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Vocational training center for undergraduate university Students and teachers in Jordan (VTC)

WP7: Quality Plan



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I. Introduction

Workforce is the most important element of the production, the mainstay of achieving the objectives of the overall development, progress and welfare and provides a decent life for people in any society. The Arab world is characterized by its human resources and in particular a high proportion of young people compared with major regions in the world. Jordan's main wealth is mainly its human resources. With more than 30 universities with more than 250,000 students in Jordan, Jordan is among the highest university student/capita in the world. Although Jordanian universities provide excellent theoretical based education, Jordanian students and graduates have major deficiencies in skills and competencies needed by the market. This makes Jordanian graduates less competitive in regional and global markets.

Vocational education and training is an important element of the nation's education system. Unfortunately, the education system in Jordan and in most of the Arab World does not consider vocational training among its priorities; thus, students are graduated with major deficiencies in skills and competencies that are needed in the market. A thorough analysis of the current status of vocational training and rehabilitation in the Arab World shows that

- most of the Arab countries and its relationship to the requirements of the labor market (the problems and difficulties) have a lack of a unified Arab vision of the challenges facing education and training systems;
- a lack of studies about the realistic and integrated status and the requirements of Arab labor markets, both in the short term or long term;
- the training efforts and the possibilities are still scattered very broadly;
- the systems, capacities, specialties and curricula vary very strongly between the Arab countries;
- there is no deliberate and limited mechanism to finance various training processes, for basic training, pre-service training or during the service.
- there is a lack of attention to the continuous training of teachers, coaches and mentors for achieving the means of the applications and applying the methods of modern education and training.

Thus, the higher education in the Arab universities does not lead to solving the problem of young people through the provision of employment opportunities for them, but leads in most cases to increase their suffering by taking part in the unemployment queue which results in more frustration and misery.

There is no alternative to this situation but to adopt a policy of vocational training, rehabilitation and qualitative high level of vocational education by linking them with average university higher education, to identify specialties that can be linked and to develop the mechanisms and the conditions necessary for success.

VTC, is an EU funded project through Erasmus+ Project, that concentrates on providing Jordanian students with competencies and skills needed by the market. The project aims at institutionalizing vocational training within the Jordanian universities so that it becomes main component of students' life at the university. The project aims and objectives will be achieved via establishing vocational training centers at each JO universities. The centers will help in implanting and further development of students' skills and competencies that are needed by the market. **These centers will act as a bridge that c**



The EU experience is a major component in the success of the VTC project. The EU countries in this project, such as Germany especially HTWK, Spain, Portugal and Slovakia have an excellent experience in the fields of vocational skills training project. These countries managed similar projects in other regions, and thus, and they can transfer the experience to Jordan.

This Quality plan, aims at developing a systematic, smooth, and effective plan to overseas the project activities and to ensure the attainment of all deliverables.

I.1 General Objectives

The general objective of the project is the improvement of vocational education systems in Jordan in line with European standards and Bologna Declaration principles. Another target of this project is Building a strong and deep connection between higher education, society and enterprises. Specifics of Target groups like students and teachers in Jordan.

I.2 Specific Objectives

1. Establishing a training center to train skills for graduate / undergraduate university students.
2. Building a positive and productive relationship with EU-universities in the academic and cultural fields.
3. Transfer the EU-Experience in the areas of technical training, skills development and merge new generations in this experience.
4. Establishing a national network specializing in vocational training in Jordan.
5. Develop curricula materials in the areas of training and capacity development by majors.
6. Provide the student with skills and experiences related to problems that differentially affect people in Jordan and in developing countries.
7. Expose trainees to career options related to majors in community development and publication

I.3 Expected results

- WP1: PRE: Review, State of the art and Network between partner
2. WP2: DEV: Assessment studies for the needs of students
 3. WP3: DEV: Employment sector database
 4. WP4: DEV: Purchase of teaching equipment and bibliographic material
 5. WP5: DEV: Make vocational skill competency development an integrated part in Teaching
 6. WP6: DEV: Career guidance and outselling programs for the career sector
 7. WP7: QPLN: Quality control and monitoring
 8. WP8: DESS: Project Dissemination
 9. WP9: DESS: Exploitation of results and sustainability
 10. WP10: MNGT: Coordination and management of the project

I.4 Main activities

WP1 Project Preparation

Review, State of the art and Network between partners

- Organization of kick-off meeting and establishment of project work groups and management boards. Prepare Meeting Agenda. A formal kick-off meeting must be scheduled immediately after approval of the Project and completion of the Project Definition documents
- Prepare operation plans for the skills and guidance sector of the VTC.



Consultations with relevant training staff lead to the formulation of clear and specific guidance on training and requirements based on the theoretical framework which the students, passed further educational courses; Taking into account the framework in the preparation of guidelines / instructions governing the training process. Consultation with all partners to prepare a comprehensive plan for vocational training.

