



# Technical & Financial Proposal TRAINING & DEVELOPMENT ORGANIZATION CAPACITY BUILDING

## Prepared By:

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**SECTION 1: LETTER OF TECHNICAL PROPOSAL SUBMISSION FOR TRAINING**

**Attn:** The Human Resource Manager

Dear Sir/Madam,

**TECHNICAL PROPOSAL FOR TRAINING & CAPACITY BUILDING PROGRAMME  
CENTER FOR EXCELLENT TRAINING & CONSULTANCY (CETraC LIMITED)**

With the recent promulgation of the new Public Financial Management Act, 2016, Act 921, and the adoption of the Ghana Integrated Financial Management Information System (GIFMIS), the need for further strengthening of the national capacity for effective development planning, among others, has become more imperative. In this regard, the Center for Excellent Training & Consultancy (CETraC) which is also a professional platform for public and private sector management specialists brings to the notice of your good office a formal submission of proposal for capacity building.


Center for Excellent Training & Consultancy (CETraC) capacity building programmes is valuable and important because of its many long-term impacts. The proposal for capacity building (Training and Development) contains the following: Letter of Technical & Financial Proposal Submission for Training & Capacity Building Programme, Table of Content for Proposal Outline, Contact Information, Training & Capacity Building Summary, Consultant’s Experience, Nominated Team & Related Previous Work, Approach, Methodology, Scope & Work Plan, Financial Proposal, Summary Resumes, and Reference.

It is our (CETraC) hope and expectation to engage us in our Training and Capacity Building programmes in order to improve employee’s performance, acquire knowledge and update their skills.

For more details, kindly visit Center for Excellent Training & Consultancy (CETraC Ltd) website [www.cetracgh.org](http://www.cetracgh.org) or email CETraC Ltd [info@cetracgh.org](mailto:info@cetracgh.org) / [marketing@cetracgh.org](mailto:marketing@cetracgh.org) or call +233 (0) 244 111 612 | 551 554 855 | 242 624 422.

Thank you for your attention.

Sincerely,



.....  
Programme Consultant  
Dr. David Ackah (PhD)

## **SECTION 2: TABLE OF CONTENT FOR PROPOSAL OUTLINE**

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## **SECTION 3: CONTACT INFORMATION, TRAINING & CAPACITY BUILDING SUMMARY**

### **3.1 Contact Information**

Team Lead Name	David Ackah (PhD)
Company	CETraC Limited
Postal Address	Post Office Box WY. 2367, Dome-Kwabenya
Physical Location	Same Building with Ga Rural Bank Ltd, Adjacent Lucky Oil, Kwabenya-Accra
Country of Operation	Ghana
Region & Municipality	Ga East Municipal, Accra
Telephone Number	+233 (0) 508 116 498   244 218 418
Email Address	info@cetracgh.org
Website	www.cetracgh.orh

### **3.2 Training & Capacity Building Summary**

In an ever changing and fast paced corporate world, training and development (Organizational Capacity Building) is an indispensable function and is becoming critical to the success of private and public sector development, as well as Nonprofit Organizations (NGOs). Training and development are one of the lowest things on the priority list of most companies. When it's organized, it is often at the persistence of the human resources department. There is, however, enormous value in organizing proper training and development sessions for employees. Training allows employees to acquire new skills, sharpen existing ones, perform better, increase. With reduced budgets and increased demands from donors and other stakeholders, organizations need to incorporate Organizational Capacity Building (OCB) in order to achieve the expected results. Embracing and integrating formalized Organizational Capacity Building (OCB) within an organization involves more than merely completing a training program.

Employee training and development programs are essential to the success of businesses worldwide. Not only do these programs offer opportunities for staff to improve their skills, but also for employers to enhance employee productivity and improve company culture. They also can reduce employee turnover and a 2020 Work Institute study shows just how important that can be for a company's bottom line. Voluntary employee turnover, according to the report, costs U.S. businesses more than \$630 billion annually.

It's no surprise that employees who get regular opportunities to learn, develop, and advance are more likely to stay with a company. Bob Nelson, author of *1,001 Ways to Engage Employees*, reports that learning and development are among the top factors in employee engagement. Employee development is the continuous effort to strengthen work performance through approaches like coaching, training sessions, and leadership mentoring.

