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SUSTAINABLE FISHERIES MANAGEMENT PROJECT (SFMP)

Report On Hiring Of Consultant To Review Module Training Materials on Competency Based Training (CBT)



SEPTEMBER, 2017

THE
UNIVERSITY
OF RHODE ISLAND
GRADUATE SCHOOL
OF OCEANOGRAPHY



Development
Action Association

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Citation: Development Action Association. (2017). Report on hiring of consultant to review module training materials on Competency Based Training (CBT). The USAID/Ghana Sustainable Fisheries Management Project (SFMP). Narragansett, RI: Coastal Resources Center, Graduate School of Oceanography, University of Rhode Island and Development Action Association. GH2014_ACT131_DAA 12 pp.

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Prepared for USAID/Ghana under Cooperative Agreement (AID-641-A-15-00001), awarded on October 22, 2014 to the University of Rhode Island, and entitled the USAID/Ghana Sustainable Fisheries Management Project (SFMP).

This document is made possible by the support of the American People through the United States Agency for International Development (USAID). The views expressed and opinions contained in this report are those of the SFMP team and are not intended as statements of policy of either USAID or the cooperating organizations. As such, the contents of this report are the sole responsibility of the SFMP team and do not necessarily reflect the views of USAID or the United States Government.

Cover photo: Members of Council for Technical and Vocational Education and Training (COTVET) Accreditation team (**Credit:** Development Action Association)

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ACRONYMS

BECE	Basic Education Certificate Examination
CBT	Competency Based Training
COTVET	Council for Technical and Vocational Education and Training
DAA	Development Action Association
DFTC	DAA Fisheries Training Centre
FC	Fisheries Commission
GAC	General Area of Competence
ITAC	Industrial Training Advisory Committee
NAFPTA	National Fish Processors and Traders Association
NOS	National Occupational Standards
NTVETQF	National Technical and Vocational Education and Training Qualification Framework
QA	Quality Assurance
SFMP	Sustainable Fisheries Management Project
SHS	Senior High School
SNV	Netherlands Development Cooperation
TOT	Trainer of Trainer
TVET	Technical and Vocational Education and Training
US	Unit Specification
USAID	United States Agency for International Development

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1.0 INTRODUCTION

Development Action Association made a passionate appeal to Sustainable Fisheries Management Project for the need of a Fisheries Training Centre where fishers would be trained in fisheries best practices throughout the value chain. As a result of the appeal, the USAID through the Sustainable fisheries Management Project (SFMP) agreed to build a fisheries training Centre on a piece of land purchased by DAA members at Kokrobite for their use. In order that the Centre would be a place of excellence and run structured curriculum, it was decided that the Centre be accredited by the Council for Technical, Vocational Education and Training (COTVET).

The goal was to have accreditation to run courses for proficiency I and II certificates because most of the clients in the fishing industry have low education. The accreditation process started with the picking of a form for Centre accreditation after registering with COTVET. The form was submitted and the Centre had a briefing session with COTVET officials who realized that they did not have a competency Based Training program for fisheries industry or training. DAA was then linked to two consultants who were to transform the DAA learning materials into competency Based Training learning materials.

DAA negotiated with the consultant and there were four validation meetings between the consultant, staff of Fisheries Commission, and NAFPTA and women processors before the learning materials were accepted. After that, Mr. George Kpor, formerly of the Information Support Unit of the Ministry of Food and Agriculture inserted the right pictures into the learning material before submitting to COTVET for approval.

The CBT learning material was submitted to COTVET with an application letter for approval. DAA was then asked to register at least ten people to be trained as internal verifiers, assessors, facilitators for the training Centre. DAA also had to register three people to be trained as external examiners. DAA is also in the process of submitting the new Centre approval/accreditation form because the one submitted earlier was not the right one.

Fishermen and fish mongers along the fisheries value chain have gone through a lot of training programs to help build their capacity for better livelihoods, but this has been without any form of accreditation to show that they have acquired knowledge. This is the reason why the DAA Fisheries Training Centre has embarked on acquiring accreditation to run a Competency Based training course that would afford learners to be awarded certificates. This certificate can be used to seek employment in the fisheries industry or can be used in one's own private enterprise. There is progression in CBT courses. Acquisition of accreditation also called for learning modules for the Centre being converted into Competency Based Training learning materials. Competency Based Training is an act of Parliament. i.e. Act 718 that mandates all technical and vocational education and training institutions to operate on those standards.

This is as a result of the Anamoah Mensah Report on "Meeting the Challenges of Education in the Twenty-first Century" which reviewed the education system and came up with recommendations for reforms, which included Technical and Vocational Education and Training (TVET) in 2006. The Educational Report White Paper adopted as a Government policy has a number of recommendations from the Anamoah Mensah Report and also from the TVET Policy framework. Some of the major policies are as follows:

- TVET courses should include the core subjects of Mathematics, Science, English, Information and Communication Technology and Entrepreneurship.

