

# Technical report

# Analysis of the current PMS including M&E and ICT system of E-TVET Council

Component 1, Governance, Activity 1.1.6-1.1.7

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**[](http://www.google.jo/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjT0M_04NbKAhWDPRoKHbzHC4QQjRwIBw&url=http://www.aegis-itn.eu/&psig=AFQjCNEztIZRr6kLu0JvF4EUKfdD5qdU7A&ust=1454420586940068)EU Funded Project**

**“Technical Assistance to the Skills for Employment and Social Inclusion Programme for Jordan”**

**المشروع الاوروبي " الدعم الفني لبرنامج مهارات العمل والاندماج الاجتماعي"**

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**Abbreviations**

EU European Union

DoS Department of Statistics, Jordan

GIZ Die Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH

NET National Employment and Training Company

MoL Ministry of Labour

LMIS Labour Market Information System

VET Vocational Education and Training

TVET Technical and Vocational Education and Training

ETVET Employment, Technical and Vocational Education and Training

M&E Monitoring and Evaluation

PMS Performance Management System

VTC Vocational Training Corporation

KPI Key performance indicator

PIC Performance indicator card

BAU Al- Balqa' Applied University

CAQA Centre for Accreditation and Quality Assurance

SSC Social Security Company

SMART Specific, Measurable, Achievable, Realistic, Time limited

# Executive summary

The scope of this technical report is related to support activities to TVET council (secretariat) and its members, more specifically to activities 1.1.6 - *Support assessment and development of the current performance measurement system for E-TVET in line with the E-TVET Strategy 2014-2020* and 1.1.7. *Assist public and private TVET providers in the development, updating & implementation of an internal monitoring and evaluation system*.

The current Performance management system (and M&E) at E-TVET Council is mainly aimed towards its monitoring function. Current monitoring system is aimed towards providing quantitative and qualitative description of the TVET sector in three regular reports: **Performance Evaluation Report of the Jordanian ETVET Sector** (annual system level report), **Annual report** (provides mixed evidence at the activity level as well as the system level)and **Quarterly reports** (related to the Action plan of the National ETVET Council). Recommendation for upgrading monitoring reports can be found in (Stefanik, 2018). The concept of PMS system including its evaluation purpose should be elaborated in later project stages.

Main sources of quantitative information published in monitoring reports are based on a set of 31 Key performance indicators developed with cooperation with ILO in 2013. Currently, 18 of them are in use and regularly observed. This technical paper presents a proposal for clustering these indicators, as well as amendments in line with their role in TVET strategy and amending them where necessary. After redefining the structure of indicator card, the updated set of 22 KPIs has been elaborated. The set of proposed indicators should be kept open and flexible to allow adjustments by ETVET secretariat in line with their needs.

The data gathering and reporting should be done by a centralized ICT system managed by the TVET Council Secretariat. Currently, the system is not functional. There is proposed to replace the current system with an updated one.

# Introduction

The EU funded project “*Technical Assistance to the Skills for Employment and Social Inclusion Programme*” – SESIP- occupies a special place in a long process that has been developed in the recent years towards the country´s reforms in employment and TVET (E-TVET) sector with a clear focus on social inclusion.

The scope of this technical report is related to support activities to TVET council (secretariat) and its members, more specifically to activities 1.1.6 - *Support assessment and development of the current performance measurement system for E-TVET in line with the E-TVET Strategy 2014-2020* and 1.1.7. *Assist public and private TVET providers in the development, updating & implementation of an internal monitoring and evaluation system*.

Technical report provides an initial overview of the current Performance management system (PMS) at the E-TVET sector in Jordan, including mapping of the current monitoring and evaluation (M&E) system and ICT system at the E-TVET Council Secretariat. This report is based on a set of information provided by available strategies, studies, meetings with relevant stakeholders (focal points) responsible for M&E functions at the member organisations of TVET Council and in cooperation with E-TVET Council Secretariat.

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, NETC) or social partners.

The situation of E-TVET sector remain difficult and demanding, mainly due to high level of unemployment (18,9% (2017, DoS) and most important, high level of informal economy (around 20 % without migrant effects, IMF (2018)) and high level of inactivity (only 1.4 mil. Jordanians are currently working). Together with significantly growing population (latest estimations are close to 10 mil. inhabitants including more than 3 mil. refugees), high level of work migration especially from Egypt (ILO estimates from 2017 suggests, that there may be as many non-Jordanians working as Jordanians) and recent migration crisis caused by mainly Syrian refugees makes country’s labour market especially vulnerable.

E-TVET Council is the leading governance authority of the Jordanian ETVET sector; despite that, the sector itself remains rather fragmented (ETF, 2014). The key tasks of TVET Council identified by ETF are (i) comprehensive assessments of national economic prospects and their implications for skills supply and demand, and (ii) the alignment of policies, systems and processes concerning education, higher education, labour, the economy and trade.

Therefore, the Council should be in charge of Performance Management System (PMS), including Monitoring and Evaluation (M&E) of the E-TVET system in Jordan with a strong focus on adopted E-TVET strategy. E-TVET Council legal competences and capacity restrictions cause, that PMS at E-TVET Council is currently aimed just towards its monitoring function. The current M&E system is mainly based on indicators, covering, to different extents, means, process, or the goals in achieving set objectives and qualitative assessment of the progress in E-TVET sector in line with relevant strategies.

Additionally, there is an absence of the systematic and steady (fixed) financing policy (mechanism) of the E-TVET sector. Except regular TVET programs of MoE, the main public source of funding is entering the system through E-TVET Fund and it’s mainly based on a number of work permits, which results in the very financially volatile system. A significant proportion of the system (e.g. UNRWA, private providers) depends on donors from outside of the country (please consult also Donors Coordination Strategy, 2018). Only a small part of the system is funded from country’s private sources (companies) or co-payments of trainees.

# Developing Performance management system

Managing the country’s social and employment policies within public and governmental agencies is always a difficult task. To improve the performance, effectiveness and to ensure sustainable development, many different PMS systems have been adopted across various countries. **Performance management system** usually represents a set of activities and tasks aimed to ensure, that policy targets and goals are consistently being met in a more effective and efficient manner. PMS system is usually applied in those agencies, where the Management by Objective is being preferred. There does not exist really simple and universal approach to maintaining PMS system in various policy areas mainly due to the necessity of tailor-made approach, but main definitions and typical properties of PMS remains unchanged.

Strategic performance management system at governance sector usually covers several essential components using various methods (these vary across literature, for example, consult EC, 2016 – Establishing and operating Performance management in PES):

* Performance Planning and Expectation Setting (including objective and target settings, defining the indicators – based on key strategic policies and documents)
* Data gathering, observation and documentation (data gathering and reporting incl. application of existing ICT tool)
* Monitoring and Evaluation of Development and Improvement (regular and systematic monitoring and evaluation of the system performance)
* Performance Diagnosis (specification of interventions to improve performance, organising and replacing indicators, target adjustments, adjustment cycles, motivation update)

Monitoring and Evaluation is an essential part of PMS system. **Monitoring** is the **continuous** assessment of the intervention and its environment, with regard to the planned objectives, results, activities and means. It takes place at all levels of management and uses both **formal reporting** and **informal communications**. **Evaluation** is a **systematic** and objective **assessment of the design, implementation and outcome** of an on-going or completed intervention. The two main purposes of evaluation are i) to improve future policy and interventions through feedback of lessons learned, and ii) to provide a basis for accountability, including the provision of information to the public.

#### Key Definitions of PMS system (EC Toolkit, 2010)

**Objectives:** Objectives are defined as requirements set at the national level determined by either the legal mandate of a PES and/or the governing authority. Examples of commonly used objectives may include ‘preventing and reducing unemployment’, ‘matching labour supply and demand’, ‘securing subsistence by calculating and disbursing benefits’, ‘fostering equal opportunity on the labour market’, ‘improving services for the unemployed’.

