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QUDRA2

Resilience for refugees, IDPs, returnees and host communities
in response to the protracted Syrian and Iraqi crises

The Jordanian Work-Based Learning Model

Skills Development for Employment of Syrian Refugees and Vulnerable Jordanian Youth

May 2022

Implemented by



Enabel 

Acronyms

AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
BAU	Balqa Applied University
BMZ	German Federal Ministry for Economic Cooperation and Development
ETF	European Training Foundation
EU	European Union
E-TVET	Employment, Technical and Vocational Education and Training
HTU	Al Hussein Technical University
JNQF	Jordan National Qualification Framework
JWBL	Jordanian Work Based Learning
LLL	Life Long Learning
MoE	Ministry of Education
M&E	Monitoring and Evaluation
NOS	National Occupational Standards
OECD	Organization for Economic Cooperation Development
QA	Quality Assurance
RPL	Recognition of Prior Learning
SSCs	Sector Skills Councils
TVSDC	Technical and Vocational Skills Development Commission
TVSD Council	Technical and Vocational Skills Development Council
TVET	Technical and Vocational Education and Training
VTC	Vocational Training Foundation

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1 Introduction

Qudra 2 project, aspires in its second phase to strengthen resilience for Syrian refugees, IDPs, returnees and host communities in response to the protracted Syrian and Iraqi crises. Qudra 2 is a regional program co-financed by the EU Regional Trust Fund in Response to the Syrian Crisis, the EU Madad Fund, the German Federal Ministry for Economic Cooperation and Development (BMZ) and Spanish Agency for International Development Cooperation (AECID), implemented in Jordan, Iraq, Lebanon and Turkey.

Qudra 2 places a strong emphasis on employment promotion to increase the number of youth who acquire demand-driven vocational and technical skills, furnished and supported with vocational certificates to support them secure better opportunities for better jobs. Under the skills development component, Syrian refugees and vulnerable Jordanian youth will be enrolled in Work Based Learning initiatives (WBL) in the area of vocational education and training (VET-WBL). This opportunity will expose them to real experience work in a real work environment that will equip them with practical skills and contribute to their entry to the labour market through matching their skills with market demands in line with legislations applicable in the different countries.

In Jordan, through the “Skills Development for Employment of Syrian Refugees and Jordanian Youth” intervention, Enabel aims to activate more sustainable and systematic partnerships between vocational education and training institutions, companies and private enterprises to implement work-based learning programs based on labour market needs. It stipulates to train (2000) beneficiaries of Syrian refugees and Jordanian youth in both Syrian refugee camps and poverty pockets, provided it includes (40%) of female beneficiaries. The program also aims to improve human resource management in targeted private institutions and develop the capacities of public vocational and technical training institutions who will contribute to the implementation of the training activities in cooperation with the project through its network of institutes spread in the target areas of the project.

Towards the achievements of objectives, pertaining to developing Jordan work-based learning (WBL) model, Enable organized four webinars during the period 13-20 September 2020 involving participants from local and international stakeholders in the employment, vocational and technical education and training sector. Participants engaged in an enriching discussion of issues related to WBL approach and a review of international and national experiences, best practices, and lessons learned as an initial step towards preparation for developing and adopting WBL model

tailored to the Jordanian context of the employment sector and vocational and technical education and training.

Efforts continued to follow up on the outcomes of the webinars through the formation of three working groups composed of participants representing the various stakeholders in the employment and TVET sector assigned to develop the draft Jordan WBL model learning and relevant delivery plan.

The Three working groups held on November 16th, 17th, and 18th 2020, to discuss the practical steps towards building the Jordan WBL model, according to the roles and responsibilities of the following main stakeholders:

- Labor Market enterprises
- Vocational Education and Training providers
- Sectoral Skill Development Councils (SSDCs)

The WBL Model has been developed through the participatory approach, which has been adopted in implementing the three stakeholders working groups, in compliance with the local context of the Jordanian ETVET sector.

The premise that collaboration among the concerned stakeholders in developing work approaches and technical and vocational training programs responsive to the changing needs of the Labour market, and increasing employment opportunities is considered critical, accordingly, the WBL Model has been blessed by a task force that includes 10 members representing the Jordanian TVET sector stakeholder.

2 The Education & Vocational Training System in Jordan

The education system in Jordan consists of four stages: The pre-school (kindergarten), the basic education, secondary education and the higher education. One of the most significant decisions taken by the government was to make basic education (from 1-10 grades) legally compulsory. Secondary education consists of the comprehensive secondary education academic stream, and the applied secondary education vocational stream provided by the Ministry of Education, and the vocational training programs implemented in the vocational training corporation. Once the trainees complete class 12 of the comprehensive secondary education and pass the Tawjihi national

exam successfully, they are allowed to move to the higher education levels provided by universities or intermediary community colleges that offer training programs for technician worker level. Qualifies students into universities or intermediary university colleges that offer training programs for vocational/technical levels. Trainees can enrol in the field and specialization they desire based on their (Tawjihi) scores. Students who do not pass this stage can opt to enrol at the Formal Apprenticeship Diploma Program offered by the vocational Training Corporation in cooperation with Al Balqa applied University and Ministry of Higher Education.

Category	Academic Achievement	# of Hours	Entry requirements
Semi-skilled Worker	Basic Education (literacy: able to read and write)	700	
Skilled-worker	Basic	1200-2400	Passing specific level of skills or Successful completion of basic education
Craftsman	Secondary	1200-2400	Passing skilled level or Completion of the 2nd secondary grade
Technician worker	Secondary	1200	Secondary School Certificate

Table 1: Vocational and technical training and education programs applied in Jordan

In 2019, the Jordanian government issued the Jordanian National Qualification Framework (JNQF), which includes a hierarchical classification of all levels of qualifications, education and certificates related to higher education, general education, and vocational and technical training programs, within specifications for each level to determine the knowledge, skills and competencies that should be associated to the qualification. JNQF includes ten different levels, from

kindergarten to doctoral degrees. Each qualification includes the required knowledge, skills, and behaviours. The National Qualifications Framework contributes to enhancing integration between the different educational systems and facilitating the transition between the various vocational and academic educational tracks and paths. Table (2) shows the vocational qualifications and the respective equivalent academic qualifications:

Professional Qualification	Level	Respective Academic Level
Vocational Training certificate, level 1	Level 2	Basic Grade 6
Vocational Training certificate, level 2	Level 3	Basic – grade 10
Vocational Diploma	Level 5	Grade 11- (2nd secondary grade) in addition to completion of one year training
Intermediate Diploma	Level 6	University College (Intermediate) diploma/academic and Technical
Vocational Bachelor Degree	Level 7	Bachelor Degree
Vocational High Diploma – Level 1	Level 8	High Diploma
Vocational Masters Degree	Level 9	Masters Degree

Table 2: Professional qualifications and the respective equivalent academic qualifications

Main Requisites for enrolment/admission to TVET programs

1. Minimum age as of 16 years minimum age, as stipulated in the Jordanian Labor Law (Article 73, Jordanian Labor Law No. 8 of 1996).
2. The requirements for admission and upward transition from one level to another are shown in the table below:

Level	Category	Academic Achievement	Prerequisites
2	Semi-skilled worker level	Elementary/basic	
3	Skilled-worker level	10th grade	Successful completion of level 2
4	Craftsman	Secondary	Successful completion of level 3
5	Technician worker level	Tawjihi	Successful completion of level 4

The figures below illustrate the different levels reflected in the National Framework of Vocational and Technical Qualifications.

JORDANIAN NATIONAL QUALIFICATIONS FRAMEWORK - VOCATIONAL AND TECHNICAL



Figure 1: National Framework of Qualifications/VTET

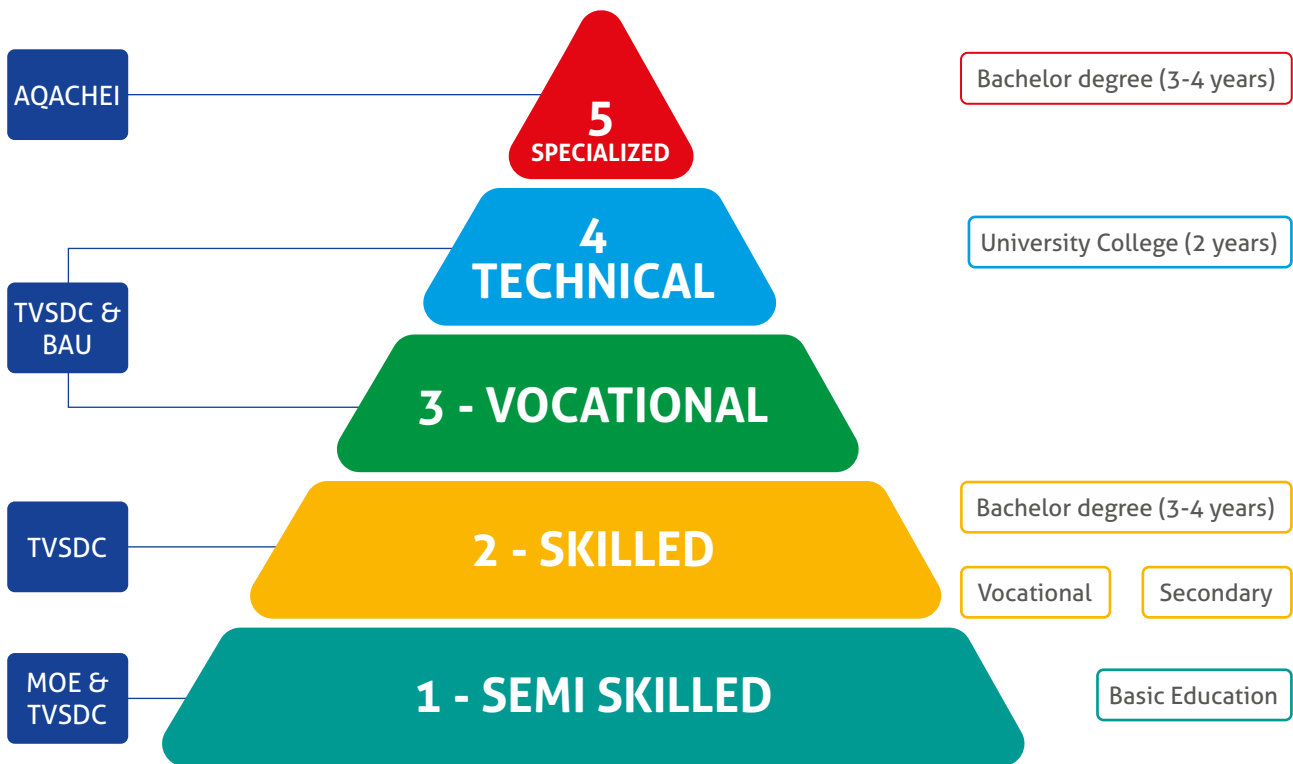


Figure 2: National Qualification Framework/Vocation and Technical Training and Education

2.1 Legal Framework of the TVET System

A coherent and robust national legal framework is one of the main pillars in countries that have in place a mature vocational training system. The legislative and legal framework clearly defines the objectives of the education and training system and defines the roles and responsibilities among the main actors. It also contributes to establishing clear rules and basis for differentiating between work-based learning and institution-based training.

