# INSTITUTIONAL ASSESSMENT OF THE DESIGNATED VOCATIONAL TRAINING CENTERS

**December 2006**

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                                              4222.2 Build Capacity To Manage the VTC Centers

**Institutional Assessment of the Designated Vocational Training Centers**
*Final*
*December 2006*

# Institutional Assessment

of the

# Vocational Training Centers

# At

# Madaba, Abu Nussair and Aqaba

**Final – December 2006**

Jordan Tourism Development Project

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## Acknowledgements

## Acronyms

| | |
|---|---|
| ACOR | American Center for Oriental Research |
| ASEZA | Aqaba Special Economic Zone Authority |
| BDS | Business Development Services |
| BOD | Board of Directors |
| CBO | Community Based Organization |
| CoE | Centers of Excellence |
| DCA | Development Credit Authority |
| DoA | Department of Antiquities |
| GDA | Global Development Alliance |
| GOJ | Government of Jordan |
| JAU | Jordan Applied University |
| JHA | Jordan Hotel Association |
| JHTEC | Jordan Hospitality and Tourism Education Company |
| JITOA | Jordan Inbound Tour Operators Association |
| MBR | Market Based Representatives |
| M&E | Monitoring and Evaluation |
| MICE | Meetings, incentives, conferences and exhibitions |
| MFI | Microfinance Institution |
| MOE | Ministry of Education |
| MoTA | Ministry of Tourism and Antiquities |
| MSME | Medium and Small Micro Enterprises |
| NGO | Non-Governmental Organization |
| PNT | Petra National Trust |
| PSP | Private Sector Participation |
| RSCN | Royal Society for the Conservation of Nature |
| SAVE | Scientific, academic, volunteer and educational |
| SIU | Strategy Implementation Unit |
| SSC | Strategy Steering Committee |
| TA | Tourism Associations |
| TOT | Institutional of Trainers |
| TSA | Tourism Satellite Account |
| USAID | United States Agency for International Development |

## Executive Summary

The development of model centers of excellence at Madaba, Abu Nussair and Aqaba has been agreed as part of the drive to enhance the quality of the training offered within the vocational training centers. The objective is to launch the first model center at Madaba in September 2006, which will enable the concept to be implemented and fine tuned. Following this, the remaining two centers will be developed and ultimately all vocational training centers will be aligned to this model.

To facilitate this model center approach a number of key activities have to be completed. First, a broad framework for the development of the model centers has to be defined, which reflects international best practice and the specific needs of hotel & tourism training in a vocational context in Jordan. Second, it is necessary to benchmark the current performance of the three designated centers against this best practice framework to determine the existing gaps that must be bridged. This report describes the outcomes of both activities.

In developing the model centers, it is important that the key areas to be addressed are defined and specific criteria established to guide future efforts. These criteria must encompass all activities that comprise the management and operation of a center of excellence and should reflect international best practice, from both educational and commercial perspectives. The research undertaken has indicated that a model center of excellence should be developed with seven core elements in mind, which are depicted below:

Core Elements of a Model Center
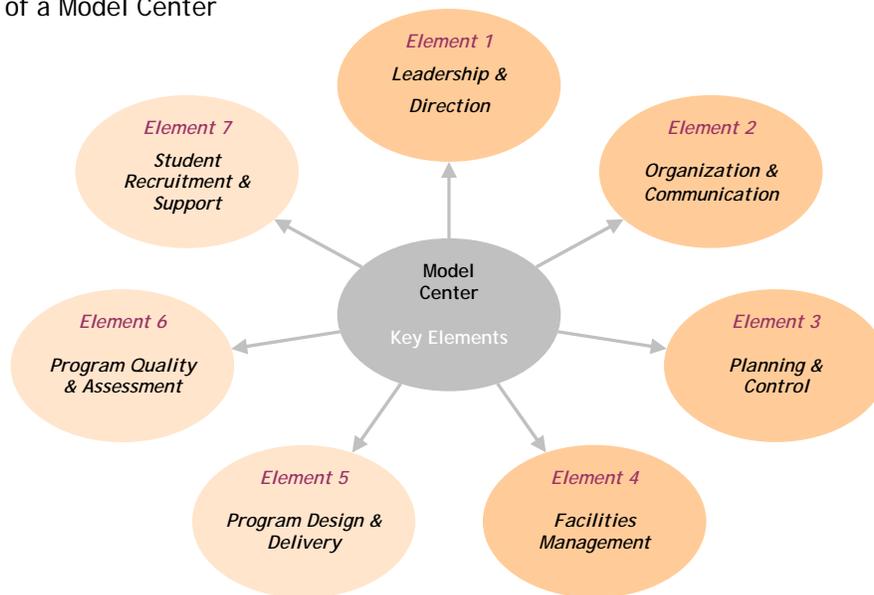


These seven core elements will be used to guide the development and management of the model centers. Within each element are a range of performance criteria that must be achieved, if the center is to operate to a high standard that meets international best practice norms.

It should be noted that, broadly, elements 1-4 relate to how the center is managed and operated, whilst elements 5-7 focus on the educational remit. The goal of the model center approach is to bring a commercial mindset to the management of the centers, so that the centers operate to a standard that reflects the industry they serve, whilst at the same time protecting the educational goals and objectives of vocational training.

Having established the model center framework, it was then essential to examine the current performance of the designated centers, with a view to identifying the priority issues to be addressed. This institutional assessment focused on benchmarking the centers against the criteria within elements 1-4 and a summary of the findings for each center are presented below:

### Madaba Center

- Center Management is weak and strong Leadership is lacking
- Culture of continuous improvement not evident at the center
- Organization structure and internal decision making processes need strengthening, if center is to become model of excellence
- Little evidence of effective planning and control
- Capability of Instructors is poor and quality of training delivery would be questionable
- Significant concerns exist as to how program outcomes are assessed
- Student numbers are low and center management are largely reactive in recruitment efforts
- Facilities need to be upgraded to meet model center requirements, but the center is relatively new and has the potential to present a positive image
- Standard of hygiene, maintenance and overall professionalism are very poor

**Transforming Madaba into a Center of Excellence will pose significant challenges in terms of structural alterations and human resource issues. However, these latter concerns can be overcome with strong external support and guidance**

### Abu Nussair Center

- Center management is positive, with a strong leadership focus
- Culture of continuous improvement is evident and there are many practical examples of this in action
- Organization structure and processes are effective and there was a sense of teamwork operating at the center
- Clear evidence that planning and control are structured
- Quality of Instructors is good, both in terms of capabilities & motivation
- Student numbers are low, but center management is at least proactive in attempting to address this
- Facilities are of good quality, but adequate training areas for food service and housekeeping are not currently available in the center
- Standard of hygiene, maintenance and overall professionalism is very good

**Abu Nussair is already operating to high standard and transforming it into a model center should be relatively straightforward, with the main issues being related to the development of the necessary training facilities that are currently absent.**

### Aqaba Vocational Training Center

- Center management is poor, reactive and lacking in leadership
- Culture of continuous improvement is absent
- Little evidence of management effectiveness
- Center management did speak about the range of planning and control measures they implement, but clear outcomes were not seen
- Quality of Instructors is poor, with low motivation levels
- Student numbers are low and center team showed no sense of urgency in addressing the problems
- Facilities are of poor quality; standard of hygiene, maintenance and overall professionalism are also poor

**Developing a model center at Aqaba will pose major problems from both a facilities and human resources perspective, with the latter being of greatest concern**

This report provides two important outcomes that will assist in the development of the model centers at Madaba, Abu Nussair and Aqaba. First, it has defined the framework for the model center and the best practice criteria that must be achieved. Second, it had identified he current performance gaps in the three centers, when benchmarked against the model center criteria.

Given that Madaba is the first center to be developed and time is of great importance, work is already underway across a number of elements to move the process forward. A sample of the activities being implemented at present, include:

- A development plan is being prepared for Madaba, which will serve as an operations manual.
- Industry Steering Committee has been established and terms of reference defined
- Program Development Working Group is in place and terms of reference defined
- Instructors training plan developed and currently being implemented

The full interim action plan is outlined in Section 6 of the report.

## Introduction

Following the completion of a diagnostic assessment of the Vocational Training Corporation, Hotel & Tourism Unit (Unit) and the 11 vocational training centers (VTC's) providing hotel and tourism training in February 2006, a strategic plan was developed for both the Unit and the VTC's. A key recommendation within the plan was the development of model centers of excellence for vocational training in hotel and tourism. These centers would serve as a template for the development of an internationally credible approach to training for the sector, which will later be replicated in all centers. The selected centers for development were defined as Madaba, Abu Nussair and Aqaba.

The detailed diagnostic assessment of the 11 vocational centers provided information on the current performance of all centers against international benchmarks across a number of key dimensions. A summary of the outcomes from this assessment are provided in Diagram 1 below:

*Diagram 1*

**Overall Centre Comparison - February 2006**
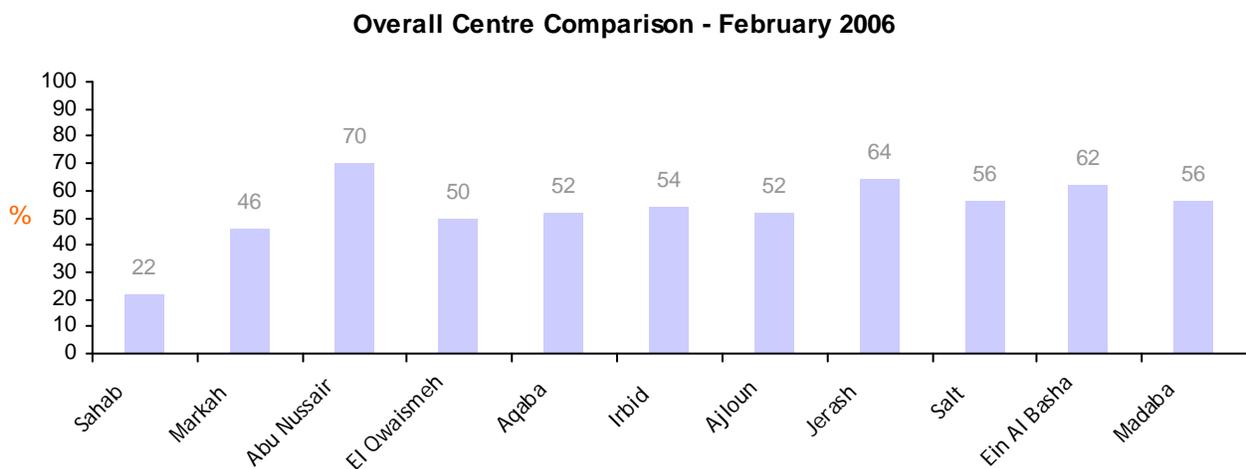


It is clear from the results presented above that much work is required to bring the vocational training centers up to international standards, in terms of the quality of training delivered. This will be the role and function of the model centers; to create a best practice approach which demonstrates how effective vocational training can be delivered in hotel and tourism. It is proposed that the first model center will be developed at Madaba and launched in September 2006 and this approach will enable the model center framework to be implemented and fine tuned prior to replication in other centers.

