

ヨルダン・ハシェミット王国
職業訓練マネジメント強化プロジェクト
終了時評価調査報告書

平成22年9月
(2010年)

独立行政法人国際協力機構
人間開発部

人間
JR
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序 文

ヨルダン・ハシェミット王国においては、アブドゥラー国王即位以降、安定的な経済発展と国際競争力の強化のため、投資促進、工業団地の建設等の工業振興政策をとるとともに、労働者の生産性、製品水準の向上、労働市場のニーズに十分対応しうる人材育成のための教育・職業訓練の充実を開発計画の主要目標の1つに位置づけています。

同国の産業人材育成を担う公的機関の1つとして、首都アンマンに本部を置くヨルダン職業訓練公社（Vocational Training Corporation：VTC）があり、国内にて45カ所の訓練センターを運営しています。しかし、地域の産業ニーズが把握できていないこと、各センターの運営が効率的に行われていないこと、指導員の技術力とモチベーションが低いことなどの問題点が指摘されています。かかる状況を踏まえ、ヨルダン政府はわが国に、VTCのマネジメント能力強化を通じて、VTCがより労働市場ニーズに即した訓練プログラムを提供できるようになることをめざす技術協力プロジェクトの実施を要請しました。

本プロジェクトは2006年11月に開始され、4年間の計画で活動が展開されています。今般、プロジェクトの終了を2010年11月に控え、活動の進捗状況の確認と、これまでの活動の評価、及び今後の方向性に関してヨルダン側と協議を行うことを目的に終了時評価調査団を派遣しました。本報告書は、その調査結果をまとめたもので、今後のプロジェクト実施にあたって活用されることを願うものです。

本プロジェクトにご協力いただいた関係者の方々に深く感謝申し上げますとともに、引き続き本プロジェクトへの一層のご支援をお願いする次第です。

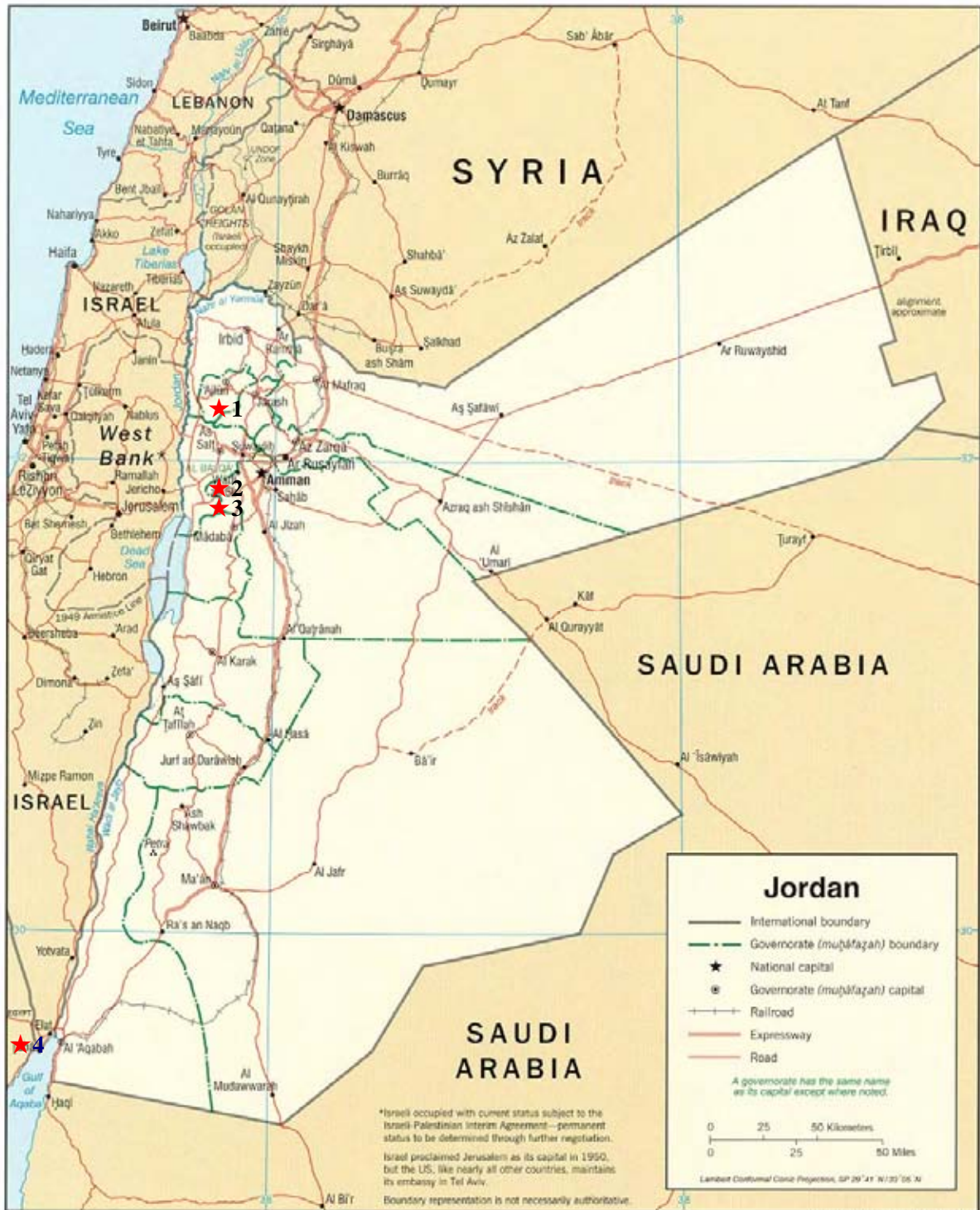
平成22年9月

独立行政法人国際協力機構
人間開発部長 萱島 信子

目 次

序 文
地 図
写 真
略語一覧
終了時評価調査結果要約表（和文）、（英文）

第1章 終了時評価調査の概要	1
1-1 調査団派遣の経緯と目的	1
1-2 調査団の構成と調査日程	2
1-3 対象プロジェクトの概要	2
第2章 終了時評価の方法	3
2-1 評価調査の枠組み	3
2-2 プロジェクトの現状把握と検証	3
2-3 評価グリッドの作成	3
2-4 評価5項目による評価	3
2-5 提言と教訓の策定とフィードバック	3
2-6 評価結果の取りまとめ	3
第3章 プロジェクトの実績に関する調査結果	4
3-1 投入実績	4
3-2 活動実績	5
3-3 成果の達成状況	9
3-4 プロジェクト目標の達成度	14
3-5 上位目標の発現度	16
第4章 評価5項目に基づく評価結果	17
4-1 妥当性	17
4-2 有効性	17
4-3 効率性	18
4-4 インパクト	18
4-5 自立発展性	19
4-6 結 論	19
第5章 提言と教訓	21
5-1 提 言	21
5-2 教 訓	22



- ★ 1 : Jerash Vocational Training Institute
- ★ 2 : VTC Headquarters
- ★ 3 : Testing and Training Institute
- ★ 4 : Aqaba Vocational Training Institute



ヨルダン職業訓練公社
(Vocational Training Corporation : VTC)



技術検定・職業訓練学院 (Testing and Training Institute: TTI) センター長へのインタビュー



訓練センター管理・モニタリング用データベース



VTC 卒業生が起業した会社



ミニッツ協議



ミニッツ署名

略語一覧

CIAST	Centre for Instructor and Advanced Skill Training	職業訓練指導員・上級技能訓練センター
C/P	Counterpart	カウンターパート
CUDBAS	A method of Curriculum Developing Based in Ability Structure	クドバス ※教育・訓練カリキュラム開発手法の1つ
DAC	Development Assistance Committee	開発援助委員会
JCC	Joint Coordination Committee	合同調整委員会
OECD	Organization for Economic Co-operation and Development	経済協力開発機構
OJT	On-the-Job Training	企業内訓練
M/M	Minutes of Meeting	協議議事録、ミニッツ
PDM	Project Design Matrix	プロジェクト・デザイン・マトリックス
TDI	Training and Development Institute	指導員研修学院
TMC	Training Management Cycle	訓練管理サイクル
TTI	Testing and Training Institute	技術検定・職業訓練学院
VTC	Vocational Training Corporation	職業訓練公社
VTI	Vocational Training Institute	職業訓練センター

終了時評価調査結果要約表（和文）

1. 案件の概要		
国名：ヨルダン・ハシェミット王国		案件名：職業訓練マネジメント強化プロジェクト
分野：産業技術教育・職業訓練		援助形態：技術協力プロジェクト
所轄部署：人間開発部 高等教育・社会保障グループ 高等・技術教育課		協力金額（評価時点）：3.5 億円
協力期間	R/D 締結日：2006 年 9 月 9 日 協力期間：2006 年 11 月～ 2010 年 11 月（4 年間）	先方関係機関：職業訓練公社（VTC）
		日本側協力機関：厚生労働省、 独立行政法人雇用・能力開発機構
<p>1-1 協力の背景と概要</p> <p>ヨルダン・ハシェミット王国（以下、「ヨルダン」と記す）では、安定的な経済発展と国際競争力強化のため、工業振興政策及びそれを担う産業人材の育成を重点課題とし、教育・職業訓練の充実を開発の主要目標の1つに位置づけている。ヨルダンの産業人材育成を担う機関の1つにヨルダン職業訓練公社（Vocational Training Corporation：VTC）があり、首都アンマンに本部を置き、国内に45の訓練センターを運営しているが、地域の産業ニーズが把握できていないこと、各センターの運営能力が低いこと、指導員の質とモチベーションが低いことなどの問題点が指摘されている。かかる状況を踏まえ、VTCの運営管理能力を向上させることにより、労働市場のニーズに合致した職業訓練プログラムを提供することを目的とした技術協力プロジェクトが要請された。</p> <p>本プロジェクトは、VTCをカウンターパート（Counterpart：C/P）機関とし、4名の専門家（①総括/組織運営、②訓練計画、③センター運営管理、④データベース構築管理）を派遣し、2006年11月21日から2010年11月20日の4年間の計画で協力が実施されている。プロジェクトでは、3つのモデル訓練センター（①Jerash Vocational Training Institute：ジェラシュ VTI、②Training and Testing Institute：TTI、③Aqaba Vocational Training Institute：アカバ VTI）にて、VTC運営モデルの導入〔訓練管理サイクル（Training Management Cycle¹：TMC）を用いた訓練運営や、中間管理職の設置等を通じたセンター運営改善〕に係る活動を実施し、将来的には、モデル訓練センターでの取り組みを他のセンターに普及していくことを計画している。</p> <p>1-2 協力内容</p> <p>(1) 上位目標 VTC及び傘下の訓練センターがVTC運営モデルに基づき管理・運営される。</p> <p>(2) プロジェクト目標 企業ニーズに合致した訓練コースを提供できるVTC運営モデルが確立される。</p>		

¹ 訓練の内容を段階的かつ継続的に改善していくことを目的に、①訓練ニーズの把握、②訓練コースの設定、③カリキュラム開発と教材作成、④訓練の実施、⑤訓練の評価のステップを1つのサイクルとして展開していく方法。本報告書では、以下TMCと記述する。

(3) 成果			
1) VTC 運営モデルを VTC 本部がモデル訓練センターのパイロット訓練コース以外のコースやモデル訓練センター以外のセンターへ普及するための支援体制が整う。			
2) モデル訓練センターが地域産業界のニーズを反映した訓練を計画し実行できる。			
3) モデル訓練センターがセンター運営改善の知見を獲得する。			
4) VTC 本部、地域事務所がモデル訓練センターを管理し、モニタリングできる。			
(4) 投入（評価時点）			
1) 日本側：投入総額 3 億 5,000 万円			
専門家派遣	4 名	供与機材	0.1 億円
研修員受入	37 名	ローカルコスト負担	0.1 億円
2) ヨルダン側：			
C/P 配置	28 名	土地、建物提供	

2. 評価調査団の概要			
調査者	担当分野	氏名	所属
	団長/総括	小西 伸幸	JICA 人間開発部 高等教育・社会保障グループ 高等・技術教育課長
	職業訓練	金丸 順夫	独立行政法人雇用・能力開発機構 福山職業能力開発短期大学校 能力開発部長
	協力企画	井田いづみ	JICA 人間開発部 高等教育・社会保障グループ 高等・技術教育課
	評価分析	小野澤雅人	株式会社ピオニエリサーチ 取締役
調査期間	2010 年 7 月 23 日～2010 年 8 月 7 日		評価種類：終了時評価

3. 評価結果の概要	
3-1 実績の確認	
(1) 成果の達成度	
1) 成果 1「VTC 運営モデルを VTC 本部がモデル訓練センターのパイロット訓練コース以外のコースやモデル訓練センター以外のセンターへ普及するための支援体制が整う」 成果 1 はほぼ達成されている。 VTC 運営モデルの普及責任者として、VTC 本部から「訓練担当副総裁」、「財務・管理担当副総裁」、「トレーニングコーディネータ総括」の 3 名が任命された。VTC 職員は、プロジェクトにて実施したセミナーやワークショップを通じて VTC 運営モデルを理解し、現在、同モデルをモデル訓練センター以外のセンターへ普及すべく、3 年計画を作成している。同計画はプロジェクトが終了するまでに完成する見通しとなっている。	
2) 成果 2「モデル訓練センターが地域産業界のニーズを反映した訓練を計画し実行できる」 成果 2 はほぼ達成されている。	

モデル訓練センターであるジェラシュ VTI、TTI、アカバ VTI において、各センター 2 コースずつ、計 6 コースのパイロット訓練コースが選定され、産業界のニーズを反映した訓練を提供できるよう、TMC に基づく訓練運営を導入した。ワークショップや実践を通じてセンター職員の TMC に対する理解度は高まり、現在は、当初対象予定だったパイロット訓練コースだけでなく、他の訓練コースにおいても、TMC の一環として CUDBAS²を用いたカリキュラム開発手法を導入している。

3) 成果 3 「モデル訓練センターがセンター運営改善ノウハウを獲得する」

成果 3 はほぼ達成されている。

モデル訓練センターでは、運営改善の策として、中間管理職の導入やセンター運営に関する各種委員会の設置を行った。こうした取り組みを通じて、業務に関する意思決定の多くを VTC 本部ではなく現場（訓練センター）が行えるようになってきている。更にプロジェクトでは、技能競技大会や教材コンクールを開催し、VTC の広報や、民間企業との連携強化を推進してきた。一連の運営改善に関する取り組みは、マニュアル・ガイドラインとしてまとめられ、プロジェクト終了までにアラビア語版・英語版のものが完成する予定である。

4) 成果 4 「VTC 本部、地域事務所がモデル訓練センターを管理し、モニタリングできる」

成果 4 はほぼ達成されている。

プロジェクトでは、訓練センターの管理・モニタリングが効率的に行えるよう、各センターの訓練生やコース情報等に関する情報を一元管理すべくデータベースの構築を行った。データベースの導入を通じて、VTC 本部は訓練センターの状況をモニタリングしやすくなり、管理の効率化につながっている。

(2) プロジェクト目標の達成度

プロジェクト目標には 6 つの指標が設定されている。このうちいくつかは、現時点で数値が達成されていないものもある。ただし、いずれも改善傾向にあることや、現時点の成果の達成状況及び活動状況を踏まえると、プロジェクト期間終了までにプロジェクト目標は達成できると判断できる。

3-2 評価結果の要約

(1) 妥当性：高い

地方の労働市場のニーズに合致した職業訓練の強化は、“National Agenda (2006-2015)” や、労働省の「雇用と技術職業教育及び訓練に関する政策と戦略」により必要性を謳われており、ヨルダンの開発政策と合致している。また VTC は、こうした政策の一翼を担う機関として訓練実施能力の強化が期待されており、VTC のニーズとも合致する。

² (財) 海外職業訓練協会が開発した教育・訓練カリキュラム開発手法。①訓練によって育成する能力・資質の細分化、②訓練水準・目的の設置、③訓練予定表の作成、④指導案の作成を経て訓練プログラムが開発される。

(2) 有効性：高い

プロジェクトは、VTCの自発的運営改善の機運を生み出しながら、VTC運営モデルの導入を通じて一定程度VTCの訓練実施能力を向上させることができた判断される。プロジェクト目標の指標もおおむね達成されており、「企業ニーズに合致した訓練コースを提供できるVTC運営モデルが確立される」というプロジェクト目標は達成される見込みが高い。

(3) 効率性：おおむね高い

日本側の投入は、タイミング、量、質の点からも問題なく実施された。また、プロジェクトで実施した各C/P研修は、専門家の技術移転にあたり効果的に機能した。一部のヨルダン側のC/Pがプロジェクト期間中に交代となり効率性阻害要因となったが、必要なC/Pが配属された後は、プロジェクト実施のために多くの努力を傾注し、プロジェクトの円滑実施に寄与した。

(4) インパクト：正のインパクトが発現しつつある。

VTC運営モデルのうちCDUBASを用いたカリキュラム開発及びデータベースの活用は、当初の計画より早く、プロジェクト期間中に他センターへの普及が着手された。また、プロジェクトにおいてVTCと民間企業との接点の強化に努めたところ、VTC職員の地域の民間企業との連携に対する関心が高まった。さらに、技能競技会と教材開発コンテストは、民間企業との連携促進、VTCの広報、指導員の意識向上等、さまざまな効果を生んだ。

(5) 自立発展性：おおむね高い

既にいくつかのVTC運営モデルが他センターにも導入されている状況を考慮すると、VTC職員のプロジェクト成果の普及意識は高い。また、プロジェクトで構築した運営モデルは、マニュアルとして文書化されVTCに残り、今後も継承されていく可能性が高い。ただし、VTCのセンターによっては人員体制面で脆弱な所もあり、そうした点を留意した適応可能性の高い普及計画をVTC本部が作成することが望まれる。また、VTCの分権化が進めば、本プロジェクトで取り組んだような、人員体制や運営上の効率化が行いやすく、プロジェクト効果の持続性もより高まる。

3-3 効果発現に貢献した要因

(1) 計画内容に関すること

プロジェクトでは3つのモデル訓練センターを選定し、さらに各センターで2つの訓練コースを「パイロット訓練コース」として選定し、集中的に実施してきた。これによって、少ない投入で効率的かつ効果的にプロジェクトを実施することが可能となった。

(2) 実施プロセスに関すること

日本人専門家は、C/Pとの「対話」に重点を置き、日本側の考えを押し付けるのではなく、ヨルダン側の制度的な限界を理解しながら、丁寧に粘り強く対話を重ねてきた。その結果、C/P機関のマネジメント体制の変更（中間管理職の設置）といった、一般的に踏み込むことが難しい領域において成果を生むことができた。

3-4 問題点及び問題を惹起した要因

(1) 計画内容に関すること

なし

(2) 実施プロセスに関すること

なし

3-5 結論

予定されていた活動は専門家と C/P の努力により、計画通り終了しており、各成果・目標の指標の達成状況を見ても、プロジェクト目標は達成される見込みであると判断できる。以上から、調査団は本プロジェクトを所定のプロジェクト期間で終了することが適当と考える。

3-6 提言

(1) プロジェクト成果の普及計画の作成準備

VTC 本部はプロジェクト終了までに普及計画を作成予定とのことであるが、運営モデルの普及には VTC 本部のイニシアティブが必要であり、実現可能性の高い計画が確実に作成され、普及が行われていくことが望まれる。

(2) モニタリング能力の強化

プロジェクト成果の持続のためには、モデル訓練センターでの活動結果をどのように生かすかのビジョンを VTC 本部がもち、そのために必要なモニタリングを継続的に実施していくことが必要である。また今後は、訓練生の就職状況のフォローも、訓練効果のモニタリングの一手段として取り組むことが期待される。

(3) データベースの有効活用

プロジェクトで導入したデータベースは有効なモニタリングツールとして活用しうる。データベースでは、各センターのモニタリングのために利用されているほか、企業が当該データベースにアクセスし、訓練生のスキルについて情報を得ることが可能となっている。今後は他の潜在ユーザーも取り込みながらデータベースが活用されていくことが望ましい。

(4) VTC の独立分権化の推進

VTC は政府機関であるがゆえ、職員・指導員の採用、予算確保と会計手続き等においてさまざまな規制が存在し、センターの運営改善に取り組むにあたり障害となることがあった。現在、VTC がヨルダン政府から独立し自主運営する組織になることが検討されているが、これにより VTC の独立裁量権が拡大されれば、運営面の改善もより促進される。

(5) 指導員の技術向上

VTC が産業界のニーズに即した訓練を提供できるようになるためには、指導員の指導技術向上も非常に重要な課題である。VTC 指導員の指導技術力には、いまだ向上の余地があり、指導員研修の機会を設けるなどして指導技術の向上を図っていくことが望ましい。

(6) 技能競技会等の継続

プロジェクトで導入した技能競技会、教材コンクールは、VTCの広報や大会マネジメント能力向上、指導員や訓練生のモチベーション向上といった効果が期待できる。今後も引き続きこうした大会が開催されていくことが望まれる。

3-7 教訓

(1) 職業訓練機関のマネジメント能力強化の重要性

本プロジェクトは、特定の訓練校において、特定の技術分野に絞って技術移転を行うアプローチではなく、訓練運営とセンター運営のマネジメント能力強化といった横断的に共通する課題に対する協力を行ってきた。職業訓練分野の技術協力プロジェクトを実施する際、特定科目の指導員の指導技術力強化のための事業を実施することが多い。産業界のニーズに即した質の高い訓練を実施するには指導員の指導技術力の強化は極めて重要な要素であるものの、指導員がその能力を発揮するためには職業訓練センターや職業訓練事業所管省庁の適切なマネジメントも極めて重要である。マネジメントの改善には行政の観点から多くの要素が関連することになり問題解決が難しい側面も併せもつが、職業訓練事業の質向上において重要なポイントである。

(2) 産業の活性化と両輪での協力の重要性

本プロジェクトは、JICAが実施する「産業人材育成・雇用開発プログラム」の1つのコンポーネントに位置づけられている。同プログラム下には、雇用開発に関するプロジェクトの実施も計画されており、人材を輩出する側と雇用を吸収する側の両方での協力を行うこととなっている。ヨルダンのように、国内企業の多くが中小・零細企業で、雇用吸収力の低い国では、労働人材と雇用のミスマッチが生じやすい。こうした国では、産業界の活性化と人材育成の双方向からのアプローチを検討していくことが非常に重要である。

終了時評価調査結果要約表（英文）

1. Outline of the Project		
Country: Hashemite Kingdom of Jordan		Project title: The Project for Strengthening the Capacity of Training Management of VTC
Issue/Sector: Technical and Vocational Education and Training		Cooperation scheme: Technical Cooperation Project
Division in Charge: Technical and Higher Education Division, Higher Education and Social Security Group, Human Development Department		Total Cost: Approximately 350 million JFY
Period of Cooperation	November 2006 - November 2010 (4 years)	Partner Country's Implementing Organization: Vocational Training Corporation (VTC), Kingdom of Jordan
		Supporting Organization in Japan: Ministry of Health, Labour and Welfare Employment and Human Resources Development Organization of Japan
<p>1-1 Background of the Cooperation</p> <p>The Government of Jordan places a high priority on human resources and skills development in the technical fields in the economic policy framework.. Vocational Training Corporation (VTC), which has headquarters in Amman, is the key organization as a public vocational training provider, responsible for the management of 45 Vocational Training Institutes. However, there have been difficulties such as insufficient capacity to conduct comprehensive training which meets labor market needs, inefficiency in managing and operating training centers, inadequate motivation, lack of teaching skills of instructors, and so on.</p> <p>The Government of Jordan had made a request to the Government of Japan for technical assistance on the Project for Strengthening the Training Management of Vocational Training Corporation.</p> <p>The Project was started from November 2006 and will be end in November 2010. Four Japanese experts (1. Chief Advisor / Institution Management, 2. Training Planning, 3. Training Center Management and 4. Database Establishment) was dispatched so far. The project chose three model training centers (1. Jerash VTI, 2. Testing and Training Institute and 3 Aquaba VTI) and trying to establish VTC operating model in those centers. This model is to be expanded after the project.</p>		
<p>1-2 Project Overview</p> <p>(1) Overall Goal</p> <p>VTC and training centers are managed and operated based on the VTC operating model.</p>		

(2) Project Purpose

An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry.

(3) Output

Output 1: The support system of VTC Headquarters is developed to spread the operating model to other training programs and other 3 training centers

Output 2: The model training centers can plan and implement training that reflects the needs of local industry.

Output 3: The model training centers will accumulate knowledge on the training management.

Output 4: VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centers.

(4) Input as of July 2010

1) Japanese side: Approximately 350 million JPY

Experts : 4

Equipment: Approximately 10 million JPY

Trainees received: 37

Operational Cost: Approximately 10 million JPY

2) Jordanian side:

Conterpart: 28

Equipment and Land Cost

2. Evaluation Team

Team Member	Team Leader	Mr. Nobuyuki Konishi, Director, Technical and Higher Education Division, Human Development Department, JICA
	Vocational Training	Mr. Yorio Kanemaru, Director, Human Resources Development Department Polytechnic College Fukuyama, Employment and Human Resources Development Organization of Japan
	Cooperation Planning	Ms. Izumi Ida, Program Officer, Technical and Higher Education Division, Human Development Department, JICA
	Evaluation Analysis	Mr. Masato Onozawa, Director, Pionnier Research Inc.
Evaluation Period	July 23 to August 7, 2010	Type of Evaluation: Terminal Evaluation

3. Summary of Evaluation Results

3-1 Achievement

(1) Achievement of Outputs

1) Output 1: “The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centers”

Most of the targets for the Output 1 are achieved.

VTC headquarters has assigned three core executives to expand the VTC operating model, namely (a) Assistant Director General for Centers and Training as Project Director, (b) Assistant Director General for Administration and Finance, and (c) General Training Coordinator. They understand the concept of the model through seminars and workshop which were conducted by Japanese experts . Now they are making three-year-plan for expansion of the model and it will be completed by the end of the project.

2) Output 2: “The model training centers can plan and implement training that reflects the needs of local industry”

Most of the targets for the Output 2 were achieved.

Each of three model training centers picked up two training course as pilot training courses. In the pilot course, counterparts and experts conducting the course under the Training Management Cycle (TMC) so that the training course will meet the labor market needs. The staffs of the model centers well understand TMC and they have already expanded parts of the operating model to the other training courses. The activities of the model center are regularly monitored by the experts and counterparts.

3) Output 3: “The model training centers will accumulate knowledge on the training management”

Most of the targets for Output 3 were achieved.

As activities of Output 3, the project introduced middle level manager and some kinds of committees to the model centers. The staffs of model centers gradually understand the concept of these models through the seminars and workshops. This model effects on the decision making process in the model center that they can decide daily matters by themselves. In addition, the project conducted skill competition and training material contest. Those activities promoted PR of VTC and linkage between VTC and private company. The experts are making guidelines and manuals of these models. They will be completed by the end of the project.

4) Output 4: “VTC Headquarters, Occupational Sector Directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centers”

Most of the targets of Output 4 were achieved.

The project established the database of the situation of model training centers, such as information of trainees, training course and so on. This greatly helps VTC headquarters to monitor the training centers and improved the effectiveness.

(2) Achievement of the Project Purpose

There are six indicators defined for Project Purpose. It was found that the indicator 2.2: “Increase of employment offers to pilot training programs” cannot be examined because the model training centers

did not provide the team the statistical data on position opening from the private sector as such data is collected and compiled by the Ministry of Labour. In addition, the Indicator 3: “Dropout rate is reduced from 30 % in 2006 to 15 % in 2010” has not been fulfilled because the latest dropout rate for those enrolled in 2009 was 20% slightly short of the target. The trend of the dropout rate in the past four years, however, is significantly improving and is expected to improve for that of 2010 enrollment.

Although there are some indicators which are not be achieved as we saw before, the achievement of outputs and related activities so far are almost completed. Therefore the team judged the project purpose is likely to be achieved.

3-2 Summary of Evaluation Results

(1) Relevancy: High

The Project is in line with the development plan and the strategy of Jordan. Especially it has been carried out based on the high level of needs and importance for labour market of Jordan. It maintains the needs identified at the ex-ante evaluation, such as VTC’s own needs for improving the programs and Japan’s ODA policy for supporting Jordanian initiatives.

(2) Effectiveness: High

The evaluation results indicate that the effectiveness of the Project is considered high because the most of indicators of the Project Purpose has been completed or will be completed. Adopting the VTC operating model initially designated at the three model training centers is nearly completing. In addition, VTC adopts organizational restructuring proposed by the experts in order to provide high level of services to its customers. It should be noted that the ground work for autonomous operation of VTIs has been initiated by introducing decentralized management.

(3) Efficiency : Moderately high

Input from Japanese side carried out as previously scheduled. Especially the counterparts training had good effects on the project efficiency for improving the instructors’ technical skills and deepening the counterparts’ understanding of the Japanese vocational training and management. On the other hands, the frequent changes of Jordanian counterpart had had effects on efficiency though they are trying hard for the implementing the project.

(4) Input: Some positive impacts are observed

The VTC operating model was adopted slightly higher pace than originally planned. Moreover, the project’s effort to make frequent contact between private company and VTC result in enhance the instructor’s mind for cooperation with the private company. Lastly, skill competition and training material contest promoted PR of VTC and improving the motivation of instructors.

(5) Sustainability: Moderately high

The VTC operational model is institutionalized at some training institutes. The staffs of VTC has strong

mind to disseminate the model to the other centers and manuals are created by experts so that VTC can refer. This will help to keep sustainability of the project. However, the number of VTIs is still large and the management capacity as well available resources of these institutes are still limited. VTC headquarters are expected to make applicable expansion plan for the other remaining centers. Moreover, acceleration of autonomy of VTC helps to conduct management improvement.

3-4 Factors Contributing Outputs

(1) Factors concerning to Planning

The Project selected initially the three model training centers and allocated the resources to develop two pilot training programs each centre. This allows the Project implement the service efficiently and effectively by utilizing limited resources.

(2) Factors concerning to the Implementation Process

The project put a great effort to communicating with the counterpart to understand the existing conditions and limitation of Jordan, not just pushing Japanese way of doing. As a result, Jordanian side figures out the changes necessary and accepts some recommendations by the experts. This process made it possible to change the management system of VTC (especially introducing middle manager system), which is, in general, difficult field of cooperation.

3-4 Issues and Factors Arising the Problems

(1) Project Design

None

(2) Implementation Process

None

3-5 Conclusion

So far the planned activities are almost completed by the effort of the experts and counterparts. Most of the indicators of outputs and project purpose were achieved or will be achieved. Considering these situations, the project purpose will be achieved prior by the end of the Project duration, and, therefore, the Evaluation Team considers the Project be terminated as scheduled, end of November 2010.

