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# JORDAN WORKFORCE DEVELOPMENT PROJECT

**WORKPLAN – YEAR 1  
(Sept 2014 to Sept 2015)**

**June 2015**

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# JORDAN WORKFORCE DEVELOPMENT PROJECT

WORK PLAN – YEAR 1 (SEPT 23, 2014 – SEPT 22, 2015)

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# ABBREVIATIONS

|       |  |
|-------|--|
| BAU   | Al Balqa Applied University                                |
| BC    | British Council  |
| CAQA  | Center for Accreditation and Quality Assurance             |
| CCC   | Consolidated Contractors Company                           |
| CEP   | Community Engagement Project                               |
| DACUM | Developing a Curriculum                                    |
| DAI   | Development Alternatives Inc.                              |
| DOS   | Department of Statistics                                   |
| EGST  | USAID Economic Growth through Sustainable Tourism Project  |
| ETF   | European Training Foundation                               |
| EU    | European Union   |
| ESCB  | USAID Energy Sector Capacity Building Project              |
| ETF   | European Training Foundation                               |
| ETVET | Employment Technical and Vocational Education and Training |
| GAM   | Greater Amman Municipality                                 |
| GEMM  | Governance for Employability in the Mediterranean          |
| GIZ   | Gesellschaft fuer Internationale Zusammenarbeit            |
| GoJ   | Government of Jordan                                       |
| IFC   | International Finance Corporation                          |
| ILO   | International Labor Organization                           |
| IYF   | International Youth Foundation                             |
| JCCA  | Jordanian Construction Contractors Association             |
| JCP   | USAID Jordan Competitiveness Project                       |
| JICA  | Japan International Corporation Agency                     |

|       |  |
|-------|--|
| KOICA | Korean Organization International Cooperation Agency |
| LENS  | USAID Local Enterprise Support Project               |
| LMI   | Labor Market Information                             |
| LMIS  | Labor Market Information System                      |
| M&E   | Monitoring and Evaluation                            |
| MOI   | Ministry of Interior                                 |
| MOL   | Ministry of Labor                                    |
| NCHRD | National Center for Human Resources Development      |
| NES   | National Employment Strategy                         |
| NQF   | National Qualifications Framework                    |
| OSH   | Occupational Safety and Health                       |
| PPP   | Public Private Partnership                           |
| PTS   | Passport to Success                                  |
| PV    | Photovoltaics  |
| RE    | Renewable Energy                                     |
| SME   | Small and Medium Enterprises                         |
| SSC   | Social Security Corporation                          |
| TOT   | Training of Trainers                                 |
| USAID | United States Agency for International Development   |
| USG   | United States Government                             |
| VTC   | Vocational Training Corporation                      |
| VTE   | Vocational and Technical Education                   |
| VTI   | Vocational Training Institute                        |
| WB    | World Bank   |
| WFD   | USAID Jordan Workforce Development Project           |

# I. INTRODUCTION & CONTEXT

## A. PROJECT IDENTIFICATION

The Jordan Workforce Development (WFD) Project (AID-278-A-14-00004) is a \$40 million, five-year cooperative agreement awarded by USAID to DAI on September 23, 2014. Designed to create a competitive, demand-driven workforce development system, the project will increase private sector employment, especially for women, youth and those living at or below the poverty line. Initially, the project will operate in six governorates – East Amman, Zarqa, Irbid, Tafleeh, Ma’an, and Aqaba – targeting sectors with high employment growth potential, including tourism, construction and energy.

## B. PROJECT CONTEXT

This section presents the historical background and current context of workforce development in Jordan, including a discussion of how the recently released Jordan National E-TVET Strategy 2014-2020 informs the project.

### WORKFORCE DEVELOPMENT IN JORDAN

Economic growth and stability in Jordan require a functioning workforce development system, one that helps buffer the impact of multiple factors that threaten the nation’s continued economic development and security. Serious environmental conditions – fiscal shocks in recent years, escalating energy prices, high youth unemployment, and regional instability – present challenges to the advancement of Jordan’s economy, its private sector and its workforce. Other more direct impediments to a vibrant economy anchored by an effective workforce development system include: shifting labor demand; employers’ lack of faith in, and engagement with, vocational and technical education (VTE) institutions; VTE institutions’ inability to meet market demands; deep-rooted, negative perceptions and attitudes about VTE; weak enabling environment which fails to address basic logistical impediments (transportation and childcare needs) and sub-standard workplace health and safety conditions; and the impact of displaced regional populations. These conditions support the urgent need for the USAID Jordan Workforce Development Project.

For some time, USAID, other international donors, the private sector, and non-governmental organizations have been engaged in strengthening Jordan’s TVET sector. From the mid-1990s to 2012, the Canadian International Development Agency (CIDA) implemented initiatives aimed at improving TVET performance from the policy to institutional levels, working primarily with the Vocational Technical Corporation (VTC) and community colleges under Al Balqa Applied University (BAU). The World Bank supported a reform effort which enabled the VTC to become more market-driven and to better apply business principles to its operations. More recently, the EU funded development of the Jordan National E-TVET Strategy 2014-2020 and activities designed to strengthen certification and accreditation systems through the Center of Accreditation and Quality Assurance (CAQA). Though much has been accomplished in this area to date, there is much still to be done.

### JORDAN’S E-TVET STRATEGY IN THE PROJECT CONTEXT

The new Jordan National E-TVET Strategy 2014-2020 was released late last year, the most recent in a series of strategy documents which outline priorities and recommendations for development of TVET in the country. Prior to this, the Jordan National Agenda 2006-2015 established the E-TVET Council, E-TVET Secretariat, and CAQA; significantly reformed the VTC; and, launched the E-TVET Fund. Derived from and designed to support operationalization of the National Agenda, the Strategy focused on nine priority areas: employment, planning for E-TVET, financing, information systems, occupational classification and standards, status of TVET, non-formal TVET, role of private and non-governmental sector, and regional and international dimension.

With the prior strategy entering its final year in 2014, the E-TVET Council initiated preparation of a new E-TVET Strategy, one aligned with the National Employment Strategy 2011-2020. Issued in late 2014, the new E-TVET Strategy sets forth five pillars that include: governance, relevance of education and training for employability, increased inclusiveness, performance measurement, and sustainable and effective funding. The Strategy represents an important guiding document for WFD; project activities will support and align with this strategy, whenever practicable.

TVET Strategy in Jordan and, accordingly, the WFD Project will also be informed by the 10-year Economic Blueprint for Jordan currently under development. Last summer, his Majesty King Abdullah II directed the Government of Jordan to craft a broad framework which bolsters the nation’s financial and monetary policies, improves competitiveness and promotes social values of productivity and self-reliance to ensure the sustainable development of the nation. The Blueprint’s vision centers on human resources, social development, decentralization and governorate development – key areas which directly relate to WFD objectives. The document was issued in May 2015.

## C. PROJECT OBJECTIVES AND APPROACH

This section describes the WFD Project’s fit within USAID’s strategic framework. Following is a presentation of the project goals and objectives and an overview of deliverables by objective. The section concludes with a discussion of WFD’s approach and methodology.

### USAID OBJECTIVES

USAID/Jordan’s Country Development Cooperation Strategy (CDCS) 2013 – 2017 details the development objectives for Jordan for the next five years. The WFD Project falls under Development Objective (DO) 1: Broad - based, Inclusive Economic Development Accelerated. The Project directly supports Intermediate Result 1.2: workforce development and opportunities for vulnerable groups increased, especially for women and youth. WFD also supports the three related sub-intermediate results. (See graphic below and Project Results Framework appendix E.) According to the CDCS: “USAID programs under this IR aim to help ensure that the Jordanian workforce has the requisite skills and other support needed to get jobs and keep them. Workforce development programs will be designed to support growing competitiveness in knowledge-driven industries and to ensure that employment opportunities for vulnerable groups (those living near or below the poverty line, women, and youth) are increased.”

### PROJECT GOAL AND OBJECTIVES<sup>1</sup>



<sup>1</sup> The WFD Results Framework is found in Annex E.

The goal of the WFD Project 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. To this end, WFD pursues four principal objectives:

1. Improve the quality of, and enrollment in, vocational and workforce readiness training in target areas/sectors.
2. Improve the effectiveness of labor market information, career counseling, mentoring, outreach, and job placement in target areas/sectors.
3. Improve workforce development for women, youth and vulnerable groups in target areas.
4. Improve the enabling environment.

### **PROJECT DELIVERABLES BY OBJECTIVE**

WFD Project goals and objectives will be achieved through implementation of a series of project activities over the life of the program. The following paragraphs illustrate the project deliverables by each of the four project objectives.

*Objective 1: Improved quality of, and enrollment in, vocational and workforce readiness training in target areas/sectors.* This objective focuses on the supply-side of TVET and will be delivered primarily through the VTC. Deliverables under this objective include:

- Enhanced VTC institutional capacity
- Increased business and market driven training models
- Increased VTC-private sector engagement

*Objective 2: Improved effectiveness of labor market information, career counseling, mentoring, outreach, and job placement in target areas/sectors.* This objective addresses the need for quality labor market information and improved career guidance systems to better inform decision-making of training providers and students. It also addresses support to job seekers to ensure successful long-term employment. Objective 2 deliverables include:

- Increased overall awareness of labor market conditions
- Increased VTE student work-readiness/workforce transition
- Sustained public-private support for job placement

*Objective 3: Improved workforce development for women, youth and vulnerable groups in target areas.* While this objective is a project component with dedicated sub-objectives, it also represents a cross-cutting theme across the program. Objective 3 deliverables include:

- Improved perceptions of cultural biases and negative attitudes in the TVET context
- Improved workplace access for women and youth
- Improved workplace environments for women

*Objective 4: Improved enabling environment.* This objective focuses on issues that benefit the labor market as a whole and which require institutional changes such as changes in by-laws, rules and regulations as well as close collaboration between training providers and employers. Objective 4 deliverables include:

- Expanded certification and accreditation initiatives
- Improved workplace health and safety standards
- Improved VTE management and coordination with the private sector

## PROJECT APPROACH

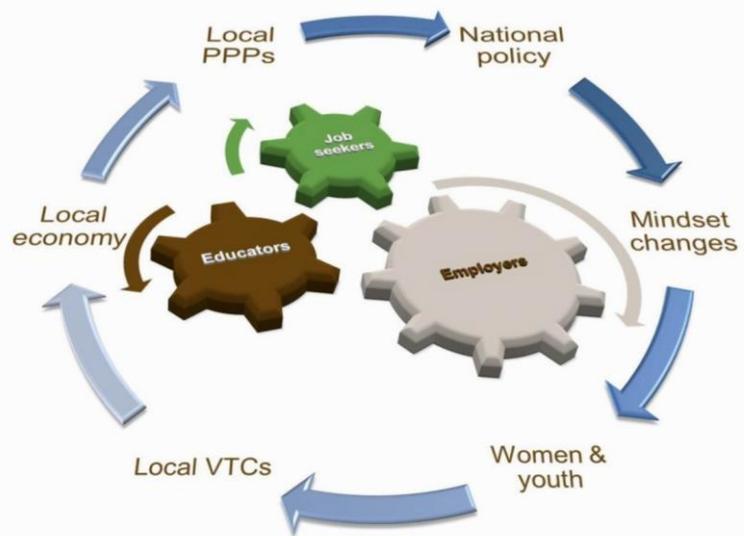
Three key principles form the foundation of the project approach:

- The project will build on the work of others rather than duplicate that which has already been accomplished in the field.
- The project will collaborate with other agencies and the private sector to develop and deliver programming that builds on the strengths of partners.
- The project will place emphasis on encouraging the participation of youth, women and those living in poverty.

The overall approach to the Workforce Development Project is to develop a functioning and well-regulated labor marketplace. This extends beyond training and education to the building of a functioning system where key stakeholders depend on one another for the information and inputs needed to make the system work.

Working in parallel to define the business case for private sector engagement and to chip away at the so-called "culture of shame" mindset, this approach tackles workforce development from several angles, recognizing the multifaceted nature of the challenges at hand (see diagram). The marketplace approach puts in place a workforce development system that can respond to, and anticipate, market signals. The project is mindful of the need to initiate and support endeavors that are sustainable. Whenever possible, this will be achieved by working through and enhancing existing institutions (Such as the VTC) rather than creating new ones.

**FIGURE 1: WFD MARKETPLACE APPROACH**



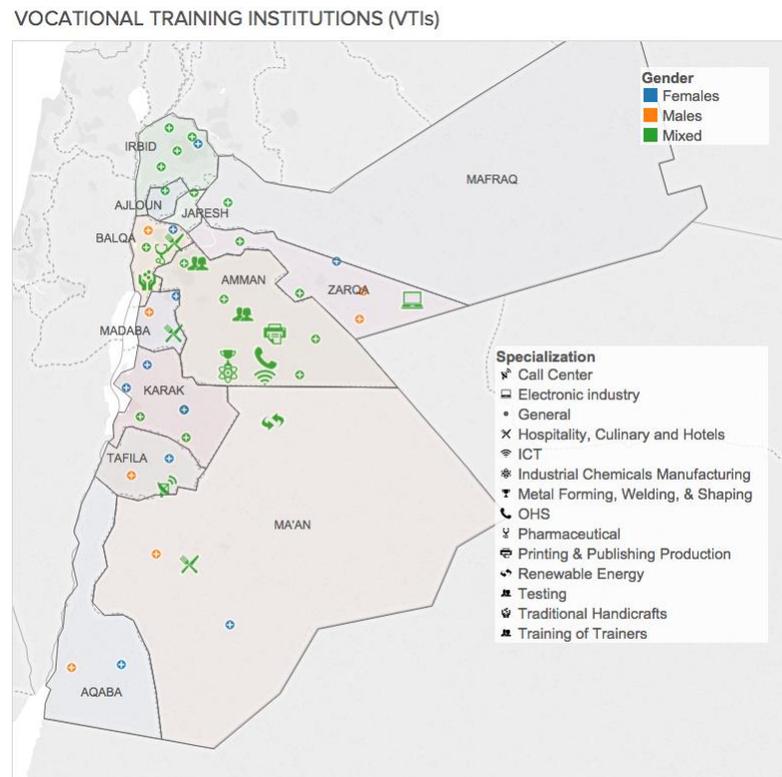
## METHODOLOGY FOR SELECTING TARGET SECTORS, GOVERNORATES & GROUPS

The WFD Project proposes to work in six governorates and two or three sectors within each region during the first year. While the RFA for WFD stipulated target governorates and sectors (see C1 and C2 page I6 of the RFA), in preparation for the proposal the WFD consortium conducted extensive research and analysis to justify its selection. To achieve the stipulated outcomes and impacts as outlined in the RFA, the team believed that selection of target sectors and governorates must be undertaken in a matrixed fashion, compiling and mapping several different layers of data. Understanding which sectors currently exist within the governorates, as well as how local demographics influence the employment market, will enable the project to achieve the greatest impact in the most strategic locations. Meaning, governorates must have a minimum number of possible job seekers (including women seeing to enter/re-enter the workforce), VTI facilities, community colleges and number of private sector employers to support their selection. In addition, identifying growth industries and locations where future investment is planned helps determine where future job growth will occur. The project team analyzed these various data points to support determination of the selected governorates and sectors.

The team, at the proposal stage, employed a variety of methods to collect the necessary research and analysis to inform the selection process. Past employment and current employment data was gathered and applied to develop employment projections. Visits to the target governorates were made and extensive interviews were conducted with relevant stakeholders, such as trade and business associations like the Jordan Contractors

Association and EDAMA, to understand the scale and locations of current and projected investments. The team prepared a map of donor projects working in the VTE sector, including projects delivered by the ILO and the EU, and plotted locations where VTE services and trainings had been delivered. Demographic data was collected from DOS. A map of VTC facilities was created to identify where the necessary infrastructure to provide VTE training existed, including the location of women-only VTIs.

**FIGURE 2: MAP OF VTIs IN JORDAN**



The key selection criteria applied in this analysis at the proposal stage included: stipulation in the RFA, presence of growth industries/sectors, percentage of youth, and existing donor VTE programs. The team mapped the selection criteria to DOS data (census and other sources) to see how projected areas of focus correlated with past governorate, sector and target group data.

After award the WFD Project developed an approach appropriate for Jordan based on international best practices to review the target sectors identified in the proposal. In Jordan there have been three studies conducted to select priority sectors, by Ahmad Mustafa, Bashir Ahamad and Endzo Sciolla Mustafa (2009)<sup>2</sup>. They identified a set of selection criteria for priority sectors and economic activities by examining: average sectoral contribution to GDP ratio; average growth rates in GDP by main economic activity<sup>3</sup>; the average size of and growth rates in employment according to main economic activities. The second study conducted by Ahmed (2010)<sup>4</sup> used an occupation projections model to identify the priority sectors. The model used the data for employment from 1996 until 2006 to make projections in the number of Jordanians employed by economic activity (sectors) in 2011. The third study conducted by Sciolla (2011)<sup>5</sup> used employment data in economic

<sup>2</sup> Mustafa, Ahmed (2009). The priorities of the economic sectors in Jordan (analytical report), "presented to the E-TVET Council.

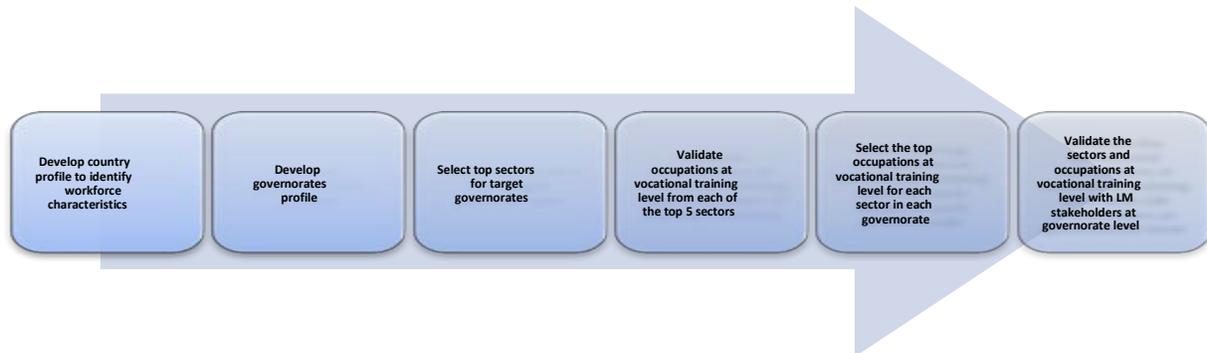
<sup>3</sup> As defined by International Standard Industrial Classification of All Economic Activities (ISIC)

<sup>4</sup> Ahamad, Bashir (2010). The Outlook for Employment by Occupation for Jordan. Almanar project

<sup>5</sup> Sciolla, Enzo (2011). Guidelines Labor Market Survey: Demand side, Sector identification. Employer Driven Skills Development (EDSD) Project. E-TVET System and Council Development with Employer Participation. Jordan.

activities to identify priority sectors. Based on this, Component 2 Lead, Dr. Khaled Al Qudah developed a six-step process to validate the data (see Figure 3 on the next page). The team completed the final step of this analysis during the first quarter of 2015. (See Attachment I for a more detailed description of the process) and for a selection of the sectors and occupations.

