Impact and Good Practices of Human Capacity Development (HCD) in the Organisational Context

Experiences from two regional projects in the MENA region

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Abbreviations

BMZ Federal Ministry for Economic Cooperation & Development
CBT Computer-Based Training
CoP Communities of Practice
CSR Corporate Social Responsibility
DGVTE Directorate General of Vocational and Technical Education
DED German Development Service
DTEAC Developing Training and E-Learning Alexandria Virtual Centre
EioD Egyptian Institute of Directors
GC21 Global Campus 21
GDVET General Directorate for Vocational Education and Training
HCD Human Capacity Development
HCWW Holding Company for Water and Wastewater
HRCD Human Ressource Development Center
HRD-SC Damascus Chamber of Industry “Human Resources Development”
ICT Information and Communication Technologies
ILO International Labour Organization
ILT International Leadership Training
IPNET Institut Pédagogique National de L’Enseignement Technique
MCV Manufacturing Commercial Vehicles
MENA Middle East & North Africa
MET Modular Employment Oriented Training
MKI Mubarak-Kohl-Initiative
MoE Ministry of Education
MoLSA Ministry of Labour and Social Affairs
NCHRD National Centre for Human Resource Development
OECD Organisation for Economic Co-operation and Development
PVTD Productivity and Vocational Training Department
ToT Training of Trainers
TSS Technical Secondary School
TVET Technical and Vocational Education and Training
UNRWA United Nation Relief and Work Agency
VTC Vocational Training Cooperation
WATZ West Alexandrian Training Zone
WBT Web-Based Training
Human Capacity Development (HCD) Approach

The human factor plays a key role in change processes. In this context, the approach of Human Capacity Development (HCD) is to support and shape both individual learning processes and networking of people. Thus, optimal effects on the organisational and systemic level are assured, as well as independent and effective contribution for integrated Capacity Development within the partner institutions is provided.

To ensure connectivity, better effectiveness and sustainability of HCD in organisational and system contexts, essential HCD services comprise processes:

- to adapt and align individual competence development programmes (self-driven and intercultural didactics, sustainability-related modules, etc.) according to the specific needs of the partner organisations in terms of content, method and didactical setting,
- to improve and support the adaptation of individual competency development to organisational requirements through continuous learning assistance as well as transfer project development,
- to provide advice for the development of an integrated intervention architecture for change processes and organisational learning to make Capacity Development more efficient,
- to support partners in the competency needs assessment and advice for human resource development (including systematisation and advice in the selection of participants), for sustainable embedding of learning and change processes within their organisations,
- to initiate and / or support learning networks and capacity building of training institutions for continuity of inter-organisational learning processes.

Diagram:

- Organisation/System
- Individual competence development
- Continuous learning assistance, transfer project development and support
- Design of individual competence development programmes
- Support of learning networks and advising further education institutions
- Competence needs identification and counseling for human resource development

Capacity Development
Germany, as a learning site and reference system, plays an important role in shaping the HCD approach. The exemplary integration of learning content that is not yet or poorly implemented in their country of origin, can be experienced by specialists and executives as well as teachers and multipliers in a socio-cultural system. Thus knowledge in its function and significance for a specific society can be comprehended to a higher extent, the value of knowledge for the own context can be assessed better and situation-specific solutions can be developed.

Under this framework, practical measures, such as internships and study tours, provide additional positive effects and allow an in-depth understanding of complex subjects. In Germany, professionals and executives gain access to internationally recognized expertise and innovation know-how, for example in the context of vocational training or renewable energies. During their stay in Germany, the participants will gain access to knowledge about and active participation in complex domestic and European transformation and innovation processes. They will also get to know the German trial and error learning culture (e.g. in relation to energy revolution, German unification, EU expansion and deepening). Furthermore, in the context of global challenges the partners are interested to learn together with German stakeholders and subsequently to initiate and shape change processes.

**Specific formats within the HCD approach**

**Presence based competence development programmes**

Presence based further education programmes which build on one another (so called 'sequences') depend on the thematic scope as well as the conditions and needs of the target group. They are offered as short training programmes, medium-term courses and workshops (in Germany, in the home country or in another suitable venue), and long-term programmes with transfer project development as an essential component. Examples include the reformed International Leadership Training (Germany) or regional and national multiplier trainings on-site.

This ensures that:

- Partners test and practice mechanisms, through which new knowledge and skills for change in institutional contexts are permanently implemented ("transfer", "application", "action").

- The effect of participants acting as multipliers in their own organisations and professional networks is permanently established.

- Successful anchoring of the capacity and independence of the learning process are achieved by subject-oriented global peer-to-peer learning and collaborative communities.

- Common, permanent and independent implementation of reforms, innovations, institutional and social change processes for sustainable development is initiated by peers.

Practical qualification is an essential part of the competence development programmes and includes short visits to companies and institutions or long-term placements. Practical skills and related contacts with German companies have a very high priority for the partner organisations.

**Coaching and transfer monitoring**

Problem-oriented assistance to individual participants or small groups in the implementation of change processes is an important element of the HCD approach. This includes advising the participants in how they implement the acquired competences in their institution (transfer monitoring), but it may also give genuine leverage on organisational and system level. As a result, the effects of individual competence development are selectively influenced in the sense of the change process strived by the partner organisation.

**Training-of-trainer programmes**

Training-of-trainer (ToT) programmes are structured as follows

a) Learning activities for trainers build on one another.

b) During and after:

- Structure and design of peer-learning based networks for the exchange of good practices, capacity building and lifelong learning of professional trainers as well as multipliers, are geared towards the strengthening of local capacities.

This ensures that:

- Teaching methods and curricula are permanently oriented to partners’/practical needs.
• Mechanisms will be tested and practiced through which new knowledge and new standards for “learning-spread” can be frequently introduced in the own system (= further training organisation and networks).

• The user friendly design of learning materials and technologies allows an independent further development and individual application through partners and other persons with open source expertise (open licences + operator models).

• Independent and continuous multiplication of knowledge about international and / or development cooperation is rooted in the partner system.

E-Learning and blended learning programmes and services

The e-learning programmes and services focus on individualised teaching and learning methods (e-learning, m-learning, game-based learning, etc.). These include online courses, discussion forums, web conferences and virtual workspaces for professional or trans-disciplinary, regional and international networks. In addition, suitable advisory and consultancy services are provided to partners, giving them support for the implementation of e-learning in their human resources development and other divisions in their institutions. This includes also the development of stand-alone e-learning offers, specifically adapted to institutions’ requirements. Additionally, GIZ operates the Global Campus 21® as a learning and communication platform for international experts, policy makers, partner institutions and projects in the field of international cooperation. In the Global Campus 21® e-Academy, existing training programmes are bundled with modules on cross-cutting issues and sectoral priority areas in modern formats, multilingual and accessible online.

Blended learning combines concepts of electronic learning with face-to-face communication and according to demands it utilises various kinds of presence- (on-site learning) and online training.

This ensures that

• Due to the time- and location-independent orientation of e-learning, geographically dispersed target groups can be addressed in a cost and time saving manner.

• Learning can be easily reconciled with the own professional activity and the acquired knowledge can be directly implemented in the working life.

• Independence of the learning process in peer-to-peer learning and collaborative communities is supported.

• Permanent problem solving with peers who face similar challenges in other areas or sectors, takes place.

• Innovations and implementation knowledge are worldwide permanently available, learnable by third parties and adaptable within knowledge collaborations.

A special feature of the project "Development of regional standards" is that through the development and networking of regional vocational training and education institutions, independent e-learning programmes can be developed continuously and anchored sustainably (Capacity Development for e-learning). Being the initiator of and the key actor within the network TVET-Portal, together with other international actors, GIZ jointly developed standards in accreditation and certification procedures for securing, development and management of quality of e-learning products.

Building local and regional peer-to-peer learning communities (online and on site)

Within the peer-to-peer learning communities, local, regional and / or global knowledge-generating networks of participants, project teams and partners are formed. Peer-to-peer methods allow self-organisation, lead to a permanent learning process and promote sustainable developments as well as open innovations. In connection therewith, standards in network-specific issues are taught together with the necessary knowledge about key factors such as community empowerment, network culture, peer-to-peer-based self-organisation, network effects, transparency and trust, as well as the design of local, regional and global thematic peer-to-peer communities.

This ensures that

• Learning processes in peer-to-peer learning and collaborative communities become independent.

• Permanent problem solving with peers who face similar challenges in other areas or sectors, takes place.

• Innovations and implementation knowledge are worldwide permanently available, learnable by third parties and adaptable within knowledge collaborations.
Supporting the Development of Regional Standards in TVET in Middle and Near East Countries (ID 83067)

Context

Meeting labour market demands for skilled labour in a context of continuous and rapid change and providing a fast growing number of young people with employment opportunities through vocational education, are key challenges TVET institutions in the MENA region are faced with today. Responding to these, there have been regional reform efforts within the vocational education system which, amongst other efforts, have been striving towards a stronger integration and participation of the private sector as well as developing and applying new quality management methods and instruments. The promotion and distribution of Information and Communication Technologies (ICT) has been gaining importance in this context as well.

Objectives of the project

The overall objective of the project is to make a contribution towards improving the quality and labour market orientation of vocational training suppliers by promoting regional cooperation between TVET institutions and representatives of the private sector.

Capacity Development for e-learning is considered an essential element to promote regional and institutional cooperation and facilitate the harmonisation and development of standards in vocational education and training in the region.

The project activities were implemented from January 2008 to June 2013.

Region and target groups

The project focussed on the MENA region and comprised the following countries: Egypt, Jordan, Lebanon, the Palestinian Territories, Syria and Yemen.

Target groups are young people and young adults undergoing initial vocational training, as well adults interested in further training and education in order to meet labour market requirements.

Partner organisations

The following table provides an overview of the main partner institutions.

<table>
<thead>
<tr>
<th>Country</th>
<th>Partner Organisations</th>
</tr>
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<tbody>
<tr>
<td>Egypt</td>
<td>Ministry of Education: „Mubarak-Kohl-Initiative“ (MKI) or „General Directorate for Vocational Education and Training (GD-VET)</td>
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<tr>
<td>Jordan</td>
<td>Ministry of Labour and Social Affairs (MoLSA)</td>
</tr>
<tr>
<td></td>
<td>Union of Investors Associations: “National Centre for Human Resources Development” (NCHRD)</td>
</tr>
<tr>
<td></td>
<td>Vocational Training Corporation (VTC)</td>
</tr>
<tr>
<td>Palestinian territories</td>
<td>Ministry of Labour, „Higher Council on TVET“ and Ministry of Education and Higher Education</td>
</tr>
<tr>
<td>Lebanon</td>
<td>Ministry of Education and Higher Education “Directorate General of Vocational and Technical Education“ (DGVT), Institut Pédagogique National de L’Enseignement Technique (IPNET)</td>
</tr>
<tr>
<td>Syria</td>
<td>Ministry of Industry</td>
</tr>
<tr>
<td></td>
<td>Damascus Chamber of Industry “Human Resources Development” (HRD-SC)</td>
</tr>
<tr>
<td>Yemen</td>
<td>Ministry for Technical Vocational Education and Training (via GTZ projects and a “Vocational Training Institutes bzw. Community Colleges” supported by the DED)</td>
</tr>
<tr>
<td></td>
<td>Chamber of Commerce in Hadramout</td>
</tr>
<tr>
<td></td>
<td>Yemeni Club of HRD</td>
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</tbody>
</table>

The project also closely cooperated with the United Nations Relief and Works Agency (UNRWA) which runs 8 TVET centres in Jordan, Syria, the Palestinian Territories.
and Lebanon and played a significant role in developing cross-national networks.

Close collaboration with the bilateral GIZ projects in Egypt, the Palestinian Territories, Lebanon and Syria as well as the regional vocational education project was an integral part of both projects, ID 83067 and ID 83074 described below.

Intermediary groups for HCD interventions

Based on a multilevel approach the project had the following intermediaries:

- Multipliers from public and private TVET institutions that were intended to contribute to building the capacity of partner institutions with respect to e-learning (hard- and software as well as methodological and didactical aspects).

- Executives and experts from public and private TVET institutions and the public sector. This group was intended to facilitate organisational change processes within the TVET institutions, adjust training and education services to the requirements of the local labour markets and implement quality improvement measures, monitoring and evaluation etc.

- Decision makers at the interface between TVET institutions and political bodies that can influence political decision making and change processes.

Methodology and didactical approach of the project

The methodological and didactical approach of the project is situated at the intersection between the regional reform efforts relevant to the various target countries and the programme approaches of partner organisations, Germany’s development cooperation and international donor organisations. Project measures addressed capacity building needs on various levels within the institutions participating in the project. The key aspects identified were:

- Qualifying trainers and instructors by building subject matter specific knowledge and skills as well as methodological competencies,
- better adjustment of training and education services to labour market requirements,
- developing and safeguarding quality standards

The intervention architecture for human capacity development in this project is based on specific set of different formats and activities. The general characteristics are described in the corresponding section of this publication. The specific setting within the project is illustrated by the figure below and consists of three pillars:

Specific HCD approach of the project

The first component of the approach is a training, comprising different elements:

- Baseline technological and methodological training to provide broad based skills and competences in the field of IT hard- and software, e-learning methodology, web administration and editing enabling participants to become “project managers” for developing e-learning projects.
• Short term specialised training to develop necessary skills and competencies for the implementation of concrete activities and projects. The topics include: moderation of e-learning courses, specific programming languages (PHP, HTML etc), web administration, administration of forums etc.

