

**Sahab VTI report following the assessment visit in May 2015**

**as part of the**

**USAID Workforce Development Project**

Report compiled by

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1. **Background**

USAID’s Workforce Development (WFD) program is a five-year agreement which aims to create a competitive, demand-driven workforce development system that leads to increased private sector employment, especially for women, youth and those living at or below the poverty line. This goal will be achieved through four components focusing on:

1. Improved quality of, and enrolment in, vocational and workforce readiness training target areas/sectors.
2. Improved effectiveness of labor market information, career counselling, mentoring, outreach, and job placement in target areas/sectors.
3. Improved workforce development for women, youth and vulnerable groups in target areas.
4. Improved enabling environment.

# Activities of the assignment

An Assessment Tool that has been developed and previously used by the Vocational Training Corporation (VTC) has been used as a basis for assessing the 12 nominated Vocational Training Institutes (VTIs) as their preferred model. The assessment tool was used to provide a structure for the one day on-site visits and was not intended to be a full assessment. During the visits, meetings were held with a range of stakeholders including; the Director, staff, instructors, trainees, graduates, and employers to help inform the assessment process.

The assessment visits of the 12 VTIs took place in May and June 2015 with a small team from the USAID WFD project in order to determine the potential support and the required actions to improve the vocational training and education providers in Jordan.

Therefore the outcome of this initial assessment process will inform the recommendations for the future intervention of the WFD project. Refer to section 5.

The outcomes of the assessment visits have been collated into four main categories;

1. Philosophy, Objectives and Finance
2. Organisation, Administration and Staffing
3. Infrastructure, Workshops and Learning Resources
4. Training Programs and Student (Trainee) Services

In the tables below are:

* General information about the VTI
* A summary the VTI Assessment visit within the four categories above
* The recommendations for the institute

The annexes include:

1. Two data sheets provided by the VTI
2. The main notes from each visit recorded under each of the nine sections of the Assessment Tool
3. Documents witnessed during the assessment visit

# General Information about the VTI

Sahab VTI is in the Amman Governorate; it has only male trainees and has 49 staff.

The VTI has 13 Workshops, 5 classrooms, 1 Computer Lab.

The Absorptive Capacity is 340 and it currently has 122 trainees in 2015. (814 in 2014)

The VTI has programs in the following majors: Vehicle Electrician. Domestic Wiring Electrician. Machine Maintenance. Electrician. Lathe Setter Operator. Aluminium profile products Fabricator. Domestic Air-conditioning Mechanic. Plumber/mechanic. Furniture carpenter. Steel profile products Fabricator. Furniture upholsterer. Shirt & trouser tailor. Barber. Barber Assistant. Vehicle Electrician assistant. Aluminium profile products Fabricator assistant. Steel profile products Fabricator assistant. Wiring Electrician assistant. Hospitality / level 1. Hospitality / level 2. Furniture carpenter assistant. Domestic Air-conditioning, Mechanic assistant / Swaqah Prison. Carpenter Assistant/ Swaqah Prison. Upholsterer Assistant.