3-6 Recommendations

(1) Preparation of action plan for dissemination

In order for VTC to disseminate the outputs of the Project, a dissemination plan should be prepared by VTC headquarters. The plan should be completed and approved by the end of the Project duration.

(2) Enhancement of monitoring and evaluation of VTC Headquarters

To prepare the dissemination plan for VTC to spread the output to all VTIs, the headquarters of the VTC

needs to evaluate, verify and, if necessary, modify when necessary, all model training centers should have clear vision for how the monitoring results is utilized, and to carry our regular monitoring. In addition, Jordanian side is in need of strengthening monitoring and evaluation capacity for instruction by instructors. VTC together with the experts will prepare an action plan to improve such capacity.

(3) Utilisation of the database for effective decision-making tool

The database developed by the Project has a great potential to be used as an effective monitoring tool. Trainees' registration, various reporting as well as instructors' information are compiled into the database and the updated information are utilized at all training institutes as well as the VTC headquarters to monitor the training activities. In addition, the prospective employees may access the database to retrieve some bio-data regarding their skills of potential trainees or employees. It is expected that the database will be further used by introducing it to other potential users.

(4) Acceleration of autonomy and independency of VTC

Having been a public agency, VTC operates based on rules and guidelines on human resources and finance set by the government. Such regulations sometimes forbid some changes necessary for improvement of VTC. It is considered that on-going efforts of restructuring VTC provide more autonomy and independence which leads to improved service delivery to its clients.

(5) Continuation of enhanced training centre management

Though the Project made the VTC operating model available, good management requires persistent efforts of improvement. The committees and instructors' regular meeting, etc., organized through the Project activities, therefore, need to keep running effectively with clear goal and objectives upheld.

(6) Skill development of instructors

In order to fulfill the Project Purpose: "An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry", further skill development of instructors is another crucial issue. It will enhance the overall performance of the Project. In addition to the project activities such as improvement of organizational management and institutional development, additional skill development of instructors is necessary.

(7) Re-defining the roles of the regional offices

The current roles and responsibilities of the regional offices of VTC has been ambiguous both authorities and support to VTIs. When the on-going reform continues, it is expected for VTC headquarters as well as VTIs to improve managerial capacity. Such improvement will lead to duplication of roles and responsibilities as well as tasks. Consequently, a review on roles and responsibilities of the regional centers should be redefined.

(8) Skill competition

The skill competition introduced by the Project was effective means that can expect not only raised motivation of trainees, but also publicity of VTC, improved management capacity through the event operation, and improved motivation of centre itself and instructors. It is expected to continue such an event.

3-7 Lessons Learned

(1) Importance of enhancing management capacity of vocational training institution

This project dealt with strengthening of VTC's management capacity of training operation and center management which is cross-center challenges for VTC. This approach is unique in respect of not to support particular training institution in particular subject. In general most technical cooperation project are design to support to enhance capacity of instructors in particular subject. Needless to say, such approach is important so that the training institution can conduct the qualified training which meets industry's need. On the other hand, it is also important to enhance the management capacity of the training institution so that instructor can make the most use of his/her ability in training field. Improving management capacity is not a easy task, however, it is important factor to conduct qualified training.

(2) Importance of conducting cooperation from both training provider side and industry side

This project is one of the components under the program of human resource and employment development in JICA. In this program, both human resource development project and employment development project are designed to support in both respect. It is difficult in Jordan, where there is no big industry, to conduct fruitful cooperation if we cooperate only in supply side. Cooperation from both supply side and demand side is very important in such country.

第1章 終了時評価調査の概要

1-1 調査団派遣の経緯と目的

ヨルダン・ハシェミット王国（以下、「ヨルダン」と記す）は、安定的な経済発展と国際競争力強化のための工業振興政策と、それを担う産業人材の育成を重点課題として、教育・職業訓練の充実を国家開発上の主要目標の1つに位置づけている。

ヨルダンの産業人材育成を担う公的機関の1つとして、首都アンマンに本部を置くヨルダン職業訓練公社（Vocational Training Corporation：VTC）があり、国内に45カ所の訓練センター運営している。しかし、地域の産業ニーズが把握できていないこと、各センターの運営が効率的に行われていないこと、指導員の技術力とモチベーションが低いことなどの問題点が指摘されている。かかる状況を踏まえ、ヨルダン政府はわが国に、VTCのマネジメント能力強化を通じて、VTCがより労働市場ニーズに即した訓練プログラムを提供できるようになることをめざす技術協力プロジェクトの実施を要請した。

同プロジェクトは、VTCをカウンターパート（Counterpart：C/P）機関として2006年11月に開始され、4年間の計画で、日本側は4名の専門家（①総括/組織運営、②訓練計画、③センター運営管理、④データベース構築管理）が中心となり活動が展開されている。プロジェクトでは、45のセンターの中から、①北部地域よりジェラシュ職業訓練センター（Jerash Vocational Training Institute：ジェラシュVTI）、②中部地域より技術検定・職業訓練学院（Training and Testing Institute：TTI）：③南部地域よりアカバ職業訓練センター（Aqaba Vocational Training Institute：アカバVTI）の3センターを「モデル訓練センター」として選出し、同センターを対象に、VTC運営モデルの導入〔訓練管理サイクル（Training Management Cycle¹：TMC）を用いた訓練運営や、中間管理職の設置等を通じたセンター運営改善〕に係る活動を実施している。将来的には、モデル訓練センターでの取り組みを他のセンターに普及していくことを計画している。

本プロジェクトは、2010年11月にプロジェクト期間を終了する予定となっている。今般、プロジェクトの終了前に、活動の進捗状況と評価5項目（妥当性、有効性、効率性、インパクト、自立発展性）に基づいた評価及び今後の方向性に関してヨルダン側と協議を行うことを目的に終了時調査団が派遣された。

終了時調査における具体的な検討項目及び協議項目は、以下のとおりである。

- (1) これまで実施した協力活動について、当初計画に照らし、投入実績、活動実績、計画達成度を確認し、問題点を整理する。
- (2) 計画達成度を踏まえ、評価5項目（妥当性、有効性、効率性、インパクト、自立発展性）の観点から、ヨルダン側関係機関とともに、プロジェクトの評価を行う。
- (3) プロジェクトの直面している課題や今後の活動計画についてヨルダン側関係機関や専門家と協議し、中長期的な提言を行う。
- (4) 評価・協議結果をヨルダン・日本国側双方の合意事項としてミニッツ（Minutes of Meeting：M/M）に取りまとめる。

¹ 訓練の内容を段階的かつ継続的に改善していくことを目的に、①訓練ニーズの把握、②訓練コースの設定、③カリキュラム開発と教材作成、④訓練の実施、⑤訓練の評価のステップをひとつのサイクルとして展開していく方法。本報告書では、以下、TMCと記述する。

1-2 調査団の構成と調査日程

調査期間：2010年7月23日から2010年8月7日まで

担当分野	氏名	所属
団長/総括	小西 伸幸	JICA 人間開発部 高等教育・社会保障グループ 高等・技術教育課長
職業訓練	金丸 順夫	独立行政法人雇用・能力開発機構 福山職業能力開発短期大学校 能力開発部長
協力企画	井田いづみ	JICA 人間開発部 高等教育・社会保障グループ 高等・技術教育課
評価分析	小野澤雅人	株式会社ピオニエリサーチ 取締役

調査日程は添付資料1を参照。

1-3 対象プロジェクトの概要

本プロジェクトの基本計画は以下のとおり。成果①については、中間レビュー調査時に変更されている²。

- (1) 協力期間：2006年11月～2010年11月（4年間）
- (2) 協力相手先機関：ヨルダン職業訓練公社（VTC）
- (3) 上位目標：
VTC 及び傘下の訓練センターが VTC 運営モデルに基づき管理・運営される。
- (4) プロジェクト目標：
産業界のニーズに適合した訓練プログラムを提供できる VTC 運営モデルが確立される。
- (5) 成果：
 - ① VTC 運営モデルを VTC 本部がモデル訓練センターのパイロット訓練コース以外のコース及びモデル訓練センター以外のセンターへ普及するための支援体制が整う。
 - ② モデル訓練センターが地域産業界のニーズを反映した訓練を計画し実行できる。
 - ③ モデル訓練センターがセンター運営改善の知見を獲得する。
 - ④ VTC 本部、地域事務所がモデル訓練センターを管理し、モニタリングできる。

² 改定前の成果①は「職業訓練センターの権限が強化される」であった。プロジェクト開始当初、ヨルダン政府の政策として VTC の組織改革が検討されており、VTC 本部から訓練センターへ権限を分権化させる方向で改革を行うことが決定していたため、同方針に則って成果1を設定していた。しかし、その後ヨルダン政府による改革は実行されず、中間レビュー調査時に成果1についてはほとんど進展がないことが判明したため、現状に即した形で内容を変更することとした。

第2章 終了時評価の方法

2-1 評価調査の枠組み

本終了時評価は、①プロジェクトの現状の把握・検証、②評価5項目に基づく評価、③提言と教訓を通じたフィードバックという3つの枠組にて実施した。それぞれの概要を以下に述べる。

調査資料には、一次資料として、プロジェクト関係者への質問票（添付資料4参照）やインタビュー調査を通じて入手した情報を用いた。また二次資料として、プロジェクト・デザイン・マトリックス（Project Design Matrix : PDM）、活動計画、プロジェクト実施期間中に開催された協議の議事録、報告書等を用いた。

2-2 プロジェクトの現状把握と検証

本調査では、プロジェクトが何をどの程度達成したかという「実績」の検証と、それらを達成する過程で起こったこと（「実施プロセス」）の分析、さらに、達成されたさまざまな事象とプロジェクトとの「因果関係」について検証した。

2-3 評価グリッドの作成

現地での調査に先立ち、評価デザインの概要をまとめた「評価グリッド」を作成した。評価グリッドとは、評価内容全体のアウトラインを把握するために作成する評価用ツールである。本調査における評価グリッドは添付資料5を参照のこと。

2-4 評価5項目による評価

収集・整理した情報をもとに評価5項目（妥当性・有効性・効率性・インパクト・自立発展性）による評価を行った。同項目は、経済協力開発機構（Organization for Economic Co-operation and Development : OECD）の開発援助委員会（Development Assistance Committee : DAC）が1991年に提唱した開発援助事業の評価基準であり、概要は以下のとおりである。

- (1) 妥当性：プロジェクト実施の正当性、必要性、優先度や手段としての適切性を問う。
- (2) 有効性：プロジェクト目標の達成予測やプロジェクトの効果を問う。
- (3) 効率性：成果の達成度やプロジェクトの効率性を問う。
- (4) インパクト：上位目標の達成予測やプロジェクトの長期的・波及的効果を問う。
- (5) 自立発展性：協力終了後の持続性を見込みを問う。

2-5 提言と教訓の策定とフィードバック

評価5項目を含む評価の結果及び結論に基づき、今後の見通しやプロジェクト残余期間に取るべき措置などについて提言としてまとめた。また、実施中及び将来実施される類似のプロジェクトの参考となる事例について、教訓として抽出した。

2-6 評価結果の取りまとめ

評価結果は、調査期間中に合同評価報告書（英語版）に取りまとめ、プロジェクトの合同調整委員会（Joint Coordination Committee : JCC）において評価調査結果を報告した。

第3章 プロジェクトの実績に関する調査結果

3-1 投入実績

3-1-1 日本側

(1) 専門家派遣

プロジェクト開始から終了時評価調査時まで、日本人専門家（4名）が、計約75人月派遣された。各専門家の派遣分野は、①総括/組織運営、②訓練計画、③センター運営改善、④データベース構築・管理である。

表-1 専門家の投入実績 (単位：人月)

	2006年度	2007年度	2008年度	2009年度	2010年度	計
総括/組織運営	3.07	9.00	6.40	4.90	2.60	25.97
訓練計画	2.60	6.00	5.60	4.30	2.10	20.60
センター運営改善	1.60	5.00	5.60	4.30	2.10	18.60
データベース構築・管理	1.13	3.40	2.00	2.10	1.10	9.73
計	8.40	23.40	19.60	15.60	7.90	74.90

(2) 機材供与

当プロジェクトでは、特定の技術分野に特化しない支援アプローチをとっていること、またVTCの保有機材自体も、質・量ともに比較的充実していることから、一般的に職業訓練分野案件で導入されるような大型の機材の投入は行わない計画としている。したがって、プロジェクトで供与した機材は、手工具類を中心に、既存機材ではどうしても不足が生じる分に関し供与を行った。2010年8月現在、合計US\$141,286に相当する機材が供与されている。

表-2 機材供与実績

用途	内容	合計 (JD)
訓練用機材	TIG溶接機、ステンレス・スチール盤等	41,025
第1回技能競技会	競技運営に必要な資機材・消耗品等	7,469
データベース構築	PC、ソフトウェア	50,450
	計	98,944 =US\$141,286

(3) カウンターパート研修

合計37名のプロジェクト関係者が、日本、ヨルダン、マレーシアでのC/P研修に参加した。

当初計画では、C/P研修は、施設・訓練のマネジメントに関する研修を中心とし、指導員の特定分野の技術力向上に関する研修は計画されていなかった。しかし、プロジェクトを実施するなかで、訓練の質向上のためには現職指導員の技術力の底上げが不可欠である

と判断されたことや、VTC が現職指導員の技術力向上のために企業と連携する経験を積む機会を提供することの必要性が認められたため、プロジェクトの最終年度に、企業で実施する研修に参加する形で、指導員の技術力向上研修を実施した（「7 Up-grading of Technical Skills in Private Sector」）。同研修を足がかりとし、プロジェクト終了後も VTC が継続的に企業と連携した研修を実施し、指導員の技術力向上の機会を積極的にもうけていくことが期待される。

表－3 カウンターパート研修実績

	研修テーマ	人数	実施場所	実施年月
1	Vocational Training Management	6名	日本	2007年1月～2月
2	Vocational Training Administration	1名	日本	2007年3月
3	Promotion of Skills Development	2名	日本	2007年11月
4	VET Course Management Strengthening the Capacity of Vocational Training Management	6名	日本	2009年2月～3月
5	Vocational Training Management	6名	日本	2010年2月～3月
6	Strengthening the Capacity of Vocational Training Management	11名	マレーシア (CIAST)	2008年2月～3月
7	Up-grading of Technical Skill in Private Sector (分野：木工、配管、冷凍・空調)	5名	ヨルダン	2010年7月～8月
	計	37名		

3-1-2 ヨルダン側

(1) 人員

VTC の職員が C/P として配置されている。現在の C/P は、添付資料6を参照のこと。VTC では頻繁に人事異動が行われ、C/P についても、プロジェクト期間中に数名が交代している。技術移転を行った C/P の交代は、キャパシティ・ディベロップメントを目的とする本プロジェクトにも、少なからず負の影響を与えたが、必要な C/P が配属された後は、プロジェクト実施のために多くの努力を傾注し、プロジェクトの円滑実施に寄与した。

(2) 土地・事務室等の提供

日本人専門家に対して、執務場所、施設及び事務用品等の提供が行われた。

(3) プロジェクト運営経費

電気・水道代・電話代等をはじめとするプロジェクトにかかる管理・運営コストをヨルダン側が負担した。

3-2 活動実績

成果1から成果4に係る活動は、おおむね計画とおり実施されている。以下、活動実績の詳細を記す。

- (1) 成果1「VTC 運営モデルを VTC 本部がモデル訓練センターのパイロット訓練コース以外のコース及びモデル訓練センター以外のセンターへ普及するための支援体制が整う」に関する活動

プロジェクトでは、VTC 運営モデルとして、訓練コース運営の面では、日本の職業訓練において用いている TMC に基づく訓練運営を、またセンター運営の面では、中間管理職の配置やセンター運営に関する各種委員会の設置を行ってきた。これら運営モデルは、プロジェクトにて選出した3つのモデル訓練センターにて取り組んできた。なお、TMC に基づく訓練運営は、モデル訓練センターのなかでも特に6つのパイロット訓練コース³において実施している。

これら運営モデルの導入にあたっては、日本人専門家がセミナーやワークショップを開催し、VTC 職員の理解促進に努めてきた。またこうした活動に VTC 本部の C/P を積極的に携わらせることにより、今後運営モデルを他の訓練センターにも普及させるための責任者の育成を行ってきている。他センターへの普及計画は、現在、普及責任者を中心に作成が行われているところである。

- (2) 成果2「モデル訓練センターが地域産業界のニーズを反映した訓練を計画し実行できる」に関する活動

モデル訓練センターが地域産業界のニーズを反映した訓練を実施できるようになるため、既述のとおり、プロジェクトでは TMC に基づく訓練運営を提案し、各センターが選んだパイロット訓練コースにおいて取り組むこととした。パイロット訓練コースは、各モデル訓練センターの周辺産業界のニーズ調査や、センターの保有機材、指導員の技術力、日本の経験活用可能性等を踏まえ選定されている。これらコースでは、TMC に基づく訓練運営において、クドバス (Curriculum Developing Based in Ability Structure : CUDBAS⁴) を用いてカリキュラム開発を行い、内容や訓練時間等が産業ニーズに見合ったものとなるよう適切に見直しが行われた。さらに、訓練結果のモニタリング・評価を行い、結果を次期訓練に反映させる取り組みが行われている。パイロット訓練コースにおけるこうしたサイクルは、現在、第2あるいは第3バッチまで行われている (表-4 参照)。また、TMC に基づく訓練運営や CUDBAS を使ったカリキュラム開発手法等はマニュアルとしてまとめることになっており、現在プロジェクト専門家による取りまとめ作業が行われている。

なお、CUDBAS を用いたカリキュラム開発は、モデル訓練センター以外の一部センターでも既に取り入れられている。詳細は 3-3-2 (2) を参照のこと。

³ ジェラシュ VTI では金属加工と配管、TTI では屋内配線と木工、アカバ VTI では溶接と冷凍・空調 (計6コース) がパイロット訓練コースとして選定された。

⁴ (財) 海外職業訓練協会が開発した教育・訓練カリキュラム開発手法。①訓練によって育成する能力・資質の細分化、②訓練水準・目的の設置、③訓練予定表の作成、④指導案の作成を経て訓練プログラムが開発される。

表－４ パイロット訓練コース実施実績

モデルセンター/ パイロットコース	FY2007												FY2008												FY2009												FY2010							
	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8			
ジェラシュ VTI	OJT(5ヶ月)																																											
①金属加工	CUDBAS (第1バッチ/施設内10ヶ月)												評価・修正 (第2バッチ)												(第3バッチ)												(第2バッチ)							
②配管													(第1バッチ)												(第2バッチ)																			
TTI																																												
①屋内配線	CUDBAS (第1バッチ)												評価・修正 (第2バッチ)																															
②木工																									(第2バッチ)																			
アカバ VTI																																												
①溶接	CUDBAS (第1バッチ)												評価・修正 (第2バッチ)												(第3バッチ)																			
②冷凍空調													(第1バッチ)																								(第2バッチ)							

(3) 成果3 「モデル訓練センターがセンター運営改善の知見を獲得する」に関する活動

プロジェクト開始当初、各種アンケートやワークショップを通じてセンター運営における問題点を VTC 職員とともに洗い出し、センター運営改善に係るアクションプランを議論した。その結果、センター運営改善の策として、センターの人員体制の変更（中間管理職の設置）や、施設管理委員会やカリキュラム委員会等センター運営に係る各種委員会の設置、定期的な職員ミーティングの実施といった内容に着手することとした。これらを通じて、徐々に業務に関する意思決定の多くを、現場である訓練センターが行えるようになってきている。

中間管理職の設置は、これまでセンター内の唯一の管理者であるセンター長の下に権限が集中していた体制を改め、中間管理職の設置を通じて裁量権を分散させることにより運営の効率化を図ることを目的とした。しかし、中間管理職はヨルダンの公務員人事制度上、存在しない役職であるため、VTC 総裁の責任において配置する試験的取り組みという位置づけになっている。この試験的体制が、効率的な運営体制の検討にあたっての礎となることが期待される。他方、一部センターでは、指導員が中間管理職にスライドして任命されるという形で行われ、人員の増員が行われなかったことにより、指導員間の担当訓練コースの割り当てに混乱が生じる事態が発生した。プロジェクトは VTC 本部に対し、指導員の増員を要請し問題の解決を要求しているが、訓練への支障が生じないよう人事上の柔軟な対応が求められる。

表－５ 中間管理職の配置

対象センター	設置した中間管理職	センター規模
TTI	副センター長、総務課長、開発援助課長、訓練課長	大規模
アカバ VTI	総務課長、開発援助課長、訓練課長	中規模
ジェラシュ VTI	総務課長、開発援助兼訓練課長	小規模

また、プロジェクトでは、VTC の運営改善の一策として、技能競技大会及び教材コンクールを開催した。技能競技大会の実施結果は表－6 のとおりである。対象者は、技能競技大会が訓練生、教材コンクールが指導員となっている。これら活動は、訓練生の技術向上、指導員の能力向上、VTC の広報、また訓練生や指導員へのモチベーションの向上といった点において効果を期待して開催した。

大会の開催にあたって、参加するセンターでは出場者の選抜を行うための競技会を自主的に行うなど、VTC 職員のモチベーションの向上が見られた。また、競技大会では民間企業からの協力を得て連携を深める機会となったほか、大会の様子はテレビや新聞にて報道され、VTC の広報にもつながった。

表－6 技能協議大会実施結果

	開催センター	期 間	技術分野		参加センター数	参加者数
1	アイン・アル・バーシャ	2007/7/23 ～7/26	5	木工、溶接、美容、金属加工、屋内配線	11	62
2	ジェラシュ	2008/6/2 ～6/26	7	溶接、理容、美容、金属加工、屋内配線、縫製、配管	28	147
3	アイン・アル・バーシャ	2009/5/10/ ～5/14	11	木工、溶接、理容、美容、金属加工、屋内配線、縫製、配管、機会、自動車板金、製菓	45	150

(4) 成果4「VTC 本部、地域事務所がモデル訓練センターを管理し、モニタリングできる」に関する活動

VTC の各センターの状況が一元管理されておらず、非効率的な情報管理が行われていたため、まずはその情報管理ツールを整備すべく、プロジェクトでは、訓練生の登録、就職情報、訓練コース情報等からなるデータベースを作成することとした。モニタリング項目は VTC との協議により決定し、モニタリングフォームが作成され、それに基づき情報収集が行われた。データベースの構築を通じて VTC 本部はモデル訓練センターの状況をモニタリングしやすくなり、管理の効率化につながった。

なお、当初、データベースの導入はモデル訓練センターのみを想定していたが、VTC の意向により、プロジェクトの途中で全センターに対して導入を行うことが決まった。さらに、訓練生のうち希望者に対して自己スキルなどの情報を公開するシステムを付加し、企業が WEB 上で人材を探すことができるジョブマッチング機能も追加された。

なお、モニタリングの一環として、VTC は指導員の指導技術に関するモニタリング・評価を強化したいとして、同手法の技術移転を専門家に対し求めている。これについては、プロジェクト残余期間に専門家と VTC が協働で取り組むことになっている。

3-3 成果の達成状況

各成果における指標の達成度は以下のとおりである。

3-3-1 成果1「VTC 運営モデルを VTC 本部がモデル訓練センターのパイロット訓練コース以外のコースやモデル訓練センター以外のセンターへ普及するための支援体制が整う」

- (1) 指標 1.1：モデル訓練センター内の他のコースや他のセンターへ運営モデルを普及するために、VTC 本部より3名の職員（訓練担当副総裁、財務・管理担当副総裁、トレーニングコーディネータ総括）を任命する。

運営モデルの普及責任者として VTC 本部職員3名が任命された。本部では、これら責任者のうち、特にトレーニングコーディネータ総括を中心にプロジェクト活動が展開されている。

表-7 運営モデル普及責任者

名 前	役 職
訓練担当副総裁	Mr. Hani Khleifat
総務・財務担当副総裁	Mr. Ahmad Sawafeen
トレーニングコーディネーター総括	Mr. Mahmoud Abu Khadrah

- (2) 指標 1.2：VTC 本部職員の運営モデルに対する理解度が上昇する。

トレーニングコーディネータ総括を中心とする VTC 本部職員は、運営モデルの導入にあたって専門家が実施するワークショップやセミナーに参加し、運営モデルに対する理解を深めてきた。プロジェクト後半では彼らがワークショップにおいて中心的役割を担うようになっており、理解度は高いレベルにあると判断できる。

- (3) 指標 1.3：モデル訓練センター内の他のコースや他のセンターへの運営モデルが拡張するための計画が作成される。

トレーニングコーディネータ総括によれば、プロジェクトで導入した運営モデルを VTC の全センターに普及するための3カ年計画をプロジェクト終了までに作成する予定とのことである。運営モデルは、センター規模の大小によりそのままの適応は難しいセンターもあると思われるため、適宜、適切な形で見直され、普及計画が作成されることが望ましい。

3-3-2 成果2「モデル訓練センターが地域産業界のニーズを反映した訓練を計画し実行できる」

- (1) 指標 2.1：モデル訓練センターの指導員や職員の TMC に対する理解度が上昇する。

モデル訓練センターにおける TMC 理解度調査結果は表-8 の通りである。プロジェクト開始時と比べ、VTC 職員の TMC に対する理解度が上昇したことが確認できる。プロジェクトで実施したワークショップや、パイロット訓練コースでの実践が、TMC に関する理解の深化につながった。

表－8 TMC 理解度調査結果

プロジェクト開始時			終了時調査時		
TMCについて理解している	どちらともいえない	TMCについて理解していない	TMCについて理解している	どちらともいえない	TMCについて理解していない
8	7	6	21	0	0

(2) 指標 2.2. : パイロット訓練コースの達成率が 90%以上となる。

6つのパイロット訓練コースすべてにおいて、TMCに基づく訓練運営が円滑に実施されている。

なお、TMCに基づく訓練運営の一環である、CUDBAS を用いたカリキュラム開発は、当初予定では、プロジェクト期間中にパイロット訓練コース以外のコースに普及させることは計画していなかったが、VTCの強い意向により、プロジェクト期間中に他のコースにも適用することとなった。現在の普及状況は表－9の通りである。

表－9 CUDBAS を用いたカリキュラム開発の普及状況

	対象訓練コース	訓練センター	
1	金属加工	ジェラシュ	パイロット訓練コース
2	配管		
3	屋内配線	TTI	
4	木工		
5	溶接	アカバ	
6	冷凍空調		
7	屋内配線	ジェラシュ	普及されたコース
8	理容		
9	冷凍空調		
10	IT		
11	縫製	TTI	
12	自動車電装		
13	自動車整備		
14	機械		
15	IT	イルビッド	
16	美容		
17	冷凍空調		
18	自動車整備	マシャラ	
19	IT	アイン・アル・バーシャ	
20	自動車整備	ザルカ	
21	美容	タフィーレ	
		カラック	

(3) 指標 2.3 : 頻繁にパイロット訓練コースがモニタリングされる。

パイロット訓練コースのモニタリングは、月に2回の割合で、VTC 本部職員、センター長、トレーニング・コーディネーター、JICA 専門家がチームとなって各センターを訪問し、チェックリストに基づきコースの進捗状況を確認している。モニタリング内容は、訓練生の状況、教材の開発状況、スケジュール管理状況といった内容が主なものとなっている。

3-3-3 成果3「モデル訓練センターがセンター運営改善ノウハウを獲得する」

(1) 指標 3.1 : モデル訓練センターのセンター長や職員の運営に対する理解度が上昇する。

プロジェクトで実施したセンター運営（中間管理職制度）の理解度インタビューの結果は表-10の通りである。プロジェクト開始前と開始後で理解度が上昇していることが確認できる。

表-10 センター運営理解度

プロジェクト開始時			終了時調査時		
中間管理職の必要性を理解している	どちらともいえない	理解していない	中間管理職の必要性を理解している	どちらともいえない	理解していない
3	3	15	20	1	0

(2) 指標 3.2 : 職員に対する訓練運営セミナーやワークショップが開催される。

各モデル訓練センターの管理者及び指導員に対して、日本における訓練・管理の内容及び改善活動を紹介するセミナーが開催された。開催実績は表-11のとおりである。

表-11 セミナー、ワークショップの開催実績

日時	主題	内容	対象	参加人数	実施場所
2006.12.4	職業訓練概要	日本における訓練センターの運営・管理の内容及び改善活動	センター長、職業訓練指導員、管理部門職員、VTC 本部職員、JICA ボランティア、JICA 職員、JICA 専門家	14	TTI
2006.12.5	運営改善概要	PCM (Project Cycle Management) 手法を利用した、運営改善計画	同上	14	TTI
2006.12.10	職業訓練概要	日本における訓練センターの運営・管理の内容及び改善活動	同上	12	アカバ
2006.12.11	運営改善概要	PCM (Project Cycle Management) 手法を利用した、運営改善計画	同上	12	アカバ
2006.12.23	職業訓練概要	日本における訓練センターの運営・管理の内容及び改善活動	同上	16	ジェラシュ

日 時	主 題	内 容	対 象	参加 人数	実施 場所
2006.12.24	運営改善 概要	PCM (Project Cycle Management) 手法を利用した、運営改善計画	同上	16	ジェラ シュ
2007.1.13 ～17	パイロツ ト訓練コ ース選定	コース選定会議	センター長、職業訓練 指導員、管理部門職 員、VTC 本部職員、 JICA ボランティア、 JICA 専門家	8	TTI
2007.1.20 ～24	パイロツ ト訓練コ ース選定	コース選定会議	同上	8	アカバ
2007.1.27 ～31	パイロツ ト訓練コ ース選定	コース選定会議	同上	7	アカバ
2007.5.15 ～16	カリキュ ラム開発	カリキュラム検討委員会	センター長、職業訓練 指導員、VTC 本部職 員、民間企業代表、 JICA 専門家	9	TTI
2007.5.22 ～23	カリキュ ラム開発	カリキュラム検討委員会	同上	8	アカバ
2007.5.28 ～29	カリキュ ラム開発	カリキュラム検討委員会	同上	8	アカバ
2007.10.21	データベ ース運用	データベース講習会	データベース担当者、 ソフトメーカー、 JICA ボランティア	9	TDI
2007.12.20	データベ ース運用	データベース講習会	データベース担当者、 ソフトメーカー	10	ザルカ
2008.8.3～ 6	中間管理 職研修	職業訓練公社の副総裁による 公社の役割、現状説明、技プロ 専門家による指導員の役割や 使命の講義、指導員研修学院院 長によるカリキュラム編成法 の講義及び実践	副総裁、VTC 本部職 員、トレーニングコー ディネータ、指導員、 JICA 専門家	20	TDI
2009.1.26	モニタリ ング手法 研修	モニタリングフォームの内容 検討会	トレーニングコーデ ィネータ、指導員、 JICA 専門家	10	Century Park Hotel
2009.1.26	中間管理 職研修	中間管理職の役職の必要性や 業務	センター長、中間管理 職、VTC 本部職員、 JICA 専門家	36	Century Park Hotel

