



USAID | **JORDAN**
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JORDAN WORKFORCE DEVELOPMENT PROJECT

YEAR I PROGRESS REPORT
SEPTEMBER 23, 2014 - SEPTEMBER 30, 2015

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I.ACRONYMS & ABBREVIATIONS

ABC: Attitude and Behavior Change
AMEP: Activity Monitoring and Evaluation Plan
APS: Annual Program Statement
ASEZA: Aqaba Special Economic Zone Authority
BAU: Al Balqa University
CAQA: Center for Accreditation and Quality Assurance
CCC: Consolidated Contractors Company
CCST: Consultative Center for Science and Technology's
CEP: Community Engagement Project
COP: Chief of Party
DACUM: Develop a curriculum
DAI: Development Alternatives Inc.
EDC: Education Development Center
EPU: Employment Promotion Unit
ESCB: Energy Sector Capacity Building Project
E-TVET: Employment, Technical and Vocational Training
FTO: Field Technical Officer
HSA: Haseeb Sabbagh Academy
IAEVG: International Association for Educational and Vocational Guidance
ICT: Information and communication technology
ILO: International Labor Organization
JCP: Jordan Competitiveness Project
JICA: Japan International Cooperation Agency
JUST: Jordan University of Science and Technology
KAFD: King Abdullah II Fund for Development
LDU: Local Development Unit
LENS: Jordan Local Enterprise Support Project
LMIS: Labor Market Information System
LTRC: Land Transport Regulatory Commission
M&E: Monitoring and Evaluation
MOE: Ministry of Education
MOI: Ministry of Interior
MOL: Ministry of Labor
MOU: Memorandum of understanding
MSCoE: Mode I Skills Center of Excellence
NASP: National Association of Security Professionals
NCHRD: National Center for Human Resources Development
NGO: Non-governmental organization
NOS: National Occupational Standards
OSH: Occupational Safety and Health
OSHI: Occupational Safety and Health Institute
PBL: Problem based learning
PIL: Program implementation letter

PLED: Promoting Local Economic Development Project
PPP: Public-Private Partnership
PVI: Photovoltaic installation
QA: Quality assurance
SOW: Scope of work
SSC: Social Security Corporation
TDI: Training and Development Institute
TOT: Training of trainers
TVET: Technical and vocational education and training
UNRWA: United Nations Relief and Works Agency for Palestine Refugees in the Near East
USAID: United States Agency for International Development
VTC: Vocational Training Corporation
VTI: Vocational Training Institute
WBL: Work-based learning
WFD: Jordan Workforce Development Project

Shorthand for performance periods:

Y1: Year 1 (September 23, 2014 – September 30, 2015)

Y2: Year 2 (October 1, 2015 – September 30, 2016)

Q1: Quarter 1 (October 1 – December 31)

Q2: Quarter 2 (January 1 – March 31)

Q3: Quarter 3 (April 1 – June 30)

Q4: Quarter 4 (July 1 – September 30)

2.ACTIVITY OVERVIEW

a. Activity Details

Activity Name	Jordan Workforce Development Project (WFD)
Activity Start/End Date	September 23, 2014 - September 23, 2019
Prime Implementing Partner	Development Alternatives Inc. (DAI)
Contract/Agreement Number	AID-278-A-14-00004
Subcontractors/Sub-awardees	<ul style="list-style-type: none">• Dajani Consulting Co.• Education Development Center, Inc. (EDC)• SoukTel
Geographic Coverage	East Amman, Zarqa, Irbid, Tafileh, Ma'an, and Aqaba
Reporting Period	September 23, 2014 – September 30, 2015

The goal of the United States Agency for International Development (USAID) funded WFD is to create a competitive, demand-driven workforce development system that leads to increased private sector employment, especially for women, youth, and those living at or below the poverty line with a focus on six regions: Aqaba, East Amman, Irbid, Ma'an, Tafileh, and Zarqa.

To achieve the above goal, the project must meet the following objectives:

- Improve the quality of, and enrollment in, vocational and workforce readiness training in target areas and sectors
- Improve the effectiveness of labor market information, career counseling, mentoring, outreach, and job placement in target areas and sectors
- Improve work force development for women, youth, and vulnerable groups
- Improve the enabling environment

Initially, WFD will target seven sectors with high employment growth potential, including manufacturing, wholesale and retail trade, construction, accommodation and food-service activities, renewable energy, and transportation and storage.

WFD maintains regular communication with regional authorities in the six regions and works closely to obtain buy-in for the project's objectives. Additionally, the private sector is engaged in the planning and execution of each objective, as it is private sector jobs that WFD seeks to fill with Jordanian talent.

b. Highlights from Y1

- WFD utilized a six-step process to identify and verify with key stakeholders the project's priority occupational sectors, sub-sectors and occupations for each of the six targeted regions (see the Appendix for details). This assessment is the base for WFD work towards strengthening technical and vocational education and training (TVET).
- In its efforts to foster an enabling environment for technical and vocational occupations, WFD led the development of Jordan-specific Occupational Safety and Health (OSH) Supervisor Curriculum. The Jordan Center for Accreditation and Quality Assurance (CAQA) approved the curriculum and the National Centre for Human Resources Development (NCHRD) adopted it for OSH trainings in community colleges. Twenty OSH experts have become certified examiners for prospective OSH supervisors using the new curriculum. The curriculum expands OSH supervisory expertise in the labor market and provides an opportunity for community college students to enhance their credentials, and thereby employability, with an accredited training on workplace safety. The NCHRD used the OSH Supervisors National Occupational Standard (NOS) that WFD developed to design an OSH supervisor program to certify 500 community college students by the end of 2016. Moreover, the Occupational Safety and Health Institute (OSHI) will use the accredited OSH Supervisor training module to train 200 students yearly (i.e. an estimated 800 students will become certified during the lifetime of WFD).
- WFD is currently drafting an Attitude and Behavior Change (ABC) strategy that addresses key barriers that women and youth face when seeking to enter the workplace – particularly within technical and vocational fields. The \$5 million Challenge Grants Program supports this strategy by funding local non-governmental organizations (NGOs), businesses, and entrepreneurs that creatively address barriers to employment. WFD launched the Challenge Grants Program at the end of August.
- WFD drafted an innovative concept as well as the master framework for the Employment Promotion Units (EPU). The EPUs will be formal units within Chambers of Industry and the Aqaba Special Economic Zone Authority (AZESA). The EPUs will organize and manage the placement of workers based on employer needs within each region. The EPUs will provide employment promotion services (including training, placement and awareness raising) for employers and jobseekers in the targeted regions and will strengthen the relationships between Chambers, private sector employers, the Vocational Training Corporation (VTC), and NGOs. The EPUs will also provide career guidance, referrals for specialized technical trainings and soft-skill courses, and on-the-job training opportunities. EPUs are planned for East Amman, Zarqa, Irbid, and Aqaba.
- WFD assessed the institutional capacity of 12 Vocational Training Institutes (VTIs). The assessments provided WFD with entry points for tailored interventions related to capacity building, curricula updates, and infrastructure improvement. WFD also assessed the capacity of al-Balqa University (BAU) and the VTC's Training and Development Institute (TDI) to provide training-of-trainers (TOT) programs for vocational

instructors. These will be instrumental in designing the in-service VTC instructor development program and the VTI facility upgrades, which are scheduled in Y2.

- WFD provided 2,202 person-hours of training during Y1.

Lessons Learned

Below are important lessons-learned that WFD has incorporated in the planning and execution of current and future activities.

- WFD's focus on implementing core activities in partnership with key stakeholders is resulting in greater local ownership and sustainability. For instance, WFD's support of CAQA and its involvement of private sector experts/practitioners in curriculum development efforts is contributing to incremental institutional reform.
- Private sector engagement has been critical for developing the OSH curriculum. This involvement by industry practitioners and experts has transformed the 'supply driven' approach to a 'demand driven' one.
- In order to address the unique needs of each target governorate effectively, the roles of the regional teams have been expanded to include technical deliverables in addition to their original facilitative and administrative functions. WFD will continue with this decentralized approach to allow for quicker identification of locally available job-placement opportunities.

3.PROGRESS UPDATE

COMPONENT I: IMPROVED QUALITY OF AND ENROLMENT IN VOCATIONAL AND WORKFORCE-READINESS TRAINING IN TARGET AREAS AND SECTORS

According to the United States Agency for International Development (USAID) SIYAHA project, negative perceptions about vocational jobs derive from the lower social status associated with this category of education, which generally suggests poor academic achievement¹. Other factors also contribute to technical vocational education and training's (TVET's) negative perception: the lack of market-driven training, poor counseling and advisory services for students, and a lack of support from parents and social influencers. Overcoming these issues will require the delivery of TVET programs that utilize high-quality facilities, modern and relevant equipment, relevant training programs and materials, and qualified instructors and training center managers.

C.I.I SUB-OBJECTIVE: ENHANCED VTC INSTITUTIONAL CAPACITY

The Vocational Training Corporation (VTC), through its 44 Vocational Training Institutes (VTIs), is the largest source of TVET graduates in Jordan. For this reason, the Jordan Workforce Development Project (WFD) is assisting the VTC in its efforts to create a market-driven workforce development system by strengthening the VTC's institutional capacity to provide training programs that are in line with market needs.

Activity C.I.I.1 Conduct Assessments of Institutional Capacity in VTIs

Jordan's VTC faces many challenges, including instructors' lack of practical, hands-on experience in industry; the absence of training programs that reflect labor-market needs; and the inadequacy of infrastructure and equipment to enable students to acquire marketable skills. Inadequate responses to these challenges result in low enrollment rates, which, in part, reflect a lack of confidence that TVET programs lead to desirable employment opportunities. Similarly, private sector employers do not trust that VTC graduates possess necessary competencies.



Figure I: Pilot testing the VTI assessment tool at Al-Hashmieh Training Institute in Zarqa, May 2015

¹ Jordan Tourism Development Project II Final Report 2008 – 2013. Available online: <http://www.siyaha.org/sites/default/files/Documents/FINAL%20REPORT.pdf>

WFD's mandate is to improve the quality of services that VTC students receive by enhancing the learning environment, strengthening instructor capabilities, and modernizing the curricula for targeted occupations. WFD currently focuses on 12 VTIs. The selection criteria for these 12 VTIs prioritized the inclusion of all-women's VTI, as well as VTIs that have not received prior donor assistance with capacity building or infrastructure improvements. All selected VTIs also offer training in multiple occupational sectors, allowing for a broader range of technical interventions. WFD began by assessing the institutional capacity of each VTI, which also identified points-of-entry and estimated the level of support required for physical improvements and for institutional capacity building among the VTIs and the VTC itself.

WFD collaborated with the VTC to assess the capacity of all twelve VTIs, using an assessment tool created by the International Labor Organization (ILO). The tool examined: 1) Philosophy and objectives; 2) Organization and administration; 3) Training programs; 4) Management of teaching staff; 5) Library and learning resources; 6) Finance; 7) Plant and facilities; 8) Workshop equipment and materials; and 9) Student services. After validating the assessment tool through a pilot in Zarqa, the assessment team conducted interviews with VTI trainees, directors, instructors, and administrative staff, as well as community representatives and employers. WFD developed twelve assessment reports outlining the specific needs and challenges facing each selected VTI.

One of the primary findings of the assessment is the need to embed work-readiness skills within technical courses. At the same time, in order to enhance work readiness skills, VTIs should offer stand-alone soft-skills training. However, VTIs lack the appropriate training facilities to conduct stand-alone soft-skills programs. WFD prioritized three VTIs (Tafileh male, Irbid female and Aqaba male VTIs) to benefit from new facilities for conducting soft-skills trainings. WFD visited the three institutes and developed, in collaboration with their management, specifications for the upcoming renovation work.



Figure 2: Tafileh Female VTI
Assessment June 2015

Master Institutional Capacity Building Implementation plan

WFD drafted a master plan that realizes a vision for strengthening the VTC's institutional capacity over the next four years. The draft plan incorporates the findings from the Institutional Capacity Assessment piloted among the 12 selected VTIs. The draft plan focuses on:

- Strengthening VTIs' management capacity to run Model Skills Center of Excellence (MSCoE)
- Supporting professional development of VTI instructors
- Upgrading and developing curriculum and training programs for priority occupations
- Upgrading VTIs' soft-skills training facilities and selected workshops based on priority occupations

- Improving private-sector engagement in VTI planning to reduce gaps between employers' needs and VTI outputs

WFD will finalize the master plan and share it with the VTC in Q1Y2. WFD also drafted a project implementation letter (PIL) that outlines the collaboration with the VTC. The PIL includes tangible steps towards realizing the master plan. The PIL is currently under review and will be signed by the VTC and USAID in Q1Y2.

Implementation of initiatives at three VTIs

WFD visited the three initial centers and, in collaboration with the selected VTIs, developed specifications for improving classrooms.

WFD drafted specifications for improvements to information and communication technology (ICT) at Irbid's female VTI, which has 23 staff members, eight workshops, one computer lab, one classroom, and 473 enrollees (which vastly exceeds its capacity of 400 students). WFD will renovate one training hall (8m² X 14m²) and equip it with the necessary learning resources and tools. The improvements will include a full renovation of the roof, walls, and ground; enhancement of the learning environment with new equipment and tools; and new furnishings for group work. WFD initiated the procurement process for Irbid's VTI in Q4Y1. WFD also drafted ICT modernization requirements for Tafileh and Aqaba. These improvements will be executed in Q1Y2.



Figure 3: Male VTI Hashmieh workshop for car maintenance showing a number of trainees that exceeds the workshop's capacity.

To design the Strategic Management and In-Service Instructor Development Programs, WFD, in partnership with the VTC, incorporated findings from a VTC and VTI training needs-assessment conducted by the World Bank.

