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**Analysis of the Existing Conceptual and Analytical Framework for Annual Reporting on the Jordan National Employment -Technical Vocational Education and Training Strategy**

(Recommendations on improvement of existing reporting)

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**Abbreviations**

E-TVET Employment, Technical and Vocational Education and Training

EU European Union

DoS Department of Statistics, Jordan

GIZ Die Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

NAF National Aid Fund

NEES National Employment System under the MoL (IT system)

NETC National Employment and Training Company

MoL Ministry of Labour

MoP Ministry for Planning

VET Vocational Education and Training

VTC Vocational Training Corporation

TVET Technical and Vocational Education and Training

WB World Bank

MoE Ministry of Education

# Introduction

The Council of Employment – Technical and Vocational Education and Training (E-TVET Council) was formed under the Employment-Technical and Vocational Education and Training Council Law No. 46 for the year 2008, as a response to the growing urgency to coordinate and support E-TVET in Jordan. It is a multi-sector governing body, chaired by the Ministry of Labour. It further involves 17 representatives from the other institutions active in the sector of TVET, such as the Ministry of Education; Ministry of Higher Education; training providers (e.g. VET, NET) or social partners.

The Secretariat of the E-TVET Council co-ordinates activities under the roofing of the Jordan National E-TVET Strategy 2014-2020 (E-TVET Strategy), which is a continuation of the earlier 2008-2013 E-TVET Strategy. One of the responsibilities of the Secretariat is the coordination of monitoring activities related to the implementation of the E-TVET Strategy. Its implementation is supported by a more specific Action Plan listing the main activities supported by the E-TVET Fund. E-TVET Fund distributes funding in the sector of E-TVET (among the institutions represented at the E-TVET Council).

The Current E-TVET Strategy is written in a comprehensive and logical way, clearly defining the objectives, targets, key actions as well as performance indicators. It rests on five pillars (main objectives):

* governance of the E-TVET sector is improved;
* the relevance of education and training for employability is improved;
* inclusiveness of women, youth and the disabled is improved;
* performance measurement systems are enhanced;
* sustainable and effective funding of the E-TVET Sector is secured.

The last two of the objectives are related to aims at the policy level, rather than in the real TVET implementation. They expect activities whose outcomes are expected within the E-TVET Council or higher state administration. The situation in Jordanian E-TVET Sector justifies inclusion of objectives phrased in this way. The Action plan reflects the structure outlined by the strategy to the level of main objectives and main actions. It does not adopt the performance indicators from the E-TVET Strategy. Related monitoring activities do show some challenges for further improvement (ETF, 2014)[[1]](#footnote-1). Here we focus on activities behind existing reporting and provide suggestions for their improvement.

# Existing reporting related to the E-TVET Strategy

The Secretariat of the E-TVET Council co-ordinates the members of the E-TVET Council in preparation of three main reports on the progress towards the E-TVET Strategy:

1. Performance Evaluation Report of the Jordanian E-TVET Sector
2. E-TVET Council Annual Report
3. Evaluation Report of the Action Plan of the National Strategy for E-TVET Council (Quarterly reports)

In addition, an updated Action plan is circulated at the end of the year to partners to input their achievements in line with particular activities.

## Performance Evaluation Report of the Jordanian E-TVET Sector

This report is prepared on annual basis. The secretariat of the E-TVET Council co-ordinates institutions represented in the E-TVET Council in order to provide information on selected, system level indicators. In its version for 2016, the report identifies four areas of sector performance evaluation, which are derived from the objectives of the E-TVET Strategy. By doing so, the areas basically only reflect on four out of five pillars of the Strategy, leaving out the main objective of enhancing the performance management systems.

Based on the methodology described in the report, 31 indicators were developed to capture the Performance of the E-TVET Sector. The 2016 version of the report reports on 18 out of the 31 indicators. Institutions providing data for each of the indicators are defined in the methodological part of the 2016 version of the report. All the 18 (31) indicators refer to the system level of implementation of the E-TVET Strategy, such as the employment or unemployment rates, but also country level information on the outputs of the E-TVET Sector such as the number of graduates from TVET programmes, their drop-out or the country level share of enrolment in TVET. There is a limited overlap between the selected 18(31) indicators and the performance indicators defined in the ETVET Strategy.

In the analytical part of the report, liaison officers from involved institutions participating in the monitoring and evaluation activities of the E-TVET Sector prepare a brief report on the indicators assigned to them. These are structured into the four areas of sector performance.

## E-TVET Council Annual Report

This report is published on annual basis by the Secretariat of the E-TVET Council, the report aims to document the changes and developments witnessed by the E-TVET Sector during the previous year, in addition to monitor its performance and co-ordinate between the key players :

1- MoL

2- MoE

3- VTC

4- The Accreditation and Quality Control Center

5- Al- balqa University

The report contains 8 sections; starts with executive summary and introduction describing the main achievements in the sector related to the key players during the year, followed by a brief overview of the council describing the history of the Council and the main tasks and achievements done during the year, in addition to a list of board members.