日時	主題	内容	対象	参加人数	実施場所
2009.5.24	カリキュラム開発	CUDBAS 研修会	トレーニングコーディネータ、指導員、VTC 本部職員、JICA 専門家	17	TTI
2009.6.29	中間管理職研修	センター運営の内容と中間管理職の資質、訓練評価の方法	中間管理職、指導員	32	Crown Plaza

(3) 指標 3.3：訓練センター運営改善マニュアルが利用される。

訓練運営及びセンター運営に関する各種マニュアル・ガイドラインは表-12 のとおり暫定版が作成されている。プロジェクト終了までに英語版・アラビア語版にて製本されたものが完成する予定である。

表-12 マニュアル・ガイドラインのリスト

1	Training Management Cycle
2	Guideline for CUDBAS
3	Guideline for market needs survey
4	Guideline for middle level manager
5	Vocational Training Instructor's Guide
6	Manual for monitoring and evaluation (今後作成予定)

(4) 訓練管理に関与する企業数が 10 から 25 に増加する。

パイロット訓練コースのカリキュラム開発委員会に、6 コースにそれぞれ 3 名の民間セクターの代表が参加しており、合計 18 の企業の代表が参画している。また、プロジェクトにて実施された技能競技大会の運営にあたっては、20 社以上の企業から財政的支援、技術的支援（審査員）を得ており、こうした取り組みを通じて VTC に関与する企業はプロジェクト開始当初より増加している。

3-3-4 成果 4「VTC 本部、地域事務所がモデル訓練センターを管理し、モニタリングできる」の達成度

(1) 成果 4.1：モニタリングガイドラインが整備され、VTC 本部に利用される。

プロジェクトでは、訓練センターのモニタリングツールとして、訓練生や訓練コース情報に関するデータベースを構築した。入力方法のマニュアルも整備され、データベースの活用が進んでいる。

(2) 成果 4.2：モニタリングや評価制度に対するモデル訓練センター職員の満足度が上昇する。

モニタリング・評価のための情報は、以前は書類により VTC 本部に報告されていた。し

かしデータベース完成後は、情報収集が飛躍的に効率化され便利になったとの声が VTC 職員から聞かれている。終了時調査時のインタビューにおいても、データベースに対する高い満足度を示す VTC 職員がほとんどであった。

- (3) 成果 4.3：モデル訓練センターの管理やモニタリングのためのデータベースが整備され利用される。

VTC 本部から、データベースの情報更新は絶えず行うよう指示が出ており、最新の訓練生情報、指導員情報、開講訓練コース等の情報が閲覧できる状態となっている。データベースの導入は、当初3カ所のモデル訓練センターのみを対象としていたが、その後、全センターへ対象が拡大され、更に訓練生の雇用機会拡大のためのジョブマッチング機能も付加されている。

3-4 プロジェクト目標「産業界のニーズに適合した訓練プログラムを提供できる VTC 運営モデルが確立される」の達成度

プロジェクト目標には以下6項目の指標が設定されている。データが収集できず確認が行えなかった指標や、一部達成されていない指標はあるものの、全体としてはおおむね達成傾向にあると判断できる。

3-4-1 指標 1.1 「TMC マニュアルが開発され利用される」

TMC に関するマニュアルは、その大部分の作業が終了しており、英語版・アラビア語版がセットとなった最終版がまもなくヨルダン側に提出される予定となっている。なお同マニュアルの暫定版は、TMC 導入時にモデル訓練センターに配布されている。

3-4-2 指標 1.2 「VTC 本部および職業訓練センターにおいて新組織が導入される」

VTC 本部では、運営モデルに関する責任者が任命され、また各センターにおいては、中間管理職の任命を通じて新しい体制が導入された。

3-4-3 指標 2.1 「パイロット訓練コースに対する訓練生の満足度が開始時より上昇する」

訓練生のパイロット訓練コースにおける教科書、機材、教授法、指導員に関する満足度調査結果は表-13のとおりである。項目によって年毎にばらつきがあるものの、教科書に関する項目以外は、上昇傾向か横ばいとなっている。教科書に関しては、満足度が2006年と比べると下降しており、理由を丁寧に分析し必要な改善を図っていく必要があると思われる。

表-13 訓練生の満足度

(単位：%)

調査年	教科書	機材	教授法	指導員
2006	89	64	72	97
2007	58	71	97	100
2008	68	76	85	97
2009	67	69	83	93

3-4-4 指標 2.2 「パイロット訓練コースに対する求人数が増加する」

現在、ヨルダンにおいて求人管理は労働省の役割となっており、公的に定められている VTC 業務には、就職支援や求人管理は含まれていない。よって、VTC において求人者数は把握されておらず、同指標に関する情報を入手することはできなかった。しかし、プロジェクトで作成したデータベースでは訓練生の自己スキル等の情報を公開するシステムを付加し、企業が WEB 上で人材を探ることができるシステムを整備している。実際に機能し活用されていくまでには時間を要すると思われるが、このシステムを通じて将来的に訓練生と企業とのジョブマッチングが推進されていくことが期待される。

3-4-5 指標 2.3 「卒業生がパイロット訓練コースと関連した企業に雇用される」

VTC 施設内での訓練コース（10 カ月）を修了した訓練生は関連企業への OJT（5 カ月）を経験することとなっているが、パイロット訓練コースにおいては、半数以上の訓練生が OJT 先に就職しており（ジェラシュ VTI で 50%、TTI で 70%、アカバ VTI で 60%）、指導員へのインタビュー調査によれば、他コースと比べても関連企業への就職率は高いことが確認されている。

3-4-6 指標 3 「中退者率が 2006 年の 30%から 2010 年には 15%に減少する」

パイロット訓練コースにおける中退率は表-14 のとおりである。アカバにおいては、2006 年に 50%だった中退率が、2009 年には 20%と大幅に改善されていることが確認できる。指標の 15%には届かないものの、プロジェクト開始当初（全センターでは 30%）よりは改善の傾向が見られる。

表-14 パイロット訓練コースの中退者率

年度、人数	ジェラシュ		TTI		アカバ		中退者率	
	金属加工	配管	屋内配線	木工	溶接	冷凍空調		
'06	入学	n/a	n/a	n/a	n/a	7	15	11/22
	中退	n/a	n/a	n/a	n/a	1	10	50.0%
'07	入学	13	n/a	17	n/a	11	n/a	8/41
	中退	2	n/a	3	n/a	3	n/a	19.5%
'08	入学	12	10	15	12	11	10	12/70
	中退	1	1	5	3	0	2	17.1%
'09	入学	13	16	20	18	15	15	20/97
	中退	1	3	4	6	3	3	20.6%

3-5 上位目標の発現度

上位目標：VTC 本部及び訓練センターが VTC 連営モデルに基づき管理・運営される。

指標：①パイロット訓練コース以外の訓練コースにもプロジェクトの成果が拡張される。

②モデル訓練センター以外にもプロジェクトの成果が拡張される。

③パイロット訓練コースの卒業生が関連技術の企業に雇用される。

④パイロット訓練コースの卒業生を採用した企業の 70%が訓練生に満足する。

評価時点で、上位目標が確実に達成されるかどうかを十分に予測することは難しい。しかし、既述のとおり、運営モデルに対する VTC の理解度や評価は総じて高く、また既に CUDBAS を用いたカリキュラム開発や、データベースの活用などが他センターへも普及している状況をみると、VTC 本部がイニシアティブを取り普及計画を実施していけば、今後、他センターへの普及は加速していくものと見込まれる。ただし、中間管理職制度などは現在のヨルダンの公務員人事制度にはないものであり、またセンターの規模や人員体制によって導入が難しいセンターも出てくると思われる。しかしいずれにせよ、効率的なセンター運営のためにマネジメントの改善は必要であり、それぞれのセンターに適応可能な形で導入の検討が行われることが望ましい。

パイロット訓練コースが、卒業生の雇用機会拡大や企業の満足度に何らかの効果を与えたかについて、因果関係を明らかにするのは現段階では難しいが、パイロット訓練修了生の OJT 企業先への定着率が比較的高い状況を考慮すると、採用企業の卒業生に対する評価は低いものではないといえる。以上から、上位目標が達成される見込みはおおむね高いと判断される。

一方、既述のとおり、VTC では卒業生の雇用状況をフォローすることや、雇用を支援することに関して、専門家が必要性について VTC に説いているものの、組織の業務として定められていないこともあり、認識が必ずしも高くない。しかし、訓練生の雇用状況は、訓練効果を図る 1 つのバロメーターになるため、VTC においてフォローを検討していくことが望まれる。

第4章 評価5項目に基づく評価結果

4-1 妥当性

プロジェクトは終了時評価の時点で、高い水準の妥当性を維持している。

4-1-1 ヨルダンの開発政策との一貫性

地方の労働市場の必要性に合致した職業訓練の強化は、“National Agenda (2006-2015)”において、ヨルダンの開発戦略における優先分野の1つとして位置づけられている。また労働省は、雇用と技術職業教育及び訓練に関する政策と戦略(The Employment-Technical and Vocational Education and Training (E-TVET) Policy and Strategy)を2007年に策定し、労働市場のニーズに即した職業訓練の重要性を強調している。

4-1-2 VTCのニーズとの合致

VTCは、ヨルダンの政府機関として、職業訓練の提供を通じて若年層の雇用の拡大に寄与することが期待されている。しかし、VTCはこれまで、産業界のニーズに合った適切な訓練プログラムを実施していないとの批判を浴びており、VTCの訓練実施能力の強化が求められている。プロジェクトはVTCが産業界のニーズに即した訓練を提供可能となるよう、訓練実施能力の強化をめざしたものであり、VTCのニーズと合致している。

4-1-3 日本のODA政策との一致

日本の対ヨルダン国別援助計画では、ヨルダンの持続的な経済発展の実現を達成するため、同国内の労働需要に適合した質の高い産業人材の育成を優先的に取り組むべき開発課題の1つとしており、日本のODA政策とも一致している。

4-2 有効性

本プロジェクトの有効性は、以下の諸点によって高いと評価できる。

4-2-1 プロジェクト目標の達成見込みが高いこと

VTCは、プロジェクトで導入した運営モデルを通じて、一定程度、訓練実施能力を向上させることができたと判断される。プロジェクト目標における指標もおおむね達成されており、「企業ニーズに合致した訓練コースを提供できるVTC運営モデルが確立される」というプロジェクト目標は、達成される見込みが高い。

4-2-2 VTCの自発的取り組みの促進

プロジェクトを通じて、新しい訓練運営やセンター運営手法を導入することによって、モデル訓練センターの運営もそれぞれ自発的に改善されるようになった。VTC本部も、運営モデルの効果を認識し、運営モデルの一部を自発的にモデル訓練センター以外のセンターに普及させている。VTC全体として、自発的な改善への取り組みが見えるようになったことは、プロジェクトにより生じた効果であるといえる。

4-3 効率性

プロジェクトへの投入は、以下の点からおおむね効果的に行われたと判断する。

4-3-1 日本側の投入

日本側からの投入は、専門家の派遣、機材提供、本邦研修のいずれにもスケジュール上の遅延はなく計画どおり行われ、量・質の点からも問題なく実施された。また、指導員の指導技術向上にかかる C/P 研修を追加的に実施し、今後 VTC における同研修の定着化の礎を築いた。その他の C/P 研修も、C/P が日本の職業訓練に関する理解を深めることに役立ち、技術移転を行うにあたり効果的に機能した。

4-3-2 ヨルダン側の投入

協力期間中、一部の C/P が異動などにより交代になったことは、プロジェクトの効率性を阻害したものの、必要な C/P が配属された後は、プロジェクト実施のために多くの努力を傾注し、プロジェクトの円滑実施に寄与した。

4-4 インパクト

いくつかの正のインパクトを見ることができた。

4-4-1 運営モデルの普及

CUDBAS を用いたカリキュラム開発は、当初 3 つのモデル訓練センターのみでの実施を予定していたが、現時点で 6 カ所の訓練センターで実施されている。また同じく、データベースも、モデル訓練センターだけでなく VTC の全センターにおいて運用が開始されている。このように、プロジェクトで定めた範囲を超えて VTC が自主的にプロジェクトの成果の普及に取り組んでおり、既に上位目標に関連する活動が始動している。

4-4-2 地域の民間企業との連携に対する関心の高まり

VTC 本部は、2009～2011 年の事業戦略において、民間企業との連携強化を強調しているが、これまでは十分に連携が図れていないのが実情であった。これに対しプロジェクトでは、地域産業ニーズ調査やカリキュラム検討委員会への企業の参画、更には技能競技会等の実施を通じて企業との接点の創出に努めてきた。こうした取り組みを通じ、VTC 職員の民間企業との連携に関する関心は高まっており、今次調査においても、民間企業との連携が進みつつあると指摘する職員や連携強化の必要性を指摘する指導員が増えてきていることが確認された。

4-4-3 技能競技会・教材コンクール開催を通じた効果

プロジェクト開始時から開催されてきた技能競技会と教材開発コンテストは、民間企業との連携促進、VTC の広報、指導員の意識向上等、さまざまな効果を生んだ。更には、間接裨益である VTC 訓練生のモチベーションの向上にもつながることが期待され、こうした取り組みの波及効果は大きい。

4-5 自立発展性

評価調査団は、以下の理由により自立発展性はおおむね高いと評価した。

4-5-1 技術的側面

VTC 運営モデルは、これまでの取り組みを通じてモデル訓練センターにおいて定着してきており、更に他のセンターでも導入が開始されていること、また TMC や CUDBAS、中間管理職の業務内容等はマニュアル化され文書として VTC に残ることから、プロジェクトで技術移転した内容は VTC にて継承されていくものと見込まれる。

他方、産業界のニーズに即した訓練の提供には、運営面のみならず指導員の技術力向上も必須であり、この点において VTC が独自に強化策をとっていく必要がある。

4-5-2 組織的側面

VTC 運営モデルは、一部既に他センターでも導入が開始されていることから、取り組みやすいものに関しては、今後も継続的に実施されていく可能性は高い。しかしながら、今後展開すべき他の訓練センターは、人員体制面でモデル訓練センターと比較して脆弱なセンターもあり、中間管理職制度をはじめとし、他センターへの適応が難しいものも生じる可能性もある。VTC 本部は普及のための3カ年計画を作成予定であるが、こうしたセンター間の差異を踏まえた適切な計画が作成され、各センターに適応可能な形で訓練運営やセンターの運営の改善策を普及していくことが望ましい。

4-5-3 制度的側面

運営改善の取り組みは、柔軟に運営体制を見直せる状況であれば、より工夫がし易い。しかし、政府機関である VTC は、人事や予算確保・会計手続き等において制約が多く、運営面の効率性の追求は、限られた範囲での取り組みとなる。現在、VTC をヨルダン政府から独立して自立的に運営する組織に移行させるプロジェクトを実施すべく、世界銀行がヨルダン政府と協議を進めているところであるが、こうした VTC の裁量権拡大の動きが進めば、本プロジェクトで取り組んだような、人員体制や運営上の効率化が行いやすく、プロジェクト効果の持続性も高まるものと思料する。

4-6 結論

プロジェクトでは、3つのモデル訓練センターにおいて、TMC の導入や、効率的なセンター運営のための中間管理職や各種委員会の設置、更には訓練センターモニタリング用のデータベースの導入等を通じて、産業界ニーズに合致した訓練プログラムを提供していくための VTC 運営モデルの構築に取り組んできた。これらは、プロジェクト専門家によるワークショップ等を通じて、VTC 職員の理解を得ながら進められ、モデル訓練センターにおいて定着をしてきている。このうち、CUDBAS を用いたカリキュラム開発や、データベースによるセンター管理など一部の運営モデルは、既にモデル訓練センター以外への普及も開始されている。VTC 運営モデルを更に普及させていくための計画や、VTC 運営モデルに関するマニュアル・ガイドラインの完成版作成はプロジェクト残余期間に取り組まれる予定であるが、予定されていた活動は、専門家と C/P の努力により、計画とおりに終了しており、各成果・目標の指標の達成状況を見ても、プロジェクト目標は

ほぼ達成されると判断できる。以上から、調査団は本プロジェクトを所定のプロジェクト期間で終了することが適切と考える。

第5章 提言と教訓

5-1 提言

5-1-1 プロジェクト成果の普及計画の作成準備

VTC 運営モデルを今後、他の訓練センターに普及していくためには、VTC 本部がイニシアティブを取り、普及計画を立案・実施して行く必要がある。既述のとおり、VTC 本部はプロジェクト終了までに普及計画を作成することを予定しているが、実現可能性の高い計画が確実に作成され、普及が行われていくことが望まれる。

5-1-2 モニタリング能力の強化

プロジェクト成果の持続のためには、VTC 本部がモデル訓練センターの取り組み及び成果を丁寧なモニタリングを通じて評価、検証し、場合によっては必要な改善を加えたうえで、センター運営にフィードバックしていくことが大切である。モデル訓練センターの結果をどのように生かすかのビジョンをもち、そのために必要なモニタリングを継続的に実施していくことが望まれる。

なお、訓練生の就職状況について現在 VTC ではフォローしていないが、訓練効果のモニタリングの一手段として、就職状況のフォローも検討していくべきと思料する。

5-1-3 データベースの有効活用

プロジェクトで導入したデータベースは有効なモニタリングツールとして活用し得る。データベースでは、各センターの訓練生、指導員、訓練コースに関する情報等が入力されており、VTC 内における各センターの状況のモニタリングのために利用されているほか、企業が当該データベースにアクセスし、訓練生のスキルについて情報を得ることが可能となっている。今後は他の潜在ユーザーも取り込みながらデータベースが活用されていくことが望ましい。

5-1-4 VTC の独立分権化の推進

VTC は政府機関であるがゆえ、職員・指導員の採用、予算確保と会計手続き、人材開発等においてさまざまな規制が存在し、時にこれらの規制が、プロジェクトにてセンターの運営改善に取り組むにあたり障害となることがあった。現在、VTC がヨルダン政府から独立し自主運営する組織になることが検討されているが、これにより VTC の独立裁量権が拡大されれば、運営面の改善もより促進されると思料する。

5-1-5 指導員の技術向上

VTC が産業界のニーズに即した訓練を提供できるようになるためには、プロジェクトで取り組んだ組織マネジメントや訓練マネジメントの改善のみならず、指導員の指導技術向上も非常に重要な課題である。指導員の指導技術力は、訓練の質を大きく左右する。VTC 指導員の指導技術力には、いまだ向上の余地があり、指導員研修の機会を設けるなどして指導技術の向上を図っていくことが望ましい。

5-1-6 技能競技会等の継続

プロジェクトで導入した技能競技会、教材コンクールは、VTCの広報や大会マネジメント能力向上、指導員や訓練生のモチベーション向上といった効果が期待できる。今後も引続きこうした大会が開催されていくことが望まれる。

5-2 教訓

5-2-1 職業訓練機関のマネジメント能力強化の重要性

本プロジェクトは、特定の訓練校において、特定の技術分野に絞って技術移転を行うアプローチではなく、訓練運営とセンター運営のマネジメント能力強化といった横断的に共通する課題に対する協力を行ってきた。職業訓練分野の技術協力プロジェクトを実施する際、特定科目の指導員の指導技術力強化のための事業を実施することが多い。産業界のニーズに即した質の高い訓練を実施するには指導員の指導技術力の強化は極めて重要な要素であるものの、指導員がその能力を発揮するためには職業訓練センターや職業訓練事業所管省庁の適切なマネジメントも極めて重要である。マネジメントの改善には行政の観点から多くの要素が関連することになり問題解決が難しい側面も併せもつが、職業訓練事業の質向上において重要なポイントである。

5-2-2 産業の活性化と両輪での協力の重要性

JICAが実施する対ヨルダン産業人材育成・雇用開発支援に関しては、プログラムアプローチが採られており、本プロジェクトは、「産業人材育成・雇用開発プログラム」の一つのコンポーネントに位置づけられている。同プログラム下には、雇用開発に関するプロジェクトの実施も計画されており、両輪での協力を行うこととなっている。ヨルダンでは、企業の95%は5名以下の零細企業が占め、雇用吸収力がもともと低いうえ、さらに安価な外国人労働力を大量に受け入れており、産業人材を輩出しても雇用先がなかったり、労働者の希望する職種がなかったりと、人材輩出側だけに対する協力では効果を生み出しづらい。こうした国では、産業界の活性化と人材育成の双方向からの協力を検討していくことが非常に重要である。

付 属 資 料

1. 調査日程
2. 面談者一覧
3. ミニッツ
4. 質問票
5. 評価グリッド
6. カウンターパート一覧

1. 調査日程

ヨルダン 職業訓練マネジメント強化プロジェクト 終了時評価調査日程

日		団長 小西伸幸	職業訓練 金丸順夫	協力企画 井田いづみ	評価分析 小野澤雅人
7月23日	金				21:40 成田発
7月24日	土				9:20 アンマン着
7月25日	日	AM			VTC本部表敬
					専門家打ち合わせ
	PM			VTC本部C/P、関係者インタビュー	
				専門家インタビュー	
				ヨルダン事務所打合せ	
7月26日	月				地域事務所視察、インタビュー 移動:アカバへ
7月27日	火				アカバVTC視察、インタビュー (所長、中間管理職、指導員)
					19:55 羽田→大阪 23:15 大阪発 訓練生就職先企業視察、インタビュー 移動:アンマンへ
7月28日	水	AM			9:20 アンマン着 ヨルダン工業会議所インタビュー
					PM
7月29日	木	AM			ジェラシュVTC視察
					PM
7月30日	金				資料整理
7月31日	土				18:10 成田発 資料整理
8月1日	日	AM			05:15 アンマン着 事務所打ち合わせ 事務所打ち合わせ
					PM
8月2日	月				ジェラシュVTC訪問 プロジェクトチーム・VTC本部打合せ
8月3日	火				ミニッツ協議
8月4日	水				ミニッツ署名、JCC、大使館報告 17:15 アンマン発
8月5日	木				STIMI視察 18:00 成田着
					17:15 アンマン発
8月6日	金				02:10 アンマン発 17:20大阪着 18:00 成田着
8月7日	土				08:10 成田着

2. 面談者一覧

面談者リスト

職業訓練公社 (Vocational Training Corporation: VTC) 本部	Majed Habashneh	総裁
	Hani Khleifat	訓練担当副総裁
北部地域事務所	Mahmoud Abu Khadra	トレーニングコーディネーター総括 (VTC-JICAプロジェクト総括)
	Hussein Adawi	ICT局長
中部地域事務所	Khalid Salem Mousa Rsheedat	所長
	Mahammad Ameen Jabr Faleh Ala'Lwneh	所長
南部地域事務所	Ali Nawayseh	所長
	Mamoun Obaidat	所長
ジェラシュVTI	Abd alRahman Za'areer	開発援助・訓練課長
	Ahmad Juie-die	総務課長
	Mohammad Otoum	指導員 (金属加工)
	Nasser Eiliran	所長
	Rasmi Mo Eleisa	総務課長
	Khalat Mustafa	訓練課長
	Abed-alraman Shirsh	指導員
	Mohammad Al Sayed	IT担当
	Mohammed A Alsopd	開発援助課長
	Hasaw Zidaw	指導員 (自動車)
	Ibrahim Mansour Mayadmeh	指導員
	Rafet Ali Jamil	指導員
技術検定・職業訓練学院 (Testing and Training Institute: TTI)	Mahmoud Al Hamed	指導員 (電気)
	Mohthemahamdan Said Qtuqusi	社長
アルミ加工企業	Yousef Busem Abu-Suleimah	社長
Bawabet Jerash	Mohannad Al Rawashdeh	所長
STIMI	Usama Muhammad Salim Marie	指導員
	Mahmoud Abu zeul	指導員 (バルカ実科大学)
在ヨルダン日本大使館	塩口 哲朗	特命全権大使
	岡地 俊季	
JICAヨルダン事務所	岡本 茂	国際協力機構 ヨルダン事務所 所長
	森本 康弘	国際協力機構 ヨルダン事務所 次長
	大崎 光洋	国際協力機構 ヨルダン事務所 職員
	鈴木 智博	国際協力機構 ヨルダン事務所 職員
	笠井 千賀子	国際協力機構 ヨルダン事務所 企画調査員
プロジェクト専門家	池田 純	総括/組織運営
	平泉 元	訓練計画
	江尻 武	センター運営改善
	中島 正司	データベース構築・管理

MINUTES OF MEETING
BETWEEN
THE AUTHORITIES CONCERNED OF THE GOVERNMENT OF
THE HASHEMITE KINGDOM OF JORDAN
AND
THE JICA TERMINAL EVALUATION TEAM
ON
THE PROJECT FOR STRENGTHENING THE CAPACITY OF
TRAINING MANAGEMENT OF VOCATIONAL TRAINING CORPORATION

Japan International Cooperation Agency (hereinafter referred to as "JICA") organized the Terminal Evaluation Team (hereinafter referred to as "the Team"), headed by Mr. Konishi Nobuyuki, from July 23, 2010 for the purpose of the terminal evaluation for the Project for Strengthening the Capacity of Training Management of Vocational Training Corporation (hereinafter referred to as "the Project").

During its stay in Jordan, the Team had a series of discussions with the authorities concerned, jointly reviewed the achievements of the Project based on five criteria for the project evaluation, and exchanged views on the Project performance.

As a result of the discussions, the Team and Jordanian authorities concerned agreed on the matters referred to in the document attached hereto.

Amman, August 4, 2010



Mr. Konishi Nobuyuki
Team Leader
Terminal Evaluation Team
Japan International Cooperation Agency
Japan



Mr. Majed Habashneh
Director General
Vocational Training Corporation
Hashemite Kingdom of Jordan

Attached Document

**Project for
Strengthening the Capacity of Training Management
of
Vocational Training Corporation**

Terminal Evaluation Report

August 2010

M.K

[Handwritten signature]

TABLE OF CONTENTS

1. Introduction

- 1.1 Preface
- 1.2 Objective of Evaluation
- 1.3 Methodology of Evaluation
- 1.4 Members of the Terminal Evaluation Team

2. Background and Summary of the Project

3. Project Performance and Implementation Process

- 3.1 Input
- 3.2 Implementation Process of the Project

4. Result of Terminal Evaluation

- 4.1 Overall Achievement
- 4.2 Achievement of the Output
- 4.3 Achievement of the Project Purpose
- 4.4 Achievement of the Overall Goal

5. Result of the Terminal Evaluation in Terms of Five Criteria

- 5.1 Relevance
- 5.2 Effectiveness
- 5.3 Efficiency
- 5.4 Impact
- 5.5 Sustainability

6. Conclusion

7. Recommendations

ANNEXES

Project Design Matrix (PDM) Ver. 1

Inputs to the Project

- 2-1 List of Japanese Experts
- 2-2 List of Participants for Counterpart Training
- 2-3 List of Equipment Provided by JICA
- 2-4 List of Counterpart Personnel

Evaluation Grid

- 3-1 Achievement of the Project
- 3-2 Evaluation by Five Criteria

1. Introduction

1.1 Preface

The Project was launched on November 21, 2006 and its duration is expected to be four (4) years. With remaining Project period of about three (3) months, JICA dispatched the Team to the Hashemite Kingdom of Jordan from July 23 to August 7, 2010 to carry out tasks for evaluating the achievement of the Project.

1.2 Objective of the Terminal Evaluation

Objectives of the terminal evaluation are as follows:

- to review the degree of achievements of Inputs, Outputs, and Project Purposes based on the Project Design Matrix (hereinafter referred to as "PDM"),
- to evaluate the Project performance in terms of five evaluation criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability),
- to make recommendations regarding the measures to be taken for the improvement of the Project performance, and
- to draw lessons learned from the Project that can be applied to other projects in the same field.

1.3 Methodology of Evaluation

The project evaluation must be carried out in accordance with the JICA Guideline for Project Evaluation. The guiding principle of the evaluation is as follows:

The PDM is to be agreed upon by both sides and utilized as a basis of the evaluation process;

The achievement of the Project is to be confirmed by collecting data defined in the objectively verifiable indicators of the PDM; and

The Project is to be evaluated using the five evaluation elements defined by the Development Assistance Committee (DAC) Evaluation Quality Standard of the Organization for Economic Cooperation and Development (OECD) (See Table 1.1).

Table 1.1 Five Evaluation Elements Defined by DAC

Relevance	The appropriateness of the project objectives to the problems that it was supposed to address, and to the physical and policy environment within which it operated. It should include and including an assessment of the quality of the project preparation and design—i.e. the logic and completeness of the project planning process, and the internal logic and coherence of the project design.
Effectiveness	An assessment of the contribution made by results to achievement of the Project Purpose, and how assumptions have affected the Project achievements. This should include specific assessment of the benefits accruing to target groups, including women and men and identified vulnerable groups such as children, the elderly and disabled.
Efficiency	The fact that the Project results have been achieved at reasonable cost, i.e. how

	well inputs/means have been converted into Activities, in terms of quality, quantity and time, and the quality of the results achieved. This generally requires comparing alternative approaches to achieving the same results, to see whether the most efficient process has been adopted.
Impact	The effect of the Project on its wider environment, and its contribution to the wider policy or sector objectives (as summarized in the Project's overall goal).
Sustainability	An assessment of the likelihood of benefits produced by the Project to continue to flow after external funding has ended, and with particular reference to factors of ownership by beneficiaries, policy support, economic and financial factors, socio-cultural aspects, gender equality, appropriate technology, environmental aspects, and institutional and management capacity.

(Source: OECD)

The relationship between the Five Evaluation Criteria and the PDM is shown in Table 1.2.

Table 1.2 Relationship between PDM and Five Evaluation Criteria

	Relevance	Effectiveness	Efficiency	Impact	Sustainability
Overall Goal					
Project Purpose					
Outputs					
Inputs					

1.4 Members of the Terminal Evaluation Team

Name	Field	Position
Mr. Konishi Nobuyuki	Team Leader	Director, Technical and Higher Education Division, Human Development Department, JICA
Mr. Kanemaru Yorio	Vocational Training	Director, Human Resources Development Department Polytechnic College Fukuyama Employment and Human Resources Development Organization of Japan
Ms. Ida Izumi	Cooperation Planning	Program Officer, Technical and Higher Education Division, Human Development Department, JICA
Mr. Onozawa Masato	Evaluation Analysis	Director, Pionnier Research Inc.