Activity CI.1.1 milestones due in Y1

Milestone	Status
Customized HR and Institutional Capacity Assessment Tool developed	Achieved
Twelve HR and Institutional Capacity Assessments conducted, one for each selected VTI	Achieved
Implement initiatives at three VTIs; one per region, based on the assessment findings	Delayed to Y2
Master Institutional Capacity Building Implementation Plan	Delayed to Y2
Draft PIL outlining collaboration between WFD and VTC drafted	Delayed to Y2

Activity CI.1.2 Design and Pilot In-service VTC Instructor Professional Development Program

Transforming TVET in Jordan requires the training of well-qualified instructors with industry experience in their field of instruction. Both the VTC and al-Balqa University (BAU) have Training-of-Trainers (TOT) Centers that provide instructor training. BAU's TOT center, which delivers TOT courses for vocational teachers and trainers in Jordan (including at the community and technical-college levels), is being positioned to be a national TOT center for instructors. However, attendance for instructors is optional and the quality of instructional delivery does not meet accepted international standards. The center has yet to establish itself as a national training center. The VTC has its own TOT center, the Training and Development Institute (TDI), which faces the same challenges as the BAU TOT center. WFD will develop a nationally-accredited professional-development training program for instructors in order to grow a cadre of qualified and market-oriented instructors at both the TDI and BAU TOT centers.



Figure 4: Trainer at Male VTI Hashmieh workshop for car maintenance.

Mapping for VTC and BAU TOT centers

Prior to commencing its curriculum re-design efforts, WFD conducted a full examination of the BAU and TDI train-the-trainer centers. The first step was to incorporate the 2013 findings of the World Bank-funded VTC Reform Project's assessment of the training needs for VTC management and staff. Second, WFD mapped the processes that professional trainers must go through in order to become certified by each of the two TOT centers. This included an examination of the mandates of the TOT centers, their available training programs, an assessment of on-the-job training opportunities and their admission requirements. The project collected data through direct interviews with the centers' management and master trainers. The mapping exercise revealed that there are no functioning accreditation programs for training vocational trainers.

The mapping exercise had other functions as well. It highlighted specific areas where the two centers could adapt national and international approaches to instructor certification. The exercise also helped cement the working relationship between WFD and the VTC and BAU, which resulted in significant institutional buy-in to proposed reforms and innovations. In addition, WFD identified the desired outcomes from the development of an In-service Professional Instructors Program.

In summary, the World Bank's assessment and WFD's mapping exercise highlighted the following gaps:

- Lack of TOT master trainers certified by recognized certification bodies
- Inadequate training facilities

- Lack of on-the-job training in the courses offered by both institutes

Design of the In-Service Professional Development Program

In collaboration with the Educational Development Center (EDC), WFD designed an In-Service Professional Development Program that ensures instructors remain current with recent developments in pedagogical and technical areas. The scope of work (SOW) for an international consultant, who will ensure that the professional development curriculum for VTI instructors meets international standards, was developed and approved. The consultant will work closely with a local TVET expert to align the curriculum with local resources, cultural norms, and market forces. The curriculum will consist of several modules that can be tailored to the specific professional-development needs of VTI instructors. This curriculum will strengthen soft-skills and focus on problem-based learning, as well as other crosscutting techniques.

In the beginning of Y2 and after receiving feedback during the In-Service Professional Instructors Workshop, WFD will sign an agreement with the BAU TOT center and the TDI in order to ensure the participation of both institutes' trainers in the development of the instructor competencies framework. The agreement with the BAU will ensure that a minimum of 10 trainers from the BAU will go on to serve as master trainers.

Activity: CI.1.2 milestones due in Y1

Milestone	Status
Needs assessment of the VTC and BAU TOT centers	Modified
List of vocational instructor competencies	Moved to Y2
Training modules (materials) for each competency	Moved to Y2
Drafted PILs between the Project, the VTC and Al Balqa University	Moved to Y2

Activity CI.1.3 Train selected VTC Management on Institutional management and Strategic Planning Based on the approved Model Skills Center of Excellence (MSCoE) standard

WFD's institutional capacity assessments found that VTI curricula must become more market-driven, and that VTI's must increase their engagement with the private sector. The objectives in doing so are to deliver higher-quality professional training, to attract more employer partners, and increase youth enrollment. As a response to the assessment's findings, WFD selected three VTIs to develop into MSCoEs. This transition requires the design and delivery of an administrative training program for VTI managers and directors in order to strengthen their management capacity.

A committee comprised of VTC and private sector representatives reviewed the existing MSCoE framework and the VTC Reform Report, and identified the components and specific subjects for each training module. The training modules will include human resource management, project and financial management, monitoring and evaluation (M&E), and processes for forging private-sector partnerships. The implementation of this activity will take place in Q1Y2. WFD hired a local consultant who will train 20 VTI managers, directors, and

training coordinators on key management competencies during Q1Y2. The training will focus on the development of strategic plans and ensuring private sector engagement in VTI plans and priorities. The consultant will work with an internal committee assigned by the VTC to review the MSCoE framework.

Activity CI.1.3 milestones due in Q3

Milestone	Status
Validate strategic management and planning components of the MSCoE framework	Delayed to Y2
Form a National Committee to review the MSCoE framework to be approved by the VTC	Delayed to Y2

CI.2 SUB-OBJECTIVE: INCREASED BUSINESS-AND MARKET-DRIVEN TRAINING MODELS

A market-driven training curriculum that represents local enterprise priorities and offers soft-skills training is essential for the graduate’s success in the labor market. Best practice stipulates that soft-skills training be embedded within curricula rather than delivered as stand-alone classes. WFD will work with the VTC to embed soft-skills into VTC technical curricula, tailoring them to specific trades. The project will also work with the private sector to develop industry-specific courses in target sectors.

Activity CI.2.1 Revise Technical Curricula to Embed Soft Skills

WFD is working to embed soft skills into technical curricula through problem-based learning (PBL). In this approach, open-ended problems, similar to ones that students are likely to encounter in the workplace, are presented to students, who are then asked to develop solutions in a collaborative manner.

In Y1 WFD developed occupational profiles, National Occupational Standard (NOS), and a curriculum framework for occupational safety and health (OSH) Supervisors. In collaboration with representatives from the private sector working in the OSH sector, WFD validated

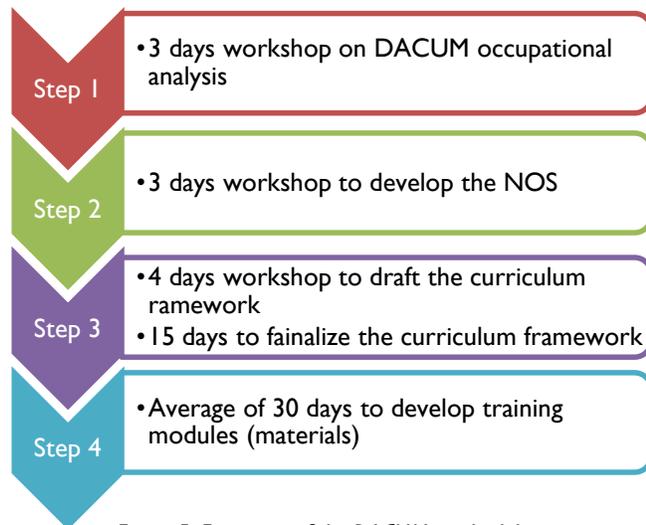


Figure 5: Five steps of the DACUM methodology

the profiles through a one-day validation workshop in March. WFD used the Develop a Curriculum (DACUM) methodology to confirm occupational profiles for OSH supervisors (see Figure 5). CAQA approved the NOS, which will serve as a standard reference for other institutions in future training modules with embedded soft-skills development for OSH Supervisors. The National Center for Human Resource Development (NCHRD) used OSH Supervisors NOS developed by WFD to design an OSH supervisor-training program at the community-college level that will certify 500 OSH supervisors by the end of 2016. Additionally,

the Occupational Safety and Health Institute (OSHI) will use the accredited OSH Supervisor training module to train 200 students yearly, reaching nearly 800 students within WFD's lifespan, all of whom are guaranteed employment since they are being certified to meet the demands of the labor market, will result in a national improvement in safety in workplaces.

Moreover, WFD met the VTC's request to embed soft skills in the Photovoltaic Installation (PVI) curriculum. PVI falls under renewable energy, a priority sector for WFD.

In order to ensure that these processes are sustainable, WFD conducted a workshop on September 29-30, entitled "Integrating Soft Skills into the Photovoltaic Installation Curriculum". Fourteen VTC employees and private sector representatives from the renewable energy sector participated. The workshop trained VTC staff on the processes required to integrate soft skills within various technical subjects. As an output of the workshop, participants were able to practice what they had learned by producing eight PBL activities for PVI courses (see Figure 8). An EDC soft skills expert facilitated the training workshop.

WFD will continue its collaboration with EDC during Y2. An international soft-skills curriculum development advisor will:

- Confirm which soft-skills will be integrated into PVI technical modules
- Review the PVI curriculum framework
- Work closely with PVI experts to develop PVI training materials with embedded soft-skills. Training materials will include the eight PBL activities developed by participants in the soft-skills integration workshop.
- Integrate soft-skills and the PBL approach into the existing VTC manual titled, "Criteria for Developing Training Competencies."



Figure 6: Participants in the OSH Supervisor Curriculum Framework Workshop May 2015



Figure 7: PVI Curriculum Framework Workshop participants, August 2015



Figure 8: Participants in the PVI soft-skills integration training workshop, September 2015

During Y2, WFD will pilot the curriculum with VTI students in Ma'an. Utilizing a highly participatory process, which engages the private sector to validate and contribute real-world problems to the curriculum, this models a best practice which can be replicated by the VTC and VTIs in the future. This supports long-term sustainability by reinforcing a market-driven curriculum development approach to TVET. WFD will apply this approach with additional occupations in Y2.

Activity CI.2.1 milestones due in Q3

Milestone	Status
1-day validation workshop with the private sector to confirm occupational profiles using the DACUM methodology for OSH supervisors	Achieved
3-day workshop to develop occupational standards with the private sector and service providers for OSH supervisors	Achieved
4-day event to develop OSH curricula framework with the private sector and service providers	Achieved
CAQA/ETVET Council approvals for OSH supervisors	Achieved
Training modules for OSH supervisor program	Delayed to Y2
Complete all of the above steps for construction supervisors curricula	Delayed to Y2

Sub Objective: CI.3 Increased Private Sector Engagement

The current TVET system tends to be supply-driven. The new national employment, technical and vocational training (E-TVET) strategy proposes a shift towards full integration and deep partnership across sectors, as well as the empowerment of the private sector as a driver of change. WFD will increase private sector engagement by supporting public-private partnerships (PPPs) designed to enhance practical and applied training, provide work-based learning opportunities, pilot VTIs as innovation hubs, and develop curricula in target sectors.

Activity CI.3.1 Establish Regional TVET Advisory Committees to Increase Private Sector Involvement

WFD will establish stakeholder committees to ensure consistent and systematic engagement with the private sector in the development of the TVET system in each region. This close working relationship between training institutes and the enterprises/employers who stand to benefit from their talent will diminish the gaps between labor supply and demand in the TVET sector. Committee members will be appointed by the Minister of Labor, which will ensure that committee decisions have the full force of the government. Each Committee will convene on a quarterly basis and will report its agenda and recommendations to the E-TVET Council, the government entity responsible for developing E-TVET policy in the country. This close coordination with the E-TVET Council will ensure that the Committee's recommendations are followed-up through the formal mechanisms of the Council.

WFD will define roles and responsibilities for committee members and will provide members with an orientation about these duties along with training to strengthen members' capacity in strategic planning. Employment Promotion Units (EPUs), which will serve as the secretariat for

the Committee, will follow up on the Committee’s recommendations. This arrangement allows different stakeholders from different sectors to coordinate activities within the same region and will result in opportunities for public private partnerships (PPPs).

WFD developed a concept paper describing the regional committees’ roles and responsibilities, and identified potential members for these committees, including representatives from the private sector, thus helping to ensure that technical and vocational training is demand driven. In Y2, WFD will establish three initial Advisory Committees to ensure consistent and systematic involvement of the private sector in all core matters associated with the TVET system.

Activity C1.3.1 milestones due in Q3

Milestone	Status
Mandate outlined and defined for Governorate TVET Advisory Committees	Achieved
Three Advisory TVET Committees established	Delayed to Y2
Letters of Commitment signed by key stakeholders	Delayed to Y2

COMPONENT II: IMPROVED EFFECTIVENESS OF LABOR MARKET INFORMATION, CAREER COUNSELING, OUTREACH, AND JOB PLACEMENT IN TARGET AREAS AND SECTORS

In order to ensure optimal job placement in WFD target areas, WFD identified two or three priority sectors in each of the six target regions and developed a six-step process to identify and validate the priority sectors in each of the regions (Figure 9). This was essential given the dearth of available data and it was imperative that planned vocational investments and technical education be linked to job placement. The first two steps assessed labor supply and demand, and used this to develop profiles at the country and the regional levels. In the third and fourth steps, WFD analyzed data from current employment trends by sector and by region to identify sector priorities at the local level. In step 5, WFD focused on occupations within each of the priority sectors in order to identify occupations that are common across several sectors. For example, electricians are employed in both construction and manufacturing. WFD structured its activities for Y1 around such “shared occupations.”



Figure 9: WFD's six-step process for identifying and validating priority sectors

In the sixth and final step, WFD validated its findings through workshops with stakeholders in each of the six regions, with special emphasis on attendance of representatives of twenty occupational sectors in the private sector.

Additionally, representatives from the VTC and VTIs, Ministry of Labor (MOL) Employment Offices, Local Development Units (LDUs) of the Ministry of Interior (MOI), and Chambers of Industry participated. The priority sectors for each region are:

- East Amman: Manufacturing and Wholesale
- Zarqa: Manufacturing and Construction



Figure 10: Sixty representatives from the Ma'an Chamber of Commerce, Ministry of Labor, VTIs, private sector, and NGO communities attended the Ma'an Sector Validation Workshop, March 2015.

- Irbid: Manufacturing and Construction
- Tafileh: Manufacturing, Renewable Energy, Hospitality, and Tourism
- Ma'an: Manufacturing, Transport and Storage, Renewable Energy
- Aqaba: Construction, Transport and Storage, Hospitality, and Tourism

The sector validation workshops also identified the top sub-sectors and occupations within each region (see Table I for the sub-sectors and the Appendix for occupations).

