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THIS ACTION IS FUNDED BY THE EUROPEAN UNION

ANNEX II

to the Commission Implementing Decision on the the Annual Action Plan for the Hashemite Kingdom of Jordan 2023

Action Document for Technical and Vocational Training (TVET) for All in Jordan (TVET4All)

ANNUAL ACTION PLAN

This document constitutes the annual work programme in the sense of Article 110(2) of the Financial Regulation, and action plan/measure in the sense of Article 23(2) of NDICI-Global Europe Regulation.

1. SYNOPSIS

1.1. Action Summary Table

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| 1. Title OPSYS Basic Act | Technical and Vocational Training for All in Jordan (TVET4All) Annual Action Plan for the Hashemite Kingdom of Jordan 2023 OPSYS business reference: NDICI-GEO-NEAR/2023/ACT-61840 ABAC Commitment level 1 number: JAD.1210669 Financed under the Neighbourhood, Development and International Cooperation Instrument (NDICI-Global Europe). |
| 2. Economic and Investment Plan (EIP) | No |
| EIP Flagship | No |
| 3. Team Europe Initiative | No |
| 4. Beneficiar(y)/(ies) of the action | The action shall be carried out in the Hashemite Kingdom of Jordan |
| 5. Programming document | Multi-Annual Indicative Programme (MIP) for Jordan 2021-2027 ¹ |
| 6. Link with relevant MIP(s) objectives/expected results | Specific Objective #3: Human Development |
| PRIORITY AREAS AND SECTOR INFORMATION | |
| 7. Priority Area(s), sectors | 113 Secondary Education / Vocational Education |

¹ C(2022)3821

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|--|---|-------------------------------------|---|----------------------------|
| 8. Sustainable Development Goals (SDGs) | Main SDG: SDG 4: Quality Education Other significant SDGs: SDG 8: Decent Work and Economic Growth SDG 9: Industry, Innovation and Infrastructure SDG 10: Reduced Inequality | | | |
| 9. DAC code(s) | 11330 – Vocational training 100% | | | |
| 10. Main Delivery Channel | 13000 Third Country Government (Delegated co-operation) | | | |
| 11. Targets | <input type="checkbox"/> Migration <input type="checkbox"/> Climate <input checked="" type="checkbox"/> Social inclusion and Human Development <input checked="" type="checkbox"/> Gender <input type="checkbox"/> Biodiversity <input checked="" type="checkbox"/> Human Rights, Democracy and Governance | | | |
| 12. Markers (from DAC form) | General policy objective | Not targeted | Significant objective | Principal objective |
| | Participation development/good governance | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Aid to environment | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Gender equality and women's and girl's empowerment | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| | Reproductive, maternal, new-born and child health | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Disaster Risk Reduction | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Inclusion of persons with Disabilities | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Nutrition | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | RIO Convention markers | Not targeted | Significant objective | Principal objective |
| | Biological diversity | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Combat desertification | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change mitigation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Climate change adaptation | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Internal markers and Tags | Policy objectives | Not targeted | Significant objective | Principal objective |
| | EIP | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | EIP Flagship | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |
| | Tags transport | YES <input type="checkbox"/> | NO <input checked="" type="checkbox"/> | |

| | | |
|--|-------------------------------------|-------------------------------------|
| energy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| environment, climate resilience | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| digital | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| economic development (incl. private sector, trade and macroeconomic support) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| human development (incl. human capital and youth) | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| health resilience | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| migration and mobility | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| agriculture, food security and rural development | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| rule of law, governance and public administration reform | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| other | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Digitalisation | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Tags | YES | NO |
| digital connectivity | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| digital governance | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| digital entrepreneurship | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| digital skills/literacy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| digital services | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Connectivity | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Tags | YES | NO |
| digital connectivity | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| energy | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| transport | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| health | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| education and research | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Migration | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Reduction of Inequalities | <input type="checkbox"/> | <input type="checkbox"/> |
| COVID-19 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

BUDGET INFORMATION

14. Amounts concerned

Budget line: 14.020110 Southern Neighbourhood
Total estimated cost: EUR 25 000 000.00
Total amount of EU budget contribution EUR 15 000 000.00
This action is co-financed in joint co-financing by:
- the Federal Republic of Germany for an amount of EUR 10 000 000.00

MANAGEMENT AND IMPLEMENTATION

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| 15. Implementation modalities (management mode and delivery methods) | Indirect management with pillar-assessed entities - The Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) (section 4.3.1.1) - the entity(ies) to be selected in accordance with the criteria set out in section 4.3.1.2 |
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1.2. Summary of the Action

Jordan's small, service-based economy is dominated by the public sector and has so far not been able to absorb the country's growing number of young people entering the labour force. Unemployment, especially youth unemployment, was substantial and rising even before being compounded by the impact of Russia's war of aggression against Ukraine and the socio-economic repercussions of the COVID-19 pandemic. A primary driver of high unemployment is the gap between educational outcomes and the needs of the labour market ("skills mismatch"). In addition, the technical and vocational education and training (TVET) sector in the country is considered a negative choice for most secondary school graduates with a large majority of graduates who favour tertiary education in academic streams even if this does not guarantee access to well-paid employment afterwards.

Given the important role of TVET to contribute to sustainable economic development in Jordan, the intervention supports as a first objective, the strengthening of the governance of the TVET sector in the country that includes addressing a negative perception among the population that constitutes one of the main constraints of the TVET sector, namely a low enrolment rate. Specific activities are to be developed to improve the public image of TVET with a particular focus on creative industries, green and digital economy and the participation of women and people living with disability within the TVET tracks available to them.

As a second objective, targeting the more vulnerable segments of the population, the action aims to establish a scholarship system to allow underprivileged students to pursue technical and vocational education pathways in close coordination with two parallel EU-funded actions on "Education for All" under the same Financial Decision, as well as "Inclusive and Quality Education for Refugees and Vulnerable Children and Youth in Host Communities in Jordan 2024-2027" under the "Response to the Syrian crisis special measure for 2023".

The present intervention is fully aligned to the Jordan MIP 2021-2027 priority of human development and corresponds to priorities identified under SDG 4 (Quality education), as well SDG 8 (Decent Work and Economic Growth), SDG 9 (Industry, Innovation and Infrastructure) and SDG 10 (Reduced Inequality).

The action is in line with the priorities of the ambitious and innovative Agenda for the Mediterranean, set out in the Joint Communication from the Commission and the High Representative on the Southern Neighbourhood of 9 February 2021², its Economic and Investment Plan³ and in the subsequent Council Conclusions on a Renewed Partnership with the Southern Neighbourhood of 16 April 2021⁴, especially the flagship 1 "Support to social sectors, education, skills and health", as well as the EU-Jordan MIP 2021-2027 priorities (Priority Area 3 : Human Development).