- Act 718, established a Council for Technical and Vocational Education and Training (COTVET) and mandated to coordinate and oversee all aspects of TVET in the Country.
- Adoption of Competency Based Training (CBT) as a mode of TVET delivery.
- Establishment of skills Development Fund (SDF) to finance TVET Delivery.
- Set clear standards which can be measured.
- Develop competent individuals with transferable skills.
- Link education and training to skills needed by employees.
- Provide a system which will have the confidence of all users i.e learners, employers and educational establishment.
- Develop a system than can respond quickly to change.
- Develop individual potentials fully.
- Promote the concept of lifelong learning.

2.0 COMPETENCY BASED TRAINING DEVELOPMENT FLOW CHART

The flow chart below shows the steps of developing a CBT program. This is based on a harmonized CBT model recommended in the CBT harmonization report.

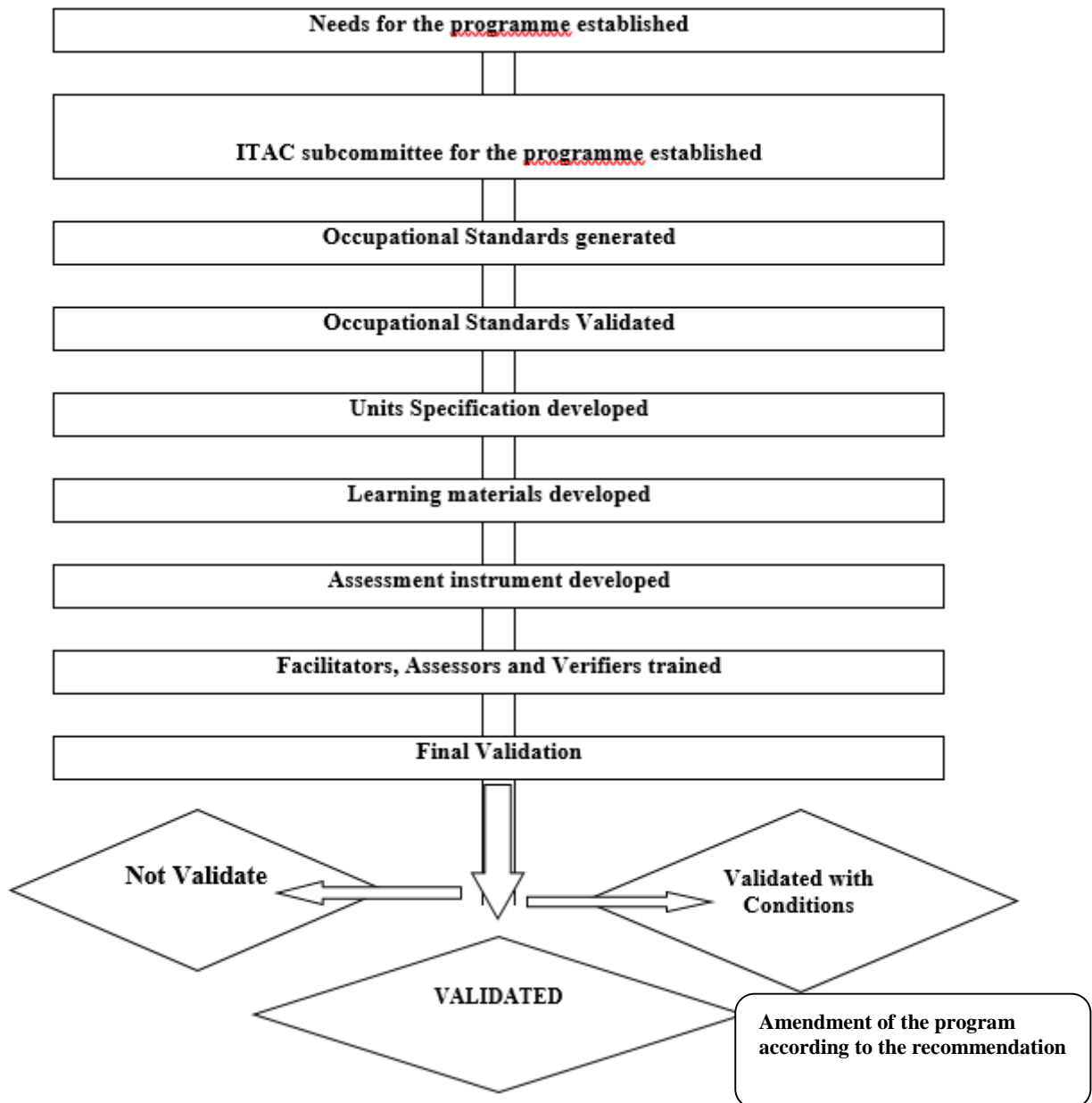


Figure 1 Steps of developing a CBT program based on a harmonized CBT model

Our interaction with COTVET after registration to be accredited led to the knowledge that the Council did not have learning materials for fisheries training. In order for the DFTC to get accredited, learning materials had to be developed for the fishing industry. COTVET then recommended a consultant in the person of Mr. Emmanuel Teiko Dzevi of COMBOTEC to convert the curriculum that the DFTC had into a CBT learning material.