• Peer learning among the participants as a constant process of exchange between the specialists to solve specific problems and keep updated on the latest developments with regard to technologies and methodology.

• Coaching, initialized by GIZ for the participants of training programmes at their respective working places to introduce and implement their e-learning projects.

A second important component of the approach is an internet portal which has a number of functions in the concept. It provides different tools of communication and a collection of relevant links and documents for experts and interested persons in the field of TVET and e-learning. It has a special emphasis on the interface between TVET and e-learning, to promote TVET and to improve the quality of information about TVET and e-learning.

The idea behind the TVET-Portal was on one side to support the partner institutions in their human resource development and on the other side, to establish a network between the vocational training institutions of the Arab region. Therefore, the employees of the e-learning units were trained in different skills like programming, administrating and moderating, which are essential necessary for the operation of an e-learning portal. Through a stepwise take-over of single roles of the TVET-Portal, the e-learning units got the chance to “grow” into the complex requirements of the operation of an internet portal. Through the active participation in the development of the TVET-Portal, whereby the participants had the chance to directly apply what they learned in their further training. In the medium and long term however the portal goes far beyond of this and services a number of other purposes for both individuals and member organisations.

Benefits for individuals:

• increase of professional skills and knowledge,
• assistance in solving problems in the day-to-day work,
• extension of the social and professional network.

Benefits for organisations:

• using the TVET-Portal as a marketing platform for products and services,
• bundling of offers of products and services from different training providers,
• supporting and promoting e-learning as an innovative instrument in TVET teaching and learning.

On the TVET-Portal people will find a lively community of practice in the fields of Technical and Vocational Education and Training (TVET) and e-learning in Arab countries.

The TVET-Portal is divided into three parts:

In the TVET-Information area, updated information and news about TVET and e-learning are provided.

The TVET-Forum offers different possibilities to share information and experiences with colleagues and experts from Arab countries.

In the area of TVET E-Learning, users have the opportunity to enrol in different internet based e-learning courses both in Arab and English language.

The third component of our capacity building approach is the establishment of a network of e-learning centres.

E-Learning is a relative young discipline in the TVET sector not only in the Arab region but also internationally. Standards are only starting to be developed even though they are important to ensure the effective and efficient application of this instrument. A network of those centres will help to develop and set standards in e-learning which are appropriate for the region.

The development of e-contents is a resource extensive undertaking, cost-effectiveness can in many instances be achieved only when e-learning contents are used for a larger number of trainees. The idea for the network is therefore either to share resources for the development of contents or the share already developed contents among the member centres.
Inputs and achievements

Project interventions reached a total of approximately 375 participants as intermediaries, with 20% women. Specifically, the input of the project was:

- 2 long term training programmes: 35 participants,
- 13 blended learning and short term programmes: 140 participants,
- 3 conferences (including Alumni conference and concluding conference in Berlin, November 2012): 200 participants,
- coaching and assistance (150 person days).

Collaborative setting-up and operation of a joint virtual platform the TVET-Portal with currently:

- 2500 registered users, 13 moderated discussion forums,
- 6 moderated e-learning programmes,
- 12 e-learning courses.

The concrete outputs of the project are illustrated with the case stories at the end of this publication and relate to the following categories:

- Capacity development for e-learning managers: ICT and e-learning management programme.
- Basic and advanced subject matter specific knowledge and skills development related to e-learning: moderation, e-learning methodology and didactics, LMS administration etc.
- Establishing a regional intra-institutional dialogue on relevant TVET topics: e-learning, quality criteria and career guidance in TVET with conferences, workshops, publications and the regional TVET portal with corresponding working groups in e-learning centres in Egypt and Jordan: www.tvet-portal.net
- Strengthening management capacity of TVET institutions: competency development of managers and communities of practice (CoP).
- Establishment of e-learning centres within partner institutions: coaching and technical assistance.

The chart on page 8 illustrates the project by visualising the main project activities from 2008 to 2013:
Supporting the Development of Regional Standards in TVET in Middle and Near East Countries (ID 83067)

Objectives:
- Promoting the cooperation between TVET institutions and the private
- Contribution to the improvement of quality and labour market orientation of TVET providers
- Implementation of E-learning capacities in the region
- Support regional and intra-industrial cooperation to support harmonisation and development of standards in TVET

GIZ and cooperating partner institutions: systematized process guidance and coordination

Long-term qualification ICT & E-Learning Management

Preparation phase in the home countries
Language course
Qualification phase
Practical work placement
Transfer phase in the home countries

Long-term qualification ICT & E-Learning Management

Preparation phase in the home countries
Language course
Qualification phase
Practical work placement
Transfer phase in the home countries

Kick-off/ planning-workshop with the partner institutions PVD, VTC, MI/ GOVET, IPNET to determine the specific needs, sensibilise the managing staff, clarify roles and ownership

Workshop HTML & CSS
Workshop TypoScript
Workshop Online Editing
Workshop Web development
Workshop Forum Administration

Development of E-Learning Units

Coaching

Transfer/ implementation support through on-the-job coaching, via Chat, Skype or on the TVET-Portal

Establishment of the virtual learn- and communication platform TVET-Portal to offer and ensure a continuous networking and to provide subject-related information

Face-to-face Workshop in G. Regional Dialogue

Regional Conference: Challenges of TVET in Arab Countries

Workshop with partner institutions to reflect and dynamise past and further activities

Blended-Learning

Web-based training Quality Management
Face-to-face Workshop in G. Quality Management
Face-to-face Workshop in G. Quality Management

Transfer/ implementation support through on-the-job coaching, via Chat, Skype or on the TVET-Portal

Workshop with partner institutions to reflect and dynamise past and further activities

GIZ project management and implementation

2008

This graphic is merely a simplified visualization of the named project and does not consider all realised project activities.
Capacity Building for Sustainability in VET in Middle and Near East Countries (ID 83074)

The following section gives a brief overview on key information relating to the project:

Context

Protecting the environment, conserving natural resources and safeguarding human health are issues discussed on the global stage. At the time the project was planned, sustainability strategies also increasingly gained significance in the political sphere in the target countries, such as Egypt and others. However, the concrete implementation of processes and actions contributing to sustainability remains a challenge in TVET institutions and the private sector of the region. At the same time, vocational training and education plays a central role in developing and cultivating new competences that meet the requirements of the economy and cater to aspects of environmental sustainability, while also capacitating young people, employees and trainees to participate in the social and economic spheres of public life. What is more, such competences or qualifications foster innovation and cleaner technologies and thus contribute to creating new employment opportunities and fields of work.

From the perspective of enterprises, the economic and social dimensions of sustainability are highlighted in approaches relating to Corporate Social Responsibility (CSR), which was also a central topic of the project.

Objectives of the project

The overall goal of the project was to promote the development and implementation of sustainability strategies by capacitating relevant actors and decision-makers within TVET institutions and the private sector and promoting networking amongst these.

The specific objectives of the project were to:

- Support TVET institutions in improving their services in terms of labour market relevance and quality with special consideration of ecological and social competences.
- Sensitise enterprises to the need for an active participation in vocational education as part of their corporate social responsibility.
- Support the private sector in identifying needs for qualification and further training as well as in implementing environmental and social standards.
- Piloting the development of environmentally relevant competences in the water and waste water sector.

Region and target groups

The target countries of the project were Egypt, Jordan and Syria. Target groups included employees (youth and adults) and vocational training providers from different sectors, however, with a focus on the environment sector. Project interventions aimed at women and men that were already participating in a (formal) vocational training institution or gainful employment.

Partner organisations

The table on page 10 gives an overview of the main partner organisations of the project.

Intermediary groups for HCD interventions

Selection of intermediaries was based on a multilevel approach and comprised participants from public as well as private sector organisational entities. Additionally, participants were selected from the GIZ Alumni.

Methodology and didactical approach of the project

The capabilities for self-directed and lifelong learning are of central significance for sustainable skill development: without the systematic promotion of self-training skills, professionals will barely be able to independently come to terms with the continuously transforming requirements in their professional lives and adapt their skills accordingly. For this reason, the didactically methodical design of capacity building measures takes on an important role.

The didactic principles of GIZ are extremely well suited to demonstrating "sustainability" in an exemplary manner and to be used as and demonstrate best practice.

Along with the acquisition of sector-specific knowledge, here in particular, higher professional and methodological skills can be conveyed and cultivated, in order to strengthen just the right "soft skills" (both the adaptability and action competencies) during this time of accelerated globalization and increasing conformance pressure. The attention given to sustainability and sustainable effects on professional events is simply a requirement for the compiling and comprehending of complex problems and issues with a largely systematic viewpoint.
The intervention architecture for human capacity development in this project is based on specific set of different formats and activities which are illustrated in the chart of page 11. The general characteristics are described in the corresponding section of this publication, the main formats applied were:

**Dialogue**
- workshops in the target countries for business decision makers, representatives from vocational educational institutes and government representatives,

**Further education and training**
- seminars in Germany for business decision makers, representatives from vocational educational institutes,
- seminars in the target countries for a qualification of multipliers/CSR-consultants/mentors/change agents,
- qualification of professionals in the conceptualization, planning, execution and evaluation of "Training Needs Assessments" within the framework of an "International Leadership Training" session (ILT),

**Network development**
- online platform for knowledge management and case facilitation,
- symposia and conferences,

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<td>Holding Company for Water and Wastewater (HCWW)</td>
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<td>Egyptian Institute of Directors (EIoD)</td>
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<tr>
<td>Jordan</td>
<td>Ministry of Labour and Social Affairs (MoLSA)</td>
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<td>Vocational Training Corporation (VTC)</td>
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<td>Jordan Chamber of Industry</td>
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<td>Syria</td>
<td>Ministry of Industry</td>
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<td>Aleppo Chamber of Industry</td>
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The concrete outputs of the project are illustrated with the case stories at the end of this publication and relate to the following categories:

- long term training on "Sustainability Management" in Germany,
- blended learning programme for ToT on "Responsible business conduct",
- creation and utilisation of a multistakeholder network and good practice competition to raise awareness of the private sector on VET,
- process accompanying workshop and coaching series for competency-based qualifications in the water and waste sector,
- development of a Computer Based Training –module (CBT): "Integration of environmental and resource protection in VET teaching",
- development of a CBT -module "Introduction to career guidance",
- supporting a multistakeholder network on Responsible Business,
- blended learning course for "in-company training"
- blended learning course on quality management in
- 2 publications with the ILO and OECD are in progress

**Inputs and achievements**

Project interventions reached a total of approximately 323 participants, with 21% women.

Specifically, the input of the project was:
- 2 long term training programmes: 13 participants,
- 4 blended learning programmes: 50 participants,
- process accompanying workshop and coaching: 45 participants,
- 4 in-house workshops to enhance environmentally relevant skills in Vocational teaching: 165 participants,
- 2 e-learning courses: 50 participants,
Capacity Building for Sustainability in VET in Middle and Near East Countries (ID 83074)

Objective:
- The actors of different levels who are responsible for the development and implementation of sustainability strategies are qualified and linked to each other.
- The implementation of sustainability strategies is exemplarily demonstrated in the field of environment.
- Partner institutions from the field of private business, environmental and resource protection, and professional training are being encouraged to develop educational and further training strategies, in order to provide the skills necessary for a sustainable economy.

This graphic is merely a simplified visualization of the named project and does not consider all realised project activities.
Transfer projects – From Individual Action to Institutional Change

Transfer projects constitute the hinge between individual competence development and institutional capacity development thus forming an essential element of Human Capacity Development (HCD) measures.

The following pages showcase 15 transfer projects developed and implemented in the context of the two projects supporting the development of regional standards in TVET in Middle and Near East Countries and Capacity Building for Sustainability in TVET in Middle and Near East Countries.

The transfer projects are the visible results of the successful application of the knowledge the project participants acquired in the context of the HCD measures of the two projects. They furthermore provide a testimony of the variety of learning processes and organisational development and change processes that have taken place in the partner organisations.

The selection of the transfer project presented here was based on a competitive process.

At the onset, the alumni of the two projects were asked to provide a two page-summary on their transfer projects documenting objectives, impact, challenges and lessons learnt.

Those participants that achieved the best results through their transfer projects were rewarded and thus invited to share their experience within the scope of the closing conference of the two projects, which took place in Berlin in November 2012.

40 participants from six partner organisations participated in the conference where the transfer projects provided the basis for identifying, sharing, analysing and learning from success stories and good practices. They also facilitated learning processes to further improve and develop approaches and instruments for effective management of TVET programmes and systems and the promotion of youth employment. Furthermore, the transfer projects are intended to provide linking points for collaboration and networking in the future.
E-Learning for Efficient Vocational Education

Establishment of an e-learning division and VTC-training portal (Jordan)

Mahmoud Ahmad Mahmoud Shaqboua, Khaled Hasan Al Aqqad, Ra’ad Mohammad Alhammad

Mr. Shaqboua, Mr. Al Aqqad and Mr. Alhammad work in the e-unit of the Jordanian Vocational Training Corporation (VTC). The International Leadership Training “ICT and E-Learning Management in TVET” and the short-term training “Content development and integration of e-learning application in traditional curricula” gave them the opportunity to intensify their know-how and skills on e-learning related issues. Based on the obtained knowledge, they have launched a project with the aim of establishing an e-training division within their institution.