The action will be implemented in collaboration with EU Member States pillar assessed entities to increase leverage of EU funding and lay the foundation of possible future EU interventions in the same sector.

² JOIN(2021) 2 final.

³ SWD(2021) 23

⁴ <https://data.consilium.europa.eu/doc/document/ST-7931-2021-INIT/en/pdf>.

1.3. Beneficiar(y)/(ies) of the action

The Action shall be carried out in the Hashemite Kingdom of Jordan, which is included in the list of ODA recipients.

2. RATIONALE

2.1. Context

In Jordan, **Technical and Vocational Education and Training (TVET)** plays an important role in the country's economic development and job market. The government has made significant investments in the sector in recent years, with a focus on increasing the number of students enrolled in TVET programmes and modernising the country's vocational schools, but the impact of these investments has been limited and the sector continues to face a number of challenges.

According to the Voluntary National Review (SDG) and Economic Modernisation Vision, Jordan considers the development of technical and vocational training within the framework of the National Strategy for Human Resources Development 2016-2025 as an issue of high importance, given its impact on achieving SDG 8 (Decent work and economic growth), and contribution to SDG 9 (Industry, Innovation and Infrastructure). Jordan's successful adaptation of **renewable energy and energy efficiency** policies led to contributions to meeting SDG 7 (Affordable and clean energy), SDG 8 and SDG 9 in terms of the support towards industrial development, and therefore providing working opportunities.

However, rapid changes in the labour market needs require a change in vocational training to meet the demand for new professions. The need to develop new educational curricula and techniques to cover these professions has been identified as one of the national priorities, in addition to the need to activate the role of career guidance towards such **industrial vocational pathways**.

The TVET system in Jordan has not been able to fully address the labour market demand. Many reasons lie behind the unsatisfactory performance of TVET. They include the absence of reliable data on labour market developments; weak involvement of employers at key planning stages of education and training, such as the design of education and training content, the provision of education and training, the assessment of learning outcomes, etc.; inadequate teacher training; and insufficient work-based learning, among other reasons. Apparently, a major reason for the limited labour market relevance of TVET outcomes is the rigidity of TVET in terms of content and provision. The service sector, for instance, accounts for over 80% of all jobs in the country (81.9% in 2019) (ETF, 2020b) and has contributed over 60% to the GDP of Jordan for years now. Despite the significance of the sector for the economy and the labour market, however, education and training, together with the pathways for transition to employment, still fail to adjust to the sector's needs for human capital.

The latest Torino Process⁵ 2018-2020 report highlights the fragmentation of the sector and lack of effective coordination as two main challenges, in addition a complete lack of cohesive accountability system which points towards a need for improved labour market information system. Several factors are leading to accountability weakness in the sector: Governance fragmentation and lack of enabled leadership for TVET at national level, non-results based financial resources allocations for TVET institutions, shortage of credible feedback information/ data on TVET institutions graduates and their relevance to labour market needs, centralization management style used in managing TVET institutes/ schools/ colleges, and unclear definitions of roles, functions, and responsibilities linked with weak control mechanisms.

The role of non-state actors in TVET sector governance at national and institutional level is weak and ineffective although they are represented in the Employment Technical and Vocational Education and

⁵ Full report available via: https://openspace.etf.europa.eu/sites/default/files/2020-09/TRPreport_2020_Jordan_EN.pdf

Training (ETVET) Council, and the Vocational Training Corporation (VTC) and the National Employment and Training Company (NET) board of directors. Factors affecting non-state actors' role in TVET sector governance include: Percentage of members representing non-state actors in TVET governance bodies, and capacity of those representatives required for effective participation.

The national landscape of TVET is in various ways led by multiple institutional stakeholders, including among others the Ministry of Education (MoE), Ministry of Higher Education and Scientific Research (MoHESR) and Ministry of Labour (MoL). The TVET component of the Erasmus programme is implemented by the National Erasmus Office (NEO), at MoHESR. A new Public Administration Reform, introduced in 2022, envisions a restructuring of the MoE and MoHESR, which will be combined into a new Ministry of Human Resource Development (MoHRD) with overall responsibility for skills development in the country. At present, the final outcome is still not fully defined and the future for **governance** in the TVET sector remains under discussion.

The Ministry of Education (MoE) Education Strategic Plan 2018-2025 (ESP) is the key policy document for the education sector. One of the amendments that emanated from the Mid-Term review 2021-2022 is a political commitment to support **vocational education reform**. In spring 2022, the MoE launched the Vocational Education Reform Strategic Plan (VERSP), which focuses on the vocational education level within secondary schools (grades 10, 11 and 12). Thematically, the new three- year curricula will expand to new professional specializations, specifically construction and creative media, art and design, tourism and transportation, all of which are required specializations for the labour market (MoE VE Directorate, 2023).

Most recently, the Technical and Vocational Skills Development Commission (TVSDC) also published a comprehensive Performance Report 2020-2022 and a new (not yet formally adopted) **Unified National Strategy for Technical and Vocational Education and Training 2023-2027**, based on the Economic Modernization Vision and the National Human Resources Development Strategy, and in consultation with the Ministry of Labour, the Ministry of Education, the Ministry of Higher Education and Scientific Research, the Higher Education Accreditation and Quality Assurance Commission, Al-Balqa Applied University, and the Vocational Training Corporation. The vocational education part of the Ministry of Education's strategy has also been included in this strategy. The main objective of the strategy is to enhance the acquisition of skills, and to strengthen the governance, quality, and adequacy of TVET systems to provide all youth and adults with the skills required for employment, decent work, entrepreneurship, and lifelong learning. The strategy consists of three main pillars: I - Improving governance and institutional development; II - Enhancing the quality and relevance of TVET provisions, and; III- Facilitating the transition to employment.

The MoL and TVSDC in 2022 also announced the so-called “Triple 8” strategy (supported by Deutsche Gesellschaft für Internationale Zusammenarbeit, GiZ), which aims to look more comprehensively at technical and vocational education and training – including the vocational training centres run by public and private entities, and deepening links with the private sector. An interesting element in the “Triple 8” strategy is the formalisation of **work-based learning and apprenticeships** which could strengthen the links between TVET and private sector needs. The full implementation of the “Triple 8” requires the adoption of a set of by-laws on (1) equivalence of vocational, technical qualifications and certificates; (2) accreditation of TVET Providers; and (3) defining criteria for selecting and classifying trainers as well as technical and vocational supervisors, and organising their occupational ranks/ levels.

