

**TECHNICAL ASSISTANCE PROJECT**

**“Skills for Employment and Social Inclusion Programme”**

Working Groups Launching Workshop

Amman, Geneva Hotel 10.05.2018

**Background and methodology**

1. **Introduction**

SESIP is a strategic project supporting the implementation of the sector strategies (ETVET Strategy 2014-2020, National Employment Strategy 2011-2020 and HRD strategy 2016-2025) under the capacity development component of the Financing Agreement between the Government of Jordan and the European Union. Its results are complementary to those of the budget support component and the call for project proposals (by civil society and business associations).

The SESIP overall objective is to provide capacity development support and technical assistance for ETVET line Ministries and their related institutions, CSOs and Social partners and support the implementation of the sector strategies (ETVET Strategy 2014-2020, National Employment Strategy 2011-2020 and HRD strategy 2016-2025) with a focus on actions referenced in the Financing Agreement between the Government of Jordan and the European Union to implement the programme entitled Skills for Employment and Social Inclusion and keeping the indicators of support payments in the Agreement in force.

The SESIP 3 purposes are to:

* Provide advisory and technical assistance for the line Ministries and their related institutions at the central and the regional levels in the areas of Governance, Capacity building, Quality Assurance, Employability and Labour Market management, Intermediation and Information Systems, Social Inclusion for disadvantaged groups, Monitoring and Evaluation of the E-TVET strategy and sector action plans including within ETVET Strategy (2014-2020) and the HRD Strategy 2016-2025.
* Provide technical assistance, advisory and trainings for strengthening Social Dialogue, concrete involvement and partnership of Social Partners in the ETVET Sector. This may lead to develop a clear role, responsibilities and engagement based on a framework regulation and partnership by exploring new approaches and Public Private Partnership (PPP) modalities and opportunities in the ETVET sector.
* Provide technical assistance and capacity building to the government in design and implementation of communication campaigns related to the ETVET reform and the Communication & Visibility action plan adopted by the GoJ, and to ensure a communication and visibility strategy for the whole EU programme including the direct budget support and the complementary support projects and grants.

SESIP is expected to reach 26 results through 6 components. The direct project beneficiaries are all represented in the Working groups.

1. **Approach**

* At Macro level, SESIP supports the relevant authorities of the central government, to anchor the necessary policy making mechanisms and planning processes for an employment-driven E-TVET sector in a favourable legislative and regulatory framework.
* At Meso level, SESIP strengthens the supervising and implementing E-TVET institutions as well as business associations and CSOs in development and implementation of demand-driven E-TVET programmes and QAincluding Recognition of Prioe Learning .
* At Micro level, SESIP reinforces providers in the three E-TVET streams (VT, TE, VE) to develop replicable models for ALMMs and ETVET training and financing models.

Implementation Approach

Capacity building (CB) is “the ability of people, institutions and societies to perform functions, solve problems, and set and achieve objectives” (UNDP 2002). CB is a process whereby individuals, groups, and organisations enhance their abilities to mobilize and use resources to achieve their objectives on a sustainable basis. It comprises (i) human resources skills development; (ii) changes in organisations and networks; and (iii) changes in governance / institutional context.

Methodology option

SESIP adopts the use of 4 **Work Groups** with participants from the line ministries and related institutions, social partners (employers’ and workers organisations) and Civil Society Organisations (CSO) involved in the E-TVET governance.

WG1 E-TVET Governance reform and Performance Management

* Governance and policy reform
* Private sector engagement and social partnership dialogue
* Performance management of the E-TVET system including M&E
* Financing the E-TVET system
* Involvement of Social partners including the EU grant scheme
* Communication and Visibility including theE-TVET Communication Strategy

WG2: Curricula Development and Training of Trainers/Teachers (ToT)

* Curricula development
* Training of trainers and teachers
* Engaging the private sector and social partners in curricula development and ToT
* E-learning platform for learners and teachers
* Education pathways, Qualifications and Curricula

WG3: Quality Assurance, Accreditation and Relevance

* Quality assurance
* Accreditation including international accreditation
* National qualification Framework (NQF)
* Competence Assessment including RPL
* Involving the private sector in setting standards and qualifications

WG4: Inclusive access to E-TVET and Labour Market Information System (LMIS)