The main part in the report is a list of achievements of all key partners desegregated by the pillars (which is called Axis in the report), the achievements is listed in the report as taken from the key partners action plans. The last part of the report again presents the achievements of key partners but in different structure, where each key partner provides the Council with information on their achievements reported in a non-unified structure. The report also contains section on the future plans to develop and activate the role of the sector in the Jordanian economy.

The quality and the quantity of information in the report depend on the inputs provided by the partners. Therefore, it varies in each section. For example, the E-TVET Fund provides many tables containing a lot of quantity information in details in a structured way (collected as a result of a sub-monitoring system of reporting to the E-TVET Fund). Other partners provide mostly explanations and descriptions in a less structured form.

The information in the Report is collected using focusing at the achievements on particular activities from the Action plan. The Action plan is sent to the key players at the end of the year in order to fill their part on achievements at the level of pillars.

Some statistical information is available in the reports received from the reporting partners. Some of it provide solid information relevant in evaluating the achievement on E-TVET Strategy targets, but is not explicitly linked to the targets identified in the Strategy.

## Evaluation Report of the Action Plan of the National Strategy for E-TVET Council (Quarterly reports)

Interconnected with the E-TVET Council Annual report is the quarterly report. They both report at the level of particular activities. The quarterly report provides information in a form of non-structured descriptions of achievements collected from the E-TVET Sector partners, particularly for each of the pillars of the E-TVET Strategy. After two short summarizing sections (Comprehensive evaluation and Recommendations) follows an annex with a table of activities from the Action plan, with information about the responsible organisation, achievement and evaluation.

# Recommendations for improvement of existing reporting related to the E-TVET Strategy

## Performance Evaluation Report of the Jordanian E-TVET Sector

We structure our recommendations into those which can be implemented in the short-term (during the ongoing preparations of the 2017 version of the report) and those requiring a more substantial review of the data collection and analysis processes, with implementation to be rather in a longer term (preparation of the 2018 version of the report and onwards).

### Recommendations to be implemented in the short-term (in preparation of the 2017 report)

The short-term recommendations are limited to the change in the structure of the report. Minor changes of the structure of the 2016 report could improve its readability.

1. Move the Table of content to the beginning

In the 2016 version is the table of content at the end of the document. It would be useful if the reader finds it at the beginning, where it is standardly placed.

1. Extract a scheme of allocating indicators to policy areas and move the methodology to the Annex

The methodological section provides the list of indicators with reporting institutions and allocates the indicators to monitored policy areas. A scheme or an overview table can be used to explain the allocation of indicators into policy areas. This information makes the document more readable, therefore it makes sense to keep it at the beginning (eventually in the introduction). The rest of the methodological section can be moved to the Annex. An example of a table of allocating indicators is provided in Table 1.

1. Provide an introduction for the analytical part

Strategic policy monitoring should take into account also the wider context in which related activities took place (OECD 2006). An introductory part describing the few most interesting and relevant developments on the Jordanian labour market could set the reader into the context of E-TVET Sector and the development. Indicators which can be considered as contextual (see Table 1), such as the overall employment, unemployment can be presented here.

1. Report only the necessary breakdowns of the indicators

Evidence on particular indicators for sub-groups of interest provides additional, interesting information. Too many breakdowns make the overall analytical part hard to read. Carefully and separately consider each of the breakdowns of each indicator. In the 2016 version of the report unnecessary breakdowns of the indicator of total employment were included.

### Recommendations to be implemented in the long-term (in preparation of the 2017 report)

1. Adopt an unified framework for interpreting the evidence within the policy area

The analytical part of the 2016 version of the report is not straightforward. Evidence from multiple areas is provided without any clear leading logic. Adopting a framework of for example describing the Input-Output-Outcome within each of the policy areas (main objectives) could make presented evidence more comprehensive and readable.

Under the Input-Output-Outcome scheme evidence is provided in a logical sequence. The reader can, thus, expect to find a certain type of information in a particular place and become more oriented in the text.

The Input-Output-Outcome scheme is not the only option in this respect. Indicators (evidence) might be structured for example also as the Process-Outcome scheme.

Table 1 presents a proposed allocation of indicators to particular policy objectives. Five of the indicators are grasping rather a wider context, than a direct impact of the E-TVET Strategy. Therefore, we consider them as context indicators.

The rest of the indicators is allocated to one of the 4 main objectives and further divided into providing information on the input, output or outcome of underlying policy activities.