**Targets:** Targets are defined as the expected or predicted success level of an individual or organisation; a list of measurable milestones the organisation will use to monitor progress towards the achievement of its goal. Examples include ‘reducing the average duration of unemployment to XX weeks’ or ‘activation of XX % of all unemployed’.

**Performance indicators:** Performance indicators are defined as the translation of targets into measurable indices together with a precise specification of how to measure them. Examples include ‘average duration of unemployment of jobseekers younger than 25’, ‘number of vacancies filled relative to the number of registered vacancies’, ‘mean of employer satisfaction indices’, ‘number of job placements relative to the number of job seekers, ‘number of activated unemployed relative to the number of total unemployed’. Performance indicators can be outcome indicators or process/ activity-based indicators.

**Key performance indicators:** Key performance indicators (KPI) are defined as performance indicators which are perceived as critical success factors and which are of quantitative nature (i. e. not just a general statement).

#### Indicator typology:

* **Input – what resources are committed?**

The resources – money, time, staff, expertise, methods, and facilities – that an organisation commits to a programme in order to produce the intended outputs and outcomes.

* **Output – what do you count?**

The volume of a programme’s actions, such as products created or delivered, the number of people served, and activities and services carried out.

* **Outcomes – what do you wish to achieve?**

Meaningful changes for those you serve, generally defined in terms of expected changes in knowledge, skills, attitudes, behaviour, condition, or status.

# Monitoring and evaluation system at E-TVET Council

The current Monitoring and Evaluation system at E-TVET Council is mainly aimed towards its monitoring function. Monitoring system is aimed towards providing three regular reports (**Performance Evaluation Report of the Jordanian ETVET Sector** (Annual system level report), **Annual report** (Provides mixed evidence at the activity level as well as the system level)and **Quarterly reports** (related to the Action plan of the National ETVET Council) (for more details consult Stefanik, 2018).

Main sources of quantitative information published in monitoring reports are based on a set of 31 Key performance indicators developed with cooperation with ILO in 2013. Currently, 18 of them are in use and regularly observed. A clear structure and direct relevance of indicators to the strategic targets are not in place. This absence also affects the structure of provided M&E reports and its readability (Stefanik, 2018). This technical paper presents a proposal for clustering these indicators according to their role in TVET strategy and amending them if necessary.

The data gathering and reporting should be done by a centralized ICT system managed by the TVET Council Secretariat. Currently, the system is not utilized mainly due to unavailable support from system providers. Certain measures have to be taken in this respect (see chapter ICT).

According to the document “Brief about Monitoring and evaluation for E-TVET sector in Jordan” (ETVET Council, Alwreikat, 2018), “*the current M&E system generates information on several key indicators required for mandatory reporting to the ETVET Council and the EU Delegation (EU financial agreement) through:*

* *the Monitoring and Evaluation Reports of the National E-TVET Strategy produced on a quarterly basis related to the achievements of the E-TVET Council in relation to the Action Plan of the E-TVET Strategy and its indicators.*
* *the Performance Evaluation Report of the ETVET Sector showing the status of the sector measured through a set of indicators.*
* *the Monitoring and Evaluation Report of the National Employment Strategy (NES), which gives an account of the implementation progress of projects funded under the NES.*

*The harmonization, feasibility and availability of the current set of indicators remain to be clarified e.g. which are the indicators most likely to be readily available and, which ones, although desirable to complement the information, are not readily available in Jordan. This situation of uncertainty is confirmed by the difficulties of getting reliable data on formal, non-formal and informal education and training in Jordan. The development of the E-TVET M&E systems requires focusing on components other than indicators, such as human resource capacity for monitoring and evaluation, M&E work plan, policy and programme-monitoring process, technological support, M&E management and supervision, communication, advocacy and culture, as well as partnerships…”*

Additionally, the Permit-based Funding (from each working permit, 100 JD is transferred to TVET fund budget as direct support to E-TVET sector) of TVET Fund as a main funding source of short-term TVET programs result in highly volatile and pro-cyclic funding system. When including the funding from donors, the existing system does not provide a steady basis for sustainable development and improvement of ETVET sector, especially for short-term TVET courses. Resulting significant volatility in output from the TVET sector (number of graduates by type of course) can limit the possibility of setting achievable target indicators for the M&E system.

# Review of the current ICT system

The current available ITC system at ETVET Council is based on DSS - Decision Support System and was established and developed by the Omicron Company in 2013. The structure of the system is based on the following elements:

- MS SQL Server

- Reporting Services

- Analysis Services

- Integration Services

- Tailor-made [ASP.NET](http://ASP.NET) application for data entry

- SharePoint Server 2010

The currently applied system is relatively straightforward and consists of approximately 10 structured tables in the MS SQL database. The data model structure is straightforward and it is understandable per se. Nevertheless, the analysis of the current system presents several main issues related to its utilization, such as:

* The data entry application was recovered after intense effort, but it didn't allow for data entry (probably masking an error during a connection to the database)
* The reports the system should generate, are supposed to run on Report Server, but the team was unable to revive a relatively complicated set of technologies to run SQL Server Reporting Services (including SharePoint)
* Reports run individually from the development environment (dialogue with other systems used by the reporting institutions does not exist), hence export and reporting other than pre-defined structure is limited
* Due to a database problem, there are no data uploaded in the database
* Differently from the conditions stipulated in the contract between the ETVET Council Secretariat and the developers of the current system, there is no available source code.
* The application is also limited by an outdated IT solution and problems with licences
* For the above reasons, although those problems in the code could have minor character, the option for limited adjustments and updates does not seem to viable.

The recommendation formulated by the team of Non-Key experts (international M&E expert and IT experts) are the following:

* with respect to minimising costs, it is possible to :
  + Recreate the data entry application from scratch and keeping the original logic, on the same platform ([ASP.NET](http://ASP.NET), C#) and use MS Excel (PivotTable) or MS PowerBI to analyze the data.
  + Develop a flexible tool including open source solutions.
  + Train the institutions mandated to use the M&E system managed by the ETVET Council Secretariat on the use of the Power BI for data entry as well as reporting
* With respect to feasible software options it is proposed to consider:
  + Windows Server 2012 (update of the licence to 2016 is recommended)
  + MS SQL server 2012 (update of the licence to 2016 is recommended)
  + Visual Studio 2017 Community Edition
  + Power BI desktop edition
* The development of the M&E system application should be done in close cooperation with the ETVET Council and the M&E services of the institutions mandated to report.

# Amending the structure of Indicator cards

The main goal of redefining the structure of the indicators and the content of each indicator card is to improve the current PMS and develop the building blocks of an M&E system to be managed by the ETVET Council Secretariat, that is capable to report according to the requirements of the key strategies of the sector. The main output based on the cards is the regularly published Performance Evaluation Report of Jordanian Employment-Technical and Vocational Education and Training Sector. Due to continuity requirement as well as data limitation and the functionality of the E-TVET Council M&E system, only revision of the KPIs is recommended.

Additionally, after the initial overview of the system and reviewing the M&E systems in partner institutions, several remarks can be made. There is the strong call of providers as well as employers association to improve and provide more detailed qualitative assessment aimed to satisfaction of employers and quality of graduates, as well as information regarding the assessment of TVET quality by Trainees and Teachers.

The clarity of the information provided and the structure and scope of the data required remain sometimes confusing for the data providers. Therefore, improvement of the clarity related to KPIs, clear explanation and harmonization of required information (if several sources are used) and its relevance at the M&E system could increase the quality of observed data.