Table I- Priority sectors within each target regions

East Amman	Zarqa	Irbid	Tafileh	Ma'an	Aqaba
<u>Manufacturing</u> <ul style="list-style-type: none"> ➤ Manufacture of apparel ➤ Manufacture of food products ➤ Printing and reproduction of recorded media ➤ Manufacture of chemicals ➤ Manufacture of rubber and plastics ➤ Manufacture of wood ➤ Manufacture of paper and paper products ➤ Manufacture of fabricated metal products 	<u>Manufacturing</u> <ul style="list-style-type: none"> ➤ Manufacture of food products ➤ Manufacture of textiles ➤ Manufacture of leather products ➤ Manufacture of rubber and plastics ➤ Manufacture of wearing apparel ➤ Manufacture of furniture ➤ Manufacture of wood 	<u>Manufacturing</u> <ul style="list-style-type: none"> ➤ Manufacture of food products ➤ Manufacture of apparel ➤ Manufacture of furniture ➤ Repair and installation of machinery and equipment ➤ Manufacture of metals ➤ Manufacture of textiles ➤ Manufacture of rubber and plastic 	<u>Manufacturing</u> <ul style="list-style-type: none"> ➤ Manufacture of food products ➤ Manufacture of textiles ➤ Manufacture of furniture ➤ Manufacture of apparel ➤ Manufacture of beverages ➤ Manufacture of leather ➤ Sale of motor vehicles ➤ Maintenance and repair of motor vehicles 	<u>Manufacturing</u> <ul style="list-style-type: none"> ➤ Manufacture of chemicals ➤ Manufacture of textiles ➤ Manufacture of fabricated metal products ➤ Manufacture of leather ➤ Manufacture of stone slabs 	<u>Transportation & Storage</u> <ul style="list-style-type: none"> ➤ Logistics services ➤ Warehousing and storage
<u>Wholesale</u> <ul style="list-style-type: none"> ➤ Sale of motor vehicles ➤ Wholesale food products ➤ Wholesale clothing ➤ Wholesale computers ➤ Wholesale household goods 	<u>Construction</u> <ul style="list-style-type: none"> ➤ Civil engineering ➤ Specialized construction activities ➤ Construction of buildings 	<u>Construction</u> <ul style="list-style-type: none"> ➤ Civil engineering ➤ Specialized construction activities ➤ Construction of buildings 	<u>Hospitality and Tourism</u> <ul style="list-style-type: none"> ➤ Accommodation ➤ Food services 	<u>Renewable Energy</u> <ul style="list-style-type: none"> ➤ Renewable Energy ➤ Extraction of natural gas 	<u>Hospitality and Tourism</u> <ul style="list-style-type: none"> ➤ Accommodation ➤ Food services
			<u>Renewable Energy</u> <ul style="list-style-type: none"> ➤ Wind energy 	<u>Transportation & Storage</u>	<u>Construction</u> <ul style="list-style-type: none"> ➤ Specialized construction activities ➤ Construction of buildings ➤ Civil engineering ➤ Tourism engineering

The outputs of the validation workshops feed directly into the development of the TVET Labor Market Information System (LMIS). Information impacts labor-market policies that affect students, graduates, job seekers, and employers. In the TVET sector in Jordan, the absence of a dedicated LMIS is a major obstacle to effective labor policy. It also obstructs linkages with the private sector, which provides employment opportunities to TVET graduates. Improving the quality of labor market information is crucial to developing and enhancing training programs and

curricula, which, in turn, help students to select the appropriate training path needed to enter the labor market.

C2.1 SUB-OBJECTIVE: INCREASED OVERALL AWARENESS OF LABOR MARKET CONDITIONS

Raising the awareness of target populations about labor-market conditions is crucial to enhancing their understanding of labor-market conditions and their positioning for employment. This requires information sharing and integration with the MOL’s information systems and existing labor-market databases and tracking systems.

Activity C2.1.1 Design a TVET Labor Market Information System (TVET LMIS) & Activity C2.1.2 Design a TVET Student Tracking System (“Student Gateway”)

In QIY1, WFD prepared a roadmap for a comprehensive and reliable LMIS for Jordan, which incorporates international best practices for LMIS development. It also incorporates information gathered from key stakeholders and partners such as the King Abdullah II Fund for Development (KAFD), NCHRD, the Department of Statistics, MOL, and international donors. The road map describes the current situation of LMISs in Jordan and proposes an implementation for the implementation of the LMIS.

WFD drafted a SOW for a consultant to design the conceptual framework for a national LMIS and to develop a multi-sectoral, multi governorate LMIS for the VTC. The consultant will also produce operational manuals for end-users and will train VTC LMIS staff on the use and maintenance of the LMIS.

WFD will gather quantitative data to incorporate into the LMIS through an extensive survey of enterprises in the targeted governorates and sectors. The sector survey will identify skills gaps, gaps between labor supply and demand, and current and future employment needs. The design of the TVET LMIS will incorporate survey findings, which will also feed into new training programs in target areas. WFD prepared the study methodology, study instrument, and data collection manuals. The project will solicit data collection proposals and contract a firm during QIY2.

Table 2- Status of existing labor market information and student tracking systems

System	Originally commissioned by	Location	Status
Training Management System	JICA	VTC and VTIs	Partially functional; use is limited to registration of new students
FORUS Job Portal	KAFD	KAFD	Under development
Students Tracking System	UNRWA	UNRWA	Not functional; was used for tracking UNRWA graduates
Almanar Database	NCHRD	NCHRD	Partially functional; used to report labor market information

Note: Refer to Pages 3-4 for acronyms

In line with the LMIS roadmap, WFD conducted an evaluation of existing labor market information and student tracking systems. This evaluation, the findings of which are summarized in Table 2, confirmed that there are currently no fully functional labor market information and student tracking systems in the TVET sector.

Student Tracking System (Student Gateway)

With respect to student tracking systems, WFD explored the status of the existing Training Management System at the VTC, which was funded by Japan International Cooperation Agency (JICA). Due to programming defects in the system’s tracking functionalities, the VTC is not able to monitor student enrollment, evaluate program performance, or track graduate placement in the labor market. The VTC agreed to have the Training Management System improved and updated by addressing limitations in its built-in data validation and security features. The revamped system will be renamed the Student Gateway. The Student Gateway will track VTI students at enrollment, during training, and after graduation, thus providing valid and reliable longitudinal data for the first time. It will also serve as the foundation for the VTC’s own M&E efforts. The Student Gateway will also document student progress in the job market and this information will feed directly into the project’s overall results framework. WFD has received proposals from IT firms for the system upgrades in Q4Y1 and will select a firm in Q1Y2.

Activity C2.1.1 and C2.1.2 milestones due in Y1

Milestone	Status
Identify information to be provided by the employer and job seeker databases through the Employment Promotion Unit and selected VTIs	Achieved
Assessment of current labor market information systems in Jordan	Delayed to Y2
Sector survey methodology developed	Achieved
Sector survey questionnaire developed	Achieved
Data collector manuals	Achieved
Training workshops for data collectors	Delayed to Y2
Data from employers in target regions and sectors collected	Delayed to Y2
Evaluation report of the existing VTC/VTI student/trainees tracking system	Achieved
Upgraded student tracking system	Delayed to Y2
User manual for the upgraded student tracking system	Delayed to Y2
Trained VTI staff on the new functions for the existing student tracking tool in the selected VTIs	Delayed to Y2
Existing student and graduates data imported into the new tracking system in selected VTIs	Delayed to Y2

C2.2 SUB-OBJECTIVE: INCREASED TVET STUDENT WORK READINESS/ WORK-FORCE TRANSITION

Activity C2.2.1 Implementing a Global Career Guidance Certification Program for Select VTI Counselors

WFD is working to institutionalize career guidance services in the VTIs and to link these services with the LMIS. The goal is to help students make informed decisions about their career

paths based on up-to-date data about the labor market. WFD will support career guidance services by building the capacity of career guidance counselors so that they can carry out tasks related to provision of career guidance and developing a systematic methodology for certifying counselors.

During QIYI, WFD prepared a blueprint for a career guidance program that aligns with international best practices for TVET, while at the same time remains tailored to Jordan's needs. The blueprint includes an assessment of career guidance services in Jordan's TVET sector and incorporates prior work supported by other initiatives, donors, and stakeholders. This ensures that the project's approach to enhancing career counseling services complements other key initiatives underway in Jordan, and avoid duplication. The blueprint incorporated feedback from outreach efforts with key stakeholders, including KAFD, MOL, E-TVET and Injaz.

WFD discussed the blueprint with the VTC and visited VTIs in Irbid, Tafileh, Ma'an, and Aqaba. WFD staff examined the services provided at the centers and discussed the proposed framework and operational plans for implementing career guidance services at these VTIs. During the visits, WFD presented its plans to adapt the International Association for Educational and Vocational Guidance (IAEVG) competencies profile to the Jordan context for the certification of career guidance counselors.

WFD developed the terms of reference for the "Career Guidance and Work-Based Learning Workshop". Representatives of the VTC, MOL, Ministry of Education (MOE), KAFD and Jordan Competitiveness Project (JCP) are expected to attend the workshop in QIY2 in order to discuss the formation of a consultative group composed of experienced counselors and representatives from each of the participating institutions. The consultative group will examine

the feasibility of developing two certifications: one for counselors with qualification in counseling and one for career development practitioners.

During this workshop, WFD will present its strategy for developing career guidance based on lifelong career counseling². The strategy, developed in Q3, includes the formation of career guidance models for secondary public school students, students enrolling or enrolled in VTIs, college and university students, and for job seekers. WFD will then focus on activating career guidance counseling in VTIs and soon-to-be-established EPUs. The main areas of the plan

Definition of lifelong career guidance:

Guidance is a continuous process that enables individuals at any age and at any point in their lives to identify their capacities, competencies and interests, to make educational, training and occupational decisions and to manage their individual life paths in learning, work and other settings in which those capacities and competencies are learned and/or used. Guidance covers a range of individual and collective activities relating to information giving, counseling, competence assessment, support, and the teaching of decision-making and career management skills.

² Council of the European Union (2008). Council Resolution on better integrating lifelong guidance into lifelong learning strategies, extracted from : http://www.consilium.europa.eu/ueDocs/cms_Data/docs/pressData/en/educ/104236.pdf

include raising the competency of career guidance counselors and improving the information about careers and guidance procedures. During the workshop, participants will also adapt core competencies of career guidance counseling from the IAEVG. These adapted core competencies will then determine the terms of reference for prospective career guidance counselors.

WFD will work with CAQA to develop and certify career guidance training modules. WFD will use these modules to train and certify will be used to certify guidance counselors. The modules will build the capacity of counselors at VTIs and EPU to provide career guidance and job placement services as well as to assist students to prepare (through preparation of cover letters, CVs, etc.) to enter the job market. WFD is also working with CAQA to standardize career guidance training materials and tools across VTIs and EPU.

Activity C2.2.1 milestones due in Y1

Milestone	Status
Seminar to introduce career guidance approach to stakeholders	Delayed Y2
Life-long career guidance services model	Achieved
Terms of reference for career guidance counselors	Delayed to Y2
12 career guidance counselors (2 from each of the 6 selected year IVTIs) identified based upon the developed TORs	Delayed to Y2
Institutional capacity building plan for career guidance counselors	Modified

C2.3 SUB-OBJECTIVE: SUSTAINED PUBLIC PRIVATE SUPPORT FOR JOB PLACEMENT

PPPs for vocational training can play a critical role in producing a demand-driven workforce that stimulates economic growth. PPPs can help match supply and demand in the labor market by providing a venue for employers to speak directly to TVET administrators and students, highlighting real needs for specific skills.

WFD is building the capacity of VTI staff to forge PPPs and to utilize available channels to engage the private sector, including support for internships/apprenticeships and private-sector participation in curriculum development. In addition, WFD is working with VTIs and private-sector organizations to support job placement services and provide robust vocational employment content that includes salary scales, career paths, and benefits.

Activity C2.3.1 Pilot Best Practice Work-Based Learning Curriculum in Select VTIs in Target Regions and Sectors

Work-based learning (WBL) programs are important for the transition of students from the training environment into the labor market. WBL provides students with an opportunity to interact with adult workers, to observe and ask questions about careers, have hands-on experience, and reflect on the skills and knowledge required to succeed in their selected occupation. A WBL program is a progressive, multi-year sequence of instructional activities, within a real world, work-related context, that occurs concurrently at a school and worksite. A successful WBL program requires a collaborative effort between businesses and schools.

WFD developed a long-term internship strategy based on the current situation in Jordan and international best practices. The project met with stakeholders from VTIs and the VTC, the USAID-funded JCP, the MOE and the MOL, and reviewed international best practices in order to draft the strategy. WFD compared training guidebooks and modules from six institutions and decided to implement the EDC module in VTIs and EPU. EDC has extensive experience in implementing these programs. The strategy will be presented at the “Career Guidance and Work-based Learning Workshop” during Q1Y2, which will provoke discussion about the alignment of career guidance efforts with WBL programs.

Activity C2.3.1 milestones due in Y1

Milestone	Status
Draft long-term internship strategy based on the current situation and international best practices	Achieved
Seminar/workshop to present and finalize the strategy and plan for internship and job placement for all stakeholders (including VTC, private sector, KAFD, Chambers etc.)	Delayed to Y2
Validated long-term internship strategy	Delayed to Y2

Activity C2.3.2 Develop Technical and Vocational Occupation Interactive Content to Build Awareness of Selected Occupations.

In Q3, WFD visited three companies to collect information about skills, career paths and benefits related to jobs in printing, heating, ventilation, and air conditioning, and dairy manufacturing. WFD used the information to develop profiles for these occupations. The companies visited included: FERAS Printing Press (printing services), LG (electronics manufacturer) and Hammoudeh (dairy producer).