**FIGURE 3: SIX-STEP SECTOR VALIDATION PROCESS**



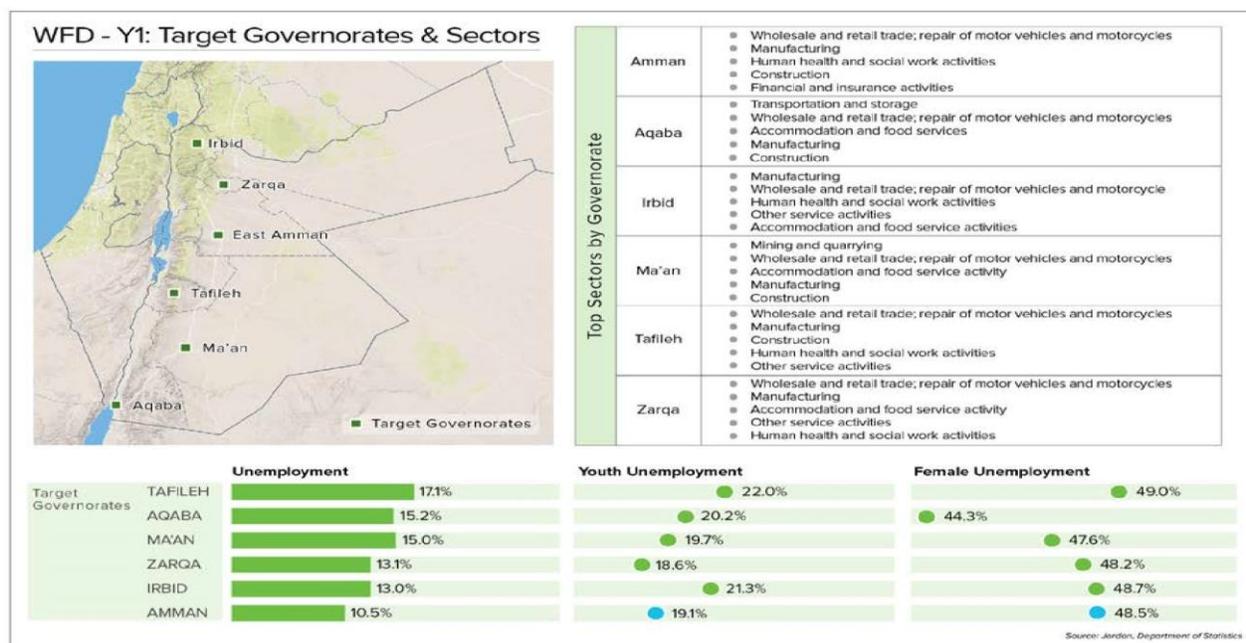
**Governorates.** The WFD Project will focus on six governorates during year 1 of implementation: East Amman, Zarqa, Irbid, Tafileh, Aqaba and Ma’an (see Figure 4 below). The last two were added in consultation with USAID: Ma’an continues to have high unemployment and limited employment opportunities. Subsequently, it is imperative that workforce opportunities be identified. These selected governorates all fit under the broader program results framework. (See annex B for governorate profiles with employment and other key data that informed the selection process).

**Target Sectors.** As noted above, the project’s approach is demand driven. The WFD Project has determined which sectors and occupations to focus on based on a matrix of compiled data. Based upon this analysis, the sectors outlined in the RFA, post award analysis, and subsequent conversations with USAID the project will focus on a diverse array of sectors and occupations which will vary depending on governorate (see figure 4 below: Construction; Mining; Manufacturing; Transportation; Accommodation and Food Services (Tourism); Wholesale and Retail Trade/Motor Vehicle Repair; and Other Service Activities. Detailed priority sectors in governorates are classified according to The International Standard Industrial Classification (*ISIC*) of all economic activities.<sup>6</sup>

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<sup>6</sup> The International Standard Industrial Classification of All Economic Activities (ISIC) has been developed as a coherent and consistent classification structure of economic activities under the responsibility of the ILO. The system is based on “... a set of internationally agreed concepts, definitions, principles and classification rules ... (and) provides a comprehensive framework within which economic data can be collected and reported in a format that is designed for purposes of economic analysis, decision-taking and policy-making.”<sup>6</sup>

**FIGURE 4: TARGET GOVERNORATES**



**Priority sectors<sup>7</sup> in the six target governorates. The top two to three sectors, which will receive the focus of program interventions during the life of the project, are bolded in black.**

|   |  |
|---|--|
| <p><b>East Amman</b></p> <ul style="list-style-type: none"> <li><b>Manufacturing</b></li> <li><b>Wholesale and retail trade; repair of motor vehicles and motorcycle</b></li> <li>Administrative and support service activities</li> <li>Construction</li> <li>Human health and social work activities</li> </ul> | <p><b>Zarqa</b></p> <ul style="list-style-type: none"> <li><b>Manufacturing</b></li> <li><b>Construction</b></li> <li>Accommodation and food service activity</li> <li>Wholesale and retail trade; repair of motor vehicles and motorcycle</li> <li>Human health and social work activities</li> </ul> |
| <p><b>Irbid</b></p> <ul style="list-style-type: none"> <li><b>Manufacturing</b></li> <li><b>Construction</b></li> <li>Wholesale and retail trade; repair of motor vehicles and motorcycle</li> <li>Accommodation and food service activities</li> <li>Electrical Installation</li> </ul>                          | <p><b>Tafleeh</b></p> <ul style="list-style-type: none"> <li><b>Manufacturing</b></li> <li><b>Accommodation and food service activities</b></li> <li>Wholesale and retail trade; repair of motor vehicles and motorcycle</li> <li>Construction</li> <li>Other Services</li> </ul>                      |
| <p><b>Ma'an</b></p> <ul style="list-style-type: none"> <li><b>Manufacturing</b></li> <li><b>Electrical Installation</b></li> <li><b>Transportation &amp; Storage</b></li> <li>Mining</li> <li>Accommodation &amp; Food Service</li> </ul>   | <p><b>Aqaba</b></p> <ul style="list-style-type: none"> <li><b>Transportation and Storage</b></li> <li><b>Construction</b></li> <li><b>Accommodation and food service activity</b></li> <li>Wholesale and retail trade; repair of motor vehicles and motorcycle</li> <li>Construction</li> </ul>        |

<sup>7</sup> A detailed summary of priority governorate sectors and occupations is found in Annex I.

**Target Audience.** In consultation with USAID, the WFD Project reconfirmed its target audience during project start-up. Primary beneficiaries include Jordanian women, youth, and those living in poverty in select governorates, with special emphasis given to unemployed women and youth between the ages of 15 and 29. The project will focus on individuals who have, at minimum, successfully completed 10th grade and those who graduated high school but did not pass *tawjihi*. Some recipients who have not passed 10<sup>th</sup> grade, primarily women in rural areas, may also participate in the program. Additionally, the target population will include women beyond age 29 who are seeking to enter/re-enter the workforce (see Annex G for a summary graphic on the Jordan Education Context)

The rationale behind the general selection criteria for the target audience is described below.

- **Age 15-29:** While the USAID Youth Policy defines youth as those between the ages of 10 and 29, it is general practice in Jordan to use the age range of 15 to 29 to define youth. According to the ILO in Jordan in 2012, 53 percent of unemployed youth in the 20 to 24 age group held a high school certificate or higher education degree, and the average age of completion of 10<sup>th</sup> grade education was 15 to 16 years old.<sup>8</sup> Based upon this information, the Jordan WFD project will focus on youth, male and female, between the ages of 15 and 29.
- **High School 10<sup>th</sup> grade:** The acceptance criterion for trainees to enter VTIs is successful completion of 10<sup>th</sup> grade. Accordingly, given the project's mandate to increase VTC enrollment rates, focusing on this cohort is most likely to support achievement of this goal. Research confirms that high school dropouts are more likely to seek some sort of income generation or employment rather than re-entering the education system – a fact which also supports project objectives related to increasing successful workforce transition.
- **Enter/Re-enter:** Another program goal entails working with those who have left the workforce and are seeking or are candidates for re-entry into the workforce. In Jordan today, the majority of this group is comprised by older women who have exited the labor market, most often due to personal, family or social obligations. These women often have outdated skill sets and could benefit greatly from programs that facilitate their re-entry into the workforce.

Given the extremely fluid and dynamic nature of labor markets around the world – Jordan is no exception – the selection criteria for sectors, governorates and target groups outlined in this section will require ongoing and constant re-evaluation and validation. In Year I, this will include consultations with the private sector, Chambers of Industry and Commerce as well as the VTC. Sector and target group validation exercises will be carried out in following years. As the regional political situation develops further, financial and economic conditions change and labor market mobility issues present, the Project will consult with USAID on a regular basis to ensure that the assumptions remain valid<sup>9</sup>. This will be done on a periodic basis, likely quarterly, through consultations with sector stakeholders and USAID.

## **D. PROJECT OVERSIGHT AND COORDINATION**

This section describes the project structure, discusses key partners and counterparts, and identifies opportunities for collaboration with other USAID and other donor projects.

### **PROJECT TEAM**

The WFD Project will be headquartered in East Amman, sharing space with the East Amman/Zarqa office, with three networked regional offices one each in Irbid, Tafileh and Aqaba. A satellite location may be added

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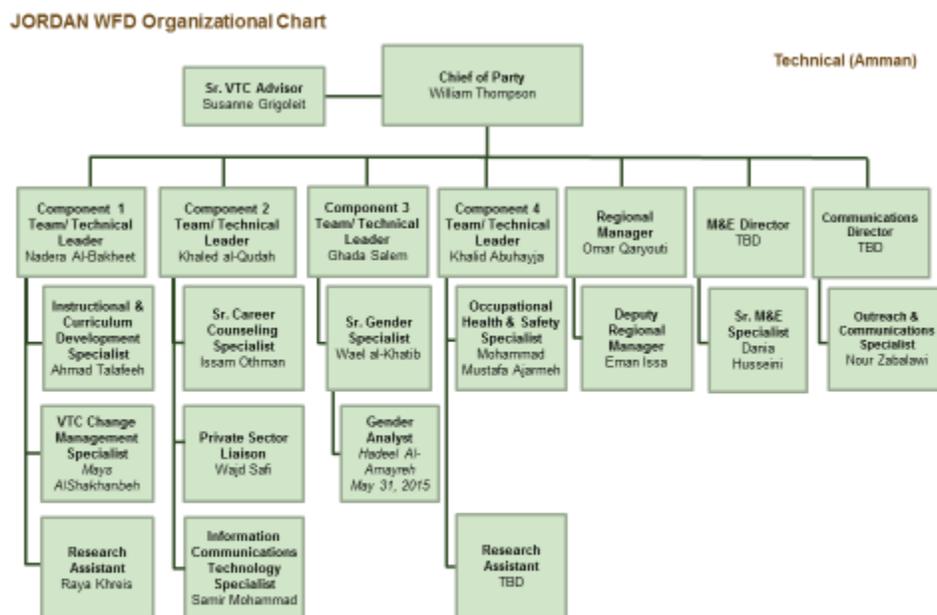
<sup>8</sup> [http://www.ilo.org/beirut/media-centre/fs/WCMS\\_239750/lang--en/index.htm](http://www.ilo.org/beirut/media-centre/fs/WCMS_239750/lang--en/index.htm)

<sup>9</sup> Governorates were identified by USAID in the RFA and finalized during the proposal/contract negotiation process. Aqaba was later added, based upon direction from the US Ambassador. The target groups were also identified in the RFA. While the RFA included proposed sectors, they applied to the whole country, rather than each governorate. The situation, since the publication of the RFA, had also changed in parts of the country due to the influx of Syrian refugees (i.e. Irbid). WFD staff prioritized and validated the sectors based upon the following criteria: a) Number of employees in the sector; b) The possibility of economic growth in the sectors; c) Number of companies in each sector; d) Current and future labor needs for each sector; e) Size of the current and expected future investments in the sectors.

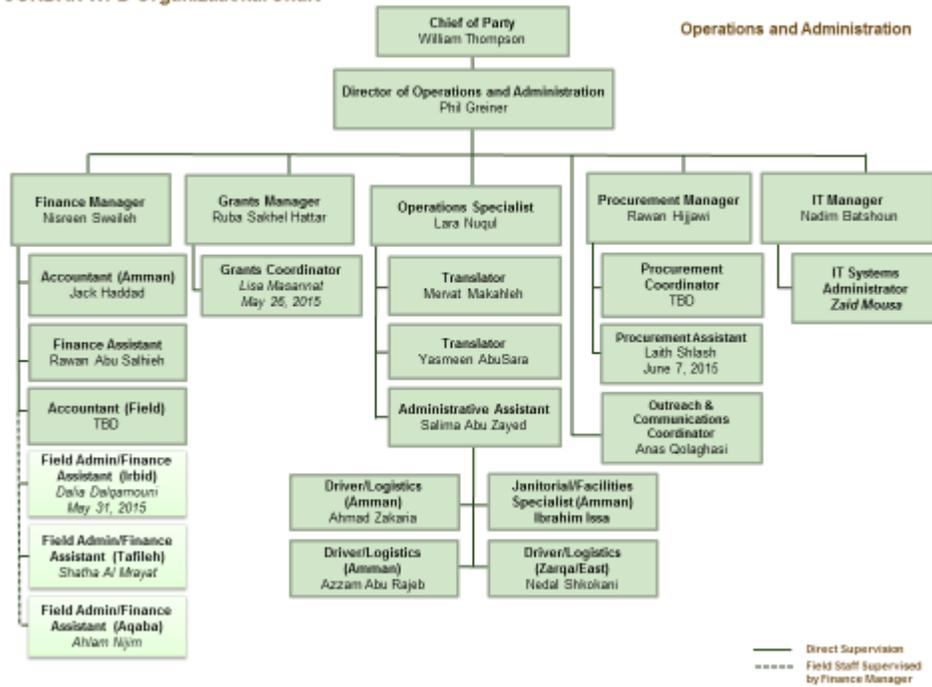
in Ma'an, if deemed necessary, in the future to effectively serve the areas and if sufficient funding can be secured. The project will co-locate with the Jordan Competitiveness Program (JCP) and the Local Enterprise Support Project (LENS) in Aqaba and Irbid to reduce costs and enhance coordination among projects.

For optimal coordination with USAID, program counterparts, and national-level stakeholders, the East Amman office will serve as the “nerve center” of the program, housing the chief of party and senior technical staff, the core of the administrative and operational support staff, and a central M&E unit. The COP will directly supervise the four component leaders, regional manager and director of operations and administration. (See Annex A for the project organizational chart). The four component leaders are responsible for driving the implementation of their respective components, under the direction of the COP and in coordination with the regional manager. Based in East Amman, the regional manager, along with the deputy regional manager will jointly supervise the four field technical officers (FTOs) – one each for East Amman/Zarqa, Irbid, Tafileh and Aqaba/Ma’an – traveling regularly to the regions to provide ongoing support and guidance.

Organizational charts for the project as of May 2015 are presented below:

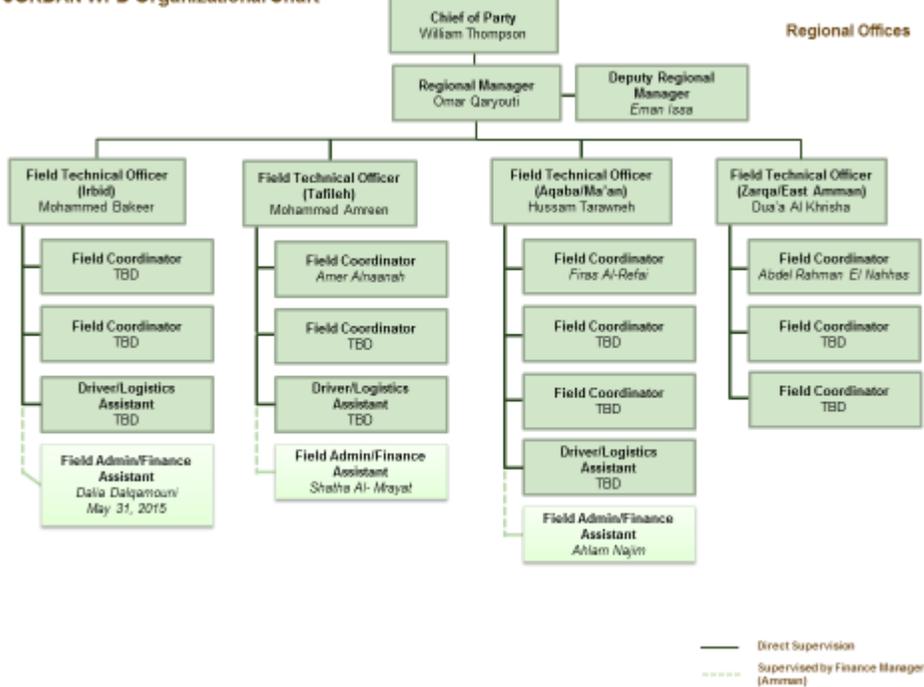


**JORDAN WFD Organizational Chart**



Each regional office will be led by a FTO, who reports to the regional manager based in East Amman (refer to the regional organizational chart below and Annex A). FTOs, who joined at the end of March 2015, are responsible for managing the implementation of the project in specific geographic areas and will play an active role in the preparation of regional strategies.

**JORDAN WFD Organizational Chart**



These strategies will include the following:

- Overview/context of the region
- Regional vision statement
- Summary of priority sectors, sub-sectors and occupations
- Findings/conclusions from regional stakeholder meetings
- Priority sectors, sub-sectors and occupations
- Summary of key stakeholders
- Planned/ongoing investment/local development plans
- Potential grant opportunities
- Potential public/private partnerships
- Potential cost- share opportunities
- Regional work plan/Year 1 activity summary by component
- Regional field team operating plan

## **REGIONAL TEAMS**

The WFD Regional Team will be responsible for managing and monitoring the implementation of project activities in all target governorates. Field Coordinators (FCs) will report to Field Technical Officers (FTOs) who will in turn report to the Regional Manager and the Deputy Regional Manager. FTOs will interact on a weekly (daily, if needed) basis with the Regional Manager and other senior technical and operational staff in the East Amman office, and with expatriate and local experts, as needed. Additionally, the East Amman-based staff will conduct regular field visits to provide on-site direction and guidance and interact with regional teams and local partners. Weekly conference calls will be held between the component leads, the regional and deputy regional manager and the FTOs. Regional staff will also be called to headquarters to participate in trainings, technical planning sessions and other project activities. This approach has proven effective in other ongoing and successful projects implemented by DAI across the region and worldwide. This arrangement will be paired with strict performance monitoring and assessment mechanisms to ensure the project's desired impact.

In year 1, the Regional Manager will focus on ensuring that all Field Teams are equipped with the relevant governorate level data so that they can effectively support Component Leads in designing and implementing program activities. In June 2015, all field staff will receive the same training and capacity building support to enable systemic program management, data collection, reporting and monitoring and evaluation. Field staff will be given relevant project management, PPP, data collection and monitoring and evaluation templates as well as basic project marketing, communication and PR materials. Upon completion of the Field Team capacity building and training programs, Field Teams will finalize Governorate/Regional Implementation Strategies, which will provide high-level project approaches inclusive of local office structures, roles and responsibilities as well as methodologies for activity implementations and procurements, These Strategies will be locally developed based upon the understanding that each governorate often has a unique set of opportunities, challenges and capacity.

Once all field staff has been trained, the teams will collect data at the governorate level including stakeholder maps, mining local private sector, service providers, NGOs and relevant government entities. The teams will also collect, validate and analyze governorate level employment data which will provide Component Leads with the necessary information to make data driven program design. To complete year 1, a WFD Project Regional Operation Plan will be submitted to provide a blueprint for the implementation of project activities in all target governorates.

**Consortium Members.** The WFD consortium comprises three subcontractors:

- Education Development Center (EDC). EDC, a U.S. non-profit, specializes in education research, training and strategy. Embedded EDC LTTA staff include Component 3 Team Leader, Ghada Salem, the Gender Specialist, the Curriculum Specialist and the East Amman Field Technical Officer and Field Coordinator. Given its particular expertise, EDC will also be tapped to deliver STTA support in VTE institutional and curricular upgrading, with a focus on women and vulnerable groups.
- Dajani Consulting. Dajani Consulting, a Jordanian consultancy specializing in workforce development, VTE, and labor market studies will staff 7 embedded LTTA positions and provide targeted STTA support. LTTA team members include Component Lead 1, Nadera Bakheet, the Component 4 Lead, Dr. Khalid Aby Hayja, the ICT Manager, OSH Specialist and the Field Technical Officers for Irbid, Tafileh and Aqaba.
- Souktel. A U.S. small business partner, Souktel will deliver assistance in the design and delivery of mobile solutions.

## **COUNTERPARTS**

The WFD Project's counterparts can be divided into three groups: the Government of Jordan, the private sector, and non-governmental organizations.