* Inclusive employment for disadvantaged groups depending on social assistance: design and implementation of cost effective measures for inclusive access to employment and TVET services including ALMMs, M&E of measures, improving referral pathways and linkages between employment, social protection and microfinance services.
* Integrating the fragmented LMISs into one optimal LMIS in which the labour market demand for skills is reflected in the supply side
* PPP measures for employment and HRD with special focus on disadvantaged groups e.g. youth, womenp, eople with disability, etc.
* Preparing and conducting tracer surveys and employers’ satisfaction surveys
* Annual employability and employment report
* E-TVET Secretariat Internal Information system in including M&E tools

Members of the WG

TVET stakeholders institutions, appoint members of WGs on the basis of relevant competence and experience. Each WG member is accountable to, will inform and report to own senior management.

Role of WG members

* The WG members provide their contribution to achieve the agreed objectives in line with their area/s of expertise.
* The WG members disseminate the outputs in their organisations and promote awareness of the issues tackled by the WG to wider target audience
* The WG members collect feedback from own organisations on WG outcomes implementation
* The WG members are committed to the tasks agreed within the WG

Working Groups implementation process

* TAT will submit a working paper including an overview of the item and alternative options for discussion.
* The working groups will analyse the working paper while the project team will facilitate the open discussion.
* **Sub-working groups will be formed to study and to make proposal for specific points of the item under examination**.
* The working group will produce recommendations for adoption and will formally submit them to the Beneficiary for revision and approval.
* External expertise can be invited to provide contribution on specific issues

Working Groups involvement

The 4 established WG are involved in the overall implementation of the activities under the project core components (C1, C2, C3, C4, C5, C6) as defined by the SESIP Inception Report approved on 8 May 2018. In particular they will implement activities foreseen under:

* WG1 under C1, C5 and C6;
* WG2 under C2;
* WG3 under C3 and
* WG4 under C4.

The WG can take decision to create sub-working group/s/ and/or task force/s if needed. TAT will support the WG through guidance, process facilitation, knowledge sharing on specific topics, capacity building for development of ToRs background for the mobilisation of short-term expertise as well as on any issues which may arise during the implementation.

1. **The formation of the sub-groups:**

Within WG 1 there are 4 dedicated to:

1.     Governance,

2.     Social Dialogue,

3.     Performance Measurement System, M&E, Reporting, and

4.     TVET Financing.

The proposed members of the subgroups (see document Composition of the Sub-groups) will confirm their agreement during Meeting 3.

1. **Instructions for the sub-groups proceedings**

In each subgroup members are requested to:

* Analyse the proposed definition of the thematic area of the sub-group
* Review the elements concerning the current situation in Jordan and identify mistakes, redundant or missing points, and gaps and identify the integrations to be made..
* Present a plan on how the sub-group will prepare the final background of the thematic area including the identified integrations before the next WG1 meeting tentatively planned for the 23rd of July.
* Confirm that the proposed activities (outputs, indicators, methodology) meet the objectives of the thematic area of the sub-group .

**Component 1 – Sub group 1 Governance: activities**

SESIP project support on governance consists of a review of the existing governance arrangements and identification of viable change and improvement options.

Definition of governance:

* Complex of interactions among institutions and processes that determine how power is exercised and decisions are taken on issues of public and private concern, and how stakeholders have their say.
* Governance must ensure that public resources and problems are managed effectively, efficiently and in response to critical needs of society. Effective governance relies on public participation, accountability, transparency, effectiveness and coherence (Eurovoc Thesaurus, 2005)
* Governance means the engagement and participation of civil society in formulating, implementing and monitoring strategies for educational development. (UNESCO)

“Good multi-level governance in VET “is a model for VET policy-making management based on coordinated action to effectively involve VET public and private stakeholders at all possible levels (international, national, sectoral, territorial/ local, training provider, etc.) for objective setting, implementation, monitoring and review.

Good multilevel governance in VET aims to reinforce interaction and participation of such stakeholders whilst improving relevance, accountability, transparency, coherence, efficiency and effectiveness of VET policies.”(CEDEFOP, ETF, and EU Committee of the Regions)

Multi-level governance is applied across two dimensions:

1. The vertical dimension refers to the links between higher and lower levels of government (supranational, national, regional, local), including their institutional, financial, and informational aspects.
2. The horizontal dimension refers to cooperation arrangements between authorities and society in the context of social dialogue.

