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The Leading Provider of Excellent Training & Consultancy Advisory Services in Public & Private Sector of Africa

CETraC
Center for Excellent
Training & Consultancy

PROPOSAL FOR CAPACITY BUILDING
TRAINING & DEVELOPMENT

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1.0 Introduction

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers in the current climate find development opportunities expensive. Employees attending training sessions also miss out on work time which may delay the completion of projects. However, despite these potential drawbacks, training and development provides both the individual and organisations as a whole with benefits that make the cost and time a worthwhile investment. The return on investment from training and development of employees is really a no brainer. Employees are a company's biggest asset, and investing in talent is vital to sustainable business growth and success. Businesses go through lengthy processes to recruit and hire qualified and suitable staff, but often the emphasis on caring about employees stops there. According to a Gallup study, workgroups that engaged in employee development saw a sales increase and profits double compared to workgroups that didn't engage at all.1 Dedicated training and development fosters employee engagement, and engagement is critical to your company's financial performance.

Workgroups that engaged in employee development saw a sales increase and profits double compared to workgroups that didn't engage at all. Investing in your staff's professional development is vital for team retention to the point that 94% of employees would stay at a company longer if it invested in their career development.2 Replacing talent can cost more than retaining the employees you originally had.3 A report from Gallup revealed that 38% of the US workforce is powered by millennials, and in 2025 it is estimated to grow to 75%.4 However the rate of turnover amongst millennials is high – only 50% plan to be with the company one year from now. Gallup estimated that employee replacement costs can be 150% of the worker's annual salary, or more. Caused by a lack of workplace engagement, turnover costs the US economy $30.5 billion a year.5 The internal economic detriment could be brutal, for both small and large organisations. It's a costly mistake, and one that can be easily mitigated.

As the business landscape becomes increasingly competitive, improving your team's performance is imperative within evolving markets. Employee development and training is no longer an additional perk reserved for the C-suite, it's essential for the growth of your business and the workforce that propels it. Employee training and development is a term often used interchangeably, across sectors, and encompasses various employee learning practices. More specifically, training involves programmes which enable employees to learn precise skills or knowledge to improve performance. Development programmes involve a more expansive employee growth plan, for future performance rather than immediate career role improvement.6 Now, more than ever, learning and development are taking top priority, with 27% of organisations preparing for budget increases within development initiatives. As new markets emerge, so will new technologies; both having a profound impact on education and development. Recognising new skills and ways of learning will help a company evolve and innovate for the future.8 Merging contemporary technological platforms with creative learning methods will ensure that teams learn dynamically, through a future-oriented approach. 94% of employees would stay at a company longer if it invested in their career development.

1.1 CETraC Training Objectives

The main of CETraC Capacity Building is to provide job related knowledge to the workers, impart skills among the workers systematically so that they may learn quickly, bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization, improve the productivity of the workers and the organization, and prepare workers for promotion to higher jobs by imparting them advanced skills.

1.2 CETraC Vision

The vision of the Center for Excellent Training & Consultancy (CETraC) is to be the leading provider of quality public and private management consultancy advisory services in Africa, recognized for its proven ability to deliver excellent services and value-added ways to meeting existing, new and inarticulate needs.

To empower organizations through their human capital, by providing highly impactful quality training and consulting solutions customized to their need to help them achieve excellence in their business.

1.3 CETraC Mission

With the above vision, Center for Excellent Training & Consultancy (CETraC) sets itself to enhance the problem solving and self-renewal capabilities of both Public and Private Sector Organizations through Institutional Strengthening, Capacity Development and Applied Practitioners Knowledge in skills development. Its core values will be Training, Innovation, Teamwork, Knowledge Brokering, and Sharing.

To assist our clients with talent management strategies which will optimize the performance of their people to achieve success individually and for their organization.

1.4 Why CETraC

- Over 150 satisfied clients.
- Experience of delivering thousands of training hours.
- We assess needs and offer need based solutions.
- Fully customized solution as per your requirement.
- Team of over 40 Highly experienced training specialist.
- Bespoke In-company training.
- Highly Interactive and engaging programs.
- Individual coaching and development action plan.
- Follow up and on-going engagement program for application of learning.
- International certifications.
- Practical field visit and education tours.
- Free tablet will be provided as a learning tool contaning all training modules.
- Delegates are provided with complimentary city tour or another leisure activity of their choice.