**Government of Jordan (GoJ).** The key GoJ counterparts are identified and discussed in the following paragraphs:

- The Vocational Training Corporation (VTC<sup>10</sup>). The VTC will serve as the primary vehicle through which training programs receiving WFD support will be designed and delivered. The WFD Project will assist the VTC in areas such as enhancing linkages to the private sector, developing and delivering demand-driven training programs, strengthening the capacity of instruction and administration dimensions, and improving equipment and infrastructure based on the need to respond to labor market skill development priorities. Given the substantial amount of work to be done in collaboration with the VTC, a program implementation letter (PIL) will be drafted that outlines major roles and responsibilities of this vital counterpart organization. Within the governorates, the project will collaborate with the following VTIs:

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<sup>10</sup> Supplemental Information on VTIs is found in Annex C.

| Institutes                           | Training programs    | Capacity | Current no. of trainees |
|--------------------------------------|----------------------|----------|-------------------------|
| Ma'an Training Institute<br>male     | Auto electric        | 75       | 60                      |
|                                      | Carpentry            |          |                         |
|                                      | Solar energy         |          |                         |
|                                      | Home wiring electric |          |                         |
| Ma'an Training Institute<br>female   | Beauty               | 80       | 72                      |
|                                      | Sewing               |          |                         |
|                                      | Computer             |          |                         |
|                                      | Patisserie           |          |                         |
| Aqaba Training Institute<br>male     | Hospitality          | 175      | 267                     |
|                                      | Computer             |          |                         |
|                                      | HVAC                 |          |                         |
|                                      | Welding              |          |                         |
|                                      | Home wiring electric |          |                         |
|                                      | Carpentry            |          |                         |
|                                      | Auto electric        |          |                         |
|                                      | Auto mechanic        |          |                         |
| Aqaba Training Institute<br>female   | Hair dressing        | 80       | 110                     |
|                                      | Data entry           |          |                         |
|                                      | Sewing               |          |                         |
| Tafileh Training Institute<br>male   | Auto mechanic        | 105      | 119                     |
|                                      | Hair dressing        |          |                         |
|                                      | Home wiring electric |          |                         |
|                                      | Carpentry            |          |                         |
|                                      | HVAC                 |          |                         |
|                                      | Hospitality          |          |                         |
|                                      | Data entry           |          |                         |
|                                      | Mobile maintenance   |          |                         |
|                                      | Welding              |          |                         |
| Tafileh Training Institute<br>female | Data entry           | 70       | 95                      |
|                                      | Hair dressing        |          |                         |
|                                      | Sweets & Patisserie  |          |                         |
|                                      | Handicrafts          |          |                         |
| Sahab Training Institute             | Auto electric        | 500      | 482                     |

| Institutes                          | Training programs         | Capacity | Current no. of trainees |
|-------------------------------------|---------------------------|----------|-------------------------|
| male                                | HVAC                      |          |                         |
|                                     | Hair dressing             |          |                         |
|                                     | Home wiring electric      |          |                         |
|                                     | Welding                   |          |                         |
|                                     | Turning and milling       |          |                         |
|                                     | Carpentry                 |          |                         |
|                                     | Sewing                    |          |                         |
|                                     | Upholstery                |          |                         |
| Hashmeih Training Institute<br>male | Auto electric & mechanics | 480      | 361                     |
|                                     | HVAC                      |          |                         |
|                                     | Hair dressing             |          |                         |
|                                     | Home wiring electric      |          |                         |
|                                     | Welding                   |          |                         |
|                                     | Turning and milling       |          |                         |
|                                     | Carpentry                 |          |                         |
|                                     | Mechanical maintenance    |          |                         |
|                                     | Sewing                    |          |                         |
|                                     | Carpentry                 |          |                         |
|                                     | Upholstery                |          |                         |
| Zarqa Training Institute<br>female  | Beauty                    | 150      | 258                     |
|                                     | Sewing                    |          |                         |
|                                     | IT                        |          |                         |
|                                     | Sales                     |          |                         |
|                                     | Photography               |          |                         |
|                                     | Secretary                 |          |                         |
|                                     | Goldsmith                 |          |                         |
|                                     | Housekeeping              |          |                         |
| Irbid Training Institute<br>female  | Beauty                    | 230      | 478                     |
|                                     | Sewing                    |          |                         |
|                                     | Secretary                 |          |                         |
|                                     | Sweet & patisserie        |          |                         |
|                                     | IT                        |          |                         |
| Marka Training Institute<br>female  | Beauty                    | 176      | 722                     |
|                                     | Secretary                 |          |                         |
|                                     | IT                        |          |                         |

| Institutes                        | Training programs        | Capacity | Current no. of trainees |
|-----------------------------------|--------------------------|----------|-------------------------|
|                                   | Sewing & Embroidery      |          |                         |
|                                   | Auto-Graphics            |          |                         |
|                                   | Food Industry            |          |                         |
|                                   |                          |          |                         |
| Hakama Training Institute<br>male | Auto mechanic & electric | 220      | 669                     |
|                                   | HVAC                     |          |                         |
|                                   | Carpentry                |          |                         |
|                                   | Construction             |          |                         |
|                                   | Home wiring electric     |          |                         |
|                                   | Turning and milling      |          |                         |
|                                   | Hair dressing            |          |                         |
|                                   | IT                       |          |                         |
|                                   | Sweets                   |          |                         |

- Technical Schools and Institutions: In Year I, WFD will hold meetings and consultations with Al-Balqa Applied University (BAU), Al Quds and Al Hussein Bin Abdullah Polytechnic University to discuss collaboration during the life of project.
- Ministry of Labor (MOL)/E-TVET Council. The Minister of Labor chairs the E-TVET Council and plays an important role at the policy level on TVET issues in Jordan. The Project anticipates working closely with several MOL departments – Training and Employment, Inspections, and Women’s Affairs – to undertake program activities in policy development and implementation. In Year I, the WFD team will hold meetings and consultations with the E-TVET Council and ensure that the Ministry of Labor is kept abreast of project plans and activities.
- The Center for Accreditation and Quality Assurance (CAQA). CAQA is the officially recognized body in Jordan that provides certification and accreditation services in the TVET space. Still relatively new, CAQA could benefit significantly from capacity building and organizational development support. Specifically, the WFD Project will support the Center in its efforts related to accreditation, certification, and development of a Technical and Vocational Qualifications Framework (TVQF) as part of Jordan’s efforts to create a National Qualifications Framework (NQF). Given the substantial amount of work to be done in collaboration with CAQA, a program implementation letter (PIL) will be drafted that outlines major roles and responsibilities of this vital counterpart organization.
- The Social Security Corporation (SSC). The SSC is an important partner in enabling environment activities, especially in terms of addressing substandard workplace conditions, OSH matters, day care facilities and related workplace environmental concerns. Meetings will be held during the first year of the project to outline specific collaboration that will be forthcoming during the life of the project.
- The National Center for Human Resource Development (NCHRD). A key partner of WFD will be the NCHRD, which is the mandated body in Jordan that carries out national HRD-related studies. The Project will work closely with the NCHRD to collect, analyze and disseminate data and to conduct studies in the areas of LMI and other HRD issues related to VTE.

Last, year, King Abdullah II’s mandated a ten-year Economic Blueprint which emphasizes that workforce development priorities be developed. In March, he also called for education reform and the crafting of an “integrated, comprehensive, strategic and well-defined system for human resources development” as well

as the establishment of a National Committee for Human Resources Development<sup>11</sup>. During the first year of the project, WFD will meet with Committee members to ensure close integration with National-level activities.

- Ministry of Interior, Local Development Units (LDU): WFD will liaise with the LDU manager in each of the governorate.
- Ministry of Planning and International Cooperation (MOPIC). MOPIC will be an important counterpart in facilitating logistical matters and providing guidance in national-level planning activities.
- Ministry of Education (MOE). The MOE is responsible for educating students up to the 11<sup>th</sup> and 12<sup>th</sup> grades, the level at which they can choose to participate in vocational education programs. The MOE serves as a “feeder institution” for TVET and represents an important partner in identifying and engaging students who are potential candidates for TVET programs.
- Ministry of Tourism. WFD anticipates working in the tourism sector in Aqaba and Tafileh. Thus, this Ministry represents an important partner for the Project.
- Ministry of Interior (MOI). The relationship with the MOI is critical and highly political and must be managed carefully. It can provide access (or not) to the governorates and their leaders who are key stakeholders, so WFD must be able to communicate with this Ministry effectively and with sensitivity. Specifically, the Local Development Units (LDUs), established by the MOI in each Governorate, will serve as key counterparts for the WFD Project.

**Private Sector.** The private sector is a key partner and stakeholder for the project. The WFD Project will engage with the private sector at local, national, and international levels and seek to establish public private partnerships to ensure that the demand and supply sides of the labor market are aligned.

Through public private dialogues and partnerships, WFD will seek to enhance program efforts that link youth to the labor market and enhance capabilities of the key collaborating partners including the VTC, Chamber of Industries and Chamber of Commerce. In May, at the World Economic Forum, the New Vision for Arab Employment Initiative was launched. As part of this initiative, the private sector has committed to making 100,000 youth job-ready by 2017. In year I, WFD will develop partnerships with at least two of the nine founding partner companies who have committed to introduce corporate initiatives for skill development, fostering entrepreneurship and connecting talent to markets<sup>12</sup>.

In Year I, to further support increased market linkages between the private sector and job seekers, the WFD will support the establishment of one Employment Promotion Unit (EPU) within the East Amman Chamber of Industry. EPUs will provide quality employment promotion services for employers, job seekers in target governorates and to strengthen the relationships between chambers, employers, the VTC and local NGOs. EPUs will be housed in Chambers and focused on meeting local private sector employment needs while also providing market driven resources for job seekers, such as labor market information. tasks that will be undertaken by the EPUs include: 1) Developing tailor made training programs that complement and augment training provided by VTC; 2) Support internships through training on private sector engagement and

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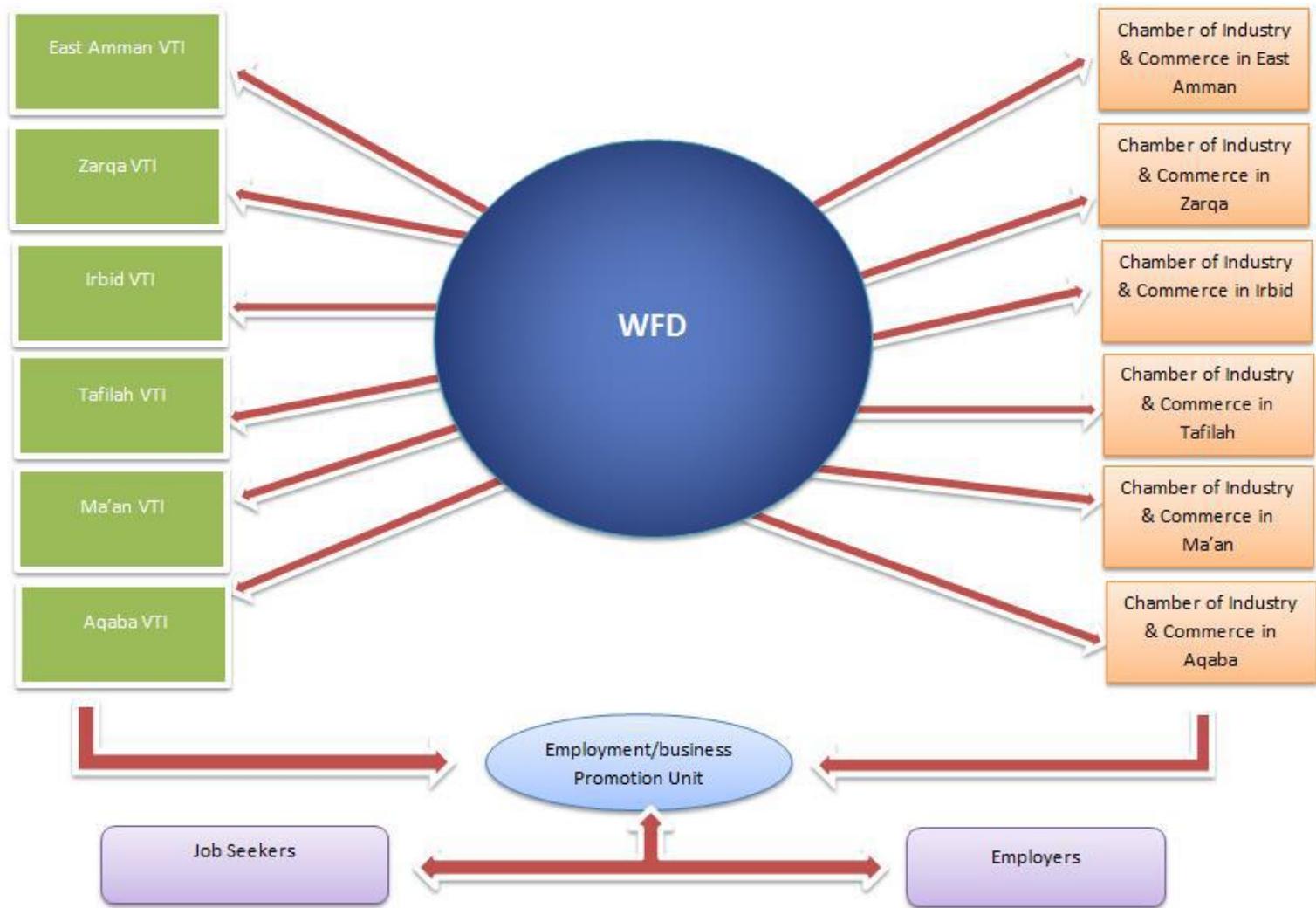
<sup>11</sup> <http://jordantimes.com/king-orders-setting-up-panel-to-reform-education>

<sup>12</sup> <https://agenda.weforum.org/news/companies-at-world-economic-forum-in-jordan-commit-to-train-100000-young-people-2/>. Founding companies include: Abdul Latif Jameel, Alghanim Industries, Consolidated Contractors Company (CCC), Crescent Enterprises, Crescent Petroleum, Jumeirah Group, Olayan Financing Company, VPS Healthcare and Zain Group,

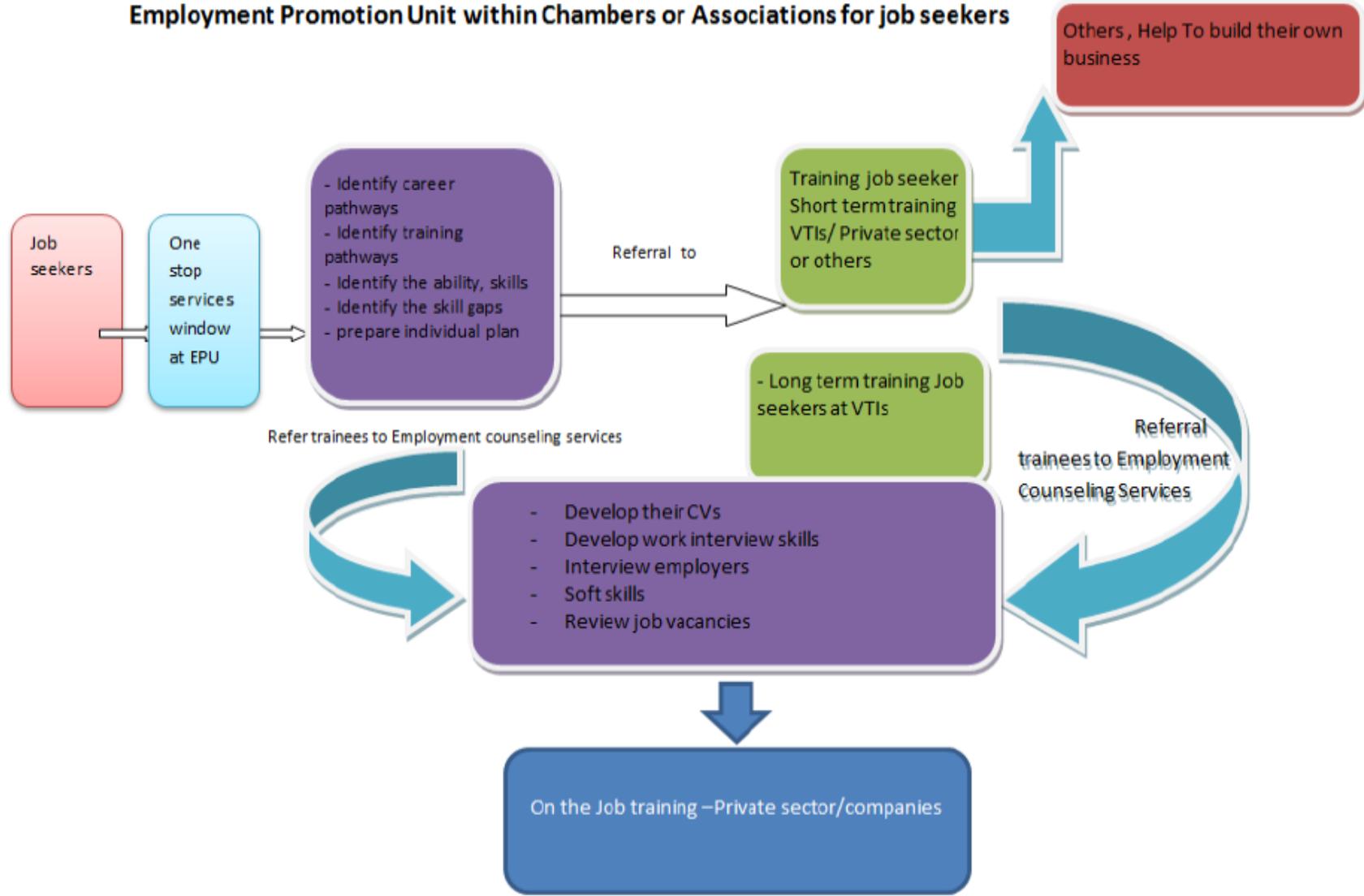
facilitating linkages between labor pools and private sector; 3) Support career counseling initiatives that direct youth to successful career paths that complement youth's capabilities interests and meet market demand; 4) Provide information that can be input into the labor management information system 5) Understanding, supporting and fulfilling their members' employment needs. The functioning of these units is further described in Section II Component 2 Activities.

The EPU's are described in greater detail in Figure 6 below.

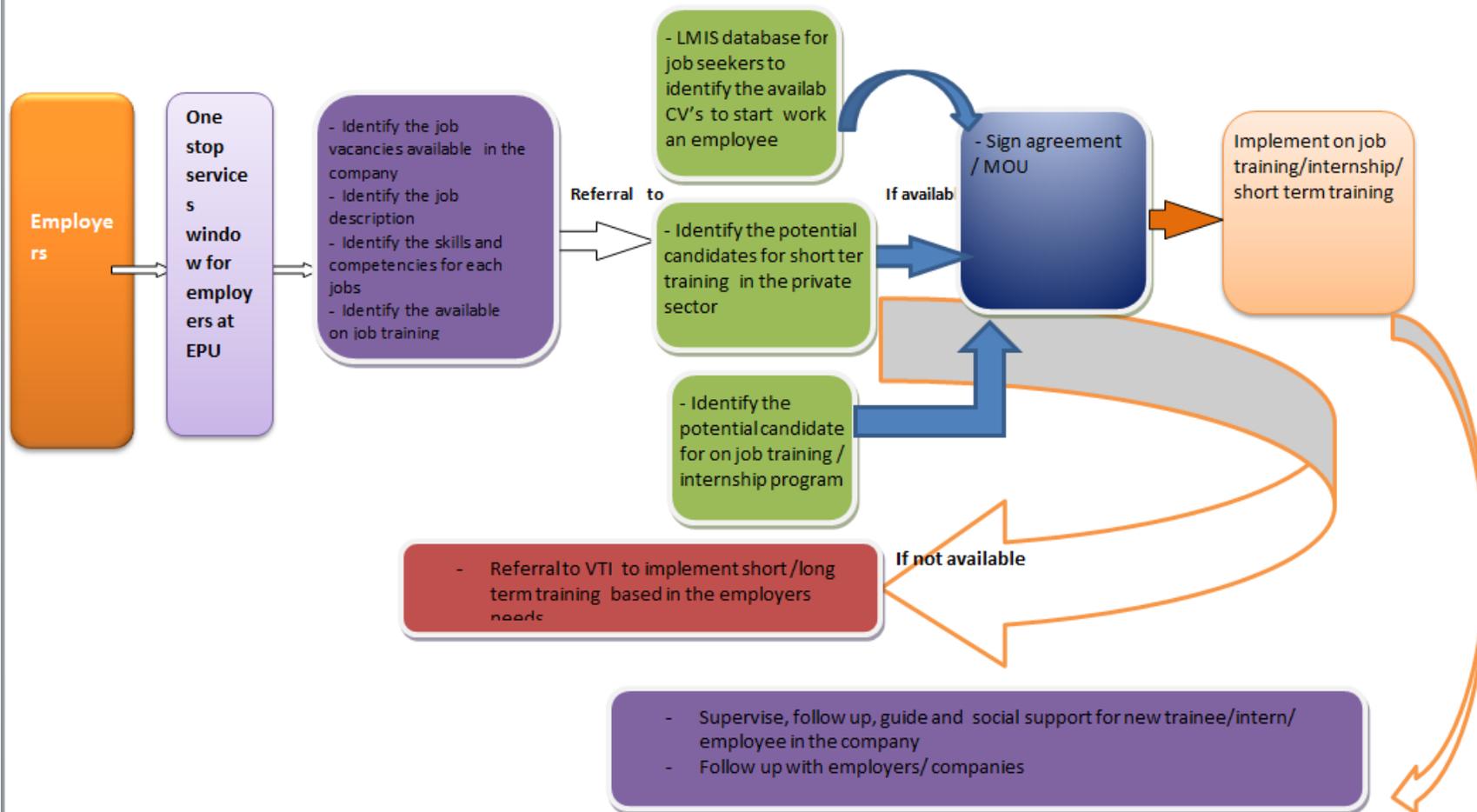
**FIGURE 6: EMPLOYMENT PROMOTION UNITS**



## Employment Promotion Unit within Chambers or Associations for job seekers



Employment Promotion Unit within Chambers or Associations/ services for employers



**Non-Governmental Organizations (NGOs).** NGOs represent a third category of important partners and stakeholders. WFD will work collaboratively, building on local NGO's current efforts in the TVET space. NGOs will be engaged as both partners and grant recipients in the delivery of activities which address barriers to labor market access and to support, accelerate, deepen or broaden existing initiatives. It is anticipated that two or three NGOs will be identified in each governorate. Potential NGO partners will illustrate competency in 1) providing vocational or technical training as well as job placement/employer outreach initiatives and 2) experience in supporting advocacy and outreach activities in areas pertaining to work condition policies and/or regulatory reform. Among those NGOs with which the Project will collaborate are:

- The King Abdullah II Fund for Development (KAFD). In recent months, KAFD has become the de facto anchor for LMIS and career counseling. Though KAFD has primarily focused its efforts to date at the university level, much can be learned from their models and applied to the TVET space. Alternatively, as the project develops new tools and methodologies, they can be integrated within KAFD's systems and programs. For example, the LMI system that the Project will develop within the VTCs is anticipated to be eventually integrated into the national-level LMIS under development.
- The National Council for Family Affairs. The Council primarily focuses on child care-related topics in the workplace. WFD will conduct meetings to discuss collaboration regarding offering specialized training for care givers at day care centers and provide accreditation and certification for different programs;
- SADAQA. This NGO lobbies for improving women's work opportunities through initiatives such as establishment of day care facilities in workplaces. The organization played an instrumental role in the updating of article 72 of the labor law and is currently working to increase the minimum wage. The potential for WFD to support outreach activities is particularly strong in the governorates of Irbid, Amman and Zarqa.
- Jordan Better Workplace (JBW). JBW focuses on workers' rights as they apply to enhancing the workplace environment. One of the often-cited barriers to employment in technical careers is that of working conditions. This NGO is active in the development of, and lobbying for, better working conditions in the labor market. It is anticipated that the Jordan Better Workplace can provide support in areas related to advocacy and lobbying on issues related to occupational safety and health (OSH).
- The International Youth Foundation (IYF). IYF recently completed the \$30 million USAID-funded "Youth for the Future" program which has delivered programming for Jordanian youth since 2009. Of particular interest to WFD, IYF program recently launched a soft-skill certification program in coordination with the VTC. WFD will leverage that experience in soft-skill training as the project embeds these key skill in technical curricula.
- INJAZ. INJAZ assists high school, VTC, college and university students with career guidance, entrepreneurship and soft skills development. WFD plans to leverage the INJAZ platform to deliver messages on gender.
- Jordan National Forum for Women (JNFW): In year I, WFD will meet with the JNFW to discuss how WFD can collaborate with JNFW to conduct joint training and support employment initiatives.

