

**Technical assistance for the skills for employment and social**

**Inclusion program**

**Final Report on**

**OPOS**

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**Acronyms**

|  |  |
| --- | --- |
| CBET | Competence Based Education and Training |
| CBT | Competency Based Training |
| DACUM | Developing A Curriculum |
| KE | Key Expert |
| LATM | Learning, Assessment and Teaching Material |
| LO | Learning Outcome |
| OHS | Occupational Health and Safety |
| OP | Occupational Profile |
| OS | Occupational Standard |
| QA | Quality Assurance |
| STE | Short Term Expert |
| TVET | Technical Vocational Education and Training |
| TOR | Terms of Reference |
| TVET | Technical Vocational Education and Training |

# Project Description

The project is part of EUR 52 million budget support programme entitled "Skills for Employment and Social Inclusion". This technical assistance project is designed to complement a direct budget support component in a multi-sector set up of employment and technical and vocational education and training (E-TVET) and with a link to social inclusion. This encompasses mandates of four line ministries: Ministry of Education, Ministry of Higher Education and Scientific Research, Ministry of Labour and Ministry of Social Development (and the National Aid Fund). The multi-sector governing mechanism is provided by the E-TVET Council, chaired by the Minister of Labour and co-chaired by the private sector representative.

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

The project purposes are as follows:

* **Purpose 1:** To provide advisory and technical assistance for the line Ministries and their related institutions at the central and the regional levels in the areas of Governance, Capacity building, Quality Assurance, Employability and Labour Market management, Intermediation and Information Systems, Social Inclusion for disadvantaged groups, Monitoring and Evaluation of the E-TVET strategy and sector action plans including from the HRD Strategy 2016-2025.
* **Purpose 2:** To provide technical assistance, advisory and trainings for strengthening Social dialogue, concrete involvement and partnership of Social Partners in the E-TVET Sector. This may lead to develop a clear role, responsibilities and engagement based on a framework regulation and partnership by exploring new approaches and Public Private Partnership (PPP) modalities and opportunities in the E-TVET sector.
* **Purpose 3:** To provide technical assistance and capacity building to the government in design and implementation of communication campaigns related to the E-TVET reform and the Communication & Visibility action plan adopted by the GoJ, and to ensure a communication and visibility strategy for the whole EU programme including the direct budget support and the complementary support projects and grants.

The project components are:

**Component 1:** Governance and Performance Management

**Component 2:** Curricula Development and Training of Trainers (ToT)

**Component 3:** Quality Assurance and Accreditation

**Component 4:** Inclusive access to E-TVET services and Labour Market Information Systems

**Component 5:** Involving Business Associations and Civil Society in the reform

**Component 6:** Communication and Visibility

To this end, the project has established and will support four inter-ministerial Working Groups, comprised of representatives of the Beneficiary, employer’s organisations, training institute representatives, social partners and other stakeholders involved in the E-TVET sector to work with all project experts in implementing activities.

The project is being implemented by GiZ (Germany) as the lead contractor for a consortium which includes Mott MacDonald (UK) and Dajani Consulting (Jordan). It is a service contract to provide Technical Assistance (TA) to national stakeholders in the E-TVET system.

Since 2013, with technical assistance of an EU financed E-TVET project, Jordanian Technical and Vocational Qualification Framework (TVQF) was piloted. TVQF draft policy documents were published and since then a number of qualifications1 have been registered for Levels 1, 2 and 3 in four economic sectors, by the Centre of Accreditation and Quality Assurance (CAQA).

Through the Budget Support to the ETVET sector by the European Union since 2016, the line Ministries of Education, Higher Education and Labour expressed the need to expand the scope and implementation of TVQF into the higher education sector (in the context of implementing a National Qualification Framework in the country). This necessitates expansion of an employment driven TVET through the quality assurance of qualifications through the development of Occupational Standards and validation of these qualifications into the vocational secondary education and higher education in collaboration with the TVET Department of Ministry of Education, Al Balqa Applied University (BAU) and Quality Assurance Commission for Higher Education Institutions (AQACHEI), formerly called Higher Education Accreditation Commission (HEAC).

