

Jordan

Country Plan of Implementation

Orange Knowledge Programme

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List of abbreviations

BAU	Al Balqa Applied University
CAQA	Centre of Accreditation and Quality Assurance
CC	Community College
CIA	Central Intelligence Agency (fact sheet)
CPI	Country Plan of Implementation
EKN	Embassy of the Kingdom of the Netherlands
ESP	Education Strategic Plan
E-TVET	Employment, Technical and Vocational Training (Corporation and Fund)
FNS	Food and Nutrition Security
EU	European Union
GIZ	German Agency for International Cooperation
GoJ	Government of Jordan
HE	Higher Education
HRD	National Strategy for Human Resource Development
IWRM	Integrated Water Resources Management
LMIC	Lower middle Income Countries and Territories
MACS	Multi Annual Country Strategy Embassy of the Kingdom of the Netherlands
MENA	Middle-east and Northern Africa
MOE	Ministry of Education
MOHE(SR)	Ministry of Higher Education and Scientific Research
MoL	Ministry of Labour
MSP	MENA Scholarship Programme
MWI	Ministry of Water and Irrigation
NCHRD	National Centre for Human Resources Development
NET	National Employment and Training Company
NFP	Netherlands Fellowship Programme
NGO	Non-Governmental Organisation
NICHE	Netherlands Initiative for Capacity development in Higher Education
NSSC	National Sector Skills Council
NWP	Netherlands Water Partnership
OKP	Orange Knowledge Programme
SDC	Skills Development Council
SRHR	Sexual and Reproductive Health and Rights
SRoL	Security and the Rule of Law
TMT	Tailor Made Training
ToC	Theory of Change
TVET	Technical and Vocational Education and Training
TVQF	Technical and vocational qualification framework
UMIC	Upper Middle Income Countries and Territories
VTC	Vocational Training Corporation
WASH	Water, Sanitation and Hygiene

I. Introduction

This document describes the purpose and intentions of the implementation of the Orange Knowledge Programme in Jordan. It follows after an identification process in which capacity needs in the country have been analysed and discussions with stakeholders have taken place.

After a brief presentation of the Orange Knowledge Programme (OKP) in section two, this report outlines in section three the present state of affairs, hereby focusing on the local - and regional context of Jordan. In section four the needs are identified. As Food and Nutrition Security (FNS) is Nuffic's priority sector for Jordan, this section also analyses Jordan's agricultural sector. In addition, a brief overview is provided on Jordan's education system and challenges in the education system. Section five elaborates on a possible selection of key organisations and expected areas on which the calls will focus. Section six includes the indicative budget for Jordan. After, section seven sketches Jordan's policies and interventions with regards to Jordan's agri-food sector and the education system. Moreover, it indicates with which other donors the Netherlands intends to collaborate to avoid duplication of projects and to assure close coordination of planned interventions. Finally, section eight refers to monitoring and programme progress.

II. Brief presentation of the Orange Knowledge Programme

The Orange Knowledge Programme is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements, including increased involvement of alumni, attention for cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective of the programme is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the Orange Knowledge partner countries.

The Orange Knowledge Programme will last for 5 years (started in 2017 till 2022) and will be implemented through three types of interventions:

- individual scholarships,
- group trainings and;
- institutional projects focusing on sustainable improvement of technical and higher education capacity.

The Dutch organisation for internationalisation in education (Nuffic), administers this programme on behalf of the Ministry of Foreign Affairs of the Netherlands. Nuffic is responsible for its implementation and follow-up in accordance with each Country Plan of Implementation (CPI).

For further information on the OKP reference is made to annex 1.

III. Current state of affairs

Local context

The Hashemite Kingdom of Jordan is located in the heart of the Middle East with Amman as the capital. Countries bordering Jordan are: Saudi Arabia to the South-East, Iraq East, Israel and Palestine West, and Syria North. Jordan has access to the Red Sea via the port city of Aqaba, located at the Northern end of the Gulf of Aqaba. The country has an area of 89,213 square kilometres, which is 2.5 times bigger than the Netherlands.

In 2018, Jordan counted a total population of 9,5 million. The annual population growth rate was 2,5% in 2017. The country has a young population: about 56.4% is younger than 25 years of age, which suggests that an investment in youth can be an important instrument for national development.

According to the World Bank, it is estimated that every year 70,000 youth enter the labour market but only for 10,000 of them new jobs are available. Official unemployment is estimated at around 15%. Youth unemployment is twice as high as total unemployment and double the global average. The problem is particularly serious among youth and women, with over 60% of job seekers in Jordan are under age 25¹. With a growing population and a population of almost 70% below 30 years of age, structural unemployment can be expected to continue (UN, 2017).

One of the reasons for unemployment relates to misalignment between the available education and the skills required for current public and private sector jobs. IMF and World Bank have emphasised the development of a knowledge economy and export of services, including educational services, as essential pillar for the future of the Jordanian economy. In 2016, the Ministry of Human Resources launched its 10 year strategy plan titled “A National Strategy for Human Resource Development 2016-2020” which announced that “it will systematically invest in the future ‘knowledge economy’, through a sustained focus on quality education and talent, while developing stronger direct links with the various labour market’s demands in key growth sectors and highlighting equality of access for women”.

Early 2000, Jordan was considered as a lower middle-income country with a well-developed infrastructure and a relatively high standard of living along with an emerging free economy. However, the country’s political stability and economic outlook has been negatively affected by regional tensions caused by complex and dynamic political, social and economic developments between Iraq, Saudi Arabia, Syria, Palestine and Israel. The country’s GDP growth between 2000 and 2009 averaged 6.5%, but from 2010 until 2017, average growth was merely 2.2% (EU Economic Monitor, 2018) with an outlook to increase to 2.5% in 2019 (World Bank, Jordan’s Economic Outlook 2018). Moreover, the instability in the region has

¹ Reference to IFAD 2011 report in European Training Foundation publication: GEMM - Governance for Employability in the Mediterranean project.

complicated Jordan's international trade and export position, as borders to exporting countries closed. This has resulted in a strained agri-food sector. It is feared that these challenges will lead to a strong increase of food prices in the near future which may again cause social unrest. Therefore, educational reform features high on the World Bank's Reform Matrix and the reform programme of the Government of Jordan.

Regional context

Jordan currently hosts more than 3 million refugees, making up one third of the population. The majority of refugees come from Palestine (2.2 million) and Syria (1.4 million). The first wave of Palestinian refugees arrived during the 1948 Arab–Israeli War and peaked in the 1967 Six-Day War and the 1990 Gulf War. In the past, Jordan had given most, but not all of Palestinian refugees, citizenship. Recently Jordanian citizenship is given only in rare cases. Since 2010, over 1.4 million Syrian refugees have fled to Jordan to escape the violence in Syria . The kingdom has continued to demonstrate hospitality, despite the substantial strain the flux of Syrian refugees has placed on the country. The vast majority of refugees do not live in camps. The refugee crisis effects include competition for job opportunities, water resources and other state provided services (EU Economic Monitor, 2018).

Jordan is the country with the second highest rate of Foreign Terrorist Fighters (FTFs) that travelled to Syria and Iraq to fight for the cause of Da'esh, and other terrorist organizations like Hayat Tahrir Al-Sham (affiliated to Al Qaida). Today, the threat of FTFs and their families possibly returning to Jordan is substantive. This high rate indicates a still existing problem in Jordan with radicalization of several communities within Jordan. The minimal economic and social perspectives, in particular for youth, stimulates this development (Multi Annual Strategy Plan Jordan, 2018) .

Within the region, Jordan is still a relatively stable country. However, the turbulent context in which it operates makes the country sensitive to destabilization, further economic stagnation and social unrest. With increasing youth unemployment, rising food prices, possible food shortages and decreasing economy, the country has little prospects for its citizens.

Education System in Jordan

Jordan prides itself on its advanced education system. Primary education is virtually universal, and a high proportion of the population receives some sort of higher education. The education system in Jordan consists of preschool, basic (primary) (10 years) and comprehensive secondary stages (two years) as well as higher education. The secondary stage (attended by students in the age of 16-18) includes comprehensive academic and vocational streams and applied secondary education. The Ministry of Education (MOE) is responsible for these stages of education.

