

Work-Based Learning in Jordan



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Hisham Rawashdeh
Amman- Jordan

This report, a UNESCO initiative, examines Work-Based Learning programmes for young people in Jordan. The information collected and research conducted follows the methodology and guidelines of UNESCO for the national reports on reviewing work-based learning programmes for young people in the Arab region. This report aims to support partners in the design and implementation of relevant Technical and Vocational Education and Training (TVET) policies that can contribute to youth employment.

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Forward

Work-based learning (WBL) has become a key issue in the international debate on human capital development. In line with UNESCO's TVET Strategy (2016-2021), UNESCO promotes TVET as an integral component of education, which is a human right and a building block for peace-building and inclusive sustainable development. With its humanistic and holistic approach to education, UNESCO strives to enhance inclusive education systems where all individuals benefit from meaningful and lifelong learning, delivered through multiple formal and informal pathways.

This case study seeks to inform policymakers and practitioners in Jordan, including private sector and civil society about how to design and manage effective work-based learning programmes targeting young people.

In Jordan, TVET's landscape is changing fast, as new programmes and new roles are emerging. Changes in TVET are the result of political and structural changes in the overall education and training system. They are also the result of external social, political and economic factors, notably youth unemployment, demographic developments, and labour market trends driven by technological and work processes and organizational changes, as well as geopolitical turmoil in the region.

In this context, WBL is a powerful driver for expanding and improving the relevance of TVET. However, realising the potential of WBL requires policymakers and social partners to engage in partnerships and in close cooperation.

In addition, this case study seeks to provide current information on the state of WBL in Jordan by examining the national context, the nature and extent of WBL, policies and legislations, employer and employee organizations, resources to improve the quality of WBL programs, funding, and data on performance of WBL on employment, productivity, growth, and sustainable development. The report also examines WBL as a vector for access to TVET for disadvantaged groups including young women.

Abbreviations

ASCO	Arab Standard Classification of Occupations
BAU	Balqa Applied University
CAQA	Center of Accreditation and Quality Assurance
COE	Center Of Excellence
CSB	Civic Service Bureau
DACUM	Develop a curriculum
DEF	Development and Employment Fund
DOS	Department Of Statistics
ETVET	Employment and Technical and Vocational Education and Training
GEMM	Governance for Employability in the Mediterranean
GFJTU	General Federation of Jordanian Trade Unions
GIZ	German International Cooperation
HRI	Human Resources Information
ILO	International Labour Organization
IMF	International Monetary Fund
IYF	International Youth Foundation
JAPM	Jordanian Association of Pharmaceutical Manufacturers
JCI	Jordan Chamber of Industry
MOE	Ministry of Education
MOHE	Ministry of Higher Education and Scientific Research
MOL	Ministry of Labour
MSMEs	Micro, Small and Medium Enterprises
NCHRD	National Center for Human Resources Development
NET	National Training and Employment
NTEP	National Training and Employment Project
NGOs	Non-Governmental organizations
SIDA	Swiss International Development Agency
SSC	Social Security Corporation
TDI	Training and Development Institute
TMS	Training Management System
TOT	Training of Trainers
TWEED	Training for Water and Energy Efficiency Development
UNDP	United Nations Development Project
UNRWA	United Nations Relief and Work Agency for Palestine Refugees
VTC	Vocational Training Corporation

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Section One

The National Context

Jordan is a small country with limited resources situated in the Middle East, to the east of the Mediterranean Sea.

1.1 Demography

According to the 2015 population and housing census conducted by the Department of Statistics (DOS), Jordan's total population is 9,531,712 as per the census report released by DOS in late February 2016. Males comprise 53% of the population (5,051,807), while females are 47% (4,479,904). The number of Jordanians citizens are 6,613,587 representing about 70% of the total population, while non-Jordanians are 2,918,125 (30% of the population), of which 1,265,514 (43% of total non-Jordanians) are Syrians who left their country due to the ongoing Syrian crisis since 2011.

Populations in Jordan are concentrated in three governorates, the capital Amman of 4,007,526 (42.04% of the total population), Irbid of 1,770,158 (18.57%), and Zarqa governorate of 1,364,878 (14.32%). Populations in the remaining nine governorates are 2,389,150 representing about 25% of the total population in Jordan. The total number of households is 1,977,534 and the average household size decreased from 6.7 in 1978 to 4.8 in 2015.

During the last 55 years, the population of Jordan has increased more than 10 times. The population growth rate has been high reaching 5.3%¹ from 2004 to 2015. The numbers reflect the high migration rate as well as the Jordanian population growth (3.1%). There is high demographic pressure from those under the age of 15 forming 35% of the population, which require significant public investments in education, health, employment, housing, and infrastructure.

Jordan is witnessing a decline in its high fertility rates, which can lead to a "demographic opportunity," expected to occur in 2030 and last for 20 years². The demographic opportunity occurs when the proportion of working age population is at its greatest, while the proportion of dependency is at its lowest. This will have many benefits:

- Growing labor force and increased savings and GDP
- Lower dependency rates on working Jordanians
- Population decrease leading to decreased dependency on the country and services

1.2 The Economy

Jordan's economy is among the smallest in the Middle East, with insufficient supplies of water, oil, and other natural resources³.

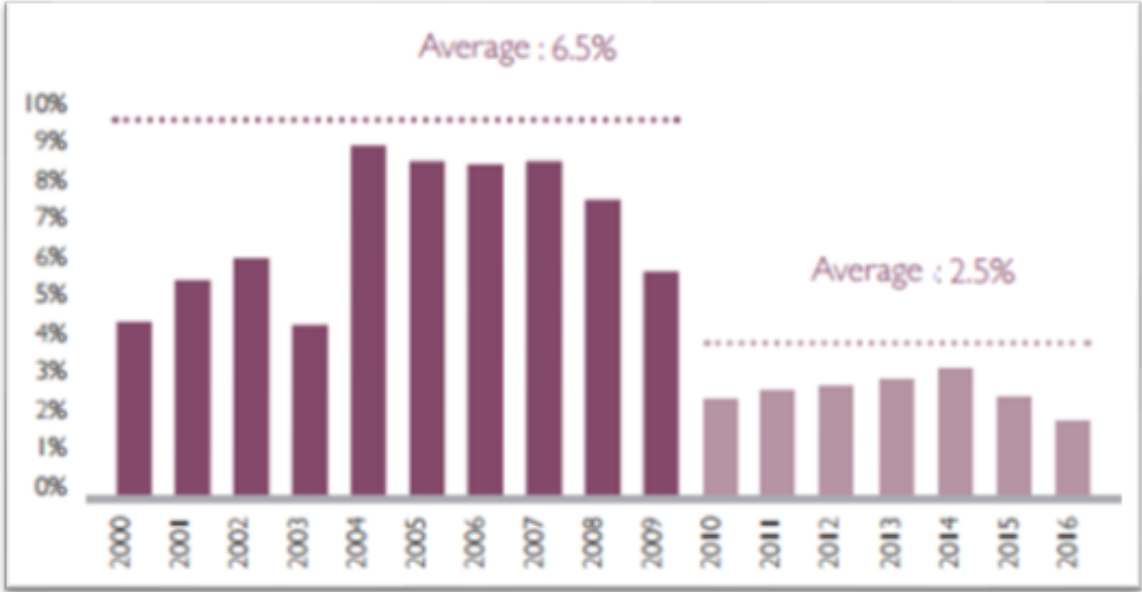
¹ Torino process Report/ Jordan 2016-2017

²- policy document "The demographic opportunity in Jordan" Higher Population Council, October 2009

³ 2017 CIA WORLD FACTBOOK AND OTHER SOURCES

As illustrated in figure 1, growth of Gross Domestic Product (GDP) at constant market prices – real GDP- in Jordan between 2000 and 2009 averaged 6.5%, but from 2010 until 2016, average growth was a mere 2.5%. Furthermore, Jordan’s total public debt has increased exponentially, exceeding economic growth. By the end of 2016, the debt-to-GDP ratio was 95%, compared to approximately 61% in 2010⁴.

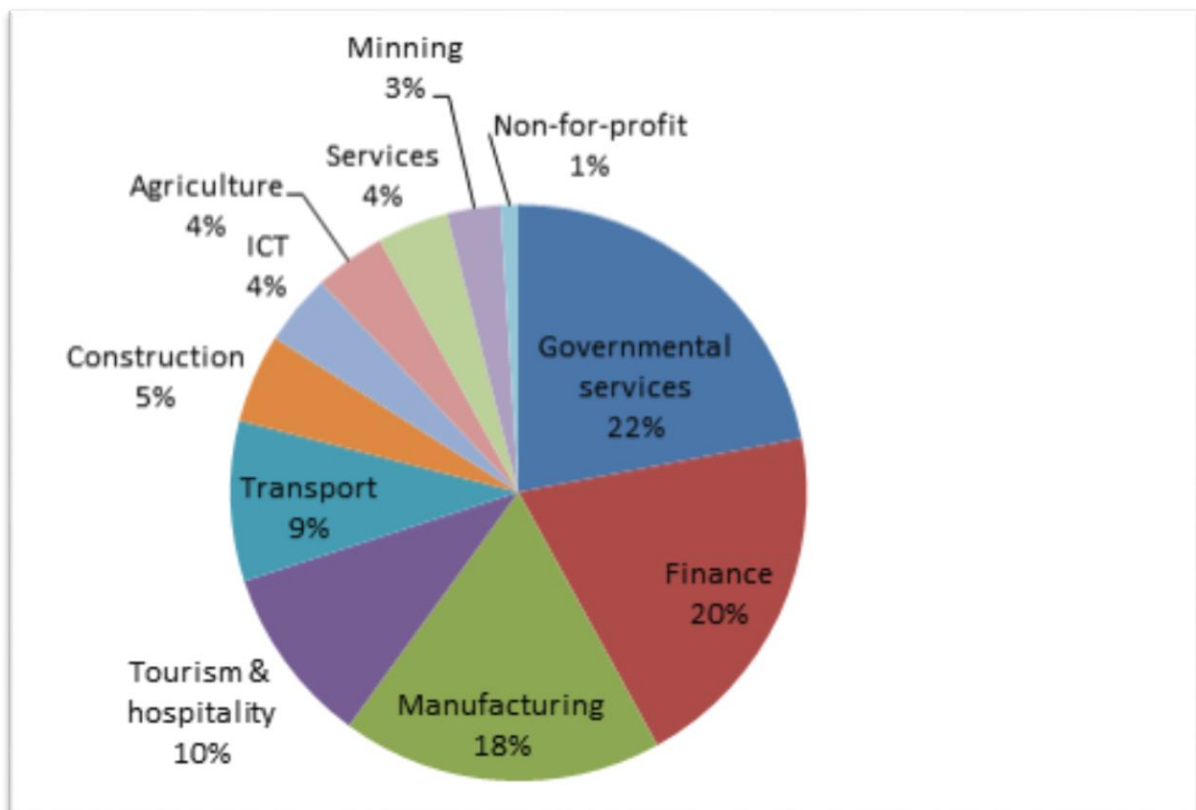
Figure 1. GDP growth for the period (2000-2016)



In 2016, GDP at current market prices- nominal GDP was 27444.8 million JD (38,697.186 USD), and the per capita GDP was 2801 JD (3,949.41USD)⁵.Figure 2 shows the contribution of the different economic sectors to Jordanian GDP for 2016⁴. The graph shows that governmental services, finance, and manufacturing sectors contribute to 60% of Jordan’s GDP.

⁴ JORDAN ECONOMIC GROWTH PLAN 2018 - 2022 The Economic Policy Council
⁵ Jordan economy in figures 2012-2016/ Central Bank of Jordan

Figure 2. Economic Sectors contributions to GDP/Jordan 2016



The private sector in Jordan consists of small and medium enterprises (SMEs) which represent around 94% of the existing companies, are accountable for more than 60% of the economic output, and employ more than half of the labor force. SMEs face several constraints for their growth such as rigidities in the labor market and poor access to finance⁶.

1.3 The Labour Market

1.3.1 Jordanian Workforce

In 2015, the total number of Jordanians aged 15+ years was 4,381,377 out of them only 1,607,599 are economically active forming about 36.7% of those in the employment age.

