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**Technical Report**

**Assist in the development of an operationalisation plan of the established Jordanian National Qualification Framework in relation to TVET qualifications and in relationship with the Social Partners, as well as conduct a diagnostic analysis to review the Education sector pathways to improve the attractiveness of the E-TVET sector**

**Component 3**

**QA, Accreditation and Relevance**

**Activities No: A 1.3.2 and 1.3.8**

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# **Abbreviations:**

|  |  |
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| **CAQA** | **Center of Accreditation and Quality Assurance** |
| **ETVET** | **Employment, Technical and Vocational Education and Training** |
| **EU** | **European Union** |
| **GIZ** | **Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH** |
| **HRD** | **Human Resources Development** |
| **LM** | **Labour Market** |
| **MoE** | **Ministry of Education** |
| **MoL** | **Ministry of Labour** |
| **QA** | **Quality Assurance** |
| **QAMS** | **Quality Assurance Management System** |
| **TVET** | **Technical and Vocational Education and Training** |
| **VET** | **Vocational Education and Training** |
| **VTC** | **Vocational Training Corporation** |

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# **1 Introduction**

The EU Funded Project “Technical Assistance to the Skills for Employment and Social Inclusion Programme” aims to provide capacity development support and technical assistance for E-TVET line Ministries and their related institutions, CSOs and Social partners and support the implementation of the sector strategies (E-TVET Strategy 2014-2020, National Employment Strategy 2011-2020 and HRD strategy 2016-2025) with a focus on actions referenced in the Financing Agreement between the Government of Jordan and the European Union to implement the programme entitled Skills for Employment and Social Inclusion.

The scope of this technical report is related to support Activities 1.3.2 and 1.3.8 which are to Assist in the development of an operationalisation plan of the established Jordanian National Qualification Framework in relation to TVET qualifications and in relationship with the Social Partners, as well as conduct a diagnostic analysis to review the Education sector pathways to improve the attractiveness of the E-TVET sector.

To achieve this two Senior Non-Key Experts (NKEs) were assigned to work within the framework of the EU SESIP Project and in particular with the Directorate of E-TVET Council, the C3 Working Group (Quality Assurance, Accreditation and Relevance), and other national stakeholders and development partners. The NKEs conducted a total of 5 missions combined and developed key deliverables that are annexed to this report.

# **2 Mission Scope and specific objectives**

The NKE’s Term of Reference (ToR) was related to the following Activity (1.3.1) within Component 3:

**Assist in the development of an operationalisation plan of the established Jordanian National Qualification Framework in relation to TVET qualifications and in relationship with the Social Partners, as well as conduct a diagnostic analysis to review the Education sector pathways to improve the attractiveness of the E-TVET sector.**

Initially, the terms of reference had a stronger focus on support to be provided in relation to international accreditation of TVET providers. However, as the project proceeded, priorities changed and the ToR were adapted.

The assignment was for a total of 64 working days, split between the two NKEs (NKE 1 28 days and NKE 2 36 days). NKE 1 undertook the first mission in February 2019, NKE 2 undertook missions in March and May 2019. Then NKE 2 and NKE 1 undertook the final missions four and five partially overlapping in June and July 2019.

# **3 Specific activities**

The NKEs undertook the missions predominantly to assist the further development and implementation of the National Qualifications Framework for Jordan (NQFJ) through analysis and provision of expertise. In addition, several workshops were conducted, which focused on capacity building and consultation to ensure that proposals made are most suitable for the Jordanian context and the expectations of stakeholders

In particular, the specific objectives of the assignment were to:

* Conduct a thorough review of the current documentation and proposed implementation modalities of National Qualification Framework in Jordan (benchmarked to European and Gulf Qualifications Framework)
* Facilitate, resulting from the review above, appropriate capacity building programme to institutionalise the implementation and expansion of NQF through at least one, 3-day training workshop (staff of AQACHEI and CAQA among others), and one, 2-day training workshop (for the stakeholders/institutions including SSCs and donor projects involved in the implementation of NQF)
* Develop a 5-year roadmap for the Operationalisation Plan of NQF highlighting the institutional roles and responsibilities including staff/personnel requirements including detailed work plan for first 2 years
* Present the draft Operationalisation plan of NQF, in a 1-day workshop, to key stakeholders and finalise the plan incorporating comments/inputs from the workshop including which follow up steps EU SESIP will support during the project duration
* A professional development plan, including the organisational structure and indicative job descriptions for key personnel/staff) required for effective implementation of NQF (NQF Agency/Council)
* Facilitate 2 training workshops on NQF
* De-briefing and reporting.