Below are the laws and regulations that constitute the legal framework that govern TVET in Jordan:

- Labor Law No. (8) of 1996/Articles (36-38)
- The Jordanian Education Law of (2007).
- The Vocational Training Corporation Law of (1976).
- Social Security Law of (2014).
- Higher Education and Scientific Research Law No. (23) Of (2009).
- Technical and Vocational Skills Development Authority Law of (2019).
- The National Qualifications Framework (JNQF) of (2019).

The Jordanian Labour Law dealt with the relationship between the trainee and the employer in Chapter (5) in Articles (36) and (37) which can be used as a guide and reference when developing a training agreement

to implement the work-based learning program. It is also possible to refer to the two models developed by the Vocational Training Corporation (VTC) adopted for vocational training in the workplace; a vocational training contract signed by (employer and trainee) or (parents/guardian) as stipulated under Chapter (5) of the Labour Law; in addition to a vocational training agreement signed by the corporation and the employer. Most Jordanian universities adopt internship programs based on the on-the-job training as a graduation requirement measured by completion of credit hours (3 credit hours) tied to the number of weeks student must spend in the workplace. The Internship concludes with employer furnishes the University with a signed written letter to confirm the student has completed the required time at the workplace.

2.2 Overview - Work-Based Learning & Definitions

The vocational practice of a craft and the direct mentoring provided by artisans is one of the oldest and most common training methods, which prevailed before the emergence of vocational education and training institutions. This pattern is considered a form of work-based learning, where a person familiar with the details of the task/skill (expert) will train the individual on steps required to perform the work based on a tacit agreement that he/she will teach the individual the profession/craft in exchange of services and assistance to the craftsman in his work.

Soon later, educational training institutions emerged and began to implement structured vocational education and training programs within classrooms and training workshops. In some training models, the program partially implemented in the educational/ training institution and the second part delivered in the workplaces.

At the national level, various national policies and strategies recently focused on issues related to skills and to the need to match the supply and demand sides in the labour market. It also highlighted the need to harmonize and tailor training programs offered at educational and training institutions in order to cope with the dynamics of the labour market needs, better bridge the prevailing gap, and facilitate graduates transition into the labour market. This ultimately contributes to reducing unemployment and the out of job periods among the youth. This approach requires understanding the skills that employers need and how to make better use of the resources available in the labour market.

In this context, the need to shift to new ways of delivering educational and training programs and link them to the labour market becomes urgent; the workplace becomes a primary source for basic and continuous learning.¹

In recent years, many international studies have addressed work-based learning (WBL), highlighting this type of training, which became the focus of many international agencies and organizations such as the International Labour Organization (ILO), the European Union (EU), the European Training Foundation (ETF), the World Bank and other UN agencies.

The ILO considers learning in the workplace, in its various forms, an effective way to bridge the gap between education and work in the real world, and that this pattern equips young people with the skills and practical experiences needed in the labour market.

Despite differences in definitions, different agencies and organizations adopt a common understanding and agree that the primary purpose of using this pattern to develop skills through their practical application in a real work environment.

“Work Based Learning is a form of learning at the workplace and refers specifically to the attainment of learning outcomes based on a planned program to perform a role or practice a job to gain an experience through focusing on the following:

- The know how in terms of all procedures required to perform a task and mentorship by specialists or supervisors.
- Focus on transferable skills and competencies.

- Provide trainees with the necessary expertise to carry out routine tasks effectively.
- Develop critical thinking skills to identify non-routine situations and to develop and refine Trainees own conceptual models”²

3.1 Concept of Work-Based Learning

A broad number of definitions are widely used to refer to the WBL concept, such as: practical experience, dual system, on-job learning, job-based learning, vocational learning, flexible learning, problem solving, and simulations; this normally tends to create some confusion and misunderstanding of the concept given that each has its own guiding principles and assumptions. All these concepts and different perspectives of international agencies were reviewed and discussed in the proceedings of the (4) webinars organized and lead by Enable2.

Below are some of WBL definitions adopted by various international organizations and institutions:

European Centre for the Development of Vocational Training (CEDEFOP):

“WBL is the acquisition of knowledge and skills through carrying out – and reflecting on – tasks in a vocational context, either at the workplace or in a vocational education and training (VET) institution.”

Asia Development Bank (ADB)

“WBL takes a variety of forms and can range from highly informal and unstructured training, delivered in micro- and small enterprises, through to highly structured training in medium and large enterprises resulting in nationally recognized certification”.

European Training Foundation (ETF):

“WBL refers to learning that occurs through undertaking real work entailing the production of real goods and services, whether this work is paid or unpaid”. (Sweet 2011)

United Nations Educational, Scientific and Cultural Organization (UNESCO):

“Work based learning refers to any form of learning or vocational training for youth and adults that occurs inside an enterprise or workplace”.

Inter-Agency Group on Technical and Vocational Education and Training (IAG-TVET):

“Work Based Learning refers to all forms of learning that takes place in a real work environment. It provides individuals with the skills needed to successfully obtain and keep jobs and progress in their professional development”.

¹ Does work-based learning facilitate transitions to decent work, working paper Comyn and Brewer, 2018

² Arani, Alagamandan & Tourani , 2004

In light of the above definitions and for developing a Jordanian concept of WBL that reflects the local context of the E-TVET sector, the lead working groups proposed the following definition:

"An educational methodology refers to the learning delivered when a trainee produces goods and services in a real working environment and real conditions in either the workplace or in vocational education and training institutions. Such learning process shall enable the provision with knowledge, acquisition of skills and attitudes trainees require to carry out the task in the labour market. The goods produced and services provided by the trainee can be paid or unpaid labour. Hence, the methodology delivered in systematic structured formal training/informal training to enable the trainee reach an occupational skill level and obtain a practitioners license recognized at the national level. The trainee can opt to set for a certification test If the trainee is a graduate of a training program accredited by the Technical and Vocational Skills Development Commission; or can opt to receive hours of continuous learning or receives recognition of previous experience that qualifies the trainee to apply for the practitioners' certification test under specific conditions."

3.2 Significance of WBL

WBL generally acquires its significance through:

- Its value as a powerful form of experiential learning based on practice, such as the activity learning that is built on social structure perspective, which recognizes past experiences and produces and builds knowledge while working in a team.
- Its contribution to increasing productivity and innovation in organizations, being a flexible approach that provides opportunity for reflection, exploring and identifying new innovative solutions.
- Its value in impacting youth at the personal and social levels and the transformation it brings to their lives and that revolves around the trainee/student in terms of them being the focus of the support that promotes learning through assigning various tasks and problem-solving scenarios that contribute to the development of their personalities and professional careers.

Three basic assumptions essential required for the WBL learning process and delivery:

1. Learning is acquired in the process of work and dedicated to the task at hand.
2. Creating and utilizing knowledge is the responsibility of everyone.

3. The learner demonstrates ability to learn (teach me how to learn), which frees him/her from questioning the basic assumptions of practice. (Raelin, 2008)

Benefits of WBL:

1. Reliance on acquiring knowledge, skills and attitudes through direct learning in the workplace or through vocational and technical education and training provided that the environment and working conditions simulate the environment and conditions of the real workplace.
2. Invest in human capital by the acquisition of lifelong learning skills, enhancing the productivity of the company/organization, and building a competitive advantage for the company/organization.
3. Equip trainee with the skills, knowledge and attitudes to enable them perform a specific task in the workplace.
4. Provide trainees with the opportunity to use the tools, machines, documents and equipment that are already available in the workplace to enable them perform duties assigned according to the requirements and terms of task in a real work environment.³

The various working groups unanimously agreed, during the three workshops, on the need for the Jordanian WBL to keep abreast with the existing economic and social situation and to ensure the embody the various learning techniques such as work projects, learning teams, problem solving and personal experiences.

3.3 Methodologies, Typology, and Forms of WBL

Specifications and characteristics of the WBL programs differ from one program to another as they governed by the level of the training program, the educational training institution delivering the program, and the technical field and specialization. For example, for some occupations, training and learning can be delivered only through (Simulated WBL) such as aviation navigation control software.

3.3.1 Work-Based learning Methodologies

Several methodologies can be utilized to deliver WBL, such as workplace mentoring, one-to-one training, mentoring programs, online training courses and career rotation. In addition, patterns of WBL that includes formal apprenticeships, on-job training for employees, formal on-site learning opportunities, and informal apprenticeships, internships, and other types of training.⁴

³ Work-based Learning: Benefits and Obstacles, A Literature Review for Policy Makers and Social Partner Countries, 2012

⁴ Investing in Work-based Learning, 2008

3.3.2 Typology of the WBL programs

There are different Typology of WBL schemes based on three main factors:

- Whether a contract exists between an employer and a learner for the duration of the scheme;
- Whether the outcomes of the scheme are recognized through some form of official certification (TVSDC);
- Whether the training is delivered in the workplace, school or through a combination of the two modalities.

Type 1	Contract based, when training is governed by contract between employer and trainee, through accredited training program from TVSDC (linked to a qualification) and training is offered at the workplace and at the school/institute.
Type 2	Contract based, the training is governed by a contract between the employer and the trainee whereby outcomes of training are accredited (linked to a qualification), and the training is offered at the workplace only.
Type 3	Contract based, the training is governed by a contract and is offered at the workplace only however, the outcomes of the training are not accredited, (not linked to a qualification).
Type 4	The training is not governed by a contract between the employer and the trainee, however, the training is accredited (linked to qualification) and is offered at the workplace and also at the school/institute.
Type 5	The training is not governed by a contract and is not accredited (not linked to qualifications) and is offered only at the workplace.

Table 4: Typology of Work Based Learning

3.3.3 Types of WBL

Types of WBL - most common in both local and international contexts of vocational and educational training summarized below:

Formal Apprenticeship

The "ILO definition" of Formal Apprenticeship is the long-term structured training in a recognized occupation under the supervision of an independent professional/craftsman, governed by an independent contract, where the training contract includes the trainee, the employer and the training provider, and this contract is subject to official regulations and laws. Through this program, the trainee acquires professional skills while working in the workplace through training and working alongside an experienced professional. This training is usually parallel to the training that the trainee receives from the training provider. The cost of

training co-shared between the trainee, the employer and the government.