Tasks

Task 1.1. Project start up activities

Task 1.2. Prepare operation plans for the skills and guidance sector of the VTC

WP2 development

Assessment studies for the needs of students, the WP includes all activities related to the collaborative development

- Identifying the skills and competencies which are important for students and graduates on vocational skills training. Reviewing the curricula of colleges with respect to the integration of general vocational skills. Vocational skills enable an individual to perform the studies and career successfully.
- Framing the methods for identifying training needs and labour market requirements; assigning specialists in this area, evaluating previous studies and research results to prepare effective and realistic methods to establish correctly the training requirements and modern scientific methods.
- Studying the skills development in European partner universities.
- Workshop with career centers at leading colleges.
- The preparation and performance of a field survey, analysis of students' needs and expectations
- Workshops at the partner universities on strategic planning
- identifying training needs required by the labour market, addressing the institutions and the relevant authorities to cooperate in the field survey performed by corresponding experts. Thus achieving access to valuable results
- After collecting data by scientific methods and realistic analysis of this data, using appropriate statistical packages under the supervision of specialists, coming up with current results on the qualifications required by the labour market in order to determine the appropriate training programs and the type of training required.

Tasks

Task 2.1. Generic vocational skills and competencies

Task 2.2. List of equivalence of vocational skills and of needed skills

Task 2.3. Analyse qualifications required by the labour market

WP3 Development

Employment sector database

Axes required to achieve the result 3

- Vocational training center for undergraduate university students and teachers in Jordan (VTC)
- Nominate IT specialists at consortium universities
- Develop a data base for the statistical analysis, results and included companies activities
- Labour market data collection for national companies, regional and international.
- Create the corresponding data base for the VTC in each of the partner universities.
- Communicate with businesses to demonstrate the possibility of cooperation.
- In cooperation with the Ministry of Social Affairs and Labour.
- In cooperation with Ministry of Education.
- List interested members of the business sector.

Means of implementation and responsibilities

- Meetings with relevant organizations, Institutions, ministries.
- Database management
- Access to the data bank via Internet.

Tasks

Task 3.1. Nominate IT specialists at consortium universities



Task 3.2. Develop a data base for universities/companies

WP4 DEVELOPMENT

Purchase of teaching equipment and bibliographic material

Each partner will be equipped with the necessary equipment and common teaching platform, also to be found in the EU countries.

- Selection of the equipment (hardware and software):

Computer, printer, scanner, Internet access.

- Procure the equipment.

- Establishment of the office for the Vocational Training Center.

- Installation of the computer network (servers for ELearning system), cable laying. EU partners help partners in Jordan by installations and set up the centers.

Tasks

Task 4.1. Selection of Equipment

Task 4.2. Implementation of the center

WP5 DEVELOPMENT

Make vocational skill competency development an integrated part in Teaching .

Developing program and course learning outcomes and ECTS in light of EQF, Bologna standards

- Drafting of curricula, development of main course contents and teaching materials for various target groups and different topics in compliance with the Bologna process principles, thus paying close attention to the defined learning outcomes, modularisation of courses, analysis of students workloads and definition of credits.

Attention is given to trainers for ensuring regularly completing their efficiency and competence of the training. They have to join corresponding professional development courses with high quality, being of high quality, joining theoretical ideas, investigations and practical experience. Selection of teachers to be involved in the vocational training program in EU. They will assess the curricula, teaching materials and methodologies in place at their institutions and then will perform retraining visits to EU partner institutions. Integration based learning efficiency and high quality, which was based on realistic survey studies, analysis's and experience of specialists. This has to be applied appropriately and becomes an integral part of the curricula and courses in universities, developed by universities to qualify students for going to training in the last phase of their studies in the university.

Tasks

Task 5.1. Develop teaching and learning programs for the VTC

Task 5.2. Train lecturers in competency based learning

Task 5.3. Integrate competency based learning in study programs

WP6 DEVELOPMENT

Career guidance and counseling programs for the career sector

- performing workshops and interactive training within cooperative teamwork strategies ;

- specialized training courses for graduates provide appropriate career support and increase their Communication with universities and the labor market;

- giving ideas and proposals to students, developing plans for the further education of students,

- developing their abilities commensurate actually with the labour market and the requirements of institutions

- The project establishes an information system usable also for graduates as a source of guidance being able to see the real opportunities available and the type of training that qualifies for admission to this job. The system data have to be updated for each semester.

- Organization of annual career fairs in cooperation with the participating universities,

- Presentation of success scenarios in exhibitions,

- Coordination of universities and vocational training centers with the labor market and institutions on employment.



- Results of institutions and universities this provides adequate publicity and marketing for the Center and universities participating in the project and provides a real opportunity for more jobs of the graduates.

Tasks

Task 6.1. Workshops and trainings in career planning and career startup.

Task 6.2. Establish an online career information system

Task 6.3. Organize an annual job fair

WP7 Quality Plan

Quality control and monitoring

Local project coordinators & admin. Staff in HTWK and in Jordan carry out all quality control, monitoring, control budget & costs effectivity Teachers/specialists from EU partners evaluate Jordan partners course materials due to methods, Bologna Declaration, ICT & distant education as a base of reports.

