



Republic of Ghana

**COMMISSION FOR TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING (CTVET)**

**GHANA JOBS AND SKILLS PROJECT (GJSP)  
GH-COTVET-316975-CS-QCBS**

**SELECTION OF CONSULTANTS**

**Request for Proposals**

For the

**CONSULTANCY SERVICES FOR THE DEVELOPMENT OF  
COMPETENCY-BASED TRAINING PACKAGES FOR TWENTY-  
THREE (23) TRADES**

**RFP No:** GH-COTVET-316975-CS-QCBS

**Country:** GHANA

**Issued on:** FEBRUARY, 2023

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## Section 7. Terms of Reference

### TERMS OF REFERENCE FOR CONSULTANCY SERVICES FOR THE DEVELOPMENT OF COMPETENCY-BASED TRAINING PACKAGES FOR TWENTY-THREE (23) TRADES

REFERENCE: GH-COTVET-316975-CS-QCBS

#### ABBREVIATIONS AND ACRONYMS

CTVET	Commission for Technical and Vocational Education and Training
DANIDA	Danish International Development Agency
DLI	Disbursement Linked Indicators
EEP	Eligible Expenditure Programs
FMS	Finance Management Specialist
GEA	Ghana Enterprise Agency
GJSP	Ghana Jobs and Skills Project
GOG	Government of Ghana
GRM	Grievance Redress Mechanisms
GSDF	Ghana Skills Development Fund
IPF	Investment Project Financing
M&E	Monitoring and Evaluation
MELR	Ministry of Employment and Labour Relations
MESTI	Ministry of Environment, Science, Technology, and Innovation
MIS	Management Information System
MOE	Ministry of Education
MOF	Ministry of Finance
NBSSI	National Board for Small Scale Industries
PAD	Project Appraisal Document
PCU	Project Coordinating Unit
PEC	Public Employment Center
PIM	Project Implementation Manual
QA	Quality Assurance
SDF	Skills Development Fund
TA	Technical Assistance
TVET	Technical and Vocational Education and Training

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## 1. Background

The Government of Ghana (GoG) and the World Bank are collaborating in the implementation of a five-year Ghana Jobs and Skills Project (GJSP) to promote skills development and job creation. The objective of the project is to develop the skills of labour market participants and help them engage in gainful employment that would directly reduce poverty and boost shared prosperity in Ghana.

Ghana with a population of 30.8 million (Ghana Statistical Service 2021) has a labour force estimated at 13 million and an unemployment rate of 4.6% i.e., persons actively looking for employment, and to mitigate the extent of unemployment, the youth will have to be equipped with set-skills that are relevant to the world of work. To ensure this, it is important that multiple industry-led Competency Based Training (CBT) programs are developed. The development of CBT programs provides learners with the opportunity to enroll in programs of their choice and, as we know, when learners have significant interest in their programs they commit more time to it and subsequently excel in them.

GOG realizing the importance of Technical and Vocational Education and Training (TVET) in addressing the unemployment situation has zeroed in on developing a curriculum that responds to the needs of industry and is set to develop curriculums in additional 23 priority trades whilst revitalizing the delivery of quality TVET to meet the demands of the global trends and also provide the needed support for the improvement of the current middle-income status it has attained.

Prior to this, most of the TVET institutions were using the traditional TVET delivery approach which is mainly supply-driven and does not usually respond to market demands or industry skills requirements thereby causing mismatches in the skills needs of industry.

Developing the skills of the youth and helping them engage in more productive, gainful employment would be the most direct way of reducing poverty and boosting shared prosperity in the country. GOG realizing the importance of skills development as a vehicle for job creation has made curriculum development a key part of the Ghana Jobs and Skills Project and that is why the development of curriculum in 23 trades constitutes component one of GJSP. So far, the Commission for TVET (CTVET) has developed and approved CBT packages in 18 trades. This is woefully inadequate in a country that has an estimated number of 200 trades. This mitigation of this challenge has been adequately catered for as one of the Disbursement Linked Indicators under component 1 of GJSP.