An important step in developing the first three model centers is the completion of an institutional assessment of the current standing of the three centers against international best practice requirements for centers of excellence in vocational training. This report begins with a description of the model center framework and the remaining sections provide a summary of the current performance of the three centers against these defined criteria. This report also highlights the current gaps in performance which must be addressed when moving these centers towards a model of excellence. Given that the center at Madaba has been selected for the initial launch, greater emphasis is placed on the analysis of this center.

## Section 1     Best Practice Framework for the Institutional Assessment

### 1.1 Introduction

The development of the model centers must take place within a framework of excellence which encompasses all elements that comprise an effective vocational training center offering hotel and tourism training. There are many international approaches and concepts that can be drawn from, but no one model exists which provides a definitive route map for the development of centers of excellence.

Therefore, it has been important to design a framework which will serve as the benchmark against which the current performance of the centers is measured, but which will also provide a template for the development of the centers of excellence. This framework has been developed following extensive research into international best practices in both education and business enterprises and the key elements of this model approach are described in this section.

### 1.2 An overview of a model center of excellence

Delivering high quality vocational training, for any sector, in any environment creates many challenges. Not only must the training offered be aligned to industry needs, but the capabilities and competences of those delivering the training must be of an industry standard, in order to ensure that the training offered produces graduates who can actually meet the demands of the workplace. In light of this, curricula development and instructor competence are clearly two important elements to be considered in developing a model center framework. But there are many more issues to be addressed, such as the effective management of the center, the level of facilities and resources available and the learning environment created, to mention but a few.

It has been highlighted on many occasions in the past that the delivery of effective vocational training requires a partnership approach with the industry it serves. Therefore, any model approach must facilitate industry involvement in a structured and meaningful way. But this partnership approach must run much deeper; key stakeholders must work together to ensure that the training environment created within the centers mirrors the world of work. Given that vocational training centers are intended to serve the commercial sector, those who manage these centers must adopt a commercial mindset and the centers should be managed in a commercial manner. That does not mean that the educational remit is discarded, but centers should have a commercial focus as well as being education institutions. This is essential for a number of reasons. First, center managers must operate on a similar wavelength to industry stakeholders and must understand the needs of modern industry. Second, the environment created within the centers must match as closely as possible the ethos and reality of the real work environment. This can only be achieved if those charged with managing the centers adopt a commercial as well as an educational mindset.

In other words, centers should be operated with both educational and commercial principles in mind. As well as having relevant curricula and competent instructors, VTC's should have a defined strategic direction, strong management teams and effective budgeting and control processes. Any model for the future development of the vocational training centers must address these issues. The challenge has been to find a template which achieves this and the proposed framework for developing the model centers is depicted in Diagram 2 below:

*Diagram 2 – Core elements of a model center*
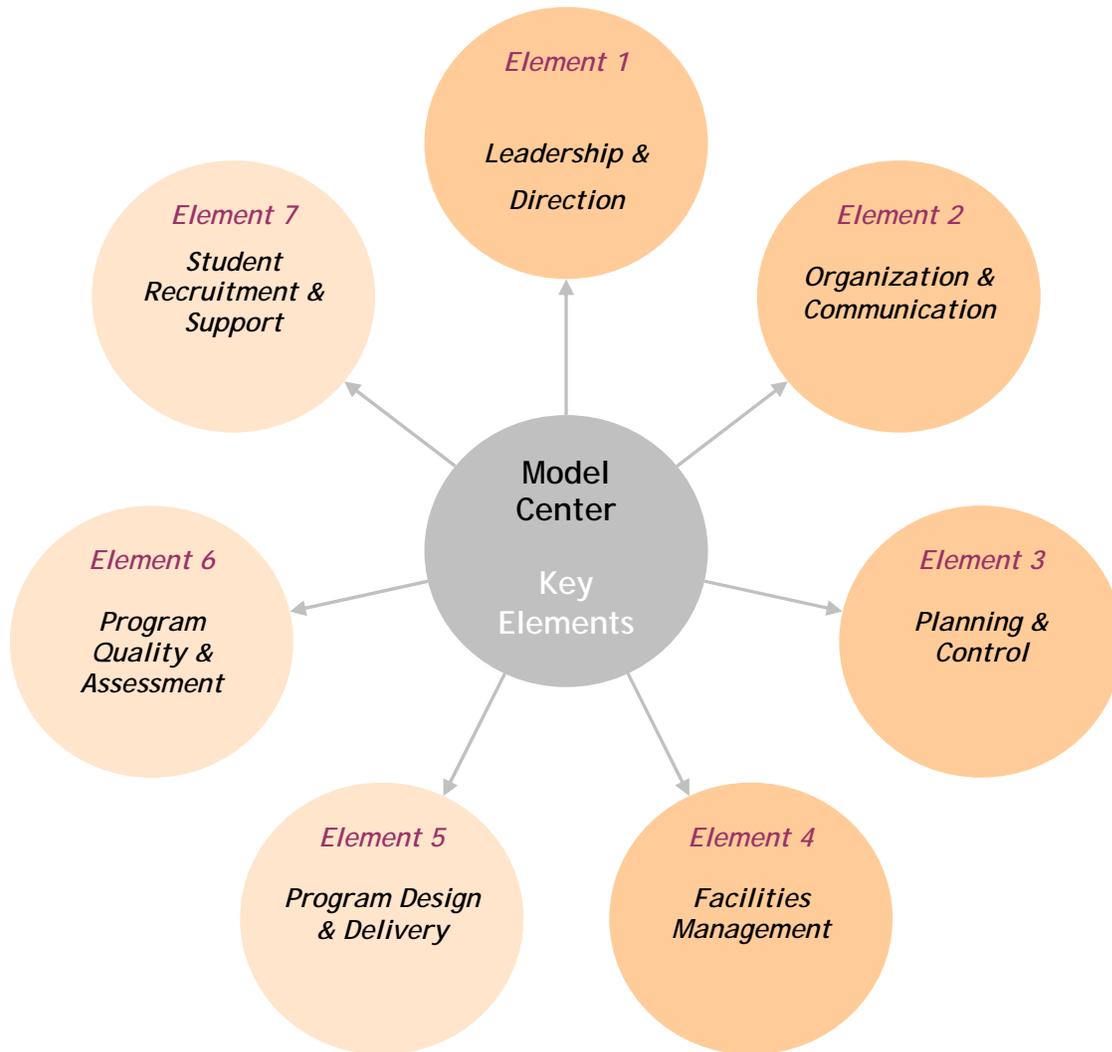


The core elements outlined above have as their frame of reference the principles of best practice, both in education institutions and within commercial enterprises. They reflect components of models of excellence such as that developed by the European Foundation for Quality (EFQM). **Elements 1 – 4** broadly relate to how the center is managed and operated, whilst **elements 5 – 7** focus on aspects related to the nature and quality of the training offered at the center. These elements span the range of activities necessary to ensure that effective learning, which meets industry needs, is delivered in a well managed center providing a realistic work environment.

Within each of these key elements, a range of criteria have been developed to offer guidance and direction in seeking to attain best practice. The remainder of this section outlines in greater detail the specific criteria that must be attained within each element.

### 1.3  Leadership & Direction

In any education institution or commercial enterprise the importance of strong leadership and a clear direction cannot be underestimated. Without this, the effectiveness of all other activities is diminished and the achievement of goals cannot be guaranteed. Specifically, best practice requires the following:

| Area | Criteria |
|---|---|
| **Leadership & Direction** ||
| **Leadership**<br><br>Senior center management display strong leadership characteristics | ▪ The Director has a clearly defined vision for the center and communicates this regularly to employees and key stakeholders<br>▪ The center director motivates, supports, develops and values their employees<br>▪ The director involves the key team members in the running of the center and all management & staff share a genuine commitment to achieving excellence |
| **Strategic Direction**<br><br>The Center has clearly defined its strategic direction | ▪ The Center has defined its mission and goals which reflect the unique features of vocational training in hotel & tourism<br>▪ The Vision and Mission for the center are communicated to relevant stakeholders<br>▪ An overall strategic plan has been developed, with input from industry stakeholders<br>▪ The External environment is constantly monitored and the center is proactive in responding to industry trends. |
| **Stakeholder Involvement**<br><br>Effective structures are in place to encourage involvement of industry stakeholders in centre activities | ▪ The center has identified the main stakeholders it serves<br>▪ A partnership approach is adopted with these key stakeholders and the center actively engages them in center management and operation<br>▪ Structured channel(s) or mechanisms are introduced and implemented which facilitate stakeholder involvement in center activities<br>▪ Alliances and/or networks are developed with key stakeholders as appropriate |
| **Continuous Improvement**<br><br>A culture that supports continuous improvement is evident at the Centre | ▪ Senior management within the center are proactive in their attitude to change and actively drive continuous improvement<br>▪ Mechanisms are in place to generate appropriate feedback on current performance and action is taken to identify and implement improvements where necessary<br>▪ All managers and employees within the center are actively involved in identifying and implementing change initiatives and team based approaches are widely used |

A clear message is predominant in all the research undertaken, as part of the development of the proposed framework for the development of the model centers, namely, the importance of leadership in education or the commercial field. Without strong leadership and clearly defined mission and goals any enterprise will suffer in terms of its ability to improve and succeed. A quotation from the European Foundation for Quality Management (EFQM) succinctly describes the importance of leadership "The behavior of on organization's leaders creates a clarity and unity of purpose within the organization and an environment in which the organization and its people can excel"[1]

Linked to the importance of leadership is the need to translate the leader's vision for the organization into a clear strategic direction which has 'buy in' from all center employees. This does not have to be complex and given the context for vocational training in hotel and tourism in Jordan, it should be a simplified process. But there must be some mechanism to ensure that each center has defined the goals it wishes to achieve.