Table 1: Example table of allocation of indicators

|  |  |  |  |
| --- | --- | --- | --- |
| **Context indicators:**   * + Employment (by gender, education, occupation)   + Unemployment   + Formality (% of employees working informally)   + Participation rate   + Foreign workers | | | |
| **E-TVET Strategy Main objective (Pillar)** | **Input** | **Output** | **Outcome** |
| **Governance (quality)** | Investment in the capacity of teachers/trainers (JD) | Cooperation with private sector (training programs) | Number of accredited programmes;  Level of satisfaction of the employers;  Dropout from regular TVET programs;  Dropout from short TVET programs; |
| **Relevance**  **(employability)** | Guidance (counselling) service,  Enrolment in regular TVET programs;  Enrolment in short TVET programs | Graduation from regular TVET programs;  Graduation from short TVET programs | Employment rate from ETVET (fund) programmes |
| **Inclusiveness**  **(vulnerable groups)** | Enrolment in regular TVET programs, by vulnerable groups (female, young, migrants);  Enrolment in short TVET programs, by vulnerable groups (female, young, migrants) | Graduation from regular TVET programs, by vulnerable groups (female, young, migrants);  Graduation from short TVET programs, by vulnerable groups (female, young, migrants) | Employment rate from ETVET (fund) programmes, by vulnerable groups  Dropout from regular TVET programs, by vulnerable groups (female, young, migrants);  Dropout from short TVET programs, by vulnerable groups |
| **Sustainable funding** | Public expenditure on TVET;  Private sector contribution (and co payments),  Funding from donors | Student to teacher ratio | Cost per student (by programs…) |

1. Where possible make references to targets/performance indicators identified by the E-TVET strategy

For some of the 31 indicators references can be done to the targets identified by the E-TVET Strategy. These references can be made in the text of the analytical part of the report. Table 2 summarizes possible references with the number and name of the performance indicators in the first two columns from left. The corresponding target can be found in the very right column.

Table 2: List of performance indicators with corresponding targets from the E-TVET Strategy

| **Indicator no.[[2]](#footnote-2)** | **Indicator name and description** | **Pillar of the E-TVET Strategy** | **The E-TVET Strategy – Target/KPI** |
| --- | --- | --- | --- |
| **1.** | **Policy coordination**  *This indicator measures the level of coordination between all institutions in the E-TVET sector (through the use of surveys conducted by the E-TVET Council)* | Pillar 1: Governance | All E-TVET policy issues are covered under the E-TVET Council (including Technician Training) and harmonised: achieving aligned standards in services delivery, such as curricula relevance and examinations/ assessments, teachers’ /trainers’ and managers’ qualifications, learning environments addressing minimum standards, and others |
| **10** | **Cooperation with the private sector**  *This indicator measures the number of new or revised training programs conducted in collaboration with private sector companies (based on labor market needs)* | 2- The axis of improving the relevance and linkage of education and training to employability | 15% of each provider’s TVET programmes are reviewed and developed for increased relevance each year. |
| **7** | **Total employment rate after 12 months**  *Percentage of graduates of the E-TEVT sector who worked during 12 months of graduation and maintained in their positions for 12 months, divided according to the service provider, type of program (regular or short), program, gender, age group, governorate.* | 2- The axis of improving the relevance and linkage of education and training to employability | At least ten new technician level programmes are producing graduates who are employed at a rate of at least 70% within six months of graduation. |
| **25** | **Number of approved programs**  *This indicator measures the number of programs approved by the Center of Accreditation and Quality Assurance divided by sector, stage, service providers, and governorate.* | 2- The axis of improving the relevance and linkage of education and training to employability | At least 30 TVET qualifications are registered on the NQF with clear pathways to Technician and higher education levels. |
| **10** | **Cooperation with the private sector**  *This indicator measures the number of new or revised training programs conducted in collaboration with private sector companies (based on labor market needs)* | 2- The axis of improving the relevance and linkage of education and training to employability | 100% of new programmes are developed as a result of explicit industry demand and based on occupational standards or other international industry approved standard  . |
| **23** | **Invest in the capacity of teachers**  *This indicator measures the total amounts of Jordanian dinar invested in building the capacities of teachers in governmental institutions divided by service provider, governorate and sector.* | 2- The axis of improving the relevance and linkage of education and training to employability | At least 100 TVET teachers / trainers per year attend pre-service and professional  development courses and workshops offered by the ToT Centre. |
| **16,**  **17** | **Enrolment in regular TVET programs,**  **Enrolment in short TVET programs**  *This indicator measures the number of students enrolled in short/regular TVET programs provided by governmental and non-governmental institutions divided by service provider, gender, age group, disability and governorate.* | Pillar 3: Increase the Inclusiveness of the E-TVET System | Percentage of women enrolled in TVET Programmes increased (from ...to ...);7 |
| **6,**  **7,**  **8,**  **9** | **Total/Net employment rate after 3/12 months**  *Percentage of graduates of the E-TVET sector who worked within 3/12 months of graduation due to their enrolment in the program. They maintained in their positions for 12 months, divided according to the service provider, type of program (regular or short), program, gender, age group, governorate.* | Pillar 3: Increase the Inclusiveness of the E-TVET System | Percentage of targeted populations becoming employed in their fields of study increased (from  .. to ..). |
| **16,**  **17** | **Enrolment in regular TVET programs,**  **Enrolment in short TVET programs**  *This indicator measures the number of students enrolled in short/regular TVET programs provided by governmental and non-governmental institutions divided by service provider, gender, age group, disability and governorate.* | Pillar 3: Increase the Inclusiveness of the E-TVET System | Persons with Disabilities enrolled in TVET Programmes increased (from .. to ..); |
| **15** | **Percentage of national enrolment in TVET**  *This indicator measures the total number of students enrolled in TVET programs at any educational grade as a proportion of the total number of students enrolled in all programs at that grade.* | Pillar 4: Performance Measurement | Enrolment in E- TVET programmes increased by 10% annually |
| **18** | **Graduation from regular TVET programs**  *This indicator measures the number of graduates as a percentage of the number of students enrolled in regular TVET programs provided by governmental and non-governmental institutions divided by service provider, gender, disability, age group and governorate.* | Pillar 4: Performance Measurement | Graduation rates in TVET increased by ...; |
| **9** | **Employment rate in the E-TVET fund’s programs**  *Percentage of graduates of programs funded by the E-TVET Fund who worked within 3 months of graduation and maintained in their positions for 12 months, divided according to the service provider, type of program (regular or short), program, gender, age group, governorate.* | Pillar 4: Performance Measurement | TVET graduates finding employment in their field of training (placement rates up to 75% within 3months after graduation in respective field of training); |

