

**Comparative Analysis of the Workplan and Progress (May 2018- September 2019)**

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**Key Expert (Quality and Qualifications)**

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| **Component.3 Quality Assurance and Accreditation** |
| **Activity** | **Outputs** | **Indicators** | **May 2018 - September 2019** | **Completion Rate** |
| **Activity 1.3.1** Assist all Accreditation Bodies to implement common accreditation principles and approaches for the whole TVET sector of curricula that respond to the needs of the economy, the society and individuals in line with international good practices, and broad spectrum of courses developed | 1.3.1.1 Conduct analysis of both institutions1.3.1.2 Conduct analysis of the TVET sector1.3.1.3 Working papers for discussion1.3.1.4Working group plan in accordance with the requirements for both Institutions and the TVET Sector1.3.1.5Guidelines and recommendations on accreditation principles and approaches of curriculum | * **1 Report**: Analysis of Accreditation policies and procedures in Jordan
* Adopted module for capacity building including workshop for upto **12** participants
* Series of roundtable discussion and seminar for upto **16** participants:
* 4 representing HEAC
* 4 representing CAQA
* 4 representing MoE
* 4 from key stakeholders within the Private and other key stakeholder within the TVET Sector
* 1 Action Plan on achieving the objectives and outputs
 | * **Situation Analysis** (Report) of QA policies completed (1)
* Developed a comprehensive TVET (sector wide) common **Quality Assurance and Management System** (QAMS) **Conceptual Framework** jointly with WG3 and endorsed by key stakeholders
* The QAMS with interrelated and processual components/elements: Licensing, accreditation, development/validation of qualification, learning and teaching, assessment and certification components (essentially Qualification based). This has ensured a strategic shift from QA and Accreditation to **Quality and Qualifications**
* Over **250 persons** participating various QA training sessions (6 from ETVET Directorate; 100 from MoE; 75 employers/industry experts from 5 SSCs; 12 WG 3 members; 7 from C2 WG; and about 50 including CAQA/AQACHEI, donor projects among others)
* Specialised training for capacity building integrated into NKE assignments for key stakeholders
* Very specifically, worked with the MoE TVET Department, further to training of 70 Voc secondary schools Directors/MoE, developed **QAMS policy** (approved by MoE) on aligning the QA of Vocational Secondary schools (MoE) to the CAQA QA Standards.
* Further support being provided to MoE to accredit 20 MoE Vocational schools by CAQA (in order to **pilot the QAMS** policy at the end client level)
* Publishable **Procedures and Guidelines** reviewed and simplified on Qualification Development/Validation (implementable within the sector)
* Continued TA and NKE support to AQACHEI and NQF documentation has ensured **visibility and appropriate integration of TVET QA** into future NQF implementation
* **Back-to-back TA provided to ETVET Directorate**/TVSDC to interpret the law/organisational structure integrating QAMS components, and inputs for the TVSDC by laws (papers on NQF, Recognition of Qualifications etc)
* **Communication and Visibility** of QAMS through press releases/All WG meetings etc
 | **Over 100%** |
| **Activity 1.3.2** Assist all Accreditation Bodies in developing an understanding of the implementation of International Accreditation practices within the TVET sector | 1.3.2.1 Working Groups plan based on the identified actions resulting from activity 1.3.11.3.2.2 Working papers for discussion1.3.2.3 Implementation of guidelines and recommendations on accreditation principles and approaches of curriculum | * Adopted module for capacity building to include identified training, mentoring support and development needs of all institutions and the key stakeholders from the TVET sector.
* 2 Training Workshops in Accreditation, Certification and QA for up to 16 participants
* 1 workshop in International Standards
* 1 workshop in current National Standards
* 1 Action Plan on implementation of guidelines and recommendations
 | * Capacity building training sessions (2) completed for CAQA and C3 WG members (by KE)
* **One** Training Workshop on accreditation/QA (**International accreditation**) by NKE
* At least **5 training workshops on national accreditation** for MoE Voc Secondary schools and WG members
* MoE 3-year QAMS implementation plan to be completed (by Oct 2019)
* Specific Manual on **Self-Assessment Towards Accreditation** being developed (Tom/NKE)
* An OS on **Quality Assurer** to be completed in the final mission by Simon (NKE)