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[1] EFQM, 2001.

The need to create and sustain meaningful linkages with key stakeholders is another important feature of the proposed approach to be adopted in the model centers. Feedback from meetings with industry representatives indicates a willingness on their behalf to support the development of the VTC's. The contacts have also highlighted the 'perceptions gap' that exists between the industry and VTC management. This must change as part of any model center approach.

Finally, each center must strive to continuously improve in all its key activities. Whilst the research undertaken of the VTC's indicated that there were structural blockages which prevented improvement, there was also a noticeable lack of interest among many center management teams in seeking to improve the quality of what they offered. This was manifested by the poor standards of hygiene that were prevalent in many centers.

## 1.4 Organization & Communication

In order to operate effectively, any organization must be structured in such a way that ensures it makes the best use of its human resources. Successful enterprises also ensure that their employees have opportunities to continuously update their skills. In effective organizations, communication is at the center of all activities and all employees are involved in the day to day management of the business as appropriate.

| Area | Criteria |
|---|---|
| **Organization & Communication** | |
| **Organization Structure**<br><br>An effective organization structure contributes to the efficient running of the center | • An organization structure is clearly defined<br>• Individual roles and responsibilities for all managers and staff have been identified and communicated<br>• Job descriptions have been defined for all key positions, outlining individual roles and responsibilities<br>• Resources are allocated effectively throughout the center to enable each individual to successfully fulfill their remit |
| **Capacity Building**<br><br>Employees in all positions have the necessary competences to fulfill their role | • Human resource management is seen as an important element in achieving success and center employees are valued and developed<br>• Management and instructors have an in-depth knowledge of the hotel and tourism industry and keep pace with changing trends and current best practices<br>• Individuals are competent in their area of responsibility and receive regular development to continuously upgrade their skills, including practical placement in industry.<br>• Annual performance reviews are held with employees to monitor individual performance and identify development needs |
| **Operational Management**<br><br>Centre Management operate as an effective management team | • All center employees are actively involved in the efficient and effective day to day management of the center<br>• Clear channels of communication have been defined to facilitate this involvement and are adhered to<br>• Daily and weekly meetings are held among the management team and key employees to ensure the effective coordination of efforts<br>• Workload within the center is fairly distributed and individual underperformance is addressed by the center director<br>• Staff and students project a professional image by their attitude & appearance |

An important feature of any successful enterprise is an effective organization structure, which matches operational needs with capabilities of the management team. Although, each center currently has a clear structure, there are a range of issues to be addressed in this regard such as the fact that most center directors have little or no understanding of the hotel and tourism industry.

It is abundantly clear from the assessments undertaken across the centers that there will be a need to enhance the capabilities of center directors, supervisors and instructors when seeking to implement the model center approach.

Operating the centers is a complex undertaking and all employees should be involved in the process as appropriate. To facilitate this, clear and effective communication channels must be implemented and adhered to.

### 1.5 Planning & Control

There is often a danger that education institutions view planning and control as being of greater importance in the commercial field, but less of a necessity in an education environment. This could not be further from the truth and in the context of Jordan, where resources are limited; there is a greater need for the VTC's to more effectively plan and control.

| Area | Criteria |
|---|---|
| **Planning & Control** | |
| **Annual Planning**<br><br>An annual plan for the centre is in place and implemented | ▪ An annual business plan for the center is developed, which translates the strategic goals into action. The planning process is clearly defined and individual roles and responsibilities are assigned.<br>▪ All managers and employees at the center are involved in the planning process as appropriate.<br>▪ The annual plan is formally reviewed by senior managers on an on-going basis to measure progress. Adjustments or revisions to annual plans are made if necessary.<br>▪ Appropriate financial and non-financial data is available to facilitate effective decision making. |
| **Financial Management**<br><br>Defined financial management procedures are in place which adequately fund the Center | ▪ In conjunction with the annual plan, clear budgeting & control procedures are in place to manage the Centre's financial resources.<br>▪ An annual budget forms part of the Annual Plan and the development of the budget is an inclusive process<br>▪ The overall level of funding provided to the center is sufficient to support the delivery of quality training<br>▪ Actual expenditure against budget is adequately monitored and sufficient controls are in place to identify and address shortfalls/variances<br>▪ Roles and responsibilities within the financial management system are clearly defined and communicated |
| **Performance Measurement**<br><br>Agreed measures are in place and used to review centre performance | ▪ The center defines and achieves its targets in relation to student throughputs<br>▪ Key performance measures are determined which assist in identifying center performance in priority areas<br>▪ Defined information systems are used to gather the necessary data to aid decision making<br>▪ Analysis of current performance is used to guide the future direction of the center |

In order to translate the strategic plan into reality, it is necessary to develop an annual plan for each center. Again, given the context, this does not have to be a complicated document, but it must be structured and focused on the achievement of clearly defined goals.

In addition to a more effective planning process, the assessment of the centers indicated that resource allocation and budgeting needs to be reviewed, to ensure that the centers have the necessary financial resources to deliver realistic training for students. In relation to control, there needs to be a more structured approach to measuring performance on a real time basis. There are some annual controls in place, but the production of data comes too late to allow remedial action to be taken. The model center approach will seek to define basic measures that can give a more holistic view of center performance.

## 1.6 Facilities Management

In any educational institution, particularly in the VTC's, where there is a focus on practical training, the nature and quality of the resources and facilities available are vital. However, it is not only important that the required facilities and resources are provided, but they must be maintained and sustained over the long term. This requires the introduction of effective facilities and resource management procedures.

| Area | Criteria |
|---|---|
| **Facilities Management** | |
| **Facilities Management**<br><br>Systems are developed and followed to protect and maintain the assets within the Centre. | ▪ Center facilities should be relatively self-contained and provide a high quality learning environment<br>▪ A comprehensive register of assets is maintained at the Center and regularly updated and includes details such as; asset description, cost, location, reference number etc.<br>▪ Fixed assets are continuously monitored against misuse, theft, poor performance or maintenance problems.<br>▪ A comprehensive maintenance programme is established and appropriately resourced to ensure that defective or broken equipment is promptly repaired.<br>▪ All areas of the Center are maintained to a high standard which is reflective of the industry it serves and the centre projects a positive image overall by its maintenance & appearance |
| **Hygiene & Safety**<br><br>A systematic approach is adopted to Hygiene & Safety management at the center | ▪ A hygiene policy for the center has been developed which sets out the hygiene standards to be achieved<br>▪ A comprehensive hygiene management system (HACCP or derivative) is implemented within the center. The system is regularly audited for compliance.<br>▪ All management, instructors and students receive regular training in hygiene and adhere to hygiene standards on a day to day basis.<br>▪ Personal hygiene and appearance are given high priority within the center and are of an industry standard<br>▪ Safety management is a priority at the center and defined safety measures are in place, with adequate safety notices place in critical areas |
| **Information Technology**<br><br>Sufficient IT resources are available to support effective centre management and student development | ▪ IT facilities within the center are sufficient to provide students with high quality training in this area<br>▪ It systems used in the center for training are relevant to those used in the industry<br>▪ IT resources available to center management facilitate the effective running of the center |

Although many of the centers visited had good facilities and often possessed state of the art equipment, the majority of centers did not maintain or manage these resources to a high standard. In developing the model centers, it will be important to ensure that procedures and systems are put in place to maintain the facilities and ensure that the quality of hygiene and safety are comparable to those within the industry.

Information Technology is a critical feature of business life today, in all industries. Therefore, the availability and usage of IT resources within the VTC's must be examined from two perspectives when developing the model center. On one level, it is essential that students receive IT training as part of their programs which will prepare them for what they will experience in industry. From another perspective, it will be important to examine how IT can be used more effectively as a management tool to facilitate the smooth operation of the centers.

## 1.7 Program Design & Delivery

The first four elements focused upon the activities required for the smooth running of a center to a best practice standard. The remaining elements focus on the criteria necessary to ensure high quality training is delivered with the center.

| Area | Criteria |
|---|---|
| **Program Design & Delivery** | |
| **Curriculum & Program Development**<br><br>A systematic approach to curricula development is adopted, which addresses stakeholder needs | ▪ Curricula and Programs are developed within the context of national occupational standards and a national qualifications framework<br>▪ Structured mechanisms are used to generate stakeholder involvement in program and curricula development<br>▪ The curricula developed also reflects and responds to the needs of students and focuses upon enhancing their employability<br>▪ Programs have clearly defined objectives and learning outcomes<br>▪ Appropriate language, IT skills and hospitality are incorporated into all programs |
| **Program Delivery**<br><br>Program delivery is of high quality and enhances the learning environment | ▪ The duration of programs is sufficient to achieve learning outcomes and responsive to industry needs<br>▪ Instructors utilize a diverse range of teaching methodologies in the delivery of programs.<br>▪ Instructors have the necessary skills and qualifications to ensure high quality training is delivered and that the learning outcomes are achieved<br>▪ Program delivery is guided by the use of lesson plans<br>▪ Programs are managed effectively to ensure that a consistent, standardized and coordinated approach is adopted within the center.<br>▪ Classrooms and training rooms create a positive learning environment<br>▪ Mechanisms are in place to enable stakeholders to provide feedback on the program outcomes |
| **Training Tools & Resources**<br><br>Sufficient, quality training tools and resources are available to support learning | ▪ Instructors have the necessary range of tools, resources and equipment to ensure that the learning environment created is reflective of the world of work<br>▪ Adequate training materials are available to students and are of high quality and directly linked to the curricula covered<br>▪ Training equipment is of good quality and is reflective of that used in the industry today |

In developing the model center approach, program design and delivery will naturally be of vital importance, as will the ability of the instructors to deliver the programs to a high standard. Full details of the action taken to date in this area are outlined later in the report.

