle income country.

#### **PRESENTATION ON THE FOCUS OF TVET REFORM AND COTVET ACTIONS TOWARDS IT**

The Executive Director of COTVET, Mr. Dan Baffour-Awuah, gave a presentation on the focus of TVET Reform and COTVET Actions Towards it. He presented the current state of Technical and Vocational Education Training reforms in Ghana as follows: supply driven; traditional TVET; weak linkage with industries; uncoordinated TVET system; neglected informal apprenticeship; large number of unrecognized, uncertified and invalidated skills in the informal sector; underfunded TVET sector and very poor perception about TVET. He said the aim of the TVET reform is to achieve the following: Technical and Vocational Skills Development; Competency Based Training; demand driven TVET; industry led TVET; strong linkages with enterprises and industries; coordinated TVET sector; sustainable funding for TVET; recognition, validation and certification of skills in the informal sector; and linking skills development with non-formal education. The attainment of these aspirations will contribute to national economic and social agenda through the development of globally competitive skills, and increasing employability opportunities for job creation and poverty reduction. It is on this account that the COTVET Act (CT 718) was passed to coordinate and oversee all aspects of technical and vocational education and training in the country. The over-arching functions of COTVET are to formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and non-formal; and to coordinate, harmonize and supervise the activities of private and public providers of technical and vocational education and training, including the informal sector. Besides the Governing Board, the Council has three Standing Committees: the National TVET Qualifications Committee to develop, implement and supervise the operations of TVET operations; the Industrial Training Advisory Committee to determine training standards and competences; the Training Quality Assurance Committee to provide accreditation services and monitor as well as evaluate the performance of TVET delivery agencies; and the National Apprenticeship Committee to develop policies for the implementation of apprenticeship (formal and informal) in the country. For a sustainable funding mechanism for TVET the Executive Director proposed the following: establishment of the Skills Development Fund; strategy for contribution from industry; percentage of GET Fund towards the SDF; and increase government allocation towards TVET in all the Ministries, Departments and Agencies. The implementation of TVET reforms in Ghana has been fraught with numerous challenges. Some of these challenges include: harmonization of previous laws and Acts and Acts in relation to TVET delivery in the country; synergy with other government policies for job creation; and infrastructural improvement in formal TVET institute; improving the quality of apprenticeship in the informal sector; and keeping pace with technological advancements and using technology appropriate in technical education and training

#### **PRESENTATION ON GHANA EDUCATION REFORMS AND JICA TVETS PROJECT**

Mr. Tamon Nagai gave a presentation on the JICA TVETS Project. The Project which started in 2007 would be ending in 2011. The major activities of the Project are: support and strengthen COTVET and secondly implementation of Pilot Project. The Competency Based Training (CBT) method is being used from beginning to end together with school programmes and workplace experiences. The three pilot institutions are: Accra Technical Training Centre (ATTC) for Welding Certificate 2; National Vocational Training Institute for Electronics Certificate 1; and Accra Polytechnic for Plant Engineering (Mechanical Engineering) HND. The project also provides support for strengthening COTVET through human resource development, capacity building and public relations. It also provides support for the Standing Committees.

#### **PRESENTATION ON SKILLS DEVELOPMENT FUND**

The Skills Development Fund Manager, Mr. Kofi Ntow, gave a presentation on the operation of the SDF. The mission of the SDF is to incentivize employers, business owners, and training and technology providers to increase productivity and become internationally competitive through technology and

best-practice workforce skills development programmes. The focus of the Fund is for skills development and technology development. The grants are for training assistance, technology development and capacity support. The grant process include: call for applications and proposals; administrative review and receipt of applications and proposals; evaluation and due diligence; Fund Manager's recommendation to SDF Committee; SDF Committee's decision; notification to applicant and programme participants; execution of grant agreements; service delivery; and monitoring and evaluation. To qualify for support, a training programme must have the following: specific performance objectives; schedule of training activities; specified duration of training; guided instructions; and test(s) to assess attainment of training objectives. The Fund will support the following type of training needs and activities: upgrading the skills of employees for productivity improvement and to enable employees adopt emerging new technologies; supporting industrial attachment for students in training; retraining of workers displaced by economic and organizational restructuring; and enabling current employees to acquire higher technical and vocational skills qualifications and incomes. The amount awarded (Training Assistance) will depend on the: type of training (certifiable, non-certifiable); nature of training (in-house, external or overseas); profile of the employee (age, apprentice, etc.); and profile of the applicant company (size, formal/informal, etc.)

### **SUGGESTIONS, QUESTIONS AND ANSWERS**

The following were some of the issues raised by participants:

1. A concern was raised on addressing the negative perception of TVET in Ghana and the low remuneration of graduates from TVET institutions as compared to their counterparts from the university.

Ans. One way that the negative perception of TVET in Ghana could be addressed is for graduates of TVET to distinguish themselves at the work place in the way they perform. COTVET also intends to undertake some sensitization campaigns to improve upon the negative perception of TVET in Ghana.

2. The need for government policies to make TVET rewarding, free for students as an incentive and provision of scholarships to needy students in TVET institutions; Ans. Issues such as national policies to make TVET rewarding and free education or scholarships for TVET students can only be taken at the national level.

3. The need for TVET to be a post-secondary education to enhance its image;

Ans. Regarding the call for post-secondary TVET education, the existing government policy requires that TVET should start after Junior High School.

4. The difference between proficiency Certificate 1 and Certificate 2;

Ans. The difference in the proficiency Certificate 1 and Certificate 2 in the Pilot Project is indicated in their level descriptors and entry levels.

5. How JICA TVETS Project would be sustained after 2011;

Ans. Regarding the sustainability of the JICA TVETS Project, the CBT would be rolled over to more institutions. Besides, CBT is a long term worthwhile investment for everybody to make.

6. How the various pilot projects carried out in various TVET institutions by different donors will be harmonized;

Ans. On the issue of harmonizing the various pilot projects which have been carried out in TVET institutions, a committee has been put in place to do the harmonization. The heads of the institutions where such pilot projects were carried out provided input to the committee for the harmonization.

7. Whether it is only a CBT trainer who could access the Skills Development Fund;

Ans. Non-CBT Institutions could also access the SDF.

8. Whether a registered institution has to get accreditation from COTVET before it could access the SDF;

Ans. It is not an obligation that a training institution should be accredited by COTVET before it could access the SDF. COTVET might only need to validate the accreditation of the training provider.

9. Who signs the SDF agreement: Between the applicant and COTVET?

Ans. The person who signs the agreement must be the head of the Institution or a person who generally signs legal document on behalf of the institution.

10. A suggestion was made on the need to equate professional qualifications to academic qualifications and map out the course for professional progressing.

11. The need for quality in TVET.

Ans. The Training Quality Assurance Committee, one the Standing Committees of COTVET, ensures that TVET meets the required quality.

**PRESENTATION FROM INDUSTRY PARTNER**

Mr. Lene Darabor of Anglo Gold Ashanti lauded the CBT programme with its penchant on the acquisition of practical skills. He expressed admiration for the design of the MOU they signed with COTVET to take on some CBT trainees which contains specific areas that the trainees are expected to be trained in. He said that this is an improvement upon the traditional system which does not specify the areas that the trainees are to be trained in. Mr. Darabor commended the zeal, commitment, and the sheer sense of purpose the trainees applied to their training. He said the workplace training will endow the students with skills that can be applied anywhere in the world since they have been exposed to the state of the art technology and modern equipment. Besides, the company has reoriented the students to adopt positive attitude towards work and to schedule activities based on time. Mr. Darabor said that the trainees have been encouraged to work to the company standards. He noted that traditional training institutions need to update their curricula and teaching materials since most of the equipment contained in the textbooks is now obsolete and no longer in use.

Mr. Lerene Darabor advised that before students are sent on the workplace training, they should be told to do things in a professional manner and have a good attitude towards work. He recommended that in view of the benefits of the CBT programme, it should be scaled up to other parts of the country. He also called on Ghanaians to change their negative mentality towards TVET. He assured that the industry is ready to offer workplace training to the CBT students and concluded that "In the modern corporate world, attention is placed on the ability to produce results and not the certificate you hold". Trainees are offered allowances.

**PRESENTATION FROM GHANA NATIONAL TAILORS AND DRESS MAKERS ASSOCIATION**

Rev. Akwanda of the Ghana National Tailors and Dress Makers Association commended the establishment of the SDF. He highlighted the role of the trades associations in skills development in the informal sector and expressed the hope that the SDF would provide resources for the training of the students who could not make it to the institutions of higher learning. He assured COTVET of the readiness of trades associations to work together with them for the development of skills.

**PRESENTATION FROM GHANA NATIONAL ASSOCIATION OF GARAGES**

Alhaji Stephen Dakpo of the Ghana National Association of Garages informed participants of the role the association played in enactment of the COTVET Act. He said his association is one of those whose members have benefited from the training of Master Craft persons. He congratulated the government of Ghana, Development Partners and COTVET on the establishment of the SDF. He observed that the informal sector is said to be the engine of growth but the oil to run the engine is not there. He called on COTVET to really let the SDF be used to support skills development.

**PRESENTATION FROM ACCRA POLYTECHNIC**

Mr. Emmanuel Oman of the Accra Polytechnic briefed members on the progress of the CBT programme at Plants Engineering Department. He said the Department is offering a 3-year programme in Plant Maintenance and Plant Services. He expressed gratitude to JICA for their support and also commended his fellow staff for the commitment and hard work. He intimated that the CBT is a very expensive programme. He highlighted on some challenges as infrastructure, workshop space and resources. He said the department is ready to offer training for the oil and gas industry and that they need resources to do that.

**PRESENTATION FROM ACCRA TECHNICAL TRAINING CENTRE**

Mr. Robert Danful of the Welding Department of Accra Technical Training Centre said they offering CBT training to students in welding for certificate 1. He stated the Department is well equipped with modern facilities and that the students have a positive attitude towards the training. He said there is pressure from other students to join the CBT training and there is the need to expand CBT programme. Mr. Danful said their next plan is to develop certificate I and II and a diploma in order to have good welders in the system.

**PRESENTATION FROM NATIONAL VOCATIONAL TRAINING INSTITUTE**

Mr. Samuel. C. Keelson of the National Vocational Training Institute stated that the Electronics Department of the Institute is offering CBT training for electronics certificate 1. He said the students

are motivated to learn because of their eagerness to produce evidence of competency and the availability of unit specifications and learning materials. He said the electronic workshop is well equipped. He commended CBT for being learner centered, providing effective feedback and workplace experience training. He said the challenges confronting them included inadequate staff and infrastructure, few facilities, lack of stationery and training materials.

**INTRODUCTION OF COTVET NEW WEBSITE**

Ms. Gertrude Ado introduced COTVET new website to participants. The web address is [www.cotvet.org](http://www.cotvet.org). She requested that members should send their comments or recommendations on the website to the e-mail address [pandoh@cotvet.org](mailto:pandoh@cotvet.org).

**CLOSING REMARKS & CLOSING PRAYER**

The meeting came to a close at 4:30 pm. COTVET Board Chairman; Mr. Nick Opoku thanked everyone for attending the meeting and for their various contributions. The closing prayer was offered by Rev. Ankrah.

## Appendix 4.2 Conference for Reviewing CBT Piloting and Way Forward

### Conference for Reviewing CBT Piloting and Way Forward

<b>Date &amp; Time</b>	22 <sup>nd</sup> February 2011, 9:00am – 16:00am	<b>Venue</b>	ALISA HOTEL, ACCRA
<b>Attendance</b>	Participants included, Dr. George Afeti, Guest Speaker, the Resident Representative of JICA Ghana Office, Mr. Kunihiro Yamauchi, the Board and Standing Committee members of COTVET, representatives of TVET Training Institutions, Development Partners, representatives from the industry and Trade Associations, parents and guardians of students, grandaunts of pilot institutions (Accra Technical Training Centre and National Vocational Training Institute) and other stakeholders. The total number of participants was 132.		
<p><b>OPENING PRAYER &amp; INTRODUCTION OF DIGNITARIES</b>                      The opening prayer was said by Mr. Samson Dampsey. Mr. Eric Odotei, of JICA TVETS Project, was the Master of Ceremony for the day. He introduced the dignitaries on the high table. Rev. Prof. Nyarko, Takoradi Polytechnic Rector was the Chairperson for the occasion.</p> <p><b>OPENING/WELCOME ADDRESS</b>                      Rev. Prof. Nyarko, on behalf of the COTVET Board Chairman, welcomed participants to the occasion. He expressed gratitude for the honour done him by making him the Chairman. He solicited the co-operation of all for the success of the occasion.</p> <p><b>KEY-NOTE ADDRESS BY THE HONOURABLE DEPUTY MINISTER OF EDUCATION</b>                      In her key-note address, the Honorable Minister of Education, Mrs. Betty Mould Iddrissu, in a speech read by Dr. Dominic Pealore, Director of STRIMPS, commended the Japanese government for supporting the development and improvement in the education sector notably in the TVET subsector and Teacher training. She declared that the introduction of Competency Based Training in the Technical and Vocational Education and Training would go a long way to contribute to the government policy of employment creation and a better Ghana agenda.</p> <p>Hon. Mrs. Mould Iddrissu disclosed that the Government was embarking on an apprenticeship programme for one year which would train 5000 apprentices. The apprentices would be provided with toolkits under the programme. She expressed delight in the successful graduation of the first batch of the CBT students in electronics and welding. The Minister congratulated all who participated in the implementation of the CBT programme. She encouraged more companies to participate in providing workplace training to student as part of the CBT programme. She thanked JICA and the government of Japan for their invaluable contribution towards the successful implementation of the programme. She urged all Development Partners to support the TVET sub-sector.</p> <p><b>STATEMENT BY RESIDENT REPRESENTATIVE OF JICA</b>                      The Resident Representative of JICA, Ghana Office, Mr. Kunihiro Yamauchi, in his address said the TVETS Project was formally scheduled to end in March 2011, however, after the terminal evaluation of the Project was conducted it was established that there have been substantial achievements made in the activities of the piloting within the past one year. This was due to the collaboration between the Ghanaian counterparts and Japanese experts.</p> <p>He was enthused by the fact that the Pilot Institutions (ATTC, NVTI and Accra Polytechnic) would like to extend the programme to other certificate levels which they are not currently piloting. JICA has therefore decided to extend the Project period up to December 2011 to support these institutions to complete the training management system so as to utilize the CBT method.</p> <p>Mr. Yamauchi was optimistic that the CBT method as a mode of delivery in TVET will provide students with skills and working attitude to pursue productivity and competitiveness. He expressed JICA continuous support, and urged all to continue to sustain these efforts in order to make the TVET reform successful in the long run.</p> <p><b>PRESENTATION ON CBT MODEL IN GHANA</b></p>			

Mr. Stephen Turkson, of JICA TVETS Project, gave a presentation on CBT model in Ghana. He gave a brief background of COTVET. COTVET has been mandated to coordinate TVET in Ghana. To prevent confusion among some of the institutions implementing CBT as a result of the various CBT models in the country piloted by different Development Partners, all the models were harmonized by the Harmonization Committee into Ghana model to suit Ghana. Competency Based Training is demand driven and industry based. The harmonization Committee proposed nine qualification levels from proficiency one to Doctor of Technology.

He elaborated on the CBT course structure of the programme at the various levels. He touched on the implementation of the Ghana model CBT programme and the advantages of the CBT over the traditional method of delivery.

He called on the government to be proactive in changing some policies to suit the reform. He stressed the need for industry to support the CBT programme as they are the end beneficiaries of the CBT product.

He appealed to COTVET Board and Standing Committees to visit the piloting centres in order to know the challenges and make influential policy to suit the reform.

### **PRESENTATIONS FROM CBT PILOT TRAINING INSTITUTIONS**

#### **National Vocational Technical Institute (NVTI)**

Mr. Maxwell Kofi Zanu, the Manager, NVTI- Pilot Training Institute gave a presentation on the lessons learnt from the implementation of the CBT. He applauded JICA TVETS Project for the implementation of the CBT programme and was happy that the Institution was part of this programme. The institution had benefited extensively from the Project.

The Electronics Department has been equipped with modern electronics machines and gadgets, renovation of the workshop and classroom, capacity building of Instructors and also the training to the students has given them a competitive urge over their contemporaries. Notwithstanding the advantages of the CBT it also has some challenges, these include a lot of paper work, dedication, teamwork and selflessness and inadequate motivation for instructors.

He thanked JICA TVETS Project, COTVET and all other stakeholders for their entire selfless dedication and tremendous support towards this programmed to make it a success. He was particularly happy that the first batch of CBT students from the Electronics Department were graduating.

#### **Accra Technical Training Centre (ATTC)**

The presentation was made by Mr. Kwesi Boafo, the Vice Principal of ATTC. ATTC has been piloting the CBT programme in welding since August 2008. In his presentation he made mention of series of training workshops that were conducted for instructors by JICA TVETS Project CBT experts for developing the curriculum and for facilitation of the programme.

He talked about the lesson learnt and challenges encountered during the piloting; the lessons learnt include: the CBT students obtained enormous skills during training due to the provision of new equipment and consumables supplied, with the advancement in education technology, instructors are getting abreast with current trend of education. The challenges include: low enrollment of certificate II level because of lack of publicity of the CBT programme to the public; the CBT programme requires more commitment, discipline and high level of concentration by all stakeholders; non-availability of funds for sustainability of programme after the Project ends; lack of motivation for instructors involved in the development of the programme.

Mr. Boafo thanked the Japanese Government, JICA TVETS Project for their immense support to the Center for piloting Competency Based training at the Centre and reforming Technical and Vocational education and Training to prepare workforce for the competitive global economy.

### **PRESENTATION BY INDUSTRIES**

Mr. Emmanuel Acquah made a presentation on behalf of Cocoa Processing Company. In his speech, he

was impressed with the performance of the CBT students during the workplace experience learning at their company and was pleased to witness the graduation of the first batch CBT students from ATTC and NVTI.

Cocoa Processing Company provided the trainees with sufficient practical training in their vocation and they also played the role of facilitators for the students. He explained the difference between the CBT group and the other students that came for industrial attachment. The CBT students were conversant with the tools and equipments at the company and exhibited skills during training. They were part of an installation team and they performed extremely well.

Mr. Acquah congratulated the grandaunts and wished them well in all their endeavors and urged them to be the benchmark for other CBT students to emulate.

Mr. James Ampem Darko was the next to give a presentation. He represented Ghana Broadcasting Corporation and he was part of the team who were directly involved in the training and supervision of the CBT students. He was pleased to be part of this reform. He made the following observations and recommendations:

1. COTVET should assist in the provision of tools and materials during students' workplace experience learning because some industries may not have enough tools and materials for all the students when the programme is rolled out and the number of students increases.
2. The facilitators from the industry should be motivated for their commitment and dedication to the work.
3. More training workshops for industry facilitators and assessors should be organized to build their capacity.

He was of the view that the CBT programme will enhance the competencies and skills of TVET students as well as recognition of prior learning of ingenious technical and vocational practitioners in both formal and informal sector who are highly skilled.

### **SUGGESTIONS, QUESTIONS AND ANSWERS**

The following were some of the issues raised by participants:

#### **1. What kind of policies should be changed to direct this reform?**

**Ans.** Mr. Turkson gave examples of policies that can be modified to suite the reform; Policy on recruitment – recruitment of qualified and competent people should not be based only on qualifications but rather the skills and requisite competencies the person has acquired.

Secondly, the salary structure of the technicians should be critically examined since they are more often than not the least paid in the society which make their work unattractive.

The policy of admission can also be changed as CBT allows enrollment of student throughout the whole year without any interference.

Recognition of prior learning of technical people so they are not disadvantaged as they build on their skills and competencies daily.

In addition, the social meaning of assessment should be changed as it is generally seen as reward and punishment.

#### **2. How would the programme be sustained after the Project?**

**Ans.** The Executive Director of COTVET assured members that government has taken steps to support the programme. COTVET has developed a strategic plan to sustain TVET for the next five years. He urged all Development Partners and industries to contribute towards the Skills Development Fund.

#### **3. The need for changing the perception of TVET to enhance its image;**

**Contribution;** Technical and Vocational Education and Training should be made attractive by



increasing the salary of TVET practitioners. People should be paid based on skills and competencies and not only on qualification.

**4. Contribution:**

**A member lauded COTVET for harmonizing all the CBT models to the Ghanaian model. He, however, raised concern that the CBT programme that NABPTEX has designed for the Polytechnics is different from the Ghana model. He wanted to know if there is any collaboration between COTVET and NABPTEX.**

**Ans.** The Executive Director disclosed that the process is ongoing to come out with a Legislation Instrument on the CBT Harmonization. In the meantime, COTVET has been working closely with other TVET providing Institutions and NABPTEX.

**5. A concern was raised that Rectors from the Polytechnics should be involved in fora for the TVET reform so that they would make their input. He also requested that the harmonization report should be circulated to all the Rectors since they were not involved in the harmonization process.**

**Ans.** The Executive Director of COTVET explained that all the relevant parties, including rectors of Polytechnics, were represented on the Committee which worked on the CBT harmonization. He said the report of the Harmonization Committee was discussed at a stakeholders' workshop attended by all rectors.

**6. A member commented on the presentation made by a representative from the industry. She appealed to the industry to support the CBT programme by providing the necessary tools for the students as the training of students should be a shared responsibility among parents, government and the industry.**

**7. The role of the private for profit training providers in the implementation of CBT.**

**Ans.** The Executive Director informed participants that the private for profit training providers play a critical role in the CBT delivery and are involved in all the processes in the development of the CBT programme. He said that for now, government is unable to financially support the private for profit training providers in the CBT delivery. However, these institutions can apply to be accredited to run CBT programme in some areas.

**8. Some participants appealed to government to stop the importation of products that could be made in Ghana since lack of market for made-in-Ghana goods could stifle the development of CBT.**

**ADDRESS BY GUEST SPEAKER**

The Guest Speaker for the occasion, Dr. George Afeti, Former Rector of Ho Polytechnic, gave the importance of TVET in national development. The objective of TVET was to equip learners with employable skills for effective participation in the productive sectors of the economy. In attempts to align the supply of skills to demand within the Ghanaian context, JICA collaborated with the government to undertake a study in 2000-2001 to develop a Master Plan to strengthen TVET in Ghana. He was pleased to have been part in contributing to introduce CBT as a mode of delivery in TVET.

He described CBT as learning by doing, by training and coaching. The teaching and learning methodology can effectively respond to the skills needs of industry. The characteristics of CBT includes: existence of competency standards; focus on outcomes not inputs; involvement of industry; recognition of prior learning; self pacing learning; modularized curriculum and assessment based on demonstration of skills rather mere knowledge.

He had no doubt that CBT has the potential to bridge the gap between training and employment. However, skills training does not by itself create jobs or guarantee employment. As businesses expand, the demand for new or additional skills increases and opportunities for TVET and CBT graduates are enhanced. He was pleased that the industries have expressed satisfaction with the skills and

competencies acquired by our CBT graduates.

In order to strengthen the economy, increase income levels and reduce poverty, he recommended the following:

- Good basic education for all young people
- A national TVET strategy that emphasizes the acquisition of production skills for supporting domestic consumption patterns as well as export oriented industries and business
- Extension of competency based training into non industrial sectors
- Development of ICT skills
- Strong political engagement and commitment to skills training.

He urged the COTVET Board to consider the establishment of employment policy unit within COTVET mandate with responsibility of researching and advising on all aspects of policy interventions that govern the interface between skills and employment.

#### **PRESENTATION ON JICA TVETS PROJECT**

Mr. Tamon Nagai, Sub Leader of JICA TVETS Project made a presentation on Ghana education reform and JICA TVETS Project. In his presentation, he said the Japanese people believe that TVET is the key to national development and therefore were pleased to support the government of Ghana in this sector.

The JICA TVETS Project started in April 2007 and was initially intended to end in March 2011. However this Project has been extended to December 2011. The main objectives of the Project is to support the establishment and strengthen COTVET and implementation of CBT pilot project. The programme is being piloted in three (3) Technical institutions: Accra Polytechnic in Plant Engineering, HND level; Accra Technical Training Center (ATTC) in Welding at Certificate 2; and National Vocational Technical Institute, Pilot Training Institute in Electronics at Certificate one level. The first batch of the CBT students from ATTC and NVTI are graduating. During the extension period of the Project, ATTC plans to develop the programme in certificate one whereas NVTI also develops the programme at the certificate two level.

The following are some of the activities undertaken by the Project during 2010

1. Human Resource Development of COTVET staff.
2. Training and support to COTVET Standing Committee activities
3. Public Relation activities; organization of TVET forums, COTVET newsletter publication and CBT sensitization video.
4. Training workshops for CBT facilitators from the various pilot institutions
5. Three months' Workplace experience learning for students
6. Training to Teachers and students by Japanese technical experts.
7. CBT training to non-pilot school teachers

#### **PRESENTATION ON COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING**

Mr. Daniel Baffour-Awuah, Executive Director of Council for Technical and Vocational Education and Training (COTVET) in his presentation informed participants of the vision and mission statement of COTVET. He gave an outline of the future outlook for CBT roll out.

According to him, the government of Ghana has been contributing the improvement of TVET by rehabilitating some technical and vocational institutions and acquiring equipment for selected training providers for CBT roll out. COTVET has been Coordinating, harmonizing, and supervising the activities of private and public providers of technical and vocational education including the informal sector. The Council has also been facilitating collaboration between training providers and industry.

Mr. Baffour-Awuah talked about the extension of the JICA TVETS Project, the Danish Embassy support skills development in the informal sector and their contribution made towards the Skills Development Fund. The World Bank is also contributing towards development of skills in an Oil and Gas Project and Skills and Technology Development Project. Other development partners are:

- Africa Development Bank Skills for Industry Project which will support 10 Technical schools by re-equipping and rehabilitation them for effective TVET delivery, 2 Polytechnics and 1 TVET Training school.
- Chinese Government Support for 22 Technical Institutes and 10 Polytechnics
- German Government support with voucher system for training informal sector

He highlighted some challenges in implementing Technical and Vocational skills development reforms in Ghana.

#### **OTHER ACTIVITIES AT THE CONFERENCE**

At the conference the various schools displayed some of their works and equipment donated by JICA. The CBT sensitization video on the reformation of TVET was shown to participants. Certificates of recognition were given to all the companies accepted students for workplace experience training.

The instructors from the pilot institutions were also given certificate of recognition for attending all the CBT workshops organized by the Project, developing the curriculums and facilitating the programme.

The first batch of the CBT pilot students from ATTC and NVTI graduated after achieving all the standards set. The number of students who graduated from ATTC and NVTI were 16 and 32 respectively.

#### **REMARKS BY CBT PILOTING STUDENTS**

The students were happy and privileged to have been part of this programme that made it possible for them to acquire training and competencies that have enhanced their skills towards national development. The programme has been linked to industry to allow them gain work experience to improve their performance in their trade area. They thanked all that were involved in this programme to make it a success.

#### **CLOSING**

The meeting came to a close at 4:30 pm. Rev. Prof. Nyarko, Rector of Takoradi Polytechnic, Chairperson, thanked everyone for attending the programme and for their various contributions. He said the training of students should be relevant to the industry and urged the industry to support and play its parts to achieve the goals the programme has set out to achieve. He was confident that the future of TVET is bright and recommended that all the science based programmes should be converted to CBT for practicality. He was of the conviction that with the enthusiasm shown by the grandaunts they will prove to the industry that the skills they have acquired are beneficial to the country as a whole. He urged the facilitators to upgrade their skills and build their capacities to meet future challenges. The closing prayer was also said by the Chairperson

### Appendix 4.3 TVET Advocacy Workshop – Corporate CEO and Media Conference (Morning Meeting)

#### Corporate CEO and Media Conference (Morning Meeting)

<b>Date &amp; Time</b>	14 <sup>th</sup> July 2011	<b>Venue</b>	ALISA Hotel
<p><b>Summary of discussion:</b></p> <p>As part of efforts to strengthen the public private partnership between COTVET and Industrial partners in rolling out the CBT model, a breakfast meeting was held on July 14<sup>th</sup> at ALISA Hotel to hold discussions with stakeholders. The focus of the meeting was essentially to discuss the workplace experience learning process which is a core element of the CBT model and to receive comments and deliberate on issues related to its implementation.</p> <p>The guest speaker of the meeting was the Honorable Deputy Minister for Trade &amp; Industry and supported by the JICA Deputy Resident Representative with the COTVET Board Chairman steering the meeting. Mr. Eric Odotei served as the MC for the event.</p> <p>After the opening prayer, and introductions, the Chairman, Mr. Nick Opoku welcomed participants to the event and enjoined them to hold healthy discussions and to contribute to the successful roll out of the CBT model in Ghana.</p> <p>This was followed by remarks by the Deputy Resident Representative of JICA, Mr. Koichi Kato. He thanked stakeholders for their participation and confirmed JICA’s continued interest and support in getting the CBT program fully accepted and implemented in Ghana. He encouraged more participation from Industry and said their contribution was the key to the success of the program.</p> <p>Participants had breakfast, while watching the CBT Piloting video which showed observations, contributions and comments from industry, institutions and students on the CBT Workplace experience Learning Program undertaken for three pilot schools (ATTC – Welding Certificate 2, NVTI – Electronics Certificate 1, Accra Polytechnic – Plant Engineering HND).</p> <p>Mr. Turkson made a presentation on the CBT Model in Ghana and the workplace experience process. He emphasized the role of all stakeholders, industry, institutions and students and said the success of the model depended on the contributions from all and more especially industry. He said, though there were other CBT models in Ghana, the government’s decision to implement this model through COTVET shows the approval of the model and the importance it places on Technical Education in Ghana. He urged participants to take ownership of the process in order to facilitate the training and education of the TVET sector in general since COTVET can lead the process but will need the full support of all stakeholders to make it a success.</p> <p><b>Speech by Deputy Minister Trade &amp; Industry</b></p> <p>Dr. Annan talked about the industrial policy and thanked industrial partners for their contributions in making it a reality and said it was the private sector that drives the economy and encouraged them to play their active roles in implementing the CBT Model being led by COTVET. He said the policy covered health and safety, production, entrepreneurial management and skills development of industries across the country. He also hinted that the policy plans to create 15,000 – owner managers with competitiveness of management skills, build technical skills, support the training of 30,000 tradesmen in areas such as; Industrial welding, regulations, agriculture, fisheries, plastics, etc., plus increase the economic contributions of the manufacturing sector to 60% in the country. Dr. Annan pledged governments support to work with industry in making the policy a focus in getting industries to play their role through economic development and stressed the need for attitudinal change from TVET students and institutions in driving the</p>			

change for industrial development through the CBT system and workplace experience.