EU-partners check also VTC/Career Center creation & work in Jordan due to availability/stability/info exchange/course materials during visits & internet sessions.

Teachers and specialists from EU come to Jordan to grade results. They check, for example, quality and number of courses established, the accordance of created framework to Bologna strategy, the number of people studying, use of ICT and DE methods, availability of courses for target groups (access to equipment and Internet). They also check if the courses participants are guided by employment offices and if they have found a job after vocational skills training. During all the project phases the project partner's control the following:

- The project phases are strictly directed to project workplan;
- The input at the different project phases accords with the Planned activities;
- The output/outcomes are in line with the aimed outcomes;

These actions will be done through:

- The project evaluation by the involved academic staff;
- The project evaluation by the involved the EU specialists;
- The project evaluation by the members of the steering committee.

Tasks

Task 7.1. Quality control, monitoring and budgetary control.

Task 7.2. Check of courses materials & courses & vocational systems.

Task 7.3. Project task supervision, result evaluation and examination of courses results.

WP8 Dissemination & Exploitation

Project Dissemination

A website will be launched at the beginning of the project. It will contain information about the project, its successful progress and results in English and Arab The local coordinators will support the functionality of the website and remove technical problems. All universities generate their DE systems with materials created under the project publicly available through the Internet (free registration). Links to DE systems will be advertised on universities' and project websites.

The websites have an important information for enterprises, the project will involve chambers of industry, And labour Ministries in the project to assure funding and dissemination after the end of the project.

Private partners (industry, agencies or international bodies) will be members of the project and will have interest in getting good trained graduates to work with.

Prepare and conduct internal/external information events, mid-term/final conferences (information events and conferences)

Presentation of the project "VCT" and its objectives in the National Erasmus project meetings and job fairs for a large international scientist audience and the public in general. Participation in national and international job fairs with the Vocational training center for undergraduate university students and teachers in Jordan (VTC) aim to exchange views and methods on training, plans and programs



"AEG" has the role of a trainer and mediator between the participating universities and employment offices.

Preparation of course materials for the course participants.

All project materials collected and stored in a specially prepared form in the websites. Important materials are prepared for special publication as files, handouts and written material for graduates, VTC's, employment offices and Career Centers, ready for further application in other universities and enterprises.

Tasks

Task 8.1. Opening of the project data base and the VTC for external partners via Internet

Task 8.2. Prepare and conduct internal/external information events, mid-term/final conferences (information events and conferences)

Task 8.3. Participation in annual Erasmus project representatives meeting and job fairs

Task 8.4. Distribution of project documentation material

WP9 Dissemination & Exploitation

Exploitation of results and sustainability

The PC universities establish stable contacts (ensured by corresponding contracts) to private and public enterprises, in order to save the VTC operating, educating graduates and cooperating in close connection with the enterprises. Therefore, the VTC develops as an important, recognized and necessary partner between Industry, science and education, being able for stable future work.

The VTC will be established during the project run time. The performance of the center has to be guaranteed also after the project end. Therefore, the participating universities establish a contract between these universities and the VTC for subsequent support of the further work of the center, additionally, the VTC's make a contract with the participating enterprises for further cooperation after the project end. The contracts recognize the important work of the VTC.

Performance of workshops with participants from universities and industry on broader strategic options as follow-up project activities for finding future sources of financing the VTC by presenting the skills of the VTC's. Additionally, after the end of the EU funding, the Jordan universities request for financing the VTC in Jordan via the country's budget.

Tasks

Task 9.1. Involve the public/private employment sector in activities/services of the VTC

Task 9.2. Establish a training center (regional) in universities as part of the universities

Task 9.3. Workshop on broader strategic options as follow-up project activities

WP10 Management

Coordination and management of the project

Management of the project ensures efficient implementation, the inclusion of all consortium members

And the communication between them. The HTWK performs the overall project management and

Coordination, together with the local coordinators as local project managers in the partner region. They are Responsible for local management/organization of activities. The local managers cooperate in the steering Committee

Each partner performs accounting & submits the data via

The local coordinator to HTWK.

Working month and working week oriented control ensures a high quality activity of the project. The local coordinators implement this activity. results of this control are summarized and documented by a local coordinator monthly and quarterly.

Calculation and control of the budget is realized by local coordinators and by responsible person for the financial report and is been controlled by the coordinator of the project. For transparency provision of financial activity accuracy of financial documentations is required. The use of financial means and the remaining rest are compared before starting and after performing the activities, in order to influence it and to ensure the successful performance.

Tasks

Task 10.1. Local project management & coordination meetings, steering committee meetings



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Task 10.2. Activity & result monitoring & evaluation

Task 10.3. Activity and budget planning and budget control



2. Quality Plan

2.1 Introduction

In this document we intend to apply the procedure described within the ISO 21500 Official standard, adapting the suggested process to the peculiarities of the VTC project. The International Standard ISO 21500 provides guidance on concepts and processes of project management that are important for, and have impact on, the performance of projects. It provides high-level description of concepts and processes that are considered to form good practice in project management.