### 1.1 The Commission for TVET

The Commission for TVET (CTVET) is mandated by the Act that establishes it:

- to regulate,
- promote and
- administer technical and vocational education and training for transformation and innovation for sustainable development.

It is on the above-mentioned mandate, that all the Functions of CTVET are anchored. These include:

- formulate national policies for skills development across the broad spectrum of pre-tertiary and tertiary education, formal, informal and alternative education.
- co-ordinate, harmonize and supervise the activities of public and private providers of technical

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and vocational education and training, including the informal sector.

- develop and implement a national assessment and certification system in the technical, vocational education and training sectors.
- take measures to ensure quality, equity and access in the provision of technical and vocational education and training.
- develop and maintain a national database on the technical, vocational education and training sectors.
- facilitate research and development in the technical and vocational education and training system.
- source for funds to support technical and vocational education and training activities
- facilitate collaboration between training providers and industry to promote
  - industry-led and demand-driven curriculum development and placement
  - Workplace Experience Learning; and
  - Recognition of Prior Learning;
- promote co-operation with international agencies and development partners

CTVET is governed by a Board and supported by five standing committees which are:

- The Ghana Skills Development Fund Committee
- the National Technical and Vocational Education and Training Qualifications Committee.
- the Sector Skills Committee;
- the Quality Assurance Committee; and
- the Assessment Committee.

## **1.2. Project**

The **Ghana Jobs and Skills Project (GJSP)** is designed to develop quality training by extending training to both apprentices and master craft persons under a formalized, standardized and quality-assured apprenticeship system. It is to ensure that the informal sector is engaged in more productive and gainful employment that would reduce poverty and support skills development and job creation in the Republic of Ghana

### **1.2.1 Project Description**

GJSP consists of the following components:

The project comprises of five (5) components which supports the Government's prioritized skills development and job creation agenda. These are described below.

**Component 1** supports the apprenticeship training for jobs through:

- i. The provision of apprenticeship training which combines workplace-based training offered by a master craft person and classroom-based training offered by a public or private accredited training institute (provider), under a formalized, standardized, and quality-assured apprenticeship system.
- ii. The development of 100 Competency-Based Training packages of the estimated 200 trades in

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Ghana

- iii. The provision of training of master craft persons who provide Apprenticeship Training; registration of public and private Apprenticeship Training providers and progress toward accreditation and the provision of competency-based training, in line with the country's National Technical and Vocational Education and Training Qualification Framework (NTVETQF); and capacity development of accrediting bodies to effectively perform their role in accrediting Apprenticeship Training providers.

**Component 2** supports the entrepreneurship training and micro-enterprise support for jobs through:

- i. Standardized, quality-assured modules, customized to baseline needs and abilities of the target populations in different locations.
- ii. The provision of Competitive Business Start-up Grants for self-employment, coupled with mentorship support and intensive oversight, to those individuals (or groups of individuals) who successfully complete entrepreneurship training at the intermediate level.

**Sub-component 2.2** supports the provision of competitive grants to private enterprises for expanded employment through the provision of Competitive Grants to selected micro and small enterprises or groups of such enterprises to support workforce training and technological inputs to enhance worker productivity and workforce expansion, administered through the Skills Development Fund (SDF).

**Component 3** supports the operationalization of the Ghana Labor Market Information System, upgrading of District Public Employment Centers (PECs) and services, and independent performance reviews of Government youth employment and skills development programs.

**Component 4** supports capacity development, technical assistance, and project management support for enhanced skills and jobs impact.

**Component 5** supports the contingent emergency response component by providing immediate response to an eligible crisis or emergency, as needed.

## **2. Objectives**

The main objective is to support CTVET to meet the agreed Disbursement Linked Indicators of GJSP.

The Consulting Firm is to collaborate with CTVET to identify skills that are in demand and develop CBT programs for **23** trade areas. This will open access to TVET programs and make TVET delivery relevant to the world of work.