## **DISCUSSIONS**

### **Industry:**

#### Ghana Employers Association - President

- Emphasis should be placed on TVET in Ghana
- Industry, institutions, and government should develop partnerships
- Attitudinal change from all stakeholders and professionals to adopt better methods of making workplace effective for productivity

#### Volta River Authority – Human Resource Manager

- Students should have daily activity log to create time consciousness as part of the CBT Program

#### GRATIS – Manager Engineering

The question was raised about the costs of workplace experience learning and who was to bear in the training process. The Executive Director of COTVET explained that there should be cost sharing as partners from both industry and institutions and that discussions were ongoing to establish level of support from both sides.

#### Association of Ghana Industries - President

Pledged the commitment of AGI in supporting the workplace experience, he talked about lack of coordination in workplace experiences/internship programs and called for proper coordination and planning for effective results. He also suggested that some recognition should be given to organizations that provide these programs to encourage them to do more. He also called for support for the Skills development centre located in Tema to support the CBT implementation process.

### **Institutions:**

#### University of Education, Winneba - Principal

- Need to set minimum level of education for entry into the CBT program for students and instructors
- Level of trainers and facilitators not encouraging creating challenges for institutions of training
- Industry should support institutions with their funds instead of huge contributions towards student entertainment programs of some Student Representative Council's (SRC's).

#### Accra Technical Training College – Welding Instructor

- Industrial partners i.e. Companies should give support workplace experience process by maintaining communication with institutions and giving students placements.

### **Chairman's remarks**

The chairman stressed the need for industry to help in training students TVET in making the CBT implementation successful. He said failure to support the students of today will lead to uneducated and unprepared adults who will mismanage rather than build the economy. He urged instructors to train students due to demand and to discontinue the training of students 'like sausages' into industry regardless of their competencies and capabilities.

### **Conclusion:**

The event was successful with 90% participation from Industrial partners and other institutional

representation. Out of 60 participants 53 were present. (List of participants is attached.)

Training logistics and other amenities from the Hotel were also in order.

**Reported by:** Gertrude Addo (Training Coordinator – JICA TVETS Project)

### Appendix 4.4 TVET Forum – TVET Reform Using the Harmonized CBT Model

#### TVET Forum – TVET Reform Using the Harmonized CBT Model

<b>Date &amp; Time</b>	22 <sup>nd</sup> September 2011 9: 00 - 13: 00	<b>Venue</b>	Novotel Hotel
<b>Attendance</b>	There were Hundred and Nine (109) participants, who were made up of Stakeholders in TVETS, Representatives from JICA Ghana office and other Development partners, the three CBT Piloting Institutions, Trade Associations, COTVET Standing Committees, Staff of COTVET and the TVETS Project.		
<p><b>Summary of discussion:</b></p> <p><b>ACTIVITIES</b></p> <p><b>OPENING PRAYER, INTRODUCTION OF CHAIRPERSON AND MAIN GUEST</b>                      The Forum started at <b>9: 23 a.m.</b> with an opening prayer by Mr. Kwabena Osei Danso and the MC for the program Mr. George Laing seized the opportunity to welcome all participants present.</p> <p>He then introduced the chairman for the Forum Mr. Asamoah Duodu the former Director TVET of the Ministry of Education. Other main guests included Mr. Jiro Inanura the Chief Representative of JICA Ghana Office, Mr. Sampson D. Tetey the Acting Executive Director of COTVET and Mr. Nagai Tamon the Acting Team Leader of the TVETs Project.</p> <p><b>OPENING AND WELCOME ADDRESS BY THE CHAIRPERSON</b>                      Mr. Asamoah Duodu thanked participants for their presence and stressed the importance of TVET in Ghana and its ability to reduce poverty as stated by UNESCO’s outcome of TVET. He recommended a drastic change in our educational system in Ghana and the need for a collaborative effort to attain this height.</p> <p><b>REMARKS BY INTERNATIONAL PARTNERS: JICA</b>                      Mr. Jiro Inamura also highlighted JICA Ghana’s relentless support and commitment towards TVET activities in the country.</p> <p>He mentioned that the current reform should be based on CBT to establish the link between industry and the manpower needs of the country. He also stressed that the adaption of CBT can lead to the establishment of more industries and the reduction of unemployment in the country.</p> <p><b>PRESENTATION ON TVET POLICY REFORM</b>                      Mr. Samuel Thompson the Policy Coordinator for COTVET presented to the house TVET before the reform, the Anamoah-Mensah report of 2002 and the mandate of the council to coordinate and oversee a TVET system that produces globally competitive workforce through quality oriented and demand-driven learning for national development.</p> <p>He commented on some achievements of the council as the setting up of five standing committees, the piloting of CBT in three institutions, the involvement of sixty (60) industries WEL and the generating of standards in some trade areas for both the formal and informal sector.</p> <p>He expressed need to review the existing TVET reform document to rectify issues relating to projecting the Council as an agent of the MOE, contradictory laws governing the delivery and certification of TVSD, industry acceptance of learners on WEL, devoted and qualified facilitators, internal and external verifiers and staffing to carry through the reform.</p> <p><b>PRESENTATION ON CBT TVET REFORM</b>                      Mr. Stephen Turkson a TVET Specialist of the JICA TVETS Project stated that, the only alternative to</p>			

the cumbersome learning processes is a credible and structured TVET in the country.

He stressed that, the paradigm shift in TVET curriculum calls for a collective effort to set standards to meet the manpower needs of the country.

He emphasized that, a collaborative effort should be made to equip the youth with the requisite skills required to enable them enter the job market.

#### **PRESENTATION ON PARTNERSHIP IN IMPLEMENTING CBT**

This presentation was made by Mr. Eric Odotei a TVET Specialist; he mentioned that, the main partners in implementing CBT are COTVET, Industry and the Training Providers.

He explained the roles of COTVET as coordinating the three (3) Standing Committees of the Council to develop and validate occupational standards, develop and accredit qualifications on the National TVET Qualification Framework, accredit training providers and ensure quality of the CBT programmes which forms the basis for CBT programme implementation.

He categorized industries role into four (4) namely; Setting Occupational Standards, Development of CBT Programme, Verification of Assessment and Workplace Experience Learning (WEL) which currently has sixty (60) industries participating. He stressed the need for incentive for these industries.

He mentioned the Training Providers as the executors of the CBT programme and is required to provide general infrastructure, ICT Resource Centres, more learning aids, a flexible school management system, motivated facilitators and proper supervision of learners.

He stressed the need for all three players to play their roles effectively for success of CBT.

#### **PRESENTATION ON JICA TVET PILOTING OF CBT**

The acting Leader of TVETS Project Mr. Nagai Tamon highlighted the various activities and achievements of the project since its inception in April 2006. He thanked all those who have helped the project achieve its mandate especially the Industries and supported his presentation with some pictures of the activities of the project. He suggested that, learners who go on WEL should be given allowance for their upkeep.

#### **SDF – FUNDING WINDOWS FOR CBT IMPLEMENTATION**

Mr. Kofi Ntow the Fund Manager of the Skills Development Fund (SDF) explained the various windows for funding. He mentioned that, the SDF seeks new and more innovative ways of doing things and is willing to assist such ideas.

#### **FUTURE OF CBT REFORM/COTVET ROLE**

Mr. Dampety Tetey made a presentation on behalf of the Executive Director of COTVET. He highlighted on the Act that necessitated the establishment of the council and the council's mandate. He mentioned the council's mission and vision as to be a world class leader in coordinating skills development and to coordinate and oversee a TVET system that produces globally competitive workforce through quality oriented and demand-driven learning for national development respectively.

He also threw light on the upcoming projects in oil and gas in three institutions and the African Development Banks project on infrastructure for ten (10) technical institutions, two (2) polytechnics and one (1) university which he mentioned has been dubbed the 10 + 2 + 1 project.

He commented on the three piloting institutions and the various programs they are offering and the four standing committees of COTVET and their various roles.



**QUESTIONS / REMARKS / SUGGESTIONS**

1. The need for a general educational reform since the SHS four years leavers did better than the normal three years SHS leavers.
2. The need for the key people in TVET to be present at such Forums.
3. The need for COTVET to protect the interest of all the Technical Institutions (TI) in the country since all the ministries have TI's but the Africa Development Bank Project (AFDB) about to take off is only targeting the TI's of the Ministry of Education (MOE).
4. The need for other Polytechnics to start doing CBT.
5. The need for ministerial and Media Representatives to publicize what COTVET is doing.
6. The need for all TI's to wait in anticipation for the Legislative instrument (LI) and COTVET accreditation.
7. The need for the way to be paved for those in the TI's to climb the academic ladder to any level they wish to attain.
8. Need for an increment in the JICA TVETS Project duration so as to assist learners who are unable to achieve at the end of their program since CBT grading is either achieved or not achieved.
9. The need for COTVET's to quicken the LI processes since the cost of doing City and Guilds is too expensive and COTVET can make a lot of money if the LI's are ready.
10. The need for COTVET to sit up.
11. The need for the key people who take learners to WEL to liaise with industry and know the appropriate time when industry want to receive learners for WEL and send learners in due course.

**CLOSING REMARKS**

Mr. Sampson Tetey commented that, processes are underway to get the LI's ready and also the role of COTVET is to regulate the activities of the TI's by providing infrastructure where need be.

It was explained that, to be on the TVET Framework, one must do CBT and seek accreditation.

He concluded by saying that, COTVET does not draw lines but builds bridges.

**Mr. Kwabena Osei Danso** said the closing prayer to bring the Forum to a close at **1: 05 p.m.**

**Reported by:** Florence Akomah Boahene (Administrative Assistant)

### Appendix 4.5 TVET Forum – Ghana Harmonized CBT, the Challenge of the Post JICA TVETS Project

#### TVET Forum – Ghana Harmonized CBT, the Challenge of the Post JICA TVETS Project

<b>Date &amp; Time</b>	30th November 2011	<b>Venue</b>	Coconut Groove Hotel
<b>Attendance</b>	There were Hundred and Twenty Five (125) participants, who were made up of Stakeholders in TVETS, Representatives from JICA Ghana office and other Development partners, the three CBT Piloting Institutions, Trade Associations, COTVET Standing Committees, Staff of COTVET and the TVETS Project.		
<b>Summary of discussion:</b>			
<b>OPENING</b>			
<p>The meeting started at 9:30 am with an opening prayer. The Master of Ceremony for the day was Mr. George Laing. He welcomed members present and introduced dignitaries on the high table Dr. Jakpasu Afun, Rector of Ho Polytechnic was the chairperson for the forum; Mr. Charles Tsegah was the guest speaker, and Mr. Jiro Inamura is the JICA Ghana Office Resident Representative, The Executive Director of COTVET, Mr. Daniel Baffour-Awuah and Dr. Ryoichi Ozawa, Chief Adviser of the TVETS Project. The total number of participants present at the forum was 138.</p>			
<b>WELCOME ADDRESS BY CHAIRPERSON</b>			
<p>The chairperson, Dr. Jakpasu Afun accepted to be the chairperson for the day. He applauded JICA for supporting the reformation of TVET and other sectors of the economy. He advised COTVET to put proper structures in place to sustain the programme after the end of the Project. He called on all to attached importance to the discussions and contribute greatly to the success of this programme.</p>			
<b>REMARKS BY THE EXECUTIVE DIRECTOR</b>			
<p>The Executive Director of COTVET, Mr. Baffour-Awuah, in his address extended his appreciation to JICA for their immerse contributions to the Education Sector particularly with regards to the development of the Master Plan for TVET and establishment of COTVET in 2006. He thanked the Project for preparing the Operationalization of COTVET and dispatching experts to manage the Project. He was happy that many Institutions have benefited from the Project. He said the purpose of TVET was to produce skillful and competent workforce to drive the economy.</p>			
<b>ADDRESS BY DEPUTY DIRECTOR GENERAL OF GHANA EDUCATION SERVICE</b>			
<p>The key note address was said on behalf of the Minister of Education by the Deputy Director General of Ghana Education Service, Mr. Charles Tsegah. He expressed his gratitude to JICA TVETS Project for the invitation extended to him and to give the keynote address at the TVET Forum. The Ministry of Education is particularly happy JICA that they is cooperating with the Ministry in a number of Projects to improve the delivery of education and training and thereby enhancing the opportunities provided to the youth of this country to acquire education and training that will stand them in good stead in future.</p>			
<p>The JICA TVETS has helped to strengthen the capacity of the COTVET and its related structures in formulating the necessary operational guidelines for the reform through human resource capacity development and the development of a National TVET Qualifications and Accreditation Framework</p>			
<p>The Project has also implemented CBT programmes at the Accra Polytechnic in Plant Engineering; Accra Technical Training Centre in Welding and Fabrication and in NVTI Pilot Training Institute in Electronics. In order to effectively implement these programmes the Project has supplied the three institutions with state of the art equipment. Teachers have also been trained in CBT delivery methods.</p>			

He expressed the Government of Ghana's appreciation to JICA and to the Government of Japan for the pioneering role they have played in the reform of TVET. To the extent that other development partners have shown interest in supporting Ghana in the TVET reform.

He ended his address by wishing the participants very productive deliberations and hoped that members would come up with concrete recommendations to further the aims of the TVET reform.

#### **REMARKS BY JICA**

Mr. Jiro Inamura, Resident Representative of JICA Ghana Office also expressed his gratitude to stakeholders for attending the forum. He made known that the TVETS Project commenced in 2007 with its aim to strengthen the coordination capacity of COTVET and introducing CBT to three pilot institutions, namely ATTC, NVTI and Accra Polytechnic.

The Project was supposed to have end March 2011 but was extended to December 2011. The Project he said, has achieved the Project purpose and outputs at satisfactory level. But he stressed on the success of the workplace experience with the industrial sector.

He was pleased that JICA set the pace for other Development partners to support the TVET sector using the CBT method. He also advised COTVET to facilitate issues relating to coordination with stakeholders, legalized the outstanding guidelines documents and capacity development of facilitators to create fully skilled CBT training of Trainers who would be the key players in coordinating the TVET policies and disseminates the CBT method nationwide.

It was his hope that the Ghana Harmonized CBT method would be fully discussed among stakeholders and the way forward on the successful TVET policy reform would be concluded.

#### **PRESENTATION TVETS PROJECT AND ACHIEVEMENT**

Mr. Tamon Nagai, Sub Leader of the TVETS Project gave a presentation on the history of the JICA TVETS Project. Experts were dispatched from Japan to assist in the development of the Master Plan for TVET in 2000. The TVETS Project was then recommended by the experts to assist COTVET with the implementation of the reform.

He also outlined the main activities conducted by the Project since inception in 2007 to 2011 which includes strengthening COTVET and implementing CBT in 3 Pilot Institutions as well as the Workplace Experience.

The overall achievement of the Project includes supporting COTVET to institutionalize the CBT TVET reform for dissemination of CBT TVET, he also outlined the following; graduation of the 1<sup>st</sup> batch of the ATTC and NVTI CBT students in February, development of 5 programmes in CBT and capacity development of COTVET to manage the CBT reform.

He was however quick to add that the future of the reform is bright when there is a proper mechanism in place to sustain the programme and for extension and expansion to other trade areas other than the piloting.

#### **PRESENTATION OF CBT TVET PILOTING**

Mr. Stephen Turkson, CBT TVET Expert, JICA TVETS Project was the next to give his presentation. In his presentation, he outlined the steps used in CBT piloting activities and the importance of reforming traditional assessment practices.

He captured steps in the materials development, the various types of capacity building for facilitators and what the CBT assessment seeks to address.

He ended by saying CBT purpose would be achieved if TVET practitioners apply the CBT concept principles consistently, systematically, creatively and simultaneously.

#### **PRESENTATION ON CBT TVET SYSTEM**

Mr. Eric Odotei, CBT TVET Expert, JICA TVETS Project, in his presentation gave a brief background of the reformation of TVET. The reformation was based on the National TVET Policy framework for Ghana 2004 and the white paper on report of the Education reform. He outlined the

objectives of the TVET reform with CBT as the main mode of delivery for TVET and the establishment of COTVET to supervise all aspect of TVET which was established by an Act in 2006 and operational 2008.

He mentioned some policies that needed review to address some constraints; including

- Sustainable Skills Development fund ,
- Quality of teachers in the TVET Sector- Africa Development Bank is planning to provide infrastructure for some Technical Institutes and Polytechnics
- Roll-out of the CBT programme- COTVET is to come up with a strategic plan in rolling out the programme.
- Funding for TVET
- Training of teachers for CBT
- Finalization of the National TVET Qualification Framework

In conclusion, he said there is more to be than for TVET to produce the skills to meet the needs of industry and the economy.

## **PRESENTATION BY THE PILOT INSTITUTIONS**

### **ACCRA POLYTECHNIC**

The presentation was made by Mr. Emmanuel Oman, he was grateful to JICA TVETS Project for selecting A-Poly as one of the pilot institute piloting the CBT in HND Mechanical Engineering.

He elaborated on the lessons learnt during the piloting;

1. High turnover of staff was a challenge.
2. Teaching both traditional and Competency Based Training class was also a challenge.
3. Students demand a lot from facilitators since they have the units specifications and require facilitation.
4. Unit specifications should be completed before equipment procurement to maximize resources available.
5. Teaching and learning environment influences quality of the programme, therefore must be considered prior to commencement of the programme.
6. Need to train technicians on Laboratory and workshop management before a programme starts.
7. Off-campus workshops greatly contributed to meeting learning material development deadlines.
8. Students were highly motivated because of workplace experience.
9. Dual reporting format(NABPTEX/COTVET)

In conclusion he made some recommendations,

1. To formalize trade associations in order to have a cohesive Occupational Standard
2. Set up a team to improve coordination and communication between COTVET and Training Institutes
3. Continual capacity development of facilitators
4. COTVET should demand a report from heads of institutions on progress of CBT
5. Sustainable funds for rolling the programme.

### **ACCRA TECHNICAL TRAINING CENTER**

The presentation was done by Mr. Ameyaw Baafi, Principal of the ATTC. In his presentation, he said the Institution became a Pilot Institute in August 2008 and had a series of training workshops to build staff capacity and developed CBT material for Welding and Fabrication certificate II. Three members from the CBT team were recruited by the Project to experience the management of the CBT implementation.

The Project also provided the institution with equipment and refurbishes the CBT resource Center.

Lessons learnt during piloting, he stated as;

1. CBT is the appropriate mode of delivery as it offers students the requisite skills and competencies to meet industrial standard.
2. CBT is highly intensive with lots of administrative work therefore requires committed and motivated personnel to be engaged.

3. The CBT Technical team with the skills of developing CBT materials acquired from the various Training workshops organized by the Project would support COTVET in out the programme to other trade areas other than Welding.
4. Demand for more consumables due to the practicality of the programme.
5. Lack of financial motivation for facilitators.
6. High cost of monitoring process in workplace experience learning.

ATTC looks forward for strong collaboration with COTVET to complete the development of some materials and implementation of other programmes at the Center. He applauded JICA TVETS Project, industries and other stakeholders involved in the Project to make it a success and assured JICA that, a strategic plan would be executed to ensure sustenance of the programme.

#### **NATIONAL VOCATIONAL TRAINING INSTITUTE- PILOTING TRAINING INSTITUTE**

The Manager of NVTI-PTI, Mr. Maxwell Kofi Zanu made the presentation on behalf of PTI. He said NVTI-PTI started piloting the CBT programme from 2008 in Electronics Certificate I. The first batch of learners for Certificate I graduated in February 2010. The development of the Certificate II programme began in February 2011 with approval from COTVET and National TVET Qualification Framework.

The Institution expressed appreciation to JICA for sending a Technical Expert in Electronics to train their staff in PLC and other advance electronics systems. However, they encountered some challenges during the piloting and made some recommendations in sustenance of the programme such as;

1. Establishing a CBT Implementation Committee with members from COTVET, Industry, NVTI and other related stakeholders to come out with strategic plans to implement the programme.
2. Frequent training of trainers for facilitation.
3. Allocate 15% of the total Institutional budget for CBT development and training including Workplace Experience Learning.

#### **PRESENTATION BY INDUSTRIAL PARTNERS**

Mr. Oswald Atikornu represented Ghana Textiles Printing (GTP) and industrial partners as whole. In his speech he was highly impressed with the performance of the CBT students who came to their company for Workplace Experience Learning as the student went with clear-cut standards compared to the other traditional students. He nonetheless added that the students lack the ability to interpretate drawings and therefore pleaded with facilitators to make efforts to teach the learners.

He implored stakeholders to support the programme to enhance the competencies and skills of learners for effective productive economy.

#### **PRESENTATION ON TVET REFORM REVIEW**

Mr. Samuel Thompson, Policy Coordinator, COTVET was the next to make a presentation. He brief members on the background of the reformation of TVET and highlighted on the Anamoah-Mensah report and the Government white paper on the report. He also outlined the major goals of the TVET policy and the mandate of COTVET as to coordinate and oversee to all aspects of TVET in the Country.

He summarized the functions of COTVET and some achievement of COTVET implementing the reform as;

1. Policy formulation and review
2. Piloting CBT in three Institutions at three levels
3. Establishing five Standing Committees.

4. The National Apprenticeship programme
5. Establishing a Skills Development Fund
6. Equipping Technical Institutions.

#### **PRESENTATION ON THE FUTURE OF COTVET**

The Executive Director, Mr. Baffour-Awuah expressed his appreciation to JICA for the support toward TVET. He summarized activities on the way forward for COTVET;

- Improve structure and Coordination of TVET
- Enhance quality assurance mechanism in Formal and Informal TVET delivery.
- Roll-out the National Apprenticeship programme for 8000 students.
- Strengthen the TVET system, policies and legislation.
- Coordinate and implement all donor fund projects
- Continue with the preparation of 10 year strategic plan for skills development to include various policies.

He emphasized the perception improvement, linkages between industries and training institute be strengthened and developing capacities of Master Craft persons.

He added that with improvement of infrastructure to roll out CBT, the GET Fund, Africa Development Fund, the World Bank are some sources of funds to equip and improve infrastructure.

He then highlighted on the functions of three Standing Committees established; Industry Training Advisory Committee (ITAC), Training Quality Assurance Committee (TQAC) and National TVET Qualifications Framework (NTVETQF).

He ended by saying COTVET would continue with all the activities particularly the rolling out of CBT to cover all trade areas at various levels. He wished the Project team success in their next assignment and looks forward to other future cooperation with JICA.

#### **STUDENT REPRESENTATIVES FROM THE PILOT INSTITUTIONS**

Students from the Pilot Institutions made some remarks. In their speeches, they expressed their gratitude to the implementors of the CBT programme and urged COTVET to make funds available for the sustainability of the programme. In their opinion CBT has made some great impact on learners as learning attitude has improved very much. Nonetheless, due to time constraints facilitators are unable to cover all the units and provide inadequate consumables for practical.

#### **DISCUSS SESSION**

1. Proposal of additional credit for the generic subjects- Credit issue to be address in the qualification framework.
2. Sustainable plan in place for COTVET to motivate facilitators- A fee policy would be in place to address this issue.
3. Increase the enrolment of females in the Technical Institutions. A division for Women in TVET would be operating when COVET is fully functioning to address some of these issues.
4. To repackage TVET to make it attractive, the progression path with should be clearly spelt out. - The CBT model has a flexible entry and exist point. There is the need to accumulate certain number of credit to progress to another level.
5. Training programmes organized for the formal sector should be extended to the informal sector.
6. The Institutions should liaise with the industries so that when they are disposing their machines, it could be given to the institutions.
7. Need for an insurance policy to be made for learners before they start Workplace Experience Learning.
8. It was suggested that, after the finalization of the Legislative Instruments, COTVET should lobby at parliament for approval of the document quickly to have legal backing to implement

some policies.

**CLOSING REMARKS**

Dr Jakpasu Afun, the Chairperson called for concerted efforts to make the programme a success despite the various challenges. He praised JICA for their outstanding support and contribution towards TVET. He expressed the hope that JICA would continue to support COTVET activities and also thanked all participants for attending the meeting





## Appendix 5: Minutes of 3rd, 4th and 5th JCC Meeting

### Appendix 5.1 3<sup>rd</sup> JCC

#### **COTVET/JICA/TVETS PROJECT** **MINUTES OF THE THIRD JOINT COORDINATING COMMITTEE MEETING**

**1.0 DATE AND TIME:** Wednesday, 7<sup>th</sup> July, 2010 at 9:00am

**2.0 VENUE:** Sterlin hall, Coconut Grove Regency Hotel

**3.0 ATTENDANCE:**

The attendance at the workshop has been attached as *Appendix I*

**4.0 AGENDA**

- Chairman's opening remarks
- Brief statement
  - Deputy Resident Representative, JICA
  - Representative, Ministry of Education
- Approval of minutes of the 2<sup>nd</sup> JCC meeting of 12<sup>th</sup> November, 2009
- Matters arising out of the 2<sup>nd</sup> JCC meeting minutes
- Presentation on
  - COTVET and TVET Development in Ghana
  - TVETS Project Overview
  - Progress and Work Plan for Output 1- COTVET capacity building
  - Progress and Work Plan for Output 2 – Progress on CBT Piloting
- Discussions, Questions and Answer
- Closing remark
- Closing of meeting

**5.0 OPENING PRAYER:**

The opening prayer was said by Mrs. Evelyn Ampadu, VTF.

**6.0 OPENING REMARK**

The Executive Director, COTVET welcomed all members present and participants were asked to introduce themselves. After introduction of participants, the Executive Director gave his opening remarks. In his remark, he hoped that the meeting would be successful and members will an immense contribution towards this meeting. He read through the day's agenda and called for the acceptance of the agenda. Edward Appiah, TVETS Project moved for acceptance and was seconded by Seth Asamoah, TVETS Project.

**7.0 SHORT ADDRESS**

The first to give a brief statement was Mr. Kito, JICA's Resident Representative. He mentioned the fact that JCC is the forum for reviewing the general progress of the Project and deliberating major issues affecting the Project. He said it was important for members to pay attention more on the findings and recommendations of the mid-term review of the TVETS project, in order to find a clearer way forward for the remaining duration of the project. He also talked about the terminal evaluation of the project scheduled for November to December 2010. He commends the Government of Ghana for its various efforts to develop its human resources, especially through TVET. JICA believes that a developed human resource base is essential for every

country. He also commended all stakeholders' for their remorseless efforts to reform the TVET sector through the TVETS project.

Mr. Tay, The Deputy Director of Ministry of Education read a speech on behalf of the Hon. Minister of Education. In his speech, he said the Government is very happy that JICA is supporting TVET in Ghana. He stated that COTVET should take control and ownership of the Project for sustainability and with the support of Government. He said Government was worried about male dominance in Technical institutions and is taking steps to address the problem. He urged members to continue with the deliberation of issues in order to find the way forward in TVET.

#### **8.0 APPROVAL OF PREVIOUS MINUTES**

Members approved the proceedings of the meeting held on 12<sup>th</sup> November 2009. Mr. Maxwell Kofi Zanu (NVTI) moved for the acceptance and Mr. Ameyaw Baafi (ATTC Principal) seconded the motion.

#### **9.0 MATTERS ARISING OUT OF PREVIOUS MEETING**

Members has confirmed the progress of the matters arising out of the previous meeting. Some remarkable points are as follows.

- Funding of CBT: - Skills Development Fund has been established to fund TVET in Ghana.
- Lack of publicity of the new TVET reform: - A TVET Forum to be organized in September. The new COTVET website is almost completed for public to access information.

#### **10.0 PRESENTATION ON COTVET AND TVET DEVELOPMENT IN GHANA**

This presentation was made by Mr. Baffour-Awuah, the executive director of COTVET. He talked about current organizational status and progress including current staffing of COTVET, establishment of the four standing committees of COTVET (Industry Training Advisory Committee, National Technical and Vocational Education Training Qualification Framework Committee, Training Quality Assurance Committee and National Apprenticeship Committee) and other activities and issues related COTVET.

COTVET is faced with the challenge of mapping out all TVETS institutions in Ghana hence will come up with a national policy of mapping out all TVETS Institutions. He lamented COTVET's unawareness of the number of TVET institutions in and their conditions and promised that the mapping out will serve as a baseline for improvement.

He also said there are plan to receive a Korean expert in Quality Assurance to help in the quality assurance framework for a year. He called for support and commitment from the Government, sundry trade associations, parents and all stakeholders and also for more material and financial resources and motivation for the work ahead.

Question 1: Mr. Tay said that COTVET could not use all allocated GET Fund last year, thereby leading to the slashing of their allocation for the following year.

Answer: The ED answered that COTVET was not able to fully utilize the GET Fund due to COTVET structures not in place then.

Question 2: Another asked what has come out of the Skills Development Fund (SDF), has the industries started contributing?

Answer: The SDF must fully be established before soliciting the industries contribution. In a related view, Dr. Pealore mentioned a policy in Korea where industries are taxed 2%. He promised to get the document so that everybody will have an idea how it is done.