1. Approximate the presented evidence with the Indicators defined in the Financial Agreement of the EU Budget support

It is also advisable to approximate the list of indicators to the “Indicators for the Financial Agreement of the EU Budget support. In the course of time, the importance of these indicators is expected to grow. The structure of collected information should be adjusted in order to be able to fill these indicators.

Table 3: Indicators overlap with the Financial Agreement of the EU Budget support

|  |  |  |
| --- | --- | --- |
| **No.** | **Financial Agreement of the EU Budget support** | Corresponding indicator |
| 1. | Integrated policy and regulatory framework governing the ETVET sector revised and strengthened | (1) Policy coordination |
| 2. | Number of TVET qualifications registered on the Technical and Vocational Qualification Framework with learning materials, assessment criteria | (25) Number of approved programs |
| 3. | Number of qualifications registered on the TVQF, for which equipment has been purchased or equipment and adaptation of facilities has been purchased | No indicators |
| 4. | Number of ETVET teachers, trainers, laboratory supervisors who participated in professional training and completed secondment (min 1 month/year) to industry relevant to their field of teaching | (23) Invest in the capacity of teachers |
| 5. | Number of people benefiting from ETVET specifically from disadvantaged segments of the society and specifically NAF beneficiaries | (18/19), Graduation from regular/short-term TVET programs |
| 6. | Number of people benefiting from recognition of prior learning (RPL) | No indicator |
| 7. | Number of people from disadvantaged segments of society, including NAF beneficiaries who benefited from ALMMs other than TVET | No indicator |

1. Look for linkages with other strategies, such as the Strategy for Human Resource Development

The end of the implementation period of the E-TVET Strategy is expected in 2020. There are multiple parallel strategies in the field of human resource development. Existing monitoring may provide information about progress in this field which is relevant also to monitor and evaluate these collateral strategies, such as the National Strategy for Human Resource Development 2016-2025. A hierarchical overview of the logic applied in this National Strategy for Human Resource Development 2016-2025 can be found in the Annex (Table A2).

## E-TVET Annual Report

The 2017 version of the E-TVET Annual Report mixes several level of reporting. It reports on the progress on particular activities, as well as on the (system level) performance of the whole Sector. This is a limit to its clearness and readability. There is no need to report on system level performance of the E-TVET Sector, as the annual Performance Evaluation Report of the Jordan E-TVET Sector already serves this purpose. The E-TVET Annual Report should, thus, focus purely on providing information at the Activity level, with an appropriate introduction and contextual information.

Simplify the structure of the Report. The simplified structure of the report could look, for example, as follows:

1. **Executive summary:**

In the present report it contains a summary of the most important achievements of the council and key partners, together with the main barriers in achieving the goals. *Note: Information from the Section C from the Chapter 1 of the 2017 version “The most important achievements of the Council during 2017” from (only the bullets) could be added here.*

1. **The Introduction:**

It contains the scope of work of the council and descriptions of the most important trends in the E-TVET Sector.

1. **Summary of the achievements during the reference year (new title):**

The main item in this section will include summarizing tables. The table of number of trainees (graduates) and employed (after graduation) by sector (field) of education, which was included in the 2017 version of the report, could be included here.

More explanations and interpretations of the evidence in the table should be provided.

Other summarizing tables can be included here, for example:

1. Spending on sub-activities of the AP by the main activities identified by the E-TVET Strategy;
2. Summary of E-TVET Fund funded projects by the main objectives of the Strategy (summarized out of the table provided from E-TVET Fund – see version 2017);
3. A table giving an overview to what extent the achievements are matching the plan, and targets of the Strategy.
4. **Problems and main obstacles encountered**

Here the main obstacles and problems encountered by the reporting institutions can be described in this section. Besides the formally reported information, also information from informal communication within the E-TVET Council working group members can be used, if supported by a solid evidence or reasoning.

1. **Plans for the year 2017**

In the 2017 version of the report a table of action points are listed under each pillars, this could be improved by filtering the action points and retention of points falling within activities form AP.

Reasoning for planned adjustments of the AP can be provided here.