According to the employment and unemployment survey conducted by DOS for 2016, the total Jordanian workforce increased to 1,660,256, while the refined economic participation rate slightly decreased to 36%. The percentage is low for females with only 13.2%, while for males 58.6%.

1.3.2 Employed Workforce

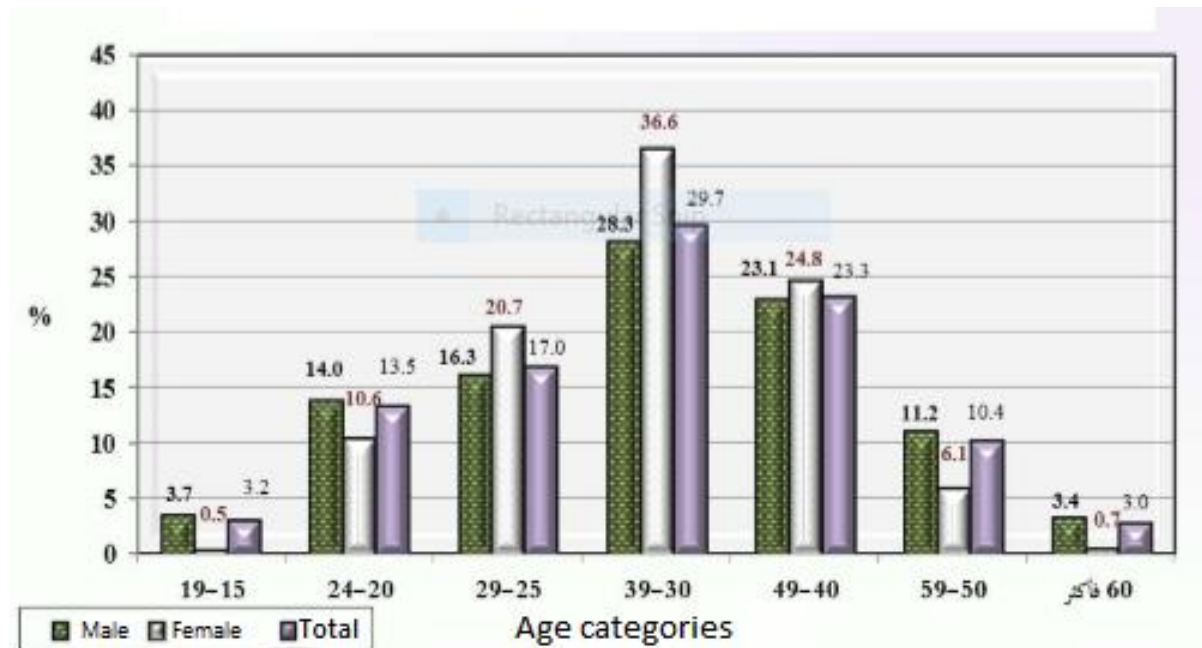
Figure 3 illustrates the distribution of the employed workforce according to age and sex for the year 2016⁷. As illustrated, youth age category (15-24) forms only 16.7% of the total workforce (17.7%

⁶ TRP 2016-2017/ Jordan.

⁷ (DOS)

males, 11.1% females). In addition, 83.5% of the workforce are within the age category 20-49 with percentages of 81.7% and 92.7% for males and females respectively.

Figure 3. Employed WF distribution According to age and sex



Economic sectors that employ the majority of Jordanian workforce include: public administration, defense and compulsory social security 26.1%, whole and retail sale and auto engines repair 15.4%, education 11.5%, the manufacturing industry 9.7%, transportation and storage 7.6%, construction 6.1% and human health and social work activities 5.1%. Male employees are concentrated in the public administration, defense and social security, whole and retail sale and auto repairs, manufacturing, transportation and storage and construction sectors at the percentages of 28.9%, 17.4%, 10.4%, 8.8% and 7.2% respectively. Instead, females are concentrated in education, health and social services, public administration, defense and social security, manufacturing industries and whole and retail sale and auto engines repair sectors at the percentages of 40.6%, 15.9%, 11.8%, 6.3% and 5.3% respectively.

Females dominate sectors like education and health, where their percentages are 57.4% and 51.3% respectively out of the total numbers of the workforce. More than half of the employed workers (52.1%) have less than a general secondary certificate (Tawjihi), 26.6% of workers have a bachelor's degree or higher, 10.8% have a general secondary certificate, and 9.5% have an intermediate diploma. The majority of employed male workers (59.4%) have less than secondary certificates, while the majority of female workers (60.3%) have a bachelor's degree or higher. This explains the concentration of female workers in the education and health sectors, which usually require high educational levels for employment.

About one third (33.4%) of the employed workers are earning less than 300 JD/ 429 USD per month (females 33.1%, males 33.4%), 55.3% are earning 300-499 JD/ 429-613USD per month (females 56.9%, males 55%) and only 11.3% are earning 500 JD/ 714 USD per month or more. There is a slight difference in monthly earnings between male and female workers in Jordan.

The majority of the educated Jordanian workforce earn 300-499JD/ 429-613USD. However, the bachelor's degree category reaches up to 26.9% where workers earn 500 JD/ 714 USD per month compared with only 11.1% for the intermediary diploma, 7.3% for the secondary certificate, 4.4% for less than secondary and 2.8% for illiterate workers.

In 2015, the distribution of Jordanians employed in the public and private sectors was about 40% in the public sector and about 60% in the private sector⁸.

In its report about "Micro, small and medium enterprises status in Jordan" published in 2017, Jordan Enterprise Development Corporation (JEDCO) classified enterprises into four categories according to the number of employees: micro enterprises (less than 5 employees), small (5-19), medium (20-99) and large enterprises (100 and more).

By the end of 2015, the total number of micro, small, and medium enterprises was 187018 representing more than 99% of the 187,645 working enterprises in Jordan. The number of employed workers in micro, small, and medium enterprises was 525,646 forming about 71% of the 741,517 employees working in all enterprises, while the number of employed workers in large enterprises was 215,871 forming about 29% the total employed workers in enterprises.

The majority of micro, small and medium enterprises (56%) work in the internal trade sector, 28% in services, 14% in the industry and the rest about 2% in construction, transportation and storages, and financing and insurance sectors.

1.3.3 Informal Sector

The International Monetary Fund (IMF) estimated that the informal sector consists of 26% of Jordan's economy⁹. Informal employment stood at around 44 percent of the total employment in the Jordanian economy in 2010, whereby the percentage of informal employment in the private sector reached 55 percent of the total employment in this sector. Furthermore, the percentage of informal employment amongst working males stood at around 23 percent compared with about 15 percent of informal employment amongst working females in 2010.

Certain economic activities employed around 71 percent from the total employment in the informal private sector. These activities were; crafts (30 percent), services and sales (24 percent), and machinery technicians (17percent). In contrast, the percentage of informal employment in higher administrative activities was modest, standing at merely 0.4 percent from the total informal employment in the private sector in 2010.

On the sectorial level, 30 percent of the informal employment was concentrated in "retail and motor bike and vehicle maintenance," 18.6 percent in manufacturing, 11.7 percent in "transportation and storage," and 11.1 percent in construction. In further detail, the wholesale and retail sector and the vehicle maintenance sector were the primary employers of male informal employment (32.4 percent of total males working in the informal private sector). On the other hand, the primary sector that employs female informally was medical and social services with a percentage of (17percent) of the total female employment in the private sector. Moreover, agriculture, forestry and fishing came in third place composing (16.4percent), followed by the education sector (16.1percent)¹⁰.

⁸ Employment statistics in Jordan 2011-2015/ DOS.

⁹ IMF country report 14/153-June 2014.

¹⁰ The Panoramic Study of the Informal Economy in Jordan/ MOPIC, UNDP.

Some initiatives to formalize the informal sector include:

- Expansion of social security to cover micro enterprises employing one or more workers;
- Development of a national framework to regulate the informal economy initiated by ILO which formed a national working group for the formation of the framework. The group consists of representatives from the Ministry of Labour, the Jordan Chamber of Industry (JCI), the General Federation of Jordanian Trade Unions (GFJTU), the Social Security Corporation (SSC), the Department of Statistics, the Ministry of Planning and International Cooperation, and the King Abdullah II Fund for Development. The framework, entitled “Towards a National Framework for a Transition to Formal Economy in Jordan,” was endorsed by the Ministry of Labour, GFJTU, JCI and SSC¹¹.

1.3.4 Role of Social Partners

The role of social partners (employers’ associations and trades unions) in employment related matters is mainly through participation of their representatives in the concerned councils and committees.

According to the Jordanian labour law (1996), the tripartite committee comprised of equal representatives from the government, employers, and workers organizations set the minimum wage. The committee is set up by the Council of Ministers upon a recommendation of the Minister of labour, and the committee chair is appointed from the committee's members. Members of the committee shall hold a two-year renewable mandate.

The committee is in charge of fixing minimum wages in Jordanian currency either generally or for a particular area or trade¹².

The committee holds sessions as necessary and upon invitation by its chairman, and submits its decisions to the Minister, to be referred to the Council of Ministers which adopts the decision, taking into consideration the cost of living estimated by the appropriate bodies. The current minimum wage adopted by the cabinet in February 2017 is 220 JD/ 314 USD¹³.

Social partners are part of employment and training related councils and committees such as ETVET Council, VTC Board of Directors, ETVET Fund projects financing committee, and CAQA Steering Committee. Those councils and committees are responsible for setting strategies and policies in the field of ETVET including employment conditions.

Regarding their role in identifying skills shortage, social partners have no skills needed database in different sectors that systemically documented and updated as required, and their role is limited to participation in the ad hoc technical and steering committees for conducting training needs surveys formed by concerned institutes like NCHRD and VTC.

1.3.5 Unemployed Workforce

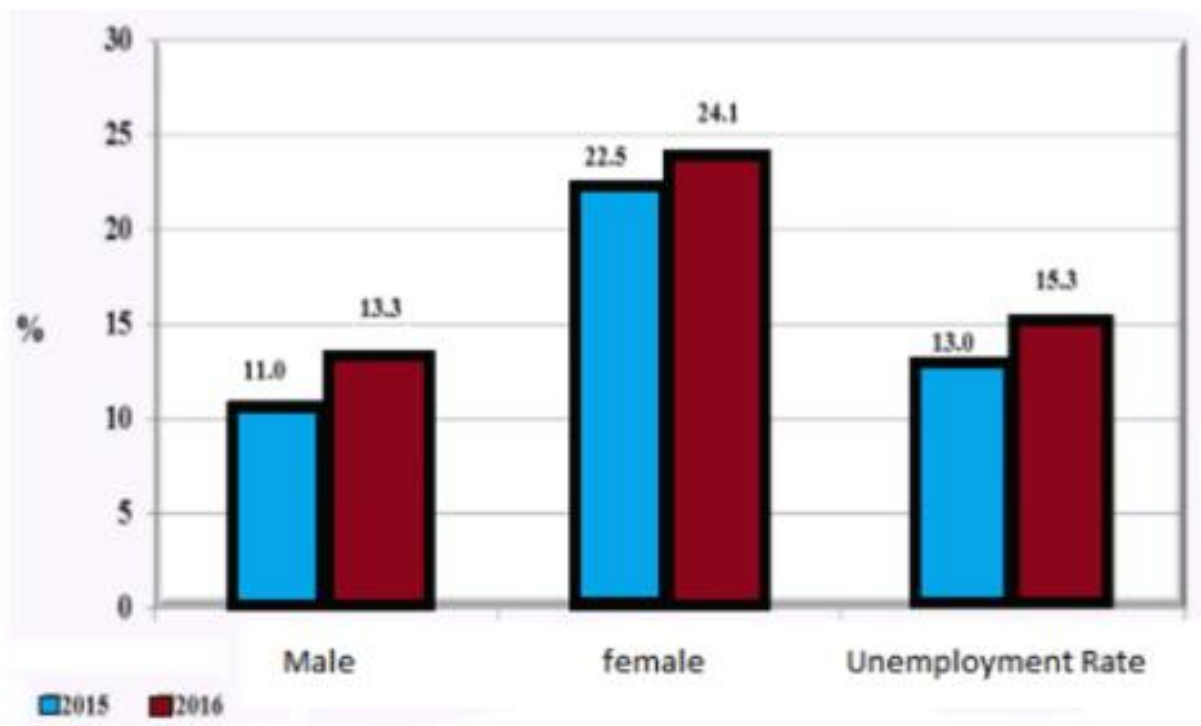
According to the employment and unemployment survey of 2016 (DOS), the number of unemployed workers was 253616 (males 180703 and females 72913). Unemployment rate reached up to 15.3% in 2016 (13.3% for males and 24.1% for females) compared with 13% (11% for males and 22.5% for females) in 2015. This rate is almost three times the international rate, which is only 5.7% as estimated by ILO for 2016.