The Project will continue to explore working with other NGOs as the program develops over the life of the project.

## COLLABORATION WITH OTHER USAID PROJECTS

The WFD Project has met with the following USAID projects and initiated exploration of potential areas of collaboration, most notably with the Jordan Competitiveness Project with whom the WFD team has already held several joint meetings.

- The **Jordan Competitiveness Project (JCP)** has a component dedicated to workforce development in three sectors (ICT, Healthcare and Life Sciences and Clean Tech) that operates in some of the same governorates targeted by the WFD Project. While JCP is primarily designed to support knowledge economy sectors and workers, certain project activities are closely aligned, such as those related to job portal and career guidance activities which are currently being undertaken in partnership with KAFD, a shared stakeholder with WFD. JCP has been conducting a series of primary labor market studies in its focal sectors, some of which are the same as those selected by WFD, which will help inform planning efforts. It is anticipated that WFD will collaborate with JCP on the LMIS as well as career guidance.
- The **Takamol (Gender Project)** is a potential resource for the WFD Project's gender initiatives, including social media and web-based initiatives. Since they are working on policy changes with the Jordan National Commission for Women (JNCW), WFD is hoping to integrate policy changes with women through the JNCW who is a key partner of Takamol.
- The **Economic Growth through Sustainable Tourism Project (EGST)** just received an extension but is essentially in close-down; award of the follow-on project is expected in 2015. The new project does not have a workforce development component. The WFD team will support workforce development related to tourism in Aqaba and Tafileh. Possibilities for collaboration include support of internships and collaborating on tourism initiatives in Aqaba.

EGST launched several initiatives in 2015 that could be built upon as part of WFD, e.g.

- EGST restructured and refurbished the bakery and pastry training facilities at the VTI Female Training Institute in Irbid. Construction and furnishing of the workshop will be completed in June 2015 and the first cohort of male and female students will be enrolled in July 2015.
- EGST, in cooperation with the VTC and with financing by the E-TVET fund, launched the hospitality skills foundation level program (Level 1) in Tafileh. The first cohort of students enrolled in May 2015. In Year I, WFD will explore the feasibility of extending training facilities in Tafileh (Women's facility), thus enabling the Institute to offer a full bakery program for male and female students.
- The VTC has formed a Committee for Creating and Implementing a School for Hospitality and Tourism Training in Aqaba. The aim of the steering committee is to bring together expertise and resources from government, VTE, industry and investors to design and implement a framework to establish a school that provides education based on international best practices. The design and program will be based on documents developed by the Emirates Hotel Academy Dubai (2012) and commissioned by Saraya Aqaba. In Year I, WFD will hold discussions on how it might support ongoing efforts to create the Institute for Hospitality and Tourism Training in Aqaba.
- Ongoing VTC renovation programs for VTIs offering hospitality programs, financed with E-TVET funds offer a good opportunity to build upon work undertaken as part of EGST.

- **Jordan Energy Sector Capacity Building Project (ESCB).** The VTC, in cooperation with EDAMA, established the Renewable Energy/Energy Efficiency Model Center at the VTI in Ma'an. The program, developed with EU budget support, is comprised of three areas: 1) Photovoltaic (PV); 2) Solar; and 3) Wind. JCP and the British Council partnered with the program and enrolled the first group of students in June 2014. The project requires further support including: curriculum development, development of training materials and development of textbooks and instructor resource materials. WFD has been working with ESCB to identify areas for collaboration. Potential areas include support to workforce development activities in the energy sector as well as in areas related to certification and accreditation of training programs related to the installation and maintenance of energy efficient devices and equipment. ESCB can help identify female candidates who can potentially work in the energy sector – with a particular focus on Ma'an and Tafileh.
- The **Community Engagement Project (CEP)** works with local leaders to strengthen and build the capacity of their communities. CEP and WFD will actively share information and data to avoid duplication of efforts. Survey information collected by CEP – e.g. community stressors can inform WFD efforts aimed at reaching at-risk populations. The WFD listening events will be closely coordinated with CEP and information gathered will be passed onto CEP in June 2015.
- The **Jordan Local Enterprise Support Project (LENS)** will offer opportunities to identify and deliver training and capacity building in cooperation with local enterprises receiving support through LENS. LENS is currently conducting a major survey of Jordanian enterprises, which may be helpful to WFD in better understanding the training needs in key governorates. Information from the LENS survey of medium and small enterprises will be used to help target potential business areas. WFD can provide skilled labor for the small and medium enterprises in the governorates where LENS operates. WFD may also synchronize grant programming to allow for SMEs to secure growth capital as well as workforce assistance. Lastly, WFD will coordinate Component 3 activities with LENS on relevant gender related areas that will be tackled – for example in addressing the licensing of new businesses for women at the governorate level.

## **COLLABORATION WITH OTHER DONOR FUNDED PROJECTS**

As stated earlier in this document, the WFD Project is committed to building on the work of others rather than duplicating that which has been accomplished in the field and collaborating with partners to develop and deliver programming which leverages and advances the successes of other programs and entities working within the TVET space.

During start-up, WFD consulted with and established initial relationships with other donor-funded projects and NGOs working on TVET-related activities. Through these conversations, the WFD team has identified potential areas of collaboration and gained the necessary knowledge to ensure that the project's work complements and does not compete with that of other players. Of note, certain donors have shifted their focus away from TVET, such as CIDA which has recently begun focusing more on basic education. Key international donors with which the project expects to work include:

- The **British Council (BC)** has two initiatives related to VTC: Skills for Employability, in cooperation with KAFA and an Eco Schools Project and support to the Solar VTC in Ma'an being conducted in association with EDAMA. Both initiatives, for different reasons are currently on hold.
- The "Hasib Sabagh Regional Academy for Health and Safety and Environmental Studies": The **Consolidated Constructors Company (CCC)**, as early as 2009, worked with the VTC to

develop the “Hasib Sabagh Regional Academy for Health and Safety and Environmental Studies” to provide entry level and continuing professional technical and vocational training for the Health and Safety and Environmental sector. A project proposal was completed in 2010, but the project was never completed. WFD will consult with CCC and see how it may build upon and integrate work it has completed in the area of health, safety and the environment.

- **Deutsche Gesellschaft fuer Internationale Zusammenarbeit (GIZ)** is concentrating on the water sector. Their current program is developing curricula for skills related to plumbing and renewable energy in the water sector. Modular curricula are currently being developed, and an extensive ToT program is ongoing. The program, also considered to be a platform for JCCA, will include a business development module.
- **The European Training Foundation (ETF)** is implementing the **Governance for Employability in the Mediterranean (GEMM) project**. ETF conducted a survey and issued a report on Mapping Employment and Technical and vocational Training Governance in Jordan.” The governance issues investigated in the report include: 1) Management of the system; 2) Financing; and 3) Quality assurance. WFD will reference this report and integrate its program within the context of the recommendations of the report.
- **The European Union (EU)** has been funding a project which supports reform of the E-TVET system implemented by GOPA consultants. Under this EU intervention, the Jordan E-TVET Strategy 2014 to 2020 was prepared. This key strategy is a key guiding document for the WFD. Some WFD team members were instrumental in the design and development of the new E-TVET Strategy. WFD activities are aligned closely with the plans of GoJ for TVET.

The EU is in the process of finalizing a follow-on intervention of approximately EUR52 million which will commence during the latter half of 2015. The WFD team has met with the European Union Delegation and agreed to continue discussions about how the two programs can collaborate. Possible opportunities include working to strengthen CAQA’s capacity and a campaign to address the image of vocational training and education. The EU Project will take the form of budget support which will be based on a set of key benchmarks that will need to be met as a condition for releasing TVET funding. Many of the benchmark elements are in the same domains as the priorities of the WFD project and thus the Project will be a significant player in assisting the GoJ to meet its targets in support of VTE. It is anticipated that the EU follow-on intervention will provide further support to the three Model Centers of Excellence created under the first budget support, including: 1) Renewable Energy in Ma’an; 2) Pharmaceutical Manufacture in Salt; 3) Water and Environment in Marka.

- **The International Finance Corporation (IFC)**, part of the World Bank Group, is currently active in the OSH area. It has worked on OSH legal instruments, has drafted regulations, developed inspection tools to measure risk and has prepared an Inspector’s Guide Book which includes a Code of Ethics and Conduct. There is a Higher Committee for OSH Inspection comprised of groups such as the MoL, Social Security Corporation, and the Ministry of Health, with the MoL being the lead government institution. According to the IFC, there is a need for awareness-raising among business owners. The IFC has expressed its willingness to share project information related to OSH inspections and general working conditions and models developed in collaboration with MOL and the SSC.

- The **International Labor Organization (ILO)**: WFD will coordinate with ILO’s E-TVET support program as well as their national apprenticeship program.
- The **Japan International Cooperation Agency (JICA)** is also active in VTE and has expressed interest in collaborating with WFD. For example, JICA has developed student tracking mechanisms for VTE which may be pertinent to WFD efforts. In addition, JICA has had some initiatives in the Ministry of Labor (MoL) in relation to career guidance services within nine sites of the MoL employment offices. These two areas (student tracking and career guidance) offer potential for cooperation.
- The **Korean Organization International Cooperation Agency (KOICA)** recently constructed two vocational training institutes for automotive repair in Zarqa and Ma’an. The state of the art facility in Zarqa is the first VTI that offers a dormitory facility for students.
- **United Nations Development Program (UNDP)**, published *Building on the Labour Market: The Case of Vocational Training in Jordan* in May 2014. UNDP conducted a labor market study between August and September 2013 across eight governorates to assess the status and appeal of technical vocational education and training. The study suggested labor demand in the following economic sectors: manufacturing, and hospitality, car repair, traditional crafts, food industries, communications and information technology. The WFD priority sectors largely complement these recommendations but have been honed to focus on each of the six target governorates and occupations and sub-occupations. Policy recommendations in the study relate to legal protection of wagers, minimum pay structures for graduates and trainees, career guidance and entrepreneurial assistance, raising awareness of youth and parents regarding the benefits of TVET, existence of TVET centers and their offerings as well as information on potential of vocational careers and occupations. The study recommends reforming the TVET curricula and textbooks. Many of these critical activities are included in the WFD work plan and are central to each of the four WFD components<sup>13</sup>. In Year I, WFD staff will meet with UNDP to share information and exchange ideas on possible areas of collaboration.
- **Save the Children** has provided financial support to the VTC and supported student skill training in areas where there is a high percentage of Syrian refugees. The program has also supported minor upgrading of training facilities.

## E. PERFORMANCE MANAGEMENT AND MONITORING

Performance monitoring is critical to understanding, demonstrating, and communicating the results of WFD to internal and external stakeholders. It is also critical for day-to-day management of project activities as it provides the information and analysis to support evidence-based decision-making for current and future project activities. Key to WFD’s approach to performance management and monitoring are:

### DATA DRIVEN DECISION MAKING AND CONTINUOUS LEARNING

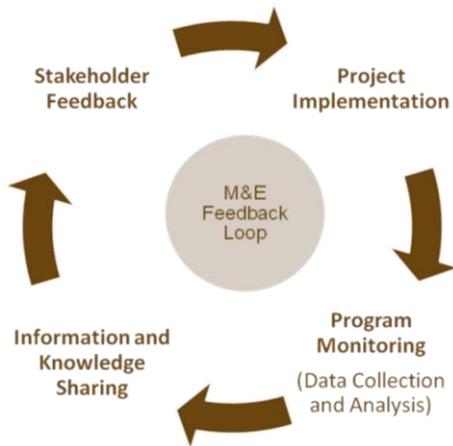
Performance data related to activities and tasks will be collected and maintained in the project’s Technical and Management Information System (TAMIS), DAI’s proprietary project database. It will be customized to meet the project’s data related needs. This central system will provide all project team members – both in the central office and in the regional offices - with timely access to project

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<sup>13</sup> <http://www.patricepain.com/UNDP-Labour-Market-Report.pdf>

data and will also allow them to enter performance data for local project activities. The team will analyze project performance data on an on-going basis to immediately implement feedback and lessons learned for individual events – for example feedback after training events – and to analyze trends to fine tune existing activities, design new activities or identify activities that are not achieving desired outcomes and should be cancelled.

**FIGURE 7: M&E Feedback Loop**



The project team will also continue to learn from other USAID projects, other donor funded project and work by Jordanian NGOs to shape and inform project activities.

**ACTIVITY M&E PLAN.** The Activity M&E Plan (AMEP), a separate agreement deliverable, is a key element of WFD’s performance monitoring system and serves as a tool to guide the project and USAID in designing activities that best support the achievement of the expected results and the project’s main objective. The WFD Project has prioritized establishment of baseline data as part of both its first annual work plan and this performance management plan. It is essential to establish comprehensive M&E baseline data early in the program. A perception survey of the varied target audiences, sentiment analysis of on-line representation of the broader and vocational

education sector and community listening events will be part of those efforts.

**TARGETS AND PERFORMANCE INDICATORS FROM THE E-TVET STRATEGY.** The WFD Project will – whenever possible – align performance indicators and targets with those set forth in the 2014-2020 E-TVET Strategy to ensure that project activities are aligned with and support desired GoJ outcomes. A comparison of key indicator and targets is found on the following page.

| WFD Component   | WFD Indicator   | TVET Indicators & Targets  |
|---|---|--|
| <b>Component 1:</b> Improved quality/enrollment in vocational & technical education                           | <ul style="list-style-type: none"> <li>• Change in score on VTI Institutional Capacity Assessment</li> <li>• Number of new/existing VTI facilities upgraded</li> <li>• % of students satisfied with VTE instructor performance</li> </ul>   | <ul style="list-style-type: none"> <li>• The adequacy of the facilities, equipment and materials of each provider is monitored annually and there is evidence of increased allocation of funding to equipment and materials.</li> <li>• All TVET teachers / trainers have annual performance appraisals and are supported to implement professional development plans clearly linked to feedback on their performance, and including secondment to industry workplaces at for at least one month every three years.</li> <li>• Enrolment in E- TVET programs increased by 10% annually.</li> </ul> |
| <b>Component 2:</b> Improved labor market info system, career counseling, mentoring, outreach & job placement | <ul style="list-style-type: none"> <li>• % of WFD participants trained with USG resources retain employment<sup>14</sup> for at least 2 years</li> <li>• # of targeted VTEs implementing new/improved Labor Market Information System (LMIS)</li> <li>• % of enrolled partner VTE students who received career guidance</li> <li>• % of VTE training graduates who had participated in new/improved internship programs</li> </ul>  | <ul style="list-style-type: none"> <li>• TVET graduates finding employment in their field of training (placement rates up to 75% within 3 months after graduation in respective field of training).</li> <li>• The E- TVET Council and Secretariat developed a plan for coordinating data collection and management ensuring one central database for all E-TVET information.</li> <li>• Youth provided with up-to-date occupational / career information.</li> <li>• Effective career counseling services made available to students.</li> </ul>  |
| <b>Component 3:</b> Improved workforce participation for women, youth & vulnerable groups                     | <ul style="list-style-type: none"> <li>• % change in proportion of female participants in at least 3 targeted sectors</li> <li>• Number of new/improved workplace policies, rules and practices designed to protect vulnerable groups enacted</li> <li>• % of training programs offered by WFD-supported VTE providers that are gender effective</li> <li>• Number of new/improved workplace policies, rules and practices designed to protect vulnerable groups enacted</li> </ul> | <ul style="list-style-type: none"> <li>• Percentage of women enrolled in TVET programs increased.</li> <li>• Facilities are accessible and safe for people with disabilities.</li> </ul>   |

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| <p><b>Component 4:</b> Improved enabling environment</p> | <ul style="list-style-type: none"> <li>• Number of new strategic VTE/PPP established in target sectors/governorates</li> <li>• % pass rate on certification exam for trainees</li> </ul> | <ul style="list-style-type: none"> <li>• Level of investment in TVET from all public and private sources as a % of GDP.</li> <li>• Concise legal framework governing the whole E-TVET system strengthened, implemented, and revised.</li> <li>• A clear legal mandate for CAQA to implement the CAQA external quality assurance system for all TVET providers, including private and public providers, MoE Vocational schools, VTC centers, and Community Colleges agreed upon.</li> </ul> |
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## F. RISK AND CONSTRAINT MITIGATION PLAN

The following table summarizes risks and constraints identified by the WFD project team and measures to be taken to address.

| Description of Risks and Constraints  | Mitigation Strategy to Succeed  |
|---|---|
| <p><b>Vocational Training Center, VTIs</b></p> <ol style="list-style-type: none"> <li>1. Shortage of instructors and insufficient capacity of instructors to absorb training and capacity building interventions</li> <li>2. The Locations of VTIs are difficult to reach.</li> <li>3. Lack of self-motivation for the staff.</li> <li>4. The centralization in administration and financial issues associated with the VTC.</li> </ol>   | <ol style="list-style-type: none"> <li>1- Commitment from VTC by PIL to provide technical staff in the targeted sector for the targeted institutes.</li> <li>2- WFD project will support transportation by working with local NGOs through the grants fund.</li> <li>3- Enhance staff self-motivation by obtaining international certification of selected VTC programs and training staff on international standards; this will contribute to their self-motivation as well as develop their career paths.</li> <li>4- Review the legal framework to identify weaknesses; delegate more authorities to VTIs' directors. Explore policy reform that allows for resource streams to be directed to VTCs through Component 4, Enabling Environment.</li> </ol>  |
| <p><b>Center for Accreditation and Quality Assurance</b></p> <ol style="list-style-type: none"> <li>1. Lack of any alternative to CAQA for cooperation and collaboration on certification and accreditation program activities.</li> <li>2. Lack of CAQA staff capacity in developing training programs and curriculum.</li> <li>3. Shortage of CAQA staff with whom to work.</li> <li>4. Lack of sufficient financial resources to make in-kind, cost-share or other financial contributions.</li> </ol> | <ol style="list-style-type: none"> <li>1- The WFD Project will work with CAQA to ensure they see the value in collaborating on WFD activities. WFD will work with CAQA to develop its capacity (the quality). WFD will secure MoL support, which will in turn secure CAQA support and collaboration. This could also be accomplished by providing technical assistance, targeted capacity building interventions and embedding technical advisors (based on availability of funding).</li> <li>2- PIL with MOL to secure official high-level commitment and in order to support CAQA with human resources, sufficient budget and delegate more authority to CAQA.</li> <li>3- See above, point #2.</li> <li>4- WFD will support CAQA to access the E-TVET fund to support quality assurance initiatives.</li> </ol> |