In a different development a member lamented why capacity development are not given to the right people and wondered the criteria used. He then called for it to be looked at the second time.

**Question4:** Does Ghana Education Service (GES) insure students?

Answer: Both Teachers and students are insured against internal risk and uncertainties within their institutions; however, they are not insured whiles on workplace experience learning. Mr. Asamoah Duodu then agreed that there should be a policy that will address the automatically.

## **11.0 PRESENTATIONS BY TVETS PROJECT**

**11.1** The Chief Adviser Dr. Ozawa presented on TVETS Project Overview, including the overview of PDM (Upper goal, purpose of the TVETS Project) and what have been done since the new JICA experts team arrived in Ghana in February 2010. In his presentation he highlighted that the proper qualification should be awarded to the CBT piloting students thus it is necessary to accelerate the procedure of setting up the system of awarding CBT qualification.

**11.2** Ms. Akiko Nishibuchi on her part enumerated the progress of the Output 1, capacity development of COTVET. She introduces various training plans for COTVET Staff, COTVET Board and the Standing Committees. She also introduced the plan of sensitization activities including website, newsletters, video on CBT and TVET Forum. She then concluded that the process of registration and accreditation of CBT qualification in the piloting schools which is underway will be shared with other TVET institutes.

**11.3** Mr. Eric Odotei, a member of the Project spoke on the functions and the progress the Standing Committees have made so far. He made reference to the orientation workshop in May 2010 for the Standing Committees members, he also touched on their 2010 work plan which he said has been approved by the board. He mentioned that Mr. Brent Richardson, Qualification Accreditation expert in TVETS team is taking a critical look at issues pertaining to quality assurance as well as holding meetings on what can be done to improve some aspects of the project.

**11.4** Mr. Tamon Nagai addressed the current progress of the Output 2, CBT piloting activities. He outlined what each piloting institute is doing at the moment. He mentioned the importance of the role of ITAC and its sub committees for promoting CBT piloting activities. He talked on the arrangement of a smooth transition of the project from the JICA TVETS to COTVET which should needs to be looked at.

**11.5** Mr. Stephen Turkson added the progress of the CBT Workplace Experience. He shared the objective, the progress of workshops organized for curriculum development and assessor training, and the signing of Memorandum of Understanding.

## **12.0 QUESTIONS AND ANSWERS SECTIONS**

**Question 5:** Dr. Dominic Pealore asked what are the key challenges in the CBT system, because in the presentations there was focus on the achievements rather than the challenges.

**Answer:** The Executive Director of COTVET answered that one of the challenges is the duplication of functions by COTVET, NABPTEX and NVTI and it should be addressed.

**Discussion 6:** COTVET office is too small for housing staff especially other staff that might join in future.

**Answer:** The Executive Director of COTVET answered that immediate step is the renovation of the ground floor which is on going and he hopes there will be an extension in future or a new place will be sorted for.

**Discussion 7:**

The Chief Adviser of the Project in his contribution said he hoped that the students will graduate with a CBT certificate. He was concerned about the extension of the CBT programme into other trade areas in the future and whose responsibility it will be in providing training for trainers after the project ends. He suggested COTVET to source for funding to continue when the project is over. He also recommended that CBT should be considered as part of the Teachers' Training Colleges curriculum programmes.

**Discussion 8:** A participant, Mr. Ameyaw Baafi (ATTC Principal lamented how Teachers could be employed outside their normal duties and yet receive no motivation for developing the CBT curriculum. He said the situation is serious to the extent that the teachers become unwilling to attend CBT curriculum development workshops. He urges COTVET, GES and Ministry of Education to assist in the payment of some form of allowances to motivate the teachers.

**Discussion 9:** Mr. Adjah, Accra Polytechnic reminded participants how important learning equipment and learning environments are to the CBT mode of facilitation which is different from the traditional system of facilitation and yet Accra Polytechnic doesn't have enough space (workshop) to accommodate and utilize the equipments purchased through the project.

**Discussion 10:** Mr. Eric Odotei, CBT TVET Expert appealed that when the project is finished in March 2011, there should be a frantic effort smooth transition plan. Besides, there should be an effort of factoring into the programmes of DANIDA, KOICA to continue from where the project will leave off so that there will be a continuity rather than ending up with only the three pilot institutions. On the issue of the equipment, the Executive Director of COTVET said the equipments will come when the workshop is ready.

**Discussion 11:** Mr. Asamoah Duodu in his opinion suggested that internally generated funds should be used to serve the purpose of motivating the staff.

**Question 12 :** A member asked how these piloting sectors (Engineering) and institutes were selected, while there are other areas of TVET.

**Answer:** The executive director of the COTVET answered that there was a feasibility studies that indicated Engineering was of the upmost priority.

**Question 13:** GRATIS and COTVET are under the Ministries of Trade and Industries and Education respectively. These two bodies are engaged in similar tasks. How can the two (2) be harmonized.

**Answer:** COTVET should put plans and system together that will address all these coordination problems. The system should be submitted to the Standing Committees to study.

**Question 13:** When will COTVET take up financial sustainability of the project? What kind of support will be provided to the piloting school for expanding the CBT program to other level of the certificate (e.x. NVTI would like to start certificate II level of Electronics in addition to current Certificate I level)

**Answer:** COTVET will organize a forum on how to fund SDF/ CBT. In addition to the GET Fund, 1% of the Ghana oil proceeds will be negotiated for this purpose.

**Question 14:** Is the TVETS Project relevant to the your needs? how can it be improved?

**Answer:** The relevance of the TVETS Project is non debatable; especially in terms of capacity development, logistics and financial support without which the CBT piloting programme would not have come this far.

### **11.0 CLOSING REMARKS**

The COTVET Board Chairman gave his closing remarks. He was hopeful and called on all to be work hard towards a demand driven agenda of the reform.

### **MATTERS ARISING OUT OF THE MINUTES**

<b>No.</b>	<b>Subject/Questions</b>	<b>Responsible Person</b>	<b>What has been discussed</b>	<b>Remarks</b>
9.0	Lack of publicity of TVET Reform	COTVET/TVETS Project/	TVET Forum is planned in September. It will be planned strategically to get access to the important stakeholders (industry, training provider, teacher training institutions, PTA etc.)	
10.0	Mapping out of TVET Institutions in Ghana	COTVET	COTVET is setting up a national policy on mapping out all TVET institutions.	
10.1	GET Fund allocation to COTVET	Government	COTVET was unable to utilize funds from GETFUND due to lack of proper structure in place for this reason Government cuts down moneys for COTVET this year.	
10.2	Industries contribution towards SDF	COTVET/Industries/Government	SDF must be fully established before soliciting for industries contribution	Dr. Pealore agrees to circulate a document to members on how Korea implements this policy.
11.0	Target of TVETS Project	COTVET/TVETS Project/	The focus of the project is to award CBT certification to Piloting Students by integrating outputs of various tasks and activities	
12.1	Key challenge affecting the CBT programmes	COTVET/ Stakeholders	Even though COTVET has the mandate to oversee TVET in the country, the major challenge facing it is the duplication of functions by COTVET, NABPTEX and NVTI. Also the delay in setting up ITAC sub-committee to validate the programme.	COTVET through TQAC and NTVETQC will manage the transitional phase.
12.2	Extension of the CBT to other trade areas.	COTVET/ Government	COTVET to source for funds to sustain the programme when the project ends.	CBT should be considered as part of the Teachers' Training Colleges curriculum or draw up programmes for training trainers.
12.3	Motivation of teachers	COTVET/MoE/ GES	Teachers engaged to develop the CBT curriculum are not highly motivated.	
12.4	Renovation of A-Poly's workshop	A-Poly/COTVET/JICA TVETS Project	A-Poly's workshop needs to be renovated due to lack of space to accommodate the equipment and implement CBT.	
12.5	The relevance of TVETS Project	JICA/TVETS Project	The piloting programme has come this far because of the entire support and assistance of TVETS Project in terms of capacity building, logistics and the financial support by JICA.	

## Appendix 5.2 4<sup>th</sup> JCC

### COTVET/JICA/TVETS PROJECT MINUTES OF THE FOURTH JOINT COORDINATING COMMITTEE MEETING

**1.0 DATE AND TIME:** Thursday, 9th December 2010 at 9:00am

**2.0 VENUE:** Bouquet hall, Coconut Grove Regency Hotel

**3.0 ATTENDANCE:**

The attendance at the meeting has been attached as Appendix I

**4.0 AGENDA:**

- Chairman's opening remarks
- Brief statement
  - Deputy Resident Representative, JICA
  - Deputy Minister, Ministry of Education
- Approval of minutes of the 3rd JCC meeting of 7th July, 2010
- Matters arising out of the 3rd JCC meeting minutes
- Presentation on
  - TVETS Project Progress and Challenges
  - Outcomes of the Terminal Evaluation – Evaluation on five criteria
  - Outcome of the terminal evaluation – CBT & Industry Relation
  - Recommendations
  - Report on COTVET activities and the way forward
- Remarks by Director, GES
  - Discussions
  - Closing remark
  - Closing of meeting

**5.0 OPENING PRAYER:**

The opening prayer was said by Mr. Ameyaw Baafi, Principal of Accra Technical Training Centre.

**6.0 OPENING REMARK**

The Executive Director, COTVET, Mr. Baffour-Awuah was the Chairman of the JCC Meeting. He welcomed all members present and stated the aim for the 4th JCC Meeting, thus; reporting on the evaluation study conducted by the JICA terminal evaluation team on TVETS Project, and to discuss the progress and achievements made by the TVETS Project and the way forward. He emphasized the fact that recommendations made by the evaluation team would be imperative and applied as this would go a long way in enhancing TVET in Ghana. He thanked participants for their presence at the meeting and concluded that he hoped the meeting ended successfully.

**7.0 STATEMENT BY JICA SENIOR RESIDENT REPRESENTATIVE**

The Senior Resident Representative of JICA Ghana, Mr. Koichi Kito, in his statement stated that he was part of the evaluation team that appraised the achievement made by TVETS Project. The evaluation team since mid-November 2010 has verified the accomplishment made by the Project during the four year period. The evaluation team had prepared a report on the study which includes recommendations on the way forward.

He expressed his profound gratitude to the Principals of ATTC and NVTI for their gallant commitment towards the success of the CBT programme. He also commended them for their keen interest to extend the CBT programme to other trade areas other than the piloting ones. He was of the conviction that the CBT programme would go a long way in equipping students with the relevant skills and working attitudes to pursue productivity and competitiveness. He appealed to all stakeholders to continue sustaining efforts in order to make the TVET reform successful in the long run.

*The Full statement has been attached as Appendix II*

#### **8.0 ADDRESS BY THE HONOURABLE DEPUTY MINISTER OF EDUCATION**

The Deputy Minister of Education, Hon. Dr. J. K. Annan was pleased with the role JICA is playing in the development of TVET. He was appreciative of the continuous devotion and support of JICA in ensuring that TVET in Ghana becomes a model for Africa as it develops human resources needed for the industry.

He assured all of Government of Ghana's commitment to TVET and would continue to strengthen and improve the quality of TVET delivery through COTVET in order to create more jobs for national economic growth and reduce poverty. He was however quick to add that this vision would be achieved when COTVET's structures are in place and functioning properly.

He urged COTVET to operate within its operational mandate as an advisory and policy formulation body, coordinating and regulating skills development and training in the country. He also appealed to COTVET to cooperate with other agencies and implementing institutions that have a stake in skills development.

He further stated that he was looking forward to taking note of the recommendations made by the JICA evaluation team and expressed his gratitude to JICA for their immense contribution in strengthening TVET in the country.

#### **9.0 APPROVAL OF MINUTES OF 3RD JCC MEETING**

The Chairman read through the minutes of the 3rd JCC Meeting and called for the acceptance of the minutes. Members approved the proceedings of the meeting held on 7th July 2010. Mr. Kofi Zanu, Manager, NVTI/PTI moved for acceptance and was seconded by Mr. Kwesi Boafo, Vice Principal, ATTC.

#### **10.0 MATTERS ARISING OUT OF 3RD JCC MINUTES OF MEETING**

- Students from ATTC and NVTI were exempted from some subjects (science and interpersonal skills) because the institutions did not meet the requirements of the qualification framework and therefore needed exemptions to allow the piloting group graduate. However, subsequent students offering those programmes would not be exempted as its mandatory to offer those courses.
- A concern was raised by Mr. Antwi Boasiako, Executive Secretary-NABPTEX, about the institution tasked to award or issue certificates to Accra Polytechnic as NABPTEX is not aware of the mode of assessment for this pilot institution.  
Mr. Turkson, TVETS Project, in his reaction to this concern said NABPTEX has been part of the programme since its inception and that some external verifiers were selected by NABPTEX and trained to verify the assessment made by Accra Polytechnic.  
Hon. Annan called on COTVET to collaborate with other existing institutions and awarding bodies to trail upon a common path.
- For industries to contribute towards the Skills Development Fund (SDF), it was suggested by some members to get all the industries committed and involved at the



early implementation stage of this programme as they are the beneficiaries of the programme.

- With the extension of the CBT programme to other trade areas, the National TVET Qualification Framework Committee has approved ATTC and NVTI to offer welding in certificate 1 and Electronics in certificate 2 respectively. Accra Poly on the other hand received good response from industries on students' workplace experience. The School has admitted new students in year one but are facing some challenges in terms of infrastructure.
- The rolling out of the CBT programme to all trade areas would be delayed due to the expensive nature of the programme. However, COTVET has developed a 5year strategic plan on how to extend the programme to all Technical and Vocational programmes.

#### **14.0 PRESENTATION ON TVETS PROJECT PROGRESS**

The Chief Adviser of TVETS Project, Dr. Ryoichi Ozawa gave a brief overview of the Project's activities. He talked about the overall goal to be achieved by 2016 and the purpose of the Project as; "Strengthening implementation capacity of COTVET and its related institutions (bodies) for the introduction of CBT at TVET training institutions, leading to forming National TVET Qualifications Framework and Qualification Accreditation System under COTVET". The Project's purpose is to be achieved by the end of the Project period March 2011.

Ms. Akiko Nishibuchi, Output 1 Management, outlined the progress made in output 1; "Capacity building of COTVET". She enumerated the type of activities under output1 which were embarked on by the Project.

The Project achieved the following:

- Establishing a harmonized CBT model
- Developing the human resource of COTVET Secretariat
- Capacity development of COTVET Board and Standing Committees
- Improving the Public Relations activities of COTVET by developing a new website and sensitization on CBT/ TVET.

She also added that, the Project organized an 8day study trip to South Africa and Botswana for 3 COTVET staff and 3 participants from the pilot institutions to institutions similar to COTVET to study how the CBT programme is being implemented in those countries. In conclusion she emphasised that a lot was achieved under output 1 since the new JICA expert team took over from the previous JICA Project administration.

The next to make a presentation was Mr. Stephen Turkson, who gave a detailed report on output 2 activities, "CBT piloting on mechanical engineering". He touched on the number of students and commencement of the CBT programme in the three CBT piloting Institutions. ATTC was piloting the programme in welding (certificate 2) and has a total number of 16 students. The institution commenced the programme in October 2009. National Vocational Technical Institute (NVTI-PTC) is offering the CBT programme in Electronics (certificate 1), the number of students are 33 (two classes) and began the programme in January 2009.

Accra Poly also is piloting the programme in Plant engineering, HND level. The piloting group has 18 students and the programme commenced in October 2009.

The following are the activities that were carried out in output 2;

1. Developed and implemented CBT in 3 Piloting institutions.

2. Prepared and implemented workplace experience learning programme for the piloting.
3. Training of trainers in the piloting schools
4. Reflect lessons learned from the pilot trainings onto other TVET providers

Mr. Eric Odotei gave a presentation on the lessons learnt from implementing the CBT programme. All the CBT models in the country were harmonised by the Harmonisation Committee established by COTVET. The Project had received strong support from the Ministries, COTVET and TVET institutions.

The Project had technical support from partner TVET institutions and engaged CBT course developers from the pilot institutions and part time consultants. JICA also through the Project provided equipment to the CBT piloting Institutions.

He concluded by outlining the remaining activities of the Project;

- Organising TVET forum,
- Project management training and workshops for Standing Committees in output 1.

In Output 2 the remaining activities are documentation of CBT normalization, documentation of updating training programs and conducting workshops for piloting schools.

#### **15.0 PRESENTATION ON THE TERMINAL EVALUATION BY THE EVALUATION TEAM**

Mr. Jon Totsukawa, evaluation team member, gave a presentation on the objectives of the terminal evaluation and briefed members on the outcome of the evaluation on the five criteria for which the Project was appraised. The team observed that some reasonable progress has been made on the Project purpose and significant achievements have been made in Output 1 and 2 for the past one year after the mid-term review was conducted.

Mr. Raimei Nakano, a Consultant presented the outcome of the evaluation study in terms of CBT and Industry relations. He talked about the background of the industrial society and the progress. The challenges affecting the progress of industrial hierarchy model which are the rapid innovation on technology and difficulty of keeping a good assignment to put the qualified workers into the required position. He explained and suggested some solutions on how to overcome these challenges. He acknowledged the efforts of the CBT experts for their commitments and helping develop the skills of trainees for industries. He stressed the importance of establishing good relations with the industries.

Mr. Koichi Kito, leader of the evaluation team gave a report on the findings and recommendations made by the team. From the findings, the team deduced that the Project purpose is likely to be achieved by the end of the Project period March 2011.

#### **RECOMMENDATIONS:**

The following are some of the recommendations the terminal evaluation team made;

- The team anticipated that the TVET institution would encounter some problems in accessing funds and therefore suggested that besides the Skills Development Fund, alternative sources funding should be sort to train students in the CBT mode.
- To accelerate the reform COTVET needs a reasonable number of staff, they therefore pleaded with Ministry of Education to make the necessary arrangement to speed up the recruitment plan of COTVET.

- It was recommended that Ghana should continuously follow its harmonised CBT approach since more development partners will join the TVET subsector.
- To sustain the partnership with industries for workplace experience, COTVET should strengthen the mechanism needed to collaborate with industries.
- Maintenance plans for the equipment should be made to ensure long running usage of the equipment.

#### **16.0 PRESENTATION ON THE UPDATE OF COTVET ACTIVITIES**

The Executive Director of COTVET, Mr. Baffour-Awuah, elaborated the vision, mission and revealed COTVET's mantra as "Leaders in Skills Development". He summarised the activities of the various Standing Committees and urged Industrial Training Advisory Committee to supervise the training packages produced by the Informal Sector and other activities.

He gave a highlight of the 2nd half activities of COTVET focusing on the launching of the SDF, ECOWAS Training for TVET Teachers, National apprenticeship programme launch, orientation workshop for COTVET Board and Strategic planning workshop for COTVET staff. He briefed members on the update of the activities of development partners and the way forward for COTVET. He ended by stating some of the challenges facing the implementation of technical and vocational skills development reforms in Ghana.

#### **17.0 REMARKS BY DIRECTOR OF GHANA EDUCATION SERVICE (GES)**

Mrs. Benedicta Naana Biney, Acting Director of GES, affirmed her association with COTVET activities. She implored COTVET to build more of its capacity to bring about the change needed in Ghana. She was worried about the perception the public have regarding TVET and therefore charged everyone present to work hard to erase the perception of the public that TVET is a 'second class' education. She pledged the readiness of Ghana Education Service to contribute immensely towards the success of the reform.

#### **18.0 DISCUSSION SECTION**

**Discussion 1:** A concern was raised about the way forward after the end of the Project.

**Discussion 2:** Mr. Boafo, ATTC suggested that the evaluation team should have given an example of the flow chart they indicated in their presentation.

**Discussion 3:** Mr. Peter Darras, World Bank, suggested that to erase the perception about TVET, TVET institutions need to partner with industries and set up fund for TVET sustainability. He commended JICA for their good works. He urged COTVET to make SDF competitive for institutions accessing the fund.

#### **20.0 CLOSING REMARK**

Mr. Nick Opoku, COTVET Board Chairman, called for concerted efforts to make the programme a success despite the various challenges. He was of the opinion that discipline must be instilled in the students as indiscipline is a major challenge that needs to be addressed. He praised JICA for their outstanding support and contribution towards TVET. He expressed the hope that JICA would continue to support COTVET activities and also thanked all participants for attending the meeting.

#### **21.0 CLOSING PRAYER**

The meeting came to a close at 13:10 hours. The closing prayer was offered by Mrs Gertrude Addo, JICA TVETS Project.

## **APPENDIX I: ATTENDANCE TO JOINT CO-ORDINATING COMMITTEE (J.C.C.) MEETING**

The membership of the current J.C.C includes the following:

1) Chairperson and Co-Chairperson

1. Mr. Daniel Baffour Awuah, Executive Director of COTVET as Chairperson
2. Dr. Ryoichi Ozawa, Chief Advisor of TVETS Project as Co-Chairperson

2) Participants of the meeting

A) Ghanaian Side:

Ministries

3. Hon. J. S. Annan, Deputy Director, Minister of Education
4. Ms Benedicta Naana Biney , Director, Ghana Education Service, Ministry of Education

COTVET

5. Mr. Nick Opoku, Chairman of COTVET Board / Chairperson of TQAC
6. Mr. Sampson Dampety, Coordinator for CBT
7. Mr. Kwabena Amaniampong, Coordinator for Informal Sector
8. Mr. Kweku ofori Bruku, Chairperson of Industrial Training Advisory Committee /Board Member
9. Mrs. Sharon Feneku, Board member, COTVET
10. Mr. Kofi Ntow, SDF Manager
11. Mr. Paul Adjei, Procurement Specialist
12. Q.W Lawson, Board Member, COTVET
13. Mr. Brahms Achiayao, COTVET Board Member
14. Mr. S.T Choi, Korean Expert
15. Mr. K. O. Danso, Internal Auditor
16. Ernestina L. Asuinura, Director of Administration and Finance
17. Eugene Tapegnuu, Administrative Manager
18. Mr. Atsu Kpewu, Accountant
19. Issahaq M. Jalaludeen, M & E Specialist

Accra Polytechnic (A-Poly)

20. Mr. Emmanuel Oman, Head of Department, Mechanical Engineering Department, Accra Polytechnic

Accra Technical Training Centre (ATTC)

21. Mr. Baafi Ameyaw, Principal, Accra Technical Training Centre
22. Mr. Kwesi Boafo, Leader of ATTC CBT Technical Team

National Vocational Training Institute (NVTI)

23. Mr. Maxwell Kofi Zanu, Manager, Pilot Training Institute / National Vocational Training Institute
24. Mr. S. C Keelson, Team Leader, NVTI/ PTI

Special Invitee

25. Linda Agyei, Director, VTF
26. Ben Antwi-Boasiako, Executive Secretary, NABPTEX

27. Ralph Ameyaw, Executive Secretary, CIBA
28. Dorcas Spitchoru, Technical Adviser, PRECEVID
29. Peter Darras, World Bank

B) Japanese Side;

JICA Ghana Office

30. Mr. Koichi Kito, Deputy Resident Representative of JICA Ghana Office
31. Mr. Ichiro Fukuhara, Assistant Resident Representative of JICA Ghana Office
32. Ms. Mama Owusu, Education Adviser of JICA Ghana Office
33. Kosuke Nagino, M & E Consultant
34. Raimei Nakano, Evaluation team member
35. Jon Totsukawa, Evaluation team member

TVETS Project

36. Ms. Akiko Nishibuchi, Output I Management
37. Mr. Stephen Turkson, CBT Expert
38. Mr. Eric Odotei, CBT Expert
39. Mr. Seth Asamoah, Technical Officer
40. Ms. Gloria Commodore, Administrative Assistant II
41. Mrs. Gertrude Addo, Human Resource Development
42. Mr. Robert Danful – CBT Course developers
43. Veronica Manu – CBT Course developers
44. Mr. Richard Okwabi - CBT Course developers
45. Ms. Florence Boahene , Standing Committee Secretary
46. Mrs. Martha Dadzie, PR Coordinator

**APPENDIX II :Speech for JCC - 9<sup>th</sup> December 2010, Mr. Koichi KITO, Senior Representative, JICA Ghana Office**

Good morning, ladies and gentlemen,

Thank you for coming to the 4<sup>th</sup> Joint Coordinating Committee meeting for the TVETS project.

Now is the final stage of the project. Since mid-November the terminal evaluation team has verified the achievements of the project through questionnaire surveys, interviews and site visits. The evaluation team has been composed jointly by JICA and COTVET and produced a report including recommendations for the way forward, which is going to be signed tomorrow in the form of minutes of meeting.

I have been working as a team leader and visited ATTC and NVTI. I was much impressed that the workshop and equipments are well organized and utilized, and especially both principals showed their intentions to expand the CBT method to subjects other than the piloting ones.

I believe the CBT method will equip students with skills and working attitudes to pursue productivity and competitiveness. TVET can develop human resources for national economic growth and contribute to job creation and poverty reduction. The government of Ghana, with the support of JICA has come some way in the TVET reforms, may we all continue to sustain these efforts in order to make the TVET reform successful in the long run.

Let me end by thanking all of you here and wish you continuing success for a better Ghana and better TVET with JICA.

Thank you. Medaase☺

**Appendix 5.3 5<sup>th</sup> JCC****COTVET/JICA/TVETS PROJECT  
MINUTES OF THE FIFTH JOINT COORDINATING COMMITTEE MEETING**

**1.0 DATE AND TIME:** Tuesday, 6<sup>th</sup> December 2011 at 9:00 am.

**2.0 VENUE:** Noguchi Memorial Institute of Research

**3.0 ATTENDANCE:**

The attendance list has been attached as Appendix I.

**4.0 AGENDA:**

- Chairman's opening remarks
- Brief statement
  - Deputy Resident Representative, JICA
  - Deputy Director General, Ghana Education Service,
- Approval of minutes of the 4<sup>th</sup> JCC Meeting held on 9<sup>th</sup> December, 2010
- Presentation on
  - Extension and progress of the Project and recommendations
  - Piloting by NVTI, ATTC and Accra Polytechnic
  - Reform Policy and Post TVETS
- Discussions
- Closing remark
- Closing of meeting

**5.0 OPENING PRAYER:**

The opening prayer was said by Mr. Stephen Turkson, CBT TVETS Expert of JICA TVETS Project.

**6.0 OPENING REMARK**

The Executive Director of COTVET, Mr. Baffour-Awuah, who chaired the meeting, welcomed all present. He stated that the purpose of the meeting was to review the JICA/TVETS Project which was about to wind up its activities. The Project was extended to December 2011 as recommended by the JICA Evaluation team. The Project Outputs were narrowed to two and it was anticipated that the Project would be able to achieve most activities under the Outputs. He declared that the meeting was to deliberate on the achievements of the Project. He thanked participants for their presence at the meeting and concluded that he hoped the meeting would end successfully.

**7.0 STATEMENT BY JICA SENIOR RESIDENT REPRESENTATIVE**

The Chief Resident Representative of JICA Ghana, Mr. Jiro Inamura, in his statement expressed his sincere gratitude to members for attending the meeting. The TVETS project commenced operation in 2007. The project's aim was to strengthen the coordination capacity of COTVET and introduce Competency-Based Training (CBT) to three pilot institutions, namely ATTC, NVTI and Accra Polytechnic. During the JICA TVETS Project, a total of five (5) CBT pilot courses were implemented at the three (3) pilot institutions. With the technical know-how these Pilot Institutions have acquired through the various Capacity developments, they would be able to implement and establish new CBT courses and also transfer the knowledge to their Ghanaian counterparts.

The Project was supposed to end in April 2011 but it was extended to December 2011 due to some delay in the implementation process. Although the Project's purpose and outputs have been achieved at almost satisfactory levels, workplace experience which is an integral part of the CBT has been highly successful with the cooperation of industrial sector.

The Chief Resident Representative was happy that in the latter half of the Project period, various Development Partners (DPs) expressed interest in funding the TVET sub-sector to promote the CBT-led TVET reform. In this regard, it is his hope that the Government of Ghana would disseminate the Ghana Harmonised CBT report nationwide with the support of various DPs.

He observed that the workload of COVET and the number of staff and their capacity at this moment, might affect the sustainability of COTVET. Several other issues including coordination with other stakeholders, Parliamentary approval of the Legislative Instruments (LIs) and development of further regulatory documents are yet to be done. Example of those areas which need additional assistance are students assessment activities such as internal and external verification activities by awarding bodies other than COTVET.

In addition, it is necessary to develop CBT learning package in various areas, capacity development for facilitators and procurement of training equipment. JICA has deemed it fit to support these institutions self-efforts to complete the training management system so as to fully utilize the CBT method, and has decided to implement the follow-up cooperation on the project until March 2012. In addition, JICA is considering the dispatch of a Japanese expert to continue its support to the TVET sector.

He hoped that through this Project, COTVET and collaborating institutions were able to enhance their capacity and would be capable of leading the TVET reform. He looked forward to a successful JCC meeting and hoped that the achievements and the challenges of the Project would be fully discussed as well as the way forward for successful TVET reform.

#### **8.0 ADDRESS BY THE DEPUTY DIRECTOR-GENERAL, GHANA EDUCATION SERVICE**

The Deputy Director-General of Ghana Education Service, Mr. Stephen Adu, on behalf of the Minister of Education, expressed his gratitude to JICA TVETS Project for the invitation to address the JCC. He is also the Chairman of the Training Quality Assurance Committee of COTVET and a substantive member of the JCC.

The Ministry of Education was particularly happy that JICA and the Ministry are cooperating in a number of Projects to improve the delivery of education and training. Some of the other projects JICA is cooperating with the Ministry are INSET Project, School Construction Project and others.

Technical and Vocational Education and Training (TVET) is a priority of Government and therefore a lot of effort is being made to mobilise funding to provide resources for both COTVET and the public TVET institutions to improve the quality of TVET delivery in the country including the informal sector.