# Summary of the VTI Assessment visit:

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| --- | --- |
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| **Philosophy, Objectives and Finance**  **3(Sections 1 & 6)** | Although it was clearly stated that the main purpose of the VTI is to provide skilled trainees to match the labor market needs, there was little evidence to support this claim. The institute is situated in the centre of an industrial zone, however it does not provide any training to match the needs of the resident employers. Only 1% of the students gain employment in the neighbouring industrial zone. The Director explained that this was due to the availability of instructors and programs had to be based on their skills.  There is no identification of labor market needs completed, however when there have been requests from industry the VTI has not been able to provide what is required due to limitations in staffing.  The instructors know from the OJT placement visits that the programs offered by the VTI do not include what is needed for the industry. There are informal relationships with employers and they do attend workshops occasionally. However, there is no formal involvement to help identify training needs or evaluate programs or trainee performance.  The accountant follows the VTC guidelines but has numerous challenges with funding due to the restrictions. Local companies do not like providing goods or services to the VTI because of the very slow payments by VTC. Purchasing goods directly by the VTI is very restricted and the accounting system for the VTC is not computerised. |
| **Organisation, Administration and Staffing (Sections 2 & 4)** | It was difficult to establish the actual number of trainees on programs and across the VTI. There were differences between applicants, enrolled trainees and actual trainees. Many of the workshops were empty as trainees were on OJT. The drop-out rates are approximately 25%, but there does not appear to be any action plan to reduce this figure – more of an acceptance.  The VTI has a relatively large number of employees (compared to other VTIs), however the Director believes they are not motivated to improve the services of the VTI. According to the Director, many of the staff are old and their skills have not been updated to match the needs of industry. Although the instructors were deemed to be qualified, they confirmed through discussion that they were not up to date with industry needs and do not have the right technical and instructional skills. The VTI can only offer programs based on staff skills and not the needs of industry.  There are divisions between staff due to recent project funding which has supported the development of hospitality and tourism programs. Instructors teaching those programs are on better salaries than other staff and have better resources to use with the trainees.  Motivation of staff toward improvements at the VTI are low, as previous proposals and reports do not get actioned by the VTC. Senior staff are frustrated by the lack of autonomy they have to take independent action to improve the VTI.  Overall staff training is an issue for administration staff, where they lack skills in ICT for example, which is affecting their efficiency. Instructors also need training in soft-skills and emergency first aid. |
| **Learning Resources Infrastructure and workshops**  **(Sections 5, 7 & 8)** | The main library has been closed and no learning materials are available (in addition to the program modules / booklets) for trainees to utilise. There is a new library being installed through project funding for the hospitality and tourism trainees, although there are not many books and many are in English, which is of questionable benefit for the level of trainees.  There is a health and safety issue with the instructor teaching domestic electrical installations who enables the students to work on real (240 volt) systems but he does not have any emergency first aid training if a trainee accidently has an electric shock.  There are only two computers with internet connections in the institute. The 11 computers in the ICT room are totally inadequate for up to date ICT training for the number of trainees attending the institute. All classes have to share computers which are old fashioned and do not have suitable software. The level of computer studies in the VTC curriculum is very basic and not suitable for stimulating and motivating the trainees to learn.  There has been investment in the workshops for hospitality and tourism, especially for food preparation, which has provided some good resources. In contrast, the house keeping trainees were critical of the resources not matching the labor market. There are numerous other large workshops with a variety of different resources ranging from outdated machine tools, to well-designed domestic wiring rigs, and a vehicle electrics workshop with modern, new rigs that are not suitable for the programs being taught, and old electric rigs that no longer match modern cars.  The infrastructure and environment of the institute is poor and not maintained in a condition to motivate trainees or staff. The water supply, washing facilities and toilets in the workshops were poor and in some cases inadequate and in need of major refurbishment.  The sinks and washing facilities in all workshops were inadequate, unclean and unsuitable. There is a need for safety kits for all trainees to use in the workshops. There are safety instructions in most workshops. Instructors need training in emergency first aid. |
| **Training Programs and Student Services**  **(Sections 3 & 9)** | The programs are all based upon the curricula provided by the VTC, however the instructors stated that the programs are not a good match to the labor market. The instructors utilise the program modules/ booklets provided by the VTC, but they do not include all the trainees need to know.  There is no formal collection of data regarding the training needs of employers and there is no formal collection or analysis of destination data.  There have not been any new training programs through the VTC for a long time and the programs offered are based on the available instructors and not the demands of industry. Only the new initiatives through projects, like the USAID Hospitality training program, have had investment in resources and changes to program delivery.  There is no structured careers advice or counselling service at the VTI and what is provided is done by the instructors during the training program. Some students are positive and well-motivated, while others are discouraged and demotivated when they are aware that some trainees get allowances and others not.  The number of trainees per workshop is 25, however due to regular trainee absence; attendance in class is much lower, raising questions about trainee commitment and the VTI follow-up and actions to resolve the problem.  Records of trainee destinations are not collected or analysed to help inform future planning for programs, labor market, or community needs.  Sport and recreation facilities are inadequate (goal posts on a car park), and no resources are provided for the trainees. The cafeteria is very poor and inappropriately equipped. |