There is a lack of harmonization related to the information about the transition from education to the labour market. The information about employment rate after finishing E-TVET programs (graduation) should be provided 6 months and 2 years after graduation (to avoid bias from the short-term effects of the program). Problematic part could be related to the age of graduates in those programs where the graduates are at the age below 18. These graduates could not be formally employed due to age restriction; the only option is to keep them involved in the apprenticeship program. The revision of the legislation could be discussed in this respect (e.g. prolong the compulsory years of study within the education system).

The increased insight in the PMS system should be related to management by objectives, thus setting target values for those indicators, where it is possible. Only parts of the key strategic targets have measurable objectives and outcomes. The key role of evaluation should be based on updating policies and targets in line with current development at ETVET sectors and these changes of objectives should play the role at the yearly revision of the action plan.

In employment targets (number of graduates and employment after graduation), the clear definition/distinction between the E-TVET sector implementing (providers) and coordinating (funding) institutions) to avoid double counting.

There is no general rule related to the optimal number of indicators at the monitoring system. There are systems with just a few indicators and few auxiliary ones as well as systems with up to hundred indicators. In the case of the TVET strategy is crucial to provide at least one indicators for each strategy pillar and type (input, output, outcome). Another issue is data limitations. While with cooperation with ILO, 30 indicators were initially proposed and approved by TVET Council, only 18 of them was covered by adequate data.

## The legal and regulatory framework of the M&E system

There are four strategies at a place with close relevance to the sector:

* The Jordan National E-TVET Strategy 2014-2020
* Jordan’s National Employment Strategy 2011-2020
* National strategy for Human Resource development 2016-2025
* Jordan vision 2025

The **National Employment Strategy for 2011-2020** sets ten overarching targets for short, medium and long-term. The employment strategy includes the future vision for the sector even describing the role of the different institutions **without really allocating the tasks to certain legal bodies (NES 2011p. 69).** It promotes the gradual replacement of foreign workers with (skilled) Jordanians, attention to structural unemployment, and the **upgrading of the E-TVET sector**. Further, it provides specific actions for **private-sector-driven E-TVET**, school-to-work transition programs, the promotion of female employment, the regulation and control of immigrant labour, discouraging high skilled emigration, encouraging business start-ups, and the establishment of an apex institution for Human Resources Development. The Ministry of Labour (MoL) and the Ministry of Planning and International Cooperation (MoPIC) coordinated NES design.

The **National Human Resource Development Strategy 2016-2025** is also relevant for the project purpose as it sets employment targets. Although that some goals of the strategy can be questioned, such as target level of unemployment at 8% based on the labour force survey, the linkage with the TVET sector can be observed in various parts (Annex 5). The strategic goals related to E-TVET sector are resumed into five priorities:

1. 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,
2. 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 the private sector
3. Accountability – Put in place clear governance structures to ensure accountability across the sector.
4. Innovation – Innovate funding and provision through transforming the E-TVET Fund, public-private partnerships, and expanding innovative modes of delivery.
5. Mindset – Promote and establish TVET as an attractive learning opportunity from an early age, and throughout the system.

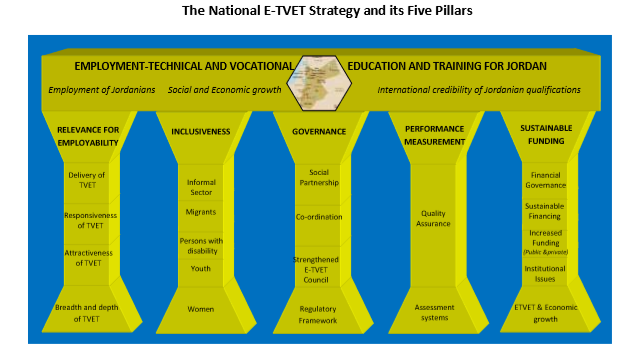
Supplementary indicators can arise from other relevant policies or international agreements, such as the **Financial Agreement of the EU Budget support**. Some of these indicators or reported outcomes can be part of the indicator cards developed for the ETVET Council M&E System. (Annex 3).

The monitoring and evaluation of the E-TVET sector should align with the requirements and indicators included in those key strategies. **The Jordan National E-TVET Strategy** as the core strategic document of ETVET sector adopted in 2014. The Strategy identifies performance indicators related to input, output and outcome, for each of the 5 main pillars and the related targets.

The E-TVET Strategy indicates 5 pillars (Figure 1):

* Governance
* The relevance of Education and Training for Employability
* Increased Inclusiveness of the TVET System
* Performance Measurement
* Sustainable and Effective Funding

**Figure 1 - The National E-TVET Strategy Pillars (2014)**



The current strategy can be considered as a horizontal one, aiming to establish horizontal or cross-policy policy targets, like in the case of the Europa 2020 Strategy (Annex 4).

In redefining the structure of M&E report as well as clustering Performance indicators, it was decided in agreement with the M&E Unit of the ETVET Council Secretariat to follow the current ETVET Strategy in line with M&E unit objective and role.

The main objective of M&E unit is providing managerial and technical support related to E-TVET strategies in order to accomplish the national task related to dealing with issues related to employment policies at the national scale, to improve TVET Standards, and to provide job opportunities that help in developing human resources to cope with the requirements of socioeconomic development in HKJ. Its current role is to Support employment strategies and main stakeholders or partners to assure the implementation of National Strategy for employment 2011-2020, and the National Strategy for Employment and TVET 2014-2020.

The main tasks of the M&E Unit of E-TVET Council are related towards its main objective. There are several important types of activities. The unit is supporting coordination with stakeholders (and Council members) Stakeholders to draft policies and recommendations and strategies related to E-TVET strategies and develop annual strategic plans for the implantation of E\_TVET strategies including preparation of the budgets. The unit is also responsible for Coordination and conducting regular monitoring and evaluation of ETVET system and relevant strategies, including conducting regular M&E report together with monitoring of the performance of ETVET scheme or system as per decided key indicators. Additionally, Unit regularly organizes a meeting of employment strategies committees, including coordination and preparing the agenda with all related stakeholders to assure the success of the meeting.

## Performance Indicator Cards

The initial structure and purpose of the cards were developed in cooperation with the ILO in 2014. The 30 indicators were developed in line with the approach and definition of SMART indicators as :

* *Specific* – target a specific area for improvement.
* *Measurable* – quantify or at least suggest an indicator of progress.
* *Achievable* – specify a reachable target.
* *Realistic* – state what results can realistically be achieved, given available resources.
* *Time-limited* – specify when the result(s) can be achieved.

The indicators were also completed with respective indicator cards (ICs). When adapting/amending the structure of the ICs, few points have to be raised. Although the structure of the indicators and the scope of the cards are relatively clear, a typical problem of measurability or comparability can arise.