Ministry of Higher Education and Scientific Research (MOHESR) takes responsibility for higher education in community colleges (CC) and universities. With regards to higher education, currently 73 universities exist in Jordan: 10 public, 18 private and 1 regional universities; 7 university colleges and 37 community colleges.

In March 2018, the Ministry of Education (MoE) launched its Education Strategic Plan (ESP) 2018-2022. Anchored in the goals of the National Strategy for Human Resource Development 2016-2025 (HRD), Jordan Vision 2025 and the 2030 Agenda for Sustainable Development, the

ESP follows a participatory and inclusive approach. The Plan's ambition is improvement in six key domains, which are Early Childhood Education and Development (ECED), Access and Equity, System Strengthening, Quality, Human Resources and Vocational Education. Upholding its vision of "Education for All", the Government of Jordan (GoJ) remains strongly committed to ensure access and equality towards equity of both gender and special needs, improving enrolment rates, accommodating all age groups, providing a stimulating educational environment and developing awareness and health programs. Accommodating the influx of Syrian refugee children in the school system is another commitment the Plan lays out.

Cooperation the Netherlands and Jordan

The Embassy of the Kingdom of the Netherlands (EKN) in Jordan states in its Multi Annual Country Strategy 2019-2022 (MACS) that the Netherlands aims to assist Jordan in promoting peace, stability, and wellbeing which is of direct importance for the region, to Europe and for that matter the Netherlands. In doing so, EKN selected various priority areas. The main priorities within the MACS that are important for the Orange Knowledge Programme are:

- Policy area: Sustainable development, food security, water and climate; demand driven knowledge development:

"The Netherlands will support skills and knowledge development that matches demand in the horticulture labour market with a focus on TVET. Agricultural knowledge and innovation systems (AKIS) could be a framework for such support. Modernization of the horticultural value chain will create opportunities for skilled labour and may attract youths who under current conditions are not interested to engage in horticulture. Working in horticulture needs to become more attractive, also for medium/high skilled Jordanian and Syrian labour."²

- Policy area 1. Work-based Learning Serving New economy Needs:

"In line with the National Human Resources Development (HRD) Strategy and in cooperation with the Ministry of Labour and the Ministry of Education, the Netherlands focuses on the transition of youth from school to the labour market." ... "Technical and vocational education and training (TVET) in Jordan is an important strategy for absorbing unemployed and vulnerable groups and to meet the demand of an appropriate skilled and productive workforce. The aim is to offer to the most vulnerable youth TVET-options that can lift youth and women out of poverty and devoid them of turning to negative coping mechanisms. Furthermore, the Netherlands will look into interventions on the nexus of skills improvement and job creation/income generation across sectors that are critical to Jordan's earning capacity. Interventions in TVET may include improving life skills (such as creativity, critical thinking), entrepreneurial skills and work-based learning."³

Policy area 2. Demand driven knowledge development, technical and vocational education and training:

² Multi Annual Country Strategy 2019-2022 (MACS), final and revised version March 15, 2019, EKN
³ idem

“Demand for skilled labour and for applied research is expected to increase when and if the private sector develops. The Netherlands will support skills and knowledge development that matches demand in the horticulture labour market with a focus on TVET. In collaboration with Nuffic, we will explore options for developing a coherent skills and knowledge development program that meets Jordanian labour market demand. Jordanian counterparts will be Ministry of Agriculture, Ministry of Labour, Ministry of Education, private sector representative organizations and knowledge institutes, youth farmers council, sector skills council, farmer organizations, and community organizations.”

Some (not exhaustive list)⁴ ongoing projects in the FNS sector supported by the EKN are:

- The Hydroponic Agriculture and Employment Development Project (HAED-Jo). HAED-Jo aims to advance efficient farming in Jordan, create employment opportunities for Jordanians and Syrian refugees in agricultural production and associated postharvest chains, and reduce water use in the production process;
- Pilot Project Inclusive Horticulture Value Chains Jordan. This pilot project aims to contribute to the increased competitiveness and performance of Jordanian horticulture produce in a variety of export markets; rural job creation and income generation in horticulture;
- Export Promotion. Centre for Promotion of Imports from developing countries (CBI) promotes export by way of coaching Jordanian exporters on market intelligence. CBI supports the Ministry of Agriculture to establish a website providing the agriculture sector in Jordan with market intelligence;
- Jordan Food Nutrition and Safety (Pesticides) Program The Netherlands Food and Consumer Product Safety Authority (NVWA) provides support to Jordanian Large, medium and small scale farmers to address violations in maximum residue limits (MRL). The project aims to support government to government (G2G) cooperation and capacity building to ensure compliance with established maximum residue limits.

The Government of the Netherlands supports a number of education and employment projects in Jordan both through strategic partnership with UN partners such as UNICEF and UNHCR as well as through local and international NGOs with the aim to improve the learning environment at schools, improve employment opportunities for Syrian refugees residing in Jordan and promote entrepreneurship.

Nuffic in Jordan

Jordan is a so called ‘Focus country’ for the Government of the Netherlands. For Nuffic Jordan has been a B-country, since the start of the Orange Knowledge Programme in August 2017. An OKP B-country is either a UMIC or LMIC and this status for OKP translated into Scholarships and TMTs being available for which interested parties could apply. From 2014 to the current OKP, Nuffic has facilitated 6 Tailor Made Trainings (TMT) for Jordanian professionals. Dutch TVET/ HEs have provided group trainings in various fields of expertise such as private sector development, Food and Nutrition security (FNS), Sexual and Reproductive Health and Rights and public administration. Close to € 740,000 have been invested towards these TMTs from both NFP and OKP programme budgets.

⁴ The full overview of ongoing projects is to be found in the EKN published paper: The Netherlands in Jordan: Economic Agriculture Programming

In the year 2018, OKP Calls for Scholarships and TMTs resulted in the allocation of 24 short courses, 1 TMT and 1 TMT+. The first quarter of 2019 allocated 32 scholarships from MENA Scholarship Programme (MSP), 21 OKP short courses and 3 OKP Masters.

Given the additional focus on Jordan since the launch of the Minister's [policy brief "Investeren in Perspectief"](#) and policy letter on focus regions⁵, it is the intention to transfer Jordan to the list of OKP A-countries, which would allow the country to intensify and extend its capacity building activities and to develop long term sustainable institutional cooperation.

Annex 2 provides a detailed overview of NFP and OKP scholarships and short courses.

In November 2016, Nuffic hosted an alumni event in Jordan. It was the first MENA Scholarship Programme initiated and organised alumni event and first combined MSP and NFP alumni event in the MENA region. TMT beneficiaries were also among the participants. The aim was to renew and strengthen ties between Jordanian NFP and MSP alumni and increase the links between the alumni and the EKN, other relevant (Dutch) educational institutions and organisations. The turn-out was very high and 97% of the participants indicated interest in joining the [Holland Alumni Network](#). The alumni network activities are meant to stimulate contacts and networking opportunities between Jordanian alumni, alumni networks, Dutch knowledge institutions, Dutch embassies, the Dutch business community and/or other relevant parties.

Another Nuffic facilitated education programme taking place in Jordan, in consortium with DAAD, British Council and Campus France, is an EU funded project called "HOPES - Higher and Further Education Opportunities and Perspectives for Syrians". In six countries HOPES increases the number of Syrian students enrolled and trained in certified and recognised higher education programmes and training courses, while building the capacities with tertiary education institutions so they can offer quality and innovative further education. So far, in Jordan HOPES resulted in partnerships with 4 Jordanian universities, a stakeholder dialogue and 115 scholars (Syrian and Jordanian benefited, close to EUR 460,000 allocated to projects, 2500 direct beneficiaries and offers scholarships to Syrians).

IV. Identification of the needs

This section describes the main outcomes of the needs assessment with stakeholders from government, education and business. It covers a brief analysis of the Jordan context in the two selected priority themes.