## 1.8 Program Quality & Assessment

Any system of education and training will only be effective if there are mechanisms in place to validate assessments and to ensure the overall integrity of the programs offered. In developing new programs which are more responsive to industry and student needs, methodologies for assessment and quality management must also be examined and workable solutions incorporated into the model center approach. Best practice requirements in this area would indicate:

| Area | Criteria |
|---|---|
| **Program Quality & Assessment** ||
| **Assessment Processes**<br><br>Measures are in place to ensure the validity and credibility of training | ▪ Rigorous and credible processes are used to measure student attainment and to ensure validity of results<br>▪ Assessments are based upon defined criteria and are conducted by individuals with recognized capabilities in this regard |
| **Quality Assurance**<br><br>Action is taken to ensure the consistency and quality of the teaching process | ▪ Defined mechanisms are in place within the center to monitor the quality of program design and delivery<br>▪ |

## 1.9 Student Recruitment & Support

It is clear that student recruitment is a major difficulty facing the VTC's and the model center approach must address this core problem. In addition, the nature and level of supports offered to students and the quality of work placements are also issues of concern Best practice in this area would indicate:

| Area | Criteria |
|---|---|
| **Student Recruitment & Support** ||
| **Student Recruitment**<br><br>Effective procedures are implemented to enhance student recruitment efforts | ▪ The profile and numbers of students sought by the center have been defined, in conjunction with industry stakeholders<br>▪ Student recruitment policies offer equality of opportunity and support those individuals with limited career opportunities<br>▪ The Centre makes proactive efforts to optimize the male/female gender balance ratio<br>▪ Student recruitment efforts are structured, innovative and include a wide range of activities including advertisement, open days, job talks etc<br>▪ Clearly defined selection criteria are applied for selecting entrants to each program<br>▪ A structured selection process is adopted for screening applicants<br>▪ Selected students receive a comprehensive induction to prepare them for their chosen program |
| **Practical Experience**<br><br>Industry placements are effectively managed | ▪ Work placements are structured and provide students with relevant and high quality work experience<br>▪ Instructors and supervisors ensure that students are supported appropriately during work placements |
| **Career Guidance & Support**<br><br>Students are offered ongoing support with career options | ▪ Students are offered appropriate career guidance and other support as necessary<br>▪ Industry stakeholders are encouraged to visit the center to share experiences with students<br>▪ Students are offered support with sourcing employment following the completion of their program<br>▪ Mechanisms are in place to solicit student feedback where appropriate |

## 1.10 Conclusion

Significant time has been devoted in Section 1 to outlining the best practice criteria for a model center of excellence in vocational training, as it is these criteria that will guide all future efforts in developing the model centers. The seven core elements outlined above provide a clear framework for developing a model center and the challenge now is to develop an action orientation which will translate these criteria into reality in the first model center at Madaba.

It is now important to define the current standing of the three centers in relation to the best practice model described here. To achieve this, an institutional assessment was undertaken of the three centers and the findings are outlined in the following sections. As stated previously, the focus has been on Madaba VTC, as this will be the first model center developed.

Prior to outlining the results of the institutional assessment undertaken, it is worth noting at this stage an important point regarding the methodology for the analysis. As described above, there are seven best practice elements to be considered, four relating to how a center is managed and three directly impacting on the quality of training and learning. As the latter three elements are global in nature (affecting all centers) and must be considered in a national context, they have been treated separately and the actions required in this area are described in Section 5.

Consequently, the institutional assessment has focused on the four core elements that relate to the effective management of the center and it is the findings of this component that are presented in Sections 2 – 5.

## Section 2    Institutional Assessment of Madaba Vocational Training Center

### 2.1 Introduction

The following section provides both a summary and a detailed analysis of the findings of the institutional assessment of Madaba Vocational Training Center against the best practice framework for the model center outlined in Section 1.

### 2.2 Summary Assessment of Madaba Vocational Training Center

The institutional assessment of Madaba VTC indicates that transforming the center into a model of excellence will pose significant challenges, both from a facilities perspective as well as from a center management viewpoint. However, with strong guidance and support these difficulties can be overcome. The key findings from the assessment include:

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### Madaba Center

- Center Management is weak and strong Leadership is lacking
- Culture of continuous improvement not evident at the center
- Organization structure and internal decision making processes need strengthening, if center is to become model of excellence
- Little evidence of effective planning and control
- Capability of Instructors is poor and quality of training delivery would be questionable
- Significant concerns exist as to how program outcomes are assessed
- Student numbers are low and center management are largely reactive in recruitment efforts
- Facilities need to be upgraded to meet model center requirements, but the center is relatively new and has the potential to present a positive image
- Standard of hygiene, maintenance and overall professionalism are very poor

</div>

- The facilities at Madaba are relatively self-contained and although significant interior re-design is required to meet all the requirements of a model center, this work does not require major structural alterations, except in the case of the housekeeping area.
- Once completed, the center has the potential to provide a high quality learning environment. The standard of kitchen and restaurant equipment at the center is good and significant expenditure is not envisaged in this regard.
- However, currently the quality of hygiene at the center is poor and there will be a need to introduce a comprehensive hygiene and safety management system at the center as part of the development of the model center.

The available facilities at Madaba are described in the plans overleaf. (*Please note that the plans are not to scale and are for demonstration purposes only*).

### 2.3  Current Training Facilities at Madaba

2.3.1 Food Service Training

*Food Service Training - Current Facilities*
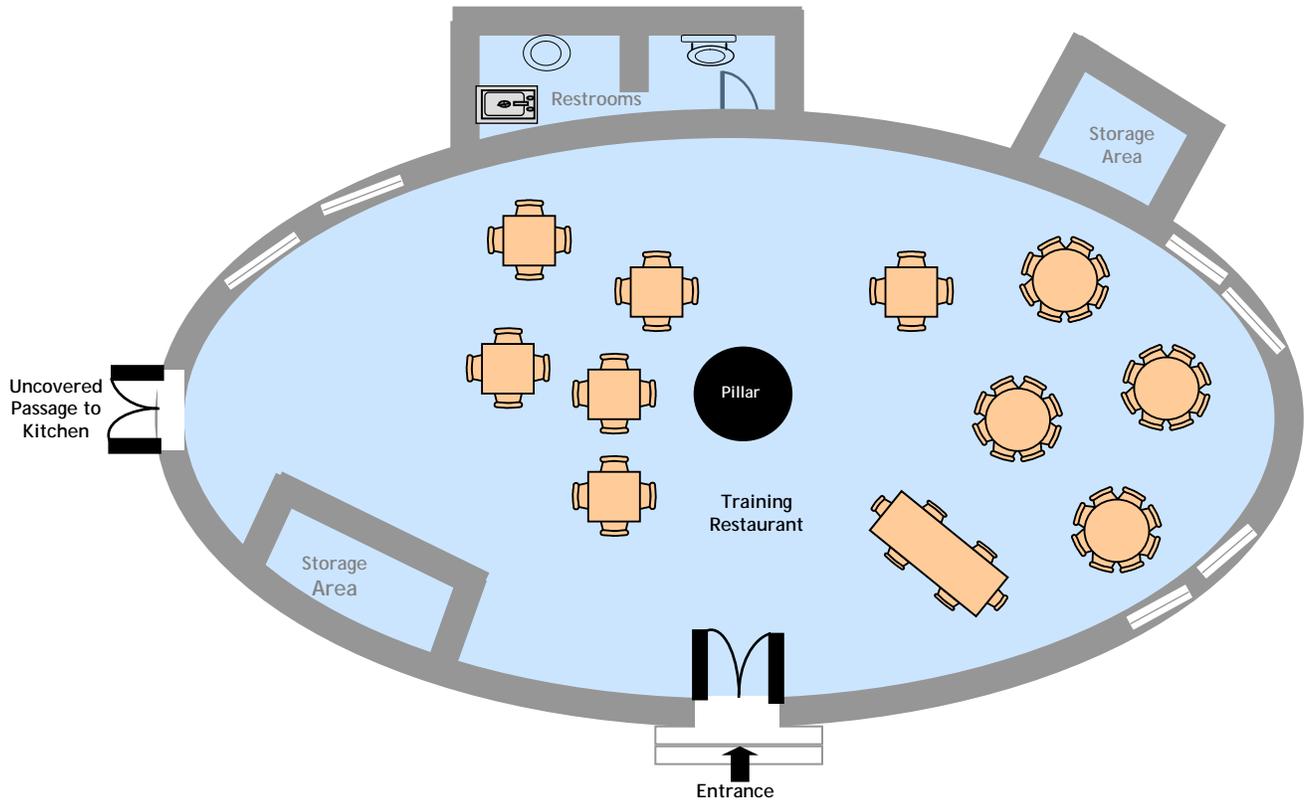


The Food Service Training area is an oval shaped room, which makes it difficult to utilize the space to its full potential. On the positive side, the room is spacious with lots of natural light and generally in good condition. In transforming Madaba into a center of excellence the following points must be addressed in the restaurant training area:

- The main entrance opens directly into the restaurant and ideally there should be some form of porch area
- The toilets open directly into the restaurant area. This is unhygienic and an ante-room must be developed to provide a barrier between the two.
- The passageway from the restaurant to the kitchen is uncovered and this must be enclosed
- There is no heating/air handling unit in the restaurant area, leading to the room becoming very cold in winter and too hot in summer. During the winter, kerosene heaters are used and this is unhealthy as well as being a potential safety hazard
- There is no dedicated classroom area in the restaurant. This is not a major difficulty and can be addressed by using moveable partitions to section off an area for theory training, or to create a designated classroom area in another part of the building.
- The ceiling needs some minor refurbishment to fill in holes etc.

Generally, the expenditure required to bring the internal restaurant area up to the required standard will not be significant and the room has the potential to create a positive environment for learning.