2. Background and Summary of the Project

The Government of Japan places a high priority on human resources and skills development in the technical fields in the economic policy framework. Vocational Training Corporation (VTC) is the key organisation as a public vocational training provider, responsible for the management of 43 Vocational Training Institutes (VTIs) and 3 model training centres in Jordan. However, there have been difficulties in almost all the training centres and institutes such as insufficient capacity to conduct comprehensive training needs survey in the labour market, inefficiency in managing and operating training centres because of centralized VTC structure, inadequate motivation, lack of teaching skills of instructors, and so on.

The Government of Jordan had made a request to the Government of Japan for technical assistance on the Project for Strengthening the Training Management of Vocational Training Corporation. In response to the request, JICA dispatched the Preliminary Study Team in September 2005, in March and July 2006 to confirm the contents of the request and conducted a survey on vocational training system in Jordan as well as the current situation of management system at VTC. Finally, JICA and VTC agreed and signed on the Record of Discussions and Minutes on Meeting for the Project in September 2006. The duration of the Project is from November 2006 to November 2010.

As a result of the study, the logical framework of the Project was designed and summarized in the Project Design Matrix (PDM) ver.0.

In August 2008, JICA dispatched Mid-Term Evaluation Team to review the achievement of the Project. As the result of the evaluation, the team proposed the revision of the PDM and it was approved by the Joint Coordinating Committee.

3. Project Performances and Implementation Process

Achievement of the Project was measured in terms of inputs, activities, outputs and project purpose, all of which were based on the PDM ver.1.

Table 3.1 Narrative Summary of PDM ver. 1

Overall Goal	VTC and training centres are managed and operated based on the VTC operating model.
Project Purpose	An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry.
Output 1	The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centres
Output 2	The model training centres can plan and implement training that reflects the needs of local industry.
Output 3	The model training centres will accumulate knowledge on the training management.

Output 4	VTC Headquarters, Institute Directorate and Regional Offices can control and monitor the model training centres.
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3.1 Input

3.1.1 Japanese Contribution

(1) Dispatch of experts

A total of four (4) experts totalling approximately 75MM have been assigned by August 2010. The areas of expertise include Chief Advisor/Institutional Management, Training Planning, Training Centre/Institute Management and Database Establishment.

(2) Provision of equipment and facilities

A total amount of the equipment provided as of August 2010 is approximately US\$141,286.

(3) Training for counterparts

A total of 37 persons participated in training (see ANNEX 2.2)

Table 3.2 List of Training

Title	No of Participants	Place	Months/Year
Vocational Training Management	6	Japan	January to February 2007
Vocational Training Administration	1	Japan	March 2007
Promotion of Skills Development	2	Japan	November 2007
VET Course Management Strengthening the Capacity of Vocational Training Management	6	Japan	February to March 2009
Vocational Training Management	6	Japan	February to March 2010
Strengthening the Capacity of Vocational Training Management	11	Centre for Instructor and Advanced Skill Training (CIAST) Malaysia	February to March 2008
Up-grading of Technical Skill in Private Sector	5	In-country training	July to August 2010
Total	37		

(4) Operational cost for the Project in Jordan

An operational cost for the experts such as transportation, secretary, communication, etc. was bore by JICA.

3.1.2 Jordanian Contribution

(1) Appointment of counterpart personnel

At the beginning of the Project, counterpart personnel were appointed as planned; however, during the implementation of the Project, some counterpart personnel were changed due to internal transfer. The present counterpart personnel at VTC are shown in ANNEX 2-4.

(2) Land and facilities for the Project

Provision of office space, facilities, basic furniture and equipment for the Japanese experts had been provided appropriately.

(3) Local expenses

Administrative and operational costs for electricity, water supply, telephone and furniture are borne by Jordanian side.

3.2 Implementation Process of the Project

3.2.1 Implementation of Activities

(1) Activities planned in the PDM

Overall the Team found that the Project has been carried out according to the schedule and the planned activities will be completed by November 20, 2010. There are, however, some remaining activities under Output 4 defined in the PDM, such as monitoring and evaluation and inspection. It is anticipated that these remaining activities will be concluded by the end of the Project period.

According to the results of interview, literature study and observation, most of the activities have been carried out as planned. Despite such difficulties, the Project allocated resources and efforts to catch up with the schedule. As a result, all activities will be scheduled to complete as planned.

(2) Other notable activities

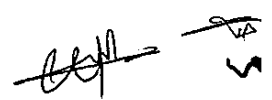
The Project has carried out a variety of activities including, seminar, workshop, skills competition and teaching materials contest. Details of these activities are explained in the ANNEX 3.1.

3.2.2 Project Management

The Project aims at the improvement of the managerial capacity of VTC as an organization through introduction of the VTC operating model consisting of various approaches including the Training Management Cycle (TMC), the CUDBAS techniques for curriculum development, introducing the middle level managers, etc.

As the understanding of the new approaches increased, the high level of communication, improved

22



management of the centres, improved training delivery to trainees, as well as effective partnership with the private sector were observed. This is because the stakeholders of the Project adopt the new approaches and quickly applied to their day-to-day management of their tasks and duties. The Team found that this was a concrete evidence of successful management of the Project.

As a result, the Project has been efficiently carried out due to the improved management which was adopted through the interaction between Jordanian and Japanese partnership.

4. Results of the Terminal Evaluation

4.1 Overall Achievement

The Team assessed the achievements of the Project in terms of progress of activities, as well as that of the outputs and the project purpose. The results of assessment are summarized in ANNEX 3-1.

The Project produces tangible outputs continuously despite its key stakeholders spread throughout the country (from the north to the south) and it initiates institutional changes of Jordanian vocational training system. The Project brings various stakeholders, including representatives from the private sector, together to get involve with the project activities. Introduction of the VTC operating model made the administrators and the instructors of the model training centres to clarify their roles and responsibilities for providing effective and efficient service delivery which meets the needs of local industry. In particular, collaboration of the model training centres and the representatives of the private sector strengthened the important links between the two entities, which helps trainees of the model training centres to demonstrate skills necessary for the local labour market needs.

4.2 Achievement of the Outputs

The Project made a significant progress after the Mid-Term Evaluation. Indicators for the four (4) Outputs have been completed by the end of the Project period.

(1) Achievement of Output 1: The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other three (3) training centres

Most of the targets for the Output 1 indicator are achieved. Among the three indicators: (i) nominating core executives is completed, (ii) Level of understanding by staff of VTC Headquarters on the definition of the VTC operating model is increased; and (iii) Development of plan to spread the operating model to other training programmes is expected to be completed by the end of the Project which is scheduled in November 2010.

(2) Achievement of Output 2: The model training centres can plan and implement training that reflects the needs of local industry.

Most of the targets for the Output 2 indicators were achieved. For example, (i) According to the survey, the level of understanding by instructors and other staff of model training centres on training

management cycle increased, (ii) all of initial six (6) model training programmes at three (3) model training centres were adopted as planned (100% of achievement). 15 additional programmes at six (6) more VTIs begun to adopt the TMC and the CUDBAS techniques, and (iii) inspection and follow-up are carried out regularly. Issues and problems concerning the regular operation are reported daily to the director of the model training centres. The record of inspection and necessary follow-up is reported to VTC Headquarters through directors of the centres via regional offices.

(3) Achievement of Output 3: The model training centres will accumulate knowledge on the training management.

Some of Output 3 indicators were exceeding its target: For example, (i) the result shows that the understanding as well as satisfaction of the Project is higher compared to the baseline. The number of curriculum developed using the CUDBAS techniques increased from six (6) at the initial target to current 21, (ii) in the course of the Project the seminars/ workshop are carried out, (iii) a variety of manuals has been prepared or under preparation and begun to be utilised. Along with organising the all staff meeting, establishment of these committees are initiated by the directors and middle level managers to enhance a bottom-up approaches to make decisions directly associated with regular operation of the model training centres.

(4) Achievement of Output 4: VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centres.

It was confirmed that (i) Monitoring guidelines for assisting data input were prepared and completed, (ii) Satisfaction level of staff of model training centres regarding monitoring and evaluation system is high because of increased accessibility to the student registry data, etc, and (iii) Availability of data was significantly improved.

4.3 Achievement of the Project Purpose

The indicators for the Project Purpose are nearly achieved and will be fulfilled by November 20, 2010

(1) Indicator 1.1: Development and use of the manual of training management cycle

At the time of the evaluation, the targets of the indicators were fulfilled. TMC manual has been prepared and to be finalised. It has been available for use by both the model training centres and VTIs. The manual was prepared to meet the condition of Jordanian vocational training and education. Combined with the CUDBAS techniques, the model training centres soon adopted the techniques to the six (6) pilot training programmes at the three (3) model training centres.

(2) Indicator 1.2: Development of new organisation chart of VTC Headquarters and model training centres

At the time of the evaluation, the new organisational arrangement, establishment of middle management, and establishment of a variety of committees to carry out tasks necessary for the

operation of the model training centres. Therefore the target of the indicator 1-2 was achieved. The experts proposed the organizational chart three years ago to VTC. It was, however, suspended to avoid duplication because The World Bank was going to propose the VTC reform project.

(3) Indicator 2.1: Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes

The result of the trainee survey indicates that an up-ward trend of improvement of satisfaction is observed. Detailed discussion was shown in ANNEX 3.1.

(4) Indicator 2.2: Increase of employment offers to pilot training programmes

Note that the offers do not come directly to the model training centres. The centres, at the same time, do not collect job announcement because it is one of the duties of the Ministry of Labour. VTC, therefore, does not have statistics on employment offers.

(5) Indicator 2.3: The number of graduates who can obtain the job in the fields related to their specialized ones

According to the statistics provided by three model training centres, the record of the job placement of the trainees are increasing compare to the available data collected in Aqaba prior to the Project. Prospect of employment is considered high when the trainees complete the programmes.

(6) Indicator 3: Dropout rate is reduced from 30 % in 2006 to 15 % in 2010

The dropout rate has been significantly improving. The current dropout rate of the trainees who enrolled in 2009 was 20%, slightly short of the target of 15%. Prospect of maintaining the low dropout rate is expected because of the positive trend shown in the record

4.4 Achievement of the Overall Goal

The possible achievement of the Overall Goal, "VTC and training centres are managed and operated based on the VTC operating model", cannot be determined at the time of the evaluation because the dissemination plan is still on-going, and number of the Vocational Training Institutes (VTI) other than the model training centre is still large. Some evidence, however, is indicating the probability of achieving the Overall Goal:

It was reported that the TMC and the CUDBAS techniques are being adopted other than the initial three (3) model training centres and six (6) pilot training programmes. The directors and middle managers of the model training centres interviewed appreciated the usefulness of the new tools to plan, implement and improve their services.

In addition, satisfaction level of the prospective employers through the OJT programmes is considerably high because more than the half of trainees stays with the current employers. According to the interview, examples of the starting salary of these trainees are approximately JD 200 which is much higher than the industrial norms of regular workers.

5. Results of the Evaluation in Terms of Five Criteria

The results of this terminal evaluation according to the five (5) criteria (Relevance, Effectiveness, Efficiency, Impact and Sustainability) are as follows (details are shown in ANNEX 2.2).

5.1 Relevance

The Project maintains the high level of relevancy at the time of the terminal evaluation.

(1) Consistency with development policy/strategy of Jordan

Enhancement of vocational training that meets the needs of the local labour market is one of priority area of overall development strategies in Jordan. According to the “National Agenda”, the national development plan for 2006 to 2015, career development and vocational training is one of the important issues for national development. The Ministry of Labour (MOL) has prepared The Employment-Technical and Vocational Education and Training (E-TVET) Policy and Strategy was developed in 2007. According to the policy, it highlights the importance of vocational training for fulfilling the labour market demand. The Strategic Plan of MOL prioritizes a strategy for replacing foreign workers by Jordanians. The ministry imposes much strict enforcement through tight labour permission and frequent inspection.

(2) Needs of VTC

VTC is the implementing institution in Jordan to provide vocational training. The capacity of VTC for carrying out the appropriate training programme has been criticized because of the variety of reasons such as (i) VTC training programmes do not meet the needs of local labour market, (ii) management of VTIs still need more improvement, and (iii) skills and motivation of some instructors of the model centres are not adequate. The Project aims at increasing the employment prospect of youth by strengthening the capacity of VTC. Thorough the Project, the quality of service delivery of the model training centres is expected to be improved and sustained. In this respect, prospect of employment of trainees of VTC will increase. Such needs are consistent to the Overall Goal and the Project Purpose.

(3) Consistency with Japanese ODA Policy

Japanese ODA policy for Jordan puts high priority on human resources development for improving social structure. According to the current rolling plan of JICA to Jordan, comprehensive support including the technical assistance to VTC has been identified as one of priority areas.

5.2 Effectiveness

Effectiveness of the Project is considered high because of the following reasons:

(1) Fulfilment of indicators at the Project Purpose

In the light of the Project Purpose, “An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry”, VTC adopted the new procedures and approaches, and were able to improve and strengthen its capacity. According to the interviews and the records, development of the manuals is completed and some of them are being used regularly (see

Table 9, ANNEX 3.1). The TMC manual tailored for Jordanian vocational training is applied to the VTC operation. The curriculum development of the pilot programmes adopting the CUDBAS techniques is completed. The experiences derived from the pilot training programmes are utilised to extend additional 15 training programmes. With a proposal from Japanese experts, VTC has approved the organisational reform, which the model training centres accepted to adopt.

(2) Enhancement of capacity through continual monitoring procedures

The Project has identified that the levels of the achievements vary from a model training centre to another. Utilizing the VTC operating model and knowledge acquired from the Project, the staff of VTC Headquarters and the model training centres shall continue to develop such skills and knowledge to serve better to fulfil their mandates.

(3) Capacity development and institutionalization

A wide range of techniques, guidelines and procedures have been developed and introduced. The preparation and development of these outputs were collaborating efforts by the both sides. By adopting the contents of these new procedures, operation of the model training centres has been spontaneously improved. Such improvement at the model training centres eventually leads to improvement of the trainees learning. Consequently, the improved trend of dropout rate as well as job placement at the three model centres are observed. In addition, the proposed the VTC operating model has been extended to additional 15 programmes

5.3 Efficiency

Efficiency of the project is rated "high" due to the following reasons:

(1) Inputs from Japan

Inputs from the Japanese side were provided as appropriately as originally planned and scheduled in terms of timing, quantity and quality. There occurred neither delay nor major change in dispatching Japanese experts, providing machinery and equipment, and training Jordanian counterparts in Japan. Record of input from the Japanese side is shown in ANNEX 2.1 to 2.3.

(2) Input from Jordan

From the beginning, Jordanian side has allocated the necessary C/Ps according to the agreement of the record of discussions (R/D). C/Ps have exerted great efforts to carry out the Projects despite some changes of staff. VTC Headquarters, however, has initiated and led the C/Ps and successfully achieved results more than it was originally planned.

(3) Activities and Outputs

In terms of timing, quality and quantity, Inputs of the Project has been generally delivered properly and utilized to produce the Output as planned in the PDM. In spite of the shortage in financial incentives, the Project has managed to provide other incentives such as opportunity for professional advancement and higher responsibilities to C/P personnel. In addition, counterpart training in Japan was another important opportunity for C/Ps to understand the background of Japanese methodology

and technology. It has been carried out most of activities as scheduled.
Therefore the Team considered that the Project has been carried out efficiently.

5.4 Impact

Positive impacts were observed:

(1) Dissemination of the VTC operating model

The VTC operating model is being adopted by additional six (6) VTIs compared to the target of three (3) model training centres. Of the total of nine (9) VTIs, 21 training programmes adopting the CUDBAS technique are now offered compared to the target of six (6).

The database system is now utilised at 43 VTIs in addition to the three (3) model training centres. Most of regular training programmes apply the schedule breakdown similar to what have been implemented to the model training programmes.

(2) Improved employability led by improved training

According to the survey including interviews with trainees, instructors and prospective employers, the skills of trainees are improved compared to the previous programs. The VTC operating model ensures better training design tailored to needs of local labour market. Trainees have been more attractive in the labour market because of combination of practice, knowledge and soft skills. Human resources development as the late secondary education is also attained.

(3) Increased awareness on needs of capacity development aiming at the partnership with the private sector

During the study, the administrators and the instructors interviewed expressed the importance of strengthen linkage to the private sector. VTC Headquarters has stressed this issue for a quite some time in its strategy 2009-2011. The Team has found that the Project, with assistance from the experts, put the plan on the ground and successfully raised such "awareness" of the stakeholders at the model training centres. Though the Team has heard of many opportunities for improvement for the next phase of the Project to disseminate the outcome to the remaining VTIs. Accepting one's limit and expressing needs of growth in specific areas of skill and knowledge is a significant starting point for capacity development.

(4) Skill competition and teaching materials contest

The skill competition and teaching materials contest, organised since the launch of the Project, is another indication for improvement of the capacity of instructors and the skills of the trainees. The purpose of these competitions is to provide clear objectives for trainees, and to improve the image of VTC. The significance is that the event is carried out by Jordanian initiatives. The next competition is scheduled in 2011 and the preparation for the event is just started. (Table 10, ANNEX 3.1)

5.5 Sustainability

The Team found that the Sustainability of the Project is intermediate level due to the following reasons:

(1) Technical aspect

Managerial capacity of the VTC Headquarters as well as the model training centres has been much empowered. The VTC operating model including TMC and the CUDBAS techniques has been institutionalised in the selected training centres. It was already applied to a variety of training programmes. The techniques and the guidelines which have been prepared or under preparation are utilised as the references and will be used as textbook for the administrators and instructors when the model is fully adopted.

Technical skills and practical abilities of some instructors, however, have still many opportunities to be developed to catch up with the local labour market needs and technology advancement. Though the technical training was not included in the activities of the Project, it is indispensable for assuring the quality of training delivery.

(2) Organizational/Policy aspect

According to the decision made by VTC, it continues to extend the VTC operating model to the remaining VTIs gradually to achieve the Overall Goal of the Project, probability of continuing the Project is considered high.

(3) Financial aspect

Some of VTC instructors, trainees and the staff working with other projects receive incentives. Staff and trainees, and the representatives from the private sector who participate with JICA project receive no incentives for implementation of the Project activities, because the basic policy of JICA supports those who make self efforts for the sustainability of their own activities. In spite of the above mentioned those who have been involved done the best efforts to achieve the objective of the Project. The double standards of the incentives of VTC harm sustainability of the Project.

6. Conclusion

The Team found that most activities of each Output of the PDM are being carried out as scheduled. The Project aims at strengthening the training management cycles (TMC), a series of tasks including needs analysis, curriculum development adopting the CUDBAS techniques, preparation of training plan, monitoring and evaluation, feedback of evaluation results to the training plan, etc. It also aims at the capacity development focusing on the management through appointing middle level managers, organizing all staff meetings and organising empowered committees to oversee regular operations and collaborating with private sector representatives to meet the needs of local labour market. It was found that the VTC Headquarters and the model training centres involve these challenges with a great effort,

and that these activities are being adopted by them as the VTC operating model. The Team, therefore, projects that the Outputs and the Project Purpose will be completed.

VTC Headquarters, in particular, prepared an action plan for six (6) VTIs and will expand it to cover the remaining VTIs in Jordan (the curriculum development adopting the CUDBAS techniques has been used at six (6) VTIs). It is anticipated that the expanded plan will be approved shortly and the Outputs of the Project will be disseminated in VTC.

Considering these situations, the Team concludes that the Project will be terminated at the end of the Project period by November 20, 2010.

Despite of the achievements shown above, Jordanian side insists on Japanese side that monitoring and evaluation methods specifically focusing on the instructors' skills shall be further developed in the remaining period of the Project. Japanese side explained that there is a difficulty in finding appropriate resources to be provided to Jordanian side due to the difference in appraisal procedures in Japan. The Team acknowledges the request and continues the discussion to seek further options.

7. Recommendations

(1) Preparation of action plan for dissemination (VTC)

The dissemination of the VTC operating model to the remaining training centres needs more efforts and time. Preparation of action plan to achieve full-scale implementation of the model at all training centres is necessary. According to the interview, VTC Headquarters is currently preparing such a plan. It is recommended to complete the plan by the end of the Project to ensure the further implementation and sustaining outcomes from the Project.

(2) Enhancement of monitoring and evaluation of VTC Headquarters (VTC)

It is recommended that the monitoring and evaluation capacities of VTC Headquarters should be strengthened to further enhance the effectiveness of the services delivery. It is needed because the action plan mentioned in the item (1) should be prepared based on the lessons learned from the pilot activities through monitoring and evaluation. In the course of further activities to disseminate the VTC operating model, extensive monitoring is a key instrument because, as the Project carried out, baseline survey, needs analysis, post-training survey, etc. are required regularly. In addition, survey for job placement for evaluating overall performance of improved training programme is one of the most important elements of judging the success of the Project. It is, therefore, recommended to VTC Headquarters to enhance capacity to monitor and evaluate the programmes. The experts, jointly with VTC, will develop the plan of actions to enhance monitoring and evaluation.

(3) Utilisation of the database for effective decision-making tool

The database, a powerful monitoring tool is developed through the Project. The current use of the database consists of the seven major areas, (i) trainees status tracking from registration to graduation, (ii) providing various reports and statistics to different management levels of VTC, (iii) issue

certificates, (iv) online registrations, (v) graduate follow-up, (vi) job matching, (vii) instructor tracking. It is recommended to identify other related database users to be linked with the VTC database.

(4) Acceleration of autonomy and independency of VTC (Board of Directors, VTC)

Project has experienced some difficulties due to the public sector regulations such as recruitment, financial and HRD. For example, the experts have recommended VTC to appoint at least two (2) instructors each training programme. VTC made a great effort to recruit the second instructors for some model training centres. In reality, the Team acknowledges that there is a difficulty to do so in all model training centres because of the Jordanian rules and regulations and financial constraints.

(5) Continuation of enhanced training centre management (VTC)

Achievement of the Project only provided a foundation of good management at VTC. Management is an endless process of attempting improvement. For example, the newly established committees and a variety of meetings should not be mere names. The committee members have to work continuously for significant outputs. In order for VTC to create tangible results, encouraging broader participation is necessary. Good practices derived from the model training centres as well as earlier examples of some other training centre already adopting the model need to be shared, in order to accelerate the dissemination process.

(6) Skill development of instructors (VTC)

Further skill development of instructors is another crucial issue to enhance the overall performance of the Project. It appeared that skills of some instructors cannot catch up with the current needs of labour market. Lack of training skills of some instructors has been a persistent problem of the Project. Since the skills of instructors directly reflects the quality of trainees' learning experience, additional skill training needs to be carried out.

(7) Re-defining the roles of the regional offices (VTC)

In line with the item (4), some roles and responsibilities of the regional offices are duplicated with those of training centres. For example, establishment of database allows direct links of data flow from the training centre to VTC Headquarters. Establishment of steering committees and other sub-committees may eliminate some functions currently provided by the regional offices. As the VTC operating model disseminates, the roles and responsibilities of the regional offices needs to be redefined to allocate scarce resources.

Options include: (i) eliminate the three regional offices or (ii) delegate more authority to the regional offices.

(8) Skill competition (VTC)

The objectives of the skill competition are (i) to compete skill level, (ii) to give target of effort for students, and (iii) to advertise the activities in the centre through competition. It also provides an opportunity (iv) to manage the event, and (v) to motivate to each centre and instruction. The Team hopes to resume the Skill Competition which was suspended this year. It is an important event which highlights many role models to younger trainees.

ANNEXES

Project Design Matrix (PDM) Ver.1

Inputs to the Project

2-1 List of Japanese Experts

2-2 List of Participants for Counterpart Training

2-3 List of Equipment Provided by JICA

2-4 List of Counterpart Personnel

Evaluation Grid

3-1 Achievement of the Project

3-2 Evaluation by Five Criteria

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ANNEX 1 Project Design Matrix (PDM) Ver.1

Project Design Matrix (PDM) Ver.1

Name of the Project: Project for Strengthening the Capacity of Training Management of VTC in Hashemite Kingdom of Jordan

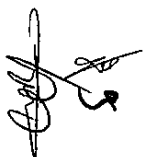
Duration of the Project: November 2006 - November 2010

Target Group: [Direct] the staff of VTC Headquarters, three Regional Directorates, the staff and instructors of the model training centers
[Indirect] Trainees of the model training centers and their surrounding local industry

Narrative Summary	Objectively Verifiable Indicators	Means of Verification	Important Assumption
<p><Overall Goal > VTC and training centers are managed and operated based on the VTC operating model.</p>	<ol style="list-style-type: none"> 1. Spread the outputs to training programmes other than pilot training programmes in 3 model training centers 2. Spread the outputs of the project to other three (3) training centers 3. Ex-trainees of pilot training programmes could be employed in related field of their training 4. Satisfaction level of private sector that employ the graduates of VTC is 70 % 	<ol style="list-style-type: none"> 1. Interview to VTC staff and training survey 2. Development plan 3. Tracer study 4. The satisfaction survey on the ex-trainees of model training centers 	
<p><Project Purpose> An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry.</p>	<ol style="list-style-type: none"> 1.1. Development and use of the manual of training management cycle 1.2. Development of new organization chart of VTC Headquarters and model training centers 2.1 Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes 2.2 Increase of employment offers to pilot training programmes 2.3 The number of graduates who can obtain the job in the fields related to their specialized ones 3. Dropout rate is reduced from 30 % in 2006 to 15 % in 2010 	<ol style="list-style-type: none"> 1.1 The manual of training management cycle 1.2 Organization chart of VTC Headquarters and training center 2.1 Interview and questionnaires to employers of ex-trainees 2.2. Database of employment offer 2.3. Tracer survey 3. Database of dropout 	<ol style="list-style-type: none"> 1. Vocational training centers other than the model training centers will prepare the management and operational system based on the VTC operating model. 2. VTC Headquarters and Regional Directorates can manage and operate the training centers under their control on condition as per above 1.

<p><Output></p> <p>1. The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centers</p>	<p>1.1 Nominate 3 staff (ADG for Training, ADG for Administration and Finance and General Training Coordinator) of VTC HQ to expand the operating model to other training programmes</p> <p>1.2 Level of understanding by staff of VTC Headquarters on the definition of VTC operating model</p> <p>1.3 Development of plan to spread the operating model to other training programmes and 3 training centers</p>	<p>1.1 Organization chart</p> <p>1.2 Interview to C/P of Headquarters</p> <p>1.3 Development plan</p> <p>1.1 Collection of the internal data such as the new organization chart and the new job description</p> <p>1.2 Interview and questionnaires to senior employees of the model training centers</p>	<p>1. The industrial and workforce structure surrounding the model training centers will not change drastically.</p> <p>2. The model training centers and local industrial community will have a continual and mutual relationship.</p> <p>3. Any management functions such as finance and human resource other than those reinforced under this project will work continuously.</p> <p>4. VTC Headquarters, Directorate of Institutes and Regional Directorates, will support the model training centers continuously.</p>
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<p>2. The model training centers can plan and implement training that reflects the needs of local industry.</p>	<p>2.1 Level of understanding by instructors and other staff of model training centers on training management cycle increases</p> <p>2.2 Achievement of pilot training programmes is more than 90% according to the designed training plan</p> <p>2.3 Frequency of inspection and times of follow-up of training evaluation</p>	<p>2.1 Interview to instructors and other staff of model training centers</p> <p>2.2 Record of training diary</p> <p>2.3 Record of inspection form</p> <p>2.1 Interview and questionnaires to the local industrial community around the model training centers</p> <p>2.2 Interview and questionnaires to technical staff members of the model training centers</p> <p>2.3.1 Collection of the data sorted into the database</p> <p>2.3.2 Interview and questionnaires to staff of the model training centers</p> <p>2.4.1 Collection of the tools for the management and operation of the training programmes</p> <p>2.4.2 Interview and questionnaires to staff of the model training centers</p>	
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<p>3. The model training centers will accumulate knowledge on the training management.</p>	<p>3.1 Level of understanding by director and other staff of model training centers on operational management increases</p> <p>3.2 Availability of training seminar / workshop for staff members on the training management</p> <p>3.3 Use of manual for improvement of the training center operation</p> <p>3.3.1 Staff management (situation of the work performance of staff members and situation of the in-house communication at the VTC, etc.)</p> <p>3.3.2 Facility and equipment management (situation of the equipment maintenance and situation of the ordering and management of materials, etc.)</p> <p>3.3.3 Trainee management (situation of the management of trainee progress and situation of the employment assistance for graduates, etc.)</p> <p>3.3.4 Safety management (level of understanding of the relevant laws and regulations and situation of observance, etc.)</p> <p>3.4 Number of companies, where involve training management increase from 10 to 25</p>	<p>3.1 Result of interviews to directors and other staff of model training centers</p> <p>3.2 Record of training seminars / workshops</p> <p>3.3. Interview and questionnaire to directors and other staff of model training centers</p> <p>3.3.1 Staff management form</p> <p>3.3.2 Facility and equipment management form</p> <p>3.3.3 Trainee management form</p> <p>3.3.4 Safety management form</p> <p>3.4. Minutes of meeting</p>	
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<p>4. VTC Headquarters, Occupational Sector Directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centers.</p>	<p>4.1 Availability and use of the monitoring guideline by VTC Headquarters</p> <p>4.2 Satisfaction level of staff of model training centers regarding monitoring and evaluation system</p> <p>4.3 Availability and use of the database for the management and monitoring of the model training centers</p>	<p>4.1.1 The monitoring sheet</p> <p>4.1.2 Record of database</p> <p>4.2 Interview to staff of model training centers</p> <p>4.3 Interview to staff of VTC</p>	
<p><Activities></p> <p>1-1. Make a plan to spread the VTC operating model.</p> <p>1-2. Conduct training for staff of VTC Headquarters to spread VTC operating model to other training programmes inside model training centers and other 3 training centers</p>	<p><Input ></p> <p>1. Japanese Side</p> <p>1-1. Dispatch of Experts (Approximate 15 MM per year)</p> <p>① Chief Advisor/Institutional Management</p> <p>② Training Planning</p> <p>③ Training Center/Institute Management</p> <p>2. Jordanian Side</p> <p>2-1. Personnel</p> <p>① Assistant Director General for Centers and Training as Project Director</p> <p>② Operational staff</p> <p>③ VTC Headquarters</p>		<p>1. Most of the counterpart personnel will stay the current positions.</p> <p>2. The VTC Policy on the decentralization will not change drastically.</p>

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<p>2-1. Organize a seminar in Jordan on the training cycle (planning, implementation and assessment) in Japan.</p> <p>2-2. In the model training centers, implement training needs survey in the local private sector.</p> <p>2-3. In the model training centers, analyze and assess the results of the needs survey and plan the pilot training programmes.</p> <p>2-4. Based on 1-3 and 1-4, assess and approve the pilot training.</p> <p>2-5. In the model training centers, with support from relevant organizations and industries, prepare the pilot training programmes.</p> <p>2-6. In the model training centers, implement the pilot training programmes.</p> <p>2-7. Based on 1-3 and 1-4, monitor and assess the pilot training programmes and compile programme improvement plans.</p> <p>2-8. Implement an end-line survey.</p> <p>2-9. Build a database to archive the data utilized in the above flow of activities.</p> <p>2-10. Prepare a training planning, implementation and assessment manual reflecting the above activities.</p>	<p>④ Database Establishment</p> <p>1-2. Provision of Equipment Server for Database, PC, etc</p> <p>1-3. Training of Counterpart Personnel in Japan Introduction of Vocational Training Management in Japan, etc.</p> <p>1-4. Allocation of Budget Expenses for the implementation of model training programmes, Expenses for activities for the improvement of training center management, Consignment fee for the local consultant such as establishment for the database, Expenses for the training of counterpart personnel in Jordan, etc.</p> <p>2-2. Allocation of Budget Expenses for the implementation of the model training programmes, Salaries and other allowances for the VTC staff, skill competition and teaching material contest, etc</p> <p>2-3. Buildings and Some Facilities Offices / work space for Japanese experts in VTC Headquarters and the model training centers, workshops/classrooms and some facilities to implement the model training programmes, etc.</p>	<p>Assistant Director General for Administration and Finance, General Training Coordinator, ICT Manager, Occupational Sector Directorate, 5 Training Coordinators</p> <p>Regional Directorate</p> <p>3 directors of each Regional Directorate</p> <ul style="list-style-type: none"> - The model training centers <ul style="list-style-type: none"> • Director of each training center • 2 instructors of each pilot training programme • 1 staff of trainees affairs of each training center <p>2-2. Allocation of Budget Expenses for the implementation of the model training programmes, Salaries and other allowances for the VTC staff, skill competition and teaching material contest, etc</p> <p>2-3. Buildings and Some Facilities Offices / work space for Japanese experts in VTC Headquarters and the model training centers, workshops/classrooms and some facilities to implement the model training programmes, etc.</p>	<p><Precondition></p> <ol style="list-style-type: none"> 1. VTC Policy on the decentralization of its own structure is confirmed. 2. All VTC counterparts of the Project have a mind to change and reform the current management routine in order to promptly respond to the demands from the private sector and local communities.
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22

- 3-1. Organize a seminar in Jordan concerning operation and management of vocational training agencies in Japan.
- 3-2. Stage a seminar so that staff of the VTC Headquarters and Regional Directorates as well as staff and instructors of the model training center can share the VTC vision and restructuring policy.
- 3-3. Based on 3-1 and 3-2, the model training centers compile training management improvement plans.
- 3-4. The model training centers prepare an action plan for the improvement plans compiled in 3-3.
- 3-5. Based on 1-3 and 1-4, assess and approve the improvement plans and action plans.
- 3-6. Model training centers execute the action plans.
- 3-7. Based on 1-3 and 1-4, monitor and assess the activities of the model training centers and assess the activity achievements.
- 3-8. Implement an end-line survey.
- 3-9. Compile a manual for planning, implementing and assessing an operation strategy that reflects the above activities.
- 4-1. The VTC Headquarters compiles model training center management and monitoring guidelines.
- 4-2. Regional offices monitor, assess and provide technical assistance on implementation conditions and organizational management at the model training centers.
- 4-3. VTC Headquarters monitors, assesses and provides technical assistance on the model training center management works by the Regional Directorates.
- 4-4. In the Regional Directorates, build a database to support the activities of the model centers and manage assessment data.