Thereby, the following deliverables were supposed to be produced:

1. A report on the review of NQF documentation/legislation including recommendations on benchmarking it against European and Gulf Qualification Frameworks (not more than 20 pages in addition to relevant annexes)
2. At least 3 training workshops for key stakeholders including C 3 Working Group, SSCs, AQACHEI, CAQA and the line ministries of Education, Higher Education and Labour, representatives from industry/private sector, and representatives of other donor projects/development partners
3. An Operationalisation Plan of NQF in Jordan (3-5-year plan)
4. A staff/capacity development plan (including organisational structure/personnel needed) highlighting the capacity building needs of relevant stakeholders assessed with respect to the operationalisation plan for NQF, and recommendations for further training required for NQF implementation
5. At least 1 training workshop (one-day) for key stakeholders including regulatory bodies on international accreditation procedures and options for consideration
6. A training workshop (one-day) for NQF technical committee, members of regulatory bodies and other stakeholders on the role of NQF in assuring international comparability of qualifications and the relation between NQF and international (regional) qualification frameworks (including the role of the above in the process of international accreditation)
7. A training workshop (2-day programme) for NQF technical committee, members of regulatory bodies and other stakeholders on the distinctive purposes and possible integration of institutional accreditation, quality assurance and the registration of providers on the NQFJ, referencing the international accreditation and practices.
8. Key recommendations (maximum of 5 pages) on further steps in developing the standards and criteria for registration of qualifications and for complementing quality assurance, accreditation and registration on NQF for Jordan.
9. Appropriate workshop programme materials/presentations (inputs for capacity development)
10. Technical reports (mission plans, mission reports, workshop reports, minutes of meetings with external partners/stakeholders; and a final technical report including the list of persons/organisations consulted or met during the assignment- both electronic and hard copies).

In the course of the implementation, based on request of stakeholders a few adjustments to the deliverables were undertaken in which the focus of workshops were revised to become more consultative. In addition, several direct consultation meetings with stakeholders were undertaken. Furthermore, an additional deliverable was requested, namely a first concept paper about a credit system supporting the NQFJ.

# **4 Methodology (Approach Adopted)**

The assignment was carried out using various methodologies including bilateral meetings with key counterparts (ETVET Directorate, CAQA, AQACHEI and Working Group 3), workshops, brainstorming sessions with counterparts, face-to-face training, which ensured that every stakeholder had the opportunity to express their expectations and concerns with regard to the implementation of the NQFJ.

The outcomes/deliverables of the assignment were presented to and accepted by the ETVET Directorate at the end of the final mission. Previously, deliverables were also presented to key stakeholders, including AQACHEI.

# **5 Description of the outputs**

## **5.1 Workshops and Capacity Building Activities**

The two NKEs provided a range of workshops for stakeholders, in which concepts of national qualifications frameworks were elaborated and specific challenges for the implementation of the NQFJ were discussed. In addition, many direct meetings with representatives of individual stakeholders, in particular AQACHEI as the organisation entrusted with the implementation of the NQFJ were held, in which all aspects relevant to the conceptualisation and implementation of the NQFJ were discussed and the NKEs provided expertise taking into account the specific context in Jordan as well as international best practice. These workshops and talks also provided specific input into the development of the further deliverables of the assignment.

During the workshops and discussions, it became evident that whilst a good basis for the implementation of the NQFJ has been established, some fundamental questions about the nature, purpose and scope of the NQFJ remained that need to be answered by the different national authorities and stakeholders. These are further referred to in the section on recommendations below.

## **5.2 Document deliverables**

The NKEs developed a number of documents in line with the ToR of the assignment. These were prepared as drafts, then discussed with project beneficiaries and stakeholders and subsequently adapted various times and finalised during the missions of the NKEs.