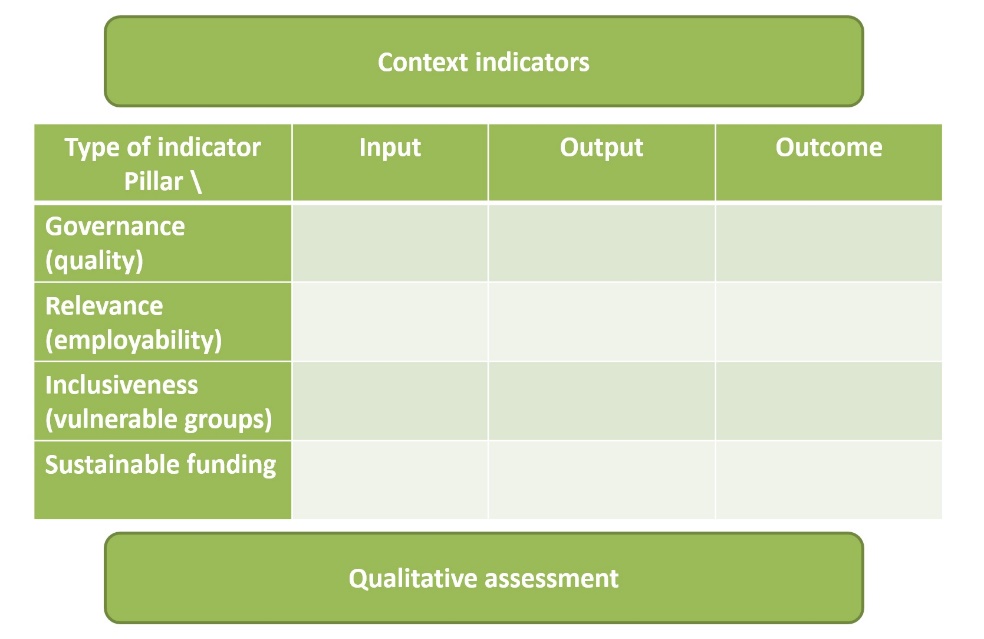
The set of proposed indicators is therefore to be kept open and flexible to allow adjustments the ETVET Council may require in order to obtain data and information that become relevant over time.. Moreover, an indicator card can cover not only one information (data) but, most frequently, a set of tables/information all relevant to its content.

Additionally, the existing cards are not always making evident their relevance i.e. why a specific information should be collected. Hence the missing information related to the relevance of each KPI should be added to the card structure.

After reviewing the structure of all ICs, a new structure was proposed (Annex 1) based on the simplified Eurostat methodology considered as best practice in EU, to provide better and clearer structure of required information and to ensure comparability and clarity of provided data.

When clustering the ICs, the logical structure of the ETVET strategy was followed. Wherever possible, in all ICs it was showed the relevance with the strategy targets, notwithstanding the fact that many cards do not have a quantitative character. The proposed clustered structure is illustrated in Figure 2.

**Figure 2 – Recommended clustering with the aim on National E-TVET Strategy Pillars**



As was indicated before, from an initial number of 30 indicators, 18 was regularly used at TVET Council M&E system. After finding the proper indicators to fill the proposed structure (at least one per cell), 22 indicators have been proposed and amended (Annex 2).

# Conclusions and recommendations

The current PMS system at E-TVET council secretariat it's rather fragmented and limited to monitoring of the E-TVET sector by the quantitative assessment of a predefined set of 18 indicators and qualitative assessment of recent development. These observations are concluded in three types of regular reports. Set of indicators is not fully harmonized across relevant stakeholders. Data are gathered manually via excel sheets and processed by the M&E Unit of TVET secretariat. The cooperation with main council members is at a good level.

In the first phase, the updated structure of KPI cards has been proposed in relevance to the targets of ETVET strategy and agreed by ETVET council. Clustering of the indicators has been adjusted according to the main pillars of the strategy and indicators providing an overview of the Labour market situation in Jordan. As a result, 22 indicator cards have been proposed.

As a next step, the structure of the required tables/requested data to secure common understanding of KPI cards, as well as the structure of the updated ICT system, should be discussed.

The concept of PMS (M&E) system should be further extended in cooperation with TVET secretariat. The common understanding of the purpose and necessity of providing high-quality information to the PMS and KPIs is needed.

New up to date ICT tool should be provided in order to secure the better cooperation of all stakeholders in providing and analysing data related to the performance of the E-TVET sector. In the initial phase, it should contain a relatively simple form for reporting key indicators from stakeholders to TVET secretariat.

There are proposed capacity building interventions for the users of the system on performance indicators and M&E system development, data collection methodologies, and analysis of data and information. report writing and presentation of results.

# List of annexes.

1. Recommended structure of the Indicator cards (card template)
2. List of amended and proposed indicator cards.
3. Proposed indicators cards
4. Indicators for the Financial Agreement of the EU Budget support
5. Targets in ETVET strategy
6. Targets in HRD strategy

## Recommended structure of the Indicator cards (card template)

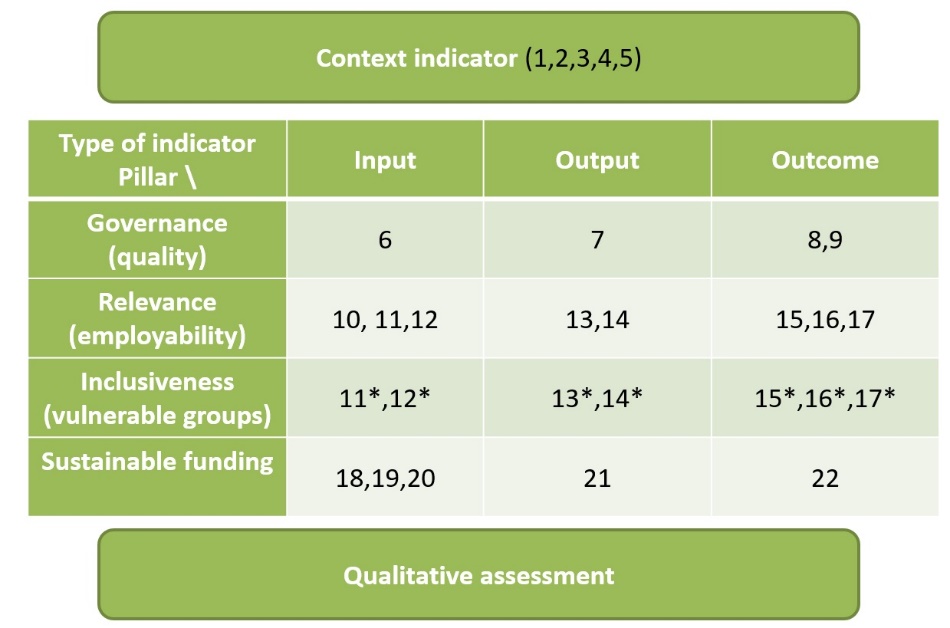
|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | NAME OF INDICATOR | **ETVET KPI No.** |
| No. |
|  | | | |
| Institution | | Name of the institutions responsible for data collection | |
| Date (of data compilation) | | Date of the collection at the stakeholder | |
| Relevance | | Relevance is the degree to which statistics meet current and potential users’ needs. It refers to whether all statistics that are needed are produced and the extent to which concepts used (definitions, classifications etc.) reflects user needs. | |
| Statistical indicator | |  | |
|  | data description | Data presentation includes the description of the dataset based on the area and the relevance of the card disseminated with the main variables covered, the classifications and breakdowns used, the reference area, a summary information on the time period covered and, if applicable, the base period used. | |
|  | classification | Expected structure of available data. Set of discrete, exhaustive and mutually exclusive observations, which can be assigned to one or more variables to be measured in the collation and/or presentation of data. | |
|  | unit of measure | The unit of measure is a quantity or increment by which something is counted or described, such as a number of persons, monetary units such as Euro or US dollar, simple number counts or index numbers. The unit of measure has a type (e.g. currency) and, in connection with the unit multiplier, provides the level of detail for the value of the variable. | |
|  | equation of indicator measurement | Necessary information for the data calculation, if its based on several primary data sources. | |
| Mechanism/method of the indicator data collection | | There are a number of data collection methods used for statistical and monitoring purposes, including questionnaires, administrative data, direct observations. The data collection may be exclusively for statistical purposes, or primarily for non-statistical purposes. In quality assurance frameworks, descriptions of data collection methods should include the purpose for which the data were collected, the period the data refer to, the classifications and definitions used, and any constraints related to the further use of these data. | |
| Source data | | The information referring to the primary source of the reported data by provider, e.g. administrative data, own survey, external source. | |
| Reference period | | This information refers to the period of data collection by TVET Council | |
| Frequency / data availability | | The information regarding the frequency of the observations | |
| Time coverage | | The length of time series availability. | |
| Accuracy/comparability | | Accuracy in the general statistical sense denotes the closeness of computations or estimates to the exact or true values | |
| Comparability over time | | Comparability aims at measuring the impact of differences in applied statistical concepts and measurement tools/procedures when statistics are compared between geographical areas, non-geographical domains, or over time. We can say it is the extent to which differences between statistics are attributed to differences between the true values of the statistical characteristic. There are three main approaches under which comparability of statistics is normally addressed:  comparability over time, between geographical areas, and between domains. | |
| Responsibility for Indicator Data Collection | | Institution and contact information of focal point responsible for the data collection | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | Problems related to data gathering, notes relevant to the indicator value, qualitative assessment | |