# Contract conditions and deliverables

IN support of the objectives of the project, a contract was agreed and signed between GIZ GmbH and Indeson GmbH. The contract covered activities which contributed to the following elements of the overall project:

**Activity 1.3.4** Assist all existing and newly established Independent Sector Committees/Bodies to elaborate the development of Educational/Training programme curricula through the establishment of Occupational Standards.

**Activity 1.3.5** Assist the existing/new independent sector committees/bodies and the relevant Institutions to review, adapt and design the educational programme curricula and the professional occupational standards.

**Activity 1.3.6** Assist CAQA3 (regulatory bodies) to elaborate qualification assessment criteria and test items to certify qualifications of learners and people with prior learning (non-formal and in-formal).

More specifically the activities listed below are mentioned in the terms of reference:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Description of Activity** | **No. of Days** |
| 1.3.4 | Conduct a systematic review of the qualifications registered by CAQA and AQACHEI (with reference to table 1)- OS development processes, private sector/industry involvement, and structure and validation of qualifications  (Jointly with CAQA/AQACHEI and SSCs through consultative meetings and a 1-day review workshop with C3 WG members) | 5 Days |
| 1.3.4 and 1.3.5 | Based on the review, develop an easy-to-use Standard Operating Procedures (SOP)/Guidelines for the development of OS (tools such as Functional Analysis/DACUM) and Validation of Qualifications | 8 days (3 of which home based) |
| 1.3.5 | Pilot the SOP/guidelines through training of a group of 30 experts as Competent Trainers (through workshops and by facilitating the development of at least 3 National Occupational Standards for select occupations from priority sectors)  (Participants will be selected by the Directorate of ETVET Council and will include at least 15 members from SSCs) | 7 days  (2 days of home based assignment for the workshop preparations/presentations/handouts) |
| 1.3.4 and 1.3.5 | Facilitate one, 2-day training on Development and Validation of Qualifications for the AQACHEI/BAU team of experts (25 participants in total) | 3 days  (1 day home based for workshop preparations) |
| 1.3.4 and 1.3.5 | Facilitate a 2-day training of 30 experts (including CAQA/VTC/Private TPs/SSCs) on validation of Occupational Standards (by facilitating validation of at least 3 qualifications) | 6 days |
| 1.3.4 and 1.3.5 | De-briefing and reporting | 1 day |
| 1.3.6 | Review the current practices and procedures on the assessment (testing) practices, through available documentation and stakeholder meetings, including the existing Competence-based Assessment and Verification (CAV) practices/procedures in the E-TVET/ HE sector in Jordan (EU Budget Sector Indicators 2 and 6 on the number of qualifications validated and number of persons benefitting RPL respectively)  This will be carried out with SSCs, CAQA/AQACHEI, BAU and at least 3 private sector Training providers at Levels 4-5) through consultative meetings and a 1-day review workshop with C3 WG members | 6 days |
| 1.3.6 | Resulting from the review/stakeholder analysis, develop a working paper in order to establish a comprehensive CAV for the E-TVET sector in Jordan (Levels 4 and 5) | 7 days  (3 days home based for drafting/review) |