Informal Apprenticeship

Informal apprenticeships are to be found in the informal economy and provide for the transmission of appropriate skills from an experienced craftsman to a young person, usually covering all skills of a trade or occupation, the apprentice is obligated to contribute productively to the business. These do not follow a curriculum, do not lead to qualifications and regulated by social norms and traditions rather than laws and regulations.

Traineeships / Internships:

This type of training usually covers short periods of training within a company, public institution, or non-profit organization, during which the trainee gains experience and covers aspects of a job or an occupation.

Simulated Work-based Learning:

This type of practice depends on programmed simulation tools, where the trainee deals with a hypothetical facility and hypothetical situations and tackles problems that he/she may encounter in actual work environments.

Training of staff:

This type of this training mainly offered to the newly recruited employees or senior employees, once they join the facility and while performing their paid work.

3.4 Desired benefits from adopting the Work-Based Learning

The benefits of BL can be observed in the short term through how it is reflected on the trainees in terms of acquiring new knowledge, skills, attitudes, and possibly a job opportunity; while its impact on organizations, society and the economy in general may not be assessed or translated except in the medium or long term. Nevertheless, these benefits are expected and can be realized/measured in light of the initial indicators that are included in the WBL model. Below are some examples of the expected benefits from applying the work-based learning methodology.

Increased Employment Opportunities: WBL programs provide the trainee with a wide range of skills related to the labour market, which enhances and increases the employability of trainees/learners. Comparative studies of the delivery of WBL and corporate learning at a training centre/institute illustrate that WBL prepares learners/trainees more effectively for the labour market and enhances the acquisition of life skills and employability skills. Studies and cross-country

comparisons show that countries with strong vocational training systems have better youth employment patterns and lower youth unemployment rates.

Community Inclusion: WBL programs offer substantial benefits in terms of social and community inclusion that lay important foundation for social inclusion and participation, especially for disadvantaged and marginalized groups. It can also help reduce dropout rates from education and training, as it will help trainees/students with low academic achievement by giving them the opportunity to master and excel in practical skills, and thus increase their desire to continue in the training program and not to withdraw.

Economic return: WBL is considered an economic pattern as it reduces the cost of training. Through this pattern, learning outcomes can be realized by utilizing the facilities and training materials in the workplace; another benefit can be attained at the economic level of this type of training through enhancing technological development, innovation and creativity through the link and enhancement of the relationship between productive institutions and educational institutions.

Other benefits expected to accrue to the main stakeholders, (employers, training providers, government and educational and training organizers, trainees, and Sector Skills Councils (SSCs)), when implementing this type of training programs summarized as follows:

- **Employers/companies:** Work-Based Learning helps employers access a pool of qualified and capable employees who understand and know the nature of work and thus reduce turnover. This type of training is also an effective way to strengthen the relationship with training providers (schools and institutes) at the local level. The involvement of employers in the design and management of vocational education and training enhances their confidence in the system.
- **Educational and Training Institutions/Training Providers:** From the perspectives of training providers, WBL reduces the cost of training, enhances the relationship of teachers/trainers and strengthens their relationship with the industry, thus helping them keep abreast with industrial developments, as well as helping education and training providers to strengthen and develop the general skills of trainees such as teamwork, problem solving and basic work habits such as punctuality; It also reduces trainees' dropout rates illustrating the relevance of their training program to their future jobs stirring their interest to study; It also reflects on improving levels of participation and results of trainees who face problems and difficulties in achievement, thus, reducing dropout rates among trainees.
- **Governments/Regulators:** For policy makers in the TVET sector, WBL is one of the tools that helps re-motivate the long-term unemployed and maintain

their motivation in seeking a job which will result in increasing connectivity between the unemployed and employers; It further increases their chances of getting jobs, reducing unemployment rates and creating a better balance between the supply and demand for skills; It also help them enhance cooperation between the education and business sector, create strong links for both learners/trainees and the system as a whole linking the outputs of education and training and the actual requirements of the labor market.

- From the economic perspective, this type of training in which costs are shared between employers and the government rather than covering it fully through resources allocated within the public budget; costs associated with training can be alleviated through utilizing equipment and tools already available instead of procurement of training equipment; noting that in some cases WBL can create learning opportunities that cannot be offered at the publicly funded TVET schools and institutes.
- This type of training helps develop the role of Sector Skills Development Councils (SSDCs) in the design, delivery and assessment of vocational and technical education and training programs and improve the ability to control and monitor the quality of their outputs to ensure compliance with the requirements of the labor market. SSDCs play a major role through the delivery of WBL towards enhancing the relationship and networking among business owners and the educational and training institutions.
- **Trainees:** WBL helps trainees get to know the world and different work environments, enabling them to identify available job opportunities and linking them directly to the world of work. It allows them to apply the education and training they received in the educational institution in real work environment. Moreover, this type of training enables the trainees better understand their personal capabilities and aspirations, and makes training and education more interesting in addition to increasing their job opportunities and encouraging them to enter the labor market and improve their relationships with employers who may offer them jobs after graduation. It is likely that young people who participate in WBL programs and acquire skills, knowledge and attitudes are more relevant to the requirements of the labor market and will ultimately succeed in securing jobs.

There are many methods that are used at the workplace to enrich the WBL delivery which includes:

- Encourage people to reflect on their experience.
- Mentoring by other workers and experts and recognition that the development of knowledge, skills and experiences is a component of the simulation experience.
- The rotation and exposure to variety of tasks performed.

- Work projects.
- Expose workers to problems they need to address and solve.

The companies can initiate on their own number of modalities and methods that can enhance and improve the quality of WBL; this, however, might be difficult for small and medium sized enterprise. In such case, external organizations can be of value through offering training of supervisors within the enterprise/ company and development of simple tools and learning manuals.⁵

3.5 Financing WBL Programs

The Identification and knowledge of the different types of costs associated with the WBL are required as a base for adequate planning and budgeting. Costs divide into three main categories, namely: costs associated to training at the premises of the institution/ employer; costs associated with training at schools/institutes; and costs associated with program management, supervision, and follow-up by the organizers/ government.

According to discussions held during stakeholders' workshops (employers, sector councils and training providers) organized by Qudra 2, the ideal situation for financing WBL program highlighted was through as the actual partnership to jointly co-finance the program. It proposed/recommended that governments cover the costs of training in schools and institutes, whereas employers and businesses cover the cost of training at the job premises. The type of the program influences

cost values, the duration spent at the work premises, the number of trainees, in addition to other factors that affect the cost such as the modalities adopted to conduct exams, follow up, and supervision by the organizers.

Training cost incurred by the employer: This includes all costs and expenditures disbursed in relation to the training process associated with the training such as salaries to staff assigned to the supervision, depreciation cost resulting from utilizing raw material, equipment, facilities, etc. The cost of the training at the work premises are considered less compared to costs incurred by service providers, where the training process is offered as a product or actual service.

Training cost incurred by the service provider: The costs of training at the educational institution depend on the specifications and design of the main programs. The more time allocated to WBL the higher the chance that it will be reflected in reducing allocated costs within the educational institution.

Training cost incurred by the organizer/government: Costs associated to the training that is covered by the government is calculated as separate costs and expenditures disbursed by different ministries, it is often difficult to isolate such costs, which can be also jointly covered by the government and social partners. The breakdown of the cost depends on the role played in the training process mainly with respect to social partners.

The following table summarizes training requirements and associated costs:

Costs incurred by Employer	Costs incurred by Service Provider	Costs incurred by government / organizers
<ul style="list-style-type: none"> • Incentives/payment for trainees • Health insurance/accident insurance • Wages for trainers and or supervisors for delivering the training and supervise the trainees in the workplace. Depreciation cost of using equipment, facilities, etc. 	<ul style="list-style-type: none"> • Teachers/Trainers Wages • Costs associated with building the capacity and training of teachers • Procurement and maintenance of tools and equipment • Training Material • Developing educational curricula and material 	<ul style="list-style-type: none"> • Develop training criteria • Follow up and supervision • Develop and conduct exams • Mentoring and coaching/guidance • Monitoring and evaluation • Other logistic/administrative expenses

Table 5: Training Associated Costs

Some donor agencies may contribute to the process of financing WBL programs in addition to the government through the public budget or funds and programs that support various training and employment programs towards increasing efficiency and effectiveness in the utilization of resources allocated to deliver such programs. All stakeholders must coordinate to determine costs and mobilize funding modalities through adequate and agreed upon planning in line of below steps:

⁵ Sweet(2013)

Step 1: Prepare an Initial cost estimate

Step 2: Develop implementation plan with specific details and determine the costs in each phase, for each item and component.

Step 3: Identify and mobilize financial resources as well as the financing agencies and determine respective volume of financing.

Step 4: Assign volume of funding to each implementing agency, i.e., Prepare cost-sharing proposal;

Step 5: Assigned relevant agency for follow up, monitoring and assessment to ensure optimal utilization of resources, delivery of program, and drawing lessons learnt for the purpose of cost evaluation and future training; (this can be assigned to the service provider, a representative of the private sector such as sector councils, or the funding agencies).⁶

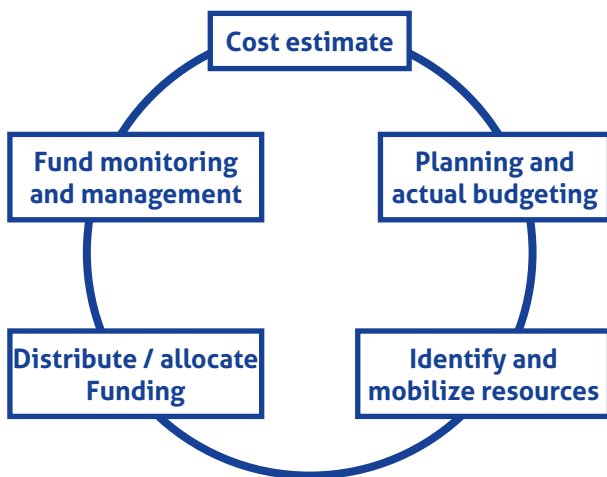


Figure 3: Processes of funding WBL

⁶ETF, Funding of Work-based Learning Reports, 2018

4 Jordan WBL Model

This section covers the general framework of the proposed Jordan WBL model and provides a set of practical procedures to ensure the successful delivery of the WBL pattern in professional training programs according to the perspectives of stakeholders involved in the local TVET sector. It also provides a comprehensive review of experiences and international and regional practices in this field.

The proposed model contains the four phases of the WBL program development cycle, i.e. planning, design, delivery and Assessment/evaluation. It also highlights a standalone understanding of market needs, not necessarily tied the planning phase, as the main foundation and focus for the WBL pattern.

