BTEL: Support to the Implementation of the TVSDC Action Plan with focus on Blended Training, eLearning, and Teaching Services

المشروع الأوروبي" الدعم الفني لتنفيذ خطة عمل هيئة تنمية وتطوير المهارات المهنية والتقنية بالتركيز على التدريب المدمج، خدمات التعليم والتعلم الألكترونية

BTEL

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PROJECT SHEET

Implemented by

giz International Services

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PROJECT SHEET

1. **Project TITLE:** Support the implementation of the TVSDC Action Plan with focus on blended training and eLearning and Teaching services-SITAP- BTEL- (ENI/2020/ 420-957)

2. **CONTEXT**

Following the closure of education and training institutions in the immediate aftermath of the eruption of the COVID-19 pandemic, the education and TVET systems in Jordan have taken several initiatives to ensure the continuity of the learning and teaching through e-Learning to replace or complement classroom lessons. This shift are in place for general education, while TVET learners find themselves at disadvantage as typical vocational contents require major efforts and resources. Ready-made online courses are available, though mainly not TVET specific or relevant to the national context or, in most cases, focusing exclusively on theoretical knowledge and missing the practical skills component of each occupation. The need for development to produce and deliver TVET-specific learning contents to train the practical sectoral skills, has become acute. Work-based learning components of programmes in sectors where companies were affected by the Covid-19' proved most affected.

Self-learning became the preferable an option which could be effective only if preconditions like planning and management of assignments, home-based theoretical and practical tasks associated with interaction and cooperation among learners remotely, work on real situations and projects were in place. Moreover, the capacity of training teachers, trainers, coaches and mentors, to develop eLearning teaching and training skills and eContents was crucial. This extraordinary situation became an opportunity for TVET students to develop or deepen their digital skills. At the same time, the risk of augmenting inequality and disadvantage for households and learners that could access computers and Internet became real.

This extraordinary situation became an opportunity for TVET students to develop or deepen their digital skills but many TVET learners were at disadvantaged compared to learners from other educational tracks as more efforts are put into general school subjects, and less in typical vocational contents. Moreover, uneven access to technology and to digital devices, aggravated inequalities and the gap between those able to access and those who were shut out.

In Jordan before the outbreak of the Covid-19 crisis, public TVET providers had accumulated some experience of on-line learning. In the period 2018-2020, the GIZ implemented EU SESIP TA promoted public-private partnerships between TVET suppliers like Luminous, Al Khwarizmi, UNRWA, JCI, JCC, NET, that had developed e-learning programmes and tools and the TVSD Commission's engaged in developing an eLearning platform and building technical, financial and management capacity of eLearning and blended training and upscaling its utilisation to all TVET suppliers and stakeholders.

TVET institutions, otherwise well-organized for direct delivery and interpersonal teacher-student interaction, lacked the experience in e-learning and its components like the specific Learning Management System (LMS), skilled staff, financial resources, facilities, technology and equipment, and the skills to design, develop and produce e-learning contents. Large-scale distance learning programmes had still to obtain legal recognition to certify a qualification. Moreover, lack of resources (funds and budgets) pushed suppliers to rely on free tools, which were not originally intended for interactive eLearning and blended learning. Finally, the very limited adoption of the modular approach in the over 300 accredited programs did not facilitate the development of blended training.

The productive sector, affected by the same situation and the majority of the Jordanian entrepreneurs indicated digital transformation as integration of technology in all areas of business (technological transformation), and transformation of skills and competencies among the key elements for support to helping businesses recovery.

SITAP-BTEL project considers technology, e-contents, specialized staff, financial resources to cover direct and variable costs, time factor, within a learning management system (LMS), as the ingredients allowing the Technical Vocational and Skills Development Commission (TVSDC) to support an effective eLearning response to the current situation and, in the medium and long term, to strengthen the offer of blended training which appears to be increasingly the viable strategic option for the future of TVET.

the project is implemented by

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The TVSDC was established and defined in the TVSDC Law 9/2019 as an independent government body with the overall mandate of regulating and coordinating the sector and providing services to the TVET public and private suppliers and stakeholders. The TVSDC's legal framework, to be completed with the issuing of one remaining By-Law out of the six specified in the Law, adopted a specific regulation for eLearning and blended training: the By-law on "Licensing of TEVT providers" (19 -2020) approved eLearning as one of the TVET training and learning modes whilst By-Law on "Accreditation of TVET Providers" (19/2020), regulated the accreditation of TVET institutions using eLearning to blend with residential training, apprenticeship and on-the job training; the Decision on implementation of occupational tests of online theoretical-practical vocational training programmes.