## List of amended and proposed indicator cards.

1. Employment
2. Unemployment
3. Formality / Share of informal employment
4. Activity / Participation rate
5. Foreign workers
6. Cooperation with the private sector (training programs)
7. Invest in the capacity of teachers/trainers (JD)
8. Number of accredited programmes
9. Level of satisfaction of the employers
10. Guidance (counselling) service
11. Enrolment in regular TVET programs\*
12. Enrolment in short TVET programs\*
13. Graduation from regular TVET programs\*
14. Graduation from short TVET programs\*
15. Dropout from regular TVET programs\*
16. Dropout from short TVET programs\*
17. Employment rate from ETVET (fund) programmes\*
18. Public expenditure on TVET
19. Private sector contribution (and co-payments)
20. Funding from donors
21. Student to teacher ratio
22. Cost per student (by programs…)

\* Similar set of indicators as in the previous pillar targeted on vulnerable groups (youth, women, people with disabilities, groups with special needs etc.)

**The role of the indicators in the strategy pillars structure after clustering**



## Proposed indicators cards

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Employment | **ETVET KPI No.** |
| 1 |
|  | | | |
| Institution | | Department of Statistics, Ministry of Labour, National Centre for Human Resource Development | |
| Date (of data compilation) | |  | |
| Relevance | | One of the main indicator stemming from the Labour Force Survey (LFS) are used for monitoring and measurement of core employment policy objectives. Employment structure provides context information to ETVET strategy. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number (share) of workers (employees) in Jordan classified by economic sector, education level, occupation, gender, age group, formality, governorate and nationality | |
|  | classification | the economic sector, education level, occupation, gender, age group, formality, governorate and nationality | |
|  | unit of measure | Number of persons, Share of the total (Quantitative Indicator) | |
|  | equation of indicator measurement | NA | |
| Mechanism/method of the indicator data collection | | Data is currently being provided by the Ministry of Labour based on information compiled by The Human Resources Report of the National Centre for Human Resources Development based on several sources incl. LFS results are published by Department of Statistics. Until 2018, the official LFS provided by DoS is providing just information about the share of workers in particular groups within the sample. Since 2018, there should be provided official LFS data in levels. After official publication by DoS, data provision should be switched exclusively to this source. | |
| Source data | | Labour force survey, The Human Resources Report (NCHRD) | |
| Reference period | | Calendar year / quarter | |
| Frequency / data availability | | Quarterly / Yearly | |
| Time coverage | | since 2000 | |
| Accuracy/comparability | | based on LFS methodology, quality of actual numbers is limited | |
| Comparability over time | | >5 data points, 1 data point after the expected introduction of LFS levels | |
| Responsibility for Indicator Data Collection | | Ministry of Labour M&E officers | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | See mechanism of the indicator data collection | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Unemployment | **ETVET KPI No.** |
| 2 |
|  | | | |
| Institution | | Department of Statistics, Ministry of Labour, National Centre for Human Resource Development | |
| Date (of data compilation) | |  | |
| Relevance | | Unemployment rates are among the most important socio-economic indicators. Long-term unemployment belongs to the labour market structural indicators. This indicator is providing context information to ETVET strategy. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the unemployment (rate) in Jordan (defined by the International Labour Organization), according to a degree, gender, age group, duration, governorate and nationality. The indicator will be reported both in levels and rates | |
|  | classification | degree, gender, age group, duration, governorate and nationality | |
|  | unit of measure | Number of persons, Share of the total (Quantitative Indicator) | |
|  | equation of indicator measurement | Unemployment rate = Number of unemployed persons / Active population (Labour force). Labour Force = Unemployed + Employed persons | |
| Mechanism/method of the indicator data collection | | Data is currently being provided by the Ministry of Labour based on information compiled by The Human Resources Report of the National Centre for Human Resources Development based on several sources incl. LFS results published by Department of Statistics. Until 2018, the official LFS provided by DoS is providing just information about percentage distribution of unemployed persons in particular groups within the sample. Since 2018, there should be provided official LFS data in levels. After official publication by DoS, data provision should be switched exclusively to this source. | |
| Source data | | Labour force survey, The Human Resources Report (NCHRD) | |
| Reference period | | Calendar year / quarter | |
| Frequency / data availability | | Quarterly / Yearly | |
| Time coverage | | since 2000 | |
| Accuracy/comparability | | based on LFS methodology, quality of actual numbers is limited | |
| Comparability over time | | >5 data points, 1 data point after the expected introduction of LFS levels | |
| Responsibility for Indicator Data Collection | | Ministry of Labour M&E officers | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | See mechanism of the indicator data collection | |

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| --- | --- | --- | --- |
| **Indicator card** | | The share of informal employment | **ETVET KPI No.** |
| 3 |
|  | | | |
| Institution | | Department of Statistics, Ministry of Labour | |
| Date (of data compilation) | |  | |
| Relevance | | Tackling of informal employment belongs to main employment policies. Informal employment negatively affects both sides: economy, mainly through decreased tax income and funding of public services as well as employees. Structure of informal employment, especially within vulnerable groups as women, youth, migrants and other vulnerable groups of workers can provide valuable information and help to comprise relevantly (education) policies. Although varying with national circumstances, informal employment often means poor employment conditions and is associated with poverty (including lack of protection, the absence of social benefits, etc.). | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the share of informal employment on total employment (both formal and informal) classified by economic sector, education level, occupation, gender, age group, governorate and nationality | |
|  | classification | economic sector, education level, occupation, gender, age group, governorate and nationality | |
|  | unit of measure | the share of the total, number of persons | |
|  | the equation of indicator measurement | share of informal employment = informal employment/total employment | |
| Mechanism / method of the indicator data collection | | Data are currently provided as a share of non-formal employment in particular classification. Since 2018, there should be provided official LFS data in levels by DoS. | |
| Source data | | Labour force survey | |
| Reference period | | Calendar year / quarter | |
| Frequency / data availability | | Quarterly / Yearly | |
| Time coverage | | since 2000 | |
| Accuracy/comparability | | based on LFS methodology, quality of actual numbers is limited | |
| Comparability over time | | >5 data points, 1 data point after expected introduction of LFS levels | |
| Responsibility for Indicator Data Collection | | Department of Statistics | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | See mechanism of the indicator data collection | |