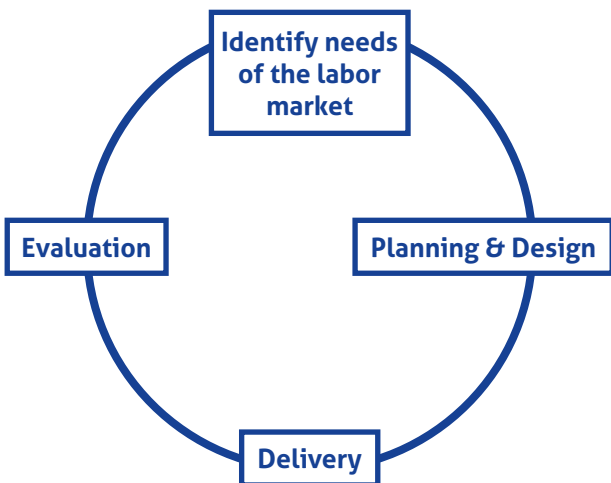


Figure 4: Phases of the cycle for developing WBL program

For a successful implementation of the WBL model, prior and adequate planning and coordination between the relevant parties must be secured; all roles, responsibilities, processes and procedures associated with each party must be clearly defined to guarantee and protect the rights and duties of all parties involved. Furthermore, in order for this type of learning to succeed, an enabling legal framework and co-funding modalities are required to secure expected expenditures, operational and capital investment and expenses; in addition to improving facilities at the work place, including the workforce, to ensure effectiveness of expertise and the adequate learning environment.

4.1 Main pillars for WBL pattern delivery

Jordan WBL model focuses on the following main pillars:

- Participating organizations/institutions
- The program structure
- People Involved

Pillar 1: Participating Organizations

Employers, companies and institutions in the private sector, educational institutions, training providers, and regulators of the education and training process.

Employers: They are the key factor to the success of WBL program and present what distinguishes WBL from other traditional programs; without this interaction the process cannot be complete and integrated. They cannot operate only as autonomous host, and their roles within the program changes in line with the stage of program development. In addition to their main role in the provision of an adequate and appropriate work environment, employers assume below roles:

- Identify training needs in partnership with the educational institution or SSCs, or independently in line with the level of partnership.
- Provide trainees with guidelines and instructions on occupational health and safety requirements.
- Participate in the design of the program and its integration with the elements of the educational institution, and agree on the time frame for implementation.
- Provide guidance to trainees and introduce them to the business and facilities.
- Build capacities of supervisors (TOT on WBL delivery, management and supervision).
- Follow up on trainees' performance with the supervisors, training providers and the trainees themselves.
- Contribute to trainees' periodic and final assessment/evaluation (based on the nature of the training program).
- Comply with the terms of the signed training agreement and relevant laws and instructions.

Educational Institution (Training Provider): Training providers are usually responsible for the design, delivery, monitoring and evaluation of learning programs in coordination with regulatory bodies for technical education and training such as the Technical and Vocational Skills Development Commission (TVSDC). Below are the main role and responsibility of the educational institutions in WBL program:

- Conduct field studies to identify training needs in partnership with SSCs.
- Coordinate with and between stakeholders.
- Develop training programs in coordination with the (TVSDC), and social partners.
- Prepare memoranda of understanding in partnership with external institutions and issue work contracts for trainees.
- Announce the program and manage the logistics in terms of registration and record keeping.
- Develop the program plan in partnership with external institutions.
- Develop occupational health and safety plans and coordinate the provision of all requirements.
- Arrange for and qualify trainers and supervisors.
- Follow up and ensure smooth operation of the program.
- Award qualifications in coordination with the regulatory bodies.
- Ensure standards and facilitate learning through building conceptual foundations, procedural structure, and access to standards associated with the profession.
- Provide experiences that allow reflection and comparison with experiences accumulated in different places.

Official entities and regulatory bodies: (The Vocational and Technical Skills Development Commission (VTSDC)

The Vocational and Technical Skills Development Commission (VTSDC) established in 2019 under the Vocational and Technical Skills Development Law No. (9) Of 2019 which was drafted in line with the recommendations of the National Strategy for Human Resources Development. The objectives of the law are to set to raise the level of coordination in the private sector; improve the quality of vocational and technical education and training by adopting solid criteria for the appointment and training of trainers; develop standards to ensure the quality of the outputs of vocational and technical education and training institutions; and to diversify financing modalities and sources which includes promoting and encouraging public-private partnerships.

Based on the above, the Commission is entrusted with the following:

- Develop and adopt the WBL model as one of the tools towards forming partnerships with the private sector for the provision of training and job opportunities to the youth.
- Enhance and raise the level of coordination between training providers and the private sector.
- Provide support and incentives to employers to encourage their participation in the delivery of these programs in order to reduce the cost of training.
- Develop and follow up on the adoption of professional standards and the endorsement and recognition of the WBL model.

Sector Skill Development Councils (SSDCs): Sector Skills Development Councils formed under the Skills Development Commission Law (2019) to strengthen the links between the educational system and the requirements of the labour market; the councils will contribute in the following:

- Develop training policies and professional standards to match the qualifications demanded by the labor market.
- Determine the skills needs of the sectors through the provision of data pertaining to available job opportunities, information on institutions and companies operating in the sector and their training needs.
- Guide and assist employers in implementing the training and promote a culture of partnership between employers, education and training institutions, and regulatory bodies.

Membership to the councils extends to representatives from employers and workers' organizations, in addition to representatives from government institutions related to education, training and the labour market. Seven councils have been established in the sectors of garment and cloth, chemical industries, information and communication technology, logistics, energy and water, and tourism; noting that new councils will be established and expected to reach (21).

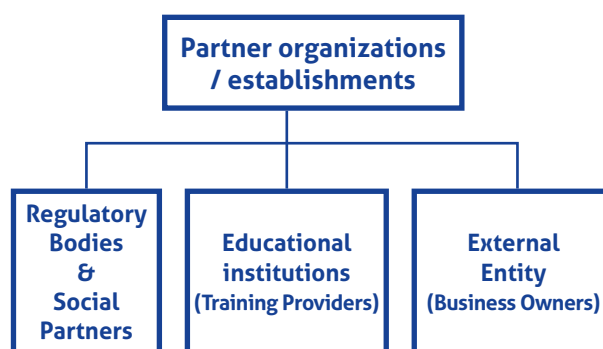


Figure 5: Participating Organizations

Pillar Two: Program Structure

Here we deal with a special type of program in which interaction with the actual world is a key. Hence, simulations, case studies, real practices, and problem solving that take place in a specific period of the education process (integrated or as part of components of a module) are the type of activities required. In other words, this type of activities/practical component needs to be integrated with the theoretical content, either inside or outside the classroom. The focus of the program is to develop competencies and skills that are required for professional practice and not just a process of repetitive practical steps of an exercise. The real practice must enable learners to apply the skills they have acquired to handle new situations in the work context as well as some activities that contain theory

content which ultimately prepare them for work. The important issue at this stage is to ensure a balanced integrated program that contains both theory and practice whenever required.

Pillar Three: People involved

The third basic pillar in the framework consists of the people involved in the planning and delivery of the program. This refers to all those directly involved in the WBL approach, from trainees, supervisors and trainer, which means all human resources. These people will ultimately determine the success or failure of the program. The main difference from a traditional training program is the fact that WBL includes and promotes building strong relationships with people outside educational institutions which leads to significant impact into the trainees learning process.

The trainees are the reason why WBL exist; the success of the whole program depends on the ability of the program to engage them in the work and activities and allow them to learn through the process. On the hand, trainers and staff are the facilitators and expert practitioners who will provide guidance and mentoring to studying in a real work.

It is evident that the three pillars of this pattern of learning must be available to ensure their on-going interaction (participating organizations, program structure, people involved); and that this interaction is exactly what makes the difference and asset in a better implementation of the learning process. These interactions distinguish the good practice manifested in WBL pattern as opposed to other practices.

Coordination and cooperation between the different partners is necessary and essential for the design and implementation of programs relevant to labour market needs to secure recognition and accreditation by relevant authorities. Accordingly, successful WBL programs require clear roles, responsibilities and expectations of the main participating parties, (business owners, training providers, official regulatory bodies for education and training, and social partners), based on the stages of the program development cycle, which can be summarized as follows:

the Needs identification Stage which addresses the needs of the workforce and employers or the demand of the labour market; while, the planning and design stage is linked to the relationship between all participating organizations (educational institutions, regulatory bodies, employers) in order to develop a comprehensive integrated program; and the delivery and evaluation phase always refers to the program and is implemented by all parties and concerned persons (trainees, trainers, supervisors) participating in the program.⁷

The balance of interactions between these pillars is in fact what builds the program and ensures its quality, it also assures that all requirements identified by the concept are taken into account, and are thus responsible for facilitating learning and achieving its results. Therefore, the development cycle of the training programs that adopts WBL pattern, (identification of training needs, planning, design, implementation, evaluation) should leverage the three pillars in order to maximize interaction among them to maximize the learning journey and experience.

4.2 Participating organizations involvement

Participating organizations involvement in terms of interaction, the nature and quality of the relationship, and identifying who leads the initiative are essential at this stage of developing and assuring the quality of the program. As illustrated in figure (6), the commitment to the basic pillars of the Jordan WBL framework will assist developing an optimal WBL model and support high quality delivery.

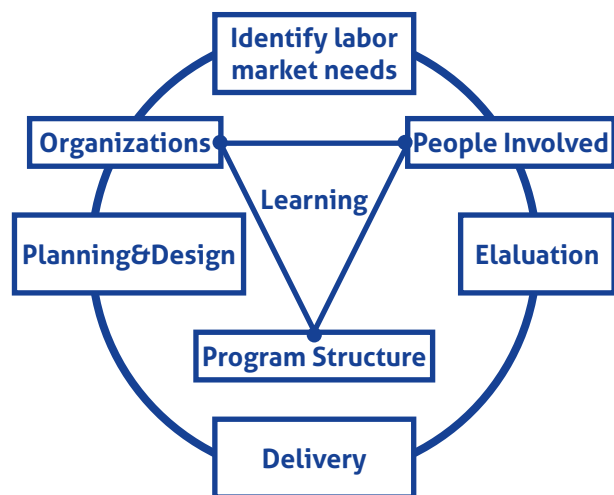


Figure 6: Interaction of the basic pillars of the model⁸

First interaction: Between all involved organizations and the programme

This interaction is referred to as the (Doctrine); here, the emphasis on the main objective of the program highlighted, namely, “increasing learning opportunities for trainees”. Therefore, effective interaction between the participating organizations must take place to ensure the development of a balanced integrated program that meets and responds to the needs of the owners, the labour market, and trainees.