In parallel since 2020, the Ministry of Digital Economy & Entrepreneurship (MoDEE), with World Bank funding, has also been implementing a five year Youth, Technology, and Jobs (YTJ) project. The project works specifically on enhancing digital-economy related job opportunities. Coordination between MoDEE and TVSDC revolves around the National Skills Council for information technology (ICT).

The **inclusion of people with disabilities** in formal education remains a core concern in terms of their overall inclusion in the society. Embedded under Domain 2 (Access and Equity) of the ESP, the inclusion of children

with disabilities into the formal education system is among the key priorities for inclusive education. This extends across the full spectrum of the education sector, as well as to TVET. Currently, social stigma and the lack of appropriate facilities, or their geographic allocation, are the main factors for low enrolment rates. The Higher Council for the Rights of Persons with Disabilities has adopted a widely recognised ten-year strategy for inclusive education in 2020, however further resources are needed for its implementation.

The EU has supported the TVET sector since 2018, previously with a dedicated budget support operation (EUR 51 million) and more recently with an effort to introduce digital and blended learning options as a response to the COVID-19 pandemic and the closure of TVET centres (and schools) throughout Jordan⁶. The EU added value in the TVET sector is both its long legacy of institutional TVET support in Jordan and the EU Neighbourhood, as well as its rich experience with TVET policy development and implementation across socio-economically diverse contexts. The European Training Foundation (ETF) in 2022 recommended to explore further work-based learning and will be associated in the further development and eventual monitoring of this action. The EU's extensive network on TVET, which can function as reference points and entry ways to cooperation, include the European Qualifications Framework (EQF) - aimed at creating a common reference framework for qualifications; Erasmus+ - a European Union programme that provides funding for education and training projects, including TVET under its Capacity Building in Higher Education stream; as well as the mandate of the European Training Foundation. EPAL, a network of EU TVET practitioners is willing to expand its membership to Jordanian TVET institutions. TVET remains a priority for the EU's engagement with Jordan as confirmed in the Partnership Priorities⁷ (adopted in June 2022) and the Multi-Annual Indicative Programme (MIP). The European Investment Plan⁸ includes a flagship on TVET that is however geared towards green and digital in particular – Jordan remains to confirm concurrent interest in this particular focus area.

2.2. Problem Analysis

Short problem analysis

One of the main challenges facing TVET in Jordan is the **mismatch between the skills provided by the education system and the needs of the labour market**⁹. Many graduates from TVET programmes struggle to find employment, and employers have reported difficulty in finding workers with the skills they need. To address this issue, the government is working to improve the alignment between TVET programmes and the demands of the labour market, by strengthening the link between vocational schools and industry partners.

A skills mismatch analysis conducted by the European Training foundation (ETF) using the Labour Force Survey 2016 shows that young people between 15 and 24 years old were more likely to be either unemployed or inactive, gender differences were stronger in the inactivity rate with women being almost as double as likely as men to be inactive, the unemployment rate was higher among those with high education and youth aged 15-24 was more likely to be unemployed than older people.

Moreover, more than one third of youth aged 15-29 was not in employment, education or training (NEET) and women were more than double as likely as men to be NEET. In terms of educational mismatch, the share of over-educated workers was double the share of under-educated workers, while the share of over-educated employees with upper-secondary education working in elementary occupations was higher than the share of employees with high education.

⁶ BTEL Project implemented by GIZ International Services ended in November 2022 with mixed results: the establishment of a dedicated centre at the TVSDC to promote blended and digital learning allowed for continuation of classes during the pandemic; there remain question marks around sustainability.

⁷ Association between the European Union and Jordan, The Association Council, Annex to Decision of the EU-Jordan Association council on the EU-Jordan Partnership Priorities 2021-2027, UE-RHJ 3304/22 ADD 1

⁸ SWD(2021) 23

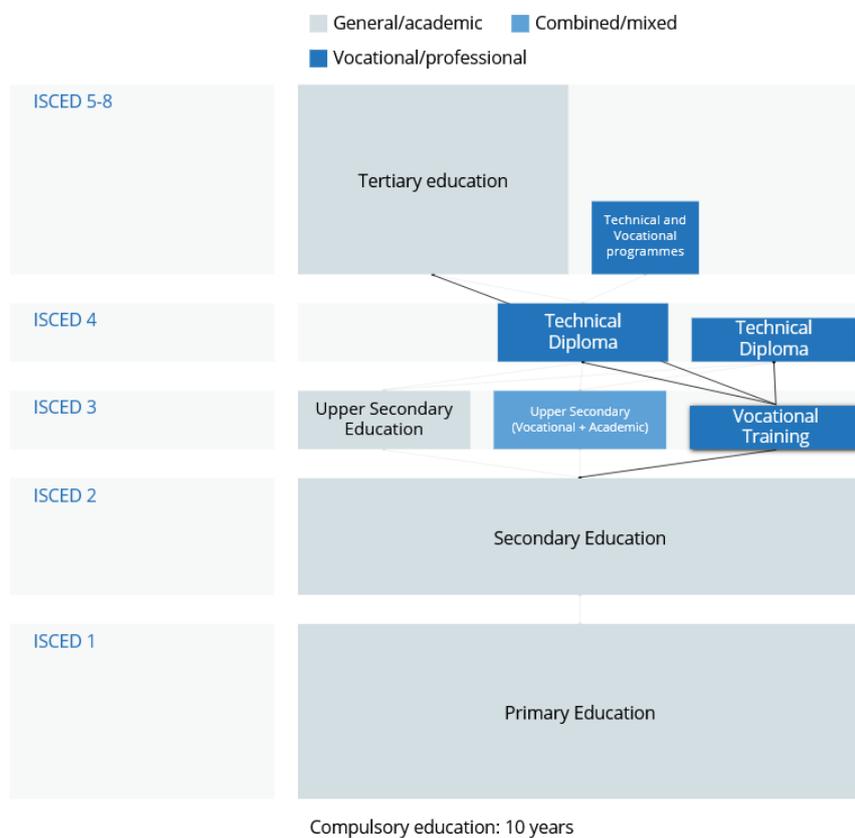
⁹ Skills Mismatch in ETF Partner Countries 2021, ETF.

Another challenge facing TVET in Jordan is the **limited access** to training opportunities, particularly for women and individuals from marginalised communities. The government is working to increase the participation of women and other underrepresented groups in TVET programmes, by providing targeted outreach and support services across the country as well as launch communication campaigns to address the negative connotations associated with TVET in the Jordanian society. While enrolment in TVET programmes has increased in recent years, and the country is seeing an increase in the number of students completing vocational training and entering the workforce, the new strategy remains ambitious. The governmental goal to increase enrolment from 11% to 20% by 2025 and up to 30% by 2030 is challenged by low infrastructure capacities, uncertain governmental restructuring and reform outcome and a poor image of TVET in the society.