Goal and Activities

The project aim was to establish an e-learning division at VTC and to offer an extensive range of e-learning courses. Between 2008 and 2012, the team established the e-training division, which is currently involved in creating, designing and managing an e-learning website and the TVET-Portal, as well as in developing and uploading online courses and e-tests. For the realisation of this idea, the core team cooperated with 31 colleagues in the sectors of tourism, website (portal) design, mechanics and carpentry. Also a computer lab with 20 personal computers, software, printer and scanner was installed.

Impact

Today, there are 75 interactive courses for the tourism sector trainees, 9 interactive courses for Arabic sweets, 555 pdf courses for the mechanical sector and 225 pdf courses for the carpentry sector on the VTC website. Furthermore, there are interactive courses on effective presentation, a “Digital Library” course and an “Index and classify libraries” course. Altogether, 650 e-tests (e.g. English exams) are part of their training for the tourism sector trainees.

So far, 593 VTC employees use e-training, e-learning and other methods in vocational training delivery and management, 376 of them use “Full Online Training” through a virtual educational environment, created especially for VTC, and 217 persons use face-to-face courses about e-learning and IT skills. This considerably enhances the capacity building of employees specialised in e-training and e-learning. For the TVET-Portal, the team developed 12 interactive competence training courses.

Benefits for the VTC:

Through the e-learning division, the VTC is able to reduce the training costs and at the same time improve the education quality using e-learning methods. The local and international reputation of VTC has also been enhanced through the website activities, its improved performance and achievements. An example for the internationality of the website is the cooperation with two colleges in the United Kingdom in the context of the course of the British Council project “Skills for Employability” that was carried out from 2009 to 2011 to upgrade the curriculum and trainers of auto mechanics and air-conditioning.

With their project “Incorporating New Technologies in the Training Process”, the e-learning division also won the second prize of the famous and important Jordanian “El-Hassan bin Talal Award for Scientific Excellence” in the year 2010.
Challenges

1. How do we make e-learning easy to access and what are the best tools to make it engaging, interesting and effective?

2. How do we track usage and give students credit for taking courses?

3. What categories of training can be effectively delivered by e-learning?

4. Lack of well-trained and qualified manpower in the field of e-learning.

Lessons learnt

Successful e-learning provides easily accessible learner-friendly material, allows each participant to learn at his or her own speed, which ensures that the content covered is absorbed and retained. It allows the learner to ask questions (providing tools for communication between student and facilitator to bridge the lack of a teacher), and provides immediate performance feedback.

About the VTC

The Vocational Training Corporation (VTC) is the main governmental institution offering vocational training courses responsive to the skills requirements of Jordanian industries. The VTC offers a variety of vocational training programmes which include one- to two-year training programmes for craftsmen and skilled workers, short-term programmes for semi-skilled workers as well as skills upgrading programmes for skilled workers.

The Corporation aims to achieve the following:

- Provide vocational training opportunities to prepare the technical workforce for the labour market and raise its level of productivity in the various non-academic vocational training levels and specializations.

- Provide guidance services for the establishment and development of small and medium enterprises.

- Regulate and monitor employment in vocational fields.

Key characteristics of the GIZ HCD ILT “ICT and E-Learning Management in TVET”

This capacity development programme was designed to provide the participants with the skills and knowledge they need to implement IT based TVET programmes. Having its focus on e-learning, it aimed to increase the capacity of partner institutions for planning, improvement and implementation of customized, IT-based teaching and learning. Amongst others, the training covered technical subjects such as database management systems, internet applications, methodological and didactical aspects of e-learning, e-learning content development and project management.

Furthermore, the programme fostered the creation of communities of practice and learning communities thus facilitating the exchange of experiences and joint learning processes of TVET professionals in Middle and Near East countries.

“Through the participation in the ILT programme we won the knowledge and expertise to create and moderate this division and develop e-content material.”

Mahmoud Ahmad Mahmoud Shaqboua
Corresponding to the training curriculum, the programme imparted the following knowledge:

- ability to design and administer IT networks with its respective hardware and software components,
- ability to design, operate and maintain the IT infrastructure necessary for e-learning processes,
- understanding of the basic pedagogical and technical concepts necessary for the development of e-learning components,
- ability to design, plan and manage projects to introduce e-learning in their respective institutions.

The different components, learning objectives and subjects of the course implied the use of mixed methods of learning:

- self-determined and interactive learning,
- practical project work,
- international and intercultural character.

Key characteristics of the GIZ HCD programme
“Integration of e-learning application in traditional curricula”

The objective of this training was to enable participants to create computer-based- and web-based-training programmes (CBT/WBT), as well as to use Open Source „Rapid Content Development“-Tools. The training provided the participants with basic skills and know-how in the following areas: pedagogical basics about instructional design and content development, selected content development software packages, the development process of e-learning applications in a systematic way, integration of e-learning applications in traditional curricula, and how to write a storyboard.

Outlook and cooperation possibilities

The E-Unit wants to continue its work and expand its impact through uploading onto the TVET-Portal the latest events and developments taking place in Jordan. There are also plans to give an award for the best online course to encourage teams and provide recognition for the best country performance.

Link:
http://jordantimes.com/el-hassan-bin-talal-award-winners-honoured

Institution:
Vocational Training Corporation (VTC), Jordan

GIZ HCD programme:
ICT and E-Learning Management in TVET - International Leadership Training
Content development and integration of e-learning application in traditional curricula – workshop sequence
Making E-Learning Experiential

A new dimension of cross-border cooperation on TVET (Egypt)

Mohamed Alkilany, Ahmed Atta, Hazem Allam, Ayman Refaat, Ahmed Adel, Hamdy Ragb, Mohamed Elhendawy, Tamer Abd Elgawad

The Productivity and Vocational Training Department (PVTI) under the Ministry of Industry in Egypt has opted for e-learning as a key tool to expand, improve and enhance labour market orientation of its vocational education programmes and to share them with other organizations in the region. Attached to the Staff Training Institute (STI) an e-learning unit has been established, developing programmes and offering services to approx. 45 PVTI vocational training centres. The team, composed of 8 persons has been systematically qualified and coached through a series of GIZ HCD programmes.

Goal and Activities

The e-learning unit is the key element supporting the implementation of e-learning at PVTI. In order to achieve the best results and ensure the highest possible quality of the implementation process, a set of objectives has been developed. These are:

- Development of the methodological and didactical competences of the vocational instructors and teachers of the PVTI vocational training centres throughout the country,
- Development of e-learning programmes and materials and support of their integration into vocational teaching processes,
- Provision of e-learning related services (e.g. testing) to internal (vocational training centres) and external customers,
- Cooperation at a regional level for the elaboration of e-learning standards, sharing of e-learning know-how and products and marketing of e-learning products.

In line with PVTI's strategy, the very engaged e-unit team of 8 persons is responsible for a large-scale deployment of e-learning in PVTI training centres. With a view to achieving these objectives, in particular, the following steps have been taken so far:

- As a starting point, the necessary infrastructure with good internet access, intranet and an IT lab with 35 working stations was set up,
- In the second step, a portal was established to offer computer- and web-based training courses in the future,
- In cooperation with the Ministry of Education, a number of vocational curricula were revised, appropriate e-test materials for these curricula were designed, tested, uploaded, and finally published on youtube,
- Also PVTI's curricula have already been digitalized and compiled into an e-book, the respective test documents were converted to electronic form,
- After designing an interactive course for the Ministry of Education, the team started to develop a new one for PVTI's employees. Until present, all courses the e-unit has developed, as well as the e-book, can be found on the online portal operated by PVTI.
Especially the individual and group coachings offered by GIZ helped us to expand our knowledge and skills needed for successful implementation of e-learning at PVTD.

Impact

The following positive results have been achieved so far:

- A blended learning course on pedagogical issues in vocational education was developed and implemented. 12 TVET instructors and teachers completed the course successfully.

- A blended learning training course on new e-learning methods has been provided to project staff members of 10 newly established “soft skills centres”, which were founded on behalf of the EU TVET reform in Egypt. Within the next three months, 17 employees from these centres will be trained intensively and competently in all aspects of e-learning.

The e-learning implementation at PVTD should also be completed by involvement of TVET-Portal (www.tvet-portal.net), which is emphasising the connection between TVET and e-learning. In particular, 5 PVTD pilot training centres are actively participating in the implementation process of e-learning through the TVET-Portal. They are already linked to each other and to similar institutions in the Middle East region and use it for on-going information exchange and knowledge transfer. The e-unit members are strongly involved in this process using the platform not only for uploading of e-learning courses in order to enhance the knowledge transfer in the Arab world. They are also in charge of the portal administration and moderation of several discussion groups on TVET and e-learning related issues. Currently, the team is working on the beta version of an online course “German for Beginners”, which will be offered on the TVET-Portal. For Staff Training Institute (STI) students, there are plans to develop a blended-learning course on “Computer Maintenance”. In summary, up to now a total of 2200 people from PVTD, other Arab TVET institutions and the ministries have benefited from the courses and workshops offered by the e-unit team on the TVET-Portal.

Challenges

The key challenges preventing the project’s successful implementation were some technical difficulties. For the implementation of both, the platform and the e-learning courses, the e-unit had to be assisted by a company specialized in the field of programming. Also, in the initial project phase the insufficient availability of computers slowed down the implementation process. Furthermore, the fact that the PVTD training centres are spread across the whole country, it made difficult to control the project’s progress.

Lessons learnt

The most positive lessons the e-unit learned from this project, was that the process of e-learning implementation is very time consuming and the problem of limited funds can be overcome by using open source software. In addition to the technical knowledge, the soft skills played a vital role during the project implementation and were a crucial aspect determining the effectiveness of team work.

About PVTD

Placed under the Ministry of Industry and Technological Development, the Productivity and Vocational Training Department (PVTD), is one of the major technical training providers in Egypt. It qualifies technical labour at various skill levels supplying the industry with professionals in the areas of mechanical, electrical, computer and automotive technicians. PVTD is operating 42 training centres and is in charge of other 24 training centres inside companies. More than 1.800 teachers and trainers are responsible for
over 25,000 trainees. Another 1,700 staff members are in charge of the development, administration and organisation of training. The Staff Training Institute (STI) and the Technical Competency Centre (TCC) are responsible for the continuing and upgrading training of PVTD staff members.

**Key characteristics of the GIZ HCD ILT programme**

"ICT and E-Learning Management in TVET"

This capacity development programme was designed to provide the participants with the skills and knowledge they need to implement IT based VET programmes. Having its focus on e-learning, it aimed to increase the capacity of partner institutions for planning, improvement and implementation of customized, IT-based teaching and learning. Amongst others, the training covered technical subjects such as database management systems, internet applications, methodological and didactical aspects of e-learning, e-learning content development and project management.

Furthermore, the programme fostered the regional cooperation through the creation of communities of practice and learning communities thus facilitating the exchange of experiences and joint learning processes of TVET professionals in Middle and Near East countries.

Corresponding to the training curriculum, the programme imparted the following knowledge:

- ability to design and administer IT networks with its respective hardware and software components,

- ability to design, operate and maintain the IT infrastructure necessary for e-learning processes,

- understanding of the basic pedagogical and technical concepts necessary for the development of e-learning components,

- ability to design, plan and manage projects to introduce e-learning in their respective institutions.

The different components, learning objectives and subjects of the course implied the use of mixed methods of learning:

- self-determined and interactive learning,

- practical project work,

- international and intercultural character.

**Outlook and cooperation possibilities**

An ongoing goal of this regional platform is to promote a culture of education, vocational training and e-learning and uphold its value and its effects. The portal is now part of the department’s agenda and the team works full-time on the implementation of improvements and new courses, as well as on the evaluation of courses and the support of the e-learners.

Further cooperation with GIZ, various ministries and other Arab countries in the field of training and e-learning is desired.
Supporting Employment of Palestinian Refugees

Making UNRWA Placement and Career Guidance Office client-oriented (Jordan)

Marwan Ayyash

After taking part in the GIZ human capacity development programmes “Introduction to Career Counselling – Instruments and Procedures” and “Career Guidance”, Marwan Ayyash from United Nation Relief and Work Agency (UNRWA) decided to take a stand for the employment opportunities of qualified Palestinian refugees in Arab Gulf countries. With that aim in mind, he developed a project improving the client-orientation of the UNRWA Placement and Career Guidance Office in Amman, Jordan.

Goal and Activities

The overall objective of this project was to increase the employment opportunities of qualified Palestinian refugees in Arab Gulf countries. Specifically, the project aimed at making the placement office client oriented by addressing the needs of both employers and employees, as well as by organising and developing the workflow at the placement office. During the summer of 2012, Mr. Ayyash and his colleagues needed ten days to prepare all required documents for the project and to implement new arrangements at the Placement and Career Guidance Office.

For employers, information letters on the recruitment services provided by the UNRWA placement office were prepared, as well as information on how the service can be arranged (contact of the office etc.). Furthermore, an “Employer’s information template about required vacancies” was set up, comprising the following issues:

- available vacancies, main tasks and requirements for each vacancy,
- salaries and other benefits,
- interview time table.

In addition, “candidates’ career guidance leaflets” and posters were developed to support interviewees when preparing for the interview. They give guidance on how to behave during an interview in order to improve one’s employability.

In the placement office, guidance signs defining the different work areas (secretariat etc.) were hung up at suitable places to manage the influx of job seekers. A blackboard shows expected vacancies for the next months and gives information on how to apply for available positions. In addition, brochures, leaflets and employers’ profiles are displayed in the waiting area.