In accordance to the “ISO 21500 Guidance on Project Management”, project management is subdivided into **subjects** and performed through **processes** (process is a set of interrelated activities). The International Standard ISO 21500 identifies the recommended project management processes to be used during a project as a whole, for individual phases or both. The processes should be aligned in a systemic view. Each phase of the project life cycle should have specific deliverables (which are described and evaluated as below). These deliverables should be regularly reviewed during the project to meet the requirements of the financing authority, beneficiaries and stakeholders.

Within the **process groups**, we would include the following:

- *initiating* (develop project charter, identify stakeholders, establish project team),
- *planning* (develop project plans, define scope, create work breakdown structure, define activities, estimate resources, define project organisation, sequence activities, estimate activity durations, develop schedule, estimate costs, develop budget, identify risks, assess risks, plan quality, plan procurements, plan communication),
- *implementing* (direct project work, manage stakeholders, develop project team, treat risks, perform quality assurance, select suppliers, distribute information),
- *controlling* (control project work, control changes, control scope, control resources, manage project team, control schedule, control costs, control risks, perform quality control, administer procurements, manage communication),
- *closing* (close project, collect lessons learned).

Within the **subject groups** of process, we would include:

- *integration* (including the processes required to identify, define, combine, unify, coordinate, control and close the various activities and processes related to the project),
- *stakeholders* (including the processes required to identify and manage the project sponsor, customers and other stakeholders),
- *scope* (including the processes required to identify and define the work and deliverables, and only the work and deliverables required),
- *resources* (including the processes required to identify and acquire adequate project resources such as people, facilities, equipment, materials, infrastructure and tools),
- *time* (including the processes required to schedule the project activities and to monitor progress to control the schedule),
- *cost* (including the processes required to develop the budget and to monitor progress to control costs),
- *risk* (including the processes required to identify and manage threats and opportunities),
- *quality* (including the processes required to plan and establish quality assurance and control),
- *procurement* (including the processes required to plan and acquire products, services or results, and to manage supplier relationships),
- *communication* (including the processes required to plan, manage and distribute information relevant to the project).



Processes and subjects can be mapped in a cross-referenced table, as the following:

Subject Groups	Process Groups				
	Initiating	Planning	Implementing	Controlling	Closing
Integration	- Develop project charter.	- Develop project plans.	- Direct project work.	- Control project work. - Control changes.	- Close project. - Collect lessons learned.
Stakeholder	- Identify stakeholders.		- Manage stakeholders.		
Scope		- Define scope. - Create work breakdown structure. - Define activities.		- Control scope.	
Resource	- Establish project team.	- Estimate resources. - Define project organisation.	- Develop project team.	- Control resources. - Manage project team.	
Time		- Sequence activities. - Estimate activity durations. - Develop schedule.		- Control schedule.	
Cost		- Estimate costs. - Develop budget.		- Control costs.	
Risk		- Identify risks. - Assess risks.	- Treat risks.	- Control risks.	
Quality		- Plan quality.	- Perform quality assurance.	- Perform quality control.	
Procurement		- Plan procurements.	- Select suppliers.	- Administer procurements.	
Communication		- Plan communication.	- Distribute information.	- Manage communication.	

Source: BSI Standards Publication, "BS ISO21500:2012 Guidance on project management"

2.2 The tools

In order to meet the ISO21500 Standard, an excel file will be created whose first purpose is to interpret what is a "good" management of project in accordance with Project Leader and VTC partnership values, beliefs and mission. The tool considers the ISO21500:2012 processes assigning to each of them a percentage of importance.

In order to get a double level of depth in evaluation, the sum of percentages of importance must make 1000



for the set of the process groups (Initiating, Planning, Implementing, Controlling and Closing).

The tool describes a three level model of evaluation to allow classifying how each process is implemented. “Level 0” means “not yet implemented”, “Level 1” means “basically implemented”, and “Level 2” means “advanced implemented”.

Quarterly, the Quality Manager updates the excel matrix, reports on its results (quality technical report) and issues a warning report used by the Project Coordinator to eventually review the project processes to better meet the above described quality standard.

2.3 The people in charge

The Steering Committee will be especially in charge for the timely delivery of technical reports and the quality review and validation.

At the management level, the Project Coordinator, supported by the Quality Manager, will issue a quarterly quality technical report, collecting data to check the advancements in the level of the processes and filling the ISO21500 matrix in order to evaluate the quality score reached by the project at that moment.

3. Monitoring and evaluation process

3.1 Introduction

The quality plan and process quality standard are closely related to the monitoring and evaluation strategy: the strategy includes both an internal monitoring process and an evaluation procedure which will measure the ‘external’ impact of the project.

Internal project monitoring will concern two levels: the management issues and the technical issues.