In particular the following documents were produced:

* **Review of the NQF Documentation and Legislation**: This document analysed all existing documents and relevant legislation that is of importance for the development and implementation of the NQFJ;
* **Recommendations for the Implementation of the NQFJ**: This document draws on discussions and experience in Jordan as well as international best practice and outlines the most appropriate ways forward and tasks to be accomplished for a successful implementation of the NQFJ;
* **Strategic and Operationalisation Plan**: This document built on the initial plan established by AQACHEI for the next steps in the implementation of the NQFJ. Various changes were made to the document to turn it into a fully comprehensive and implementable strategic plan, including responsibilities.
* **Roadmap and Timeline for the Implementation of the NQFJ**: This document provides a supporting timeframe for the implementation of the Strategic and Operationalisation Plan. It takes into account priorities for the implementation as well as inter-dependencies of different actions to be performed.
* **Staff and Capacity Development Plan**: This document outlines what will need to be undertaken from a capacity development perspective to support a successful implementation of the NQFJ. It outlines staff requirements and capacity development activities for current and future staff of the authority in charge of the implementation of the NQFJ as well as capacity development that needs to be undertaken for stakeholders, in particular education providers.
* **Notes on a Credit System Underpinning the NQFJ**: This document provides an introduction to the concept of credit systems and how these are related to national qualifications frameworks. It outlines possible ways forward to ensure that the NQFJ will be a comprehensive qualifications and credit framework.

# **6 Challenges with regard to the implementation of the NQFJ**

The implementation of a national qualifications framework always provides a number of challenges that need to be taken into account in the further activities. In particular, the following areas need to be kept in mind:

* As all education sectors are supposed to be covered and governed by the NQFJ, the perspectives of all sectors need to be incorporated into each aspect and step of the implementation;
* The NQFJ will only provide significant added value if it will be accompanied with a change in approach to the education system generally, namely a shift from more content focus towards an outcome- and competence-based system;
* The full implementation of the NQFJ will require substantial staff and capacity requirements and authorities should ensure that these are adequately provided.

# **7. Conclusions and recommendations**

## **7.1 Conclusions**

All parties concerned with the development and implementation of the NQFJ are convinced about the importance and relevance of the NQFJ and the positive shift it can bring to the Jordanian education system.

There is also an understanding that the full implementation will require time, but that at the same time, it is essential to move ahead as quickly as possible with the initial activities.

Further external support provided, for example in the framework of the EU SESIP Project is going to be essential to ensure that all aspects of the NQFJ are based on international best practice and that capacity of all stakeholders is developed.

## **7.2 Recommendations**

The EU SESIP project could support the further steps towards the implementation with a range of activities. Predominantly, the EU SESIP project could provide expertise to assist in the development of policies, standards, criteria and procedures. In addition, the project could also assist through the provision of trainings and capacity building. In particular, the project could support the following activities:

* Designing a visibility and communications strategy
* Initial Training of current and future staff that will be involved in the implementation of the NQFJ
* Assist in the revision of levels and level descriptors through a coordinated stakeholder consultation process
* Assist in the development of classifications of institutions
* Assist in the development of standards, criteria and procedures for institutional listing
* Assist in the development of standards, criteria and procedures for qualification registration
* Assist in the development of criteria and procedures for entry, progression and transfer of qualifications
* Assist in the preparation of manuals for designing regulations of quality assurance systems for learning and training programmes
* Assist in the preparation of manuals for the development and review of qualifications, including assessment, credits and certification.
* Assistance in the development of the pilot scheme
* Training of stakeholders to prepare them for participation in the pilot scheme
* Assist in the analysis of the pilot phase and revision of all NQFJ related documentation
* Assist in the development of a common approach to credits
* Assist in capacity building for stakeholders after adaptations to NQFJ documentation have been made following the pilot phase
* Assist in the development of the NQFJ database
* Assist in the referencing of the NQFJ with other frameworks

# **8** **Annexes**

## Review of NQF Documentation and Legislation

## Recommendations for the Implementation of the NQF

## Strategic and Operationalisation Plan

## Roadmap and Timeline for the Implementation of the NQFJ

## Staff and Capacity Development Plan

## Notes on a Credit System underpinning the NQFJ