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| <p><b>Private Sector</b></p> <ol style="list-style-type: none"> <li>1. Distrust by the private sector regarding the outputs of VTIs (e.g. graduate competencies and trainee skills).</li> <li>2. Private sector expects subsidies for students to participate in on-the-job training.</li> <li>3. The private sector is skeptical about donor assistance and does not take it seriously.</li> <li>4. The private sector doesn't have enough information about the job seekers.</li> <li>5. The private sector needs may not be in line with project objectives.</li> <li>6. The political situation in neighboring countries may increase concern about the risk of investing in Jordan which could adversely impact the economy and labor market, potentially stifling new employment.</li> <li>7. Preponderance of skilled foreign labor willing to work for lower wages and less benefits than Jordanian workers.</li> <li>8. Changes in labor law that may impact hiring of Jordanians, i.e. if the GoJ raised minimum wage, potentially prompting private sector to recruit foreign workers.</li> <li>9. Economic impact of presence of Syrian refugees, particularly in the North.</li> </ol> | <ol style="list-style-type: none"> <li>1. Cultivate a role model of cooperation between WFD, VTC and private sector and develop a success story that illustrates how the different bodies might collaborate and leverage each other's strengths.</li> <li>2. Through the Employment Promotion Unit WFD will design an internship program to help students/trainees enter the labor market.</li> <li>3. WFD will develop a methodology and approach to systematize the PPP process and build a strong relationship with the private sector based on a structured communication strategy that takes into consideration the specialty of the industry and region. Success stories will be publicized.</li> <li>4. Through the Employment Promotion Unit a database of jobseekers and their skills will be available to all private sector entities.</li> <li>5. Sign MOUs between WFD and private sector which clearly outline responsibilities and roles with the concerned private sector entities.</li> <li>6. WFD staff will monitor political developments and liaise with GoJ and USAID to make any adjustments that may be required.</li> <li>7. Provide suitable training to Jordanian labor to compete with the skills and qualification of foreign labor.</li> <li>8. Increase awareness in the private sector on the relation between labor rights and labor performance. Advocacy/communication on the impact of labor law implications as part of WFD's Component 4 activities related to enabling environment.</li> <li>9. Review priority occupations in each governorate at least once each year and regularly assess impact of refugee influx on job opportunities.</li> </ol> |
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| <p>10. Private sector unwilling to share critical employment related data.</p> <p>11. Private sector is unaware of the specific needs and requirements of the jobs.</p>   | <p>10. WFD will work closely with the private sector to align incentives and help them understand the direct value they will get in sharing critical employment data</p> <p>11. WFD will provide occupational profiles to the private sector and educate them how understanding specific needs and requirements and training can impact labor productivity and benefit the bottom line.</p>  |
| <p><b>Chamber of Industry and Employment Promotion Units</b></p> <p>1. Chamber may not be able sustain the unit beyond the 5 years of WFD.</p> <p>2. Commitment from the Chambers to provide staff needed to follow up with the implementation.</p> | <p>1. Chambers to sign MOUs with the private sector companies to provide annual fees/ increase the annual fees by 10% to include the services that the unit is providing. PIL with Chamber of Industry will highlight responsibilities of the Chamber of Industry regarding cost-share and sustainability.</p> <p>2- Commitment letters / MOUs to be signed by the Chambers outlining commitments and responsibilities of Chamber staff.</p> |

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| <ul style="list-style-type: none"> <li>3. Commitment to provide space facilities.</li> <li>4. Commitment from the Chambers to be responsible of all the logistics related to the unit activities.</li> </ul>   | <ul style="list-style-type: none"> <li>3- PIL to be signed by the Chambers which outlines responsibilities regarding space.</li> <li>4- Logistical commitments to be included in PIL.</li> </ul>  |
| <p><b>Other</b></p> <p><b>Attitude and behavior change strategy and related activities</b></p> <ul style="list-style-type: none"> <li>1. Previous ABC campaign launched for E-TVET reform programs and initiatives but results didn't last due to lack of financial resources.</li> <li>2. High costs of campaigns.</li> <li>3. Lack of Government support to contribute and/or sustain campaigns.</li> <li>4. Lack of youth and women who are interested in TVET.</li> <li>5. Overlap and duplication with other donor funded initiatives.</li> </ul> | <ul style="list-style-type: none"> <li>1. The WFD ABC strategy, when developed, will address sustainability through a broad partnership across many stakeholders: GoJ, other donors, employer association, national NGOs, and individual private sector companies etc.</li> <li>2. Financial model shall be developed and adopted to ensure the sustainability of campaigns and branding.</li> <li>3. WFD will work closely with different government players to ensure buy-in and support.</li> <li>4. WFD will work with grassroots organization to develop and deliver key messages aimed at youth and women.</li> <li>5. WFD will coordinate with other donors to align activities for consistent messaging.</li> </ul> |

## G. COMMUNICATION STRATEGY

**Project Communication Strategy.** The WFD team will pursue a proactive communications strategy with the following objectives:

- Communicate the project’s mission, objectives, activities, progress and impact clearly, accurately and effectively
- Promote attitude and behavior change towards TVET by raising awareness and understanding of labor market conditions and vocational and technical professions for the general population and targeted groups through proactive outreach, community engagement and targeted local and national social and online marketing campaigns
- Ensure effective dissemination of the project’s publications, reports, and informational products through various and innovative communications tools
- Develop and maintain the project’s key messages (both general and activity specific)
- Monitor and assess communications activities and materials including daily “media sweeps” for pertinent project coverage.

WFD’s target audience includes USAID; the private sector; the Government of Jordan; Jordanian public with a focus on youth, women, and other vulnerable and disadvantaged groups; VTCs; municipalities and governing councils in Irbid, Zarqa, Tafileh, East Amman, Aqaba and Ma’an; civil society, including community centers, NGOs, youth and women’s groups; the private sector; academic institutions, including schools and colleges; and the media. To reach this broad and varied audience, WFD will employ the following communications tools:

- WFD publications: activity profile (quarterly), newsletter (quarterly), success stories, and print and video news releases and announcements. Publications will be delivered in both Arabic and English. The Project will develop visually stimulating infographics for certain publications that are especially useful in addressing low literacy audiences.
- WFD website (with USAID approval)
- Media interviews: TV, radio, online radio and TV, newspapers, online news
- Social media channels: Facebook, Twitter, Instagram, LinkedIn, YouTube
- Outreach and engagement events: career days, community forums, community listening events and open days at VTIs.
- Targeted social marketing campaigns
- Quarterly fact sheet

The following table summarizes planned cross-cutting communications activities during the first year of the project:

| Communication & Outreach Activity | Objective  | Timeline   |
|-----------------------------------|--|--|
| WFD Website                       | To inform the target audience of WFD’s mission, activities and progress. It also serves to be a knowledge management system for all project publications | <i>Phase 1:</i> June 2015<br><br><i>Phase 2- Completion:</i> August 2015 |
| WFD Promotional Video             | To promote WFD’s mission, progress to date and roadmap forward.  | June 2015  |

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| WFD Infographics/Posters   | To present WFD's different components and crucial data in an infographic (Topics include: WFD Sector Validation Results, OSH Work Day, Jordan Labor Day, and Project Scope).                      | April 2015<br>June 2015<br>August 2015 |
| Project Launch <ul style="list-style-type: none"> <li>• Events Management</li> <li>• Venue</li> <li>• Logistics &amp; site management</li> <li>• Voting Service</li> <li>• Graphic design &amp; info graphic</li> <li>• Printing and production</li> <li>• Interpretation</li> <li>• Photography</li> <li>• Videography</li> </ul> | To formally present the WFD's mission, scope, progress to date (with a focus on the results of the sector validation workshops) and the way forward.  | July 2015                              |
| Annual Report  | Comprehensive report to present the project activities and impact throughout the year. It is intended to give shareholders and other interested people information about the project performance. | November 2015                          |
| Quarterly Project Profile<br>Quarterly Newsletter  | To present the project's objectives, activities and progress on a quarterly basis   | May 2015<br>July 2015                  |
| WFD Project Power Point Presentation   | Detailed, comprehensive PPT for the project's objectives, approach, scope and progress with photos and infographics.  | May 2015                               |

Communication activities that are specific to each component are presented in the component section in chapter II.

**Attitude & Behavior Change Campaign.** The WFD Project will undertake a comprehensive, long-term behavior change campaign that addresses barriers to employment in the technical and vocational labor market – one that directly and effectively addresses the “culture of shame” issue, perceptions that technical and vocational careers are not desirable, poor public image of the VTC/VTIs, and the role of women in the workforce. The campaign will be consistent with the project’s overall communication strategy. The campaign is described in more detail in chapter 2 under Component 3.

# II. YEAR 1 PROJECT ACTIVITIES

In this chapter, a detailed presentation of the WFD Project's planned Year 1 activities as of April 2015 is set forth. However, it should be recognized that this is a living document and will require regular consultation with USAID to identify new opportunities and adapt to changing circumstances. This work plan is an update of the work plan that was submitted in January 2015 and resubmitted in April 2015. Planning for Year 2 will commence during the latter-half of July, 2015 with a planning workshop planned for the first week of August 2015. A Gantt chart outlining project activities is found in Annex D.

## COMPONENT 1 - IMPROVED QUALITY OF AND ENROLLMENT IN VOCATIONAL AND WORKFORCE-READINESS TRAINING IN TARGET AREAS AND SECTORS

The Jordanian population is notably youthful, with 67 percent under the age of 29; those between the ages of 15 and 24 constitute 22 percent of the country's residents. Extraordinarily high unemployment rates continue to challenge the economy, at large, and Jordanian youth, in particular. According to the UNDP, despite the numerous impediments brought about due to relatively high unemployment rates and increasing economic pressures on Jordanian families, the negative perception of vocational training persists. To counter these challenges, the Vocational Training Corporation (VTC) has undertaken efforts to enhance its ability to meet the changing needs of the labor market and achieved some success. More remains to be done.

According to the USAID SIYAHA project, misperceptions associated with vocational training in the country can be largely attributed to the undesirable social status affiliated with this category of education, which generally suggests poor academic achievement. Other factors have also contributed to TVET's negative perception: lack of market-driven training, poor counseling and advisory services for students, lack of reassurance by parents and schools, deterioration in wages and influx of migrant workers who have replaced Jordanian skills in many technical and vocational occupations.

These issues could be overcome through the delivery of TVET that utilizes high quality facilities; modern and relevant equipment; relevant training programs and materials; and excellent instructors and qualified training managers.

The Jordan Workforce Development project will help reposition VTIs within their local communities through incentivizing private sector engagement. The incentive for private sector participation in activities is the increased likelihood of obtaining competent and qualified employees. The VTC, in turn, will benefit from increased enrollment rates and stronger financial performance which supports institutional sustainability and market competitiveness. VTIs will be offered opportunities to develop additional revenue streams by becoming Innovation Hubs. For example, the project will encourage enterprises to outsource product prototyping or piloting of processes to local VTIs- for a fee or in exchange for in-kind support. Such outsourcing also provides practical learning opportunities for VTI trainees.

Private sector and VTC engagement will be facilitated through the following activities:

1. Strengthen the existing VTI Advisory Boards to participate more effectively in the management of the VTIs and in the planning of activities and help the VTIs to carry out their mandates in local communities;
2. Hosting of VTI trainees through work-based learning opportunities;
3. Provide input into, review and develop training programs;
4. Develop occupational profiles and occupational standards;

5. Develop curriculum framework;
6. Develop training materials;
7. Formalizing VTI student internships and apprenticeships;
8. Develop and implement occupational testing; and
9. Provide externships opportunities for in-service instructor professional development to keep them abreast of recent developments in their technical areas.

### **C1.1. SUB-OBJECTIVE: ENHANCED VTC INSTITUTIONAL CAPACITY**

A key finding of the World Bank’s 2013 Saber Country Report was the need to develop a demand-driven approach to workforce development, one that effectively engages industry and the private sector to advance a shared agenda. However, in the country’s current context there is a mismatch between the needs of the labor market and what the vocational training sector is able to provide in terms of quality and delivery. The Government of Jordan has recognized this and taken steps to address this gap, including working with USAID’s SIYAHA Project to create a Public Private Partnership (PPP) framework to be utilized by the VTC.

The WFD Project will work closely with stakeholders, the VTC in particular, to create a demand-driven workforce development system. Toward that end, the program will strengthen the VTC’s institutional capacity to provide attractive and relevant training programs through the following methodologies: improving and upgrading curricula, physical environment and equipment at selected VTIs; utilizing PPPs; designing and implementing an in-service VTC instructor professional development program; and providing training to VTC management on institutional business and strategic planning.

#### **Activity C1.1.1: Conduct Assessments of Institutional Capacity in VTIs**

The VTC faces many challenges, including instructors’ lack of practical, hands–on experience in industry; absence of training programs which reflect labor market needs; and inadequacy of infrastructure and equipment to enable students to acquire marketable skills. The result is low enrollment rates, which, in part, reflect a lack of confidence that investments in TVET lead to credible or desirable employment opportunities. Similarly, private sector employers do not trust that VTC graduates possess necessary competencies. Though multiple initiatives by the VTC and international donors designed to improve institutional capacity have been implemented and some successes achieved, the image of vocational training has not yet been transformed. The program must support the organizational development of the VTC to enable it to promote a change in the reputation of vocational training, such that it is no longer perceived as a course of “last resort” for low academic performers and, instead is viewed by students and parents as a reliable and desirable path to the labor market.

The WFD Project is working with 12 VTIs to conduct assessments to determine the required level of support for institutional capacity building and minor physical improvements/refurbishments. The VTIs selected for assessment were chosen based upon the following selection criteria:

- Aqaba, Ma’an and Tafileh: Each location only has 2 VTIs so both were selected;
- Amman, Zarqa and Irbid: Each location had to have at least one women-only VTI to ensure sufficient gender inclusion, VTIs that had not received any other donor funding were prioritized; VTIs that were in the most need in terms of technical capacity building and light infrastructure refurbishments were also prioritized;
- All selected VTIs are multi-sector to allow for a broader range of possible technical interventions

The WFD Project will leverage assessments of various VTIs conducted by other donor organizations, such as the EU, WB, JICA and different USAID projects to ensure comprehensive coverage and timesaving. The project will initially assess two sectors for each VTI which has had an assessment

completed (see page 17 for list of VTIs selected). The assessment tool, which has already been developed, includes categories relevant across all project components. The assessment process is highly participatory to ensure that the VTIs are eventually able to independently undertake this process in the future. The HR and Institutional Capacity Assessments are currently underway with an expected completion date of June 2015.

**Outputs/Milestones:**

- Customized HR and Institutional Capacity Assessment Tool by April 2015 (*completed*)
- 12 reports on HR and Institutional Capacity Assessment, one for each selected VTI by June 2015
- Implement initiatives at three VTIs based on findings of the VTI (one per region)
- Master Institutional Capacity Building Implementation plan for addressing gaps by July 2015
- Draft PIL outlining collaboration between WFD and VTC by July 2015

**Activity: C1.1.2 Design and Pilot In-service VTC Instructor Professional Development Program**

The VTC employs approximately 400 instructors across 40 institutes around the Kingdom. According to the European Training Foundation (ETF), more than 45 percent of VTC trainers hold secondary education degrees or lesser credentials. Clearly, in many cases, instructors lack sufficient academic qualifications. In addition, the academic qualifications of the vast majority of trainers are incongruent with the technical qualifications required to deliver vocational and technical training. Many lack applied and practical industry background and experience, nor do they possess the necessary technical skills to teach certain courses. The inadequate preparation of instructors and shortage of qualified trainers primarily stems from the non-competitive package of incentives, low salaries associated with these positions and the fact that many are selected from the Civil Service Corps rather than based on appropriate qualifications.

The WFD Project will adopt a two-pronged approach to this activity – one more short-term and the other long-term. Transforming TVET in Jordan is highly dependent on producing well qualified instructors who possess practical industry experience in their field of instruction which enables them to effectively equip future employees. Both the VTC and Al Balqa University (BAU) have internal Training of Trainers (TOT) Centers mandated with instructor training. BAU’s TOT center, which delivers TOT courses for teachers and trainers for all training providers in Jordan (including community and technical colleges), is being positioned to be a national instructor TOT center. However, given that attendance is optional and the quality of instructional delivery does not meet the necessary standards, it has yet to establish itself as a national training center. The VTC also has an internal TOT center called the Training and Development Institute, which is also lacking in capacity and best practices in TOT pedagogy. The WFD Project believes that both of these TOT centers need capacity building to create a cadre of effective and market oriented instructors and to truly reposition TVET in Jordan and. Based upon this, the Project’s short-term approach will be to work with BAU to improve its Center’s capacity. This will also allow the Project to broaden its reach and work to improve TVET instruction beyond the VTC. The Project’s long-term approach will be to work with the VTC to revamp its Training and Development Institute to be a modern and effective TOT center.

Through targeted technical assistance, the WFD Project will design an in-service professional development program that ensures instructors are keeping up with recent developments in their pedagogical and technical areas. Assessments will be conducted on both BAU and VTC TOT centers to identify the needs of each center and improvement plans designed for both. Instructor development curriculum will consist of several modules that can be taken on their own or together, allowing instructors to participate in training directly aligned with their specific professional development needs. In future years, the program will include “externships” delivered in collaboration with the private sector, where instructors are placed in private companies to gain technical experience in their subject areas. The Center of Accreditation and Quality Assurance (CAQA) will be involved in the development of the training program and in certifying instructors.

WFD's dual-pronged approach mitigates potential risks in that the BAU has been struggling to position itself as a national TOT center. The VTC has also been unable to build the capacity of its internal TOT center. Working with both entities not only broadens the scope the Project's interventions but it also mitigates the risks associated in working with only one of these two partners. Lastly, in working with both the BAU and the VTC, the WFD Project expands not only its reach beyond the currently limited scope of the VTC but it also builds both short and long term interventions increasing the probability of future sustainability.

**Outputs/Milestones:**

- Needs assessment of the VTC and BAU TOT centers by June 2015
- List of vocational instructor competencies by July 2015
- Training modules (materials) for each competency by September 2015
- Drafted PILs between the Project, the VTC and Al Balqa University by August 2015

**Activity C1.1.3: Train selected VTC Management on Institutional and Strategic Planning Based on the approved Model Skills Center of Excellence Model (MSCoE)**

With the support of donor organizations such as the European Union, EFT and USAID projects, the VTC had developed a model for demand-driven and sector-specific TVET training that draws on PPPs – *Model Skills Center of Excellence (MSCoE)*. This model targets specific sectors (energy, tourism, construction and pharmaceuticals) and works on identifying their employment needs so as to develop a training model that is congruent with international best practices. The framework of MSCoE has been designed and approved by the VTC and pilot centers are under development or already piloted in pharmaceutical, energy, tourism, and water sectors.

The WFD Project will build upon the work that has been done on this to minimize the duplication of efforts. This MSCoE Framework, which has already been designed, approved and piloted, has a significant component dedicated to MSCoE management that is applicable to all VTIs, whether they are MSCoEs or not. Effective VTI management is a critical factor in the repositioning of TVET and to increasing the enrollment into VTIs. Through technical assistance from Ms. Susanne Grigoleit, WFD's Senior Advisor and one of the architects of the MSCoE model, the project will design and develop a VTC management training plan to be implemented in all WFD targeted VTIs. This training will include topics such as human resource management, project and financial management, monitoring & evaluation and how to forge partnerships. Expanding upon the existing project management components of the MSCoE, the project will design a CAQA accredited and certified institutional development and strategic planning training program to train selected VTC management. In year 1, the WFD Project will validate the MSCoE content and identify areas that need further expansion. In year 2, WFD will pilot the training in 6 VTIs.

