



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



BTEL

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

BTEL

**Support to the Implementation of the TVSDC Action Plan with focus on
Blended Training, eLearning, and Teaching Services ENI/2020/420-957**

**INCEPTION REPORT
Volume I**

Amman

Final version _ 10June 2021

The contents of this report are the sole responsibility of GIZ and can in no way be taken to reflect the views of the European

Implemented by

giz International
Services



TABLE OF CONTENTS

VOLUME I

1. PROJECT SYNOPSIS	2
2. LIST OF ABBREVIATIONS	4
3. EXECUTIVE SUMMARY	7
4. PROJECT BACKGROUND.....	15
5. PROJECT APPROACH AND METHODOLOGY	20
6. PROJECT MANAGEMENT, MONITORING AND REPORTING	23
7. INCEPTION PHASE ACTIVITIES AND ACHIEVEMENTS	27
8. REVISED IMPLEMENTATION PHASE	40
9. REVIEW OF ASSUMPTIONS AND RISKS.....	54
10. UPDATED INDICATORS	55
11. REVISED TIMETABLE	58
12. REVISED LOGICAL FRAMEWORK MATRIX.....	63

VOLUME II: ANNEXES



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"



1. PROJECT SYNOPSIS

Project Title	Support the implementation of the TVSDC Action Plan with focus on blended training and eLearning and Teaching services (BTET)		
Contract Number	ENI/2020/420-957		
Project Duration	18 months		
Project Starting Date	8 th March 2021		
Project End Date	7 th September 2022		
Country	Hashemite Kingdom of Jordan		
	Contracting Authority	Beneficiary	Consultant (Contractor)
Organisations	Delegation of the European Union to the Hashemite Kingdom of Jordan	Main beneficiaries: Technical Skills Development Commission (TVSDC) and members of the TVSDC Council, TVET public and private providers, Social partners, private sector associations and TVET students and trainees.	This project is implemented by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ)
Contact details:	Ms. Ines Alves Programme Manager – Education and ERASMUS+ DEU to the Hashemite Kingdom of Jordan Phone: (+962) 6 4607000 Email: ines.alves@eeas.europa.eu	Mr. Tarek Al-Rashdan. Assistant to the TVSDC CEO on operations Hashemite Kingdom of Jordan Phone: (+962) 0777779914 Email: tarek-alrashdan@hotmail.com	Ms. Najoua Nafti Project Manager Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH, Rue le Grand Boulevard de la Corniche Cité Les Pins Berges du Lac II, 1054 Tunis, Tunisie T +216 31 400 531 M +216 58 567 201/ +216 25 600 749 F +216 32 400 531 Email: najoua.nafti@giz.de
Project 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.		



**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



Project Purpose	<p>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.</p> <p>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.</p> <p>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.</p>
Date of report:	May 2021
Reporting period:	22 March- May 2021
Editor of report based on collected data from TAT documents	Luca Azzoni – Team Leader
Technical Assistance Team (TAT)	Luca Azzoni - Team Leader and KE 1 Abdelbasit Saleh - KE2
Approved by:	Signature:



2. LIST OF ABBREVIATIONS

Abbreviation	Explanation
AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
AG	Advisory Group
BAU	Al Balqa Applied University;
CA	Contracting Authority
COE	Centres of Excellence
CAQA	Centre of Accreditation and Quality Assurance
CS	Civil society
CSO	Civil society organisation
CMS	Content management system
DG	Directorate General (of the European Commission)
DOS	Department of Statistics
EC	European Commission
ELARG	EC Directorate-General for Enlargement (DG ELARG)
ENI	European Neighbourhood Instrument
ENP	European Neighbourhood Policy
ETF	European Training Foundation
E-TVET	Employment and technical vocational education and training
E-TVET-C	E-TVET Council
EU	European Union
EUD	Delegation of the European Union to the Hashemite Kingdom of Jordan
EUBEC	European Blending and External Cooperation
GDP	Gross domestic product
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit (German Agency for International Cooperation)
GoJ	Government of Jordan
HDI	Human Development Index
HEAC	Higher Education Accreditation Commission
HR	Human resources
HRD	Human resources development
IS	Information system
IT	Information technologies
IPA	Instrument for Pre-accession Assistance
IPF	Infrastructure Projects Facility
JICA	Japan International Cooperation Agency
KE	Key expert
LM	Labour market
LMI	Labour market information
LMIS	Labour market information system
M&E	Monitoring and evaluation
MIS	Management Information System
MoE	Ministry of Education
MoHESR	Ministry of Higher Education and Scientific Research
MOL	Ministry of Labour



**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



MoPIC	Ministry of Planning and International Cooperation
MoSD	Ministry of Social Development
MSCoE	Model Skill Centres of Excellence
MTEF	Medium Term Expenditure Framework
NAF	National Aid Fund
NCHRD	National Council for Human Resources Development
NGO	Non-governmental organisation
NES	National Employment Strategy
NEES	National employment electronic system
NET	National for Employment and Training Company (NET) Vocational Training Programme.
NE-TVETS	National E-TVET Strategy
NITC	National Institute for Telecommunication
NKE	Non-key expert
NMPF	National Policy for Microfinance Framework
NSHRD	National Strategy for Human Resources Development
NQF	National Qualification Framework
PC	Project (Steering) Committee
PCM	Project Cycle Management
PETS	Public Expenditure Tracking Survey
PMP	Performance management programme
PGAF	Project grant application form
PIU	Project implementation unit
PMU	Project management unit
PPF	Project Preparation Facility
PPP	Public-private partnership
PRS	Poverty Reduction Strategy
PWDs	People with disabilities
QSDS	Qualitative Service Delivery Survey
PSC	Project Steering Committee
RCC	Regional Cooperation Council
SME	Small and medium-sized enterprise
SC	Steering Committee
SESIP	Skills for Employment and Social Inclusion Programme funded by EU
SPC	Social Partnership Committee
SS-C	Sector Skills Council
STE	Short-term Expert
TA	Technical assistance
TADREBAK	eLearning platform established by SESIP
TAT	Technical assistance team
TVETC	Technical and Vocational Education and Training Council
TVSDC	Technical and Vocational Skills Development Council and Commission
TOR	Terms of reference
TOT	Teaching of Teachers
TVET	Technical Vocational Education and Training
UNDP	United Nations Development Programme
UNHCR	UN Refugee Agency
UNRWA	United Nation Relief and Works agency for Palestine Refugees



**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



USAID	U.S. Agency for International Development
AR	Augmented Reality
VR	Virtual Reality
VTC	Vocational Training Corporation
WB	World Bank



3. EXECUTIVE SUMMARY

3.1 Introduction

The EU funded project "Support the implementation of the TVSDC Action Plan with focus on blended training and eLearning and Teaching services (BTET)" supports the TVSDC as the agency responsible for improving coordination, synergy and policy coherence (governance) among national public and private TVET institutions and international partners, to enhance the efficiency, cost-effectiveness and impact of resources invested to ensure the continuity of the learning and teaching through e-Learning and promoting the systematic adoption of blended training in the TVET sector in Jordan.

BTET support focuses on strengthening the capacity of the TVSDC and the private and public TVET stakeholders to put at the disposal of the TVET sector a blended training system (concept and features), advanced eLearning technology (the TADREBAK platform) and e-content production (AR/VR), a Learning Management Systems for TVET providers. Furthermore, the project strengthens the TVSDC capacity to implement its 5-year Action Plan also beyond the strict context of eLearning and blended training, and provide an integrated support to other TVET institutions, assure coordination between stakeholders in the wake of the approach to TVET reform governance and implementation designed and implemented by the EU Funded SESIP TA and Budget Support. BTET covers Jordan across its governorates with the aim of involving through the TVSDC at least one VE school, one VTC and NET training centre and one college community college per governorate involved in the implementation of the eLearning and blended training initiatives.

The project responds to the need of the TVET sector in Jordan to:

- capitalise on the numerous e-learning initiatives that have taken place and the new ones that are in the planning stage, with the development of a blended training system coordinated and regulated by TVSDC according to its mandate, that integrates theoretical and practical training, at schools and vocational training centres and at company level with eLearning,
- combine the major efforts and resources required to provide TVET learners with higher quality TVET specific eContents that balance theoretical knowledge with the practical skills,
- establish a capacity of the TVSDC and the TVET stakeholders to produce TVET-specific learning contents for the practical skills required in the curricula and programmes leading to qualifications or specialisations demanded by the jobs and the related occupational profiles, with the adoption of simulation environments / virtual and augmented reality and interactive eLearning methodology,
- support TVSDC and TVET providers, otherwise well-organized for face-to-face provision and teacher-student interpersonal interaction, to build their own eLearning management systems (LMS), qualify their staff, identify and plan financial resources, facilities, technology and equipment, and acquire the skills to design, produce, develop and deliver their own e-learning content,
- make the TVSDC open-source and cloud-based TADREBAK platform, as the advanced technological environment to deliver these enriched eLearning contents, available and accessible to all TVET public and private providers including company-based training,
- support the TVSDC in implementing key pillars of its Action Plan, related to the regulatory framework coordination, accreditation, and promotion of blended training including eLearning and offering a comprehensive service (the TADREBAK platform, AR/VR e-content modules and programmes, the LMS) to the TVET sector, its students, teachers/trainers, school principals and supervisors and workers in the enterprises.

The Inception Phase confirmed the situation analysis presented in Technical Offer and BTET project design has just been fine-tuned to support the TVSDC in developing, regulating and supporting eLearning and blended training in



TVET as immediate response to the system disruption caused by Covid-19 pandemic crisis as well as medium-to long term option for a modern TVET. In particular:

- the TVET stakeholders (public and private suppliers, institutions and representative of the Social Partners and Sector Skills Councils), confirmed the need for a public-private partnership on initiatives, approaches and e-learning tools and technology already developed by private suppliers or public institutions, like in the case of the TVSDC TADREBAK platform developed between 2019 and 2020 by SESIP TA project,
- they expressed the need to access technical and managerial support for the implementation of eLearning and blended training (Technology, eContents and Learning Management System).
- the TVSDC, reaffirmed the will to allow all public and private TVET suppliers and stakeholders accessing TADREBAK, LMS and eContents,
- BTEL is to play a key role in building the capacity of the TVSDC and TVET sector, to implement eLearning and blended training as already foreseen key reform strategies like the HRD strategy 2016-2025.

During the Inception Phase, as a result of the agreement reached by TVSDC, MOPIC and EU for the procurement of the AR/VR equipment for the eLab, indicated a budget available at slightly less than Euros 300,000, instead of the expected Euros 450,000. TAT proportionally (- 25%) downsized the list of equipment e.g. the number of workstations for the production of AR/VR contents (from 21 to 16). The reduction of the number of working stations will not have an impact on the experts' working days for the time required for the preparation of eContents and programmes (from story boards to the preparation of programme and training of stakeholders) is not varying according to the equipment.

BTEL project therefore focuses its support to the TVSDC on technology, eContents, staff specialization, learning management systems (LMS), as well as strategic planning and resource of eLearning and blended training. It is expected that this should enable the TVSDC to contribute immediately to an effective eLearning response and, in the medium to long term, to strengthen, structure and regulate the offering of blended training which appears to be a viable strategic option for the future of TVET.

BTEL's objective, purpose, results and activities reflect Jordan's needs to increase the quality of eLearning/blended training offered by TVET providers, strengthen TVSDC's ability to implement its action plan, coordinate and support TVET institutions in this endeavour. BTEL helps broaden access to TVET, increase the employability prospects of all young people, including vulnerable groups, enterprise workers and the long-term unemployed and therefore it fosters social inclusion, social stability, and gender equality by breaking down physical and cultural gender barriers. Moreover, BTEL will be a reference in developing eLearning modules for the practical component of the TVET curricula. In facts, by making extensive use of Augmented and Virtual reality, BTEL will assure evident energy savings and the use of eco-friendly materials that will lessen impact on the environment, and the "greening" of TVET programmes through the integration of green norms and standards in the curricula for which contents will be developed. Finally, BTEL contributes to the increasing of decent employment opportunities, resource efficiency and, ultimately, to build low-carbon sustainable societies.

Social partners, businesses and civil society organizations are involved in this effort for quality blended training that opens up new opportunities to increase the relevance of TVET programmes to the needs of the labour market and public-private partnerships for TVET.

3.2 Project objective

The Overall objective of the project is:

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.

3.3 Project purpose

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 TADREBAK 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.

The overall objective and purposes:

- (i) stress the need for coordination among TVSDC and TVET stakeholders, to implement e-Learning and blended training with a consistent and systematic approach.
- (ii) underline BTEL technical assistance, capacity building and training to strengthen the regulatory and coordination role of the TVSDC as well as building its technical capacity to offer technology-enhanced environment, the TADREBAK platform, develop technical e-contents modules and programmes, ensure its coordination and management through an efficient Learning Management System and build the capacity of all TVET on the strategic option of eLearning and blended training;
- (iii) refer to the building blocks of the TVSDC Action plan, in particular those related to the effective coordination, accreditation, and promotion of blended training including eLearning, which are interlinked, interconnected and mutually supporting.

In conclusion, they reflect Jordan's priorities in the current stage and immediate future in terms of socio-economic development aiming at increasing the relevance of a TVET system that is responsive to the aspirations of youth who want decent jobs, the needs of private sector employers (in priority economic sectors) who want better trained workers to improve their productivity and the government that is working at improving Jordan's competitiveness, growth and development.

3.4 Project Expected Results

The project, as above-mentioned, is a strategic one for implementation of the TVSDC Action Plan with a focus on actions referenced in the national strategies, policies and regulations through providing tailored support to the Jordanian institutions and organisations involved in the TVET.

The project is very demanding in terms of technical support coverage. To achieve the main project objective at its end 9 main results are expected to be reached within a time frame of 18 months. These results are linked to single project purposes. They are:

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

3.5 Target Groups and beneficiary

The TOR, and the Technical Offer indicated as target groups:

- the Technical Vocational and Skills Development Commission (TVSDC) is the project recipient
- TVET public and private providers are the direct beneficiaries.
- students, trainees, teachers, trainers, supervisors, principals of TVET institutions enterprises and organisations representing workers and employers are the final beneficiaries.

The TVSDC agreed to include line ministries, TVET stakeholders, private sector and social partners, all represented, in the TVSD Council since eLearning and blended training are to contribute to the social and educational priority of and inclusive TVET that support schools, VT centres and academies to the widest possible territorial coverage.

The identification of ultimate beneficiaries of BTEL has taken place on the basis of:

- their enrolment in the registry of the accredited TVET institutions managed by the TVSDC
- the membership of the thematic working groups of the SESIP TA
- trainees, teachers, trainers, supervisors, principals of TVET institutions, enterprises training managers, staff and members of Sector Skills Councils, organisations representing workers and employers from the communities of practice formed by the SESIP TA and the TVSDC.

Students as final 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. BTEL proposes to target students and trainees from different TVET institutions including persons with disability, with special focus on the sectors of: tourism, industrial, construction, agriculture, home economy and logistic with OSH mainstreamed in all sectors, 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.

In the course of the Inception Phase, TAT with the support if the TVSDC has:



**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



- mobilised the stakeholders involved in the governance and the eLearning and blended training activities conducted by SESIP TA through the thematic working groups and the related communities of practice;
- verified the modality to involve groups with special needs that foster social inclusion, social stability, and gender equality;
- advocated the environmental sustainability of eLearning modules for the practical component of the TVET curricula that by using Augmented and Virtual Reality can assure large energy savings and the use of eco-friendly materials with lessened impact on the environment.

The TVSDC concurred that:

- equal opportunity for everyone to access vocational training and work-based learning is a key principle underlying the project's activities,
- an eLearning and blended training system support the inclusion of students with disabilities or special educational needs in training and employability programmes and has great potential to help both students with disabilities in their studies and also facilitate their more equitable representation in TVET although schools, both public and private, are not always prepared on a structural level to worthily welcome people with special needs,
- Approximately 80 institutions are estimated to address, though not exclusively, students with disability including VTC centres and other private TVET suppliers. Out of these institutions, 31 provide training for disabled students, in coordination with the National Council for the Rights of persons with Disabilities (NCR-PWD) and Ministry of Social Affairs (MOSA),
- 10 specific programmes for students with physical (mobility, visual and hearing) disabilities are enriched with VR and AR contents.
- the TADREEBAK platform will be used as a referral system to manage registration, targeting and identification of beneficiaries of its diversified services

It is expected that TADREEBAK is utilised by 5000 regular concurrent users, as the capacity of the cloud-based server is to guarantee 5000 concurrent users, expandable to 45,000 for live streaming courses.

The TVSDC agreed on the proposal of BTEL, to target out of the 5000 regular users of TADREEBAK by organization in particular:

- MOE,
- VTC,
- BAU,
- NET,
- UNRWA,
- TVET private providers.