 (***Note***: A1.3.9 is integrated into this activity) | **Over 100%**  |
| **Activity 1.3.3** Organise at least 2 study visits to the EU to facilitate learning from the best practice in TVET accreditation, quality assurance and teaching of teachers programmes | 1.3.3.1 Capacity Building programme and plan based on:1. Benchmarking
2. Training need analysis
3. Action planning

1.3.3.2 1 Training sessions in Jordan for up to 12 participants1.3.3.3 1 study visits abroad: European country with mature system and focus on International Accreditation, Certification and QA1.3.3.4 Final report of the study visits abroad1.3.3.5 1 Training session in Jordan or abroad for up to 12 participants | * Adopted module for capacity building for the preparation and implementation of the Study Visit and associated training including identified benchmarking, TNA activities to be conducted during study visit
* Up to 16 members: WG3-exposed to best international practice in Accreditation, Certification and QA
* Final report of the training session 1
* Final report of the study visit abroad
* Final report on the training session in Jordan
* Action Plan on achieving recommendations from final reports to be integrated into action plans for activities 1.3.1. and 1.3.2.
 | * Only one Study Visit planned in consultation with ETVET Directorate (also integrated with A1.3.7)
* Contacts established with QQI/EQAVET (**Ireland**) and identified CDETB as the local venue support
* Programme/list of participants etc completed
* Dates to be finalised (**18-22 Nov 2019**)
 | **30%** |
| **Activity 1.3.4** Assist all existing and newly established Independent Sector Committees/Bodies to elaborate the development of Educational/Training programme curricula through the establishment of Occupational Standards. | 1.3.4.1 Conduct an analysis of the current situation relating the utilisation of National Occupational Standards within Jordan1.3.4.2 Conceptual Framework for the review and development of National Occupational Standards1.3.4.3 Action Plan for the Working Group to further develop the Occupational Standards, number to be finalise from the analysis though limited to 20.1.3.4.4 Interim reports on the monitoring progress1.3.4.5 Up to 5 Training workshops on Developing Occupational Standards conducted in Jordan1.3.4.Guidelines for developing or reviewing occupational standards and educational programme curricula | * Conceptual Framework on National Occupational Standards within Jordan
* Action Plan for development and implementation of Occupational Standards
* Progress monitoring reports and minutes of the meetings
* Series of workshop for up to 60 participants.
* 1 Action Plan on implementation of guidelines for developing or reviewing occupational standards and educational curricula
 | ***Activities 1.34; 1.35 and 1.3.6 are basically one and the same from a Qualification based approach. Hence, it was addressed as one block*** * Solid **technical assistance** and **series of modular** training provided to 5 SSCs (over 75 persons directly participated)
* Strategic shift from OS and Curricula to Qualifications!
* Strategic **partnership with SSCs and donor projects** (ILO, GIZ and EBRD) to ensure sustainability and ownership (including lead role by the labour market/industry). Also cost shared by other projects
* Over **150 persons trained on OS and Qualifications** (at least 10 training sessions for the Capacity Development team of **12 experts from C2 and C3**)
* Revised the existing OS Guide/Framework and finalised/endorsed a simplified (easy-to-use) **Procedures and Guidelines on the Development and Validation of OS** (by world of work/SSCs)- the procedures piloted with 3 SSCs (7 OS developed as part of institutional capacity development training)
* **Procedures and Guidelines on the Development and Validation of Learning and Teaching Materials including Assessment** completed
 | **Over 100%** |
| **Activity 1.3.5** Assist the existing/new independent sector committees/bodies and the relevant Institutions to review, adapt and design the educational programme curricula and the professional occupational standards | 1.3.5.1 Up to 20 educational programme adapted and designed1.3.5.2 Up to20 occupational standards adapted and designed | * The targeted programs (20), and the standards (20) will observe the matrix observed on the budget support agreement
* Centres of excellence in the context of agreements with private sectors
* The developed curriculum will consist of
* Objectives (learning outputs)
* Content
* Proposed training strategies
* Methods and technique and
* Evaluation criteria and tool in addition to instructional plan
 | *Same as above (combined activity on OS/qualifications)* Curriculum (Learning/Teaching Materials and Assessment is undertaken by C2) |  |
| **Activity 1.3.6** Assist CAQA to elaborate qualification assessment criteria and test items to certify qualifications of learners and people with prior learning (non-formal and in-formal) | 1.3.6.1 Conduct an analysis of the current system in relation RPL and CTS1.3.6.2 Established working group consisting of CAQA members (about 3 members)1.3.6.3 Concept papers with action plan for the working group1.3.6.4 Workshop – awareness session on the concepts of RPL and CTS 1.3.6.5 Guidelines on qualifications assessment criteria included test items1.3.6.6 Proposal for a National Policy Paper for Recognition of Prior Learning (RPL)1.3.6.7 Proposal for a Credit and Transfer Scheme (CTS) for TVET | * Adopted module for capacity building identifying specific roles and responsibilities for organisations in development of RPL and CTS within Jordan
* 1 Concept Paper including set of recommendations for implementation for RPL
* 1 Concept Paper including set of recommendations for implementation for CTS
 | * Have developed draft **policy guidelines and procedures** on integrating competence assessment into the Qualification (which has been endorsed by the key stakeholders
* At least **2 workshops** facilitated for WG3 and other stakeholders on qualifications including assessment
* RPL sub policy integrated into the NQF implementation strategy
* **Concept Paper** developed on **CTS**. Also, CTS integrated in the NQF implementation plan
* 1 workshop for CAQA/WG 3 (4-day programme) is ready to be implemented on Qualifications including Assessment/RPL (to be completed in the last mission of Simon)
* Guidelines/Procedures on external assessment and verification to be completed in the last mission by Simon/NKE
 | **70%** |
| **Activity 1.3.7** Organise 1 study visit to the EU to facilitate learning from the best practice concerning Recognition of Prior Learning Scheme and Credit Transfer Scheme | 1.3.7.1 Study visit plan1.3.7.2 Working papers for discussion1.3.7.3 Study visit abroad1.3.7.4 Final report on the study visit | * Final report of the study visits abroad with recommendations to be integrated into:
* Concept paper for implementation of RPL
* Concept paper for implementation of CTS
 | **Same as A1.3.3*** RPL and Assessment **integrated** into the study visit programme (primarily at QQI)
 | **30%** |
| **Activity 1.3.8** Assist in the implementation 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. | 1.3.8.1 Establish working group from ETVET to conduct:1. Analysis of the implementation of the current developments of Qualification Framework within TVET in Jordan
2. Capacity building programme to establish and further develop TVQ
3. Analysis of the current TVET sector pathways and provide recommendations for reform