**Outputs/Milestones:**

- Validated strategic management and planning components of the MSCoE Framework by July 2015
- VTC management-training plan by September 2015

**C1.2. SUB-OBJECTIVE: INCREASED BUSINESS- AND MARKET-DRIVEN TRAINING MODELS**

Education and training systems that meet the needs of individuals, the economy and society are designed to prepare citizens for a range of roles in the workplace and for lifelong learning. These systems must directly respond to the demands of the labor market, reflecting labor market needs. Today, the need for "soft skills" is well recognized as essential in the workplace, and best practice stipulates this training be embedded within curricula rather than delivered as stand-alone classes. The WFD Project will work with the VTC to embed soft-skills modules into VTC technical curricula, tailoring them to specific trades. The

project will also work with the private sector to develop industry-specific language courses in target sectors.

### **Activity C1.2.1: Revise Technical Curricula to Embed Soft Skills**

According to the World Bank's *The New VTC Report* (2014), among the critical skills that must be developed and acquired by vocational training graduates are soft skills and life skills<sup>15</sup>. A well-designed TVET system must be responsive to the needs of stakeholders and prepare the individual for success in a rapidly changing world of work, which involves acquisition of a range of competencies and transferable skills, including soft skills. Recent studies have confirmed that to be most effective, soft skills curricula must be embedded into technical curricula. The soft skills required in hospitality are significantly different than those required by an electrician. To date, the VTC has collaborated with a number of different entities to develop soft skills training, including INJAZ, IYF's Passport to Success and the ILO's 'Know about Business' (KAB) initiative. These curricula typically include teamwork, work ethic, critical thinking, problem solving, negotiation skills and other soft skills. Though such programs have been adopted by numerous VTIs, they are not integrated as part of the technical curricula, but rather offered as stand-alone programs.

In year 1, the WFD Project will expand TVET curricula to embed soft skills content into technical curricula in two areas: OSH supervisors and construction supervisors. The VTIs will (for now) continue to offer stand-alone, soft skills curricula which build on and align with other project initiatives such as the World Bank's Jordan NOW project, IYF's "Passport to Success" curriculum, and INJAZ. As the project revises curricula to embed it into technical curricula, students will take both embedded and stand-alone soft skills training to deeply develop their competency in soft skills and to directly address market demands. The project will expand the curricula with extensive private sector engagement in every step of the design, development, delivery and review of programs to ensure the content is market responsive. The curricula will be based on occupational profiles and standards to ensure that the training develops the specific competences needed by industry. If needed, CAQA will accredit and certify the revised curricula. Utilizing a highly participatory process utilized, which engages the private sector effectively, this models a best practice which can be replicated by the VTC and VTIs in the future. This supports long-term sustainability through reinforcing a market-driven curriculum development approach to TVET.

#### **Outputs/Milestones:**

- 1-day validation workshop with the private sector to confirm occupational profiles using the DACUM methodology for OSH supervisors by April 2015 (*completed*)
- 3-day workshop to develop occupational standards with the private sector and service providers for OSH supervisors by April 2015 (*completed*)
- 4-day event to develop OSH curricula framework with the private sector and service providers by April 2015 (*completed*)
- CAQA/ETVET Council approvals for OSH supervisors by May 2015 (*completed*)
- Training modules for OSH supervisor program by September 2015
- Complete all of the above steps for construction supervisors curricula by September 2015

### **C1.3 SUB-OBJECTIVE: INCREASED PRIVATE SECTOR ENGAGEMENT**

The TVET systems are largely managed by government institutions and tend to be supply-driven and inward looking. The newly endorsed national E-TVET strategy proposes a shift towards full integration and deep partnership across sectors and the empowerment of the private sector as a driver of change. The

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<sup>15</sup> Soft skills in the workforce development context are also often referred to as work readiness skills or employability skills

WFD Project will increase private sector engagement through 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 C1.3.1: Establish Governorate TVET Committees to Increase Private Sector involvement**

Currently, the private sector in Jordan does not have a vested interest in cooperating with TVET training providers and policy makers, for reasons already mentioned. The strategic involvement of the private sector is however needed as it has the potential to enhance the relevance of the training in terms of both employability and employment for TVET graduates. Therefore WFD will establish stakeholder committees to ensure the consistent and systematic involvement of the private sector in all core matters of the TVET system. This close working relationship between training providers and the enterprises/employers will contribute to reducing the existing gaps between supply and demand in the TVET sector.

The WFD Project will support the establishment of Governorate TVET committees, which will be chaired by the private sector to advise on development of sector strategies, establishment of occupational profiles and standards for training, curriculum content, examination setting, and funding. These committees will include key stakeholders from target governorates, including representatives from the local government, the private sector, civil society, and potential beneficiaries. The project will build on previous similar efforts of the E-TVET Council and CAQA that created Sector Teams and Sector Skills Committees, which are no longer functioning. Year 1 will establish the mandate and members of the Committees and in Year 2 Committees will be activated.

#### **Outputs/Milestones:**

- Mandate outlined and defined for Governorate TVET Committees August 2015
- Three Governorate TVET Committees set up by September 2015
- Letters of Commitment signed by key stakeholders by September 2015

The following communications activities will be executed to support Component #1 activities:

#### **Component I Enhanced Quality of and Enrollment in Vocational and Workforce-Readiness Training**

| <b>Communication &amp; Outreach Activity</b> | <b>Objective</b>   | <b>Timeline</b> |
|--|--|-----------------|
| On-Site Photographs                          | To highlight vocational and technical professions, training facilities through high quality photos | June 2015       |
| Training Modules for 6 Programs              | To present 30 updated pilot training manuals to VTC.   | September 2015  |
| Fact Sheet                                   | To present the component objectives, activities and progress to date                               | May 2015        |

## **COMPONENT 2: IMPROVED EFFECTIVENESS OF LABOR MARKET INFORMATION, CAREER COUNSELING, OUTREACH, AND JOB PLACEMENT IN TARGET AREAS/SECTORS**

Component 2 will focus increasing market linkages between job seekers and employers through improved market information, increased on the job training opportunities, more effective job placement and more systematic career counseling. At present, National Labor Market Information Systems (LMISs) are weak and fragmented and are under the mandates of multiple and often conflicting entities. Employment data is dated and does not reflect real-time capacity and opportunities. This information disconnect between educators, employers, and job seekers continues to result in ineffective career counseling and job

placement. The WFD Project, mandated to focus on TVET, will target its market linkages interventions on technical and vocational fields ensuring that any system it develops is compatible with other national LMISs.

Working in the project's target governorates and in sectors, Component 2 will begin its work by developing a TVET labor market information system (LMIS), to be initially deployed in the VTIs until a final handover plan is developed. The first phase of this TVET system will include information for employers, students, job seekers and policy makers alike. Looking at existing systems including the KAFD's FORAS, the MoL's NEES and data collected by NCHRD and DOS, the Project will identify information gaps and design to fill these data collection gaps. This TVET LMIS will eventually be the backbone of this component providing the platform for improved market linkages (job seekers will look for employment on the TVET LMIS, VTIs and students will rely on this for occupational standards, market driven curricula development, and career path planning; and employers will utilize the TVET LMIS to meet their recruitment needs).

This component will focus on how to utilize labor market information to develop and improve training programs and curricula to help students select the appropriate training path and to enter the labor market. Career guidance services will also be institutionalized in VTIs and linked with the TVET LMIS. To further support successful TVTE workforce transition, this component will develop a systematized and regulated internship program for on-the-job training. For a more detailed discussion of labor market and labor market information systems, see Annex H: White Paper: Labor Market Information and Labor Market Information Systems.

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

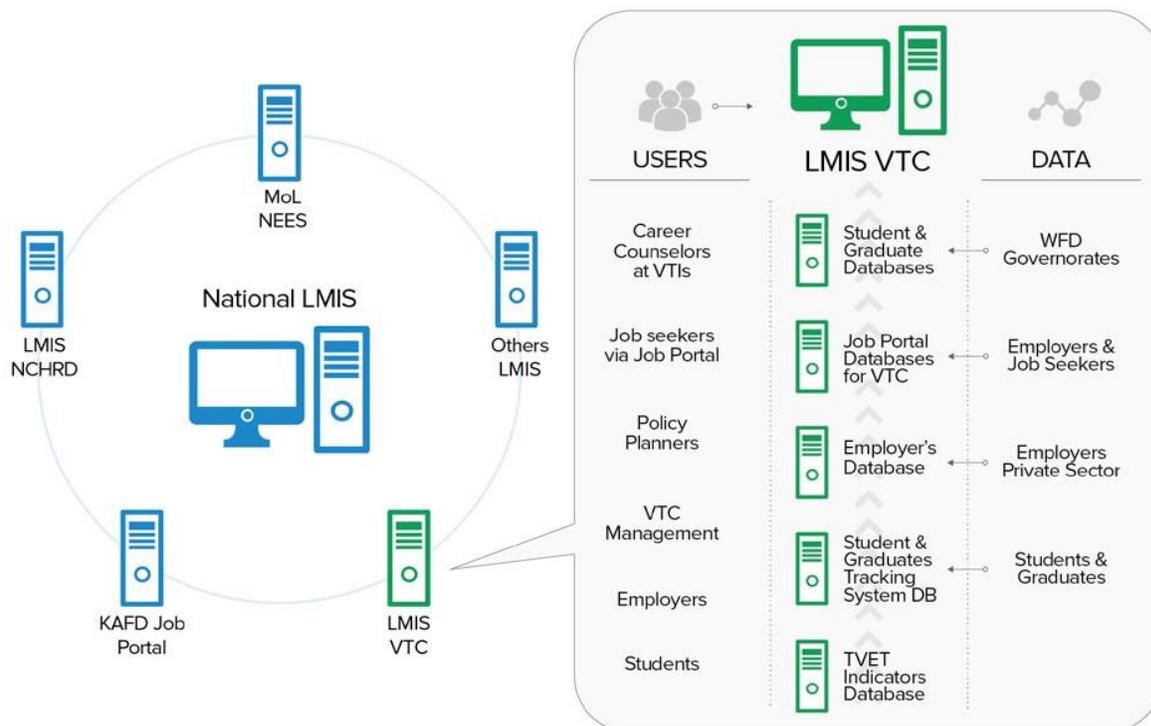
Labor Market Information has been defined by the ILO as “any information concerning the size and composition of the labor market or any part of the labor market, the way it or any part of it functions, its problems, the opportunities which may be available to it, and the employment-related intentions or aspirations of those who are part of it”<sup>16</sup>. A LMIS is an integral part of effective labor market functionality and impacts employment and labor market policy affecting students, job seekers, graduates and employers. The absence of a TVET LMIS or reliable LMI is widely considered a high consequence weakness for country productivity and a major obstacle to effective labor policy and private sector market linkages.

In Jordan, the Ministry of Labor (MoL) is the national body mandated to develop and improve labor market conditions and charged with implementation of the National Employment Strategy (NES). The MoL operates through 21 geographically-distributed labor offices, including 7 employment offices, which offer employment services for job seekers. The MoL collects data about job seekers through these centers and cooperates with other institutions, including the Department of Statistics (DoS) and the National Center for Human Resource Development (NCHRD), to track labor market conditions. KADF is also working on the FORAS portal, however, this is a job matching portal which is only part of a larger LMIS. While these programs and initiatives are important, they do not provide all the data needed for an effective LMIS.

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<sup>16</sup> Nicholas Mangozho (2003). InFocus Programme on Skills, Knowledge and Employability. Working Paper No. 13. *Current practices in labour market information systems development for human resources development planning in developed, developing and transition economies*. International Labour Office, Geneva: ILO, 2003.

The WFD Project activities under this sub-objective are aimed at increasing awareness and access to labor market conditions through better information and outreach to target populations to enhance their understanding of labor market conditions in target governorates and sectors. The Project will work with existing and planned MOL systems, labor market databases and other databases tracking employers and employees for information-sharing (i.e. NEES and FORAS). The WFD Project’s TVET LMIS will complement existing systems, not duplicate, filling a currently unmet need for TVET LMI (see infographic below). At present there is no plan for TVET focused data collection into a future national LMIS.



### Activity C2.1.1: Design a TVET Labor Market Information System (TVET LMIS) Collecting Information from Employers and Jobseekers

The GoJ has expressed interest in developing a comprehensive Labor Market Information system. Until now, NCHRD, through the *Al Manar* project, has led the initiative to build a national system to collect administrative and statistical data from governmental institutions and Ministries, including DoS, Social Security, MoHE and MoL. The NCHRD updates this information on an annual basis, largely through its budget and with some support from the E-TVET fund. One key weakness at NCHRD is in LMI data analysis. Though NCHRD has achieved some success in bringing the data together at the policy level, the current national LMIS structure does not exist for some fields, sectors – namely technical and vocational sectors, or at the governorate level. Also, gaps in the range of information available to different target audiences persist. For example, for students seeking career guidance LMI is crucial however it is not available to help students on required education and training levels to plan their training, education and career pathways. A fully functioning, comprehensive TVET LMIS should directly support a VTI’s ability to ensure that training programs are aligned with market demand and students and graduates entering the labor market are directed toward occupations that are in demand.

The WFD Project will establish a TVET LMIS steering committee to guide the design and operating plan for creation of a scalable, comprehensive TVET LMIS related to vocational and technical careers. This

committee will conduct an in-depth assessment to determine which is the best entity to own, maintain and expand the TVET LMIS. In the interim the Project proposes for the system to be housed either at the VTC or at the NCHRD through the *Al Manar* Project. In the first phase of this activity, the Project will develop two databases which will focus on project target sectors and governorates: one for employers and the other for students/job seekers. To support development of the employer database, the Project will collaborate with local chambers of commerce and industry to collect data from their members through conducting two sector survey studies. These studies will identify the skills needed, gaps between supply and demand, and current future employment needs. The result of these surveys will be reflected in the design of the TVET LMIS as well as in new training programs in target areas. In addition, the TVET LMIS will serve career guidance offices which will be set up in VTIs providing counselors and students with information related to employment opportunities and career planning in terms of occupational profiles, future needs and growth, salary and wages, and professional development skills needed. The project will also train VTI staff on how to utilize the information through the newly established career guidance offices and job placement services within VTIs. Through the employer section of the TVET LMIS, career guidance officers will have real-time access to information on job vacancies and desired competencies.

The WFD Project will employ a sustainable approach by having the VTI staff shadow the WFD staff as the TVET LMIS is established. Identified VTI staff will learn how to collect and enter data from employers, students, job seekers in target area and sectors, building in the institutional knowledge needed to sustain the TVET LMIS after the WFD Project has ended. The WFD Project will also use the Arab standard job classification system, where almost 3,000 jobs have been classified and regionally approved, as a starting point for job classification data.<sup>17</sup> WFD's Project will also train the VTI staff on how to work with the Department of Statistics and NCHRD in terms of relevant data collection and synchronization. As noted above, activities will be purposefully designed to transfer knowledge and build the capacity of VTI staff and to institutionalize the system within the VTC and VTIs. The WFD project will also coordinate and cooperate with other relevant stakeholders (e.g. KAFD, NCHRD, MoL, USAID JCP and LENS projects, and the World Bank) to ensure alignment and collaboration and minimize duplication and overlap with other systems. At the same time the WFD Project will ensure the TVET LMIS is compatible with other LMISs to ensure it can be integrated into a single national system at a future point in time. A Program Implementation Letter (PIL) will be signed with the VTC, outlining the specific responsibilities of the VTC to ensure commitment to the process and system, that data integrity is upheld and to ensure that the system is maintained and used properly beyond the life of the project.

### **Outputs/Milestones:**

#### Database design:

- Identification of the information to be collected for the employer and job seeker databases in East Amman Chamber of Industry through employment promotion unit and selected VTIs by July 2015
- Assessment of the current LMIS landscape in Jordan by July 2015

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<sup>17</sup> The Arab Standard Classification of Occupations has achieved in 2008 by NCHRD in collaboration with public and private sector in Jordan, Egypt, Syria, Lebanon and Palestine through [the regional project of Arab-Germany network in TVET](#). 159 experts from above countries participated in developing ASCO. 2,993 private and public sector jobs are described. ASCO was comparable to the International Standard Classification of Occupations. The ASCO was approved at the 36<sup>th</sup> session of Arab labour conference which was held in Amman, Jordan April 2009.

Data collection:

- Sector survey study methodology by July 2015
- Sector survey study questionnaire by July 2015
- Data collector manuals by July 2015
- Training workshops for data collectors by July 2015
- Data from employers in target governorates and sectors by September 2015

### **Activity C2.1.2: Design a Student Tracking System as a Component of the TVET Labor Market Information System (LMIS)**

VTIs require a systematic approach to gather and utilize data on current students, recent graduates and alumni. This is critical for VTIs to assess the impact of their training, if students are securing employment and what sectors they are entering into. This type of data allows for effective and responsive VTI management and course modifications when needed. Under this activity, the Project will develop a data collection tool that connects with VTI students upon enrollment, during their training and after graduation. This system will also track their progress in the job market as well as employment movement which will feed directly into the Project's overall results framework.

To date, the VTC has not consistently monitored student enrollment, evaluated program performance or tracked graduate placement in the labor market. Though a JICA project, the VTC developed a student tracking system, however, based upon recent meetings with the VTC it was confirmed that it is not being utilized. An evaluation report of the existing system is expected to be issued by JICA in January 2015 so WFD can build on the lessons learned from the design of its TVET LMIS.

Under this activity, the proposed system will allow tracking of VTI students at enrollment and record key indicators such as performance, graduation rates/drop-outs, job placement rates, employment after graduation. The Project will explore and leverage innovative ICT platforms such as social media to test the effectiveness and user-uptake and to allow for scaling of the system. Mobile technologies will also be utilized as this is a key medium of communication for VTI students and graduates. Finally and in alignment with the project's guiding principle to build upon existing programs, the team will assess the possibility of integrating the VTC's existing student-tracking system into the newly created TVET LMIS.

The WFD Project will leverage DAI's ICT team, as well as employ targeted ICT STTA to design a student tracking system that is innovative, sustainable and scalable. WFD will undertake a user-centered approach, beginning by conducting an initial technology landscape analysis to understand end-user access and usage norms on a governorate-level. WFD will segment the target groups by categories, such as gender and ICT literacy, to inform technology choices. Based upon this analysis the team will employ different technologies and evaluate the success of these "tracking techniques" based on the response of end-user populations across target governorates. The project will prioritize already available and/or free technologies such as Facebook, WhatsApp and email, while also testing out fee-based channels such as SMS and phone calls. WFD's approach will be to provide students with a variety of means to 'get and stay in touch' with the program in a 'push' fashion (e.g., students send in information without a request from the program), while carefully tracking which channels are most popular for which governorates and populations. The goal is to create an incentive for students to want to stay engaged with the VTIs. Specific channels will also be "pull" tested (e.g., active tracking requests sent out to students via a certain channel) in each governorate, to ensure both push and pull functionalities are assessed. Based on the data collected, the project will discontinue unsuccessful approaches and course correct when needed. Kristen Roggemann, a DAI ICT technical expert, conducted a preliminary assessment early on in the project and recently returned for a second STTA to forward this activity.

The tracking system will provide VTIs with data on their program success rates which can be used in marketing efforts. It will also provide the ability to report on employment targets for VTI graduates as stipulated in WFD's project targets and the Jordan National E-TVET Strategy. This creates an additional incentive for the VTI to continue to use the system after the WFD ends.

**Outputs/Milestones:**

- Evaluation report of the existing VTC/VTI student /trainees tracking system by June 2015
- Upgraded student tracking system by July 2015
- User manual for the upgraded student tracking system by August 2015
- Trained VTI staff on the new functions for the existing student tracking tool in the selected VTIs by August 2015
- Existing student and graduates data imported into the new tracking system in selected VTIs by September 2015

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

In Jordan, as in many other parts of the world, a mismatch exists between supply and demand in the labor market. Often, students lack information about employer needs in regard to desired skills, behaviors and attitudes and employment requirements. Similarly, employers do not have access to information on students' and job seekers' qualifications. In addition, there are negative stereotypes from employers about VTI graduates, and in many cases the employers are not satisfied with the graduates' skills and competencies. Students need help to smoothly transition from VTIs into the labor market and to find employment that are suitable for them. Similarly, employers need support and resources to identify the best candidates for their employment needs.

The WFD Project will work on developing career guidance services within VTIs to help students to prepare themselves to enter the labor market and to meet the needs of employers. Also, the WFD Project will start preparing the environment for delivering career guidance by developing the institutional capacity for VTI counselors (existing and newly hired ones) to enable them to support successful student and alumni workforce transition. In addition, the WFD project will build and strengthen the relationship between VTI students/graduates and employers by exploring opportunities to meet through job fairs or similar employment networking events.