Employee training and development programs are critical for enhancing employee performance. In fact, a 2019 report published in The International Journal of Business and Management Research indicates that 90% of employees surveyed agreed or strongly agreed that training and development programs improved their job performance.

Employee productivity is another area where the importance of training and development can be seen. Employees who take part in effective training and development programs work more efficiently. Employee productivity can be an indicator of a training's effectiveness. Below are some examples of ways that training and development programs boost employee productivity.

Considering the costly prospect of employee turnover, companies are seeking ways to keep employees on board. Training and development are important to reducing employee turnover. The Work Institute study shows job characteristics such as training comprised the fastest-growing category of reasons for voluntary turnover up 117% since 2013. And, in 2019, educational technology company Instructure released results of a survey showing that 70% of U.S. employees say they are at least somewhat likely to leave a current employer and take a new role with an employer that invests in training and development. The following are some ways that employee training and development are key in reducing employee turnover.

This proposal addresses the issues and issues not considered, and proposes methodologies to achieve the desired output.

## **SECTION 4: CONSULTANT'S EXPERIENCE, NOMINATED TEAM & RELATED PREVIOUS WORK**

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### **4.1 Consultant's Experience**

In order to adequately service the regional and proposal requirements of this training and capacity building, Center for Excellent Training & Consultancy (CETraC Ltd) have its principal office in the Ga East Municipal of Great Accra-Ghana in African Continent specifically West Africa, located in the Same Building with Ga Rural Bank Ltd, Adjacent Lucky Oil, Kwabenya-Accra, Post Office Box WY. 2367, Dome-Kwabenya have agreed to undertake this consultancy.

This arrangement will ensure that this training and capacity building has both the experience and resources necessary to fulfil and deliver the desired outputs at an optimal level and within the stipulated timeframe. Center for Excellent Training & Consultancy (CETraC Ltd) will take responsibility for conducting this training and capacity building and compiling the relevant information in the assigned department and their delegates and will work to produce the deliverables outlined. This proposed work approach will increase the comprehensiveness of the proposed deliverables and lessen the actual time for completing of the training and capacity building.

#### **4.1.1 Center for Excellent Training & Consultancy (CETraC Ltd)**

CETraC Ltd 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. The centre (CETraC) 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 firm is a global training and consulting centre, comprising more than 40 consultants. Our clients reflect our global nature, around 50% of customers 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.

The consulting firm 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.

The firm has integrated the over five (5) years of collective experience of its two principals in both traditional and emerging fields of Training & Capacity Building (TCB) and Consulting Advisory Service and has completed several projects and engagements for a wide cross-section of clients including the Ghana Prison Services, Ghana Atomic Energy Commission (GAEC), Ministry of

Planning (Ghana), Ministry of Inner City & Zongo Development (Ghana), Ministry of Monitor & Evaluation (Ghana), Ministry of Health (Ghana), Group Five Mining Company, Multisoft Solution, Medica Liberia (Liberia), 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 (Ghana), Pan African College of Education, African Development Bank (AfDB) and Ministry of Mines & Energy (Liberia).

#### 4.1.2 Related Previous Work

S/N	Organization Name	Project Title	CETraC Project Lead Consultant	Year of Comp.	Verification Contact
001	Ministry of Planning (Ghana 7 <sup>th</sup> Parliament)	Management Innovation (Project Management Training & Capacity Building)	Dr. David Ackah (PhD) Dr. Cornelius Adablah (PhD)	2018	<b>Christiana Boakye-Dankwa</b> Procurement Head Budank2000@yahoo.com +233 (0) 243 931 309
002	Ministry of Inner City & Zongo Development (Ghana 7 <sup>th</sup> Parliament)	Project Management Training & Capacity Building	Dr. David Ackah (PhD) Dr. Cornelius Adablah (PhD)	2018	<b>Amina Sammo</b> Director, Project & Social Services minasammo@gmail.com +233 (0) 208 119 137
003	Medica Liberia (Liberia)	Management Innovation (Training & Capacity Building)	Dr. David Ackah (PhD)	2018	Emily Frank Project Manager, ML +231 (0) 777 981 818 emily.frank@medicaliberia.org
004	Ghana Prison Service	Nationwide Project Management Training & Capacity Building	Dr. David Ackah (PhD)	2020	<b>Francis Omane-Addo</b> Deputy Director of Prisons (Administration) fomaneadoo@yahoo.com +233 (0) 244 670 217
005	National Nuclear Research Institute (NNRI) of Ghana Atomic Energy Commission (GAEC)	Management Innovation (Procurement & Project Management Training & Capacity Building)	Dr. David Ackah (PhD) Dr. Cornelius Adablah (PhD) Mr. Emmanuel Fianko	2020	<b>Dr. Juliet Attah (PhD)</b> Project Manager, NNRI +233 (0) 243 322 719
006	Bunge Limited	Management Innovation (Training & Capacity Building)	Dr. David Ackah (PhD)	2020	<b>Kingsley Adjei</b> Procurement Head Kingsley.Adjei@bunge.com +233 (0) 244 757 389