Second interaction: Between the program and the persons involved

⁷ A framework for work-based learning: basic pillars and the interactions between them, Ferrández Berruoco, María Reina ; Kekale, Tauno; Devins, David

⁸ A framework for work-based learning: basic pillars and the interactions between them. Ferrández Berruoco, María Reina; Kekale, Tauno; Devins, David.

This interaction reflects reliability and accuracy (authenticity). The interaction here must distinguish between reliability and accuracy attained through the provision of an actual work environment and assigning actual work for learners to perform. Trainers play a key role in ensuring the reliability, accuracy and validity of information and skills, in addition to confirming that trainers have acquired adequate relevant competencies that enable them to implement the program requirements.

Third interaction: Between the organizations and the people involved

This interaction is termed as Culture, representing the "linkage between the organization and the individuals. It refers to the manner in which people adapt to the culture of the company in which they work. In this setting, trainers, in both the company and in educational institutions assist the trainees and prepare them to adapt to the new work environment.

4.3 Stages for the Delivery of the Model

Identification of the learning needs to respond to market demand is the driving force, to the WBL program, towards provision and enhancement of competencies and qualification, by business owners (participating organization), sectors representing social partners, or studies conducted by training regulatory authorities. To that respect, participating organizations commit to engage and communicate which is initiated at the planning & design, in this stage, staff, trainers, teachers and trainees (targeted group) are the focal pillar. Whereas, in the evaluation stage all concerned parties must participate in the evaluation to ensure that the predetermined objectives and the different expectations have been met, in a participatory manner. Evaluation must be followed by improvement stage (develop and improve the programme). This step is essential to introduce improvements during future planning and design.

Planning & Design stage

The process works normally when a shortage in the market needs is observed, market players and business owners request solutions from the education and training institutions to develop programs that can address such need. In WBL, the education and training institutions do not develop the solution on their own; at this stage they need to enter into partnership with an external organization (business owner, intermediary or a social partner representing the interest of a group of employers) to initiate the planning stage, i.e., plan the learning activities that respond to the identified needs. This participatory process will lead to outcomes and best practices to be embodied in an integrated, comprehensive program that reflects common views

of the employer and the educational institution to the benefit of trainee that will also be reflected to the benefit of the employer.

Delivery

Work-based learning requires, in particular, integration between the theory and the practice, therefore, attention should focus on the theory to offer the background and content, as well as to focus on the practical scope in real work environment through a set of practical activities utilizing multi tools and learning styles such as observation, listening, practice, and peer learning.

The experiences and practical exercises performed at the work place, and despite the fact that it is real experiences, practices, do not suffice and must be accompanied by a parallel theoretical foundation in addition to equipping them with experiences to enable them perform at the work place, and to assist them fully comprehend.

Furthermore, all experiences and practices delivered at the work place should be oriented towards the objective of the training. Therefore, the duration of the training should also be set towards achievement of the pre-determined objectives of the learning.

Trainers or mentors are facilitators of the learning process; they play an essential role in terms of providing mentoring/education/supervision on an individual basis; in addition to their learning support provided through individual coaching between trainees and trainers/mentors that is encouraged at any time of the programme.

Education and training institutions have a role to play in preparing the students/trainees before introducing them to work environments, as well as provide support to trainers and facilitate organizing workshops to orient and illustrate the guiding principles in delivering and evaluating the program.

Assessment stage

Collaborative or joint learning is the primary pattern in WBL; here, harmonization and integration between actions delivered by the educational/training institutions to maximize benefit to the trainees, to ensure linking theory with practice and integrate the acquired learning into their practice with their work in the employer's organization.

Evaluation is another stage in which all parties must be involved including trainers, students, and supervisors at the business enterprise. Accordingly, guidelines, instructions, templates must be made available by the educational/training institution to enable them conduct the evaluation process. Attention should be given to the fact that some forms of evaluation might not be familiar to the trainers or supervisors at the work place given their experience and knowledge of evaluation might be

limited to their personal experiences in the subject. Hence, it is important that educational institutions and business owners/employers must agree on the criteria for evaluation, in order to reflect the levels of trainee/student achievement within the WBL context. In some incidents, external evaluators or examiners from the regulatory body or the social partners participate in the evaluation.

In addition, if the evaluation is limited to evaluators from the educational institution might not be aware of the daily work context, which may affect and weaken the outcome of the evaluation process. Thus, there is a need to engage mentors/trainers and supervisors of the business to contribute to the evaluation and enhance their role in providing guidance to trainees on technical aspects of the work in actual work environment place and submit feedback and observations related to the performance of the trainees to the evaluators of the educational institution.

Different periodic and final evaluations must meet the minimal credibility requirement as stipulated in the instructions of the training program.

Evaluation process in WBL programs is an on-going process through periodic evaluation; it incorporates the process of documenting the development of the trainee by all parties (involved people). The evaluation process utilizes a variety of tools such as, the trainee record and project delivery. It can also be conducted through evaluation cards and the supervisor at the work place and the trainer at the educational institution can validate self-evaluation.

The final evaluation should cover knowledge and practice areas that embody attitudes and behaviour. The final evaluation is conducted to ensure that trainees have successfully completed the training, acquired the knowledge, skills and attitudes stipulated in the professional standards and that the trainee is qualified in a specific profession and in his field.

Evaluation of skills reflecting attitudes and behaviours can be conducted through an oral examination or engage in a professional discussion with the trainee. Practical evaluations can take a variety of templates and forms such as monitoring and observation, practical performance examination, and a presentation by the student supported by discussions and presentation.

5 Procedures for the delivery of WBL and the responsibility of the different parties

Initial planning and structured and initial coordination should be conducted among all concerned entities/ participating organizations (employer, labour, training provider, government/regulatory body, social partners/ sector skills development councils). As mentioned above, through the illustration of Jordan WBL, roles and responsibilities of all parties should be determined, in addition to all processes and procedures in a manner that guarantees the rights and duties of all parties. Some prerequisites and mechanisms need to be established or developed to ensure the success of delivering WBL, such as an enabling legal framework, adequate financial resources and co-financing modalities to cover expenditures and expected costs, both capital and operational, the upgrading and development of the work place, including the human resources able to provide effective educational expertise.

Other elements also need to be considered to ensure the successful delivery of the WBL model at the educational and training institution level, at the work place training level; some of which are as follows:

1. The employer/enterprise level

- Preparedness of the enterprise/company
- Provision of adequate work environment complies with work health and safety measures.
- Availability of adequate facilities and equipment for the provision of the training.
- Availability of a pool of qualified and certified supervisors and trainers.
- Reputation and accumulated experience/no record of previous accidents/causalities.
- Availability of equipment and modern tools required to deliver the training program.
- Proximity of site location to the training or provision/ availability of transportation means.
- Assurances of availability of a training opportunity that can lead to potential employment.
- Record of previous positive experience/a reputable employer with a positive attitude towards female work.

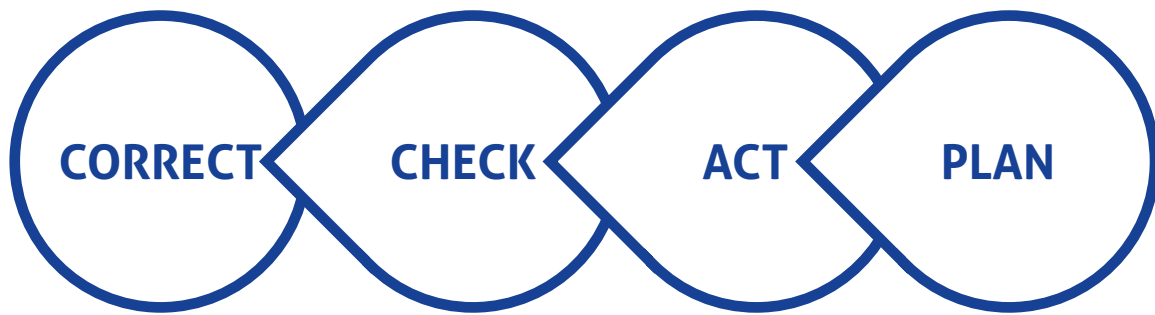
- The enterprise/company is legal and registered.
- Incentives and awards offered by the company,
- Gender-sensitive facilities and reasonable accommodation.
- Provision of follow up, supervision, and documentation of monitoring and performance development for trainees.

2. Training provider/educational and training institution

- Availability of qualified and certified trainers and supervisors.
- Coordination and periodic follow up with employers/ companies.
- Availability of training plans and advanced learning material.
- Availability of monitoring and evaluation tools (performance record and list of competencies).

It is also important to monitor challenges and difficulties that might constrain the delivery of the program; thus, there is a need to identify adequate solutions to mitigate and address identified challenges and difficulties as feasible. For example, a trainee expresses lack of interest or feeling he/she do not fit in the work environment or the area of speciality; lack of funding during the delivery of the program or termination of funding; absence of trainee and lack of commitment; or issues related to behaviour and attitude.

In this section of the WBL model, a set of procedures and templates based on roles and responsibilities of participating parties and for each stage of the WBL have been identified (i.e., planning and design, delivery, monitoring and supervision, and evaluation and awarding certification). In each stage a follow up, audit and validation must be conducted to ensure that all steps in each stage have been completed as per stipulated. The following template illustrates the stages for validation and feedback conducted after each stage.



5.1 Planning and Design Stage

In this stage, the education and training institution should coordinate with the regulatory bodies, such as VTSDC to endorse the WBL program and integrate it within the institution structure. Coordination with social partners/sector councils should also be initiated to identify qualitative and quantitative training needs, to network with employers and other available providers of training and job opportunities, and to identify work places to implement and deliver the program. To that effect, parties must enter into agreements and memoranda of understanding to plan for the delivery of the program in terms of the provision of all required training facilities, qualified staff, and the training content. Accordingly, roles of all parties need to be clarified and procedures need to be taken in this stage by all parties as detailed as follows:

5.1.1 Training and education providers Procedures - planning and design stage

- Identify training needs – select targeted specialization for the delivery and application of WBL in cooperation with sector skills councils (SSCs).
- Develop training content in accordance with accredited professional standards.
- Announce the program and open registration of trainees.
- Sign agreement/contract or memorandum of understanding between the employer and trainees.
- Adopt WBL and integrate it within the training program structure in coordination with sector skills councils (SSCs), and technical and vocational skills development commission (TVSDC).
- Develop the training program plan.
- Identify and assign trainers, supervisors, teachers, and professional mentors.
- Ensure the provision of required training facilities inside the educational/training institute.
- Develop health and occupational safety plans and tools.
- Develop performance-monitoring records to assess development for all trainees.

5.1.2 Employers' procedures – planning and design stage

- Identify learning needs in each specialization/ program to implement at their company/enterprise.