⁵ [Letter of 13 November 2018 from the Minister for Foreign Trade and Development Cooperation](#) to the House of Representatives on the focus regions of development cooperation policy (West Africa/the Sahel, the Horn of Africa, the Middle East and North Africa)

Selected priority themes

The Netherlands recognizes that Jordan has been profoundly affected by regional conflicts, not only through a large number of refugees and displaced persons residing in the country, but also by the difficult economic situation in which Jordan finds itself. As reflected in the Dutch government coalition agreement “*Vertrouwen in de Toekomst*” set in 2017 and the 2018 policy brief “*Investeren in Perspectief*” of the Dutch Ministry of Foreign Trade and Development Cooperation, the Dutch government is strengthening and expanding the Netherlands’ cooperation with Jordan in order to prevent instability in the region from spreading beyond its borders and to enhance economic growth and social stability⁶. A larger role for the private sector and knowledge institutions, including the Dutch ‘top sectors’, with a view to tackling social challenges worldwide is part of the redefined policy⁷.

To do justice to the identification process the focus areas will be linked to overarching/cross-cutting interventions in TVET. Hence, the OKP themes in Jordan have been selected as follows:

- Food and Nutrition Security (FNS)
- Water

For Jordan, the Orange Knowledge Programme will focus on sustainable agriculture, including water efficiency and reuse. Within agriculture, the agri-food value chain has been identified as it is believed to be a sector with high potential to generate jobs for both Jordanians and refugee population. Furthermore, this sector has the potential to contribute to economic growth by enhancing production while reducing costs through more efficient use of energy and water. The renowned Dutch expertise in horticulture is another reason for prioritizing Jordan’s horticulture sector in the cooperation between both countries. All together this should lead to food resilience and stabilization of the country in economic, social and political terms.

Food and Nutrition Security

Agriculture makes up 4% of Jordan’s Gross Domestic Product (World Bank, 2017) and uses 60% of the country’s water supply. The two main agricultural⁸ production areas are the Jordan Valley and the Highlands east of the Valley. The Jordan Valley depends largely on irrigation, while part of the Highlands receives enough water for rain-fed cropping systems. Presently around 70 percent of the harvested areas in Jordan are horticultural crops such as fruits, vegetables and olive trees. Until the late nineties, the horticulture sector was a productive sector. Jordanian farmers have a long tradition of producing high-value crops under suitable climate conditions and on fertile soil.

⁶ Regeerakkoord 2017: ‘*Vertrouwen in de Toekomst*’

⁷ Beleidsnota “*Investeren in Perspectief- Goed voor de Wereld, Goed voor Nederland (2018)*”, Ministerie van Buitenlandse Handel en Ontwikkelingssamenwerking.

⁸ Horticulture is the largest share within agriculture in these geographic areas hence the text also uses the term ‘horticulture’ interchangeably.

Agriculture is the main source of income for about 15% of the population⁹ and employs about 2% of the workforce¹⁰. Within the sector, livestock makes up 55% and crops 45%. Sheep and goats are the most important livestock breeds in Jordan, whereas wheat, barley, olives, grapes, and almonds are the main agricultural products¹¹. Agriculture is seasonal and therefore not a full-time employment for most farmers. 28% of the migrant labour force are engaged in the agriculture sector, most of whom are Egyptian laborers¹². Unpaid family labour accounts for 77% of all labour in rain-fed areas, but only 22% of labour in irrigated areas¹³.

Difficulties started with the crisis in the region and challenges with water supply. Challenges have been reinforced by negative reputation of the agricultural sector (de Groot et al, 2018)¹⁴.

Due to the regional crisis, Jordan lost its traditional export markets. Production is about two times the local demands and lack of crop diversification cause prices to be under pressure and margins are low or even negative. These have resulted in a situation where many farmers are in debt. It is expected that a significant number of producers, brokers, traders (vulnerable, low-skilled) workers will leave the sector in the near future. Families will lose their income and unemployment rates will increase without strong interventions from government side.

The agricultural sector as a whole has a negative reputation in Jordan and therefore faces difficulties with attracting people for labour in the agriculture value chain. Agriculture as a sector is not included in the Labour law¹⁵. Long working days, low payments and unfavourable working conditions do not appeal to the Jordanian youth. Studying agriculture is not popular and is overall considered to be “a second choice” after having failed to enter other educational programmes.

The difficult market situation and poor economic results make that the overall sentiment in the sector is negative. Moreover, there is little possibility and interest to invest in new technologies for the sector. On top of that, the agri-food sector had been neglected for many years by the Jordan government. This is, amongst others, reflected in the fact that there has not been a national vision or strategy plan in place about future directions for the agricultural sector. In addition, a lack of a coordination strategy between the relevant ministries as well as lack of a vision on the role of innovation in agriculture hampers the transformation of the agricultural sector¹⁶.

Recently the Jordan Government indicated that it wishes that agriculture's share in GDP increases as a result income generated from new export markets. The Government of Jordan

⁹ [Export.Gov](#) 2018

¹⁰ [CIA, World Factbook](#) 2019

¹¹ [Inform.gov.jo](#), Assessment of the Agricultural Sector in Jordan.

¹² Sidahmed A.E., Rabboh W.A., Kresat S., and Karrablieh E., (2012) Pre-identification mission: support to agricultural development in Jordan. EuropeAid report EuropeAid/127054/C/SER/multi - LOT N°1: Rural development & food security

¹³ Sidahmed A.E., Rabboh W.A., Kresat S., and Karrablieh E., (2012) Pre-identification mission: support to agricultural development in Jordan. EuropeAid report EuropeAid/127054/C/SER/multi - LOT N°1: Rural development & food security

¹⁴ De Groot, N., Haddadin, W. and Schurink, E., (2018); Horticulture in Jordan, A sector in danger? Report commissioned by the Embassy of the Kingdom of the Netherlands in Jordan

¹⁵ ILO is currently working on a compliance model to care for working conditions in the agricultural sector

¹⁶ Sixt, G. and Poppe, K., (2018); The Agricultural Knowledge and Innovation System of Jordan's Horticultural Sector. Report commissioned by the Embassy of the Kingdom of the Netherlands in Jordan

has realized that it is crucial to reform and innovate the agricultural sector in order to secure food for the increasing population and to secure and generate jobs to avoid growing unemployment rates.¹⁷ For these reasons the Ministry of Agriculture has been developing a vision and strategy plan for Jordan's agricultural sector.

Water for agriculture

Jordan is the third most water scarce country in the world. Water resources are limited and the country's population has continued to rise approximately 2,5 % annually which leads to more demand for water. Conservative estimations show that Jordan draws 160 % more water from the ground than is replenished by nature. These shortages are likely to get far worse over the coming years, as the number and duration of droughts when compared with the 1981-2010 period will rise due to higher temperatures and decrease of rainfall. More than half of Jordan's water is used for agriculture and it is estimated that on average almost 50% of the water supply is lost due to leakage, misuse or theft (a.k.a non-revenue water). The water scarcity heavily affects Jordan's economic growth in general and its agriculture sector in particular (De Groot et al, 2018)¹⁸.

The GoJ plans to increase the supply of water to the agriculture sector by replacing fresh water from surface and groundwater sources with treated wastewater from wastewater treatment plants. Moreover, the Royal Commission for Water sets the goal that by 2022, non-revenue water would not exceed 25%¹⁹.

Another key factor negatively affecting agricultural growth is the increasing need for energy for water supply. An increasing amount of energy is needed to pump up water from declining aquifers, to desalinate groundwater, to treat waste water for agriculture, and – in the near future – desalinate seawater for drinking purposes. Energy use and related costs account for 60% of the cost of water²⁰.

To tackle the challenge of limited water availability and reduce energy use, the Netherlands has developed the 3x3x3 strategy or water-energy-food nexus. In brief, this strategy aims to achieve 3x more income/production in the Jordanian agricultural sector with 3x less water usage and 3x less fossil energy usage, while creating sustainable employment²¹.

The 3x3x3 strategy – in conjunction with the Multi Annual Country Strategy for Jordan – forms the basis for the development of capacity building interventions in the agriculture sector in Jordan.

