

**BUDGET SUPPORT ROAD SHOW**

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

**"برنامج مهارات العمل والإندماج الإجتماعي "**

**Fact Sheet on Budget Support Indicators 3 and 4**

AQABA

13 February 2020

# Project synopsis

|  |  |  |
| --- | --- | --- |
| **Project Title** | | Budget Support Skills for Employment and Social Inclusion |
| **Organization responsible for implémentation** | | ETVET Council and its Secretariat |
| **Organization (s) partenaire (s)** | | Ministries of Labour, Education, Higher Education and Scientific Research, Social Development, planning, Finance and other related institutions |
| **Implementation period** | | 48 months |
| **Country** | | Hashemite Kingdom of Jordan |
| **Date of signature** | | 08 November 2015 |
| **UE Contribution** | | € 52 million of which 9 million of complementary support |
| **Programme contact (address/email/web site)** | | Ministry of Planning and International Cooperation Jordan |
| **Context** | The proposed new programme is in line with the National Employment Strategy 2011-20 which focuses on employment growth, increased involvement of youth and women in the labour market, and stronger participation of the social partners. The EU assistance in the field of employment and human resource development is complemented by its programme in support of the private sector development. Further assistance in both fields is foreseen within the Single Support Framework 2014-17 under the second focal area aiming at promoting employment and private sector development.  In this programme design, lessons learned from the on-going budget support to the Employment and Technical and Vocational Education and Training (ETVET) reforms were taken into consideration and a broad acceptance of the key sector stakeholders that investment in an effective ETVET sector contributes to economic growth and social cohesion. There is a strong preference of the government for the budget support modality, which in case of this sector should have a high leverage on the development. | |
| **Objectives** | The specific objectives of programme are the following:     1. To support policy making, planning and financial resource allocation in a coordinated way across different line ministries: Ministry of Education (MoE), Ministry of Labour (MoL), Ministry of Higher Education (MoHE), Ministry of Social Development (MoSD), other institutions of the Technical and Vocational Education and Training (TVET) system and social partners. 2. To improve relevance, quality, effectiveness and attractiveness of technical and vocational education and training for employability. 3. To increase the number of people in education and training and other Active Labour Market Measures (ALMMs), in particular women, youth and people with disabilities. 4. To enhance the role of social partners and civil society organisations in promoting employment and human resource development | |
| **Results (Objective 1):** | 1. Cross-sectoral mechanisms for policy making, planning, performance-based financing, monitoring and evaluation to support employment and human resource development are enhanced. 2. The cross-sectoral mandate of the TVET Council and its secretariat is legally empowered, enhanced and its capacities further developed (incl. result-oriented budgeting). 3. Coherence between the TVET system, the labour market demand and the socio- economic growth policies is improved. 4. Enhanced tripartite dialogue between the Ministry of Labour, the TVET Council and Social Partners (Chamber of Industry (JCI), the Jordan Chamber of Commerce (JOCC) and the General Federation of Jordanian Trade Unions (GFJTU) ) are fully integrated in the governance of the TVET system and the related legislation/regulations is revised to reflect clearly their role. 5. An attractive model for employer financing based learning is elaborated. | |
| **Results (Objective 2):** | * Technical stream of the higher education, vocational stream of secondary education and vocational training are reformed in close cooperation with social partners involved in economic sector teams and advisory committees for education and training programmes. Those include development of demand driven programmes, mainstreaming of core skills such as entrepreneurial learning, capacity development of management and teachers, up-grading of equipment and maintenance of facilities. * A framework of technical and vocational qualifications, allowing for recognition of all forms of learning and skills development is set up and operational and establishment of links between qualification frameworks of secondary, vocational and higher education are ensured within the TVET system. * Common accreditation principles and approaches for the whole TVET sector are developed. * Curricula responding to the needs of the economy, the society and individuals in line with international good practices are set, and broad spectrum of courses are developed. * An inclusive approach to the non-formal economic sectors (i.e. access to active labour market programmes and recognition of all forms of learning) is established. Continuous technical and vocational education and training is developed and improved for both formally and informally employed and unemployed. | |
| **Results (Objective 3):** | * Administrative arrangements and fiscal incentives in place to support employment, education and training - including for women, youth and people with special needs are revised. * Cost effective Active Labour Market Measures "ALMM" (such as training and career guidance, job search assistance, labour market training) are implemented for disadvantaged target groups and regions– and delivered by state and non-state actors across the formal and informal economies. * The number of ALMM groups for disadvantage people is increased. * Linkages between the employment, social protection and micro-finance services are developed and improved, focusing on disadvantaged groups such as people with disabilities (PWDs), and long-term economically inactive people depending on cash assistance. | |