¹¹ Press release/ ILO-Jordan-27 April 2015

¹² Labour Law No. 8 year 1996 and its amendments.

¹³ Al Rari daily newspaper- 28/2/2017.

Figure 4. Unemployment rate in Jordan in 2015-2016



Unemployment among youth within the age category (15-24) reached up to 35.6% in 2016 (31.5% for males and 56.9% for females), and it forms 51.2% of the unemployment rate in general in Jordan¹⁴. Youth unemployment in Jordan is almost three times the international rate, where unemployment rate among youth was only 13.1% in 2016 according to ILO.

39.1% of the unemployed workers in 2016 have a first university degree or higher (males 24.3% and females 76%), 46.1% of them have less than secondary certificates (males 62.5% and females 5.7%) and 14.8% have general secondary and community college certificates (males 12.7% and females 18.3%).

1.4 Education and Training

1.4.1 Education System

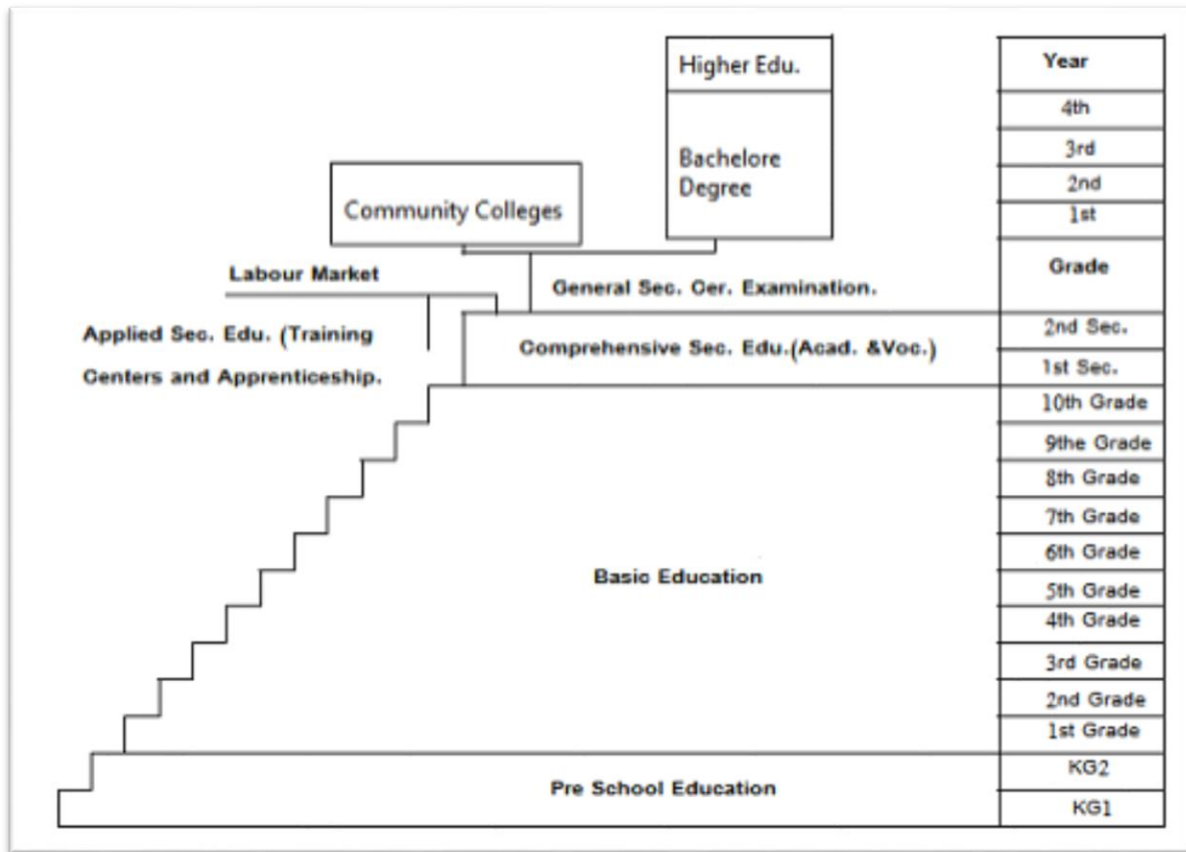
As shown in Figure 5, the education system in Jordan consists of preschool, basic (primary) and secondary stages, as well as higher education. The Ministry of Education (MOE) is responsible for preschool, primary and secondary stages, while the ministry of higher education and scientific research (MOHE) is responsible for the higher education in community colleges and universities.

The basic (primary) education stage takes 10 years and starts at the age of six up until 15 years old, and this stage is legally compulsory for the relevant age group to join. According to DOS statistics of 2015, the number of students participating in the primary stage was 1,553,353 with a gross participation rate of 98.9% of the relevant age group (males 99.1%, females 98.7%). The completion rate indicator available on DOS website was 99% for grades from 1-6 in year 2015. The drop out ratio in basic education was 0.31% (males 0.37%, females 0.26%)¹⁵.

¹⁴ Employment and unemployment survey of 2016 (DOS).

¹⁵ Statistical report for the scholastic year 2014-2015/ MOE.

Figure 5. Educational System



The secondary education stage takes two years where students' ages are 16-17 years old. The secondary stage includes comprehensive academic and vocational streams in addition to the applied secondary education. In 2015, the gross enrolment rate within the secondary comprehensive education stage was 75.9% (males 71%, females 80.8%)¹⁶ and the completion rate for the secondary education stage was 77%¹⁷.

The post-secondary education, supervised by the Ministry of Higher Education (MOHE), ranges between 2-5 years. Institutions providing such education are universities and community colleges. Studies in universities can take up to five and students receive a Bachelor of Science or Arts degree., Instead, community college studies take 2-3 years to complete and students obtain a Diploma certificate.

Vocational education and training in Jordan is provided through the following ways:

- The institutional vocational education/training where all related teaching/ learning activities including both theoretical and practical parts of the program are conducted in equipped vocational schools/ institutes. MOE is the main provider of vocational education through the comprehensive secondary education stream.

¹⁶ DOS (Social and economic indicators system).

¹⁷ JORDAN EDUCATION FACTS

(<https://www.usaid.gov/sites/default/files/documents/1883/Education%20Sector%20May%202016.pdf>)/ USAID-Jordan

Some community colleges, in addition to the technical education programs that lead to the national comprehensive certificate provide up to two years of vocational training programs that lead to a vocational diploma. TVET programs provided by community colleges institutionally implement their programs within their premises.

VTC, the main provider of vocational training using dual/ combined pattern, also implements some of its training programs such as technician, short term, and continuous training programs only within its institutes premises.

- In the dual/ combined pattern, training is conducted in both the vocational training institute and in the workplace. VTC implements the apprenticeship-training program that leads to a skilled worker level as well as to semi-skilled and craftsman levels.

The national employment and training company (NET) use in-company training in implementing their training programs, where trainees spend 2-3 months in companies after completing their institutional basic training.

- The enterprise/ in company training, where all training activities are conducted within enterprises/ companies. These types of programs implement upgrading training courses for already employed workers in their companies. In addition, in some youth employment projects carried out by the Ministry of Labour (MOL) companies link employment opportunities with trainings. These types of training occur in companies' facilities mainly on the production lines.

Vocational education is part of the educational system in Jordan within the secondary stage. After students successfully complete 10th grade in the basic stage, they can follow different educational streams and branches depending on their preferences and grades. Students with low marks follow the comprehensive secondary vocational education track regardless of their choices, and those with the lowest marks pursue applied secondary education or skilled worker level (apprenticeship) training programs in VTC.

The vocational education and production department in the ministry manages vocational education in MOE. There are 197 schools in Jordan delivering vocational education, where some of which are specialized vocational while others are comprehensive schools having both academic and vocational streams. Students who join vocational secondary education have to take the national general secondary certificate exams (Tawjihy) which enables them to join university. The number of students enrolled in vocational education during the school year 2014/2015 was 29150 out of 207809 students in the comprehensive secondary education stage, representing about 14% only.

Vocational Training Corporation is a semi-autonomous institution governed by a board of directors comprised of representatives of government, civil sector organizations, and private sector. It has 42 vocational training institutes across Jordan.

Other providers such as the National Employment and Training Company (NET), United Nations Relief and Work Agency for Palestine Refugees (UNRWA), and private sector institutions provide vocational education and training on a lower scale.

1.5 Culture and Society

Societal attitudes towards vocational training are generally negative which lead to minimal participation in VET in Jordan, consequently only 14% of secondary stage students joined vocational education in Jordan in 2015. There are many reasons for such attitudes: a social stigma among

students and parents whom associate vocational training with academic non-achievement and an absence of vocational guidance and counseling services. The influx of migrant workers replacing Jordanian skilled workers in many fields and consequently declining value of work and wages. Other factors include university admission criteria that limits TVET graduates from pursuing higher education and lack of encouragement from parents and families to join TVET.

For work-based training, there is no tradition that limits male youth to join such programs. Actually, decades ago, the mere method available for families to train their sons on specific trades and crafts was through assigning them in a related trade/ craft shops by working with skilled and experienced workers to learn the needed skills and knowledge in an informal way. A considerable percentage of youth looking to learn and practice an occupation still use this method alongside formal TVET programs.

A survey conducted by UNDP on demand and supply of VET titled “Labour Market: The Case of Vocational Training in Jordan May 2014”¹⁸ revealed that **85% of the surveyed businesses did not employ any TVET trained individual, which indicate that they were trained in performing their jobs without any formal training but through some kind of work-based training.** The same study indicates that 29% of the surveyed youth were interested in some form of vocational training, and an overwhelming majority of those (74%) expressed interest in a vocational training program that included a short placement or internship at an organization.

CAQA recognizes and accredits the skills and knowledge acquired through informal work-based training. The student can receive a certification in an occupation at a specific level and have a work license after passing a practical and theoretical test¹⁹.

Work-based training is not widely accepted by Jordanian society for females. Therefore, female participation in work based training and later employment in untraditional occupations such as hotels services, welding, machinery and plumbing is limited. As indicated in the UNDP survey, 91% of workers employed at the hotels surveyed were Jordanians, and only 11% of them were females. Although most hotels inclined to offer a training program for interns, most favored training females rather than males.

In Jordan, formal training in cooperation with firms started with the apprenticeship-training program offered by VTC in 1977. Trainees were having 5 days a week in the firm for practical training and 1 day a week in a vocational school/ center for theoretical knowledge. Currently, almost all VTC training programs use work-based training methodology in cooperation with firms of various sizes and in different economic sectors. In addition to VTC, work-based training is used by NET in implementing its training programs. In addition, it is used in implementing training and employment projects/ initiatives supported and financed by MOL, ETVET Fund, and chambers of industries and trades.

Large-scale companies such as Jordan Petroleum Company, Phosphate Company, and Electricity Companies have their own training centers and conduct trainings according to their own needs either alone or in cooperation with VTC using mainly work-based training.

Cooperation and mutual support among enterprises in the field of training occurs only at employers’ associations and organization levels. One example of this cooperation is between the

¹⁸ <http://docplayer.net/19135957-Labour-market-the-case-of-vocational-training-in-jordan-may-2014.html>

¹⁹ CAQA by law No. 35 year 2012

Jordanian Association of Pharmaceutical Manufacturers (JAPM) and the VTC center of excellence for pharmaceutical industries. Both organizations cooperated to establish a center, develop curricula, and provide work-based training for trainees and employment opportunities for graduates by the association's members. Another example of such cooperation is the project implemented by the Jordanian chamber of industry and co-funded with ETVET Fund for training unemployed Jordanian youth on jobs according to the chamber's members needs using work-based training methods within the industrial sector firms.