3.6 Mapping Relevant Donors' initiatives

In the course of the Inception Phase, as for TVSDC recommendations, TAT has identified some initiatives and projects in progress and in the process of being implemented, which present element of complementarity with respect to BTEL. TAT will continue to map every initiative of development partners that could be relevant for the development of eLearning and blended training and appropriately coordinated by the TVSDC.



GIZ

Labour Market Oriented Vocational Education, Higher Education and Training “MOVEHET” (Duration: 2017-2023 Budget: € 16,000,000)

MOVEHET has an overarching goal of aligning TVET and Higher Education programmes with labour market needs to improve employability by: a) promoting workplace-learning programs in TVET and applied academic programmes and supports the implementation of dual studies; b) supports and encourages the involvement of the private sector in TVET by the establishment of National Sector Skills Councils; c) support the establishment of Centres of Excellence which are viewed as a best practice cooperation between private sector and TVET providers; and d) supports the implementation of the National Qualifications Framework and the concept of permeability between different educational and training streams. A sub-component of the project dedicated to the support to the ICT Sector Skills Council, provides training of 1500 young Jordanians on ICT Skills.

Moreover, MOVE-HET established a Task Force on Blended Learning for Cooperative Studies involving the German Jordanian University (GJU), Al-Hussein Bin Talal University in Maan (AHU), Jordanian University for Science and Technology (JUST) as well as other Jordanian universities and Technical Vocational Education providers (Al Hussein Technical University (HTU) , Balqa Applied University (BAU) , Vocational Training Corporation (VTC) , National Employment and Training Company (NET) , and Luminous). The Task Force will identify suitable short-term response to the emergency remote teaching and learning adopted under the current COVID crisis by providing recommendations on hardware, software and methodology for remote teaching; the selection of hard- and software items dedicated to partner institutions; tools easily available and usable by common hardware. In the mid run, the Task force will develop a conceptual framework for Blended Learning applicable to Co-operative (Dual) Study programmes, especially for the practical phases at company level, where students can receive courses from the university through electronic media and taking into account the specific learning place at companies.

KFAS - Skills EnhancEment in Information and Communication Technology “SEE-IT” Duration: 2019-2021
Budget: € 5,000,000

Commissioned by German Federal Ministry for Economic Cooperation and Development (BMZ), Co-Financed by Kuwait Foundation for the Advancement of Science (KFAS) the two-year project “SEE-IT” aims to provide support to young vulnerable Syrians by providing customised intensive ICT training programmes as well as advocacy to enhance their employability. This can foster social cohesion and equip them with the required knowledge, skills and competencies needed in local, regional, and international labour markets to increase their employability. The SEE-IT project brings ICT skills to creative young people to increase their access to modern technologies and practices, thus enabling them to find decent employment or become self-employed within the tech industry. To do so, the necessary institutional and human capacities will be developed in order to equip Jordanian training providers with the needed capacities and mechanisms for implementation and monitoring, in order to build up a sustainable accredited, and labour market-oriented training system. The project foresees the establishment of two AR/VR Labs for the Centre of Excellence on Renewable Energies in Mafrak and at the NET Training Centre in Marka.

Orange Digital Centre (ODC) (Duration: 2020 – 2022 Budget: € 519,000)

The Orange Foundation Jordan and GIZ sign a partnership agreement to strengthen the employability of young Jordanians, entrepreneurship and promote innovation through Orange Digital Centre (ODC). The objective of the project is to train young Jordanian people (1000 in 2.5 years) in job-related digital skills, enhance their employability, and thus contribute to reduce youth unemployment in Jordan. This project offers free trainings, coaching, mentoring, career change training sessions, hackathons, events, and challenges to raise the skills of young graduates, strengthen the competencies of students and prepare them for the jobs of tomorrow or encourage their entrepreneurial abilities.



**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



The "Orange Digital Centre" in Amman includes: 1) a coding school, 2) a space equipped with digital hardware "FabLab", and 3) a start-up accelerator "Business Innovation Growth - BIG", additionally, there will be two affiliated satellites of ODC called "Orange Digital Clubs" in Madaba and Zarqa.

EBRD

The Abdali Mall Recruitment and Training Centre – AMRTC). is now focusing more and more on digital transformation of training methods delivery, focusing on digital skills for beneficiaries of the AMRTC and focusing on making AMRTC a prominent accredited Training Centre in Jordan.

EBRD supports to the Sector Skills Council for Hospitality and Tourism (SSC H&T), on producing National Occupational Standards for priority occupations in the sector with 'Digital' as cross-cutting priority. The SSC H&T revised and localized an online training programme on work readiness and the Standard Operating Procedures (SOPs) for tourism enterprises in light of COVID19, which is offered for free to all employees in the sector. As of January 2021, more than 9,000 employees have joined the online training. The training course can be accessed at the Council's website: <https://sscjo.online/>. EBRD and SSC H&T trained 24 national trainers on the application of the SOPs, who trained focal points from companies working in the tourism sector to ensure compliance with the SOPs and reporting to the government's Inspection Committees. In cooperation with UN World Tourism Organization (UNWTO), the EBRD delivered an intensive training course to government officials to improve their capacity to respond to the pandemic and its impacts on the tourism sector.

WORLD BANK

Youth, Technology, and Jobs (YTJ) project (Proposed Loan Us\$163.1 million and Proposed Global Concessional Financing Facility USD \$ 36.9 Million).

The project's aim is to improve digitally-enabled-income opportunities and expand digitized government services in Jordan. The YTJ project will build an impetus for private sector-led growth of the digital economy and make interventions to address specific constraints in the supply and demand sides of the economy. The Ministry of Digital Economy & Entrepreneurship (MoDEE) is the implementing agency of the project of five-year duration with a total budget of USD 200 million, and it includes two main components:

Component 1 – Support the supply of digital skills in Jordan

- Sub-component 1.1: Support the establishment of the National Skills Council for Information and Communication Technology (NSC-ICT),
- Sub-component 1.2: Enhance digital skills competencies for public school students. Introduce quality technology courses in public classrooms G7-12
- Sub-component 1.3: Support upgrading and equipping three to five technology hubs (Tech Hubs) as "for fee" venues for skilling programs, networking, and co-working spaces for trainers, entrepreneurs, freelancers, Civil Society Organizations (CSOs), and Business Process Outsourcing (BPO) businesses in nearby communities.

Component 2 – Support the expansion of digital sector and digital government services in Jordan

- Sub-component 2.1: Support expansion and access to market for digital firms and digital platforms.
- Sub-component 2.2: Support activities to improve access/quality of selected e-government services.
- Sub-component 2.3: Support payment digitization, government commitment to advance of digital payments and e-payments for all applicable government services, with focus on front-end services.

The project will leverage large scale private-sector-led initiatives, such as "Amazon Web Services (AWS)", "Educate", or "One Million Jordanian Coders", in collaboration with universities and vocational institutes to build the regional future workforce by creating digital skills development programs.



**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



ETF

In the wake of the joint effort made in the context of the AT SESIP on the harmonization of the indicators of the TVET M&E systems of the TVSDC with those of the Torino Process, TAT and ETF have agreed on the areas of potential cooperation within the BTEL upon TVSDC request. These areas are:

- Identification of qualitative and quantitative indicators for of eLearning and blended training to be integrated in the TVSDC M&E system.
- Development of a strategic vision and concrete perspectives for Jordan from the international developments of eLearning and blended training systems
- Sharing of expertise on eLearning and Blended Training (ETF specialized staff or experts utilized by ETF)
- Exposing TVSDC management and executive staff to international best practices both through short study visits to eLearning and Blended training's centres of excellence in Europe

The TVSDC is now provided with a Donors mapping platform that will become useful for BTEL to track developments and update the contributions of other donors. In the course of the implementation, TAT and TVSDC will continue the coordination with other programmes and projects to ensure coordination, promote synergies and avoiding overlapping on eLearning and Blended training.



4. PROJECT BACKGROUND

4.1 General overview on post-COVID TVET situation

National policies and strategies had set a target for the year 2025 of 50% of youth enrolled in TVET programmes, out of which 40% in Vocational Education (or around 50,000 students). In spite of national efforts to implement a TVET Reform encompassing governance, access, quality and inclusion, to which the EU has substantially contributed with the two consecutive Budget and Complementary supports, and aiming at increasing the general attractiveness for youth living in Jordan to high-quality and demand driven TVET, the enrolments in vocational education of females, disabled and disadvantaged individuals has remained remarkably low. According to Vocational Education statistics 2019/2020, reaching this target would mean for the MOE to almost double the actual enrolment capacity of Vocational Education.

More than 50% of graduate youth aim at jobs in the public sector and a bachelor's degree is a precondition to apply for a civil servant position. Moreover, there are occupational areas in which Jordanians are not prepared to work despite the relatively good income opportunities. The reluctance to work in the so-called "Shame Economy", is generalized in urban and rural areas predominantly in southern governorates districts.

For example, 41% of females were enrolled in VE in 2020, out of which 92% in home economy programmes, 1.5 % in Tourism and Industrial programmes and 5% in Agriculture. Same figures apply to female enrolment in Vocational Training programmes. The pre-Covid studies conducted by NCHRD (2018) in construction and tourism sectors identified an acute need of skilled workers in several TVET-occupations.

The labour market indicators in Jordan for the second quarter of 2020 reflect the significant disruptions of the COVID-19 crisis with an official unemployment rate increased from 19.3% (2019) to 23% in 2020 with a youth unemployment average at 33.91% and a labour force participation rate that dropped by 0.4% during this period.

The estimated economic growth at around 2.5% for 2021 and 2.7% for 2022 is considered as not strong enough to generate employment opportunities for job seekers considering the stock of new decent jobs per year created in recent years (about 50,000) that amounts to 50% of the new job seekers (graduates & school dropouts) entering the labour market each year (about 100,000).

Nevertheless, increasing the enrolment remains a target and a big challenges for TVET and the EU will provide a new Budget Support and complementary support to MoE and vocational education: thaiming at enhancing the quality of vocational education provision, improving access with an equity and gender lens, and supporting MOE on improved management and governance of the VE system. The KPIs of the BS programme related to VE are the number of teachers trained on inclusive education, and percentage of success for VE in the 12th grade.



4.2 eLearning and blended training in TVET

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. Initiatives to replace or complement classroom lessons are in place for general education, while TVET learners find themselves at disadvantage compared to learners from other educational tracks as typical vocational contents require major efforts and resources.

Ready-made online courses /learning modules are available, though either not TVET specific or relevant to the national context or, in most cases, focusing exclusively on theoretical knowledge and missing the level of interaction required for the practical skills component of each occupation. The development of a capacity to produce and deliver TVET-specific learning contents to train the practical sectoral skills, is a need that the adoption of simulation environments / virtual and augmented reality and interactive eLearning methodology can address and satisfy. Work-based learning components of programmes in sectors where companies' activities were not going on, is the part of TVET that was most affected.

Self-learning proved a valid option only in the presence of a regular planning and management capacity to assign to learners home-based theoretical and practical tasks associated with interaction and cooperation among learners remotely, work on real situations and projects and capacity of training teachers, trainers, coaches and mentors, to develop eLearning teaching and training skills and eContents. Everywhere, this extraordinary situation is regarded as an opportunity for TVET students to develop or deepen their digital skills but it also underlined the digital divide and the risk of augmenting inequality and disadvantage for households and learners that do not have access to computers and Internet.

Education sub-sectors have responded with a sudden shift to almost passive online learning. However, elements of general concern about online teaching remains unresolved such as how learners and teachers are equipped for the shift, whether the teaching style is still effective when taken from the classroom and transposed to technological devices. It is also observed that TVET learners might be 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, when it comes to access to technology and to digital devices, inequalities seem to be aggravated and the gap between those able to access digital learning opportunities and those who are shut out eventually widens, with particular reference to the students with disabilities, as advocated in Components 4 and 5 of The 10-year Strategy for Inclusive Education and The Three-Year Inclusive Education Action Plan (IEAP), particularly Component 4 Accessibility.

eLearning in JORDAN

In Jordan before the outbreak of the Covid-19 crisis, public TVET providers had accumulated some experience and knowledge of basic concepts and information of on-line learning According to a rapid assessment of the functioning of eLearning infrastructures in Jordan carried out by the SESIP TA:

- the Vocational Training Corporation (VTC) and the Balqa Applied University (BAU) had developed own ITC platforms.¹,
- BAU opted for a platform accessible to BAU staff and students only, BAU platform mainly focused on services for students rather than on eLearning. When requested to offer eLearning programmes they showed a design, an offer of e-contents as well as user-friendly features that did not allow a high level of efficiency, accessibility, innovation and sustainability

¹ Notes on blended training and eLearning, SESIP TA project, Amman 06.10.2020.
Concept Note: Establishing eLearning platform, SESIP TA project, Amman 16.10.2018.



- VTC adopted a Moodle open-source learning platform, and, subsequently, launched a BLACKBOARD closed one.
- The "Luminous" private technical college, and other community colleges have created platforms to support the development of a virtual college and eLearning

In the period 2018-2020 the TVSDC and GIZ-led SESIP TA project repeatedly underlined that consideration be given to establishing public-private partnerships between private initiatives (Luminous, Al Khwarizmi, UNRWA, JCI, JCC, NET), their approaches and e-learning tools and technology and the open, cloud-based, as well as organization-based multipurpose TVSDC (former ETJET) Council platform that was being developed in that moment. Moreover, SESIP TA recommended to establish technical, financial and managerial protocols for the implementation of eLearning and blended training and, possibly, to extend this possibility to other public and private TVET suppliers and TVET stakeholders to which TVSDC could offer the access to its own platform developed with the support of SESIP TA.

Jordanian TVET institutions, otherwise well-organized for direct delivery and interpersonal teacher-student interaction, lacked experience in e-learning processes that require a specific learning management system (eLMS), skilled staff, financial resources, facilities, technology and equipment, skills to design, develop and produce e-learning contents. In some cases, large-scale distance learning programmes would still require legal recognition to obtain a complete qualification that is not currently foreseen in the regulations; the lack of resources (funds and budgets) obliges suppliers to rely on tools such as Microsoft TEAM or Google class, which were not specifically intended for interactive eLearning and blended training. Although subjects such as those relating to high technologies, ICT, building and construction, tourism or agriculture are currently being offered on-line, a systematic link with a structured and regular assessment of needs was not immediately evident.

Finally, the very limited adoption of the modular approach in the over 300 accredited programs did not facilitate the development of blended training. If this were the case, it is reasonable to assert that up to 50% of the training modules could also have been offered online and the e-contents developed for NQF level 6 qualifications could have been adapted for levels 5, 4, 3 and 2 in a reasonable time.

The productive sector is affected by the same situation, according to a rapid assessment on the impact of COVID-19 on 1190 enterprises in Jordan (April 2020), based on the datasets from two MSM enterprise surveys implemented independently by ILO and UNDP, 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.

Technology, contents, specialized personnel, financial resources to cover direct and variable costs, time factor, all coordinated within a learning management system (LMS), are key elements to allow the Jordanian Technical Vocational and Skills Development Commission (TVSDC) to contribute to 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.



4.3 TVET Governance Structure “The Technical and Vocational Skills Development Commission (TVSDC)”

The current structure governing TVET and skills development in Jordan is based on the TVSD Commission. established and defined by tasks and mandates in the TVSDC Law 9/2019 as independent government body with the overall mandate of regulating and coordinating the sector and providing a range of services to the TVET public and private suppliers and stakeholders. The TVSD Commission is the executive body of the TVSD Council as the policy and strategy making entity coordinating TVET with the education, social, economic and HRD councils, approves the plans and budget of the TVSD Commission and supervises their implementation.

The strength of the mandate of the TVSD Commission (and the Council) rests on its status as an independent government body, whose senior and middle managers and executives have an independent budget for the implementation of the TVSD Law for which is the prime responsible, and they depend directly on the Prime Minister's office for the issue of the by-laws required to fulfil the mandate.

As of March 2021, the TVSDC legal framework is partially completed with the issuing of 4 out of the 6 By-Laws specified in the Law 9/2019 which are:

- By-Law on Administration of the TVSD Commission.
- By-Law on Accreditation of public/private TVET providers.
- By-Law on Equivalence of certifications.
- By-Law on Norms and standards for selection, classification, and training of TVET trainers and supervisor.

The By-Laws on Licensing of TVET public/private providers and on Sector Skills Councils (Establishment and regulation) were still pending. In addition, the TVSDC Council released regulations and principles on accreditation related to the establishments of Sector Skills Councils. All By-Laws require the development of the Regulations that specify the modalities and conditions for their implementation.

In relation to eLearning and blended training the TVSDC drafted a specific framework including:

- the regulation for though the By-law no 19/2020, “Licensing of TEVT providers” that approved eLearning (Art. 4) as one of the training and learning modes of TVET institutions.
- the By-Law on Accreditation of TVET Providers (N0.19/2020), also regulates the mechanism of accreditation of TVET institutions using eLearning and blending it with residential training and education, apprenticeship and on-the job training.
- the Decision on implementation of occupational tests of online theoretical-practical vocational training programme requested by MOL in response to the Defence Order 19, to include all TVET providers that are not subject to the Ministry of Education's Law.