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22

Annex 2-1 List of Experts

I. FY2006

Expertise	Name	From	To	Duration (M/M)
Chief Advisor/Institutional Management	Jun IKEDA	2006/11/21	2007/2/20	3.07
Training Planning	Hajime HIRAIZUMI	2006/11/21	2007/2/12	2.80
Training Centers/ Institute Management	Takeshi EJIRI	2006/11/21	2007/1/13	1.80
Database Establishment	Masashi NAKAJIMA	2007/1/4	2007/2/4	1.07
				8.73

II. FY 2007

Expertise	Name	From	To	Duration (M/M)
Chief Advisor/Institutional Management	Jun IKEDA	2007/4/23	2007/9/19	5.00
		2007/10/19	2008/2/13	3.93
Training Planning	Hajime HIRAIZUMI	2007/5/1	2007/9/27	5.00
		2007/11/22	2007/12/21	1.00
Training Centers/ Institute Management	Takeshi EJIRI	2007/5/1	2007/9/27	5.00
Database Establishment	Masashi NAKAJIMA	2007/5/1	2007/6/29	2.00
		2007/9/21	2007/11/1	1.40
				23.33

III. FY 2008

Expertise	Name	From	To	Duration (M/M)
Chief Advisor/Institutional Management	Jun IKEDA	2008/5/10	2008/9/21	4.50
		2008/11/3	2008/12/2	1.00
		2009/1/12	2009/2/7	0.90
Training Planning	Hajime HIRAIZUMI	2008/5/16	2008/9/15	4.10
		2008/11/3	2008/11/29	0.90
		2009/1/12	2009/1/29	0.60
Training Centers/ Institute Management	Takeshi EJIRI	2008/5/16	2008/9/15	4.10
		2008/11/3	2008/11/29	0.90
		2009/1/12	2009/1/29	0.60
Database Establishment	Masashi NAKAJIMA	2008/7/28	2008/8/30	1.13
				18.73

IV. FY 2009

Expertise	Name	From	To	Duration (M/M)
Chief Advisor/Institutional Management	Jun IKEDA	2009/5/1	2009/7/11	2.40
		2009/11/1	2009/11/21	0.70
		2010/1/13	2010/2/5	0.80
Training Planning	Hajime HIRAIZUMI	2009/5/1	2009/7/5	2.20
		2009/11/1	2009/11/18	0.60
		2010/1/16	2010/2/2	0.60
Training Centers/ Institute Management	Takeshi EJIRI	2009/5/1	2009/7/5	2.20
		2009/11/1	2009/11/18	0.60
		2010/1/16	2010/2/2	0.60
Database Establishment	Masashi NAKAJIMA	2010/1/16	2010/2/2	0.60
				11.30

IV. FY 2010

Expertise	Name	From	To	Duration (M/M)
Chief Advisor/Institutional Management	Jun IKEDA	2010/4/17	2010/5/28	1.40
		2010/7/10	2010/8/14	1.20
		2010/10/7	2010/11/5	1.00
Training Planning	Hajime HIRAIZUMI	2010/4/23	2010/5/28	1.20
		2010/7/12	2010/8/7	0.90
Training Centers/ Institute Management	Takeshi EJIRI	2010/4/23	2010/5/28	1.20
		2010/7/12	2010/8/7	0.90
Database Establishment	Masashi NAKAJIMA	2010/5/14	2010/5/28	0.50
		2010/7/25	2010/8/11	0.60
				8.9

Grand Total

74.60

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Annex 2-2: List of Participants for Counterpart Training

1. "Vocational Training Management" from Jan. 14th 2007 Feb. 9th 2007, participants include:
 - Yahya Soud
 - Mahmoud Abu Khadra
 - Nadera Bakheet
 - Ali Badareen
 - Adel Qatatsheh
 - Ma'moun Obeidat

2. "Vocational Training Administration" from March 4th 2007 to March 14th 2007,
 - Khalil Kurdi

3. "Promotion of Skills Development" from Nov. 13th 2007- Nov. 22th 2007, participants include:
 - Mahmoud Abu Khadra
 - Thaher Al-Abed

4. "Strengthening the Capacity of Vocational Training Management" from Feb. 25th 2008 to March 19th 2008, participants include:
 - Zakarea Barqawi
 - Eisa Nasser Ayoub
 - Khalaf Mustafah Khaleifah
 - Mohammad Waleed Shareef
 - Mohammad Abdullah Qaqrabawi
 - Abdel Rahman Zaereer
 - Murad Harasees
 - Mohammad Aki Najjar
 - Mohammad Ali Otoum
 - Saleh Khalaf
 - Interpreter

5. "VET Course Management Strengthening the Capacity of Vocational Training Management" from Feb. 15th 2009 to March 11th 2009, participants include:
 - Hani Khleifat
 - Mahmoud Disi
 - Emad Aqrabawi
 - Ali Joumaet
 - Ratib Ayyash
 - Nasser Banna'

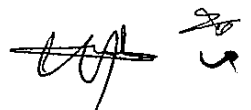
6. "Vocational Training Management" from Feb. 20th 2010 to March 20th 2010, participants include:
 - Hussein Halaseh
 - Mohammad Abu Rumman
 - Mohammad Nabil Touqatli
 - Nasser Elayyan
 - Dahman Jaber
 - Mohammad Fadel

7. "Up-gradation of Technical Skill in Private Sector", participants include:
 - (Carpenter, from July 24th to August 5th)
 - Rateb Abdel Hafeith Ayyash
 - Mohammad Ehsan Fareiq Eshreid

 - (Plumbing, from July 22nd to August 5th)
 - Mahmoud A. AL- Disi
 - Ala' Ahmad Abdel Rahman Obeidat

 - (Air conditioning, from August 7th to August 19th)
 - Ali Hussein Merai Jumaet

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2-3 List of Equipment Provided by JICA

Provided to the three model training center in FY 2007					
#	Item Name	Unit	Quantity	Unit Price (JD)	Total Price (JD)
1	TIG Welding - AC/DC 310 Amp	Pcs	1	3,250.000	3,250.000
2	Press AL Section (A) - with die and stand	Pcs	1	435.000	435.000
3	Press AL Section (B)	Pcs	1		0.000
4	Manual Spot Welder - 1 Phase	Pcs	1	230.000	230.000
5	Welding & Cutting Torch Set (Gas)	Set	3	88.000	264.000
6	Vice (Drilling) - (6")	Pcs	1	27.000	27.000
7	Bench Vice	Pcs	4	60.000	240.000
8	Forging Tongue - 8" / 203 mm	Pcs	6	20.000	120.000
9	Forging Tongue - 9" / 225 mm	Pcs	6	20.000	120.000
10	Ammeter (Digital Multimeter)	Pcs	4	15.000	60.000
11	Welding face (Helmet type) - Thermoplastic	Pcs	10	8.000	80.000
12	Drafting plotter set	Set	40	4.750	190.000
13	Drawing board	Pcs	40	3.300	132.000
14	Welding wire brush - with wooden handle	Pcs	30	0.700	21.000
15	Bar spanner - one set type	Set	1	12.900	12.900
16	CO2 gas regulator - with flow meter and heater	Pcs	4	125.000	500.000
17	C2H2 gas regulator - with flow meter	Pcs	4	50.000	200.000
18	O2 gas regulator - with flow meter	Pcs	4	50.000	200.000
19	Mask	Pcs	6	8.000	48.000
20	Welding goggle - ear hanging type	Pcs	20	2.770	55.400
21	Foot cover for welding Cowsplit Leather	Pair	20	6.000	120.000
22	Concave measuring tape - 7.5 m	Pcs	5	2.000	10.000
23	Marking Gauge	Pcs	5	4.000	20.000
24	Centre Punch - 2/3/4/5/6 mm	Pcs	5	3.500	17.500
25	Table vice - Bench (6")	Pcs	4	20.000	80.000
26	Vice pliers - 41 mm	Pcs	10	12.000	120.000
27	Flat pliers - regular jaw medium size	Pcs	5	8.500	42.500
28	Safety goggle for grinding - hard plastic ear hanging	Pcs	5	2.770	13.850
29	Stainless Steel Board - 1 mm and 3 mm	Pcs	2	265.000	530.000
30	Aluminum Board (A) - 2 mm	Pcs	1	40.000	40.000
31	Aluminum Board (B) - 4 mm	Pcs	1	84.000	84.000
32	Hack saw - with blades	Pcs	20	4.900	98.000
33	Riveting gun - Hand type	Pcs	3	10.500	31.500
34	Hammer - 1kg	Pcs	10	2.000	20.000
35	Welding face - Hand Type	Pcs	10	6.600	66.000
36	Nominator	Pcs	5	45.000	225.000
37	Magnetic - Timer	Pcs	1	16.000	16.000
38	Door- Intercom	Pcs	5	64.000	320.000
39	Telephone - Socket	Pcs	20	1.000	20.000
40	Television- Aerial Socket	Pcs	20	2.500	50.000
41	Transformer Input (220 V) Output (12 V)	Pcs	5	2.000	10.000
42	House Bell (A) - (220 V)	Pcs	10	1.000	10.000
43	House Bell (B)	Pcs	10	1.000	10.000
44	Earth- Leakage Circuit Breaker	Pcs	5	22.000	110.000
45	OHM- Meter	Pcs	5	12.750	63.750
46	Cutting Grinder - 2200 W	Pcs	2	93.000	186.000
47	Hammering drill - 26 mm 710 W	Pcs	1	325.000	325.000
48	Portable electric drill - 13 mm 600 W	Pcs	2	79.000	158.000
49	Electric Metal Tube Conduit Bender	Pcs	1	300.000	300.000
50	PVC Conduit Bender - 20 mm	Pcs	5	2.500	12.500
51	Box electricity tools - (Screwdrivers, Nipper , Plier, Adjustable wrench , Electrician knife , Wire stripper, Soldering iron)	Pcs	10	55.000	550.000
52	Electric wire drum - 25 m	Pcs	1	43.000	43.000
53	Pick - 2.5 kg	Pcs	1	3.600	3.600
54	Ladders - 5 m high	Pcs	1	160.000	160.000
55	Trestle - Aluminum (8 Steps)	Pcs	1	69.000	69.000
56	Concave measuring tape - 5 m	Pcs	5	1.500	7.500
57	Earth Tester	Pcs	1	225.000	225.000
58	PVC Clamp - 20 mm	Pcs	40	0.070	2.800
59	PVC fittings	Pcs	20	0.160	3.200
60	Electric Metal Tube fittings	Pcs	20	1.900	38.000

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#	Item Name	Unit	Quantity	Unit Price (JD)	Total Price (JD)
61	Boiler control set	Set	2	225.000	450.000
62	Fire alarm set - Control panel for 4 zones	Set	1	380.000	380.000
63	Emergency Unit - 8*2	Pcs	2	23.000	46.000
Total (FY 2007)					11,273.000

Provided to the three model training center in FY 2008

Plumbing

P-1	Cast iron Boiler		1	1,580	1,580
P-2	Iron Sheet Boiler		1	550	550
P-3	Burner		2	350	700
P-4	Cylinder - 1 Coil		1	750	750
P-5	Heating System Cabinet		2	39	78
P-6	Boiler Chimney		3	40	120
P-7	Pump for Heating System		3	125	375
P-8	Circulating Pump (Heating System)		2	225	450
P-9	Water Treatment (Softener)		1	900	900
P-10	Reverse Osmosis Water Filter - 5 Stages		1	200	200
P-11	Safety Valve		2	6	12
P-12	Expansion Ball - 50 L		1	100	100
P-13	Expansion Ball - 24 L		1	35	35
P-14	Gas Water Geyser		1	300	300
P-15	Hammering Drill		1	750	750
P-16	Hand Drill		1	275	275
P-17	Solar hot water system		1	425	425
P-18	Manual Ratchet Threaders		1	550	550
P-19	Sheet Iron Radiator		5	78	390
P-20	Cast Iron Radiator		30	23	690
P-21	Aluminum Radiator		5	32	160
P-22	Collector 3/4" , 8 Openings		4	28	112
P-23	Collector 1" , 8 Openings		4	31	124
P-24	Collector 1 1/4" , 8 Openings		2	36	72
Subtotal					9,698

Carpentry

C-1	Plane - Small 4"		12	33	396
C-2	Rebate Plane		4	33	132
C-3	Electric Hand Drill		2	105	210
C-4	Electric Hand Crosscut Saw		1	95	95
C-5	Paint Spraying Gun		2	57	114
C-6	Electric Router		1	210	210
C-7	Nails Gun		1	75	75
C-8	Carpenter's Vice		6	60	360
C-9	Electric Hand Plane		1	145	145
C-10	Cordless Drill (Battery)		2	152	304
C-11	Paint Remover		1	403	403
C-12	Mitre Saw		1	370	370
C-13	Torch with Cylinder		1	48	48
C-14	Sanding Machine (Disc & Belt)		1	275	275
C-15	Drilling / Boring Machine		1	6,800	6,800
Subtotal					9,937

Air - Conditioning

A-1	Vane Anemometer		2	140	280
A-2	Refrigerant Leak Detector		2	100	200
A-3	Multimeter (AVO-meter)		4	65	260
A-4	Hygrometer (Humidity Recorder)		2	25	50
A-5	Water Conditioner - Desert type		1	400	400
A-6	Evacuating Pump		2	390	780
A-7	Charging & Evacuating Manifold R12/R134		1	1,800	1,800
A-8	Training Refrigerator- Nofrost		2	410	820
A-9	Training Refrigerator- Defrost		1	315	315
A-10	Water Cooler		1	310	310
A-11	Window Air Conditioner		2	400	800
A-12	Mounted Wall Split Air Conditioner		3	420	1,260
A-13	Hand Electric Drill		1	195	195
A-14	Hammering Drill		1	695	695
A-15	Tools Cabinet for the Trainees		2	300	600
A-16	Electric Extension -30 m		2	90	180
A-17	Full Electrical & Circuit Panel - Wasting House		3	300	900
A-18	Charging & Evacuating Gauge R12		2	40	80

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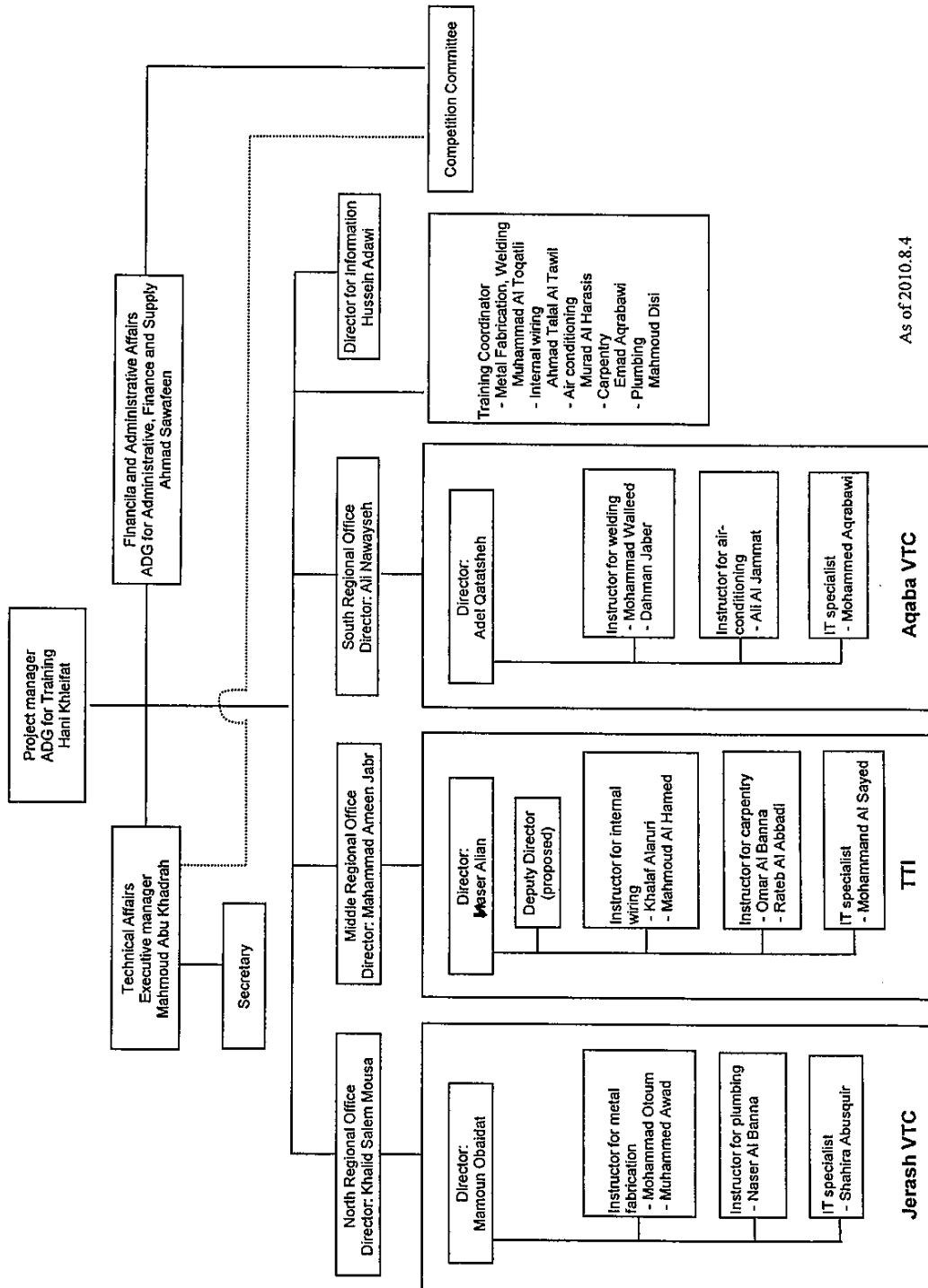
#	Item Name	Unit	Quantity	Unit Price (JD)	Total Price (JD)
A-19	Charging & Evacuating Gauge RI134a		4	48	192
Subtotal					10,117
Total (FY 2008)					29,752
1st Skill Competition					
Carpentry					
1	Screw	Pcs	1000	0.0035	3.50
2	French Glue	Gallo	1	12.00	12.00
3	Sandpaper - 80	Meter	2	2.50	5.00
4	Measuring Meter - 3 m	Pcs	14	0.50	7.00
5	Seler paper- 120	Dish	30	0.15	4.50
6	Sweden Wood - (7.5*20*420)	Pcs	6	25.80	154.80
7	Sweden Wood - (2.5*20*420)	Pcs	4	8.30	33.20
Subtotal					220.00
Metal Fabrication					
1	Aluminum Wide Sash	Bar	5	16.2	81.00
2	Wide Aluminum Profile (Z shape)	Bar	5	19.8	99.00
3	Glazing Beads	Bar	5	5.76	28.00
4	Latch	Pair	20	0.3	6.00
5	Soundproof rubber	Bundl	1	8	8.00
6	Rivets- 4*12 mm diameter	Packe	2	4	8.00
7	Gathering Angle 4*3*3	Bar/6 m	5	14.4	72.00
8	Caoutchouc	Bundl	1	4	4.00
9	Rivets Gun	Pcs	4	3.5	14.00
10	Aluminum Saw Tray	Pcs	1	45	45.00
11	Aluminum Drill Shanks	Pcs	50	0.15	7.50
12	Electrical Drill 10 mm	Pcs	2	40	80.00
13	Electrical Drill 30 mm	Pcs	2	65	130.00
14	Drill Bits	Pcs	50	0.25	12.50
15	Mobile Electric Extension	Pcs	4	45	180.00
16	Aluminum Cutting Saw (Italy,3 Phase)	Pcs	1	750	750.00
17	Measuring Tape	Pcs	10	1	10.00
18	Safety Goggle	Pcs	12	1.75	21.00
19	Safety Ear protection (Climax- Spain)	Pcs	4	10	40.00
Subtotal					1,596.00
Electric Wiring					
1	Plastic Elbow 20 mm	Pcs	10	0.1	1.00
2	Rounded Plastic box with one exit	Pcs	30	0.2	6.00
3	Rounded Plastic box - 2 exits	Pcs	10	0.2	2.00
4	Sheet screw-thread	Packe	6	1.5	9.00
5	Pipes	Bundl	2	12.5	25.00
6	Plastic box (PVC) (7*7)	Pcs	50	0.2	10.00
7	Plastic Adaptor	Pcs	60	0.07	4.20
8	Covers for distribution boxes	Pcs	50	0.1	5.00
9	florescent unit	Pcs	8	4	32.00
10	Bell Button	Pcs	8	1	8.00
11	Power Socket HK	Pcs	8	1.5	12.00
12	Single Wire - 1.5 mm	Bundl	30	11.5	345.00
13	Single Wire - 2.5 mm	Bundl	2	19	38.00
14	Sheet screw-thread - Length 1.5 cm	Packe	17	1	17.00
15	Normal Lamp 75 watt	Pcs	35	0.2	7.00
16	Spirit Level - length 20cm	Pcs	7	3	21.00
17	Automatic Insulated Wires Stripper	Pcs	7	7	49.00
18	Insulating wires cutter	Pcs	7	7	49.00
19	Metallic Meter - 3 m	Pcs	7	1.5	10.50
20	Insulated pliers	Pcs	7	7	49.00
21	Flat Driver - Length 15 cm	Pcs	7	1.5	10.50
22	Cross Driver - Length 15 cm	Pcs	7	1.5	10.50
23	Iron Saw	Pcs	7	1.5	10.50
Subtotal					731.20
Welding					
1	Cut- Off Saw Machine * Model: Rabbit 351 * Origin: Italy * Brand: MEP 7.5 HP, 3 Phase	Pcs	1	825.00	825.00
Subtotal					825.00
Prize					
1	Stainless Steel Shield with Velvet Box	Pc	10	15.00	150.00
2	Swiss Watches	Pc	20	50.00	1,000.00
Subtotal					1,150.00

M. X

#	Item Name	Unit	Quantity	Unit Price (JD)	Total Price (JD)
Hairdressing					
1	Eyebrow Tongs	Pcs	4	1.15	4.60
2	Hair Band	Pcs	4	1	4.00
3	Apron	Pcs	4	1.45	5.80
4	Foundation	Pcs	4	8.5	34.00
5	Towel	Pcs	4	1.5	6.00
6	Skin Cleaner	Pack	4	2	8.00
7	Astringent	Pack	4	1.5	6.00
8	Concealer	Pen	4	1.55	6.20
9	Dry Powder + Detached dry powder	Pack	4	4	16.00
10	Blusher	Pack	4	3.5	14.00
11	Eyeline	Pack	4	1.5	6.00
12	Mascara	Pen	4	2.5	10.00
13	Eye Kohl	Pen	4	1	4.00
14	Eye Kohl	Pen	4	1	4.00
15	Rounded absorbent cotton	Pack	4	0.95	3.80
16	Eye lashes press	Pcs	4	1.5	6.00
17	Compressed or Detached Eye Shadow	Pack	4	4.5	18.00
18	Lips Liner	Pen	8	0.85	6.80
19	Lipstick	Pack	4	2.35	9.40
20	Hair dryer Brush	Pcs	12	3.5	42.00
21	Water Sprayer	Pcs	4	1	4.00
22	Plastic Clamps	Pack	4	1	4.00
23	Iron Clamps	Pack	4	1	4.00
24	Pure Alcohol (Medical)	Pack	4	0.5	2.00
25	Blusher Brush	Set	4	3.5	14.00
26	Make up Sponges	Pcs	4	1	4.00
27	Make up Chair	Pcs	4	190	760.00
28	Trolley	Pcs	4	25	100.00
29	Hair Conditioner / Italian (Liter)	Pcs	1	1.9	1.90
30	Shampoo	Pack	1	2	2.00
31	Hair Scissors (Germany)	Pack	2	8	16.00
32	Hair dryer	Pcs	4	52	208.00
33	Wisp Comb	Pcs	4	0.75	3.00
34	Spray (Turkish)	Pack	4	2	8.00
35	Plastic Vessel	Pcs	4	1	4.00
36	Ear Cotton – Cleaning	Pack	4	1	4.00
37	Lip Gloss	Pcs	4	1	4.00
38	Hair Cream -200 ml (Italian)	Pcs	4	2	8.00
39	Brushing comb (Spanish)	Pcs	4	1	4.00
40	Tissue	Pack	4	0.45	1.80
41	Lip liner	Pen	4	0.85	3.40
Discount					-34.70
Subtotal					1,340.00
Total					5,862.20
2nd Skill Competition					
1	Mirrors 6mm with Installation Fee	m	10	35	350
2	Belgian Metal Curtains with Installation and including	m ²	17	25	425
3	Hair Washing Chair		1	250	250
4	Wall Mounted Washbasin		3	40	120
5	Iron Clamp 1/2"		140	0.6	84
6	Screws to fix the Washbasin		2	1.5	3
7	Steel Pipes Class B 1/2"	m	60	2.17	130.2
8	Teflon Tape 12 m		30	0.25	7.5
9	Iron Shank 8 mm		3	1	3
10	Iron Shank 10 mm		3	1	3
11	Iron Nipple 1/2"		12	1	12
12	1/2 -1 Pipe Threade Ridged		1	220	220
Total					1607.7
Database					
1	Lenovo J110 Dual Core 3.0 Ghz 2*2 MB Cache with 17" LCD	Pcs	4	570.00	2,280.00
2	Windows XP Pro License	Pcs	4	100.00	400.00
3	Microsoft Office 2007 Standard	Pcs	4	150.00	600.00
4	Lexmark C530 Colour Laser Printer	Pcs	4	370.00	1,480.00
5	IBM Intellistation ZPro 9228	Pcs	1	2,495.00	2,495.00
Subtotal					7,255.00
1	Software for Database	Pc	1	24,150.00	24,150.00
Subtotal					24,150.00
1	Up-gradation of Software for Database	Pc	1	19,000.00	19,000.00
Subtotal					19,000.00
Total					50,405.00
Grand Total					98,899.90
					USD 141,286

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Annex 2-4 List of Jordanian Counterparts and Administrative Personnel



As of 2010.8.4

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3-1 Achievements of the Project

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹																																	
<p><Overall Goal > VTC training centres are managed and operated based on the VTC operating model.</p>	<p>1. Spread the outputs to training programmes other than pilot training programmes in 3 model training centres</p>	<p>1. The TMC and the CUDBAS techniques are being adopted other than the initial three (3) model training centres and six (6) pilot training programmes. The following table shows the current programmes adopting the TMC and the CUDBAS techniques.</p> <p style="text-align: center;">Table 1 New Curriculum Developed</p> <p style="text-align: right;">As of July 2010</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Names of VTC</th> <th style="width: 30%;">Target</th> <th style="width: 50%;">As of July 2010</th> </tr> </thead> <tbody> <tr> <td>Jerash</td> <td>(1) Metal fabrication (2) Plumbing</td> <td>(7) House hold wiring, (8) Male cosmetics, (9) Air conditioning, (10) IT, (11) tailoring</td> </tr> <tr> <td>TTI</td> <td>(3) Household Wiring (4) Carpentry</td> <td>(12) Auto-Electric, (13) Auto mechanics, (14) Machinery (15) IT</td> </tr> <tr> <td>Aqaba</td> <td>(5) Welding (6) Air conditioning</td> <td>No addition</td> </tr> <tr> <td>Irbid</td> <td></td> <td>(16) Female cosmetics</td> </tr> <tr> <td>Mashara</td> <td></td> <td>(17) Air conditioning</td> </tr> <tr> <td>Ein Al-Basha</td> <td></td> <td>(18) Automobile</td> </tr> <tr> <td>Zarqa</td> <td></td> <td>(19) IT</td> </tr> <tr> <td>Tafeeleh</td> <td></td> <td>(20) Automobile</td> </tr> <tr> <td>Karak</td> <td></td> <td>(21) Female Cosmetics</td> </tr> <tr> <td>9 VTIs (Source: VTC)</td> <td>6 programmes</td> <td>21 programmes</td> </tr> </tbody> </table>	Names of VTC	Target	As of July 2010	Jerash	(1) Metal fabrication (2) Plumbing	(7) House hold wiring, (8) Male cosmetics, (9) Air conditioning, (10) IT, (11) tailoring	TTI	(3) Household Wiring (4) Carpentry	(12) Auto-Electric, (13) Auto mechanics, (14) Machinery (15) IT	Aqaba	(5) Welding (6) Air conditioning	No addition	Irbid		(16) Female cosmetics	Mashara		(17) Air conditioning	Ein Al-Basha		(18) Automobile	Zarqa		(19) IT	Tafeeleh		(20) Automobile	Karak		(21) Female Cosmetics	9 VTIs (Source: VTC)	6 programmes	21 programmes	<p style="text-align: center;">+</p>
Names of VTC	Target	As of July 2010																																		
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Karak		(21) Female Cosmetics																																		
9 VTIs (Source: VTC)	6 programmes	21 programmes																																		
<p>+</p>	<p>2. Spread the outputs of the project to other three (3) training centres</p> <p>3. Ex-trainees of pilot training programmes could be employed in related field of their training</p>	<p>2. ditto</p> <p>3. As a reality of the job market, all ex-trainees of the pilot programme are not employed by the employers directly related to the respective training he/she received because of several reasons: (1) Trainees may find other job offers are more attractive for him/her, (2) Trainees may join other public services such as military services, etc. According to the interview to the instructors in the model training centre, majority of trainees, however, stays at the current employers who provide OJT opportunities after completing the training (60% at Aqaba, 70% at TTI and 50% in Jerash, stay the current employers). VTIs currently do not collect such statistics systematically at this time. The improved skills of the trainees are well received by employers because of the improved training programmes initiated by the Project. Therefore the employment prospect through the OJT programme is considered high.</p>	<p style="text-align: center;">+</p>																																	

¹ In the light of the objectively verifiable indicators, the remark (+) indicates positive, (±) indicates neutral and (-) indicates negative.