- Sign memorandum of understanding or training contracts between the training institutions and/or trainee.
- Identify number of trainees that can be absorbed in the work place.
- Agree on the period for implementing the training program.
- Identify and assign trainers and supervisors who will supervise the delivery of the training at the work place.
- Build the competencies of supervisors at the work place to enable them implement, manage and supervise the program.

5.1.3 Social Partners and Sector Councils Procedures – planning and design stage

- Contribute to the development of criteria for the enrollment in the program.
- Contribute to the development of professional sector standards jointly with other partners.
- Network among training providers, employers and other stakeholders/participating organizations.
- Identify the sector's learning needs (qualitative and quantitative).
- Introducing the program and announcement of training and employment opportunities with companies in the sector.

5.1.4 Government/Regulatory bodies – planning and design stage

- Enabling legal and regulatory environment for the delivery of WBL.
- Endorsement of the professional standard.
- Endorsement of the model and approach of WBL.
- Develop selection criteria for to engage training providers and employers in the delivery of WBL to include criteria for supervisors and trainers
- Establish and accredit criteria for the enrolment in the training program.
- Identify criteria to select and classify trainers and technical and professional supervisors and classify/ regulate their ranks/professional levels to furnish to educational institutions and business owners.

5.2 Delivery Stage

In this stage, the focus is on facilitating the process of education and learning according to the plans developed at the educational institutions and all workplaces, to ensure the provision of all elements of success in terms of human resources mainly, the education and training staff, logistics and administration; in addition to the provision of all training facilitations and accommodation in terms of equipment and tools to ensure the implementation of all activities and preparation of trainees to WBL modality, and enable smooth entry to the labour market as practising trainees. Below are the procedures that should be adopted by all parties involved in this stage.

5.2.1 Education and training providers – planning stage

- Organize theoretical and practical training.
- Develop monthly and daily theoretical and practical plans.
- Provision of material, tools, and equipment required for each activity.
- Monitor and complete performance record for trainees.
- Follow up on the session plan/and dashboard.
- Perform periodic maintenance.
- Implement professional health and occupational safety plans.
- Provide guidance/coaching and mentoring services.
- Prepare trainees' transition/entry to the training work place.
- Contribute to trainees' supervision and follow up at the work place.
- Contribute in the evaluation process and documentation of skill development for the training period in the work place.

5.2.2 Employer Procedures – planning stage

- Provide adequate safe environment.
- Follow up on the learning process during the practical sessions and the focus on development of competencies at the work place.
- Complete and update performance records to document trainees' progress/trainee performance record.
- Ensure smooth running of the learning process in terms of the profession of trainers/practitioners and supervisors.
- Provide tools and equipment for trainers.
- Provide safety and protection equipment for trainees.

5.2.3 Social partners and sector council's procedures – planning staff

- Provide support to employers in the delivery of WBL.
- Network and connect with employers and training provision.

5.2.4 Government/regulatory bodies – planning stage

- Provide a set of incentives for employers, trainees, and training providers.

5.3 Follow up and monitoring stage

Follow up and monitoring takes place in all stages of WBL delivery to ensure a smooth and effective running of the learning place and to introduce corrective actions to address any unexpected errors, not reflected in the initial planning stage, during implementation. Follow up and monitoring dimensions should include the program, the trainee and the environment and conditions of the training in the education/training institution or employers' work place, in this stage, all various follow up and monitoring tools should be utilized, such as performance records, progress field reports, etc. Below are the procedures to be adopted by all parties at this stage.

5.3.1 Procedure for education and training providers – follow up and monitoring stage

- Address difficulties and challenges faced by trainers in the work place and identify adequate solutions.
- Monitor trainees in the work place and write field visit reports.
- Complete and update performance records for all trainees in light of the field visits.
- Develop and conduct daily theoretical exams.
- Develop and conduct daily practical exams.

5.3.2 Procedures for employers – Monitoring and follow up stage

- Follow up on the progress of trainees in accordance with the training program.
- Complete and update performance records in terms of performance and competency progress.
- Identify points of weakness in trainees' skills and performance in order to address them adequately.

5.3.3 Procedures for social partners and security councils – follow up and monitoring stage

- Develop standards and criteria for quality assurance.
- Follow up and monitor the quality of delivering the training program.

5.3.4 Procedures for government/regulatory bodies – follow up and monitoring stage

- Conduct quality assurance assessment for institutions and programs.

5.4 Assessment and Certification Stage

At this stage and immediately upon the completion of the training, a final assessment should be conducted for all trainees utilizing credible and subjective assessment tools to measure the different aspects of the training. The assessment will cover knowledge, skills and attitudes, utilizing theoretical and practical exams in all available forms including combinations of written and oral forms, the review of feedback

and performance records, composite competency lists, and other assessment modalities; for trainees who successfully pass the assessment, participation or successful completion of training certificate will be awarded. In the case the WBL was accredited and associated with one of the qualification levels, the trainee will be awarded a certification for practicing the profession. Through this, the effectiveness of the training can be assessed in addition to the extent to which it contributed to the achievement of the desired outcomes.

5.4.1 Procedure for education and training providers – ASSESSMENT STAGE

- Prepare and conduct final exams (theoretical and practical).
- Issue certificates for participation and passing the exams.

5.4.2 Procedures for employers – Assessment stage

- Participate in the assessment stage for trainees and complete performance records.
- Measure performance based on service and goods productivity.
- Participate in developing assessment tools (theoretical and practical exams).
- Awarding trainees experience certificates.

5.4.3 Procedures for social partners and security councils – Assessment stage

- Participate in developing assessment tools (theoretical and practical exams).

5.4.4 Procedures for government/regulatory bodies – Assessment stage

- Awarding trainees levels and qualifications certificates
- Supervise exam development,

External Evaluation

It is recommended to develop the plan at the very beginning and to include key performance indicators in light of the program objectives, as well as identify the relevant assessment and evaluation tools that could include some of the common below tools:

- Questionnaires
- Participants feedback
- Before and after evaluation (tests to assess the skills before and after the training).
- Success stories that have been identified and monitored.

The following table illustrates some templates and examples that can be utilized based on previous discussion and revisions conducted with participants during workshops with the three groups:

Performance indicators/evaluation of training period at the education institute	Performance indicators/evaluation of training period at employer work place	Performance indicator/evaluation at the end of the program
Drop off rate Enrolment rate	Trainees attendance and absentees rates Drop off rate Outcome of trainees performance evaluation Causalities rate at the work place	Percentage of employability of graduates/in the same area of the training Percentage of employer satisfaction Percentage of trainees satisfaction

Template for the Training Program evaluation Plan

Outcome	Objectives	Criteria	Measurement modality
Jordanian youth and Syrian refugees, males and females, have been trained on mobile maintenance.	Train (500) male and female trainees on mobile maintenance	<ul style="list-style-type: none"> • Number of males and females trained • Number of graduates • Percentage of actual employment is not less than 70% employment 	Graduates tracers study for a period of 6 months after they graduate
New graduates in the maintenance field generate income out of free or contracted jobs	350 graduates, (60%) males and (40%) females.	<ul style="list-style-type: none"> • Number of newly graduates (both males and females) who are able to generate income out of job opportunities. 	Project data analysis, reports and tracers templates.
Training program outcomes meet the satisfaction of employers and respond to their needs.	Delivery and implementation of training programs that responds to employers in the mobile maintenance	<ul style="list-style-type: none"> • 80% of employers are satisfied with program outcomes. 	Conduct study on to what extent employers were satisfied with the training program.

Implementation of impact assessment and evaluation of the program by external evaluators and assessors are important to ensure subjective results; the regulatory bodies, such as vocational and professional skills development commission or chambers of industry and commerce or the sector councils, can conduct such exercises. For assessing the on-going training programs, you can use templates (16) and (17) to ensure attainment of objectives and assess the impact.

Stage	Procedures	Templates used
Identification of needs	A recognized lack of skills or competencies has to be detected in the labour market - select the targeted field or speciality in order to apply the WBL in cooperation with the sector skills councils.	
Planning	Introduce and promote the WBL to employers in cooperation with the (SSCs).	
	Coordinate with the participating organizations (training providers, employers, sector skills councils (SSCs) and the technical and vocational skills development commission (TVSDC) to adopt the WBL approach and integrate it within the training structure and system.	
	Develop the WBL program adopting a participatory approach in cooperation with all parties concerned to be endorsed by TVSDC.	
	Develop the training content in line with accredited professional standards.	
	Announce the program and enlist trainers.	
	Select employers/enterprises for the program delivery according to official criteria.	(Template 1)
	Sign memorandum of understanding/contract between the employer and the trainees.	(Template 2,3,4)
	Develop the training program plan.	(Template 5)
	Identify and assign trainers, supervisors, trainers and professional mentors.	
	Provide training facilities required for the delivery of the program inside the educational/training institutions.	
	Develop mentoring and guiding plans for the WBL program and prepare trainees to enter the labour market.	
	Develop health and occupational safety plans and ensure the provision of required tools for implementation.	
	Develop trainees' performance records.	(Template 6)
Develop the dashboard	(Template 8)	
Stage	Roles & responsibilities	Templates used
Program Delivery Stage	Conduct theoretical and practical training/at the educational institution and the work place.	
	Complete and follow up on trainees' performance records.	Template # (6)
	Monitor the dashboard.	Template # (8)
	Perform periodic maintenance.	
	Implement health and occupational safety plans.	
	Provide mentoring and coaching services.	
	Prepare trainees to move to training at the work places.	Template # (9)

Stage	Roles & responsibilities	Templates used
Follow up/monitoring ⁹	• Address difficulties and challenges faced by trainees at the work place and identify adequate solutions.	Template # (11)
	• Follow up and monitor trainees at the work place and submit progress reports.	Template # (11)
	• Complete trainees' performance records in line with field visits.	Template # (6)
	• Develop and implement daily theoretical exams.	
	• Develop and implement daily practical exams.	Template # (11, 12, 13, 14)

Stage	Roles & responsibilities	Templates used
Assessment and Certification	Prepare and conduct final exams (practical and theoretical).	Template # (11,12)
	Issue certificates for the participation and the passing of exams.	
	Coordinate with the SDCC to conduct level assessment exams.	
	Follow up with the commission on issuance of level and competencies certificates.	

⁹A separate section has been allocated to the follow up and monitoring stage given its significance and importance.

6 Arrangements and relationship between the trainee and the employer (legal framework)

Employer and trainee enter into a training agreement that governs the rights and responsibilities of the two parties. The educational institute supervises this contact and can sign as a supervisory entity. Reference can be made to the “official training contract” embodied in chapter (5) of the labour law and (articles 36 & 37) which¹⁰ stipulates the relationship between the trainee and the employer during the training period. Other templates, such as the templates and contracts developed by VTC and the ILO, can also be referred to in this respect. In particular the two contracts governing the vocational training developed by VTC also in the spirit of chapter #5 of the labour law, namely, the agreement between the employer and the trainee/ or parents/custodian; and the agreement between the institution and the employer that stipulates the rights and duties for the trainees and employers. One can also refer to the labour law that governs working hours, holidays and leaves, settlements of conflicts and termination.