1. **Annex**

In the **Annex 1** the table on funding and the number of trainees of particular projects provided by the E-TVET Fund (in the 2017 version) could be entered here. The Table provides a good overview of the main parameters of the projects supported by the E-TVET Fund. It seems to be a result of elaborated monitoring activities.

**Annex 2:** Detailed information about the progress on particular sub-activities of the Action plan should be included in an overview table. Information from the quarterly reporting templates summarized for the whole year.

General notes:

* *More attention to numbering and encoding of headings.*
* *Use headlines highlighted with bold and a different font size.*
* *All tables and figures in the report should have titles.*
* *Support your report with infographic that are linked to the achievements.*
* *Add photos show beneficiaries in the reality of programs documented in the names of programs, places and people if possible.*
* *Put more stress on the success stories that explain what has been already accomplished.*
* *The table of content in the first page of the 2017 version contains chapters related to indicators which are not reflecting inside the report.*

## Evaluation Report of the Action Plan of the National Strategy for E-TVET Council (Quarterly reports)

The quarterly report should provide brief and simple overview progress in the implementation of actions outlined in the Action plan. Long text might, therefore, be contra-productive. Descriptive parts of the report should be kept as short as possible and well structured.

We propose a new, enriched Form for collecting the structured information on the progress on particular activities. Instead of asking about wording description of the outcome and evaluation of the progress, detailed information on the resources spent, outputs and linkage to one of the targets of the Strategy is requested. For the template of the form please refer to the Annex (A3).

Overview table in the Annex outlining information on particular activities should be kept, and eventually complemented by additional information collected from the proposed Form.

Graphical outline of the report could be improved to make the report more transparent and structured. Use headings; highlight it with a different fond. Use hierarchical headings. Structure the text as much as possible.

Quarterly reporting offers the opportunity to share information relevant to improve the implementation of policies. Section on particular problems and barriers to implementation could be included.

# References

ETF (2014) MAPPING VOCATIONAL EDUCATION AND TRAINING GOVERNANCE IN JORDAN, European Training Foundation, 2014

OEDC (2006) Guidelines for Programme Design, Monitoring and Evaluation, Online: <http://www.oecd.org/derec/guidelines.htm>