Additionally, WFD commenced creating three employer-validated job profiles for technicians specializing in air-conditioning, electrical maintenance, and die cutting. WFD filmed three videos (one for each of the occupations). Each video will be 3 minutes and will depict the occupational



Figure 11: Left – Interview with the Vice Chairman of Petra Engineering Industries Co., representing the highest professional achievement in the sector. Right – Interview with an assistant die cutting technical at Feras Printing Press, who represents entry-level professionals in the sector.

environment in each example, from entry-level through to the level of upper management, thus serving as job exploration tools. WFD filmed the occupational paths of air-conditioning technicians at Petra Engineering Industries, the paths of electrical maintenance technicians at Jordan Feed Company Ltd., and the paths of die cutting technicians at Feras Printing Press. WFD will finalize the videos in Q1Y2.

Activity C2.3.2 milestones due in Y1

Milestone	Status
Occupational profile and job analysis	Achieved
Employer-validated job profiles	Achieved
Three technical and vocational occupational video	Delayed to Y2
Identify channels to utilize the video	Delayed to Y2

Activity C2.3.3 Establish Employment Promotion Units (EPUs) in Chambers of Commerce and Industry in Target Region

WFD has worked on strengthening relations with the private sector through consultations with the Chambers of Commerce and Chambers of Industry in target regions. These consultations helped identify potential areas of collaboration across sub-sectors, including furniture manufacturing, plastic manufacturing, and packaging. Additionally, they highlighted the need for formal units within the Chambers of Industry to organize and manage the recruitment of workers based on employer needs within each region. These formal units, called EPUs, will provide employment promotion services for employers and jobseekers in target regions, and will strengthen the relationships between chambers, employers, the VTC, and NGOs. The EPUs will provide career guidance, referrals for specialized technical trainings and soft-skills courses, and on-the-job training opportunities through internships and apprenticeships. The EPU will also play a role in collecting and disseminating labor market information and it will provide support to existing labor market exchanges. WFD drafted a memorandum of understanding (MOU), to be signed by WFD and the Chambers of Industry, and submitted it to USAID for approval in Q4Y1. WFD will draft a PIL during Q1Y2 for the establishment of the EPU at ASEZA in Aqaba.

Activity C2.3.3 milestones due in Y1

Milestone	Status
One signed MOU with a Chambers of Industry	Delayed to Y2
Draft master EPU framework	Achieved
First EPU established in East Amman Chamber of Industry	Delayed to Y2
Official launch event for first EPU	Delayed to Y2

COMPONENT III: IMPROVED WORKFORCE DEVELOPMENT FOR WOMEN, YOUTH, AND VULNERABLE GROUPS IN TARGET AREAS AND SECTORS

The objective of Component III is to reduce barriers (both physical and social) to the participation of women, youth and vulnerable groups in Jordan's labor market. This component includes a set of integrated initiatives tailored to priority demographic groups, geographic areas, and employment sectors. The initiatives aim to overcome socio-cultural mindsets and negative attitudes towards the technical and vocational sector. Issues surrounding distance and impediments to travel will also be addressed.

C3.1 SUB-OBJECTIVE: OVERCOME CULTURAL BIASES AND NEGATIVE ATTITUDES

Changing mindsets and attitudes toward the TVET sector and vocational jobs in Jordan requires an attitude and behavior change (ABC) strategy that addresses prevailing negative perceptions and demonstrates the value of vocational education.

Activity C3.1.1 Create and Implement an Attitude and Behavior Change Strategy

WFD held a consultative session in Q2YI to inform the development of the ABC Strategy. Twenty-four participants with expertise in strategic communications and research, peer-to-peer communication, ICT solutions, gender, youth, and employment identified the barriers hindering the participation of women and youth in Jordan's labor market.

The key barriers include transportation, the vocational sector's negative image, undesirable workplaces, poor occupational safety and health standards, and the negative public image of training institutes. The lack of access to labor market information, including job postings, is another key barrier. The consultative session also recognized degrees of nuance and differences in barriers across the six target regions of the project.

The session explored approaches and strategies for overcoming negative attitudes and perceptions toward the technical and vocational sector in Jordan. The participants made the following recommendations to WFD for inclusion in the ABC strategy:

- Conduct a baseline assessment of perceptions and attitudes towards the vocational and technical sector among youth and women across the six regions in order to identify the appropriate communication channels and messaging.



Figure 12: WFD organized a brainstorming session to inform the development of the project's ABC strategy March 2015.

- Align ABC activities with WFD’s achievements in improving the quality of TVET through VTI strengthening.
- Align ABC activities and messages with the specific contexts in the target areas. Messages should address the negative attitudes towards the different sub-sectors and professions in the vocational and technical sector. The type/style of messages (religious, satiric, colloquial, etc.) should reflect the different realities in each region.
- Utilize direct community engagement and peer-to-peer communications.
- Employ modern communication tools such as videos, and social media campaigns customized to target audiences.
- Given the plethora of NGOs, initiatives, and donor-funded projects working with youth and women, it is crucial to avoid duplicating efforts and to capitalize on prior successes.
- Develop a monitoring and evaluation framework to detect differences in knowledge, attitudes, perceptions, intentions, and behaviors that result from the ABC campaign.

Development of the ABC strategy

In line with the above recommendations, WFD designed a plan for a perception survey targeting a representative sample of job seekers, job seekers’ influencers and employers across priority sectors in the six regions. This survey will allow WFD to measure differences in attitudes towards vocational and technical occupations between the six regions and priority sectors. WFD initiated the procurement process for the survey in Q3.

Additionally, to support the deployment of modern communication tools such as social media in the ABC strategy, WFD developed a SOW for a baseline sentiment analysis of vocational labor online. The sentiment analysis involves ‘listening’ to how vocational labor is talked about, reacted to, positioned, and portrayed in Jordanian communities on social media such as Facebook, Twitter and YouTube. WFD conducted the procurement process for the sentiment analysis and selected iMENA Group, which will begin its work in Q1Y2.

Findings from the perception survey and the online sentiment analysis will contribute to the design of the comprehensive ABC campaign and will inform the project’s overall communication strategy and other component activities. The ABC strategy will be completed in Q1Y2.

Engaging vocational education champions

“Champions” are respected and recognized personalities who are perceived as credible authorities, role models, and leaders by potential beneficiaries. As a complement to the ABC strategy, WFD began a selection process for champions who will promote a positive image of TVET through media campaigns, event appearances and other community-based promotional activities.

Infographic posters for women and youth in the workforce

WFD developed two infographic posters in Y1. One infographic presents the main findings from 18 focus-group discussions that the project held as part of its ‘Listening Events’ (further discussed under Activity 3.2.1). The infographic shows the barriers that males and females face when they attempt to enter the job market and the main methods they use to find a job. The second infographic presents data collected from a two-day field assessment of VTI students’ access to and usage of ICT in Irbid, Marka, Zarqa and Tafleeh. WFD disseminated the second infographic on the project’s social media channels.



Figure 13: Left – Infographic about VTI students’ ICT access and usage in Marka, Zarqa, Irbid and Tafleeh. Right – Infographic of key results from the six “listening events” with women, youth and employers in target governorates.

ABC campaign events

WFD launched a soft ABC campaign with direct messaging that engages audiences through online events and activities on social media platforms. WFD’s Facebook page accumulated 1,289 likes and a total number of 3,515 posts over six months. WFD’s Twitter account now has 174 followers. WFD will widen the reach of the ABC campaign in Y2 in order to increase awareness of improvements to the TVET sector. WFD will also address attitudes toward vocational occupations through offline and online campaigns. Examples of public interactions with WFD through Facebook are presented in Figure 14.



Figure 14: Left – Ziad Rtamah said “I would like to extend my deep thanks for all those who contributed to this great achievement. This will lead to an increase in general awareness about students’ self-development, which will positively reflect on their acquisition for high-level technical skills. Thanks to all of you.” Right – Ahmad Abdo said, “We do appreciate your efforts for all that you do for the advancement of future generations.”

Activity C3.1.1 milestones due in Y1

Milestone	Status
Brainstorming session to validate ABC approach	Achieved
WFD ABC Strategy for the duration the project	Delayed to Y2
Initial set of vocational education champions identified and engaged	Delayed to Y2
Two infographic poster for women and youth in the workforce	Achieved
At least two on-line or off-line ABC campaign events	Delayed to Y2

Activity C3.1.2. Conduct Community Listening Events

In May, WFD held 18 focus-group discussions as part of its ‘Listening Events,’ which are designed to validate and add to existing information about key barriers that women and youth face in entering the labor market. Each listening event consisted of three focus-group sessions, each with a different group of participants (women, youth and representatives from the private sector).



Figure 15: Right: Female participants in the focus group session held at East Amman, 13 May 2015
Left: Male participants in the focus group session held at Aqaba, 28 May 2015

These “listening events” deepened WFD’s understanding of the challenges and opportunities pertaining to the vocational sector from the perspective of the local community in targeted areas. Participants discussed the role of government and the private sector in addressing the challenges faced by women and youth in the workplace. They also identified skills that are important to enter the labor market. The findings from these listening events will inform the development of the tools associated with WFD’s perception survey.

Table 3 presents a summary of the number and sex of attendees in these community “listening events”.

Table 3: Summary of listening groups conducted to inform the ABC strategy

Region	Venue	Date	Results
East Amman	East Amman Investors Industrial Association/Marka	13 May 2015	Total 24 Male: 9 Female: 15
Zarqa	Zarqa Chamber of Industry	18 May 2015 1 June 2015 (Employers session)	Total 33 Male: 22 Female: 11
Irbid	Irbid Chamber of industry	20 May 2015	Total 28 Male: 13 Female: 15
Tafileh	Tafileh VTI	26 May 2015	Total 36 Male: 20 Female: 16
Ma'an	Crown Plaza / Petra	28 May 2015	Total 28 Male: 15 Female: 13
Aqaba	Movenpick Hotel / Aqaba	28 May 2015	Total 28 Male: 10 Female: 18

TVET success stories

The WFD project developed and disseminated two success stories about OSH specialists via WFD's social media channels. One story reached more than 1,211 people and another reached 641 people through social media.



Figure 16: Success stories from beneficiaries of OSH training specialists who attended WFD TOT training

The success stories, depicted in Figure 16, focused on ‘positive deviants’³ who chose to pursue technical professions even though they held academic degrees. For instance, Mohammad Al-Ajarmeh initially found work as a nurse; however the benefits and working conditions were not attractive to him. He participated in a specialized OSH training, which helped him get a job as an OSH training

³ The concept of ‘positive deviance’ can be found on <http://www.positivedeviance.org/>.

specialist. The other success, Maysoon Al-Reemawi, who graduated with a degree in chemical engineering, underwent advanced OSH training and now works as a certified trainer.

Activity C3.1.2 milestones due in Y1

Milestone	Status
One “Community Listening” event in each region	Achieved
Fact Sheet on TVET success stories	Achieved
Three Outreach events with family, VTC and other stakeholders done	Delayed to Y2

C3.2. SUB-OBJECTIVE: IMPROVED WORKPLACE ACCESS FOR WOMEN AND YOUTH

Transportation and childcare represent the primary barriers impeding youth and women, respectively, from entering and staying in the labor market. To address this challenge, the project developed a grants initiative to support solutions that are locally designed and locally owned. These grants typically involve partnerships with local communities, employers, and/or NGOs.

Activity C3.2.1 Award Challenge Grants for Transportation and Day Care Services

WFD launched a Challenge Grants Program to advance the role, visibility and engagement of women, youth, and those living at or below the poverty line in the workplace. In the first quarter, WFD engaged the VTC, NGOs and other key stakeholders to introduce the Challenge Grants Program, and to identify potential areas of cooperation. WFD distributed guidelines concerning the terms and conditions for grant award and execution to the VTC, as well as to potential beneficiaries such as NGOs and employer associations. WFD created a database of NGOs specializing in day-care services, transportation, working conditions, and available training programs in target regions. WFD also developed a screening mechanism to filter grant applications based on WFD’s priorities and activities.

WFD identified transportation as one of the key challenges that youth and women face when entering the labor market. Many youth and women drop out of training courses and quit work due to the lack of affordable transportation services, especially in Ma’an and Tafleeh. WFD will solicit grant applications from local organizations that present locally tailored, innovative, and sustainable solutions to transportation challenges in their communities.

WFD drafted and submitted its grants strategy to USAID in Q3. Additionally, a draft of the Annual Program Statement (APS) was prepared and submitted to USAID for review and approval. A total of USD \$5 million will be awarded through the grants program during the remaining four years of WFD. In Q4, USAID approved the APS.

WFD developed a Grants Manual that includes all the forms, requirements, application processes, terms, and conditions for grant award and execution, as well as a monitoring and evaluation framework for the Challenge Grants. WFD drafted grant guidelines that include profiles of potential beneficiaries, criteria for selection, grant themes, and proposal evaluation processes. WFD advertised the grants application in two local newspapers and disseminated it

on the WFD’s media channels including the website. The corresponding Facebook post reached 3,684 people.

Stakeholder consultations on policy implementation of transportation solutions

WFD held a series of consultative meetings with the Land Transport Regulatory Commission (LTRC), MOL, and Chambers of Industry and Commerce in target regions. The meetings contributed to a further tailoring of Challenge Grants Program so that it maximizes opportunities for removing transportation barriers. The LTRC is willing to give special permits to facilitate transportation of workers to and from special locations such as industrial zones. The WFD program is coordinating these efforts with the USAID-funded Takamol project, which addresses similar transportation barriers for women, thus avoiding duplication.

Activity C3.2.1 milestones due in Y1

Milestone	Status
One challenge/innovation grant awarded	Delayed to Y2
Consultation meetings held with LTRC regarding transportation	Achieved
Mapping of specific transportation challenges for each region	Achieved
Two stakeholder consultations on policy implication of transportation solutions	Canceled

Activity C3.2.2: Develop a Model for a Women-Only Incubator in a VTI

Many VTIs lack the infrastructure and resources to provide a safe and culturally acceptable environment for women to gain the hands-on work experience that is crucial for improving their employment prospects. To address these obstacles, WFD is developing a model for an all-women’s incubator in VTIs. This model will serve women who are looking for suitable environments to improve their vocational skills.