007	Ghana Gas Company Limited	Management Innovation on Oil Gas Financing (Training & Capacity Building)	Dr. David Ackah (PhD)	2021 (Ongoing)	<b>Riverson OPPONG, PhD.</b> Commercial Manager r.oppoing@geinsight.com +231 (0) 241 118 401
008	Nsawam Medium Prison (Ghana Prison Service)	Procurement of Consulting services and Project Management Training & Capacity Building	Dr. David Ackah (PhD)	2021 (Ongoing)	<b>Samuel Owusu Amponsah</b> Deputy Director of Prisons (Eastern Regional Commander & OIC for Nsawam Medium Prison) ctogodfather@yahoo.com +233 (0) 244 175 355 +233 (0) 299 320 799
09	Ghana Energy Commission	Organization Training & Capacity Building Programme for Public Affairs Directorate	Dr. David Ackah (PhD)	2021	<b>Ethel Mensah</b> Head, Public Affairs Ghana Energy Commission +233 (0) 208 828 295
10	State Housing Company Limited (SHC)	Management Innovation Programme (Organization Training & Capacity Building Programme)	Dr. David Ackah (PhD)	2021	<b>Gifty Ofori</b> Human Resource Manager State Housing Company Limited +233 (0) 244 669 606

#### 4.1.3 Nominated Team

We are committing a five (5) person Team for this consultancy. They are:

David Ackah (PhD)

7years industrial experience in project development & planning, community development, project, programmes & project implementation, public & private sector programmes implementation, 5years training & development experience and 5years university teaching, lecturing and research experience

Cornelius Adablah (PhD)

30years industrial experience with world bank, UNDP, Government of Ghana etc., 18years training & development experience and 7years university teaching, lecturing and research experience



Gyamera A. Ebenezer (PhD)	18years industrial experience in renewable energy project, soil science, agriculture & natural sciences, land use administration, land and mining advisory services, 10years training & development experience and 10years university research, teaching & lecturing experience
Emmanuel Akotoa Fianko (PhD)	18years industrial experience in procurement consultanting services with expertise in project management, and engineering, 10years training & development experience, and 10years university teaching, research & lecturing experience
Amina Sammo (PhD)	20years industrial experience in project development & planning, community development, renewable energy project, programmes & project implementation, public & private sector programmes implementation, 10years training & development experience, and 10 years university teaching & lecturing experience

## **SECTION 5: APPROACH, METHODOLOGY, SCOPE & WORK PLAN**

### **5.1. Our Understanding of the Project & the Required Knowledge**

Training presents a prime opportunity to expand the knowledge base of all employees, but many employers find the development opportunities expensive. Employees also miss out on work time while attending training sessions, which may delay the completion of projects. Despite the potential drawbacks, training and development provides both the company as a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

Most employees have some weaknesses in their workplace skills. A training program allows you to strengthen those skills that each employee needs to improve. A development program brings all employees to a higher level so they all have similar skills and knowledge. This helps reduce any weak links within the company who rely heavily on others to complete basic work tasks. Providing the necessary training creates an overall knowledgeable staff with employees who can take over for one another as needed, work on teams or work independently without constant help and supervision from others.

An employee who receives the necessary training is better able to perform her job. She becomes more aware of safety practices and proper procedures for basic tasks. The training may also build the employee's confidence because she has a stronger understanding of the industry and the responsibilities of her job. This confidence may push her to perform even better and think of new ideas that help her excel. Continuous training also keeps your employees on the cutting edge of industry developments. Employees who are competent and on top of changing industry standards help your company hold a position as a leader and strong competitor within the industry.