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| **Activity** | **Description of Activity** | **No. of Days** |
| 1.3.6 | Develop, in consultation and training workshops for C3 WG and other stakeholders, national standards and criteria for competence assessment, verification (both internal and external) including how to integrate Recognition of Prior Learning (RPL) into the national assessment system | 6 days  (1 day, home based - workshop preparations) |
| 1.3.6 | Effectively organise/conduct two specialised training on CAV for at least 25 participants each (one workshop for the HE Sector coordinated jointly with AQACHEI and BAU, and another workshop on CAV for MoE secondary schools and VTC jointly facilitated with CAQA  (Participants will be nominated by the Directorate of ETVET Council) | 10 days  (3 days of home based - workshop preparations/presentations/handouts) |
| 1.3.6 | Pilot, through on-the-job training of the trained Assessors (20-25 experts) from the HE Sector, CAV for at least 2 selected occupations (for e.g., Construction sector; Hospitality; Diploma in Electrical Applications among others) | 5 days |
| 1.3.6 | Develop a road map for the implementation of the competence assessment, verification and certification in the E-TVET sector in Jordan (3-year implementation plan)  This implementation plan can be discussed and validated by C3 WG in a half-day session) | 4 days |
| 1.3.6 | De-briefing and reporting (in the given format). | 2 days  (1 day home based) |

**Expected Results/Deliverables**

The following deliverables are specifically mentioned in the TOR:

**Occupational Standards and Validation of Qualifications**

1. A report on the Situation Analysis (review) on development/validation of OS and Qualifications
2. An easy-to-use guide on “Standard Operating Procedures for the Development of Occupational Standards and Validation of Qualifications” for the Sector Skills Councils (SSCs)
3. At least 4 training workshops (as stated in the table above for at least 60 stakeholders) for the select experts from SSCs, CAQA/AQACHEI, VTC, Al- Balqa Applied University (BAU) and TVET Department/MoE on methodology, coordination and implementation of OS development and validation of qualifications
4. At least 3 OS developed as part of training of SSC/CAQA/AQACHEI/Al-Balqa/VTC and MoE
5. At least 3 OS validated (as part of training) organised by CAQA/AQACHEI
6. Appropriate workshop programme materials/presentations (inputs for capacity development).
7. Technical report (electronic and hard copies).

**Competence Assessment and Verification**

1. At least 4 training workshops for beneficiaries/stakeholders (total of at least 50 participants) in order to develop and pilot national standards on Competence Assessment and Certification (CAV)
2. Stakeholder endorsed national standards/guidelines on Competence Assessment, Verification
3. Implementing procedures/guidelines on Competency Assessment, Verification and Certification
4. Training Module (integrating the procedures/guidelines on point (3) above, and at least 25 experts trained and competent to implement CAV through piloting 2 occupations (to be selected in consultation with AQACHEI/BAU)
5. A roadmap/implementation plan for the phased-out implementation of CAV in Jordan (3-year implementation plan)
6. Appropriate workshop programme materials/presentations (inputs for capacity development)
7. Technical reports (in the given format).

The above activities and deliverables were to be delivered within the 70 days allocated (15 of which were home based) over 5 missions to Amman, Jordan between February and 8th November 2019,

# Introduction

The ToR (Terms of Reference) for the project mention, that a comprehensive end of mission’s report should be submitted to KE3 for revision and approval following the structure:

* Scope and objectives of the mission
* Approach adopted for conducting the mission
* List of outputs produced during the mission (including meetings and people met)
* Description of the outputs produced during the mission
* Problems and challenges encountered during the mission
* Recommendations for the follow-up of the mission
* Recommendations for the improvement of project implementation

This report will be structured along the guidelines above.

# Executive Summary

Below follows a summary of the activities and achievements during the course of the contract which ran between February and November 2019 over a period of 70 working days which included 15 home based days and 55 in country days.

The contract was split into two main areas:

* Development and capacity building on the development and validation of a minimum of 3 occupational profiles (OP) and standards (OS) in multiple sectors.
* Support and development of processes and procedures for continuous assessment and validation (CAV).

In the first area a total of 8 occupational profiles and standards were developed during 4 interactive workshops with experts from Industry as follows:

1. Shipping Supervisor
2. Waiter
3. Maitre ‘D
4. Fast Food Server
5. Kitchen Hand
6. Production Supervisor
7. Chemical Plant Operator
8. Quality Assurer

Of these occupational profiles and standards only Shipping Supervisor, Waiter and Production Supervisor were validated by the relevant Sector Skills Councils (SSC) in the course of SESIP activities.