# Recommendations:

The recommendations below are identified as either Short, Medium or Long (SML) term goals. It is suggested that Short term goals are to be achieved and completed within the first year, Medium is within 2 to 3 years, and Long term is within 4 to 5 years. However, working towards the different goals must start early within the project.

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| --- | --- | --- | --- |
| **Category** | Ref | S/M/L | Recommendations |
| **Philosophy, Objectives and Finance**  **(Sections 1 & 6)** | SAH1 | S | The VTI vision and mission is not working to serve the local community, therefore it needs developing in line with the catchment area it should be serving. There is a need for staff to be motivated to support the developments in-line with the vision and mission. |
| SAH2 | L | The VTI needs to work on developing a credible image for the community it serves, and especially the industrial zone that currently only employ a very small percentage (3%) of graduates. |
| SAH3 | S | The VTI should access support from the VTC to facilitate the sharing of ideas and examples of good practice with other VTIs, in order to enhance organisational development. |
| SAH4 | L | The VTI urgently needs support from the VTC to develop a meaningful employer relationship management process that will facilitate effective working liaisons to support organisational improvements. |
| **Organisation, Administration and Staffing (Sections 2 & 4)** | SAH5 | S | In order to reduce the high dropout rate the VTI needs to work with the VTC to establish a reliable method of selection, advice and recruitment of trainees that places applicants on the most appropriate programs. |
| SAH6 | L | Currently the motivation to improve the services of the VTI are very low and therefore the institute needs to work with the VTC to provide a supportive and developmental process of quality assurance that will raise the aspirations of the staff. Piloting sections of the CAQA Quality Assurance manual would provide a positive start. |
| SAH7 | M | The Director and nominated deputy require leadership and management training in order that they can take more autonomy and responsibility, to take control and lead the VTI into the future with a dynamic approach to leadership. |
| SAH8 | S+M | The VTI needs to work with the VTC in order to develop an effective staff development program to raise staff morale. Staff and instructors need considerable training and support in order to be skilled, credible to employers and competent in their work. Instructors should spend time working in industry each year. |
| **Learning Resources Infrastructure and workshops (Sections 5, 7 & 8)** | SAH9 | S | The VTI needs to prioritise the teaching and learning tools and equipment needed for the programs most in demand from local employers. This list should take account of the number of trainees that will benefit and the educational impact the equipment will have. The VTI should then make a proposal to the VTC. |
| SAH10 | M | The VTI should work with the VTC to develop a process where health and safety issues can be given a much higher profile, both with staff and trainees. Staff must be given health and safety training to ensure that it becomes everyday practice. |
| SAH11 | M | The VTI need to develop ways in which additional learning materials (books, magazines, video clips etc.) can be available in the workshops or teaching rooms. Walls should be decorated with relevant, stimulating learning materials to motivate trainees’ education. |
| SAH12 | M | The ICT resources need completely reviewing to ensure access to an adequate number of working computers. The computer studies lessons must be tailored to ensure they are relevant, and integral to, the trainees main program of learning. |
| **Training Programs and Student Services**  **(Sections 3 & 9)** | SAH13 | L | The VTI needs to review its current curricula with the involvement of employers and the VTC in order to prioritise updates for the programs which are most in demand. The new updates should be developed as additional modules which can be added to the existing curriculum in order to update the core program. |
| SAH14 | S | The VTI need to work with the VTC to plan and prepare a formalised program of careers advice and life guidance to be offered to trainees before, during and after the program. Staff need to be trained in order to understand the requirements of careers and life guidance. The new program needs to be piloted, reviewed and evaluated with trainee feedback throughout. |
| SAH15 | S | The VTC need to work with each VTI to establish what data should be collected in order to help inform future planning of programs and content. This process will help inform the VTI strategy and plans for recruitment and resource development. |
| SAH16 | M | During every training program, trainees should be offered a module on self-employment which enables them to develop and implement a business while studying at the institute. This will provide greater opportunities for career enhancement or self-employment in future. |
| SAH17 | S | The VTI should form a group of interested staff and trainees who can develop a plan for the leisure, sport and recreation provision for trainees. The plan should be developed within clear guidelines to ensure an achievable plan is developed, with proposals for funding and managing the program of activities. |