# Annex

## Annex A1: The E-TVET Strategy vs Annual report 2017 - achievements

| **Pillar of the E-TVET Strategy** | **The E-TVET Strategy activity** | **Annual Report ( Achievement )** | **The E-TVET Strategy - KPI** |
| --- | --- | --- | --- |
| Pillar2- The axis of improving the relevance and linkage of education and training to employability | 1- All existing TVET programmes have been reviewed by 2020 and modified to ensure that  successful graduates are equipped to work in a variety of roles in the labour market and  eligible to progress to at least one pre-identified further education and training opportunity. | 1- A cooperation agreement was signed between the Ministry of Education and the Vocational Training Corporation in the field of applied secondary education on 7/6/2017. It was agreed to contain (2000) students in the applied track in the Corporation institutes as of 1/9/2017 ???  2- The Ministry of Education formed committees to structure vocational education and the structure of vocational education has been approved.  3-The Vocational Training Corporation has established special advisory committees for training programs at each of its institutes. | 15% of each provider’s TVET programmes are reviewed and developed for increased  relevance each year.  At least ten new technician level programmes are producing graduates who are employed at  a rate of at least 70% within six months of graduation. |
| 2. Technician level qualifications are offered by specialist technical institutions for all high  skilled and high tradability industries considered as priorities for development in Jordan. |  | At least 30 TVET qualifications are registered on the NQF with clear pathways to Technician  and higher education levels. |
| 3. National Qualification Framework is implemented by a national body with registration of  qualifications from three sub-frameworks for General Education, TVET and higher education  and clearly identified pathways between sub-frameworks. | * 1. The Accreditation and Quality Control Center Control has licensed 58 special training centers.   2. The accreditation and quality control center has accredited 150 training programs.   3. For the training programs, the Vocational Training Corporation has developed a number of programs and registered a number of qualifications at the accreditation and quality control center. |  |
| 4- Surveys of learner satisfaction, employer satisfaction and graduate destinations are  implemented at regular intervals through a centralized administration mechanism, and  Results are used at national and provider level for improvement planning. | * 1. VTC, NET, loyac, al qudus , | Student experience, employer feedback and graduate destination surveys are implemented  annually for all current TVET trainees, all current workplace experience providers and all  recent graduates of TVET institutions. |
| 5- Each programme or group of related programmes offered by each provider is supported by  an active advisory group of industry representatives who are involved in a wide range of  interventions related to the design, development, delivery, assessment and review of  programmes. | 1. Establishing and activating the advisory committees in the Ministry of Education / Vocational Education for each program and a set of programs (attached in the schedule of activities). 2. Advisory committees have been formed at Al Balqa Applied University for a range of programs | 90% of TVET programmes or groups of related programmes are supported by an advisory  committee which meets at least four times per year to consider issues and outcomes of the  programme(s). |
| 6- There is evidence that all new programme developments (from 2014) are directly responsive to evidence of skills demand and based on occupational standards  . | Employer satisfaction survey( vtc ) | 100% of new programmes are developed as a result of explicit industry demand and based on occupational standards or other international industry approved standard  . |
| 7-The adequacy of the facilities, equipment and materials of each provider is monitored  annually and there is evidence of increased allocation of funding to equipment and  materials. | 1. With regard to the equipment of laboratories and workshops in each of the following institutions:…….. | Learner satisfaction with their training facilities, equipment and materials improves by at least 10% over the baseline by 2020. |
| 8- The TVET ToT Centre is operationalized with a legal mandate and policy framework for the pre- service and routine in-service training of trainers for all types of TVET providers. | With regard to the training of trainers in the following institutions:  -Al Balqa Applied University/ Ministry of Higher Education and Scientific Research ,The remaining 175 trainees were trained before the end of the year.  -The Ministry of Education   * Lists of trainers candidates for training have been prepared * Training programs for the (industrial, agricultural, hotel and tourism, home economics) branches of education have been prepared * The Ministry trains 400 trainers / teachers in industry workplaces.   -The Vocational Training Corporation has enumerated the training needs of trainers and according to vocational families. The Vocational Training Corporation trains 225 trainers in industry sites in 2017 | At least 100 TVET teachers / trainers per year attend pre-service and professional  development courses and workshops offered by the ToT Centre. |
| 9- All TVET teachers / trainers have annual performance appraisals and are supported to  implement professional development plans clearly linked to feedback on their performance,  and including secondment to industry workplaces at for at least one month every three  years. |  | At least 10% of the staff members of each licensed private provider or public provider spend one month each year working in an industry relevant to their field of training  . |
| 10. Selection, appointment and remuneration of teachers / trainers is based on technical  qualifications, adult education qualifications and industry experience. |  | All new staff hired in the period 2016-2020 have appropriate technical qualifications and at least two years of relevant industry experience  . |
| Pillar 3: Increase the Inclusiveness of the E-TVET System | **Improved inclusiveness of women:**  Media campaigns targeting employers aimed at changing their role stereotypes  (discriminating women) designed and implemented.  2) Apprenticeship programmes designed for enhancing the employment opportunities for  women.  3) Market programmes to women in non-traditional career areas carried- out.  4) Gender sensitive curricula and training programmes/class groups for women only.  5) Programmes designed to women in the areas of small business developed.  6) Management and leadership courses for working women conducted. | 1. The Directorate of Women's Affairs at the Ministry of Labor carried out the following activities:    1. Start implementing inspection campaigns on private schools to implement the unified contract and the minimum wage.    2. Implementing a number of visits in coordination with labor inspectors in the ministry to private sector companies to raise awareness of article (72) of the labor law (KG)    3. Implementation of the equity program of wages    4. Issuing the booklet of the rights of women working under the labor law    5. Field visits to companies that intend to establish nurseries to raise their awareness of the nurseries licensing instructions issued by the Ministry of Development    6. Awareness lectures on the rights of women working under the labor law in coordination with the liaison officers of the Directorate of Women's Work in the field directorates    7. Awareness lectures for women workers about their rights and duties within the private sector work and civil society organizations    8. Work is under way to prepare instructions for the implementation of the flexible work system in cooperation with the Tawasol project usaid    9. With the participation of 120 women, two exhibitions have been held to market self – employment products for women, one at the beginning of May and the other at the end of November in the year   2-Self-marketing exhibition for women's products (4) | Percentage of women enrolled in TVET Programmes increased (from ...to ...);7 |