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹																									
<p><Project Purpose> An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry.</p>	<p>4. Satisfaction level of private sector that employ the graduates of VTC is 70 % 1.1 Development and use of the manual of training management cycle</p>	<p>4. The satisfaction level² of the prospective employers through the OJT programmes is considered high because more than the half of trainees stays with the current employers. According to the interview, examples of the starting salary of these trainees are approximately JD 200 which is much higher than the industrial norms of regular workers. The indicators for the Project Purpose are nearly achieved and will be fulfilled by the project period. 1.1 TMC manual was completed and available for use by VTC. The manual was prepared to meet the condition of Jordanian vocational training and education. Combined with the CUDBAS techniques, VTIs soon adopt the techniques to the six (6) pilot training programmes at the three (3) model training centres. The three (3) model training centres are able to apply the CUDBAS techniques for their curriculum development to meet the needs of the local industry and labour market. The VTC operating model, however, requires a wide-range of high quality standards and norms in terms of management and training delivery. In this perspective, the experts believe that there is a much room for improvement. The manual only provides a foundation aiming at high quality vocational training. Continuous improvement through monitoring and evaluation with a help from the stakeholders is necessary.</p>	+																									
	<p>1.2 Development of new organisation chart of VTC Headquarters and model training centres</p>	<p>1.2 The new organisational arrangement, establishment of middle management, establishment of a variety of committees to carry out tasks necessary for the operation of the model training centres. The new arrangement enables the model training centres to distribute the authority and responsibilities through a bottom-up approach for decision-making on most operational tasks, etc.</p>	+																									
	<p>2.1 Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes</p>	<p>2.1 The result of the trainee survey indicates the obvious improvement of satisfaction. Detailed discussion follows: Table 2 Satisfaction on Training</p> <table border="1" data-bbox="560 1256 719 1514"> <thead> <tr> <th>Year Surveyed</th> <th>Textbook</th> <th>Equipment</th> <th>Teaching methods</th> <th>Instructors</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>89%</td> <td>64%</td> <td>72%</td> <td>97%</td> </tr> <tr> <td>2007</td> <td>58%</td> <td>71%</td> <td>97%</td> <td>100%</td> </tr> <tr> <td>2008</td> <td>68%</td> <td>76%</td> <td>85%</td> <td>97%</td> </tr> <tr> <td>2009</td> <td>67%</td> <td>69%</td> <td>83%</td> <td>93%</td> </tr> </tbody> </table> <p>The survey questions include satisfaction on textbooks, equipment, teaching methods and instructors. The baseline survey was conducted in 2006 and the three surveys from 2007 to 2009 are considered the result of the VTC operating model at the model training centres. The Project's primary focus of improvement was on the teaching material and the instructors. According to the survey, the trainees are satisfied with the teaching method and instructors, on the training. According to the instructors who carried out the survey, the following issues were addressed: (1) There is a question of the validity of the indicator of asking satisfaction of trainees, because, unlike higher</p>	Year Surveyed	Textbook	Equipment	Teaching methods	Instructors	2006	89%	64%	72%	97%	2007	58%	71%	97%	100%	2008	68%	76%	85%	97%	2009	67%	69%	83%	93%	+
Year Surveyed	Textbook	Equipment	Teaching methods	Instructors																								
2006	89%	64%	72%	97%																								
2007	58%	71%	97%	100%																								
2008	68%	76%	85%	97%																								
2009	67%	69%	83%	93%																								

M. X

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² The 'satisfaction level' of employers is considered very complex which consist of may different factors. The Joint Evaluation Team considers the indicator, "Satisfaction level... 70%..." is too simplified. The indication of satisfaction reflects partially whether the trainees stay with the current employers or not because the employment agreement is mutual one. Employers may offer good working condition if they satisfies the trainees performance.

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹
		<p>education, the trainees did not know what they ought to learn and why;</p> <p>(2) The respondents did not fully understand what the questions means (some trainees are not capable of reading and writing).</p> <p>(3) None of respondents has standards or norms for comparison, because trainees' learning experience is limited particular year's programme.</p> <p>(4) According the Kirkpatrick Model, the standard model for evaluation of training programmes, "satisfaction" is considered the important indicators of day-to-day teaching, not for post-training evaluation.</p> <p>The Team found results supporting the survey. An ex-trainee interviewed at a metal fabrication factory told that the overall satisfaction on his experience at Aqaba VTI is high because he is able to work in a company with a good benefits, etc. He recommends the training to his acquaintances. Another entrepreneur who graduated from Jerash VTI two years ago earns net profit of JD800 monthly.</p>	
2.2 Increase of employment offers to pilot training programmes		<p>2.2 It should be noted that the offers do not come directly to VTIs . VTIs, at the same time, does not collect job announcement because it is one of the duties of Ministry of Labour. VTC, therefore, do not have statistics on employment offers.</p> <p>Number of job opening and job announcement to VTIs, to improved training programme if any, has weak causal relations. Job market is largely reflected to economic conditions. PETRA Industry, for example, has hired two ex-trainees from Aqaba VTI. The company, however, cannot afford to continue hiring because of economic down turn.</p>	±
2.3 The number of graduates who can obtain the job in the fields related to their specialized ones		<p>2.3 According to the statistics provided by the model training centres, the record of the job placement of the trainees are increasing compare to the available data collected in Aqaba prior to the project. Prospect of employment is considered high if the trainees complete the programmes.</p>	+

Table 3 Job Placement Record

Year	Jerash			TTI			Aqaba			Graduation Rate (%)
	Metal Fabrication	Plumbing	HH Wiring	Carpentry	Welding	A/C				
2005	registered	n/a	n/a	n/a	7	15	7/22= 31.8			
	graduated	n/a	n/a	n/a	3	4				
	Job attained	n/a	n/a	n/a	n/a	n/a				
2006	registered	n/a	n/a	n/a	7	15	11/22= 50.0			
	graduated	n/a	n/a	n/a	6	5				
	Job attained	n/a	n/a	n/a	n/a	n/a				
2007	registered	13	n/a	17	11	n/a	33/41= 80.4			
	graduated	11	n/a	14	8	n/a				
	Job attained		n/a	12	8	n/a				
2008	registered	12	10	15	11	10	58/70= 82.8			
	graduated	11	9	10	9	8				
	Job attained			10	7	8				
2009	registered	13	16	20	18	15	52/97= 79.3			
	graduated	12	13	16	12	12				

M. X

Narrative Summary	Objectively Verifiable Indicators	Results							Remark ¹
		Job attained (Source: VTC)	OJT	OJT	OJT	OJT	OJT	OJT	
	3. dropout rate is reduced from 30 % in 2006 to 15 % in 2010								±
<Output> 1. The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centres	1.1 Nominate 3 staff (ADG for Training, ADG for Administration and Training Coordinator) of VTC Headquarters to expand the operating model to other training programmes 1.2 Level of understanding by staff of VTC Headquarters on the definition of VTC operating model 1.3 Development of plan to spread the operating model to other training programmes and 3 training centres								+
									+
									+

3. According to Table 3, the dropout rate has been significantly improving. The current dropout rate of the trainees who enrolled in 2009 was 20%, slightly short of the target of 15%. The latest available dropout rate of the target programme was 50% (Welding and A/C in Aqaba, 2006). As shown in the Table 3, the figure has been improving significantly (80% in 2009, Aqaba). Other centre observes the similar figure. Overall, the trend of dropout rate is improving.

The following three staff members of VTC Headquarters have assumed the overall responsibility of expanding the operating model to other training programmes.

Table 4 Managers of the Project

Name	Title
Mr. Hani Khleifat	Project Manager, ADG for Training
Mr. Ahmad Sawafeen	ADG for Administrative, Finance and Supply, Finance and Administrative Affairs
Mr. Mahmoud Abu Khadrah	Executive Manager, Technical Affairs

1.2 In the course of the technical cooperation, Mr. Mr. Hani Khleifat and Mr. Mahmoud Abu Khadrah have played important roles. Under the leadership of Mr. Hani, Project Manager, Mr. Mahmoud pushes forward the Project.

Both of them understand the contents of the technology transfer and led various seminars and workshops.

1.3 The VTC operating model is adopted by 15 programmes other than the original six (6) pilot training programmes the three (3) model centres. According to the interview to VTC Headquarters, a five-year action plan for dissemination of the VTC operating model will be prepared by the completion of the technical cooperation.

M.K

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹																				
2. The model training centres can plan and implement training that reflects the needs of local industry.	2.1 Level of understanding by instructors and other staff of model training centres on training management cycle increases	<p>2.1 The VTC operating model is in process of dissemination to all VTIs.</p> <p>The following is the survey on the achievement of the Project asking to trainees of Jerash, Aqaba, and TTI.</p> <p style="text-align: center;">Table 5 Understanding of TMC</p> <table border="1" data-bbox="368 235 587 1451"> <thead> <tr> <th rowspan="2">Question</th> <th colspan="2">Baseline (n=13)</th> <th colspan="2">Post-Training (n=13)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>I understand the necessity of the training programme based on the local market</td> <td>8</td> <td>7</td> <td>21</td> <td>0</td> </tr> <tr> <td>I understand the necessity of the middle level managers</td> <td>3</td> <td>3</td> <td>20</td> <td>1</td> </tr> </tbody> </table>	Question	Baseline (n=13)		Post-Training (n=13)		Yes	No	Yes	No	I understand the necessity of the training programme based on the local market	8	7	21	0	I understand the necessity of the middle level managers	3	3	20	1	+	
Question	Baseline (n=13)			Post-Training (n=13)																			
	Yes	No	Yes	No																			
I understand the necessity of the training programme based on the local market	8	7	21	0																			
I understand the necessity of the middle level managers	3	3	20	1																			
2.2 Achievement of pilot training programmes is more than 90% according to the designed training plan 2.3 Frequency of inspection and times of follow-up of training evaluation	2.2 All of initial six (6) pilot training programmes at three (3) model training centres were adopted as planned (100% of achievement). 15 additional programmes at six (6) more VTIs begun to adopt the CUDBAS techniques and TMC. 2.3 According to the bylaws of VTC, inspection and follow-up is carried out regularly. Issues and problems concerning the regular operation are reported daily to the director of VTIs. The record of inspection and necessary follow-up is reported to VTC Headquarters through directors of VTIs via regional offices.	<p>The Skill Competition and teaching material contest, organised since the launch of the Project, is another indication for improvement of the capacity of instructors and the skills of the trainees. The purpose of these competitions is to provide clear objectives for trainees, and to improve the image of VTC.</p> <p style="text-align: center;">Table 6 Skills Competition</p> <table border="1" data-bbox="774 235 1125 1451"> <thead> <tr> <th>Venue</th> <th>Dates</th> <th>Skill Areas</th> <th>No. Ctrs</th> <th>No of Participants</th> </tr> </thead> <tbody> <tr> <td>1 Ein Al-Basha VTC</td> <td>2007/7/23-26</td> <td>Carpentry, M/Fabrication, Welding, Cosmetics</td> <td>11</td> <td>62</td> </tr> <tr> <td>2 Jerash VTC</td> <td>2008/6/22-26</td> <td>M/Fabrication, Welding, H. Wiring, Cosmetics, Barber, Plumbing, Tailoring</td> <td>28</td> <td>147</td> </tr> <tr> <td>3 Ein Al-Basha VTC</td> <td>2009/5/10-14</td> <td>M/Fabrication, Welding, H. Wiring, Cosmetics, Barber, Plumbing, Tailoring, Carpentry, Turnery, Confectionary, Painting</td> <td>45</td> <td>150</td> </tr> </tbody> </table>	Venue	Dates	Skill Areas	No. Ctrs	No of Participants	1 Ein Al-Basha VTC	2007/7/23-26	Carpentry, M/Fabrication, Welding, Cosmetics	11	62	2 Jerash VTC	2008/6/22-26	M/Fabrication, Welding, H. Wiring, Cosmetics, Barber, Plumbing, Tailoring	28	147	3 Ein Al-Basha VTC	2009/5/10-14	M/Fabrication, Welding, H. Wiring, Cosmetics, Barber, Plumbing, Tailoring, Carpentry, Turnery, Confectionary, Painting	45	150	+
Venue	Dates	Skill Areas	No. Ctrs	No of Participants																			
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3 Ein Al-Basha VTC	2009/5/10-14	M/Fabrication, Welding, H. Wiring, Cosmetics, Barber, Plumbing, Tailoring, Carpentry, Turnery, Confectionary, Painting	45	150																			

M.K

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹																																				
3. The model training centres will accumulate knowledge on the training management.	3.1 Level of understanding by director and other staff of model training centres on operational management increases	<p>3.1 The following is the survey on the achievement of the Project asking to instructors of Jerash, Aqaba and TTI.</p> <p style="text-align: center;">Table 6 Understanding about Curriculum Development</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th rowspan="2">Question</th> <th colspan="2">Baseline (n=21)</th> <th colspan="2">Post-Training (n=21)</th> </tr> <tr> <th>Yes</th> <th>No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>I understand the method for curriculum development</td> <td>3</td> <td>5</td> <td>20</td> <td>1</td> </tr> <tr> <td>How do you evaluate JICA project, successful or not?</td> <td>n/a</td> <td>n/a</td> <td>14³</td> <td>1</td> </tr> <tr> <td>Do you think the things acquired through JICA project shall be spread to other centre?</td> <td>n/a</td> <td>n/a</td> <td>20</td> <td>1</td> </tr> </tbody> </table> <p>The result shows that the understanding as well as satisfaction of the project is higher compare to the baseline. The instructors think that dissemination is important.</p> <p>Number of curriculum developed using the CUDBAS techniques increased from six (6) at the initial target to current 21. This is another indicator of the level of understanding by directors and staff of model training centres. Currently, one instructor is responsible each programme taught in VTC. The instructors adopting the method increased by 21. (see Table 1)</p> <p>Note that VTC Aqaba has not expanded the programmes adopting the VTC operating model other than the two (2) target programmes, due to the lack of clarity in VTC operation directed by the headquarters⁴.</p> <p>Middle-level managers who take responsibilities of administration, development and assistance and training, are assigned at the three model training centres for improvement of the centre management.</p> <p style="text-align: center;">Table 7. List of Mid Level Mangers</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th>Admini- stration Unit</th> <th>Development and Assistance Unit</th> <th>Training Unit</th> </tr> </thead> <tbody> <tr> <td>Jerash</td> <td>Sameer Obeidat</td> <td>Abdelrahman Zaareer</td> </tr> <tr> <td>TTI</td> <td>Rasmi Mohammad Alissa</td> <td>Mohammad Al-sayed</td> </tr> <tr> <td>Aqaba</td> <td>Ibrahim Al-quraan</td> <td>Mohammad Al-agrabawi</td> </tr> </tbody> </table> <p>The purpose of the organisational reform including establishment of middle-level managers is (1) to facilitate systematic management in VTI, (2) to distribute evenly the centre tasks and duties, (3) to enhance links to the private sector, and (4) to enforce effective training through clarity of roles and responsibilities. All centres now recognize and acknowledge the effect of the organisational change, and support the change (see Table 6).</p>	Question	Baseline (n=21)		Post-Training (n=21)		Yes	No	Yes	No	I understand the method for curriculum development	3	5	20	1	How do you evaluate JICA project, successful or not?	n/a	n/a	14 ³	1	Do you think the things acquired through JICA project shall be spread to other centre?	n/a	n/a	20	1	Admini- stration Unit	Development and Assistance Unit	Training Unit	Jerash	Sameer Obeidat	Abdelrahman Zaareer	TTI	Rasmi Mohammad Alissa	Mohammad Al-sayed	Aqaba	Ibrahim Al-quraan	Mohammad Al-agrabawi	
Question	Baseline (n=21)			Post-Training (n=21)																																			
	Yes	No	Yes	No																																			
I understand the method for curriculum development	3	5	20	1																																			
How do you evaluate JICA project, successful or not?	n/a	n/a	14 ³	1																																			
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³ Answer to this question at Aqaba was responded as "through the satisfaction of employers, the number of graduates and number of workers".

⁴ Relocation of VTC and restructuring of the programmes were suggested from the Headquarters and later postponed. It was difficult to develop beyond the target.

n.2

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Narrative Summary	Objectively Verifiable Indicators	Results					Remark ¹
		Date	Agenda	Description	Participants	No.	
	3.2 Availability of training seminar / workshop for staff members on the training management	In the course of the Project the following seminars/ workshop are carried out. Table 8 List of Selected Seminars and Workshops					
		2006.12.4	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process in Japan 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VTC headquarters 6. Japanese volunteers 7. JICA experts	14	TTI
		2006.12.5	Curriculum development method	Curriculum development method by a Method of Curriculum Development Based on Ability Structure	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VTC headquarters 6. Japanese volunteers 7. JICA experts	8	TTI
		2006.12.10	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process in Japan 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VTC headquarters 6. Japanese volunteers 7. JICA experts	12	Aqaba
		2006.12.11	Curriculum development method	Curriculum development method by a Method of Curriculum Development Based on Ability Structure	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VTC headquarters 6. Japanese volunteers 7. JICA experts	13	Aqaba
		2006.12.23	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process in Japan 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VTC headquarters 6. Japanese volunteers 7. JICA experts	10	Jerash

2.7

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹												
	3.3 Use of manual for improvement of the training centre operation	<p>3.3 The following manuals and guidelines have been prepared or under preparation and distributed to VTC for use.</p> <table border="1" data-bbox="341 383 456 1290"> <caption>Table 9 List of Selected Manuals and Guidelines</caption> <thead> <tr> <th>Manuals</th> <th>Guidelines</th> </tr> </thead> <tbody> <tr> <td>CUDBAS manual</td> <td>Vocational Training Instructors' Guide</td> </tr> <tr> <td>TMC Manual</td> <td>Forms for CUDBAS</td> </tr> <tr> <td>Training Manual for Middle Managers</td> <td>Guideline for Job Sheet</td> </tr> </tbody> </table> <p>Training for the middle level managers is on-going. As a result of the completion of the manuals and dissemination, 21 curriculums were completed and used.</p> <p>3.3.1 Training Manual for Middle Managers, Staff Management Manual were prepared. Inviting all centre staff members, Development and Assistance Unit organises centre administration meeting twice a year. The purpose of the meeting is to reinforce understanding of all staff members on local training needs, and partnership with the private sector.</p> <p>All staff meeting is held once a month to discuss the current topics on the centre. Decision made at the meeting is reported to the regional office.</p> <p>Information on instructor management is included in the database.</p> <p>Under the three units (administration, development and assistance, and training), sub-committees are established. These committees are means to oversee day-to-day operation of VTC.</p>	Manuals	Guidelines	CUDBAS manual	Vocational Training Instructors' Guide	TMC Manual	Forms for CUDBAS	Training Manual for Middle Managers	Guideline for Job Sheet	+				
Manuals	Guidelines														
CUDBAS manual	Vocational Training Instructors' Guide														
TMC Manual	Forms for CUDBAS														
Training Manual for Middle Managers	Guideline for Job Sheet														
3.3.1 Staff management (situation of the work performance of staff members and situation of the in-house communication at the VTC, etc.)		<p>Table 10 Examples of the Committee Established in the model training centres</p> <table border="1" data-bbox="906 450 1075 1234"> <thead> <tr> <th>Unit</th> <th>Subcommittees</th> </tr> </thead> <tbody> <tr> <td>Administration</td> <td>Maintenance Committee</td> </tr> <tr> <td>Development and Assistance</td> <td>Curriculum Committee</td> </tr> <tr> <td></td> <td>Planning Committee</td> </tr> <tr> <td></td> <td>Admission Committee</td> </tr> <tr> <td>Training</td> <td>Monitoring Committee</td> </tr> </tbody> </table> <p>Along with organising the all staff meeting, establishment of these committees are initiated by the directors and middle level managers to enhance the bottom-up approaches to make decisions directly associated with regular operation.</p> <p>3.3.2 Equipment maintenance manual was prepared and integrated to the existing maintenance procedures. Maintenance Committee is organised at the model training centres. It takes overall responsibility of maintenance of facilities and equipment. The committee convenes meetings as necessary.</p>	Unit	Subcommittees	Administration	Maintenance Committee	Development and Assistance	Curriculum Committee		Planning Committee		Admission Committee	Training	Monitoring Committee	+
Unit	Subcommittees														
Administration	Maintenance Committee														
Development and Assistance	Curriculum Committee														
	Planning Committee														
	Admission Committee														
Training	Monitoring Committee														
3.3.2 Facility and equipment management (situation of the equipment maintenance and situation of the ordering and management of materials, etc.)			+												

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Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹
	<p>3.3.3 Trainee management (situation of the management of trainee progress and situation of the employment assistance for graduates, etc.)</p> <p>3.3.4 Safety management (level of understanding of the relevant laws and regulations and situation of observance, etc.)</p>	<p>3.3.3 Training management was reviewed and improved. With the completion of the database, these paper-based files are integrated to other information.</p> <p>Administration Committee is established and held as necessities arise, to discuss issues such as budget, facility, registration, admission, employment of trainees, etc.</p> <p>3.3.4 Occupational health and safety is considered one of the priorities. VTI posts signs and posters to raise awareness on occupational health.</p>	+
	<p>3.4 Number of companies, where involve training management increase from 10 to 25</p>	<p>3.4 Private sector representatives involve training management in a variety of opportunities: For example, the Steering Committee consist of the representatives from the local centre, the private sector and governmental organisations, were established to oversee the overall implementation of the training to meet with local needs. Each programme assigns three representatives from the private sector. Total of 18 representatives (6 * 3=18) participate the committee.</p>	+
<p>4. VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centres.</p>	<p>4.1 Availability and use of the monitoring guideline by VTC Headquarters</p>	<p>Support to the Skill Competition is another example. Over 20 companies support the event through providing financial support, to provide technical support, such as dispatching judges and panels, etc.</p> <p>4.1 Monitoring guidelines for assisting data input were prepared and completed. The guidelines is for VTC Headquarters to instruct the VTIs. Monitoring forms consisting of student registration, job placement, course guide, etc are also prepared. According VTC Headquarters, approximately 17,000 trainees data is stored in the database.</p>	+
	<p>4.2 Satisfaction level of staff of model training centres regarding monitoring and evaluation system</p>	<p>4.2 VTC Headquarters as well as the directors of VTIs are quite happy with the completion of the database making the student data. In the past, a paper-based reporting was difficult and not efficient for data collection and analysis.</p>	+
	<p>4.3 Availability and use of the database for the management and monitoring of the model training centres</p>	<p>4.3 Availability of data was significantly improved. Procedures to validate the accuracy of the data, however, need to prepare. In addition, the methodologies for applying the data into policy-making process should be further developed.</p>	+

22

**ANNEX 3-2 Project for Strengthening the Capacity of Training Management of Vocational Training Corporation in Hashemite Kingdom of Jordan
Evaluation Grid for the Terminal Evaluation Study in July 2010**

I. Relevance		Questions for Evaluation		Sources of Information	Findings	
Main Categories	Sub Categories					
1. Accordance with social and other needs of Jordan	National development policies, etc.	Interview to VTC Review of the related policies, etc.	Enhancement of vocational training that meets the needs of the local labour market is one of priority area of overall development strategies in Jordan. According to the "National Agenda", the national development plan for 2006 to 2015, career development and vocational training is one of the important issues for national development.			
	Technical and Vocational Education and Training policies	Interview to VTC E-TVET policy	Ministry of Labour (MOL) has prepared Employment-Technical and Vocational Education and Training (E-TVET) policy and strategy was developed in 2007. According to the policy, it highlights the importance of vocational training for fulfilling the labour market demand. The Strategic Plan of MOL prioritizes a strategy for replacing foreign workers by Jordanians. The ministry imposes much strict enforcement through tight labour permission and frequent inspection.			
	Institutional/organisational issues and the goal & project purpose of the Project	Interview to VTC E-TVET policy	The approach of the technical cooperation is in line with the needs identified by VTC. Particularly the project aims at delegating the selected authorities to model training centre to design, develop, implement and monitor the training programme. This approach is suitable to enhance the capacity of model training centres as well as overall capacity of VTC as a whole when the model is fully utilized.			
	Rolling plan, etc	Review on the related policy documents, etc	Japanese ODA policy for Jordan puts high priority on human resources development for improving social structure. According to the current rolling plan of JICA to Jordan, comprehensive support including the technical assistance to VTC has been identified as one of priority areas.			
3. Consistency with the ODA policy of Japan	Current issues of the training programme, etc in Jordan	Review of the progress report, needs survey Interview to VTC	VTC is the governmental arm of providing Technical Vocational Education and Training in Jordan. The project selected three (3) model training centres for pilot site. They are selected based on the number of enrollment as well as capacity of staff. The baseline survey conducted in 2007 indicates that the programmes selected has higher demand and job prospects.			
II. Effectiveness		Questions for Evaluation		Sources of Information		Findings
Main Categories	Sub Categories					
1. Project purpose achieved?	Result of the development and use of the manual of training management cycle	Review of the progress report, interview to VTC and experts	See ANNEX 3.1 The VTC operating model including the CUDBAS techniques for curriculum development and TMC for training management was introduced to the model training centres			
	Current state of the development of new organisation chart of VTC Headquarters and model training centres	Review of the progress report, interview to VTC and experts	A new organisational arrangement including the appointment of the middle level managers and instructors to delegate partial authorities is introduced. The new organisational arrangement allows to			

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Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
	<p>Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes</p> <p>Change (increase) of employment offers to pilot training programmes observed</p> <p>The number of graduates who can obtain the job in the fields related to their specialized ones</p> <p>Change in dropout rate (reduction from 30 % in 2006 to 15 % in 2010 achieved?)</p> <p>Comparison of the achievement and indicators.</p>	<p>Review of the progress report, Interview to VTC and experts</p> <p>Review of the progress report, Interview to VTC, and experts</p> <p>Review of the progress report, Interview to VTC and experts</p> <p>Review of the progress report, Interview to VTC and experts</p> <p>Review of the progress report, Interview to VTC and experts</p>	<p>The result of the trainee survey does not indicate the obvious improvement of satisfaction. Detailed discussion follows is shown in ANNEX 3.1 Table 2.</p> <p>According to the record of job placement at the model training centre, employment rate is increasing. At least half the trainees who joined to the OJT by the private sector stay at the current employers.</p> <p>Ditto</p> <p>The causal relation of employment to the completion of the training programme is weak. Other factors such as economic conditions and work conditions (starting salary, type of job, etc.) are among the important factors for trainees to make decision to job offer. OJT programme provides mutual opportunity for both trainees and prospective employers to evaluate each other for important decision. In this regard, the OJT carried out was for experience, not for actual training.</p> <p>Dropout rate is improving. As shown in Table 3, ANNEX 3.1. The current dropout rate of the trainees who enrolled in 2009 was 23%, slightly short of the target of 15%. The latest available dropout rate of the target programme was 50% (Welding and A/C in Aqaba, 2006). As shown in the Table 3, the figure has been improving significantly (80% in 2009). Other centre observes the similar figure. Overall, the trend of dropout rate is improving.</p> <p>Output 1: The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centres</p> <p>Most of the targets for the Output 1 indicator are achieved. Among the three indicators: (i) nominating core executives is completed, (ii) Level of understanding by staff of VTC Headquarters on the definition of the VTC operating model is increased; and (iii) Development of plan to spread the operating model to other training programmes is expected to be completed by the end of the Project which is scheduled in November 2010.</p> <p>Output 2: The model training centres can plan and implement training that reflects the needs of local industry.</p> <p>(i) According to the survey, the level of understanding by instructors and other staff of model training centres on training management cycle increased, (ii) all of initial six (6) model training programmes at three (3) model training centres were adopted as planned (100% of achievement). 15 additional programmes at six (6) more VTIs begun to adopt the TMC and the CUDBAS techniques, and (iii) inspection and follow-up are carried out regularly. Issues and problems concerning the regular operation are reported daily to the director of the model training centres. The record of inspection and necessary follow-up is reported to VTC Headquarters through directors of the centres via regional offices.</p>
2. Achievement of the output of the project			