2.0 CETraC Technical Proposal

CETraC is designed to operate as one, single global partnership united by a strong set of values, focused on client impact. CETraC take a consistent approach to recruiting and developing our people, regardless of where they are based. This structure ensures that we can quickly deliver the right team, with the right experience and expertise, to every client, anywhere in the world. Center for Excellent Training & Consultancy (CETraC) is defined as the quality of our people is the cornerstone of our ability to serve our clients. For this reason, we invest tremendous resources in identifying exceptional people, developing their skills, and creating an environment that fosters their growth as leaders.

2.1 CETraC Out-bound Capacity Building Training

Many organisations prefer a change of scene/location for their employees to undergo experiential learning by means of innovative and thought-provoking activities that cannot be conducted within the limited area of the classroom. Our Out-bound Training Programs have assisted clients create break-through in their thought processes like never before. Especially useful for leadership teams and groups in need of motivation, our Out-bound Training Modules designed and delivered by extremely motivated and experienced training professionals, bring out the best in every participant. Our uniquely designed courses present a culmination of up-to-date knowledge that our training consultant supply; skillfully combined with the unmatched ability to help participants learn and apply all the information related to the course conducted.

We offer customized training solutions on the request of organisations who are keen to enhance a learning gap they may have already identified. Our team of professional's work in close proximity with clients to design and develop training modules that focus on bettering the organisations' operational processes and revenue generation. These programs can be conducted in-house, or at an external location to suit our clients' preference. Along with providing training services of our own, our mentors offer to assist client in-house trainers in facilitation techniques, overcoming obstacles and overall training management. This allows our clients to maintain the standard of follow-up to ensure that all training objectives are met and consistently refreshed to produce desired results in performance.

2.2 CETraC Capacity Building Scope of Work

1. Conducts individual, group, and organization-based training and development needs analyses and assessments.

2. Based on assessed need, plans, develops, and delivers or coordinates the delivery of individual and/or group training and instructional programs, encompassing a wide range of technical, operational, management, and/or other skills areas.

3. Develops or oversees the development of training curricula; formulates or reviews training outlines, and determines appropriate instructional methodologies and formats; evaluates and recommends incorporation of vendor programs, as appropriate to meet overall training goals and objectives.

4. Oversees and coordinates the development and preparation of teaching and visual aids, instructional materials, computer tutorials, and reference materials appropriate to specific program objectives.

5. As appropriate to the individual position, coordinates, facilitates, and/or conducts specified development activities, such as planning retreats, team building programs, organization analyses, or restructuring exercises.

6. Conduct training, evaluates effectiveness of training and development programs and utilizes relevant evaluation data to revise or recommend changes in instructional objectives and methods.

7. Award certificate of completion to organization delegates who were mandated to attend the training & development programme (ie. Professional Mini-MBA Eertification) after the completion of the training.

2.3 CETraC Comfort Factor

CETraC means Center for Excellent Training & Consultancy. Center for Excellent Training & Consultancy is a global training and consulting center, comprising of more than 40 consultants. Our clients reflect our global nature. Around 50% are in West Africa, 35% in the East Africa, 15% in North and 10% in South Africa. We serve a broad mix of private, public-private, and social-sector organizations. Our consultants include professionals who have attained distinctive positions like managing directors, vice president HR, engineers, project managers, HSE Heads, Head of Finance, entrepreneurs and the likes. They join CETraC for the opportunity to apply their talent in excellent training & consultancy to complex, important challenges. Their diversity of background, discipline, gender, nationality, and outlook ensures our clients receive a singular balance of deep and broad expertise.

Our work is founded on a rigorous understanding of every client's institutional context, sector dynamics, and macroeconomic environment. For this reason, we invest heavily on our firm's resources annually in knowledge development. We study markets, trends, and emerging best practices, in every industry and region, locally and globally. All consultants contribute time and expertise to developing these insights, because they are integral to our ability to help clients achieve their goals. The ability to design and develop, organize and implement and assist the human capital to apply knowledge and skills at workplace has become requisite in every industry and function. To help our clients move quickly from design to delivery to actionable outcomes, we embed our proprietary knowledge in a growing collection of digital tools, analytics, and services, which allows managers at all levels to independently exploit our resources to make better decisions on a daily basis.