The essential improvements identified by the Director and senior team are as follows:

1. Leadership and management training
2. Training for administration staff
3. Technical training for instructors
4. Soft skills training for instructors
5. Workshop and classroom refurbishment (in particular welding, lathe and mechanic maintenance).
6. Provide the institute with new computers (they have only 11 computers).
7. Updating of the curriculum
8. Computerised administration system
9. Provide the institute with new (young and suitably qualified) instructors.
10. Survey studies for labor market needs (neighbouring industrial zone).

Following this initial assessment process, the USAID WFD team strongly propose that the above recommendations must be developed into an agreed action plan, with VTC and VTI involvement to ensure ownership and commitment to achieve success. The agreed action plan should include the responsibilities of the VTC and VTI, and the USAID project support.

# Annexes

## Data Sheets from VTI

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1. General VTI Information:** | | | | | |
| REGION: middle | GOVERNORATE: Cabital /amman | | | | INSTITUTION NAME: Sahab |
| Ownership  **×** Owned by Government  Rented | | Type of VTI  **×** Males Only  Females Only  Mixed | | | |
| **2. Staff** | | | | | |
| |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | POSITION | Total # | # of females | # with Bachelor’s degree | # with Diploma | # below Diploma | | Technical staff (trainers and officers) | **31** | **0** | **6** | **17** | **8** | | Teachers | **1** | **0** |  | **1** |  | | Trainee support staff (trainee services) | **1** | **0** | **1** |  |  | | Administrative staff | **5** | **1** | **1** | **3** | **1** | | Staff in support functions | **11** | **3** |  |  |  |   **3. Facilities** | | | | | |
| Number of training workshops\_\_\_**13**\_\_\_\_ | | | | Number of lecture halls\_\_**5**\_\_\_\_  Number of computer labs\_\_**1**\_\_ | |
| VTI’s annual absorptive capacity  (# of trainees)\_\_\_ **340**\_\_\_\_\_\_\_ | | | | VTI’s operational capacity\_\_**-**\_\_ | |
| **4.Trainees** | | | | | |
| Total number of currently enrolled trainees  **814 / 2014**  **122/2015** | | | Number of female currently enrolled trainees \_\_\_**0**\_\_\_\_\_ | | |

