



FACT SHEET #1 ON SKILLS DEVELOPMENT & VOCATIONAL TRAINING

Introduction

The present factsheet highlights the results of the review of the literature conducted to give insights on the major issues tackled around the development of the Vocational Education and Training sector (VET) in the last decade. It also assesses the relevance and effectiveness of VET models using a predesigned analytical framework.

Major Findings from Desk Research

According to the desk research, major topics raised to tackle skills development at VET sector are



VET System as a solution to unemployment & skills gap

The VET sector has the potential to rapidly and cost effectively upskill and reskill the workforce in market-driven skills.



Funding & reforming the VET system

Availability of funds to reform and develop the VET sector. Funds can vary from public budget to donors' contributions.



Skills development & skills forecast

Implementation of sound skills forecast systems that inform policy-makers and VET stakeholders about future labor market skills needs. This allows a balance between what employers request in terms of skills needed to accomplish the job created and what type of skills are acquired by the workforce to fulfill this request.



Quality assurance in the VET sector

the existence of an effective quality assurance in the VET sector is a constant process that aims at developing the VET sector and at the same time maintaining its quality standards.



Policy dialogues, policy papers, research in the VET system

One way to improve employability of youth and reduce the skills gap is to encourage governments to adjust their policy dialogues and reposition their strategic vision towards empowering the VET sector role.



VET sector in the digital age

the VET sector seems to be the adequate educational system that can drive the effective skills development of the current and future workforce and adequately upskill and reskill the workforce according to the demands of the future jobs.

Fact sheet developed by :



Major Findings from Desk Research

The review of the literature covered 100 recent publications and reports from the following institutions and programs: CEDEFOP, UNESCO-UNEVOC, Advisory Committee on Vocational Training, European Training Foundation (ETF), International Labor Organization (ILO), Organization for Economic Co-operation and Development (OECD), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank (WB), European Commission (EC).

Analytical Framework Designed for the Study

- ✓ A logical framework that describes what the VET sector intends to achieve to develop VET graduates' skills, increase their employability and accelerate their labor market insertion.
- ✓ A concise review of international and regional VET experiences from the perspective of these core analytical parameters will help us demonstrate, albeit with some caveats, the relevance and effectiveness of major VET models.

A set of model determinants of the core analytical framework that will be applied for reviewing selected countries' VET sector:



Business Support Organizations Role

Business Support Organizations (BSO) can play a crucial role in engaging the private sector in reforming/developing the VET sector through a plethora of activities:

- ✓ Involvement in the promotion of the apprenticeship opportunity among private businesses.
- ✓ Collaboration with VET stakeholders to develop new curricula tailored to the needs of the private sector.
- ✓ Implementation of donors' funded projects designed to support employability of youth.
- ✓ Organization of employability and career event to connect employers with job seekers.
- ✓ Development of skills forecast surveys and assessment of skills needs by sector and by geographical location.
- ✓ Involvement in policy dialogue about the importance of the VET sector.
- ✓ Creation and management of innovative training centers dedicated to upskilling and reskilling current and future workforce according to the skills needed for future jobs.
- ✓ Promotion and awareness raising of the VET sector role in workforce skills development.
- ✓ Support in obtaining professional certifications and accreditations for VET schools.

Main Features

- The VET sector provides youth with solid foundation in one of the 240 occupations available.
- The VET sector follows the dual system: training content is divided between different learning locations (part-time classroom instruction at a vocational school, part-time workplace training at a host company and for some occupations also branch courses at a branch training center).
- The VET system is very flexible: learners may pursue more advanced education and training opportunities, switch from vocational/professional pathways to general education/university pathways and later change the course of their working lives with relative ease.
- Only professional competences that are required by the labor market and are in demand are offered in VET training. These professional competences are determined by the private sector.
- The VET training content is distributed across two (or in some cases three) different learning locations: vocational schools, host companies and branch training centers managed by the professional organizations.

Governance of VET sector

- The Vet system is dictated by the Federal Vocational and Professional Education and Training Act (VPETA) and the Vocational and Professional Education and Training Ordinance (VPETO) form the legal basis for maintaining the quality of the VPET system.
- The VET system is collectively governed by the Confederation, the cantons, and professional organizations. These three main partners work together to maintain a high level of quality within the VET system.
- They work together to ensure that there is a good supply of apprenticeship positions and training options.
- The tripartite partnership is regulated by the Federal Vocational and Professional Education and Training Act
- The State plays a mediating role in ensuring that apprenticeship opportunities are available for all VET learners and that general conditions are met and that host companies are encouraged to offer apprenticeship positions.

Private Sector Engagement

- All companies in the private sector are required to contribute to the corresponding VET value chain that they belong to by financing the VET fund. This fund covers the costs of the apprenticeship, the ongoing development of VET courses, the promotion of new courses/programs, etc.
- VET fund is mandatory for all companies.
- Host companies intervene in the learning and training process. Part of the training is delivered during the apprenticeship

Public Expenditure and Existing Forms of Funding

- VET is a major public undertaking. It is ranked second after social security.
- Professional organizations provide both services and funding for the Swiss.
- VET learners receive a monthly apprenticeship salary from the host company where they undertake their apprenticeship.
- The Confederation, the cantons and professional organizations fund the VET sector. The cantons provide at least three-fourths of public funding. The professional organizations fund the sectoral courses

Quality Assurance

- Quality assurance and Quality management is governed by the Confederation, the cantons, and professional organizations.
- The providers of VPET are responsible for maintaining quality referring to the Federal Vocational and Professional Education and Training Act (VPETA) that sets out the basic quality standards an
- They monitor the provision of VET at the three places of learning (schools, training centers, host companies).
- They set the requirements relating to qualification procedures.
- They regulate the education and training of VET professionals.
- The Confederation and the cantons are responsible for the provision of education and training and for quality in the areas assigned to them.