Impact

The reputation of the UNRWA placement office in general, and the managing of the workflow in particular, have been improved. Since the implementation of the project, around 500 candidates have visited the office and benefited from the activities either by receiving an employment opportunity or by improving their employability skills through the information provided. About 100 candidates were contracted with potential employers from Arab Gulf countries until November 2012, and it is expected that the number will increase up to 120 by the end of the
HCD in Practice: Supporting Employment of Palestinian Refugees

Lessons learnt

A valuable lesson learnt was that the organisation of the workflow did not only have positive effects on the job seekers and employers, but also considerably reduced the workload of the staff at the placement office.

About the United Nation Relief and Work Agency, UNRWA, Jordan

UNRWA is committed to work with all Palestine refugees, including persons with disabilities, to achieve their full potential in human development terms. In doing so, UNRWA strives to promote and protect the full and equal enjoyment of all human rights and fundamental freedoms by Palestinian refugees, including persons with disabilities. UNRWA is conducting a reform process for the education department in order to improve services provided for Palestinian refugees including the TVET system with the following goal:

Equal access for all youth to qualified education regardless of gender, abilities, disabilities, impairments, health conditions and socio-economic status assured.

“Through the GIZ programme we managed to analyse and organise our work more efficiently. I learned how to optimise the workflow in the placement office by determining the strengths and the weaknesses.”

Marwan Ayyash

Key characteristics of the GIZ HCD programme

“Introduction to Career Counselling”

This programme was exclusively offered as an e-learning course on the GC21® learning platform. It was focused on developing competencies for professional counsellors and introduced practical career guidance tools as examples for a personal adaptation by the trainees.

It provided the know-how to manage the very complex work of a counsellor, including cooperation and communication with clients and stakeholders. Using different learning and teaching methods, like web-based training
materials, tutor input, group work, and discussions in online forums and chats, a very intensive knowledge transfer on theoretical fundament of career counselling was made.

Key characteristics of the GIZ HCD programme “Career Guidance”

This advanced training programme was designed for both, decision makers and practitioners who prepare themselves for career guidance and its institutionalisation or for those intending to perfect their expertise (e.g. teachers or directors of vocational or general education schools, counsellors of employment agencies, experts in governmental institutions). The course included application-oriented instruments and tools and was conceived to enable the participants to implement the theoretic course content for their daily work. Consisting of 5 modules, it guided the learners through the counselling process from the individual level to the socio-economic context in which career guidance takes place. The e-learning phase was complemented with a face-to-face workshop offering practical exercises to the course content.

Outlook and cooperation possibilities

UNRWA is working in five countries in the Middle East: Jordan, Syria, Lebanon, West Bank and Gaza Strip, and there is one UNRWA Placement Office in each of these countries. In October 2012, UNRWA Amman conducted a workshop on how to improve placement, career guidance and counselling activities. This project has been transferred to all offices in the mentioned countries. UNRWA is planning to build capacities of the concerned staff at the five fields of its operations who are working in the field of placement and career guidance and counselling aspects; so it looks forward for future support and cooperation with GIZ.
Curriculum Development for Green TVET

Integrating environmental aspects into VTC curricula (Jordan)

Ahmad Altalafih & Ibrahim Qatash

Mr. Altalafih and Mr. Qatash are working as training coordinators at the Vocational Training Corporation (VTC) in Jordan. During the GIZ competence development programme “Integration of environmental aspects in vocational training/development of environmental qualifications” they gained expertise on how to stimulate and enhance green skills in vocational education. Their transfer project aimed to embed environmental skills in vocational education and training. It was the initiator to foster environmental awareness at VTC.

Goal and Activities

Bearing in mind the growing importance of environmental aspects in vocational education, the project aimed to:

• raise awareness on environmental aspects among VTC teachers and trainees,

• create positive attitudes towards the environment in order to reduce environmental pollution,

• build the capacity of trainees to enable them to deal with workshop wastes in an environmentally safe manner,

• benefit financially from the workshop remnants by partnering with recycling companies.

In order to achieve these objectives, Mr. Ahmad, Mr. Ibrahim and their team started off with a status-quo analysis determining the materials and facilities used in the various training programmes offered by the VTC, classifying the different waste types produced within the workshops and how they were currently disposed of.

As a result, a procedure on how to deal with waste in an environmentally safe way was derived. Furthermore, curricula contents for the environmental aspects for all occupational families which are applied in VTC were prepared and respective training material was developed for the tourism and hospitality occupational family.

A number of activities were carried out in cooperation with the Ministry of Environment:

Four workshops were held with 76 training centre directors and health, safety and environment officers covering topics such as environmental protection law, waste management, occupational safety and health etc. Additionally, 600 posters were distributed in all VTC institutes as an awareness raising measure on environmental issues. The project was also able to generate income by selling paper waste to paper recycling companies.

Impact

Approximately 400 VTC instructors and 6000 trainees participated in awareness raising activities on issues and risks related to workshop wastes.

As a result, both the instructors and the trainees have increased their knowledge and skills to deal with waste from the workshops developing and applying processes that limit pollution and, whenever required, bring on board authorized recycling companies. One positive case example is left-over coolant oil which is now collected and
handed over to recycling companies rather than disposed randomly. Additionally, the VTC instructors have developed a more holistic understanding of “safety and health” courses integrating environmental aspects into their curricula.

Challenges

One of the challenges the project faced was a lack of expertise within VTC in this thematic area, particularly with respect to designing and developing learning materials on environmental issues. There were furthermore operational challenges such as a lack of recycling companies in Jordan for materials other than paper and plastic. Similarly, there were limitations to the reach of the project as, for instance, facilities needed to separate wastes from the workshops require additional funding.

Lessons learnt

The key element for the successful implementation of the project was, to create positive attitudes towards the environment for both trainers and trainees encouraging them to decrease pollution by applying recycling processes.

About the VTC

The Vocational Training Corporation (VTC) is the main governmental institution offering vocational training courses responsive to the skills requirements of Jordanian industries. The VTC offers a variety of vocational training programmes which include one- to two-year training programmes for craftsman and skilled workers, short-term programmes for semi-skilled workers as well as skills upgrading programmes for skilled workers.

The Corporation aims to achieve the following:

- Provide vocational training opportunities to prepare the technical workforce for the labour market and raise its level of productivity in the various non-academic vocational training levels and specializations.

- Provide guidance services for the establishment and development of small and medium enterprises.

- Regulate and monitor employment in vocational fields.

Key characteristics of the GIZ HCD programme

"Integration of environmental aspects in vocational training / development of environmental qualifications"

The programme was directed at training professionals, technical instructors and multipliers (teachers, trainers) as well as specialists from environment related organisations and ministries with expertise in TVET.

The main objective of the course was to capacitate participants to develop specific curriculum materials and elements for the implementation of environmental aspects and qualifications in their working area.

The course was divided into 3 parts: a 3 week seminar on vocational environmental protection (Germany), an 8 months long actively moderated virtual collaboration phase, and a closing workshop in Egypt. Participants were instructed to develop own materials and training plans.
based on information and experience from the German TVET context in order to integrate specific environmentally relevant qualifications in their respective training programmes. The final workshop provided a platform for the discussion and distribution of the project results in the region.

In order to achieve sustainable results, broadly diversified learning and teachings methods were used, such as

- theoretical lectures
- group work
- discussions
- field visits
- and a shared workspace on GC 21

Outlook and cooperation possibilities

The newly acquired knowledge and awareness on environmental aspects is transmitted into the private sector by instructors visiting companies and discussing such issues. Partnerships with international agencies and within the public sector have also been formed in the context of this project and are envisioned to be strengthened in the future. Regarding future aspirations the project team is looking forward the following:

- Providing the required facilities for all VTC institutes which will enable them to deal with the remnants of training workshops in an environmentally safe manner.
- Creating a partnership with NGOs, to be sponsors for the project and to provide support for achieving the project objectives.
- Creating an entrepreneurial thought leading the trainees to contribute to the reduction of pollution in their professions in the future.
Develop a customer-oriented training programme for income generation (Egypt)

Rania Beshbishy

Ms. Beshbishy is working at the Electrical Centre within the West Alexandrian Training Zone (WATZ) of PVTD, the Productivity and Vocational Training Department. In her position as head of the Practical Department, she put considerable efforts into enhancing the institutional performance through developing and providing new customer-oriented courses in cooperation with high-ranking companies. After participating in the GIZ capacity development programme “Quality-oriented Management of TVET Institutions” she drew up a transfer project aimed at improving the training process at her institution. This project is a visible result of the successful application of knowledge and skills acquired in Germany and it shows how the quality can be improved and additional income can be generated by adapting the training design to labour market requirements.

Goal and Activities

Given the growing demand for highly skilled workers and the need to secure new sources of funding, Ms. Beshbishy’s transfer project aimed to develop a customer-oriented training programme that applies quality management criteria and is able to generate additional income for PVTD. The measures taken to reach this target were in a first step, during the preparation and analysis phase of the project, to explore the reasons for the centre’s low income.

Based on the findings, the project set out to develop a short-term training course on modern control systems (PLC). For this, a needs analysis was carried out examining the specific needs in the industry for PLC applications. Then a PLC course curriculum was designed; the course objectives, contents, methods and organisation were determined and teaching material evolved. In addition, to promote the course, a marketing strategy was developed and through advertising activities the private sector was encouraged to enrol students in the course. Quality-oriented criteria were applied throughout the entire implementation process. In addition, a pilot course was run using internal staff. The course was evaluated as part of the quality management.

Impact

Changes achieved through the project on the institutional level:

As a result of a problem analysis, the weaknesses of the training services were identified. Through the project, PVTD also started to cooperate more closely with the ITC (Industrial Training Council), another institution under the Ministry of Trade and Industry. For instance, the ITC referred students of the College of Engineering to PVTD for the PLC course and provided the funding thereof, creating additional income for the PVTD. The cooperation with ICT also had positive effects on the profile of the PVTD.
Changes on services and programmes offered by PVTD:

Through the PLC course PVTD was able to acquire the latest technology in the PLC field. In addition, 7 teachers and instructors of PVTD have started applying quality criteria in other courses, replicating processes and elements of the project.

Changes for the target groups:

67 clients successfully participated in the course so far.

Challenges

One of the specific challenges faced by the project was to find out about new technologies in the PLC field. This challenge was overcome by collaborating with established solution-providers such as Siemens which provided the required information.

A really challenge was to market the course and encourage students to enrol for. Also the linkage and relation between the PVTD and the labour market need to be improved in the future.

Lessons learnt

- Applying quality-oriented management is mandatory to improving training services.
- Training is a service and requires continuous plans for upgrading technology and equipment in order to ensure good quality.

About PVTD

Placed under the Ministry of Industry and Technological Development, the Productivity and Vocational Training Department (PVTD), is one of the major technical training providers in Egypt. It qualifies technical labour at various skill levels supplying the industry with professionals in the areas of mechanical, electrical, computer and automotive technicians. PVTD is operating 42 training centres and is in charge of other 24 training centres inside companies. More than 1.800 teachers and trainers are responsible for over 25.000 trainees. Another 1.700 staff members are in charge of the development, administration and organisation of training.

WATZ, the West Alexandrian Training Zone of the PVTD, offers educational services to company training centers.

Key characteristics of the GIZ HCD programme

“Quality-oriented Management of TVET Institutions”

The training programme was implemented within a time-frame of 11 months, applying a “blended learning approach” involving both phases of seminars and phases of online-coaching via the internet-based learning platform TVET-Portal (www.tvet-portal.net). Vocational training centre managers were the primary target group.
The specific objectives for the programme were the following:

- to provide a conceptual framework for analysing one’s own institution to sensitise for the necessities, requirements and pitfalls of change processes in TVET institutions and to learn how to manage them,
- to build up a cooperation network among vocational training centre managers and with the private sector,
- to offer instruments and tools for institutional and human resource development, financial and administrative management and methods for monitoring and evaluation, quality assurance, facilitating the management of TVET institutions,
- to support participants in the transfer of knowledge during development and adaptation of individual (transfer-)projects.

The training programme comprised the following elements:

- 2-week presence seminar in Mannheim, Germany to give knowledge-input and direction for planning the transfer projects
- 10 months of continuous on-line coaching for deepening the presence seminars as well as the exchange of views of participants,
- 5-day follow-up seminar in the region followed by a 3-day coaching session to give direct support to the management team.

**Outlook and cooperation possibilities**

The vision of the WATZ is to be the best training provider in the region catering to the training needs of the industry through appropriate long- and short-term training measures. The aspiration is to develop and provide new customer-oriented courses in cooperation with high-ranking companies.

As a short-term goal, responding to the challenge of enrolling new students for the short-term courses, the project team wants to train in marketing.
Goal and Activities

The primary and overarching objective of Ms. Saada’s transfer project was to increase the quality and effectiveness of training programmes offered at her school. Her goal was to train school teachers on how to use both e-learning tools and online networking in the educational process as well as to provide support for the e-content development. To achieve such a target, working together with three other persons and being supported by the Centre for Technological Development in Alexandria, Ms. Saada established the virtual Developing Training and E-Learning Alexandria Virtual Centre (DTEAC).