*\*\*\* No. of computers (11)*

**2. VTI Workshop information:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Profession/**  **Workshop (attach additional sheet, if needed)** | # of instru-ctors | **# of training semesters** | **3 semester OR**  **4 semester** | | | **2013/2014cohort of trainees** | | **2014/2015 cohort of trainees** | | |
| Workshop capacity (# of trainees) | Duration of program (hours) | Duration of OJT  (hours) | 2013 # of enrolled trainees | 2014 # of graduates | # of appli-cants | # of enrolled trainees | # of fe-males |
| Vehicle Electrician | **3** | **3** | **30** | **2100** |  | **60** | **19** |  | **124** | **0** |
| Domestic Wiring Electrician | **1** | **3** | **20** | **2100** |  | **24** | **14** |  | **39** | **0** |
| Machines Maintenance Electrician | **1** | **3** | **20** | **2100** |  | **23** | **13** |  | **34** | **0** |
| Lathe Setter Operator | **2** | **3** | **30** | **2100** |  | **24** | **14** |  | **34** | **0** |
| Aluminium profile products Fabricator | **1** | **3** | **15** | **2100** |  | **36** | **17** |  | **22** | **0** |
| Domestic Air-conditioning Mechanic | **3** | **3** | **40** | **2100** |  | **74** | **26** |  | **99** | **0** |
| Plumber/mechanic | **1** | **3** | **30** | **2100** |  | **20** | **12** |  | **20** | **0** |
| Furniture carpenter | **2** | **3** | **30** | **2100** |  | **41** | **14** |  | **20** | **0** |
| Steel profile products Fabricator | **1** | **3** | **35** | **2100** |  | **25** | **13** |  | **22** | **0** |
| Furniture upholsterer | **2** | **3** | **15** | **2100** |  | **21** | **3** |  | **20** | **0** |
| Shirt & trouser tailor | **1** | **2** | **20** | **1400** |  | **24** | **14** |  | **29** | **0** |
| Barber | **1** | **2** | **15** | **1400** |  | **38** | **19** |  | **49** | **0** |
| Barber Assistant | **1** | **1** |  | **200** |  | **4** | **2** |  | **3** | **0** |
| Vehicle Electrician assistant | **1** | **1** |  | **700** |  | **4** | **1** |  | **3** | **0** |
| Aluminium profile products Fabricator assistant | **1** | **1** |  | **700** |  | **1** | **0** |  | **3** | **0** |
| Steel profile products Fabricator assistant | **1** | **1** |  | **700** |  | **1** | **1** |  | **5** | **0** |
| Wiring Electrician assistant | **1** | **1** |  | **700** |  | **4** | **4** |  | **1** | **0** |
| Hospitality / level 1 | **4** | **1** | **60** | **1812** |  | **163** | **108** |  | **229** | **0** |
| Hospitality / level 2 | **1** | **1** | **15** | **1400** |  | **18** | **15** |  | **13** | **0** |
| Furniture carpenter assistant | **0** | **1** |  | **700** |  | **3** | **2** |  | **0** | **0** |
| Domestic Air-conditioning Mechanic assistant / **Swaqah** **Prison** | **1** | **1** | **15** | **700** |  | **19** | **14** |  | **18** | **0** |
| Carpenter Assistant/ **Swaqah** **Prison** | **0** | **1** | **15** | **700** |  | **18** | **14** |  | **22** | **0** |
| Upholsterer Assistant | **1** | **1** |  | **700** |  | **3** | **0** |  | **0** | **0** |
|  |  |  |  |  |  |  |  |  |  |  |