Working hours: working hours are determined in line with article (56) of the Jordanian labour law (8) for the year (1966) which stipulates the following: Working hours should not exceed 8 hours daily or 48 hours weekly unless otherwise stipulated under this law; time allocated for meals and breaks are not calculated in the working hours.

Maximum limit for the weekly hours or break period distributed no to exceed in full eleven hours daily; for those aged (16-18), working hours are determined by items governed by the labor law that prohibits night shifts and overtime shifts and sets (6) hours as the maximum daily working hours.

Holidays and Leaves: Trainees are allowed time off for holidays and leaves distributed over the period of the training program set at (14) days per year as stipulated under article (61) of the labour law #(8) for the year (1966).

Health and Occupational Safety: Trainees enjoy health protection and occupational safety similar to other workers in accordance with article (78) of the Jordanian labour law. Upon signing a vocational training agreement by which employers commit to the provision of safe and healthy working conditions for trainees to include raising awareness, mitigating risks and provision of protection equipment and tools. Training on health and occupational safety will be the first component of all trainings offered to support all components of the training program in the educational/ training institute and at the employers’ work place.

Settlement of Conflicts: Employees and trainees shall aim at amicable settlement of conflicts and disputes through negotiation with the support of the training providers to reach common grounds and agreement.

Termination: Training period concludes by the expiry of the agreement/signed contract between the two parties; employers are not obligated to keep the trainee after the completion of the agreed upon period. Reasons for early termination or conditions for terminating the contract should be reflected in the agreement and clearly stated. Issues such as poor performance, economic constraint, closure of business or major change in the nature of business, misconduct, severe illness that limits trainee’s ability to learn, or any violation of the employer’s internal regulations or code of conduct shall all lead to termination of contract as stipulated in article # (28) in the Jordanian labour law (8), of (1966).

¹⁰ Annex Jordanian labour law #(8) for the year 1966

7 Templates

Below is a set of templates used by training providers in the planning and preparation stages of the training as well as in the delivery, follow up and both internal and external assessment exercises; templates can be used as a reference to guide in developing templates tailored to the needs and specificity of the program design.

Attached templates:

1. Training site selection.
2. Formal Apprenticeship contract.
3. Assessment of training sites in the labor market.
4. Program training plan.
5. Mentoring/coaching/supervision plan at the work place.

6. Plan for the practical component.
7. Performance record.
8. Dashboard for the items and level of training and the performance status/progress of trainees.
9. Preparedness on learning at the work place – orientation on rights and duties at the work place.
10. Monitoring and scales of the practical exam.
11. Check list of the exam.
12. Duties and tasks/competencies of the training program.
13. Follow up on graduates of the WBL.
14. End of program evaluation.

Template (1): Selection of training site

Name of enterprise/company/workshop:

Name of training focal point:

Date of visit:

Phone number:

Name of Employer:

Economic activity/work sector:

Address:

Number of workers:

Specifications of the worksite

Place a circle around the relevant rating
1=good, 2=medium, 3= poor

Comments

1. The enterprise/company management is willing to train the trainees.	1	2	3	
1. Provisions of health and occupational safety requirements:				
1.1 Proper physical conditions (light, air, noise)	1	2	3	
1.2 Emergency exits.	1	2	3	
1.3 First Aid requirements.	1	2	3	
1.4 Adequate and easily accessible fire distinguishers.	1	2	3	
1.5 provision of personal protection equipment in light of and adequate to the nature of work.	1	2	3	
2. Adequate facilities to host trainee:				
2.1 Reasonable accommodation for the persons with disability	1	2	3	
2.2 gender sensitivity to the needs of targeted groups (in terms of toilets, rest areas that adequately accommodate the numbers of trainees and workers, etc.)	1	2	3	
3 Provision of Learning/training process delivery				
3.1 Equipment, tools and training material	1	2	3	
3.2 Expertise of supervisors and professional staff assigned to the training program	1	2	3	
3.3 competencies of supervisors and professional staff assigned to supervision and follow up of the training process.	1	2	3	
3.4 Competencies of supervisors and professional staff assigned to the delivery of the training program in a specific professional field.	1	2	3	
3.5 Competencies of supervisors to participate in the assessment of the training work place.				
3.6 Commitment of employer to child labour laws.	1	2	3	
Overall score : (place a circle on the relevant score)	1 = good 2 = medium 3 = poor			

Signature of the staff who conducted the field visit:

Template (2) Formal Apprenticeship contract¹¹

The Preamble of this Contract is an integral part of this Contract and shall be read and interpreted as one of its main articles/items.

The purpose of this agreement is to train the trainee on the following specific task/occupation: _____ under the Formal Apprenticeship program delivered jointly by the employer and the training provider/training institution.

For the purpose of this agreement, formal apprenticeship is defined as “a unique form of vocational education, combining on-the-job learning and school/institute-based learning. The formal apprenticeship program is designed based on specifically defined competencies and skills associated with the work processes/occupation.

National laws regulate the Formal Apprenticeship, through the following specific legislations:

_____ that are non-refutable under the current contract. In addition to the following joint agreements applicable to this training: _____ and the international labour standards endorsed by Jordan _____

This contract comes into effect once the trainee enrolls to the formal apprenticeship program, confirming below:

- Date of enrolment into the Formal Apprenticeship program:

Article (1) - Signatories

This contract has been signed by three parties, to be referred to as: employer”, “training providing institute”, and “trainee”:

a. First party

Name of employer (company):

Name and job description/post of signatory:

Address:

Phone number:

b. Second Party

Name of Institutions providing the training:

Name and job description/post of signatory:

Address:

Phone number:

c. Third Party

Name of Trainee:

Date of Birth:

Gender:

Address:

Phone Number:

If the trainee is under the age of (18) the name and contact details of parents/guardian should be included, noting that the trainee should be at the age required for the completion of compulsory education stage, and not under the age of (16) years.

Emergency point of contact (if other than the parent):

Educational level:

¹¹ National Framework for Formal Apprenticeship in Jordan

Article (2) – Nature of the Vocational Apprenticeship Contract

Parties agree to the following:

1. Training Program

The training program shall focus on skills/competencies as mutually agreed upon by the employer and the training provider, hence, shall be annexed to the contract.

The period of the apprentice shall be specified in advance as (_____), as per the following timetable:

Arrangements, (weekly or monthly) in terms of :

Time spent by trainee at the training institute:

Time spent by trainee at the company/workplace:

Other issues:

Probation period/experience shall be specified in advance (_____) as a maximum of 6 months, taking into account if the trainee benefited from any training or learning at a vocational or technical School.

2- Working hours and leaves

- Delivery of the training is at the work place and shall not exceed forty hours per week, trainees under the age of (18) are not allowed to perform additional work and learning beyond the working hours.
- Trainee is entitled to a sick leave for a maximum of (14 days per year). The employer should also guarantee the trainee annual leave of (14 days per year) similar to other labor, in addition to the national holidays. If the employer request the trainee to put additional time in excess of his working hours due to unforeseen conditions, arrangements must be made for working hours not to exceed the maximum working hours per week, namely not to exceed (10) hours daily in line with provisions that govern overtime work in the labor law.
- Average rate for the hour of overtime is calculated at (125%) of the average regular wage.
- During weekends, the average rate for the hour of overtime is calculated at (150%) of the average regular wage.

3- Wage and benefits

This Training includes financial rewards/incentives paid by the employer to the trainee on weekly basis/ monthly basis for the duration spent in the workplace and the training institute. The allocated amount should increase for professional apprentice by (1) % set in advance in compliance with regular wage of a regular worker and should not be less than the minimum wage if adopted, during the final period of the training.

Financial rewards/benefits shall be as follows:

First period (From To....)	Second period (From To....)	Third period (From To....)

Employer also offers in-kind support that includes accommodation, transportation and lunch/meals.

4- Social Protection

Trainee shall benefit from the social protection benefits similar to other workers; it can include the following insurances and benefits:

- Social security
- Health insurance
- Health against workplace accidents/causalities.

• Employer is not obliged under this contract and after the end of the training to offer/secure trainee any form of job.

Article (3) – Employer’s Roles and Responsibilities

The employer shall assume the following tasks:

- Assign a main/focal craftsman/professional to deliver the training. There are occasional cases where more than one craftsman/professional can jointly provide and be responsible for the training. Contact details of the main/focal craftsman, craftsmen, supervisor, supervisors, are included as follows:

Name:

Capacity:

Name:

Capacity:

Name:

Capacity:

- Provide an adequate and safe environment that safeguards the code of conduct and work ethics, and provide tools and requirements for health and occupational safety relevant to the respective occupation of the trainee.
- Provide clothes and gear/tools for trainee to enable the performance of tasks.
- Pay wage or fair financial rewards for accomplishment work as stipulated under article (2). Employer shall continue provision of this allowance even if trainee fails to report to work due to sickness or injury encountered for the full period of the sick leave as stipulated under article (2) above.
- Allow trainee to learn at the training institute as reflected in training table/plan as stipulated in article (2). Arrangements should be specified with the training provider to facilitate the learning of the trainee in other institutions if deemed necessary or desired in order to avoid interruption of apprenticeship, or to ensure continuity of the training, or for any other specified reason.
- Inform the training institute of any sickness or injury the trainee encounters.
- Ensure that trainee utilizes and benefits from relevant insurance policies similar to other regular workers.
- Communicate regularly with the training institutions to follow up the progress of the trainee in terms of the elements and competencies attached to this contract.
- Participate in preparation and conduct of trainee final examinations, assessment and awarding professional certifications.
- Refrain from demanding trainee to compensate for any unintended damage or harm impacting material or equipment.
- Provide reasonable accommodation to potential trainees with disabilities by the provision of the following facilities in the work place and/or introducing necessary changes/modifications in the learning process:

Article 4 - Trainee’s Roles and Responsibilities

The trainee shall assume the following responsibilities:

- 1- Report at the workplace at the specified time; respect laws and regulations at the workplace and abide to instructions offered by the main supervising craftsman. Trainee shall abide by, in specific, to all instructions relevant to (health and occupational safety), such as wearing the personal equipment and implementing safety measures).
- 2- Pay attention and care to the equipment and tools used at the training site and protect against damage or loss (theft).
- 3- Do not disclose any confidential information you gained, introduced to, through the training.
- 4- Do not engage in any business/financially rewarding activities outside working hours unless approved by the employer.
- 5- Provide a valid and correct health certificate upon the start of the training. In case the job requires special physical or mental competencies the trainee shall agree to set for specific medical examinations.
- 6- Failing or inability to report to work is not acceptable without a reasonable justification and requires an immediate notice to the employer if it takes place. In the case of sickness, a medical report should be submitted to justify the absence.