Since the early 2000s the Government of Japan has been involved in the TVET sector starting with the development of the TVET Master Plan in 2000 followed by the TVETS Project which started in 2007. The Project has provided significant support to the establishment of COTVET by building the capacity of staff and provision of technical assistance in developing a number of operational manuals and guidelines for the effective implementation of the TVET reform.



The Project has also implemented CBT programmes in three public TVET institutions and has provided equipment to these institutions to support the CBT training. The first batch of CBT students at ATTC and NVTI Pilot Training Institute have graduated and the Accra Polytechnic students will graduate in May 2012.

He expressed the Government of Ghana's appreciation to JICA and to the Government of Japan for the support provided to Ghana in the reform of TVET. He hoped this is not the end of the Government's cooperation with JICA in TVET and that other Projects would follow. There is still a lot that needs to be done to fully realise the objectives of the TVET reform and he was sure JICA will be able to continue supporting the TVET reform.

#### **9.0 APPROVAL OF MINUTES OF 4<sup>th</sup> JCC MEETING**

Members considered and approved the minutes of the 4<sup>th</sup> JCC Meeting held on 9th December 2010 on a motion by Mr. Kofi Zanu, Manager, NVTI/PTI and seconded by Mr. Stanley Nyarko, Facilitator, NVTI/PTI.

#### **10.0 PRESENTATION ON TVETS PROJECT**

The Sub-leader of TVETS Project, Mr. Tamon Nagai talked about the history of the JICA TVETS Project. Experts were dispatched from Japan to assist in the development of the Master Plan for TVET in 2000. The TVETS Project was then recommended by the experts to assist COTVET with the implementation of the reform.

He gave a brief overview of the main activities conducted by the Project since its inception in 2007 to 2011 which included strengthening COTVET and implementing CBT in 3 Pilot Institutions as well as the Workplace Experience.

The overall achievements of the Project include supporting COTVET to institutionalize the CBT TVET reform for dissemination of CBT TVET, graduation of the 1<sup>st</sup> batch of the ATTC and NVTI CBT students in February 2011, development of 5 programmes in CBT and capacity development of COTVET to manage the CBT reform.

He added that the future of the reform is bright as there is a proper mechanism in place to sustain the programme and for extension and expansion to other trade areas other than the piloting.

Dr. Ryoichi Ozawa, Chief Advisor of TVETS Project made three recommendations to COTVET and the piloting institutions. He recommended that for further institutionalization of the CBT TVET reform, more operational and legal documents should be developed. He advocated for sustainable capacity of COTVET and re-designating the pilot institutions as a CBT model Institutes. These CBT Model Institutes would then serve as references and guides for the dissemination of the CBT programmes to other institutions.

The next to make a presentation was Mr. Stephen Turkson, who gave a report on CBT TVET piloting. He touched on the manual for CBT Curriculum Development and training implementation. He also gave the guidelines for managing CBT. He laid emphasis on Monitoring and Assessment being the critical aspects of the Workplace Experience and urged the Institutions to take them seriously.

In conclusion, he proposed that a law should be passed to empower COTVET to issue one certificate for TVET to avoid misunderstanding within the industry regarding the proliferation of different certificates issued by different bodies. He recommended that the facilitators that played the roles of Assessors and Internal Verifiers should be compensated and there should be a clear progression path for CBT students.

Mr. Eric Odotei gave a presentation on the capacity building of COTVET. He listed the four Standing Committees that played a major role in the implementation of COTVET's mandate and indicated the role the Project played in the capacity building of the Standing Committees.

He outlined the legislative instruments for COTVET Act 718 and the outstanding technical documents which were being prepared.

He requested the National TVET Qualification Committee to resolve the outstanding issues pertaining to the NTVET Qualifications framework such as the insufficient credit value for some generic subject, title of the award given at the Diploma level and the progression path of the students.

### **11.0 PRESENTATION ON THE FUTURE OF COTVET**

The Executive Director, Mr. Baffour-Awuah expressed his appreciation to JICA and the Government of Japan for their support toward TVET and to COTVET. As the way forward, COTVET would:

- Improve structure and Coordination of TVET
- Enhance quality assurance mechanism in Formal and Informal TVET delivery.
- Roll-out the National Apprenticeship programme for 8000 students.
- Strengthen the TVET system, policies and legislation.
- Coordinate and implement all donor fund projects
- Continue with the preparation of 10 year strategic plan for skills development to include various policies.

In perception improvement, linkages between industries and training institutes would be strengthened and the capacities of Master Craftspersons developed.

Regarding improvement of infrastructure to roll out CBT, the GETFund, Africa Development Fund, Chinese and the World Bank Projects would provide financial support for the acquisition of equipment and infrastructure.

The Executive Director highlighted the functions of the five Standing Committees established: Industry Training Advisory Committee (ITAC), Training Quality Assurance Committee (TQAC), National TVET Qualifications Framework (NTVETQF), National Apprenticeship Committee (NAC) and the Skills Development Fund Committee.

He assured the meeting that COTVET would continue with all outstanding activities and roll out CBT to cover other trade areas and various levels. He wished the Project team success in their next assignment and looked forward to other future cooperation with JICA.

### **12.0 DISCUSSION SESSION**

1. Members were informed that NABPTEX has accepted the mode of assessment and recordings of the harmonised CBT programme. The Executive Director requested for the formation of a committee comprising Rectors from all the Polytechnics and NABPTEX to confirm this decision.
2. A member agreed that an implementation CBT Committee should be established in the pilot institutions to constantly deliberate on issues with COTVET that would affect the CBT programme.
3. A proposal was made that COTVET should consider introducing CBT programme in Institutions and Departments that would be equipped by KOICA.

4. All the lessons learnt during piloting of the CBT programme should be documented.
5. A suggestion was made that in rolling out the CBT programme to other Technical Institutions, COTVET should consider developing the same trade area that was piloted at ATTC at the same certificate levels for conformity and progression.
6. COTVET should use ITAC to come up with common or uniform terminologies with established trade associations to be used by TVET providers and industries.
7. On the issue of motivation, Mr. Baffour-Awuah said a fee policy would be in place to for services rendered to and for COTVET. However, the facilitators who developed the learning materials for the piloting institutions would be compensated for the work done. Mr. Tetteh is to circulate to members the draft fee policy for comment.
8. Strategic plan by COTVET for completing the outstanding materials by the pilot institution after Project exit.

### **13.0 CLOSING REMARK**

Dr. Ozawa, Co-Chairperson called for concerted efforts to make the programme a success despite the various challenges. He thanked all participants for attending the meeting and indicated that JICA would continue to support COTVET's activities.

### **14.0 CLOSING PRAYER**

The meeting came to a close at 13:10 hours. The closing prayer was offered by Mr. Ameyaw Baafi, Principal of ATTC.

## **APPENDIX I: ATTENDANCE TO JOINT CO-ORDINATING COMMITTEE (J.C.C.) MEETING**

The membership of the current J.C.C includes the following:

- 3) Chairperson and Co-Chairperson
  47. Mr. Daniel Baffour-Awuah, Executive Director of COTVET as Chairperson
  48. Dr. Ryoichi Ozawa, Chief Advisor of TVETS Project as Co-Chairperson

- 4) Participants of the meeting

### A) Ghanaian Side:

#### **Ministries**

49. Mr. Stephen Adu, Deputy Director of Ghana Education Service

#### **COTVET**

50. Mr. Samuel Thompson, Policy and Planning Coordinator
51. Mr. Seth Asamoah, Coordinator for Certification and Assessment
52. Mr. Theophilus Zogblah, Occupational Standards Coordinator
53. Mr. K. O. Danso, Internal Auditor
54. Mrs. Ernestina L. Asuinura, Director of Finance and Administration
55. Eugene Tapegnuu, Administrative Manager, ED's Office
56. Mr. Asamoah Duodu, Chairperson of NTVETQC

#### **Accra Polytechnic (A-Poly)**

57. Mr. Emmanuel Oman
58. Daniel Govi

#### **Accra Technical Training Centre (ATTC)**

59. Mr. Baafi Ameyaw, Principal, Accra Technical Training Centre
60. Mr. Kwadwo Apklagah
61. Mrs. Rosie Acquaye-Siaw

### **National Vocational Training Institute (NVTI)**

62. Mr. Maxwell Kofi Zanu, Manager, Pilot Training Institute / National Vocational Training Institute
63. Mr. John Ocran

#### **Special Invitee**

64. Evelyn Ampadu, VTF

### B) Japanese Side;

#### **JICA Ghana Office**

65. Mr. Jiro Inamura, Chief Resident Representative, JICA Ghana Office
66. Emi Nishihata, Assistant Resident Representative, JICA Ghana Office
67. Ms. Mama Laryea, Education Adviser of JICA Ghana Office

#### **TVETS Project**

68. Mr. Tamon Nagai, Sub leader
69. Mr. Stephen Turkson, CBT Expert
70. Mr. Eric Odotei, CBT Expert

71. Mr. Seiji Kadooka, Project Coordinator
72. Mrs. Dzigbodi Okrofu, Administrative Assistant
73. Ms. Gloria Commodore, Administrative Assistant II
74. Mr. Michael Ocran - CBT Course developer
75. Mr. Robert Danful – CBT Course developer
76. Ms. Veronica Manu – CBT Course developer
77. Mr. Richard Okwabi - CBT Course developer
78. Mr. Stanley Nyarko – CBT Course Developer
79. Mr. Awudu Musah - CBT Course developer



## **Appendix 6: List of Workshops and Trainings**

**Table A6.1 Trainings for COTVET Capacity Development**

No.	Date	Name of Workshop	Participants	No. Participants
1.	26-28 Mar. 2010	COTVET - JICA Knowledge Sharing Workshop	COTVET Secretariat /TVETS members	22
2.	27 Apr. 2010	Discussion workshop for Orientation (introductory) for Standing Committees	COTVET Standing Committees	15
3.	26-28 May 2010	Orientation Workshop for Standing Committees	COTVET Standing Committees	45
4.	5 Jul. 2010	Plenary meeting with chairpersons of the standing committees	Standing Committee	10
5.	13 Jul 2010	Workshop on getting a grasp of CBT for Standing Committee	Standing Committee	15
6.	15 Jul 2010	Workshop on recommendation to address challenges	Standing Committee	15
7.	11 Aug 2010	Standing Committee Procedural Consultation	Standing Committee	10
8.	26-27 Aug. 2010	ITAC Standards Generation WS	Standing Committee (ITAC)	12
9.	28 Aug. 2010	Standing Committees Chairpersons' meeting (kick-off)	Standing Committees' Chairpersons	12
10.	27 Sep. 2010	Workshop for ITAC on Partnership with Industries, Labour Market Monitoring	Standing Committee (ITAC)	16
11.	29 Sep. 2010	Workshop for TQAC on Quality Assurance of Service Providers, Quality Trainers/Instructors	Standing Committee (TQAC)	12
12.	1 Oct. 2010	NAPC Meeting with Brent Richardson	Standing Committee (NAPC)	10
13.	4 Oct. 010	Workshops for NTVET QC: Towards the Registration of Qualifications (1)	Standing Committee (NTVETQC)	9
14.	5 Oct. 2010	Workshops for TQAC on Qualities of Good Assessors, Monitoring of Training Providers	Standing Committee (TQAC)	9
15.	6 Oct. 2010	Workshops for NTVET QC: Towards the Registration of Qualifications (2)	Standing Committee (NTVETQC)	11
16.	7 Oct. 2010	Workshop for ITAC on Rational for Occupational Standards Development.	Standing Committee (ITAC)	18
17.	8 Oct. 2010	Workshops on CBT for Board members and Committee of SC Chairpersons	Board members and Standing Committees' Chairpersons	26
18.	8 Oct. 2010	2nd Standing Committee Chairperson's Technical Committee	Standing Committee (ITAC-Sub committees)	15
19.	5 Oct. 2010	Inauguration of Sub-Committees of ITAC	Standing Committees (ITAC-Sub committees)	41
20.	5-6 Oct. 2010	Occupational Standard Generation/ Validation Training for Sub-committees of ITAC	Standing Committees (ITAC Sub-Committees)	31
21.	13-14 Oct. 2010	Governance Training for COTVET Board	COTVET Board	16
22.	14-15 Oct. 2010	1st Corporate Planning Workshop for COTVET Secretariat (Orientation)	COTVET Board and Secretariat	26



No.	Date	Name of Workshop	Participants	No. Participants
23.	28-29 Oct. 2010	2nd Corporate Planning Workshop for COTVET Secretariat	COTVET Secretariat	26
24.	28 Oct 2010	Committee of Chairpersons of Standing Committee	Standing Committees' Chairpersons	13
25.	18-19 Nov. 2010	3rd Corporate Planning Workshop for COTVET Secretariat	COTVET Secretariat	17
26.	12-13 Jan. 2011	4 <sup>th</sup> Corporate Planning Workshop for COTVET Secretariat	COTVET Secretariat	25
27.	17 Feb. 2011	Training workshop for COTVET technical staff on CBT and TVET Reform, and technical operations of the Standing Committee	COTVET Technical Staff	17
28.	18 Feb. 2011	5th Corporate Planning Workshop for COTVET Secretariat	Selected core members of COTVET Secretariat	10
29.	24-26 Feb. 2011	Retreat ;Team building and Task Management training	COTVET & TVETS Project Staff	20
30.	17 Jun. 2011	ITAC Standard Generation WS	ITAC Sub Committees	30
31.	29 Jun 2011	COTVET's Technical Staff on Occupational Standards generation	COTVET Technical Staff	10
32.	13 Jul. 2011	COTVET's Technical Staff on unit specification writing	COTVET Technical Staff	13
33.	10 Aug.2011	COTVET's Technical Staff on Learning material and Assessment writing	COTVET Technical Staff	11
34.	05 Sept.2011	Drafting ToRs for TVET Policy Review	COTVET Technical Staff (S. Thompson)	2
35.	08 Sept.2011	Preparation of Presentation on TVET Reform for the TVET Forum	COTVET Technical Staff (S. Thompson)	2
36.	15 Sept.2011	Preparation of Presentation for TVET Forum	COTVET Technical Staff (S. Thompson)	2
37.	26 Sept.2011	Preparation of Agenda and Draft of M&E System for Quality Assurance of TVET Providers	COTVET Technical Staff (S. Dampsey)	2
38.	5 – 6 Oct.2011	Preparation for Workshop on TVET policy Review	COTVET Technical Staff (S. Thompson)	2

**Table A6.2 Standing Committees Meetings**

**Training Quality Assurance Committee (TQAC)**

No	Date	Venue	Members present	Purpose
1	10th June 2010	COTVET Secretariat	12	1 <sup>st</sup> TQAC Meeting
2	18th June 2010	COTVET Secretariat	10	2 <sup>nd</sup> TQAC Meeting
3	30th June 2010	COTVET Secretariat	11	3 <sup>rd</sup> TQAC Meeting
4	21st July 2010	COTVET Secretariat	9	4 <sup>th</sup> TQAC Meeting
5	10th August 2010	COTVET Secretariat	9	5 <sup>th</sup> TQAC Meeting
7	13th September 2010	ATTC CBT Conference Room	10	6 <sup>th</sup> TQAC Meeting
8	21st September 2010	ATTC CBT Conference Room	10	7 <sup>th</sup> TQAC Meeting
9	29th September 2010	ATTC CBT Conference Room	10	Workshop with Brent Richardson
10	5th October 2010	ATTC CBT Conference Room	9	Workshop with Brent Richardson
11	19th October 2010	ATTC CBT Conference Room	9	8 <sup>th</sup> TQAC Meeting
12	20th October 2010	ATTC CBT Conference Room	7	9 <sup>th</sup> TQAC Meeting
13	16th December 2010	ATTC CBT Conference Room	9	10 <sup>th</sup> TQAC Meeting
14	1st February 2011	ATTC CBT Conference Room	10	11 <sup>th</sup> TQAC Meeting
15	10th March 2011	ATTC CBT Conference Room	8	12 <sup>th</sup> TQAC Meeting
16	26th May 2011	COTVET Conference Room	11	13 <sup>th</sup> TQAC Meeting
17	12th July 2011	COTVET Conference Room	6	14 <sup>th</sup> TQAC Meeting
18	22nd November 2011	COTVET Secretariat	6	15 <sup>th</sup> TQAC Meeting

**Industry Training and Advisory Committee**

No	Date	Venue	Members present	Purpose
1	25th June 2010	ATTC Conference Room	12	1 <sup>st</sup> ITAC Meeting
2	6th July 2010	ATTC Conference Room	9	2 <sup>nd</sup> ITAC Meeting
3	22nd July 2010	ATTC Conference Room	11	3 <sup>rd</sup> ITAC Meeting
4	5th August 2010	ATTC Conference Room	9	4 <sup>th</sup> ITAC Meeting
5	19th August 2010	ATTC Conference Room	11	5 <sup>th</sup> ITAC Meeting
6	26th August 2010	Coconut Groove Hotel	11	Workshop for ITAC Members
7	27th August 2010	Coconut Groove Hotel	10	Workshop for ITAC Members
8	3rd September 2010	ATTC Conference Room	9	6 <sup>th</sup> ITAC Meeting
9	16th September 2010	ATTC Conference Room	12	7 <sup>th</sup> ITAC Meeting

No	Date	Venue	Members present	Purpose
10	27th September 2010	ATTC CBT Resource Centre	12	Workshop by Brent Richardson
11	7th October 2010	ATTC CBT Resource Centre	9	Workshop by Brent Richardson
12	5th October 2010	Coconut Groove Hotel	42	Inauguration/Workshop for Sub-committee
13	6th October 2010	Coconut Groove Hotel	39	Workshop for Sub-committee
14	21st October 2010	ATTC Conference Room	12	8 <sup>th</sup> ITAC Meeting
15	2nd December 2010	TVETS Project Office	11	9 <sup>th</sup> ITAC Meeting
16	21st January 2011	ATTC Conference Room	11	10 <sup>th</sup> ITAC Meeting
17	21st April 2011	ATTC CBT Resource Centre	7	11 <sup>th</sup> ITAC Meeting
18	10th May 2011	COTVET Conference Room	17	Sub-com workshop (Welding and Electronics)
19	11th May 2011	COTVET Conference Room	14	Sub-com workshop (Welding and Electronics)
20	12th May 2011	COTVET Conference Room	19	Sub-com workshop (Garments and Cosmetology)
21	13th May 2011	COTVET Conference Room	17	Sub-com workshop (Garments and Cosmetology)
22	18th May 2011	COTVET Conference Room	9	Sub-com workshop (Auto Mechanics)
23	19th May 2011	COTVET Conference Room	8	Sub-com workshop (Auto Mechanics)
24	20th May 2011	COTVET Conference Room	8	Sub-com workshop (Auto Mechanics)
25	17th June 2011	Maxlot Hotel	32	Standard Generated Presentation
26	24th June 2011	COTVET Conference Room	5	12 <sup>th</sup> ITAC Meeting
27	1st September 2011	COTVET Conference Room	16	Validation Workshop
28	2nd September 2011	COTVET Conference Room	21	Validation Workshop
29	6th October 2011	COTVET Conference Room	5	13 <sup>th</sup> ITAC Meeting
30	8 <sup>th</sup> December 2011	COTVET Conference Room	5	14 <sup>th</sup> ITAC Meeting

### National TVET Qualification Committee

No.	Date	Venue	Members present	Purpose
1	8th July 2010	NVTI Head Office	4	1 <sup>st</sup> NTVETQC Meeting
2	12th July 2010	NVTI Head Office	7	2 <sup>nd</sup> NTVETQC Meeting
3	15th July 2010	NVTI Head Office	10	3 <sup>rd</sup> NTVETQC Meeting
4	29th July 2010	NVTI Head Office	9	4 <sup>th</sup> NTVETQC Meeting
5	6th August 2010	NVTI Head Office	8	5 <sup>th</sup> NTVETQC Meeting
6	20th September 2010	NVTI Head Office	8	Workshop for NTVETQC
7	21st September 2010	NVTI Head Office	8	Workshop for NTVETQC
8	29th September 2010	ATTC CBT Resource Centre	6	Workshop with Brent Richardson

No.	Date	Venue	Members present	Purpose
9	6th October 2010	NVTI Head Office	7	Workshop with Brent Richardson
10	21st October 2010	NVTI Head Office	5	5 <sup>th</sup> NTVETQC Meeting
11	22nd October 2010	NVTI Head Office	4	6 <sup>th</sup> NTVETQC Meeting
12	18th November 2010	NVTI Head Office	7	7 <sup>th</sup> NTVETQC Meeting
13	10th December 2010	NVTI Head Office	5	8 <sup>th</sup> NTVETQC Meeting
14	3rd February 2011	NVTI Head Office	6	9 <sup>th</sup> NTVETQC Meeting
15	25th March 2011	COTVET Secretariat	8	10 <sup>th</sup> NTVETQC Meeting
16	7th July 2011	COTVET Conference Room	7	11 <sup>th</sup> NTVETQC Meeting
17	20 <sup>th</sup> September 2011	COTVET Conference Room	7	12 <sup>th</sup> NTVETQC Meeting
18	7th December 2011	COTVET Conference Room	7	13 <sup>th</sup> NTVETQC Meeting

### Technical Committee

No.	Date	Venue	Members present	Purpose
1	28th August 2010	Coconut Groove Hotel	12	1 <sup>st</sup> TC Meeting
2	8th October 2010	Coconut Groove Hotel	26	2 <sup>nd</sup> TC Meeting
3	28th October 2010	GIMPA	13	3 <sup>rd</sup> TC Meeting
4	3rd November 2010	COTVET Secretariat	14	4 <sup>th</sup> TC Meeting
5	11th November 2010	Coconut Groove Hotel	11	5 <sup>th</sup> TC Meeting
6	17th December 2010	COTVET Secretariat	11	5 <sup>th</sup> TC Meeting

### Joint Meeting between TQAC and NTVETQC

No.	Date	Venue	Members present	Purpose
1	Thursday, 19th May 2011	ATTC CBT Resource Centre	12	Meeting

**Table A6.3 Trainings for CBT Piloting Program Development**

<b>No.</b>	<b>Date</b>	<b>Name of Workshop</b>	<b>Participants</b>	<b>No. of Participants</b>
1.	11-13 Mar. 2008	Occupational Standard Generation	NVTI technical team	5
2.	17-19 Mar. 2008	Occupational Standard Generation	Accra Polytechnic technical team	20
3.	2- 5 Jun. 2008	Validation of Occupational Standard	Accra Polytechnic technical team	28
4.	2-4 Jul. 2008	Validation of Occupational Standards Generation and Unit/Module Specification Training	NVTI technical team	43
5.	26 - 28 Aug. 2008	Occupational Standard Generation	ATTC technical team	28
6.	9-11 Sep. 2008	Unit/Module Specification Training	Accra Polytechnic technical team	14
7.	23-25 Sep. 2008	Learning Materials Writing Training	NVTI technical team	13
8.	15 Oct. 2008	Occupational Standards Generation	ATTC technical team	12
9.	21-23 Oct. 2008	Learning Materials Writing Training	NVTI technical team	13
10.	30 Oct. 2008	Unit/Module Specification Writing	Accra Polytechnic technical team	12
11.	5-6 Oct. 2008	Unit/Module Specification Writing	Accra Polytechnic technical team	10
12.	24-25 Nov. 2008	Facilitator Training	NVTI technical team	14
13.	3 - 4 Dec. 2008	Unit/Module Specification Writing	ATTC technical team	10
14.	9 Dec. 2008	Unit/Module Specification Writing	Accra Polytechnic technical team	14
15.	10-12 Dec. 2008	CBT Facilitating Skills	NVTI technical team	14
16.	22 Jan. 2009	Unit/Module Specification Writing	ATTC technical team	16
17.	10 Feb. 2009	Unit/Module Specification Writing	ATTC technical team	16
18.	16-20 Feb. 2009	Unit/Module Specification Writing	Accra Polytechnic technical team	13
19.	10-11 Mar. 2009	Unit/Module Specification Writing	ATTC technical team	16
20.	15-17 Apr. 2009	Unit/Module Specification Writing	ATTC technical team	17
21.	11-15 May 2009	Support Note & Learning Material Development	ATTC technical team	17
22.	20-22 May 2009	Assessors & Internal Verifiers Training	NVTI technical team	24
23.	28-29 May 2009	Unit Specification Writing	Accra Polytechnic technical team	12
24.	10-12 Jun. 2009	Learning Material Writing	ATTC technical team	14
25.	16-18 Jun. 2009	Generic Learning Material Writing	NVTI technical team	11
26.	25-26 Jun. 2009	Learning Material Writing	Accra Polytechnic technical team	13
27.	15-17 Jul. 2009	Learning Material Writing	ATTC technical team	14
28.	21-22 Jul. 2009	Learning Material Writing	Accra Polytechnic technical team	10
29.	27-28 Jul. 2009	Electronics External Verifiers Training	NVTI technical team	12
30.	29-31 Jul. 2009	Generic Learning Material Writing	NVTI technical team	11

No.	Date	Name of Workshop	Participants	No. of Participants
31.	11-13 Aug. 2009	Facilitator/Assessor Training	ATTC technical team	11
32.	18-19 Aug. 2009	Learning Material Writing	Accra Polytechnic technical team	9
33.	25-27 Aug. 2009	Generic Learning Material Writing	NVTI technical team	9
34.	8-9 Sep.2009	Facilitator/Assessor Training for Accra Polytechnic	Accra Polytechnic technical team	13
35.	14-16 Sep 2009	Generic Facilitator/Assessor Training for NVTI	NVTI PTC technical team	12
36.	17-18 Sep. 2009	Generic Assessment Instrument Writing for NVTI	NVTI PTC technical team	10
37.	7-9 Oct. 2009	Assessment Instrument Development for ATTC	ATTC technical team	13
38.	22-23 Oct. 2009	Staff and Learners Induction for ATTC	ATTC technical team	32
39.	29-30 Oct. 2009	Assessment Instrument Writing for Accra Polytechnic	Accra Polytechnic technical team	11
40.	18-19 Oct. 2009	Internal Verification for ATTC	ATTC technical team	13
41.	23-24 Nov. 2009	Generic Assessment Instrument Writing for NVTI	NVTI PTC technical team	11
42.	1-2 Dec. 2009	Assessment Instrument Writing for ATTC	ATTC technical team	14
43.	19-21 Jan. 2010	Assessment Instrument Writing for Accra Polytechnic	Accra Polytechnic technical team	11
44.	23-24 Jan. 2010	Training Workshop for NVTI Generic Technical Team on CBT Assessment Instrument Writing for NVTI	NVTI PTC technical team	13
45.	26-27 Jan.2010	Assessment Instrument Writing Accra Polytechnic	Accra Polytechnic technical team	15
46.	16-17 Feb.2010	External Verifiers Training Workshop for ATTC	ATTC technical team	19
47.	18-19 Feb 2010	Internal Verification Training Workshop for Accra Polytechnic	Accra Polytechnic technical team	11
48.	23-24 Feb. 2010	Learning Material Writing for Accra Polytechnic	Accra Polytechnic technical team	12
49.	25-26 Feb. 2010	Assessment Instrument Writing for ATTC	ATTC technical team	14
50.	12-15 Mar. 2010	External Verifiers Training Workshop for NVTI	NVTI technical team	12
51.	16-17. Mar. 2010	Assessment Instrument and Learning Material Development Workshop	ATTC technical team	20
52.	18-19 Mar. 2010	External Verifiers Training Workshop for Accra Polytechnic	Accra Polytechnic technical team	12
53.	22-25 Mar. 2010	Unit Specification for 2nd Year and Learning Material Development Workshop	Accra Polytechnic technical team	20
54.	1-5 Mar. 2010	TOT on Welding expertise : Manual, Mig & Tig operation	ATTC technical team / trainees	4
55.	20-21 Apr. 2010	Workplace Experience Unit Specification Development Workshop	NVTI technical team	15
56.	22-23 Apr. 2010	Workplace Experience Unit Specification Development Workshop	ATTC technical team	15
57.	18-19 May 2010	Workplace Experience Unit Specification Development Workshop	NVTI technical team	15
58.	20-21 May 2010	Workplace Experience Unit Specification Development Workshop	ATTC technical team	13
59.	15 Jun 2010	Accra Polytechnic Induction programme for workplace experience	Accra Polytechnic Trainees	21