## 6.2. Main notes from Assessment visit:

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| **Philosophy, Objectives and Finance**  **(Sections 1 & 6)** | **1 Philosophy and Objectives:**  The Director stated that the main purpose of the VTI is to:  provide the labor market with qualified workers and make sure that graduates have skills based on the needs of the labor market.  Although the Direct said from his experience the institute did match the needs, there was little evidence to support this claim.  We were told that each VTI is meant to serve the needs of the geographic area where it is located. However, the institute is in the centre of an industrial zone however they do not provide any training to match the needs of the resident employers. Only 1% of the students gain employment in the neighbouring industrial zone.  The institute does not carry out any surveys to see what skills needs were required by the labor market. The only surveys that are completed are instigated by the VTC centrally and the institute is not aware of the outcome of the results.  There was one case when an employer asked for training in plastic industries but the institute was not able to provide it as they did not have the instructors or equipment.  The institute has no formal labor market analysis, however instructors have experience with employers through the OJT (On Job Training) and know from the employers that the programs offered at the VTI do not prepare trainees with the right skills and knowledge.  The VTI prepare the trainees with skills &knowledge but they gain negative attitudes during the OJT because the employers concentrated on the production more than training the trainees (ethics & attitudes) as the director stated  Following discussions with staff and students there appears to be a gap between the skills developed by the training programs offered by the institute and the skills needs of the labor market.  The private sector participated in the institute activities such as workshop attendance, and the instructors personally invite them to visit the institute, and they provide OJT for all trainees.  There is consulting committee including labor market representative (employers) but there are no documents about it.  The essential improvements identified by the Director and senior team are as follows:   1. Leadership and management training 2. Training for administration staff 3. Technical training for instructors 4. Soft skills training for instructors 5. Workshop and classroom refurbishment (in particular welding, lathe and mechanic maintenance). 6. Provide the institute with new computers (they have only 11 computers). 7. Updating of the curriculum 8. Computerised administration system 9. Provide the institute with new (young) instructors. 10. Survey studies for labor market needs (neighbouring industrial zone).   **6 Finance:**  The accountant completes all reports as required by the VTC. He has a good working relationship with them and they are supportive when visiting or completing audits.  The accountant is responsible for; collecting fees from trainees 15JD per semester, Paying any allowances to trainees on the USAID project. If products that the trainees make are sold from the institute he collects the money and sends it to the VTC. (50% can go to the students who made it).  If the institute carryout assessments for CAQA, the income from the applicants must be collected and sent to the VTC. No more that 200JD can be kept in the institute safe overnight.  The institute gets about 900JD per trainee for teaching and training materials which are ordered centrally by VTC. The accountant can buy emergency items up to 200JD as required.  The equipment required for teaching each program is determined by a specification list prepared by VTC. The Regional Coordinator (VTC Staff) decides if the institute has everything according to the list. If the institute needs equipment not on the list it will either be transferred from another institute that is not using it any more or a new item will be purchased by VTC.  For infrastructure developments and large equipment needs the institute has to prepare a proposal and submit it to the VTC for approval or not. If approved the VTC contracts the work.  The problems that the accountant faces are as follows:   * Local companies do not like providing goods or services to the VTI because of the very slow payments by VTC. This limits the number of companies willing to work with the institute. This issue would be alleviated if the VTI could pay in cash. * Having to get three quotes before purchasing any item over 200JD is very time consuming and frustrating. * There is no one to take over the role of accountant when he wants a vacation * The paper system of accounting could be much more efficient if it was computerised. |
| **Organisation, Administration and Staffing**  **(Sections 2 & 4)** | **2 Organisation and Administration:**  The staffing consists of: 2 Training Officers, 29 Instructors, 1 Teacher, 5 Administration staff, 1 Trainees Affairs, 11 Service staff.  There are 936 trainee applicants this year (814+113+9/GIZ) but they were uncertain about the actual number of trainees attending the programs.  The drop-out rates are approximately 25% are sent to the VTC as required. Some of the trainees apply to come to the VTI but never turn up, others apply and then get a better offer somewhere else, others start their studies but then leave to get work.  There was a section for special needs people to learn carpentry skills in protective workshops but that program closed , now the workshop used for carpentry, furniture upholster and tailoring programs , Trainees with special needs also attended these training programs  The Director does not consider the staff are motivated to improve the operations of the VTI. There are a lot of old staff that do not have the ambition to make improvements.  