Different factors affect and shape young people's participation in workplaces training, these factors include:

- Youth awareness of the importance of work place training in acquiring the required skills to perform jobs in LM as well as gaining the experience usually requested by employers as a precondition for employment. According to the UNDP survey, 52% of the surveyed businesses are hiring workers based on their prior work experience and 24% based on skills and training.
- Employers' awareness of the importance of work-based training in providing their needs of workers with right skills, and their willingness to cooperate in implementing work-based training. UNDP survey indicated that 52% of the surveyed businesses were aware of a nearby TVET center, and only 20% expressed readiness to receive interns (the overwhelming majority of these were small businesses, employing only 1-3 employees). Instead, 67% of hotels surveyed were ready to receive interns.
- Availability of TVET programs that use work-based training methods covering different vocational areas in accordance with LM needs and youth choices. Currently, only VTC and NET are using some type of work-based training in implementing their training programs and not covering all employment areas.
- Financial resources to support allowances/stipends or payments for interns/ apprentices. These financial incentives could encourage youth to join work-based training and employers to provide training opportunities. The UNDP survey indicated that 92% of the surveyed hotels were ready to offer interns a salary, but according to 67% of them, salaries did not exceed JD 75 per month.
- Comprehensive regulations for the implementation of the work-based training detailing roles and responsibilities of all concerned partners as well as a strict follow-up system to ensure quality implementation.

Section Two

The Extent and Nature of Work-Based Learning Programs, Including Apprenticeship

2.1 Apprenticeship and other Work Based Training in Jordan

According to the law No 11 of 1985, VTC is mandated with implementing apprenticeship training for youth and adults in Jordan. Therefore, VTC apply formal apprenticeship training in implementing its training programs for qualifying workforce to the basic occupational levels (Semi-skilled, skilled and craftsman) according to the Arab Standard Classification of Occupations (ASCO 2008)²⁰.

The skilled worker-training program, the main training program in VTC, is implemented through the apprenticeship scheme. In 2016, the total number of trainees within this program was 12,010 including the newly enrolled in 2016 and those from previous years (females 2,958 and males 9,052)²¹. Above-mentioned number of trainees formed 41% of students who joined the vocational education stream within MOE, and about 7% of all students in the secondary education in Jordan²². In 2016, the number of trainees in the semi-skilled training program was 1,660 (females 527 and males 792), and the number of trainees in the craftsman training program was 735 (females 320 and males 415).

Students between the ages of 16-19 are more likely to join the three-apprenticeship training programs, and in some cases, older individuals are present in such programs. When comparing total trainees number in the three programs in 2016, which was 14405 with the age category 15-19 years old – the available age group number in the annual statistical book of 2015/ DOS – that counts to 950530, it represents only about 1.5% of the relevant group age.

In 2008, the Army established The National for Employment and Training Company (NET) and currently, it is owned by both the Army and VTC. NET implements its training programs in training institutes and in workplaces.

When established, NET was aiming at training unemployed Jordanians in construction occupations to respond to LM needs. In addition to the construction sector, NET started providing trainings in other areas such as mechanical maintenance, furniture carpenter, solar energy, and auto electrician as well as training programs for females such as hairdressers and beautification and dressmaking. In 2015, the number of trainees enrolled in NET was 1442²³.

VTC apprenticeship training programs cover the following occupations such as welding and metal fabrication, electricity, electronics, automotive maintenance, air conditioning, refrigeration, woodworking and upholstery, garment industry, printing and binding, and food production. Also, found in the services sector in hospitality occupations such as food and beverage preparation and service, reception and housekeeping, hairdressing, beautification, and administrative.

²⁰ ASCO 2008/ ALO.

²¹VTC annual report 2016.

²² MOE statistical report for the scholastic year 2014-2015.

²³ NET web site.

VTC cooperates with about 2400 enterprises²⁴ ranging between micro enterprises of less than 5 employees up to large-scale ones with hundreds of employees like the potash, bromine and electricity companies. In addition to private sector enterprises, VTC implements apprenticeship-training programs with public sector institutions such as the Amman municipality and the water authority²⁵.

Work-based training programs for different occupations occur in equipped training centers/ institutes and in the related enterprises. In rare cases, the whole training occurs within enterprises only. Such training is relatively short; the theoretical part is limited and the practical training focuses on specific equipment used in the production line in the enterprise. For example, training in garments industry.

For centuries, informal work-based training was the only available way for youth in Jordan and the region in general to learn traditional crafts such as blacksmithing, cloth making, carpets weaving, and wood works. Informal apprenticeship/ work based training is still used by young people to acquire skills needed and earn an income as well as by companies to train new employees according to their specific needs.

No comprehensive data could be found concerning the informal apprenticeship/ work-based training in Jordan in terms of numbers of trainees, gender, occupations and companies. However, some studies included some indications about the size of the informal training, and following are examples of those studies:

- The 2014 UNDP survey indicates that 85% of the surveyed businesses did not employ any TVET trained individual, which suggests that they were trained on performing their jobs without any formal training but through some kind of work-based training.
- The “Gap between supply and demand sides” study in the Sector of Maintenance and Repair of Motor Vehicles for 2013 in Jordan conducted by NCHRD²⁶ showed that out of 18,553 workers in the sector 13,429 workers are literate (607) or having less than secondary qualification (11,822) forming 72.38% of the total number of workers in this sector. The majority of workers in this sector were trained in the auto maintenance shops through informal apprenticeship training.
- The “Gap between supply and demand sides” study in the Sector of Furniture for 2014 in Jordan, also conducted by NCHRD showed that out of 8,521 workers in the sector 6,014 workers are literate (399) or having less than secondary qualification (5,615) forming 70.58% of the total number of sector. The majority of workers in this sector are trained in furniture making shops/ factories through informal apprenticeship training.

Informal work-based training mainly takes place in micro and small enterprises with less than 11 workers. Both studies indicate that 98% of the enterprises in auto repair and furniture making sectors are micro and small ones. However, these programs also exist in medium and large companies particularly those who have their own training centers/workshops/sections, and in different sectors such as garments, chemicals, renewable energy and retail sales.

The formal work-based training which was initiated by VTC in 1977 through apprenticeship training, started with the skilled worker level in the industrial sector in occupations such as welding and metal fabrication, automotive maintenance, woodworking, machining and mechanical

²⁴ VTC employers guide book 2017

²⁵ Interview with VTC Director General

²⁶ <http://www.almanar.jo/en/studies-researches/sectoralstudies>

maintenance and electricity. The training was conducted in cooperation with SMEs as well as with some large-scale companies. Few years later, apprenticeship-training program was expanded to cover semi-skilled and artisan levels as well as new training fields such as hospitality and printing occupations.

Recent developments in the work-based training program in VTC included extending training to new fields and/ or occupational level such as in pharmaceutical manufacturing, water and environment, and renewable energy, where some of the implemented training programs covered the technician level.

During the last ten years, the number of trainees in apprenticeship training increased due to extending programs to include new occupational fields. The number of trainees in work-based training in general in Jordan increased due to the establishment of NET, which applies work-based training in implementing its training programs as well as the training and employment projects/ initiatives that almost wholly conducted in enterprises.

2.2 Types and Characteristics of Apprenticeship and Work-Based Learning Schemes in Jordan

As mentioned earlier, VTC applies apprenticeship methodology in implementing training programs for preparing the workforce in the three basic occupational levels. Training programs follow three stages²⁷:

1. General basic training stage of maximum 100 hours (vocational theory and practical training), conducted within the training center/ institute, noting here that the semi-skilled training program is exempted from this stage.
2. Specialized training stage, where training alternates between one week at the training institute for vocational theory and practical exercises and the next week in the workplace for actual work training. Duration of this stage varies according to the specialization.
3. Work experience stage occurs in the work place and its duration varies according to the specialization.

Practical training percentage varies according to the training program, where it is 50-60% in the craftsman level, 60-70% in skilled, and 80-90% in semi-skilled worker levels training programs.

In addition to the theoretical and practical components of training, students must complete 200 hours of life, entrepreneurship and self-employment skills.

VTC has 42 training institutes distributed all over Jordan with 338 practical training workshops that can host up to 10,000 trainees²⁸. Each institute is responsible for implementing its training program in a specific geographical area. The training (theoretical and practical) occurs in the institutes is delivered usually by its staff, and in some cases, institutes cooperate with specialized NGOs/ public institutes in delivering the life, entrepreneurship and self-employment skills training package. Internal and external stakeholders monitor for the quality of the programs, internally through the institute's training officers who follow up and supervise the training within the institute as well as in the workplace, and externally by VTC central quality control directorate responsible for the training quality of all VTC institutes.

²⁷ VTC training programs instructions of 2014

²⁸ VTC annual book 2016

Employers and trainees sign training contracts that lists the roles and responsibilities. The VTC and employer also sign a training agreement between each other. The signing of such contract/agreement is not legally binding. However, these types of contracts and agreements are applied only in some large companies. For the majority of trainees, particularly those in SMEs, no official training contract or agreement is signed with employers, but relevant parties have a verbal agreement. The agreement between VTC and employer specifies responsibilities of both sides including the allowance/wage paid by the employer to the trainee. Trainees allowance is usually (pocket money) and is paid during the specialized training stage, while the wage during the work experience stage is supposed to be similar to peer workers.

Entry requirements and duration of apprenticeship training programs vary from one program to another according to its level as following:

Training program	Duration (semester= 700 hours)	Entry requirements
Semi-skilled	Up to 1 semester	- Literacy (ability to read and write). - Age not less than 16 years old.
Skilled	2-4 semesters according to specialization.	- Successful completion of basic education. - Age not less than 16 years old.
Craftsman	2-4 semesters according to specialization.	- Completion of the 2 nd secondary grade. - Ages usually not less than 17 years old.

Upon completion of the apprenticeship training programs, students are required to undertake a final occupational level test to obtain a training certificate together with the related occupational level. The Center of Accreditation and Quality Assurance (CAQA) accredits VTC training programs and issues relevant work licenses for graduates²⁹.

In the recent few years, VTC extended its training programs to cover the technician level, which is the fourth occupational level within the ASCO 5 levels skill ladder. For the technician level, the program consists of a minimum of 4 semesters and a maximum of 7 semesters, includes field training in work places as a requirement for graduation. The program is open for students who completed the secondary education stage regardless of passing the general secondary certificate exams. Once students complete the training program requirements, graduates obtain a diploma certificate with a technician level. In 2015, the total number of trainees in the technician training program (the newly enrolled and those continue training from previous years) was 1,132³⁰.

Pathway for the apprenticeship trainees is open to join upgrading training courses organized by VTC to move to higher occupational level if achieved specific duration of work experience (1 year work experience for the certified semi-skilled to join the skilled worker level upgrading training course, and 2 years for the certified skilled worker to join the craftsman upgrading training course). Apprentices have to pass the general secondary education certificate examinations (Tawjihy) in order to join higher education to get a comprehensive technical diploma from community colleges or a university degree.

²⁹ Interview with CAQA director.

³⁰ VTC annual book 2016.

In NET, training duration for all specialties (construction and other occupations) is 8 months. It consists of 1 month for national training, 4 months of vocational training in the institute for construction occupations (5 months for other occupations) and 3 months' field work for construction (2 months for others)³¹.

Training in NET is open for literate youth (able to read and write). Ages of students range from 17 to 29 years old. Trainees get 75 JD monthly for personal expenses and transportation cost during the training. Students also get a work uniform, personal safety equipment, health care, and insurance for work accidents. Upon successful completion of the training, graduates get a training certificate from NET as well as a work license issued by the Center for Accreditation & Quality Assurance (CAQA).

2.3 Other Sources of Vocational Education

2.3.1 Vocational Education in MOE

The main source of vocational education is MOE through the comprehensive vocational education stream. It is a two-year program open for students who successfully completed 10th grade at age 16-17 years old, implemented in 197 vocational schools across the country. Vocational education in MOE covers industrial, hotels, agriculture, and home economics branches. The training occurs in the vocational schools and includes general education, vocational theory, and practical training. During summer holidays, students are required to have 24 days of practical training within their specialties in the labour market workplaces or in their schools. By the end of the two-year vocational education stage, students undergo the general vocational secondary certificate exams. Graduates of vocational education either join higher education upon achieving specific criteria or join the labour market³².