<b>No.</b>	<b>Date</b>	<b>Name of Workshop</b>	<b>Participants</b>	<b>No. of Participants</b>
60.	28 Jun.-6 Jul. 2010	TOT on Electricians expertise: Introduction of Control System for relay & 4 phase motor	NVTI technical team	9
61.	28 Jun. 2010	TOT on Plant Engineering expertise: 5S Activities	Accra Polytechnic technical team / trainees	20
62.	2 Jul. 2010	TOT on Plant Engineering expertise: Factory and Production Management 1 & 2	Accra Polytechnic technical team / trainees	20
63.	6 Jul. 2010	5S Activities (For ATTC Technical Team)	ATTC Technical Team	21
64.	8 Jul. 2010	Workplace Experience Assessors Training Workshop	Companies	16
65.	15-16 Jul. 2010	Workplace Experience Assessors Training Workshop	Companies	29
66.	21 Jul. 2010	Workplace Experience Assessors Training Workshop	Companies	32
67.	21-30 Jul. 2010	TOT on Welding expertise :Workplace experience preparatory WS	ATTC trainees	16
68.	28 Jul.2010	ATTC Induction programme for workplace experience	ATTC Trainees	65
69.	29 Jul. 2010	NVTI Induction programme for workplace experience	NVTI Trainees	59
70.	30 Jul. 2010	Workplace Experience Assessors Training Workshop	Companies	18
71.	3-8 Aug.2010	TOT on Welding (Intermediate)	ATTC technical team	5
72.	6 Aug. 2010	Workplace Experience Assessors Training Workshop	Companies	28
73.	13 Aug. 2010	Workplace Experience Assessors Training Workshop	Companies	13
74.	13-17 Sep. 2010	TOT on Electricians expertise: Control system for PIC and Micro-controller (entry)	NVTI technical team	9
75.	16-20 Aug. 2010	ATTC Assessment Marking Guideline Writing Workshop	ATTC technical team	19
76.	21-27 Aug. 2010	A-Poly 3rd year generic subjects unit specification writing	Accra Polytechnic technical team	19
77.	20-25 Sep. 2010	NVTI Assessment Marking Guideline Writing Workshop	NVTI technical team	13
78.	20 Sep. 2010	TOT on Plant Engineering expertise: Small Group Activities for Development of enterprises (QC Circle, KAIZEN)	Accra Polytechnic technical team / trainees	20
79.	27 Sep-1 Oct. 2010	TOT on Electronics expertise: Control system for PLC (intermediate)	NVTI technical team	9
80.	29 Sep. 2010	TOT on Plant Engineering expertise: Machine Maintenance	Accra Polytechnic technical team / trainees	20
81.	10-14 Oct. 2010	A-Poly 3rd year unit specification and learning materials development	Accra Polytechnic technical team	19
82.	10 Nov. 2010	TOT on Plant Engineering expertise: PP(Prerequisite Program)	Accra Polytechnic technical team / trainees	20
83.	17 Nov. 2010	TOT on Plant Engineering expertise: HACCP	Accra Polytechnic technical team / trainees	20
84.	15-30 Nov. 2010	TOT on Electricians expertise: PLC Advanced Course	NVTI technical team	9
85.	16-21 Jan 2011	Workshop on Learning materials development & CBT Facilitation methods	Accra Polytechnic technical team / trainees	19

No.	Date	Name of Workshop	Participants	No. of Participants
86.	3,4 Feb 2011	Refresher Training workshop on facilitation skills	ATTC	24
87.	6-10 Feb 2011	Workshop on Assessment Marking Guideline Writing	Accra Polytechnic technical team / trainees	19
88.	14-15 Feb. 2011	Refresher Training workshop on facilitation skills	NVTI	12
89.	16 Feb. 2011	Induction of New CBT Course (Certificate II, Welding)	ATTC	100
90.	2 Mar. 2011	Refresher Training Workshop on Facilitation Skills	ATTC	15
91.	9 Mar. 2011	Trainings for CBT Management	Piloting Institutes school Managements and Technical Team leaders	30
92.	13-18 Mar. 2011	Workshop on Unit Specification and Learning Material Development (Certificate II)	NVTI	12
93.	5-10 Jun. 2011	Workshop on Unit Specification and Learning Material Development (Year 3)	Accra Polytechnic team	15
94.	23-24 Jun. 2011	Workshop on Unit Specification Generation	ATTC technical team	20
95.	26 Jun- 1 Jul. 2011	Workshop on Unit Specification and Learning Material Development (Certificate II)	NVTI Technical Team	19
96.	10-15 Jul.2011	Workshop on Assessment Instrument and Marking Guidelines writing	Accra Polytechnic team	15
97.	24-29 Jul. 2011	Workshop on Assessment Instrument and Marking Guidelines writing	NVTI Technical Team	22
98.	31Jul-5 Aug 2011	Workshop on Unit Specification and Learning Material Development	ATTC Technical Team	22
99.	7-12 Aug. 2011	Workshop on Assessment Instrument and Marking Guidelines writing	Accra Polytechnic team	16
100.	28 Aug-2 Sep.2011	Workshop on Assessment Instrument and Marking Guidelines writing	NVTI Technical Team	19
101.	25- 30 Sep 2011	Workshop on Unit Specification Development	ATTC	21
102.	25- 30 Sep 2011	Workshop on Learning Material Development	Accra Polytechnic team	17
103.	15-21 Oct 2011	Workshop on Unit Specification and Learning Material Development	ATTC	22
104.	30 Oct- 4 Nov 2011	Workshop on Unit Specification and Learning Material Development	A-Poly	19
105.	30 Oct- 4 Nov 2011	Workshop on Assessment Instrument and Marking Guidelines writing	NVTI	19



**Table A6.4 Trainings for Disseminating CBT (Non-Pilot Schools and Management Training)**

No.	Date	Name of Workshop	Participants	No. of Participants
1.	1-12 Nov. 2010	Effective Delivery of Technical and Vocational Training in the ECOWAS Sub-region (Training of Teachers for Spreading CBT to non-pilot institutions )	Non-Pilot TVET institution teachers, curriculum experts, policy makers	35
2	26-30 Sep 2011	ECOWAS Sub-region training WS for teachers in 5 West- African countries.	TVET Institution teachers, curriculum experts	35
3	2 Aug. 2011	Workshop on CBT component to be included in the AfDB Project for College of Technology – UEW (Kumasi Campus)	COTVET, TVETS Project, UEW (Kumasi Campus	13
4	5-9 September 2011	Training Workshop on Dissemination of harmonized CBT approach.	Lecturers (UEW- Kumasi), TVET Instructors from 6 regions.	40
5	9-14 Oct 2011	CBT Workshop on Oil and Gas	Lecturers (UEW- Kumasi), TVET Instructors from Technical Institute	45
6	23 Nov 2011	CBT TVET management for School Management	Piloting Institutes , COTVET	31

**Table A6.5 Stakeholders' Conferences**

No.	Date	Title of Meeting	Venue	No. of participants
1.	26 Feb, 2009	Dissemination Conference for Result of Baseline Survey	ERATA Hotel, Accra	50
2.	5-6 Feb. 2010	Working Group Meeting on Harmonization of CBT	La Palm Royal Beach Hotel	200
3.	26-28 May 2010	Stakeholders Conference on Harmonization of CBT	Macdic Hotel, Koforidua	60
4.	28 Sep. 2010	TVET Forum – Launching of Skills Development Fund	ALISA Hotel, Accra	200
5.	22 Feb. 2011	Conference on Lessons Learned and Way Forward of CBT Piloting	ALISA Hotel, Accra	309
6.	14 Jul. 2011	Breakfast meeting with CEO's of Industries	ALISA Hotel, Accra	50
7.	22 Sep 2011	TVET Forum - TVET Reform using the Harmonized CBT model	Novotel	109
8.	30 Nov 2011	TVET Forum – Ghana harmonized CBT, the challenge of the post JICA TVETS Piloting.	Coconut Grove	150

**Table A6.6 Joint Coordinating Committee (JCC) Meetings**

<b>No.</b>	<b>Date</b>	<b>Participants</b>	<b>No. of Participants</b>
1	23 Jul. 2009	COTVET Sec, COTVET Board, MoE, MOEW, NCTE, NVTI, NVTI/PTC,ATTC, Accra Polytechnic, Embassy of Japan, TVETS Project , JICA Ghana Office	27
2	12 Nov. 2009	COTVET Sec, COTVET Board, MoE, MOEW, NCTE, NVTI, NVTI/PTC,ATTC, Accra Polytechnic, Embassy of Japan, TVETS Project , JICA Ghana Office	26
3	7 Jul. 2010	COTVET Sec, COTVET Board, MoE, MOEW, NCTE, NVTI, NVTI/PTC,ATTC, Accra Polytechnic, Embassy of Japan, TVETS Project , JICA Ghana Office	49
4	9 Dec. 2010	COTVET Sec, COTVET Board, MoE, MOEW, NCTE, NVTI, NVTI/PTC,ATTC, Accra Polytechnic, Embassy of Japan, TVETS Project , JICA Ghana Office	46
5	6 Dec 2011	COTVET Sec, COTVET Board, MoE, MOEW, NCTE, NVTI, NVTI/PTC,ATTC, Accra Polytechnic, Embassy of Japan, TVETS Project , JICA Ghana Office	33

**Table A6.7 Monthly Coordination Meetings (COTVET and JICA TVETS Project)**

<b>No.</b>	<b>Date</b>	<b>Participants</b>	<b>No. of participants</b>
1	24 February 2010	COTVET Secretariat members and JICA TVETS members	11
2	25 March 2010	COTVET Secretariat members and JICA TVETS members	12
3	10 May 2010	COTVET Secretariat members and JICA TVETS members	15
4	21 June 2010	COTVET Secretariat members and JICA TVETS members	21
5	27 July 2010	COTVET Secretariat members and JICA TVETS members	24
6	2 September 2010	COTVET Secretariat members and JICA TVETS members	25
7	4 October 2010	COTVET Secretariat members and JICA TVETS members	16
8	25 October 2010	COTVET Secretariat members and JICA TVETS members	20
9	7 February 2011	COTVET Secretariat members and JICA TVETS members	20
10.	8 March 2011	COTVET Secretariat members and JICA TVETS members	25
11	6 Jun 2011	COTVET Secretariat members and JICA TVETS members	20
12	16 Aug. 2011	COTVET Secretariat members and JICA TVETS members	20

## Appendix 7: List of Technical Documents Prepared by TVETS

**Table A7.1 Policy and Strategy (TVET Policy, CBT Policy)**

Title	Core writer	Year
Report of Baseline Survey on Competency-Based Training	E. Odotei	2008
CBT Flow Chart	S. Turkson	2009
Toward Competency Based Qualification	S. Turkson	2009
Guide to Qualification Blueprint	S. Turkson	2008
Implementing TVET Reform	S. Turkson	2007
Advantages of implementing Competency-Based System	S. Turkson	2007
Proposed COTVET CONDITIONS OF SERVICE	S. Turkson	2007
Guidelines of COTVET Standing Committees	S. Turkson	2007
Guidelines on Establishment of COTVET Vision, Mission, and Objective	S. Turkson	2008
Operationalization of COTVET – Piloting of CBT	E. Odotei	2009
Manual for Generation of Occupational Standards	S. Turkson	2009
Framework for Piloting CBT in Mechanical Engineering	S. Turkson	2009
Job Description and Staff Requirement for COTVET	E. Odotei	2007
Criteria for Selection of Pilot Institutions	S. Turkson	2007
Review of the Membership of Standing Committees of COTVET Board	E. Odotei	2007
Criteria for Registration and Accreditation and Training Providers	S. Turkson	2010
Criteria for Accreditation of Facilitators, Assessors and Verifiers	S. Turkson	2010
CBT Program Decision Making Matrix	S. Turkson	2010
Links and Functions of Awarding Bodies	E. Odotei	2010
CBT in Ghana (Synopsis of CBT in Ghana)	S. Turkson	2010
Human Resource Development Manual for COTVET Secretariat	G. Addo	2010
COTVET Corporate Plan 2011–2015	COTVET	2011
Memorandum of Understanding (Format): Workplace Experience Learning	TVETS	2010

**Table A7.2 Occupational Standards Generation/Validation**

Title	Core writer	Year
Establishing Industry Needs (occupational standards)	S. Turkson	2007

**Table A7.3 CBT Program Development & Delivery**

Title	Core writer	Year
Guide to Qualification Blueprint	S. Turkson	2008
Guideline for CBT Curriculum Development	S. Turkson	2007
Learning Material Writing Guideline	S. Turkson	2009
Learning Session Planning (main contents, Annex 1 Unit specification breakdown form, Annex 2. Summary form)	S. Turkson	2009
Workplace Experience Learning Manual	S. Turkson	2010
Workplace experience assessment	S. Turkson	2010
Guidelines for Training of Trainers (TOT) and Piloting	S. Turkson	2007
Training of Trainers (TOT) Method and Piloting Activities for Competency-Based Training in Ghana	S. Turkson	2007
Documentation of Pilot Activities	S. Turkson	2007
Plan of Training for each pilot institution:	ATTC	
- CBT pilot training schedule	NVTI	2008–2010
- Training session schedule by each facilitator	A-Poly	2010
- Training schedule of Workplace experience learning		2010
Training Package for each pilot area	ATTC	2011
- Unit specification	NVTI	
- Learning materials	A-Poly	

<b>Title</b>	<b>Core writer</b>	<b>Year</b>
- Assessment instruments - Marking guidelines		
Memorandum of Understanding (Format): Workplace Experience Learning	TVETS COTVET	2010

**Table A7.4 Assessment and Certification**

<b>Title</b>	<b>Core writer</b>	<b>Year</b>
Guide to Certification	S. Turkson	2008
CBT Assessment	S. Turkson	2008

**Table A7.5 Quality Assurance**

<b>Title</b>	<b>Core writer</b>	<b>Year</b>
Guide to Internal Verification	S. Turkson	2009
Guide to External Verification	S. Turkson	2009
Standard Operation Procedures for the Standing Committees	E. Appiah	2010

## Appendix 8: Minutes of Monthly Coordination Meeting (February 2010–December 2011)

### February 2010 JICA TVETS – COTVET Monthly Coordination Meeting

Date & Time	24 <sup>th</sup> February 2010, 9:00am – 10:40am	Venue	COTVET Secretariat															
<b>Attendance</b>	<b><u>COTVET</u></b>																	
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Mr. Daniel Baffour-Awuah</td> <td style="width: 50%;">Executive Director (ED)</td> </tr> <tr> <td>Dr. John Boateng</td> <td>Policy and Planning Coordinator (PPC)</td> </tr> <tr> <td>Mr. Sampson Tetey</td> <td>CBT Coordinator (CC)</td> </tr> </table>			Mr. Daniel Baffour-Awuah	Executive Director (ED)	Dr. John Boateng	Policy and Planning Coordinator (PPC)	Mr. Sampson Tetey	CBT Coordinator (CC)									
Mr. Daniel Baffour-Awuah	Executive Director (ED)																	
Dr. John Boateng	Policy and Planning Coordinator (PPC)																	
Mr. Sampson Tetey	CBT Coordinator (CC)																	
<b><u>TVETS Project</u></b>																		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Mr. Tamon Nagai</td> <td style="width: 50%;">Sub Leader of Project team</td> </tr> <tr> <td>Mr. Stephen Turkson</td> <td>Technical Officer I</td> </tr> <tr> <td>Mr. Eric Odotei</td> <td>Technical Officer II</td> </tr> <tr> <td>Mrs. Kyoko Kojima</td> <td>CBT Management</td> </tr> <tr> <td>Mrs. Akiko Nishibuchi</td> <td>CBT Management</td> </tr> <tr> <td>Ms. Gloria Commodore</td> <td>Assistant to Chief Adviser</td> </tr> <tr> <td>Ms. Gertrude Addo</td> <td>Human Resource Development</td> </tr> <tr> <td>Mr. Vincent Torgbor</td> <td>Web Designer</td> </tr> </table>			Mr. Tamon Nagai	Sub Leader of Project team	Mr. Stephen Turkson	Technical Officer I	Mr. Eric Odotei	Technical Officer II	Mrs. Kyoko Kojima	CBT Management	Mrs. Akiko Nishibuchi	CBT Management	Ms. Gloria Commodore	Assistant to Chief Adviser	Ms. Gertrude Addo	Human Resource Development	Mr. Vincent Torgbor	Web Designer
Mr. Tamon Nagai	Sub Leader of Project team																	
Mr. Stephen Turkson	Technical Officer I																	
Mr. Eric Odotei	Technical Officer II																	
Mrs. Kyoko Kojima	CBT Management																	
Mrs. Akiko Nishibuchi	CBT Management																	
Ms. Gloria Commodore	Assistant to Chief Adviser																	
Ms. Gertrude Addo	Human Resource Development																	
Mr. Vincent Torgbor	Web Designer																	
<b>Summary of discussion:</b>																		
<b><u>1. Introduction of Mrs. Nishibuchi</u></b>																		
<p>Mrs. Nishibuchi was introduced to the Executive Director of COTVET. Her TOR is mainly output 1; <i>strengthen the organizational capacity of COTVET</i>. She will closely work the Human Resource Development and the Public Relation Officer. She arrived on the 21<sup>st</sup> February 2010 and will work for 85 days. ED accepted the proposal of Mrs. Nishibuchi working at COTVET. However, the office accommodation is temporary and available up to May due to the recruitment of more staff in June.</p>																		
<b><u>2. Finalize and submit the Inception Report to COTVET</u></b>																		
<p>Mrs. Kojima distributed a copy of the finalized Inception Report o(Project work plan) to members at the meeting. Corrections were made on some sections of the annexes of the report. The Chief Director of M&amp;E is the administrative supervisor of the Project not the Project Director. The ED of COTVET is the Project Director. On Annex 3, number 6, 7, and 10 are National Service persons not interns. Mr. Atsu Kpewu is the Accountant and Mr. Charles Kotoku is the Accounting officer of COTVET.</p>																		
<b><u>3. Minutes of the Harmonization Seminar for February 9, 2010 and meeting for comment.</u></b>																		
<p>There was a meeting with the HR Sub Committee of COTVET to deliberate on the issue on qualification framework on the 23<sup>rd</sup> February, 2010. The final report will be made available for comments. However, a national discussion on national qualification framework will be organized before June 2010. Tentative date will be set in the 1<sup>st</sup> week of June. The report of the seminar will be presented to the COTVET board. The document will not go through parliament to be passed.</p>																		
<b><u>4. Planning of workshop and PR events</u></b>																		
<p>An advocacy workshop for industries will need to be organized on the new Competency-based Training in Ghana tentatively in March or April. A number of industries have been identified by the various pilot institutions. Mr. Turkson and Mr. Dampety will visit the list of companies to establish rapport with them to enable students have their work placement. If they agree sign a Memorandum of Understanding with them on behalf of COTVET. ED explained that the list of members for the three standing committee has been finalized and Chairperson’s for the Committees nominated. They will be approved by the Board on 16<sup>th</sup> March 2010. Mr. Nick Opoku is the chairperson of Quality Assurance, Mr. Amponsah for Qualification Framework and Mr. Ofori Bruku for ITAC. ED was advised that the chairperson for ITAC should be an industrial person who has a link with industries. Members will commerce work after being sworn in by the COTVET board chairman. There is the need to organize CBT Orientation workshop for the standing Committees to explain the concept of CBT and a workshop on international best practice will be conducted by Mr. Keith, mid- April 2010.</p>																		

**5. New date setting for launching the CBT programme at A-poly**

The launching ceremony of the CBT programme for ATTC and A-poly was previously scheduled on 22<sup>nd</sup> February 2010. The new date and venue will be rescheduled and communicated to members later. A suggestion was made to COTVET that is about time COTVET is seen taking charge or ownership of the piloting programme and use this medium to advertise the office of COTVET by launching the programme on its premises.

**6. Discussion and comment on Policy Paper prepared by Dr. John**

Comments by the project on the policy paper prepared by Dr. John will be officially be written to him. The policy needs to be a long-term plan where relevant issues is prioritized and planned. The three prioritize areas this year are accreditation, National qualification framework and apprenticeship including industrial attachment policy. A further discussion will be made with Dr. John.

**7. Consideration of data control for COTVET**

COTVET will need to develop a database in future to control the nationwide students, external verification report and other CBT activities. Currently the numbers of CBT student is small and will not need a database now. ED was also urged to stop over at South Africa to study their database system on his way to Mauritius for a Conference. ED will discuss with the Web designer on how various institutions can access the database to key in information on students if the database system is created.

**8. Progress of Pilot Project Activities**

For NVT I – the instructors are preparing their learning materials and is almost completed. With regards to the equipment, some have arrived while some are yet to be received. ATTC learning materials preparation is ongoing. A-Poly is behind with the learning materials preparation. A workshop is being organized outside Accra to speed up the process. COTVET was asked to support with allowances to the instructors while JICA assist with the payment of accommodation and food for the instructors. ED will further discuss this issue with the Rector. The workshop for A-Poly is not conducive for CBT however JICA cannot support the institution with the renovation of workshop due to this reason most students are de-motivated. ED requested a formal letter from JICA to notify him on this matter. ED seeks to discuss this issue with Mr. Fukuhara. Meanwhile, all workshops are being conducted by Mr. Turkson. Mr. Turkson appealed to ED to participate in some of the workshop to motivate the instructors.

**9. Activities of the Local consultant**

The web (home) designer (Mr. Vincent B. Torgbor) is designing a website for COTVET. He is currently working on the home page of the website. Relevant information will be available to him to put online. The HRD consultant (Ms. Gertrude Addo) is currently assessing and analyzing current situation of human resources at COTVET. She will closely work with Mrs. Nishibuchi.

**Other Matters Arising**

- COTVET will launch a registered online distance learning CBT programmed developed by Hawkins Foundation, USA for the informal sector in a number of programmes such as Automotive, ICT, English, Construction, Business and Office Management and literacy. Certificate of competency and participation will be issued after completion.
- Mrs. Kojima will return to Japan on March 2.
- Dr Ozawa arrives in Ghana on March 11.
- ED attends an international expert's seminar on qualification framework in German, Hamburg on the 10<sup>th</sup> – 12<sup>th</sup> March 2010.
- COTVET next Board meeting will be conducted on 16<sup>th</sup> March 2010. Team requested briefings of Board meeting on CBT related issues. The Board meetings scheduled for the year 2010 is as follows; 16<sup>th</sup> March, 15<sup>th</sup> June, 14<sup>th</sup> September and 7<sup>th</sup> December 2010.
- COTVET will recruit 6 staff by the end of June 2010. Advertisement of some positions has been placed in the newspapers.
- The next date for the monthly meeting is on 25<sup>th</sup> March 2010 at 9:00am

**Action to be taken:**

A meeting with A-Poly Rector to discuss issues affecting the CBT piloting programme in the institute

**March 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	25 <sup>th</sup> March 2010, 8:30am – 10:40am	<b>Venue</b>	COTVET Secretariat
<b>Attendance</b>	<p><b><u>COTVET</u></b></p> <p>Mr. Daniel Baffour-Awuah Executive Director (ED)                  Dr. John Boateng Policy and Planning Coordinator (PPC)                  Mr. Sampson Tetey CBT Coordinator (CC)                  Mr. Martha Dadzie Promotion and Publicity Officer</p>		
	<p><b><u>TVETS Project</u></b></p> <p>Dr. Ryoichi Ozawa Chief Advisor                  Mr. Tamon Nagai Sub Leader of Project team                  Mrs. Akiko Nishibuchi Output I Management                  Mr. Stephen Turkson Technical Officer I                  Mr. Eric Odotei Technical Officer II                  Mr. Jutaro Sakamoto Administrative Coordinator                  Ms. Gloria Commodore Administrative Assistant                  Ms. Gertrude Addo Human Resource Development</p>		
<p><b>Summary of discussion:</b></p> <p><b><u>1. Opening Prayer</u></b>                  The opening prayer was said by Ms. Gertrude Addo.</p> <p><b><u>2. Agenda</u></b></p> <ul style="list-style-type: none"> <li>• Approval of minutes of the 1st Monthly Coordination meeting on 24th February, 2010</li> <li>• Matters arising out of the previous minutes</li> <li>• Progress of Pilot Activities</li> <li>• Planning of retreat programme for COTVET and TVETS Project</li> <li>• Organisation of workshops/seminars</li> <li>• Planning of HRD manual for COTVET</li> <li>• Other matters arising</li> <li>• Next Monthly Coordination Meeting date</li> <li>• Closing of meeting</li> </ul> <p><b><u>3. Approval of the Previous Minutes of the Monthly Coordination Meeting on 24th February, 2010</u></b>                  Members approve the minutes of the last meeting held on the 24th February 2010 by members after the correction of Mr. Sampson Damptey Tetey’s name.</p> <p><b><u>4. Report of Harmonization Conference and Inauguration of Standing Committees</u></b>                  The minutes of the Harmonization Conference are in the process of being finalized. Copies of the report will be circulated after the finalization. The COTVET Board will inaugurate four Standing Committees on 14th April 2010 namely the Training Quality Assurance Committee, National TVET Qualification Framework Committee, Industry Training Advisory Committee (ITAC) and Apprenticeship Committee.</p> <p><b><u>5. Visit to Industries for Advocacy and Students Workplace Experience</u></b>                  Letters were sent to some industries in Tema to request them for advocacy visit. Some industries have confirmed. It was recommended that ED should join the team on the visit if possible. He agreed and request that the dates and times of the visit should be communicated to him. Tema Oil Refinery proposed 31st March 2010 as a suitable date for the visit instead of the 29th march 2010. Responsible persons for planning of the visit to industries are Mr. Turkson and Mr. Damptey</p> <p><b><u>6. Launching of CBT Programme</u></b>                  The date for the launching of CBT programme for Accra Polytechnic (A-Poly) and Accra Technical Training Centre (ATTC) is 29th March 2010 at 10:00am at A-Poly. The agenda for the programme will include touring of workshop by participants. ED is to contact Rector of A-Poly and COTVET Board Chairman to make brief statement whiles TVETS Project contacts Principal –ATTC and Mr. Fukuhara –JICA. Ms. Martha is to coordinate programme with A-Poly Pubic Relation Officer.</p>			

**7. COTVET Policy Paper**

The working groups established are assisting in the preparation for the development of TVET policy. ED requested a work plan on the policy issues which will include estimate to present to DANIDA. It was suggested that the name of industrial attachment be changed to modern apprenticeship or learnership to influence the policy directive.

**8. Setting Up Database for COTVET**

A website committee will be established proposed members are (Dr. Boateng, Ms. Dadzie, Ms. Andoh and Ms. Clarke). It was agreed that the website should be completed before 16th June 2010 to present their report to the Board.

**9. Progress of Pilot Project Activities**

The critical issue which will affect the success of the pilot is the assessment grading of the students. A workshop must be organised to brief the academic Board of A-Poly on the concept of CBT in order to award qualification to students. This issue will be addressed when the Qualification Framework committee is established. Mr. Turkson appealed to ED to participate in the training workshops organised for teachers to serve as motivation for teachers and suggested to provide some form of incentive to facilitators because the teachers are complaining their allowances are not sufficient and payment is also sometimes being delayed. ED said COTVET doesn't have sufficient funds for paying the facilitators but he will discuss this issue with the Rector and Principal. After ITAC sub-committee is established these concerns will be dealt with.

**10. Planning of Retreat**

A retreat programme for COTVET and the Project is being on organised on 26th – 28th March, 2010 at Koforidua. The purpose of the programme is for knowing the COTVET and TVETS Project teams. The retreat will aim at team building and exchange of ideas. Accommodation for participants will be paid by TVETS Project and directly to the hotel.

**11. Organisation of Seminars**

- The date for the induction workshop for the Standing Committees is not finalised yet.
- COTVET is launching the distance learning CBT programme at Suami, Kumasi on 12th April, 2010.
- ED attends a seminar in Mauritius from 16th – 26th April, 2010.
- Mr. Keith arrives on 14th -28th April to conduct a workshop on quality assurance and qualification framework for the standing committee. Further discussion on his schedule would be later.

**12. Planning of HRD Manual for COTVET**

Mrs. Addo is preparing the draft of HRD manual towards the end of April to ED to improve the capacity of COTVET.

**13. Other Matter Arising**

- 28th March 2010 – Mr. Sakamoto leaves
- 1st April – Mr. Nagai leaves ( Arrives on 1st June)
- 4th April – Dr. Ozawa leaves (Arrives on 24th June)
- 14th April – Mr. Keith arrives (leaves on 28th April)
- Progress report on Output 1 is to be submitted to ED at the end of April
- Advertisement of TVET local consultants in newspaper.

**14. Next Monthly Coordination Meeting Date**

The next date for the monthly meeting is on 13<sup>th</sup> May 2010 at 8:30am.

**15. Closing of Meeting**

The meeting came to an end at 10:10am. The closing prayer was offered by Mr. Turkson.



**May 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

Date & Time	10 <sup>th</sup> May, 2010 at 8:30am	Venue	COTVET Secretariat
<b>Attendance</b>	<b><u>COTVET</u></b>		
	Mr. Daniel Baffour-Awuah Dr. John Boateng Mr. Sampson Tetey Mr. Kwabena Amaniampong Ms. Martha Dadzie	Executive Director (ED) Policy and Planning Coordinator (PPC) CBT Coordinator (CC) Informal Sector Coordinator Promotion and Publicity Officer	
	<b><u>TVETS Project</u></b>		
	Mrs. Akiko Nishibuchi Mr. Stephen Turkson Mr. Eric Odotei Ms. Gloria Commodore Ms. Gertrude Addo Mr. Edward Appiah Mr. Robert Danful Mr. Stanley Nyarko Mr. Richard Okwabi	CBT Management Technical Officer I Technical Officer II Administrative Assistant Human Resource Development Quality Assurance Consultant CBT Specialist CBT Specialist CBT Specialist	
<b>Summary of discussion:</b>			
<b><u>1. Opening:</u></b>			
The meeting started at 8:40am with an opening prayer from Ms. Gloria Commodore			
<b><u>2. Agenda</u></b>			
<ul style="list-style-type: none"> <li>• Approval of minutes of the 2nd Monthly Coordination meeting on 25th March, 2010</li> <li>• Matters arising out of the previous minutes</li> <li>• Current status on COTVET Capacity Development</li> <li>• Status on CBT Piloting</li> <li>• Progress Report on Output 1</li> <li>• Other matters arising</li> <li>• Next Monthly Coordination Meeting date</li> <li>• Closing of meeting</li> </ul>			
<b><u>3. Approval of the Previous Minutes of the Monthly Coordination Meeting on 25th March, 2010</u></b>			
Members were not able to approve the meeting due to lack of time. ED asked members to read the minutes of the previous meeting and note down any corrections or remarks for discussions in the next meeting.			
<b><u>4. Finalization of Harmonization Report</u></b>			
Sections of the Harmonisation report has been approved by the Board, the Qualification Standing Committee is to finalize the section on Qualification Framework and submit to the Board. The drafted copy of the edited report will be circulated to Project members. Responsible person in charge Mr. Damphey			
<b><u>5. Standing Committees Orientation Workshop</u></b>			
Mr. Keith Dunbar organised an induction workshop for Chairpersons of the Standing Committees. He developed a manual for training the Standing Committees. An orientation workshop for training members of the Standing Committee scheduled for on 27th -28th May, 2010. The venue of the event is at Koforidua, Capital View Hotel. Members will leave on 26th May late afternoon and departure from Koforidua is on 29th May after breakfast. TVETS Project is in charge of coordination of workshop. Mr. Odotei and ED will discuss the programme.			
<b><u>6. Advocacy Visit to Industries</u></b>			
An advocacy visit was embarked to industries at Tema, Kwae and Obuasi. The next visit is to Takoradi and Tarkwa. The objective is to establish partnership for students' workplace experience and network for the right experts for Industry Training Advisory Sub. The response has been very positive. Almost all companies agreed to sign a MoU with ED, except Ghana Oil Palm Development Company			

(GOPDC) suggested that the MoU should be channelled through Ghana Employers Association (GEA) since is the group that represents the various companies. Mr. Turkson is to draw up a schedule for visit to finalise the partnership established at the various companies and communicate to ED. The first group of students will start workplace experience in July. ED, Mr. Turkson and GEA are to have a further discussion on the above issue. GEA is on the other hand organising an Industrial attachment seminar in collaboration with COTVET.