1.3.8.2 Training on the development and implementation of concept TVET Qualification Framework – Conducted in UK (2-day workshop in Feb. 2017)1.3.8.3 Workshops conducted with the support of TAT1.3.8.4 Guidelines to design, develop, operate and maintain the NQF in Jordan with a clear understanding for the roles of different participants in the process1.3.8.5 Final Report | * Analysis paper on current TVQF
* Analysis paper on the TVET pathways and recommendations
* Capacity building programme
* 1 Workshop in the UK for upto 6 participants (identified leaders of the implementation of the Jordanian Qualification Framework within the TVET sector)
* Series of workshops in Jordan for upto 30 participants
* Guidelines to design, develop, operate and maintain the NQF in Jordan with a clear understanding for the roles of different participants in the process
* Final report
 | * Series of consultations with AQACHEI/ETVET Secretariat on the NQF by-laws and implementation modalities as AQACHEI was mandated by the law to implement NQF (national/integrated system)
* Substantial technical assistance (2 NKEs and 64 work days) provided to AQACHEI/NQF Steering Committee which also includes representation from other stakeholders including TVET Sector (MoE/MoL etc)
* **Comprehensive Review** of the NQF documentation completed (Report)
* At least **4 training sessions** on various NQF components including strategic priorities, implementation modalities (targeting **over 60 participants/stakeholders**)
* Reviewed and finalised the **NQF Operationalisation Plan** including 3-year implementation plan (drafts to TVSDC and AQACHEI)
* Additional support provided in terms of **Recommendations for NQF Implementation** (which will form the basis for MoU between AQACHEI/TVSDC and MoE) including strategic decisions on the NQF model
* Additional support provided in terms of **Staff Development Plan** for NQF implementation
* Continued technical assistance to TVSDC on interpreting and analysing AQACHEI and TVSDC by laws (on NQF)
* Final **technical report** for EU SESIP/EU on contend TA to NQF in future
 | **Over 100%** |
| **Activity 1.3.9** Assist public and private TVET providers in the preparation for international accreditation  | 1.3.9.1 Analysis of the model adopted by VTC identifying:1. Approach in the implementation of accreditation, certification and QA
2. Identification of development needs for both the system and organization
3. Identification of the vocational training institutions