The evaluation strategy implements therefore the function of internal control of the project that is a process designed to provide reasonable assurance of the achievement of objectives with regards to: effectiveness and efficiency of operations, reliability of financial reporting, and compliance with applicable laws and regulations. It implies adequate allocation of tasks and duties within the partner organizations and regular checks.

3.2 The tools

The evaluation strategy will include appropriate tools, devised to assess on an ongoing basis project relevance, efficiency and impact, to measure progress throughout its life cycle, to determine if the project responds to main target groups' needs, to measure the level of satisfaction of beneficiaries of project activities, to determine how project impacts on social communities, to evaluate unexpected results and control all processes. The tools will be delivered to the appropriate target groups over the project duration, according to the activity schedule.



The tools presented in the Annexes are meant to check and measure processes and outputs during the project development and evaluate it at the end. Different categories of tools are devised, in accordance to what is described in the introduction ('internal' monitoring and 'external' evaluation):

- ✓ The **Logical Framework Matrix (see original project document)** represents a control list to assess any progress and the rate of success of project activities in relation to specific objectives and expected results.
- ✓ **Check lists (Annexes A, B and C)** are used as preventive actions to ensure smooth development of specific project activities, through the control of any steps needed for the achievement of the results.
- ✓ **Evaluation questionnaires (Annexes D, E and F)**, are used as means to assess the outcomes of specific project activities carried out and to take corrective measures for the critical issues which will be outlined through these tools.

Two annual progress report, one interim report (at the end of the first contractual one and half year) and one final report will be written and sent to EACEA, including a narrative section in which the advancement within the different tasks, any problems within the partnership, the communication and visibility actions launched, the interchange of knowledge and experience will be described. Moreover, any modification to the initial planning will be mentioned and reasons for changes or delays will be given, as well as the measures adopted for facing difficulties or delays will be mentioned. Also the degree of achievement of programme indicators, strategic indicators and specific project indicators will be measured on occasion of the interim and final report.

3.3 The people in charge

The Steering Committee will be especially in charge for the timely delivery of technical reports and the quality review and validation of the reports. At the management level, the Project Coordinator, supported by the Quality Manager, will report to the partners on project advancement on occasion of each transnational project meeting. Moreover he/she will collect in progress data from the WP Leaders, to check the advancements of deliverables and the achievement of indicators set in the Logical Framework Matrix within each Work Package.

As several partners will contribute to the same WP performing specific tasks, the WP leader will take care for collecting and integrating the contributions of the other participants to achieve performance indicators. Proposals for reviewing and updating the indicators table will be put forward by the WP leaders if required.

Each partner has undertaken to take part in the efficient implementation of the project, to cooperate, perform and fulfil all of its obligations, to notify promptly, in accordance with the governance structure of the project, any significant information, fact, problem or delay likely to affect the project, in order that corrective measures can be taken in due time.

4. Risk management

4.1 Risk analysis within the project

The project environment may impact project performance and success. VTC project considers the following potential factors:

— factors outside the organizational boundary, such as socio-economic, geographical, political, regulatory, technological and ecological;



— factors inside the organizational boundary, such as strategy, technology, project management maturity, resource availability, organizational culture and structure.

While the second factors are considered in the above mentioned quality and monitoring processes, factors outside the organizational boundary have to be carefully analysed (through a so-called risk analysis) as they may have an impact on the project by imposing constraints or introducing risks affecting the project. Although these factors are often beyond the control of the project manager, they should still be considered.

As it concerns the main preconditions and conditions required for the project implementation, these include:

- ✓ all partners should maintain their condition of technical and financial liability and effective operation over the whole duration of the project;
- ✓ it should be possible to overcome politic and bureaucratic obstacles related to flows of people travelling from MPCs to EU countries for research purpose, thanks to the support of ERASMUS+ National Offices and to the sensitization of local institutions to the project.

Risk monitoring will be a constant activity during the project. In order to perform the risk management and control function successfully, the circumstances which may produce a threat should be promptly identified and prioritised. The Steering Committee will hold responsibility for conducting regular formal reviews on such matters. In doing this, it is hoped that the level of risk embedded within the project can be minimised, and when action is required, contingency plans can be carried out in a timely manner.

The potential risks underlying VTC have been preliminarily analysed and categorised with respect to a risk rating (likelihood multiplied by impact). To manage potential risks we have outlined a set of contingencies that can be implemented to safeguard the project. Here below a table summarising the preliminary risk assessment carried out.

Critical item	Risks associated	IMPACT	LIKELIHOOD
Information flow among the Consortium Partners	Lack of coordination in the exchange of information between participants	Low	Low
Social/political instability in MPC countries	Serious delay in implementing activities in MPC countries	Medium	Medium
Lack of Collaboration of the national government bodies	Serious risks associated with not achieving some of the project activities/deliverables	High	Medium

4.2 The people in charge

The Steering Committee will hold responsibility for conducting regular formal reviews on such matters in order to prevent the possible consequences of the risk embedded into the project, and, when action is required, to activate contingency plans to be carried out in a timely manner. The Committee will provide inputs to the Project Coordinator on this issue to be included in the periodic monitoring reports.