This still represents an over delivery on the required three in the Terms of Reference. The additional OP and OS were developed in agreement with KE3 as compensation for the fact that one deliverable mentioned in the TOR could not be covered realistically due to internal changes in the TVET structures in Jordan at a National level.

In area two, the following flow charts, processes and procedures were developed and validated by Working Group 3 members and other stakeholders:

1. Procedure for OP/OS development
2. Procedure for learning, teaching and assessment materials development including recognition of prior learning and validation of learning interventions.

In addition to the development of procedures, 12 capacity development workshops were held with members from the various SSC’s, stakeholders and members of Working Group 3 in the process of OPOS development, Learning Materials development, assessment, validation and quality assurance of TVET.

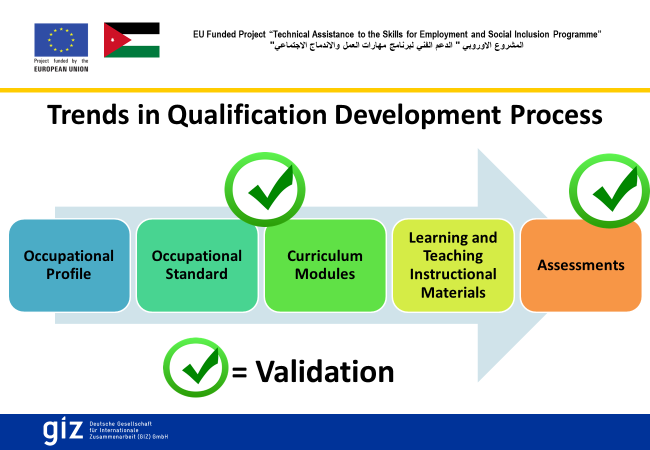
National capacity built over the course of these workshops should ensure a skill base which can continue the development process in the future with less international guidance and interaction ensuring local relevant content is implemented.

# Scope and objectives of the contract

# Approach adopted for conducting the mission

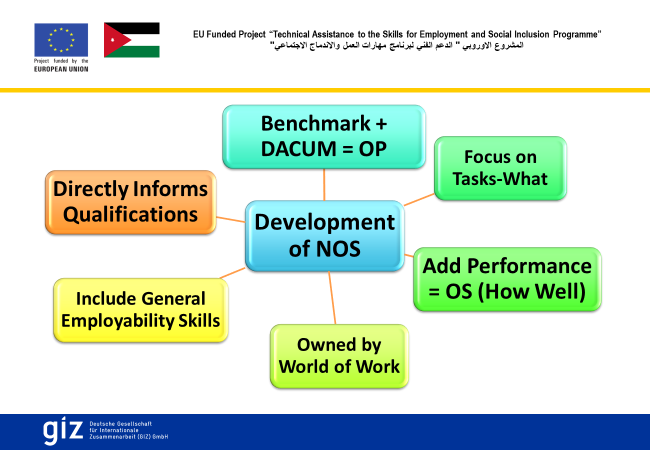
The overall approach to vocational education in Jordan is a competency-based approach to learning, teaching and assessment. Given this fact, the approach to project activities followed this methodology in order to be aligned with the national norm. DACUM is accepted as the accepted method of developing occupational profiles and standards which are then used to form the basis for programme and qualification development.

The diagram below shows the normal process followed to develop qualifications:



Given that since the acceptance of the DACUM methodology more than 40 years ago, many profiles and standards have been developed worldwide, benchmarking of existing literature for standard and qualification development is fast becoming a world-wide norm.

As such this methodology was applied to the development of occupational profiles, standards and also formed the base for proposed CAV activities under the project.