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

The GoJ through MoL has developed a national career guidance strategy, and highlighted the importance of delivering life long career guidance commonly recognized as a key part of a National Qualifications Framework (NQF). The *Al Manar* project has also worked with KAFD in Jordan universities to set up Career Guidance Offices (CGOs) and has developed some training materials for use in their CGOs. Other donors are working with MoL, MoHE and MoE to provide career guidance services for students in schools and universities e.g. International Youth Foundation (IYF), Save the Children and INJAZ. In general, there has been mixed success in formalizing career guidance services, developing career guidance materials and training of staff in the career guidance field. A major challenge has been the lack of coordination or standards applied to career guidance and counseling. VTI students and graduates have so far not benefitted from career guidance services and currently no VTI staff is effectively prepared to deliver these services.

Under this activity, the WFD project will develop a systemic methodology for certifying career guidance counselors based on global best practices. This will ensure the quality and consistency of counselor capacity and service delivery. Working closely with the 12 identified VTIs, the project will identify the optimal international certification program and certify career guidance counselors in the 12 VTIs. Three certifications which have already been explored are the Center for Credentialing and Education (CCE), Institute of Career Certification International (ICCI) and the International Association for Education and Vocational Guidance (IAEVG) programs. In year 1, WFD will identify the program which the project will use and map out the process by which to certify counselors and secure CAQA accreditation of the program. WFD will also develop and adapt existing career guidance tools and materials to ensure their alignment with international best practices, all to be localized and adapted to the Jordanian context. The project will track counselor success post training to ensure that they acquired the needed knowledge and

skills to provide effective career guidance to VTI students, monitoring benchmarks including placement rates and employer satisfaction with VTI match making. Once developed the TVET LMIS (see Activity C2.1.2) will be a key component of the career guidance counselor training, providing necessary access to labor market information about current and future demand for certain occupations.

VTI students and graduates need support to explore their professional interests, abilities and aptitudes to choose suitable training and career pathways that are aligned with them. The WFD project will work closely with the VTC to develop a framework and operations plan for improving career guidance services at VTIs in alignment with other initiatives, such as KAFD's FORAS Portal

This activity will support the VTCs in its desire to increase student enrollment rates and market share and hence addresses future sustainability and commitment to this activity.

#### **Outputs/Milestones:**

- Life-long career guidance services model and terms of reference for career guidance counselors by July 2015
- 12 career guidance counselors (2 from each of the 6 selected year 1 VTIs) identified based upon the developed ToRs by July 2015
- 1-day seminar to introduce the project and the career guidance approach to stakeholders (including VTC, VTI management, KAFD, JCP etc.) by July 2015
- Institutional capacity building plan for Career Guidance Counselors by August 2015

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

Public-private partnerships (PPP) for vocational training can play a critical role in producing a demand driven workforce to stimulate economic growth. In the context of TVET, PPPs are formal relationships between the private sector, employers, and vocational training providers, for example with the VTC. In such partnership, two entities collaborate through the exchange of expertise, funding in-kind contributions, technical assistance etc. to shape the training of students/job seekers to meet labor market/employer needs. PPPs can help match supply and demand in the labor market by providing an environment for employers to identify their needs in terms of job vacancies and skills. On the other side, it can help graduates and job seekers to find the suitable jobs. The VTC has implemented a successful model of a PPP in the tourism sector; the private sector company Zara built a hotel in a VTI in the Balqa governorate.

The WFD project will build the capacity of VTI staff to forge PPPs and to understand the diverse range of mechanisms available to engage the private sector, including supporting internships/apprenticeships, participating in curriculum development, providing practical lab hardware, and guest lecturing. In addition, the WFD project will work with VTIs and private sectors to support job placement services and provide robust vocational employment content (job opportunities, career guidance, internship and training opportunities, etc.). The Project will collaborate with other initiatives including KAFD's portal to ensure there is not an unnecessarily separate and duplicative portal for technical and vocational labor market linkages.

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

Work Based Learning (WBL) or internships are an important tool to facilitate transition into the labor market. WBL provides students with an opportunity to interact with adult workers (exposure to the real world workplace), to observe and ask questions about careers, get practical and applied training, and reflect on the skills and knowledge needed for specific occupations. VTIs are currently implementing WBL for their students, with each student required to undertake 25% of their study in the work place.

However the current program is very weak and contains no systematic approach or quality assurance/controls to guide students, supervisors, instructors and employers.

One success story at the university level is the DARB (Arabic for “pathway”) national internship program currently being implemented by KAFD and its partner LoYAC with the support of the Ministry of Planning and International Cooperation (MoPIC). It is currently only offered to students from public universities, where they join a private/public sector entity or an NGO that hosts them as interns for at least 8 paid weeks<sup>18</sup>. IYF manages an internship program for Community College students where they cover the cost of a 3 months training course with private sector service providers such as Amoon hotel for hospitality and LG for HVAC training. The first 2 months training cover all the theoretical aspects and the last month is on the job training. The challenge with this approach is the long term sustainability of the project once the international NGOs funding is completed and the private sector is no longer interested in the program.

The WFD project will work closely with VTIs to strengthen and systematize their existing internship programs by implementing international best practices. This program will also include developing a structured process that clearly defines the roles and responsibilities of students, instructors, supervisors and employers, developing suitable internship materials and building staff capacity to implement it. Best practice curriculum will be reviewed, localized and accredited and certified by CAQA. This activity will formalize the VTC’s internship programs based on international best practices and train VTI staff on the new approach and curriculum.

The Project will coordinate, where relevant, with other USAID/donor funded programs (i.e. USAID’s JCP which is working with KAFD on an internship program and the World Bank’s Jordan NOW program working with women) to share best practices and coordinate programs.

#### **Outputs/Milestones:**

- Draft long-term internship strategy based on the current situation and international best practices by July 2015.
- 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.) by July 2015
- Validated long-term internship strategy developed by August 2015

The program will be piloted during the first quarter of Year 2.

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

Most existing online content and digital resources are focused on university graduates, *not* technical and vocational occupations and professions. To increase understanding, awareness and acceptance of TVET, increased easily accessible online content must be created. While many of the target groups the WFD project is targeting have access to technology (computers and mobiles) they do not have access to interactive and accessible content to help them understand the requirements and potential of technical and vocational occupations. Moreover, many potential TVET candidates have low levels of literacy and are unable to benefit from traditional on and offline written content.

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<sup>18</sup> For more information see the website <http://www.kafd.jo>

The WFD Project will develop a series of multi-media interventions that builds technical and vocational occupational content to address this challenge. WFD will work with internal technology staff (both from the DAI home office and the WFD project) as well as in close collaboration with Souktel, which currently works in this area in Jordan and the region, to develop this content. Content will range from videos highlighting a “day in the life” of select occupations to exploring the use of cartoons, on-line gaming and other ICT solutions. The WFD Project team will ensure that the content is accessible both via websites and basic cell phones, which are currently predominantly used by the project’s target audience.

**Outputs/Milestones:**

- Occupational profile and job analysis May 2015 (*completed*)
- Employer validated job profile by May 2015 (*completed*)
- One technical and vocational occupational video by August 2015
- Identify channels to utilize the video by September 2015

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

Local Chambers of Commerce and Industry provide a central point for the WFD Project to engage and leverage the private sector. Local Chambers have memberships ranging from 300 to 1,500 businesses and cover a broad range of sectors. Based upon consultations with Chambers in the Project’s target governorates it has been confirmed that a major request by members is for access to local talent and job seekers. Local private sector companies struggle to access local job seekers and are often recruiting via personal networks or from other governorates. To further support the Project’s mandate to increase market linkages and private sector support for job placement, WFD will be establishing Employment Promotion Units in selected Chambers of Commerce. This activity will be providing quality employment promotion services for employers and jobseekers in target governorates and strengthen the relationships between chambers, Employers, VTC and NGO’s. The selection criteria for Chambers to partner with the WFD Project and receive EPU support include the following:

- A minimum number of 300 members
- Available staff to dedicate to the EPU
- Member companies that work in the WFD target sectors
- Availability of basic technology (Internet connectivity, a computer etc.)
- Commitment to a 15% cost share in the EPU
- Commitment to develop a future sustainability plan for the EPU

The main services to be provided by the EPUs will be: career guidance, labor market information collection and dissemination, supporting existing labor market exchanges, referrals for specialized technical trainings and soft skills courses and access to on the job training opportunities (internships/apprenticeships). The Project will sign a PIL outlining the specific roles and responsibilities of the Chambers to be eligible for receiving the project’s support to get up an EPU.

**Outputs/Milestones:**

- One signed PIL with a Chamber by June 2015 and a second by July 2015
- Draft Master EPU Framework (to include sustainability plans, marketing plans) by July 2015
- First EPU established in East Amman Chamber by September 2015
- Official Launch Event for first EPU by September 2015.

**Communication Related Activities for Component 2**

The following table summarizes communication activities that will be undertaken to support Component 2 activities:

| Communication & Outreach Activity | Objective  | Timeline   |
|-----------------------------------|--|------------|
| Infographics                      | Sector Validation Results  | May 2015   |
| On-Site Photographs               | To highlight the project's priority vocational and technical occupations | June 2015  |
| Launch Event for first EPU        | To officially launch the first EPU                                       | Sept. 2015 |
| Fact Sheet                        | To present the component objectives, activities and progress to date     | May 2015   |

## COMPONENT 3: IMPROVED WORKFORCE DEVELOPMENT FOR WOMEN, YOUTH, AND VULNERABLE GROUPS IN TARGET AREAS

Improving workforce development for women, youth and vulnerable groups demands development of a set of integrated, tailored initiatives that directly address persistent cultural biases and negative attitudes about TVET; that is fitted to the needs of specific populations and geographic areas; that introduces nontraditional models; and tackles workplace and enabling environment issues which especially impact these populations. Accordingly, WFD will utilize a range of methodologies to achieve the component objectives, including challenge grants to partner NGOs, the cultivation and engagement of “champions” to lead community outreach efforts, and establishment of women-only activities, where culturally needed. The Project will ensure that activities take into consideration challenges and needs specific to certain subgroups, such as childcare and safe transportation for women and accessible and affordable transportation for youth.

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

The obstacles to entry into the labor market, often bundled together as the “culture of shame,” in reality, differ significantly for different population segments, occupations, income levels, governorates and personal backgrounds. Different mindsets foster different kinds of resistance to employment among potential job seekers: resistance to enter into certain occupations; resistance to enter into any technical or vocational occupation; and resistance to enter the labor market writ large. There are deep-rooted cultural perceptions around many technical and vocational occupations that make them unacceptable for employment. Jordanian job seekers, like many others around the world, commonly believe that vocational and technical professions offer low wages and benefits and minimal long-term job potential or security. With respect to female employment, women and their families often lack realistic knowledge about certain professions and their acceptability to social and cultural norms. Further, and importantly, not only is resistance to employment due to mindsets shaped by social realities, but it is also a legitimate response to logistical obstacles and to workplace conditions.

The mindsets of potential employers are also involved in the perceived “culture of shame.” There is a widespread impression within the top ranks of the Jordanian private sector that the productivity of Jordanian workers is lower than the productivity of foreign workers and that Jordanians have higher expectations from job opportunities in terms of benefits and positions and are unlikely to enter into technical and vocational occupations.

To counter and transform these widespread and deeply ingrained perceptions, the Project will design and implement a long-term attitude and behavior change campaign (ABC), customized for target populations and governorates. WFD will build on past behavior change communication efforts implemented through ETVET reform initiatives undertaken by several donor agencies, including the World Bank and JICA. The ABC campaign will include the promotion of a positive TVET brand, community engagement activities, strategic use of a range of media (traditional, new and social), advocacy by national and local TVET champions, and dissemination of success stories.

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

In 2012, the Government of Jordan, through a World Bank funded E-TVET Reform program launched a TVET image change campaign as part of the E-TVET reform program which targeted students, dropouts, parents, teachers, employers and Jordanian society at large. The campaign employed direct messaging to target audiences through online and offline events and activities, social media, TV, radio, printed materials, and documentaries. Although the program ended after only six months due to funding limitations, it may have contributed to increased enrollment in VTIs and is believed to have even attracted some university students into TVET. The WFD Project will assess and leverage these impactful campaigns building upon their successes.

Consistent and persistent messaging is a key success factor to stimulating perceptions shifts and mindset changes and will be paramount to WFD’s ABC strategy. The campaign will be fully integrated and aligned with the project planned technical activities and consistent with the overall project communications strategy. It will tackle perception challenges at the national, regional and local level and be tailored for specific segments of the target audiences and adapted to the context of the selected governorates. WFD will assess the potential impact and value of developing a national TVET “brand” which promotes a transformational vision for the sector at large and supports effective communication of the value and benefits of vocational education and training (This concept will be discussed and approved with USAID prior to any implementation.). Champions – respected and recognized personalities who are perceived as credible authorities, role models, leaders by potential beneficiaries – will be identified and engaged to endorse and promote a positive image of TVET through media campaigns, event appearances and other community based promotional activities. The dissemination of success stories about Jordanians who have achieved success and thrived having received technical and vocational education is will also be an important component of the ABC campaign.

The WFD Project has developed a scope of work to conduct a baseline sentiment analysis of the online presence of vocational labor – ‘listening’ to how vocational labor is talked about, reacted to, positioned and displayed in Jordanian communities on social media such as Facebook, Twitter and YouTube. This sentiment analysis will provide the project team with key information about the community, including identification of positive and negative sentiments and content trends and patterns. It will also contribute to the design of a comprehensive ABC campaign, inform project communication strategies and support development of other WFD activities on how to leverage online platforms. The Project has already established relationships with several Jordanian firms able to conduct this analysis and related work, including The Online Project, Syntax and Spring.

The Project will reevaluate on an annual basis through community listening events, focus groups and the online sentiment analysis to assess the progress in mindset changes and image improvement around the TVET sector in Jordan.

#### **Listening events time table**

| <b>Governorate</b> | <b>Venue</b>                            | <b>Date</b> |
|--------------------|---|-------------|
| East Amman         | East Amman Industrial Association/Marka | 13 May 2015 |
| Zarqa              | Zarqa Chamber of Industry               | 18 May 2015 |
| Irbid              | Irbid Chamber of Industry               | 20 May 2015 |
| Tafileh            | Tafileh VTI                             | 26 May 2015 |

|       |                |             |
|-------|----------------|-------------|
|       |                |             |
| Ma'an | Hotel in Petra | 28 May 2015 |
| Aqaba | Hotel in Aqaba | 27 May 2015 |

### Outputs/Milestones:

- Brainstorming session conducted to validate ABC approach by March 2015 (*completed*)
- ABC Strategy completed for the life of the project by September 2015
- Initial set of vocational education champions identified and engaged by September 2015
- Two infographic posters for women and youth in the workforce, one by July and one by August 2015
- At least two on-line or off-line ABC campaign events delivered by September 2015

### Activity C3.1.2: Conduct Community Listening Events

The Project's success depends largely on its ability to effectively engage with job seekers, their families and communities to change perceptions about the desirability of technical and vocational careers. The views and the "culture of shame" are deeply rooted and must be addressed through two distinct, but not separate, approaches in line with the project's ABC Strategy. First, the Project will demonstrate and raise awareness of actual changes to the status quo of the current TVET system – better training facilities, more market driven curricula, better qualified VTI instructors, safer work places (direct) and most importantly ability to place graduates. This will be done in tandem with the accomplishments of all other WFD Component activities (for example, improving instructor capacity, improving OSH standards, certifying career guidance counselors) Second, WFD will deliver a carefully designed communication campaign that promotes the benefits of technical and vocational careers (indirect) and how they are a means for increasing individual livelihoods, self-income generation capacity and social status in terms of having a source of employment.

Under the first element of the project's approach which focuses on promoting TVET and VTC improvements, WFD will regularly assess and convey progress on project activities and their impact on the quality of the TVET system to stakeholders via channels identified in the communication strategy (e.g., newsletters, e-mail, and infographics in VTIs, social media events, and traditional media coverage). Reporting on initiatives which are, in fact, improving the TVET system will help build greater support and appreciation for the sector. Internally, WFD will also evaluate and understand what is not working and design course correction plans so as to ensure the maximum return on investments in the ABC campaigns. In year 1, the project will focus on finalizing the community listening events so as to ensure a solid baseline of data and information on where current attitudes and opinions stand. With this data, WFD will produce a Fact Sheet.

Under the second element of the project's approach which focuses on communicating the value and benefits of TVET at large, WFD will hold "community listening" events in target governorates to interact and understand directly at the grassroots level mainstream perceptions, challenges and opportunities for TVET. To address the outcomes of these listening events, WFD activities will employ a "whole of family approach" which engages all members of the family and community and not just potential students and job seekers. Events will be held in cooperation with local VTIs, NGOs, local private sector and other influential community actors. Partnering with the local VTIs is of particular importance, because it will begin to build local awareness of the services of local VTIs and start to position them as valuable resources for the local community. Additionally, in working closely with VTIs in rolling out the project's ABC campaigns, WFD will build their internal capacity to sustain these activities in the future. These sessions will be highly customized to the specific challenges of each area. Understanding that what might work when engaging rural audiences in Tafileh will not necessarily work with traditional audiences like

the Bedouins in Ma'an or the urban populations of East Amman, Field Technical Officers will be key to guiding ABC interventions.

**Outputs/Milestones:**

- One “Community Listening” event in each governorate by September 2015
- Fact Sheet on TVET Success Stories by July 2015
- Three outreach events with family, VTC and other stakeholders by September 2015

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

As previously mentioned, unsafe and expensive transportation and unavailable childcare often impede the participation of women and youth in the labor market. To address these obstacles, as well as others, the Project will sponsor locally driven challenge grants aimed to turn local workforce obstacles into local business opportunities. Soliciting local solutions and supporting innovative business solutions through the grants program will provide a channel for local entrepreneurs to explore and pilot their business solutions. WFD will use a participatory approach to support the development of locally designed and owned solutions through partnerships with local communities, employers, and NGOs.

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

Through challenge grants, the WFD project will work with, and provide funding support to, local entrepreneurs and organizations for innovative solutions to local logistical challenges to employment such as the need for transportation, childcare, and others. This will not only generate local business and employment opportunities, but it will also develop locally driven and sustainable workforce development solutions. A study published by the USAID-funded “Youth for the Future” (Y4F) project identified transportation and day care services as critical enablers of youth and women’s participation in TVET programs and employment. Women in particular struggle to find alternate caregivers for children to enable their participation in trainings or to pursue employment opportunities.<sup>19</sup> Another study by IYF reaffirmed the Y4F findings and elaborated on the prevailing trend of women’s propensity to exit the labor market after marriage or the birth of children<sup>20</sup>. Other challenges are the need for more flexible work conditions, meaning more part time, job sharing or flex hour positions. Challenge grants can be used to simulate innovative solutions such as technology apps that can help employers schedule and track job sharing

The project will solicit grant applications from local organizations which present locally tailored, innovative and sustainable solutions to transportation challenges in their communities. The Land Transport Regulatory Commission represents a key partner with whom the project anticipates cooperating with to solve transportation challenges at the governorate level. Transportation costs are often up to 50% of the salary of youth (see footnote 9) therefore constitute a key barrier to employment. One of the grant application criteria will be that both youth and women in each area participate in advising on the design and implementation of proposed solutions. This will stimulate creative thinking and ensure that the root causes of such obstacles are addressed. The project will also solicit, select and implement grant proposals which address daycare issues outside Amman in target governorates. The grants will encourage NGOs in project selected areas to cooperate in identifying innovative day care solutions, for example community based nurseries that can potentially be shared by VTIs, SMEs etc. to meet the needs of their employees, students etc. Other grants could include: supporting NGOs to work directly with SMEs in their communities; designing awareness and outreach sessions with employers and employees about workplace related topics such as health and safety; developing legal resource booklets about workers’ rights in the workplace; and delivering of technical assistance and training for caregivers at childcare facilities.

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<sup>19</sup> Transport Services and their Impact on Youth Employment and Development in Jordan study, Y4F project -IYF 2014

<sup>20</sup> Feasibility Plan for the Establishment of a National Nurseries’ Business Entity in Jordan Study, Social Security Corporation, September 2010

**Outputs/Milestones:**

- One challenge/innovation grant awarded by September 2015
- Consultation meetings held with LTRC regarding transportation by April 2015 (*completed*)
- Mapping of specific transportation challenges for each governorate by June 2015
- Two stakeholder consultations on policy implication of transportation solutions by September 2015

**Activity C3.2.2: Develop a Model for a Women’s Only Incubator in a VTI**

At present, many VTIs lack the infrastructure and resources to provide a safe and culturally acceptable environment for women to gain hands-on work experience to strengthen their ability to become gainfully employed or self-employed. This is frequently considered one of the key obstacles for access to the labor market. One approach to addressing this obstacle is to develop a model for a women’s only incubator (which has already been done in Jordan) in VTIs. Under this activity the WFD will research and evaluate successful incubators in Jordan, learn from their experience and develop a model tailored for women interested in vocational occupations and that is suitable for establishment in a VTI.