In terms of formal education, the Jordanian population is highly educated: 98.8% of the population attended secondary school, and 39.4% graduated from first degree programmes in tertiary education. However, these numbers only reflect the level of schooling completed as opposed to the quality of education.

While the system offers different pathways, the transition from one to another (especially from vocational to academic) presents a challenge and acts as a deterrent for many to opt for vocational education.

FORMAL EDUCATION SYSTEM



Source: UNEVOC UNESCO, 2023.

Different international indicators point out the gaps in quality education and a mismatch between the education, curricula development and the labour market needs. The World Bank’s Human Capital Index shows that 52% of Jordanian kids suffer from learning poverty — the inability to read and comprehend by the age of

10¹⁰ — which is higher than “both the average for its region (48%) and the average for its income group (38%).”

Moreover, according to the World Economic Forum Global Competitiveness Index 2019, Jordan ranks 58th globally in terms of labour skills, behind regional competitors like Saudi Arabia, the United Arab Emirates, Qatar, and Bahrain and among the lowest against comparable economies in global terms. This performance, coupled with the country’s overall economic development level, high cost of living and strong currency makes it less likely that the international private sector will invest in Jordan due to the lack of competitive labour skills and salaries. A USAID survey¹¹ showed that 35% of the business sector in Jordan said that “companies can’t find people with the skills required to fill their vacancies.” More than 65% of businesses reported that high quality professional upskilling programmes are not yet available in the country. MoL support to professional upskilling in the sector amounted to only USD 2.63 million in 2021.¹²

According to UNESCO¹³, 23,200 students were enrolled in secondary educational vocational pathways in 2018, 39.7% of which were women. The interest in vocational education vastly decreases for older youth, with only 1.2% of 15-24 year-olds participating in technical and vocational programmes in the past year. In addition to limited pathways and lack of quality education, the availability of certain degrees and training programmes that answer to labour market needs is also limited. The country has very few accredited vocational programmes that would competitively cater to digital and creative industries, despite the growing labour market needs for this sector.

Regional and national development, especially the construction of new large infrastructure programmes and cities (both in Jordan and in neighbouring countries), as well as an increase in migrant working arrangements in the region are providing a boost in employment opportunities for the population in Jordan, however the skill gap (for now) does not fulfil the needs. On average, 61.7% of student population enrolls in the secondary education (UNESCO UNEVOC, 2021). The percentage drops to 54% for enrolment in Higher secondary (ISCED-3) (World Bank, 2019). 12% of total student population entering the Grade 10 in September 2023 (around 18,000 students) are expected to enrol in the vocational track (MoE VE Directorate 2023¹⁴). The percentage of students (from the entire student population) who continue onward to tertiary education is around 33% (UNESCO Institute for Statistics, 2020). All of the rates have negligible gender differences (up to 4% deviation for women). The 30% data is not consistent with the numbers presented by the TVSDC for post-tawjihi higher education enrolment. According to them, half of the high school (tawjihi) graduates finish the undergraduate degrees, only 11% of them enrol in vocational education (TVSDC launch of unified strategy, 2023), resulting in a big portion of youth being either under skilled or undereducated or not meeting the labour market demands through their undergraduate degrees. The most vulnerable parts of Jordanian society, namely women, children with disabilities and refugees, are disproportionately more likely to not enrol in formal education, nor participate in the labour market after completing a degree.

¹⁰ According to UNICEF’s National Diagnostic Assessment (NDA) in Arabic and Maths, conducted in March 2022, the achievement levels were low, with children having fallen back behind satisfactory learning outcomes measured against two grades below their actual age. The EU-supported 100 School Survey, conducted in late May / early June 2022, highlights numerous issues related to the quality of education not necessarily linked to the pandemic. Instead, longstanding development challenges appear to have been compounded and reinforced by COVID-19.

¹¹ Source : Jordan Workforce Development Project Final Report - https://pdf.usaid.gov/pdf_docs/PA00T71R.pdf

¹² Source: <https://www.mei.edu/publications/overcoming-unemployment-jordan-need-evidence-based-policies>

¹³ Source: <https://unevoc.unesco.org/home/Dynamic+TVET+Country+Profiles/country=JOR>

¹⁴ Source: consultation and interview with VE Directorate at MoE, available via [AlGhad News](#).

SWOT Analysis

| | |
|--|---|
| <p>Strengths</p> <ul style="list-style-type: none"> a) Education is strongly valued in Jordanian culture b) High enrolment and attainment rates among girls in education, overall c) Growing focus on vocational education d) Strong ties to the international community for education initiatives | <p>Weaknesses</p> <ul style="list-style-type: none"> a) Uneven distribution of quality vocational education across the country b) Inadequate teacher training and professional development c) Mismatch between the labour market needs and educational formats, pathways and the profiles of young graduates. d) Negative perception of TVET and a preference for academic degrees. e) Lack of universal accreditation of all TVET programmes in the country. f) Weak governance of the sector and duplication of TVET strategies by multiple governmental stakeholders. g) Poor diversity in terms of course selection considering the labour market demands |
| <p>Opportunities</p> <ul style="list-style-type: none"> a) Growing demand for skilled workers in the job market; b) Increasing emphasis on technology in education; c) Potential for private sector investment and cooperation with public education; d) Expansion of partnerships with international organisations, associations to improve the exchange of practices. | <p>Threats</p> <ul style="list-style-type: none"> a) Mandates of various institutions involved in TVET may shift in the implementation of the Public Administration Modernisation Agenda; b) Political instability and security concerns; c) Brain drain of educated individuals; d) Economic difficulties impacting governmental and population's ability to fund education; e) Design of overlapping interventions by the stakeholders resulting in duplication and lack of efficiency. |

Identification of main stakeholders and corresponding institutional and/or organisational issues (mandates, potential roles, and capacities) to be covered by the action.

- The **Ministry of education** provides vocational education to students in grade 10, 11 and 12 in one out of four specialized courses: Industrial, agricultural, hospitality and home economics. Based on the results of their exams, graduates can enter the labour market or pursue their education at community colleges or universities for vocational or general education. Vocational education is primarily covered by the Vocational Education Directorate and coordinated by the Donor Coordination Unit (DCU).
- **National Erasmus Office**, accommodated within the MoHESR is responsible for the coordination and implementation of the Erasmus+ programme, including the Capacity Building for TVET component, which is the most relevant to this programme.
- The **Vocational training corporation (VTC)**, a semi-autonomous agency established operating under the Ministry of Labour, owns and operates a network of 35 vocational training centres. Its main purpose is to provide workforce training for different occupational levels. A portion of these centres will be privatised in 2023, as part of the Public Administration Modernisation Agenda.
- **42 public and private community colleges** are offering technical education leading to a diploma.
- A semi-public body, the **National Employment and Training Company (NET)**, provides a one-year vocational training programme. Initially, it focused on the construction sector, but then expanded to other sectors, sometimes competing with private training providers. Many other private training providers are offering various programmes.