So far, the following programmes have been developed and implemented:

- e-learning user programme (first level), participants: 40 technical education teachers,
- training course on developing / design of e-content, participants: 8 architecture and 20 electronics teachers,
- online training course on instructional design, subscribed by 40 teachers from Alexandria and outside,
- training course on active learning, participants: 15 technical education teachers,
- training course on simple programmes to produce education media, participants: 22 teachers,
- 5-days intensive course on Microsoft learning programmes and a training for the participation in the competition “Creative Teacher”,

New dimension of teacher training – the E-Learning Alexandria Virtual Centre (Egypt)

Doaa Saada teaches architecture at the technical secondary school for education and training (dual system) in Alexandria. Using the knowledge and experience obtained during the ILT programme “ICT and E-Learning Management in TVET” and subsequent in-depth training courses, she was able to establish a virtual training and e-learning course development centre in Alexandria.
online training course on entrepreneurship for university students,

course on the learning management systems for schools and other educational institutions.

To conduct these courses, three schools from Alexandria provided access to their computer labs.

Impact

DTEAC develops the competences of teachers in many areas, in particular with respect to technology, thereby offering them valuable opportunities to improve their performance. So far, more than 150 persons (mainly teachers) participated in 15 online courses in the virtual centre.

“A common feature of this and other GIZ programmes on e-learning I have participated in, is that the provided knowledge is widely transferable in my professional life. In my daily work I always try to pass on my experiences to my colleagues in Egypt”.

Doaa Saada

Some of the teachers are now able to create online courses, integrate them into the educational system and manage them independently. Unfortunately, students within the dual system are present at the school for only two days a week. This is often not sufficient to acquire all the required theoretical knowledge in their study field. E-learning can provide support by offering ways to transfer knowledge and provide exercises outside of school. It might also help to address some of the shortcomings of traditional education such as classroom overcrowding and lack of motivation. On behalf of ILO, the centre is currently developing an online course for entrepreneurship education. The course shall be used to support the implementation of the ILO KAB (Knowing about Business) concept in the entire Arab region.

Challenges

• For a lot of teachers, it is difficult to cover the training expenses.

• There is a need for incentives to support the spread of the idea of using e-learning in stages of pre-university education.

Lessons learnt

• There is a great desire among teachers and faculty members to use e-learning for improving their teaching skills.

• The training programmes that rely on computer technology and the internet help to trigger innovation, creativity and fun in the learning process.

About the technical secondary school for education and training (dual system), Alexandria:

The public school under the Ministry of Education offers a wide range of technical specialisations. Using the dual system, theoretical learning and practical activities complement each other and give the students confidence in their knowledge. There is also a training unit for the school teachers to continually upgrade their performance.

Key characteristics of the GIZ HCD ILT programme “ICT and E-Learning Management in TVET”

This capacity development programme was designed to provide the participants with the skills and knowledge they need to implement IT based TVET programmes. Having its focus on e-learning, it aimed to increase the capacity of partner institutions for planning, improvement and implementation of customized, IT-based teaching and learning. Amongst others, the training covered technical subjects such as database management systems, internet applications, methodological and didactical aspects of e-learning, e-learning content development and project management.

Furthermore, the programme fostered the regional cooperation through the creation of communities of practice and learning communities thus facilitating the exchange
of experiences and joint learning processes of TVET professionals in Middle and Near East countries.

Corresponding to the training curriculum, the programme imparted the following knowledge:

• ability to design and administer IT networks with its respective hardware and software components,

• ability to design, operate and maintain the IT infrastructure necessary for e-learning processes,

• understanding of the basic pedagogical and technical concepts necessary for the development of e-learning components,

• ability to design, plan and manage projects to introduce e-learning in their respective institutions.

The different components, learning objectives and subjects of the course implied the use of mixed methods of learning:

• self-determined and interactive learning,

• practical project work,

• international and intercultural character.

Outlook and cooperation possibilities

The transfer of expertise between teachers and students throughout Egypt is envisioned and the centre may provide opportunities for the exchange of experiences on the regional and international level. Right now, the DTEAC runs a large programme with the Arab Environment Association and the Arab Academy for Science and Technology: a diploma in e-learning. A cooperation between the Alexandria Center and Ahif Training Center has already been established. Furthermore, Doaa Saada plans to invite her colleagues from Jordan and Lebanon who also participated in the ILT programme to create further cooperation projects in their respective home countries.

Link:
www.e-learningalex.com

Institution:
Technical secondary school for education and training (dual system) MKI Alexandria, Egypt

GIZ HCD programme:
ICT and E-Learning Management in TVET - International Leadership Training
Transition from School to Work

Career counselling for employment in the hospitality sector (Jordan)

Saleh Mohammad Hamad

As training coordinator at the Vocational Training Corporation (VTC), Mr. Hamad’s responsibilities include managing of tourism development projects in the field of vocational training. Building on the knowledge and experience gained during the GIZ competency development programmes in the field of career counselling, Mr. Hamad launched a transfer project showing new opportunities and perspectives for early high school leavers by promoting the quality and attractiveness of TVET.

Goal and Activities

The objective of the project was twofold. On one hand, it aimed at providing career guidance and counselling to high school graduates who did not successfully complete their education or did not want to continue towards graduating. On the other hand, it included establishing an employment centre for vocational training graduates, that helps them in their vocational orientation and which is currently in progress.

In order to achieve these objectives, a series of activities has been carried out with a team of seven persons.

To ensure that the relevant authorities are involved in implementing the project and supporting the activities, a close cooperation with the Ministry of Education, in particular with its Vocational Education Department, was initiated.

Various activities focusing at improving the vocational education image have been undertaken.

Cooperating with the Ministry of Education, the necessary basis for successful project implementation could be developed within a period of only 3 months. One of the most important activities on the way to achieving the project goals was to visit schools regularly in order to raise students’ awareness of the importance of vocational training and to attract them to the tourism sector. Giving importance to stay in touch constantly with the students interested in vocational training, the VTC Guidance and Counselling Department was sending official letters to schools to guide and motivate students to enrol for vocational training programmes, what is possible twice a year.

Impact

The number of registrations for the training programmes has nearly doubled. In the last week of the official registration period in the Madaba Hospitality Institute, 39 registrations were counted. However, after Saleh Hamad and his colleague Mr. Maharmeh visited the Ministry of Education school and gave the students information about their project, more than 70 students registered for the trainings.

Generally speaking, the training that VTC offers, helps trainees to develop the skills required to work in the hospitality sector, increasing their chance to find a job after graduation.

The programme can show off various success stories. For example, 5 students who registered for the hospitality certificate at the Madaba institute for hospitality training are now going to work in the five stars hotels in where they were trained.
**Challenges**

One of the challenges faced specifically by Saleh Hamad, was to fit in the project work with his regular job. Thus, he did his project work at home in the evening and he even took a leave from work. Arranging school visits in the Ministry of Education also turned out to be challenging. Career guidance had to be explained and school visits were made possible mostly through personal communication with friends.

**Lessons learnt**

In Jordan, there is a need for career guidance, especially for young people having graduated from 10th grade. During the project implementation process, the team paid particular attention to the issue of involving both the school teachers and students’ parents to gain their confidence and support.

The team recognised that effective career guidance is a continuing process and, if properly implemented, guides students to the right choice saving money and time. Working together with the Ministry of Education, it was the key factor to get the necessary support for the implementation of the measures to be taken.

*The GIZ programme showed me how to open and create perspectives for young people. In Germany I learnt how to guide and support them in their career reorientation. In particular the excursion to the Mannheim Labour Office inspired me to develop my transfer project.*

Saleh Hamad

**About the VTC**

The Vocational Training Corporation (VTC) is the main governmental institution offering vocational training courses responsive to the skills requirements of Jordanian industries. The VTC offers a variety of vocational training programmes which include one- to two-year training programmes for craftsman and skilled workers, short-term programmes for semi-skilled workers as well as skills upgrading programmes for skilled workers.
Outlook and cooperation possibilities

In Jordan the notion of superiority and higher value of academic education is deeply embedded in people’s attitude and in the public perception. To counter this, Mr. Hamad has already started to plan next steps towards linking the Guidance and Counselling Department with the media in order to raise more public interest. Furthermore, he plans several activities to engage the public intensively, such as a newsletter, diverse events like open house day, cooking for parents and graduation ceremonies. These activities should make the advantages of vocational education more visible in the Jordanian society.
Skills Development According to Company Needs

In-company vocational education and training (Egypt)

Atef Talaat & Michael Farid

Participating in various GIZ capacity development programmes covering topics such as environmental aspects in vocational training, career guidance and training of in-company advisors for TVET, Mr. Talaat, General Manager of Quality Assurance and the Vocational Secondary School for Training and Dual Education at MCV (Manufacturing Commercial Vehicles) in Cairo, and Mr. Farid, the MCV training section head, have gained unrivalled know-how and a high level of expertise enabling them to reorganise the MCV vocational school according to the dual system standards.

Goal and Activities

To meet future recruitment needs and obtain qualified employees the project aimed to establish a dual vocational training, within the MCV factory in cooperation with the Ministry of Education. The main emphasis of the project rested on the reorganisation of the vocational training processes and improvement of development paths for skilled workers and university graduates.

Impact

Benefits for students

- 310 students have so far benefited from the project undergoing training in the MCV schools; each year there are additional 100 students.

- The training students have received in the Mercedes factory is in accordance with the latest technology on manufacturing buses. The teaching staff are Mercedes’ highly qualified engineers and technicians.

- Students obtain two certificates:
  
  Certificate diploma from the Ministry of Education on the completion of 3-year vocational secondary school,

  Training certificate from Mercedes.

- Students’ employment opportunities increase – MCV graduates are given priority for employment in the factory.

- For the entire duration of the training, apprentices receive a monthly salary from the company which supports them financially to complete their studies.

Benefits for the company

- The project helped to solve one of the major challenges the company was facing, which was a shortage of qualified and appropriately trained labour.

- As students are being selected from the nearest surrounding regions (Salhya, Qassasen), continuity of employment has been improved.

- There is a continuous supply of trained labour in specialised, technical disciplines that are required for the production lines. This, in turn, supports the company’s expansion plans (especially in the bus industry where there is a general lack of professionally trained labour forces in the Egyptian market).
Challenges

“Implementing new ideas is always challenging”, says Atef Talaat. An example was linking the vocational school with the government education system in order to achieve official accreditation. This has been achieved successfully, and MCV benefits from a fruitful cooperation with the Ministry of Education.

Lessons learnt

It could be concluded from the experience that strong support and engagement of the Ministry of Education was needed to implement dual vocational training successfully. Through the close cooperation with the Ministry, MCV was able to develop a certification mechanism and incentive systems to motivate trainees for example offering promising career paths.

About the Manufacturing Commercial Vehicles (MCV), Egypt

MCV is the general agent for Mercedes-Benz Commercial in Egypt (Cairo). The company employs over 5.000 people and produces around 5.000 busses and 1.200 trucks every year. 60% of the production is for export. MCV is the first SAP-user in Egypt and in the automotive industry across the region.

Key characteristics of the GIZ HCD programme “Training of In-company Advisors for Vocational Education”

The programme aimed at supporting the development of incompany training functions which are able to meet the specific training needs of companies and strengthen the linkages to external vocational education systems. The target group consisted of professionals from Egypt, Syria and Jordan concerned with Human Resource Development and TVET, coming from firms, industrial chambers, associations and vocational training institutions. The blended learning approach included 3 parts: firstly, a 12-day presence training in Germany, followed by 4 months of virtual collaboration on an e-learning platform and afterwards a follow-up workshop in the region. Thanks to transfer projects, the know-how acquired through discussions and lectures as well as through online based and accompanied selfstudy could be applied in practice to foster workplace relevance of learning.

Key characteristics of the GIZ HCD programme “Career Guidance”

This advanced training programme was designed for both, decision makers and practitioners who prepare themselves for career guidance and its institutionalisation or for those intending to perfect their expertise (e.g. teachers or directors of vocational or general education schools, counsellors of employment agencies, experts in governmental institutions). The course included application-oriented instruments and tools and was conceived to enable the participants to implement the theoretic course content for their daily work. Consisting of 5 modules, it guided the learners through the counselling process from...
the individual level to the socio-economic context in which career guidance takes place. The e-learning phase was complemented with a face-to-face workshop offering practical exercises to the course content.

**Outlook and cooperation possibilities**

In line with the company's plans for expansion, it is envisioned to open new classes in additional technical disciplines of the automotive industry. Furthermore, the school wants to grow in size, increasing the number of participating students.

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**Institution:**
Manufacturing Commercial Vehicles, General Agent for Mercedes-Benz Commercial (MCV), Egypt

**GIZ HCD programme:**
Training of In-company Advisors for Vocational Education - blended learning programme
Career Guidance - blended learning programme
Making Money from Waste

Development of sustainability competences in the dual system of TVET in Sadat City (Egypt)

Samah Ghazy

On the basis of the knowledge and expertise acquired during the International Leadership Training “Sustainability Management”, Ms. Samah Ghazy, senior teacher at the Dual System School in Sadat City (Egypt), has launched a change project to promote the development of skills for sustainability in both her institution and in-company training offering enterprises.

Goal and Activities:

Bearing in mind the role of vocational education in achieving sustainable development, Ms. Ghazy launched a change project aiming at the integration of sustainability competences into the dual training system at her vocational school. In order to reach the goal, initial activities were focused on the need to sensitize students to environmental problems. In this regard, Ms. Ghazy taught a group of 20 students on sustainability issues, providing a total of 18 lessons. Because parents play an important role in bringing up children to act in an environment friendly way, she also conducted additional courses on sustainability for them.