2.3.2 Community Colleges

Some public and private community colleges are involved in TVET through providing technical education programs of two years that end up with a national comprehensive exam leading to a technical comprehensive diploma for those who pass the exam. However, in addition to the main program, some private colleges and recently public ones started providing vocational diploma programs of 1-2 years for youth who passed or failed the general secondary certificate exams. Colleges host and implement these programs.

2.3.3 United Nations Relief and Works Agency (UNRWA)

Two UNRWA training colleges (Wadi Elsear and Naour) provide vocational training for those who completed 10th grade successfully within the applied secondary education stream. The training is open only for Palestinian refugees and the number of trainees is limited.

2.4 Recent initiatives in Work-Based Learning in Jordan

Recently, some employers' associations (Amman chamber of trades and Jordan chamber of industry) started providing work-based training opportunities for un-employed youth. The initiative is funded by the ETVET fund, and conducted mainly within members workplaces under supervision of the related chamber and the fund³³.

³¹ NET web site (<http://www.net.mil.jo>)

³² Interview with the director of training and production in MOE.

³³ Meetings with ETVET Fund acting director and the training and employment director of Jordan chamber of industry project.

Section Three

Policies, Legislation and Regulations

3.1 Legislation and Regulation

The only legislation that governs work-based training in Jordan is the labour law No. 8 of 1996 and its amendments, where articles 36, 37, and 38 indicate the following requirements for conducting work place training in enterprises:

- Work place conditions are adequate for training.
- The in company trainer is qualified in the related occupational area.
- A written training contract is signed between the employer and the trainee, and the contract includes training period, stages, and wages, providing that the trainee's wage in the final stage is not less than peer workers' wages;
- VTC regulates the training program and the contract.

According to the law No. 11 of 1986 and its amendments, VTC can provide apprenticeship training for youth and adults in Jordan. Therefore, VTC has developed and issued instructions to regulate implementation of its training programs including the apprenticeship training for the semi-skilled, skilled and artisan levels training programs. The instructions include the apprenticeship training programs implementation requirements details such as entry requirements, duration, stages, training contracts and agreement, occupational tests, and certification.

3.2 Strategy and Policy for Work Based/Apprenticeship Training

The National Strategy for Human Resource Development 2016 – 2025 identified a strategic objective within TVET sector stating, “Innovate funding and provision in the sector through transforming the E-TVET Fund, PPPs, and expanding innovative modes of delivery”. Accordingly, a project titled “expand apprenticeship programs” seeks to increase the number of young people learning practical qualifications and experience through work-based programs.

Activities identified for implementing the project include:

1. Expand the programs of apprenticeship, so that the training held in the worksite is an approved methodology.
2. Adopt the draft national apprenticeship framework that is currently with the Cabinet.

Main institutions responsible for implementing the project activities are MOL and the proposed National Employment and Training Company (NEC)³⁴.

The national employment strategy 2011-2020 focuses on work-based training through “ensuring that vocational training programs are demand driven to meet the needs of the labor market in quantity and quality terms” as one of the TVET policy area objectives. Accordingly, projects titled “expand the current pilot programs that allow direct on-the-job training with the private sector for both males and females” address the mentioned objective.

³⁴ National strategy for human resources development/ appendix 5 “ Action plan”

Committees formed by representatives from the public and private sector developed the national strategies through a consultation process with related experts/parties.

In line with the above national strategies and policies, VTC in partnership with the private sector established and managed 3 centers of excellence (COEs), each specialized in new training area including pharmaceutical, water and environment and renewable energy. Work based training helps implement training programs in the COEs, and programs now cover the technician level in some occupational areas such as the water industry sector.

The Jordanian government in September 2017 recently approved the “TVET reform” document. The reform strengthens the role of private sector in the training process through the selection of trainees and trainers, coordination in equipping workshops, and developing curricula. In addition, it focused on the work based training as a mean for interrelation and integration between the public and private sector in TVET³⁵

3.3 Promotion of Apprenticeship and Work Based Training among Young People and Employers

MOL adopted a policy of promoting in company work-based training, linked with employment. The ministry provides incentives for both young people and employers that include paying costs of the off-the job training, transportation, social security, and wages subsidy for a specific period usually needed by the new employee to acquire the skills to perform the job.

Within this policy, MOL launched an initiative in 2008 called satellite factories through which the ministry encourages companies to establish branches in rural areas with high unemployment and poverty rates by providing buildings for the factory free of charge for 5 years in addition to other incentives. There are 15 satellite factories in different parts of Jordan mainly in the garment industry. The number of trained and employed Jordanian workers is 3,095 (females 2,914 and males 181)³⁶. The training of the youth occurs within the factory workshops.

Financing of above mentioned incentives and satellite factories comes mainly from the Employment, Technical, Vocational Education, and Training Fund (ETVET Fund).

Some employers’ associations such as the Amman chamber of commerce and the Jordan chamber of industry have projects for work-based training targeting unemployed youth. The ETVET fund finances the trainings and employment projects³⁷.

VTC promotes apprenticeship training among youth in Jordan through conducting annual awareness campaigns targeting MOE schools particularly 10th grade students. VTC training institutes conduct the annual depending on their working areas. It includes institute’s staff (trainers/ training officers/ vocational counselors) visits to the schools and presenting about the institute’s training programs particularly apprenticeship training programs as well as distributing related brochures.

While MOL on behalf of the government is the main source of strategic leadership in the in company work-based training for unemployed youth that ends with employment, VTC acts as a main source

³⁵ TVET Reform document September 2017

³⁶ Study on evaluating satellite factories initiative/ NCHRD 2016

³⁷ Meeting with ETVET Fund acting director.

of strategic leadership in apprenticeship training. Other TVET providers in Jordan have limited role in apprenticeship and work-based training. The role of employers and employers' associations witnessed some new developments recently from merely cooperating with VTC/ NET in providing work-based training opportunities to apprentices/ trainees to direct involvement role in planning and implementing training initiatives/ projects for youth using the work based training pattern.

In 2014, the ILO launched a project on "Supporting a National Employment Strategy that Works for Youth in Jordan" aimed at improving the implementation of the National Employment Strategy. The project seeks to (a) build the capacity of stakeholders to enable the project's implementation at national and regional levels, and (b) strengthen workplace-based learning practices through establishing a national apprenticeship system and upgrading informal apprenticeship practices in the northern governorates.

Under the second component of the project, all relevant stakeholders (training providers, chambers, trade unions) participated in the project to discuss the main components of a proposed framework for a national apprenticeship system. By doing so, they considered that apprenticeship is the most appropriate form for work-based learning in Jordan³⁸.

In 2015, the project helped develop a national apprenticeship framework. The framework has the following components: involvement of stakeholders, standards and frameworks, enrolment, employment/training contract, rights at work, funding, training modes, training content, and employment.

Currently, there is no implementation process for the framework.

The role of trades unions/ employees organizations is limited to their representation in the membership of related councils/ committees such as the ETVET council, VTC board of directors, and the steering committee of MOL National Training and Employment Project (NTEP).

³⁸ TPR 2016-2017 Jordan

Section Four

Employer and Employee Organizations

4.1 Employers Organizations

Employers' organizations include chambers of commerce, chambers of industry, and employers' associations/ unions. In Jordan, the total number of employers' organizations is about 73³⁹.

4.1.1 Chambers of Commerce

The number of commerce chambers in Jordan is 16 distributed in different cities/ areas in Jordan (see annex 1), and it operates under the temporary law No. 70 of 2003 and by law No. 45 of 2009. By law, registration and membership in the nearby chamber of commerce is mandatory for enterprises of different sizes (small to large) working in different trade sectors including food, electricity and electronics, clothing, jewelry and novelties, health and medications, construction materials, cars and heavy vehicles, finance and banking, furniture and stationary, ICT and services, and consultancy sectors.

The Jordan chamber of commerce represents all chambers of commerce and trade sectors in Jordan.

The Amman chamber of commerce has the highest number of members. It has 40,000 members representing 48% of the total number registered in all commerce chambers in Jordan, which equals to 82,663 members.

A trade enterprise cannot receive its license unless it is a member of the chamber of commerce in its city/ area and pays its annual membership fees. The funding sources for chambers are membership, certification, arbitration, and financial investments.

4.1.2 Chambers of Industry

There are four Chambers of industry in Jordan: Amman, Zarqa, Irbid, and the Jordan chamber of industry (see Annex 2). It operates under law No. 10 of 2005 and by law No. 56 of 2005. By law, registration and membership in the nearby chamber of industry is mandatory for large enterprises and small crafts shops, and no industry and crafts works enterprise can receive a license unless it is a member of the chamber of industry in its city/ area and pays its annual membership fees. The total number of members in the four chambers is 20,800, out of which 8,700 members are registered in the Amman chamber of industry and represent more than 40% of the registered members in the four chambers.

Funding sources of the chambers: membership, certification, arbitration, and financial investment.

4.1.3 Employers' Associations and Unions

There are more than 50 employers' associations/ unions in Jordan in different sectors including but not limited to: industry, ICT, tourism, banking, agriculture, trades, hospitals and health care, crafts professions and shops, and transportation and distribution (see Annex 3). Different laws establish

³⁹ Guide to Civil Society Organizations in Jordan (<http://www.civilsociety-jo.net/en/home>).

employers' depending on the field of work like associations, tourism, banks, ICT, and labour law. Membership in some associations is mandatory while in others is voluntarily.

The revenue from employers' associations comes mainly from membership registration, members annual fees, and provided services fees.

4.1.4 Employers Organizations Role in the Work Based Training

Chambers of commerce and/ or industry have membership in the related TVET institutions/ projects through which they may affect strategies, policies, and plans of these institutions. While both Jordan chambers (commerce and industry) are represented in the ETVET council, only the Jordan chamber of industry is represented in VTC Board of Directors.

Chambers have no policy on apprenticeship and work-based training. However, each chamber of industry and Amman chamber of trade has an employment project for unemployed Jordanian youth financed by the ETVET fund. The projects use work-based training within chamber's members companies to prepare trainees for available jobs opportunities.

Some employers' associations have cooperation agreements in implementing apprenticeship training/ work-based training with related ETVET institutions/ projects:

- Cooperation between the Jordan Hotels Association and VTC in implementing apprenticeship training in hospitality fields, where association's members provide work-based training for apprentices.
- Cooperation between the Jordanian Association of Pharmaceutical Manufacturing (JAPM) and VTC on establishment and management of a Center of Excellence for pharmaceutical industry, where JAPM cooperated in developing related curricula, supported management of the institute, and provided work-based training as well as employment opportunities for trainees available in its members companies⁴⁰.
- Training agreement between the General Union of traders and manufacturers of furniture and carpets with the MOL/ National Training and Employment Project (NTEP) through which unemployed youth receive work-based training in the union's members companies that ultimately lead to employment opportunities.
- Training agreement between the private hospitals association and MOL/ NTEP to provide nursing. Recent male graduates train in the association's members hospitals to acquire skills and experience required to facilitate employment in hospitals in Jordan and abroad.

Employers organizations in Jordan do not play a leading role in supporting and promoting apprenticeship and work-based training as the case in other countries like Germany and Switzerland. However, the Jordan chamber of industry and the Amman chamber of commerce have two pilot projects that provide work-based training linked to employment opportunities for Jordanian youth. It is important to assess these projects and find out whether they should be expanded in order to activate the role of chambers and employers' organizations in implementing work-based training programs.

⁴⁰ Meeting with Acting Assistant Director General for training affairs.

4.2 Employees Organizations/Trade Unions

Labour unions are established in accordance with article No. 97 of Jordan Labour Law No 8 of 1996. The number of labour unions in Jordan is 17 in different work sectors having 108,330 members (see Annex 4). The labour unions with the highest number of members are:

- General labour union of land transport employees and mechanics (50,000 members)),
- General labour union of workers in electricity (9,000, members),
- General labour union of workers in mining and metallurgy (8,500 members),
- General labour union of workers in petrochemicals (7,200 members),
- General labour union of workers in air transportation and tourism (5,800 members),
- General labour union of workers in textile, garment and clothing (5,000 members),
- Labour union of workers in banks accounting and insurance (5000 members).