The GIZ- implemented EU SESIP Technical Assistance project supported the TVSDC on various pillars of its action plan including eLearning. The TVSDC is mandated to put at the disposal of the TVET sector a comprehensive support consisting of an advanced eLearning technology (TADREEBAK platform), e Contents and a capacity building, training and help desk on how to develop the Learning Management System of each training provider.

SESIP TA developed 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 included 2 accredited TOT programmes (for trainers in TVET institutions and working in companies) and short-term programmes on occupational safety and health and, and 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 the TADREEBAK platform with a hosting capacity of 5000 concurrent users extendable to 45000 to the TVSDC.



**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



The TVSDC committed to assure hosting on powerful and reliable servers for TADREEBAK after the end of the SESIP TA project, as well as develop specific regulations for TVET providers who will ask to use TADREEBAK, build the TVSDC Learning Management Team able to administer the platform, develop eContents and train and support both TVET providers who have already developed e-content and need a solid eLearning platform and those who will start developing their blended training offering but lack the resources to develop an enhanced technology environment to support it.

At the above conditions the TVSDC is prepared to:

- assure continuity of the teaching and training process, disrupted by Covid-19 emergency,
- provide access to a quality eLearning offer for all students not immediately serviced by TVET institutions,
- build the capacity of public and private TVET providers and stakeholders to deliver eLearning programmes, develop e-contents and establish their Learning Management System Teams,
- acquire the contribution of employers and social partners in terms of instructional material and sector-specific online modules,
- accredit many TVET curricula and programmes offered through different eLearning tools during the emergency period,
- develop a corps of school Principals and Supervisors that can develop and manage an offer of blended training that complements existing programmes and reduce the costs of updating hardware and equipment, with virtual and augmented reality for the practical component of the curricula,
- equip teachers and trainers with pedagogical and training skills in presence and in eLearning, and technical skills upgrading, through Training of Trainers' programmes,
- support TVET public and private providers in developing model TVET programmes for technical subjects.

After the launching of TADREEBAK, the TVSDC requested the EU further support to implement key pillars of its Action Plan in particular those related to the effective coordination, accreditation, and promotion of blended training including eLearning. The support would be to strengthen the TVSDC's strategic planning and implementation capacity and its specific technical capability to maintain and develop the TADREEBAK platform, develop technical e-contents modules and programmes for students, workers in the enterprises, teachers/trainers, school principals and supervisors and its coordination and management through an efficient Learning Management System as well as build the capacity of all TVET institutions that will request the access to this service.



5. PROJECT APPROACH AND METHODOLOGY

5.1 Strategic Approach and Principles

The **strategic approach** adopted for the implementation of the BTEL project has its foundations in the experience and lessons learnt on eLearning by the TVSDC from the implementation of SESIP TA. It will entail:

- technical assistance to the TVSDC on developing and promoting the concept, the framework of operations and the regulations of an e-Learning and blended training system and build its capacity to support the TVET providers to implement in the delivery blended TVET programmes as a response to the disruption of the TVET offer following the upsurge of the COVID-19.
- technical assistance, capacity building, training, coaching TVSDC staff in establishing the e-contents (AR and VR) lab and, build the capacity of TEVT providers on eContents production
- technical assistance to the TVSDC TADREBAK Unit and Team to strengthen their LMS, manage and enhance the development of the platform, offer to TVET providers the service including space in the platform for them to administer, ready eContents enriched with VR/AR, competences to develop own eContents, and their LMS to operate autonomously and independently,
- technical assistance to the TVSDC on further developing the activities of the pillars of its Action Plan and their implementation both directly related to eLearning and blended training and to the multilevel governance of the TVET system according to the direction of the Reform followed by SESIP Budget Support and complementary support.

The general **principles** underpinning capacity building that hold the BTEL process of change and learning over time as a value are incorporated in the design, implementation and monitoring of capacity building. These principles include:

- **Ownership and Leadership** organizational capacity building is effective when the targeted own the process. This means capacity building assessments and planned improvements are defined and carried forward by the implementing organization, with the guidance and assistance of the TAT. Senior management must commit to the process, providing ongoing leadership, management and technical support.
- **Demand-driven Technical Support:** The need for external local, regional and/or international partners and expertise in providing TA and support for capacity building of national organizations will vary based on the organization requesting the support. Organizations are expected to work collaboratively to identify, participate in and endorse the key concepts, methodology technology and tools. of any external technical assistance.
- **Participation:** capacity building involves the organization at all levels to ensure buy-in and commitment, build real capacity and enhance sustainability. Participation also involves commitment of time and resources.
- **Context-specific:** the selection of capacity building approaches, tools, and methodologies are based on the context in which the organization, team, or individual operates, available resources and or can be driven by donor expectations or national policies.
- **Evidence-based:** capacity building approaches, tools, and methodologies are designed or selected based on proven evidence of impact and appropriateness for the type of organization, setting and needs.
- **Results-oriented:** implementing organizations should develop and use indicators to measure progress toward achieving capacity building results. To help monitor and improve organizational performance, organizations should set performance targets and measurable results, analyse impact, correct course if necessary, identify lessons learned, and determine if the organizational capacity building practices were effective.
- **Learning and knowledge exchange:** capacity building needs to prioritize the documentation, dissemination, and application of lessons learned and promising practices and share this information. Strengthening the capacity building evidence base is particularly important when using study visits as a tool for knowledge transfer.



5.2 Implementation Approach

The key elements of the BTEL **implementation approach** can be summarized as:

- continuing and improving the modality of work and interaction with the TVSDC as consolidated in the course of SESIP TA, to boost the implementation of the TVSDC Action Plan and guarantee an effective and efficient implementation of the project activities and utilisation of the available resources.
- establishing and maintaining a fruitful cooperation between all the stakeholders, all identified and involved through thematic working groups and subject related communities of practice in the eLearning and blended training activities conducted by SESIP TA, to assure the sustainability of the model, approach and tools of eLearning and blended training;
- adopting initiatives that foster social inclusion, social stability, gender equality and environmental sustainability. The development of eLearning modules for the practical component of the TVET curricula with AR/VR will contribute to energy savings and the use of eco-friendly materials in the practical components of the training programmes and, therefore, lessening impact on the environment.

The TVSDC staff and the SITAP BTEL Technical Assistance team will work as a team at the same premises, systematically sharing knowledge, skills and tools, granting full access to respective documentations, jointly planning, implementing, monitoring activities and reporting.

In consultation with the TVSDC, BTEL has adapted the Working Group approach adopted under SESIP-TA project to the specific situation whereby the TVSDC, as the direct recipient of the EU TA, once established its TADREEBAK Team and Unit, will address the stakeholders as one BTEL community throughout the whole implementation. Hence, stakeholders that were involved in the development of TADREEBAK, trained in the initial steps of eContents design and Learning Management System, all drawn from the TVET key stakeholders, are identified as the initial core group of beneficiaries. In particular they will:

- receive the support of the TAT in the form of participation to all activities concerned with the development of eContents enriched with VR/AR, preparation of model-programmes at the TVSDC e-Lab, skills update on the LMS of the platform
- knowledge and competences on the development of a eLearning and Blended training system in Jordan.
- be involved in the planning, implementation, and assessment of the activities under results from 2 to 8 including the definition and adoption of the eLearning and Blended Training regulatory framework.
- be assisted in preparing a plan of action for the utilisation of the TVSDC package of services (space on TADREEBAK, eContents and LMS).
- be required to provide feedback, including recommendations for the TVSDC and own institutions for adaptation and implementation.
- report on the activities eLearning and Blended training

Private training academies, training centres and university community colleges will receive capacity building, training and assistance directly by the TVSDC TADREEBAK Team and Unit on development of eContents enriched with VR/AR, preparation of model-programmes at the TVSDC e-Lab, establishment of own LMS for the utilisation of the platform.

The added value of this option became evident when considering that:

- this process will build abilities to implement eLearning and Blended training both at individual (eContents developers, Platform Managers), functional (trainers, teachers, supervisors, principals, etc.) and organisational level (TVSDC, public and training providers, TVET stakeholders);
- beneficiaries will strengthen individual competences and skills or build new ones; their institutions will benefit from human resources capable of supporting eLearning and Blended training, their organisations and networks will be



**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



- able to complement the offer of face-to-face theoretical and practical training, work-based learning and eLearning;
- TVSDC will guaranteed equal access of stakeholders in the making to this service (platform, eContents, LMS);
 - TVET stakeholders' participants, formally designated on the basis of their competence and functions, will:
 - provide their contribution to design, implement and evaluate BTEL eLearning and blended training activities,
 - advocate, promote the adoption of eLearning and blended training in their organisations, collect feedback on implementation, disseminate results and, eventually contribute to awareness creation around the subject,
 - regularly inform and formally reporting to their senior management, TVSDC and TAT.

5.3 Implementation process

The practical steps for the implementation of eLearning and Blended training at the TVSDC, TVET institutions and stakeholders as well as the continuous support for the implementation of the TVSDC Action Plan.

The process entails the following steps:

- ⇒ from confirming the enabling conditions, to:
- ⇒ increasing and consolidating TVSDC and key stakeholders' capacity to produce e-Content (AR and VR) and render eLearning and blended training service, to:
- ⇒ improving and evolving TADREEBAK platform and its contents to:
- ⇒ delivering full eLearning and blended training service to TVET providers, to:
- ⇒ boosting the TVSDC Action Plan implementation with focus on eLearning and blended training



6. PROJECT MANAGEMENT, MONITORING AND REPORTING

6.1 Management

Responsibility for overall project management lies with the appointed GIZ Project Director Ms Sara Shbeir, the GIZ Project Manager, Ms Najoua Nafti, and the TVSDC, represented by the Assistant to the CEO. The GIZ Project Manager maintains regular contacts with the Team Leader, assures that experts working in the project receive the support to deliver effective technical assistance in accordance with schedules, budgetary requirements and quality standards. Moreover, the Project Director guarantees the continuity of project operations in the case of unforeseen circumstances.

The TL will be responsible for the overall BTEL project management and implementation, overseeing the work of NKE together with KE2 and furthermore will maintain close contact with the EU Delegation, the beneficiary and the project stakeholders. In addition, the Team Leader has a direct technical responsibility for the activity under Inception Phase, Results 7,8,9 and the Phasing out of the Project

The KE 2 is directly accountable for the implementation of the activities related to curriculum development, TOT and eLearning such as capacity building, eContents production, identification of equipment and its specifications for the TVSDC AR/VR lab, TOR for the tender, supervision of installation, operating, testing of procured equipment and training on how to use it, as well as TADREEBAK's activities.

GIZ is responsible for overall quality assurance of the project, ensuring proper project management in general, and providing the necessary support to the project team in terms of technical, logistical, administrative and financial backstopping, recruitment and procurement, consultancy services, supervision, of training, information and project management. The QA system ensures that TAT performance satisfies the requirements agreed with the Contracting Authority, the project partner and GIZ requirements, norms and standards. The Project Manager will ensure the efficient implementation of the GIZ QA system.

6.2 Steering Structure

The Project Steering Committee, will ensure this project's supervision by endorsing strategic orientations, provide a framework for a policy dialogue and to oversee programme execution with a consultative role.

The TVSDC established the Project Steering Committee (PSC) formed by TVSDC, TAT, members of the TVSD Council and the MOPIC. The PSC is chaired by the TVSDC CEO, it will approve the Inception report as well as the project progress reports to be submitted to EUD for final approval. The EU will attend the PSC meetings as observer.

The Steering Committee will meet twice a year. A final meeting of the Steering Committee will also be held at the end of the Project. The members of the Project Steering Committee are provided in the following table:



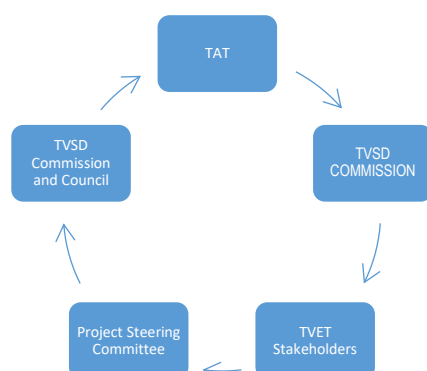
Support to the Implementation of the TVSDC Action Plan with focus on Blended Training, eLearning and Teaching Services

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



No.	Name	Institution
1.	Mr. Abdelhadi Alfahat	SSC Agriculture
2.	Ms. Ghadir Shaban	BAU
3.	Mr. Arab Smadi	JCC
4.	Mr. Ahmad Albes	JCI and SSC Chemical
5.	Mr. Mohamad Al'shar	MOE/VE
6.	Mr. Nizar Awad	MOPIC
7.	Mr. Mohamad Alsoub	NET
8.	Messrs. Qais Alsfasfeh/ Tarek Alrashdan	TVSDC
9.	Ms. Oruba Almousa	UNRWA
10.	Mr. Ramzi Alhroub	VTC
11.	Mr. Zaid Areda	MDE eGovernment
12.	Mr. Aiman Maqabla	Luminous
13.	Mr Omar Alsarayrah	Hashemite University
14.	Ms. Ines Alves	EUD

The flow of information between the members of the PSC is visualised as follows:



TADREEBAK is the tool and the environment for the flow of information to the members of the PSC. The TVSDC will work with the EUD on both administrative and management issues related to the TAT as well as on project reporting and the progress of activity implementation.

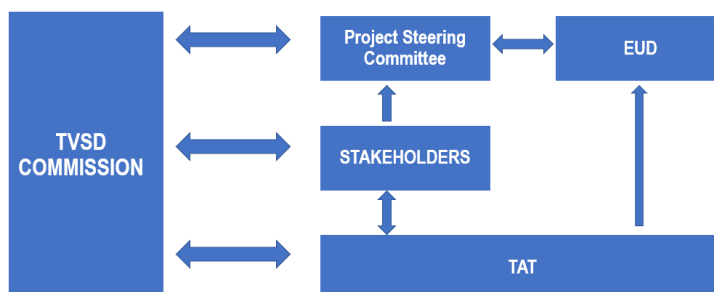
The following picture illustrates the overall structure of the project and the links between PSC and TVSD bodies to ensure the smooth implementation of the project both managerially and technically as well as the required level of ownership of stakeholders and decision-makers.

The Assistant to the CEO of the TVSDC as project coordinator, links with all involved parties. The TAT will work closely on all technical issues with the stakeholders who will provide their input to the SPC through the TVSDC.

The PSC will submit its final recommendations through the TVSDC.



Links Between TVSD Commission, Project Steering Committee, Stakeholders, TAT and EUD



6.3 Approval mechanism

The following procedures for the approval of technical Terms of References (TORs) and non-key experts, has been agreed between the TVSDC and the TAT:

- based on the approved work plan of activities included in the Inception report, the TAT will draft the Request for Approval that includes the TOR for all activities,
- the Assistant to the TVSDC CEO and the TAT Team Leader, will co-sign the RFA.
- the EUD Task Manager will provide the final approval,
- the RFA indicates the proposed NKE expert with a justification for the choice and provides also the CVs of the other 2 candidates including a cumulative table with the allocated/used working days for each expert.
- GIZ will mobilise the experts for the TL and KE 2 to manage upon EUD approval of the RFA by the EUD.

6.4 Monitoring

The project is committed to continuous and stringent monitoring and evaluation and beneficiaries' monitoring is part of a general approach of monitoring the project progress. The RBM system uses two approaches that are mutually complementary:

- The first approach measures the achievement of results and objectives of each element of the project, which is undertaken by analysing indicator-based data. This approach was described in detail in chapter 5 Backstopping, section 5.6 Monitoring and Evaluation (M&E) of the technical offer.
- The second approach focuses on gathering comparative perspectives of beneficiary groups and other relevant stakeholders, which could be compiled through qualitative data collection methods. This includes meeting and surveying TVET stakeholders, allowing to capture their views directly and unfiltered, thereby enhancing accountability of the programme. BTEL will collect data by activity and results will be displayed in details in the Progress Reports.
- Finally, the project will support the realisation of an impact assessment to measure the activities' impact on beneficiaries in terms of increase in offer of and access to eLearning and implementation of e TVSDC Action by applying a Results-Based Monitoring approach throughout the project implementation².

BTEL is monitored according to EU standards and based on the Project Cycle Management (PCM) departing from the log frame with clear objectives, outputs and outcomes, key indicators and activities to support beneficiary in achieving

² RBM approach presented in further details in in section 5.6 Monitoring and Evaluation (M&E) of the Technical Offer



expected results in a timely, effective and efficient manner. GIZ's monitoring and evaluation procedures and instruments allow to take appropriate corrective actions at an early stage as well as throughout the whole project life span. It is supported by GIZ tools, handouts, advice and training packages for applying the RBM approach. In particular:

- the indicators embedded into M&E as well as backstopping, have been reviewed with the beneficiary.
- the selected monitoring system (methodology and tools) operates with standard templates and guidelines that have been produced during the Inception Phase (activity IP.04).
- the basis is the logical framework, the work plan and the budget, indicators and outputs, risk analysis, updated in accordance with the TVSDC and through a series of participatory dialogues with all relevant stakeholders.