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Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
			<p>Output 3: The model training centres will accumulate knowledge on the training management. indicators were exceeding its target. For example, (i) the result shows that the understanding as well as satisfaction of the Project is higher compared to the baseline. The number of curriculum developed using the CUDBAS techniques increased from six (6) at the initial target to current 21, (ii) in the course of the Project the seminars/ workshop are carried out, (iii) a variety of manuals has been prepared or under preparation and begun to be utilised. Along with organising the all staff meeting, establishment of these committees are initiated by the directors and middle level managers to enhance a bottom-up approaches to make decisions directly associated with regular operation of the model training centres.</p> <p>Output 4: VTC Headquarters, Institute Directorate and Regional Offices can control and monitor the model training centres. Monitoring guidelines for assisting data input were prepared and completed, satisfaction level of staff of model training centres regarding monitoring and evaluation system is high because of increased accessibility to the student registry data, etc, and availability of data was significantly improved. The project consists of four components. Each components corresponds to the Output of the project as the following.</p> <p>Output 1: Establishment of the support system of VTC Headquarters to ensure that a training programme is in tune with the needs of industry. Output 2: The model training centres can plan and implement training that reflects the needs of local industry. Output 3: The model training centres will accumulate knowledge on the training management, and Output 4: VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centres.</p> <p>The following approaches were applied to implement the related activities: Approach for Output 1: Organisational arrangement Approach for Output 2: Curriculum development that meet the needs of the local labour market Approach for Output 3: Application of Training Management Cycle Approach for Output 4: Establishment of M&E System (including database development). The design was basically appropriate for carrying out the project</p> <p>Shortage of financial resources, and limitation regarding the rules and regulation of the</p>
3. Causal relation from output to project purpose	Contribution of outputs for achieving the project purpose	Review of the progress report, Interview to VTC and experts	
4. Constraints, if any, to achievement	Review of the important assumptions.	Review of the progress report, Interview to VTC and experts	

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III. Efficiency

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Input (Appropriateness of quantity, timing of delivery)	Review of the process	Review of the progress report, Interview to VTC and experts	<p>Inputs from the Japanese side were provided as appropriately as originally planned and scheduled in terms of timing, quantity and quality. There occurred neither delay nor major change in dispatching Japanese experts, providing machinery and equipment, and training Jordanian counterparts in Japan. Throughout the technical cooperation, the Project has been somehow suffered by shortages of fund to allocate necessary C/Ps proposed by the experts and to provide financial incentives to them. C/Ps has been required high level of efforts to carry out the Projects despite low financial rewards compare to other international projects. VTC Headquarters, however, has initiated and led the C/Ps and successfully achieved result more than it was originally planned.</p> <p>Due to the rules and regulations on human resources of the Government of Jordan, it is anticipated that the Project may continue to face the same challenges in allocating ideal number of C/Ps and in extending the VTC operating model to the remaining model training centres throughout the country without financial rewards to the employees.</p> <p>The resources allocated for the project were properly utilised. No excess of input were observed. Given the complexity of the issues, particularly activities requiring organisational change, by selecting the model centres, cascade-type design of the project design was adequate for maximum use of available resources.</p> <p>Discussed in the ANNEX 3.1.</p>
	Review of the process	Review of the progress report, Interview to VTC and experts	
	Output produced as of June 2010, and an extent of the achievement	Review of the progress report, Interview to VTC and experts	
2. Utilisation of the input in the activities			
3. Achievement of the outputs			

IV. Impact

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Probability of achievement of the overall goal	1.1 Prospect of achievement of the overall goal	Review of the progress report, Interview to VTC and experts	See Table 1, ANNEX 3.1
	1.2 Any factors that may hinder generation of the overall goal	Review of the progress report, Interview to VTC and experts	<p>Limitation on providing financial resources, such as provision of cost of upgrading of facilities, etc.</p> <p>Some difficulty in providing stipend to the representatives of the private sector to compensate the time and efforts to assistance</p> <p>Some of recommendations from the project include measures related to the rules and regulations of the government of Jordan (e.g. hiring more instructors for assuring quality and appointing middle level managers, etc.)</p> <p>Not observed</p>
2. Causal relation between the project purpose and the overall goal	2.1 Any logical leap between the project purpose and the overall goal	Review of the progress report, Interview to VTC and experts	Not observed

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Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
	2.2 Validity of the important assumption defined between the project purpose and overall goal, and the probability of fulfilling them.	Review of the progress report, Interview to VTC and experts	All assumptions listed on the PDM are valid.
3. Other impacts	Positive/ Negative Expected/ un-expected	Review of the progress report, Interview to VTC and experts	<p>(1) Dissemination of the VTC operating model The VTC operating model is being adopted by additional six (6) VTIs compared to the target of three (3) model training centres. Of the total of nine (9) VTIs, 21 training programmes adopting the CUDBAS technique are now offered compared to the target of six (6).</p> <p>The database system is now utilised at 42 VTIs in addition to the three (3) model training centres. Most of regular training programmes apply the schedule breakdown similar to what have been implemented to the model training programmes.</p> <p>(2) Improved employability led by improved training According to the survey including interviews with trainees, instructors and prospective employers, the skills of trainees are improved compared to the previous programs. The VTC operating model ensures better training design tailored to needs of local labour market. Trainees have been more attractive in the labour market because of combination of practice, knowledge and soft skills. Human resources development as the late secondary education is also attained.</p> <p>(3) Increased awareness on needs of capacity development aiming at the partnership with the private sector During the study, the administrators and the instructors interviewed expressed the importance of strengthen linkage to the private sector. VTC Headquarters has stressed this issue for a quite some time in its strategy 2009-2011. The Team has found that the Project, with assistance from the experts, put the plan on the ground and successfully raised such "awareness" of the stakeholders at the model training centres. Though the Team has heard of many opportunities for improvement for the next phase of the Project to disseminate the outcome to the remaining VTIs. Accepting one's limit and expressing needs of growth in specific areas of skill and knowledge is a significant starting point for capacity development.</p> <p>(4) Skill competition and teaching materials contest The skill competition and teaching materials contest, organised since the launch of the Project, is another indication for improvement of the capacity of instructors and the skills of the trainees. The purpose of these competitions is to provide clear objectives for trainees, and to improve the image of VTC. The significance is that the event is carried out by Jordanian initiatives. The next competition is scheduled in 2011 and the preparation for the event is just started. (Table 10, ANNEX 3.1)</p>

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V. Sustainability

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Policy aspect	1.1 What are benefits that the project is expected to leave?	Review of the progress report, interview to VTC and experts	Organizational/Policy aspect According to the decision made by VTC, it continues to extend the VTC operating model to the remaining VTIs gradually to achieve the Overall Goal of the Project, probability of continuing the Project is considered high.
2. Institutional aspect	2.1 Institutions to support expanding or replicating the outcomes from the project to disseminate the new TVET system 2.2 Ownership of the implementing agencies	Review of the progress report, interview to VTC and experts	None
3. Financial aspect	3.1 Amount of budget allocated to the implementing agencies	Review of the progress report, interview to VTC and experts	VTC is the only public agency that is responsible for TVET in Jordan. The roles and responsibility of VTC is expected to be unchanged.
4. Technical aspect	4.1 How is the trainer's skill and motivation changed?	Review of the progress report, interview to VTC and experts	Some of VTC instructors, trainees and the staff working with other projects receive incentives. Staff and trainees, and the representatives from the private sector who participate with JICA project receive no incentives for implementation of the Project activities, because the basic policy of JICA supports those who make self efforts for the sustainability of their own activities. In spite of the above mentioned those who have been involved done the best efforts to achieve the objective of the Project. The double standards of the incentives of VTC harm sustainability of the Project. Managerial capacity of the VTC Headquarters as well as the model training centres has been much empowered. The VTC operating model including TMC and the CUBAS techniques has been institutionalised in the selected training centres. It was already applied to a variety of training programmes. The techniques and the guidelines which have been prepared or under preparation are utilised as the references and will be used as textbook for the administrators and instructors when the model is fully adopted. Technical skills and practical abilities of some instructors, however, have still many opportunities to be developed to catch up with the local labour market needs and technology advancement. Though the technical training was not included in the activities of the Project, it is indispensable for assuring the quality of training delivery.

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4. 質問票

専門家への質問票(終了時評価)	
1. 実施プロセスについて	
	(1) 全体として活動は計画通りに行われたかお尋ねします。
	モニタリングの仕組みは適切でしたでしょうか?どのような取り組みが行われたのか、ご説明ください。
	コミュニケーションの状況は良好でしたか?C/Pと共同して問題に対処することができましたか
	(全体計画・実施・モニタリング機能に対して) 先方実施機関にどのような自助努力が見られましたか?
	相手側の予算の手当では十分でしたか?
	C/Pの配置は適正でしたか?
	プロジェクト期間中に明らかになった課題とその対処方法はどのようなものでしたか
	成果達成の具合・水準をどのように見えていますか?
2. 妥当性 (略)	
3. 有効性	
	(1)プロジェクト目標:「産業界のニーズに適合した訓練プログラムを提供できるVTC運営モデルが確率される」の達成程度についてお尋ねします。
	プロジェクト目標の達成状況として、以下6つの指標(下欄参照)が示されているが、そのそれぞれに鑑み、同目標の達成状況をどのように評価すればよいでしょうか?
	1-1. トレーニング管理サイクルに関するマニュアルの作成とその利用
	1-2. VTC本部とモデルトレーニングセンターの新しい組織表の作成
	2.1 パイロット・トレーニングプログラムの受講者の、訓練開始時と訓練終了時における満足度の比較
	2.2 パイロット・トレーニング・プログラムに対する求人増加
	2.3 それぞれの専門分野と関係の深い業務へ就職した卒業生の数
	3. 2006年の退学率30%が、2010年に15%に減少する
	協力期間中、相手側のニーズに応じた計画変更、修正等は柔軟に行うことができたかどうか?
	プロジェクトの共同実施体制(先方の段階的な技術向上を踏まえた技術移転の進め方)で配慮したことは何か?
	C/Pにとっての事業に参加し定着するためのインセンティブは何だったのか?
	(2)目標達成にかかる促進・貢献要因または、阻害要因についてお尋ねします。
	プロジェクトマネジメント能力の欠如(プロジェクトでの支援・助言や研修結果が、うまく業務に生かされなかったこと)はどのようなことだったのでしょうか?
	カウンターパートの交代や人材流出の状況について(もし、そのような事実があれば)ご説明ください。
	(3)プロジェクトに大きな影響を与えた外部条件についてお尋ねします。それはどのようなものか?
4. 効率性	
	(1)投入に見合った活動/成果が達成されているかどうかについてお尋ねします。

	投入のタイミングや計画変更は適正でしたか？（長専・短専専遣や機材投入の状況）、また追加的な予算投入も含め、投入量は適正であったかどうか、費用対効果の観点からどのように評価しますか？
	C/P研修の実施状況（人数、受け入れ、内容等）はどのようなものでしたか？
	C/P・スタッフの配置（必要な数及び水準、常駐専任数）
	プロジェクトの成果物、その作成と活用度合いをどのように評価しますか？
	(2)プロジェクト・マネージメントの適切性についてお尋ねします。
	投入資源の運営管理状況はいかがですか？（機材の利用度、保管の状況などを含む）
	合同調整委員会・運営指導調査等は、適切に機能しましたか？（設置の有無、時期、助言内容）
5. インパクト	
	(1)上位目標達成の見込みについてお尋ねします。
	上位目標達成の見通しをどのように見ますか？また、本プロジェクトの貢献の程度はどれくらいと見ますか？
	(2)プロジェクト実施による効果は何でしょうか？また、その他の波及効果についてお尋ねします（予期しなかったものも含む）。
	政策・組織的なインパクトは何だったのでしょうか？
	どのような技術的なインパクトを生み出したのでしょうか？
	どのような環境的なインパクトがあったのか、あるいは今後生じるのかについてご説明ください。
	経済的並びに文化・社会的なインパクトはどのようなものでしょうか？
	予期されなかった正負の影響や波及効果はあったのかどうかについてご説明ください。
6. 自立発展性の見込みについてお尋ねします	
	(1)制度・政策・組織面についてお尋ねします。
	スタッフの定着度と活動の持続性、TVETに関する職員研修等の維持の見通しはどのようなものでしょうか
	TVC等実施機関の組織基盤/体制と今後の組織の体制維持・変革等の見通しをどのように見ますか？
	(2)技術的側面についてお尋ねします
	C/Pの技術・ノウハウの定着度をどのように評価しますか？
	関係機関への技術の普及の可能性をどのように評価しますか？
	(3)財政的側面についてお尋ねします
	C/P機関並びに関係機関の財政状況はどのようなものでしょうか
	移転した技術・知見の利用状況・普及状況についてご説明ください。
	(4)その他
	本件終了時までに残された課題とその実施について（さらに相手国側の要請やニーズがあれば、その把握）、特記事項がありますか
	民活技プロ特有について民活技プロのメリットや課題は何でしょうか？
	職業訓練に係る政府の意向や計画はどのようなものでしょうか
	ヨルダンにおける職訓分野への今後の支援の方向性や、同分野における技術協力に関する教訓はどのようなものがありますか

Questionnaire to VTC (Final Evaluation)	
1. On Implementation Process	
	(1) Overall process
	What was the monitoring procedures used in the course of the technical cooperation project?
	Was the communication between the Japanese experts and the participants of the project appropriate? What was the overall result of the collaboration among parties involved in the project?
	Was the budgetal disbursement from Jordanian side appropriate and carried out in a timely manner?
	Was the assignment of the necessary personnel carried out appropriately throughout the implementation period?
	What were the issues and challenges your department encountered during the implementation period? How did you resolve these issues and challenges?
	How do you satisfy the level of the achievement?
2. Relevancy (Ommit)	
3. Effectiveness	
	(1) On the fulfilment of the Project Purpose, "An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of industry".
	Reffering to the six (6) indicators, how do you evaluate the achievement of the Project Purpose?
	Have the project implemented the activities with flexibility to meet Jordanian side's needs, etc?
	What were the things you care the most to carry out the technical cooperation project jointly with Japanese experts and other agencies concerned?
	For most C/Ps, what was the most attractive incentives to participate the project?
	(2)Factors to contribute and hindering the achievement of the project purpose
	What was the obstacles/ constraints for your organization to apply/adopt the outcomes from the project?
	Please explain the status and reasoning of vacant positions occurred in the counterpart personnel?
4. Effectiveness	
	(1) Output and the Cost/Benefit of the Outputs
	Were the timing and the implementation, change etc of the input appropriate? Was the quality and quantity of the input appropriate in light of the magnitude of the output?
	Overall outcomes form the training in Japan?
	Was the number and assignment schedule, etc of the C/P personnel appropriate?
	Was the manuals and guidelines developed from the project appropriate?
	(2) On project management of the project
	Have the project input appropriately managed (Use of machinery and equipment, how they are stored and maintained), etc?
	Have you been able to discuss and dialogue with JCC and various study teams dispatched from Japan to improve the overall project implementation, etc.?

5.Impact	
	(1)Probability of Achieving the Overall Goal
	How does TVC project the probability of achieving the overall goal? How much the contribution of the project to the achievement of the overall goal will be?
	(2) Impact from the Project (both negative and positive, and expected and unexpected...)
	What is the institutional and organizational impact to TVC from the the project?
	What is the technical impact of the project?
	What is the environmental impact of the project? What sort of environmental impact is projected?
	What is the economic and cultural, social impact from the project?
	Explain if there is unexpected impact (both negative and positive).
6 . On Sustainability	
	(1) Organizational and Institutional Sustainability
	Retention of the staff trained by the project. Probability of continuing the trianing locally?
	Probability of remaining organizational arangement for the TVC. Possibility of organizational change, etc of TVC.
	(2)Technical Sustainability
	Will the technical capacity and know-how learned by the C/P remain in the organization and how it will be realized?
	Will the technical capacity disseminate to organizations concerned?
	(3) Financial Aspect
	Explain the financial status/situation of the counterpart organizations
	Explain the current status on TVET reform in Jordan, if any.
	(4) Other
	Explain if there is any remaining issues to be resolved during the implementation period of the project.
	What is the current plan and policies of the government of Malawi on rural electrification?
	Recommendations on the future project in Jordan.

5. 評価グリッド

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹																																
<p>1. Achievement of the Project</p> <p><Overall Goal > VTC and training centres are managed and operated based on the VTC operating model.</p>	<p>1. Spread the outputs to training programmes other than pilot training programmes in 3 model training centres</p> <p>2. Spread the outputs of the project to other three (3) training centres</p> <p>3. Ex-trainees of pilot training programmes could be employed in related field of their training</p>	<p>1. The TMC and the CUDBAS techniques are being adopted other than the initial three (3) model training centres and six (6) pilot training programmes. The following table shows the current programmes adopting the TMC and the CUDBAS techniques.</p> <p style="text-align: center;">Table 1 New Curriculum Developed</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Names of VTC</th> <th style="width: 25%;">Target</th> <th style="width: 50%;">As of July 2010</th> </tr> </thead> <tbody> <tr> <td>Jerash</td> <td>(1) Metal fabrication (2) Plumbing</td> <td>(7) House hold wiring, (8) Male cosmetics, (9) Air conditioning, (10) IT, (11) tailoring</td> </tr> <tr> <td>TTI</td> <td>(3) Household Wiring (4) Carpentry</td> <td>(12) Auto-Electric, (13) Auto mechanics, (14) Machinery (15) IT</td> </tr> <tr> <td>Aqaba</td> <td>(5) Welding (6) Air conditioning</td> <td>No addition</td> </tr> <tr> <td>Irbid</td> <td rowspan="5" style="text-align: center;">/</td> <td>(16) Female cosmetics</td> </tr> <tr> <td>Mashara</td> <td>(17) Air conditioning</td> </tr> <tr> <td>Ein</td> <td>(18) Automobile</td> </tr> <tr> <td>Al-Basha</td> <td>(19) IT</td> </tr> <tr> <td>Zarqa</td> <td>(20) Automobile</td> </tr> <tr> <td>Tafeeleh</td> <td></td> <td>(21) Female Cosmetics</td> </tr> <tr> <td>Karak</td> <td></td> <td></td> </tr> <tr> <td>9 VTIs</td> <td>6 programmes</td> <td>21 programmes</td> </tr> </tbody> </table> <p>(Source: VTC)</p> <p>2. ditto</p> <p>3. As a reality of the job market, all ex-trainees of the pilot programme are not employed by the employers directly related to the respective training he/she received because of several reasons: (1) Trainees may find other job offers are more attractive for him/her, (2) Trainees may join other public services such as military services, etc. According to the interview to the instructors in the model training centre, majority of trainees, however, stays at the current employers who provide OJT opportunities after completing the training (60% at Aqaba, 70% at TTI and 50% in Jerash, stay the current employers). VTIs currently do not collect such statistics systematically at this time. The improved skills of the trainees are well received by employers because of the improved training programmes initiated by the Project. Therefore the employment prospect through the OJT programmeme is considered high.</p>	Names of VTC	Target	As of July 2010	Jerash	(1) Metal fabrication (2) Plumbing	(7) House hold wiring, (8) Male cosmetics, (9) Air conditioning, (10) IT, (11) tailoring	TTI	(3) Household Wiring (4) Carpentry	(12) Auto-Electric, (13) Auto mechanics, (14) Machinery (15) IT	Aqaba	(5) Welding (6) Air conditioning	No addition	Irbid	/	(16) Female cosmetics	Mashara	(17) Air conditioning	Ein	(18) Automobile	Al-Basha	(19) IT	Zarqa	(20) Automobile	Tafeeleh		(21) Female Cosmetics	Karak			9 VTIs	6 programmes	21 programmes	<p style="text-align: center;">+</p>
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¹ In the light of the objectively verifiable indicators, the remark (+) indicates positive, (±) indicates neutral and (-) indicates negative.

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹
<p><Project Purpose> An efficient VTC operating model will be established to ensure that a training programme is in tune with the needs of the industry.</p>	<p>4. Satisfaction level of private sector that employ the graduates of VTC is 70 % 1.1 Development and use of the manual of training management cycle</p>	<p>4. The satisfaction level² of the prospective employers through the OJT programmes is considered high because more than the half of trainees stays with the current employers. According to the interview, examples of the starting salary of these trainees are approximately JD 200 which is much higher than the industrial norms of regular workers. The indicators for the Project Purpose are nearly achieved and will be fulfilled by the project period. 1.1 TMC manual was completed and available for use by VTC. The manual was prepared to meet the condition of Jordanian vocational training and education. Combined with the CUDBAS techniques, VTIs soon adopt the techniques to the six (6) pilot training programmes at the three (3) model training centres.</p>	+
<p>1.2 Development of new organisation chart of VTC Headquarters and model training centres</p>	<p>1.1 Development and use of the manual of training management cycle</p>	<p>The three (3) model training centres are able to apply the CUDBAS techniques for their curriculum development to meet the needs of the local industry and labour market. The VTC operating model, however, requires a wide-range of high quality standards and norms in terms of management and training delivery. In this perspective, the experts believe that there is a much room for improvement. The manual only provides a foundation aiming at high quality vocational training. Continuous improvement through monitoring and evaluation with a help from the stakeholders is necessary.</p>	+
<p>2.1 Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes</p>	<p>1.2 The new organisational arrangement, establishment of middle management, establishment of a variety of committees to carry out tasks necessary for the operation of the model training centres. The new arrangement enables the model training centres to distribute the power and responsibilities through a bottom-up approach for decision-making on most operational tasks, etc.</p>	<p>1.2 The new organisational arrangement, establishment of middle management, establishment of a variety of committees to carry out tasks necessary for the operation of the model training centres. The new arrangement enables the model training centres to distribute the power and responsibilities through a bottom-up approach for decision-making on most operational tasks, etc.</p>	+
<p>2.1 Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes</p>	<p>2.1 The result of the trainee survey indicates the obvious improvement of satisfaction. Detailed discussion follows:</p>	<p>2.1 The result of the trainee survey indicates the obvious improvement of satisfaction. Detailed discussion follows:</p>	+

Table 2 Satisfaction on Training

Year Surveyed	Textbook	Equipment	Teaching methods	Instructors
2006	89%	64%	72%	97%
2007	58%	71%	97%	100%
2008	68%	76%	85%	97%
2009	67%	69%	83%	93%

The survey questions include satisfaction on textbooks, equipment, teaching methods and instructors. The baseline survey was conducted in 2006 and the three surveys from 2007 to 2009 are considered the result of the VTC operating model at the model training centres. The Project's primary focus of improvement was on

² The 'satisfaction level' of employers is considered very complex which consist of may different factors. The Joint Evaluation Team considers the indicator, "Satisfaction level... 70%..." is too simplified. The indication of satisfaction reflects partially whether the trainees stay with the current employers or not because the employment agreement is mutual one. Employers may offer good working condition if they satisfies the trainees performance.

Narrative Summary	Objectively Verifiable Indicators	Results	Remark																																																					
		<p>the teaching material and the instructors. According to the survey, the trainees are satisfied with the teaching method and instructors, on the training.</p> <p>According to the instructors who carried out the survey, the following issues were addressed:</p> <p>(1) There is a question of the validity of the indicator of asking satisfaction of trainees, because, unlike higher education, the trainees did not know what they ought to learn and why;</p> <p>(2) The respondents did not fully understand what the questions means (some trainees are not capable of reading and writing),</p> <p>(3) None of respondents has standards or norms for comparison, because trainees' learning experience is limited particular year's programme.</p> <p>(4) According the Kirkpatrick Model, the standard model for evaluation of training programmes, "satisfaction" is considered the important indicators of day-to-day teaching, not for post-training evaluation. The Team found results supporting the survey. An ex-trainee interviewed at a metal fabrication factory told that the overall satisfaction on his experience at Aqaba VTI is high because he is able to work in a company with a good benefits, etc. He recommends the training to his acquaintances. Another entrepreneur who graduated from Jerash VTI two years ago earns net profit of JD800 monthly.</p>																																																						
2.2 Increase of employment offers to pilot training programmes		<p>2.2 It should be noted that the offers do not come directly to VTIs . VTIs, at the same time, does not collect job announcement because it is one of the duties of Ministry of Labour. VTC, therefore, do not have statistics on employment offers.</p> <p>Number of job opening and job announcement to VTIs, to improved training programme if any, has weak causal relations. Job market is largely reflected to economic conditions. PETRA Industry, for example, has hired two ex-trainees from Aqaba VTI. The company, however, cannot afford to continue hiring because of economic down turn.</p>	±																																																					
2.3 The number of graduates who can obtain the job in the fields related to their specialized ones		<p>2.3 According to the statistics provided by the model training centres, the record of the job placement of the trainees are increasing compare to the available data collected in Aqaba prior to the project. Prospect of employment is considered high if the trainees complete the programmes.</p> <p style="text-align: center;">Table 3 Job Placement Record</p> <table border="1" data-bbox="1145 322 1412 1491"> <thead> <tr> <th rowspan="3">Year</th> <th colspan="3">Jerash</th> <th colspan="3">TTI</th> <th colspan="3">Aqaba</th> <th rowspan="3">Graduation Rate (%)</th> </tr> <tr> <th rowspan="2">Metal Fabrication</th> <th rowspan="2">Plumbing</th> <th rowspan="2">HH Wiring</th> <th rowspan="2">Carpentry</th> <th rowspan="2">Welding</th> <th rowspan="2">A/C</th> <th colspan="2">Aqaba</th> </tr> <tr> <th>Welding</th> <th>A/C</th> </tr> </thead> <tbody> <tr> <td rowspan="2">2005</td> <td>registered</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>7</td> <td>15</td> <td rowspan="2">7/22= 31.8</td> <td rowspan="2">n/a</td> <td rowspan="2">n/a</td> </tr> <tr> <td>graduated</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>3</td> <td>4</td> </tr> <tr> <td rowspan="2">2006</td> <td>registered</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>7</td> <td rowspan="2">11/22= 50.0</td> <td rowspan="2">n/a</td> <td rowspan="2">n/a</td> </tr> <tr> <td>graduated</td> <td>n/a</td> <td>n/a</td> <td>n/a</td> <td>6</td> <td>5</td> </tr> </tbody> </table>	Year	Jerash			TTI			Aqaba			Graduation Rate (%)	Metal Fabrication	Plumbing	HH Wiring	Carpentry	Welding	A/C	Aqaba		Welding	A/C	2005	registered	n/a	n/a	n/a	7	15	7/22= 31.8	n/a	n/a	graduated	n/a	n/a	n/a	3	4	2006	registered	n/a	n/a	n/a	n/a	7	11/22= 50.0	n/a	n/a	graduated	n/a	n/a	n/a	6	5	+
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Narrative Summary	Objectively Verifiable Indicators	Results												Remark								
		Job attained registered	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a									
		2007	13	n/a	17	n/a	11	n/a	11	n/a	33/41=80.4											
			11	n/a	14	n/a	8	n/a	8	n/a												
			12	n/a	12	n/a	8	n/a	8	n/a												
		2008	12	10	15	12	11	10	10	10	58/70=82.8											
			11	9	10	9	11	8	11	8												
			13	16	20	18	15	15	15	15												
		2009	12	13	16	12	12	12	12	12	52/97=79.3											
			OJT	OJT	OJT	OJT	OJT	OJT	OJT	OJT												
			(Source: VTC)																			
	3. Dropout rate is reduced from 30 % in 2006 to 15 % in 2010.	3. According to Table 3, the dropout rate has been significantly improving. The current dropout rate of the trainees who enrolled in 2009 was 20%, slightly short of the target of 15%. The latest available dropout rate of the target programme was 50% (Welding and A/C in Aqaba, 2006). As shown in the Table 3, the figure has been improving significantly (80% in 2009, Aqaba). Other centre observes the similar figure. Overall, the trend of dropout rate is improving.												±								
<Output> 1. The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centres	1.1 Nominate 3 staff (ADG for Training, ADG for Administration and Finance and General Training Coordinator) of VTC Headquarters to expand the operating model to other training programmes	<p>The following three staff members of VTC Headquarters have assumed the overall responsibility of expanding the operating model to other training programmes.</p> <p style="text-align: center;">Table 4 Managers of the Project</p> <table border="1"> <thead> <tr> <th>Name</th> <th>Title</th> </tr> </thead> <tbody> <tr> <td>Mr. Hani Khleifat</td> <td>Project Manager, ADG for Training</td> </tr> <tr> <td>Mr. Ahmad Sawafeen</td> <td>ADG for Administrative, Finance and Supply, Finance and Administrative Affairs</td> </tr> <tr> <td>Mr. Mahmoud Abu Khadrah</td> <td>Executive Manager, Technical Affairs</td> </tr> </tbody> </table>												Name	Title	Mr. Hani Khleifat	Project Manager, ADG for Training	Mr. Ahmad Sawafeen	ADG for Administrative, Finance and Supply, Finance and Administrative Affairs	Mr. Mahmoud Abu Khadrah	Executive Manager, Technical Affairs	+
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	1.2 Level of understanding by staff of VTC Headquarters on the definition of VTC operating model	1.2 In the course of the technical cooperation, Mr. Mr. Hani Khleifat and Mr. Mahmoud Abu Khadrah have played important roles. Under the leadership of Mr. Hani, Project Manager, Mr. Mahmoud pushes forward the Project.												+								
	1.3 Development of plan to spread the operating model to other training programmes and 3	Both of them understand the contents of the technology transfer and led various seminars and workshops.												+								
		1.3 The VTC operating model is adopted by 15 programmes other than the original six (6) pilot training programmes the three (3) model centres. According to the interview to VTC Headquarters, a five-year action plan for dissemination of the VTC operating model will be prepared by the completion of the technical cooperation.												+								