In Q3, WFD conducted a desk review of incubators in Jordan. WFD also conducted a number of site-visits, including to: Al Urdonia Lil Ebda (Irbid), a Jordanian NGO that supports leadership capacity-building in governorates across the country; Hijawi Faculty of Engineering and Technology of Yarmouk University, which houses an Entrepreneurship Center of Excellence designed to promote creativity and innovation in ICT; and Kheir Al-Kourah, an all-women’s agriculture supply chain incubator established by Nuqul Group with technical assistance from Q Perspective and implemented by the European Union’s Promoting Local Economic Development (PLED) project. The objective of these visits was to learn from the experience of these organizations and integrate their best practices into a model for incorporating all-women’s hands-on instruction at the VTIs.

WFD initiated the process of assessing co-ed and female VTIs’ capacities to host female-only incubators. During September, WFD visited three VTIs – one in East Amman, one in Irbid, and one in Zarqa. WFD will also visit female VTIs in Ma’an, Tafileh, and Aqaba in Q1Y2. WFD will share findings and recommendations with the VTC in order to pick the best institute for piloting the all-women’s incubator.

In Q4 WFD selected and hired an expert to develop a strategy for an all-women’s incubator initiative.

Activity C3.2.2 milestones due in Y1

Milestone	Status
Capacity assessment of VTIs to host incubators	Delayed to Y2
WFD incubator model developed based on lessons learned from Yarmouk University and PLED, identifying opportunities, risks and constraints	Delayed to Y2
Strategy and action plan developed	Delayed to Y2
Incubator strategy and model VTC approved by Board of Directors	Delayed to Y2

C3.3 SUB-OBJECTIVE: IMPROVED WORKPLACE ENVIRONMENT FOR WOMEN

Workplace environments must be improved to attract and retain women. WFD will support the expansion of initial efforts by the private sector to create women-friendly workplaces.

Activity C3.3.1. Advocate for Employers and Business Associations to Address Alternative Arrangements for Women (flex hours, part-time, nurseries)

Flexible working hours and part-time jobs offer alternative arrangements with the potential to increase women’s participation in the workforce. WFD is working with private sector companies in the six target regions to raise awareness and advocate for the benefits of part-time, and other alternative arrangements.

Activity C3.3.1 milestones due in Y1

Milestone	Status
One grant solicitation for advocacy events	Delayed to Y2
Six private sector company workshops to build awareness of the benefits of flexible work structures	Delayed to Y2

COMPONENT IV: IMPROVED ENABLING ENVIRONMENT

This component focuses on enhancing the enabling environment for job creation and placement through the development of sustainable national policies and institutional support for the effective implementation of TVET. Ensuring that workplaces are clean and safe – primarily through quality assurance mechanisms such as expanded certification services and the enforcement of OSH standards – is critical to repositioning vocational and technical occupations. Thus, this component seeks to strengthen the certification, accreditation, and licensing of TVET providers and institutions, while improving coordination between Jordan’s public and private sectors.

C4.1 SUB-OBJECTIVE: EXPANDED CERTIFICATION AND ACCREDITATION INITIATIVES

WFD supported CAQA in Y1 to expand its quality assurance services through stakeholder training, the development of NOSs and test instruments for OSH⁴.

CAQA is the national quality-assurance body mandated with developing and maintaining TVET output quality, including management, curriculum, training and certification, and licensing and accrediting TVET institutions. CAQA, established in 2008 and operational since 2012, made tangible progress in certification and accreditation. Nevertheless, WFD's recently-conducted gap analysis of CAQA revealed that CAQA lacks the autonomy and necessary resources to effectively implement its mandate⁵.

Activity C4.1.1. Conduct Gap Analysis for Current Certifications and Accredited Service Providers for Project Target Sectors

In order to design a comprehensive institutional support mechanism, WFD carried out an Institutional Gap Analysis of CAQA. WFD conducted a series of consultative meetings with CAQA senior management and external stakeholders, focus group discussions with CAQA staff, and document reviews. The gap analysis draft report identifies the following issues:

- CAQA is underfunded, understaffed and lacks acceptance from “big players” such as the VTC.
- CAQA lacks adequate financial resources and technically competent staff to implement its mandate of national accreditation, expanded certification, and quality assurance services.
- CAQA has an extensive library of policy and certification instruments that have enabled it to incrementally expand accreditation services and improve the quality and relevance of TVET in partnership with industry. These include quality assurance (QA) and accreditation policies, QA operations manuals, a Technical and Vocational Qualification Framework (TVQF), examinations, and developed curriculum.
- WFD's priority should be to support the institutional development of CAQA through continued training and material support.

WFD developed a comprehensive four-year institutional development plan (2016-2019) for CAQA in close coordination with its senior management. This plan will serve as an important reference for the institutional development of CAQA during the WFD's lifetime.

Quality Assurance System Development and Training

⁴ Based on the ILO Manual on Occupational Testing, the project supported the development of theoretical and practical test bank for OSH

⁵ Although CAQA's by-laws state that it is an independent body, recent restructuring within the Ministry of Labor (MoL) has turned CAQA into a department reporting to the Secretary General at the MoL. The departmental status limits CAQA's areas of operations and make budgetary allocations/approvals cumbersome. This has also been a concern raised by other assessments, including the European Training Foundation (ETF) 2014. A strengthened CAQA with adequate staffing and resources and independence from the MoL is crucial to revitalizing the TVET sector, and this will be addressed in the MoU with the MoL (Q1Y2).

WFD conducted a capacity-building workshop on quality assurance for TVET institutions in all six regions using the recently issued CAQA QA Manual for VTIs. Twenty-six stakeholders participated from southern VTIs, the VTC, CAQA, the MoL and the EU/GOPA Consulting Group. The Director of CAQA, an EU QA/Qualifications Expert, and the Component IV Team Lead facilitated the workshop.

Participating VTIs and private sector training providers agreed that the implementation QA systems at their training centers is an urgent priority. They agreed to use the manual developed by CAQA to create work plans for internal and external QA audits, and for CAQA accreditation. WFD will continue to support this initiative in Y2, in collaboration with CAQA, with the objective of establishing QA Management Systems in three VTIs (East Amman, Zarqa, and Aqaba) and two private training providers - one in Irbid and one in Aqaba.

Stakeholder Education Sessions

Greater awareness of CAQA is required if its accreditation scheme to become a true benchmark for quality within the private sector. In September, WFD conducted education sessions in Tafileh, Ma'an, and Aqaba for key stakeholders from the private sector, VTIs, training providers, and Chambers of Industry and Commerce about the role of CAQA in ensuring a basic level of quality in vocational training programs. CAQA helps employers determine the validity of training programs and whether a graduate is competently certified. In total, 87 individuals participated in the sessions.

Procurement and Supply of Equipment/Furniture for CAQA

In Q2, WFD assessed CAQA's need for equipment and office furniture. Various technical factors—particularly with regard to ICT equipment procurement—delayed procurement and delivery. WFD will complete all procurements and deliver the remaining equipment to CAQA in Q1Y2.

Activity C4.1.1 milestones due in Y1

Milestone	Status
Draft PIL with CAQA	Modified
CAQA gap analysis in certification and accreditation including capacity building needs	Completed
Implementation plan to address CAQA gaps	Completed
Implementation of plan initiated	Delayed to Y2
Three additional occupational tests in each of the 6 regions	Delayed to Y2
Three stakeholder education meetings (Tafileh, Ma'an, Aqaba)	Completed
Education pamphlets about the role of CAQA	Completed
Training in Quality Assurance Manual prepared by EU Quarter 2	Completed
Procurement of equipment (including 14 PCS, desks, chairs and one multi-function printer)	Delayed to Y2

C4.2 SUB-OBJECTIVE: IMPROVED WORKPLACE HEALTH AND SAFETY STANDARDS

One of the barriers frequently cited for women and youth not pursuing careers in the technical and vocational fields is that working conditions are often dangerous or unhygienic. The MOL and the Ministry of Social Development have recognized this and have enacted legislation aimed at ensuring safe and healthy working environments in Jordan. Both ministries are also engaged in inspections to ensure compliance with safety standards.

Activity C4.2.1 Assess Current Model Skill Centers of Excellence (MSCoE) in Occupation Safety & Health (OSH) to Determine WFD’s Implementation Plan

WFD conducted an assessment of OSH vocational training centers in order to determine what is required to promote these centers to MSCoEs. Four OSH programs were evaluated: the VTC’s OSHI, the Consultative Center for Science and Technology’s (CCST’s) program at the Jordan University of Science and Technology (JUST), the associate diploma program in Occupational Health and Safety (supported by the Consolidated Contractors Company (CCC)) at the Hasib Sabbagh Academy (HSA) and in partnership with BAU, and al-Quds College’s program. WFD evaluated the programs against four major performance criteria: human resources/instructors, curricula, administration/management, and facilities/equipment.

Table 4 – Rating of the four major criteria for OSH centers of excellence

OSH Center	Criteria				Potential Impact of WFD Intervention
	Instructors / HR	Curricula	Administration / Management	Facilities / Equipment	
OSHI-VTC	Weak	V. Weak	Average	Average	Strong
HSA-BAU	V. Weak	Good	Weak	Weak	Strong
CCST-JUST	Good	Weak	Good	Average	Good
Al-Quds College	Good	Good	Good	Average	Good

Attaining CAQA Certification for the OSH Curriculum

CAQA approved the OSH Curriculum framework through a participatory workshop held in Q2. The approved OSH curriculum is currently being implemented at the OSHI in Marka (see Component I for more details).

OSH Supervisor National Occupational Standards (NOSs) Developed with Private Sector Engagement

An important step in the process of strengthening licensing and accreditation programs is the development of occupational standards as the basis upon which training programs are developed and accredited. During two training workshops, WFD collaborated with CAQA, the VTC and key stakeholders from the private sector to develop a demand-driven training program and comprehensive national occupational standards for OSH Supervisors.



Figure 17: Private sector and Vocational Technical Corporation (VTC) representatives engaged in an OSH supervisor workshop for developing NOS, 26 March 2015.

Using the NOS, WFD facilitated a follow-up workshop (co-facilitated by VTC and CAQA) in order to develop an OSH Supervisor Curriculum Framework based on Jordanian labor market needs and international standards. CAQA validated the resulting framework, which the Occupational Safety and Health Institute (OSHI) in Marka is deploying in East Amman.

OSH Supervisor Training Workshop on Development of Occupational Tests and Procedures

In May, WFD facilitated a workshop to train 20 OSH Supervisors to develop and administer examinations for the OSH Supervisor training course. Representatives from the private and public sectors participated, including representatives from hospitals, CCC, OSH private training providers, VTC, and OSHI. Mr. Zaid al-Qaisi from VTC and Engineer Mohammad Irshaid, Director of CAQA, co-facilitated the workshop. These examinations, developed with a competency-based methodology and derived from the new OSH curriculum, will be used by OSHI



Figure 18: Representatives from hospitals, CCC, OSH private training providers, VTC and OSHI at the Occupational Testing Workshop for OSH Supervisors, May 2015

and other OSH training providers (TPs) in the country for more rigorous assessment and certification.

In Year 1, WFD identified the National Association of Security Professionals (NASP) Certification, an internationally recognized credential, as the most viable OSH certification provider in Jordan. In Year 2, NASP Certification will be provided to 27 selected participants (VTC, OSHI, MOL, BAU, SSC and CCC). This activity’s goals are two-fold: 1) Provide public-enrollment classes with on-site delivery aimed at preparing “back-up” OSH instructors in the event that any of the current five OSH instructors either resign or retire and 2) Close the gap in theoretical knowledge about context-based international best practices that currently exists among OSH instructors. NASP courses are “stand-alone” in that they carry their own weight apart from any other coursework that might be subsequently undertaken.

OSH Awareness Campaign and World OSH Day

WFD celebrated the World Day for Safety and Health at Work on April 28 by disseminating a bilingual success story, “Improving Safety and Health Standards Key to Attracting Jordanians to Vocational and Technical Sector”. In order to raise awareness about the importance of strengthening OSH standards at work, WFD produced an infographic highlighting recent statistics on the number of accidents in Jordan, reasons for high accident rates at work, and WFD activities aimed at enhancing safety in the working environment.

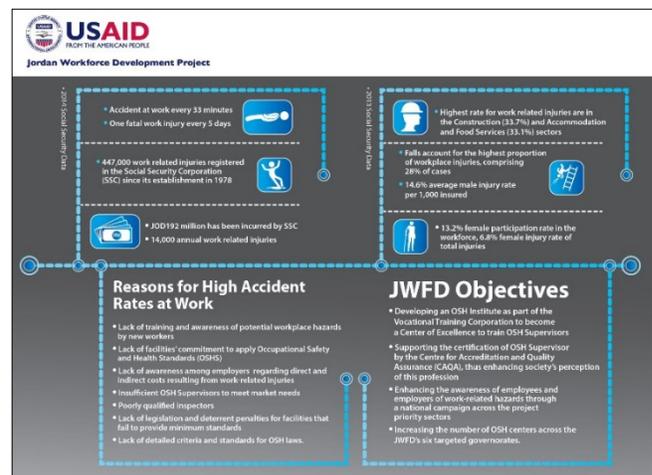


Figure 19: OSH infographic

Activity C4.2.1 milestones due in Y1

Milestone	Status
Set of recommendations for a sustainable approach for an OSH MSCoE	Achieved
Implementation plan for an OSH MSCoE approach building on the strengths of both institutions	Achieved
OSH infographics and OSH success stories for World OSH in the Work Place day	Achieved
OSH awareness campaign in each of the regions for private sector and VTIs in coordination with SSC and the Ministry of Labor	Delayed to Y2
OSH Occupational Profile (developed with CAQA, private sector, VTC, Ministry of Labor developer)	Achieved
OSH Occupational Standards, facilitated by CAQA, private sector representatives, VTC and MOL	Achieved
OSH curriculum framework	Achieved
OSH occupational test	Achieved
Identification of international certification providers for OSH	Achieved

REGIONAL COMPONENT

In Y1, WFD established relationships with the local governments, LDUs, VTIs, Chambers of Commerce and Industry, industrial zone managers and NGOs across the six target regions. In order to facilitate collaboration with these entities on the regional level, WFD established and staffed regional offices in East Amman (which also covers Zarqa), Irbid, Tafileh, and Aqaba (which also covers Ma'an) to ensure local community ownership, effective communications, and accurate information gathering. A Field Technical Officer (FTO) leads each regional office.