The main focus of BTEL project monitoring is to measure achievements in using and sustaining TADREEBAK. The impact assessment will involve the beneficiaries in terms of increase of their offer of eLearning and blended training programmes with the utilisation of TADREEBAK by TVET providers. as well as access to eLearning by the students and trainees of the TVET providers that will implement eLearning and blended training courses using the platform.

Data and information will be provided in real time by TADREEBAK that, as monitoring tool, allows to count, measure, aggregate, disaggregate all data concerning users i.e., trainee/students, trainers/teachers, managers and supervisors; institution (TVSDC, VTC, NET, UNRWA, MOE, etc.) geographic and sectoral level, in addition to eContents, modules, courses, programmes, tests and exams results. The conceptual framework (assessment and QA of eLearning) is provided with R7, A20.

On the TVSDC Action Plan, the TAT will assess the TVSDC progress in implementing the Pillar specifically related to eLearning that is:

- Pillar 4, Curriculum Development and Accreditation Macro Activity 4.4 Develop blended (eLearning) for TVET levels qualifications", on priorities given to specific qualifications; development and production of electronic content, including virtual and augmented reality; validation of the developed eLearning programmes.

And the capacity of TVSDC to measure the implementation of its Action Plan as indicated in the AP pillars:

- Pillar 10: M&E and reporting, Macro Activity 10. 1, with special focus on regular review and modification/addition of KPIs, including indicator cards; and on producing regular and ad-hoc result-based evaluation reports on the TVSD sector including TVET institutions, providers as well as the TVSDC.
- Pillar 11: Organisation and strategic planning and of TVSD Commission, Macro Activity 11.3 "Establish a central MIS (under the TVSDC M&E Unit) to coordinate data collection and management from TVET stakeholders".

6.5 Reporting

Reporting to the Contracting Authority will be performed according to the contractual requirements in terms of content and timing (TOR). This entails.

- the Inception Report
- the progress reports every six months.
- the Final Report

For meetings held with the TVSDC, or with other beneficiaries, minutes will be prepared to record in brief the content of discussions as well any deadlines settled and agreed. Taking into consideration the new policies, strategies and measures under preparation the activities as formulated in the IR might require further adjustment or redesign and merging. The necessary changes will be included in the Progress reports that are subject to TVSDC validation and official approval by EUD.



7. INCEPTION PHASE ACTIVITIES AND ACHIEVEMENTS

Working days planned and utilised:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
40 (planned)	20	20	0	0	0
80 (used)	41	39	0	0	0

The TAT (TL and KE2) implemented the activities of the Inception Phase according to the division of roles and responsibilities as described in the Technical Offer, with the aim of setting up the project and working relations with the TVSDC and the main stakeholders, to assure cooperation and support throughout the project. TAT verified the enabling conditions as follows

- the TVSDC confirmed the availability of TVSDC resources to meet the costs of TADREEBAK hosting on the NITC servers and the related payment of JOD 4000 took place
- the other tools developed with the support of the EU (TNAS, M&E System, TVSDC Web site) are all functioning, and specific allotments to ensure sustainability as agreed in the policy dialogue meeting on 12 December 2020, are expected in the next TVSDC budgeting exercise;
- TOR and specifications for procuring equipment for the eLab that will produce AR/VR eContents were delivered to the TVSDC that forwarded them to MOPIC and EUD;
- the joint TA-TVSDC supervision of the installation of equipment and related training to be provided by the contractors will take place at the end of the procurement process when the TADREEBAK e-room will start to operate;
- the TVSDC ensured that once the equipped eLab is established, it will prepare the extension of the maintenance contracts for the procured hardware and the licences of software supplied under the separate equipment procurement process, beyond the end of the EU support;
- TVSDC assigned 5 staff with IT TVET background in the unit for eLearning and blended training under the Directorate of Accreditation and Quality as dedicated counterpart of the TA team;
- the TADREEBAK utilisation approval for licensed public and private TVET providers will be drafted and finalised as soon as TADREEBAK is back on-line.

The Inception Phase was extended to include in the IR the final situation related to TADREEBAK hosting at the NITC, the quantification of resources available for the equipment and venue of the TVSDC AR/VR eLab as well the modalities and timing of the procurement process, which have a direct impact on the project planning, definition of targets, outcomes and outputs as well as implementation of activities.

7.1 Under Activity IP.01 "Assessing the needs of the relevant project stakeholders", TAT delivered:

Main Deliverables:

- A total of 43 meetings out of which: 9 TAT-TVSDC Weekly meetings, 3 meetings with the contracting authority, 18 meetings with TVSDC, and 8 meetings with stakeholder and development partners.
- TVSDC and TVET stakeholders' needs assessment carried out.
- Identification of NKEs and collection of 38 CVs following the proposed profiles identified on the technical proposal.
- Identification and validation of the list of equipment including specifications and costs sent to TVSDC for transmission to EUD and MOPIC.
- Organisation and running of 1 on-line meeting with the EUD, TVSDC and MOPIC dedicated to the quantification of resources available and the tendering procedures.
- Development of 3 scenarios (12 version in total) of equipment lists with MOPIC and EUD.



**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



- 1 meeting in presence at MOPIC attended by the parties, for discussion and selection of most viable scenario.
- draft TOR for the tender to be launched by MOPIC.
- continuous support to TVSDC and MOPIC on their demand on preparation and finalisation of the tender dossier.
- Minutes of all meetings.

Main findings

TAT working organisation and modality of interaction with TVSDC

The Technical Assistance Team was established according to the plans detailed in the Technical Offer. In particular: the TAT proceeded with: the setting up of the project team, the organisation, of works, the interaction modalities with the TVSDC and the main stakeholders, the networking with development partners (consultations with the GIZ TVET cluster's projects to explore synergies and cooperation and mapping of donor' initiatives), as well as the identification of short-term experts and for their mobilisation in the implementation phase.

TAT and TVSDC will continue their collaboration according to the method tested during the SESIP TA project, i.e., based on the overall planning indicated in the updated log-frame and timetable, and on the detailed plan of activities, so as to include the perspective of the Commission and the TVET stakeholders in every step of the implementation of the project. TAT-TVSDC have also decided to keep the management meetings on a weekly basis, in addition to the daily interaction.

Assessing the needs of the relevant project stakeholders

During the inception period, the TAT jointly with the TVSDC, conducted a series of meetings with key stakeholders, including ministries, public TVET institutions, private sector representatives, CSOs and donors to present the BTEL project, update the general situation of the TVET sector in the pandemic period, discuss specific interventions related to eLearning and assess the needs stakeholders that already used TADREBAK. TAT suggested to conduct the needs assessment through a workshop involving the identified stakeholders. The TVSDC opted for an individual need assessment and proposed to present the results at the project kick off meeting to take place after the approval of the Inception report to gather the stakeholders' view on how to upscale the implementation of BTEL activities from individual institution to TVET sector level.

The TVSDC agreed on the stakeholders proposed by BTEL and on the potential target of more than 500 TVET private and public TVET providers and sectors, accredited and licensed by the TVSDC. They include:

- MOE (more than 200 Vocational Education Schools),
- VTC (40 Vocational Training Centres, including the centres dedicated to Persons with Disabilities),
- National Employment and Training Programme (NET) (18 vocational training centres),
- Balqa Applied University (42 colleges),
- UNRWA with 2 Vocational Training Centres, and
- about 300 accredited/licensed private training (TVSDC provided the list though situation is constantly changing).

Moreover, the TAT assessed the current status of the implementation of the TVSDC's Action Plan to identify priority needs and fine interventions according to the available resources and the focus of the project. The table below summarises the results of the needs assessment of TVET stakeholders in April 2021.



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"



Assessment items	Capacity building (training and coaching) on:		No. of target groups		
	eContents Production	Operating the TADREEBAK	T	S	Tc
Implementing and adopting e-Learning and blended training	20	1750	1,556	128	97
Producing digital contents for students and trainees based on Virtual, Augmented reality (VR&AR), videos and animations, Information graphs for Data visualizations;	40	40	43	43	86
Producing digital contents for students and trainees based on videos and animations, Information graphs for Data visualizations.	40	40	56	43	41
Developing TOT programmes on e-contents for trainers and TVET professionals on eLearning production and management	40	40	56	48	93
Managing Learning Management System of TADREEBAK platform	10	10	26	112	89
Using TADREEBAK platform (if you have already accessed the platform), or how to use TADREEBAK (for new users)	20	20	1601	123	106
developing eLearning model-technical contents for programmes that will use TADREEBAK.	40	40	76	43	106
Sustaining and continuously developing the use of TADREEBAK for e-Learning and blended training as a technology-enhanced environment for your institution/s	40	40	40	43	146
Total	250	1980	3,454	583	764

T: trainers/teachers, S: supervisors principals, directors and deans, Tc: Technicians, IT, and graphic design specialists

The needs analysis confirmed the results of a preliminary assessment on eLearning needs carried out by SESIP TA and a second round of needs assessment undertaken before the implementation of the training programmes for stakeholders trained after the official launching of the TADREEBAK platform.

All stakeholders concurred on the strategic need to capitalise individual experiences and systematise them in eLearning and Blended Training for the TVET sector and acknowledged that BTEL pursues this strategic perspective. They agree on the TVSDC's role as regulator, coordinator and service provider (platform, eContents and LMS).

The stakeholders declared their interest to use TADREEBAK autonomously as Administrators of their space, under the TVSDC as Super-Admin of the platform. They emphasise the need for:

- support on how to establish their LMS teams and units,
- capacity building and training to acquire skills and competences on how to develop and upload eContents enriched with VR/AR,
- assistance and help desk support to run their programmes with new eContents on TADREEBAK
- their availability, subject to their authorisation, to allow TVSDC share eContents and programmes with other TVET providers accessing the platform,

Finally, as detailed in the following picture, the stakeholders quantified their intended participation in relation to different functions and tasks related to eLearning by indicated number trainers and teachers: supervisors, principals, directors and deans, technicians and IT and graphic design specialists. The TVSDC also indicated and quantified the needs of the 5 members assigned as staff of its TADREEBAK Team Unit.



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"



The following table shows the intended participation of stakeholders in relation to different functions and tasks.

Assessment Items	Providers	Needs		Capacity building (training and coaching) on:			Number of targeted groups			Capacity building (training and coaching) on:			Number of targeted groups			Capacity building (training and coaching) on:			Number of targeted groups			Capacity building (training and coaching) on:			Number of targeted groups			Capacity building (training and coaching) on:			Number of targeted groups								
		eContents Production	Operating the TADREEBAK	T	S	Tc	eContents Production	Operating the TADREEBAK	T	S	Tc	eContents Production	Operating the TADREEBAK	T	S	Tc	eContents Production	Operating the TADREEBAK	T	S	Tc	eContents Production	Operating the TADREEBAK	T	S	Tc	eContents Production	Operating the TADREEBAK	T	S	Tc								
		YTC			YE/MOE			NET			BAU			UNRWA			TVSDC																						
Implementing and adopting e-Learning and blended training		✓			15	5	2	20	1750	All YE teachers 1525	100	20	✓	✓		16	10	60	✓			5	✓	✓	20	11	7	✓	✓				2	3					
Producing digital contents for students and trainees based on Virtual, Augmented reality (VR/AR), videos and animations, Information graphs for Data		✓						40	40	20	20	20	✓	✓		16	10	60	✓			15	✓	✓	20	11	3	✓	✓				2	3					
Producing digital contents for students and trainees based on videos and animations, Information graphs for Data		✓						40	40	20	20	20	✓	✓		16	10	60	✓			15	✓	✓	20	11	3	✓	✓				2	3					
Developing TOT programmes on e-contents for trainers and TVET professionals on eLearning production and Managing Learning Management System of		✓			15	5	2	40	40	20	20	20	✓	✓		16	10	60	✓			5	✓	✓	20	11	3	✓	✓				2	3					
Using TADREEBAK platform (if you have already accessed the platform), or how to use TADREEBAK (for new users)		✓						20	1750	1552	100	20	✓	✓		16	10	60	✓		20		20	✓	✓	20	11	3	✓	✓				2	3				
developing eLearning model-technical contents for programmes that will use		✓						40	40	20	20	20	✓	✓		16	10	60	✓		20		20	✓	✓	20	11	3	✓	✓				2	3				
Sustaining and continuously developing the use of TADREEBAK for e-Learning and blended training as a technology-enhanced environment for your		✓						40	40	20	20	20	✓	✓		16	10	60	✓			0	✓	✓	4	11	3	✓	✓				2	3					
Total of Targeted groups					15	5	2	250	3710	1662	310	140				128	80	480	0	0	40	0	85			44	33	9				16	24						
Analysis		Total of Number Trainers		3,454																																			
		Total of Number Supervisors		444																																			
		Total Number of Technicians		583																																			
		Total Number of eContents		764																																			
		Grand Total		5245																																			

Assessing the needs of the TVSDC

The TVSDC and the TAT analysed activities and sub activities of the 12 the Pillars of the Action Plan to identify priority ones for the provision of technical assistance by BTEL. In the course of a pre-kick off meeting with the EUD and TAT that took place on 12 April 2021 the TVSDC confirmed the structure of the Action Plan approved by the TVSD Council prior to the SESIP retreat in Aqaba of September 2020, the subsequent approval of the integrated version and the beginning of the implementation of the pillars that are:

1. Quality and Qualifications
2. Evaluations and Certification
3. Accreditation and of TVET Providers



**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



4. Curriculum Development and Accreditation
5. TOT
6. Licensing of TVET Providers
7. Career Guidance
8. Communication and Visibility
9. TVET Financing
10. PPP
11. TVET M&E
12. TVSDC Strategical Planning

TVSDC explained that the estimated amount for the implementation of the 5-year AP is in the order of 100 Million JOD and that the priority activities are:

- Drafting the Accreditation, licensing, and testing bylaw (Pillar 3).
- Drafting SSCs bylaws and establishment of SSC and regulating the relationship with the private sector through the SPC and SSCs (Pillar 10)
- eLearning and Blended training (Pillar 4): Curriculum Development, with reference to the following Macro activities:
 - Develop and Implement a plan to reform and revitalize TVET Providers to prepare and deliver TVET qualifications, in close co-operation with employers
 - In co-operation with Sector skills Councils, establish and operationalise advisory committees to ensure relevance of or each programme or group of related programmes
 - Operationalize systems related to internships and apprenticeships with employer to enhance “real world” experience for learners.
 - Develop blended (eLearning) for TVET I-levels qualifications i.e., level 2 (low skilled level, 3 (skilled level) ,4 (vocational levels), and levels 5 and 6 (technician level).
 - Require training providers to develop modular programmes which support lifelong learning through flexible delivery arrangements, entrepreneurial skills development, transfer of credit / progression pathways and Recognition of Prior Learning



TVSDC ACHIEVEMENTS AT GLANCE IN 2019 AND 2020

- The **Technical and Vocational Skills Development Commission** was established according to the Technical and Vocational Skills Development Law (9/2019,). Based on:
 - Recommendations of the HRD Strategy: "Establishing clear organizational structures for the governance of the sector to ensure that accountability is applied across the sector".
 - The seventh discussion paper: "Building our human capabilities and developing the educational process is the essence of the nation's renaissance".
- The Commission is the legal successor of the center for Accreditation and Quality assurance (CAQA), the ETJET Fund, it conducts business currently based on previous regulations and bylaws until the new regulations and bylaws governing its work are issued.

Performance in year 2019

- 34 private TVET providers licensed
- 148 training programmes approved.
- 2 new qualifications registered in the National Qualifications Framework.
- 11964 licenses for trainees and practitioners issued.
- Projects funded for a total value of 52.957.200 dinars, as follows:
 - 24 ongoing projects from previous funded for a total financing value of JOD 31.991.004
 - 29 new projects funded for a total value of JOD 20.966.196
 - 30 satellite units established under previous years, for a total of 21.183.787 JOD
 - 6 new satellite units funded for a total of 6.600.600 JOD.

Performance in year 2020:

- Issued By-laws:
 - Accreditation of TVET providers
 - Equivalency and accreditation of vocational and technical qualifications and certificates
 - Criteria for selecting technical supervisors and trainers
 - TVSDC Administrative organization
- 249 new training programmes approved.
- 2 new qualifications registered in the National Qualifications Framework.
- Certificates for 6210 trainees and practitioners issued.
- Projects funded for a total value of JOD 52.892.946 as follows:
 - 25 ongoing projects funded for a total value of JOD 5.433.606
 - 21 new projects, funded for a total value of JOD 8.413.703
 - 36 satellite units of ongoing projects for a total value of JOD 35.571.637
 - 6 satellite units of new projects for a total value of JOD 3,474,000.