#### **7. Development of COTVET Policy Paper**

Dr. Boateng informed the meeting that the contacts in Mauritius suggested the COTVET policy paper developed should be called TVET Strategic plan. The group are studying the whole document therefore send a response after analysing. The report to back the request for funding has been submitted to COTVET. The first instalment of fund for the SDF will be disbursed by DANIDA soon.

#### **8. Setting of Database for COTVET**

The problem with the website domain has been resolved. Martha is to collect information for the new website being developed and compiled by Vincent. After compilation a report will be given to the Board on June 15 for approval. On completion the current website will be replaced with the new.

#### **9. Issue on Certification**

A concern was raised that the problem of certification needs to be address as soon as possible otherwise the CBT piloting could be considered as a failure. Mr. Turkson and Mr. Odotei need to have a further discussion with ED to clarify issues on assessment.

#### **10. Development of Human Resource Manual and Training of Secretariat Members**

Mrs. Gertrude Addo has presently developed HRD and training manual for COTVET. ED suggested the training plan should include a budget and also JICA should factor in the capacity building of local staff of the Project.

#### **11. Status of Recruitment of Staff**

New positions to be advertise soon. ED needs some advice from Mrs. Addo on the new positions to be advertised. Four applicants for two SDF positions previously advertised were interviewed last week. Renovation of the downstairs of COTVET Secretariat will be done soon to accommodate newly recruited staff who will join in by June as well as TVETS Project.

#### **12. Quality Assurance Manual**

Mr. Appiah briefed members on the current status of his work. He has analysed the local documents of COTVET, interviewed some stakeholders and sourced information from the internet regarding procedures in preparing quality assurance manual. He has currently developed the table of content of the manual which he will circulate to COTVET members for input. It was advised that it should be done before the orientation seminar for the Standing Committees. His major challenge at present is how to interlink the responsibilities of each Standing Committee.

#### **13. Introduction of CBI Specialist**

The newly recruited CBT specialists from the Pilot institutions were formally introduced to COTVET. Specialists were being trained so they can take over after the piloting to sustain the program and replicate to other technical areas.

#### **14. CBT Sensitization Video**

The Project is planning to produce an advocacy video to be funded by JICA. There will be further discussion on the kind of sensitization video to produce with ED.

#### **15. Status of Workshops and Training for Piloting**

Mr. Turkson plans an induction workshop for students and orientation workshop for training officers of the industries, who will be involved in the workplace experience. A-Poly has a workshop in June on workplace experience.

#### **16. Status of Monitoring Piloting**

Mr. Asamoah briefed members on the status of monitoring at the piloting Institutions. He said the students are highly motivated and very interested in the programme. However, the challenges they are facing is lack of equipment for practicals. Ms. Akiko announced that the equipment is expected to

arrive in May. It was suggested Mr. Dampety joined in the monitoring operations.

**17. Plan of Setting Up ITAC Sum Committees**

The will be done after the orientation workshop for the Standing Committee. At the moment the team is networking for right experts to serve on board.

**18. Three Japanese Short Term Experts**

Three short term experts in Mechanical engineering arrive in June. They are part of PADECO team therefore effective coordination will be done.

**19. Progress Report of Project Work plan**

The report will be distributed to members soon. The report was commended as it has highlighted on some achievement of output 1 and 2.

**20. TVETS Project In/Out**

- 11th May: Ms. Kojima arrives
- 13th May: Ms. Akiko leaves
- 3rd June: Mr. Nagai arrives

**21. Other Matters Arising**

- 1st June: launching of “Improving perception of TVET in Ghana” by City and Guilds Development centre at Coconut Groove.
- UNESCO and ILO setting up a global team to study global trend in qualification framework. ED is attending the meeting in Geneva from the 11th -13th May.

**22. Next Monthly Coordination Meeting Date**

The next date for the monthly meeting is on 17th June, 2010 at 8:30am.

**23. Closing of Meeting**

The meeting came to an end at 9:45am. The closing prayer was offered by Mrs. Gertrude Addo.

**June 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

Date & Time	21 <sup>st</sup> June, 2010 at 9:00am		Venue	Coconut Groove Regency Hotel
<b>Attendance</b>	<b><u>COTVET</u></b>			
	Mr. Daniel Baffour-Awuah	Executive Director (ED)		
	Dr. John Boateng	Policy and Planning Coordinator (PPC)		
	Mr. Sampson Tete	CBT Coordinator (CC)		
	Mr. Kwabena Amaniampong	Informal Sector Coordinator		
	Ms. Martha Dadzie	Promotion and Publicity Officer		
	Ms. Cynthia Ayikwei			
	<b><u>TVETS Project</u></b>			
	Mr. Tamon Nagai	Sub Leader		
	Mr. Stephen Turkson	Technical Officer I		
	Mr. Eric Odotei	Technical Officer II		
	Mr. Seth Asamoah	Technical Officer III		
	Ms. Gloria Commodore	Administrative Assistant		
	Ms. Dzigbodi Okrofu	Administrative Assistant		
	Ms. Gertrude Addo	Human Resource Development		
	Mr. Edward Appiah	Quality Assurance Consultant		
	Mr. Robert Danful	CBT Course Developer		
	Mr. Stanley Nyarko	CBT Course Developer		
Mr. Richard Okwabi	CBT Course Developer			
Ms. Veronica Manu	CBT Course Developer			
Mr. Ken Yoshida	Short Term Expert (Electronics)			
Mr. Takaharu Seki	Short Term Expert (Plant Engineering)			
Mr. Tohru Kawashima	Short Term Expert (Welding)			
<b>Summary of discussion:</b>				
<b><u>1. Opening</u></b>				
The meeting started at 8:40am with an opening prayer from Mr. Kwabena Amaniampong.				
<b><u>2. Introduction</u></b>				
The Japanese short term experts were introduced by Mr. Nagai. ED welcomed the new experts.				
<b><u>3. Agenda</u></b>				
<ul style="list-style-type: none"> <li>• Approval of minutes of the previous Monthly Coordination meeting on 10th May, 2010</li> <li>• Matters arising out of the previous minutes</li> <li>• Current status on COTVET Capacity Development</li> <li>• Project Management and others</li> <li>• Next Monthly Coordination Meeting date</li> <li>• Closing of meeting</li> </ul>				
<b><u>4. Approval of the Previous Minutes</u></b>				
The minutes of the previous meeting was approved as the true reflection of proceedings of the last meeting held on 10th May 2010. Mr. Edward Appiah moved for the acceptance of the previous minutes and was seconded by Mr. Seth Asamoah subject to amendments made.				
<b><u>5. Finalization of Harmonization Report</u></b>				
Mr. Dampety is to circulate the edited harmonisation report to members by the 21st June 2010. COTVET Board is organising an emergency meeting on 25th June 2010 to discuss the qualification framework and approve the work plan of the Standing Committees.				
<b><u>6. Summary of the Orientation Workshop for Standing Committees</u></b>				
There was a meeting between COTVET and TVETS Project after the workshop to discuss the following; review of the orientation workshop, accreditation and certification and technical documents to be published and place on website. The orientation workshop was successful meeting. Feedback on the workshop was positive. At the meeting members pleaded with COTVET to provide them with secretaries to service the committees. Attendance was quite high; time allocated for discussion was				

inadequate as there were many topics to discuss

#### **7. Schedule for Signing of MOU with Companies**

The team is embarking on a trip to Takoradi /Tarkwa to sign a memorandum of partnership with companies. Additional companies are being contacted for due to the large number of students for NVTI.

#### **8. COTVET Policy Paper**

Dr. Boateng informed members that five areas has been identified as priority areas. A budget for the work plan has been prepared and submitted to ED but there has not been any feedback to that effect. Meanwhile members of the board are not pleased with the progress of the policy paper. The policy paper needs to be finalized and sent to the board for further action.

#### **9. Website Development**

The website is almost complete. A lot of information can now be accessed by the public on the net.

#### **10. Progress on Issue of Certification and Accreditation**

ED needs to discuss this matter with heads of the various institutions. Pilot institutions, facilitators, assessors and verifiers to be licensed and accredited. The process of certification needs to be clarified.

#### **11. Current Status of COTVET Human Resource Development**

Currently COTVET has a permanent staff of 13, 2 temporary staff, 2 national service personnel and 2 seconded staff from Accountant Generals office. Mrs. Gertrude Addo explained that COTVET has been authorized to recruit 11 staff by the end of this year.

- 1 Finance & Administration
- 1 CBT Director
- 5 Coordinators
  - Publicity, Publication & Promotion
  - Assessment & Accreditation
  - Research & Monitoring
  - Quality Assurance
  - Administrative Officer
- 2 Secretaries
- 1 receptionist

#### **12. Current Status of Quality Assurance Manual**

Mr. Appiah submitted the table of content of quality assurance procedure to members of the committees for their work plan before the orientation workshop at Koforidua. He is presently interlinking the responsibilities of each Standing Committee. ED informed members that the Korean embassy is providing COTVET an expert in Quality Assurance to support the quality assurance for a year.

#### **13. CBT Sensitization Video**

The sensitization video is to capture some of the workshops and classroom site. The purpose of the documentary is to convince the public that TVET is an alternative. Ms. Akiko is in charge of this issue.

#### **14. Status of Workshops and Training for Piloting**

The outstanding workshops to be conducted are; training of industry assessors to monitor students during their workplace experience. Conduct a rap up training programme for all the pilot institutions to complete the preparation of their unit specifications and assessment guidelines materials.

A suggestion was raised that the 2days training for the external verifiers was not enough for them to grasp the concept of CBT so there should be an extension of the training period.

#### **15. Status of Monitoring of Piloting**

Mr. Asamoah briefed members on the status of monitoring at the piloting Institutions. In his statement he said A-Poly has released some welding equipment to ATTC for practices before students go for workplace experience. The issue of maintenance of the photocopy machine is a problem since it takes a long time to repair when the machine breaks down and acquiring paper for photocopying of units specifications for students from the administration also becomes a problem. It was advised that the learning materials should be sold to students at a subsidised fee for sustainab. It was also proposed that

a training workshop on CBT should be organised for the administrators to know what the CBT entails.

#### **16. Plan of Setting Up ITAC Sub Committee**

ITAC has established five sub committees for the four pilot areas and the secretariat. Currently the recommended membership for each sub-committee is five. The committee is to prepare budget for the sub committee and present to the COTVET Board for approval. Some members for the sub-committee has been identified, the interview process and their terms of reference is being discussed.

#### **17. Three Japanese Short Term Experts**

The three Japanese short term expert have arrived. They were introduced as Mr. Takaharu Seki, Plant Engineering for A-Poly, Mr. Ken Yoshida, Electronics Expert and Mr. Tohru Kawashima, Welding Expert for ATTC. Their terms of reference are training of trainers. Mr. Seki and Mr. Yoshida work schedule is for a period of three (3) weeks and Mr. Kawashima for six (6) weeks. ED complained that their working schedule is not favourable because their work period is short for effective training.

#### **18. Schedule of Mr. Richardson**

The schedule for Mr. Richardson an expert for National TVET Qualification and accreditation was discussed. He is to conduct training for Chairperson and members of the Standing Committees.

#### **19. Tentative Agenda and Schedule for JCC Meeting**

The Joint Coordinating Committee meeting is scheduled on Wednesday, 7th July 2010 at Coconut Groove Hotel. The purpose of the meeting is to discuss the general progress of JICA TVETS Project, COTVET and TVET development in Ghana. Letters are to be sent to members to inform them about the meeting by 28th June 2010.

#### **20. Hiring of Secretaries for the Standing Committees**

JICA is to assist in the hiring of secretaries to service the standing committees. Mr. Nagai said that the budget for consultants for ITAC can be used for hiring the secretaries. ED advocated that JICA should also assist in engaging local experts in the MIC, TIC ND pipe welding to help in training of students in these areas.

#### **21. Progress of the CBT Piloting and Challenges Faced**

- A-Poly-: the workshop is under renovation to suite the CBT status. Some of the equipment for A-Poly will arrive in September. Mr. Okwabi expressed his disappointment that neither the Executive Director nor a representative from COTVET was able to attend a workshop on lessons learnt on CBT organised by A-Poly even though an invitation letter was sent to COTVET.
- ATTC-: is planning to develop a further advance course in CBT. However, new CBT students will be admitted in the three trade areas. With regards to developing an advance course, JICA has agreed to assist in conducting training workshop for developing occupational standards.
- NVTI-: The group is faced with the challenge of not having sufficient generic facilitators to serve as internal verifiers and assessors. It was proposed that ED discuss this matter with Mr. Amponsah and in the interim the ATTC generic facilitators can be used for internal verification.

#### **22. Result of Insuring ATTC Students**

The principal of ATTC has assured the team that he will pay the insurance for the students for the purpose of the work place experience. A policy must be instituted to add a fee to the student's bill for insurance.

#### **23. Extension of the Project**

For the extension of the project all the institutions are in favour therefore all document on the project activities must be sent to Japan through JICA. ED needs to discuss the matter with Dr. Ozawa and JICA.

#### **24. Other Matters Arising**

- Delay in approval or the validation of occupational standards for the programme by ITAC
- Early recruitment of secretaries for the standing committees and proposal of TVETS Project staff to be allowed to sit in the meetings of the standing committees as observers.
- Official launching of the CBT Programme: - Organisation of an advocacy conference on the TVET reform inviting all the major stakeholders of TVET to sensitize the public. The conference will take place in Nov-Dec 2010. It was suggested that publicity of TVET should be on the cover pages of

the newspapers to create more awareness.

**25. Closing of Meeting**

The meeting came to an end at 10:20am. The closing prayer was offered by Mrs. Gertrude Addo.

**July 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

Date & Time	27 <sup>th</sup> July, 2010 at 9:00am	Venue	Coconut Groove Regency Hotel
<b>Attendance</b>	<b><u>COTVET</u></b>		
	Mr. Daniel Baffour-Awuah Mr. Sampson Tete Mr. Kwabena Amaniampong Ms. Martha Dadzie Ms. Denise Clarke Ms. Phyllis Andoh Mr. Kofi Ntow Mr Paul Adjei Mr. Choi Sang-Taek	Executive Director (ED) CBT Coordinator (CC) Informal Sector Coordinator Promotion and Publicity Officer TVET Advisor Administrative Manager SDF Manager SDF Procurement Specialist Korean Specialist	
	<b><u>TVETS Project</u></b>		
	Mr. Tamon Nagai Mrs. Akiko Nishibuchi Mr. Stephen Turkson Mr. Eric Odotei Mr. Seth Asamoah Ms. Gloria Commodore Ms. Dzigbodi Okrofu Ms. Gertrude Addo Mr. Edward Appiah Mr. Robert Danful Mr. Stanley Nyarko Mr. Richard Okwabi Ms. Veronica Manu Ms. Florence Boahene Mr. Emmanuel Oman Mr. Asiedu	Sub Leader Output 1 Manger Technical Officer I Technical Officer II Technical Officer III Administrative Assistant Administrative Assistant Human Resource Development Quality Assurance Consultant CBT Course Developer CBT Course Developer CBT Course Developer CBT Course Developer Secretary Accra Polytechnic Corporate Planning Consultant	
	<b>Summary of discussion:</b>		
	<b><u>1. Opening</u></b>		
	The meeting started at 9:15am with an opening prayer from Mrs. Gertrude Addo.		
	<b><u>2. Introduction</u></b>		
	Mr. Choi Sang-Taek was introduced to members as the Korean Expert from Korean International Cooperation Agency (KOICA) in Quality Assurance. He is to work with COTVET for a year. Ms. Denise Clarke was also introduced as the TVET Adviser at COTVET from the Ministry of Education. Whiles Ms. Florence Boahene has been appointed as new assistant coordinator for the Standing Committees to support COTVET Coordinators and two assistants (Mrs. Dzigbodi Okrofu and Ms. Veronica Manu) in the coordination of meetings and other activities related to the Standing Committees.		
	<b><u>3. Agenda</u></b>		
	The Chairman went through the agenda of the day. Mr. Kwabena Adu Amaniampong moved for acceptance of the agenda and was seconded by Mr. Seth Asamoah.		
	<b><u>4. Correction and Approval of the Previous Minutes</u></b>		
	The minutes of the previous meeting was approved as the true reflection of proceedings of the last meeting held on 21st June 2010. Mr. Edward Appiah moved for the acceptance of the previous minutes and was seconded by Mr. Seth Asamoah subject to amendments made.		
	<b><u>5. Matters Arising out of Previous Minutes</u></b>		
	<ul style="list-style-type: none"> <li>• National TVET Strategic Paper – Dr. Boateng resigned from his job therefore in the interim Ms. Denise Clarke is compiling the necessary documents for the Board.</li> <li>• Current status on COTVET HR –All applications received will be forwarded to a panel for short</li> </ul>		



listing and will be scheduled for interview based on the availability of the panel.

- ITAC Sub-committee – ITAC is meeting on 5th August, 2010 to finalise the proposed Sub-committees identified. Letters were sent to nominees from industry to serve on the Sub-committees.
- Extension of the Project – There has been an advice by JICA to submit request of dispatching an expert for one year for the formulation of a new Project to continue supporting COTVET in TVET delivery. ED is to fill out and submit the forms to JICA by 13th August 2010. It was advised that ED continually pursue the extension of the Project by writing to the JICA Resident Representative through the Ministry of Education.

#### **6. Training for Capacity Development of COTVET Secretariat and Standing Committees**

- Training of Board members by GIMPA is in August 2010. This training is to facilitate their performance and implement the vision of COTVET fully.
- A consultant from GIMPA Dr. Kofi Asiedu has been engaged to assist COTVET in the preparation of a 5 year Corporate Plan. This plan will outline the Council's strategies and vision and how it hopes to achieve all its priorities within this period. The training includes 7 training workshops to be organized within; 2 days each from August – November 2010 for management staff.
- Project Management Training for COTVET management team at GIMPA: - The staff training will be conducted in September – October after the appointment of the newly employed staff to avoid further delays. The COTVET human resource plan for training subsequent staff is yet to be finalised.
- Effective operation procedure of Standing Committees: - A one day training workshop will be organised for some members of the Standing Committee on ways of improving the performance of Standing Committee on the 11th August at JICA Ghana office.
- Training for each Standing Committee by Brent: - In his next assignment he is to concentrate on the work plan of the Standing Committee, review and train members based on their needs. He is also to resolve the misplaced terms of reference for the Standing Committee. It was recommended that members of the Committees need a workshop to grasp the concept of the CBT.

#### **7. Study Trip to South Africa and Botswana**

The purpose of the study trip is to give participants a better view and lessons learnt from the implementation of CBT in these two countries. The targeted participants include 3 people from COTVET (Coordinators), 2 from the Project (Akiko and Stephen) and 3 from the Pilot Institutions). It was advised that caution should be taken in the selection of participants from the piloting institutions in order not to create any misunderstanding. The planned schedule is 16-23 October 2010. A member suggested that the team should also study the implementation of the Skills Development Fund (SDF) in those countries.

#### **8. Progress on the Standing Committee**

##### **(1) Training Quality Assurance Committee**

The Chairperson of this committee chairs the meeting remarkably. He follows the meeting procedure and directly focuses on the agenda and the work plan of the committee. The committee has developed criteria for registration and accreditation of TVET providers, assessors, facilitators and verifiers. Members have also designed an application/registration form which is yet to be finalised.

The meeting was informed that COTVET is undertaking a mapping out of TVET institutions. Adverts will be placed in the local newspapers for the providers to provide information on themselves for COTVET. Registration will either be completed online at [cotvet.org](http://cotvet.org) or sent to Ghana Education Service Technical Institutes or District. The purpose of the registration is to locate all the TVET providers in the country. It was suggested that a form of bait should be included in the form to entice Training providers to apply, for instance access to the SDF.

##### **(2) National Apprenticeship Committee**

The committee is launching the Apprenticeship programme in September 2010. The programme involves training of 5000 apprentices in 50 districts in Ghana. The selection of the district was based on the needs of the area, location of the master craft men and population density of the area. Government is sponsoring the programme for a year. A budget for tools and resources needed for the training has been approved by the Board.

**(3) National TVET Qualification Framework Committee**

The committee is supposed to regulate and maintain National TVET Qualification Framework. A member expressed dissatisfaction in the allocation of years to the levels and stated that the years must be reviewed and emphasis must be laid on the credit values allocated to the various components of the qualification. The committee is meeting on 29th July. They are supposed to send the framework to the Board for approval.

**(4) Industry Training Advisory Committee**

The ITAC has not made much progress on their work plan. The committee are yet to finalise the members to serve on the ITAC subcommittees.

It was proposed that measures should be taken to promote the effectiveness of this committee, and that the report of Mr. Brent Richardson will be circulated to all members of the committees to have an overview of the training he had so that the members can know their roles more clearly.

**(5) Transportation Cost for Attending Training**

Some Standing Committee members requested transportation cost/ allowance to be paid when they attend training programs organized by TVETS Project. A decision was not taken on this matter yet because sustainability should be carefully considered. A member suggested that certificate of participation should be issued to members for participation in the training.

**9. Report on the Progress of Workplace Experiences and Workshops**

- Students from the pilot institutions have been placed in workplace experience in the various companies. Accra Polytechnic students started their training this month of July. Few challenges were encountered and resolved, thus all have been documented as lessons learnt during the piloting. Almost all the students for the Polytechnic have been placed with the exception of two students who are yet to commence due to the closure of one company they were allocated. Students from ATTC and NVTI are yet to start their workplace experience at the various companies. The two institutions are starting on 2nd August 2010.
- Signing of Memorandum of Partnership with Companies is still on-going. There are some electronics Companies in Accra yet to sign MoU with COTVET. Draft copies of the MoU have been sent to them for their study and input. Dates for signing will be communicated to ED upon confirmation.
- Assessors training workshop - A half day assessor training workshop to be organised for assessors for the various companies in Tema on 30th July 2010. The venue for the workshop is the Training Centre of Cocoa Processing Company. Another assessors training workshop will be organised for all the companies in Accra soon.

**10. Progress on Public Relation Activities**

- **Website** - A presentation was made by the website committee on update of the website. The committee is currently reviewing the content of the site. Some topics/items are blank and require information from members to complete. Ideas from members are also welcomed on ways of improving the site. The Committee is to submit its work to the Board for viewing by 7th August and finalise and make it ready for public viewing by 16th August 2010.
- **News letter** - Publication of the newsletters will be made quarterly. The first issue will be published in September.
- **CBT sensitization video** - The video production team is to commence video shooting at ATTC and NVTI on 28-29 July 2010 respectively. The video scenes to be captured are students having practical training at the workshop and CBT model classroom scenes. Students at workplace experience at the companies will also be captured. The video production company are to prepare the video outline by mid-August. The video documentary will be shown at the 2nd TVET Forum in February 2011.
- **TVET forum** - The purpose of the forum is to create awareness of the new education reform, COTVET activities and provide a platform for discussing issues of mutual relevance. The targeted participants are training providers/ TVET awarding bodies, industries, Public organisations, international agencies and organisations, and media. The proposed date for the forum is in September 2010. The former UN Secretary General, Mr. Kofi Annan has been proposed to give the

keynote address. ED is to write a letter through MoE for this arrangement.

## **11. Report of the Progress of the Pilot Programme**

### **(1) NVTI**

For the generic group, they are almost through with assessment writing instrument. Mr Nagai and Mr. Odotei met with Mr. Amponsah, Director of NVTI, as it was disclosed that the new students (year one) at present are undertaking the traditional training. Mr. Amponsah said the School will continue the CBT programme for Electronics for future students, thus a directive is needed from the head office authorising the Centre to continue the CBT programme. There is need for following up for the necessary actions to be taken. For the internal verification, the Director made it known that he will employ his previous staff who were involved in the programme initially. The director is to write to COTVET for the extension of the project.

### **(2) A-POLY**

A-Poly is to organise a workshop on unit specifications and learning material development for the third years in August 2010. ED is to meet with the Rector to discuss the issue of admission of the new CBT students. The current challenges are availability of classrooms for the new students and lack of space to accommodate new equipment. ED said in the Africa Development Bank Project they are to build infrastructure for one Polytechnic and 10 technical schools thus Accra Polytechnic could be considered.

### **(3) ATTC**

Students are very much happy about the CBT programme and the presence of Mr. Kawashima for taking them through the practical training. Challenges – Some generic units specification and assessment writing has not been completed. Welding facilitators calls for more practical training in pipe welding and pipe fitting, computer aided design and detailed fabrication principles. For sustainability, tools and materials should be managed well, maintenance of equipment should be improved and consumables for the machines/equipment should be made available.

## **12. Discussion with Mr. Frimpong (GEA)**

Mr. Baffour Awuah, Mr. Turkson, Mr. Odotei and Mr. Nagai to meet with the CEO of GEA to discuss CBT workplace experience on 27th July 2010. The time was not confirmed as at the meeting.

## **13. Science (generic) of NVTI Piloting group**

Currently the NVTI group has not yet offered Science yet, as its unit specification is under development. In their discussion, Mr. Amponsah mentioned the institution would apply to the Training Quality Assurance Committee for an interim exemption for this pilot group within piloting period (the Project). The subsequent groups will however imply with the requirements of the NTVET Qualifications framework.

## **14. Sustainability of the CBT Programme.**

COTVET should incorporate the continuation of the CBT programme in the programmes of the World Bank, DANIDA and other donor partners to continue from where JICA TVETS Project would leave and extend into trade areas other than the three in the Pilot Institutions.

## **15. Project Management and Other Matters Arising**

### **(1) Arrival and departure of members**

- Akiko leaves on 29th July and comes back on 18th August
- Kojima arrives on 8th August
- Kawashima leaves on 5th August
- Nagai leaves on 11th August and comes back on 3rd September
- Brent arrives on 23rd September and leaves on 9th October

(2) An evaluation team from German Technical Cooperation (GTZ) arrives on 31st August to evaluate a project at Takoradi Technical Institute.

## **16. Closing of Meeting**

The meeting came to an end at 12:30pm. The closing prayer was offered by Mr. Stephen Turkson.

**September 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	2 <sup>nd</sup> September, 2010 at 9:00am	<b>Venue</b>	Coconut Groove Regency Hotel
<b>Attendance</b>	<b><u>COTVET</u></b>		
	Mr. Daniel Baffour-Awuah Mr. Sampson Tete Ms. Martha Dadzie Mr. Kofi Ntow Mr Issahaq Mohammed Jalal Mr. Choi Sang-Taek	Executive Director (ED) CBT Coordinator (CC) Promotion and Publicity Officer SDF Manager SDF Monitoring and Evaluation Officer Korean Specialist	
	<b><u>TVETS Project</u></b>		
	Mrs. Akiko Nishibuchi Mr. Stephen Turkson Mr. Eric Odotei Mr. Seth Asamoah Ms. Gloria Commodore Ms. Dzigbodi Okrofu Ms. Gertrude Addo Mr. Edward Appiah Mr. Robert Danful Mr. Stanley Nyarko Mr. Richard Okwabi Ms. Veronica Manu Ms. Florence Boahene Mr. Simon Attikpo	Output 1 Manger Technical Officer I Technical Officer II Technical Officer III Administrative Assistant Administrative Assistant Human Resource Development Quality Assurance Consultant CBT Course Developer CBT Course Developer CBT Course Developer CBT Course Developer CBT Course Developer Administrative Assistant for Standing Committee Corporate Plan Consultant	
<b>Summary of discussion:</b>			
<b><u>1. OPENING:</u></b>			
The meeting started at 9:20am with an opening prayer from Mr. Eric Odotei.			
<b><u>2. AGENDA</u></b>			
The Chairman went through the agenda of the day. Mr. Ameyaw Baafi moved for acceptance of the agenda and was seconded by Mr. Kofi Zanu.			
<b><u>3. Correction and Approval of the Previous Minutes</u></b>			
Mr. Sampson Damptey moved for the acceptance of the previous minutes and was seconded by Ms. Florence Boahene subject to amendments made. The minutes of the previous meeting was approved as the true reflection of proceedings of the last meeting held on 27th July 2010.			
<b><u>4. COTVET Capacity Building</u></b>			
<ul style="list-style-type: none"> <li>• <b>Board Members Training:</b> Training will commence from 15th to 16th immediately after the 14th September Board Meeting. The training and facilitation will be held at GIMPA</li> <li>• <b>Corporate Planning:</b> Training will take place on 16th &amp; 17th September at GIMPA. Board members will participate in workshop on presentation on CBT.</li> <li>• <b>Project Management:</b> 2 days training for COTVET management staff to take place 11-16 October 2010. ED needs confirmation on the dates to communicate to the Board.</li> </ul>			
<b><u>5. Progress of Standing Committees</u></b>			
<ul style="list-style-type: none"> <li>• <b>NTVETQC</b> - Some of the functions of the Committee have been revised. The Committee is working on the procedure and registration of the qualification framework. Their next meeting date is scheduled on Monday, 6th September 2010.</li> <li>• <b>TQAC</b> - Completed the registration and accreditation criteria and application forms for the assessors, facilitators, training providers and has sent the provisional list of external verifiers to the Board for approval on 14th September 2010.</li> <li>• <b>ITAC</b> - The Committee has not finalised the list for the sub-committees to validate the programme and occupational standard generation for Board approval. The Memorandum of Partnership and technical cooperation (MoU) has also been sent to the Board for confirmation.</li> </ul>			

- **NAPC** - The committee is working towards the launching of 5000 Apprenticeship programme. They have been broken into sub- committees. A suggestion was made that the Committee of Chairpersons meeting should be a forum to highlight activities and report of each committee for others to make their contributions so they do not operate in isolation.