In coordination with the FTOs, WFD developed strategies for each region. These strategies are informed by analysis of regional data, stakeholder consultations, and sector-validation workshop results. Additionally, the regional teams will support WFD in establishing Advisory Committees that include representatives from the public and private sectors and civil society.

The regional teams consulted with the main stakeholders in each region in order to develop initiatives to address their unique workforce needs. This resulted in ten initiatives that address regional needs. These initiatives have been incorporated in WFD's Y2 action plan.

4. COLLABORATION AND KNOWLEDGE SHARING WITH OTHER USAID ACTIVITIES

From its inception, WFD communicated with other USAID activities in order to share experiences and streamline efforts. WFD met other USAID-funded projects' senior management in Jordan to make introductions and explore opportunities for collaboration. During November and December 2014, WFD visited Takamol – Jordan Gender Program (hereon referred to as Takamol), the Economic Growth through Sustainable Tourism Project, the Community Engagement Project (CEP), the Jordan Competitiveness Program (JCP), Youth for the Future, and the Jordan Local Enterprise Support Project (LENS).

WFD worked closely with Takamol in developing its efforts to improve women's and youth's access to work opportunities through the Challenge Grants Program and behavior change communication. During a preliminary meeting between both activities' technical staff, Takamol said it would provide WFD with support in advocacy and policy reform, the development and implementation of the ABC strategy, the establishment of M&E gender-sensitive indicators, and any research related to VET. Takamol also invited WFD to participate in Gender Partner's coordination meetings. WFD coordinated with Takamol on a regular basis thereafter in order to avoid the overlapping of interventions and to unify disseminated messages. WFD staff also attended trainings hosted by Takamol in order to incorporate suitable gender approaches into all project components. WFD staff attended the following Takamol trainings: "Visualizing Information on Gender Based Advocacy" and "Women's Economic Participation: Challenges and Solutions".

WFD is also coordinating with LENS. In February, WFD met with LENS staff in order to learn about the best ways to interact with regions where LENS also works. LENS staff advised WFD to focus on LDUs, Chambers of Commerce and Industry, non-governmental organizations, and business associations such as East Amman's Investors' Association. Additionally, WFD's Sector Survey will complement LENS's survey of micro and small enterprises.

WFD met with the Energy Sector Capacity Building Project (ESCB) to identify areas of collaboration. Potential areas include support to workforce development activities in the energy sector and in the certification and accreditation of training programs in the installation and maintenance of energy efficient devices and equipment. WFD and ESCB also discussed the integration of gender considerations in the energy sector. ESCB will help identify female candidates for work in renewable energy projects in Ma'an and Tafileh.

WFD is coordinating closely with JCP. In June, WFD and JCP met with Irbid Electricity Co. The company proposed to train and employ 140 employees in its new renewable energy project. The company was ready to collaborate with VTIs for the training of youth in this sector. JCP is also a key partner in WFD's effort to create the LMIS, update the student tracking system, and activate career guidance counseling at VTIs. Additionally, VTC originally requested that JCP embed soft skills into the PVI curriculum; however, given curriculum development under the purview of WFD, JCP requested that WFD respond to VTC's request. JCP will fund the costs

of material layout, design and printing for the PVI curriculum after WFD embeds soft skills. JCP supports the National Employability and Entrepreneurship Portal (ForUs) in collaboration with KAFD.

In order to introduce the community to the objectives of each project, WFD, LENS and CEP plan to hold a joint event in order to present themselves to the community in Tafileh. This will set the stage for additional efforts to streamline engagements with communities and enterprises in the future.

5. MONITORING AND EVALUATION

WFD developed its Monitoring and Evaluation Plan (AMEP) and updated it during June. The AMEP enables WFD and USAID management teams to systematically collect and analyze performance information and track progress toward USAID/Jordan's WFD objectives and results. WFD developed M&E templates, evaluation forms and guidelines for training and events. Moreover, WFD trained its staff on M&E procedures and guidelines in two orientation sessions. Staff from East Amman office and field technical officers from the targeted regions attended the first M&E orientation session on June 10. Newly enrolled employees from the six regions, including field coordinators, researchers and administrative staff who would be supporting the collection of M&E data and information, attended the second session on July 15. The sessions included the review of WFD indicators and targets, templates, guidelines and data collection forms, along with an orientation of the WFD's M&E system, TAMIS.

In addition, WFD reviewed the indicators and levels of disaggregation for DevResults with USAID and the Jordan Monitoring and Evaluation Support Project on June 24. WFD received access to TraiNet in Q3.

INDICATOR BASELINES AND TARGETS

All of the WFD indicators have a baseline of zero, with the exception of two indicators:

- Percentage change in VTI instructor scores
- Percentage change of female/youth/vulnerable group participation in target sectors.

For the baseline measure for the first indicator, WFD collected data from all 12 target VTIs in August and September. WFD did this by administering a questionnaire to students who had recently completed VTI courses. The baseline measure will be available in Q1Y2.

WFD will collect baseline data for the second indicator as part of the Sector Survey.

PERCEPTIONS REGARDING VOCATIONAL OCCUPATIONS

WFD developed a SOW for a perception survey, which will play a key role in informing the WFD's efforts to overcome Jordanian attitudes and beliefs regarding vocational occupations. The perception survey will focus on employers, job seekers and respected influencers within targeted communities and sectors. WFD will use the results to 1) set baselines and targets for key performance indicators 2) inform its public communications strategies 3) address barriers to employment in targeted communities and sectors 4) modify elements of WFD design and, as appropriate, help WFD identify thematic priorities for grants - especially around advocacy and lobbying. The request for proposals was released in Q3 and WFD's evaluation committee began the selection process in Q4.

M&E milestones due in Y1

Milestone	Status
Baseline data for WFD Performance Indicators related to job seeker and influencer perceptions of vocational occupations and appropriate levels of change in perceptions to be collected and monitored over the five-year project period	Delayed to Y2

PERFORMANCE INDICATORS

WFD's 16 performance indicators include output, outcome, and impact indicators that will effectively measure the project at multiple levels. There are two impact, eight outcome, and six output indicators. This mix of performance indicators comprises four Standard Foreign Assistance ("F") indicators, six mission indicators, and seven custom indicators (the four F indicators are also mission indicators). Targets for WFD indicators have been established in the cooperative agreement and through feedback from and planning with WFD staff, management, and stakeholders.

Y1 Target Updates

Table 5 presents five indicators for which WFD had set non-zero targets.

Table 5 – Y1 indicators for which WFD had set non-zero targets

No.	WFD Indicator	Reporting Frequency	Target	Achieved
1.1	Number of VTI/VTC facilities upgraded	Quarterly	2	0
1.3	Number of curricula with embedded soft-skill and job readiness	Quarterly	1	1
4.1	Number of new/improved certified training programs in targeted sectors implemented in partnership with the private sector	Quarterly	1	0
4.3	Number of new/improved workplace policies, rules and practices designed to protect vulnerable groups drafted, proposed or adopted	Annual	1	0
CC1	Number of workforce development initiatives completed as a result of WFD participation in public-private partnerships	Quarterly	1	0
CC2	Person hours of training completed in workforce development supported by USG assistance	Quarterly	2,250	2,202

6. BRANDING COMMUNICATIONS AND DISSEMINATION

WFD established its social media channels on [Facebook](#), [Twitter](#), [Instagram](#) and [YouTube](#). The project uses social media to promote its activities with the #JoWFDev hashtag and launched its first social media campaign in Q2 on International Women's Day (March 3). The project shared testimonials outlining how it is contributing to gender equality and women's empowerment.

In order to ensure that WFD is current with all developments in Jordan pertaining to the economy, labor market, youth and women's issues, and the vocational and technical sector, the *WFD Daily News Update* is disseminated every morning. The update includes links to relevant reports and Jordanian news covered in the local, regional, and international media.

In Q3, WFD celebrated International Labor Day by disseminating a bilingual e-card to project stakeholders, media, and via social networks. The e-card featured the project motto: "Towards a Stronger Jordanian Workforce". The project celebrated World Day for Safety and Health at Work on April 28 by disseminating a bilingual success story, "Improving Safety and Health Standards Key to Attracting Jordanians to Vocational and Technical Sector" to the media and stakeholders. In order to raise awareness of the importance of OSH standards at work, WFD developed an infographic highlighting recent statistics on the number of accidents in Jordan, reasons for high accident rates at work, and the project's activities aimed at building safer working environments. All products were disseminated via social media networks.

WFD prepared a bilingual factsheet for each project component. Additionally, the project developed a website⁶ that presents the project's mission, activities, progress, opportunities, and news. Finally, WFD commissioned a promotional video⁷ to present the project.

USAID, in partnership with the Ministry of Labor, launched the Jordan Workforce Development Project on August 6. The launch event was held at the invitation of the Prime Minister at the King Hussein Business Park. The Minister of Labor, HE Dr. Nidal Katamine and the U.S. Ambassador Alice G. Wells were the keynote speakers. During his remarks, the project's COP screened a promotional video to give an overview of the objectives of the project and its regional focus. Nearly 400 stakeholders attended the event, including representatives from the Government of Jordan, the vocational and technical sector, the E-TVET Council, the Center for Accreditation and Quality Assurance (CAQA), civil society organizations, the private sector, VTI students, USAID Directors and the media (see Figure 20). The launch event included a panel discussion with the following speakers: HE Zabalawi, HE Majd Hanashneh, Dr. Maher AlMahrouq, Dr. Salma Al Nims and Mr. Laith Al Qasem as moderator.

⁶ <http://www.jordanwfd.org/>

⁷ <https://www.youtube.com/watch?v=OTXjuI-DQ6E>



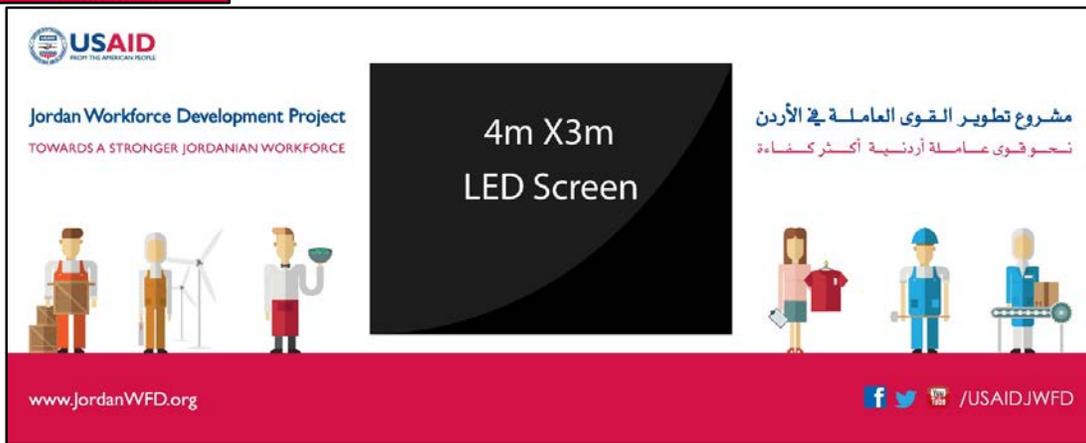
Figure 20: The Minister of Labor, HE Dr. Nidal Katamine and the U.S. Ambassador Alice G. with students from the Institute for Hospitality and Tourism Training. (WFD Launch Event at King Hussein Business Park, August 8.)

In September, WFD supported the VTC’s “Open House Day” in Aqaba, where 12 vocational training students participated in a cooking competition (see Figure 21). The “Open House Day” program, which offers hospitality students and graduates a stage to demonstrate their cooking skills, is conducted twice a year across Jordan’s 15 hospitality and tourism VTIs. The event aimed to create awareness about careers in the hospitality and tourism sector and to provide prospective students, parents, teachers, and governorate representatives with information on vocational programs in hospitality. WFD issued a press release and featured photos and updates from the event on WFD social media accounts using the #JoWFDDev hashtag.



Figure 21: Participants in the “Open House Day” cooking contest in Aqaba, September 16, 2015

Finally, WFD reflected USAID branding in all of its materials and events. The samples below demonstrate how WFD reflected the USAID branding in all its communication related materials.



WFD also distributed greetings in celebration of International Labor Day, Eid and the holy month of Ramadan.