| **Indicators and Benchmarks** | **Achievements** | |
| **Indicator 3:**  Number of TVET qualifications registered on the TVQF for which equipment has been purchased or equipment and adaptation of facilities has been purchased. | Equipment has been purchased in order to equip VE schools, TVIs and CC which have been awarded a total number of 59 qualifications distributed among the public TVET suppliers as follows:   * VTC 18, * MOE 11, * BAU 30   The supply of equipment covered almost all disciplines for which new qualifications were registered following the current process of quality assurance:   1. the validation committees are created from the private sector; (2) the TVET qualification development are based on Occupational Standards (in the case of MoE VET – on Educational Standards - until the operation of new National Centre for Curricula Development); 2. The Occupational Standards are developed by Sector Skills Committees (established by CAQA from skilled practitioners); 3. Each qualification registered on the TVQF is required to be based on at least one Occupational standard to ensure relevance to labour market demand; 4. (4) Each qualification registered on the TVQF will be a piloting Qualification for two years. | |
| **Benchmark 3**  Procurement finalized for all qualifications  **BS Objective 2:**  Objective 2: Improve relevance, quality, effectiveness and attractiveness of technical and vocational education and training for employability | The procedure to accredit qualifications (by CAQA to VTC or MoE VET and by AQACHEI to Community Colleges of BAU) was:   * verifying the equipment, * training facilities and * capacity of trainers to use equipment for TVET.   The legal requirements for the approval of the purchase of equipment (exemption from VAT for importing respective equipment) impose that the decisions to purchase specific lots of equipment is based on the TVET qualification for which new equipment or refurbished facilities has been approved.  In identifying and procuring equipment, priority was given to industrial disciplines of high and advanced technologies mostly but not exclusively related to automotive and renewable energy.  The qualification for which the equipment was purchased and the teachers and trainers retrained were:   * Electricity and electrical wiring * Electronics * Information Technology * Maintenance of vehicles and machinery including Hybrid and electrical * Chemical Industry * Handicraft industry and traditional * Carpentry, upholstery and decoration * Construction and maintenance technology * Conditioning, cooling and sanitary installations * Agriculture * Renewable and solar energy * Personal Services (Cosmetics) * Sales and Commercial Services including business management * Pharmaceutical Industries * Manual and Traditional Crafts * Textile * Hospitality and Tourism * Home Economy * Automotive /Autotronics * Metal Formation and Mechanical Maintenance * Road area and quantity calculation * Accounting and social sciences | |
| **Indicator 4:**  Number of ETVET teachers, trainers, laboratory supervisors who participated in professional training and completed secondment (min 1 month/year) to industry relevant to their field of training.  **Benchmark 4**  Training assessment report by the training providers with the list of participants per programme  **BS Objective 2:**  Improve relevance, quality, effectiveness and attractiveness of technical and vocational education and training for employability | Increasing the quality of TVET through consistent training requirements for TVET instructors, aligning standards and quality assurance for all institutions, and closer coordination with private sector (Strategic Objective (2) of NSHRD strategy 2016-2025).  Target: 2270 trainers retrained with the following distribution   * VTC, 600 trainers * MOE 1125 VE teachers * BAU 520 professors, technicians and trainers   At the end of the BS programme 2293 trainers and teachers had been retrained from the 3 institutions, as follows:   * VTC (560) * MOE (1117) * BAU (616)   Training of Trainers, teachers, laboratory supervisors have been prepared, organized and delivered by :   * the BAU National Institute for Training and Upgrading of Trainers and * private training providers from Industry for MoE teachers and BAU instructors; * VTC + VTI for Training of Trainers (Training and Development Institute) for VTC trainers.   The TOT curricula specifications correspond with qualifications newly accredited by CAQA for MOE and VTC and by AQACHEI for BAU.  The industries where TVET trainers were trained for the practical component of the TOT (one month duration) were:  For VTC trainers and supervisors:   * International Engineers for Trading Foundation * French Academy * Virtue City Academy * Integrated dimensions of training * Al - Safwa for Electrical Home Appliances * Jadara Electronics Company * Alsura Corporation * Alsawary Trading Company * New Horizon Apex Company   For BAU TVET trainers and supervisors   * QuickBooks Jordan Company * Nada Company * Certiport Company * Intuit Quickbooks International Companies * Luminous Company * Cisco * Engineering Geniuses Company   For MoE VET teachers and supervisors   * Visual Software Consultancy Corporation PRAVO – Food Manufacturing; Amadeus Program in Tourism and Hotels * Garment Design & Training Services Centre – Design and Garment Making * Alhalat Development Corporation – Agriculture; Carpentry and Decoration; Blacksmith and metal formation. | |