#### **6. Training for Each Committee By Brent**

It was proposed that the Committees should identify areas they need training and have an overview of international best practices. The Committees should submit their needs to Brent's through Eddie by 7th September 2010 and Brent should also send his reply to Committees before his arrival.

#### **7. Progress of Public Relations and Dissemination Activities**

- **TVET forum** - The forum (emphasize on the launching of SDF) is going to be held at Alisa Hotel on 28th September 2010. The expected number of participants for the programme is about 200. Finalised list of participants will be sent invitation letters by 6th September. Target group: Industries (Workplace experience), Polytechnics, Informal Sectors (Trade Associations), Board members, specific Ministries, Standing Committee members, Organized Bodies (Ghana National Association of Vocational and technical Institutes).
- **Website** - The technical aspect of the website will be reviewed by Mr. Odotei and Mr. Turkson. This is to be completed by 7th September 2010 and presented at the forum. The old website should be replaced with the current one or closed.
- **Newsletter** - It will be published and issued to members at the TVET forum. ED requested a draft copy of the newsletter for study.
- **Video** - The Committee informed members that the concentration is currently on the TVET forum, website and newsletter. The sensitization video will be shown at the 2nd TVET forum.

#### **8. Study Trip to South Africa and Botswana**

A request has been sent to SAQA, BOTA, and MoE (DVET) in Botswana but has not yet received confirmation. Quick responds from the organisations needed to speed up the necessary arrangement. Letters have been sent to pilot institutions to nominate a participant by 13th September 2010. COTVET is to select 3 participants by 15th September 2010. ED requested Akiko to submit a write-up on the aim and objectives of the trip to forward to the Board.

#### **9. Report on the Progress of Pilot Programmes**

##### **(1) ATTC**

The Principal reported on the progress at ATTC. The CBT Resource Centre for material development is ready for use by the CBT Technical team. Almost all the equipment the welding department needs has been supplied by JICA and installed with the exception of Bent Test and Magnetic Test Machine.

The current student number for the CBT class is 16. They are on workplace experience learning at the various companies. He commended that the CBT programme should be continued and sustained in view of the fact that he has received report on the good performance of the students on workplace experience. The technical team have completed all their units' specifications and learning materials development for the programme (excluding Social Studies which is one of the generic in certificate 2). He called for the necessity of interim exemption of this pilot group in terms of social studies (within the Project as model piloting period) and proposed capacity building in facilitation skills for facilitators. He also requested that some welding staff should join the monitoring team when visiting students at the companies.

The Vice Principal also added that the team should be motivated and COTVET should be actively involved in training workshop activities. It was proposed that in preparing budget for the Sub-Committees an allowance for the development of materials should be taken into account.

ATTC expressed interest in developing a CBT programme in Certificate 1. ED requested a formal letter by the institution to undertake CBT in Certificate 1. A member urged that the retention rate of students should be considered when evaluating the impact of the workplace experience learning.

##### **(2) NVTI**

Mr. Zanu reported on the progress. He requested the extension of the programme to Certificate 2. They have already identified the skills and competencies needed for occupational standards in Certificate 2.

He also talked about the need to upgrade tools being used to train the students. He expressed his profound gratitude to JICA TVETS Project for the provision of equipments to enhance the skills of the learners and for employing a staff to be part of the JICA team. He called for the improvement of infrastructure and NTVETQC to exempt NVTI from science so that the student can graduate.

A member appealed to ED that in the future when people from institutions are being invited to serve on committees or boards should be well knowledgeable with issues concerned in order to make effective contributions

### **(3) A-Poly**

Mr. Oman in his remarks, said decisions of the Standing Committees that affect the institutions should be communicated to them so that they may act on them. The team has developed the unit specification and learning materials for the third year. The first year students are arriving in September and are looking forward inducting new CBT students. Subjects that have been requested by industry have been put in curriculum. There is a need for the renovation of the workshop and getting a permanent classroom ready for the new CBT students. The team looks forward in joining the monitoring team to the companies. A- Poly to submit an infrastructure plan for the next five years to COTVET for consideration.

### **10. Report on the Progress of the Workplace Experience**

Sixty-six (66) CBT students (includes all the three pilot institutions) are on workplace experience learning at industries. Out of 30 companies scouted for workplace experience, 18 companies have actively engaged the students. COTVET has signed MoU with about 8 companies.

ED advised that students should be well briefed before they go for workplace experience as it has influence on the success of the programme. ED also advocated for finding strategies of enrolling female students in male dominant vocations (electronics, welding)

There is a need to search for more companies early since the number of students will be increasing. A proposal was made that companies should be able to access the SDF to support workplace experience.

### **11. CBT Certification for Piloting**

The Board needs to approve the continuation of the CBT programme in the pilot institutions. The list of requirement for CBT certification for piloting students has been submitted to the Board for approval. ED needs to discuss with the Rector of A-Poly and NABPTEX the issue of certification for A-Poly students.

### **12. Extension of Project**

The necessary documents needed for the extension of the Project should be prepared by the pilot institutions. This will be submitted to terminal evaluation to consider the extension.

### **13. Recruitment of COTVET Staff**

Interview was conducted for the positions advertised and selected candidates have been forwarded to the Board for approval with the exception of two positions (Director of CBT and Coordinator of Research and Policy) was withheld.

### **14. PROGRESS ON OTHER PROJECTS**

- **World Bank** – The pre-appraisal mission arrives in 16<sup>th</sup> – 30<sup>th</sup> September 2010. The Project is in oil and gas capacity (beneficiaries are Takoradi Technical, Rikam Technical Institute and Regional Maritime University) and Ghana Skills and Development Project (Beneficiary is COTVET)
- **AFDB** – the Board has approved the Project to take place soon. The focus is mainly on infrastructure development and contribution to the SDF.
- **GTZ** – Evaluating the 10year Project with Takoradi Technical. The team is proposing a Project to support COTVET capacity building, Trade associations and informal sector training.

### **15. Other Matters Arising**

- Visit of JICA Vice President to the Project office, Pilot Institutions, and COTVET. ED will be away the whole of next week and in his absence has appointed Mr. Dampety to act.
- Prepare and submit the necessary document to the Evaluation team in September. The final Evaluation team arrives on 21st Nov – 10th Dec.
- Martha was introduced as part of the Project team. She will be working with the Project, in charge

of PR and assist the Administrative Assistants in the Project.

- A member suggested that COTVET can lobby for students to obtain allowances for lunch and transportation at the workplace experience. It was also suggested that companies should access the SDF for workplace experience.
- For Monitoring and Evaluation purposes Mr. Jalal, M&E Manager will be visiting some staff for information. The necessary assistance should be given to him.
- Copies of the MoU should be made available to the institutions for them to know their duties and monitor students on workplace experience as well.
- Issues with NABPTEX and other related institutions should be resolved quickly since in the long run the students are those that suffer.

#### **16. Arrival and Departure of Members**

- Mr. Nagai arrives on 3rd September
- Mr. Seki and Yoshida arrives on 7th September
- Mr. Richardson arrives on 23rd and leaves 9th October
- Ms. Kojima arrives in October
- Dr. Ozawa arrives in November

#### **17. Closing of Meeting**

The next monthly coordination meeting is on 30th September 2010. The meeting came to an end at 12:30pm. The closing prayer was offered by Rev. E. A. Ankrah.

**October, 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	4 <sup>th</sup> October, 2010 at 9:00am	<b>Venue</b>	COTVET Secretariat
<b>Attendance</b>	<b><u>COTVET</u></b>		
	Mr. Daniel Baffour-Awuah Mr. Kofi Ntow Mr Issahaq Mohammed Jalal Mr. Paul Adjei Ms. Martha Dadzie Mr. Choi Sang-Taek Ms. Phyllis Andoh Mr. Eugene Mr. Atsu Kpewu Mr. Charles Kotuku	Executive Director (ED) SDF Manager SDF Monitoring and Evaluation Officer SDF Procurement Specialist Promotion and Publicity Officer Quality Assurance Advisor Koika Administrative Manager Administrative Manager Accountant Accountant	
	<b><u>TVETS Project</u></b>		
	Mrs. Akiko Nishibuchi Mr. Stephen Turkson Mr. Eric Odotei Mr. Seth Asamoah Ms. Gloria Commodore Ms. Gertrude Addo	Output 1 Manger Technical Officer I Technical Officer II Technical Officer III Administrative Assistant Human Resource Development	
<b>Summary of discussion:</b>			
<b><u>1. Opening</u></b>			
The meeting started at 9:00am with an opening prayer from Ms. Gloria Commodore.			
<b><u>2. Agenda</u></b>			
The Chairman went through the agenda of the day. Items discussed;			
<ol style="list-style-type: none"> <li>1. Graduation of students from the pilot institutions (ATTC and NVTI)</li> <li>2. Letter from COTVET to NTVETQFC on interim exemption of generic subject within pilot period.</li> <li>3. Response from the Board meeting on the request made by ITAC and TQAC</li> <li>4. Work plan of Brent</li> <li>5. Evaluation on launch of SDF</li> <li>6. Briefings on the development activities</li> <li>7. Study trip</li> </ol>			
<b><u>3. Graduation of Students from the Pilot Institutions (ATTC and NVTI)</u></b>			
Students from ATTC and NVTI are graduating this December. There are certain procedures that need to be completed before the trainees can graduate or be certified. This includes the validation of occupational standards, finalisation of the National Qualification framework level, accreditation of training providers. TQAC are exempting the pilot institutions from some of this process. ED suggested that the Committees should prepare a budget for activities involved in the finalisation of these procedures and submit to COTVET for policy approval. A member asked whether is the same procedure COTVET will be using in the future for registering and accrediting TVET Training providers. ED in response to that explained that this will underpin the entire programmes to be run by the institutions.			
<b><u>4. Letter for Pilot Institutions on generic subject</u></b>			
COTVET is to draft a letter to the National Qualification Framework Committee for the interim exemption within pilot period of some generic subject from the current program (ATTC from Social studies and NVTI from Science). Responsible person for this is Florence.			
<b><u>5. Feedback from Board meeting on the Request of ITAC and TQAC</u></b>			
ED briefed members on the outcome of the Board meeting in relations to the request made by ITAC and TQAC on the provisional list of sub-committee members and external verifiers. He said members have agreed in principle but have not formally approved it but some concerns were raised at the			



meeting on the wrong procedures in writing directly to individuals to serve on the committee instead of the institutions appointing members. ED is to write formally to the committees (ITAC and TQAC) agreeing to their proposal. A suggestion was made that the standing committees should be given the authority to make decisions without the approval of the Board. The Board only needs to endorse the judgment made.

#### **6. Schedule of Brent**

Training of the Standing Committees by Brent is going on as planned, two (2) training sections for each committee. His activities include; giving guidance and recommendation to the Standing Committees in preparation towards their work plan. A concern was raised that the Coordinators are often late for Standing Committee meetings; it was explained that this is the result of chasing after sitting allowances which always delays. He urged that the monetary issue regarding the payment of the Committee members should be resolved. The request for the allowance from the Accountant should be made in time to avoid delays.

The Chairpersons meeting is coming off as scheduled on 8th October 2010. Board members are invited to this meeting.

#### **7. Evaluation on the Launching of SDF**

Members commended the planning committee for a good work done. It was realised that not much publicity was made on the forum. Members noted that there has not been any media report on the forum neither in the newspapers or TV. It was suggested that the planning committee should follow up on the media houses that were invited. Another proposal put a forward was that the media should be involved in such programmes as participants in order to get more information for public awareness. Getty and Martha are to do a write up on the forum for the print media houses. It was put forward that key editors' from the state owned newspapers should be identified to report on COTVET activities and other related stories in columns of the newspapers periodically. The Accountant made it clear that there is some budget left for publicity of the TVET forum.

Workshops or forums on the reform of TVET or workplace experience learning could be organised to target heads of industries, GEA, Ghana Chamber mines, CEO's, private sector and other relevant stakeholders. Duration of such meetings should not be lengthy for maximum participation.

The next TVET forum will be held next year early February. COTVET is to take an initiative in preparing a budget for broadcasting the sensitization documentary being developed by JICA TVETS Project.

#### **8. Briefings on Development Partners Activities**

- **JICA** – JICA is supporting the formal sector TVET and capacity building of COTVET. The Project ends March 2011. There is a possibility of extension of the Project. COTVET has tendered in an application to JICA for extension of a one year Project for formulation of a new Project. The extension will be based on the outcome of the final evaluation of the Project.
- **DANIDA** – The DANIDA Project starts in 2010-2014 and is on capacity building of COTVET in the informal sector. Contribution is in the form of Skills Development Fund (SDF)
- **World Bank** – the World Bank has two (2) Projects. The Project on oil and gas capacity starts in July 2011 for 5 years (beneficiaries are Takoradi Technical, Kikam Technical Institute and Regional Maritime University) and Ghana Skills and Technology Development Project starts in April 2011. 80% of the contribution is towards the SDF and 20% capacity building of COTVET, infrastructure and rolling of the CBT programme to other trade areas.
- **GTZ** – the Project's main focus is on the informal sector, however they will assist one Technical Institute and one Polytechnic with computers and a generator.
- **Africa Development Bank** – the Project is in its formulation stage. The Project is providing infrastructure for 10 Technical Institute, 2 Polytechnic, and 2 Technical Institute and COTVET office.

#### **9. Study Trip**

Participants are to collect questions from colleagues for the trip to ask host institution.

**10. AoB**

- COTVET Board members training is coming off at GIMPA as scheduled. From the 13-14 October 2010.
- Project Management - 2 days training for COTVET management staff to take place 14-15 October 2010.

**11. Closing**

The meeting came to an end at 11:00am .The closing prayer was said by Mr. Baffour Awuah, Executive Director.

**October 2010 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	Monday, 25 <sup>th</sup> October, 2010 at 9:00am	<b>Venue</b>	COTVET Secretariat
<b>Attendance</b>	<p><b><u>COTVET</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Daniel Baffour-Awuah (Executive Director (ED))</li> <li>2. Mr. Kofi Ntow (SDF Manager)</li> <li>3. Mr. Issahaq Mohammed Jalaludeen (SDF M&amp; E Officer)</li> <li>4. Mr. Choi Sang-Taek (Quality Assurance Advisor KOICA)</li> <li>5. Ms. Phyllis Andoh (Administrative Manager)</li> <li>6. Mr. Eugene Tapegnuu (Administrative Manger, ED’s Office)</li> <li>7. Mr. Atsu Kpewu ( Head of Account)</li> <li>8. Mr. Charles Kotoku (Accountant)</li> <li>9. Mr. Kwabena Adu Amaniampong (Coordinator of Informal Sector)</li> <li>10. Mr. Sampson Tetey Damptey (Coordinator of CBT)</li> <li>11. Mr. K. Osei Danso (Internal Auditor)</li> <li>12. Mrs. Ernesticia L. Asuinura (Director of Finance and Administration)</li> <li>13. Denise Clarke (TVET Adviser, MoE)</li> </ol> <p><b><u>TVETS Project</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Tamon Nagai – Sub team Leader</li> <li>2. Ms. Akiko Nishibuchi- Output 1 Management</li> <li>3. Mr. Eric Odotei – Technical Officer</li> <li>4. Mr. Seth Asamoah – Technical Officer</li> <li>5. Mrs. Gertrude Addo - Human Resource Development Consultant</li> <li>6. Ms. Gloria Commodore – Administrative Assistant (Minutes Recorder)</li> <li>7. Mrs. Martha Dadzie (Promotion and Publicity Officer)</li> </ol>		
<p><b>Summary of discussion:</b></p> <p><b><u>1. OPENING:</u></b> The meeting started at 9:00am with an opening prayer from Mrs. Martha Dadzie.</p> <p><b><u>2. INTRODUCTION</u></b> Mrs. Ernesticia L. Asuinura and Mr. K. Osei Danso were introduced to members as Director of Finance and Administration and Internal Auditor respectively.</p> <p><b><u>3. CORRECTION AND APPROVAL OF PREVIOUS MINUTES</u></b> The minutes of the previous meeting held on 4<sup>th</sup> October, 2010 was approved on a motion by Mr. Sampson Damptey and seconded by Mr. Eric Odotei.</p> <p><b><u>4. MATTERS ARISING</u></b></p> <ol style="list-style-type: none"> <li>1. Standing Committees – All four Committees are working on finalizing various policy and regulatory documents of COTVET.</li> <li>2. Exemption letter –Eugene is to follow up on a letter written to the Qualification Committee on granting exemption to trainees from NVTI in science. The Committee has proposed to change the structure in the framework by omitting science from the programme and integrating it into the trade science. ED hinted that the Committee should be mindful of the educational reform as it specifies what should constitute the programme structure. Trainees are required under the reforms to study generic subjects such as science</li> <li>3. Chairpersons’ meeting on 28<sup>th</sup> September 2010, 2:00 pm at GIMPA.</li> <li>4. Martha reported on the outcome of the follow up on the media houses that covered the TVET forum. She recommended that before such events are organised news editors should be contacted as they determine news items that should be aired or reported in the newspapers. She is however still following up. Denise suggested that Mr. Crampa the Public Relation Officer, Ministry of Education should be contacted to put pressure on the media since he has good relations with them. The SDF Manager stressed the need for call for proposals to be made following the</li> </ol>			

sensitization of the public on the SDF.

5. Progress on development partners activities-

- **World Bank:** The World Bank appraisal team of the Project is arriving from 8-15 Dec 2010. The Project formulation report will go through the Board in March and the Project will start in July 2011.

Oil & gas – The project is undertaking a study trip to the UK from the 1<sup>st</sup> -5<sup>th</sup> November 2010 for 4 members from the three institutions and COTVET. The purpose of the study trip is to adapt some modules from the host country and integrate it into the COTVET framework. The training in these institutions will be geared towards oil and gas which is sponsored by Tullow through World Bank.

- **DANIDA:** The master craftpersons training period is almost ended. The half year report on DANIDA Project activities is ready. Members should contact Mr. Tapegnuu for copies.

- **GTZ:** The team has submitted the appraisal report to ED and donated 20 set of computers to Kikam.

- **African Development Bank:** The Project formulation starts in 1<sup>st</sup> – 2<sup>nd</sup> week in November. The 10 Technical Institutes includes;

- Ada Technical Institute – Accra
- Amankwa krom and Kwahu Taafo Institute – Eastern Region
- Krobea Asanti – Ashanti Region
- Nkoransa Technical – Brong Ahafo
- Damboaba Technical – Northern Region
- Asuansi Technical - Central Region
- Bolga Technical – Upper East
- Wa Technical – Upper West
- Kpando Technical – Volta

2 Polytechnics includes;

- Takoradi Polytechnic
- A decision has not been made on the second Polytechnic.

- **JICA:** Mid November – December the evaluation team (2 experts) arrives for the final evaluation of the Project. Tentative plan for the evaluation is to visit the 3 pilot institutions, COTVET, Awarding body institutions and workplace experience companies. A decision on extension of the Project will be made upon the end result of the evaluation.

Currently the Project is preparing progress report II. A draft copy of the report will be sent to COTVET members for their input and comment. A suggestion was made that the Technical Editor should proof read the report.

The fourth JCC meeting is coming off on 7<sup>th</sup> December 2010, thus invitation letters should be sent to members a month earlier before the event.

The next corporate plan training workshop is on 28-29<sup>th</sup> October 2010 at GIMPA.

- **ECOWAS Training Programme** – the programme is from 1<sup>st</sup> -12<sup>th</sup> November 2010 at Tema Technical Institute. The workshop is a CBT orientation programme for TVET Teachers and administrators. Purpose is training of TVET teachers for effective delivery of TVET in the ECOWAS Sub- Region. Sponsored by ECOWAS.

##### **5. OTHER MATTERS**

1. The Board has approved the appointment of Mr. Seth Asamoah as the Coordinator of Assessment and Certification as well as other 2 Coordinators; Occupational Standards and Publicity officer.
2. Study Trip to South Africa and Botswana: Members are to compile a report on their study trip and circulate to members in a week and arrange for a short briefing section.
3. A team from Zimbabwe are arriving in the first week of November to study the informal sector training in Ghana and COTVET activities.

4. Report on Monitoring: the Monitoring team visited students at the various companies. The students have acquired a lot of skills during their workplace experience period. Challenges – low quality of assessment on the students due to different assessors at different times. There is a need to critically look at how to properly communicate to the industry for selecting assessors who will directly work with the students. Workplace experience requires lot of resources in terms of human resources. Industries and technical institutions are looking up to COTVET to sustain this programme as it's a key area required for students to get practical experience.

**6. CLOSING OF MEETING**

The meeting came to an end at 10:45am. The closing prayer was offered by Mr. Charles Kotoku.

**February 2011 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	Monday, 7 <sup>th</sup> February, 2011 at 9:00am	<b>Venue</b>	COTVET Secretariat
<b>Attendance</b>	<b><u>COTVET</u></b>		
	<ol style="list-style-type: none"> <li>1. Mr. Daniel Baffour-Awuah (Executive Director (ED))</li> <li>2. Mr. Kofi Ntow (SDF Manager)</li> <li>3. Mr. Issahq Mohammed Jalal (SDF M&amp; E Officer)</li> <li>4. Ms. Phyllis Andoh (Administrative Manager)</li> <li>5. Mr. Atsu Kpewu ( Head of Account)</li> <li>6. Mr. Charles Kotoku (Accountant)</li> <li>7. Mr. Sampson Tete Damptey (Coordinator of CBT)</li> <li>8. Mr. Kwabena Osei Danso (Internal Auditor)</li> <li>9. Mrs. Ernesticia L. Asuinura (Director of Administration and Finance)</li> <li>10. Mr. Theophilus Tetteh Zogbla (Occupational Standard Generation Coordinator)</li> <li>11. Mr. Samuel Thompson (Policy &amp; Planning Coordinator)</li> <li>12. Mr. George Laing (Publicity &amp; Promotions Officer)</li> </ol>		
<b><u>TVETS Project</u></b>			
<ol style="list-style-type: none"> <li>1. Dr. Ryoichi Ozawa – Chief Adviser</li> <li>2. Mr. Tamon Nagai – Sub team Leader</li> <li>3. Ms. Akiko Nishibuchi- Output 1 Management</li> <li>4. Mr. Eric Odotei – CBT Expert</li> <li>5. Mr. Stephen Turkson – CBT Expert</li> <li>6. Mr. Seth Asamoah – Technical Officer</li> <li>7. Mrs. Gertrude Addo - Human Resource Development Consultant</li> <li>8. Ms. Gloria Commodore – Administrative Assistant (Minutes Recorder)</li> </ol>			
<b>Summary of discussion:</b>			
<b><u>1. OPENING:</u></b>			
<p>The meeting started at 9:00am with an opening prayer from Executive Director, Mr. Baffour-Awuah.</p>			
<b><u>2. INTRODUCTION</u></b>			
<p>New COTVET Staff were introduced to members. They are Mr. Samuel Thompson, the Policy and Planning Coordinator, Mr. Theophilus Tetteh Zogbla, Occupational Standard Generation Coordinator and Mr. George Laing, the Publicity and Promotions Officer.</p>			
<b><u>3. CORRECTION AND APPROVAL OF THE PREVIOUS MINUTES</u></b>			
<p>The minutes of the previous meeting was approved as the true reflection of proceedings of the last meeting held on 27<sup>th</sup> October 2010. Mr. K. Osei Danso moved for the acceptance of the previous minutes and was seconded by Mr. Eric Odotei subject to amendments made.</p>			
<b><u>4. MATTERS ARISING</u></b>			
<ol style="list-style-type: none"> <li>1. The Chairpersons Technical Committee had two follow up meetings after their previous meeting at GIMPA.</li> </ol>			
<b>2. Progress on development partners activities;</b>			
<p><b>World Bank:</b> Negotiation for the Ghana Oil and Gas Capacity Building Project took place in December 2010. Takoradi Technical Institute, Kikam Technical Institute and Regional Maritime University have been selected as beneficiaries of the Project. Programmes and the list equipments for each institution have been identified. Consultants for Training of Trainers (ToT) are being sought. The Project commences in July 2011.</p>			
<p><b>Africa Development Bank:</b> The fund available for this Project is \$117million. The Project is to provide infrastructure and equipment to 10 Technical institutions and 2 Polytechnics (Takoradi Polytechnic and Accra Polytechnic) in 3 trade areas. The effective date for commencement of</p>			

the Project is in January 2012.

**Chinese Cooperation:** The Chinese Government is supporting 17 Technical Institutions and 10 Polytechnics with equipment worth \$200million. This Project is over a period of 10years.

### **3. LEGALISATION OF DOCUMENT BY THE STANDING COMMITTEES**

ED and Mr. Odotei are to meet with the legal person to discuss the processing of the documents. A proposal was made to prioritise some of the documents to speed up the process so that payment could be made by the Project before the Project ends.

### **4. PREPARATION TOWARDS THE CBT CONFERENCE**

The Conference is coming off on 22<sup>nd</sup> February 2011. The theme for this conference is reviewing CBT piloting and the way forward. The programme for the conference was amended. The Minister of Education is to give the keynote address at the conference and Dr. Afeti would be the Guest speaker for the occasion. ED is to contact Dr. Afeti to obtain information on his speech.

As part of the programme, students from the various pilot institutions would exhibit their handiworks in the lobby during the programme for the participants to have a glimpse at some of their achievements.

### **5. TRAINING FOR COTVET TECHNICAL STAFF AND MANAGEMENT**

1) Planning of a Team Building and Task Management training workshop would be held on 24-26 February 2011. The venue for the workshop would be communicated to members later.

2) A series of training workshops would be organised for the Technical Staff (Coordinators) on how to support Technical Operation of the Standing Committee. The first meeting would be held on 17<sup>th</sup> February 2011 and this workshop would include Management.

### **6. TRAINING FOR PILOT SCHOOLS**

1) Intensive refresher training on facilitation skills, CBT facilitation methods and grasping the CBT for instructors for ATTC and A-poly has been held. The one for NVTI is planned for 14-15 February 2011.

2) A-Poly: off-site workshop on assessment marking guidelines writing from 6-10 February 2011 at Aburi.

3) Training for school Management is scheduled to take place on 4<sup>th</sup> March 2011.

### **7. PROGRESS AND ISSUES AT EACH PILOT**

#### **1)NVTI –**

External Verification for all assessment is almost completed with the exception of English.

ED is to meet the Director of NVTI, Mr. Amponsah to discuss the continuation of the CBT Programme.

#### **2) A-Poly –**

Instructors proposed External Verification of the 1<sup>st</sup> year assessment. A request has been made for meeting with NABPTEX Executive Secretary on this issue. However the Executive Secretary is currently on leave therefore the meeting would be held after he resumes work. The proposed date for this meeting is 23/24 February 2011.

A-Poly has inadequate space at the workshop to house equipment delivered by the Project and there is also a challenge of assigning a classroom for the CBT students. ED is to meet the Rector to find a temporary solution to the problem of getting a classroom for the students.

#### **3) ATTC:**

GES has approved the certificate to be issued to ATTC CBT students.

The school requested for consumables for the elective trade units. ED said COTVET is currently unable to provide funds for consumables. ED would meet with the Management of ATTC to discuss the challenges and way forward for the CBT programme and also to discuss revision of the ATTC Board.

**8. PREPARATION FOR NEXT WORKPLACE EXPERIENCE LEARNING**

Mr. Asamoah informed members that during the exercise to solicit to companies for students' workplace experience; most companies mentioned that it would be better to start the linkage process with the companies in the early part of the year.

ED designated Mr. Turkson to draft a letter to the institutions to authorize them to start the preparations towards workplace experience if they want to continue the CBT programme.

**9. CLOSING OF MEETING**

The next monthly coordination meeting is on 8<sup>th</sup> March 2011. The meeting came to an end at 10:30am. The closing prayer was offered by Mr. K. O Danso.