¹⁷ The Economic Policy Council: Jordan Economic Growth Plan 2018-2022

¹⁸ De Groot, N., Haddadin, W. and Schurink, E., (2018); Horticulture in Jordan, A sector in danger? Report commissioned by the Embassy of the Kingdom of the Netherlands in Jordan

¹⁹ Royal Commission for Water, Water for Life, Jordan's Water Strategy 2008-2022 (February 2009)

²⁰ The Netherlands In Jordan: Strategy Document for the Agriculture Sector, (March 2019); Embassy of the Kingdom of the Netherlands in Jordan

²¹ The Netherlands In Jordan: Strategy Document for the Agriculture Sector, (March 2019); Embassy of the Kingdom of the Netherlands in Jordan

The education and training gap in the priority themes

Agricultural training and education ²²is offered at various education levels, namely;

1) (Public) **Vocational education schools** Agricultural vocational education is open for students who successfully completed the 10th grade, usually of 16 years old. Number of schools offering agricultural vocational education is 23 schools (5 for women and 18 for men). Agricultural vocational education is concentrated in the northern governorates and is not available in Aqaba nor in Ma'an. MoE is the only provider for this type of vocational training.

2) **Vocational Training Corporation (VTC)**. VTC is mandated under the Ministry of Labour. It offers vocational training in order to prepare the technical workforce, to raise the level of efficiency in vocational training and specializations and to diversify vocational training. To understand the role of the VTC in vocational training and work force development in Jordan, it has to be mentioned that the occupational skill levels currently adopted in Jordan is comprised of 5 categories/ levels: semi-skilled, skilled, craftsman, technician and professional levels. VTC's main role is to prepare the workforce on the three basic occupational levels (semi-skilled, skilled and craftsman levels) through its vocational training programs. VTC also conducts upgrading and continuous training courses targeting already employed workers. Agriculture vocational training courses in VTC are provided in 3 training institutes in the Jordan valley in the northern Ghore (Al Masharea Training Institute), in the middle Ghore (Al Ghore Al Awsat Training Institute) and in the southern Ghore (Ghore Al Safi Training Institute).

3) **The post-secondary education** ranges between 2-5 years. Institutions providing such education are universities and community colleges. MoE and MOHESR Community Colleges fall under Al Balqa Applied University (BAU). Study in universities is up to 5 years that ends up with awarding Bachelor of Science or Arts degrees to graduates. The study in community colleges is 2-3 years and graduates are awarded an associate diploma certificate. Agriculture specializations are offered at both levels of higher education, the diploma level at community colleges and at Bachelor level in universities. BAU/ CCs also offers short-term training courses for further individual skills development.

Key players in TVET/HE

The sector's key institutions governed by national rules and regulations are the E-TVET Council, the key legislative actor coordinating VET policy and the Centre of Accreditation and Quality Assurance (CAQA)²³. Its task is licensing, accrediting vocational training institutions and programmes. CAQA also manages the technical and vocational qualification framework (TVQF). Interestingly, CAQA combines the function of quality assurance and occupational assessment and occupational licensing function²⁴. At the time of development of this CPI, the E-TVET Council is in the process of being transformed to a TVET Skills Development Council (SDC), following the new Technical and Vocational Skills Development law adopted early May 2019 (please refer to below section 'challenges' for more detail).

²² Text for this section can also be found in Appendix 3, prepared by Mr. Hisham Rawashdeh, Report on TVET in Jordanian agriculture of The Agricultural Knowledge and Innovation System of Jordan's Horticulture Sector (October 2018).

²³ European Training Foundation, VET Governance, Jordan country profile

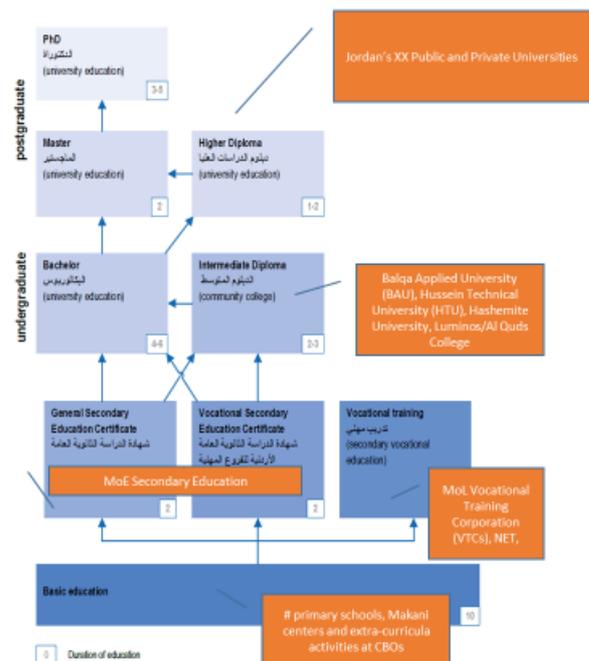
²⁴ European Training Foundation, VET Governance, Jordan country profile

To date, CAQA commissioned four occupational standards: 1) occupational outlook of the farmer; 2) required soft skills; 3) technical competencies for agriculture; 4) required technical tools and materials.

The accreditation institute for HE is the Higher Education Accreditation Commission. It supervises on quality assurance at both public and private institutions of higher education to be consistent with the international TVET standards. TVET training providers are MoL VTC, National Employment Training Company (NET), Vocational Schools under MoE and private sector institutes.

TVET Target Groups and Stakeholders

Public vs. Private		Examples of TVET Institutions
Governmental vocational institutions (formal, non-formal)	<ul style="list-style-type: none"> Opportunity to acquire a national qualification, certificate, or license upon graduation Accessible education system with well-established infrastructure, resources Public sector curricula and equipment and teaching methodologies are outdated 	<ul style="list-style-type: none"> MoL Vocational Training Corporation (VTCs) offering non-formal vocational training Centres of Excellence (PPPs) CAQA Occupational Licensing body National Employment Training Company (NET) MoE Vocational Schools MoHE public Universities such as Balqa Applied University (BAU), JUST, Jordan University, GJU, and Yarmouk University
Private institutions and NGOs (informal)	<ul style="list-style-type: none"> Flexible training courses with ability to customize to market needs International curricula and accreditation available through national centers and more regularly updated Programs tend to be geographically limited There is some inter-organizational collaboration while remaining competitive Frequently duplicated efforts 	<ul style="list-style-type: none"> Luminos/AI Quds College Hussein Technical University (HTU) Queen Rania Teachers Academy Jordan Education for Employment (JEFE), Business Development Center (BDC), Technical and Vocational Training Academy (TVTA) Chamber of Industry Business associations Community based organizations (CBOs) such as Princess Basma Association, Queen Zeina Organization Incubators (Shamal Start, RBK Academy) MFIs



Challenges

The Jordan education sector (including agricultural and water management training and education) faces a number of challenges:

- Mismatch between Jordanian demand and supply side on the labour market:** There has been minimal employer engagement to identify the relevant knowledge and skills that learners should develop despite the well understood need for applied education and training system to meet the demands of the labour market. Labour demand is relatively high for medium to low skills and the demand for high-skilled workers is lower than the number of graduates²⁵. Jordan is facing a surplus of higher agricultural education (hence the pool of unemployed agricultural engineers).
- Disjointed governance in TVET:** Governance tends to be fragmented across more than one entity without clear coordination and communication channels. In addition, a perpetuation of strategies, often instigated by donors, float around, without concrete

²⁵ OECD Development Centre, (2018) Youth Well-being Policy Review of Jordan

action plans. The E-TVET Council was supposed to coordinate the TVET system and public and private provision, however, a legal provision for engaging MoE, MoHESR and BAU in policy dialogue was missing²⁶. A new package of law, titled Technical and Vocational Skills Development 2019 Law, was submitted to the cabinet in the beginning of this calendar year and successfully passed early May 2019. The law provides to reshape and strengthen the unified TVET authority in the country by uplifting the E-TVET Council (chaired by the Minister of Labour and membership of the Minister of Education, Minister of Higher Education, governmental institutions and by 8 representatives from private sector and social partners) to a Skills Development Council. This council should be a board of top stakeholders 50% public and 50% private sector, that governs the executing body: TVET Skills Development Commission. The TVET transformation process began with an assessment of the skills needs in the six economic sectors with higher elasticity and tried to align TVET policy with economic opportunities. Four sectors are currently active (water, energy, ICT and logistics) in which private firms participate as well.