Labor Market Intermediation Mechanisms

- VET graduates start receiving career guidance to find an apprenticeship opportunity. This service is supported by the Cantonal career guidance schools.
- VET learners receive coaching and mentoring services, and they are guided during their VET training to improve occupational and social skills and optimize their CVs. Coaching and mentoring programs are sponsored by cantons and private organizations.
- VET graduates are offered career guidance to find an entry level job. They are given advice on job search techniques. They are informed on the jobs available in their cantons. They are invited to attend employability events.

Attractiveness of the VET Sector and its Image Amongst Youth and Society

- Two third of young learners coming out of compulsory education enroll in VET.
- Private sector companies recruit essentially from VET graduates.
- Families and youth have positive image of the VET sector.
- The VET sector represents the future jobs and skills.

Jordanian Model



Main Features

- The VET public sector is facing skills mismatch challenges. The sector is suffering from outdated curricula and archaic pedagogical skills.
- There are several strategic projects conducted by the ministry of vocational education and funded by donors to develop market-relevant vocational curricula, however, the lack sustainability and scalability provisions which significantly reduce their impact.
- VET training is mostly supply driven with weak linkages with the labor market.
- Absence of an updated national qualifications and occupational standards framework for all sectors that indicates the skills and qualifications required by the labor market.

Public Expenditure and Existing Forms of Funding

- Major sources of funding of the VET sector are: annual public budget, international donations and loans and contributions from trainees.
- Most VET sector development and reform projects are donors funded.
- Private sector initiatives to create private VET schools is increasingly growing. These initiatives reflect a sound investment in a sector that has the potential to reduce the impact of skills mismatch on the employability of graduates.
- Jordan currently invests 0.3% of GDP in TVET, while international levels stand at around 1.5 to 2.0% of GDP

Private Sector Engagement

- There has been attempts to apply the dual system at the VET sector, but the weak engagement of the private sector and the absence of a collaborative governance led to weak results.
- The Jordanian private sector is composed mainly of SMEs that are growing at a slow pace and are not creating many jobs. This is mainly due to the recurrent economic difficulties that Jordan has been facing,
- The culture of apprenticeship is not deeply rooted in the Jordanian private sector.
- There is a fragile collaboration between the VET sector and the private sector except for the textile, automotive and light manufacturing sectors where impactful partnerships to train and recruit workforce are frequent.
- Private sector VET schools, such as Luminus College of Technology, represent pilot projects that apply the dual system. These private sector initiatives succeeded in attracting youth to enroll in the VET education and guaranteed their employability in addition to offering market-driven and sector specific training diplomas tailored to the needs of the labor market.

Governance of VET sector

- The VET sector has been through several stages of reform led by the VET public stakeholders; however, the reform initiatives are governed based on a top-down approach and no collaborative governance is put in place at the regional/governorates levels.
- The top-down governance of the VET sector does not yield positive returns.
- The VET sector governance is fragmented which leads to the duplication of the work and the reform projects without significant impact on the sector development.
- The Jordan National Employment-Technical and Vocational Education and Training (E-TVET) Strategy and the CAQA, Centre for Accreditation and Quality Assurance, only have influence on the public and private VET schools but do not collaborate closely with the VET ministry and has no authority on the latter

Attractiveness of the VET Sector and its Image Amongst Youth and Society

- There is an apparent lack of attractiveness of the VET sector among youth and their family due to its lack of career perspective.
- Tertiary education remains more attractive for youth, although tertiary graduates suffer one of the highest unemployment rate in the region.

Quality Assurance

- The CAQA center is working on development performance indicators of the VET sector that needs to be monitored at several levels: the VET management level, the instructors level, the infrastructure level and the course level.
- There is a lack of leadership and autonomy of the quality assurance body which weakens its contribution in assessing the situation of the VET sector and recommending areas of improvement.
- There is work in progress to update the occupational standards and associated manual to identify the skills in demand by sector. This initiative is limited to 10 sectors.

Labor Market Intermediation Mechanisms

- Social actors (chamber of commerce, Business associations) have limited role in organizing employability events and promoting linkages between the VET sector and the businesses.
- Absence of labor market information analysis and skills forecasting surveys implemented by BSOs or public stakeholders.
- Employability units had no contribution in improving job matching mechanisms and donors' funded career centers projects were not sustainable initiatives.
- Private VET schools are investing in labor market intermediation mechanisms. They conduct skills forecast surveys to identify the skills needed by specific industries. They engage businesses in the trainings offered (apprenticeship programs, practical trainings, pre-employment trainings). These initiatives remain small scale best practices and are not scaled up across the country.

SKILLS DEVELOPMENT AND VOCATIONAL TRAINING COMMITTEE MEMBERS

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