## 2.3.2 Food Production Training

*Food Production Training - Current Facilities*
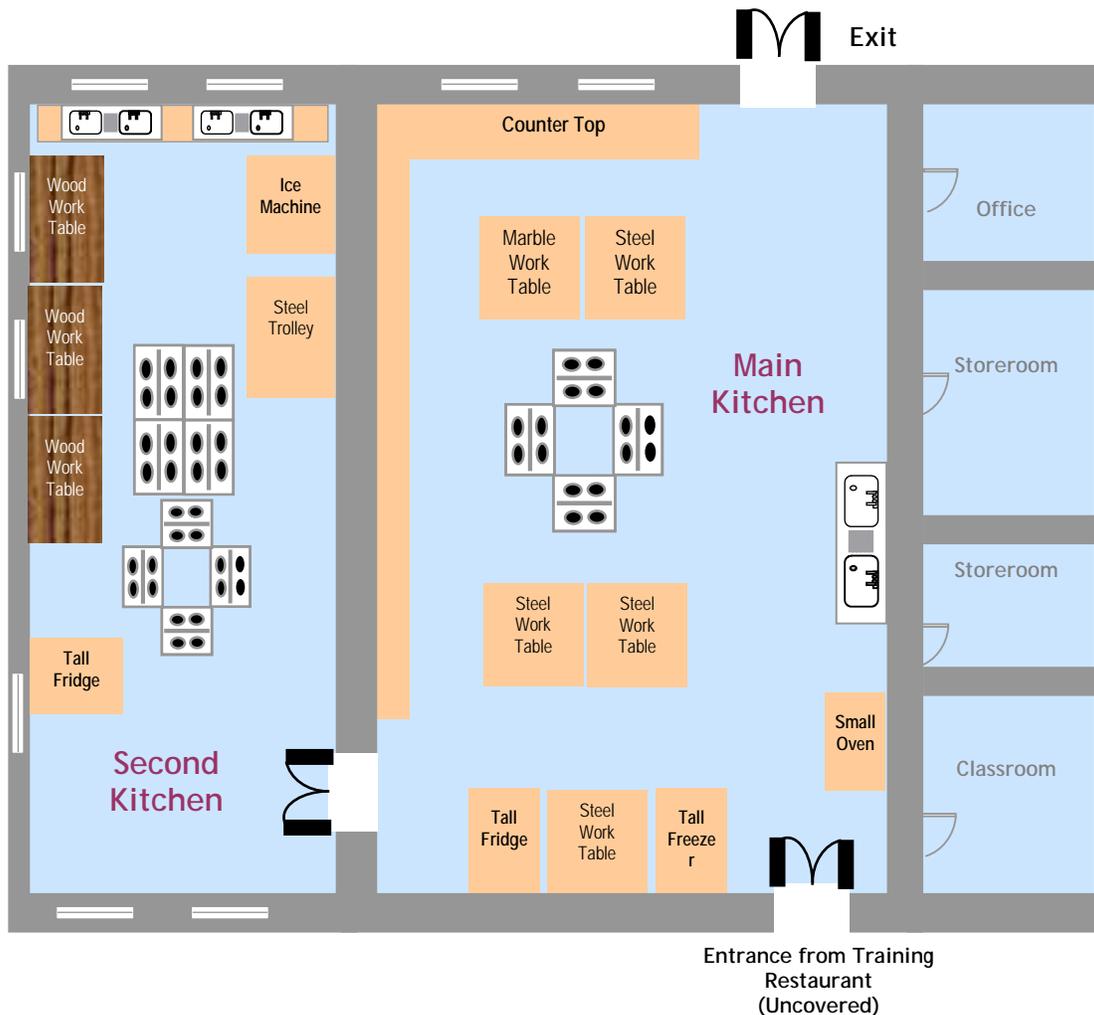


The Food Production training area is generally spacious and has a good standard of equipment, although it has not been well maintained or kept in a hygienic state. The main work that will be required as part of the development of the model center will include:

- The kitchen area and all equipment will need intensive deep cleaning
- A demonstration area, with ceiling mirror, must be developed in the second kitchen to facilitate effective practical training
- The available classroom is too small and a larger room must be created
- All wall mounted shelving units must be removed as they are currently unhygienic.
- The second kitchen will be converted into a 'cold' kitchen and the main kitchen will then become the hot area. All cooking stations must be transferred into the main kitchen
- The kitchen floor and walls needs attention. Replacement surfaces would be overly expensive, but the floor needs to be sanded and sealed to create a safer and more hygienic environment

As this is quite a specialized area, it is advisable to contract the services of a 'chef expert' to prepare a detailed kitchen plan, with a full equipment list. Generally, the work required in the kitchen is not structural and should not represent major capital expenditure.

2.3.3 Housekeeping Training Area

*Housekeeping Training - Current Facilities*
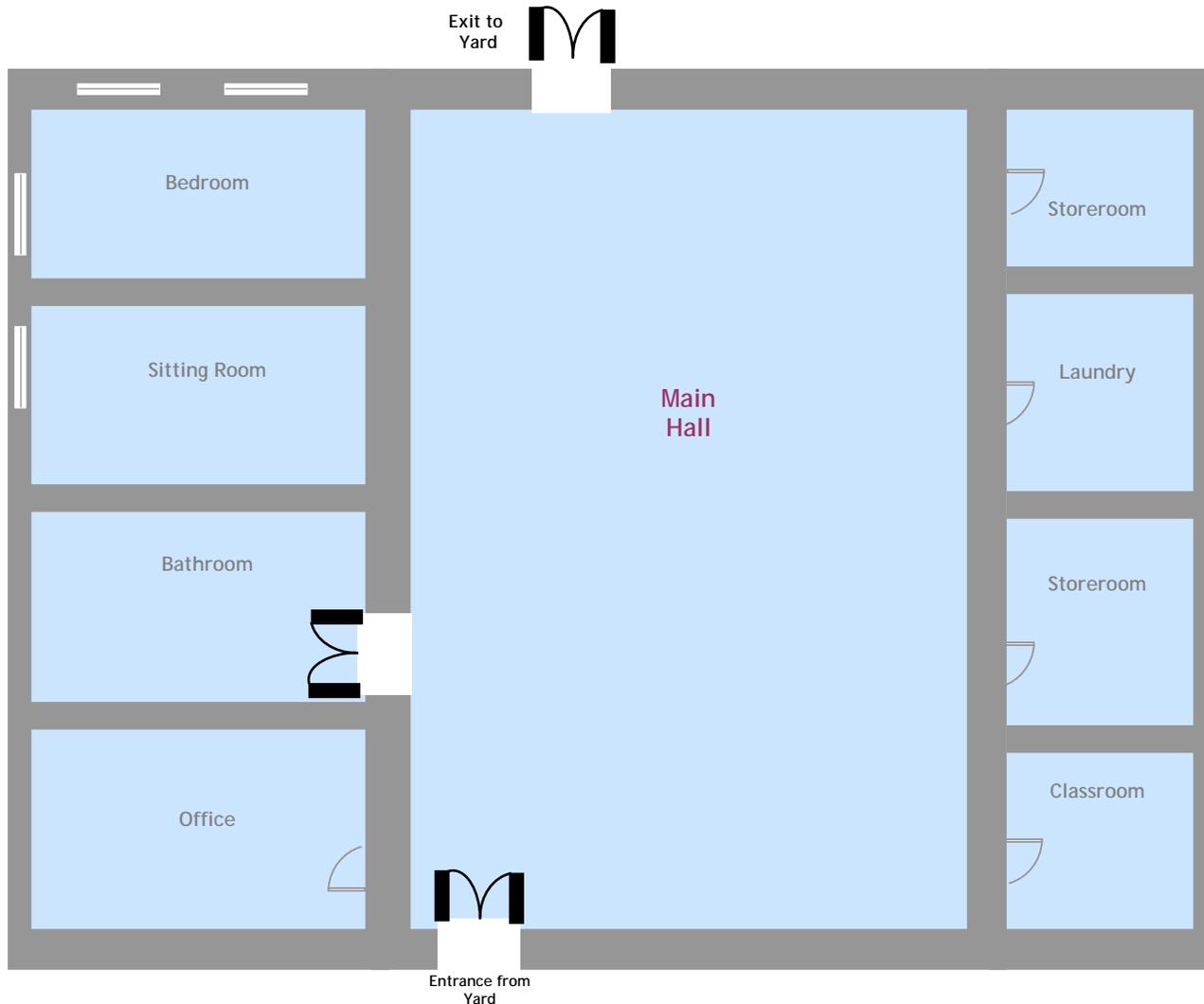


Currently the housekeeping facilities at Madaba fall far below the requirements of a model center and significant structural work is required in this area. These alterations include:

- Improvement of the housekeeping training rooms to incorporate a training demonstration facility
- Increasing the size of the available theory classroom
- The fitting out of the existing laundry
- The creation of male/female changing rooms

Engineers from the VTC are currently preparing plans for the alterations with the relevant cost estimates.

## 2.4 Projected Student Numbers

In total, it is estimated that the facilities at Madaba can cater for an intake of 60 students at any given time, with 20 allocated across each of the three disciplines. Currently, there are 42 students at the center. With two programs operating per year this would allow for a total student throughput of 120, using three instructors.