4.3 Preventive actions and corrective measures



To manage potential risks we have outlined a set of contingencies that can be implemented to safeguard the project. Hereafter the contingency plan is reported:

CRITICAL ITEM	RISKS ASSOCIATED	CONTINGENCY PLANS
Information flow among the Consortium Partners	Lack of coordination in the exchange of information between participants	Definition of the standards and methods for information exchange between participants in kick-off and successive meetings. Empowerment of communication tools.
Social/political instability in MPC countries	Serious delay in implementing activities in MPC countries	Some logistic alternatives will be evaluated within the MPC countries in order to overcome local/regional crisis limiting the flows of people or goods.
Lack of Collaboration of the national government bodies	Serious risks associated with not achieving some of the project activities/deliverables	Involvement of the institution's management in the communication with the national government bodies

5. Quality of Project Deliverables

The quality of project deliverables will be evaluated through a set of indicators. Evaluation indicators vary according to the result or process which is being evaluated. The project is going to use both qualitative and quantitative indicators. Indicators will help to get information in progress on the project effectiveness in achieving the objectives and efficiency in the optimal use of resources, and the relevance of the project activities to the needs identified. The table below summarizes the list of evaluation indicators.

Wider objective	Indicators of progress	How indicators will be measured
Create and Establishing a vocational training center for universities in Jordan to transfer skills for graduate and undergraduate university student	<ul style="list-style-type: none"> • Framework infrastructure developed • Legal documentation for all members and VTC published and approved • Quality of established training courses in the VTC. • E-learning system and all materials available via the Internet • Vocational training centres developed • Graduated participants find new job within 1 month after graduation • Cooperation of universities and Businessmen with VTC. 	<ul style="list-style-type: none"> • Partner universities reports, project website, labour market partner reports, student organisations' reports, ministry's reports • Ministry of Vocational Training and Employment / Ministry of Education and Training, including the ministry itself, agencies and training canter • Partner universities reports, project website, student, organisations' reports • Partners' reports, inquiry survey inquiry surveys, reports of labour market partners, responses from employers • Number of students, who make an internship with these companies
Specific objectives of the project	Indicators of progress	How indicators will be measured



<ul style="list-style-type: none"> • 1. Establishing a training center to train skills for graduate / undergraduate university students. • 2. Building a positive and productive relationship with EU-universities in the academic and cultural fields. • 3. Transfer the EU-Experience in the areas of technical training, skills development and merge new generations in this experience. • 4. Establishing a national network specializing in vocational training in Jordan. • 5. Develop curricula materials in the areas of training and capacity development by majors. • 6. Provide the student with skills and experiences related to problems that differentially affect people in Jordan and in developing countries. • 7. Expose trainees to career options related to majors in community development and publication 	<p>Number of teachers from Jordan trained 2017 and 2018.</p> <ul style="list-style-type: none"> • Published and adopted methodology and legal documentation in 2018 • E-learning and VTC systems of partner universities in Jordan is available through 1 website in the Internet, by March 2016 • Courses for participants carried out by partner universities (in distant and non-distant forms) by March 2017 • Realization of the VCT activities according to the developed plan. • Results of the external and internal monitoring carried out by European partners about conformity of the activity of the Centers with the original plan 	<ul style="list-style-type: none"> • Partners' reports, inquiry surveys • The quality of education and technical and vocational training • Attention to the issue of education indicators and technical and vocational training and the establishment of observatories of labour market information. • Methodology adopted by Ministries of Education in, responses from universities • Partners' reports, VTC website, inquiry surveys from student organisations • Inquiry survey, project website, portals of E-learning systems in the Internet, partner reports • Number of conferences and seminars between representatives of enterprises,VCT centers and students
<p>Main expected results (Outputs)</p>	<p>Indicators of progress</p>	<p>How indicators will be measured</p>
<ol style="list-style-type: none"> 1. WP1:PRE:Review, State of the art and Network between partner 2. WP2: DEV: Assessment studies for the needs of students 3. WP3:DEV: Employment sector database 4. WP4:DEV: Purchase of teaching equipment and bibliographic material 5. WP5: DEV: Make vocational skill competency development an integrated part in Teaching 6. WP6:DEV: Career guidance and counselling programs for the career sector 7. WP7: QPLN: Quality control and monitoring 8. WP8: DESS: Project Dissemination 	<ul style="list-style-type: none"> • Equipment bought and installed, software installed, VTC worked • Trained specialists worked in VTC • Information database created and maintained • The number of training lectures in the information database grew • Informative project website • Materials publication about the VTC model Training courses for the working with the information database carried out • Results of monitoring and quality control • Leaflets and promotional materials disseminated • Publication of information about activities of VTC 	<ul style="list-style-type: none"> • VTC equipment inventories • Number of trained specialists • Number of working groups consisting of university professors , students and entrepreneurs • Number of region universities using the information database • Number of developed training modules and carried out courses • Reports on project activities • Publications about activities of VTC • Number of carried out fairs and exhibitions, seminars, training methodical conferences • Project coordinators reports • Number of students involved in the research projects • Project balance and funds • Number of participants in discussiongroups, workshops, conference • Partners reports