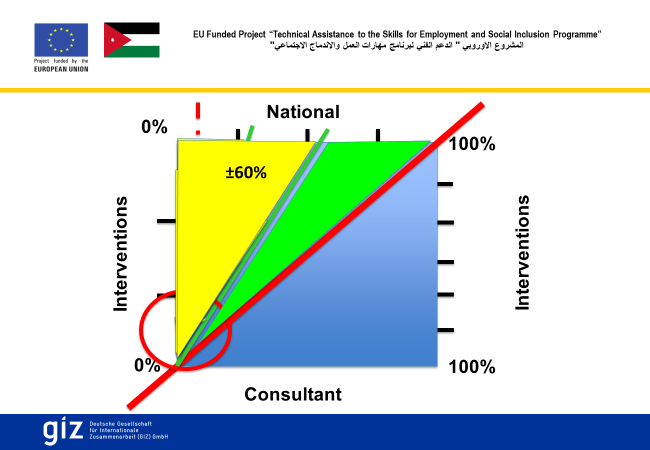


Participants from the World of Work (WoW) were integral to the development of all occupation related documentation to ensure ownership and relevance to the industry.

The following table below outlines the specific approach adopted for each of the deliverables required:

|  |  |  |
| --- | --- | --- |
| **Activity** | **Deliverable** | **Approach** |
| Conduct a systematic review of the qualifications registered by CAQA and AQACHEI (with reference to table 1)- OS development processes, private sector/industry involvement, and structure and validation of qualifications  (Jointly with CAQA/AQACHEI and SSCs through consultative meetings and a 1-day review workshop with C3 WG members) | A report on the Situation Analysis (review) on development/validation of OS and Qualifications | Desktop review of existing literature provided by Key Expert 3. In agreement with KE3, the mission report serves as the report on the situational analysis. |
| Based on the review, develop an easy-to-use Standard Operating Procedures (SOP)/Guidelines for the development of OS (tools such as Functional Analysis/DACUM) and Validation of Qualifications | An easy-to-use guide on “Standard Operating Procedures for the Development of Occupational Standards and Validation of Qualifications” for the Sector Skills Councils (SSCs) | Development of a flow chart and procedure for the development of competency based, demand driven occupational profiles and standards and their validation. |

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| **Activity** | **Deliverable** | **Approach** |
| Pilot the SOP/guidelines through training of a group of 30 experts as Competent Trainers (through workshops and by facilitating the development of at least 3 National Occupational Standards for select occupations from priority sectors)  (Participants will be selected by the Directorate of ETVET Council and will include at least 15 members from SSCs) | At least 4 training workshops (as stated in the table above for at least 60 stakeholders) for the select experts from SSCs, CAQA/AQACHEI, VTC, Al- Balqa Applied University (BAU) and TVET Department/MoE on methodology, coordination and implementation of OS development and validation of qualifications. | Capacity building of local experts during 4 workshops for the development of occupational profiles and standards for:   * Waiter * Shipping Supervisor * Production Supervisor * Quality Assurer.   An additional 4 occupational profiles and standards were derived from the above 4, taking the total developed to 8.  Skills transfer was ensured by using a co-facilitation approach and allowing capacity building staff to manage groups and activities during workshops. A capacity development model was also developed during this process and is shown on the next page. |