In VET governance, responsibility is usually diverse and shared between multiple levels of government and various social partners.

VET is closely linked to the labour market and therefore often under the jurisdiction of several ministries typically covering education, labour, economic development, etc.

The multiple objectives that VET needs to fulfil and the multiple stakeholders that it needs to serve create a strong imperative for governance models that ensure the participation of stakeholders, leadership and coordination of actions.

**Principles** of well-balanced, good governance ensure that skills needs are met by:

* Empowering VET and skills stakeholders
* Setting up and enforcing mechanisms for a transparent attribution of responsibilities as well as accountability of all actions carried out by the public institutions and stakeholders6 .
* Increasing involvement of social partners at all the stages of the policy cycle and decision-making process in a structured and coordinated manner;
* Increasing flexibility in training provision decision-making processes to allow VET agencies and training providers to be more autonomous and responsive to the labour market
* Defining the financing sources and the responsible actors.
* Balancing the role of the state with the private sector and with the sub-national level (regional and local public authorities, schools, training centres)

Good multilevel governance approaches in Vocational Education and Training (VET) is an effective way to improve VET policy making in transition and developing countries, focusing on the Southern Neighbourhood of the EU (ENPI South) where centralised approaches in public administration and to VET governance still prevail.

The new modes of governance applied by the EU in the policy area of education and training are based on the Open Method of Coordination (OMC) to improve VET governance, taking into account the complexity of VET policies and systems.

According to current European and international experiences, the most effective, relevant and attractive VET models and systems are demand-driven. They rely on the effective and accountable participation of both state (national/local public actors) and non-state VET stakeholders (e.g. employers, sectoral actors, unions) in decision-making and policy implementation processes.

This could also pave the way towards self-governed and performance-based VET provider institutions, which would give quicker responses to rapidly changing labour market skills, competences and qualification needs. Thus, this means:

* putting in practice more and better inclusion and effective cooperation and coordination of regional and local voices of VET actors, and
* developing stronger social partnerships to engage employers, unions and civil society in shaping and investing in skills development.

Furthermore, the role of methodological tools for VET governance is not only to provide an analytical ground to capture data and structure further policy advice. These tools can also be used as ice-breakers to improve collaboration, inclusiveness, multi-participation and trust-building among policy makers as they work together on very sensitive issues such as reviewing country VET governance models, modes and institutional arrangements, and/or planning policy thinking and/or learning for implementing coordination mechanisms for VET policy making.

For example, the European Training Foundation (ETF) has implemented a methodology to map, analyse and self-assess good multilevel governance in VET, inspired by how EU governance soft tools in education and training are being used (GEMM project) like Mapping and analysis of VET governance, Capacity building and peer-learning measures and pilot projects managed through multi-actors local

committees. Stakeholders worked together at the regional, national and local levels and pilot projects were set up in Algeria, Egypt, Israel, Jordan, Lebanon, Palestine\* and Morocco. As part of the project the ETF implemented a methodology to map to analyse and assess good multilevel VET governance.

Planning changes requires a mid to long term perspective as they reflected the overall processes of VET reforms bringing transformations that affect the whole system, the power exercised and the decision-making process.

**Governance in Jordan**

A key feature of the educational ecosystem in **Jordan** is the continuous development of policies and strategies, combined with a limited implementation. Several strategies related to TVET coexist and the most important one is the human resources development (HRD) strategy approved by the Cabinet in September 2016.

The strategy promotes fundamental changes to the TVET governance such as:

* A prominent role of the private sector through the establishment of a Skills Development Corporation (SDC), which will oversee the main TVET training providers (VTC, BAU), the TVET Fund, the Centre for Accreditation and Quality Assurance (CAQA), and the National Training of Trainers Institute (NTTI).
* Both CAQA and the E-TVET Fund (renamed Skills Development Fund) will also operate under this new body.
* The Board of the SDC to be comprised in two thirds of the private sector representatives, to substitute the existing ETVET Council, currently mainly dominated by the public institutions.