- **Curricula are outdated:** Despite the efforts of the National Centre for Human Resources Development (NCHRD) that has been tasked with conducting sector surveys and development of job profiles the private sector does not see the specific skills demands reflected in these job profiles. A very new development is the establishment by the Jordanian cabinet of a national centre for curricula development. This is to become an independent body. Vocational curricula have not yet been developed, whereas for academic subjects the curricula are available. The role and relationship of the national centre and the VTC is yet to be clarified.
- **Lacking private sector involvement:** The government (MoL) does not consider sufficiently the private sector providers of TVET when developing government strategies. Moreover, there has been insufficient deliberate research and planning to promote the development of high-quality private provision to help fill gaps in public sector service provisions. Tracer studies are not conducted. Moreover, private sector involvement in key governance structures such as the TVET Council and now the NSSC is limited to only a few individuals.
- **Negative reputation TVET:** Technical and vocational education is generally seen as inferior to an academic education, which has led to a shortage of technicians. TVET education is associated with under-achieving students and school drop outs. Families consider the public vocational education system to be of bad quality and with low assurance of a decent job with a reasonable salary after completing education. Only 16% of students choose the TVET track.
- **Limited capacity of national institutions:** Despite the presence of a number of institutions governing the education and TVET sector, their capacities have been limited. For example, the directorate supporting the E-TVET Council and the CAQA have only a few staff whereas they have important tasks to fulfil. Related to limited human resources the quality assurance measures cannot routinely be enforced to ensure continuous monitoring, evaluation, and enhancement of the system. CAQA is in charge of teacher accreditation and certification. However, being understaffed, CAQA does not have the capacity to conduct monitoring visits at the workplace. Given the very recent E-TVET law adoption, the new to be set up TVET Skills Development Commission is expected to get

²⁶ European Training Foundation, VET Governance, Jordan country profile

more administrative, technical, operational and financial power and autonomy compared to the E-TVET Council and its secretariat.

- **Strategic funding and innovation:** Vision for funding is limited to traditional sources (i.e. government and direct donor assistance) which may not be sustainable²⁷. The challenge lies not so much in the amount of funding available, but rather the lack of coordination among donors leading to a vast array of projects at delivery (activity) level instead of at governance/institutional (outcome) level.
- **Educators:** Teacher quality has declined due to a lack of targeted recruitment and inadequate pre-service and in-service training; outdated teaching methods persist at all education levels.
- **Gender disparity:** Participation of girls/ women in TVET and the workforce is significantly low when compared to the gender balance in TVET and workforce in other countries in the MENA region. Reasons are discriminatory social norms, practices, formal and informal laws and working conditions. Jordanian women are not equal to men before the law in terms of household headship, parental authority, freedom of movement, divorce, inheritance, employment and citizenship²⁸. Jordanians value the family unit very highly and regard the role of women to be homemakers first and foremost.

V. Envisaged Theory of Change and outcomes

Based on the analysis of needs and the consultations with the stakeholders, a theory of change (ToC) for Jordan for Food and Nutrition Security (FNS) and Water has been formulated. This ToC is based on the general [OKP ToC](#) and describes the way the OKP programme will contribute to the Dutch development cooperation policy as described [here](#). The OKP M&E framework is intended to make clear that all interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Ministry of Foreign Affairs (<https://www.dutchdevelopmentresults.nl/theme/>).

The OKP programme in Jordan aims at the following **objectives**:

- contribute to End hunger, double smallholder productivity and income, and ensure the sustainability and resilience of food production systems by 2030 (SDG 2) and
- contribute to ensuring availability and sustainable management of water and sanitation for all (SDG 6)

through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE).

The following **long-term impact** will be aimed at:

In the case of **Food and Nutrition Security**:

1. Promote agricultural growth;
2. Create ecologically sustainable food systems.

²⁷ the National Strategy for Human Resource Development (2016-2025) of Ministry of Human Resources

²⁸ OECD Development Centre, (2018) Youth Well-being Policy Review of Jordan

In the area of **Water**:

1. Water is used sustainably and equitably, ensuring the needs of all sectors and the environment;
2. Water efficiency in agriculture is increased.

The following **medium-term impact at country level**:

- (I) Education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- (II) Partnerships between persons and organisations are inclusive and sustainable (SDG 17);
- (III) Organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce.

This will be achieved by the following **outcomes at project level**:

- A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment (in line with country / regional specific labour market needs & aiming at inclusiveness);
- B. Enhanced knowledge and skills of individuals and organisations in line with country / regional specific labour market needs & aiming at inclusiveness (in partner countries and in the NL).

Annex 3 describes the Theory of Change for Jordan for FNS and Water.

Annex 4 provides an M&E framework presenting the expected outcomes and connected indicators for the OKP country programme.

VI. Articulation and calls

The Orange Knowledge Programme offers different kinds of capacity building interventions (see Annex 1):

1. Institutional Collaboration projects between TVET and higher education institutions locally and in the Netherlands;
2. Tailor-Made Training (TMT) for groups;
3. Individual scholarships for mid-career professionals;
4. Alumni events.

Nuffic will publish calls for institutional collaboration projects and group training. Based on those calls, key organisations in Jordan and in the Netherlands are invited to submit proposals that are aligned with the CPI and contribute to the ToC outcomes and impact (see annex 3 and 4).

For scholarships, please consult the [OKP individual scholarship website](#) . For updates on calls and other OKP information, please register via the [OKP open calls website](#).

It is encouraged that institutional collaboration projects (between TVET and higher education institutions locally and in the Netherlands) make use of the TMT and scholarship alumni in Jordan and professionals in the FNS and water sectors respectively.

The long-term aim is to support Jordan's agri-food sector in the transition towards a sustainable, competitive, inclusive and market-oriented sector. In doing this, the Orange Knowledge Programme intends to strengthen education and knowledge at TVET- and higher education level (i.e. community colleges and universities) for the agriculture sector and water for agriculture, with the aim to improve skills, competences and knowledge of people working in the agricultural value chain. All together this should lead to improved quality of labour and improved productivity in the agri-food sector. A sustainable agriculture sector in Jordan means efficient use of resources, including water, developing technologies for re-use of waste water and investing in new cultivation methods.

In the framework of the Orange Knowledge Programme, this can be realized in various possible ways, e.g.:

- Improve the curricula of agricultural and waste water treatment for agriculture education at all agriculture and water training and education levels (see above, page 10) . In doing this, special attention needs to be addressed to "agri-business" (to assure that graduates are employable), agri-tech and sustainable agriculture (to assure that agriculture is conducted in a sustainable manner). Curricula should include internships and practical skills training that the private sector demands for;
- Designing programmes that teach people employability- and entrepreneurial skills (entrepreneurship, business skills, communication, soft skills) and offer practical learning (work-based learning);
- Enhance knowledge and (applied) research for sustainable water treatment facilities for re-use of waste water for agriculture;
- Enhance knowledge and (applied) research on the agricultural value chain (e.g. quality control during pre- and post-harvest phase, storage, packaging, marketing);
- Strengthening capacity (skills and knowledge) of teaching and managerial staff;
- Strengthening institutional structures and systems at education providers that offer programmes on agri-food.

The priority organisations are:

- 1) Non-Governmental Organisations that play a key role in the agricultural value chain and sustainable water sector;
- 2) Government organisations at national, regional and urban/rural level that play a central role in the agricultural value chain and sustainable water sector;
- 3) University and technical vocational training and education knowledge organisations providing education, applied research and advisory services in the agricultural value chain and sustainable water sector;
- 4) Private sector in the agricultural value chain and sustainable water sector.

The Orange Knowledge Programme capacity building interventions should provide access for students and serve institutions and organisations that are (also) located in the governorates and not only have their focus on the institutions and organisations in the capital.

OKP interventions have to liaise and link with the current programmes of GoJ and development partners in order to ensure efficient, effective and long-lasting results.

Understandably the OKP interventions should complement the EKN/NL investments on education and employment programs.

Skills development for the agricultural sector should not just be at (family) farm level, but addressing the full agricultural value chain including innovation and modernisation of agricultural techniques to increase the appeal of youth and to meet the necessary market demand.

Another focus should be improving the perception the sector of agriculture and education on agriculture has. As stated above, students are not eager to enrol in agricultural programmes and agri-business tends to move abroad given the fact that working in the agribusiness sector is considered to be unattractive due to hard working conditions, low pay, unfair pricing, lacking social and health insurance, among others. Investing in building capacity of FNS and water TVET, therefore, must go hand in hand with an approach that includes an advocacy strategy to make the agriculture sector attractive. Linking with GoJ approach on improving the TVET status as well as developing a (media) advocacy strategy are recommended components for OKP interventions.