A structured training and development program ensures that employees have a consistent experience and background knowledge. The consistency is particularly relevant for the company's basic policies and procedures. All employees need to be aware of the expectations and procedures within the company. This includes safety, discrimination and administrative tasks. Putting all employees through regular training in these areas ensures that all staff members at least have exposure to the information.

Employees with access to training and development programs have the advantage over employees in other companies who are left to seek out training opportunities on their own. The investment in training that a company makes shows the employees they are valued. The training creates a supportive workplace. Employees may gain access to training they wouldn't have otherwise known about or sought out themselves. Employees who feel appreciated and challenged through training opportunities may feel more satisfaction toward their jobs.

CETraC Training and Capacity Building (TCB) Programmes presents a prime opportunity to expand the knowledge base of all employees, but many employers in the current environment 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, CETraC Training & Capacity Building (TCB) provides both the individual and organizations 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 Gallup study, identified eight (8) areas in which workgroups that engaged in employee development saw a sales increase and profits double as compared to workgroups that didn't engage at all.

- Dedicated training and development fosters employee engagement, and engagement is critical to your company's financial performance. A study according to research group state that, 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.
- Replacing talent can cost more than retaining the employees you originally had.
- 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%.
- 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.
- The internal economic detriment could be brutal, for both small and large organizations. 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.

Now, more than ever, learning and development are taking top priority, with 27% of organizations preparing for budget increases within development initiatives. As new markets emerge, so will new technologies; both having a profound impact on education and development. Recognizing new skills and ways of learning will help a company evolve and innovate for the future. 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

## **5.2 Training and Capacity Building Scope of Work**

The main objectives of CETraC Training & Capacity Building (TCB) are 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 with advanced skills.

1. Conduct 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 oversee 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. Oversee and coordinate 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 Certification) after the completion of the training.

### **5.3 Training & Capacity Building Approach & Methodology**

The CETraC Training & Capacity Building Approach and Methodology 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.

CETraC prefers a healthy mix of theoretical and practical practices to training. The training content is reviewed before each session to check and make changes, if needed, to suit the training audience. Training is delivered through lectures by an experienced professional in the relevant domain. Two-way participation in the program is ensured through group activities and assignments among trainees. For the practical aspect of training, role-plays and experience sharing are encouraged. Case studies are also discussed to enhance relativity. This CETraC course follows the unique Do–Review–Learn–Apply Model.

CETraC TCB is deliver by a world class subject matter expert; whose knowledge and skills have been honed over many years working in the field of projects, procurement and contract management. Using the most up to date learning practices, current material and actual case studies, the participants will be taken on a journey of discovery by understanding the real need to develop the right processes and systems for their organisation.

CETraC Training & Capacity Building 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. CETraC Ltd shall organize end-to-end training to meet the needs. The certified experts at Institute of Project Management Professionals 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. This will include the following types:

- i. **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.
- ii. **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.
- iii. **Video PORTION:** Lectures can be broken up with video portions that explain sections of the training topic or that present case studies for discussion.
- iv. **Power-point 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.
- v. **Storytelling:** Stories can be used as examples of right and wrong ways to perform skills with the outcome of each way described.
  - a. **Interactive Methods:** Institute of Project Management Professionals shall break up training sessions and keep trainees attentive and involved, including:
    - i. **Quizzes:** For long, complicated training, training facilitators will stop periodically to administer brief quizzes on information presented to that point. The training can also begin sessions with a pre-quiz and let participants know there will also be a follow-up quiz. Trainees will stay engaged in order to improve their pre-quiz scores on the final quiz. Further motivate participants by offering awards to the highest scorers or the most improved scores.
    - ii. **Small Group Discussions:** Small groups of delegates will be created and give 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.
    - iii. **Case Studies:** The Training Facilitators will bring a problem-oriented way of thinking to workplace training. The case studies shall be the excellent way to capitalize on this type of adult learning. This will analyze real job-related situations; delegates will learn how to handle similar situations. They will also see how various elements of a job work together to create problems as well as solutions.
    - iv. **Active Summaries:** The training facilitator will 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.