- With EU support, the **TVSDC** has been established to bring some coherence and ensure some coordination between the different players, in particular: Vocational Training Corporation, National Employment and Training company, and private providers.
- **Prime Minister's Office (PMO)** has recently established a new unit dedicated solely to the implementation of the Public Administration Reform and its coordination.
- **Private Sector actors:** mostly, but not exclusively, training centres and private educational facilities. Private sector companies are also involved through provision of training, job placements and coordination at the Sector Skills Council level. These actors will play a core role in provision of workplaces in exchange of technical and financial capacitation. Multiple private and semi-private higher education institutions are also present as training providers, most notably Luminus (owned by multiple private stakeholders) and al-Hussein Technical University (HTU). Due to the financial constraints to access tuitional vocational education (in comparison to free MoE vocational pathways), these institutions provide vocational trainings mostly aimed at upskilling of workforce.
- **Civil Society Organisations (CSOs)** often provide services in hard to reach communities, predominantly serving the most underprivileged, marginalised demographic groups, such as refugees, women, youth and rural populations. Despite their impact among the beneficiaries, their advocacy with the authorities presents an opportunity for further strengthening. The CSOs active as social enterprises remain small in scope and economic contribution to the country, despite their comparative advantage in terms of human resources and relationship with the local communities.
- **International Stakeholders** include donors, and international (financial) organisations which implement other interventions in the sector, including, but not limited to, European Bank for Reconstruction and Development (EBRD), specifically for the tourism and hospitality sector; Korea International Cooperation Agency (TVET school construction), Switzerland (partnership with Royal Academy of Culinary Arts) and UK, USAID, and the World Bank (technical assistance at TVSDC). The International Labour Organisation (ILO) supports both the TVSDC and the MoL with technical assistance, including on the strengthening of the “Sajjil” job search platform. Specifically focusing on the skills development of refugees and host communities, ENABEL has worked in the past years with GIZ (Qudra II regional programme under Madad) and will continue to work through an EU contribution agreement in the next three years – this intervention will embed job placements and work-based learning where feasible. With a similar focus on refugees and host communities, the Dutch organisation for internationalisation in education (NUFFIC) has provided scholarships to the most vulnerable to pursue a skills-based track and seek self-reliance under the umbrella of the Edu-Syria programmes.
- Apart from the EU, the **most prominent actor** in the TVET sector however remains GIZ. In February 2023, GIZ commissioned an appraisal study for phase 2 of the “*Labour Market Oriented Vocational Education, Higher Education and Training*” (MOVE-HET) project. MOVE-HET started in 2017 and works on the assumption that strong coordination among stakeholders is key to developing the TVET sector. The project supports the establishment and implementation of cooperative TVET courses and dual study programmes in higher education and TVET institutions, as well as the establishment of Centres of Excellence (CoE). These measures seek to reduce the gap between supply and demand in the labour market and improve the employability of both university and TVET graduates. The project also provides capacity building and policy advice to its institutional partners (MoL and TVSDC mainly) and promotes public-private partnerships. Phase 1 of MOVE-HET received support from Germany, Netherlands, Korea and the Kuwait Fund for the Advancement of Sciences (KFAS). The design of Phase 2 aligns with the timing foreseen for the current intervention and provides opportunities for close collaboration and co-design to increase the leverage of EU funding to the TVET sector.
- **The population in Jordan**, inclusive of all legal statuses and citizenships is a vital stakeholder in this action. Their increasing needs need to be prioritised in the intervention design via a series of consultations with all demographic groups (including but not limited to: women, youth, Dom (Roma) community, rural community, refugees).

2.3. Lessons Learned

Previous EU interventions delivered some key lessons learned that are confirmed by other partners in the sector. The main element is the lack of coherent governance and division of responsibilities among the public stakeholders in the TVET domain. The ongoing Public Administration Modernisation effort wishes to clarify these responsibilities by 2025. At present, discussions are ongoing as to the hierarchical relationships of the TVSDC, MoE and MoL. Another issue that remains to be clarified in detail is the responsibility for vocational training centres in the country (they currently reside under the Vocational Training Corporation that reports to the MoL, but may be transferred under the umbrella of the new MoHRD or indeed the private sector).

A second common finding from all previous TVET support is the challenge of increasing enrolment in TVET classes due to social stigma. Earlier campaigns and efforts to raise the public image of the TVET sector have not yet borne much fruit. In particular women and girls do not enrol in large scale in TVET courses, but also among boys and men the preference is clearly towards academic tracks. Most recent efforts by the authorities focused on making TVET more attractive through the introduction of blended learning, use of modern technology (virtual and augmented reality) and upgrading training facilities. It remains to be seen if this is sufficient. In particular manual labour and lower-skilled labour in Jordan is often picked up by labour migrants.

Finally, the offer in the TVET sector would benefit from increased collaboration with the private sector. Despite the recent establishment of Sector Skills Councils in which TVET providers and private sector collaborate, the private sector stakeholders regularly indicate that the skills available in the market are not aligned to their requirements. A stronger input of private sector into the design of TVET curricula and the practical aspects of training (e.g. work-based learning, apprenticeships) could help to reduce these gaps but remain for now in a pilot stage only. Matching the skills gap is further hampered by an absence of consolidated reliable labour market data.

3. DESCRIPTION OF THE ACTION

3.1. Objectives and Expected Outputs

The Overall Objective/Impact of this action is to increase the relevance of the TVET sector in Jordan for economic development.

The Specific Objective(s) (Outcomes) of this action are:

1. Education system and governance of TVET in Jordan are strengthened;
2. Inclusive access for the least privileged students to vocational education, apprenticeship and job opportunities in Jordan is improved.

The **Outputs** to be delivered by this action contributing to the corresponding Specific Objectives (Outcomes) are:

- 1.1 Steering capacities of TVET institutions are strengthened;
- 1.2 Selected Sector Skills Councils (SSC) capacities are improved;
- 1.3 Skills in and linkages with the emerging sectors are strengthened, e.g. green economy, innovative industries and/or creative industries;
- 1.4 Perception on participation of women and persons with disabilities in the TVET system is improved;
- 2.1 Increased mechanisms and opportunities for underprivileged students undertaking the apprenticeship at secondary school level;
- 2.2 Vocational education and career guidance to selected secondary school students in Jordan is provided;
- 2.3 Increased access to quality tertiary vocational education for selected underprivileged students.