Inclusion of gender and historically disadvantaged groups means that the historically disadvantaged groups and especially women need to be involved (more). Within OKP, their participation could be measured in management, in training, in fellowships and in internships. The target for both gender and disadvantaged groups need to be above 30% for all OKP outcomes.

Preliminary timeline of implementation:

Step	Date
CPI published on Nuffic website	June 26, 2019
First call published	June 27, 2019
Deadline first call	September 17, 2019
Selection partners	October 2019
Start of project in case of Institutional Collaboration	October, 2019

VII. Indicative budget for the programme

Period of implementation 2019 – 2022:	FNS	Water	Total
Institutional projects	4,000,000		4,800,000
TMT+	800,000 *)		
Group training/TMT ²⁹	PM		
Individual scholarships ³⁰	PM		
Alumni events	PM	PM	PM

*) excluding the TMT+ project which already has received a grant.

Note: Jordan already had a B-country status in OKP meaning Scholarships and Group training/TMTs were modalities for which interested parties could apply. In 2018 this resulted in the allocation of 24 short course scholarships and 1 TMT and 1 TMT +. In addition, 25 MSP scholarships have been awarded of which 12 scholarships from additional funding for focus countries in 2018.

Note: As a focus country in the current Ministry of Foreign affairs' strategy, Jordan moved from B-country status to an A-country, meaning a full-fledged OKP country which includes the modality of Institutional Collaboration projects.

Note: The funds allocated to the programme as a whole and to each partner country's programme may be subject to change, and this may affect the above indicative budget. The budget may also change in line with political decisions taken by the authorities. In consequence, Nuffic reserves the right to adjust this indicative budget and undertakes that, in this event, it will notify the relevant parties immediately.

OKP promotes co-funding and matching of funds. Jordan is classified by the OECD as an LMIC Country. Proponents applying for Tailor Made Trainings and Institutional Partnership projects are required to include co-funding in their proposals. This will contribute to reciprocity and ownership of results established within the collaboration between all partners. Integration of co-funding in the breakdown of budgets will be one of the assessment criteria in the selection of proposals. For Jordan Nuffic will introduce a minimum level of co-funding as mandatory for applications as follows:

% of Co-funding	In 2019	In 2020	In 2021
LDC	0%	0%	0%
OLIC	0%	5%	5%
LMIC	10%	15%	15%
UMIC	20%	25%	25%

²⁹ are already available through current status and will remain available

³⁰ are already available through current status and will remain available

In forthcoming calls, more information will be given on the specific demands for co-funding.

VIII. Coordination with other programmes

The education sector in Jordan as a whole is confronted with many serious challenges. For this reason the Jordan Government developed a number of comprehensive strategy- and policy plans that are linked and closely coordinated, to overcome these problems, namely; 1) The New Education Strategy Plan 2018-2020 of Ministry of Education, 2) the National Strategy for Human Resource Development (2016-2025) of Ministry of Human Resources, 3) Jordan Vision 2025, presented by King Abdullah II ibn Al Hussein and Prime Minister Abdullah Ensour and 4) The 2030 Agenda for Sustainable Development, in which the Government of Jordan outlines its plans to realize the sustainable development goals as set by the United Nations. The plans have been developed and various Ministries in Jordan are to take leadership to implement and monitor them to successfully realize the set goals.

In addition to the Jordanian government role in implementing and leading coordination, other key (donor) partners in vocational and higher education are the EU, GIZ, IFAD, JICA, USAID and World Bank (not exhaustive list). The EU's Skills for Employment and Social Inclusion Programme (SESIP) is a key programme to align with both for technical assistance to the E-TVET sector as well as for donor coordination as such.

With regards to capacity building for the agri-food sector, implementation is to be realized in close collaboration with GIZ and IFAD. For years, GIZ built significant expertise and experience regarding planning and implementation of vocational training programs and post-secondary education in the agricultural sector. GIZ has an extensive network with the relevant Jordanian government entities to ensure the required registration and accreditation of vocational training programs. The GIZ approach focuses on labour market-oriented vocational education, higher education, and training with private sector representatives formally embedded in curriculum steering.

Water has been the priority in Jordanian-German cooperation since 2001. GIZ took on strengthening water and environmental ecosystem services as area of expertise building. Furthermore, GIZ is already working with the national centre for curricula development on vocational curricula such as electro-technique, carpentry, mechanics and automobile electronics. GIZ also pulls in private sector experts for vocational curriculum development.

For the water for agriculture collaboration program(s) links are to be established with the Promotion of Training to improve efficiency in the water and energy sector II in Jordan project managed by GIZ, among others.

The World Bank is another relevant partner, among others because of its role in boosting education and job creation (Finance for Jobs project)³¹. The World Bank is encouraging

³¹ The World Bank's active portfolio comprises 12 projects valued at US\$1.3 billion. These projects cover a number of key sectors, including education, health, environment, social protection, youth, access to finance, job creation and boosting the business environment.

Jordan to join the club of countries shifting towards competency based skills development. The WB contributes to the TVET Fund.

IX. Monitoring programme progress

The organisations taking part in the OKP programme are asked to report on the progress of their projects and scholarships using a Results Oriented Monitoring tool that will be provided by Nuffic. They will also record their successes and setbacks so that lessons can be learned from them as part of an organisational learning approach.

Nuffic will monitor and evaluate the Orange Knowledge programme at programme level and will regularly discuss progress with the embassy and other stakeholders, especially regarding the progress achieved related to the outcomes indicated above and the successes and failures, together with suggestions for remedying setbacks and, if possible, redefining strategies and adjusting forecasts in line with the targeted outcomes.

If necessary, for example in the event of major changes, Nuffic will discuss proposed adjustments to the CPI with the embassy and other stakeholders which may lead to an adjusted CPI.

Annexes

- Annex 1. Brief presentation of the OKP programme
- Annex 2. NFP and OKP information
- Annex 3. Theory of Change for the OKP programme in Jordan for FNS and Water
- Annex 4. Matrix of OKP programme outcomes and impact indicators
- Annex 5. The description of the identification process

Annex 1 Brief presentation of the OKP programme

The Orange Knowledge Programme (OKP) is the successor to the Netherlands Fellowship Programmes (NFP) and the Netherlands Initiative for Capacity Development in Higher Education (NICHE). The Orange Knowledge Programme merges the two preceding programmes into a single integrated approach, with the addition of new elements including increased involvement of alumni, attention to cooperation between knowledge organisations, and communication focusing on the presentation of results.

The main objective is to contribute to sustainable and inclusive development through the strengthening of organisations key to sectoral development in OKP partner countries. This will be achieved by developing the capacity, knowledge and quality of individuals as well as organisations both in the field of Technical and Vocational Education and Training and Higher Education (TVET/HE) and in other fields related to the priority themes in the OKP partner countries.

In order to reach this vision, the programme will focus on the following medium and long term outcomes:

- education system (TVET/HE) is of good quality, relevant and accessible (SDG 4);
- organisations key to (sectoral) inclusive development of partner countries are strengthened by inflow of enhanced workforce;
- partnerships between persons and organisations are sustainable (SDG 17).

Reference is being made to the [Theory of Change for the OKP programme](#).

The programme will be implemented through three types of interventions:

- individual scholarships,
- group trainings, and
- institutional projects.

In Jordan the three instruments will be offered in the form of an integrated approach.

The following basic principles govern the programme:

- *Innovation:*
Is key to the development and implementation of the programme and is incorporated in all aspects of the programme.
- *Reciprocity and equality:*
More attention should be devoted to reciprocity and ownership should shift to the Technical and Vocational Education and Training and Higher Education (TVET/HE) organisations in partner countries. This means that the Southern partners play an active role in the design of collaboration projects, both as submitters and as reporters of progress. The new programme will also provide more opportunities for the joint financing of scholarships, training programmes or projects with the Southern region partners, reinforcing ownership and involvement.
- *Flexibility:*
This concerns flexibility in implementing the programmes as far as themes, countries,

duration and financing methods are concerned, depending on the demand and the context. Flexibility is also required in any modifications that need to be made in response to changes in the context within which the programme is implemented.