Narrative Summary	Objectively Verifiable Indicators	Results	Remark																				
2. The model training centres can plan and implement training that reflects the needs of local industry.	2.1 Level of understanding by instructors and other staff of model training centres on training management cycle increases.	<p>2.1 The VTC operating model is in process of dissemination to all VTIs.</p> <p>The following is the survey on the achievement of the Project asking to trainees of Jerash, Aqaba, and TTI.</p> <p style="text-align: center;">Table 5 Understanding of TMC</p> <table border="1"> <thead> <tr> <th rowspan="2">Question</th> <th colspan="2">Baseline (n=13)</th> <th colspan="2">Post-Training (n=13)</th> </tr> <tr> <th>Yes</th> <th>Yes and No</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>I understand the necessity of the training programme based on the local market</td> <td>8</td> <td>7</td> <td>21</td> <td>0</td> </tr> <tr> <td>I understand the necessity of the middle level managers</td> <td>3</td> <td>3</td> <td>20</td> <td>1</td> </tr> </tbody> </table> <p>The Skill Competition and teaching material contest, organised since the launch of the Project, is another indication for improvement of the capacity of instructors and the skills of the trainees. The purpose of these competitions is to provide clear objectives for trainees, and to improve the image of VTC.</p>	Question	Baseline (n=13)		Post-Training (n=13)		Yes	Yes and No	Yes	No	I understand the necessity of the training programme based on the local market	8	7	21	0	I understand the necessity of the middle level managers	3	3	20	1	+	
Question	Baseline (n=13)			Post-Training (n=13)																			
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		<p style="text-align: center;">Table 6 Skills Competition</p> <table border="1"> <thead> <tr> <th>Venue</th> <th>Dates</th> <th>Skill Areas</th> <th>No. Ctrs</th> <th>No of Participants</th> </tr> </thead> <tbody> <tr> <td>1 Ein Al-Basha VTC</td> <td>2007/7/23-26</td> <td>Carpentry, M/Fabrication, Welding, Cosmetics</td> <td>11</td> <td>62</td> </tr> <tr> <td>2 Jerash VTC</td> <td>2008/6/22-26</td> <td>M/Fabrication, Welding, H.Wiring, Cosmetics, Barber, Plumbing, Tailoring</td> <td>28</td> <td>147</td> </tr> <tr> <td>3 Ein Al-Basha VTC</td> <td>2009/5/10-14</td> <td>M/Fabrication, Welding, H.Wiring, Cosmetics, Barber, Plumbing, Tailoring, Carpentry, Turnery, Confectionary, Painting</td> <td>45</td> <td>150</td> </tr> </tbody> </table> <p>2.2 All of initial six (6) pilot training programmes at three (3) model training centres were adopted as planned (100% of achievement). 15 additional programmes at six (6) more VTIs began to adopt the CUDBAS techniques and TMC.</p>	Venue	Dates	Skill Areas	No. Ctrs	No of Participants	1 Ein Al-Basha VTC	2007/7/23-26	Carpentry, M/Fabrication, Welding, Cosmetics	11	62	2 Jerash VTC	2008/6/22-26	M/Fabrication, Welding, H.Wiring, Cosmetics, Barber, Plumbing, Tailoring	28	147	3 Ein Al-Basha VTC	2009/5/10-14	M/Fabrication, Welding, H.Wiring, Cosmetics, Barber, Plumbing, Tailoring, Carpentry, Turnery, Confectionary, Painting	45	150	+
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	2.2 Achievement of pilot training programmes is more than 90% according to the designed training plan		+																				

Narrative Summary	Objectively Verifiable Indicators	Results	Remark ¹
	2.3 Frequency of inspection and times of follow-up of training evaluation	2.3 According to the bylaws of VTC, inspection and follow-up is carried out regularly. Issues and problems concerning the regular operation are reported daily to the director of VTIs. The record of inspection and necessary follow-up is reported to VTC Headquarters through directors of VTIs via regional offices.	+
3. The model training centres will accumulate knowledge on the training management.	3.1 Level of understanding by director and other staff of model training centres on operational management increases.	3.1 The following is the survey on the achievement of the Project asking to trainees of Jerash, Aqaba and TTI.	
Table 6 Understanding about Curriculum Development			
		Baseline (n=21)	Post-Training (n=21)
Question	Yes	Yes and No	Yes and No
I understand the method for curriculum development	3	5 13	20 1
How do you evaluate JICA project, successful or not?	n/a	n/a	14 ³ 1
Do you think the things acquired through JICA project shall be spread to other centre?	n/a	n/a	20 1
The result shows that the understanding as well as satisfaction of the project is higher compare to the baseline. The trainees think that dissemination is important.			
Number of curriculum developed using the CUDBAS techniques increased from six (6) at the initial target to current 21. This is another indicator of the level of understanding by directors and staff of model training centres. Currently, one instructor is responsible each programme taught in VTC. The instructors adopting the method increased by 21. (see Table 1)			
Note that VTC Aqaba has not expanded the programmes adopting the VTC operating model other than the two (2) target programmes, due to the lack of clarity in VTC operation directed by the headquarters ⁴ .			
Middle-level managers who take responsibilities of administration, development and assistance and training, are assigned at the three model training centres for improvement of the centre management.			
Table 7. List of Mid Level Mangers			
	Admini- stration Unit	Development and Assistance Unit	Training Unit
Jerash	Sameer Obeidat	Abedalrahman Zaareer	

³ Answer to this question at Aqaba was responded as "through the satisfaction of employers, the number of graduates and number of workers".

⁴ Relocation of VTC and restructuring of the programmes were suggested from the Headquarters and later postponed. It was difficult to develop beyond the target.

Narrative Summary	Objectively Verifiable Indicators	Results				Remark																								
		TTI	Rasmi Mohammad Alissa	Mohammad Al-sayed	Kalaf Mustafa Khalifa																									
		Aqaba	Ibrahim Al-quraan	Mohammad Al-agrabawi	Duhman Jaber																									
		<p>The purpose of the organisational reform including establishment of middle-level managers is (1) to facilitate systematic management in VTI, (2) to distribute evenly the centre tasks and duties, (3) to enhance links to the private sector, and (4) to enforce effective training through clarity of roles and responsibilities. All centres now recognize and acknowledge the effect of the organisational change, and support the change (see Table 6).</p>																												
	3.2 Availability of training seminar / workshop for staff members on the training management	<p>In the course of the Project the following seminars/ workshop are carried out.</p>																												
		<p align="center">Table 8 List of Selected Seminars and Workshops</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Agenda</th> <th>Description</th> <th>Participants</th> <th>No.</th> <th>Place</th> </tr> </thead> <tbody> <tr> <td>2006.12.4</td> <td>Outline of Vocational Training</td> <td>1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment</td> <td>1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts</td> <td>14</td> <td>TTI</td> </tr> <tr> <td>2006.12.5</td> <td>Curriculum development method</td> <td>Curriculum development method by a Method of Curriculum Development Based on Ability Structure</td> <td>1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts</td> <td>8</td> <td>TTI</td> </tr> <tr> <td>2006.12.10</td> <td>Outline of Vocational Training</td> <td>1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment</td> <td>1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts</td> <td>12</td> <td>Aqaba</td> </tr> </tbody> </table>				Date	Agenda	Description	Participants	No.	Place	2006.12.4	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts	14	TTI	2006.12.5	Curriculum development method	Curriculum development method by a Method of Curriculum Development Based on Ability Structure	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts	8	TTI	2006.12.10	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	1. Director of model training centre 2. Instructors 3. Administrative staff of model training centre 4. Staff of regional office 5. Staff of VIC headquarters 6. Japanese volunteers 7. JICA experts	12	Aqaba	+
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Narrative Summary	Objectively Verifiable Indicators	Results				Remark										
		2006.12.11	Curriculum development method	Curriculum development method by a Method of Curriculum Development Based on Ability Structure	13											
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		2006.12.23	Outline of Vocational Training	1. Japanese vocational training system and vocational training centre management 2. Outline of management and administration process 3. Qualification system in Japan 4. Management of vocational training centre and trainers assignment	10	Jerash										
	3.3 Use of manual for improvement of the training centre operation	3.3 The following manuals and guidelines have been prepared or under preparation and distributed to VTC for use.														
		Table 9 List of Selected Manuals and Guidelines														
		<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Manuals</td> <td>Guidelines</td> </tr> <tr> <td>CUDBAS manual</td> <td>Vocational Training Instructors' Guide</td> </tr> <tr> <td>TMC Manual</td> <td>Forms for CUDBAS</td> </tr> <tr> <td>Training Manual for Middle Managers</td> <td>Guideline for Job Sheet</td> </tr> </table>				Manuals	Guidelines	CUDBAS manual	Vocational Training Instructors' Guide	TMC Manual	Forms for CUDBAS	Training Manual for Middle Managers	Guideline for Job Sheet			+
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CUDBAS manual	Vocational Training Instructors' Guide															
TMC Manual	Forms for CUDBAS															
Training Manual for Middle Managers	Guideline for Job Sheet															
	3.3.1 Staff management (situation of the work performance of staff members and situation of the in-house communication at the VTC, etc.)	<p>Training for the middle level managers is on-going. As a result of the completion of the manuals and dissemination, 21 curriculums were completed and used.</p> <p>3.3.1 Training Manual for Middle Managers, Staff Management Manual were prepared. Inviting all centre staff members, Development and Assistance Unit organises centre administration meeting twice a year. The purpose of the meeting is to reinforce understanding of all staff members on local training needs, and partnership with the private sector.</p> <p>All staff meeting is held once a month to discuss the current topics on the centre. Decision made at the meeting is reported to the regional office.</p> <p>Information on instructor management is included in the database.</p> <p>Under the three units (administration, development and assistance, and training), sub-committees are established. These committees are means to oversee day-to-day operation of VTC.</p>					+									

Narrative Summary	Objectively Verifiable Indicators	Results	Remark								
	<p>3.3.2 Facility and equipment management (situation of the equipment maintenance and situation of the ordering and management of materials, etc.)</p> <p>3.3.3 Trainee management (situation of the management of trainee progress and situation of the employment assistance for graduates, etc.)</p> <p>3.3.4 Safety management (level of understanding of the relevant laws and regulations and situation of observance, etc.)</p>	<p>Table 10 Examples of the Committee Established in the model training centres</p> <table border="1" data-bbox="288 472 472 1339"> <thead> <tr> <th>Unit</th> <th>Subcommittees</th> </tr> </thead> <tbody> <tr> <td>Administration</td> <td>Maintenance Committee</td> </tr> <tr> <td>Development and Assistance</td> <td>Curriculum Committee Planning Committee Admission Committee</td> </tr> <tr> <td>Training</td> <td>Monitoring Committee</td> </tr> </tbody> </table> <p>Along with organising the all staff meeting, establishment of these committees are initiated by the directors and middle level managers to enhance the bottom-up approaches to make decisions directly associated with regular operation.</p> <p>3.3.2 Equipment maintenance manual was prepared and integrated to the existing maintenance procedures. Maintenance Committee is organised at the model training centres. It takes overall responsibility of maintenance of facilities and equipment. The committee convenes meetings as necessary.</p> <p>3.3.3 Training management was reviewed and improved. With the completion of the database, these paper-based files are integrated to other information.</p> <p>Administration Committee is established and held as necessities arise, to discuss issues such as budget, facility, registration, admission, employment of trainees, etc.</p> <p>3.3.4 Occupational health and safety is considered one of the priorities. VTI posts signs and posters to raise awareness on occupational health.</p>	Unit	Subcommittees	Administration	Maintenance Committee	Development and Assistance	Curriculum Committee Planning Committee Admission Committee	Training	Monitoring Committee	<p style="text-align: center;">+</p> <p style="text-align: center;">+</p> <p style="text-align: center;">+</p>
Unit	Subcommittees										
Administration	Maintenance Committee										
Development and Assistance	Curriculum Committee Planning Committee Admission Committee										
Training	Monitoring Committee										

Narrative Summary	Objectively Verifiable Indicators	Results	Remark
	3.4 Number of companies, where involve training management increase from 10 to 25	3.4 Private sector representatives involve training management in a variety of opportunities: For example, the Steering Committee consist of the representatives from the local centre, the private sector and governmental organisations, were established to oversee the overall implementation of the training to meet with local needs. Each programme assigns three representatives from the private sector. Total of 18 representatives (6 * 3=18) participate the committee.	+
4. VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centres.	4.1 Availability and use of the monitoring guideline by VTC Headquarters	Support to the Skill Competition is another example. Over 20 companies support the event through providing financial support, to provide technical support, such as dispatching judges and panels, etc. 4.1 Monitoring guidelines for assisting data input were prepared and completed. The guidelines is for VTC Headquarters to instruct the VTIs. Monitoring forms consisting of student registration, job placement, course guide, etc are also prepared. According VTC Headquarters, approximately 4000 student data is stored in the database.	+
	4.2 Satisfaction level of staff of model training centres regarding monitoring and evaluation system	4.2 VTC Headquarters as well as the directors of VTIs are quite happy with the completion of the database making the student data. In the past, a paper-based reporting was difficult and not efficient for data collection and analysis.	+
	4.3 Availability and use of the database for the management and monitoring of the model training centres	4.3 Availability of data was significantly improved. Procedures to validate the accuracy of the data, however, need to prepare. In addition, the methodologies for applying the data into policy-making process should be further developed.	+

2. Evaluation Grid

I. Relevance

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Accordance with social and other needs of Jordan	National development policies, etc. Technical and Vocational Education and Training policies	Interview to VTC Review of the related policies, etc. Interview to VTC E-TVET policy	Enhancement of vocational training that meets the needs of the local labour market is one of priority area of overall development strategies in Jordan. According to the “National Agenda”, the national development plan for 2006 to 2015, career development and vocational training is one of the important issues for national development. Ministry of Labour (MOL) has prepared Employment-Technical and Vocational Education and Training (E-TVET) policy and strategy was developed in 2007. According to the policy, it highlights the importance of vocational training for fulfilling the labour market demand. The Strategic Plan of MOL prioritizes a strategy for replacing foreign workers by Jordanians. The ministry imposes much strict enforcement through tight labour permission and frequent inspection.
2. Consistency of the project approach and TVET system in Jordan	Institutional/ organisational issues and the goal & project purpose of the Project	Interview to VTC E-TVET policy	The approach of the technical cooperation is in line with the needs identified by VTC. Particularly the project aims at delegating the selected authorities to model training centre to design, develop, implement and monitor the training programme. This approach is sui table to enhance the capacity of model training centres as well as overall capacity of VTC as a whole when the model is fully utilized.
3. Consistency with the ODA policy of Japan	Rolling plan, etc.	Review on the related policy documents, etc.	Japanese ODA policy for Jordan puts high priority on human resources development for improving social structure. According to the current rolling plan of JICA to Jordan, comprehensive support including the technical assistance to VTC has been identified as one of priority areas.
4. Relevance of the target group selection	Current issues of the training programme, etc in Jordan	Review of the progress report, needs survey Interview to VTC	VTC is the governmental arm of providing Technical Vocational Education and Training in Jordan. The project selected three (3) model training centres for pilot site. They are selected based on the number of enrollment as well as capacity of staff. The baseline survey conducted in 2007 indicates that the programmes selected has higher demand and job prospects.

II. Effectiveness

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Project purpose achieved?	<p>Result of the development and use of the manual of training management cycle</p> <p>Current state of the development of new organisation chart of VTC</p> <p>Headquarters and model training centres</p>	<p>Review of the progress report, Interview to VTC and experts</p> <p>Review of the progress report, Interview to VTC and experts</p>	<p>See ANNEX 3.1</p> <p>The VTC operating model including the CUDBAS techniques for curriculum development and TMC for training management was introduced to the model training centres</p> <p>A new organisational arrangement including the appointment of the middle level managers and instructors to delegate partial authorities is introduced. The new organisational arrangement allows to</p>
	<p>Satisfaction level of trainees of pilot training programmes comparing at the beginning and at the end of the pilot training programmes</p>	<p>Review of the progress report, Interview to VTC and experts</p>	<p>The result of the trainee survey does not indicate the obvious improvement of satisfaction. Detailed discussion follows is shown in ANNEX 3.1 Table 2.</p>

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
	Change (increase) of employment offers to pilot training programmes observed	Review of the progress report, Interview to VTC and experts	According to the record of job placement at the model training centre, employment rate is increasing. At least half the trainees who joined to the OJT by the private sector stay at the current employers.
	The number of graduates who can obtain the job in the fields related to their specialized ones	Review of the progress report, Interview to VTC and experts	Ditto The causal relation of employment to the completion of the training programme is weak. Other factors such as economic conditions and work conditions (starting salary, type of job, etc.) are among the important factors for trainees to make decision to job offer. OJT programme provides mutual opportunity for both trainees and prospective employers to evaluate each other for important decision. In this regard, the OJT carried out was for experience, not for actual training.
	Change in dropout rate (reduction from 30 % in 2006 to 15 % in 2010 achieved?)	Review of the progress report, Interview to VTC and experts	Dropout rate is improving. As shown in Table 3, ANNEX 3.1. The current dropout rate of the trainees who enrolled in 2009 was 23%, slightly short of the target of 15%. The latest available dropout rate of the target programme was 50% (Welding and A/C in Aqaba, 2006). As shown in the Table 3, the figure has been improving significantly (80% in 2009). Other centre observes the similar figure. Overall, the trend of dropout rate is improving.
2. Achievement of the output of the project	Comparison of the achievement and indicators	Review of the progress report, Interview to VTC and experts	Output 1: The support system of VTC Headquarters is developed to spread the operating model to other training programmes and other 3 training centres Most of the targets for the Output 1 indicator are achieved. Among the three indicators: (i) nominating core executives is completed, (ii) Level of understanding by staff of VTC Headquarters on the definition of the VTC operating model is increased; and (iii) Development of plan to spread the

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
			<p>operating model to other training programmes is expected to be completed by the end of the Project which is scheduled in November 2010.</p> <p>Output 2: The model training centres can plan and implement training that reflects the needs of local industry.</p> <p>(i) According to the survey, the level of understanding by instructors and other staff of model training centres on training management cycle increased, (ii) all of initial six (6) model training programmes at three (3) model training centres were adopted as planned (100% of achievement). 15 additional programmes at six (6) more VTIs began to adopt the TMC and the CUDBAS techniques, and (iii) inspection and follow-up are carried out regularly. Issues and problems concerning the regular operation are reported daily to the director of the model training centres. The record of inspection and necessary follow-up is reported to VTC Headquarters through directors of the centres via regional offices.</p> <p>Output 3: The model training centres will accumulate knowledge on the training management.</p> <p>indicators were exceeding its target: For example, (i) the result shows that the understanding as well as satisfaction of the Project is higher compared to the baseline. The number of curriculum developed using the CUDBAS techniques increased from six (6) at the initial target to current 21, (ii) in the course of the Project the seminars/ workshop are carried out, (iii) a variety of manuals has been prepared or under preparation and begun to be utilised. Along with organising the all staff meeting, establishment of these committees are initiated by the directors and middle level managers to enhance a bottom-up approaches to make decisions directly associated with regular operation of the model training centres.</p>

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
			<p>Output 4: VTC Headquarters, Institute Directorate and Regional Offices can control and monitor the model training centres.</p> <p>Monitoring guidelines for assisting data input were prepared and completed, satisfaction level of staff of model training centres regarding monitoring and evaluation system is high because of increased accessibility to the student registry data, etc, and availability of data was significantly improved.</p> <p>The project consists of four components. Each components corresponds to the Output of the project as the following.</p> <p>Output 1: Establishment of the support system of VTC Headquarters to ensure that a training programme is in tune with the needs of industry,</p> <p>Output 2: The model training centres can plan and implement training that reflects the needs of local industry,</p> <p>Output 3: The model training centres will accumulate knowledge on the training management, and</p> <p>Output 4: VTC Headquarters, Occupational Sector directorate and Regional Directorate (Middle, North and South) can control and monitor the model training centres.</p> <p>The following approaches were applied to implement the related activities:</p> <p>Approach for Output 1: Organisational arrangement</p> <p>Approach for Output 2: Curriculum development that meet the needs of the local labour market</p> <p>Approach for Output 3: Application of Training Management Cycle</p> <p>Approach for Output 4: Establishment of M&E System (including database development).</p> <p>The design was basically appropriate for carrying out the project</p>
3. Causal relation from output to project purpose	Contribution of outputs for achieving the project purpose	Review of the progress report, Interview to VTC and experts	

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
4. Constraints, if any, to achievement	Review of the important assumptions	Review of the progress report, Interview to VTC and experts	Shortage of financial resources, and limitation regarding the rules and regulation of the

III. Efficiency

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Input (Appropriateness of quantity, quality, timing of delivery)	Review of the process	Review of the progress report, Interview to VTC and experts	Inputs from the Japanese side were provided as appropriately as originally planned and scheduled in terms of timing, quantity and quality. There occurred neither delay nor major change in dispatching Japanese experts, providing machinery and equipment, and training Jordanian counterparts in Japan. Throughout the technical cooperation, the Project has been somehow suffered by shortage of fund to allocate necessary C/Ps proposed by the experts and to provide financial incentives to them. C/Ps has been required high level of efforts to carry out the Projects despite low financial rewards compare to other international projects. VTC Headquarters, however, has initiated and led the C/Ps and successfully achieved result more than it was originally planned. Due to the rules and regulations on human resources of the Government of Jordan, it is anticipated that the Project may continue to face the same challenges in allocating ideal number of C/Ps and in extending the VTC operating model to the remaining model training centres throughout the country without financial rewards to the employees.
2. Utilisation of the input in the activities	Review of the process	Review of the progress report, Interview to VTC and experts	The resources allocated for the project were properly utilised. No excess of input were observed. Given the complexity of the issues, particularly activities requiring organisational change, by selecting the model centres, cascade-type design of the project design was adequate for maximum use of available resources.

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
3. Achievement of the outputs	Output produced as of June 2010, and an extent of the achievement	Review of the progress report, Interview to VTC and experts	Discussed in the ANNEX 3.1.

IV. Impact

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Probability of achievement of the overall goal	1.1 Prospect of achievement of the overall goal	Review of the progress report, Interview to VTC and experts	See Table 1, ANNEX 3.1
	1.2 Any factors that may hinder generation of the overall goal	Review of the progress report, Interview to VTC and experts	Limitation on providing financial resources, such as provision of cost of upgrading of facilities, etc. Some difficulty in providing stipend to the representatives of the private sector to compensate the time and efforts to assistance Some of recommendations from the project include measures related to the rules and regulations of the government of Jordan (e.g. hiring more instructors for assuring quality and appointing middle level managers, etc.)
2. Causal relation between the project purpose and the overall goal	2.1 Any logical leap between the project purpose and the overall goal	Review of the progress report, Interview to VTC and experts	Not observed
	2.2 Validity of the important	Review of the progress report,	All assumptions listed on the PDM are valid.

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
	assumption defined between the project purpose and overall goal, and the probability of fulfilling them	Interview to VTC and experts	
3. Other impacts	Positive/ Negative Expected/ un-expected	Review of the progress report, Interview to VTC and experts	<p>(1) Dissemination of the VTC operating model The VTC operating model is being adopted by additional six (6) VTIs compared to the target of three (3) model training centres. Of the total of nine (9) VTIs, 21 training programmes adopting the CUDBAS technique are now offered compared to the target of six (6).</p> <p>The database system is now utilised at 42 VTIs in addition to the three (3) model training centres. Most of regular training programmes apply the schedule breakdown similar to what have been implemented to the model training programmes.</p> <p>(2) Improved employability led by improved training According to the survey including interviews with trainees, instructors and prospective employers, the skills of trainees are improved compared to the previous programs. The VTC operating model ensures better training design tailored to needs of local labour market. Trainees have been more attractive in the labour market because of combination of practice, knowledge and soft skills. Human resources development as the late secondary education is also attained.</p> <p>(3) Increased awareness on needs of capacity development aiming at the partnership with the private sector During the study, the administrators and the instructors interviewed expressed the importance of strengthen linkage to the private sector. VTC Headquarters has stressed this issue for a quite some time in its strategy 2009-2011. The Team has found that the Project, with assistance from the experts, put the</p>

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
			<p>plan on the ground and successfully raised such “awareness” of the stakeholders at the model training centres. Though the Team has heard of many opportunities for improvement for the next phase of the Project to disseminate the outcome to the remaining VTIs. Accepting one’s limit and expressing needs of growth in specific areas of skill and knowledge is a significant starting point for capacity development.</p> <p>(4) Skill competition and teaching materials contest</p> <p>The skill competition and teaching materials contest, organised since the launch of the Project, is another indication for improvement of the capacity of instructors and the skills of the trainees. The purpose of these competitions is to provide clear objectives for trainees, and to improve the image of VTC. The significance is that the event is carried out by Jordanian initiatives. The next competition is scheduled in 2011 and the preparation for the event is just started. (Table 10, ANNEX 3.1)</p>

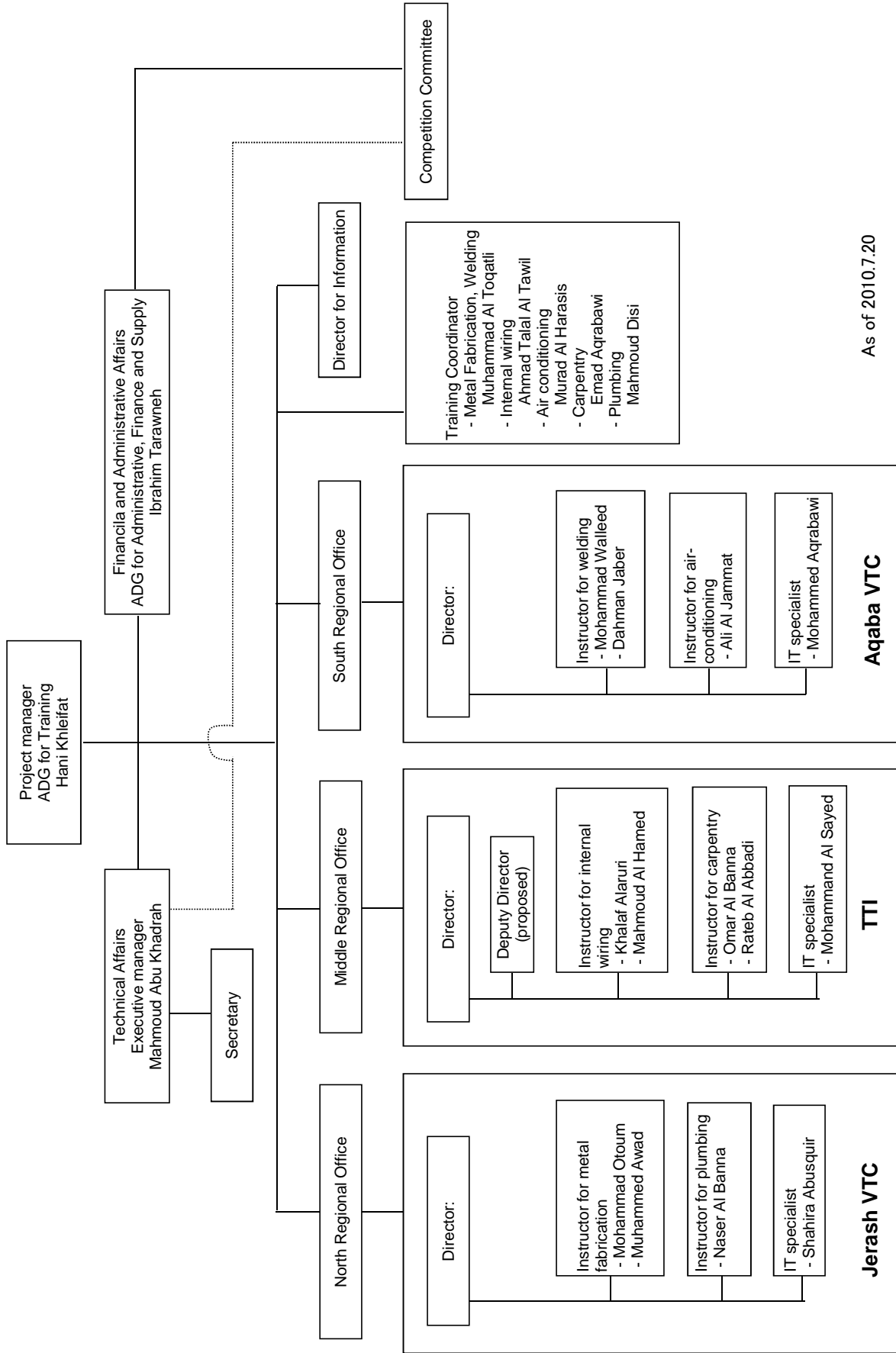
V. Sustainability

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
1. Policy aspect	1.1 What are benefits that the project is expected to leave?	Review of the progress report, Interview to VTC and experts	Organizational/Policy aspect According to the decision made by VTC, it continues to extend the VTC operating model to the remaining VTIs gradually to achieve the Overall Goal of the Project, probability of continuing the Project is considered high.
2. Institutional aspect	2.1 Institutions to support expanding or replicating the outcomes from the project to disseminate the new TVET system	Review of the progress report, Interview to VTC and experts	None

Questions for Evaluation		Sources of Information	Findings
Main Categories	Sub Categories		
	2.2 Ownership of the implementing agencies	Review of the progress report, Interview to VTC and experts	VTC is the only public agency that is responsible for TVET in Jordan. The roles and responsibility of VTC is expected to be unchanged.
3. Financial aspect	3.1 Amount of budget allocated to the implementing agencies	Review of the progress report, Interview to VTC and experts	Some of VTC instructors, trainees and the staff working with other projects receive incentives. Staff and trainees, and the representatives from the private sector who participate with JICA project receive no incentives for implementation of the Project activities, because the basic policy of JICA supports those who make self efforts for the sustainability of their own activities. In spite of the above mentioned those who have been involved done the best efforts to achieve the objective of the Project. The double standards of the incentives of VTC harm sustainability of the Project.
4. Technical aspect	4.1 How is the trainer's skill and motivation changed?	Review of the progress report, Interview to VTC and experts	Managerial capacity of the VTC Headquarters as well as the model training centres has been much empowered. The VTC operating model including TMC and the CUDBAS techniques has been institutionalised in the selected training centres. It was already applied to a variety of training programmes. The techniques and the guidelines which have been prepared or under preparation are utilised as the references and will be used as textbook for the administrators and instructors when the model is fully adopted. Technical skills and practical abilities of some instructors, however, have still many opportunities to be developed to catch up with the local labour market needs and technology advancement. Though the technical training was not included in the activities of the Project, it is indispensable for assuring the quality of training delivery.

6. カウンターパート一覧

List of Jordanian Counterparts and Administrative Personnel



As of 2010.7.20