- v. **Questions & Answers Sessions:** Training Facilitators will use informal question-and-answer sessions as the 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.
- vi. **Question Cards:** During the lecture, the training facilitators shall ask participants to write questions on the subject matter. Collect them and conduct a quiz/review session.
- vii. **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. The Training Consultant will adopt role-playing since it is an excellent training technique for many interpersonal skills, such as customer service, interviewing, and supervising.
- viii. **Participant Control:** Training Facilitators will 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.
- ix. **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.
- x. 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
- b. **Hands-On Training:** The Training Consultant will use experiential, or hands-on, training, since it offers several more effective techniques for teaching employees, including:
  - i. **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.
  - ii. **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.
  - iii. **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:

- Answer questions
  - Suggest more effective strategies
  - Correct errors
  - Guide toward goals
  - Give support and encouragement
  - Provide knowledgeable feedback
- iv. **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.
- v. **Drills:** Drilling is a good way for employees to practice skills. Evacuation drills are effective when training emergency preparedness, for example.

#### **5.4 Training Deliverables**

We are to produce seven (7) tangible deliverables from this training and capacity building assignment based on the scope of work, our understanding of the requirements, and our experience in training and capacity building for corporate organization. These deliverables fulfil the scope of work.

<b>Deliverable No. 1</b>	<b>Training Needs Assessment (Inception) Report</b>
	<p>Conducts individual, group, and organization-based training and development needs analyses and assessments and prepare, submit &amp; present report, obtain feedback and incorporate comment, result and train experts for the assessment, experience and design appropriate methodology, and develop tools, resources assignment.</p> <p>This Power point presentation will outline the key areas to be addressed during the Training Needs Assessment and will:</p> <ul style="list-style-type: none"> <li>○ Prepare questionnaires, slides, short videos, and other important documents to practically informs organization staff on how to fill or answer the TNA assessment questions.</li> <li>○ Identify the benchmark local and international organizations for comparative analysis.</li> </ul>
<p><b>Approach to producing Deliverable No.1</b></p>	<ul style="list-style-type: none"> <li>○ Training Facilitators will use informal question-and-answer sessions as the most effective with small groups and for updating skills rather than teaching new skills.</li> <li>○ 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.</li> </ul>

<b>Deliverable No. 2</b>	<b>Conduct Capacity Gap Impact Assessment</b>
<p>This report will include:</p> <ul style="list-style-type: none"> <li>○ Assessment and engagement with organization staff from senior management to junior level management</li> <li>○ List of identified Organization Departments (OD) and the impact each training packages identified will create or bring to the company.</li> <li>○ List of training programmes procedures out of the Training Need Assessment and the means of implementation and identified its impact of application</li> <li>○ Desk review and scouting of expertise or consultant that will equally train the staff to bridge the capacity impact.</li> <li>○ List of three to five training consultants to facilitates one-on-one engagement between Organization Department.</li> </ul>	
<b>Approach to producing Deliverable No.2</b>	<p>We will produce Deliverable No.2 using our capacity gap impact assessment methodology including but not limited to assessing organizational resources with reference to every institution and organization's anticipated roles 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.</p>
<b>Deliverable No. 3</b>	<b>Submission of Capacity Building Framework &amp; Training Syllabus</b>
<p>This framework report for the Training &amp; Capacity Building Programme will include:</p> <ul style="list-style-type: none"> <li>○ Training Programme Description</li> <li>○ Training Programme Aims</li> <li>○ Training Programme Objectives</li> <li>○ Training Programme Contents</li> <li>○ Training Programme Outcome</li> <li>○ Training Programme Reading List</li> </ul>	
<b>Approach to producing Deliverable No.3</b>	<p>We will produce Deliverable No.3 by:</p> <ul style="list-style-type: none"> <li>○ developing or oversees the development of training curricula; formulates or reviews training outlines,</li> <li>○ Determines appropriate instructional methodologies and formats,</li> <li>○ Evaluates and recommends incorporation of vendor programmes, as appropriate to meet overall training goals and objectives and</li> <li>○ Submission &amp; presentation of inception report including costed needs, raw data, and</li> <li>○ Analysis tools and frame work, receive feedback and incorporate.</li> </ul>
<b>Deliverable No. 4</b>	<b>Development of Training Manuals &amp; Materials</b>