- *Demand-driven approach:*
Is key with regard to ownership, sustainability and the efficient use of resources. Important components include collaboration between Southern and Northern institutions, a comprehensive analysis based on available knowledge and reports, and the use of alumni.
- *Complementarity:*
The Knowledge Development Programme must be closely aligned with other centralised and decentralised programmes.
- *Co-funding:*
Where worthwhile and possible, the programme must stimulate co-funding.
- *Inclusion:*
The programme provides opportunities for marginalised and discriminated groups and integrates a gender perspective.
- *Focus on results:*
The programme focuses on presenting results stemming from knowledge development at individual, institutional and group levels.
- *Alumni:*
The programme creates a connection between knowledge professionals in the Southern region and the Netherlands. The new programme therefore places greater emphasis on alumni policy in all instruments.

Annex 2 NFP 2015 – 2017 and OKP 2018 information

MA = Masters, SC = Short Courses

NFP II 2015

Programme	Awarded scholarships	Scholarship Amount
NFP - MA	3	€ 80.371
NFP - SC	1	€ 5.788
Total	5	€ 86.159

NFP II 2016

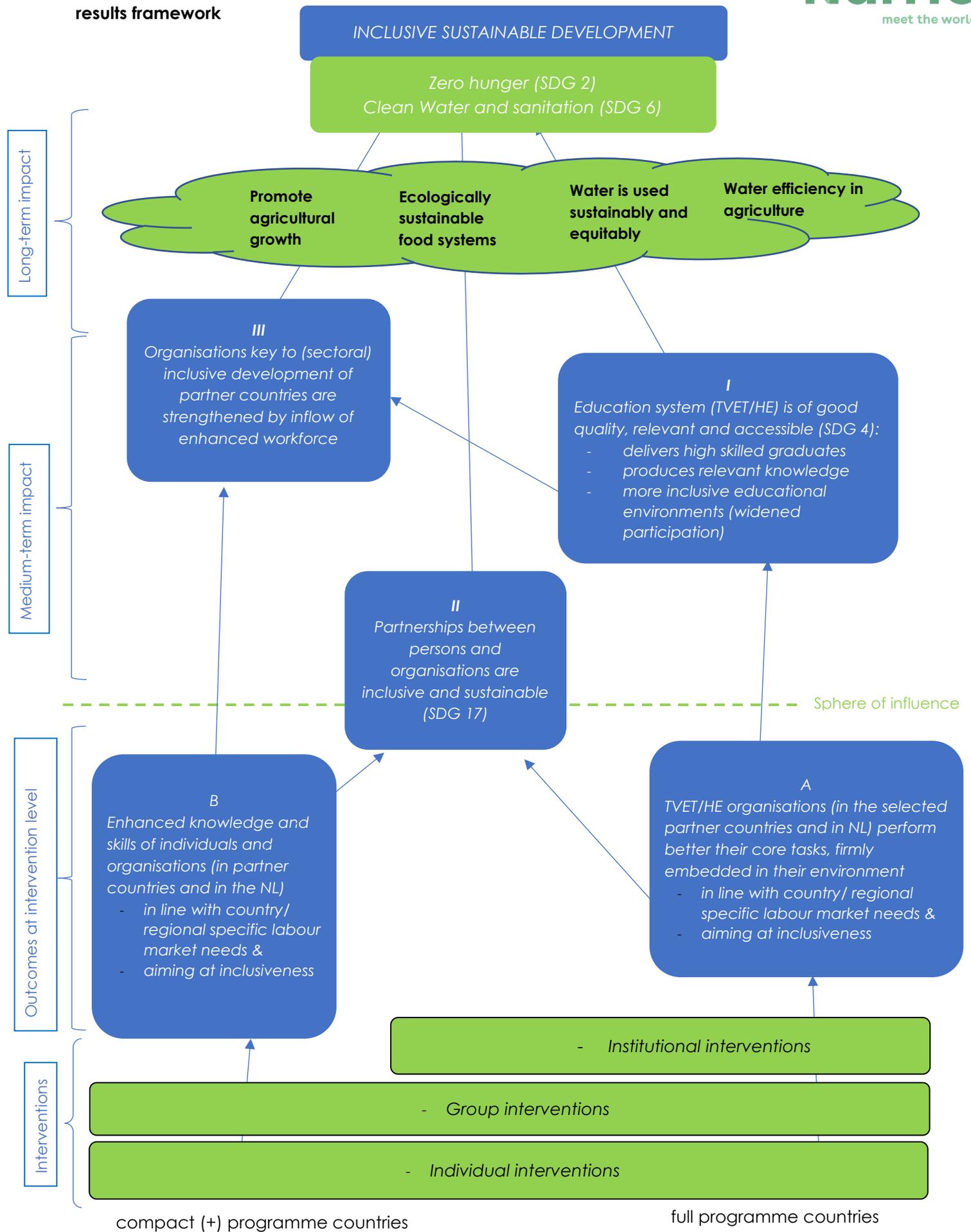
Programme	Awarded scholarships	Scholarship Amount
NFP - SC	3	€ 16.321
Total	3	€ 16.321

NFP II 2017

Programme	Awarded scholarships	Scholarship Amount
NFP - MA	1	€ 26.826
NFP - SC	11	€ 70.541
Total	12	€ 97.367

OKP 2018

Programme	Awarded scholarships	Scholarship Amount
OKP - SC	24	€ 139.535
Total	24	€ 139.535



Annex 4. Monitoring and evaluation framework for Food and Nutrition Security and Water

- This M&E framework is intended to make clear that all FNS interventions within OKP should be geared to contribute coherently and measurably to common long term impacts, as defined by the Dutch Ministry of foreign affairs (<https://www.dutchdevelopmentresults.nl/theme/>);
- It is important to be aware that this framework is subject to adjustments, in line with the Dutch development policy;
- When designing an FNS intervention, projects have to **contribute at least to one long term impact**;
- The **indicators in bold** are compulsory;
- Nuffic is currently developing an online instrument based on this matrix intended to facilitate the monitoring and evaluation of OKP projects;
- When calls for proposals will be published per country, the framework will be made more specific by focussing on specific long-term impact or choosing more compulsory indicators, depending on the country focus.

Objective: Contribute to End hunger, achieve food security and improved nutrition and promote sustainable agriculture (SDG 2) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.			
Long-term impact at programme level (link with FNS ToC)			
Long term impact	Long term impact indicator	Medium-term impact indicator	Outcome indicator (project level)
1) Promote agricultural growth	Number of family farms (sub-sector, male/female, age: % < 35) that doubled their productivity and/or income	<ul style="list-style-type: none"> – number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (indirectly**) – number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (indirectly**) – number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (indirectly**) 	<ul style="list-style-type: none"> – number of family farms (sub-sector, male/female, age: % < 35) with increased productivity and/or income (directly*) – number of family farms (sub-sector, male/female, age: % < 35) with improved access to input and/or output markets (directly*) – number of family farms (sub-sector, male/female, age: % < 35) whose farming enterprise became more resilient to shocks (directly*)

2) Create ecologically sustainable food systems	Number of hectares of farmland converted to sustainable use	<ul style="list-style-type: none"> - number of hectares of farmland used more eco-friendly (indirectly**) - number of hectares of farmland that became part of improved watershed/landscape management (indirectly**) - number of hectares of farmland that agri-ecologically became more resilient to shocks (indirectly**) 	<ul style="list-style-type: none"> - number of hectares of farmland used more eco-friendly (directly*) - number of hectares of farmland that became part of improved watershed/landscape management (directly*) - number of hectares of farmland that agri-ecologically became more resilient to shocks (directly*)
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Objective:
Contribute to ensuring availability and sustainable management of water and sanitation for all (SDG 6) through the strengthening of capacity, knowledge and quality of individuals as well as organisations in the fields of Technical and Vocational Education and Training and Higher Education (TVET/HE) in OKP partner countries.