Mapping Development partners

As detailed under paragraph 3.6 indicated TAT has mapped ongoing and upcoming programmes, projects and initiative by other development partners, to explore complementarities, synergies and modalities of cooperation.

TVSDC agreed on the opportunity to present the EU BTEL's support to its AP Pillar 4, Macro Activity on eLearning, through a donors' meeting, also to share long term perspectives and interventions on eLearning and blended training,



**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



also to stimulate additional resource mobilisation towards initiatives that could be integrated with BTEL and future EU interventions in the sector as well as overall support to the TVSDC's Action Plan implementation.

The TVSDC proposed to reconsider the organisation of such a meeting once the procurement process for the AR/VR eLab and equipment is launched, and keeping the objectives to:

- emphasise the continuity of the EU support to TVET reform through a project that predominantly focuses on enlarging the access to TVET through eLearning and blended training and the quality and diversification of the offer and, at the same time, continues the technical assistance to the governance of the TVET sector through the support to the TVSDC on the implementation of its Action Plan,
- strengthen its coordination role by presenting the capacity to provide a service for the whole TVET sector embracing technology (TADREEBAK), management (Learning Management Systems-LMS) and technical programmes for eLearning and blended training (eContents) is proceeding,
- promote the TVSDC's resource mobilisation to integrate BTEL, future EU and other donors' interventions in establishing the eLearning and blended training system in Jordan, and in implementing selected Pillars of the TVSDC Action Plan.

7.2 Under Activity IP.02 "Set up project office and facilities and secure support staff" TAT delivered:

Main Deliverables:

- Three offices were identified by the TVSDC and made available for final arrangement.
- Recruitment of the Project Assistant.
- GIZ related Administrative procedure Accounting system, Signature identification in place according GIZ requirements all in place.
- BTEL forms (CVs evaluation sheet, RFA, Short-term expert mission completion report, Inception and semi-annual report, Letterhead, Minutes of the Meeting, Study, PPT, TOR) defined.

Main Findings:

Office Space

TVSDC provided suitable office space that GIZ furnished and equipped with the supplies of the SESIP TA project (PCs and laptops, office furniture, heavy duty combined photocopy machine-printer-scanner; and stationery that were in use till 31 December 2020 under the SESIP TA project), which are property of GIZ and with additional equipment for the successful completion of the project.

7.3 Under Activity IP.03 "Set up the TVSDC team and the BTEL Steering Committee" TAT delivered:

Main Deliverables:

- the 5 TVSDC staff designated for the TADREEBAK unit for eLearning and blended training under the Directorate of Accreditation and Quality
- Identification and concept design or layout of the eRoom- (AR and VR production Lab)
- 3 Scenarios for eLab equipment with specifications and costs.
- Draft TOR for the EUD procurement process.
- Plan of LMS training and technical support for the TVET providers.
- Pillars of the Action Plan for the provision of technical assistance.
- Establishment of the Project Steering Committee



Main findings:

The TVSDC TADREBAK Unit's Team

The unit for eLearning and blended training under the Directorate of Accreditation and Quality was staffed with 5 executives with IT TVET background, and ready to increase.

Identification for equipment for the AR/VR eLab and eRoom layout

In the course of the Inception, on the occasion of the Pre-Kick off meeting, the parties concurred that:

- BTEL is exclusively responsible for the provision of TA, capacity building and training
- the procurement of the equipment is under indirect management, managed by MOPIC in line with FA, and the EUD gives prior approval.
- Both TA and supplies are financed through SIPP FAs.
- The SIPP FA "Measures to Support the implementation of the partnership priorities in JORDAN" aims at strengthening public sector capacities, governance standards and policy dialogue in different sectors, the focus being on capacity building of public institutions in all areas relevant to the EU-Jordan Partnership.
- The crisis declaration adopted by DG NEAR and extended until June 2021 and applies to programmes specifically aiming at 'mitigating the impact of the Covid-19 crisis on the economy, including the social impact on the population, notably on the most vulnerable segments of the society'. Education is included in the list of sectors to which the crisis declaration can potentially apply.

As planned in the Inception Phase, TAT prepared the list of equipment (3 scenarios, with and without cost estimate) and the draft TOR, ready for finalisation upon approval of the IR, for the EUD/MOPIC's to launch the tender for procuring the TVSDC eRoom's tools and equipment. In addition to TOR, MOPIC requested a tender dossier along PRAG rules ready for launching and contracting the company(s) for the delivery and training on equipment and tools (hardware and software) necessary to establish the minimum facilities and be able to operate the TVSDC eRoom.

TAT prepared the list of equipment for the TVSDC AR/VR eLab. The list with technical specifications and estimated costs that is integral part of the TOR for the procurement tender dossier that the TAT drafted as well.

TAT anticipated the implementation of activities foreseen under Result 1 also to accelerate the procurement process to be able to start by September 2021 the implementation of the activities linked to the availability of the eLab.

In particular, the course of the Inception Phase:

- resources available, tender procedures, timing, roles and responsibilities of MOPIC and EU were discussed in an on-line meeting requested by the TVSDC and attended by MOPIC, EUD and TAT.
- TAT provided the TVSDC with 3 scenarios (12 versions in total) for the equipment (list and specifications) at decreasing costs from Euros 500,000 to 350,000 and to 250,000.
- TVSDC, MOPIC and TAT agreed that an amount slightly below € 300,000 would allow to equip the TVSDC eLab up to the functional capacity expected to implement the planned activities on a scale that is directly proportional to the reduction of working stations from 21 to 16 i.e. minus 25%, as reflected in the targets of indicators and in the Logframe.



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

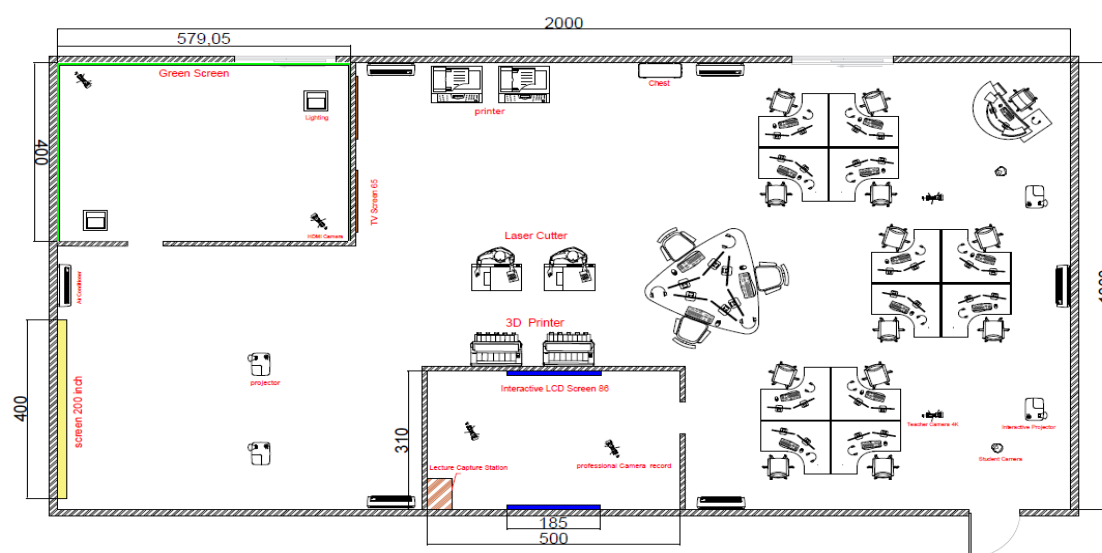
المشروع الأوروبي "الدعم الفني لتنفيذ خطة عمل هيئة تنمية وتطوير المهارات المهنية والتقنية بالتركيز على التدريب المدمج، خدمات التعليم والتعلم"



In the course of the discussion, MOPIC initially indicated that the implementer (BTCL TAT) had to prepare a tender dossier according to the applicable procedure set in the Practical Guide of Procurement and Grants for European Union external actions (PRAG). TAT clarified that its task as defined under Result 1 is to prepare the TOR for the tender but not a comprehensive tender dossier according to PRAG rules and for this reason BTCL had not foreseen the mobilization of a PRAG specialist.

The EUD indicated that the utilisation of the Crisis Declaration applicable until the 30th of June 2021 would allow to adopt simplified tendering procedures and therefore accelerate the procurement process.

Finally, TAT proposed a functional layout for the installation and utilisation of the equipment for the AR/VR eContents' production. The eLab layout concept will be finalized once the TVSDC will provide details of the venue. The eRoom AR/VR lab includes the workstations required to produce Contents, display and transmit digital classes through the TADREBAK platform. A sample of eLab layout concept is visualised as follows:



TADREBAK platform

TVSDC at the beginning of the IR informed that TADREBAK platform had been put off-line after the hosting service on Zain Company's cloud-based servers, paid for by SESIP TA, expired in February 2021.

The TVSDC explained that according to the regulations for the acquisition of goods and services for the public administration, it was not possible to negotiate the extension of the service with Zain. TVSDC therefore took up the option already considered in 2020, i.e., to host the TADREBAK platform at the National Institute for Tele Communication (NITC) and, in this regard, to have already forwarded the formal request through the Ministry of Digital Economy. This option will allow TVSDC to place the platform in an institutional context and better manage its operation.

TVSDC announced at the Steering Committee meeting that it has reached an agreement with NITC on hosting TADREBAK and confirmed its free use to SC member institutions representing all stakeholders in TVET. Previously, the Commission had indicated that the reinstallation and operation of the platform had begun on May 15 with the TVSDC Council approving the payment of an annual management fee to the NITC (JOD 4000) and the inclusion of this cost in the TVSDC's annual budget. At the SC meeting, the TVSDC tentatively set the date for using the platform on June 15th. TAT, taking into consideration that, as stated by the EUD, the end of the project is set at mid-September



2022 with no possibility of extension, cautioned the TVSDC that a delay in the reactivation of TADREEBAK beyond May 2021 would necessarily require planning and delivery adjustments that could imply a downsizing of targets.

TAT assisted the TVSDC and NITC in the process of server migration by providing technical specifications and guidance for both options of installing the platform on cloud or physical servers.

The TAT was ready to immediately accommodate the first round of LMS training for the 5 TVSDC staff newly assigned to the TVSDC Unit even before the approval of the Inception Report, had TADREEBAK been online as expected. Under this situation the TAT postponed the implementation of the LMS capacity building and training programmes for the TVSDC and TVET stakeholders as well as the uploading of eContents already available.

Production of eContents

The production of eContents will start after the full establishment of the eRoom, i.e., by September 2021. The EUD will manage the contract and organise the delivery. The TL and KE2 will supervise the implementation of the contract. The TVSDC will ensure the maintenance contract for the procured hardware and licences of software after the end of the EU support.

Pillars of the Action Plan for the provision of technical assistance

In addition to details provide under paragraph 7.1, the TVSDC requested to dedicate technical assistance to the Pillar 11M&E and Pillar 12 Strategic Planning.

The status of implementation of the 2 pillars and macro activity was analysed with particular focus on the outputs of the M&E System (the Annual Reports).

The Project Steering Committee (PSC)

TVSDC, the TAT identified the members of the PSC, planned the first meeting and agreed on the next meetings that are to take place on the occasion of the preparation of the Progress (six-monthly) reports.

The EUD will participate as observer to the PSC that will be chaired by the TVSDC CEO or any persons nominated by the CEO.

The TVSDC provided the PSC with the draft IR prior to its submission to the EUD for final approval. Same procedure will apply for the Progress Reports. A final meeting of the Steering Committee will also be held at the end of the Project.

7.4 Under Activity IP.04 Establish Reporting and Monitoring tools TAT delivered:

Main Deliverables

- Repository system established in the DMS following project organisation structure.
- Excel form for recording contact details of project stakeholders.
- Excel form for recording capacity building events.
- Excel form for recording LMS modules implemented.
- Excel form for recording visibility tools and activities.
- Excel form for recording TOT modules.
- Excel form for recording e-content produced and integrated in TADREEBAK
- Excel form for recording certified trainees/students using TADREEBAK.
- Guidelines on beneficiaries' impact baseline and target assessment.



Main Findings

The TAT has produced all the tools to systematically record information on the capacity development and training of the beneficiaries in person and online, as well as the participants in the visibility events organized by the project, following the successful practices adopted within SESIP TAs that have proven to be effective and that the beneficiaries are familiar with.

BTEL confirmed the utilisation of the GIZ DMS system as repository of documents in collaboration with the GIZ IT department and its structure of the repository system follows the project structure of results and activities, as detailed in the Technical Offer.

TAT also prepared the draft Guidelines for the baseline assessment of the beneficiaries as well as for the impact assessment in terms of increase in skills and competences to design, deliver, monitor and evaluate eLearning programmes on TADREEBAK, with the purpose to have the impact assessment integrated within the project minimising the cost to collect data. The Guidelines will be completed once TADREEBAK platform will be back on line.

The Guidelines are provided in Annex to this IR.

7.5 Under Activity IP.05 “Draft the Inception Report” TAT delivered:

Main Deliverables

- Agendas, Project sheet and PP Presentations for pre-Kick off meeting EUD, TVSDC, TAT.
- MoM of the meeting.
- Brief overall communication and visibility plan.
- Brief overall sustainability and exit strategy plan.
- Brief overall monitoring plan.
- Inception Report with a detailed work plan for the whole duration of the project and updated logical framework.

Main findings

TAT validated the Technical Offer in a series of meetings and exchanges with the TVSDC, stakeholders and development partners. As a result, the Inception Report updates the detailed description of the activities to be carried out during the project and further details C&V, M&E and Exit strategy to ensure the sustainability of the project results. through the Annexes. This Report will be validated by the Project Steering Committee before its formal submission to the EUD for the formal approval. Regular updates will be provided in the Progress Reports (six-monthly) to make sure that activities are implemented as planned or alternative solutions are to be adopted in view of better achieving the expected results.

Communication and Visibility Plan

The TVSDC agreed that the main goal of the BTEL Communication and Visibility (C&V) is to contribute to raise awareness on the TVSDC service on eLearning and Blended training and the participation by and the benefits for key stakeholders and target groups and its expected positive impact on the TVET sector. C&V is also expected to create a good understanding of the scope of work and mission of the BTEL project, objectives, results and activities and main achievements among TVET stakeholders and development partners, and promote the support of the European Union to the development of eLearning and Blended training system for the TVET sector, under the coordination of the TVSDC. The TVSDC is aware of the limited resources available for realising the identified priority actions and is ready to complement them with its internal Communication, Media and PR services and tools (e.g., TVSDC Web site and its network of media contacts)



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"



Its specific objectives are to:

- create visibility around key achievements and activities under the 9 results of BTEL and the EU support,
- advocate, inform, mobilize and enlarge the community of TVET stakeholders around TVSDC regulatory role service provision (TADREBAK, eContents, LMS) in eLearning and Blended Training,
- promote best practices in eLearning and Blended training for the development of system in Jordan, coordinated by the TVSDC,
- improve the communication between the TVSDC and the TVET stakeholders to enhance decision-making and implementation of a coherent and viable system in Jordan and bridge the existing information gap on eLearning and Blended training in the TVET sector

Upon request of the EUD, the project changed its acronym from SITAP-BTEL into BTEL (Blended Training and eLearning), and the title of the project is: **BTEL "Support to the Implementation of the TVSDC Action Plan with focus on Blended Training, eLearning and Teaching Services"**, for easier communication and branding purposes.

The main priority actions of the project C&V plan are to:

- adopt visual identity of the project and ensure recommendations for an intervention, insertion, and substituting the current if needed.
- promote vision eLearning and Blended Training and the impact of the services offered by the TVSDC through TADREBAK, LMS and eContents by demonstrating the achievements of BTEL
- advertise the TVSDC capacity to produce AR/VR eContents at its eLab and support TVET stakeholders in developing and delivering their eLearning programmes including eContents enriched with AR/VR
- promote positive social image of eLearning components of TVET programmes as part of a blended training system to overcome the perception by students, their families, TVET teachers and trainers, employers and companies about eLearning as emergency response to Covid 19 measures, and promote social inclusion of women in the TVET labour market (indicator 5 and 7).
- make a systematic use of the TVSDC Web site, by integrating BTEL in the section of the site dedicated to projects,
- use TADREBAK platform as a channel for dedicated communication and visibility of the activities of the project. in addition to its paramount training function,
- produce an online project newsletter (min. 4 editions) underlining achieved results, good practices of Jordan and challenges for the TVET stakeholders, by updating the SESIP TA newsletter templates and visual lay out, to assure continuity of branding and communication.

The C&V Plan will make a clear distinction between internal and external communication (eg Website v. TADREBAK) and will specify channels (including social media), tools, target audiences, budget, timeline and number of outputs.