There is currently no timetable for the implementation of this strategy and this new body. So far the following was accomplished:

In 2017 the Cabinet adopted a ‘Framework for the reform of the TVET sector’, as the implementation plan of the HRD strategy, less ambitious that the HRD strategy in introducing changes in the TVET system and its governance:

* Instead of the private-led Skills Development Corporation, the framework calls for the establishment of a new Council, the TVET Council that will replace the current E-TVET Council. The composition of this council does not reflect the analyses carried out in the framework (and in the HRD strategy) that point to the need to get the private sector playing a bigger role in the governance of the system. Indeed, the Council is largely dominated by the public sector: only 2 members out of 14 represent the private sector, and trade unions are no longer represented, which takes on board only a limited number of commitments from the Strategy.
* A national qualifications framework that covers the whole qualification system to be managed by the Higher Education Accreditation Commission. This is a major development in Jordan as the higher education sector had for a long time been reluctant to embark on a NQF.
* the establishment of employer-led sector councils in order (a) to define the requirements of the private sector in terms of skills, (b) contribute to the design of the curricula, (c) facilitate the placement of students on the job training, (d) participate in the design and implementation of tests, (e) facilitate the job training of instructors, and (f) review the performance of TVET training centres
* A growing role for CAQA as the centre will take over the responsibility for all TVET competency standards, and accreditation of TVET programmes. Standards are revised after a maximum of 5 years in consultation with the private sector
* Eight New Centres of Excellence as public-private partnerships are created to respond to the labour market needs, in various governorates, in a selected number of sectors such as agricultural machines and equipment, furniture industry and garments professions, programming and computers etc. Each of the centres should be accompanied by an “international party”. The total estimated cost of the establishment of these centres is of US $ 90 million.
* The Council will directly supervise these centres and not the VTC though it is the managing the current three centres of excellence

In August 2017 the ETVET Council approved a five-year Employment Programme (2017-21), including actions for limiting reliance on foreign labour, encouraging the labour market participation and job creation of skilled Jordanians through entrepreneurship and fostering female participation by enabling childcare services. 35,000 jobs should be created with a budget of EUR 110 Mln to be funded by the ETVET fund.

The national and sub-national levels of governance show that the government and its agencies tend to remain centralised at national level. None of the training providers have much autonomy when it comes to forming local partnerships and developing activities,

with the exception of BAU and the private training providers.

A key finding of the mapping and analysis of governance carried out within the GEMM9 project is that local TVET providers in all the networks, except the private sector, have little delegated responsibility to take local management decisions that involve undertaking initiatives, forming local partnerships or responding to local demands from the labour market and society at large.

**Proposed activities**

The response proposed by the SESIP project is articulated through the implementation of the following activities:

* **Activity 1.1.1** Advisory and support to the relevant line Ministries and related institutions on implementation of HRD strategy new ETVET framework in line with the ETVET Strategy (2014-2020)
* **Activity 1.1.2** Training and Capacity Building Needs Assessment for the ETVET Council, the Educational Board and the Higher Education Council as well as any other council related to ETVET
* **Activity 1.1.3** Prepare and implement a Capacity Building Plan for the above mentioned target groups

**Component 1 – Sub group 2 Social Dialogue**

VET and skills sector intersects economic and social policies, competitiveness and social cohesion. Good TVET governance entails:

* involving the representatives of government,, employers’ and workers’ organisations, civil society, and VET providers, at national and sub-national level, in policy-making and implementation,

defining stakeholders’ respective roles, areas of accountability and mechanisms to share responsibilities and coordinate actions aligned with policy goals

Social dialogue and social partner involvement • Given their primary role in linking skills development with employment and economic growth, the involvement of workers and employers is essential. • The input of other key stakeholders (e.g. training institutions, civil society groups, experts) is also critical.

The HRD strategy rightly recognises the fragmentation of the system, its centralisation and the limited participation of social partners, which hinders the capacity of the system to respond to the needs of the economy and society. However, while the strategy assigns a prominent role to the private sector, it ignores trade unions.

In the governance of the TVET sector:

* trade unions and employers’ organisations should be equally represented as they both represent actors in the labour market.
* representation on a board, full involvement and participation of the social partners, means definition of clear responsibility for certain functions in the TVET system, e.g. setting up occupational standards.