DAA then went into a contract with Mr. Emmanuel T. Dzevi to work on the document. Mr. Dzevi and his team generated the Occupational Standard (OS) for fisheries training. After generation of the OS, Mr. Dzevi informed DAA to set up a date with COTVET officials to validate the OS for the first time. The team that assembled at the Interim Training Centre of DAA at Tsokomey comprised of the following:

COTVET staff made up of Mr. Sampson Damptey Tettey (Director of CBT), Mr. David Prah (Director of Quality Assurance), Rev. Dr. Eric Ankrah (Chairman of ITAC), Mr. Samuel Douduo Manu (Director of Postharvest of the Fisheries Commission), Mr. Salahudeen M. Abdallah (Fisheries Commission), Mr. Emmanuel Teiko Dzevi (Consultant from COMBOTEC), Mrs. Lydia Sasu (Executive Director of DAA), Mr. Abraham Asare (M&E officer of DAA), Mrs. Nancy out (Finance and Administration officer of DAA), Ms. Irene Aforve (Administrative officer at DFTC), Mrs. Emelia Nortey (Centre Manager at DFTC), Ms. Comfort Addo (DAA Board member/fish processor), Ms. Cecilia Agbeshie (DAA Board member), Ms. Grace Quaye (DAA Board member), Ms. Patricia Ashigbui (DAA Board member).

2.1 Initial Validation

The objective of the validation exercise was to have the input of the Fisheries Industry pertaining to what key lessons were to form components of the training curriculum for the Centre; and have directives or inputs from COTVET on the converted modules and their acceptance to be used in training learners for proficiency I and II certificates by COTVET standards.

There was lengthen deliberation on the occupational standards that were presented by Mr. Dzevi between the Fisheries Commission, fish processors, DAA staff as well as COTVET officials. The Fisheries Commission and fish processors brought to light the realities in fishing, guided the consultants in using appropriate terminologies in fisheries, such as different types of fish in Ghana, types of fish available in each fishing community and their season.

The formulation of the content of the manual was guided by COTVET officials. After a lengthy discussion, the occupational standards were accepted by all. COTVET officials stated that the idea of having a fisheries training Centre is laudable and unique in nature that DAA should not relent in its efforts to obtain accreditation for the Centre. Rev. Dr. Eric Ankrah, the chairman of ITAC also added that acquiring accreditation for the Centre is very relevant to today's job market which will help interested applicants within and outside the borders of Ghana build their knowledge in fisheries.

2.2 Final Validation

Two other validation processes went on between the consultants and staff of DAA to clarify some issues on curriculum development. The final validation took place at the Fisheries Commission's conference room. The team that assembled were as follows: Mr. Samuel Duodo Manu (Director of Postharvest at Fisheries Commission), the late Mrs. Freda Oduro

(former Deputy Director of Postharvest Unit at Fisheries Commission), Mrs. Matilda Quist (Deputy Director of Marine Data Management at Fisheries Commission), Apostle Dr. Queronica Quartey (Consultant for National Fish Processors and Traders Association, NAFPTA), Mr. Salahudeen M. Abdallah (Technical officer, Fisheries Commission), Mr. Abraham Asare (M&E Officer at DAA), Mrs. Emelia Nortey (Centre Manager at DAA Fisheries Training Centre), Mr. Emmanuel Teiko Dzevi (Consultant from COMBOTECH), Mr. Leonard Dogbe (Consultant from COMBOTECH), and Mr. George Kpor (retired Director of MoFA).

This exercise was organized so that the consultants could present their final work to the team for inputs. Mr. George Kpor was invited to join the team so he could add the graphics to the learning materials.

There were lots of suggestions and inputs that were made by the panel for the consultant to work on. It was agreed that after the corrections, the consultant should send the document to Mr. Thomas Insaideo who chaired the function to circulate to members for final inputs before it is finally accepted for the pictures to be inserted wherever relevant.

The consultants finalized the document, and arrangement was made to meet Mr. George Kpor at the DAA office together with the consultants to agree on the type of pictures that are needed to be put into the learning material. After selection of the type and nature of pictures to use for the manuals, it was realized that some of the pictures needed to be arranged at various communities of fish processing in order to get relevant/appropriate pictures for each unit.

The Fisheries Commission cinema van was to be hired for the purpose of travelling to fishing communities. Also a commercial camera that could capture good pictures was to be hired. The M&E officer and Mr. George Kpor then drew the itinerary for that purpose.

3.0 CONCLUSION

The validation process came with a lot of difficulties and delays in terms of getting a team together to undertake the validation. However, the learning materials and the assessment instruments have all been developed. Ten facilitators and assessors were trained by COTVET in October, 2017.

The learning materials and assessment instruments have been sent to COTVET for final approval and validation. COTVET is yet to set a date to train the external verifiers, and also visit the Centre to go through due process for the award of accreditation.

4.0 APPENDIX



Figure 2 Mr. Sampson Damptey, Director of CBT making a presentation



Figure 3 Rev. Dr. Eric Ankrah, Chairman of ITAC