<p>9. WP9: DESS: Exploitation of results and sustainability 10. WP10: MNGT: Coordination and management of the project</p>	<ul style="list-style-type: none"> • Participation in fairs, exhibitions, seminars, training methodical conferences • Distribution of tasks among partners settled • Consortium meetings held on schedule • Management strategy adopted by partners 	
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INDICATORS FOR WP

Specific objectives of the project
<i>AS ABOVE</i>
WP1- PREPARATION/Project preparation
<ul style="list-style-type: none"> - Project start up activities - Prepare operation plans for the skills and guidance sector of the VTC
WP2 - DEVELOPMENT/ Project Development
<ul style="list-style-type: none"> - Generic vocational skills and competencies - List of equivalence of vocational skills and of needed skills - Analyse qualifications required by the labour market
WP3 - DEVELOPMENT/ Project Development
<ul style="list-style-type: none"> - Nominate IT specialists at consortium universities - Develop a data base for universities/companies
WP4 - DEVELOPMENT/ Project Development
<ul style="list-style-type: none"> - Selection of Equipment - Implementation of the center
WP5- DEVELOPMENT/ Project Development
<ul style="list-style-type: none"> - Develop teaching and learning programs for the VTC - Train lecturers in competency based learning - Integrate competency based learning in study programs
WP6- DEVELOPMENT/ Project Development
<ul style="list-style-type: none"> - Workshops and trainings in career planning and career startup - Establish an online career information system - Organize an annual job fair
WP7- QUALITY PLAN / Project QUALITY PLAN
<ul style="list-style-type: none"> - Quality control, monitoring and budgetary control - Check of courses materials & courses & vocational systems - Project task supervision, result evaluation and examination of courses results



WP8- DISSEMINATION & EXPLOITATION / Project DISSEMINATION & EXPLOITATION

- Opening of the project data base and the VTC for external partners via Internet
- Prepare and conduct internal/external information events, mid-term/final conferences (information events and conferences)
- Participation in annual Erasmus project representatives meeting and job fairs
- Distribution of project documentation material

WP9- DISSEMINATION & EXPLOITATION / Project DISSEMINATION & EXPLOITATION

- Involve the public/private employment sector in activities/services of the VTC
- Establish a training center (regional) in universities as part of the universities
- Workshop on broader strategic options as follow-up project activities

WP10- MANAGEMENT / Project MANAGEMENT

- Local project management & coordination meetings, steering committee meetings
- Activity & result monitoring & evaluation
- Activity and budget planning and budget control



6. ANNEXES

- A) Check list for managing project meetings
- B) Check list for reviewing administrative and management records
- C) Intermediate evaluation of the project management by the partners
- D) Satisfaction questionnaire for services delivered: training
- E) Satisfaction questionnaire for project meetings
- F) Satisfaction questionnaire for project management



Annex A

CHECKLIST FOR MANAGING PROJECT MEETINGS

Preparation

	Done? (✓)
Clarify the objectives of the meeting	
Confirm who will attend/participate and who will chair the meeting	
Confirm the date, time and location of the meeting with participants	
Prepare a draft agenda and distribute it for comments/additions	
Allocate subtasks to be carried out among the human resources in charge	
Assemble relevant data/information (including management/monitoring reports) and distribute copies in advance to those attending the review meeting	
Organize other logistics for the meeting (e.g. secretarial support, transport, venue, required equipment/materials for presentations, refreshments, etc.)	

The meeting

	Done? (✓)
The available time is effectively managed, based on the agreed agenda/timetable	
Each participant is given adequate opportunity to share his/her views (the meeting is not dominated by the loudest/most talkative)	
Key issues are clarified	
Supporting material is distributed	
Disagreements are cordially solved	
A problem solving approach is taken	
Agreement is reached (by consensus or vote) on key actions that need to be taken	
An accurate record of discussions and decisions is taken	
Meeting objectives are achieved	

Follow-up

	Done? (✓)
Finalization and dissemination of a record of key decisions taken/agreements reached	
Revision to action plan and/or time schedule if/as required	



Annex B

CHECKLIST FOR REVIEWING ADMINISTRATIVE AND MANAGEMENT RECORDS

	Done? (✓)
Are appropriate records being kept, and are they up to date?	
Are those responsible for keeping the records clear about their responsibilities and the record keeping procedures/systems?	
Are record keeping systems and procedures appropriately documented (i.e. guidelines)?	
Is the quality of information periodically checked and verified?	
Is an appropriate level/type of training in record keeping systems provided to staff?	
Is appropriate technology being used to record, analyze and report information?	
Are adequate resources available to support effective record keeping and information management?	
Are records and reports securely stored and easily retrieved?	
Is the information summarized and reported to the Lead Partner on a regular basis, and is it then made available to the Lead Partner in a clear and usable format?	
Is the information presented in a timely manner, and is it used by the partner to help them make informed decisions?	