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| **Activity** | **Deliverable** | **Approach** |
| Facilitate one, 2-day training on Development and Validation of Qualifications for the AQACHEI/BAU team of experts (25 participants in total) | At least 3 OS developed as part of training of SSC/CAQA/AQACHEI/Al-Balqa/VTC and MoE | 2 workshops were conducted with SSC’s and representatives of the key stakeholders on the process of developing and validating qualifications including occupational profiles, standards, curriculum module descriptors and learning, teaching and assessment materials. |
| Facilitate a 2-day training of 30 experts (including CAQA/VTC/Private TPs/SSCs) on validation of Occupational Standards (by facilitating validation of at least 3 qualifications) | At least 3 OS validated (as part of training) organised by CAQA/AQACHEI  Appropriate workshop programme materials/presentations (inputs for capacity development). | In agreement with KE3, validation of qualifications was replaced with validation of occupational profiles and standards. A Total of 8 OS were developed of which 4 were validated by the relevant SSC’s and stakeholders. During this validation process, capacity of local staff was built in the validation process. Participants were actively involved in running group activities and validation activities. |
| De-briefing and reporting | Technical report (electronic and hard copies | Combined into one final report for both key areas. |
| Review the current practices and procedures on the assessment (testing) practices, through available documentation and stakeholder meetings, including the existing Competence-based Assessment and Verification (CAV) practices/procedures in the E-TVET/ HE sector in Jordan (EU Budget Sector Indicators 2 and 6 on the number of qualifications validated and number of persons benefitting RPL respectively)  This will be carried out with SSCs, CAQA/AQACHEI, BAU and at least 3 private sector Training providers at Levels 4-5) through consultative meetings and a 1-day review workshop with C3 WG members | At least 4 training workshops for beneficiaries/ stakeholders (total of at least 50 participants) in order to develop and pilot national standards on Competence Assessment and Certification (CAV) | Current practices and procedures were reviewed by means of desktop review and a series of consultative meetings held with various stakeholders including SSC’s, CAQA, AQACHEI, BAU and private sector training providers.  A workshop was held with WG3 members to discuss existing CAV procedures and practices. |

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| **Activity** | **Deliverable** | **Approach** |
| Resulting from the review/stakeholder analysis, develop a working paper in order to establish a comprehensive CAV for the E-TVET sector in Jordan (Levels 4 and 5) | Stakeholder endorsed national standards/guidelines on Competence Assessment, Verification | Flow charts and procedures for CAV were then developed for the implementation of competency based assessment and certification during workshops held with all stakeholders. Flow charts and procedures were validated during a 1 day workshop with the relevant stakeholders. |
| Develop, in consultation and training workshops for C3 WG and other stakeholders, national standards and criteria for competence assessment, verification (both internal and external) including how to integrate Recognition of Prior Learning (RPL) into the national assessment system | Implementing procedures/guidelines on Competency Assessment, Verification and Certification | Flow charts and procedures for moderation and verification were developed in consultation with relevant stakeholders. |
| Effectively organise/conduct two specialised training on CAV for at least 25 participants each (one workshop for the HE Sector coordinated jointly with AQACHEI and BAU, and another workshop on CAV for MoE secondary schools and VTC jointly facilitated with CAQA  (Participants will be nominated by the Directorate of ETVET Council) | Training Module (integrating the procedures/guidelines on point (3) above, and at least 25 experts trained and competent to implement CAV through piloting 2 occupations (to be selected in consultation with AQACHEI/BAU) | A 3 day and 2 day capacity development workshop held in the process of developing and implementing competency based learning interventions with stakeholders from CAQA, AQACHEI, VTC, MoE, BAU and other participants nominated by ETVET Council. |
| Pilot, through on-the-job training of the trained Assessors (20-25 experts) from the HE Sector, CAV for at least 2 selected occupations (for e.g., Construction sector; Hospitality; Diploma in Electrical Applications among others) | Appropriate workshop programme materials/presentations (inputs for capacity development) | As on-the-job training was not possible, simulated environment training was conducted as part of the capacity development in the previous activity. A generic example of TVET quality assurer was developed by participants and used for this purpose. |