The E-TVET Council, established to coordinate the E-TVET policy and to bring the main actors in the system under one umbrella, consists of 15 members: six from the private sector, one from the trade unions and eight from the public sector (ministries, public agencies and education providers).

However, ‘members’ allegiances to the different ministries represented, rather than to the TVET system as a whole, have persisted, and as a result the E-TVET Council has not achieved its aims of acting as a coordinating entity that can drive a single national skills agenda that aligns all parties’ (HRD strategy).

Involvement of non-state actors

Regulations dictated by the Chambers and the General Federation of Jordanian Trade Unions stipulate the responsibility that the private sector and social partners have with regard to supporting the E-TVET sector and representing employers and employees.

Consultation and engagement at the planning stage have grown. The social partners are engaged in broad policy initiatives such as the development of national strategies and the setting of standards.

However, they are not yet involved in the management, evaluation and assessment of the sector.

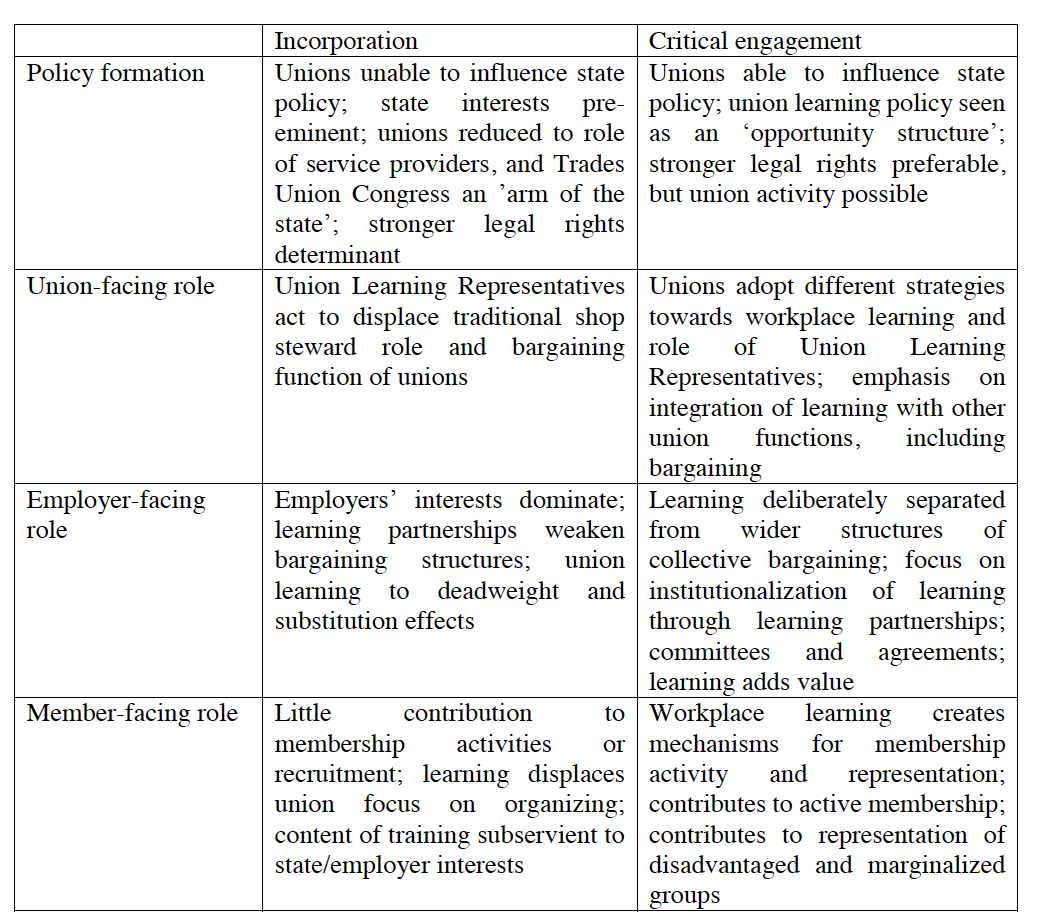
Employers are also often viewed as guests by government, rather than as stakeholders with identified roles and responsibilities.