Center for Excellent Training & Consultancy (CETraC) deliver timely and professional capacity building services to a wide variety of organizations in the development sector. These include donor organizations, Government agencies, International and local and private sector firms. We have conducted successful Consultancies and Training Services for many organizations including:

Ghana Prison Services, Ghana Atomic Energy Commission (GAEC), Ministry of Planning, Republic of Ghana, Ministry of Inner City & Zongo Development, Republic of Ghana, Ministry of Monitory & Evaluation, Republic of Ghana, Group Five Mining Company, Multsoft Solution, Medica Liberia, Ghana Ministry of Health, Federation of Women Lawyers-FIDA, Bulk Oil Storage and Transportation Company Limited, BOST, Herbalife Nutrition, Schlumberger, Bunge Limited, Ghana Airport Company Limited, Ministry of Education, Pan African College of Education, and African Development Bank

The Center for Excellent Training & Consultancy Self-Sponsored Programmes includes the following: Nationwide Project Management Capacity Building for Ghana Prison Service (Phase I & II), Project Management Capacity Building for Ministry of Planning Staff, Project Management Capacity Building for Ministry of Inner City & Zongo Development, Development of Training Manual for IPMP Membership Body and Free Project Management Training for State Institutions in Ghana.

2.4 CETraC Capacity Building Training Methodology

The CETraC Training Unit approach is highly participatory and client centered. We involve the clients and stakeholders extensively in the planning and implementation of programmes and projects. Our approach is predicated on our belief that sustainable change starts from within. Thus, CETraC uses a wide variety of participatory learning activities to engage stakeholders and participants to enhance their understanding of the problems so as to generate practical strategies for the resolution of these problems. We value knowledge sharing and believe that sustainable change can only come from within organizations. Hence, we lead our clients to discover and exploit their business potential and to achieve better results.

2.4.1 Training Needs Assessment: CETraC upholds the globally recognised regard for adequate and thorough market research preceding any design and development of training interventions and programs. Each offering enlisted in our Open Courses are carefully structured and developed on the basis of on-going subject-related analysis. CETraC's team of professionals use various tools and techniques to assess and analyse knowledge gaps and skill development opportunities in organisations. Our Capacity Building programs use all information gathered to create effective training programs. The approach adequately focuses on minimising or removing all identified inhibitions that prevent growth and development. Our TNA is can be conducted from a standard(general) and/or specific view-point, depending on our clients' preferences.

CETraC will use the five-step training needs assessment which includes the following:
- **Step 1: Determine Desired Outcomes:** Meet with team leads, managers, supervisors, directors and other stakeholders to establish the metrics for success of your training initiative. Once you determine what your goals are, CETraC will identify the behaviors that need to change in order to reach them.

- **Step 2: Identify Specific Points of Pain and Failure:** In the next step, you match desired successful outcomes with the improvements in actions, information and abilities that support them. To do so, CETraC will need to break down the duties and processes inherent to the outcomes to figure out specific points that need to be addressed. There

are several ways to identify areas that require improvement. CETraC will apply the following the most common and effective:

- o *Observation and Assessment:* Team leads and managers / supervisors observe employees to identify common areas of difficulty to focus training on areas that will have the greatest impact.

- o *Surveys:* Employees are asked to comment on areas where they would like more training, resources and support.

- o *Data Evaluation*: Available and collected data is reviewed to determine if there are common errors, inconsistencies or issues that can be addressed by training.

- o *Training Assessments:* Training organizations and references provide easy-to-administer assessments that can reveal areas for training focus.

- o **Step 3: Determine Desired Behaviors, Knowledge and Skills:** Once CETraC know which specific problems the organization need to address, it will match training topics to the identified skill gaps. CETraC will first create a list of knowledge, skills and competencies each trained employee requires to meet the established objectives. Second, will identify how to determine if training has been successful at the individual level – the way to gauge that the identified skills and competencies were achieved to the degree required. These metrics for success are expressed as a series of learning objectives tailored to each problem and desired business outcome.

- o **Step 4: Set Training Timelines and Priorities:** Once CETraC know which issues need to be addressed, establish the full training agenda. First, determine the targeted end date for the initiative as a whole, and then rank priorities for individual groups and sessions and put them on a schedule. Priority should be determined by a combination of urgency and sequence, meaning that both how quickly you need to see results from given department must be considered – but so must any dependencies (training that must occur before other training can happen).