**March 2011 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	Tuesday, 8 <sup>th</sup> March, 2011 at 9:00am	<b>Venue</b>	Coconut Grove Hotel
<b>Attendance</b>	<p><b><u>COTVET</u></b></p> <ol style="list-style-type: none"> <li>1. Daniel Baffour-Awuah (Executive Director (ED), Chairman</li> <li>2. Ms. Phyllis Andoh (Administrative Manager)</li> <li>3. Mr. Sampson Tetey Dampsey (Coordinator of CBT)</li> <li>4. Mr. Kwabena Osei Danso (Internal Auditor)</li> <li>5. Mr. Eugene Tapegnuu (Administrative Manger, ED’s Office)</li> <li>6. Mrs. Ernesticia L. Asuinura (Director of Administration and Finance)</li> <li>7. Mr. Theophilus Tetteh Zogbla (Occupational Standard Generation Coordinator)</li> <li>8. Mr. Samuel Thompson (Policy &amp; Planning Coordinator)</li> <li>9. Mr. George Laing (Publicity &amp; Promotions Officer)</li> </ol> <p><b><u>TVETS Project</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Tamon Nagai – Sub team Leader</li> <li>2. Ms. Akiko Nishibuchi- Output 1 Management</li> <li>3. Mr. Eric Odotei – CBT Expert</li> <li>4. Mr. Stephen Turkson – CBT Expert</li> <li>5. Mrs. Gertrude Addo - Human Resource Development Consultant</li> <li>6. Mr. Robert Danful – Course Developer – ATTC</li> <li>7. Ms. Veronica Manu – Course Developer – ATTC</li> <li>8. Mr. Richard Okwabi – Course Developer – A-Poly</li> <li>9. Ms. Gloria Commodore – Administrative Assistant (Minutes Recorder)</li> <li>10. Ms. Florence Boahene – Administrative Assistanc</li> </ol>		
<p><b>Summary of discussion:</b></p> <p><b><u>1. OPENING:</u></b> The meeting started at 9:30am with an opening prayer by Mr. Eric Odotei.</p> <p><b><u>2. AGENDA</u></b> The Chairman went through the agenda of the day. Mr. Richard Okwabi moved for acceptance of the agenda and was seconded by Mr. Sampson Tetey Dampsey.</p> <p><b><u>3. CORRECTION AND APPROVAL OF THE PREVIOUS MINUTES</u></b> On page 2, paragraph 1, line 3, “Guest speaker’s” should read “Guest Speaker”.</p> <p>The minutes of the previous meeting was approved on a motion by Mr. Eric Odotei and seconded by Mr. K. Osei Danso as the true reflection of proceedings of the last meeting held on 27<sup>th</sup> October 2010, subject to the above correction.</p> <p><b><u>AGENDA</u></b> <b>OUTPUT 1 – COTVET CAPACITY BUILDING</b></p> <p><b><u>4. LEGALIZATION OF DOCUMENTS</u></b> Prof. Kumadu was contacted to do the legal drafting of the documents submitted for the Legislative Instruments (LIs) but the Ministry of Education did not approve of him. A new consultant is, therefore, being sought for the assignment. ED and Mr. E. Odotei are to pursue this issue further with Mr. Asoalla, the Director of Finance and Administration of the Ministry of Education. The Project proposed that this assignment should commence as soon as possible in order for the project to make part payment before the Project ends. Mr. Nagai explained that the budget allocated to the Project for the extension period is insufficient to cater for this assignment.</p> <p>The Executive Director requested for the staff list of JICA TVETS Project. He would meet with JICA Ghana Office to discuss the next phase of the Project.</p>			

## **5. REPORT ON THE STANDING COMMITTEES**

- **Training Quality Assurance Committee (TQAC)** – The members of the Committee are meeting on 10<sup>th</sup> March 2011 to finalise their workplan and Internal and External Verification Guides for submission to the Board. The Committee, just as the other Standing Committees, would be reconstituted and the old members given a befitting send-off.
- **National TVET Qualification Framework Committee (NTVETQC)** – Mrs. Philomena Johnson has been appointed by the Board to be the new Chairperson for the Committee. The Coordinator, Assessment and Certification, is to contact the Chairperson to determine the way forward. The venue for the NTVETQC meetings has been changed from NVTI to ATTC.

- **National Apprenticeship Committee**

They National Apprenticeship Committee met to determine the selection criteria of Master Craftpersons and Apprentices for the National Apprenticeship Programme. Two sub-committees were subsequently formed to assess the premises of Master Craftpersons and determine their suitability for training Apprentices. A key challenge facing NAC is communicating the National Apprenticeship Programme to the general public.

- **Industrial Training Advisory Committee (ITAC)** –

ED enlightened members on the reconstitution of the Standing Committee. He explained that for efficiency and effectiveness, the membership of all the Standing Committees have reduced. The maximum number of membership being considered is seven (7).

Due to the reconstitution of the members of the Standing Committees which might delay the activities of the Committee, it was agreed that the facilitators from ATTC and NVTI should commence the development of the occupational standards and the generic programmes (including Social Studies) for Certificate one and two respectively. When the ITAC Sub-Committees resume work, the programmes would be submitted to them for validation.

## **5. COTVET CORPORATE PLAN**

The draft Corporate Plan was submitted to the Board for review. The Board discussed the document and referred it to an independent facilitator to incorporate the input from the Board. The facilitator would work with Mr. Asiedu & Associates, the GIMPA Consultants who drafted the document, to finalize it.

## **6. COTVET'S ACTIVITIES**

COTVET's workplan 2011 has been approved by the Board. Eugene is to circulate the approved workplan to members for information.

A training workshop is in progress in Kumasi to train Master Craftpersons in Electronics. Since the training of the Master Craft persons is to be in the CBT mode, Mr. Amaniampong should consult Mr. Turkson, Mr. Theophilus Zogblah and Mr. Dampety to ensure that the training conforms to the CBT mode.

A consultant has been engaged to assist in linking the industry to develop the Occupational Standards for the Oil and Gas Project in the CBT mode. ITAC should be notified on this issue.

Staffing – As recruitment of regular staff would take some time, plans are being made to recruit Consultants for the Project Support Unit. Renovation of the ground floor is almost completed.

## **7. UPDATE ON PROJECTS**

### **World Bank:**

- i. The Ghana Oil and Gas Capacity Building Project - Negotiation on the Oil and Gas Capacity Building Project has been completed. The document is now awaiting the approval of the World Bank Board.
- ii. Ghana Skills & Technology Development Project – Minutes of the negotiation has been signed and the government of Ghana has officially requested for the Project.

**Africa Development Bank** – The government of Ghana has approved of the project concept note. The recent political turmoil in Tunisia which resulted in some of the staff of the Africa Development Bank being sent home stalled work on the Project documents. The Project formulation would take place in May, 2011.

**Chinese Government** – the team would arrive on 10<sup>th</sup> March 2011. Project formulation would start after arrival. The Project document which has been signed in Chinese is being translated.

**KFW** - They are coming in with two Projects – Technical Cooperation Project and Financial Cooperation Project. The Technical Cooperation Project will provide technical support for the capacity building of tradesmen in the informal sector. The Financial Cooperation Project will provide financial support to the SDF.

## **OUTPUT 2 – CBT PILOTING**

### **8. REPORT ON THE PILOTING INSTITUTIONS**

#### **ATTC**

Eight new CBT students have reported for the CBT programme in certificate two. The Facilitators are currently compiling the training materials to be submitted to JICA and COTVET. There are plans to develop the occupational standard for certificate one before the new students arrive in September.

After generating the Occupational standards for certificate one, some of the traditional students would be converted to CBT.

#### **A-Poly**

The students are writing their assessments. Mr. Okwabi suggested the institutions should be asked to search for more companies for students' workplace experience learning since the numbers of students have increased and COTVET can no longer make such arrangements.

Mr. Dampsey informed members that the harmonisation report has been circulated to all the Rectors of the Polytechnics as per it was a request made by one Rector. A meeting would be held soon for all Rectors and Principals of Technical institutions to brief them on the development of the CBT Programme.

### **9. SCHOOL MANAGEMENT TRAINING & LESSONS LEARNT FROM CBT PILOT –**

The Project is organising a training programme for Management to support the CBT Programme in their institutions. The lessons learnt from the piloting would be shared and discussed at the meeting. Prior to this programme, questionnaires were circulated to Management, Students and facilitators on the perception of the programme. A session would be held for COTVET on the lessons learnt.

### **10. CONTINUATION OF CBT**

All the pilot institutions have been authorised to continue with CBT as a mode of delivery for training. All the development partners' programmes in TVET would be in CBT model in compliance with the COTVET Act.

### **11. HARMONIZATION OF CBT**

A meeting would be held with NABPTEX, COTVET and Rectors of Polytechnics at NABPTEX on 8<sup>th</sup> March 2011 to discuss the harmonization of CBT.

## **PROJECT MANAGEMENT AND OTHER MATTERS**

### **12. ABSENCE OF JICA EXPERTS DURING THE BREAK**

The Project would break from the 18<sup>th</sup> March to 18<sup>th</sup> April. However some members would be working intermittently till the Japanese team arrive at the end of April. The office would be opened during the break.

**13. PROJECT WORKPLAN FOR THE EXTENSION PERIOD**

The workplan was discussed during the retreat at Aburi. Copies would be made available to members for study. The record of discussion, minutes of meeting and plan of operation for the Project's next phase would be signed between JICA and COTVET soon.

**14. MOTIVATION FOR INSTRUCTORS**

Concerns on this issue were raised at the conference. The Teachers have proposed that COTVET should consider paying them a lump sum as a form of motivation. A member suggested that there should be a policy for reward or fees to facilitators for developing occupational standards in the future. He stressed the importance of rewarding the facilitators as certificates one and two are about to be developed and the full participation of facilitators is required.

**15. EQUIPMENT FOR COTVET ACTIVITIES**

Ms. Akiko on behalf of the Project handed over a digital camera and 80 copies of DVD CD's on the CBT sensitization video to COTVET for distribution. The Project hopes to purchase some equipment and items for COTVET before the end of the first phase.

Farewell compliments were said to Akiko and Sakamoto as they are leaving the Project.

**16. CLOSING OF MEETING**

The next monthly coordination meeting is on 17<sup>th</sup> May, 2011. The meeting came to an end at 12:30 pm. The closing prayer was offered by Ms. Phyllis Andoh.

**June 2011 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	Monday, 6th June 2011 at 9:00am	<b>Venue</b>	Coconut Grove Hotel
<b>Attendance</b>	<p><b><u>COTVET</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Daniel Baffour-Awuah (Executive Director (ED)- Chairman</li> <li>2. Ms. Phyllis Andoh (Administrative Manager)</li> <li>3. Mr. Sampson Tete Dampsey (Coordinator of CBT)</li> <li>4. Mr. Kwabena Osei Danso (Internal Auditor)</li> <li>5. Mr. Eugene Tapegnuu (Administrative Manager, ED's Office)</li> <li>6. Mrs. Ernesticia L. Asuinura (Director of Administration and Finance)</li> <li>7. Mr. Theophilus Tetteh Zogblah (Occupational Standard Generation Coordinator)</li> <li>8. Mr. Samuel Thompson (Policy &amp; Planning Coordinator)</li> <li>9. Mr. George Laing (Publicity &amp; Promotions Officer)</li> <li>10. Mr. K. Osei Danso (Internal Auditor)</li> <li>11. Mr. Kofi Ntow (SDF Manager)</li> <li>12. Mr. Choi Sang-Taek (Quality Assurance Advisor Koica)</li> </ol> <p><b><u>TVETS Project/Piloting Institution</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Tamon Nagai - Sub team Leader ( Co-Chairman)</li> <li>2. Mr. Eric Odotei - CBT Expert</li> <li>3. Mr. Stephen Turkson - CBT Expert</li> <li>4. Mrs. Gertrude Addo - Human Resource Development Consultant</li> <li>5. Mr. Robert Danful - Course Developer - ATTC</li> <li>6. Ms. Veronica Manu - Course Developer - ATTC</li> <li>7. Mr. Richard Okwabi - Course Developer – A-Poly</li> <li>8. Ms. Gloria Commodore - Administrative Assistant (Minutes Recorder)</li> <li>9. Mrs. Dzigbodi Okrofu - Administrative Assistance</li> <li>10. Ms. Florence Boahene - Administrative Assistance</li> <li>11. Mr. Awudu Dramani - Course Developer - ATTC</li> <li>12. Mr. Micheal Ocran - Course Developer - ATTC</li> </ol>		
	<p><b>Summary of discussion:</b></p> <p><b><u>1. OPENING</u></b> The meeting started at 9:30am with an opening prayer by Ms. Phyllis Andoh.</p> <p><b><u>2. AGENDA</u></b> Mr. Baffour Awuah, the Chairman of the meeting went through the agenda of the day. Mr. Eric Odotei moved for acceptance of the agenda and was seconded by Mrs. Gertrude Addo.</p> <p><b><u>3. CORRECTION AND APPROVAL OF THE PREVIOUS MINUTES</u></b> On the agenda, the reading of the previous minutes was omitted. On page 1, paragraph 2, line 2, the Chairman of the meeting was Mr. Dan Baffour-Awuah. Page 3, 8.1, line 3, "Certificate One and Two should read Certificate I and II". The minutes of the previous meeting were approved on a motion by Mr. Eric Odotei and seconded by Mr. George Laing as the true reflection of proceedings of the last meeting held on 8th March 2011, subject to the above correction.</p> <p><b><u>4. OUTPUT 1 - COTVET CAPACITY BUILDING</u></b></p> <p><b><u>1. HRD Training Work Plan for COTVET</u></b> A series of On the Job and Off the Job training workshop has been proposed for the technical and other relevant staff of COTVET. The workshop will focus on the following areas;</p> <ol style="list-style-type: none"> <li>1) Workshop on CBT curriculum development</li> <li>2) Functions of the standing Committees</li> <li>3) Development of National TVET Policy</li> <li>4) Workshop for TVET Institutions on OIL and Gas</li> <li>5) Role of Coordinators</li> </ol>		

6) Coordinators on writing guidelines on CBT documents

COTVET also has planned training workshops which will be fused into those the Project has proposed.

The Project intend to organise two TVETS Fora in July and November and hold a breakfast meeting with Chief Executives of Industries to discuss the role of COTVET and the partnership of the industries in the reformation of Technical and Vocational Education and Training (TVET).

A proposal was made that the invitation letters for the meeting should be signed by the Minister of Education or the Chief Director to demonstrate the importance of the meeting. It was also proposed that the former UN Secretary General, Mr. Kofi Annan should be a Guest Speaker for one of the fora.

As the Project is ending officially in December, the Coordinators were urged to be actively involved in the Project's activities to smoothly take up responsibilities after the Project ends.

## 2. Briefings on World Bank and African Development Bank Projects

**WORLD BANK:** The team had a technical negotiation with COTVET and legal negotiation with the Ministry of Education. The World Bank Board approved the Project on 9th March, 2011 and provided COTVET with a credit number. Cabinet has also approved the project and it was sent to the Parliamentary Select Committee on Finance for scrutiny. Finally the Project would be sent to Parliament for approval. The final agreement would be signed between the Government of Ghana and the World Bank for the commencement of the Project. Also, a subsidiary agreement would be signed between the Ministry of Finance and COTVET mandating COTVET to implement the Project on behalf of government.

As part of effectiveness conditions, an interview was conducted to select a Project Coordinator and a Financial Management Specialist.

**AFRICAN DEVELOPMENT BANK:** The Project concept note was approved in May. The team would arrive for the Project formulation on 8th June. The Project is to support skills development, provision of equipment and building of infrastructure in two Polytechnics, one University and 10 Technical schools. A need assessment analysis has been conducted for the technical schools. However, the team is experiencing some challenges in the selection of the Technical Institutes.

## 3. Report on the Standing Committees

**TQAC:** The membership of the Committee has been reviewed but has not been implemented by the Chairman. The Committee looks forward to the Legislative Instruments in order to implement some policies. The next meeting is on 28th June. The Committee had a joint meeting with the Qualification Committee to streamline their functions and Terms of Reference.

**NTVETQC:** The Chairman of the Committee has petitioned the Board on the constitution of the membership of NTVETQC. The Committee will start meeting after the membership issue has been resolved. The Committee is still working on the qualifications blue print and awaits the report from the technical committee of Rectors and NABPTEX.

**ITAC:** membership has been reconstituted but there are no industrial representatives on the Committee to influence policy. The ITAC Sub-committees have generated Occupational Standards for five trade areas. Some of the Standards generated have been submitted but some have not conformed to the agreed model.

It was suggested that the international best practice can be used as a benchmark in the process of generating standards. It was also recommended that after the development of the Occupational Standards, a strategy should be designed for stakeholders' consultation.

It was concluded that there is a need to revisit the composition of the membership of the Standing Committee.

NAC: the membership constituted is 13 which include 7 permanent and 6 temporary members. Members have completed mapping out of Master Craftsmen exercise and are yet to meet for discussion on the report. The National Apprenticeship programme would be organized soon to officially present tools to the apprentices.

A member cautioned the Committees that they should make conscious efforts not to increase the membership of the Committees in order not to defeat the purpose of the reconstitution of the Standing Committees.

#### **4. Training on Ghana CBT Model in the University of Education – WINNEBA (Kumasi Campus)**

It was advised that COTVET should have a meeting with the University of Education (Kumasi Campus) on adopting the Ghana CBT model in designing their CBT programme. An intensive CBT training would be organized for the University and Takoradi Technical Institute.

An ECOWAS training workshop for Anglophone Countries in the Sub-region for facilitators on facilitation method in the CBT mode in Electronics / Electricals would be conducted in July.

#### **5. Outstanding Documents on Policies**

The Legislative Instrument documents are ready but payment must be made before the documents are handed over to COTVET. Mr. Dampsey is requested to obtain an invoice in order to proceed on payment.

Eight documents are needed to be prepared by the Coordinators to facilitate in the implementation of the programme. Coordinators would be assisted by Project staff in the preparation. The following are the documents;

- 1) Guideline to Quality Assurance (TQAC) - Dampsey
- 2) Guideline to Approval (Accreditation) - Dampsey
- 3) Guideline to Customer Complaints and Feedback Procedures (PR) - George
- 4) Guideline to Validation (TQAC) - Seth
- 5) Guideline to the Appealing Process - Theophilus
- 6) Guideline to CBT Implementation and Update (TQAC and Training Providers) - Dampsey
- 7) Guideline to Qualification Blue print (NTVETQC) - Seth
- 8) Capacity Development Guidelines to the COTVET Secretariat

### **5. OUTPUT 2 - CBT PILOTING**

#### **1. Training for Pilot Institutes**

A-Poly: workshop on learning materials development outside Accra on 5th -10th June

ATTC: the Subcommittee hopes to complete the standards generation of welding Certificate I by mid June. The facilitators start the development of unit specification and learning materials from 22nd -23rd June.

ITAC should institute a national policy on the writing of unit specification and learning materials either by the provider or a subcommittee.

#### **2. Status of Certificates Issued to CBT Student**

NVTI: 12 out of 34 students were awarded with certificate of achievement for completion of CBT certificate I programme in Electronics. It was alleged that the others did not graduate because they failed in ICT. Further investigation is needed to be conducted on this subject.

ATTC: The certificate is almost ready. However concerns were raised on the current draft as it bears the Government of Ghana (GoG) logo which does not permit GES to sign so it was recommended that instead of the GoG logo this should be replaced with GES/COTVET in order for COTVET to co-sign with GES.

It was advised that in the future, a policy should be made for students to be charged examinations fees of which will be used in paying towards their certification, insurance on work

place, assessment and external verification.

### **3. Policy on Rewarding Facilitators**

A policy should be made to reward facilitators to serve as a compensation for developing the CBT programme. This should be done quite quickly in order to avoid the issue of facilitators opting out of the subsequent work of developing the programme.

The Project is prepared to support COTVET in paying some amount to the facilitators to motivate them to write the materials. ATTC and A-Poly has submitted their proposal on the honorarium to COTVET for consideration.

### **4. School Management Training Workshop**

The purpose of the workshop is to interact with the Management of the schools to know and understand what is entailed in the implementation of CBT and the role of the Management. One was held earlier on and this would be a continuation of that. It was urged that the Coordinators should be actively involved in the workshop and a takeoff plan should be prepared for the sustainability of the programme after the Project ends.

### **5. Preparation for Workplace Experience Learning**

Workplace learning starts in July. Course Developers have started mapping out of new companies. The existing industries were sent emails to notify them of the placement of students for workplace learning. Introductory letters were sent to the new industries for discussion on possible partnership. The challenges encountered during the visitation to companies were that most were not aware of the existence of COTVET. More advocacies on COTVET are urgently needed to sensitize the public.

## **5. PROJECT ACTIVITIES**

### **1. Briefings on the Extension Phase of the Project**

Mr. Nagai brief members on the Project outline. The Project was extended to December 2011. The major activities during the second phase is to continue with the strengthening the organizational capacity of COTVET and Implementation of CBT piloting.

### **2. Schedule of Japanese Experts**

Mr. Yuji Ozaki is a CBT Management expert. He would arrive on the 19th June. Two trade experts; Mr. Kawashima (welding) and Mr. Yoshida (Electronics) are arriving in July to train facilitators.

## **6. CLOSING OF MEETING**

The next monthly coordination meeting would be communicated to members later. The meeting came to an end at 12:30 pm. The closing prayer was offered by Mr. Kwabena Amaniampong.



**August 2011 JICA TVETS – COTVET Monthly Coordination Meeting**

<b>Date &amp; Time</b>	Tuesday, 16th August 2011	<b>Venue</b>	COTVET Conference Room
<b>Attendance</b>	<p><b><u>COTVET</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Daniel Baffour-Awuah (Executive Director (ED)- Chairman</li> <li>2. Ms. Phyllis Andoh (Administrative Manager)</li> <li>3. Mr. Sampson Tetey Dampsey (Coordinator of CBT)</li> <li>4. Mr. Kwabena Osei Danso (Internal Auditor)</li> <li>5. Mr. Eugene Tapegnuu (Administrative Manager, ED's Office)</li> <li>6. Mr. Theophilus Tetteh Zogblah (Occupational Standard Generation Coordinator)</li> <li>7. Mr. Samuel Thompson (Policy &amp; Planning Coordinator)</li> <li>8. Mr. George Laing (Publicity &amp; Promotions Officer)</li> <li>9. Mr. Kofi Ntow (SDF Manager)</li> <li>10. Mr. A. Alhassan (Financial Management Specialist)</li> <li>11. Mr. Zakaria Sulemana (Project Coordinator)</li> <li>12. Ms. Karen Ligman - Intern</li> </ol> <p><b><u>TVETS Project/Piloting Institution</u></b></p> <ol style="list-style-type: none"> <li>1. Mr. Tamon Nagai - Sub team Leader ( Co-Chairman)</li> <li>2. Mr. Stephen Turkson - CBT Expert</li> <li>3. Mrs. Gertrude Addo - Human Resource Development Consultant</li> <li>4. Mr. Robert Danful - Course Developer - ATTC</li> <li>5. Ms. Veronica Manu - Course Developer - ATTC</li> <li>6. Mr. Stanley Nyarko - Course Developer - NVTI</li> <li>7. Mr. Richard Okwabi - Course Developer - A-Poly</li> <li>8. Ms. Gloria Commodore - Administrative Assistant (Minutes Recorder)</li> <li>9. Mrs. Dzigbodi Okrofu - Administrative Assistant</li> <li>10. Ms. Florence Boahene - Administrative Assistant</li> <li>11. Mr. Awudu Damani - Course Developer - ATTC</li> <li>12. Mr. Michael Ocran - Course Developer - ATTC</li> </ol>		
	<p><b>Summary of discussion:</b></p> <p><b><u>1. OPENING</u></b></p> <ol style="list-style-type: none"> <li>1. The Meeting started at 2:00 pm with an opening prayer by Mr. Sampson Dampsey.</li> <li>2. Adoption of Agenda - The Chairman of the meeting went through the agenda of the day. Mr. Awudu moved for the acceptance of the agenda and seconded by Mr. Tapegnuu.</li> </ol> <p><b><u>2. ADOPTION OF PREVIOUS MINUTES</u></b></p> <p>Page 1, Attendance: "Mr. K. O. Danso" should be deleted. "Micheal" should read "Michael"</p> <p>Page 2, paragraph 1, line 1: "... On the Job and Off the Job..." should read "... On-The-Job and Off-The-Job..."</p> <p>Page 3, paragraph 4, Line 3: "... Apprenticeship programme would be organised soon ..." should read "...Apprenticeship programme is on-going..."</p> <p>The minutes of the previous meeting held on 16th August, 2011 was approved on a motion by Mr. Thompson and seconded by Mr. Danful subject to the above corrections</p> <p><b><u>3. MATTERS ARISING</u></b></p> <p><b><u>3.1 OUTPUT 1</u></b></p> <p><b>1. HRD workplan for Coordinators</b></p> <ol style="list-style-type: none"> <li>1) Training workshops for COTVET Technical Staff/Coordinators.</li> </ol> <p>A series of workshops were organised for the Technical staff on Occupational Standard generation, Unit Specification writing and learning material development. In general, participation in the workshops was low. Mrs. Addo has been assigned to liaise with the</p>		

Coordinators to schedule a date within each month e.g. 2nd week of every month at COTVET or ATTC to complete the training planned.

2) Training workshop for Standing Committee

All training workshops for the Standing Committees are on hold until the interim Standing Committees commence operation.

## **2. Public Relations activities**

The newsletter has been published. A Breakfast meeting for CEO's of Industries was held on the 14th July, 2011.

The TVET week would be organised in the 2nd week of October 2011. Mr. Laing was requested to constitute a Committee to plan the activities for the week. A day would be dedicated for the TVETS Project to organise the TVET Forum. ED advised Getty and George to speed up preparations towards the TVET week.

## **3. Workshop with University of Education, Winneba (Kumasi Campus)**

A meeting was held with the Principal of UEW, Kumasi campus and his team on 2nd August, 2011 to discuss the need to adopt the Ghana CBT model in designing their CBT programme. A follow up intensive CBT training workshop would be organized for the University and Principals of Technical Institutes from five regions.

## **4. Dissolution of COTVET Board and Effect on Operations of COTVET**

All the Standing Committees have been dissolved due to the dissolution of the COTVET Board. The Minister of Education had given approval for the establishment of interim Standing Committees to operate with their current membership excluding the former Board members. ED has been instructed by the Minister to attend all the Interim Standing Committee meetings. The SDF interim Committee would meet on 17th August, 2011.

When the new Board is in place, new Standing Committees members would be constituted.

The suspension has however slowed down most of the activities at COTVET but has not stalled the operations completely. Nevertheless, where urgent decisions need to be made the Chief Director of Education will approve it.

## **5. Progress in finalizing COTVET Strategic Plan**

The facilitator working on finalizing the document has not yet submitted the document to COTVET. Efforts made to get the document from the facilitator had not yielded any result. It was proposed that another consultant should be engaged to review the draft strategic plan.

## **6. Update on Skills Development Fund**

Mr. Ntow informed the meeting that the SDF team had been working on finalizing the SDF manual to be adopted by the SDF Interim Committee. The SDF division has also been handling enquiries regarding the call for proposals made in June. However, the outreach programme to sensitize the public on the SDF has been suspended for a while.

Additional Project staff would be recruited following the appointment of the Project Coordinator and Financial Management Specialist.

## **7. Outstanding document on policies guidelines on CBT Implementation**

A Consultant would be engaged to assist the Coordinators with the drafting of the eight guidelines on CBT Implementation documents.

Policy on fee paying was added to the outstanding documents that need to be prepared. Mr. Odotei has been assigned to look at the practices of other countries and other curriculum development institutions in the country and come up with a comprehensive fee policy for all services provided to and by COTVET. It was also suggested that the existing examination bodies should be made to take care of this issue so that the students would be charged as part of their fees.

### **3.2 OUTPUT 2**

#### **1. Training for Pilot Institutions**

Workshops on unit specification and learning material development and assessment writing for the Pilot Institutions are on-going. ATTC and NVTI are developing materials for Certificate I and Certificate II respectively.

The Generic standards generated needs to be validated.

A recommendation was made that a National team should be set up to write the Unit Specification and learning materials for the Training Providers to become a national document.

#### **2. Issuance of certificate for Pilot Institutions**

A consensus has been reached with NABPTEX and Technical Exams Unit on the certificate to be issued to the CBT students.

#### **3. General agreement on Workplace Experience Learning for CBT students with industries**

Workplace Experience Learning for the students at the various companies is on-going. Training of Assessors for new companies who have joined the Workplace experience. Assessors' workshop to be held for the companies in Tema on 18th Aug.

Some new companies have expressed interest to sign Memorandum of Partnership with COTVET.

It was agreed that the Liaison Officers at the Pilot Institutions should be trained on Workplace Experience and monitoring of CBT students.

Some Coordinators have been assigned to discuss with Mr. Ezeh on how best Ghana Education Service can assist the Technical Institutes on Workplace Experience Learning.

#### **4. Funds to support Workplace Experience Learning**

The SDF Manager informed members that there is a funding window for innovative training under the SDF which Pilot Institutions could take advantage of to support workplace experience learning of their students. He asked them to come up with the training needs and apply to the Skills Development Fund for support.

### **3.3 PROJECT ACTIVITIES**

#### **1. Progress Report 4**

Mr. Nagai circulated the Project's progress report to members. He highlighted on the content of the Project report 4.

#### **2. Arrival and Departure of Japanese Experts**

Dr. Ozawa arrives

Mr. Yoshida, Electronics Expert leaves

Mr. Nagai leaves and returns

Mr. Kawashima, welding Expert leaves

### **4. ANY OTHER BUSINESS**

#### **1. Introduction of new members**

Mr. A. Alhassan and Mr. Zakaria Sulemana were introduced to members as the Project Coordinator and Financial Management Specialist respectively of the Project Support Unit.

Ms. Karen Ligman is an intern working with George, the Information, Publicity and Promotion Coordinator

#### **2. Operations of COTVET**

The Executive Director assured members that despite the dissolution of the Board and the stories on COTVET carried in the media, COTVET would remain focused on its mandate. Nevertheless, this has disrupted some operations and has had some negative impact on COTVET as DANIDA has suspended release of funds to COTVET pending the clarification of the issues raised in the media.

The new Board would be reconstituted soon.

**3. Policy Fair**

COTVET would participate in the regional policy fair to be organised in Ho from 17th -20th August.

**5. CLOSING**

The next Monthly Coordination meeting would be held in the last week of September 2011. The meeting came to an end at 3:40 pm with a prayer by Ms Veronica Manu.