The TVDSC is mandated to put at the disposal of the TVET sector an advanced eLearning technology (TADREEBAK platform), eContents and a capacity building, training and help desk on how to develop the LMS of TVET providers. The EU SESIP Technical Assistance project implemented by GIZ supported the TVSDC on various pillars of its action plan including eLearning including the development of an open-source and cloud-based eLearning platform and the management system to enable the TVSDC to offer this service to the whole TVET sector. The platform comprised two accredited TOT programmes and short-term programmes on occupational safety and health, SMEs and project management. The TVSDC launched the TADREEBAK life streaming, interactive, cloud-based platform in early April 2020. On 31 December 2020 the EU SESIP TA handed over to the TVSDC the TADREEBAK platform with a hosting capacity of 5000 concurrent users extendable to 45000.

The TVSDC considers that, to implement key pillars of its Action Plan in particular those related to blended training including eLearning, more support is required to strengthen its own strategic planning and implementation capacity and its specific technical capability to maintain TADREEBAK, develop technical e-contents of modules and programmes for students, workers, teachers/trainers, school principals and supervisors, and coordinate and manage it with an efficient LMS as well as build the capacity of all TVET institutions that will request access this service.

3. OBJECTIVES

SITAP-BTEL aims at supporting the TVSDC on e-Learning and the systematic adoption of blended training by putting at the disposal of the TVET sector a blended training system (concept and features), advanced eLearning technology (the TADREEBAK platform) and e-contents, Learning Management Systems for TVET providers as well as strengthening the TVSDC capacity to implement selected pillars of its action in addition to eLearning and blended training, in the wake of the approach to TVET reform governance and implementation designed and implemented by SESIP TA.

- **Overall objective:** Improved coordination, synergy and policy coherence (governance) among national public and private TVET institutions and international partners enhance the efficiency, cost-effectiveness and impact of resources invested in ensuring the continuity of the learning and teaching through e-Learning and promoting the systematic adoption of blended training in the TVET sector in Jordan.

- **Purpose 1:** To support the TVSDC in building the capacity of the TVET providers to implement e-Learning and blended training in the delivery of TVET programmes that increase the employability of students and trainees and are relevant to the needs of the sectors of the labour market in Jordan.
- **Purpose 2:** To further develop the capacity of the TVSDC to manage and enhance the development of the TADREEBAK national platform for e-Learning and blended training as a technology-enhanced environment for the effective coordination of policies, projects and resources in the field of eLearning in TVET.
- **Purpose 3:** To strengthen the TVSDC capacity to implement the building blocks of its Action Plan that are interlinked, interconnected and mutually supporting the implementation of eLearning and blended training.
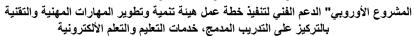
3. RESULTS / EXPECTED RESULTS:

- **Result 1**: The TVSDC plays an effective and proactive role in building TVET providers' capacity, engagement and overall

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coherence to implement e-Learning and blended training in the TVET sector in Jordan in the short medium and longer-term time frame;

- **Result 2:** The TVSDC is capable of developing and producing digital contents for students and trainees based on Virtual, Augmented reality (VR&AR), videos and animations, Information graphs for Data visualizations;
- **Result 3:** The TVSDC develops e-contents for trainers and TVET professionals on pedagogical and training skills, systematic approach to TVET, management of TVET institutions, curriculum and instructional material development for training in-presence and in eLearning scheme; (Pillar TOT of TVSDC AP);
- **Result 4:** The TVSDC adopts regulations for recognition of blended learning in Jordan.
- **Result 5:** The TVSDC is capable of running training on how to establish and run a Learning Management System Team for licensed TVET providers that request the use of TADREEBAK as well as regular retraining and upgrading for the institutions that are already using the TVSDC eLearning platform.
- **Result 6:** The TVSDC is capable of developing eLearning model-technical contents for programmes to be run by the licensed public and private TVET suppliers that use TADREEBAK.
- **Result 7:** The TVSDC is capable to sustain, manage, monitor, update and continuously develop the TADREEBAK national platform for e-Learning and blended training as a technology-enhanced environment for the effective support of licensed TVET public and private providers.
- **Result 8:** The TVSDC raises awareness and systematically promotes the use of TADREEBAK nationwide
- **Result 9:** The TVSDC capacity to consistently implement the pillars of its Action Plan and the actions directly and indirectly related to the implementation of eLearning and blended training is increased.