- o **Step 5: Select Training Needs Assessment and Formats:** Now that you know what your goals are, who needs to be trained and on what, and how quickly the program needs to be complete, you can select how you want to administer training. Some programs, audiences and timelines are more effectively served by some methods over others. Online training, computer-based simulations, self-guided audio and video programs and virtual and in-person instructor-led sessions are all good options, depending on needs and circumstances.

2.4.2 Impact Assessment: Impact Assessment (IA) is a process of evaluating the likely impacts of a proposed project or development, taking into account process and people, revenue and cultural impacts, both beneficial and adverse. We apply IA strategies especially while undertaking Community Development Programmes in partnership with NGOs, governments and welfare institutions across the globe. By an on-going creation of Impact Assessment – strategy and techniques, CETraC has made delayed reactions a thing of the past. By resorting to proven methodologies of detailed Impact Analysis, organisations can now immediately see short and long

term benefits of training programs, flaws in processes and alter or create effective action plans for the future.

2.4.3 Development Support: While our executive learning programs and courses cater to the needs of professional organizations and individuals seeking capacity building, financial and intellectual growth – our teams have identified several mission areas worldwide where our resources can be utilised to catalyse development in regions facing paucity. CETraC believes in the need for a healthier and more enabled environment for humanity to thrive. Our team recognizes the need to work towards the socioeconomic development of many countries in the world. We have foot-soldiers in more than 20 less-developed regions who are striving consistently to improve the quality of life in these areas. CETraC has partnered with associations and institutions across many countries to reach out to indigenous circles there-in, capacitated in professional development support training program or services including educational empowerment strategizing, socio-economic and political awareness programs and community development support. Our partner association in Ghana called Institute of Project Management Professionals (IPMP) is an exemplar of community-oriented services rendered in this category.

2.4.4 Training Delivery & Management: The process of training (as formulated by ATD) can be classified into the five phases of Needs Analysis, Design, Development (Delivery and Management), Implementation and Evaluation. Center for Excellent Training & Consultancy (CETraC) organises end-to-end Training for organisations to meet the needs of its clients. Delivery & Management is vital to this process. The certified experts at Center for Excellent Training & Consultancy (CETraC) regard the application of learning from class-room and outdoor training as an essential result of the Delivery & Management phase.

   a. **Classroom or Instructor-Led Training:** Instructor-led training remains one of the most popular training techniques for trainers. There will includes the following types:

   o **Blackboard or Whiteboard:** This may be the most "old-fashioned" method, but it can still be effective, especially if you invite trainees to write on the board or ask for feedback that you write on the board.

   o **Overhead Projector**: This method is increasingly being replaced with PowerPoint presentations, which are less manually demanding, but overheads do allow you to write on them and customize presentations easily on the spot.

   o **Video PORTION:** Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.

   o **Powerpoint® Presentation**: Presentation software is used to create customized group training sessions that are led by an instructor. Training materials are provided on CDROM and displayed on a large screen for any number of trainees. Employees can also use the programs individually, which allows for easy make-up sessions for employees who miss the group session. This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods. [See page 37 for PowerPoint presentation tips.]

o **Storytelling:** Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described.

b. **Interactive Methods:** CETraC will break up training sessions and keep trainees attentive and involved, including:

- **Quizzes:** For long, complicated training, stop periodically to administer brief quizzes on information presented to that point. You can also begin sessions with a prequiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their prequiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.

- **Small Group Discussions:** Break the participants down into small groups and give them case studies or work situations to discuss or solve. This is a good way for knowledgeable veteran employees to pass on their experience to newer employees.

- **Case Studies:** Adults tend to bring a problem-oriented way of thinking to workplace training. Case studies are an excellent way to capitalize on this type of adult learning. By analyzing real job-related situations, employees can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.

- **Active Summaries:** Create small groups and have them choose a leader. Ask them to summarize the lecture's major points and have each team leader present the summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.

- **Questions & Answers Sessions:** Informal question-and-answer sessions are most effective with small groups and for updating skills rather than teaching new skills. For example, some changes in departmental procedure might easily be handled by a short explanation by the supervisor, followed by a question-and-answer period and a discussion period.

- **Question Cards:** During the lecture, ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.

- **Role-Playing:** By assuming roles and acting out situations that might occur in the workplace, employees learn how to handle various situations before they face them on the job. Role-playing is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.

- **Participant Control:** Create a subject menu of what will be covered. Ask participants to review it and pick items they want to know more about. Call on a participant to identify his or her choice. Cover that topic and move on to the next participant.