In her transfer project, Ms. Ghazy also included private companies. She designed and implemented an extensive training programme consisting of 6 lectures of altogether 30 hours. In-company trainers from 12 companies (of which 4 have not yet been involved into the dual system) have taken part in this programme so far.

Furthermore, the project was complemented by a practical implementation of waste paper collection. It was in line with the plans on the institutional level to involve sustainable development in Egyptian syllabi. As the school intends to earn the Quality Assurance and Accreditation of Education Certificates, this measure was a step in the right direction.

Impact:

During the project implementation, Ms. Ghazy has attached great importance to link theoretical knowledge with practical exercises. For that reason, all students who attended sustainability lessons, are now working on joint projects focused on environmental issues. Particularly worth mentioning is the activity aiming at improving the school’s cleanliness. For this purpose, using the revenues from the collection and sale of waste paper, waste containers were purchased and placed in the school building. This joint project had a positive impact not only on the cleanliness of the school, but also on the relationship among the students themselves, between the school and their parents. Furthermore, it was a first practical step towards increased awareness of environmental issues.

Having increased their knowledge and awareness of sustainability through the training, the participating private sector institutions implemented procedures within their trade and training to save material and energy. This in turn put them in a better position to be ISO 14001 certified, which requires a family of standards related to environmental management.

Challenges:

The implementation of the project was hampered by the following factors:
**HCD in Practice: Making Money from Waste**

- Instable political situation in Egypt (because of the revolution, a lot of lessons were cancelled, the students stayed at home and were not able to work on their projects, the companies experienced a financial crisis).

- Lack of sponsors from foreign countries.

- Sustainability is not yet integrated in Egyptian culture.

  Striving to change attitudes, Ms. Ghazy addressed this challenge by using success stories from Germany.

**Lessons learnt:**

During the implementation of this complex transfer project it became very important to work with a clear structure, always thinking of alternatives and working in a team. By doing so, Samah Ghazy realized that it is possible to develop an organisation (her school) without spending money on costly resources.

"The change project I am working on is the best proof for my expertise I gained in Germany. Thanks to the support and feedback I received from my coach during the monthly conversations via skype. I was able to strengthen my skills, knowledge and practical experience."

_Samah Ghazy_

**About the Dual System School Network of MoE in Egypt:**

Under the supervision of the Egyptian Ministry of Education a network of currently more than 70 technical secondary schools spread throughout Egypt exists and a dual system for vocational education is being implemented. The Ministry of Education provides schools with technical equipment, laboratories, workshops, teachers and any other resources required for theoretical and technical education, while private enterprises train and provide work experience for trainees.

The trainees spend 2 days a week in the technical school for the theoretical part of education and 4 days a week in the company to acquire the practical skills. Enterprises sign a training contract with trainees and pay them a monthly training allowance.

**Key characteristics of the GIZ HCD ILT programme Sustainability Management.**

This ILT provided training for management staff in enterprises and institutions, in order to initiate and manage a change process for sustainable development within their work environment. The participants spent one year in Germany, preceded by management training in their respective home countries and a six weeks language training conducted in the respective region. The programme provided skills to define and implement a transfer project in the participants’ institution with the support of the employers. This is considered to be the main outcome of the training.

The training in Germany consisted of cross-cutting courses in management for sustainability. The core element was a four months internship with a German institution in a corresponding field of the participants’ expertise. Once the ILT has been completed the participants remained in touch with each other, through a global network of alumni.

**Outlook and further cooperation possibilities**

To further increase the impact of the project and facilitate its dissemination, it is envisaged to establish a sustainability department in GD-VET and HRCD. Besides, there is hope for spreading effects to other schools in Egypt.

**Institution:**

Ministry of Education, Dual System School, Sadat City, Egypt

**GIZ HCD programme:**

Sustainability Management - International Leadership Training
Making Career Guidance Sustainable

Preparation of a centre for guidance and career counselling for vocational training (Egypt)

Azza Amera & Hamdy Ragb

Participating in the GIZ competency development programmes on career guidance and counselling as well as on ICT in TVET, Ms. Amera, senior specialist of economy and commerce and trainer for TQM, and Mr. Ragb, specialist of research and development in TVET, both working at PVTD (Productivity and Vocational Training Department) in Egypt, decided to launch a joint project establishing a system for career guidance and counselling for students who participate in PVTD programmes.

Goal and Activities:

The basic idea of the project was to create a basis on which career guidance could be organised at PVTD and provided to its trainees in the most effective way. Having this in mind, the major goal of the project was to establish a guidance and counselling centre at PVTD in order to provide support to the students by giving them information on the different training disciplines provided by PVTD and helping them make the right career and educational choices. Furthermore, the project strived towards narrowing the gap between the needs of the labour market and vocational education.

In particular, it is intended to provide guidance and career counselling to all new students in each of the vocational training centres (numbers range between 300-500 students per centre), as well as all graduates (200 – 399 students in each centre). In addition, it is envisioned to establish a guidance and career counselling unit in each of the training centres and interconnect them via a computer network. To achieve this PVTD is collaborating with the Industrial Training Council in the national project “Training for Employment”, which seeks to provide 20,000 jobs for graduates and young job seekers. With the above in mind, the following steps have been undertaken so far:

- A committee has been formed consisting of a director, guidance counsellor, psychologist and social worker.
- The vision, mission and objectives of the centre have been developed.
- A head office has been established as well as places determined where the career counselling can take place.
- A forum for guidance and professional development has been launched on the TVET-Portal (www.tvet-portal.net).
A labour market information system has been conceptualized. This would include, for instance:
- database of job seekers (graduates),
- information on companies and vacancies,
- inventory of the required training courses for job seekers.

Willing trainers have been selected.

For instance, there are plans to train 50 social workers from different vocational training centres at PVTD in career counselling during a 4-week course. The training will be supervised by specialists of the PVTD Staff Training Institute and represents the third phase of a plan to build a sustainable career counselling system for PVTD. It is envisioned that the training will be conducted as a blended learning process, utilising the TVET-Portal.

Impact

The main impact of the project should primarily be seen in the following key elements:
- Help students select training courses in line with their potentials – hence to improve matching,
- Provide information about labour market opportunities and career paths,
- Equip students with employability skills,
- Contribute to enhancing the image of TVET among the target groups,
- Improve graduates’ employability,
- Use of electronic media: e.g. professional advertisement of TVET offered through social networks (Facebook and Twitter).

Challenges

The main challenges identified were:
- insufficient attention for career guidance at policy levels,
- lack of adequate financial and human resources for career guidance activities,
- limited coverage of career guidance activities organised by PVTD,
- lack of qualified career counsellors in vocational training centres of PVTD,
- lack of reliable and updated labour market information.

Lessons learnt

In the course of the project, Ms. Amera and Mr. Ragb could not only build up their expertise on career guidance related issues, such as interviewing skills or planning career paths, but also learn how to manage such a complex project professionally and effectively.

About PVTD

Placed under the Ministry of Industry and Technological Development, the Productivity and Vocational Training Department (PVTD), is one of the major technical training providers in Egypt. It qualifies technical labour at various skill levels supplying the industry with professionals in the areas of mechanical, electrical, computer and automotive technicians. PVTD is operating 42 training centres and is in charge of other 24 training centres inside companies.

More than 1,800 teachers and trainers are responsible for over 25,000 trainees. Another 1,700 staff members are in
charge of the development, administration and organization of training.

**Key characteristics of the GIZ HCD programme**

*“Introduction to Career Counselling”*

This programme was exclusively offered as e-learning course on GC21® learning platform. It was focused on developing competencies for professional counsellors and introduced practical career guidance tools as examples for a personal adaptation by the trainees.

It provided the know-how to manage the very complex work of a counsellor, including cooperation and communication with clients and stakeholders. Using different learning and teaching methods, like web-based training materials, tutor input, group work, and discussions in online forums and chats, a very intensive knowledge transfer on theoretical fundament of career counselling was made.

**Key characteristics of the GIZ HCD programme**

*“Career Guidance”*

This advanced training programme was designed for both, decision makers and practitioners who prepare themselves for career guidance and its institutionalisation or for those intending to perfect their expertise (i.e. teachers or directors of vocational or general education schools, counsellors of employment agencies, experts in governmental institutions). The course included application-oriented instruments and tools and was conceived to enable the participants to implement the theoretic course content for their daily work. Consisting of 5 modules, it guided the learners through the counselling process from the individual level to the socio-economic context in which career guidance takes place. The e-learning phase was complemented with a face-to-face work-shop offering practical exercises to the course content.

**Outlook and cooperation possibilities**

In the future, communication with the private sector will be reinforced. There are plans on linking students with potential employers through organised meetings and events. Cooperation with employment offices of the ILO and the Ministry of Labour in order to exchange experiences is also foreseen.

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**Institution:**
Productivity and Vocational Training Department (PVTD), Egypt

**GIZ HCD programme:**
Career Guidance – An Introduction to Counselling - e-learning programme
Career Guidance - blended learning programme
Digitizing Training Programmes

Computer-based training (CBT) on “How to Build a Custom PC” (Egypt)

Ghada Salem, Ayman Refaat

Building on the knowledge and experience gained during the International Leadership Training “ICT and E-Learning Management in TVET”, Ms. Salem (computer teacher) and Mr. Refaat (network administrator), both working at the Productivity and Vocational Training Department (PVTD) in Egypt, have developed a computer-based training programme (CBT) to increase the scale and scope of learning opportunities at their institution.

Goal and Activities

Using new media in education the primary objective of the project was to provide students with technical knowledge and skills they need to build a custom PC. Beginning with a thorough analysis of the requirements and needs of the CBT programme an e-learning course was developed. The e-learning content includes a CD which was developed especially for that purpose. In order to reach as many students as possible the course has also been offered on the TVET-Portal (http://www.tvet-portal.net/moodle/course/view.php?id=22).

Impact

Ghada Salem teaches approximately 30 students a year with the CD, 25 other trainers in different centres of PVTD are also using it. For the weaker students who need instruction in addition to the training at PVTD it is a particularly useful learning tool. This CD enables them to do revisions at home. For students who do not have a computer at home, there are well equipped IT centres. Ms. Salem reports that using the CD both the learning process of her students and the tests results have been improved significantly.

In addition to his position as network administrator, Mr. Refaat is also responsible for the computer maintenance at 24 PVTD training centres. In relation to this activity, he offers courses in maintenance and repair of computers and networks using the CBT. The average number of people, reached by the training courses varies between 70 to 90 students and 6 to 9 computer teachers per month.

Generally speaking, the application of e-learning has brought about numerous benefits and improvements to the learning process:

• create a flexible learning environment conducive to students’ busy lifestyles and employment schedules,
• provide immediate feedback and positive reinforcement,
• provide online materials and self-assessments to guide students’ learning processes,
• facilitate dialog between and among teachers and students,
• track learning and learning progress from every learner,
• create and assign individual training or learning plans to employees or groups.
"The ILT programme offered us the knowledge on how to use e-learning as a teaching tool and how to create accessible e-learning materials and courses. We applied this knowledge to our transfer project."

Ghada Salem & Ayman Refaat

Challenges

Students today have instant access to information through technology and the web; they manage acquiring knowledge independently through informal learning. As a result, traditional teaching and learning methods are becoming less effective at engaging students and motivating them to achieve good results.

Lessons learnt

- Before students learn the content, they have to learn how to access the content using modern technology tools. This process can be accomplished through effective introductory tutorials or pre-course work teaching them how the software tools work.

- Students need to connect emotionally first. “Ice breaker” activities like asking students to post a picture of themselves, their pet, or their favourite cartoon help to create a sense of connection.

About PVTD

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Key characteristics of the GIZ HCD ILT programme “ICT and E-Learning Management in TVET”

This capacity development programme was designed to provide the participants with the skills and knowledge they need to implement IT based TVET programmes. Having its focus on e-learning, it aimed to increase the capacity of partner institutions for planning, improvement and implementation of customized, IT-based teaching and learning. Amongst others, the training covered technical subjects such as database management systems, internet applications, methodological and didactical aspects of e-learning, e-learning content development and project management.

Furthermore, the programme fostered the creation of communities of practice and learning communities thus facilitating the exchange of experiences and joint learning processes of TVET professionals in Middle and Near East countries.

Corresponding to the training curriculum, the programme imparted the following knowledge:

- ability to design and administer IT networks with its respective hardware and software components,

- ability to design, operate and maintain the IT infrastructure necessary for e-learning processes,

- understanding of the basic pedagogical and technical concepts necessary for the development of e-learning components,
• ability to design, plan and manage projects to introduce e-learning in their respective institutions.

The different components, learning objectives and subjects of the course implied the use of mixed methods of learning:

• self-determined and interactive learning,
• practical project work,
• international and intercultural character.

Outlook and cooperation possibilities

In a further step, it is planned to develop more e-learning courses on different issues. In order to disseminate them, they will be hosted on the TVET-Portal, which is envisioned to enhance the regional cooperation among Arab countries. The intended information exchange and knowledge transfer will improve and effectively strengthen the communication and collaboration in the field of TVET in the Arab world.

In the longer term, continuous training of teaching staff, as the key component to ensure sustainable training programmes, will be provided.
New Teaching Methods in TVET

Implementation of computer-based training (CBT) for vocational students (Egypt)

Mohamed Saleh & Akram Khalifa

The General Directorate for Vocational Education and Training (GD-VET) of the Ministry of Education of Egypt is updating its teaching and learning materials and introduces new teaching and learning methods. For this purpose an e-learning unit has been established. Two staff members of the unit have attended a blended learning programme on online editing and assisted in coaching sessions of the entire e-learning unit. They have developed a computer-based training for VET students on basics of hydraulics.