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| --- | --- | --- | --- |
| **Indicator card** | | Activity / Participation Rate | **ETVET KPI No.** |
| 4 |
|  | | | |
| Institution | | Department of Statistics, Ministry of Labour | |
| Date (of data compilation) | |  | |
| Relevance | | Economically active population does not provide complex information about structure of labour market. Participation rate (and number of inactive persons in working age) is a key indicator in the analysis of the human resources available for the production of goods and services in the country, for the projections of labour supply and for understanding the labour market behaviour of different categories of the population. | |
| Statistical indicator | |  | |
|  | data description | The labour force participation rates is calculated as the labour force divided by the total working-age population. The indicator measures the participation (activity) rate of population in working age classified by education level, gender, age group, governorate and nationality | |
|  | classification | education level, gender, age group, governorate and nationality | |
|  | unit of measure | share of total | |
|  | equation of indicator measurement | participation = labour force in working age / population in working age | |
| Mechanism / method of the indicator data collection | | Currently, only the distribution of economically inactive persons within particular classification is available. Since 2018, there should be provided official LFS data. After official publication by DoS, data provision should be switched exclusively to this source. | |
| Source data | | Labour force survey | |
| Reference period | | Calendar year / quarter | |
| Frequency / data availability | | Quarterly / Yearly | |
| Time coverage | | since 2017 | |
| Accuracy/comparability | | based on LFS methodology, quality of actual numbers is limited | |
| Comparability over time | | 1 data point after expected introduction of LFS levels | |
| Responsibility for Indicator Data Collection | | Department of Statistics | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | See mechanism of the indicator data collection | |

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| --- | --- | --- | --- |
| **Indicator card** | | Foreign workers | **ETVET KPI No.** |
| 5 |
|  | | | |
| Institution | | Ministry of Labour, Department of Statistics | |
| Date (of data compilation) | |  | |
| Relevance | | Work migration and a number of foreign workers have a significant impact on the structure of Labour force in Jordan, number of working permits significantly affects the TVET Fund as well as public income and foreign labour increases the output potential of the country. In relation to TVET, increased working migration can increase the tension and jobs availability in certain sectors/professions. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number of work permits issued by the Ministry of Labour for migrant labour according to economic activity, nationality, and governorate. | |
|  | classification | Sector, nationality, occupation, gender and governorate. | |
|  | unit of measure | Number of persons (working permits), share of total | |
|  | equation of indicator measurement | share of foreign workers = foreign workers/total employment | |
| Mechanism / method of the indicator data collection | | Extracting the reports indicating the number of permits for migrant workers according to the economic sector, occupation, scientific degree, gender and governorate from the migrant labour system. After the availability of LFS data additional part of information should be provided as Share of working permits (MoL) on a number of foreign workers working formally (DoS). | |
| Source data | | The migrant labour system. | |
| Reference period | | Quarter / Year | |
| Frequency / data availability | | Quarterly / Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | | Ministry of Labour M&E officers | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | The classification of data (professions) is not available according to the international classification approved by the Ministry of Labour. | |