8. TDY in YI

Position	Staff Category	Employer	Start Date	End Date	Hired Candidate	Work plan Task
Training Material Development Specialist (Waste Management)	CCN	DAI	16/Aug/15	16/Oct/15	Abdel-Karim Al-Kayalli	Component 1
Institutional Capacity Assessment Consultant #2 (National Position)	CCN	DAI	7/May/15	15/Jun/15	Abeer Al-Kiswani	Component 1
OSHI Capacity Assessment Consultant #2 (National Position)	CCN	DAI	24/Aug/15	3/Sep/15	Abeer Al-Kiswani	Component 4
Focus group advisor	CCN	DAI	14/May/15	7/Jul/15	Ghuzayyah Hijazi	Component 3
Database administrator (DBA) Consultant	CCN	DAI	15/Mar/15	16/Jun/15	Hamzeh Al Gogazeh	Component 2
Strategic Communications Advisor	CCN	DAI	21/Dec/14	20/Jun/15	Merissa Khurma	Cross cutting
OSH Specialist	CCN	Dajani	1/Dec/14	15/Feb/15	Mohammad Al-Saleem	Component 4
Institutional Capacity Assessment Consultant #1 (National Position)	CCN	DAI	7/May/15	15/Jun/15	Mohammad Ibrahim	Component 1
OSHI Capacity Assessment Consultant # 2 (National Position)	CCN	DAI	24/Aug/15	3/Sep/15	Mohammad Ibrahim	Component 4
Transcript specialist	CCN	DAI	10/May/15	30/Jun/15	Nouf Ghuzayyah	Component 3
Business development advisor	CCN	DAI	9/Sep/15	28/Oct/15	Wasan Hijazi	Component 3
OSH Occupational Test Preparation Advisor	CCN	DAI	7/Sep/15	22/Sep/15	Raed Halaseh	Component 4
CAQA Gap Analysis Adviser	CCN	Dajani			Saroukh Ishaq Darweesh	Component 4
CAQA Gap Analyst	CCN	Dajani	1/Jun/15	11/Jun/15	Saroukh Ishaq Darweesh	Component 4
OSH Occupational Test Preparation Advisor	CCN	DAI	1/Sep/15	15/Sep/15	Walid Atwan	Component 4
Training Material Development Specialist (Occupational Hazards)	CCN	DAI	16/Aug/15	16/Oct/15	Walid Atwan	Component 1
Institutional Capacity Assessment Advisor	TCN	DAI	1/Jun/15	15/Jun/15	Adam Vernon	Component 1
Institutional Capacity Assessment Advisor	TCN	DAI	15/May/15	18/May/15	Adam Vernon	Component 1
CAQA & Enabling Environment Advisor	TCN	DAI	1/Jul/15	29/Oct/15	George Kolathuchira	Component 4
Senior Technical Advisor	TCN	DAI	29/Sep/14	16/Dec/14	John Knapp	Cross cutting
Senior Technical Advisor	TCN	DAI	11/Jan/15	24/Jan/15	John Knapp	Cross cutting
Senior Advisor	TCN	DAI	12/Feb/15	27/Feb/15	John Knapp	Component 2
Senior Advisor	TCN	DAI	24/Apr/15	1/May/15	John Knapp	Component 2
Senior Advisor	TCN	DAI	8/Jun/15	26/Jun/15	John Knapp	Cross cutting
Start-up IT Specialist	TCN	DAI	13/Apr/15	7/May/15	Vladimir Nikcevic	Operations
Procurement Support Specialist	U.S. Expatriate	DAI	26/Apr/15	16/Jul/15	Muhsin Said	Operations
Field Finance Accounting System Specialist	U.S. Expatriate	DAI	24/Apr/15	22/May/15	Adam Comar	Operations

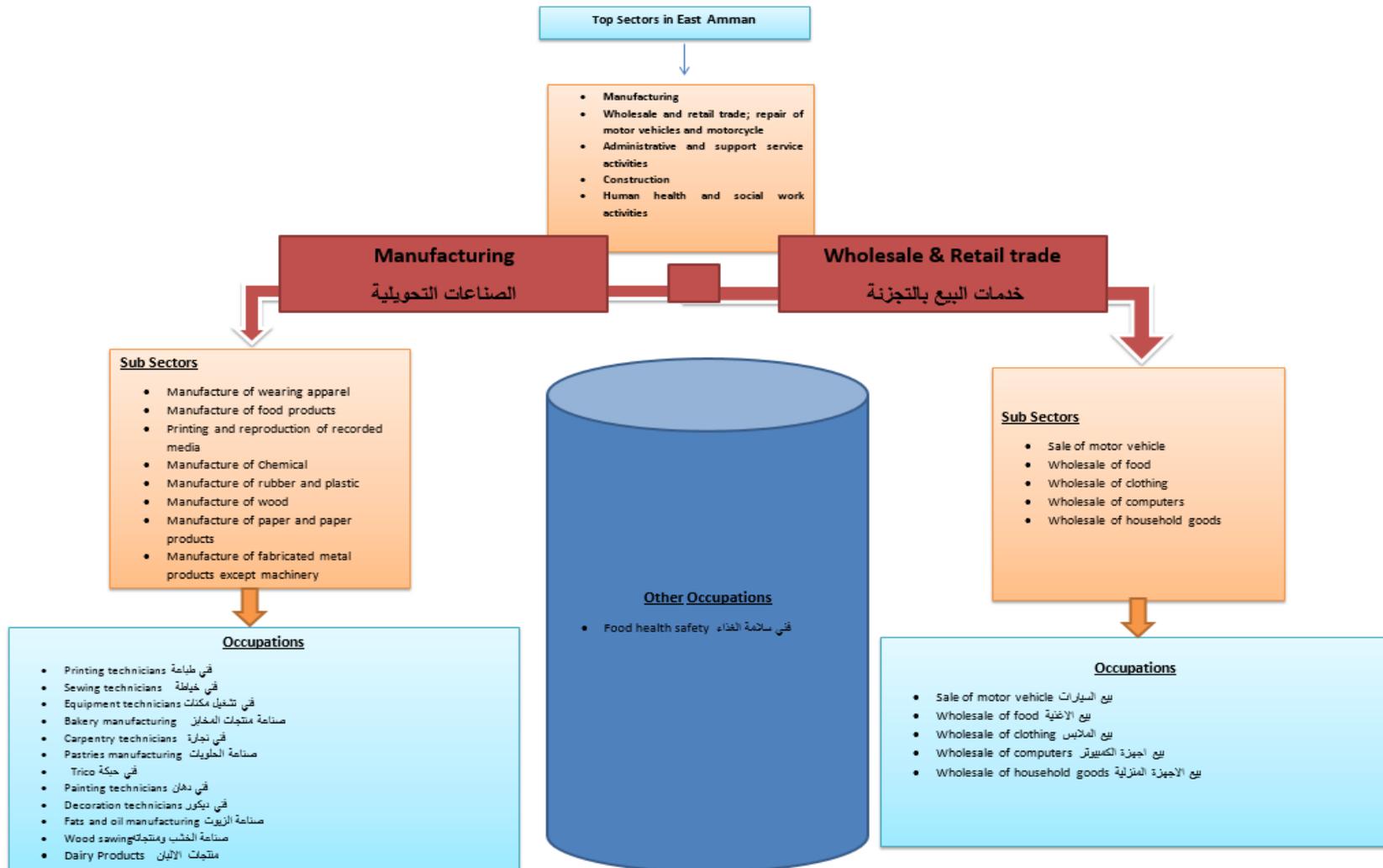
Position	Staff Category	Employer	Start Date	End Date	Hired Candidate	Work plan Task
Field Finance Start-up Specialist	U.S. Expatriate	DAI	22/Oct/14	21/Nov/14	Andrea Kornfeld	Operations
TAMIS Support Specialist	U.S. Expatriate	DAI	4/Jan/15	24/Jan/15	Ariwan Susey	Operations
Operations Support Specialist	U.S. Expatriate	DAI	6/Mar/15		Bianca Verilli	Operations
Operations Support Specialist	U.S. Expatriate	DAI	9/Oct/14	29/Oct/14	Bianca Verrilli	Operations
Recruitment Support Specialist	U.S. Expatriate	DAI	3/Apr/15	1/May/15	Bianca Verrilli	Operations
Senior Strategic Communications Advisor	U.S. Expatriate	DAI	7/Aug/15	16/Aug/15	Bill Thomas	Special Activity S04: Communications & Marketing
Instructor Development Advisor	U.S. Expatriate	Education Development Center (EDC)	19/Oct/15	3/Nov/15	Brenda Bell	Component 1
Instructor Development Advisor	U.S. Expatriate	Education Development Center (EDC)	6/Apr/15	23/Apr/15	Brenda Bell	Component 1
Facilitator & WFD Advisor	U.S. Expatriate	DAI	4/Jul/15	13/Jul/15	Christina Olenik	Special Activity S11: Y2 Work Plan Preparation
Technical Support Specialist	U.S. Expatriate	DAI	8/Nov/14	20/Nov/14	Christine Wilkins	Cross cutting
Technical Support Specialist	U.S. Expatriate	DAI	12/Jan/15	31/Mar/15	Christine Wilkins	Cross cutting
Technical Support Specialist	U.S. Expatriate	DAI	4/May/15	31/May/15	Christine Wilkins	Cross cutting
Senior Operations Manager	U.S. Expatriate	DAI	20/Jun/15	24/Jul/15	Christy Ferguson	Operations
Sr. ICT Advisor (Student Tracking Database - Procurement Docs)	U.S. Expatriate	DAI	9/Jul/15	30/Aug/15	Danijela Kostic	Component 2
Senior IT Advisor	U.S. Expatriate	DAI	5/Dec/14	6/Dec/15	Dejan Mirovic	Operations
Senior IT Specialist	U.S. Expatriate	DAI	12/Apr/15	7/May/15	Dejan Mirovic	Operations
Institutional Capacity Assessment Advisor	U.S. Expatriate	Education Development Center (EDC)	20/Mar/15	23/Apr/15	Elena Vinogradova	Component 2
Senior M&E Advisor	U.S. Expatriate	DAI	11/Jun/15	5/Jun/15	Erika Dunmire	Special Activity S09: Year 1 - Monitoring & Evaluation Activities
Technical Support Specialist	U.S. Expatriate	DAI	29/Sep/14	19/Nov/14	Eva Guenther	Cross cutting
Technical Support Specialist	U.S. Expatriate	DAI	3/Jan/15	5/Feb/15	Eva Guenther	Cross cutting
Technical Support Specialist	U.S. Expatriate	DAI	13/Apr/15	30/Apr/15	Eva Guenther	Cross cutting
Technical Support Specialist	U.S. Expatriate	DAI	2/Aug/15	22/Aug/15	Eva Guenther	Cross cutting

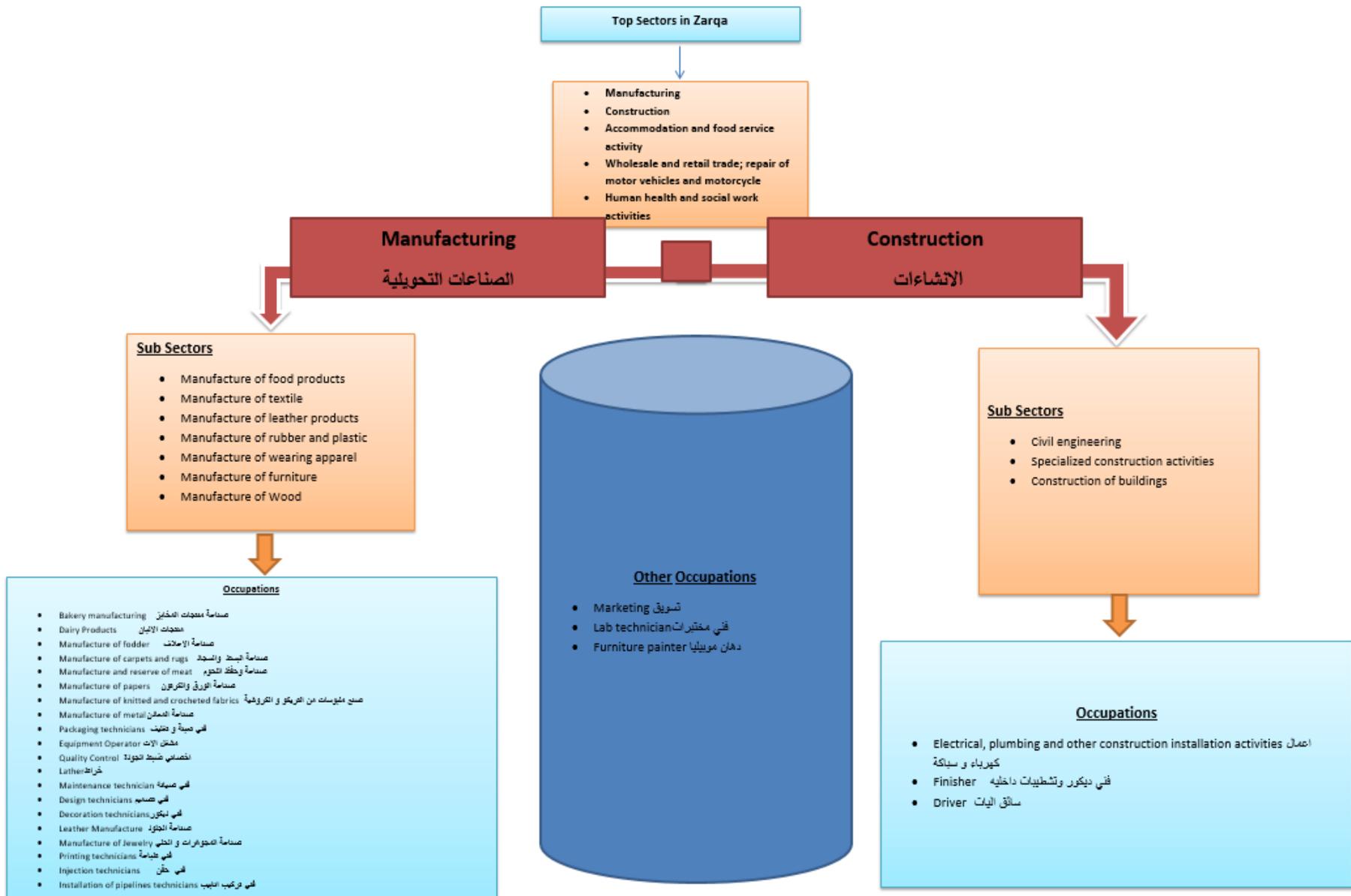
Position	Staff Category	Employer	Start Date	End Date	Hired Candidate	Work plan Task
Procurement Support Specialist	U.S. Expatriate	DAI	30/May/15	1/Oct/15	Islam Salaymeh	Operations
Data Visualization Specialist	U.S. Expatriate	DAI	3/Nov/14	22/Sep/15	Jamie Falik Jamie Falik	Cross cutting
Sr. M&E Advisor	U.S. Expatriate	DAI	20/Jan/15	7/Feb/15	Jennifer Kuiper	Cross cutting
Senior Start-Up Recruiter	U.S. Expatriate	DAI	6/Oct/14	19/Nov/14	Johanna Womer Benjamin	Operations
Operations Support Specialist	U.S. Expatriate	DAI	26/May/15	11/Jun/15	Kelly Seeger	Operations
ICT Advisor	U.S. Expatriate	DAI	27/Oct/14	7/Nov/14	Kristen Roggeman	Cross cutting
ICT advisor	U.S. Expatriate	DAI	10/Feb/15	31/Aug/15	Kristen Roggeman	Component 3
ICT Advisor	U.S. Expatriate	DAI	30/May/15	5/Jun/15	Kristen Roggeman	Cross cutting
ICT Advisor	U.S. Expatriate	DAI	9/Aug/15	20/Aug/15	Kristen Roggeman	Special Activity S11: Y2 Work Plan Preparation
Technical Expert, Curriculum Development/Renewable Energy	U.S. Expatriate	DAI	1/Aug/15	10/Oct/15	Manfred Winnefeld	Component 1
Career Guidance Advisor	U.S. Expatriate	DAI	6/Jun/15	25/Jun/15	Michel Turcotte	Component 2
Senior Internship Expert	U.S. Expatriate	DAI	3/Jul/15	9/Jul/15	Michel Turcotte	Component 2
Grants Advisor	U.S. Expatriate	DAI	3/May/15	2/Jun/15	Nadia Blackton	Special Activity S08: Grant Capacity Building & Support
EDC Workforce Readiness Curriculum & Training Expert	U.S. Expatriate	Education Development Center (EDC)	29/Nov/14	12/Dec/14	Nancy Chervin	Component 1
Soft Skills Curriculum Development Advisor	U.S. Expatriate	Education Development Center (EDC)	11/Sep/15	2/Oct/15	Nancy Chervin	Component 1
WFD Advisor (Y2 Work Planning)	U.S. Expatriate	Education Development Center (EDC)	31/Jul/15	13/Aug/15	Nancy Taggart	Special Activity S11: Y2 Work Plan Preparation
Start-up Systems Manager	U.S. Expatriate	DAI	29/Sep/14	7/Nov/14	Phil Patrick Greiner	Operations
Senior Technical Advisor	U.S. Expatriate	DAI	18/Oct/14	23/Oct/15	Sherry Youssef	Cross cutting
Senior WFD Advisor	U.S. Expatriate	DAI	13/May/15	14/Jun/15	Sherry Youssef	Cross cutting
Senior WFD Advisor (Y2 Work Plan Development)	U.S. Expatriate	DAI	19/Jun/15	22/Aug/15	Sherry Youssef	Special Activity S11: Y2 Work Plan Preparation
Environmental Compliance Advisor	U.S. Expatriate	DAI	1/Dec/14	22/Sep/15	Teri Hart	Cross cutting
Acting COP	U.S. Expatriate	DAI	19/Dec/14	29/Dec/14	Tine Knott	Cross cutting