The project funding that has supported the Hospitality and Tourism programs and enhanced the resources for those programs has caused serious division within the institute. Instructors who work on the hospitality courses are better paid than the others and they have better working environment. Also the trainees attending the programs get an allowance to train which causes friction with other trainees.  The instructors were considered to be qualified for their work, although many that we interviewed felt that they were lacking in certain modern technology and labor market needs.  The Director was sceptical about the self-assessment tool and did not believe it would help things to improve. The VTIs already complete an assessment every year for VTC but nothing changes.  **4 Staffing:**  The Director is new to the VTI for one year but was previously a Deputy Director at another institute. The Director has attended training programs organised by VTC in; Reporting, Planning, and Staff Evaluation. Although the Director was aware of the local socio-economic environment he was not able to take account of it in his planning as he is restricted by the availability of instructors (whether suitably qualified or not).  The Director is of the opinion that the staff will always be against the management and that their motivation to improve is low. Self-assessment will not work because staff will not be honest when completing the assessment process.  The VTI completes assessment of staff performance as required by the VTC. The instructors are qualified by experience and have attended VTC instructor training courses, although there is a gap between them and the students due to the age of instructors. The instructors do not have the modern technology knowledge to meet the current labor market changes.  The Training Officer attends classes to make assessment on the performance of instructors. They are sent on VTC courses if they are not up to standard. There is no way in which the institute can help the instructors get up to date with the needs of the labor market. (Hybrid cars for example). Even if there were suitable training courses for the instructors they could not attend the training because there is no one to replace them while they are away.  Instructors indicated that they would like to have the opportunity to gain new technical and instructional skills.  The instructor teaching domestic electrical installations enables the students to work on real (240 volt) systems but he does not have any emergency first aid training if a trainee accidently has an electric shock.  Administration staff require training on ICT to improve their efficiency, Teachers & instructors require training on soft skills and technical training to improve themselves. |
| **Learning Resources, Infrastructure, and workshops (Sections 5, 7 & 8)** | **5 Learning Resources:**  There is no main library in the institute, it is closed now and there is no librarian. However, there is a new library for the hospitality trainees paid for by the USAID project, which has very few books and most of them are in English, which is totally unsuitable for the level of the trainees.  In all theory lessons witnessed the trainees did have exercise books which guide the structure of each lesson and provide the trainee with a record of their notes.  There are only two computers with internet connections in the institute. The 11 computers in the ICT room are totally inadequate for up to date ICT training for the number of trainees attending the institute. All classes have to share computers which are old fashioned and do not have suitable software.  The level of computer studies in the VTC curriculum is very basic and not suitable for stimulating and motivating the trainees to learn. There is no assessment of the ICT program – attendance only.  Most classrooms only have whiteboards.  There are no documents, newspapers or books for leisure and recreation at the institute.    **7 Infrastructure:**  Trainees have to travel by public bus to the station in town and then get a private bus service to reach the institute as the position is not convenient.  The infrastructure and environment of the institute is poor and not maintained in a condition to motivate trainees or staff.  There is very limited opportunity for further development of workshops or classrooms.  The lighting and ventilation in many workshops did not appear adequate.  The water supply, washing facilities and toilets in the workshops were poor and in some cases inadequate and in need to major refurbishment.  **8 Workshops:**  The workshops and teaching rooms are generally in need of major refurbishment. In most cases the theory instruction has to take place within the workshop area.  The machine maintenance workshop is undergoing refurbishment after being closed for many years. Two new instructors have been appointed by the national bureau of employment and the program will recommence in September 2015. The new instructors were working in industry previously.  No drinking water was available in the teaching areas.  The number of trainees per workshop is 25 but apparently because of regular trainee absence it is not usually a problem.  The hospitality 12 students on the housekeeping module were all having to watch each other practice making one bed in a simulated bedroom. The students commented that some of the resources are not appropriate for a modern hotel room. The telephone and TV were not suitable; there was no carpet of curtains and the room needed painting.  In many workshops the facilities are old fashioned. For example the car electrics workshop had teaching rigs that were no longer matching what is found in new cars. However the teacher has to use them because it is what is in the curriculum. However they had been sent some modern teaching rigs from VTC but they were too advanced for the level of the program.  It is difficult for some staff to make judgements about the quality of the resources when they have limited experience on which to base their decisions. If they had experience of a modern, well equipped vocational training institute, their expectations may be different and higher.    There is a need for safety kits for all trainees to use in the workshops, there are no safety instructions in most workshops.  The sinks and washing facilities in all workshops was inadequate, unclean and unsuitable.  Most of the workshops are not planned and there is no lay out for the distribution of all facilities. |