<p>This Training Manuals &amp; Materials for the Training &amp; Capacity Building Programme will include the expansion of the framework (Deliverable No. 3):</p> <ul style="list-style-type: none"> <li>○ Training Programme Description</li> <li>○ Training Programme Aims</li> <li>○ Training Programme Objectives</li> <li>○ Training Programme Contents</li> <li>○ Training Programme Outcome</li> <li>○ Training Programme Reading List</li> </ul>	
<p><b>Approach to producing Deliverable No.4</b></p>	<p>We will produce Deliverable No.3 by:</p> <ul style="list-style-type: none"> <li>○ Oversees and coordinates the development and preparation of teaching and visual aids, instructional materials, computer tutorials, and reference materials appropriate to specific program objectives.</li> </ul>
<p><b>Deliverable No. 5      Development Support for the Organization Departments</b></p>	
<p>This will be done through streamline the data obtained from the Deliverable No.1 and No. 2 and incorporate information obtained from other component of the Training and Capacity Building Programme.</p>	
<p><b>Approach to producing Deliverable No.5</b></p>	<p>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.</p>
<p><b>Deliverable No. 6      Training and Capacity Building Programme Delivery &amp; Management</b></p>	
<p>This will include the organize end-to-end training to meet the needs. The certified experts' consultants regard the application of learning from class-room and outdoor training as an essential result of the Delivery &amp; Management phase. This will include the following:</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ This method is one of the most popular lecture methods and can be combined with handouts and other interactive methods.</li> <li>○ Small groups of delegates will be created and give 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.</li> <li>○ The Training Facilitators will bring a problem-oriented way of thinking to workplace training. The case studies shall be the excellent way to capitalize on this type of adult learning. This will analyze real job-related situations; delegates will learn how to handle similar situations. They will also see how various elements of a job work together to create problems as well as solutions.</li> <li>○ The training facilitator will 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</li> </ul>	

summaries to the class. Read aloud a prewritten summary and compare this with participants' impressions.

- Training Facilitators will use informal question-and-answer sessions as the 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.
- Training Facilitators will 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.
- 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, create a personal action plan, raise arguments to issues in the lecture, and paraphrase important or complex points in the lecture
- The Training Consultant will use experiential, or hands-on, training, since it offers several more effective techniques for teaching employees.
- 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.
- 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.

<b>Approach to producing Deliverable No.6</b>	<p>We will produce Deliverable No.3 by:</p> <ul style="list-style-type: none"> <li>○ Conduct training, evaluates effectiveness of training and development programs and utilizes relevant evaluation data to revise or recommend changes in instructional objectives and methods.</li> </ul>
<b>Deliverable No.7</b>	<b>Final Training and Capacity Building Report</b>
This Report will be a consolidation of both Deliverables No.1, No.2, No.3, No.4, No.5, and No.6	
<b>Approach to producing Deliverable No.4</b>	<ul style="list-style-type: none"> <li>○ Streamline the data obtained from the Deliverable No.1, No.2, No.3, No.4, No.5, and No.6 and incorporate information obtained from other component of the Training and Capacity Building.</li> <li>○ Team sessions to produce the final report including organization and presentation of the relevant data.</li> </ul>

### 5.5 Work Schedule

We can commence work on this consultancy within seven (7) working days of signing a contract and complete it within the stipulated twenty (20) days. The deliverables and corresponding methodologies/approach are proposed to be undertaken in accordance with the tentative work schedule below. A final work plan and schedule will be provided as part of the Deliverable No.1. This work plan is schedule for twenty (20) days excludes Saturdays, Sundays and Public Holidays

ACTIVITIES DURATION	WK1					WK2					WK3					WK4				
	Days					Days					Days					Days				
	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5	D1	D2	D3	D4	D5
Training Needs Assessment (Inception) Report	█	█	█	█	█															
Conduct Capacity Gap Impact Assessment	█	█	█	█	█															
Submission of Capacity Building Framework & Training Syllabus					█	█	█	█												
Development of Training Manuals & Materials						█	█	█	█											
Training Development Support											█	█	█							
Training Delivery & Management														█	█	█	█	█	█	
Final Training and Capacity Building Report																		█	█	█

## SECTION 6: FINANCIAL PROPOSAL

Center for Excellent Training & Consultancy offer to provide "Training and Capacity Building Programme" in accordance with the foregoing Training and Capacity Building Technical Proposal. The proposed cost for completion of this Training and Capacity Building Programme is **Gh¢244,175.00 (Two Hundred and Forty-Four Thousand, One Hundred and Seventy-Five Ghana Cedis)**