Annex C

EVALUATION OF THE PROJECT MANAGEMENT BY THE PARTNERS

At the end of each year of the life of the project:

	Completely Negative	Partially Positive	Fully Positive	Exceeded Expectations
Have you been actively involved in the project development?				
Is the project coordination as much incisive as it should be?				
How is communication between partners?				
Are you satisfied with the implementation of the project activities?				
Is the project calendar well structured?				
Is the tasks sharing well distributed among partners?				
Do you receive feedbacks from the coordinator when requested on time?				
How do you rate overall the project management for the period of the last year?				

Do you have any comments/suggestions?

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ANNEX D

SATISFACTION QUESTIONNAIRE FOR TRAINING

To be delivered to: training participants

Activity: training

Date and location:

Issued by JUST

June 2016



QUESTIONNAIRE ON THE TRAINING APPRAISAL

GUIDELINES ON HOW TO FILL THE QUESTIONNAIRE

The questionnaire that you will answer to, provides for every question the expression of a judgment for each of the following three elements:

- **Expectation** (what is your level of expectation for the *organization of the training session*)
- **Satisfaction** (how much you are satisfied with the *organization of the training session*)
- **Importance** (how much important you consider *organization of the training session*)

In order to express your opinion you will use a numeric scale which consists of the integers from 1 to 6 (the value 1 corresponds to the lowest rating; 6 to the highest).



QUESTIONNAIRE

OVERALL ASSESSMENT OF ORGANIZATION OF THE TRAINING SESSION

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.1 General organization and logistics of the training session			
1.2 Topics of the training session			
1.3 Objectives fulfillment			

EVALUATION OF QUALITY OF TRAINING SESSION

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.1 Trainers			
2.2 Incisiveness of topics			
2.3 Use of technical resources			
2.4 Involvement of trainees			
2.5 Effectiveness of methodology			
2.6 Usefulness of training materials			
2.7 Added value of interactions within the e-learning platform			
2.8 Relevance to the trainees' professional growth			



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ANNEX E

SATISFACTION QUESTIONNAIRE FOR PROJECT MEETINGS

To be delivered to: all partners

Activity: project meeting

Date and location:

Issued by JUST

June 2016



QUESTIONNAIRE ON THE PROJECT MEETING APPRAISAL

GUIDELINES ON HOW TO FILL THE QUESTIONNAIRE

The questionnaire that you will answer to, provides for every question the expression of a judgment for each of the following three elements:

- **Expectation** (what is your level of expectation for the *organization of the project meeting*)
- **Satisfaction** (how much you are satisfied with the *organization of the project meeting*)
- **Importance** (how much important you consider *organization of the project meeting*)

In order to express your opinion you will use a numeric scale which consists of the integers from 1 to 6 (the value 1 corresponds to the lowest rating; 6 to the highest).



QUESTIONNAIRE

OVERALL ASSESSMENT OF ORGANIZATION OF THE PROJECT MEETING

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.1 Information related to logistics			
1.2 Preparatory documents			
1.3 Agenda			

EVALUATION OF LEVEL OF COMMITMENT

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.1 Participation of other partners			
2.2 Contribution to meeting sessions from other partners			
2.3 Relevance and clarity of topics			
2.4 Achievement of the targets of the meeting			



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ANNEX F

SATISFACTION QUESTIONNAIRE FOR PROJECT MANAGEMENT

To be delivered to: all partners

Activity: project management

Date:

Issued by JUST

June 2016



QUESTIONNAIRE ON THE PROJECT MANAGEMENT APPRAISAL

GUIDELINES ON HOW TO FILL THE QUESTIONNAIRE

The questionnaire that you will answer to, provides for every question the expression of a judgment for each of the following three elements:

- **Expectation** (what is your level of expectation for the *project management*)
- **Satisfaction** (how much you are satisfied with the *project management*)
- **Importance** (how much important you consider *project management*)

In order to express your opinion you will use a numeric scale which consists of the integers from 1 to 6 (the value 1 corresponds to the lowest rating; 6 to the highest).



QUESTIONNAIRE

OVERALL ASSESSMENT OF PROJECT MANAGEMENT

1	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
1.1 Structure of project time schedule			
1.2 Communication between partners			
1.3 Timeliness of feedbacks from the coordinator when requested			
1.4 Incisiveness of coordination			

EVALUATION OF LEVEL OF INVOLVEMENT

2	EXPECTATION [1..6]	SATISFACTION [1..6]	IMPORTANCE [1..6]
2.1 Actively involved in the project development			
2.2 Satisfied with the implementation of the project activities			
2.3 Distribution among partners of tasks sharing			