## 2.5 Detailed Findings of the Institutional Assessment

*Leadership & Direction*

| Area | Findings |
|---|---|
| **Leadership & Direction** ||
| **Leadership** | • Center lacks proactive leadership, although the Director remains relatively positive towards the model center concept.<br>• Center director lacks the necessary understanding of the requirements for hotel & tourism training and makes basic errors such as smoking in kitchens etc |
| **Strategic Direction** | • As with the majority of centers, there is a lack of strategic focus and direction within the center and very little evidence of any long term planning |
| **Stakeholder Involvement** | • The center does have informal linkages with industry, but these must be more effectively structured and formalized |
| **Continuous Improvement** | • There was no evidence of continuous improvement at the center and similar basic problems were identified on both the February and May visits |

*Organization & Communication*

| Area | Criteria |
|---|---|
| **Organization & Communication** ||
| **Organization Structure** | • The organization structure at the center needs revision as part of the development of the model center. To compensate for the Director's lack of knowledge of the industry, as strong supervisor with an industry background must be appointed. |
| **Capacity Building** | • Both the Center director and the instructors needs significant development, if they are to meet the requirements and demands of managing and operating a model center |
| **Operational Management** | • Direct evidence of good teamwork was lacking in the center and the instructors did were generally unaware of the major operational issues affecting the center. |

*Planning & Control*

| Area | Criteria |
|------|----------|
| Planning & Control | |
| **Annual Planning** | ▪ Planning at the center is reactive and although the director could identify the main issues and problems, there was little evidence clear plans to address the problems |
| **Financial Management** | ▪ Annual budgeting process lacks clarity and inclusion. The allocation of resources to hotel & tourism unit was unclear |
| **Performance Measurement** | ▪ There is an over-emphasis on financial metrics as the sole measure of performance.<br>▪ An annual audit of the center is conducted by the VTC, but details of the content were not supplied despite several requests. In any case, this occurs on one occasion per year and a more effective system of performance measurement is needed. |

*Facilities Management*

| Area | Criteria |
|------|----------|
| Facilities Management | |
| **Facilities Management** | ▪ Generally, the facilities and equipment provided at the center are of good quality<br>▪ Maintenance and overall appearance of the center needs improvement. There is ample evidence that the center was never fully cleaned following the handover from the builders |
| **Hygiene & Safety** | ▪ The standard of hygiene and attention to detail at the center is poor and no attempt was made to make the center look more presentable for either the visits in February or May. The concern is that the center staff don't seem to notice the poor hygiene. |
| **Information Technology** | ▪ The quality and quantity of IT resources available at the center is good, but currently underutilized. |

## 2.6 Conclusion

In seeking to transform Madaba VTC into a center of excellence the most significant issues to be addressed will be human resource related, as opposed to being structural or resource orientated. Transforming Madaba into a model center will necessitate significant external support and guidance to support the management team and instructors, as they adjust to the demands of the new approach.

The major challenge to be overcome at Madaba will be with regard to management and instructor competence and significant capacity building will be required at both levels. Measures are already in place to enhance the capabilities of the instructors, but the development of management capabilities must also be addressed. The center director, whilst offering positive lip service towards the designation of Madaba as a center of excellence, does not seem to have the understanding necessary to lead a model center for hotel and tourism training. A simple example of this was his continued smoking in kitchen areas during show arounds of center despite the presence of students. This may seem a minor difficulty, but it is indicative of a fundamental lack of understanding of the basic elements of hotel and tourism. In light of this, any development efforts at Madaba must be underpinned by strong pre and post opening external support for the management and instructors.

## Section 3    Institutional Assessment of Abu Nussair Vocational Training Center

### 3.1  Introduction

The following section provides both a summary and a detailed analysis of the findings of the institutional assessment of Abu Nussair Vocational Training Center against the best practice framework for the model center outlined in Section 1.

### 3.2  Summary Assessment of Abu Nussair Vocational Training Center

The institutional assessment of Abu Nussair VTC indicates that the center is already operating to a high level and as such the creation of a model center in this location should pose no major difficulties. Key findings of the institutional assessment include:

---

**Abu Nussair Center**

- Center management is positive, with a strong leadership focus
- Culture of continuous improvement is evident and there are many practical examples of this in action
- Organization structure and processes are effective and there was a sense of teamwork operating at the center
- Clear evidence that planning and control are structured
- Quality of Instructors is good, both in terms of capabilities & motivation
- Student numbers are low, but center management is at least proactive in attempting to address this
- Facilities are of good quality, but adequate training areas for food service and housekeeping are not currently available in the center
- Standard of hygiene, maintenance and overall professionalism is very good

---

Abu Nussair is already implementing many best practice principles, in terms of how the center is managed and in relation to how training is delivered. The center director has a strong sense of vision and mission and this is transmitted to the instructors. The center is new and as such the facilities are very good and the quality of hygiene and presentation is excellent. The overall impression projected by the center is one of professionalism and this center is already setting a strong example, certainly in comparison to its counterparts. It is also one of the few centers where instructors could clearly demonstrate the curricula they followed, the lesson plans used and the student records kept.

The major difficulty with the center is that it is not as self contained as Madaba and lacks the facilities to deliver all the programs envisaged for the model centers. The center currently has a Food Production Kitchen, with a small Food Service classroom attached and a separate Pastry Kitchen with its own classroom. There are currently no housekeeping facilities. As such there will be some structural work required to develop the necessary training facilities, but there is space available to do so at present.

The available facilities at Abu Nussair are described in the plans overleaf. (*Please note again that the plans are not to scale and are for demonstration purposes only*).

### 3.3  Current Training Facilities at Abu Nussair

3.3.1 Food Production & Service Training

*Food Production & Service Training - Current Facilities*
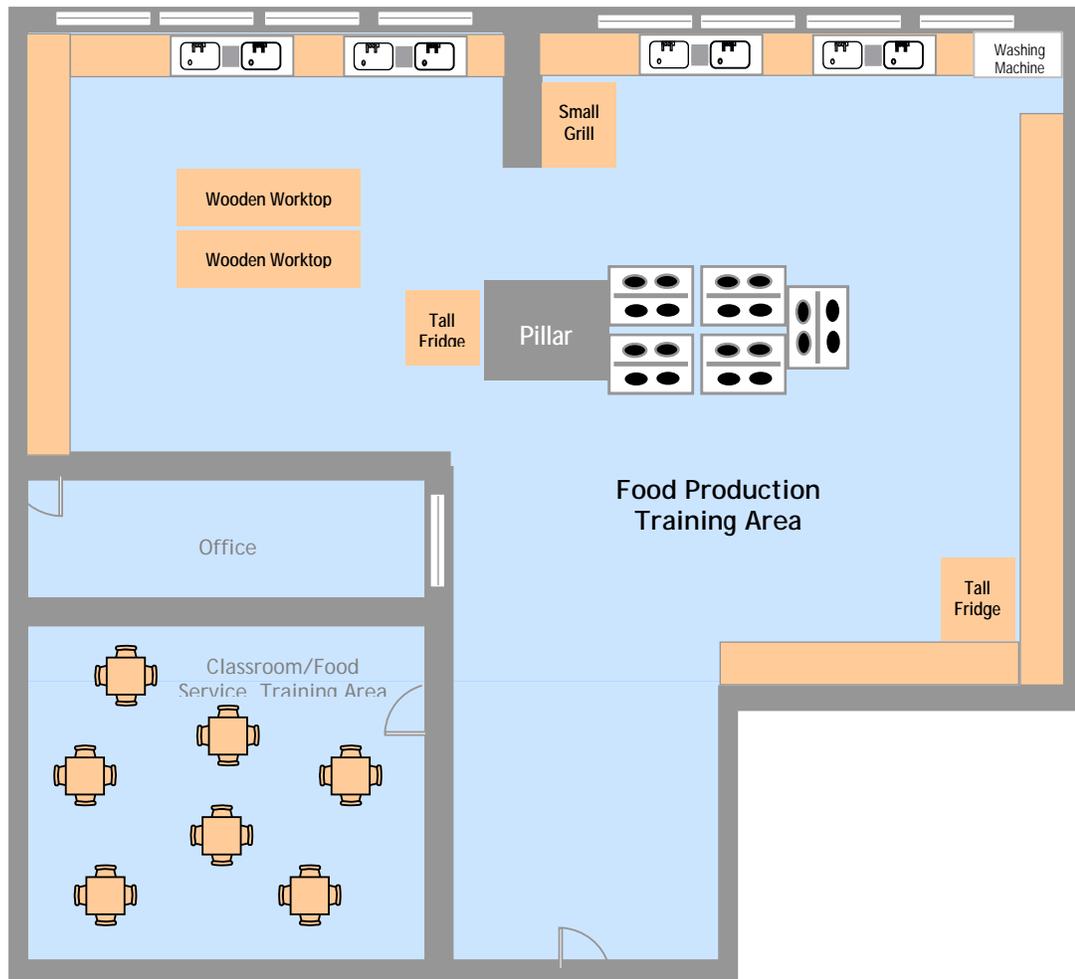


The Food Production kitchen is self -contained and has relatively good equipment. There is a small classroom attached, which is currently being used as a food service training area. However, this is too small for the needs of a model center.

### 3.4 Projected Student Numbers

Leaving aside Pastry, as it will not form part of the new program, the Production Kitchen can currently accommodate 12/15 students at any one time. As there are no designated Food Service training facilities of note and no Accommodation training area, precise projections cannot not be made, as it depends upon what facilities are developed. However, it should be possible for the center to cater for at least 45 students across the three disciplines each semester, or 90 per annum. Additional instructors for Food Service and Accommodation would be required as they are not present at this point.

## 3.5 Detailed Findings of the Institutional Assessment

*Leadership & Direction*

| Area | Findings |
|---|---|
| **Leadership & Direction** ||
| **Leadership** | ▪ Center has strong leadership and the Director is very proactive in how she manages the center<br>▪ Although not from a hotel background, the Center director has a strong understanding of the requirements for training in the sector |
| **Strategic Direction** | ▪ Uniquely in this center, there is clear evidence of a strategic focus and direction and the center director has a defined vision for what she wishes to achieve. |
| **Stakeholder Involvement** | ▪ The center does have linkages with industry, but again these can be more effectively structured and formalized |
| **Continuous Improvement** | ▪ Continuous improvement is a key feature at the center and there were many examples from both the director and instructors showing how they seek to improve the quality of training offered |

*Organization & Communication*

| Area | Criteria |
|---|---|
| **Organization & Communication** ||
| **Organization Structure** | ▪ The center director works closely with the instructors in food production and pastry and each individual did seem very clear on their roles and responsibilities |
| **Capacity Building** | ▪ Based on time spent with the staff at the center, the expert believes that, given the quality of the director and the food production instructor, they can play a role in helping to develop staff in other centers. (Pastry instructor is also very good, but this program will not form part of the model center) |
| **Operational Management** | ▪ Direct evidence of good teamwork throughout the center and staff seemed to feel part of a 'team' and working to common goals. Instructors very professional and enthusiastic. |

*Planning & Control*

| Area | Criteria |
|---|---|
| **Planning & Control** ||
| **Annual Planning** | ▪ Planning at the center is proactive and the team meets regularly to plan ahead and review progress |
| **Financial Management** | ▪ Although there was greater clarity regarding the financial management procedures at the center, there is still room for improvement in how all centers are resourced |
| **Performance Measurement** | ▪ The center at Abu Nussair did have a more proactive approach to measuring its own performance and some of these principles should be replicated in other centers also. |

*Facilities Management*

| Area | Criteria |
|---|---|
| **Facilities Management** | |
| **Facilities Management** | ▪ Although the facilities at the center are relatively new, they are well maintained and managed |
| **Hygiene & Safety** | ▪ The standard of hygiene and attention to detail at the center is excellent and an example to all other centers |
| **Information Technology** | ▪ The quality and quantity of IT resources available at the center is good |

## 3.6 Conclusion

Transforming Abu Nussair into a model center should not pose any major difficulties in terms of how the center is managed and the attitude and quality of the instructors. Many of the practices that would be expected in a model center are already in place and the management team should cope well with the transition to the new approach.