3.2. Indicative Activities

Activities related to Output 1.1:

- Establishing a communication mechanism with relevant TVET Stakeholders (donor community, international organisations, civil society organisations, educational institutions, private sector and governmental counterparts);
- Training of technical experts and management;
- Supporting further development of accreditation frameworks for programmes and providers.

Activities related to Output 1.2:

- Capacitating existing priority Sector Skills Councils as identified in national development strategies;
- Support to development of financing models of SSCs, therefore increasing their sustainability;
- Developing regulations, structures, and capacities for training of in-company trainers with a specific focus on companies participating in apprenticeship placements under Output 2.1;
- Supporting the introduction of quality standards and introducing the gender-sensitive regulations for work-based learning/apprenticeship models in secondary and tertiary vocational education, in partnership with TVSDC and MoE.

Activities related to Output 1.3:

- Support the development of the dual study system in the country in accordance with the national priority areas;
- Promoting partnerships between model secondary and tertiary vocational institutions and their linkages with the private sector;
- Supporting the development and / or implementation of educational programmes (curricula development) at secondary or/and tertiary level in relation to emerging sectors (e.g. green economy, innovative industries, creative industries etc.).

Activities related to Output 1.4:

- Supporting gender responsive career-guidance with involvement of parents and communities;
- Encouraging girls to get into vocational education by involvement of community and parents;
- Supporting the creation of gender-conducive learning environments at secondary and tertiary vocational education institutions;
- Contribute to the review and adaptation of secondary vocational curricula and tertiary accredited curricula for improved gender-sensitivity.

Activities related to Output 2.1:

- Contribute to the development of an apprenticeship/work-based learning scheme in sectors with employment opportunities;

Activities related to Output 2.2:

- Promoting the integration of career guidance and orientation days in Grade 12 curricula;
- Designing and implementing actions to help improve the perception of vocational education among youth and parents.

Activities related to Output 2.3:

- Launch an innovative financing mechanism for a scholarship scheme for TVET programmes catering for the most marginalised youth in Jordan.

3.3. Mainstreaming

Environmental Protection, Climate Change and Biodiversity

Outcomes of the Strategic Environmental Assessment (SEA) screening (relevant for strategic-level interventions)

The SEA screening concluded that no further action was required.

Outcomes of the Environmental Impact Assessment (EIA) screening (relevant for projects and/or specific interventions within a project).

The EIA screening classified the action as Category C (no need for further assessment).

Outcome of the Climate Risk Assessment (CRA) screening (relevant for projects and/or specific interventions within a project).

The CRA screening concluded that this action is no or low risk (no need for further assessment).

Gender equality and empowerment of women and girls

As per OECD Gender DAC codes identified in section 1.1, this action is labelled as G1. This implies that the intervention will specifically target women and girls as beneficiaries and support the implementation of activities that promote the inclusion of women and girls in TVET tracks. The public awareness/image campaign will also specifically target women and girls and their opportunities through TVET to increase labour force participation.

Human Rights

The intervention is designed in a rights-based approach and focuses on strengthening inclusivity of the TVET sector with particular focus on the integration of vulnerable groups. Through development of appropriate skills in line with labour market needs, the intervention will contribute to possibilities for dignified and decent productive lives for vulnerable Jordanians.

Disability

As per OECD Disability DAC codes identified in section 1.1, this action is labelled as D1. This implies that the intervention will focus on the inclusion of persons with disabilities into formal TVET institutions.

Conflict sensitivity, peace and resilience

Jordan is currently experiencing increased risk of political instability due to the economic hardship underprivileged Jordanians face. The actions in this document will increase the resilience of vulnerable groups and thus decrease societal inequalities by providing possibilities for sustainable employment.

Democracy

N/A

Conflict sensitivity, peace and resilience

N/A

Disaster Risk Reduction

N/A

3.4. Risks and Assumptions

| Category | Risks | Likelihood (High/Medium/Low) | Impact (High/Medium/Low) | Mitigating measures |
|---------------------------------|--|------------------------------|--------------------------|---|
| External environment | Wider socio-economic deterioration and/or regional/national security threat | Low/medium | High | Strengthening of the governance system so it can absorb the socio-economic or other shocks |
| Planning, processes and systems | Change in TVET stakeholders and their mandates, within the implementation of the Public Administration Reform Agenda | Low | High | Flexibility in programme design to allow adaptation to possible changes in initially planned governmental reform processes and set-ups. |
| People and the organisation | Change in the staff supporting the implementation of the intervention | Low | High | Creating a business continuity plan with a back-up system or/and timely recruitment |
| Legality and regulatory aspects | Timely adoption of required legal reforms | Low | High | Effective coordination among all stakeholders working on TVET and transmission of updates, changes and plans |
| Communication and information | Continued negative perception of TVET as a fall-back, negative choice | Medium | High | Joint efforts by all stakeholders to reframe TVET as a necessary, valuable and profitable educational choice which contributes to the prosperity of the country |

External Assumptions

- Jordan remains committed to the implementation of the Unified TVET strategy launched in 2023;
- Continued stability within Jordan;
- Private sector operators maintain an interest in the TVET sector and employ Jordanian graduates.

3.5. Intervention Logic

The EU's rationale for working on Technical and Vocational Education and Training (TVET) in Jordan is to support the country in developing a skilled workforce that meets the needs of the labour market and contributes to economic growth and social development in line with the national priorities. The EU's approach focuses on improving the quality and relevance of TVET programmes, strengthening governance and cooperation systems, and promoting inclusive and equitable access to education and training opportunities for all, with a specific focus on those with the least opportunities. The ultimate goal is to support Jordan's efforts to create a dynamic and competitive economy that benefits the entire population.

The intervention logic is anchored in the assumption that

IF there is larger private sector involvement in the design of TVET programmes and

IF there are increasing possibilities for work-based learning available to students and

IF there is a coherent and strong governance and regulatory framework established between the public and the private stakeholders,

THEN the TVET offer in Jordan will be closer aligned to labour market needs and

THEN the quality of TVET education in Jordan will increase,

which will eventually lead to TVET graduates having higher chances of being successfully and durably employed.

IF this shift happens and TVET graduates have the ability to show how they can make a meaningful contribution to the economy, and

IF the TVET authorities manage to roll out a robust public awareness campaign to boost the public image of TVET vis-à-vis academic career paths,

THEN enrolment into TVET programmes will increase,

which in turn will lead to a higher-skilled work-force with the ability to contribute to more sustainable economic growth.