Pre-kick off, policy dialogue, PSC Kick off meetings

The TVSDC proposed that the project Kick-off event aimed to present the intended activities and expected results as well as the cooperation with the partners takes place after the approval of the Inception Report by the EUD. A pre-Kick-off policy dialogue meeting, took place with the participation of the EUD, the TVSDC and the TAT in the course of which:

- the TVSDC indicated how it was ensuring the sustainability of the SESIP TA and EU Budget Support outputs,
- the TVSDC updated on the progress on implementation of its Action Plan and the state-of-the-art of the coordination with MOE as one of the conditions for the new EU budget support on Quality Education that includes Vocational Education & TVSDC progress report,



**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



- the TVSDC provided an update on its commitments the relaunching of TADREEBAK platform presently under maintenance, office space, appointment of staff for the TADREEBAK unit team,
- the EUD informed about its current position on continuous support to the TVET sector and reform, of which BTEL is a part as well the differences with SESIP TA and the BS modalities of implementation implied by the SIP instrument linked to the Crisis Declaration that finances BTEL, Steering Committee's formal establishment, and date and format of the BTEL Kick-off event.
- TAT presented the progress in the Inception Phase of BTEL.

Upon request of TVSDC, TAT proposed a format of the Project Kick-off meeting combining h the Project Steering Committee meeting and the TVSDC staff workshop (Dead Sea, 21-23 May 2021) , that will involve all the project stakeholders with the manifold objective to:

- align the understanding, respective roles, responsibility and tasks of the TAT and the TVSDC, senior management and staff of the TADREEBAK Unit Team, as direct recipient of project's TA;
- present and discuss with the TVSDC and the TVET stakeholders represented in the Project Steering Committee BTEL, the plan and modality of implementation whereby the TVSDC is assisted to become the eLearning and Blended Training service providers and regulator and how the TVTE stakeholders are expected to actively utilise TADREEBAK, eContents development and LMS package;
- to officially launch BTEL project through Kick-off event that will include the first PSC meeting.

Brief overall monitoring plan

TAT and TVSDC agreed on the importance of performance monitoring and evaluation to help ensure that clear objectives and achievements are in place, the identified key indicators are fit to measure, quantify the outputs, and provide advice on the best method to ensure the objectives are implemented in an economic, effective and efficient manner, as detailed at paragraph 3.5.

TAT prepared an agile compendium of BTEL monitoring approach tools and plan in a Monitoring Brief that will be presented and discussed at the workshop that will involve all the project stakeholders on the occasion of the Kick-off event.

The Monitoring Brief is provided in Annex to this IR.

Brief exit strategy

TAT prepared an Exit Strategy Brief of BTEL structured around a 4 phasing-out steps:

1. Handing over of all responsibilities to local partners
2. Ensuring that maintenance plans and activities are in place
3. Ensuring that relevant skills are actively transferred
4. Ensuring that recurrent cost requirements are estimated and planned in the national budget

The Exit strategy brief is provided in Annex to this IR.



8. REVISED IMPLEMENTATION PHASE

The formulation of the results as outlined in the TOR and in the Technical Proposal is maintained. TAT proposes some changes in terms of distribution of expertise throughout the 9 Project results as well in the Work Plan Timetable. In line with the above-mentioned, the table below presents the synergy and relations between the project components, planned activities, the relation of activity to expected results and relation of the results to the project purposes:1,2,3 and 4

8.1 Overview of result, activities, and related project purposes

Result	Activities (A)	Related purpose
Result 1: The TVSDC plays an effective and proactive role in building TVET providers' capacity, engagement, and overall coherence to implement e-Learning and blended training in the TVET sector in Jordan in the short medium and longer-term time frame;	1,2,3 and 4	P1
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;	5,6,7,8 and 9	P1
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);	10 and 11	P1
Result 4: The TVSDC adopts regulations for recognition of blended learning in Jordan	12 and 13	P1 P1, P2
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.	14 and 15	P1, P2, P3
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.	16,17 and 18	P1, P2, P3
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.	19 and 20	P2
Result 8: The TVSDC raises awareness and systematically promotes the use of TADREEBAK nationwide	21	P1 P3
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.	22 and 23	P3



**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



The activities under the Result 1 are the completion and formalisation of the Inception Phase. TAT jointly with the TVSDC, has concentrated on the identification of the suitable physical space and the functional layout for the installation and utilisation of the equipment for the eContents' production. The first draft of TOR including equipment specifications and tendering rules, are finalised and timing of procurement defined.

The activities under the expected Results from 2 to 8 are described under the steps of the Implementation Process, paragraphs 2.3.2-3-4, and aim at providing the TVSDC with the capacity and the technical capability to produce specific eContents and models for eLearning programmes, regulate the access to the TVSDC services of TVET suppliers and stakeholders by finalising the regulations for the recognition of blended training and eLearning, manage the TADREEBAK platform and continue its development consolidate the TVSDC Learning Management System Team (LMST) and its capacity to support TVET suppliers to establish their LMST. These outcomes and outputs will build on the relevant results and experience of SESIP TA

Through these set of activities, the TAT will engage the TVSDC (management and core TADREEBAK Team) and all relevant stakeholders in acquiring more knowledge on eLearning and blended training system evolution at international level and future scenarios for development in Jordan, by exposing them to international best practices via study visits and individual fellowships.

These activities will be implemented along the modality of technical assistance i.e., with the beneficiaries and stakeholders and not on behalf of them, with the support of all international, national senior and Junior NKEs. A quality check of tools, processes and results will be systematically undertaken. With regard to Quality, the TAT and the TVSDC will follow the pattern of quality check by third party successfully adopted by the SESIP TA project. The TAT proposes, subject to agreement with the TVSDC, the Quality checks of tools, processes and results (proposed under Activities A9, A 11, A 18), are systematically undertaken. Quality, Checks will entail a thorough and comprehensive review and analysis of software Verification and Validations with the primary objective to provide assurance that the software functions as intended, and meets the requirements specified by the users and to reduce the risk of inappropriate decisions caused by incorrect model outputs. It involves a collection mechanism (review of documents such as manuals for user, admin and technical manuals, live test of the tools, review of Source Code). The check will use criteria like maintainability, functionality, reliability, usability and efficiency and will included technical specifications and maintenance plans.



8.2 Activities and applied methodology

Result 1: The TVSDC plays an effective and proactive role in building TVET providers' capacity, engagement and overall coherence to implement e-Learning and blended training in the TVET sector in Jordan in the short medium and longer-term time frame.

Approach

The activities carried out to achieve this result concern the verification of the enabling conditions for the implementation of the project (see para.2.3.1) and will be delivered by the TAT including national senior and junior NKEs. The TAT will operate in continuity with the SESIP TA where support was provided to the TVSDC for the composition of the first yearly budget as well as a joint preliminary definition of minimum equipment and specifications for establishing an eLab and eRoom and a scoping of potential suppliers had been compiled.

Activities under result 1 entail the TOR for the equipment procurement for the tendering process to be launched by the EUD at the earliest possible stage, its optimal timeline, the supervision on installation and of the training programme by the suppliers are activities that will be carried out after the approval of the IR. It is proposed that the training plan for equipment is provided in each bidders' offer and TAT and TVSDC revise and update the training plan of the selected offer

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
40	20	20	0	0	0

A.1: verification of the availability of TVSDC resources and quantification for allotment in the TVSDC annual budget to meet the costs of hosting of the cloud-based servers of TADREEBAK. NKE assistance is required to assist the TVSDC in the installation of TADREEBAK at the NITC.

A.2 Identification of equipment for the e-lab comprising facilities for Studio /room for editing and narrations, cameras-audio and editing stations, PCs with software for graphic design and animations, PC lab with required software for graphic design and info graphs and A&VR, e-contents, and concept layout of the eRoom-lab.

A.3 the preparation of TOR for procuring equipment and technical services for strengthening the TADREEBAK eLearning platform and the related capacity building and training for its utilisation and maintenance.

A.4 joint TA-TVSDC supervision of the installation of equipment and related training to be provided by the suppliers selected through the EUD tender.

The deliverables of this activity are:

- TVSDC yearly budget commitment for TADREEBAK hosting
- List of eRoom equipment and tools and related technical specifications, and concept design –layout of the eRoom
- TOR for the equipment procurement process by MOPIC/ EUD
- Report on installation of equipment and training plan in addition to PPT
- TADREEBAK installed at the NITC



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.

Approach:

As explained, the activities under Results from 2 to 8, are straight forward formulated to provide the TVSDC with the capacity and the technical capability to produce specific eContents and models for eLearning programmes as well as regulate and manage the TADREBAK platform, continue its development, and finalise the regulations for the recognition of blended learning.

The sequence of activities foreseen under result 2, depart from:

- consolidation of the technical profiles required to organise and run a fully functioning TVSDC TADREBAK team, partially established during SESIP TA with 2 part-time staff.
- The Junior NKEs will integrate the 5-staff TVSDC TADREBAK team with the perspective of becoming members of the Team, to be recruited by the TVSDC at the end of the project.
- Uploading of TVET and TOT programmes already developed under SESIP TA.
- TAT-TVSDC joint identification of the productive sectors and the technical subjects to produce eContents to be subsequently validated by TVET suppliers and stakeholders licensed by the TVSDC that will utilise the TADREBAK platform.

Both the eContents already developed through SESIP TA, in which programmes for green jobs such as hybrid technology and renewable energy were developed, and the new ones, will include augmented and virtual reality functionalities for the practical part of the modular programmes for students and trainees at NQF level 6-5-4 which will then be adapted and simplified to be used also for the programs at NQF level 2 and 3.

The initial selection of 4 sectors undertaken with the TVSDC only, during the Inception phase, for the development of eContents, has been validated by TVET Stakeholders at the workshop that included the Kick-off event and the first meeting of the PSC.

Quality check will concern tool, process, and contents. The TA implementation modality will involve TVSDC, TAT including national senior and Junior NKEs and TVET stakeholders.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
220	20	25	0	40	135

A.5 Uploading the TVSDC TADREBAK national eLearning platform with TVET and TOT programmes to be utilised by public and private TVET providers licensed by the TVSDC, as handed over by SESIP TA project including the technical specifications, source codes and maintenance/expansion plan.

A.6 Establishing the TVSDC TADREBAK Unit team and integrating required profiles and competences to:

- Platform management and its learning management system
- Platform development (programming)
- Contents' development
- Graphic Design
- Video and film production
- Augmented and virtual reality production



A.7 Producing and uploading in TADREEBAK the eContents, (VR &AR) of certified and accredited formal Vocational Education and Training TVET modular programmes for students and trainees at level 6,5,4, 3 and 2 of the NQF, in subjects related to sectors identified and validated with the TVSDC and the TVET stakeholders.

A.8 Adapting and simplifying level 6-5-4 modules to be used, also at level 2 and 3, for 25 on-line training hours in selected productive sectors such as:

- Industrial (5 programmes), and
- Building and construction (2 programmes)
- Tourism (2 programmes)
- Agriculture (1 programme)

A.9 Ensuring the quality check through validation with TVET providers and stakeholders. The days allotted for the Quality check are of 2.5 days per programme and the Quality check involve all the TAT, (TL, KE, NKEs.)

The deliverables of these activities are:

- TADREEBAK as the TVSDC national eLearning platform uploaded with TVET programmes ready for immediate use by public and private TVET providers accredited by the TVSDC.
- TADREEBAK team installed and integrated with TAT expertise
- 3 to 5 productive sectors and related technical subjects identified
- e-contents for students and trainees for certified and accredited formal Vocational Education and Training TVET programmes, developed, piloted, and validated
- Quality check and validation of sector, programmes, and levels.



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).

Approach:

The sequence of activities foreseen under result 3 will lead to the development of eContents (already developed through SESIP TA and new ones) including AR and VR, for the capacity building (TOT) programme dedicated to TVET Trainers, Principals and Supervisors of the TVET institutions that will request to utilise TADREEBAK, their piloting and validation.

The TAT including national senior and Junior NKEs will associate the TVSDC TADREEBAK unit team in the development and implementation of these programmes, to build its capacity to replicate and upscale them for all licensed TVET institutions.

The Quality check in this case will concern the TOT programme and will be jointly carried out by the TAT-TVSDC and the TVET institutions.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
208	10	25	18	20	135

A.10 Producing eContents (VR and AR) for the programmes of: Training of Trainers Training of School Principals and Supervisors, based on:

- pedagogical and training skills, for eLearning and blended training programmes,
- systematic approach to TVET,
- management of TVET institutions,
- curriculum development
- instructional material design,
- course design development for blended training (in-presence and on-line);

A.11 Ensuring the quality check through validation with TVET providers and stakeholders

The deliverables of these activities are:

- eContents for training of Trainers of 30 hours covering 2 accredited TOT programmes, 15 new ones School Principals and Supervisors developed
- 3 TOT programmes. for a total of 45 hours piloted, validated and uploaded to TADREEBAK and delivered



Result 4 The TVSDC adopts regulations for recognition of blended learning in Jordan

Approach:

The activities under Result 4 will yield the TVSDC's finalisation of the set of regulations enabling licensed public and private TVET providers access and utilise the TVSDC eLearning and blended training services (platform, eContents, LMS and capacity building to operate them) drafted under SESIP TA.

The set of regulations to be developed will entail:

- By-laws and/or regulations for observing and accrediting eLearning
- By-laws and/or regulations for selecting and licensing of teachers and supervisors
- By-laws and/or regulations for accreditation for TVET and TOT programmes in which eLearning is to be included.

The TAT including national senior and junior NKEs, will support the TVSDC in promoting a regulated use of the eLearning services provided under the project (TADREEBAK platform, eContents and LMS) in the official format (i.e., standard agreements) that the TVSDC will decide to adopt.

The process of developing regulations will consist of:

- drafting with the TVSDC team and obtaining TVSDC CEO's feedback,
- consulting Stakeholders, validating the final text, and submitting to the TVSD Council for approval
- signature by the TVSD Council's Chairperson (the Minister of Labour),
- publication on TVSDC Web Site for dissemination
- assistance to TVET stakeholders on implementation.

The standard agreement to be signed for each regulation will embrace all TVET providers.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
40	15	25	0	0	0

A.12 Supporting the TVSDC in drafting and finalising regulations of the TVSDC By-Laws related to eLearning and blended training and adopt agreements with licensed public and private TVET providers for the utilisation of the services of the TVSDC TADREEBAK platform

A.13 Concluding agreements with licensed public and private TVET providers for the utilisation of the TADREEBAK platform only and/or the provided contents.

The deliverables of these activities are:

- regulations for observing and accrediting eLearning
- regulations for selecting and licensing of teachers and supervisors
- regulations for accreditation for TVET and TOT programmes in which eLearning is to be included
- Standard agreements TVSDC-TVET utilisers of TADREEBAK



Result 5 The TVSDC can run 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.

Approach:

These activities entirely concern the strategic objective to build sufficient capacity of the TVSDC TADREBAK team integrated by the Junior experts, to ensure training and coaching for the licensed public and private TVET providers requesting the utilisation the TVSDC eLearning and blended training services.

The TAT will use the TOT approach for strengthening technical and organisational skills of the TADREEBAK Team that will be subsequently assisted and coached in rendering this service throughout the whole duration of the project and ensure sustainability after its conclusion.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
124.5	15	25	0	23	67.5

A.14 developing the Training of Trainer programme for TVSDC TADREEBAK unit's staff on:

- training TVET providers on LMS for eLearning and blended training,
- coaching TVET providers on the management, development, updating and monitoring of TADREEBAK platform,
- providing TVET users of TADREEBAK with help desk service.

A.15 Assisting TVSDC TADREEBAK unit's staff in designing and delivering a standard LMS blended training programme (face-to-face and on-line) for TVET users of the platform

The deliverables of these activities are:

- the TVSDC LMS TOT blended training programme
- LMS Team established in each licensed utiliser of TADREEBAK.
- LMS blended training programme delivered to each TVSDC licensed platform utiliser.



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

Approach:

Under this result the TAT will finally consolidate the capacity of the TVSDC TADREEBAK Unit team integrated by the junior NKEs to develop model eLearning programmes (up to 10) selected with the participation of TVET providers. The programmes will concern productive sectors (at least 4) showing higher employment perspective (elasticity) and demand for greening existing jobs and create new green job such as those related to hybrid technology and renewable energy.

The new model eLearning programmes will be modular, and competency-based and thanks to these features will be able to serve different NQF levels (2,3,4,5,6)

These programmes were initially drafted during SESIP TA, through a series of workshops on story board writing and eContents design that involved trainers and methodologists from the main TVET public and private suppliers.

The activities under R 6 will allow to enrich them with AR/VR- their design as well as finalise, pilot and validated them before uploading and full-scale utilisation by the TVET providers and stakeholders.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
122	15	22.5	0	17	67.5

A.16 Producing between 100 and 150 e-content (VR &AR) hours per programme for students and trainees for 10 certified and accredited formal Vocational Education and Training TVET programmes, based on the modular approach at level 4 of the National Qualification Framework in sectors such as:

- Industrial (5 programmes),
- Building and construction (2 programme),
- Tourism (2 programme),
- Any sector that the TVSDC deems to be a priority.