Goal and Activities

The idea of the project was to create a CBT on hydraulics for the students of the third grade of mechanical repair and maintenance. It serves as a comprehensive teaching/learning tool accompanying the blended learning activities of the general training plan.

The motivation to implement the project was to help students understand the key aspects of the curriculum of hydraulic subjects so that they would be able to acquire both a deeper understanding of the theoretical content of the subject and the necessary practical skills. In turn, this was intended to create better employment opportunities for the students. As part of this project, blended learning approaches were integrated into teaching basic hydraulics in secondary technical schools. One example of a blended learning course designed in the context of the project is a 10-day course alternating between face-to-face instruction in the hydraulic lab and computer-based learning in the computer lab.

As part of the project, the CBT on hydraulics was successfully designed, developed, produced, evaluated and implemented into the third grade teaching plans.

Impact

The improved quality of training is reflected in very good examination results of the trainees.

So far, 1,500 students have received the CBT and a study book. The final exam in hydraulics showed very good results (theoretical and practical) and confirmed that the students have understood the content of the training. In the final exam 2011-2012, 50% of the students that participated in the blended learning exercise on hydraulics achieved the highest mark possible. As a result the CBT has been approved officially by the Ministry of Education and will be taught in all schools starting next year.

Challenges

The biggest challenge the project had to overcome, was to convince the teachers to move away from their traditional approaches for teaching and training. This required capacity building for the teachers, and as part of the project, teachers were taught how to use e-learning tools and how to integrate these tools into their training plans. Operational challenges during implementation were tackled by carefully preparing and managing all steps of the implementation of the project and launching pilot projects in selected schools.
Lessons learnt

- Lesson learnt in project management: Adequate preparing for all project stages leads to successful implementation of a project.
- Running pilot projects as a way of learning from mistakes and applying the lessons learnt to other projects has been a valuable learning process.

“The GIZ HCD programmes equipped us with the necessary skills and knowledge to integrate the CBT on hydraulics into the regular teaching plan of the students and to familiarize the teachers with the fundamentals of e-learning”.

Mohamed Saleh & Akram Khalifa

About the GD-VET

The GD-VET seeks to support and develop education and vocational training in the industrial, agricultural and business sectors qualifying skilled labour in line with the needs of the labour market.

GD-VET contributes to the modernization of Egyptian industry meeting the needs of the labour market and keeping pace with global technological developments, new professions and curriculum development, which is developed in collaboration with the various economic sectors and businesses in order to effectuate the role of community participation.

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This capacity development programme was designed to provide the participants with the skills and knowledge they need to implement IT based TVET programmes. Having its focus on e-learning, it aimed to increase the capacity of partner institutions for planning, improvement and implementation of customized, IT-based teaching and learning. Amongst others, the training covered technical subjects such as database management systems, internet applications, methodological and didactical aspects of e-learning, e-learning content development and project management.

Furthermore, the programme fostered the regional cooperation through the creation of communities of practice and learning communities thus facilitating the exchange of experiences and joint learning processes of TVET professionals in Middle and Near East countries.

The programme imparted the following knowledge and skills:

- ability to design and administer IT networks with its respective hardware and software components,
- ability to design, operate and maintain the IT infrastructure necessary for e-learning processes,
- understanding of the basic pedagogical and technical concepts necessary for the development of e-learning components,
- ability to design, plan and manage projects to introduce e-learning in their respective institutions.

The different components, learning objectives and subjects of the course implied the use of mixed methods of learning:

- self-determined and interactive learning,
- practical project work,
- international and intercultural character.

Key characteristics of the GIZ HCD programmes “Online-editing in Virtual Communities”

This programme focuses on providing the skills and knowledge necessary for implementation of both e-learning tools and online networking into the educational process. It develops competences to collect and select relevant information from the internet and to provide a virtual community with online-texts and audio-visual contributions in the field of TVET. Furthermore, it covers
topics such as how to enhance students’ motivation and what are the social aspects of a virtual community.

The knowledge of pedagogical fundamentals of instructional design and content development and corresponding tools such as storyboard writing support the transfer.

**Key characteristics of the GIZ HCD programme**

“**Typoscript programming**”

The “typoscript” programme enables participants to create and administer learning platforms based on open source software. Its objective is to provide them with programming skills and knowledge needed to develop large dynamic web-projects and to create websites that can be used for content development by moderators. (e.g. TVET-Portal).

Both programmes “Online-editing in virtual communities” and “Typoscript programming” consist of two one week presence workshops emphasizing on practical experiences and group work complemented with virtual collaborative learning and transfer exercises. The programmes are being complemented with individual and group based coaching of the e-learning units of partner organisations.

**Outlook and cooperation possibilities**

In the long term, the implementation of this CBT in a greater number of technical secondary schools (TSS) operating under the GD-VET as well as another TVET institutions, such as Vocational Training Centres under the Ministry of Industry, will play a crucial role. There are also plans to launch a new project with the aim to develop other computer based training modules on different thematic areas.

In the near future, the hydraulic CBT will be placed on the TVET-Portal in order to reach more students from Arab countries.
Modular Training for Employment

Training Programme on Mobile Maintenance and Repair (Jordan)

Raed Alhammad, Issa Albawab, Waleed Alradaidah, Ahmed Sorah

A multidisciplinary team of staff members of the Vocational Training Corporation (VTC) has developed and implemented an employment oriented modular training programme for the maintenance and repair of mobile phones in close cooperation with a major telecom provider in the Middle East. The team members have participated in GIZ competence development programmes “Development of Environmental Qualifications” and “Training of In-company Advisors for Vocational Education”.

Goal and Activities

The project set out to provide specialised training to the local workforce in order to increase their competitiveness in the labour market. Specifically, the project responded to the increased demand for mobile phones and its growing significance in the social arena and public life. The training covered theoretical and practical aspects of mobile maintenance. The content of the courses included a variety of topics such as what equipment to use for mobile maintenance in the workshops, different types of mobile phones and how to dismantle and assemble the internal and external parts of a mobile phone.

At the onset of the implementation of the project, a labour market study was conducted, assessing the need for training on mobile maintenance. Thereafter, the design of the training course was developed together with the VTC coordinators based on the results of the study. For preparation purposes a training workshop was held, building the capacity of trainers and supervisors in conducting specialized training on mobile maintenance. The actual training course comprises 300 training hours over three months.

Impact

The project directly fits in with the development strategy of the VTC, as a key success factor was the cooperation with ZAIN Telecom, the largest telecom company in the Middle East. An agreement between ZAIN and VTC was established and a steering group created to coordinate the cooperation between the two organisations. ZAIN Telecom provided the equipment, transportsations and primary material for the courses and financed the training of 138 trainees through 9 training courses. Thus, the project has contributed considerably to internal capacity building processes of VTC, enhancing the ability and effectiveness of staff to perform their roles and functions. There are three trainers, one supervisor and one electronics training coordinator in charge of organising and running the courses. So far, 138 students have completed the course.

Challenges

One of the challenges of the project was dealing with the English language, in which many trainees had a low proficiency, but which was indispensable for dealing with mobile phone technology. Similarly, there was a lack of experience on the side of the trainers to teach topics related to mobile maintenance. This was partly addressed by the capacity building workshop for trainers. Another generic challenge lies in the rapid change and diversity of
“The GIZ programme provided us with the knowledge of competency-based and employment-oriented training methodologies. We learnt how to better manage on-the-job training, shaping the cooperation between the public and private sector.

The project team

mobile phone technology itself. The lack of a fixed budget for training programmes is another weakness which makes it difficult to organise the courses and achieve desired results.

Lessons learnt

A valuable organisational learning process was to design and develop a training programme based on the results of the needs assessment in the market. Furthermore, the project reinforced team work and the sharing of information positively and taught the participants how to manage and coordinate in-company training processes better.

About the VTC

The Vocational Training Corporation (VTC) is the main governmental institution offering vocational training courses responsive to the skills requirements of Jordanian industries. The VTC offers a variety of vocational training programmes which include one- to two-year training programmes for craftsmen and skilled workers, short-term programmes for semi-skilled workers as well as skills up-grading programmes for skilled workers.

The Corporation aims to achieve the following:

- Provide vocational training opportunities to prepare the technical workforce for the labour market and raise its level of productivity in the various non-academic vocational training levels and specializations.

- Provide guidance services for the establishment and development of small and medium enterprises.

- Regulate and monitor employment in vocational fields.

Key characteristics of the GIZ HCD programme

“Training of In-company Advisors for Vocational Education”

The overall objective of the programme was to support and encourage the development of in-company training functions which are able to meet the specific training needs of companies and strengthen the linkages to external vocational education systems.

The main emphasis of this programme was on

- identification and description of the key factors and elements of in-company training functions that aim at company benefits,

- identification and description of company specific training needs,

- description of the main characteristics of modular employment oriented training (MET) and its elements of competency-based approach,

- design of demand driven modular training for both in-company and institutional training delivery,

- development and implementation of cost effective in-plant training that aim at return on investment.
Methodologically, the programme was based on a blended learning approach with presence and e-learning phases. This included 3 parts: firstly, a two weeks presence training in Germany, followed by 4 months of virtual collaboration on an e-learning platform and a concluding workshop in the region. The development of transfer projects was an integral part to the programme aiming to foster workplace relevance of learning.

Outlook and cooperation possibilities

Strengthening ties to the private sector and initiating cooperations with large and internationally renowned enterprises such as Samsung and Nokia is envisioned. This will ensure that a greater number of trainees will be qualified adequately to labour market needs.
Broadening Horizons through Special Needs Training

Developing a public sector in-company training programme for workers with disabilities (Jordan)

Hasan Abu Shamleh

Mr. Abu Shamleh works as TVET and youth advisor in the Education Department of the United Nation Relief and Work Agency (UNRWA) for Palestinian refugees in Amman. As a participant of the blended learning programme “Training of In-company Advisors for Vocational Education”, he collected many valuable ideas to develop special curricula and establish a training programme for workers with special needs. He launched a transfer project on how to improve the opportunities for vocational training of people with disabilities and increase their chances of finding and keeping a suitable job.

Goal and Activities

The project aims to support the social and economic inclusion of people with disabilities by promoting opportunities for them to participate in and complete a special training course equipped with suitable facilities and within a safe learning environment.

Project Phases:

1. Performing a needs analysis and communication with companies (December 2011)

2. Establishing the training programme with suitable facilities (January 2012 – August 2012)

3. Developing syllabi and instructional materials (March 2012 – March 2013)

4. Conducting training of trainers to best educate homogeneous groups of trainees (February 2013 – May 2013)

5. Training of youth workers with disabilities (February 2013 – May 2013)

Progress:

So far, the first 3 out of the 5 phases of the project have been completed. It is envisioned that the implementation of the project will be finished in May 2013. The specific needs of disabled people have been analysed and the training programme facilities and infrastructure have been adapted to suit the identified needs. UNRWA plans to train 30 young people with disabilities for 6 months from December 2012 to May 2013.

Impact

Through the provision of vocational training, the expected results of the project will open up many opportunities to people with disabilities improving their employability and social integration.

In detail, it is intended to achieve the following:

- establishment of a training programme,
- development of an in-company training,
- higher employment rate of groups with special needs,
HCD in Practice: Broadening Horizons through Special Needs Training

“The GIZ programme helped me to plan, manage, conduct and evaluate in-company training programmes. This was very helpful for conceptualizing and implementing the phases of my transfer project.”

Hasan Abu Shamleh

Equal access for all youth to qualified education regardless of gender, abilities, disabilities, impairments, health conditions and socio-economic status assured.

Key characteristics of the GIZ HCD programme “Training of In-company Advisors for Vocational Education”

The overall objective of the programme was to support and encourage the development of in-company training functions which are able to meet the specific training needs of companies and strengthen the linkages to external vocational education systems.

The main emphasis of this programme was on

- identification and description of the key factors and elements of in-company training functions that aim at company benefits,
- identification and description of company specific training needs,
- description of the main characteristics of modular employment oriented training (MET) and its elements of competency-based approach,
- design of demand driven modular training for both in-company and institutional training delivery,
- development and implementation of cost effective in-plant training that aim at return on investment.

Challenges

The main challenge the project faces is related to attitudes that do not accept people with disabilities as employees. A further challenge encountered was the financing of facilities that address special needs, which are often costly and require donations.

Lessons learnt

One of the lessons learnt within project activities was that the inclusion of persons with special needs can only be successful and sustainable if inclusion becomes part of the cultural consciousness of the society.

About the United Nation Relief and Work Agency, UNRWA, Jordan

UNRWA is committed to work with all Palestine refugees, including persons with disabilities, to achieve their full potential in human development terms. In doing so, UNRWA strives to promote and protect the full and equal enjoyment of all human rights and fundamental freedoms by Palestinian refugees, including persons with disabilities. UNRWA is conducting a reform process for the education department in order to improve services provided for Palestinian Refugees including the TVET system with the following goal:

- adaption of curricula, facilities and pedagogical material,
- definition and establishment of a safe learning environment,
- monitoring and evaluation of the project.
Methodologically, the programme was based on a blended learning approach with presence and e-learning phases. This included 3 parts: firstly, two weeks presence training in Germany, followed by 4 months of virtual collaboration on an e-learning platform and a concluding workshop in the region. The development of transfer projects was an integral part to the programme aiming to foster workplace relevance of learning.