Other labour unions have 4,000 members or less⁴¹.

In addition to the labour unions in Jordan, there is the General Federation of Jordanian Labour Unions that includes 17 union members.

4.2.1 Employees Organizations Role in the Work Based Training

In Jordan, labour unions have no policy related to apprenticeship and work based training and their role in promoting and supporting such training is limited to their representatives participation in the related strategy and policy councils at the ETVET council and the VTC Board of Directors.

4.3 Discussion among Government, Employers and Employees on Policy Issues Related to Apprenticeship and Work Based Training

The ETVET council has representatives from the government, employers, and employees; this body mandates national strategies and policies related to TVET in general. Therefore, discussions on policy issues related to apprenticeship and work-based training as part of TVET system can take place there.

The VTC board of directors has representatives from the government, employers and employees, and within its mandate has the responsibility to discuss strategies and policies related to apprenticeship program as the main training program in VTC.

4.4 Work Based Programs wholly Enacted in Workplaces

Some work-based programs occur entirely in the work place outside the structured educational programs. Such programs have the following characteristics:

- More focus on practical skills needed to perform the job, because the job needs limited theoretical skills or the trainee already has the theoretical knowledge but lacks the practical skills as in the case of recent graduates.
- Training occurs on actual production lines, which does not happen in vocational training institutes due to complexity, high costs, and the need for technical knowledge and experience available only in the company.
- Training period is relatively short.
- Linked with employment opportunities in the workplace, and consequently training is limited to job's tasks and skills needed by the company.

⁴¹ Guide to Civil Society Organizations in Jordan (<http://www.civilsociety-jo.net/en/home>).

- The training occurs mainly through participating in daily tasks, and in some cases, a basic training happens through organized training in an equipped training station within the company.

MOL training and employment program have some of these trainings for the garment sector and for recent graduates of nursing and ICT, as well as the two trainings and employment projects conducted by Amman chamber of trades and Jordan chamber of industry. These types of programs have not undergone an evaluation and thus their effectiveness is unknown.

Section Five

Resources to Support Apprenticeship and Work-Based Learning and to Improve their Quality

5.1 Training Programs Content and Learning Materials

Learning resources available for apprenticeship training programs can be accessible for other training programs in VTC including:

- Training program document which includes the programs details such as: training program name, occupational level, entry prerequisites, training hours (theoretical, practical, life skills, and work experience), job descriptions, objectives, training elements, and trainee's performance record (log book) in addition to the required qualifications for the program's trainer. The total number of training programs documents currently available in VTC is 103⁴².

Technical teams develop the program content through occupational analysis of the job's tasks based on the Arab Standard Classification of Occupations (ASCO 08)/ occupational standards developed or through DACUM process.

- Trainees learning units/ training modules each cover one task or competency and include the curriculum, learning theory (knowledge), practical skills and the related theoretical and practical tests. The number of learning units currently available for the different apprenticeship specializations in VTC is 460⁴³. Technical books (2-3) cover specific specializations developed by VTC and used as references by trainees as well as trainers.

Subject experts develop learning units and then a technical team reviews them and an accreditation committee in VTC approves the content, Technical teams and the accreditation committee consist of members from both the public and private sector.

Some content of training programs and related learning materials in VTC are developed with support from international donors such as the hospitality training programs / USAID Seyaha project, pharmaceutical training programs/ EU project, and retail sale training program/ ETF – GEMM project.

While the knowledge part of the apprenticeship training programs content is designed mainly to be acquired in the training institute (off-the-job training), the practical skills part is designed to be acquired in both the work place and the training institute.

The learning units/ training modules used in apprenticeship training programs implement other work-based training and institutional training such as short-term courses and upgrading training courses in VTC.

The learning units cover different occupational areas of training programs implemented in VTC including: metal fabrication, mechanical maintenance, automotive, air conditioning and plumbing, electricity, electronics, carpentry and upholstery, construction, textile and

⁴² Meeting with the Acting Assistant Director General for training affaires.

⁴³ Meeting with the Acting Assistant Director General for training affaires.

leather industry, printing and binding, hospitality and tourism, personal service, sales, food industry, traditional crafts, pharmaceutical industry, renewable energy and water, and environment⁴⁴.

Local experts, under supervision from a French consulting firm develop the content of the training programs and the related learning materials of NET. NET also uses learning materials developed by VTC in implementing some of its training programs.

5.2 Delivery of Training in the Workplace

Small enterprises conduct the majority of apprenticeship and other work-based trainings; whereas trainings takes place according to the daily tasks and not in a formal way. Some large-scale enterprises conduct work place training in a more organized way where apprentices move to different workstation to enable them to acquire various skills. In addition, some companies have their own training facilities and conduct a formal training for the apprentices/ trainees according to a pre-set plan. For example, companies like Jordan Electric Power Company, Potash Company, and Phosphate Company have their own training facilities include.

To insure that apprentices are acquiring the required skills, each trainee has a **logbook to record the skills learned and the different training elements of the program**. The trainer fills the logbook according to the trainee's progress in achieving the skills and signs for each skill when performed up to the required standard.

The apprentice is required to write a summary about the training covering theoretical and practical details for both the off-the-job and workplace training in a **special trainee book** developed and adopted by VTC. Trainers and employers frequently review, comment and, approve the trainee book content.

VTC/ NET trainers/ trainers/ coordinators evaluate the quality of apprenticeships and other work-based trainings through frequent visits to the enterprise.

Experienced employers in micro enterprises monitor and train apprentices/trainees. Although these trainers have technical skills, they lack training techniques. There are no programs that train experienced workers with training techniques to prepare them to work as in company trainers.

However, the Training and Development Institute (TDI) in VTC is offering a supervisory training program. Some large enterprises nominate supervisors or those who have the potential to become a supervisor to participate in such training programs to improve their training and supervisory skills. The current apprenticeship-training model led by governmental training provider (VTC), and conducted alternatively in both VET institutes for practical training and theoretical knowledge and the work place for actual work training works for Jordan due to the following reasons:

- VTC has been using this model for the past 40 years, this program is an indicator of success, sustainability, and acceptability by employers, apprentices, and society.
- The model enables apprentices to get training as well as earn money, making it more appropriate particularly for low-income families/ individuals who need financial assistance while training.

⁴⁴ VTC annual report 2016

- Employers' organizations, particularly chambers, do not currently have the capacity needed for leading the apprenticeship scheme in Jordan instead of VTC.
- Small and medium enterprises, represent around 94% of the existing companies⁴⁵ cannot cover the range of skills required for the apprentice/ trainee, and consequently impose an additional formal practical training in VT institutes.
- Work places provide real work conditions and actual products, which complements the formal practical training in VTIs.
- Strengthen cooperation and partnership between enterprises in the private sector and VTIs/ VTC in the public sector.
- Assist in preparing apprentices to actual labour life and adaption to work conditions.

The ILO project "Supporting a National Employment Strategy that Works for Youth in Jordan" conducted in 2014, all relevant stakeholders (Training providers, chambers, trade unions) participated in project activities and several ILO workshops considered that apprenticeship is the most appropriate form for work-based learning in Jordan⁴⁶.

5.3 Delivery of off-the-Job Training in Schools or Vocational Training Centers

All apprenticeship-training programs applied in VTC require an off-the-job training. This requirement is also for other work-based training programs like NET programs, except in cases where the training and employment project takes place entirely in the company. Off-the-job training provides an apprentice with required skills, knowledge, and attitudes required for performing the targeted occupation.

The content of the off-the-job training in VTC includes: theoretical knowledge, practical training, and soft skills, while in NET training programs, it includes: national education, theoretical knowledge, and practical training.

The duration of the Off-the-Job training varies from one program to another, but the majority ranges between 40-50% of the total duration of the program. In NET, it ranges from 5-6 months out of 8 months (about 62.5-75% of the total duration)

Training institutes that belong to VTC and/or NET conduct off-the-job training for apprenticeship and work-based training. The institutes have equipped workshops for the practical training, classrooms for theoretical knowledge sessions, administration offices, and other facilities (library, playground, etc).

Training is provided by the institute's staff (trainers and training officers), occasionally, the soft skills/ life skills and entrepreneurship training is delivered by outside resources (NGOs and the Development and Employment Fund-DEF).

The facility specifically workshops and classrooms generally meet the needs of the offered training programs, but the lack of maintenance prevents them from being in a better shape and adequate. The lack of trainers with an industrial experience and the shortage of trainers in some specializations results in a high ratio of trainees to trainer, affecting the quality of the training and its outcomes⁴⁷.

⁴⁵ TPR 2016-2017/ Jordan

⁴⁶ TPR 2016-2017 Jordan

⁴⁷ TPR 2016-2017/ Jordan.

5.4 Assessment and Certification

Apprentices in VTC are required to undertake a test upon completing each training unit as well as an occupational level test at the end of the training program to ensure successful completion of the scheme. The tests cover practical skills acquired both in the training institute and in the workplace, and theoretical knowledge and soft skills learned in the institute⁴⁸.

The institute's trainers develop the tests; instead, VTC Programs Tests and Learning Resources Directorate develop the final occupational tests with the help of the institute's technical staff (trainers, training officers) under supervision of a principal. The final examinations are prepared by subject's experts either from VTC staff or from the outside, reviewed and accredited by technical committees with members from VTC, other public institutions like MOE and the private sector.

Apprentices who complete training program requirements and successfully pass the final occupational test obtain a training certificate specifying specialization, training hours, and the occupational level as shown in annex (5)⁴⁹.

The center of accreditation and quality assurance (CAQA) accredits VTC training programs and issues occupational licenses in coordination with the VTC training institutes⁵⁰.

In NET work-based training programs, trainees take tests during their off-the-job training in the institute/ center. Training staff develop the tests to cover both theoretical knowledge and practical skills.

NET training programs as in VTC are accredited by CAQA and consequently the training certificates issued by NET for graduates upon the successful completion of the training program requirements⁵¹. Accordingly, graduates from the NET training programs obtain an occupational work license issued by CAQA.

5.5 Human Resources

There is no typical profile in terms of skills, qualifications and training for those who provide training for apprentices during the on-the-job training since it varies from one enterprise to another. Apprentices in small, medium, and even in some large enterprises work with skilled and experienced workers who do not necessarily have specific qualifications or formal training. In some large-scale enterprises, a trainer supervises a group of apprentices/ trainees and organizes their training in a formal and systematic way. The trainer is usually an experienced worker with a community college or university degree and may have TOT or supervisory training.

The majority of off-the-job trainers in VTC have a community college diploma as a minimum requirement. Annex 6 shows that about 51.6% of trainers in VTC have community college diplomas, 17.7% have university degrees, and 19.5% have a general secondary certificate. In some specializations, instructors with a vocational school background and practical experience can become trainers (11% of VTC trainers have less than a general secondary certificate).

⁴⁸ VTC Training Programs Instructions.

⁴⁹ VTC Training Programs Instructions.

⁵⁰ Meeting with CAQA Director.

⁵¹ NET web site (<http://www.net.mil.jo/ar-jo/>)

Although, trainers' recruitment is mainly based on educational qualifications and not work experience; according to the Civil Service Bureau (CSB) regulations trainers lack advanced practical experiences in the industry⁵².

After recruitment, off-the-job trainers participate in training courses on pedagogical and practical aspects.

5.6 Information and Advice Systems

Youth get information about apprenticeship training schemes through the following mechanisms:

- Annual awareness campaign targeting 10th grade students in MOE schools, where VTC institutes related staff (trainers, training officers, and vocational guidance counseling officers) visit schools to give presentations about apprenticeship training schemes and other available training opportunities, distribute brochures, and answer students' inquiries.
- Visits by schools to nearby vocational training institutes organized by the institute or the school to inform students about the available training opportunities within the vocational guidance activities.
- Advertisement in newspapers and other media means to inform youth on the available apprenticeship training programs.
- Vocational guidance counseling services provided by specialized vocational guidance and counseling officers in VTC institutes for young people upon their visits to institutes to get information and advice about training programs.

In NET, they provide information to youth about their work-based programs mainly through advertisement campaigns in newspapers as well as other media sources.