A.17 Producing 20 to-40 learning module which are the equivalent of 600 classroom and workshop regular training hours)

A.18 Ensuring the quality check through validation with TVET providers and stakeholders

The deliverables of these activities are:

- 10 programmes with model-technical contents of 100 to 150 e-content (VR &AR) hours
- 20-40 Learning modules developed
- 5 Model-technical contents piloted, validated and uploaded to TADREEBAK and delivered.



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.

Approach:

It is crucial that the TVSDC is fully equipped to ensure governance, coordination, guidance and orientation of the TVET sector in Jordan on the adoption of an eLearning and blended training suitable to the needs of providers, students and trainees and the enterprises that create decent jobs.

The ingredients identified by the TAT with the support of international and national NKEs, to achieve this result are:

- a continuous technical assistance on daily operation to the TADREEBAK Unit Team to ensure the services (platform, eContents, LMS and training of utilisers) are provided timely and effectively,
- a daily technical support regards how to use TADREEBAK and its LMS in addition to the e-content production, which is a continuous process,
- the building of a strategic vision and perspectives of the international developments of eLearning and blended training systems.

The latter will be built with a variety of methods including knowledge production (scenarios' analysis and predictive models) and its sharing in country (training and high-level exchanges between key stakeholders) and overseas (study visit and individual fellowship).

In the Inception phase TAT and TVSDC discussed the composition of the group that would include TVSDC and selected members of the TVSD Council. Finland has been possible destinations although the final choice will be made in the second half of 2021.

Breaking the isolation of the Jordanian TVET sector by broadening the vision for a future eLearning and blended training system and acquiring a realistic understanding of what will be needed in terms of time and resources are the needs expressed by the TVSDC.

These activities will allow to expose the TVSDC management and executive staff to international best practices both through short study visits to eLearning and Blended training's centres of excellence in Europe, and participating in face-to-face or online courses offered by reputable international organisation (e.g. ITC-ILO) on subjects like eContents production, e-learning management systems, delivery and training skills, M&E e-learning and mixed training, eLearning design workshops for digital TVET, information and communication technology

By attending to on-line specialising courses on the subject of eLearning the TVSDC TADREEBAK team will increase the knowledge and the skills to effectively attend, design and offer eLearning and blended training.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
179	45	18.5	22	26	67.5

A.19 Supporting the TVSDC team in daily management of the platform and regular assistance, training, coaching and helpdesk for the platform utilisers.



A.20 developing the knowledge of the TVSDC management and the TADREEBAK Team on eLearning and blended training system evolution and future scenarios by exposing them to international best practices via study visits and fellowships

The deliverables of these activities are:

- One Scenario analysis, synthesizing diverse forms of research and experiences for eLearning and blended training systems, articulating, and evaluating alternative future developments, involving TVET stakeholders and providers. that could comprise.
 - Predictive modelling on evolution of digital learning technology, and governance of TVET digitization
 - Quality assurance of eLearning,
 - cost of digital delivery and assessment
 - E-information and guidance for planning vocational pathways
- One training programme for executives of TVET providers and stakeholders on eLearning and blended training system development
- One High level colloquium with senior management of the TVSDC and the institutions represented in the TVSD Council and Ministries and authorities relate to the digitization of TVET
- One study visit for the TVSDC, and
- 5 individual fellowships for short overseas specialising training.



Result 8: The TVSDC raises awareness and systematically promotes the use of TADREEBAK nationwide.

Approach:

BTEL will continue the implementation of Communication and Visibility activities in the wake of the TVASDC C&V Strategy and Action Plan developed and implemented under SESIP TA.

In the course of the Inception Phase the chapter of the Plan concerning the promotion of TADREEBAK has been refocused on the priority of establishing the eLearning and Blended Training system for the TVET in Jordan and on the TVSDC service (platform, eContents, LMS and training) accessible to all, from TVET public and private providers, to TVET stakeholders, students, trainees and individual learners for which TADREEBAK eContents are available in a Lifelong Learning perspective. The TAT and the TVSDC C&V service will jointly work for promoting, outreaching, and disseminating the available services and knowledge opportunities by utilising, and improving streamlining, all the available institutional channels and the variety of tools developed under SESIP TA.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
77.5	50	10	0	0	17.5

A.21 communication and visibility plan including campaign on promoting TVSDC TADREEBAK services with all potential utilisers, and international development partners, through the systematic use of the:

- TVSDC Web site,
- TVSDC Newsletter,
- Institutional communication of the TVSDC,
- TADREEBAK-specific events,
- Targeted presentation to potential users other like TVET providers Social Partners, Sector Skills Councils, national and international projects entailing TVET and skills development components,
- Utilisation of the GIZ C&V tools and channels

The deliverables of these activities are:

- C&V plan elaborated from the TVSDC C&V Strategy and Plan prepared by SESIP TA
- C&V campaign as defined in C&V Plan
- Four issues of a quarterly newsletter, including one entirely dedicated to eLearning and Blended training
- Monthly updates of eLearning section of TVSDC website and weekly updates on TADREEBAK utilisation e data.
- two large Communication events for the Kick-off and the closing of the project.
- press release for each capacity building a training event.
- a short video broadcast on the official Jordanian channels
- the project communication and visibility layout.
- systematic promotion of SITAP BTEL through TL's and KE 2's presentations at donors' events, GIZ TVET cluster, TVET providers' events, After approval of the responsible representative of the TVSDC
- dissemination through TADREEBAK, GIZ, "capacity4dev.eu" web platform, in compliance with the Communication and Visibility Manual for EU External Action.



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., As requested by the representative of the TVSDC

In the activities under Result 9, TAT further support the implementation of the TVET reform by increasing the capacity of the TVSDC to implement selected Pillars of its Action Plan the TVSDC will indicate, and therefore strengthen is role and responsibility of national TVET and skills development agency. It equally assures the opportunity to replicate and improve the experience gained in the frame of the SESIP TA project and upscale the outreach of the TVSDC not only in strict relation with the governance and implementation of the eLearning actions but also to other priorities set in its Action Plan related to the multi-level governance of the TVET and skills development system in Jordan.

Approach:

The activities 22 and 23 will accompany the progressive consolidation of the role and responsibility of the TVSD Commission in the implementation of the TVET reform, strongly supported by the EU with 2 Budget supports and the related complementary TA support since 2011. The TAT, TL and KE 2 on specific items, will assist the TVSDC senior management on the implementation of the TVSDC Action Plan the status of which is detailed at IP.03. The assistance will embrace the finalisation and implementation of the Activities dedicated to eLearning drafted under Pillar 4 and will further expand to the 12 Pillars of the Action Plan upon demand by the TVSDC.

The TVSDC Action Plan was drafted with the support of the SESIP TA through technical assistance and specific training on strategic planning and drafting in the form of the TVSDC middle and senior management retreat.

The SITAP BTEL will ensure the continuity of the EU support to the main players of the TVET multi-level governance system that it has contributed to develop till the present stage.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
89	79	10	0	0	0

A.22 selecting and formulating activities related to governance and implementation of eLearning and blended training, summarised in Pillar 3+4 of the TVSDC Action Plan for implementation by TVSDC or resource mobilisation with national agencies, private sector and international development partners,

A.23 providing policy advise, technical assistance and capacity building on demand, on priorities crosscutting the pillars of the TVSDC Action Plan.

The deliverables of this activity are:

- Activities of TVSDC Pillar 3+4 and other selected priority Pillars formulated for implementation.



8.3 Phase-out Period – Activities

As specified in the TORs and in order to consolidate the objectives of the project and strengthen the capitalization of achievements, the draft of the final activity report must be submitted one month before the end of the implementation.

The administrative, technical, and financial closing phase, beyond the contractual obligations, will guarantee that all elements of sustainability of the project results and outputs and their appropriation by all project beneficiaries. It is a period of transfer of knowledge management, functions, and responsibilities of the Technical Assistance to TVSDC.

The handing over of the project results, knowledge, and tools, will coincide with the phase of final reporting. The Quality checks produced under the specific results will be consolidated as part of the exit strategy of the project. The TL will be responsible for the implementation of this activity.

Working days planned:

Total WDs	KE1 / TL	KE2	Int. NKEs	Nat. Senior NKEs	Junior NKEs
20	20	0	0	0	0

A.24 Handing over of all responsibilities to TVSDC including:

- maintenance plans of activities are in place.
- relevant skills are actively transferred. ^[L]_[SEP]
- recurrent cost requirements are secured

The deliverables of these activities are:

- Handing over report including Quality check and maintenance plans of the tools
- Final Report






9. REVIEW OF ASSUMPTIONS AND RISKS

The feasibility of BTEL to achieve of the expected results depends on internal factors, e that are under the control of the Consultant, but also on a number of external factors at strategic, operation and functional level, whose influence must be anticipated in order to minimise the risks during the implementation phase.

Awareness of external factors, their nature, and the conditions under which they might occur, even if they are not under the control of the Project management, is a condition sine qua non for controlling the risks associated with them. BTEL will pay the utmost attention to mitigate and reduce the risks that may threaten the success of the project

The following tables outline the assumptions and risks that may affect the achievement of the project results and the project purposes. the TOR correctly identified the main assumptions and risks and in the Technical offer GIZ added a further assumption related to "Good and shared understanding of the project's purpose by all stakeholders, "staff turnover" and "administrative delays" that, according to GIZ experience, frequently negatively affect public organisations.

As a result of the Inception Phase, two new risks are identified and captured in the two first boxes of the Risk Matrix.




Risk		Mitigation, escalation chart
A delay in implementation of the TA in general and in the content production in particular occurs, in case of time discrepancy between TA and equipment procurement;	 Medium	<ul style="list-style-type: none"> As the TA project's effectiveness will directly depend on the availability of the equipment to achieve the results specified under Purposes 1 and 2. SITAP BTEL will prepare the technical specification of the equipment during the Inception Phase After the approval of the IE the first project activity will consist of the preparation of the TOR for the EUD to immediately launch the process for the procurement of the equipment. While the procurement process will be finalised, the project will concentrate the activities on the support to the TVSDC LMS of TADREEBAK. Reschedule the activities (increase of costs).
Resources available by the EU for the procurement of equipment do not allow to equip the TVSDC eLab in accordance with the specifications provided by the TAT and implement activities as planned.	 Medium	<ul style="list-style-type: none"> Results, outcome, outputs, and activities are redesigned accordingly TVSDC and EUD and TAT promote synergies with other donors to provide additional resources to ensure the procurement of the equipment
The utilisation of blended learning and TADREEBAK is	 Medium	<ul style="list-style-type: none"> Reschedule the activities Provide TA to the TVSDC on the finalisation of the regulatory framework Organise awareness sessions with the TVET institutions on how to



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"



limited by a delayed approval of the regulatory framework for accreditation and licensing of blended learning;		<p>properly apply for access to TADREEBAK</p> <ul style="list-style-type: none"> Deliver capacity building, individual guidance, and orientation on the establishment of the LMS at TVET institutions level. Involve school principals, supervisors, and teachers in the capacity building activities
The implementation of all pillars of TVSDC AP results fragmented and not balanced;	 <p>Medium</p>	<ul style="list-style-type: none"> Provide capacity building on strategic and productive management Support TVSDC in adopting productivity management tools Establish and maintain a regular dialogue with the TVSDC management Support policy dialogue between TVSDC, TVET Institutions, stakeholders, and donors' community.
The TVSDCs delays the assignment of full-time staff for its LMS;	 <p>Medium</p>	<ul style="list-style-type: none"> The project support in implementation till staffing is complete Full handing over of LMS to the TVSDC team by month 15
COVID-19 will affect the implementation of the project.	 <p>Medium</p>	<ul style="list-style-type: none"> Shift from LMS training blending face-to-face with distance learning to full on-distance modules.

At the end of the inception phase, the BETL project, conducted a workshop involving the TVSDC management and the TADREEBAK Unit Staff, on BTET implementation. The assumptions on which the achievement of the results and the purpose of the project were built and the risks that could undermine the implementation were discussed and mitigation measures identified.

10. UPDATED INDICATORS

The set of indicators as defined in the TOR and included in the technical proposal have been fine-tuned during the Inception Phase and completed with a better definition of the milestones to measure the mitigating impact on the disadvantaged situation of the TVET students.

The number of workstations for the production of AR/VR contents is decreased from 21 to 16, i.e., minus 25% as a result of the agreement reached by TVSDC, MOPIC and EU about the budget available for the procurement of the AR/VR equipment indicated at slightly less than Euros 300,000. This reduction is reflected under Indicators 2 and 3 in terms of number of hours of eContents to be developed.

Moreover, TADREEBAK platform that was moved from the previous service provider to the NITC was off-line due to maintenance, for the duration of the Inception phase and, consequently, the foreseen activities of uploading existing eContents as well as training on the use of the platform for the newly appointed staff of the TVSDC TADREEBAK unit and TVET stakeholder had to be postponed. Nevertheless, the targets of indicators 7 and 8 are maintained.

The reduction of the number of working stations will have no impact on the experts' working days for the time required for the preparation of eContents and programmes (from story boards to the preparation of programme and training of stakeholders) is not varying according to the equipment.



**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



Description of the indicator	Activity	Quantity
1. Establishment of short-term milestones with real mitigating impact on TVET students.	A 19 A 20 A 21 A 22 A 23	30 executive staff of TVSDC TVET providers and stakeholders and designation by the TVSD Council 5 individual fellowships for overseas training Pillar 4 reformulated and finalised 5 Pillars of Action Plan finalised with detailed activities, outputs and costs 1 Handing over report
2. Number of e-Learning contents and programmes developed	A7 A8 A10 A16 A17	50 hours = 500 classroom hours e-content (VR&AR) produced and integrated in TADREEBAK for TVET student, trainers and supervisors, from original target of 75 hours=700 classroom hours e-content (VR&AR) equivalent to 25% reduction
3. Number of professionals from SSCs involved in the development of e-programmes and their assessment related to the specific technical subject of the sectors;	A7 A8 A10 A14 A15 A16 A17	50 to 75 representing sectors such as Chemical, Tourism, and Agriculture, from original target of 75 to 100, equivalent to 25% reduction
4. Number of licensed TVET providers that will use TADREEBAK for on-line courses per year.	A14 A15	100
5. Number of programmes/courses delivered by licensed TVT providers using TADREEBAK.	A7 A8 A10 A14 A15 A16 A17	300
6. Number of regular concurrent users of TADREEBAK life streaming offer.	A7 A8 A10 A14 A15 A16 A17	5000
7. Number of staff from training provider trained to become the LMS of their institutions per year.	A14 A15	100
8. Number of trainers and teachers trained on e-learning methodology per year.	A14 A15	100