Outlook and cooperation possibilities

The project strives to strengthen the partnership between UNRWA, Jordanian VTC and the public sector companies cooperating in the field of inclusion.

Furthermore, the long-term vision of the project is to expand the project reach and activities to all private companies in Jordan and all vocational training centres in the 5 fields of UNRWA.

Institution:
Vocational Training Corporation (VTC), Jordan

GIZ HCD programme:
Training of In-company Advisors for Vocational Education - blended-learning programme
Promoting Vocational Education

Increasing the interest for vocational training (Jordan)

Mo’tasem Al Qudah

After participating in the GIZ Human capacity development programme "Career Guidance", Mo’tasem Al Qudah from the Vocational Training Corporation (VTC) in Ajloun (Jordan) developed a project to improve the quality and attractiveness of vocational education in his country. Targeting mainly at young people, their parents and primary school teachers, he launched an image campaign to sensitize the society for the vocational education and its advantages with the intention to increase the enrolment rate in vocational training schools.

Goal and Activities

The main goal of Mr. Al Qudah’s transfer project was to formulate a plan of action designed to encourage more school pupils to apply for vocational training. With this in mind, building on the knowledge gained in Germany and also getting support from a team of 20 persons, he developed and put into praxis a multi-layered plan to increase the enrolment rate in vocational training programmes by students who completed the tenth grade. One of the key factors to achieve this goal was to enhance the image of vocational education by cooperating with the school teachers, pupils’ parents, and of course pupils themselves, very closely. As part of the project implementation, the staff members from the VTC Department of Counselling and Vocational Guidance visited schools and youth centres in Ajloun, held lectures and offered guidance and counselling for students and their parents. The young people were provided with the opportunity to gather information about the vocational training institution, existing training programmes and how to apply for them. They were also presented with success stories of former trainees and their current jobs. Some of the students visited the centre in Ajloun in order to inform themselves directly on the professional training programmes and get a firsthand impression of the laboratories.

In addition, the VTC Media Group distributed leaflets and posters, posted advertisements in local newspapers and on websites.

The role of the management team comprised communicating and linking up with representatives of the labour market as well as organising meetings between employers who need trained manpower and students/young people in order to give insights into the nature of businesses and professions sought in the labour market.

Impact

Until now, 60 schools and 10 youth centres have been visited. A total of 3,300 students have been provided with information about the importance of education and vocational training and the role of vocational training institutions. Currently, 473 students are enrolled in several training programmes in Ajloun, which is the maximum absorptive capacity of the institute.

After the successful implementation of this project in Ajloun, its underlying idea was published and circulated to all institutes in the Vocational Training Corporation in all governorates of Jordan. As a result, a unified action plan for the whole institution was developed.
Challenges

In large parts of the Jordanian society, vocational training has a negative image. Children are encouraged to achieve academic education in universities and colleges, as this is thought of as a guarantee for employment, while the needs of the labour market are not discussed. Therefore, the team carried out many site visits to local communities to spread a new positive image of vocational training.

Lessons learnt

Firstly, openness to the surrounding environment and communication with it, proved to be important to swap ideas, opinions and knowledge. Secondly, it is possible to change many opinions and negative images through guidance and counselling.

About the VTC

The Vocational Training Corporation (VTC) is the main governmental institution offering vocational training courses responsive to the skills requirements of Jordanian industries. The VTC offers a variety of vocational training programmes which include one- to two-year training programmes for craftsman and skilled workers, short-term programmes for semi-skilled workers as well as skills upgrading programmes for skilled workers.

The Corporation aims to achieve the following:

- Provide vocational training opportunities to prepare the technical workforce for the labour market and raise its level of productivity in the various non-academic vocational training levels and specializations.
- Provide guidance services for the establishment and development of small and medium enterprises.
- Regulate and monitor employment in vocational fields.

Key characteristics of the GIZ HCD programme

"Introduction to Career Counselling"

This programme was exclusively offered as an e-learning course on the GC21® learning platform. It was focused on developing competencies for professional counsellors and introduced practical career guidance tools as examples for a personal adaptation by the trainees.

It provided the know-how to manage the very complex work of a counsellor, including cooperation and communication with clients and stakeholders. Using different learning and teaching methods, like web-based training materials, tutor input, group work, and discussions in online forums and chats, a very intensive knowledge transfer on theoretical fundament of career counselling was made.

"GIZ provided me with new ideas and introduced me to success stories through the visits of many competent agencies and offices in job guidance and placement. I benefited especially from the visit of the employment office in Mannheim where I could see how they work to provide jobs."

Mo'tasem Al Qudah

Key characteristics of the GIZ HCD programme

"Career Guidance"

This advanced training programme was designed for both, decision makers and practitioners who prepare themselves for career guidance and its institutionalisation or for those intending to perfect their expertise (e.g. teachers or directors of vocational or general education schools, counsellors of employment agencies, experts in governmental institutions). The course included application-oriented instruments and tools and was conceived to enable the participants to implement the theoretic course content for their daily work. Consisting of 5 modules, it guided the learners through the counselling process from the individual level to the socio-economic context in which career guidance takes place. The e-learning phase was complemented with a face-to-face workshop offering practical exercises to the course content.
Outlook and cooperation possibilities

Pursuing the goal of convincing parents and by showing young people career prospects in vocational education, the project team has planned the following actions for the next coming months:

• by offering one- / two-weeks traineeships young people will get the chance of exploring different professions,

• to explain the issue of security at workplace during practical training, a number of workshops will be offered to parents,

• an exhibition of products apprentices have produced during their practical training will be organised.

Additionally, the project was also presented to the delegations from neighbouring countries who visited the Vocational Training Corporation. Therefore, a cross-border / transnational implementation of the project might become a reality.

Finally, VTC has hopes for an increased number of trainees and a higher degree of prominence, becoming one of the leading institutions in the field of education and vocational training.

Institution:
Vocational Training Corporation (VTC), Jordan

GIZ HCD programme:
Introduction to Career Counselling- Instruments and Procedures - e-learning programme
Career Guidance-blended learning programme
From Individual Action to Institutional Change – Lessons Learnt

A key challenge in the context of Human Capacity Development (HCD) measures is to translate individual competencies into organisational development through collective action, and achieving this in a sustainable way. The central question addressed in the following section is therefore: Under which circumstances and by which measures can this leap from training and individual competences to organisational development and change be accomplished?

Identifying factors that positively influence or hamper institutional change, the following section summarises the lessons learnt from the two projects.

Management support is the most essential ingredient for institutionalisation. According to participants, senior staff must support the change process right from the beginning. Key factors in this context are that senior staff is well sensitised on the key issues at stake, e.g. by participates in at least some of the main activities of the HCD measure (such as a regional seminar), and, ideally, has been actively engaged in initiating the transfer project. This “ideal situation” may in reality not often be the case. It is therefore essential that senior staff are informed and formally approve a transfer project (especially when resources are required), at best in writing, and communicate the decisions made with all the relevant hierarchy levels.

Factors that often hamper successful institutionalisation at management level include:

- Change of management personnel: The new person in charge may not be aware of the transfer project and the agreements that were made formerly (especially if agreements have not been documented).
- Staff involved in the transfer project are moved to another position by their superiors, subsequent delays in replacement of key staff involved in the transfer project.
- Lack of top level/political support, e.g. from the side of government authorities such as relevant ministries, resulting in insufficient human and financial resources for institutionalisation.

Participants pointed out that coaching from external and internal sources can be very beneficial, especially when resistance to change is encountered. The evaluation suggested that the presence of GIZ personnel on site may be helpful e.g. in facilitating follow-up and critical reflection on change processes. External support may also be helpful for sensitisation on change processes at the political/decision making levels.

Communication and participation within institutions: Based on accounts of the participants it is essential that different levels within the institution participate in the implementation process, for instance, in the form of a multi-task team. Equally as important is that all relevant stakeholders are aware of the process, and that all persons involved in the process are equipped with the required skills.

Learning and sharing and networking: Committed and regular exchange between participants within and across institutions and countries through sharing materials, experiences, lessons learnt and success stories, contributes positively to facilitating learning and initiating institutional change. This was discussed as a central theme during the conference in Berlin. The creation and utilisation of the TVET-Portal is one of the key outcomes of the projects. It provides a platform that plays a central role in strengthening collaboration across institutions and target countries. As a potential future development, it was proposed to use the TVET-Portal as a platform for sharing advice and providing a discussion forum to find solutions to common problems.

Mechanisms for anchoring efforts in institutional structures: Whether or not project participants were able to act as multipliers or change agents within their respec-
tive institutions depended significantly on their roles and functions within the institutions. In some cases, participants were able to form units representing their transfer projects within their institution. This was conducive to anchor activities within organisational structures and procedures. In addition, mechanisms such as steering committees were recommended during the closing conference in Berlin in order to ensure that different departments don’t work in isolation from each other and facilitate the development of policies on the institutional level, highlighting the need to integrate and standardise processes. One concrete challenge revealed in the context of a transfer project was the lack of an overarching policy ensuring consistency and standardisation of Career Guidance activities across various placement offices.

Well-managed implementation processes: One of the key lessons learnt with respect to project management for the participants was that the adequate preparation of all stages of the project is essential for successful, holistic and sustainable implementation.

Specifically, running pilot projects as a precursor proved to be a non-threatening way to introduce new processes and structures and also provided a mechanism to learn from mistakes and apply these lessons learnt to future projects. Similarly relevant in this context was to provide sufficient support mechanisms such as guidance and counselling during the implementation process which functioned as a valuable source of strength and orientation for participants.

Responding to learner needs: One of the strengths of both projects was the flexible and participatory approach applied to developing and implementing the HCD measures. For instance, the learning content of the HCD measures was adapted to market requirements as well as the competence levels of the participants. Directly responding to the capacity building needs of the participants, necessary follow-up trainings were identified. Additionally, project partners were included in the conceptualization of measures as much as possible strengthening the ownership of partner organisations and the relevance of the projects.

Addressing psychological barriers: Human resistance to change is a generic challenge to institutional change. One concrete example illustrating this is the introduction of e-learning as an instructional method which teachers/instructors responded to with opposition in some cases. Addressing such manifestations of resistance with open communication, for instance, with awareness raising classes informing teachers/instructors about e-learning and its application and providing a platform to discuss concerns proved itself valuable for encouraging organisational development processes.

Addressing cultural barriers: The widespread negative image of TVET within societies of the target countries impacted negatively on the implementation of some of the transfer project activities. For instance, there is a reluctance of academic teachers towards TVET programmes in general and Career Guidance initiatives specifically, as TVET is associated to cater to the “low achievers” and Career Guidance initiatives are thought to “take students away” from the universities. Raising the awareness of decision makers and higher management within educational institutions on the benefits of TVET and Career Guidance in the given economic situation is required to improve the negative image of TVET. Dialogue between TVET institutions and academia was also fostered by arranging visits to vocational training centres for academic teachers.

That institutional change often needs to go hand in hand with cultural and attitudinal change was the conclusion drawn by project participants who tried to achieve institutional change relating to aspects such as the inclusion of people with disabilities or the promotion of environmentalism and sustainability. Addressing potential attitudinal blockages at an early stage through sensitisation and awareness raising initiatives was helpful for overcoming such barriers.

Providing sufficient resources: For transfer projects to be successfully integrated into organisations and achieve institutional change, sufficient monetary and time resources need to be provided.

Participants reported that firm time management and prioritisation of tasks was essential to balance their everyday
workload with the activities conducted in relation to their transfer projects. Here again, management support and flexibility plays an important role in ensuring that the transfer project activities are not perceived as roadblocks or stand in competition to the general tasks and responsibilities of the participants. Ideally, the successful implementation of the transfer project reduces the general workload by fostering effectiveness and efficiency, which was reported by some cases.

With respect to monetary resources, the projects that managed to integrate fundraising elements fared well. Still, the difficulty of financing follow-up projects was a widely discussed challenge. In some cases, this challenge was addressed by establishing marketing units to market training courses that were developed within transfer projects and thereby trying to more sustainably finance project activities.

**Involving the private sector:** Strengthening collaborative ties with and increasing the participation of the private sector in TVET were key aspects throughout the project period. However, the evaluation found that involving the private sector was only successful in those cases where private sector representatives considered specific competences or improved qualifications economically relevant or advantageous.

One example illustrating the positive effects of a partnership with the private sector on the institutionalisation of processes is the cooperation of the Vocational Training Cooperation in Jordan with ZAIN Telecom, a major telecom provider in the Middle East, in the context of a employment oriented modular training programme for the maintenance and repair of mobile phones. To successfully manage the cooperation, a steering group was created between the two organisations. Through the support of ZAIN Telecom the transfer project gained in relevance and was provided with, for instance, equipment and primary material. ZAIN also partially financed the training of trainees and trainers contributing considerably to internal capacity building processes of VTC.

**Involving government authorities:** Lessons learnt from the transfer projects show that involving government agencies, such as the Ministry of Education (MoE) can provide valuable support to the implementation of project activities and institutional change.

One success case is the vocational school of MCV, the General Agent for Mercedes-Benz Commercial in Egypt (Cairo). Through the close cooperation with the MoE MCV was able to develop a certification mechanism and incentive systems to motivate trainees offering promising career paths. Students now, for instance, receive a certificate diploma from the MoE on the completion of 3-year vocational secondary school, increasing the relevance of the training they received.

A stronger collaboration between the TVET institutions and the MoE was also called for with respect to Career Guidance related projects.
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