| **Improved inclusiveness of youth :**  Programmes designed in response to labour market information  Youth provided with up-to-date occupational / career information.  3. Effective career counselling services available to students.  4. Students provided with job-search skills. | 1. Networking with the National Aid Fund to employ beneficiaries from the National Aid Fund.  2. The institution has signed several training agreements for the employment of graduates of the Vocational Training Corporation, the latest of which was the preparation for concluding a tripartite agreement between the Corporation, the Azian Company for Car Trading and the Royal Automobile Club to train between (400 and 500)to drive and operate the scooters. As well as the institution participate in the weekly professional exhibition in the Ministry of Labour, in addition to carrying out of (2529) awareness visit to professionals.  3.Organizing (75) field visits to schools and (15) to universities to hold professional counselling sessions.  4.Organizing (13) workshops for employers in cooperation with chambers of industry and trade.  5.Held (229) session for career guidance for job seekers in the field directorates. (individual / Specialized professional guidance sessions)  6.Professional days (19).  7.University counselling and awareness sessions (15).  8.School counselling and awareness sessions (75).  9.Group workshops for employers for chambers of industry, commerce and syndicates (13).  10.Collective workshops for civil society institutions (48). | Percentage of  Number of training oriented interventions such as school- to- work transition .programmes  increased and information available to employers, prospective job seekers and training  providers improved;  2. Percentage of targeted populations becoming employed in their fields of study increased (from  .. to ..). |
|  | **Improved inclusiveness of the disabled.:**  1. Facilities are accessible and safe for people with disabilities.  2. Education and training providers support people with disabilities to enrol, persist and  succeed in training programmes, including pre-identification of suitable on-the-job  placements | 1.Holding (4) awareness sessions for researchers with disabilities.  2.In the Vocational Training Corporation, there are 13 institutes are ready to receive persons with disabilities and work is under way to increase their number. | Persons with Disabilities enrolled in TVET Programmes increased (from .. to ..); |
|  | **Improved inclusiveness of the Migrants:**  1.Foreigners start their own business under the condition that they hire Jordanians.  2. Qualified and experienced TVET teachers / trainers with industry experience recruited from  among migrants.  3. Migrants have access to public facilities for formal and non-formal training.  4. Foreign qualifications are assessed for their comparison to Jordanian qualifications and  occupational licences |  |  |
|  | **Improved inclusiveness of Informal Sector:**  Courses designed to stimulate and enable unemployed youth to start small businesses at  home.  2. Providers of non-formal training apply to CAQA for licensing and accreditation.  3. Training providers develop modular programmes which support lifelong learning through  flexible delivery arrangements, and transfer of credit.  4. Recognition of prior Learning services that enable skilled informal sector workers to enter  formal training programmes (with credit for learning already achieved outside of formal  training contexts).  5. Jordan’s National Resilience Plan 2014 – 2016 (in relation to the Syrian Crisis) supported  where appropriate. | 11.(229) In -depth professional counselling sessions(guidance plans for researchers).  **In cooperation with Al Balqa Applied University**:                   Training (509) trainees was completed in different courses and different regions  **In cooperation with the Vocational Training Corporation** :   * Training for (750) is ongoing |  |
|  |  | **Education and Training system**:   1. Monitoring and evaluation liaison officers were identified in the institutions involved in the Technical and Vocational Education and Training sector. 2. The liaison officers were trained on the monitoring and evaluation system for the sector of Employment-Technical and Vocational Education and Training. 3. Submit an evaluation report for 2017 for the related institutions by liaison officers. 4. The Accreditation and Quality Control Centre Control has prepared a guide to ensure the quality of vocational training providers in coordination with the Ministry of Labour, the Ministry of Education and Al Balqa University. 5. Continue to update an electronic monitoring and evaluation system through which the monitoring and evaluation liaison officers enter the data of their institutions into a central database and then extracting this data by the 6. follow-up section of the secretariat in the form of a comprehensive sectoral report. 7. Issuing the performance report of the Employment-Technical and Vocational Education and Training Sector for 2017. 8. A workshop was held to increase awareness of training providers and municipalities about the role of accreditation and quality control centre. |  |
| Pillar 4: Performance Measurement | 1.Key personnel trained on methods for data collection and collation, user-friendly  presentations and SMART indicators. | 1. The liaison officers were trained on the monitoring and evaluation system for the sector of Employment-Technical and Vocational Education and Training. | Graduation rates in TVET increased by ...;  TVET graduates finding employment in their field of training (placement rates up to 75% within 3  months after graduation in respective field of training);  Enrolment in E- TVET programmes increased by 10% annually |
| 2-Results of demand and supply surveys and sector plans integrated into the performance  assessment of the E-TVET Sector. | 1. Issuing the performance report of the Employment-Technical and Vocational Education and Training Sector for 2017. 2. Submit an evaluation report for 2017 for the related institutions by liaison officers. | Innovative programmes (linked to economic demand) in E- TVET developed and introduced, based  on HCHRD recommendations (or/and E- TVET Council); |
| 3-Educational level classifications in alignment with TVET categories for TVET |  | Utilization rates of TVET providers’ space and resources improved (to be specified in baseline and  follow- up surveys); |
| 4-Education and training providers use the National ID number of learners. |  |  |
| 5-Performance indicators specific to the strengthened mandate and expected performance of  the E-TVET Council/Secretariat, the E-TVET Fund and CAQA along with a system of annual  self-assessment applied  6-. A clear legal mandate for CAQA to implement the CAQA external quality assurance system  for all TVET providers, including private and public providers, MoE Vocational schools, VTC  centres, Community Colleges, and the NET Company agreed upon. | 1. The Accreditation and Quality Control Centre Control has prepared a guide to ensure the quality of vocational training providers in coordination with the Ministry of Labour, the Ministry of Education and Al Balqa University..   2.A workshop was held to increase awareness of training providers and municipalities about the role of accreditation and quality control centre. |  |
| 7-Training providers conduct internal audit techniques and prepare self-evaluation reports | 1. Monitoring and evaluation liaison officers were identified in the institutions involved in the Technical and Vocational Education and Training sector. |  |
| 8-The E- TVET Council and Secretariat developed a plan for coordinating data collection and  management ensuring one central database for all E-TVET information. | 1-Continue to update an electronic monitoring and evaluation system through which the monitoring and evaluation liaison officers enter the data of their institutions into a central database and then extracting this data by the follow-up section of the secretariat in the form of a comprehensive sectoral report |  |