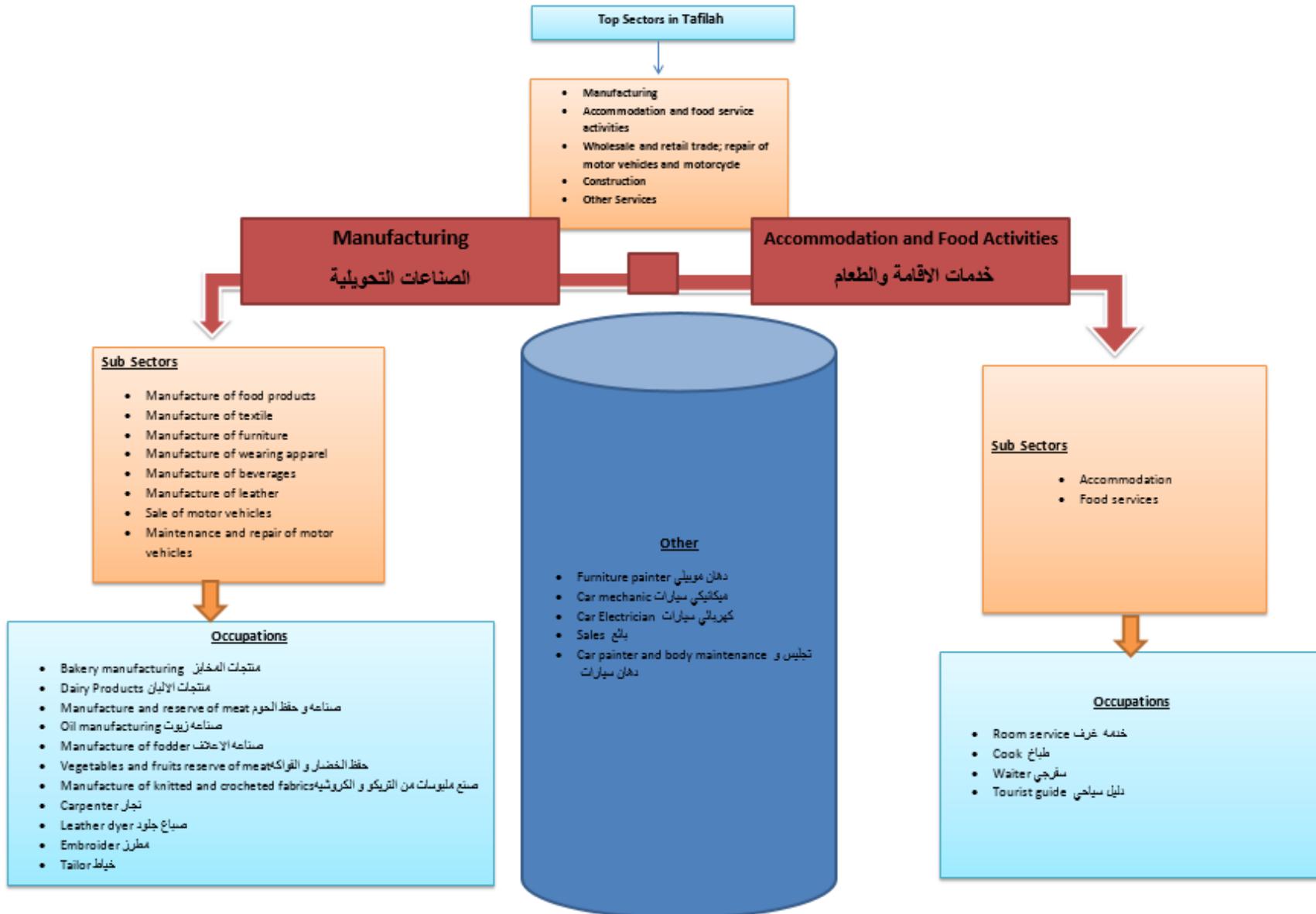
Position	Staff Category	Employer	Start Date	End Date	Hired Candidate	Work plan Task
Sr. Strategic Communications Advisor, STTA	U.S. Expatriate	DAI	7/Jun/15	23/Jul/15	William Thomas	Special Activity S06: USAID Jordan Workforce Development Project Launch Event
Startup Associate	U.S. Expatriate	DAI	3/Nov/14	4/Dec/14	Zuleikha Hester	Operations
Operations Support Specialist	U.S. Expatriate	DAI	6/Mar/15	27/Mar/15	Zuleikha Hester	Operations

9. APPENDIX

a. Appendix I: Figures 1-7 Priority Sectors, Sub-Sectors and Occupations in the six target regions







Top Sectors in Ma'an

- Manufacturing
- Electrical Installation
- Transportation & Storage
- Mining
- Accommodation & Food Service

The main sectors have the same vote in workshop



- Sub Sectors**
- Manufacture of chemicals.
 - Manufacture of textile
 - Manufacture of fabricated metal products.
 - Manufacture of leather
 - Manufacture of Stone.

Sub Sectors

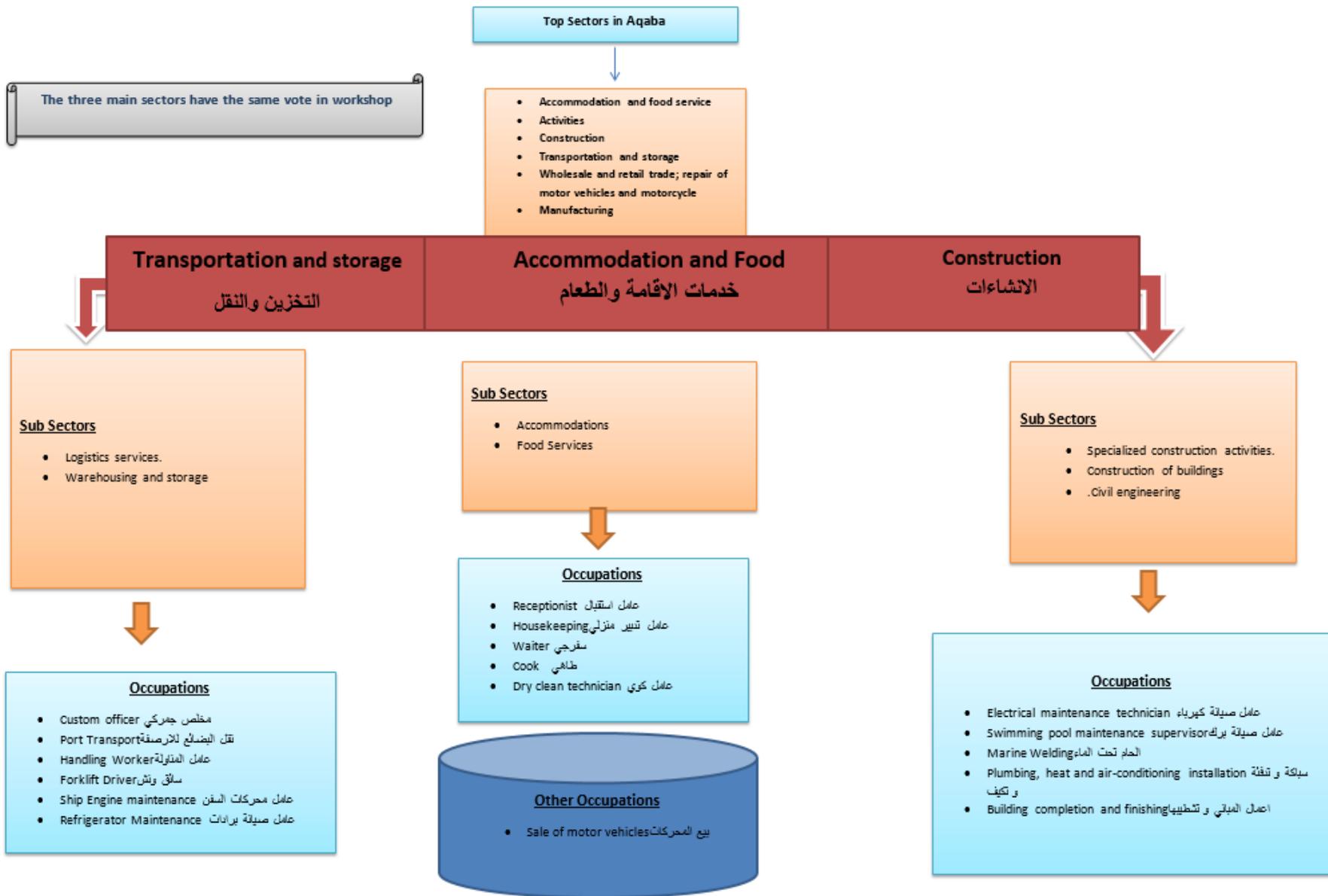
- Occupations:**
- Forklift driver سائق رافعة شوكية
 - Heavy machinery driver سائق اليت ثقيلة

- Sub Sectors**
- Renewable Energy
 - Extraction of natural gas

- Occupations**
- Manufacture of fodder صناعة الاسمدة
 - Manufacture of glass. صناعة الزجاج
 - Manufacture of knitted and crocheted fabrics صناعة المنسوجات
 - Manufacture of soap صناعة الصابون
 - Bakery صناعة المخابز
 - Dairy Products منتجات الالبان
 - Embroidery التطريز
 - Manufacture of leather صنع المنتجات الجلدية
 - Manufacture of rugs and carpets صنع السجاد والسجاد
 - Manufacture and reserve of meat صناعة وحفظ الحوم
 - Technology of metal casting سكب المعادن
 - Manufacture of chemical products صناعة المواد الكيماوية

- Other Occupations**
- Maintenance and repair of motor vehicles (Wholesale) صناعه واصلاح المركبات
 - Sales of motor vehicle. بيع المركبات (Wholesale)
 - Renewable energy installation technician فني تركيب الطاقة المتجددة
 - Electrical generation by winds توليد الطاقة الكهربائية بالرياح

- Occupations**
- Solar energy installation فني تركيب الطاقة الشمسية
 - Electrical generation by winds توليد الطاقة الكهربائية بالرياح
 - Technology of metal casting سكب المعادن
 - Mining workers التعدين



Top Sectors in Irbid

- Manufacturing
- Construction
- Wholesale and retail trade; repair of motor vehicles and motorcycle
- Accommodation and food service activities
- Electrical Installation
- Agriculture

Manufacturing

الصناعات التحويلية

Construction

الإنشاءات

Sub Sectors

- Manufacture of food products
- Manufacture of wearing apparel
- Manufacture of furniture
- Repair and installation of machinery and equipment
- Manufacture of metals
- Manufacture of Manufacture of textile
- Manufacture of rubber and plastic

Other Occupations

- Honey Farmer نحال (Agriculture)
- Honey collector جامع عسل (Agriculture)

Sub Sectors

- Civil engineering
- Specialized construction activities
- Construction of buildings

Occupations

- Bakery manufacturing منتجات المخابز
- Dairy Products منتجات الألبان
- Manufacture and reserve of meat الحوم و حفظ الحوم
- Printing technicians فني طباعة
- Manufacture of knitted and crocheted fabrics صنع ملابس من التريكو و الكروشيه
- Manufacture of luggage صناعة الحقائب
- Packaging technicians فني تعبئة وتغليف
- Equipment Operator مشغل البات
- Welding and Black Smith حدادة و الإمتيوم
- Manufacture of fodder صناعة الإحلاف
- Furniture painter دهان موبيليا
- Lather خراط
- Electromechanical technicians فني الكتروميكانيك
- Oil manufacturing صناعة زيوت

Occupations

- Painter أعمال الدهان
- Carpenter نجار
- Finisher فني ديكور وتشطيبات داخلية