3.6. Indicative Logical Framework Matrix

| Results | Results chain: Main expected results | Indicators | Baselines (values and years) | Targets (values and years) | Sources of data | Assumptions |
|------------------|--|---|-------------------------------------|----------------------------------|--------------------------------------|---|
| Impact | Increase the relevance of the TVET sector in Jordan for economic development. | 1 GERF ¹⁵ 1.12 SDG 8.6.1 Proportion of youth (aged 15- 24 years) not in education, employment or training | 1 33% (2016) | 1 28% | European Training Foundation reports | <i>Not applicable</i> |
| Outcome 1 | 1. Education System and Governance of TVET in Jordan are strengthened | 1.1 Unified TVET Strategy implemented | 1.1 strategy not yet adopted (2023) | 1.1 strategy fully implemented | Annual reports of TVSDC | Jordan remains committed to reform of the TVET sector |
| Outcome 2 | 2. Inclusive access for the least privileged students to vocational education, apprenticeship and job opportunities in Jordan is improved. | 2.1 # of under-privileged students enrolled in tertiary vocational education benefiting from an EU-sponsored scholarship scheme 2.2 # of underprivileged students benefiting from a work-based-learning or apprenticeship placement in private sector, supported by the EU | 2.1 0 2.2. 0 | 2.1 150 2.2 300 | Unified Strategy progress reports | Students and parents view TVET as a viable education path |

¹⁵ Global Europe Results Framework (GERF) indicators are accessible via: <https://data.consilium.europa.eu/doc/document/ST-5697-2022-INIT/en/pdf>

| | | | | | | |
|--------------------------------------|--|---|--|---|-----------------------------------|---|
| Output 1 related to Outcome 1 | 1.1 Steering capacities of TVET institutions are strengthened | 1.1.1 A multi-stakeholder coordination mechanism set up by MoL/TVSDC/MoE 1.1.2 # of donor coordination meetings chaired by TVET authorities | 1.1.1 no existing coordination mechanism 1.1.2 0 | 1.1.1 Coordination mechanism set up and operational 1.1.2 at least 1 annual meeting (2024) | Unified Strategy progress reports | Decision-makers clarify the mandates of TVET stakeholders |
| Output 2 related to Outcome 1 | 1.2 Selected Sector Skills Councils (SSCs)' capacities are improved | 1.2.1 # of fully capacitated and operational SSCs | 1.2.1 13 | 1.2.1 15 | Unified Strategy progress reports | SSC accept capacity building activities |
| Output 3 related to Outcome 1 | 1.3 Skills in and linkages with emerging sectors are strengthened, e.g. green economy, innovative and creative industries etc. | 1.3.1. # of new curricula developed on emerging sectors 1.3.2. # of gender-sensitive newly accredited and adopted vocational programmes related to emerging sectors | 1.3.1 0 1.3.2 0 | 1.3.1 4 1.3.2 2 | Unified Strategy progress reports | Identified priorities for new TVET sectors remain the same |
| Output 4 related to Outcome 1 | 1.4 Perception on participation of women and persons with disability in the TVET sector is improved | 1.4.1 % of people surveyed in favour of women working in vocational occupations, by sex, level of education, location 1.4.2 % of population reached by communication campaigns developed by the Action that project an inclusive and gender-sensitive vision of training and employment, by region, age, education level | 1.4.1 baseline to be determined in inception phase 1.4.2 baseline to be determined in inception phase | 1.4.1 25% 1.4.2 50% | Survey reports | Awareness campaigns find the right tone to reach Jordanian parents and students |
| Output 1 related to Outcome 2 | 2.1 Increased mechanisms and opportunities for underprivileged students undertaking the apprenticeship at secondary school level | 2.1.1. Status of the financing mechanism for underprivileged students accessing secondary TVET set up with the support of the Action | 2.1.1 There is currently no financing mechanism (2023) | 2.1.1 Financing Mechanism is established | Intervention progress reports | Private sector is committed to take apprentices |

| | | | | | | |
|--------------------------------------|--|--|-------------------------------|---|--|---|
| Output 2 related to Outcome 2 | 2.2 Vocational education and career guidance to selected secondary school students in Jordan is provided | 2.2.1 # of career days/fairs organised for secondary school VE students | 2.2.1 0 | 2.2.1 At least 4 (in different locations; 2024) | Unified TVET Strategy reports; Ministry of Education reports | Career counselling is institutionalised across all vocational education secondary schools |
| Output 3 related to Outcome 2 | 2.3 Increased access to quality tertiary vocational education for selected underprivileged students | 2.3.1 # of students receiving full or partial scholarship for an accredited tertiary vocational degree, by education level, by sex, by disability status. 2.3.2 # of apprenticeship bursaries disbursed to underprivileged students | 2.3.1 0 2.3.2 0 2.3.2 0 | 2.3.1 150 2.3.2 300 | Intervention progress reports | Parents and students apply for scholarships |

4. IMPLEMENTATION ARRANGEMENTS

4.1. Financing Agreement

In order to implement this action, it is envisaged to conclude a financing agreement with the Hashemite Kingdom of Jordan.

4.2. Indicative Implementation Period

The indicative operational implementation period of this action, during which the activities described in section 3 will be carried out and the corresponding contracts and agreements implemented, is 48 months from the date of entry into force of the financing agreement.

Extensions of the implementation period may be agreed by the Commission's responsible authorising officer by amending this financing Decision and the relevant contracts and agreements.

4.3. Implementation Modalities

The Commission will ensure that the EU appropriate rules and procedures for providing financing to third parties are respected, including review procedures, where appropriate, and compliance of the action with EU restrictive measures.

4.3.1. Indirect Management with a pillar-assessed entity

4.3.1.1. Indirect Management with a pillar-assessed entity (GIZ)

A part of this action may be implemented in indirect management with GIZ. This implementation entails activities related to Specific Objective 1, including but not limited to technical assistance, support to coordination, capacity building and training as well as the development of communication messages and products. The envisaged entity has been selected using the following criteria:

- Relevant experience and collaborations corresponding to the nature of the action, notably experience in TVET at a policy and governance level.
- Technical competence and management, logistical capacities in implementation of a large-scale projects in terms of numbers of beneficiaries and various stakeholders.
- Value added in relation to operational synergies with other stakeholders and policy dialogue.
- Proven record of relevant deliverables, confirmed both by the project assessment and governmental stakeholders.

In case the envisaged entity would need to be replaced, the Commission's services may select a replacement entity using the same criteria. If the entity is replaced, the decision to replace it needs to be justified.