Where the challenge will lie will be twofold. First, the facilities will need to be expanded to include a food service and housekeeping training area. There is space at the center, but it will be important to try to provide all the hotel and tourism training facilities within one section of the center to provide a self-contained unit. However, the provision of housekeeping and food service training facilities should not require major structural work. Second, the current numbers of students at the center are low, so increasing the numbers will represent a challenge.

## Section 4    Institutional Assessment of Aqaba Vocational Training Center

### 4.1 Introduction

The following section provides both a summary and a detailed analysis of the findings of the institutional assessment of Aqaba Vocational Training Center against the best practice framework for the model center outlined in Section 1.

### 4.2 Summary Assessment of Aqaba Vocational Training Center

The institutional assessment of Aqaba VTC indicates that the center will pose major challenges in terms of transforming it into a model center of excellence. Of the three centers designated to become model centers, Aqaba currently has the greatest number of weakness, both in terms of facilities and human resources .  The first visit made in February 2006 had indicated that the center was performing at an acceptable level. However, the more intensive assessment made in May would raise serious concerns about this center in terms of transforming it into a model center.

Key findings of the institutional assessment include:

> **Aqaba Vocational Training Center**
>
> - Center management is poor, reactive and lacking in leadership
> - Culture of continuous improvement is absent
> - Little evidence of management effectiveness
> - Center management did speak about the range of planning and control measures they implement, but clear outcomes were not seen
> - Quality of Instructors is poor, with low motivation levels
> - Student numbers are low and center team showed no sense of urgency in addressing the problems
> - Facilities are of poor quality; standard of hygiene, maintenance and overall professionalism are also poor

The center currently offers training in Food Production, Food service, Housekeeping and Pastry. In general, the facilities at Aqaba are dated and will need significant upgrading if they are to be brought up to the requirements of a model center. This must begin with the exterior and public areas of the building which do not create a positive impression. In addition, the standard of hygiene and attention to detail was poor throughout and in particular in the kitchen area. The Food Production and Service training areas are relatively self-contained, but an area for housekeeping training will need to be found.

Perhaps of greater concern was the general level of apathy shown by the center staff, from the Director down to the Instructors. Every identified problem was met with a series of excuses and there was no sign of any proactive efforts to improve the situation. In particular, student numbers are extremely low given the number of hotel developments in the region, yet the team continuously made excuses as to why they could not attract students. Significant capacity building, or indeed personnel changes will be necessary if the center is to become a model of excellence.

The Regional Director South of the VTC, Eng. Murad Kh. Kurdi attended the meeting at the center. To be frank, his contribution was very defensive with lots of excuses (some valid of course) to justify inaction. Over time, he became more open, but never really accepted ownership for the lack of students at the center. Mr Kurdi was full of excuses as to why this was the case (lack of industry

awareness, cultural problems etc.) Despite best efforts, it was impossible to tie him down on anything concrete. Currently, the center does the basics to attract students; school visits, links with local associations and mosques etc), but they should be able to attract more students with all the hotel development going on in the area.

## 4.3 Projected Student Numbers

There were no students at the center, as the programs had finished in February and there will not any new intake until next September unless they get a special request. This is clearly an unacceptable situation.

Given the facilities seen, the center should be able to cope with an intake of 60 students per semester across the three disciplines or 120 per annum. Housekeeping facilities would have to be developed to facilitate this. However, as there is such demand projected in the area, the development of the model center at Aqaba should examine ways in which the numbers of students could be further increased.

## 4.4 Detailed Findings of the Institutional Assessment

*Leadership & Direction*

| Area | Findings |
|---|---|
| **Leadership & Direction** ||
| Leadership | ▪ The center lacks any sense of leadership, with the Regional Director and the Center Director being highly reactive in dealing with the issues faced |
| Strategic Direction | ▪ There is no strategy for the center and everything seems to be done on an ad hoc basis. No students at center until next September and this seemed not to bother anyone at the center |
| Stakeholder Involvement | ▪ Any relationships that do exist are ad hoc. Our discussions with local industry representatives indicate that the center has no profile with local businesses |
| Continuous Improvement | ▪ Allied to the above, there is no culture within the center which seeks to enhance and improve what they do. General sense of apathy |

*Organization & Communication*

| Area | Criteria |
|---|---|
| **Organization & Communication** ||
| Organization Structure | ▪ The center has the same internal structure as all centers but there seemed to be little rapport between the instructors and the center director. |
| Capacity Building | ▪ It is questionable at this stage as to whether the current team are capable of developing and sustaining a model center. At the very least, significant development of both the director and instructors would be required. |
| Operational Management | ▪ No evidence of meaningful teamwork and instructors were highly de-motivated. |

*Planning & Control*

| Area | Criteria |
|---|---|
| Planning & Control | |
| **Annual Planning** | ▪ Given that the center has no students and that very little is done to address this, there I obviously no structured approach to planning. |
| **Financial Management** | ▪ As with the last visit, it was impossible to get any clear understanding regarding this area. The cost per student, the basis of accounting in the VTC's was around 413JD per student in the center last year, but the specific cost for students in hotel & tourism was not known. |
| **Performance Measurement** | ▪ There is clearly no real performance measurement taking place at the Aqaba center. |

*Facilities Management*

| Area | Criteria |
|---|---|
| Facilities Management | |
| **Facilities Management** | ▪ Apart from the fact that the facilities are dated, there is poor maintenance and upkeep of the center |
| **Hygiene & Safety** | ▪ Hygiene is poor throughout the center and particularly in the kitchen and there were no safety notices etc on display. |
| **Information Technology** | ▪ Two small rooms with potential for 15 students in one and 10 in the other. |

## 4.5 Conclusion

The assessment of Aqaba would raise serious concerns about the potential of this center to become a model of excellence. Yet, given the tourism development in the Aqaba region, it is probably one of the areas that is in greatest need of a center of excellence for vocational training in hotel and tourism. The first visit to the center in February had raised some concerns about the center, but this more recent visit has significantly increased these fears. Consequently, transforming Aqaba into a model of excellence will pose major challenges.

## Section 5    Program Design, Delivery and Student Supports

### 5.1 Introduction

As mentioned earlier, the institutional assessment of the three centers focused upon the first four elements of the best practice framework as they related to how the centers were currently managed and operated. The remaining three elements, Program Design and Delivery, Program Quality and Assessment and Student Recruitment and Supports can be deemed as being 'global' issues applicable to all centers and as such were dealt with independently. This section briefly outlines the action currently being taken in these areas.

### 5.2 Program Design and Delivery

The findings of the diagnostic assessment conducted in February 2006 and the recent institutional assessment highlighted the following problems in this area:

---

**Program Design & Delivery**

- Programs delivered in the VTC's do not currently meet industry needs
- National curricula in place, but application varies widely
- Instructors lack both professional experience and delivery skills
- Lesson plans rarely used and interpretation of curricula is inconsistent.
- Curricula and supporting materials are outdated and of insufficient quality
- Students graduating from centers often do not even have basic standards of hygiene, appearance and hospitality sills

---

To address these concerns it is necessary to review the nature of the programs and the curricula delivered in the VTC's. Discussions with industry stakeholders have indicated that the role of the VTC's should be to develop students to a basic skills level, which would then be supplemented by in-company training to industry standards. Consequently, a working model for a revised approach to programs has been proposed and agreed in principle with industry and the VTC. The program concept is depicted below:
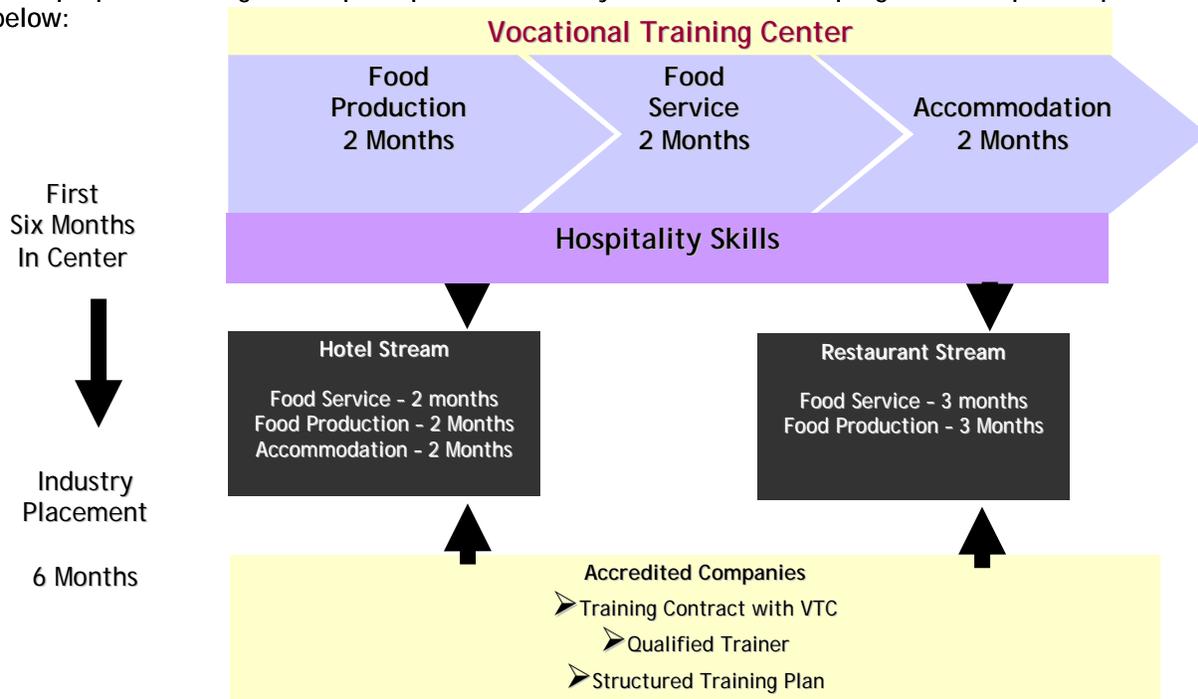
This program concept addresses industry needs and provides students with an opportunity to experience key aspects of working in the industry, prior to making a decision to specialize in one area. The next phase in developing this new approach to the training offered in the VTC's is to agree a final program concept and develop the curricula around this.