The social partners have limited representation on the board of the VTC, the country’s main training provider. Out of 13 board members, only three are not from the public sector (one is from the Chamber of Industry, one from the trade union and one from the Jordanian Construction Contractors Association), suggesting very limited influence on the VTC and the training offered.

Finally, TVET schools do not have a structured relationship with the labour market.

Two hundred practitioners and policy makers from different ministries and relevant agencies were involved In the national committee on human resources development set up to design the strategy and 17 sub-committees were set up.

Two models, somehow complementary, of social partners’ involvement on TVET governance are those called of “incorporation” and of “critical engagement” , summarised in the table below:

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**ETVET social dialogue n Jordan**

The extent of the involvement of E-TVET social partners in Jordan in specific TVET development areas like areas of social partnership such as policy formulation and evaluation, legislation, financing human resources skills and capacities, is questionable.

Is there:

* a well defined Social Partnership Framework?
* a functioning Social Partnership Committee?
* experiences of Sector Skills Committee agreements where social dialogue was concretely piloted?
* a draft regulatory framework and internal bylaws for social partnership in the ETVET sector?
* an active involvement of NGOs and CSOs, in the tripartite-plus Multilevel ETVET Governance system to be implemented in the Jordanian context?
* Is capacity building and awareness of the relevant stakeholders needed?

**Proposed Activities**

The response proposed by the SESIP project is articulated through the implementation of the following activities:

* **Activity 1.1.4** Social partnership framework in ETVET in consultation with all stakeholders and in coordination with all the line Ministries
* **Activity 1.1.5** Trainings; workshops and/or seminars for relevant stakeholders, Social Partners, Private Sector and NGOs

**Component 1 – Sub group 3 Performance Measurement System, M&E, Reporting**

Monitoring and Evaluation (M&E) are twin and complementary processes supporting programme management by providing information upon which critical decisions regarding performance are made

Monitoring

* the systematic process of collecting, analyzing and using information to track a programme’s progress toward reaching its objectives and to guide management decisions.
* it focuses on processes, such as when and where activities occur, who delivers them and how many people or entities they reach.
* Monitoring is sometimes referred to as process, performance or formative evaluation.

Evaluation:

* Judgment on the value of an intervention, and training programme or policy with reference to criteria and explicit standards (such as its relevance or efficiency).
* systematic assessment of an activity, project, programme, strategy, policy, topic, theme, sector, operational area or institution’s performance.
* it focuses on expected and achieved accomplishments, examining the results chain (inputs, activities, outputs, outcomes and impacts), processes, contextual factors and causality, in order to understand achievements or the lack of achievements.
* it aims at determining the relevance, impact, effectiveness, efficiency and sustainability of interventions and the contributions of the intervention to the results achieved.

M&E are both management tools.

* monitoring is a short term assessment and does not take into consideration the outcomes and impact. Data and information collection for tracking progress  is gathered periodically.
* evaluation assesses the outcomes and longer term impact. Data and information collection for evaluations happens during or in view of the evaluation.

M&E system:

* it refers to all the indicators, tools and processes to measure if a programme is implemented according to the plan (monitoring) and is having the desired result (evaluation).
* it is described in a M&E plan that includes M&E framework .
* the M&E framework is the part of an M&E plan that describes how the M&E system for programme, organisation, or sector will work

The major functions of the M&E system are:

* To make the strategic planning and evidence-based and results-oriented steering of the sector as possible.
* To focus on processes, outputs and results
* To control and reporting based on process, outputs and result indicators
* To serve as a tool leading higher levels of accessibility, transparency and efficiency.

Monitoring and evaluation mechanisms

Monitoring and evaluation (M&E) enables policy implementation and the impact of the policy to be objectively assessed. To this end, the ETVET strategy should include provision for mid-term review, final review, and an impact assessment (normally a few years after the final year of the policy) to capture long-term effects.

Methodologies range from ad hoc tracer or impact studies of particular skills programmes to periodic assessments of overall policy implementation based on agreed achievement indicators.

It is also possible to adopt a resource-intensive, approach that combines:

* assessment by external, independent institutions;
* multi-year assessments against agreed achievement indicators;
* both quantitative and qualitative assessments; and
* assessments in relation to the multiple objectives of the strategy (e.g. impact on not only economic but also social and equity concerns).