The Commission authorises that the costs incurred may be recognised as eligible as of 1 October 2023. The programme will be implemented with the pillar assessed entity GIZ, as a joint project with joint funding and implementation. As the beginning of activities is foreseen in October 2023 and that the financial agreement may be signed afterwards, costs incurred as from the start of implementation will be eligible under this financing decision.

4.3.1.2. Indirect Management with a pillar-assessed entity

A part of this action may be implemented in indirect management with a pillar-assessed entity, which will be selected by the Commissions' services using the following criteria:

- Proven experience in managing scholarship schemes;
- Proven operational capacity and presence in the Hashemite Kingdom of Jordan;
- Proven experience with technical and vocational education.

The implementation by this entity entails the establishment of a scholarship scheme (Specific Objective 2), for vulnerable Jordanian students.

4.3.2. Changes from indirect to direct management (and vice versa) mode due to exceptional circumstances

If the implementation modality under indirect management with a pillar-assessed entity as defined in section 4.3.1.2 cannot be implemented due to circumstances beyond the control of the Commission, the modality of implementation of direct management through grants would be used, according to the following criteria:

- Type of applicants targeted: local authorities, public bodies, universities and NGOs

4.4. Scope of geographical eligibility for procurement and grants

The geographical eligibility in terms of place of establishment for participating in procurement and grant award procedures and in terms of origin of supplies purchased as established in the basic act and set out in the relevant contractual documents shall apply, subject to the following provisions.

The Commission's authorising officer responsible may extend the geographical eligibility on the basis of urgency or of unavailability of services in the markets of the countries or territories concerned, or in other duly substantiated cases where application of the eligibility rules would make the realisation of this action impossible or exceedingly difficult (Article 28(10) NDICI-Global Europe Regulation).

4.5. Indicative Budget

| Indicative Budget components | EU contribution (amount in EUR) | Third-party contribution, in currency identified |
|---|--|---|
| Implementation modalities – cf. section 4.3 | | |
| Outcome 1 composed of | | |
| Indirect management with GIZ– cf. section 4.3.1.1 | 10 000 000.00 | 10 000 000.00 |
| Outcome 2 composed of | | |
| Indirect management with a pillar assessed entity – cf. section 4.3.1.2 | 5 000 000.00 | N.A. |
| Evaluation – cf. section 5.2 Audit – cf. section 5.3 | N.A. | N.A. |
| Strategic communication and Public diplomacy – cf. section 6 | will be covered by another Decision | N.A. |
| Totals | 15 000 000.00 | 10 000 000.00 |

4.6. Organisational Set-up and Responsibilities

A programme steering committee (PSC) will be formed and will meet semi-annually to endorse strategic orientations, oversee programme execution, and facilitate implementation of the activities. The PSC will be chaired by TVSDC and include representatives of MOPIC, MoL, MoE as well as other relevant government institutions. Other participants to the PSC include GiZ, the pillar assessed entity to be selected under 4.3.1.2 and the EU delegation as observer. The PSC will review progress, monitor the overall implementation of the intervention, coordinate the different components and guide to the successful achievement of the objectives, and consider sustainability and possible exit strategies prior to the end of implementation. It will also help coordinate between other institutions and groups likely to be involved in the intervention.

As part of its prerogative of budget implementation and to safeguard the financial interests of the Union, the Commission may participate in the above governance structures set up for governing the implementation of the action.

5. PERFORMANCE MEASUREMENT

5.1. Monitoring and Reporting

The day-to-day technical and financial monitoring of the implementation of this action will be a continuous process, and part of the implementing partner's responsibilities. To this aim, the implementing partner shall establish a permanent internal, technical and financial monitoring system for the action and elaborate regular progress reports (not less than annual) and final reports. Every report shall provide an accurate account of implementation of the action, difficulties encountered, changes introduced, as well as the degree of achievement of its Outputs and contribution to the achievement of its Outcomes, and if possible at the time of reporting, contribution to the achievement of its Impacts, as measured by corresponding indicators, using as reference the logframe matrix.

The Commission may undertake additional project monitoring visits both through its own staff and through independent consultants recruited directly by the Commission for independent monitoring reviews (or recruited by the responsible agent contracted by the Commission for implementing such reviews).

Roles and responsibilities for data collection, analysis and monitoring will be defined at contractual level.

5.2. Evaluation

Having regard to the importance of the action, a midterm and ex-post evaluations will be carried out for this action or its components via an implementing partner.

The mid-term evaluation will be carried out for potential problem solving, learning purposes, in particular with respect to innovative financing scheme for the scholarship and apprenticeship component(s) in view of potential continuation of the project.

The ex-post evaluation will be carried out for accountability and learning purposes at various levels (including for policy revision), taking into account in particular the fact that the action applies to a newly developed secondary vocational education, which will have a nation-wide impact.

The evaluation reports shall be shared with the partner country and other key stakeholders following the best practice of evaluation dissemination. The implementing partner and the Commission shall analyse the conclusions and recommendations of the evaluations and, where appropriate, in agreement with the partner country, jointly decide on the follow-up actions to be taken and any adjustments necessary, including, if indicated, the reorientation of the project.

5.3. Audit and Verifications

Without prejudice to the obligations applicable to contracts concluded for the implementation of this action, the Commission may, on the basis of a risk assessment, contract independent audit or verification assignments for one or several contracts or agreements.

6. STRATEGIC COMMUNICATION AND PUBLIC DIPLOMACY

All entities implementing EU-funded external actions have the contractual obligation to inform the relevant audiences of the Union's support for their work by displaying the EU emblem and a short funding statement as appropriate on all communication materials related to the actions concerned. To that end they must comply with the instructions given in the 2022 guidance document [*Communicating and raising EU visibility: Guidance for external actions*](#) (or any successor document).

This obligation will apply equally, regardless of whether the actions concerned are implemented by the Commission, the partner country, service providers, grant beneficiaries or entrusted or delegated entities such as UN agencies, international financial institutions and agencies of EU Member States. In each case, a reference to the relevant contractual obligations must be included in the respective financing agreement, procurement and grant contracts, and delegation agreements.

For the purpose of enhancing the visibility of the EU and its contribution to this action, the Commission may sign or enter into joint declarations or statements, as part of its prerogative of budget implementation and to safeguard the financial interests of the Union. Visibility and communication measures should also promote transparency and accountability on the use of funds. Effectiveness of communication activities on awareness about the action and its objectives as well as on EU funding of the action should be measured.

Implementing partners shall keep the Commission and the EU Delegation fully informed of the planning and implementation of specific visibility and communication activities before the implementation. Implementing partners will ensure adequate visibility of EU financing and will report on visibility and communication actions as well as the results of the overall action to the relevant monitoring committees.