To achieve this goal, a *Program Development Working Group* has been established which comprises representatives from both the industry and the VTC. The role of this working group will be to finalize a program model which is agreeable to all stakeholders, which will later be further developed by curricula experts. The working group are due to finalize their work by the end of June 2006.

## 5.3 Program Quality & Assessment

The key findings of the analysis in this area were:

> ### Program Quality & Assessment
>
> - Assessment of student competence is questionable at best, particularly in relation to training during work placements
> - Overall quality of the programs between centers varied widely and there is a need for greater quality assurance

In line with the redesign of the programs delivered at the VTC's, it will also be necessary to examine the methodologies for assessment and this will be undertaken by the curriculum development experts. In addition, the model center approach will introduce mechanisms to monitor the overall quality of programs within the centers.

## 5.4 Student Recruitment & Support

The key findings of the analysis in this area were:

> ### Student Recruitment & Support
>
> - Student numbers at all centers were inadequate and there are a range of cultural barriers affecting the industry as a career choice
> - The VTC's are seen as a last resort option
> - Industry placements are supervised, but the consistency of its application needs to be improved.
> - A wider range of career guidance supports for students is lacking
> - Training tools and resources are limited and generally out of date or in a poor condition

Recruitment in the hotel and tourism industry is an issue with wider implications than just for the VTC's and as such must be dealt with at a national basis. As part of broader efforts in HRD development in tourism, SIYAH will shortly introduce a national career awareness program. This should over time increase interest in the industry as a career.

However, the VTC's must also improve the scope and depth of the recruitment activities undertaken. As part of the development plan being prepared for the model center, a range of recruitment activities will be highlighted and a standard approach to recruitment developed. With regard to work placements for students, the revised program concept outlined above ensures that only accredited companies will

be in a position to recruit students and as such this provides a mechanism to ensure that work placements are more effectively managed and controlled.

## 5.5 Conclusion

The redesign of the programs delivered at the VTc will play an important part in ensuring that the outputs from the model enters will more closely meet industry needs. As this redesign process is complex, work is already underway in this area to ensure that revised programs and curricula are available for the launch of Madaba in September 2006. The final section of this report provides an overview of the work currently underway.

## Section 6        Action Planning

### 6.1 Introduction

The report has provided two important outcomes that will assist in the development of the model centers at Madaba, Abu Nussair and Aqaba. First, it has defined the framework for the model center and the best practice criteria that must be achieved. Second, it had identified he current gaps in the three centers when benchmarked against the model center criteria. This information will play an important role in guiding future efforts.

The next phase of the project to develop the model centers is the preparation of the development plan for Madaba VTC. This plan will in effect serve as an operations manual and work on this is currently underway. However, there are many other issues to be addressed in making the model center a reality such as the refurbishment work needed at Madaba, Program and Curricula redesign and Instructor Training. Significant work is already underway in these areas and the interim action plan attached describes the actions, timelines for completion and overall responsibilities that have already been agreed. The development plan for the model center at Madaba will further expand on this interim plan.

## 6.2 Interim Action Plan

### Project Management

| Area | Tasks | Status | Action Required | Completion Date | Responsibility |
|---|---|---|---|---|---|
| Project Management | Agree project management structure with VTC and Industry | Completed | • Implement Structure | Ongoing | KK/JR/EL |
| | Finalize composition of Senior Steering Committee | Composition Agreed | • Notify Participants | 21 May 2006 | KK/JR/EL |
| | Prepare terms of reference for Steering Group | Draft Completed | • Finalize TOR<br>• Circulate to participants | 31 May 2006 | KK/JR/EL |
| | Agree date for first Senior Steering Committee Meeting | To Do | • Meeting should take place after the submission of the development plan for the model center | 31 May 2006 | KK/JR/EL |
| | Hold first Senior Steering Committee Meeting | To Do | • Review Development Plan<br>• Agree action plan for model center | 15 June 2006 | KK/JR/EL |

**Program/Curricula Development**

| Area | Tasks | Status | Action Required | Completion Date | Responsibility |
|------|-------|--------|-----------------|-----------------|----------------|
| Program/Curricula Development | Agree Composition of Program Development Working Group | Completed | ▪ Notify Participants | 31 May 2006 | KK/JR/SG |
| | Develop Task Analysis | To Do | ▪ Define key tasks to support work of committee | 31 May 2006 | JR/EL |
| | Prepare Terms of Reference for Program Development Working Group | Draft Completed | ▪ Finalize TOR 's<br>▪ Circulate to participants | 31 May 2006 | JR/EL/SG/NJ |
| | Agree date for first meeting | To do | ▪ Meeting should take place in early June | 31 May 2006 | JR/EL/SG/NJ |
| | Hold first meeting of Program Development Working Group | To do | ▪ Clarify TOR with participants<br>▪ Agree work plan and timeline | Early June | JR/SG/NJ/JA |
| | Program Development Working Group fulfills TOR's | To do | ▪ Finalize Program Model<br>▪ Define Key Tasks for inclusion in Curricula | End June 2006 | JR/SG/NJ/JA |
| | Contract experts to further develop curricula | To do | ▪ Develop full curricula based on model developed by Working Group | End July 2006 | JR/EL |
| | Prepare Instructor & Student tools & resources | To do | ▪ Develop Instructor training supports<br>▪ Prepare student handbook etc | End Aug 2006 | JR/EL |

Instructor/Management Development

| Area | Tasks | Status | Action Required | Completion Date | Responsibility |
|---|---|---|---|---|---|
| Instructor/Management Development | Identify & notify Instructors for development | Broad Composition Agreed | ▪ 3 'best' instructors will be developed as an opening team<br>▪ 3 instructors from Madaba will also be developed | 31 May 2006 | NJ/JA/SG |
| | English language Training | In Progress | ▪ Arrangements for language training to be finalized | 31 May 2006 | SG/JR |
| | Devise training plan for Instructors | Draft Completed | ▪ Agree draft training plan<br>▪ Select and brief Instructors | 31 May 2006 | NJ/JA/SG |
| | Organize hotels to train Instructors | To do | ▪ Agree arrangements with hotels<br>▪ Brief hotel managers on training plan and requirements | 31 May 2006 | NJ/JA/SG |
| | Monitor Instructors during training | To do | ▪ Training should start first week in June<br>▪ Ensure industry training is delivered according to plan during June/July | End July 2006 | NJ/JA/SG |
| | Organize tutors and program for Trainer Skills program in August | To do | ▪ Finalize training plan<br>▪ Identify tutors to deliver training | End July 2006 | JR/EL |
| | Develop capacity within VTC Unit and Madaba Center | To do | ▪ Identify training needs for VTC Coordinator & Madaba Center Director<br>▪ Develop & Implement a training plan<br>▪ Organize best practice visit to training centers | End Aug 2006 | JR/EL/SG |

Center Development

| Area | Tasks | Status | Action Required | Completion Date | Responsibility |
|------|-------|--------|-----------------|-----------------|----------------|
| Center Development | Organize Industry Visits to VTC's | To do | ▪ Follow up on suggestion at meeting on 8 May to visit centers | ASAP | JR/SG |
| | Develop structural plan for the model center at Madaba | Completed | ▪ Plan outlined to VTC Engineer | 11 May 2006 | EL/JR |
| | Identify structural alterations for the model center | Assessment Completed | ▪ VTC Engineer completing plans<br>▪ Agree structural alterations | 18 May 2006 | KK/JR/NJ |
| | Complete agreed alterations/enhancements at Madaba | To do | ▪ Undertake tendering process<br>▪ Monitor work program | End Aug 2006 | NJ/JA/SG |
| | Conduct equipment/resource audit and identify gaps | To do | ▪ Awaiting equipment list translation from Sandra Bischarat<br>▪ Contract Chef expert to define kitchen plan<br>▪ Organize additional equipment as required | End July 2006 | NJ/JA/SG |
| | Design & produce instructor & staff uniforms | To do | ▪ Agree designs & size ranges etc<br>▪ Agree production mechanisms | End Aug 2006 | JR/EL/NJ/SG |
| | Develop Center Management Operations Manual | To do | ▪ Manual will be developed by end May<br>▪ Workshop held with center Management – July & Sept | Pre - Opening | EI/NJ |
| | Prepare Center for Opening/Launch | | ▪ Conduct deep cleaning upon completion of works program<br>▪ Implement new operating procedures | Pre-Opening | All |

Student Recruitment

| Area | Tasks | Status | Action Required | Completion Date | Responsibility |
|---|---|---|---|---|---|
| Student Recruitment | Launch of Madaba moved to Mid-September | Done | ▪ Confirm most suitable opening date, as this will impact on the delivery of two six month programs per year. | URGENT | VTC/SIYAHA |
| | Short-term recruitment actions | In Progress | ▪ Short term recruitment measures implemented prior to school closing in June | Before school closing | NJ/JA/SG |
| | Agree future Recruitment Strategy | To do | ▪ Key elements will be in Development Plan<br>▪ Organize Industry/VTC Working Group to agree measures and action plan<br>▪ Link measures to national awareness campaign | End July 2006 | JR/EL/NJ/SG/JA |