Long-term impact at programme level (link with Water ToC)

Long term impact	Long term impact indicator	Medium-term indicator (at country level)	Outcome indicator (at project level)
1) Water is used sustainably and equitably, ensuring the needs of all sectors and the environment	Number of people having enough water of good quality throughout the year	<ul style="list-style-type: none"> - number of river basin delta organisations supported on water management (indirectly) - number of professionals trained in water management (indirectly) - number of people benefitting from operational plans for integrated water resources management of basins (indirectly) - area of basins with an operational plan for integrated water resources management (indirectly) - number of people supported for protection against floods (indirectly) - number of people supported for improved irrigation and drainage (indirectly) - number of people supported for improved watershed protection (indirectly) 	<ul style="list-style-type: none"> - number of river basin delta organisations supported on water management (directly) - number of professionals trained in water management (directly) - number of people benefitting from operational plans for integrated water resources management of basins (directly) - area of basins with an operational plan for integrated water resources management (directly) - number of people supported for protection against floods (directly) - number of people supported for improved irrigation and drainage (directly) - number of people supported for improved watershed protection (directly)

		<ul style="list-style-type: none"> - number of people supported for safe drinking water and adequate sanitary facilities (indirectly) 	<ul style="list-style-type: none"> - number of people supported for safe drinking water and adequate sanitary facilities (directly)
2) Water efficiency in agriculture increased	Change of crop yield per unit of water used over time (SDG 6.4.1)	<ul style="list-style-type: none"> - number of institutions indirectly benefiting from innovative and efficient water allocation methodologies which increase crop yield - number of associations, water users organisations and number of their professionals indirectly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc., - number of institutions that use the FAO AQUASTAT database to measure water productivity (indirectly). - number of 'ready-to-use' applications for farmers and policy officers are developed and distributed (indirectly) - number of farmers with a higher yield with the same amount of used water (indirectly) 	<ul style="list-style-type: none"> - number of associations, water users organisations and number of their professionals directly trained in applications in water-efficiency ranging from crop selection to irrigation scheduling etc., - number of institutions that use the FAO AQUASTAT database to measure water productivity (directly). - number of 'ready-to-use' applications for farmers and policy officers are developed and distributed (directly) - number of farmers with a higher yield with the same amount of used water (directly)

Monitoring & Evaluation Framework for Capacity Development related indicators for all themes:

Medium-term impact	Indicator <i>(capacity development indicators in bold are mandatory):</i>
I. Education system (TVET/HE) is of good quality, relevant and accessible - delivers high skilled graduates - produces relevant knowledge - more inclusive educational environments (widened participation)	<ul style="list-style-type: none"> → <i>Education</i> - number of (knowledge) institutions that perform better - number of graduates (self) employed (male/female) - number of jobs supported/created - number of revised/newly developed curricula in NL and/or Southern partner organisation that integrate research results - number of knowledge institutions with an increased participation of students from minorities - education system represents needs of labour market/gender - graduate satisfaction (employed/non employed/self-employed) (male/female) - employers' satisfaction over the graduates' skills and knowledge → <i>Research</i> - number of research results/contributions translated into policy advice at national, regional or local level → <i>Society</i> - number of beneficiaries in the society reached with knowledge, skills and techniques (indirectly**) - number of services to community (indirectly**) - number of businesses co-investing in activities - number of improvements in (inter)national policies/laws (indirectly**)
II. Partnerships between persons and organisations are inclusive and sustainable	<ul style="list-style-type: none"> - number of MoUs or other types of formal collaboration agreements exist 1, 3, 5 years after end of project - number of joint (research) proposals submitted and financed - number of joint publications - number of joint/double degrees offered - number of academic staff of partner country still cooperates with academic staff of other education organisation(s) - number of scholarship holders*** that became members of the alumni association of their host university (of applied sciences) (male/female) (NL/other) - number of Dutch training education organisations that have improved their training methods - number of staff of Dutch training education organisations that have gained new insights and ways of working
III. Organisations key to (sectoral) inclusive	<ul style="list-style-type: none"> → <i>Individual</i> - % of alumni who state that they have applied in their workplace the knowledge and skills gained from the interventions - % of alumni promoted to more strategic positions within their own organisation or other organisation - narratives from alumni on policy and procedural changes, inclusive development, and innovations as a result of interventions

development of partner countries are strengthened by inflow of enhanced workforce	<ul style="list-style-type: none"> → <i>Organisational</i> - % employer satisfaction on suitability of the training for the organisation - % of alumni still employed by the organisation that nominated them - % employers that state that their department/organisation has become more effective because of OKP intervention - testimonials from employers on organisational changes (implemented procedure/techniques, work ethic etc. due to trained staff (critical mass))
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Outcomes at project level	
Outcome	Indicator
A. TVET/HE organisations (in the selected partner countries and in NL) perform better their core tasks, firmly embedded in their environment, in line with country/regional specific labour market needs & aiming at inclusiveness	<ul style="list-style-type: none"> → <i>Education</i> - number of (knowledge) institutions supported directly - increased participation of students from minorities - number of staff have gained qualitative and relevant knowledge and skills to develop and offer the revised/developed study programmes (teacher/administrative, male/female, PhD/MSc/short training) - number of graduates delivered (male/female/minorities degree/non-degree) (directly*) - number of curricula for degree, non-degree and short courses revised/newly developed - number of students enrolled in revised/newly developed study programmes (male/female) - student satisfaction (male/female) → <i>Research</i> - number of research strategies/agenda/methodologies revised/strengthened and implemented - number of relevant publications (level, gender, inclusion) - number of relevant innovations → <i>Society</i> - number of beneficiaries in the society reached with knowledge, skills and techniques (directly*) - number of MoUs or other types of collaboration agreements signed (education, private, public, surrounding community) (in NL, own country, other country) - number of students performing an internship or practical work (male/female) - number of SMEs supported - number of improvements in (inter)national policies/laws (directly*)
	<ul style="list-style-type: none"> → <i>Organisational</i> - improved gender equality and gender awareness in the knowledge institution

	<ul style="list-style-type: none"> - number of organisations revised/developed and implemented a strategic plan - number of organisations revised/developed institutional mechanism for quality assurance - number of organisations with a revised/developed system to register and monitor its alumni - number of organisations have developed and implemented a system to regularly survey the satisfaction of students, short courses participants, graduates and/or employers - number of facilities established/strengthened (laboratories, libraries, resource centre, practical application unit, living lab) - % of women in management of faculty/department - % of women of teaching staff of faculty/department - number of organisations with improved policies or procedures to encourage access to education of minorities - diversity in management and teaching staff (i.e. balance junior/senior staff, women/men, minorities) - number of organisations with policies and procedures to ensure an environment which is gender sensitive - number of organisations with policies and procedures to ensure an environment which is conducive for minorities
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Outcomes at scholarship level	
<p>B. Enhanced knowledge and skills of individuals and organisations (in partner countries and in the NL) in line with country/regional specific labour market needs & aiming at inclusiveness</p>	<ul style="list-style-type: none"> → <i>Individual</i> - number of scholarship holders*** that have successfully completed course/training (level/male/female/minorities) - % scholarship holders***/alumni satisfaction - % of scholarship holders***/alumni employed post-study within region and same employer (men/women) - % of scholarships awarded to women - % of scholarships awarded to minorities - % of quota for scholarships for women - % of quota for scholarships for minorities - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of female candidates - number of stimulating measures/extra facilities aimed at preparation, supervision and aftercare of minorities - % alumni who state that they have acquired new knowledge and skills; e.g. problem solving, effective communication - % alumni who are promoted to a more strategic position post-study - changes in personal, academic and professional attitudes and attributes through training and education programmes - improved gender equality and gender awareness in the workplace → <i>Organisational</i> - number of organisations strengthened by individual and/or group training (private/public) - % of alumni who have applied the acquired knowledge and skills within their working environment

	<ul style="list-style-type: none">- employers satisfaction on the added value of return scholars to the initial working environmental- number of organisations with institutional mechanism for quality assurance- number of organisations developed and implemented a gender strategy
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Annex 5 Description of the identification process

The identification was conducted as follows:

- ➔ Two scoping missions from Nuffic to Jordan; September 2018 and February 2019. The first mission was jointly done with the Agriculture Knowledge and Innovation System of Jordan's Horticulture Sector (AKIS) mission.
- ➔ During these scoping missions stakeholder meetings, consultations and interviews were held with Jordanian, international and Dutch institutions, organisations, research and education facilities.
- ➔ Round table with stakeholders held in September 2018
- ➔ Visit EKN Education officer to the Netherlands in January 2019
- Literature research
- Extensive exchange with relevant experts