Examples to be assessed are the Hijjawi Faculty of Engineering & Technology of Yarmouk University in Irbid which houses an Entrepreneurship Center of Excellence designed to promote creativity and innovation in the field of applied ICT. This Center is increasingly well known and has proven to be a good model for women participants. The center offers industry-specific incubators, modern equipment, capable staff and advisors; partners with domestic and international ICT companies and promotes a positive work environment for women. Approximately 50 students per year participate in full-time, six month internships based at the center. A second potential model to be evaluated is Kheir Al-Kourah, a women-only, agriculture supply chain incubator located in Irbid and implemented by the EU-funded PLEDJ (Promoting Local Economic Development) project. Managed by a Jordanian NGO, the program offers rural women training on tasks along the supply chain, such as packaging of produce. Different from the ICT incubator, this initiative is based in the community where the participants live which provides a non-threatening, easily accessible environment. Based upon the success of this model, the EU is considering replicating it in Tafileh, which could provide an opportunity for donor coordination and programming given that the WFD Project’s will work in Tafileh.

During Year 1, the Project will assess the applicability of the selected models for piloting in a VTI. WFD will review the ICT and agriculture supply chain incubators to determine their suitability for TVET purposes and relative ease of replicating and scaling for application to target sectors. A clear framework, strategy and action plan for piloting one incubator in a VTI in a target governorate will be developed. In year two, WFD will pilot a women’s only incubator in a VTI.

**Outputs/Milestones:**

- Capacity assessment of VTIs to host incubators by June 2015
- WFD Incubator Model developed based on lessons learned from Yarmouk University and PLEDJ, identifying opportunities, risks and constraints by July 2015
- Strategy and Action Plan developed by July 2015
- Incubator Strategy and model VTC approved by Board of Directors by September 2015

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

Working conditions in Jordan, in white and blue collar jobs, are not always attractive for men and often less so for women.<sup>21</sup> Many sectors and occupations are characterized by long hours, inadequate health and safety standards, low wages, discrimination and harassment. Work place environments must be improved to attract and retain workers in sufficient numbers and of good quality, especially women, within the labor force.

Since 2006, the ILO has been working with the GoJ to implement the “Decent Work” Program (DWCP) which supports the government to create better working conditions and enhance labor market compliance with international standards. Specific interventions have addressed issues related to wages, OSH, SSC provisions, freedom of association, gender harassment, VET, and labor law reforms (including working hours and types of employment).<sup>22</sup> The WFD project will build upon on the efforts of the ILO project and other activities working on improving women’s access to employment. In year 1 the project will support the expansion of initial efforts by the private sector to create more flexible workplaces. Major local companies have begun to move in this direction, most notably Zain. It is well known that the ICT sector is most progressive in terms of workplaces and therefore they will be engaged to highlight the benefits of alternate work arrangements. The Project will identify a select few private sector companies that will be highlighted with the aim of building increased awareness of the benefits of flexible workplaces.

#### **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 significantly increase women’s participation in the workforce. These arrangements benefit women, especially those with family commitments, as well as youth who prefer not to have full time jobs and to explore other self-employment ideas. At the same time more flexible work situations also provides advantages to employers who may need short-term or intermittent resources, especially small and medium-sized enterprises. While some companies offer flexible arrangements already, these are neither formalized nor regulated by labor codes.

Under this activity, the Project will work with private sector companies in the six target governorates to raise awareness and advocate for the benefits of alternative arrangements and advocate for more companies to enact them voluntarily. Local success stories that provide flexible work positions, such as Zain, will also be highlighted. This will contribute to activity C3.3.2 (Support the Revision of the Labor Code to Support Alternative Arrangements for Women), as it will provide evidence of private sector demand for flexible arrangements and the need for these to be allowed and addressed in the labor code.

#### **Output:**

- One grant solicitation for Advocacy Events by September 2015
- Six private sector company workshops to build awareness of the benefits of flexible work structures by September 2015

The following communication activities will be undertaken to support Component 3:

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<sup>21</sup> Jordan Better Work Project, ILO

<sup>22</sup> Decent Work Country Programme 2012-2015, ILO - <http://www.ilo.org/public/english/bureau/program/dwcp/countries/>

## Component III Workforce Development for Women and Youth

| Communication & Outreach Activity                        | Objective   | Timeline                      |
|--|---|-------------------------------|
| Infographics on Youth and on Women and Workforce         | To showcase the challenges and barriers to entry for youth and women and illustrate WFD's interventions to address these barriers   | July 2015<br>August 2015      |
| Power Point Presentations for Community Listening Events | To present the project's objectives and barriers pertaining to youth and women.   | May 2015                      |
| Fact Sheet/Grants  | To present the component objectives, activities and progress to date  | May 2015                      |
| On-Site Photographs                                      | To present Women Role Models and young Jordanian role models in WFD priority sectors  | June 2015                     |
| ABC Strategy   | To address the prevailing culture of shame and negative perceptions about vocational and technical training and employment across six governorates, including East Amman, Irbid, Zarqa, Tafileh, Ma'an and Aqaba.             | September 2015                |
| Promotional Video Based on ABC strategy                  | To promote positive perceptions toward vocational jobs and build confidence in the capacities of technical professions particularly among youth and women in the six target governorates.                                     | August/September 2015         |
| Social Media Campaign                                    | To deliver a bilingual campaign on Facebook to address the prevailing culture of shame or socio-cultural 'norms' that impede women and youth from joining the vocational and technical sector across six target governorates. | June<br>August/September 2015 |

## COMPONENT 4 – ENABLING ENVIRONMENT

Component 4 focuses on enhancing the enabling environment related to workforce development in the technical and vocational field. Enforcement of decent work conditions is critical to repositioning vocational and technical occupations. Until Jordanian job seekers can be assured of the conditions of technical and vocational workplaces, increased employment in these occupations will not happen. In addition, until certification, accreditation, and licensing are valued by both job seekers and employers, TVET institutions will lack incentives to institute these programs.

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

The Center for Accreditation and Quality Assurance (CAQA) is the national quality assurance body for TVET providers mandated with developing TVET standards to ensure the quality of the output, to license and accredit TVET institutions. CAQA is also mandated with conducting technical and vocational occupational tests and issuing licenses to practice. CAQA has developed an internationally benchmarked quality assurance system to manage these responsibilities. The Center has made some progress in the area of certification and accreditation since its establishment in 2012 however, according to a 2014 report by the European Training Foundation (ETF) CAQA “lacks the autonomy and resources (it) needs to be effective” and is in need of by-laws to be able to enforce accreditation and competency standards across all TVET providers<sup>23</sup>. More needs to be accomplished in order for all stakeholders – prospective students, parents, job seekers and employers – to embrace TVET programs in Jordan. The project will contribute to strengthening CAQA since it is a critical TVET stakeholder and many WFD project

<sup>23</sup> “Mapping Vocational Education and Training Governance in Jordan”, European Training Foundation (ETF), 2014.

activities depend on CAQA certification and accreditation. The WFD team has a very strong working relationship with CAQA which has enabled the quick identification of areas of needed capacity building. Through extensive TVET stakeholder consultations (namely the private sector) the project has recognized the “quality gap” in certifications and accreditations and will work on needed improvements to the process in collaboration with CAQA. However, the private sector will drive this process since they are the ultimate client (employer) of all TVET investments. It is private enterprises, after all, that will be hiring the job seekers and defining the competencies and skills needed for their employees.

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

At the present time, CAQA and the E-TVET Council have been working to implement a Vocational and Technical Occupation National Qualifications Framework (TVET NQF). A NQF “is a tool that is commonly used to regulate qualifications, to facilitate the development of progression pathways, and to enhance lifelong learning opportunities”<sup>24</sup>. Such a framework provides clear direction in relation to the skills and training standards needed for each recognized level of education and training in the Jordanian labor market. Some work has already been undertaken in the technical and vocational levels in this regard including defining the standards for many occupations. Both the level of certification of workers and the accreditation of training providers are at the center of this system. The EU has been active in this area of the past 2 years and plans to continue (see for example footnote 14). Component 1 Lead, Nadera Al Bakheet and DAI consortium partner Dajani Consulting have also been closely involved with the EUs efforts and are therefore intimately familiar with what is needed.

The key activity in this area will be to collaborate with CAQA to determine the “quality gap” in relation to certification and accreditation in TVET in Jordan. This will involve working with employers, and training providers to determine the way forward to improve the quality of TVTE training in Jordan by having well-recognized and accepted certification and accreditation programs in place. This approach is sustainable in that the key agency has already been established by GoJ and has been tasked with the responsibilities. More importantly, the private sector needs certified skilled labor therefore creating the need from job seekers for the certifications that are provided by CAQA. This means all stakeholder incentives are aligned.

In year one under this activity the WFD Project will procure the hardware needed to support developing an electronic system bank exam/portal to support the online exam system including practical testes. This hardware will also be used for the customization of databases for CAQA. The actual development of these applications will take place in year 2, however, the first phase of hardware procurement will take place in year 1 as outlined below.

#### **Outputs/Milestones:**

- Draft PIL with CAQA by June 2015
- CAQA gap analysis in certification and accreditation including capacity building needs by July 2015
- Implementation Plan to address CAQA gaps by August 2015
- Implementation of plan initiated by September 2015
- Three additional occupational tests in each of the 6 governorates by September 2015 (*occupations identified in May, 2015*)
- Key stakeholders educated about the role of CAQA by printing education pamphlets by September 2015
- Key stakeholder educated about the role of CAQA by convening three stakeholder/education meetings in Tafileh, Ma’an, and Aqaba by September 2015.
- Three training (South, Middle, North) in Quality Assurance Manual prepared by the EU. (*South workshop completed*) by August 2015

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<sup>24</sup> See The Jordan National E-TVET Strategy (2014-2020), p.14

- Procurement of equipment (including 14 PCS, desks, chairs and one multi-function printer) by September 2015

## **C4.2. SUB-OBJECTIVE: IMPROVED WORKPLACE HEALTH & SAFETY STANDARDS**

One of the barriers often cited for women and youth not pursuing careers in the technical and vocational fields is that the working conditions are often dangerous and unsafe. The Ministry of Labor and the Ministry of Social Development have recognized this and have enacted legislation aimed at enhancing the working environments within enterprises in Jordan. Both Ministries are engaged in processes of inspections to ensure compliance with occupational safety and health standards (OSH).

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

The GoJ passed a law in 2006 that requires companies of a certain size to have OSH Supervisors on staff. There are currently two MSCoEs in OSH in Jordan, both in Marka one run by VTC the other under Al Balqa Applied University (BAU) (Community College equivalent). The Ministry of Labor is supporting the VTC initiative and The Ministry of Higher Education the other. Both are training individuals to become OSH supervisors in private sector companies. BAU established a PPP with Consolidated Construction Company (CCC), one of the largest construction companies in the Middle East. The VTI MSCoE follows the traditional model of training in OSH. As a result there is confusion about who has this mandate as well as who has the capacity to provide the required training and whether training is currently taking place or not. At this point there appears to be no other donor-funded project working in this area.

Jordan requires trained OSH supervisors/inspectors especially outside of Amman. Due to the current unclear status and the two competing institutions the training may not be meeting the needs of the labor market. WFD will confirm the status of the legislation to ascertain the role of OSH Supervisors in the law and who in GoJ is tasked with the training of the individuals. The team will work with BAU and VTI to assess their capacity to develop and deliver the training and develop a set of recommendations for a sustainable solution. Based on the team's findings, WFD will develop and recommend an implementation plan which will include a curriculum review and CAQA certification with a targeted pilot date in the first quarter of project year 2. This approach is sustainable because it builds upon two initiatives, which have already been designed, approved and piloted, and there is increasing pressure with the increasing enforcement of the GoJ's OSH legislation. Additionally, because improved OSH will increase acceptance of TVET and potential enrollment in VTIs, the VTC will also be incentivized to support this activity. The WFD Project will also collaborate and coordinate with USAID's JCP and LENS projects that can benefit from this initiative to the extent they work with technical and vocational occupations and address OSH issues.

Under this activity an OSH awareness campaign will be designed and implemented with the anticipated results being: 1) to increase individuals' knowledge of how to practice OSH standards in their workplace 2) to minimize the number of accidents in TVET and technical and vocational workplaces 3) to increase acceptance of working in TVET and 4) to improve the image of technical and vocational workplaces as safe spaces. Given that all private sector companies working vocational and technical occupations as well as all local factories are legally obliged to practice OHS, WFD foresees great demand for these workshops.

#### **Outputs/Milestones:**

- Set of recommendations for a sustainable approach for a OSH MSCoE by July 2015
- Implementation plan for an OSH MSCoE approach building on the strengths of both institutions by August 2015

- OSH Infographic and OSH Success Stories for World OSH in the Work Place day April 2015 *(completed)*
- OSH awareness campaign in each of the governorates for private sector and VTIs in coordination with SSC and the Ministry of Labor by September 2015
- CAQA certified OSH curriculum:
  - OSH Occupational Profile developed with CAQA, private sector, VTC, Ministry of Labor March 2015 *(completed)*
  - OSH Occupational Standards, facilitated by CAQA, private sector representatives, VTC and Ministry of Labor March 2015 *(completed)*
  - OSH curriculum framework May 2015 *(completed)*
  - OSH occupational test by June 2015
  - Identification of international certification providers for OSH by September 2015

### **C4.3: SUB-OBJECTIVE: IMPROVED VTE MANAGEMENT AND COORDINATION WITH THE PRIVATE SECTOR**

At present VTCs are generally isolated from their local communities. They have the potential, however, to be valuable community resources if integrated with the local economy. The WFD project, over the course of the project, will work to transform VTIs into local “Innovation Hubs” that are deeply embedded into their local communities’ economies on a demand-driven model. Upon project completion, VTIs will be places where local SMEs can prototype and outsource research and development of their products and services and where students get to experiment with new technologies and products. The first stage in transforming these VTIs is to improve the management of centers and to increase their engagement with the private sector. Integrating VTI into their local communities will be critical given that most the Jordanian economy consists of small and medium sized enterprises (SMEs), that lack not only suitably trained workers, but also expertise or capital to scale or upgrade their production capacity.

#### **Activity C4.3.1: Design first of a series of PPP Overseas Study Tours (OSTs) to learn about global best practices in TVET management**

One of the ways in which VTIs can enhance their management and design more effective linkages to the private sector is to learn for others who have successfully engaged in these processes. Well-designed and conducted study tours can be an effective means to learn global best practice that can be adapted to local Jordanian conditions. In the past, the VTC and VTIs have benefitted from such study tours through exposure to global best practices in TVET policy frameworks, understanding how to effectively engage the private sector, how to optimize VTI resources (manpower, equipment and facilities). Continuing to expose VTC and VTI management to international best practices will enable them to see firsthand successful TVET management practices, procedures and models.

Conducting the OSTs with both the private sector and the VTC management will instill a unified vision in terms of global best practices in VTE and ensure that the public and private sector see first-hand how they can work together. Based upon discussions with key stakeholders including the E-TVET Council, VTC management, and the private sector, initial proposals for study tours will be to Tunisia or Turkey. They were selected after careful consideration: Both countries have advanced TVET systems where the private sector takes its responsibility towards TVET sector very seriously, and companies and businessmen invest in training. They both have comprehensive, and advanced career guidance and employment service systems and strong business associations lead the TVET system and participate in full training and employment process from planning and developing sector strategies, to curriculum development, the implementation of training, monitoring and evaluation, and financing.

In Turkey, for example, the private sector has stepped in for the public sector by providing employment services needed for sustainable and inclusive growth. Turkey’s Bursa Chamber of Commerce and Industry started a school business matching partnership that trains almost 3,000 people every year in

sectors ranging from automotive-metal to textile. The OZIMEK project connected trainees with jobs in the private sectors through job portals and placement services. Learning about specific examples of public private collaboration can generate ideas for the private sector and VTC participants to implement in Jordan that would connect VTI graduates with jobs. Upon return, the project will conduct focused workshops to share findings and develop an implementation plan with clearly define milestones.

In year 1 the project will design and prepare for one overseas study tour (OST) for VTC management in partnership with private sector companies from the project's target sectors and governorates. The actual OST will take place in the first quarter of Year 2. The selection criteria for participants will be:

- Willingness to cost share
- Commitment to implement changes identified by the OST
- One of the VTIs working with the WFD Project
- Private sector has to work in one of the Project's target sectors

**Outputs/Milestones:**

- Program design (SOW and procurement documents) for the first OST by September 2015.
- Cost share agreements signed with private sector participants to cover 50% of their own costs by September 2015

## **CROSS-CUTTING: OTHER CRITICAL ACTIVITIES**

### **WFD GRANT ACTIVITIES**

WFD will expand the reach of the program and create partnerships by providing grants to organizations that advance the role, visibility and engagement of women, youth, and those living at or below the poverty line. Potential grant partners will include civil society organizations (CSOs), professional trade associations, for-profit businesses, community based organizations, and Government of Jordan, WFD program partners (VTI/VTC/OSHI). A total of USD \$5 million will be made available over the life of the project. It is anticipated that grants will be clustered in the following areas:

- 1) Increase Enrollment and Access to Vocational and Workforce Readiness Training
  - Tackle misperceptions associated with vocational training
  - Encourage re-entry of women into the workforce
  - Develop relevant internship programs
  - Increase institutional capacity for VTIs. (non-competitive)
  - Increase Access to Employers for Vocational Training and Education Graduates (non-competitive)
  
- 2) Create Supportive Enabling Environment in the Workspace
  - Decrease transportation and childcare barriers to entry through community driven "Challenge Grants"
  - Increase public information among Employers
  - Increase public information about workforce health and safety for employers and community

- Retention Initiatives
- Galvanizing change through inspiration and information

While details of the grant program can be found in the Grants Strategy, the following is a timeline of critical activities related to the roll out of the WFD Grants program

| Activities   | Responsibility   | Duration |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
|--|--|----------|----|----|----|------|----|----|----|------|----|----|----|--------|----|----|----|-----------|----|----|----|
|  |  | May      |    |    |    | June |    |    |    | July |    |    |    | August |    |    |    | September |    |    |    |
|  |  | W1       | W2 | W3 | W4 | W1   | W2 | W3 | W4 | W1   | W2 | W3 | W4 | W1     | W2 | W3 | W4 | W1        | W2 | W3 | W4 |
| <b>Grants Workplan</b>   |  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| <b>a. Preparation</b>  |  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop grants manual and send to USAID for approval   | Grants Manager/HO                                      |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Customize Field Ops Manual   | Grants Manager/HO                                      |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Consult component leads on grant guidelines  | Grants Manager/Comp. Leads                             |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Prepare grants presentation for project staff and present  | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop internal strategy for launch of the program  | COP/Grants team/Component leads                        |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| USAID brief on approach  | COP/Grants Team  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Communication plan for publicizing APS   | Grants/Communications                                  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Brief component leads on approach and solicit feedback   | Grants/Component leads/Regional Manager                |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Discuss grants approach with other I/Ps doing community based programming for lessons learned  | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Training for field teams on grants and socialization of grants program   | Grants Manager/Regional Manager                        |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| <b>b. Documents</b>  |  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Finalize templates for concept paper and application/ evaluation criteria  | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop APS  | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop communications plan for publishing APS   | Communications/Grants/Procurement/Regional Field Teams |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop agenda for the Launch event- identify objectives, target audience, identify what presentations need to be developed for launch   | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Finalize guidance to be provided to the potential grantees   | Grants Manager   |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Get USAID approval as needed on the documents  | COP  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Develop short synopsis of APS with link to be printed in the newspapers/online and post  | Grants/Communications                                  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Translation of all public documents- guidance for grantees/ concept&application templates/ APS   | Translators  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| <b>Launching Grants Program</b>  |  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Publish APS-online/newspaper/  | Communications/Grants/Procurement/Regional Field Teams |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Inform partners, and "friends of the program" through formal correspondence about the grants program   | Component leads/Grants/Procurement                     |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Governorate trips with component leads and Grants Manager/Regional teams for "targeted" meetings about the grants program with potential partners--to include GoJ VTI partners                               | Grants/Communications/Field Teams                      |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| Expect first batch of concepts to be received - expect a 30-45 day process to work with grantees in finalizing applications, getting approvals, conducting pre-award determinations for management/financial | Grants/Component lead/Finance                          |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |
| First grants cut   |  |          |    |    |    |      |    |    |    |      |    |    |    |        |    |    |    |           |    |    |    |