Employers get information about apprenticeship and other work-based training programs through direct contact and visits by institutes. In addition, employers get information about apprenticeship training and other work-based training through training needs surveys conducted by VTC to identify employers' needs of workers in different specializations.

⁵² TPR 2016-2017 Jordan

Section Six

Funding Apprenticeship and Enterprise-Based Learning

6.1 Payments to Apprentices and Employers Contribution in the Training Cost

According to the VTC training programs instructions of 2014, the employer is required to pay a minimum wage of two JD per day to the apprentice for the training days in the workplace. This payment increases during the third stage of the apprenticeship-training program (the work experience stage) to become equal to peer workers' wages. Payments are set in the training agreement between VTC and the employer. Employers pay no direct contribution to the cost of apprenticeship program other than payments/ wages for apprentices. However, in some large companies indirect costs could be born from the cost of assigning one of the employees to supervise apprentices, provide formal training for them, transportation, and the use of facilities by apprentices.

6.2 Government's Financial Support to Work Based Training

The government does not provide financial incentives to employers for taking part in apprenticeship training schemes. However, the ETVET fund through the satellite factory initiative and the chambers of industry and commerce projects provides financial incentives including trainees' salaries, social security, and transportation costs.

However, the government is the main source of funding for off-the-job training in apprenticeship training schemes.

On an annual basis, VTC conducts a study on the yearly costs per trainee in different training programs: including apprenticeship training programs, and publish it in its yearbook as one of the VTC performance indicators. The annual cost per trainee in the years 2011, 2012, 2013, 2014, 2015, and 2016 were 1040, 1228, 1114, 1096, 1010, and 914 JD respectively⁵³.

NET work based training programs trainees receive a monthly payment of 50 JD from NET for the training duration in addition to health care insurance and a work uniform⁵⁴.

NET covers all costs of the off-the-job training without any direct contribution from employers. The funding of NET comes through the ETVET fund, which is the annual permit fees of guest workers (70 JD for each worker) and is usually paid by the employer.

⁵³ Meeting with the planning section head/ VTC

⁵⁴ NET web site(<http://www.net.mil.jo/ar-jo/>)

Section Seven

Evidence, Data and Research

7.1 Collected Statistics on Apprentices/Trainees

The training provider responsible for apprenticeship and other work-based training schemes is responsible for collecting statistics on the number and type of apprentices and other participants in enterprise-based learning schemes. VTC has a Training Management System (TMS) that provides different statistics and reports on trainees specifically, names, training programs, age, sex, training institute, certification, enrolment year, numbers of trainees (enrolled, graduates) etc. Statistics on employers are not available on TMS in VTC, but are available in the vocational institutes, each for employers within its working area⁵⁵. However, in 2017 VTC published a guidebook on employers cooperating with VTC in implementing its training programs including apprenticeship. The guidebook provides a list of employers with contact details (address and phone number) classified according to region, vocational training institute, and specialization.

Each VTC vocational training institute is required to conduct a quick annual survey of training places offered by enterprises for apprentices in different specializations within its geographical area. However, the institute keeps the collected data internally and uses it when selecting apprentices to work places after the basic training stage.

VTC conducts work places' training needs studies covering specific sector/s within a geographical area/s. Factors such as the intake capacity of each institute's workshops and the number of available trainers help plan the annual intake of apprentices in various specializations.

7.2 Surveys on out Comes

VTC conducts almost on an annual basis, tracer studies for apprenticeship training programs graduates after 2-3 of graduation and overall annual training cost per trainee⁵⁶. Tracer studies cover both graduates and employers. For graduates, the studies focus mainly on their employment status, wages and satisfaction with the training program. Instead, for employers the focus is on their satisfaction with graduates' performance.

7.3 Statistics on Wages Rates and Completion Rates

VTC collects statistics on graduates' wages after graduation through tracer studies (i.e 2-3 years of graduation only). Therefore, there are no regular statistics on apprentices' wages rates development are issued during the work experience training stage (the third stage) or after graduation. Although VTC publishes statistics on dropout rates and training programs tests success rates for apprenticeship training programs, it does not publish statistics on completion rates for training programs.

⁵⁵ Meeting with training information unit head

⁵⁶ Meeting with studies section head

VTC (the training provider) conducts the studies and statistics (tracer studies, training costs, and dropouts), which may represent a conflict of interest and consequently raise credibility issues. VTC discusses the studies and statistics internally but does not publish them on the website.

7.4 Statistics on Cooperating Enterprises

Vocational training institutes collect and document statistics on enterprises cooperating in implementing apprenticeship-training programs. Collected statistics include enterprises numbers, titles, field of work, and names and numbers of apprentices. TVET institutes keep their data internally and do not widely disseminate it.

7.5 Statistics on off-the-job Training Providers

As part of the Human Resources Information System (HRIS) database built by the National Center of Human Resources Development (NCHRD) in Jordan through Al Manar project, and within the education/training providers (the supply side) database, statistics are collected on VTC and the NET Company. On an annual basis, VTC and NET collect statistics on apprentices/ trainees concerning training program, occupational level, vocational training institute, training program duration, number of trainees and graduates, ages, sex, and nationality. For VTC, the database also covers the training and administration staff including their educational qualification, experiences and specializations. Some data is on the Al-Manar project website (<http://www.almanar.jo/en/human-resources-information/hrstatistics>), other data is available upon request⁵⁷.

7.6 Research and Evaluation on Apprenticeship and Enterprise-Based Learning

Except VTC and tracer studies, training costs calculations and dropout statistics it conducts on an annual basis, no national organization or individual researcher focus primarily on research and evaluation on apprenticeship and work-based learning in Jordan.

However, the ILO within its projects in Jordan has shown a particular focus on apprenticeship and conducted the following studies/initiatives:

- Within the Tripartite Action for Youth Employment Project in Jordan (1/6/2012-31/3/2014) funded by the Swiss International Development Agency's (SIDA), ILO conducted a rapid assessment of informal apprenticeship practices in two sectors (printing and auto repair). The study revealed that the apprentice's skills acquisition, occupational health and safety standards, work organization and workplace management, and engagement of young women in non-traditional occupations all need improvement; and more awareness of child labour laws is needed⁵⁸.
- Based on an assessment of the informal sector, the pilot program "Upgrading Informal Apprenticeships in Jordan," designed by the ILO in collaboration with the International Youth Foundation and funded by the Caterpillar Foundation. . Annex 7 has a brief summary of the pilot program.

The results achieved in the study demonstrate that the pilot program was successful. However, there are some questions about similarities/ differences between the pilot program and apprenticeship/ work based currently applied in VTC/ NET and entry

⁵⁷ Meeting with IT senior programmer/ HRI data base / Al-Manar project/ NCHRD

⁵⁸ Upgrading Informal Apprenticeships in Jordan study report (https://www.iyfnet.org/sites/default/files/library/ILO-IYF_EquipYouth_Pilot_Study_Report.pdf)

requirements for the program, since some of the apprentices were already VTC graduates and others were from community colleges.

- Under a joint ILO-Swedish International Development Cooperation Agency (SIDA) project, ILO developed a national framework on apprenticeship systems in Jordan as part of wider efforts to address the issue of youth employment. Trainings and consultations for Employment, Technical Vocational Education and Training (E-TVET) institutions, as well as employers and workers organizations helped develop the framework of apprenticeship. In 2015, the national apprenticeship training system was set⁵⁹, but the implementation process has stalled⁶⁰.

⁵⁹ VTC annual report 2015

⁶⁰ TPR 2016/ Jordan

Section Eight

Conclusions and Ways Forward

Strengths of apprenticeship and work-based learning schemes in Jordan include:

1. Legal base for implementing apprenticeship training and other work-based training is available “although not sufficient” through:
 - VTC law No. 11 of 1986, which mandated Vocational Training Corporation (VTC), as the main provider of vocational training in Jordan and implementer of apprenticeship training programs for youth and adults.
 - Chapter 5 “vocational training” of labour law No. 8 of 1996 and its amendments. Although this law does not cover all aspects related to apprenticeship, it does govern vocational training in companies/work-based training such as: training contracts including duration, stages, trainees’ remunerations; its signature and the role of VTC, in company trainers’ qualifications and work experience, adequateness of work place conditions for training, and training termination cases.
2. More than 40 years of applying apprenticeship-training schemes by VTC in cooperation with companies. Therefore, the apprenticeship is currently a well-known and recognized path for preparing the skilled workforce in Jordan by the relevant stakeholders (public sector, private sector, students, and their parents).
3. Availability of basic infrastructure for implementing apprenticeship and other work-based training schemes in VTC, which include:
 - 42 vocational training institutes in VTC to provide apprenticeship training for youth in different areas in Jordan.
 - Internal regulations that organize apprenticeship training in both the vocational training institute and in companies, together with forms used for monitoring the training process.
 - 103 training program documents and 460 training units, learning materials covering different specializations for applying apprenticeship training in both the work place and the training institutes.
 - Well established cooperation between implementing apprenticeship-training programs and 2400 enterprises (micro, small, medium, and large-scale enterprises).
4. Conducting of annual awareness campaigns by VTC institutes for 10th grade students in MOE schools.
5. Conducting annual tracer studies for VTC training programs graduates including apprenticeship-training programs.
6. Some apprenticeship schemes offer alternating training in both the vocational training institute and the work place, and consequently benefiting from the advantages of both, the organized theoretical, practical and soft skills training in the institute, and the actual products/services training in the work place.
7. CAQA has developed and adopted some occupational standards for some occupations.
8. Establishment of the National Company for Employment and Training (NET) for implementing training programs in cooperation with contractors in the construction sector using work-based training.
9. Apprenticeship and other work-based training programs cover a wide range of occupations mainly in industrial, hospitality and tourism, construction, services, traditional crafts, and agriculture sectors.

10. Apprenticeship and other work-based training in Jordan is open to both males and females. However, females enroll in traditional occupations such as hairdressing, beautification, sewing, and secretary training.
11. Accreditation and certification of apprenticeship and other work-based training programs is in place according to the criteria of the Center of Accreditation and Quality Assurance (CAQA) of MOL.
12. Two TOT institutes are available in Jordan, one in VTC (Training and Development Institute), and one in Balqa Applied University, the National Center for Training of Trainers. Both of them provide training for trainers to upgrade their skills.
13. Presence of the ETVET Fund, financed by deduction of 70 JD for annual fees paid for each work permit issued⁶¹ for guest workers, to be used to finance Jordanians training and employment initiatives/ projects including apprenticeship and other work-based training schemes.
14. Remuneration for apprentices for their in company training paid by companies.

Weaknesses of apprenticeship and other work-based training schemes can be summarized as following:

1. Inadequate legal framework for the apprenticeship training, since the labour law does not cover different aspects of apprenticeship such as apprentice rights for social security and health insurance as other employees within the company. In addition, VTC can only regulate vocational training in companies.
2. Employers only sign VTC training contracts since the majority of enterprises are micro and small ones, and signed contracts have no enforcement power.
3. Weak participation/ involvement of employers in the apprenticeship training programs particularly in identifying training needs, designing training programs, selecting apprentices/ trainees, and evaluating their progress and skills acquired during the on-the-job training in companies.
4. Financing of apprenticeship and other work-based training is mainly by the government. There is no cost sharing among employers.
5. Applying apprenticeship training scheme and to some extent other work-based training to the three basic skill levels that include semi-skilled worker, skilled worker, and artisan.
6. No criteria is available for selecting work places adequate for implementing apprenticeship training and other work-based training.
7. Training of apprentices/trainees in companies, particularly SMEs takes place according to the daily tasks, which does not necessarily meet the needs of the training program.
8. VTC staff conduct VTC tracer studies internally without outside participation. Thus, these studies can lack objectivity and credibility.
9. Weak employment services for graduates of apprenticeship and other work-based training programs.
10. No official training and certification is in place for in-company trainers or technicians to train apprentices/ trainees through their in company training.
11. Apprenticeship scheme graduates have a limited career path to higher education.