The assignment will seek to achieve the following in specific:

- a. Generate and validate Occupational Standards for the selected 23 trade areas at levels 1 to 5 on the National TVET Qualifications Framework (NTVETQF)

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- b. Develop Unit Specifications for the selected 23 trade areas at levels 1 to 5 based on the occupational standards developed and approved by the Sector Skills Committee
  - c. Develop Learning Materials for the selected 23 trade areas at levels 1 to 5
  - d. Develop Assessment and Re-Assessment Instruments with Marking and Re-marking Guidelines for the selected 23 trade areas at levels 1 to 5.

### **3. Scope of the Assignment**

To attain the objectives of GJSP, CTVET is seeking to collaborate with a Consulting Firm with national and international experience in CBT programme development and the Ghana Harmonised CBT programme development.

Specifically, the Consulting Firm is to:

- Engage industry trade experts and academia through CTVET and the Sector Skills Bodies (SSBs) and other relevant stakeholders to generate and validate occupational standards for the development of Competency-Based Training programs from Level 1 to Level 5 across the 23 trade areas on the National TVET Qualifications Framework.
- Prepare the occupational standards and corresponding tools and equipment list for consideration and approval by the Sector Skills Committee.
- Develop the Unit Specifications, Learning Materials, Assessment and Re-Assessment Instruments, Marking and Re-Marking Guidelines based on the approved occupational standards.
- Prepare and develop CBT packages that foster greater linkages between CBT delivery in TVET institutions and industries.
- Harmonize CBT in Ghana to pave the way for graduating students to fit into the job market, and thereby promote national youth employment, reduce poverty and create wealth.

### **4. Qualification of the Consulting firm**

The Consulting Firm must have a solid knowledge and experience directly related to TVET and particularly in the Ghanaian Harmonised CBT concept and processes. The Consulting Firm must also have capacity for training Facilitators, Assessors, Internal and External Verifiers in CBT delivery and training quality assurance.

The Consulting Firm must have the following requirements:

- Legally registered
- Proven knowledge and experience in Ghana TVET systems and policies

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- Demonstrated ability to develop CBT Programmes in line with the National TVET Qualification framework.
  - Proven experience in Ghanaian harmonised CBT concept, processes and capacity building for Facilitators, Assessors and Internal Verifiers.
  - Track record of successfully conducted similar assignments in CBT programme development for not less than ten (10) trade areas.
  - Track record of successfully conducted training on CBT facilitation, assessment, verification, and training quality assurance for not less than ten (10) trade areas.
  - Proof of technical and managerial capabilities
  - Previous experience working in Ghana with a special focus on the business environment as well as TVET activities in the country

#### **4.1 Key Personnel**

##### **2. Lead Consultant**

- Master's degree in a TVET related discipline; a higher degree in curriculum development would be an advantage
- At least fifteen (15) years of experience working in TVET, five (5) years of which must be within the sub-region.
- Specific experience in CBT programme development, CBT assessment, and quality assurance
- Experience with working conditions in the West African region and countries across Africa, preferably in the same sector
- Proven knowledge of the TVET sector of Ghana
- Proven experience in ICT applications
- Proven technical and managerial skills
- Fluency in at least two 2 local Ghanaian languages

##### **3. Key Experts**

###### **1. Project Management Specialist**

- Master's degree in project management from an accredited university. A higher degree would be an advantage
- At least ten (10) years of working experience in managing projects
- At least five (5) years of working experience in managing education and skills development related projects

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- Competence in people and conflict management
  - Proven experience in ICT applications and tools for project management
  - Knowledge of the TVET Sector of Ghana
  - Fluency in English

## **2. Financial Specialist**

- Master's degree in financial management from an accredited University. A higher degree would be an advantage
- At least ten (10) years of experience working in project finance management
- At least five (5) years of working experience in education and skills development financing management
- Proven experience in ICT applications and tools for project financial management
- Knowledge of the TVET Sector in Ghana
- Fluency in English

## **3. Education and Training Specialist**

- Master's degree in a TVET related discipline. A higher specialisation in curriculum development would be an advantage
- At least ten (10) years of experience in the TVET sector
- At least five (5) years of experience as an instructor within the sub-region would be an advantage
- Specific experience in CBT programme development, CBT assessment, and education quality assurance
- Extensive knowledge of the TVET sector of Ghana
- Proven knowledge and expertise in ICT applications in education and training
- Fluency in English