### 6.1 Summation of Cost Breakdown of Component 6.2 & 6.3

<b>Cost Components</b> [As referred to in 6.2 & 6.3]	<b>Percentage of Total Price</b>	<b>Amount (¢)</b>
<b>Cost Component 6.2:</b> Breakdown of Programme Implementation Cost	92.20%	191,175.00
<b>Cost Component 6.3:</b> Breakdown of Programme Deliverables Cost	7.80%	53,000.00
<b>Grand Total</b>	<b>100%</b>	<b>244,175.00</b>

### 6.2 Breakdown of Programme Implementation Cost (Cost Component 6.2)

<b>No.</b>	<b>Cost Components</b>	<b>Unit</b>	<b>Quantity</b>	<b>Unit Cost (¢)</b>	<b>Total Cost (¢)</b>
<b>1.</b>	<b>Training, Communication, Lunch &amp; Coffee Break</b>				
	Executive Programme Room	Day	18	500.00	9000.00
	Multipurpose Hall	Day	18	500.00	9000.00
	Headphone	Person	5	200.00	1000.00
	Communications & Internet Access	Day	18	20.00	360.00
	Coffee Break	Day	18	1000.00	18000.00
	Lunch Break	Day	18	1500.00	27000.00
	<b>Total</b>				<b>64,360.00</b>
<b>2.</b>	<b>Travel Expenses</b>				
	Travel Cost (In & Out)	Person	50	500.00	100000.00
	Land Transportation	Person	5	200.00	1000.00
	<b>Total</b>				<b>101,000.00</b>
<b>5.</b>	<b>Documentation &amp; Postings</b>				
	Posting of Invitation & Other Letters	Time (Hrs)	144	10.00	1440.00
	Pictures & Video Recording	Day	18	1000.00	18000.00
	<b>Total</b>				<b>19,440.00</b>
<b>6.</b>	<b>Photo Copy &amp; Stationaries for Participants</b>				
	Paper Files	Pack	200	13.00	2600.00
	Pens & Note Pads	Pack	200	13.00	2600.00

	Copy Machines Toner	Pack	5	70.00	350.00
	Markers	Box	5	5.00	25.00
	Photo Machine Paper (A4 Paper)	Box	10	25.00	250.00
	Colour Paper	Box	10	25.00	250.00
	Envelops (10Small +10big size)	Pack	20	15.00	300.00
				<b>Total</b>	<b>6,375.00</b>
				<b>Total Cost of Programme Implementation</b>	<b>191,175.00</b>

### 6.3 Breakdown of Programme Deliverables Cost (Cost Component 6.3)

S/No.	Deliverables [As referred to in the Scope of Work]	Percentage of Total Price	Amount (₹)
001	Training Needs Assessment (Inception) Report	15.11%	8000.00
002	Conduct Capacity Gap Impact Assessment	9.43%	5000.00
003	Submission of Capacity Building Framework & Training Syllabus	16.98%	9000.00
004	Development of Training Manuals & Materials	16.98%	9000.00
005	Training Development Support	9.43%	5000.00
006	Training Delivery & Management	28.30%	15000.00
007	Final Training & Capacity Building Report	3.77%	2000.00
<b>008</b>	<b>Total Breakdown Cost of Programme Deliverables</b>	<b>100%</b>	<b>53,000.00</b>

### 6.4 Best Payment Practices

Cost Components [As referred to in 6.2 & 6.3]	Best Payment Practices	Amount (₹)
Training Needs Assessment (Inception) Report and Conduct Capacity Gap Impact Assessment	Full payment should be done before training consultants move to organization home country (Site)	13,000.00
Programme Implementation Cost	Full payment should be done before as soon programme implementation kick off (After Implementation Kick off meeting with stakeholders)	191,178.00
Submission of Capacity Building Framework & Training Syllabus, Training Manuals & Materials, Development Support, Training Delivery & Management, and Final Report	Part payment (70%) should be done before programme commencement.	28,000.00
	The rest (30%) payment should be done after submission of all programme reports.	12,000.00
	<b>Grand Total Payment</b>	<b>244,175.00</b>