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| **Activity** | **Deliverable** | **Approach** |
| Develop a road map for the implementation of the competence assessment, verification and certification in the E-TVET sector in Jordan (3-year implementation plan)  This implementation plan can be discussed and validated by C3 WG in a half-day session) | A roadmap/ implementation plan for the phased-out implementation of CAV in Jordan (3-year implementation plan) | Not achieved. In agreement with KE3 and given the changing environment and restructuring within the TVET sector in Jordan, it was agreed that this activity would be premature. A decision was made to rather develop additional occupational profiles and standards for the identified sectors as this would be more meaningful. This is evidenced in the fact that the consultant delivered 8 Occupational Profiles and Standards and not the 3 required by the contract. |
| De-briefing and reporting (in the given format). | Technical reports (in the given format). | Combined report for all activities submitted. |

# List and description of outputs produced during the missions

During the implementation a number of documents were produced and endorsed by the relevant stakeholders. They are listed with a brief description in the table that follows:

|  |  |
| --- | --- |
| **Output** | **Description** |
| * Procedure for the development of occupational standards | Procedure that outlines the process and steps to be followed to develop a demand driven occupational standard |
| * Procedure for the development of learning, teaching and assessment materials | Procedure that outlines the process to be followed to develop learning, teaching and assessment materials based on an occupational profile |
| * Form Xxxx.xxx1 Template for occupational profile | Template for an occupational profile |
| * Form Xxxx.xxx2 Template for OPOS letter of invitation | Template for invitation letter to and OPOS intervention |
| * Form Xxxx.xxx3 Template for attendance register | Template for an attendance register for development and other workshops |
| * Form Xxxx.xxx4 Template for occupational standards | Template for an occupational standard |
| * Form Xxxx.xxx5 Template for course/workshop evaluation | Template for a course or workshop evaluation |
| * Form Xxxx.xxx6 Workshop report template | Template for a workshop report |
| **Output** | **Description** |
| * Form Xxxx.xxx7 Curriculum module template | Template for a curriculum module descriptor |
| * Form Xxxx.xxx8 Action verbs for writing outcomes | List of action verbs that can be used to guide the development of competency statements |
| * Form Xxxx.xxx9 Tool for the evaluation of learning, teaching and assessment materials | Comprehensive tool used for the evaluation of learning, teaching and assessment materials |
| * Form Xxxx.xxx10 Template for learning materials | Template and layout for a learning, teaching and assessment guide |
| * Presentation for OPOS orientation workshop for capacity development group in mission 2 | Slide show from capacity development and orientation workshop held on 21/04/2019 with 18 attendees from SSC, WG3, NET, MOL, BAU, CAQA, JCI, JLA, UNRWA, ETVET Council, MoE and MoL. |
| * Presentation for the development of OPOS | Slide show from the OPOS development workshop held on 22 to 23/04/2019 with 21 participants from SSC, WG3, NET, MOL, BAU, CAQA, JCI, JLA, ILO, UNRWA, ETVET Council, MoE and MoL. |
| * Presentation to the SSCs on qualification development process 28th February 2019 | Slide show for the development of demand driven TVET and CAV procedures held on the 24/04 with 14 participants |
| * Presentation to the ICT SSC | Orientation and capacity building slide show for ICT SSC on the development of CAV and demand driven OPOS and learning interventions |
| * Presentation on best practices for qualification development | Slide show for WG3 Capacity building in OPOS and CAV development |
| * First draft occupational profile for Shipping Supervisor. | Draft occupational profile for a shipping supervisor in Jordan as developed by nominated members from the SSC for Shipping |
| * First draft occupational standard for Shipping Supervisor. | Draft occupational standard for a shipping supervisor in Jordan as developed by nominated members from the SSC for Shipping |
| * Presentation for Occupational Profile development workshop held on 10th June 2019 | Slide show for OP development for Waiter |
| * Presentation for Occupational Standard development workshop held on 11th June 2019 | Slide show for OS development for Waiter |
| * Presentation for Occupational Profile validation 13th June 2019 | Slide show for validation of OPOS for shipping supervisor |
| * Validated occupational profile for Shipping Supervisor | Final validated OPOS for shipping supervisor |