It is important to acknowledge that it takes time for a new policy and new systems to become fully operational and start producing the expected results. Quantitative, numerical indicators facilitate the communication of the policy’s impact to the wide public audience. Nevertheless, overemphasis on achieving high numerical targets can undermine quality and effectiveness.

**ETVET M&E in Jordan**

Monitoring and evaluating TVET performance in Jordan and identifying the possibilities for improving its quality and coverage require an understanding of the nature of its functions, goals and key characteristics. The M&E system of the TVET sector links its key interlocking components to the policy areas of governance, relevance for employability, increasing inclusiveness of TVET (access and participation), quality, financing.

The ETVET M&E system is based on indicators, covering, to different extents, means, process, or the goals in achieving set objectives. Indicators also comprise input, access, output and outcome. It has become evident that achieving a balance between these different types of indicators in use is the crucial point for developing an efficient and effective M&E systems for the ETVET sector and its stakeholders in Jordan.

The M&E system of the ETVET Secretariat utilises different sets of indicator in line with its reporting requirements and obligations. Indicators in use, whether developed with the support of international development partners over the years or resulting from the ETVET and the HRD Strategies, should be harmonised to really help benchmarking the TVET sector.

In turn, benchmarking helps in linking the internal processes to external expectations, to develop appropriate internal mechanisms for the enhancement of TVET quality and effectiveness, as well as to compare the results with national goals and international good practices.

The harmonisation, feasibility and availability of the current set of indicators remains 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 ETVET M&E systems requires to focus 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 (ICT is an indispensable tool for the ETVET Secretariat’s M&E system), M&E management and supervision, communication, advocacy and culture, as well as partnerships.

The current M&E system generates information on several key indicators required for mandatory reporting to the ETVET Council and the EU Delegation through:

* the Monitoring and Evaluation Reports of the National ETVET Strategy produced on quarterly basis giving account of the achievements of the ETVET Council in relation to the Action Plan of the ETVET Strategy and its indicators. The ETVET Secretariat expresses the need to improve the overall quality of this report (findings of the evaluation, contents, style, links with the indicators and results of the Action Plan).

* The Performance Evaluation Report of the ETVET Sector showing the status of the sector measured through 30 indicators (qualitative and quantitative) developed by the ILO in 2013. The Report 2016 used only 18 quantitative indicators. The needs for improvement concern…
* The Monitoring and Evaluation Report of the National Employment Strategy (NES), which gives account of the implementation progress of projects funded under the NES.
* In addition, the ETVET system at large should report on additional indicators related to the public and private TVET suppliers like technical schools, vocational training centres, technical colleges and private training providers. However, no comprehensive annual statistical bulletin or report on TVET performance in Jordan is currently published.

The current M&E system managed by the ETVET Secretariat demonstrates several weaknesses, which are only partly caused by the complex and fragmented institutional arrangements for TVET.

One general weakness is that the M&E system is mostly reliant on the M&E of individual training institutions rather than of the whole TVET system and of cross-cutting issues that affect either all or multiple suppliers like those of adjusting TVET capacity, quality, and taught contents to meet changes in employers demand; measuring how well TVET serves individual sectors; and assessing the inclusiveness of TVET system in Jordan.

During the needs assessment phase of the SESIP project, the actors of the ETVET system in Jordan recognised the need for a M&E system for the ETVET sector as a whole, that could enable the Secretariat of the ETVET Council to make the strategic planning and evidence-based and results-oriented steering of the sector as possible.

Such an M&E system could focus on processes, outputs and results, perform the function of control and reporting based on performance indicators, and serve as a tool supporting higher levels of accessibility, transparency and efficiency by all the ETVET sector training providers and stakeholders.

The development of the ETVET M&E system based on a new performance measurement system will also link with the activities by the SESIP project supporting the LMIS setting i.e. statistics, data analysis on demand and supply including methods and validation, interpretation of analysis and data audit carried out under the Component 4 of the project.

In particular, the specific work on LMIS will entail the development of a conceptual and analytical framework, qualitative and quantitative methods and costing for the annual consolidated employability and employment report and on content, focus and outputs of annual employability and employment conference for the E-TVET Council Secretariat.