1.3.9.2 Working papers for discussion to establish a Capacity Building Programme1.3.9.3 Training sessions to address the development needs identified1.3.9.4 Guidelines and recommendations on accreditation, certification and QA principles for VTC and the targeted institutions1.3.9.5 Technical assistance provided on demand1.3.9.6 Final report on the accreditation, certification and quality assurance provided by VTC | * Report on analysis of VTC operations and identified development needs
* Working Groups papers and plans based on findings from activity 1.3.3 and the specific analysis of VTC
* Action Plan for the implementation of International Accreditation and QA for TVET institutes
* Availability of Technical Assistance
 | * This activity has been **partially implemented** and later suspended as per the request of ETVET Directorate and WG. Justification provided to EUD in PR3.
* Priority has been accorded to international comparability of NQF standards (and NKE work days reallocated for training on International Accreditation to QA of NQF).
* Support to MoE Voc Secondary schools (20) in terms of training/technical support to Self-Assessment/strategic planning and accreditation by CAQA/TVSDC is also preparation for international accreditation as the processes/procedures are the same.
 | **50%** |
| **Activity 1.3.10** Assist VTC/MOL to prepare and finalise the feasibility studies of the new programme of the Centres of Excellences | 1.3.10.1Establish small working group to:1. Conduct an evaluation of the process of establishment of the current centres of excellence within Jordan
2. Conduct Feasibility study of the new programme for establishment of Centres of Excellence
3. Develop action plan to implement the 4 steps identified in the Process Approach (see below)

1.3.10.2 Working papers for discussion1.3.10.3 Series of workshops1.3.10.4 Final Report with recommendations | * Working paper for the implementation of feasibility studies of the Centres of Excellence and specified programmes
* Identification of the aim and missions of each CoE
* Identification of the requirements for implementation of new programmes
* Feasibility study reports for the implementation of specified new programmes
 | * As requested by ETVET Directorate, EU SEISP did not duplicate a similar work on this by GIZ MOV-HET.
* SESIP liaised with GIZ MOV-HET Project as it is working closely with all the Centres of Excellence (participation in the workshops facilitated by GIZ)
 | **10%** |

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| Resource Management | Total Days Allocated | Utilised to date (Sept 2019) |  |
| ETVET Directorate (Sayel/Ruba) | Part time | Full time! | 100% |
| KE3 (George Kolath) | 450 | 323.5 | 71.8% |
| SNKEs | 220 | 190 | 86% |
| JNKEs | 50 | 20 | 40% |