## APPENDIX A: Consulting Team

A. Resumes Summary

B. Reference

## PART A: SUMMARY RESUMES

KEY Consultants	Qualification	Experience
<p>Prof. Dr. David Ackah (PhD) Programmes &amp; Project Lead Consultant</p>	<p><b>PhD.</b> Management (Project Development Planning), 2022, Universidad Central De Nicaragua (Central University of Nicaragua - UCN)  <b>PhD.</b> Community &amp; Economic Development, 2016, Akamai University, USA  <b>MPhil.</b> Project Management Engineering, 2019, Business University of Costa Rica  <b>MSc.</b> Economics &amp; Business, Akamai University, USA, 2013  <b>BSc.</b> Accounting ,2012, University College of management Studies  <b>Prof. Doctorate.</b> Project Management, 2018 Institute of Project Management Professionals, Ghana  <b>PGD.</b> Project Management, 2016 Institute of Project Management Professionals, Ghana</p>	<p>7years Industrial Experience  5years Training &amp; Development Experience  5years University Teaching &amp; Lecturing Experience</p>
<p>Dr. Cornelius Adablah (PhD)</p>	<p><b>Prof. Doctorate.</b> Project Management, 2018 Institute of Project Management Professionals, Ghana  <b>PhD.</b> Economics and Business, 2013  <b>M.Sc.</b> Economics and Planning, 1981  <b>MBA.</b> Strategy and Organization Systems, 1995  <b>B.Sc.</b> Economics and Planning, 1970  <b>B.Sc.</b> Economics and Planning, 1970</p>	<p>30years Industrial Experience with Word Bank, UNDP, GoG etc.  18years Training &amp; Development Experience  7years University Teaching &amp; Lecturing Experience</p>
<p>Dr. Gyamera Ankomah Ebenezer (PhD)</p>	<p><b>Prof. Doctorate.</b> Project Management, 2021 Institute of Project Management Professionals, Ghana  <b>PhD.</b> Geomatic Engineering, June 2017, University of Mines and Technology, Tarkwa, Ghana  <b>MSc.</b> Geological Engineering, June 2010, University of Mines and Technology, Tarkwa, Ghana.  <b>Master.</b> Project Management (MPM)August 2014, American Academy of Project Management, USA.</p>	<p>10years Industrial Leadership Experience  5years Training &amp; Development Experience  5years University Teaching &amp; Lecturing Experience</p>

	<p><b>Certificate.</b> Mining Surveying August 2010, University of Mines and Technology, Tarkwa, Ghana.</p> <p><b>Diploma.</b> Mining Surveying, June 2001, KNUST School of Mines, Tarkwa, Ghana.</p>	
Dr. Emmanuel A. Fianko (PhD)	<p><b>Doctor of Philosophy</b> (2020) in Public Procurement Engineering, Business University of Costa Rica</p> <p><b>Professional Doctorate</b> (2017) in Project Management Engineering, Institute of Project Management Professionals, Ghana</p> <p><b>Executive MBA</b> Project Management</p> <p>BSc (Hons) Mechanical Engineer, Kwame Nkrumah University of Science &amp; Technology, Ghana</p> <p><b>Graduate Diploma (CIPS Professional)</b>, Chartered Institute of Procurement &amp; Supply, UK</p>	<p>25years Industrial Experience</p> <p>10years Training &amp; Development Experience</p> <p>5years University Teaching &amp; Lecturing Experience</p>
Dr. Amina Sammo (PhD)	<p><b>PhD.</b> Project Financial Engineering, 2020, Business University of Costa Rica, Costa Rica.</p> <p><b>Professional Doctorate.</b> Project Management 2019, Institute of Project Management Practitioners, Ghana</p> <p><b>MBA.</b> Financial Management, Kwame Nkrumah University of Science &amp; Technology, Ghana.</p> <p><b>BCOM.</b> Commerce, University of Cape Coast, Ghana</p> <p>Fellow (ACCA) &amp; Chattered Accountant (ACCA)</p>	<p>10years Industrial Experience in Banking &amp; Finance</p> <p>9years Training &amp; Development Experience</p> <p>3years University Teaching &amp; Lecturing Experience</p>



## **PART B: REFERENCE**

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### **Center for Excellent Training & Consultancy (CETraC Limited)**

#### **Dr. David Ackah (PhD)**

Programme Lead Consultant

Same Building with Ga Rural Bank Ltd, Adjacent Lucky Oil, Kwabenya-Accra

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