**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



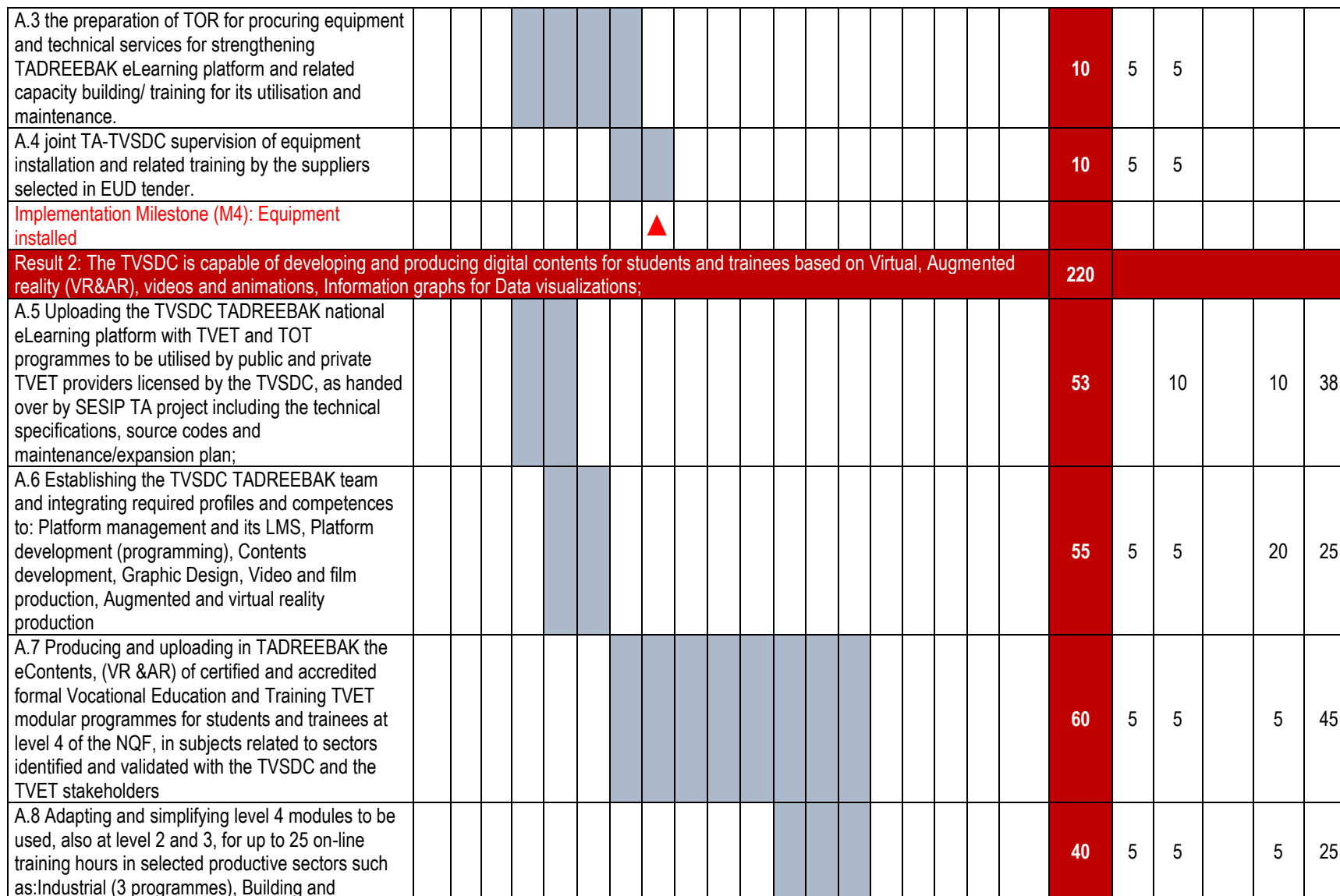
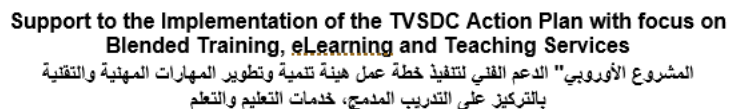
Description of the indicator	Activity	Quantity
9. Number of Principals and Supervisors of training institutions, Social partners for TVET and stakeholders sensitized on the potential, tools and technology of eLearning and blended training through C&V campaigns.	A14 A15	100

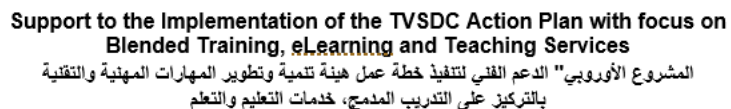
As detailed in the section dedicated to M&E, BTEL will assure a regular collection of required information to add more criteria for disaggregation, to document the specificities of the project implementation.



11. REVISED TIMETABLE

Activities	Year 1												Year 2								Total days	Working days							
	Planning period March December 2021												Planning period January September 2022									KE 1	KE 2	S Int NKE	S Na NKE	J Na NKE			
Progressive months	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S										
Inception Phase																				80									
IP.01 Assessing the needs of the relevant project stakeholders																				80	41	39							
IP.02 Set up project office, facilities and secure support staff																													
IP.03 Set up the TVSDC team and the SITAP BTEL PSC																													
IP.04 Establish Reporting and Monitoring tools																													
IP.05 Inception Report drafted, submitted, approved																													
Planning Milestone (M1): Inception Report																													
Implementation Phase																													
Implementation Milestone (M2): Progress Report 1																													
Implementation Milestone (M3): Progress Report 2																													
Result 1: The TVSDC plays an effective and proactive role in building TVET providers' capacity, engagement and overall coherence to implement e-Learning and blended training in the TVET sector in Jordan in the short medium and longer-term time frame;																				40									
A.1 verification of the availability of TVSDC resources and quantification for allotment in the TVSDC annual budget to meet the costs of hosting of the cloud-based servers of TADREEBAK																				10	5	5							
A.2 Identification of equipment for the e-lab comprising facilities for Studio /room for editing and narrations, cameras- audio and editing stations, PCs with software for graphic design and animations, PC lab with required software for graphic design and info graphs and A&VR, e-contents, and concept layout of the eRoom-lab																				10	5	5							



[illegible]

61



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 وتنطوير المهارات المهنية والتقنية
بالتركيز على التدريب المدمج، خدمات التعليم والتعلم



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.																	89					
A.22 selecting and formulating activities related to governance and implementation of eLearning and blended training, summarised in Pillar 4 of the TVSDC Action Plan for implementation by TVSDC or resource mobilisation with national agencies, private sector and international development partners;																	40	30	10			
A.23 providing policy advise, technical assistance and capacity building on demand, on priorities crosscutting the pillars of the TVSDC Action Plan.																	49	49				
Phase out																	20					
A.24 Handing over of all responsibilities to TVSDC including: maintenance plans of activities in place; relevant skills are actively transferred; recurrent cost requirements are secured																	20	20				
Phase-out Milestone (M7): Final Report																						



12. REVISED LOGICAL FRAMEWORK MATRIX

	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
Impact or Objective (Overall objective)	Improve 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.	<ul style="list-style-type: none"> Increase of overall eLearning and blended training offer by public and private TVET providers and YVET stakeholders 	assessed in the Inception phase	defined in the Inception phase	0	<ul style="list-style-type: none"> TVSD M&E System. Reports of the TVSD Council deliberations annual report of the TVSD Commission and reports of main TVET stakeholders. Inception Report 	<ul style="list-style-type: none"> Continuity of TVET reform implementation along the priority of National HRD Strategy 2016-2025, Law 9/2019 and related By-Laws with focus on definition and implementation of the eLearning and blended training system in Jordan.



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



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
Outcome or Purpose 1 (Specific objective) (Specific objective)	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.	<ul style="list-style-type: none"> • concept, framework of operations and the regulations of an e-Learning and blended training system. • Specifications and TOR for procurement of equipment and tools for the TVSDC 	0	<ul style="list-style-type: none"> • TVET eLearning and blended training system in place • TVSDC eRoom equipped and fully operational 		<ul style="list-style-type: none"> • MOM TAT TVSDC meeting • TVSDC Annual report. • TA Project Inception, Progress and final Reports 	<ul style="list-style-type: none"> • Regulations for accreditation and licensing of blended learning timely approved and observed. • TVSDC eRoom (AR/VR, software and hardware) Equipment procurement process by the EUD finalised at the early stage to allow implementation of the TA. • Office space for TAT made available at beginning of inception phase
Outcome or Purpose 2 (Specific objective)	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.	<ul style="list-style-type: none"> • TVSDC Learning Management System (LMS) Team established 	<ul style="list-style-type: none"> • LMS Team 2 staff 	LMS Team 7 staff		<ul style="list-style-type: none"> • TVSDC Annual report • TVSDC yearly allotment approved by TVSD Council • TA Project Inception, Progress and final Reports 	<ul style="list-style-type: none"> • Budget resources for hosting and maintaining TADREEBAK available in budgets 2021 and 2022 • Staff for the establishment of implementation of the TVSDC LMS available from March 2021.



**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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
Outcome or Purpose 3 (Specific objective)	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.	<ul style="list-style-type: none"> Short-term milestones with real mitigating impact on TVET students. 	<ul style="list-style-type: none"> 3 pillars of TVSDC Action Plan ready for implementation 4 TVSDC By-Laws finalised 	<ul style="list-style-type: none"> Pillar 4, eLearning and Blended training under implementation and 11 TVSDC Action Plan detailed ready for implementation 6 TVSDC By-Laws finalised 		<ul style="list-style-type: none"> TVSDC yearly allotment approved by TVSD Council TVSDC Annual report. TA Project Inception, Progress and final Reports Jordan Official Gazette. 	<ul style="list-style-type: none"> TVSDC commitment respected and budget resources for the implementation of the TVSDC AP in line with the HRD strategy 2016-2025 available according to GOJ plans. The implementation of all pillars of TVSDC AP results is consistent, balanced and not fragmented.

	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
Outputs or Results	Result 1: The TVSDC plays an effective and proactive role in building TVET providers' capacity, engagement and overall coherence to implement e-Learning and blended training in the TVET sector in Jordan in the short medium and longer-term time frame;	<ul style="list-style-type: none"> Allotment for TADREEBAK hosting, licences and maintenance of software and hardware in TVSDC yearly budget. List of eRoom equipment and tools and related technical specifications. Concept design of TVSDC eRoom layout. TOR for the EUD procurement process. 	0	<ul style="list-style-type: none"> Regular allotment in TVSDC budget 2020-1-2 TVSDC eRoom's equipment and tools installed and functioning 5 TVSDC TADREEBAK team trained and operational. 		<ul style="list-style-type: none"> TVSDC yearly allotment Report on installation of equipment and training of TVSDC staff 	<ul style="list-style-type: none"> TVSDC eRoom (AR/VR, software and hardware) Equipment procured by the EUD, installed. TVSDC makes available timely the agreed staff for the TADREEBAK team.



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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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;	<ul style="list-style-type: none"> • Number of e-Learning (VR and AR) contents and programmes for productive sectors developed and integrated in TADREBAK; • Number of professionals from TVET providers, stakeholders like SSC and social partners involved in the development of e-programmes and their assessment related to the specific technical subject of the sectors; 	<ul style="list-style-type: none"> • Up to 100 hours of produced e contents 	<p>20 to-40 learning module which are the equivalent of 600 class room and workshop regular training hours);</p> <p>10 programmes with model-technical contents of 100 to 150 e-content (VR &AR) hours</p> <p>20-40 developed Learning modules</p> <p>5 Model-technical contents piloted, validated, uploaded to TADREBAK and delivered.</p>		<ul style="list-style-type: none"> • TA Project Inception, Progress and final Reports • TVSDC M&E system 	<ul style="list-style-type: none"> • Timely availability of TVSDC TADREBAK Team. • Timely mobilisation of short-term expertise. • Availability of eRoom and equipment for eContents development.



**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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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);	<ul style="list-style-type: none"> • Number of TOT programmes validated and uploaded to TADREEBAK and delivered • Number of trainers and teachers, trained on e-learning methodology per year; • Number of professionals from SSCs involved in the development of e-programmes and their assessment related to the specific technical subject of the sectors; • Number of students accessing eContents offered by TADREEBAK. 	<ul style="list-style-type: none"> • 2 validated and uploaded programmes 	<p>200 trainers and teachers, and principals trained on the content to be produced</p> <p>eContents for training of Trainers of 30 hours covering 2 accredited TOT programmes, 15 new ones School Principals and Supervisors developed</p> <p>3 TOT programs. for a total of 45 hours piloted, validated and uploaded to TADREEBAK and delivered</p>		<ul style="list-style-type: none"> • TA Project Inception, Progress and final Reports • TVSDC M&E system • TADREEBAK feedback reports 	<ul style="list-style-type: none"> • Full-availability of TVSDC TADREEBAK Team. • Timely mobilisation of short-term expertise. • Availability of eRoom and equipment for eContents development.
	Result 4: The TVSDC adopts regulations for recognition of blended learning in Jordan	<ul style="list-style-type: none"> • Regulations for recognition of blended learning in Jordan • Number of licensed TVET providers that will use TADREEBAK for on-line courses per year; 	<ul style="list-style-type: none"> • 1 draft • 150 licensed providers 	3 Regulations 250 licensed providers		<ul style="list-style-type: none"> • TA Project Inception, Progress and final Reports • TVSDC M&E system 	<ul style="list-style-type: none"> • Legislation is drafted with the participation of TVET stakeholders and rapidly approved and in place by May 2021.



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 وتنطوير المهارات المهنية والتقنية بالتركيز على التدريب المدمج، خدمات التعليم والتعلم"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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	<ul style="list-style-type: none"> • Number of TVSDC TADREEBAK Team trained on eLearning LMS • Number of training and capacity building events run by the TVSDC TADREEBAK team for TVET providers and stakeholders. • Number of LMS Team established in each licensed utilizer of TADREEBAK. • Number of LMS blended training programmes delivered to training institutions licensed by TVSDC as TADREEBAK user • Number of staff from training providers trained to become the LMS of their institutions per year; 	<ul style="list-style-type: none"> • 4 TVSDC staff trained • 4 teams partially established with 3 professionals 	15 LMS teams with 50 staff trained as LMS team members		<ul style="list-style-type: none"> • TA Project Inception, Progress and final Reports • TVSDC M&E system • TADREEBAK feedback reports 	<ul style="list-style-type: none"> • The TVSDC TADREEBAK team initially coached by the TA and is autonomously engaged in LMS training delivery for TVET utilizers of TADREEBAK. • The trained TVSDC TADREEBAK team is available to offer the help desk service to TVET utilizers of the platform services t



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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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	<ul style="list-style-type: none"> • Number of model-technical contents developed by the TVSDC TADREEBAK team • Number of programmes/courses delivered by licensed TVET providers using TADREEBAK; • Number of students/trainees accessing programmes and courses delivered by licensed TVET providers using TADREEBAK. 	<ul style="list-style-type: none"> • 100 individual students used TADREEBAK unloaded technical courses on /hybrid, solar energy etc) 	<ul style="list-style-type: none"> • 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). • 5000 concurrent users of TADREEBAK life streaming courses 		<ul style="list-style-type: none"> • TA Project Inception, Progress and final Reports TVSDC M&E system 	TVSDC staff reporting to CEO Assistant for Operation



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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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.	<ul style="list-style-type: none"> Number of TVET institutions capable to sustain, manage, monitor, update their eLearning offer through TADREEBAK Number of trainers and teachers trained on eLearning and blended training methodology Number of executives of TVET providers and stakeholders on eLearning and blended training system development Number of TVSDC management and institutions represented in the TVSD Council and Ministries and authorities relate to the digitization of TVET trained in scenarios for TVET digitization. Number of TVSDC staff and selected members of the TVSD Council exposed to international best practices 	<ul style="list-style-type: none"> 200 teachers and trainers trained on how to use TADREEBAK and Storyboard development and content production 0 TVSDC Staff exposed to international eLearning and BT best practices 	<ul style="list-style-type: none"> 100 institutions 300 trainers and teachers 200 professionals representing sectors 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 		<ul style="list-style-type: none"> Capacity Building feedback reports from the line Ministries attendants TA Project Inception, Progress and final Reports TVSDC M&E system 	<ul style="list-style-type: none"> TVSDC leads TVET sector and stakeholders and line ministries on the technology-enhanced environment for the effective support of licensed TVET public and private providers



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



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	Result 8: The TVSDC raises awareness and systematically promotes the use of TADREEBAK nationwide.	<ul style="list-style-type: none"> Number of Principals and Supervisors of training institutions, Social partners for TVET and stakeholders sensitized through C&V campaigns. Number of other potential users sensitised such as Social Partners, Sector Skills Councils, national programmes and international programmes and projects entailing TVET and skills development components, Number of issues of TVSDC Newsletter, number of contacts to the TVSDC Website/ eLearning section Number of Press releases and media coverage. 	<ul style="list-style-type: none"> 500 TVET managers and professionals 0 Newsletter issue 0 monthly updates on TVSD Web site 1 TADREEBAK usage report (SESIP TA) 0 press release No specific project C&V layout 0 presentation No STAP-BTEL page in "capacity4dev.eu" web platform 	<ul style="list-style-type: none"> 2500 managers and professionals of TVET institutions 4 quarterly newsletter issues, 14 Monthly updates of the eLearning in TVSDC website 50 weekly updates of TADREEBAK utilisation e data. two Communication events press release for each capacity building a training event. project communication and visibility layout. 10 presentations at donors' events, GIZ TVET cluster, TVET providers' events, BTEL section in "capacity4dev.eu" web platform 		<ul style="list-style-type: none"> TA Project Inception, Progress and final Reports TVSDC M&E system 	<ul style="list-style-type: none"> TVSDC C&V team is strengthened and consolidated TVSDC donors' coordination and resource mobilisation strategy is implemented.



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"



	Result chain	Indicator	Baseline 12/2020	Target 08/2022	Current value	Source and mean of verification	Assumption
	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.	<ul style="list-style-type: none"> Pillar 4, eLearning and Blended training under implementation and 11 TVSDC Action Plan detailed ready for implementation 6 TVSDC By-Laws finalised 	<ul style="list-style-type: none"> 18 trained on Action Plan drafting 	<ul style="list-style-type: none"> 30 executive staff of TVSDC TVET providers and stakeholders 15 members of the TVSD Council Pillar 4 reformulated and finalised Up to 3 Pillars of Action Plan other than Pillar 4, finalised with detailed activities, outputs and costs 		<ul style="list-style-type: none"> TA Project Inception, Progress and final Reports TVSDC M&E system Handing over report 	<ul style="list-style-type: none"> TVSDC implementation Action plan is consistent with mandate and timing set in relevant strategies. TVSDC integrates junior expertise provided by the project in the core team of TADREBAK and eLearning unit. TVSDC reflects in the yearly budgets 2022 on the cost of the eLearning and blended training service.