- **Demonstrations:** Whenever possible, bring tools or equipment that are part of the training topic and demonstrate the steps being taught or the processes being adopted.

▪ Other activities.
  o Create a personal action plan
  o Raise arguments to issues in the lecture
  o Paraphrase important or complex points in the lecture

c. **Hands-On Training:** CETraC will use experiential, or hands-on, training, since it offers several more effective techniques for teaching employees, including:

o **Cross-training:** This method allows employees to experience other jobs, which not only enhances employee skills but also gives companies the benefit of having employees who can perform more than one job. Cross-training also gives employees a better appreciation of what co-workers do and how their own jobs fit in with the work of others to achieve company goals.

o **Demonstrations:** Demonstrations are attention-grabbers. They are an excellent way to teach employees to use new equipment or to teach the steps in a new process. They are also effective in teaching safety skills. Combined with the opportunity for questions and answers, this is a powerful, engaging form of training.

o **Coaching:** The goal of job coaching is to improve an employee's performance. Coaching focuses on the individual needs of an employee and is generally less formal than other kinds of training. There are usually no set training sessions. A manager, supervisor, or veteran employee serves as the coach. He or she gets together with the employee being coached when time allows and works with this employee to:
  o Answer questions
  o Suggest more effective strategies
  o Correct errors
  o Guide toward goals
  o Give support and encouragement
  o Provide knowledgeable feedback

o **Site Visit:** Apprenticeships give employers the opportunity to shape inexperienced workers to fit existing and future jobs. These programs give young workers the opportunity to learn a trade or profession and earn a modest income. Apprenticeship combines supervised training on the job with classroom instruction in a formal, structured program that can last for a year or more.

o **Drills:** Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

2.6 CETraC Training Schedule (Work-Plan)

This work plan excludes Saturdays, Sundays and Public Holidays

ACTIVITIES DURATION / Training Deliverables	WK1 Days					WK2 Days					WK3 Days					WK4 Days				
	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5
1. Training Needs Assessment: Conducts individual, group, and organization-based training and development needs analyses and assessments report.	■	■	■																	
2. Impact Assessment: Based on assessed need, plans, develops, and delivers or coordinates the delivery of individual and/or group training and instructional programs, encompassing a wide range of technical, operational, management, and/or other skills areas.				■	■															
3. Training Syllabus: Develops or oversees the development of training curricula; formulates or reviews training outlines, and determines appropriate instructional methodologies and formats; evaluates and recommends incorporation of vendor programs, as appropriate to meet overall training goals and objectives.						■	■													
4. Training Manuals & Materials: Oversees and coordinates the development and preparation of teaching and visual aids, instructional materials, computer tutorials, and reference materials appropriate to specific program objectives.								■	■	■										
5. Development Support: As appropriate to the individual position, coordinates, facilitates, and/or conducts specified development activities, such as planning retreats (site visit), and excursion for team building programs, organization analyses, or restructuring exercises.											■	■	■							
6. Training Delivery & Management: Conduct training, evaluates effectiveness of training and development programs and utilizes relevant evaluation data to revise or recommend changes in instructional objectives and methods.											■	■	■	■	■	■	■	■	■	■
7. Certification: Award certificate of completion to organization delegates who were mandated to attend the training & development programme (ie. Professional Mini-MBA certification) after the completion of the training.																			■	■