Opportunities for increasing and improving apprenticeship and other work-based training include:

1. Support for the apprenticeship and other work-based training was clear in key related national strategies. Both, National Strategy for Human Resource Development (2016-2025) and the National Employment strategy (2011-2020)", identified/ proposed projects for

⁶¹ MAPPING VOCATIONAL EDUCATION AND TRAINING GOVERNANCE IN JORDAN/ ETF/ GEMM project

expanding the apprenticeship training/ on job training in companies within the adopted strategic objective of expanding innovative modes of training delivery/ ensuring that vocational training programs are demand driven. Consequently, and based upon such strategic directions further extending and improving of the apprenticeship and work based training can be implemented by the related institutions.

2. The current under development National Qualification Framework is expected to open doors for moving to higher levels through different education/ training schemes including apprenticeship training.
3. Strengthening linkages between vocational training institutes and companies that lead to:
 - Continuous updating of trainers knowledge with recent developments and new techniques in L.M.
 - Use of institute's equipment not available in companies for conducting tests/ production works for the benefits of companies.
 - Providing in companies attachments for vocational trainers to acquire industrial experience.
 - Identification of annual training needs/ apprentices places for companies.
4. Better opportunities for graduated apprentices to get employment in companies where they receive their training.
5. The opportunity of getting financial support for apprenticeship and other work based training from the ETVET fund as training in companies with better employment.
6. Opportunity for active involvement of employers' associations in planning, implementing, and evaluating apprenticeship and other work-based training in their members companies.
7. Opportunity for training apprentices in accordance with actual training needs of companies in L.M.

Barriers that may face extending and improving apprenticeship and other work-based training include:

1. Negative societal attitudes towards TVET including apprenticeship and other work-based training.
2. Insufficient financial resources for increasing and improving apprenticeship and other work-based training schemes.
3. Lack of private sector capacity to participate effectively in planning, designing, and implementing TVET in Jordan.
4. Inadequate workplace facilities and conditions for conducting work-based training.
5. Unwillingness of some companies to cooperate in implementing work-based training.
6. Low female enrolment in apprenticeship/ other work-based training due to cultural issues or inappropriate working conditions for females.
7. The structure of economic sector in Jordan where 94% of working enterprises are SMEs.
8. Insufficient training places for apprenticeship/ other work-based training in some areas.

Suggestions and proposals for increasing and improving apprenticeship and other work-based learning:

1. Develop the current legal framework within the labour law for the vocational training to cover:
 - Apprentice status as a worker and not a trainee so to get all related rights such as social security, health care, insurance, leave ...etc.
 - The training contract, to have enforcing powers on different parties (employer, training provider, and apprentice/ trainee).

- Remuneration for the apprentice as a percentage of skilled workers wages, increasing according to the stage of the training.
 - Including TVET provider who applies apprenticeship or work-based training in identifying in-company training programs and not only VTC.
2. Establish marketing and employment units within training providers institutions for:
 - Marketing the apprenticeship/ other work-based training schemes among enterprises in labour market particularly large-scale and medium enterprises.
 - Assisting apprentices/ trainees in finding job opportunities after graduation in the private sector.
 3. Develop and apply criteria for selecting companies/ work places to implement apprenticeship training that ensure its appropriateness for the targeted training program.
 4. Strengthen partnership with labour market companies in the planning, implementing, and evaluating of apprenticeship and other work-based training through:
 - Higher presentations of employers (not less than 50%) in policy councils/ Boards of Directors of TVET provider institutions, particularly those applying apprenticeship and other work-based training schemes.
 - Strengthen linkages between vocational training institutes and surrounding companies (small, medium, and large) through activating their role and participating in different activities including management of the institute (steering committee), meetings, workshops, and conferences related to apprenticeship training development.
 - Develop the role of companies in evaluating the progress of the apprentice through filling a trainee's logbook and recording the skills learned.
 5. Capacity building of selected employers' associations such as chambers of industry to pilot conducting an accredited and certified apprenticeship training program in specific occupational areas with full responsibility for the implementation as a step forward for more involvement of employers' associations in implementing apprenticeship training schemes.
 6. Promote certifications of in-company trainers to train and/ or monitor the training process for apprentices/ trainees through their in-company training
 7. Provide free TOT training courses for in-company technicians/ supervisors responsible for monitoring and training apprentices/ trainees in companies to qualify them as in-company trainers.
 8. Transfer apprentices/ trainees from one company to another as needed to cover the related training elements of the apprenticeship-training program, particularly when training in micro and small enterprises.
 9. Expand the use of the work-based methods/ techniques to provide training and work experience opportunities for recent graduates of universities and community colleges that assist them in getting work experience required for employment.
 10. Extend apprenticeship training scheme to include training for technician level beside the currently targeted occupational levels (semi-skilled, skilled, and artisan). Consequently, this requires higher entry requirements for the program of not less than the general secondary certificate within the educational system in Jordan.
 11. Open channels between different TVET levels/ systems allowing upward and side movements of apprentices according to specific criteria.

Annexes

Annex 1: Chambers of Commerce

Chamber of commerce	Number of members
1- Amman chamber of commerce	40000
2- Zarqa chamber of commerce	11000
3- Rusaifeh chamber of commerce	4000
4- Al Salt chamber of commerce	1750
5- Jerash chamber of commerce	835
6- Ramtha chamber of commerce	1500
7- Al Karak chamber of commerce	1587
8- Southern mazar district chamber of commerce	1000
9- Maan chamber of commerce	1000
10- Aqapa chamber of commerce	2900
11- Southern Shouneh chamber of commerce	1250
12- Madaba chamber of commerce	2500
13- Al Tafileh chamber of commerce	2100
14- Ajloun chamber of commerce	1300
15- Mafraq chamber of commerce	2139
16- Irbid chamber of commerce	7802
Total	82663
Jordan chamber of commerce	30 (members represents chambers and trades sectors)

Annex 2: Chambers of Industry

Chamber of industry	Number of members
1- Amman chamber industry	8700
2- Irbid chamber industry	1900
3- Zarqa chamber industry	8200
4- Jordan chamber of industry	2000
Total	20800

Annex 3: Employers Associations/Unions

Employers association/ union	Number of members
1- The Jordanian free zones investors association	1000
2- Jordanian Italian business council	148
3- Drugstores owners association	19
4- Jordan society of tourism and travel agents	650
5- Dead sea production association	18
6- Jordan garments, accessories, & textiles exporters association (JGATE)	46
7- The information technology association of Jordan (INTAJ)	220
8- Businessmen association for the development and promotion of investment	200
9- Jordanian businessmen association	360

10- Jordanian association for traders of ceramics and sanitary ware	180
11- Jordanian exporters association	105
12- Private hospitals association	43
13- Jordan investors association	270
14- Housing investors society	1600
15- Jordan hotels association	409
16- Association of banks in Jordan	26
17- Jordanian Canadian business association	9
18- Jordan Europe business association (JEBA)	300
19- Jordan restaurant association	730
20- Jordanian national industries support association	820
21- National association for investors protection (NA)	60
22- Jordanian society for exporters of clothing	8
23- Jordanian association for insurance professionals	80
24- Jordanian association for manufacturers and exporters of footwear	23
25- Jordan exporters and producers association for fruits and vegetables	200
26- Jordan inbound tourism operators association	65
27- Jordanian computers society	3550
28- Jordan-German business association	7
29- Jordan federation of investment associations	60
30- Jordan insurance Federation (JOIF)	7
31- Jordan shipping association	69
32- Association of merchants and producers of agricultural materials	210
33- Stationary, book shops and office equipments traders and manufacturers	272
34- Association for owners of land survey offices	450
35- Jordanian association for dental laboratories owners	350
36- Association of the owners of cargo shipment and clearance companies	521
37- General association of petrol and gas distribution stations owners	1100
38- Association of workers in mechanical professions	8000
39- Owners of stone quarries association	270
40- Association for owners of private schools	997
41- Merchants union of vegetables and fruits exporters	150
42- Jordan truck owners association	8000
43- General union for traders and manufacturers of furniture, carpets and moquette	800
44- General association for the automobile dealers and traders of automobile parts	7000
45- General association for foodstuffs merchants	300
46- General association for traders of fabrics and clothing	500
47- General association for owners optics shops	260
48- General association for owners of jewelry shops	500
49- General union for owners of advertising and design offices	80
50- General association for reGeneral syndicate for bakery owners	2100
51- Beauty saloons syndicate of Jordan	2900
52- General association for restaurants and sweet shops owners	8500
Total	54,542

Annex 4: Labour Unions in Jordan

Labour Union	Members number
1- Labour union of workers in banks accounting and insurance	5000
2- Labour union of workers in sales shops	850
3- General labour unions of workers in food industry	3180
4- General labour union of construction workers	4000
5- General labour unions of workers in mining and metallurgy	8500
6- General labour union of worker in private education	1500
7- General labour union of workers in petrochemicals	7200
8- General labour union of workers in health services	850
9- General labour union of workers in electricity	9000
10- General labour union of workers in seaport and clearance	1000
11- general labour union of workers in air transportation and tourism	5800
12- Labour union of workers in municipalities	450
13- The general labour union of workers in textile, garment and clothing	5000
14- Labour union of typing and photocopying workers	3000
15- General labour union for public services and free vocations	2000
16- General labour union of land transport employees and mechanics	50000
17- General labour union of railway employees	1000
Total number	108330

Annex 5: Training Certificate

Training certificate for occupational level

Vocational Training Corporation certifies that born in, year
 Joined training program held invocational training institute and
 specialized work places for () actual training hours during the period from .../.../... to .../.../.... He/
 she have completed the training program requirements and passed the related test for
 occupational level.

Accordingly, he deserved this certificate.

Certificate No:
 Issuance date:
 Registration No.

Director General

Annex 6: Distribution of VTC Training Staff According to their Educational Qualification

Educational qualification	Trainers	Training officers	Training coordinators	Total
University degree	87	52	46	185
Community colleges diploma certificate	254	11	6	271
General secondary certificate	96	1	0	97
Less than secondary	55	0	0	55
Total	492	64	52	608

Annex 7: Brief Summary of the Pilot Program “Upgrading Informal Apprenticeships in Jordan” Study Report

The pilot aimed at (a) developing the apprenticeship model and process, (b) linking apprentices with employers for on-the-job training, (c) improving the occupational health and safety conditions at the workplace, (d) improving the work organization and workplace management, and (e) organizing testing for occupational licenses of the apprentice. It comprised of two phases: six months of basic training followed by three to five months of on-the-job training. The basic training phase included a combined package of technical and workplace core skills training include occupational safety and health training, life skills, basic business English and IT courses.

The second phase was implemented in 31 auto repair garages whose owners participated in the pilot program as well. During the on job training phase, apprentices received transportation allowance, insurance against work-related injuries, and a work uniform.

Apprentices were monitored through weekly field visits to their workplaces by 3 mentors/ field advisors. The mentors tracked apprentices’ skills acquisition using score cards and logbooks which were first filled out by the apprentice as self-assessment, then validated by the master craftsman and by the mentor. These score cards were developed using simple competency profiles based on the Arab Standards for Classification of Occupations (ASCO 2008). The mentors also played the role of mediator with apprentices, master crafts persons and even parents, in order to limit program drop-out.

In total, 70 apprentices ages 18 to 27 benefited from this program. Fifty-five of them (76%) completed both phases; 16 (23%) opted for a two-week internship instead. Of the 53 apprentices, 18 (34%) had community college diplomas, 18 (34%) had secondary school diplomas, 10 (19%) had completed 10th grade (basic education), 6 (11%) were Vocational Training Corporation (VTC) graduates and one (2%) was an UNRWA vocational training graduate. Forty-one (77%) of the apprentices were trained in light vehicle repair and 12 (23%) in quick service for trucks and buses. According to the study report, the program achieved the following results:

- 1- Short transition period from apprentice to full employee (one year compared with up to 5 years in the traditional informal apprenticeship).

- 2- High training completion rate (76% of apprentices completed both the basic training and on the job training).
- 3- High pass rate on the occupational test where 89% of apprentices passed the occupational skill test and received occupational licenses at the “skilled” level from CAQA.
- 4- Strong employment outcomes and wages, where (92%) obtained a job, mostly in the repair shops where they were trained. Of those who are already employed, 90% earn a salary above the minimum wage of 190 JD (US \$268), 69% are earning between 200 and 250 JD (US\$ 282-353) and 20% earn over 250 JD (US\$353).