|  |  |
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| **Output** | **Description** |
| * First draft occupational profile and standard for Waiter | First draft OPOS for Waiter |
| * Presentation for Occupational Profile development workshop held on 10th June 2019 | Slide show for capacity building of stakeholders in the process of developing OPOS and CAV |
| * Presentation for Occupational Standard development workshop held on 11th to 12th June 2019 | Slide show for development of OPOS for Maitre D, Waiter, Fast Food Server and Kitchen Hand |
| * Presentation for Occupational Profile validation workshop held on 13th June 2019. | Slide show for validation of OPOS for shipping supervisor. |
| * Action points for Hospitality sector from SSC meeting on 13th June 2019 | Minutes of meeting with SSC for Hospitality sector |
| * First draft occupational profile for Maitre D, Waiter, Fast Food Server and Kitchen Hand | Draft OPOS for 4 hospitality occupations |
| * Presentation for Occupational Profile and Standard development workshop held on 26th to 27th August 2019 | Slide show for the development of OPOS for Production Supervisor |
| * Presentation for Occupational Profile review 4th September 2019 | Slide show for the review of the OPOS procedure and CAV for production supervisor |
| * Presentation for Occupational Profile validation 17th September 2019 | Slide show for the validation of the OPOS for production supervisor |
| * Validated occupational profile for Shipping Supervisor | Validated OPOS |
| * Presentation for the validation of procedures for assessment, moderation and verification | Slide show for the validation of CAV procedures |
| * Flow charts and procedures for assessment, moderation and verification | Approved CAV Procedures and flow charts for implementation |
| * Draft occupational profile and standard for machine operator. | Additional OPOS developed as part of the production supervisor |
| * Presentation for capacity building in the use and application of CAV procedures and the development of OPOS for Quality Assurer | 3 day (28 to 30 October 2019) and 2 day workshop (4 and 5 November 2019) held with 20 stakeholders from CAQA, AQACHEI, VTC, MoE, BAU and other participants nominated by ETVET Council. |

# Problems and challenges encountered and potential solutions

The working culture and environment in Jordan is particularly challenging with participants frequently arriving late for sessions and seldom wanting to stay past lunch time. This shortened period equates to a 4 hour day rather than the typical 8 or 9 hour day which is common is most countries. Coupled with the fact that participants whether private or public sector, are also available in an intermittent manner to attend workshops means that interactions are limited and often require unique approaches to try and overcome time constraints. The danger of this is that the skills transfer is affected and that less skill is ultimately transferred due to time constraints.

Future projects should take this into account when planning activities and allow twice as much time as what would normally be required. Alternatively sessions should be held in more remote locations where the distractions of day to day work and personal lives will have less impact and normal 8 hour days would then be possible aligned with international standards of a full 8 hours per day training.

After-hour activities such as home-based work between workshops also seem to be problematic and are seldom completed by participants. This type of activity should be limited as far as possible as a methodology as it does not seem to fit the work culture.

# Recommendations for possible future activities

Given the capacity building model developed, it is the consultant’s opinion that:

* Further capacity development activities would be of benefit participants particularly given the challenges highlighted in part 6 above.
* Work done in the occupational areas developed to date could be expanded to include full curriculum, learning, teaching and assessment packages which could then be handed over to institutions for implementation.
* This could be coupled with Training of Trainers through capacity building activities in the development and use of such materials.
* Further Occupations in key skills areas could also be developed to strengthen and embed the new procedures and processes developed under the CAV component. These could include sectors such as construction with a view to reskilling refugees and skilling marginalised groups. Other key economic sectors such as Retail, Agriculture and Hospitality could also be developed.
* Further value could be gleaned from further work on the Quality Assurer profile and standard into curriculum, learning, teaching and assessment materials.
* A core group of quality assurers could then be trained and act as the local leads to expand this training to other institutions and regions. The work done on the implementation and self-evaluation of several schools during SESIP provides a group of potential candidates who should be considered for this training.