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| --- | --- | --- | --- |
| **Indicator card** | | Cooperation with private sector | **ETVET KPI No.** |
| 6 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa Applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Proposed / updated training programs based on collaboration with private sector belongs to the several PMS goals in TVET strategy aimed towards improving curricula, such as: (a) **9*0% 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), (b)* *100% of new programmes are developed as a result of explicit industry demand and based on occupational standards or other international industry approved standard*** and **(c) *15% of each provider’s TVET programmes are reviewed and developed for increased relevance each year***. Additionally, there are several targets under inclusiveness pillar of TVET strategy aimed on development of (d) **Apprenticeship, Market programs and Small Business program specially developed for women.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number of new or revised training programs conducted in collaboration with private sector companies based on the needs of the labour market: which are vocational training programs based on vocational competency curriculum, provided by the company at three levels (skilled / identified skilled / professional) have been developed or revised according to the needs of the labour market or in response to the private sector, made through (agreements / participation of advisory committees in decision-making (as participation of the Council of directors or committees supervising the training process), and surveying the satisfaction of the employer)  The new program: it is the program that did not exist and was developed and is ready for implementation in the training process or that was implemented Revised (Advanced) Program: it is the program that is existed originally, reviewed and modified, whether in duration, or in introduction of a new educational material or as amendment in the curriculum ready for implementation in the training process or that was implemented | |
|  | classification | providers, type of program (Technical, Vocational), Length of program (under 6 months, 6-18 months, 2+ years) | |
|  | unit of measure | Number of (total, new, revised) programs, % of revised programs (with support of advisory committee), % of demand-driven revisions, number of newly designed/revised programs for women | |
|  | equation of indicator measurement | need to be specified | |
| Mechanism / method of the indicator data collection | | Review the records of TVET provider. | |
| Source data | | Administrative data of provider | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data - comparability based on length of program | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Investments in the capacity of teachers/trainers | **ETVET KPI No.** |
| 7 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | This indicator measures the investment in the capacity of teachers in terms of number of trained teachers / trainers / laboratory assistants and the measure related to the amount of training (days/JD). This indicator is aimed to receive information related to the performance of the TVET strategy of several targets: **(a) At least 100 TVET teachers / trainers per year attend pre-service and professional development courses and workshops offered by the ToT Centre**, **(b) All new staff hired in the period 2016-2020 have appropriate technical qualifications and at least two years of relevant industry experience** and the Indicator (4) for the Financial Agreement of the EU Budget support: **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.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures investments in building the capacity of teachers as well as providing information related to the qualification of new teaching staff in service providers according to by the TVET provider, the governorate, field of education. | |
|  | classification | TVET provider, the governorate, field of education. | |
|  | unit of measure | persons trained, monetary (JD), total days of training, number of newly hired staff with proper experience | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers. Indicator provides information related to the number of trained teaching professionals (LLL), respective costs of those trainings and related number of training days (at the employee from respective field). Internal check of the qualification of newly hired trainers | |
| Source data | | Administrative data of providers | |
| Reference period | | Yearly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | Limited comparability across providers | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| --- | --- | --- | --- |
| **Indicator card** | | Number of accredited programmes | **ETVET KPI No.** |
| 8 |
|  | | | |
| Institution | | Accreditation and Quality Assurance Centre (CAQA) | |
| Date (of data compilation) | |  | |
| Relevance | | Indicator represents output of TVET Governance (quality) indicator as well as one of the Indicator (2) for the Financial Agreement of the EU Budget support: **Number of TVET qualifications registered on the Technical and Vocational Qualification Framework with learning materials, assessment criteria** and national strategy goal **At least 30 TVET qualifications are registered on the NQF with clear pathways to Technician and higher education levels.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the (a) total number of programs approved by the Accreditation and Quality Control Centre according to sector, stage, service providers, and governorate and (b) Number of TVET qualifications registered on the Technical and Vocational Qualification Framework with learning materials, assessment criteria | |
|  | classification | Sector, career level, length (under 6 months, 6-18 months, 2+ years) governorate, TVET provider, type of program, TVQF | |
|  | unit of measure | Number | |
|  | equation of indicator measurement | NA | |
| Mechanism / method of the indicator data collection | | Review the records of the licensing and accreditation Department, the Accounting Department and the Bureau | |
| Source data | | CAQA | |
| Reference period | | Quarter | |
| Frequency / data availability | | Quarterly / Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | | M&E officer (CAQA) | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Level of satisfaction of the employers, students | **ETVET KPI No.** |
| 9 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | This indicator is related to the particular target for improving the relevance of education and training for employability: **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**  and provides information related to specific quality outcome target **Learner satisfaction with their training facilities, equipment and materials improves by at least 10% over the baseline by 2020.** | |
| Statistical indicator | |  | |
|  | data description | Indicator based on the mandatory Satisfaction Survey taken by providers on trainees, trainers and employers in relevant TVET programs | |
|  | classification | provider, program | |
|  | unit of measure | (employer, trainee, trainer) an indicator of satisfaction where available | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Compilation of information from mandatory satisfaction Survey for the students, trainers, Information from tracer studies where available as auxiliary information | |
| Source data | | Survey data of the provider | |
| Reference period | | Annually | |
| Frequency / data availability | | Annual | |
| Time coverage | |  | |
| Accuracy/comparability | | Survey data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Guidance (counselling) service | **ETVET KPI No.** |
| 10 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Improvements to career guidance and inclusiveness are one of the main targets of TVET strategy in employment and inclusiveness pillar, for example: **(a) Youth provided with up-to-date occupational / career information** (b) **Effective career counselling services available to students.**  Additionally, HRD strategy sets additional goal to:  **Every school student to have individual career counselling in Year 10 and Year 12** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the percentage between the number of full-time professional counsellors to the total number of enrolled students. | |
|  | classification | provider | |
|  | unit of measure | number of counsellors, share of counsellors on number of students | |
|  | equation of indicator measurement | share of counsellors = counsellors / students (trainees) | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of providers | |
| Reference period | | Yearly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | Limited comparability across providers | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Enrolment in regular TVET programs | **ETVET KPI No.** |
| 11 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers. Enrolment provides first insight into HRD strategy indicators: **Gradual reduction in students pursuing the academic track by 2-3% and increasing students pursuing the vocational track by the same amount each year and Rebalance the ratio of MoE students (grades 11 and 12) pursuing academic vs. vocational tracks to 70%-30%, respectively, within the decade** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number of students enrolled (registered, paid the fees, and attended the program) in regular vocational and technical programs by gender, age group (16-18 years, older than 18 years), disability (disable, able), field of education and the type of the program. | |
|  | classification | gender, age group, disability, field of education and the type of the program | |
|  | unit of measure | Number of persons | |
|  | equation of indicator measurement | NA | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Enrolment in short TVET programs | **ETVET KPI No.** |
| 12 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number of students enrolled (registered, paid the fees, and attended the program) in short-period vocational and technical programs (limited skills, skilled, vocational, vocational diploma, technical diploma), gender, age group (16-18 years, older than 18 years), disability (disable, able), and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months) | |
|  | classification | gender, age group, disability, and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months), field of education | |
|  | unit of measure | Number of persons | |
|  | equation of indicator measurement | NA | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Graduation from regular TVET programs | **ETVET KPI No.** |
| 13 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers including specific TVET Strategy target: **Number of people benefiting from ETVET specifically from disadvantaged segments of the society and specifically NAF beneficiaries.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number (and share) of students graduated to the number of enrolled (registered, paid the fees, and attended the program) in regular vocational and technical programs (limited skills, skilled, vocational, vocational diploma, technical diploma), gender, age group (16-18 years, older than 18 years), disability (disable, able) | |
|  | classification | gender, age group, disability, field of education and the type of the program | |
|  | unit of measure | Number of persons, share of graduated on enrolled within program | |
|  | equation of indicator measurement | Share of graduated = graduated / enrolled (within particular program) | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicator card** | | Graduation from short TVET programs | **ETVET KPI No.** |
| 14 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers including specific TVET Strategy target: **Number of people benefiting from ETVET specifically from disadvantaged segments of the society and specifically NAF beneficiaries.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number (and share) of students graduated to the number of enrolled (registered, paid the fees, and attended the program) in regular vocational and technical programs (limited skills, skilled, vocational, vocational diploma, technical diploma), gender, age group (16-18 years, older than 18 years), disability (disable, able), and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months) | |
|  | classification | gender, age group, disability, and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months), field of education | |
|  | unit of measure | Number of persons, share of graduated on enrolled within program | |
|  | equation of indicator measurement | Share of graduated = graduated / enrolled (within particular program) | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Dropout from regular TVET programs | **ETVET KPI No.** |
| 15 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number (and share) of dropout students (withdrawn, dropouts off, academically dismissed) to the number of enrolled (registered, paid the fees, and attended the program) in regular vocational and technical programs (limited skills, skilled, vocational, vocational diploma, technical diploma), gender, age group (16-18 years, older than 18 years), disability (disable, able) | |
|  | classification | gender, age group, disability, field of education and the type of the program | |
|  | unit of measure | Number of persons, share of dropout on enrolled within program | |
|  | equation of indicator measurement | Share of dropout = graduated / enrolled (within particular program) | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Dropout from short TVET programs | **ETVET KPI No.** |
| 16 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | Set of indicators aimed towards monitoring the capacity, performance, output and inclusiveness of TVET sector providers | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the number (and share) of dropout students to the number of enrolled (registered, paid the fees, and attended the program) in regular vocational and technical programs (limited skills, skilled, vocational, vocational diploma, technical diploma), gender, age group (16-18 years, older than 18 years), disability (disable, able), and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months) | |
|  | classification | gender, age group, disability, and the length of the program (less than 2 month, 3-6 month, 6-1 year, 18 months), field of education | |
|  | unit of measure | Number of persons, share of dropout on enrolled within program | |
|  | equation of indicator measurement | Share of dropout = graduated / enrolled (within particular program) | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data of the provider | |
| Reference period | | Quarterly | |
| Frequency / data availability | | Year | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | |  | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| --- | --- | --- | --- |
| **Indicator card** | | Employment rate from ETVET programmes | **ETVET KPI No.** |
| 17 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University, TVET fund, Social Security Company | |
| Date (of data compilation) | |  | |
| Relevance | | This indicator monitors the performance of ETVET sector programmes as well as one of the goals of ETVET strategy: **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.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the percentage of employed to the trainees benefiting from ETVET programs according to provider, program, gender, age group, region, sector. | |
|  | classification | according the status (employed/informally employed/ at the training/unemployed) by provider, program, gender, age group, region, sector. | |
|  | unit of measure | share of employed after 6 months, (1 year), and 2 years after graduation | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Formal matching of administrative data with the database of employed persons at Social Security Company | |
| Source data | | Administrative data, Tracer studies, Matching with social insurance company | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | | Problems related to informal work, if tracer studies are available, provider can also indicate share of informally employed, formal tracking system can be introduced | |

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| **Indicator card** | | Public expenditure on TVET | **ETVET KPI No.** |
| 18 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University, TVET fund | |
| Date (of data compilation) | |  | |
| Relevance | | Source of contribution provide information related to the funding structure of TVET sector. Share of public expenditure on TVET sector is one of the target of TVET policy: **Government funding of the E-TVET sector is gradually increased from 2015, so that it is comparable with and moves towards international practice i.e. up from 0.3% to a quantum that is closer to 1.0% of GDP.** | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the total value of public institution / sector support (in kind, cash or technical assistance) to the provider according to type of support, type of program | |
|  | classification | source (TVET fund, General Budget Department, other) | |
|  | unit of measure | monetary (JD) | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Compiling the administrative information of the stakeholder | |
| Source data | | Administrative data | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Private sector contribution (and co payments) | **ETVET KPI No.** |
| 19 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University, TVET fund | |
| Date (of data compilation) | |  | |
| Relevance | | Source of contribution provide information related to the funding structure of TVET sector. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the total value of the private sector support (in kind, cash) to the vocational training institution by type of support (in kind, cash) including co-payments. | |
|  | classification | source (private sector, co-payments) | |
|  | unit of measure | monetary (JD) | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Compiling the administrative information of the stakeholder | |
| Source data | | Administrative data | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Funding from donors | **ETVET KPI No.** |
| 20 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University, TVET fund | |
| Date (of data compilation) | |  | |
| Relevance | | Source of contribution provide information related to the funding structure of TVET sector. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the total value of private sector support (in kind, cash or technical assistance) to the provider according to type of support, type of program | |
|  | classification | source (internal donor - Jordan, external donors) | |
|  | unit of measure | monetary (JD) | |
|  | equation of indicator measurement |  | |
| Mechanism / method of the indicator data collection | | Compiling the administrative information of the stakeholder | |
| Source data | | Administrative data | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Student to teacher ratio | **ETVET KPI No.** |
| 21 |
|  | | | |
| Institution | | Ministry of Education, Vocational Training Centre, NET, Luminous, UNRWA, Balqa applied University | |
| Date (of data compilation) | |  | |
| Relevance | | One of the quality indicator referring to the capacity of the TVET system. | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the share of students enrolled in regular programs in the college to the total number of teachers (employees). The indicator measures the share of the registered students to the total number of teachers by programs. | |
|  | classification | provider, programs | |
|  | unit of measure | share (percentage) | |
|  | equation of indicator measurement | student to teacher ratio = number of students by program/number of teachers by program | |
| Mechanism / method of the indicator data collection | | Compiling relevant information from VET providers | |
| Source data | | Administrative data | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