2.6 CETraC Training Consultants (Key Staff)

Training Consultants	Qualification
Prof. Dr. David Ackah	**PhD.** Management (Project Development Planning), 2022, Universidad Central De Nicaragua (Central University of Nicaragua - UCN) **PhD.** Community & Economic Development, 2016, Akamai University, USA **MPhil.** Project Management Engineering, 2019, Business University of Costa Rica **MSc.** Economics & Business, Akamai University, USA, 2013 **BSc.** Accounting ,2012, University College of management Studies **Prof. Doctorate.** Project Management, 2018 Institute of Project Management Professionals, Ghana **PGD.** Project Management, 2016 Institute of Project Management Professionals, Ghana
Dr. Emmanuel Akotoa Fianko	**Doctor of Philosophy** (2020) in Public Procurement Engineering, Business University of Costa Rica **Professional Doctorate** (2017) in Project Management Engineering, Institute of Project Management Professionals, Ghana **Executive MBA** Project Management BSc (Hons) Mechanical Engineer, Kwame Nkrumah University of Science & Technology, Ghana **Graduate Diploma (**CIPS Professional), Chartered Institute of Procurement & Supply, UK
Dr. Stephen K. Hammond	**DBA.** Project Management, 2019, Swiss Business School, Switzerland **MSc.** Operations & Project Management, **MBA.** Strategic & Project Management, Paris Graduate School of Management, Paris **B.Sc.** Planning, Kwame Nkrumah University of Science & Technology, Ghana. **PDG.** Professional Administration & Management Consultancy **Prof. Doctorate.** Project Management, 2018 Institute of Project Management Professionals, Ghana
Lawyer Samuel Atukwei Quaye	**Master of Law.** International Law, Ghana school of Law **MBA.** Project Management, University of Ghana Business School, Ghana **BA.** Political Science Philosophy, Ghana Business School **Prof. Doctorate.** Project Management, 2018 Institute of Project Management Professionals, Ghana
Dr. Cornelius Adablah	**Prof. Doctorate.** Project Management, 2018 Institute of Project Management Professionals, Ghana **PhD**. Economics and Business, 2013 **M.Sc.** Economics and Planning, 1981 **MBA.** Strategy and Organization Systems, 1995

	B.Sc. Economics and Planning, 1970 **B.Sc.** Economics and Planning, 1970
Dr. Amina Sammo	**PhD.** Project Financial Engineering ,2020, Business University of Costa Rica, Costa Rica. **Professional Doctorate.** Project Management 2019, institute of Project Management Practitioners, Ghana **MBA**. Financial Management, Kwame Nkrumah University of Science & Technology, Ghana. **BCOM.** Commerce, University Of Cape Coast, Ghana
Dr. Daniel Opoku Mensah	**Professional Doctorate.** Project Management 2019, institute of Project Management Practitioners, Ghana **MSc.** Planning, Dortmund University, Germany **BSc.** Planning, Kwame Nkrumah University of Science & Technology, Ghana.
Dr. Prince Elisha Nsiah Asamoah	**PhD.** Project Financial Engineering, 2020, Business University of Costa Rica, Costa Rica **Professional Doctorate.** Project Management 2019, institute of Project Management Practitioners, Ghana **MSc**. Supply Chain Management, Coventry University, UK **PDG.** Project Management, Institute of Project Management Practitioners, Ghana **BSc.** Procurement & Logistics Management. **Graduate Diploma (**CIPS Professional), Chartered Institute of Procurement & Supply, UK
Dr. Gabriel Odey-Apotey	**DBA.** Community and Economic Development, 2016, Akamai University, USA **DBA**.Finance,2013, The University of America, USA. **MBA.**Acounting,2011, Wisconsin International University College, Ghana **BeD**. Accounting (Management Major & Psychology Minor), 2003, University of Cape Coast, Ghana
Dr. Adjenim Boateng Adjei	**PhD.** Public Procurement Engineering, 2020, Business University of Costa Rica, Costa Rica **Professional Doctorate**, Project Management Engineering, 2017, Institute of Project Management Practitioners, Ghana **MSc**. (1995) Logistics & Transportation **Master of Law** (2001) Public Procurement Law and Policy **Graduate Diploma (**CIPS Professional), Chartered Institute of Procurement & Supply, UK
Dr. Riverson Oppong	**PhD.** International Oil & Gas Management (Financial Economics), Gubkin Russian State University of Oil & Gas, 2017 **MSc.** Petroleum Engineering, 2014, Gubkin Russian State University of Oil & Gas, 2017 **BSc.** Materials Science & Engineering, 2009, Kwame Nkrumah University of Science & Technology, Ghana **Dip.** Project Management, 2010, Institute of Commercial Management, UK
	MSc. Mechanical Engineering, University of Miskolc in Hungary