**Proposed activities**

The response proposed by the SESIP project is articulated through the implementation of the following activities:

* **Activity 1.1.6** ETVET performance measurement system in line with the ETVET Strategy 2014-2020, and its adoption/implementation in line with best EU/international practices and standards
* **Activity 1.1.7** Assist VTC and other TVET providers in the development & implementation of an internal M&E system
* **Activity 1.1.13** Develop capacities for data collection and statistics for reporting on indicators of EU budget support programme

**Component 1 – Sub group 4 TVET Financing:**

**Activities**

TVET financing is largely determined by the rules and regulations through which financial resources are collected, allocated and managed.

It largely depends on the economic situation and the resources available, but also on the priorities of decision-makers involved in the various types of TVET with regard to relevance, equity and quality, and on the trade-offs that stem from those priorities.

This component also relates to the capacity of the system to ensure that resources are equitably and efficiently allocated.

It is important for TVET financing to distinguish between sources of funds and how these funds are allocated and subsequently used. In other words, the distinction should be made between resource mobilization, resource allocation and resource utilization.

Finance for TVET comes from three main sources:

* the annual public budget,
* international donations and loans, and
* contributions from trainees, which are more symbolic than substantial.
* The sale of products also provides some income.

Salaries account for the largest share of current expenditure, and expenditure on capital assets is very low.

Development funding is lacking, and there are rigid, highly centralised procedures for the financial management of the allocated budget at both school and regional administration level.

The situation regarding technical education (community colleges) is different. The responsibility for the community college system was transferred from the Ministry of Higher Education and Scientific Research to BAU in 1996. BAU is therefore responsible for the governance and management of public community colleges, including their financing. BAU makes all decisions on investments and budget allocations. It allocates funds to public community colleges based on historical trends, student numbers and staffing levels.

In 2005, an E-TVET Fund was established to finance and expand on-the-job training and demand driven technical and vocational training by both public and private providers, and improve the efficiency and quality of programmes. The ETVET Strategy 2014-2020 informs that the ETVET Fund accounts for up to 36% of public E-TVET funding.

The Fund’s financing comes from the fees paid for foreign workers’ permits. This raises questions about the financial viability of this funding stream. It also contradicts the national objective of replacing foreign workers with Jordanians. The E-TVET

A number of proposal have been put foreword like:

* The introduction of an enterprise payroll tax,
* The management of the resources by the ETVET Fund,
* Fiscal incentives for enterprise based training
* The financial management of ETVET resources through the Medium Term Budget Framework (strategic priorities) and
* Adopting Results Oriented Budgeting (effective utilisation) going beyond historical funding levels

Other alternative ways of TVET financing can be considered like:

* Bipartite administration of training funds
* Employers’ administration of training funds
* Performance based financing of TVET schools linked to decentralisation and management autonomy of public VT institutions,
* Revenue-generating levy schemes (resources administered by government TVET institutions and/or funds)
* Levy-exemptions, levy grants and reimbursement schemes
* Income tax rebate training incentives
* Financing apprenticeship
* PPP…

Moreover, whatever option(s) is selected, the need for M&E is there. Financing is a management function. Those who administer training funds and the TVET financing schemes must be evaluated and considered appropriate if?

* Public TVET budget and funds are secured and their administration accountable and transparent…
* Allocated on the basis of the demand and not of the supply…
* Provide incentives like grants, loans, increased budget, to the best performing (quality and employability)…
* Financing is sufficiently decentralised to respond to….

What signals the TVET financing system in Jordan should send to the beneficiaries? What kind of TVET it is promoted? Who is rewarded or deprived under the selected mechanism?

**Proposed activities**

The response proposed by the SESIP project is articulated through the implementation of the following activities:

* **1.1.8** Advise, technical support and analysis to develop, harmonize and sustain the funding resources of the ETVET sector
* **Activity 1.1.9** Advise on the development of performance indicators based on unit cost analysis of ALMMS and TVET
* **Activity 1.1.10** Assist stakeholders in conducting Public Expenditure Tracking Survey (PETS) of ETVET services – including ALMMS
* **Activity 1.1.11** Assist stakeholders in conducting a Qualitative Service Delivery Survey (QSDS) of ETVET – including ALMMs
* **Activity 1.1.12** Advise on how Outcomes from PETS and QSDS can be incorporated into Medium-term Expenditure Framework.