| **Training Programs and Student Services (Sections 3 & 9)** | **3 Training Programs:**  Programs include Hospitality/ Plumbing/ auto electrics/ Mechanical Maintenance/ Aluminium fabrication/ Electrics/ Barbering/ Tailoring/ Carpentry/ Furniture upholster and Air Conditioning.  The programs are all based upon the curricula provided by the VTC. When instructors were asked if the programs matched the skills needed in the labor market they all stated that there was not a good match.  The programs are taught according to the training manuals provided by the VTC but this does not include all that they need to know. The main programs have one week in the VTI and then one week OJT. The Hospitality programs are supported through a project and the structure is different with 6 months at the institute followed by 6 months OJT.  The instructors do try and identify what the employers need through the OJT placement visits, but there is no formal collection of data regarding training needs.  The VTC does do a survey to find out the destinations of trainees but is does not confirm the skills required or the match to industry needs. The VTI do not get any feedback from the VTC regarding the survey  There have not been any new training programs through the VTC for a long time. The programs are based on the available instructors and not the demands of industry. The only new initiatives are through projects like the USAID Hospitality training program which has invested in resources and changed program delivery.  The only new programs are developed through projects or external funding. There have been short courses for females (khreabt alsuok ladies association), and for Swaqah Prisoners initiated by the VTC.  Training in Swaqah Prison was provided by institute instructors and eventually the instructors stayed working in the prison and did not return to the VTI. So effectively these instructors were taken from the institute and not replaced.  The Director was of the opinion that employers will not help the VTI to develop new programs.  There was very little evidence of audio visual / multimedia resources being used for teaching. There was a data show in the ICT room. All other teaching rooms had a whiteboard.  There were a number of examples where staff keep records in logbooks relating to student attendance and achievements. In many workshops the instructor and trainees were using the prepared exercise note books and training modules provided by VTC.  Records were being kept of OJT visits and employers feedback.  Not all trainees studied English. Trainees learn the technical terminology belong to the occupation through the occupation and theoretical knowledge.  Soft skills are taught in groups of 60 to 80 in the hall with 3 instructors in the room with them, due to lack of suitable space elsewhere in the institute.  The OJT choosing criteria as the director said are: trainees residence, appropriate work environment, safe conditions, personal relationship with employers, employers reputations, and allowances for trainees  **9 Student Services:**  There is no structured careers advice or counselling service but what is provided is done by the instructors during the training program.  Some students are positive and well-motivated, while others are discouraged and demotivated when they see some trainees getting money (hospitality program) and others not.  The students on the Hospitality programs receive a training allowance for transport and this causes problems with the other trainee who do not get anything.  The programs offered by the institute are advertised locally and staff visits the local schools to promote what is available at the VTI. Some trainees found out about the programs from their friends.  Most applicants would be able to attend the training program of their choice. However if there was a physical problem that would prevent completion of the program they would not be able to attend. For example short people would not be accepted onto the Air Conditioning program.  Although the opinion of some trainees was that the cafeteria was ‘fine’, in fact it is totally inadequate, with a very limited choice, no chairs or tables, and very poorly presented, and the location is inadequate.  There is no vocational counsellor officer, so instructors do it during the programs. Some instructors help trainees to find employment after their graduation if they ask. The electric instructor was aware that 280 graduates (out of 300) from the electrics program had secured employment in the industry. However he did not keep any records of trainee employment.  There is no appropriate sport or recreational facilities for the trainees.    The outdoor space is very limited. Goal posts have been erected on an open yard for playing football but it is inadequate and insufficient for the trainees. |

## 6.3 Documents witnessed during the assessment visit

List of documents:

1. Vocational Training Institute Assessment tool / Director self-assessment
2. Brochure
3. Trainee card
4. Questioners (graduate &employer)
5. Dropout monthly report (2 pages)
6. Training programs data (3 pages)
7. Letter from the VTC to the VTI director ( community liaison officer nomination)