## Annex A2: THE STRUCTURE OF THE NATIONAL STRATEGY FOR HUMAN RESOURCE DEVELOPMENT 2016-2025

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| --- | --- | --- | --- | --- |
| The national Vision | The national Objective | Strategic objectives | Outcomes | KPI |
| A workforce with the skills, qualifications, capabilities, and behaviours necessary to achieve Jordan’s economic and societal ambitions. | substantially increase the number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship | TVET1: Access – Establish progressive pathways to promote and recognise all forms of learning and skills development within the system and in the labour market and create new options for high quality tertiary TVET | 1.1: Approve the National Qualifications Framework (NQF) | * NQF agreed and operating within 3 years . * Gradual reduction in students pursuing the academic track by 2-3% and increasing students pursuing the vocational track by the same amount each year * Rebalance the ratio of MoE students (grades 11 and 12) pursuing academic vs. vocational tracks to 70%-30%, respectively, within the decade |
| 1.2: Degree-level TVET programmes and provision | * Numbers of graduating from degree-level |
| 1.3: Equal pay for TVET graduates  : Licencing for craftsmen and technicians | * Salary equivalence policies in place and being applied in practice |
| **1.**4: Licencing for craftsmen and technicians | * Percentage of practicing craftsmen and technicians in regulated trades who have been licenced |
| TVET2: Quality – Increase the quality of TVET through consistent training requirements for TVET instructors, aligning standards and quality assurance for all institutions, and closer coordination with private sector. | 2.1: Establish standards and training requirements for TVET trainers and instructors | All registered TVET tutors and trainers (see TVET 4.2) to evidence  minimum levels of CPPD each year |
| 2.2: Accreditation and grading system for all TVET trainers | * Proportions of TVET tutors accredited to the level they are working at; CAQA inspection findings |
| 2.3: Transfer the CAQA to the SDC | * Set an early date for the transfer, as an early target for the new SDC |
| 2.4: Align TVET provision to the National Employment Strategy and Jordan 2025 goals | * Early dates for establishment of NEC and proposed SSCs |
| TVET3: Accountability – Put in place clear governance structures to ensure accountability across the sector. | 3.1: Design and establish the SDC | * An early target date should be set for the SDC to be established and   operational |
| 3.2: Enforce/facilitate the use of data to inform policy and decisions | * A plan and timetable with target dates for new LMIS to be in place should be set by the SDC and monitored by the proposed National HRD Strategy Results and Effectiveness Unit |
| TVET4: Innovation – Innovate funding and provision through transforming the E-TVET Fund, publicprivate partnerships, and expanding innovative modes of delivery. | 4.1: Establish a private-sector led Skills Development Fund | * Combined with LMIS proposals, it will be possible to set KPIs for value and effectiveness of TVET Funding in terms of student and employer outputs and outcomes |
| 4.2: Establish new PPPs aligned with priority clusters identified in Jordan 2025 | * At least one PPP established for each priority sector within 3 years |
| 4.3: Expand apprenticeship programmes | * Numbers entering and graduating from apprenticeships |
| TVET5: Mindset – Promote and establish TVET as an attractive learning opportunity from an early age, and throughout the system. | 5.1: Schools-based careers guidance and exposure to design and technology | * Every school student to have individual career counselling in Year 10 andYear 12 * Design and technology is introduced from grade 4 (to replace ‘vocational education’) and as an examinable optional subject at Tawjihi (or assessment that replaces Tawjihi) |
| 5.2: Participation of Jordan in the World Skills competition | * Participation during Phase 2 |
| 5.3: Reform the current tracking system for the MoE VET stream  and delink VET from low scholastic achievement | * Percentage grade 10 students selecting vocational stream as a first choice * • Grade levels of vocational stream entrants |

## Annex A3: The new AP reporting template

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Action plan reporting template** | | | | | | | | | | | | |
| Name of the sub-activity based on the AP | Party / dept. responsible | Date to begun | Date Due | Inputs Required ( staff, tech, etc. ) | | | Outputs in: | | Outcome/Deliverable/Source of Verification | The project linkage with national strategy for Employment-Technical and Vocational Education and Training | | NOTES |
| Financial in JD | Personal (Enrolled students, Teachers, ...) | Other (rooms, technology, etc. ) | Number of graduates | Other outputs | Number and name of the activity | Performance indicator/Target |
| Number and name of the activity, based on the AP. | Responsible institution. | Planed beginning of the activity. | Planned end of the activity. | Financial resources spent during the quarter. | Involved during the quarter. Provide also explanation where necessary. | Involved during the quarter. Provide also explanation where necessary. | Number of successful graduates during the quarter. | Also intermediate outputs, during the quarter . | Provide information on any final results relevant from the perspective of evaluating the success of the activity/reaching a strategic target. | Based on the E-TVET Strategy. | Based on the E-TVET Strategy. |  |

1. There are some strict quality control measures in place, for example in the auditing of budgets, but the sector lacks key performance indicators and has no appropriate mechanisms for monitoring and evaluating the quality of the system’s performance. (ETF, 2014) [↑](#footnote-ref-1)
2. Based on the list of Perfomance indicators (document „Performance Indicators.docx) [↑](#footnote-ref-2)