4. FACTS & FIGURES:

- The TVSDC TADREEBAK Learning Management System (LMS) Team of 7 specialised staff trained and operational is established and operational.
- The TVSDC Action Plan's Pillar 4 on eLearning and Blended training implemented
- 6 TVSDC By-Laws finalised
- Regular allotment in TVSDC included in the TVSDC budget 2021-2
- TVSDC eRoom's equipment and tools installed and functioning
- E-contents for 75 hours=700 class room hours e-content (VR&AR) produced and integrated in TADREEBAK for TVET student, trainers and supervisors
- 200 trainers and teachers, trained on e-learning methodology
- 250 licensed providers that will use TADREEBAK for on-line courses per year;
- 15 LMS teams with 50 staff trained as LMS team members
- 100 and 150 e-content (VR &AR) hours per programme for students and trainees for 5 certified and accredited formal Vocational Education and Training TVET programmes, based on the modular approach at level 4 of the National Qualification Framework
- 20 to-40 learning module which are the equivalent of 600 class room and workshop regular training hours).
- 100 institutions to, manage, monitor, update their eLearning offer through TADREEBAK
- 300 trainers and teachers trained on eLearning and blended training methodology
- 200 professionals representing sectors trained on eLearning and blended training system development
- 5 members of TVSDC TADREEBAK Team having attended eLearning / BT F2F or on-line courses
- 8 TVSDC Managers exposed to study visit to an EU eLearning/ BT centre of excellence

It is expected that TADREEBAK (https://tvsdc.gov.jo/en/e-Service/tadreebak/) is utilised by 5000 regular concurrent users, as the capacity of the cloud-based server guarantees 5000 concurrent users, expandable to 45,000 for live streaming courses. SITAP BTEL, will target the 5000 regular users of TADREEBAK by organization, like for example: 1500 from MOE, 1000 from VTC, 1000 from BAU, 350 from NET, 150 from UNRWA, 1000 from private providers, including students/trainees with disability.

5. SECTOR(S) OF INTERVENTION:

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TVET, eLearning and Blended Training system in Industrial, agriculture, tourism, building and construction and home economy sectors, TVET Governance (TVSDC Action Plan)

6. LOCATION(S): TVSDC building, Amman, Jordan

7. IMPLEMENTING PARTNER(S): Technical Vocational Skills Development Commission https://tvsdc.gov.jo

8. DURATION: From month/year to month/year April 2021-September 2022

9. **EU CONTRIBUTION TO THE PROJECT (€)**

The EU contribution is of 1 M Euro. As an overall, the resources allocated to deliver the technical assistance of SITAP BTEL to the TVSDC and the identified target groups, are indicatively 1200 working days of expertise and about € 150,000 for incidental expenditures that do not include the procurement of equipment and materials for the TVSDC eRoom. tools and materials. Overall, 60% of the total project resources are oriented to support the TVSDC on TVET governance and institutional development, TADREEBAK development and management, establishing own LMS Team and developing eContents as required by the TOR. The remaining 40% are oriented to support the TVET stakeholders.

10. BENEFICIARIES:

Stakeholders are more than 500 TVET private and public TVET providers and sectors, accredited and licensed by the TVSDC. They include:
- MOE with more than 200 Vocational Education Schools,
- VTC with 40 Vocational Training Centres,
- National Employment and Training Programme (NET) with 18 vocational training centres
- Balqa Applied University with 42 colleges,
- UNRWA with 2 Vocational Training Centres, and
- about 300 training private academies.
- Institutions dedicated to TVET for PwD, through MOSA and NCR-PwD

Direct recipient is the Technical Vocational and Skills Development Commission (TVSDC) eLearning Unit,

Direct beneficiaries are TVET public and private providers enrolled in the registry of the accredited TVET institutions managed by the TVSDC, trainees, teachers, trainers, supervisors, principals of TVET institutions, enterprises training mangers, staff and members of Sector Skills Councils, organisations representing workers and employers.
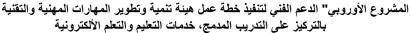
Students as ultimate beneficiaries will not be directly identified by the project, but their participation will be constantly monitored through the M&E system of the TADREEBAK platform. SITAP BTEL proposes to target students and trainees from different TVET institutions, with special focus on the sectors of: tourism, industrial production, construction, agriculture, home economy and logistic, learning from the SESIP results on development of Occupational Profiles and standards in those specific trades for TVET stakeholder that were members of the 4 SESIP Working Groups. Insofar student and trainees with physical (mobility, visual and hearing) disabilities, they are expected to greatly benefit from programme based on e-contents developed with VR and AR.

11. WEBSITE: https://tvsdc.gov.jo

12. SOCIAL MEDIA PLATFORM(S): https://www.facebook.com/tvsdc.gov.jo/?ti=as

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13. LINK(S) TO HD VIDEO(S): https://tvsdc.gov.jo/en/Movies/

14. LINK TO HIGH RESOLUTION PHOTO(S): https://tvsdc.gov.jo/en/gallery/

Amman, April 2021

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