## **4. Sector Experts:**

1. IT and Telecommunication Sector Expert
2. Electrical, Electronic and Automation Expert



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3. Mechanical, and Industrial Manufacturing Engineering Expert
  4. Construction and Building Infrastructure Engineering Expert
  5. Textiles and Apparel Sector Expert
  6. Beauty, Hair and Makeup Expert
  7. Health Care and Pharmaceutical Expert
  8. Hospitality and Tourism Sector Expert
  9. Agriculture and Agriculture Mechanization Sector Expert

### **Qualifications of Sector Experts**

- Master's degree in the relevant sector trade specialisation. A professional qualification in specific trade clusters would be an advantage
- At least five (5) years of experience in curriculum development in TVET sector. Experience in CBT facilitation would be an advantage
- At least ten (10) years of experience working on skills development in specific sector
- Demonstrate in-depth understanding of current and emerging trends and occupations within the specific sector
- Extensive knowledge of the TVET Sector in Ghana
- Proven knowledge and expertise in ICT applications in education and training
- Fluency in English

### **5. Expected Outputs**

- a. Generate and validate Occupational Standards for selected 23 trade areas at levels 1 to 5 of the National TVET Qualifications Framework
- b. Develop Unit Specifications for the selected 23 trade areas at levels 1 to 5 of the National TVET Qualifications Framework
- c. Develop Learning Materials for the selected 23 trade areas at levels 1 to 5 of the National TVET Qualifications Framework
- d. Develop Assessment and Re-Assessment Instruments with Marking Guidelines for the selected 23 trade areas at levels 1 to 5 of the National TVET Qualifications Framework
- e. Prepare a report showing the documented processes of how the assignment was carried out.

## 6. Deliverables and Payment Structure

Deliverables are to be provided in both electronic form on and in hard copy (two (2) hard copies). Deliverables and the associated payment structure are provided in the below table.

No.	Deliverable	Expected Deliverable	No of Copies	Timeline	Payment
1	Inception report detailing out the proposed approach and methodology for the work to be submitted in twelve (12) working days after signing of the contract.	Inception Report	3	14 Days	10% payment upon submission and approval of report on documents reviewed
2	Work with CTVET to generate Occupational Standards (OS) for selected 23 trade areas at levels 1-5	Standards generated	3	38 Days	10% payment upon submission and approval of OS
3	Work with CTVET to validate Standards generated	Standards validated	3	20 Days	10% payment upon submission of validated OS
4	Work with CTVET to develop Unit Specification (US)	Unit Specification developed	3	20 Days	10% payment upon submission and approval of US
5	Work with CTVET to develop Learning Materials (LM)	Learning Materials developed	3	80 Days	20% payment upon submission and approval of LM
6	Work with CTVET to develop Assessment and Re-Assessment instrument for the 23 trades	Assessment and Re-Assessment completed	3	60 Days	10% Payment upon submission and approval of Assessment Instruments

7	Work with CTVET to develop Marking and Re-Marking Guidelines.	Marking and Re-Marking Guidelines	3	60 Days	10% payment upon submission and approval of Marking and Re-Marking Guidelines
8	Build the capacity of the selected school teachers in the effective implementation of the curriculum	Capacity building done		10 days	10% payment upon submission and approval of Capacity Building Report
9	Submission of draft report on each of the tasks	Draft report submitted to CTVET	3	Upon completing each deliverable	5%
10	Submission of final report on each of the tasks	Final report submitted to CTVET	3	Upon completing each deliverable	
11	Organise stakeholders' validation workshop on the programmes developed	Reports validated	3	20 Days	5%
	Total no. of days			<b>322 Days</b>	

## 7. Duration of the Assignment

The Consulting Firm is expected to work within Three Hundred and Twenty-Two days from the date of signing of the contract.

## 8. Reporting

The Consulting Firm will report to the Director General, CTVET. Oversight will also be provided by the Project Coordinator, GJSP Project Coordinating Unit.

## 9. Location of the Assignment

The Consulting Firm will be based in Accra.