Daniel Minnow Maclar	**BSc.** Engineering Physics, University of Cape Coast, Ghana. **HND.** Mechanical Engineering from Takoradi Technical University formerly Takoradi Polytechnic,
Isaac Kuma Yeboah	**MSc.** Electronic Science & Technology, 2020, Wuhan University of Technology, China **PgC.** Oil Well Drilling Engineering, 2011, Petro Education Online Studies, USA **BSc.** Engineering Physics, University of Cape Coast, Ghana.
Ing. Eric Brown Abada	**MSc.** Occupational Health, Safety & Environmental management Policy, 2020, Ghana Institute of Management & Public Administration **PgD.** Occupational Health, Safety & Environmental management Policy, 2017, Ghana Institute of Management & Public Administration **PgC.** Marketing Management, 2014, Ghana Institute of Management & Public Administration **PgD.** Industrial Automation, 2012, Technocrat Automation Institute, Chennai, India **BSc.** Mechanical Engineering, 2003, Kwame Nkrumah University of Science & Technology, Ghana
Daniel Quayson Jnr.	**MSc.** Environmental Management & Policy, 2012, University of Cape Coast, Ghana. **MSc.** Oil & Gas Resource Management, 2020, University of Cape Coast, Ghana. **Bachelor Degree.** Education (Major Economics), 2003, University of Cape Coast, Ghana.

3.0 Financial Proposal

A)   **Breakdown of Travelling Expenses (Cost Component A)**

Cost Components	Unit Cost ($)	Quantity	Total Rate ($)
Travel[1] Expenses to Organization Home Country for TNA			
Round Trip Airfares (In & Out)	2000.00	3	6000.00
Living Allowance (3days*3 Consultants)	4500.00	3	13500.00
Travel Insurance	2000.00	3	6000.00
Terminal Expenses (3days*3 Consultants)	1500.00	3	4500.00
Others (pls. specify)			
		Sub-Total	**30,000.00**
Travel[2] Expenses to Country of Training (Out-bound Training)			
Airport Pick-Up & Return	500.00	1	500.00
Accommodation ($500* 10days*20 Delegates)	10000.00	10	100000.00
Feeding (Three Times Daily for 20 delegates per a day)	1400.00	10	14000.00
Others (pls. specify)			
		Sub-Total	**114500.00**
		Total of Cost Component A	**144500.00**

B)   **Breakdown of Deliverables Cost (Cost Component B)**

Deliverables [As referred to in the Scope of Work]	Percentage of Total Price	Amount ($)
1. Training Needs Assessment Report: Submission of conducted individual, group, and organization-based training and development needs analyses and assessments report.	15.11%	8000.00
2. Impact Assessment Report: Submission of impact assessment based on assessed need, plans, develops, and delivers or coordinates the delivery of individual and/or group training and instructional programs, encompassing a wide range of technical, operational, management, and/or other skills areas.	9.43%	5000.00
3. Training Syllabus: Submission of developed of training curricula; which includes formulations or reviews of training outlines, and determination of appropriate instructional methodologies and formats; evaluation and recommends incorporation of vendor programs, as appropriate to meet overall training goals and objectives.	16.98%	9000.00
4. Training Manuals & Materials: Submission of training materials and manuals developed for teaching and visual aids, instructional materials, computer tutorials, and reference materials appropriate to specific program objectives.	16.98%	9000.00
5. Development Support: Submission of site visit report which includes specified site training development activities, and lesson learned report.	9.43%	5000.00

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[1] Travel expenses are not required if the training is in-bound.

6. **Training Delivery & Management:** Submission of training, and evaluations report	28.30%	15000.00
7. Certification: Submission of all awarded certificate of completion to organization delegates who were mandated to attend the training & development programme (ie. Professional Mini-MBA certification) after the completion of the training.	3.77%	2000.00
Sub-Total	**100%**	**53,000.00**

C) **Summation of Cost Breakdown of Component A & B**

Cost Components [As referred to in A & B]	Percentage of Total Price	Amount ($)
Cost Component A: Breakdown of Travelling Expenses	73.16%	144500.00
Cost Component B: Breakdown of Deliverables Cost	26.84%	53000.00
Grand Total	**100%**	**197,500.00**

D) **Best Payment Practices**

Cost Components [As referred to in A & B]	Best Payment Practices	Amount ($)
Travel Expenses to Organization Home Country for TNA	Full payment should be done before training consultants move to organization home country (Site)	30,000.00
Travel Expenses to Country of Training (Out-bound Training)	Full payment should be done before organization delegates move to country of training (Training Site)	114500.00
Deliverables Cost: Training Need Assessment, Impact Assessment, Training Syllabus, Training Manuals & Materials, Development Support, Training Delivery & Management and Certificate	Part payment (70%) should be done before programme commencement.	37100.00
	The rest (30%) payment should be done after submission of all programme reports.	15900.00
Grand Total Payment		**197,500.00**