

Developing curriculum for competency based vocational education training programmes in Ghana

People 1st
International



As part of a VET Toolbox Project, People 1st International was appointed by the British Council and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH to lead on the curriculum development component to build capability of teachers and curriculum experts within Ghanaian vocation education and training centres.

Background

In 2018, Fair River International Association for Development (FARIAD), a Ghanaian private TVET provider formally accredited by the National Vocational Training Institute (NVTI) to train in vocational skills since 2015, issued a request for support to develop stronger Vocational Education & Training (VET) and industry partnerships, skills to develop workplace relevant curriculum and training in career guidance and counselling – all geared towards curbing youth unemployment.

Funded under the VET Toolbox Project, an EU- and BMZ-financed technical cooperation facility set up to promote demand driven Technical Vocational Education and Training (TVET), British Council and Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH led on a project to support FARIAD in three areas: Public Private Partnership, Career Guidance and Counselling and Curriculum Development.

To ensure that other Vocational Education Training centres in the region also receive additional support and benefit from any intervention, it was agreed to reach out to other centres facing similar difficulties in these areas.

People 1st International was awarded the contract to undertake and deliver on the curriculum development component. The VET centres were seeking advice on how to improve their competency based curriculum for VET programmes in new areas such as meat and fish processing and guinea fowl raising as a business. Our objective was to provide advice on designing and implementing competency based curriculum that aligns with labour market needs and accounts for soft and technical skills.

Our Solutions

During our scoping visit to Ghana, through research and consultation we undertook the analysis of current curricula and the requirements of the labour market. The guiding principles were how to add value to the existing system and support the delivery of 'fit for purpose' provision within the vision for competency-based training set by the Government in Ghana.

Our research and consultation process involved the following activities:

- Team meeting with Public and private partners in Ghana
- Analysis of documents provided by training provider FARIAD
- Researching curricula development/associated regulations
- Designing a workshop for capacity building
- Consulting on key occupations
- Selecting methodology for draft functional specification including knowledge, skills and behaviours
- Preparing criteria for teachers
- Interviews with key employers on skills need and what should be in the

Ghana

“The most useful about this VET Toolbox is how to create unit specifications, it should also be extended to more people to have the training.”

“It has built my capacity to develop good CBT curriculum and the development of learning materials based on COTVET standards.”

“Curriculum development and unit specifications was the most useful activity and what I would like is to extend the capacity to more people.”

Project beneficiaries

competency curriculum

- Interviews with teachers, curricula authors etc. from FARIAD and public training provider NVTI

Following this, we proceeded to **develop a toolkit for curriculum design** that included creating an approach to curriculum design and implementation and designing a facilitated workshop and support materials.

To help **build capacity** we then delivered a workshop for teachers and curriculum experts in designing curricula and implemented training for a wider group of curriculum experts in FARIAD and 11 NVTI institutions. To support the curriculum experts, we also provided follow up support online for through two half-day coaching sessions.

Outcomes & Impact

Our expertise helped deliver the following outcomes:



- 22 participants received training in curriculum design from 9 training institutions
 - » All of the participants were given the opportunity to receive group coaching from their organisations following the training



- 100% of the beneficiaries indicated satisfaction with the training intervention and are actively developing competency based training



- 100% of the delegates indicated they would be able to use what they learnt in the training intervention and are actively developing competency based training



- An ongoing review and evaluation will measure the number of disadvantaged and vulnerable VET students reached as there is an expectation that the new competency based training programmes will result in training being delivered in rural hard to reach communities that include women and disadvan-

Beneficiary comments on what they found most useful about this VET Toolbox activity:

- "It has built my capacity to develop good CBT curriculum and the development of learning materials based on COTVET standards."
- "Curriculum development and unit specifications was the most useful activity"
- "Assessment methodologies and processes"
- "Very useful to the incoming generation and will bring more innovations and job satisfaction to people"

Beneficiary comments on what degree they will be able to apply what they learned in their job:

- "It has enhanced my knowledge in curriculum preparation, assessment and methodologies"
- "It will enable me to plan a lesson full of activities and student based/centred to involve all my students, understand and apply what has been learnt"
- "To a very great extent because our institution is still at the level of developing curricula on certain subjects. My knowledge will therefore be useful in helping to develop our own curricular"

About People 1st International

People 1st International is an employer-led skills and quality assurance expert.

We develop and quality assure industry relevant skills solutions in the UK and internationally across apprenticeships, work-based learning and technical vocational education, as well as providing a consultancy service internationally to support countries in developing sustainable skills models.

Our employer-led approach gives us an unparalleled insight into the skills priorities now and in the future, with critical industry partnership collaborations that bridge the gap between employers and government.

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