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| **Indicator card** | | Cost per student | **ETVET KPI No.** |
| 22 |
|  | | | |
| Institution | | TVET Fund | |
| Date (of data compilation) | |  | |
| Relevance | | Relative costs indicator provides initial information related to the cost-effectiveness of individual TVAT programs according type of program and length of training | |
| Statistical indicator | |  | |
|  | data description | This indicator measures the cost of full (part-time) students in regular TVET programs provided by governmental and non-governmental sector institutions divided by service provider, sector, program and governorate. | |
|  | classification | service provider, sector, program and governorate, length of training, field of education | |
|  | unit of measure | JD | |
|  | equation of indicator measurement | need to be clarified | |
| Mechanism / method of the indicator data collection | | Compiling the administrative information of the stakeholder | |
| Source data | | Administrative data | |
| Reference period | | Annual | |
| Frequency / data availability | | Annually | |
| Time coverage | |  | |
| Accuracy/comparability | | Administrative data | |
| Comparability over time | | 1 year | |
| Responsibility for Indicator Data Collection | |  | |
|  | Contact point name |  | |
|  | E-Mail |  | |
|  | Phone |  | |
| Obstacles of Data Collection / Notes | |  | |

## Indicators for the Financial Agreement of the EU Budget support

Indicator 1: Integrated policy and regulatory framework governing the ETVET sector revised and strengthened

Indicator 2: Number of TVET qualifications registered on the Technical and Vocational Qualification Framework with learning materials, assessment criteria

Indicator 3: Number of qualifications registered on the TVQF, for which equipment has been purchased or equipment and adaptation of facilities has been purchased

Indicator 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

Indicator 5: Number of people benefiting from ETVET specifically from disadvantaged segments of the society and specifically NAF beneficiaries.

Indicator 6: Number of people benefiting from recognition of prior learning (RPL)

Indicator 7: Number of people from disadvantaged segments of society, including NAF beneficiaries who benefited from ALMMs other than TVET.

## Specific targets in ETVET strategy

### Targets for Governance

The specific targets that will, if achieved, contribute to the strategic result are:

* 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
* Social Partners and civil society fully engaged in developing plans and policies for the E- TVET sector at all levels of the system
* Coordination body for sector wide HRD at National established and operational
* Pathways in place promoting E- TVET progression to highest levels of the profession
* Concise regulatory framework supporting good governance in the whole E- TVET system developed and gazetted

### Targets for improving the relevance of education and training for employability

* 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.
* At least 30 TVET qualifications are registered on the NQF with clear pathways to Technician and higher education levels.
* 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.
* 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).
* 100% of new programmes are developed as a result of explicit industry demand and based on occupational standards or other international industry approved standard.
* Learner satisfaction with their training facilities, equipment and materials improves by at least 10% over the baseline by 2020.
* At least 100 TVET teachers / trainers per year attend pre-service and professional development courses and workshops offered by the ToT Centre.
* 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.
* All new staff hired in the period 2016-2020 have appropriate technical qualifications and at least two years of relevant industry experience.

### Targets and key actions for improving inclusiveness

#### Women

* Media campaigns targeting employers aimed at changing their role stereotypes
* (discriminating women) designed and implemented.
* Apprenticeship programmes designed for enhancing the employment opportunities for women.
* Market programmes to women in non-traditional career areas carried- out.
* Gender sensitive curricula and training programmes/class groups for women only.
* Programmes designed to women in the areas of small business developed.
* Management and leadership courses for working women conducted.

#### Persons with disabilities

* Facilities are accessible and safe for people with disabilities.
* 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.

#### Migrants

* Foreigners start their own business under the condition that they hire Jordanians.
* Qualified and experienced TVET teachers / trainers with industry experience recruited from among migrants.
* Migrants have access to public facilities for formal and non-formal training.
* Foreign qualifications are assessed for their comparison to Jordanian qualifications and occupational licences.

#### Informal Sector

* Courses designed to stimulate and enable unemployed youth to start small businesses at home.
* Providers of non-formal training apply to CAQA for licensing and accreditation.
* Training providers develop modular programmes which support lifelong learning through flexible delivery arrangements, and transfer of credit.
* 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).
* Jordan’s National Resilience Plan 2014 – 2016 (in relation to the Syrian Crisis) supported where appropriate.

### Targets for improving the TVET System Performance

The specific targets that will, if achieved, contribute to the strategic result are:

* Key personnel trained on methods for data collection and collation, user-friendly presentations and SMART indicators.
* Results of demand and supply surveys and sector plans integrated into the performance assessment of the E-TVET Sector.
* Educational level classifications in alignment with TVET categories for TVET.
* Education and training providers use the National ID number of learners.
* 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.
* 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.
* Training providers conduct internal audit techniques and prepare self-evaluation reports.
* The E- TVET Council and Secretariat developed a plan for coordinating data collection and management ensuring one central database for all E-TVET information.

### Targets for ensuring sustainable E-TVET Funding and sound financial management

The specific targets that will, if achieved, contribute to the strategic result are:

* A properly developed economic model for public and private investment in E-TVET in Jordan – drawing on the evidence and data - which demonstrates how E-TVET contributes to economic growth, employment, wages, and productivity improvements and an increase in the tax base and government revenue, and which is accepted as a basis for financial/policy analysis and developing resource allocations and funding in accordance with E-TVET’s economic contribution and opportunities.
* Government funding of the E-TVET sector is gradually increased from 2015, so that it is comparable with and moves towards international practice i.e. up from 0.3% to a quantum that is closer to 1.0% of GDP.
* The system of financing E-TVET embodies resource mobilization and allocation strategies that are based on results, focus on enhancing performance of the system, and are founded on transparent, credible and well understood indicators of achievement and performance.
* Implementation of a sustainable E-TVET funding model based on international practice, which incorporates an enterprise payroll tax (i.e. paid by the employer), designed in consultation with employers, which provides incentives for training and achievement of policy objectives with regard to target groups, social partner engagement and economic development.
* A system of selection, appointment and remuneration of E-TVET teachers /trainers/managers is implemented such that this attracts properly qualified and experienced individuals to lead training and instruction in E-TVET institutions.
* The existing MTEF budget infrastructure is actuated to effectively incorporate the E-TVET strategy and action plan – its costs and budgets - into the government budget and MTEF, and sector financial management takes place within the framework of the MTEF and based on modern performance/results oriented principles.
* The E- TVET Council is mandated with the authority to make decisions and priorities about allocation of all resources across the E- TVET sector;
* The VTC, and other TVET institutions as appropriate, are able to retain revenue for cost recovery of services/goods provided in the nature of training, develop sustainable revenue generation sources, establish partnerships with the private sector, and provided with appropriate autonomy to respond flexibly to local market needs.
* Adequate resources are available to resolve shortfalls for capital equipment and infrastructure for vocational secondary institutions, and for supporting CAQA to effectively undertake all its functions and mandate.
* 10. Sustainable and appropriate financial models and funding sources are developed for the ETVET fund to fulfil its mission and for Al Balqa Applied University with regard to its TVET responsibilities.

## Targets in national HRD strategy

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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 WorldSkills 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 |