Article (5) – Training provider’s Roles and responsibilities

The institution responsible for the provision of training shall assume the following responsibilities:

1. Assign a focal point for the delivery of the vocational apprenticeship program.

Name:

Capacity:

2. Provide theoretical and practical components of this vocational Apprenticeship program to enhance the performance of the trainee in the company/ workplace.
3. Follow up the progress of the trainee, jointly with the employer, (at least once a month) in accordance to the list of agreed upon competencies; inform the trainee of the progress and areas that need further improvement.
4. Provide additional support as needed to trainees with disabilities.
5. Allow trainee to learn to utilize the facility of the training institute for training and learning purposes in accordance with the training table/plan developed as stipulated in article (2). Arrangements should be specified with the employer to facilitate the learning of the trainee in other institutions if deemed necessary, or desired in order to avoid interruption of apprenticeship, or to ensure continuity of the training, or for any other specified reason.
6. Set and announce examinations dates and location.
7. Cover the cost of the trainee’s medical examination.

Article (6) – Examinations and certifications awarding

1. Conduct a structured skills and competencies assessment jointly with the employer and the training provider at the end of the training. Other parties, such as employers and employees associations, may participate in the assessment. At the end of the training program, the trainee shall be awarded a certificate of completion signed by the employer and the training provider.

If accredited assessors for the targeted competences are not available at the national level, the employer and the training provider may select tests designers and assessors for this process.

2. Test designers shall be assigned the responsibility and task to prepare contents for the tests based on the agreed upon competencies and national standards for exams and certification. Assessors are assigned to conduct the exams the trainer will set for.

3. Completion of the practical component of the test shall be conducted in a unified work environment for all trainees.

4. The following reasonable accommodation specified below shall be arranged for all trainees with disabilities:
-
-

5. If the trainee fails the final test, he/she shall be granted the opportunity for a second attempt.
6. Training providers shall prepare a personal file for each trainee to include all technical reports from the date he/she joined the institute until the completion of the training period.
7. The trainee should reflect all tasks and daily activities performed in a daily journal, or for this to be reflected in a check list prepared by the training provider or employer to confirm that the trainer acquired the skills and competencies.

Article (7) – Settlements of Disputes and Early Termination of contract

1. All parties agree to settle disputes, to the best possible way, in an amicable manner. In the case of failing to reach a solution acceptable to both parties, the settlement of disputes and conflicts shall be governed by provisions under Jordanian labor law.
2. The initial training relationship can be terminated without a notice any time during the probation period by either the employer or the training provider. Upon completion of the probation period, any party can end the contract within a 4-week notice period with a legitimate reason. The notice should be submitted in writing illustrating the reasons for the termination.

Signatures:

By signing this contrite, all three parties agree to, and commit to the provisions and terms governing this contract.

This contract is issued in three copies; each party will receive a signed copy.

Trainee:	Date:
Employer:	Date:
Training provider:	Date:

Signature of institution/organization, as a witness to this contract.

**Template (3) Training Contract at the work place/
proposed Template**

Between:

First Party: Mr/Messer
(Hereinafter referred to as the "EMPLOYER")

Second Party: Mr./Ms (Hereinafter referred to as the "TRAINEE")

Hence, the second party is one of the trainees registered for the training program (.....), in the specialization (.....) at the Education Institution and desires to spend the field/practical/ (vocational/ occupational) period with the first party who owns the business//enterprise located (.....)

Whereas, the contractual parties referred to above, amicably agree to that effect in accordance with the following articles and under the supervision of the education institution:

1. The preamble of this contract is an inseparable component of this contract and one of its main articles.
2. The Employee agrees as stipulated in this agreement in his capacity as trainee to perform the task of (.....) Within the training program (.....); in return, the employer agrees to train him on all aspects of this occupation.
3. A. the training shall be over a continuous and regular period of around (.....) to start on this date: / / , and ends on this date: / / .
B. in the case of trainee failure to reach the level required for certification upon the completion of the period mentioned in article (A), it is possible to extend the contract for a period of () months provided the first party approves to allow the second party accomplish the desired level required for the certification awarded by the education institutions.
4. The trainee is entitled to a lump sum amount/ incentive during the training period, namely a total of (.....), paid by the employer as agreed in direct coordination with the educational institution and employer.
5. The trainee shall receive training on practical skills and supporting theoretical information in accordance with the program endorsed/accredited by the educational institution and its training system.
6. The trainees shall commit to work according to the plan assigned, devote his/her time to the task, and abide by all instructions and internal systems applicable in the workplace.
7. Any violations of the employer's administrative regulations and instructions will entail the employer terminating the contract without the notice period provided that the educational institution is informed. The employer shall not be held legally accountable or liable for payment of any compensation to the trainee in accordance with the civil law.
8. The contact may be terminated upon request of one of the parties provided that prior coordination with the educational institution in any of the below cases:

- a. If either party violates any of the instructions and internal systems applicable at the workplace or the agreement with the educational institution.
- b. If either party fails to meet the obligations as stipulated under this contract.
- c. If concluding the terms of this agreement was not met for reasons beyond the power of either party.
- d. If the employer transfers the training to another place as opposed to the location specified under this agreement which places a difficulty on the trainee to reach or that may harm the trainees' interns. The trainee shall not have the right to protest or complain after one month of the actual move to the new training location.
- e. In the case the employer moves the training location to a different location that is associated with trainees difficulty/inaccessibility of transport means, or if this act harms the interest of the trainee. The trainee shall not have the right to protest or complain after one month of the actual move to the new training location.
- f. In the case that the continuity of work jeopardize trainee's safety or health supported by a medical report certified by the ministry of health.
- g. The employer shall reimburse financial amounts payable to the employee/trainee as stipulated under article (4) as of date of termination/end of training.
9. The employee/trainee shall not cancel the training with the employer without referring to the educational institute; otherwise, procedural actions shall be taken against the trainee in accordance with legislations applicable at the educational institution.
10. The employer shall grant the trainee due leaves and holidays as per agreed upon official working hours and timetable issued by the education institution.
11. The trainee shall be entitled to the provisions of the insurance contract the educational institution has with the insurance company relevant to occupational accidents and diseases that might affect the employee/trainee.
12. The employer and employees are aware of the type of agreement they entered, hence they agree that upon completion of training period and in the case of trainee demonstrate ability and competency that might result in future appointment; the employer shall have the unilateral and absolute right to consider offering a fixed term job. A new contract shall be signed to that effect.
13. The interpretation and effects of this agreement shall be governed by Jordan Civil laws as well as all other issues not reflected in the agreement. In addition, both parties fully comprehend that this contract is not, by any means, governed by the Jordan labor law.

Two original copies of this agreement have to be signed in..... by: the employer and the employee, each receives a copy.

On day... of the month of for the year

Employer

Employee

Template (4): Assessment of Training at the market work place

Name of enterprise/company/workshop:

Type of work:

#of workers:

Date of visit:

Name of Employer:

Address:

Name of expert/mentor:

Phone/mobile:

#	Quality Assurance Standard at the work place	Level of compliance			Comments
		High	Medium	Low	
Pillar 1: Preparation and reasonable accommodation required for the training "training environment"					
1	Equipment, tools and material required for the training are available according to the speciality of the profession.				
2	Emergency exits are available in case of accidents.				
3	Good and adequate lighting and ventilation available at the work place.				
4	Fire distinguishers and other equipment are available at the work place.				
5	Adequate space available for training in the work place				
6	Reasonable accommodation available for persons with motion disabilities				
7	Available health and occupational safety requirements				
8	Available training rooms at the work place.				
Pillar 2: expertise and training activities at the workplace					
9	Motivation to engage and participate in the training and preparedness process are demonstrated by the management of the workplace.				
10	The workplace offers training relevant and responsive to trainees needs in line with the training plan				
11	The workplace offers equal opportunities for all				
12	The workplace offers a variety of expertise that responds to the trainees' professional needs.				
13	The management of the workplace commits to the training plan				
14	The management of the workplace commits to the work ethics, codes, and legislations of adequate work.				
15	The mentor/expert trainers/ supervisor are motivated to train.				
16	The mentor/expert trainer/supervisor offers experience, guidance and mentoring to trainees				
17	The mentor/expert supervisor to commit ethics of privacy and confidentiality when dealing with trainees.				
18	The mentor/supervisor has the expertise required for WBL				

Example: Implementation Plan for training program of the electric wiring profession.

#	Title of Training Unit	# of hours				
		Teoretical	Practical	Practice	Exam	Total
1	Build main electrical circuits	25	22	44	6	97
2	Build main electronic circuits	24	22	44	6	96
3	Prepare site and material to install electric wires and extensions as per design sketches	11	11	22	6	50
4	Prepare work in, drainage and sewage pipes and install	9	16	32	6	63
5	remove and reinstall wires and cables in pipelines, sewage drainage tunnels	13	18	36	6	73
6	Install extensions required for electrical wiring and connectivity	15	20	40	9	84
7	Conduct indoor and outdoor, electric wiring and maintenance for gardens, public squares	15	18	36	9	8
8	Prepare electrical distribution boards/grids- main and sub- installation and maintenance.	20	24	48	9	101
9	Grounding/fixing electrical wiring and maintenance.	10	18	36	9	73
10	Install Fire and robbery alarm systems, connect and maintain	10	20	40	9	79
11	Conduct/check roads lights wiring and maintenance	13	24	48	9	94
12	Install and maintain traffic lights	16	25	50	9	100
13	Examine and maintain electrical wirings, extensions and connectivity	17	28	56	9	110
14	Management	15	8	16	7	46
15	Representing values and ethics of work	7	7	14	3	31
16	Self-management	9	5	10	3	27
17	Problem solving	5	7	14	3	29
18	Effective communication	10	7	14	4	35
19	Working in a group	6	6	12	3	27
20	Using computer and internet	5	13	26	6	50
21	Entrepreneurship	15	14	28	5	62
	Total	270	333	666	136	1405

Template (6) Mentoring Plan for WBL

Name of the Learning and professional and vocational training (college/school/institute).....

Mentor:

Phone #:

#	Elements of the plan	Period	Details of the plan	Indicators
1	Prepare trainee file for each trainee to include: a- Personal information b- Health information c- Social information			
2	Conduct group mentoring for trainees on the progress of training at the workplace environment			
3	Individual mentoring for trainees before the training in the workplace			
4	Individual mentoring for trainees during the training in the workplace			
5	Engage and coordinate with parents before the start of their kids training in the workplace			
6	Coordinate with the parents during the training period in the work place			
7	Coordinate with the training coordinator/trainer/ administration on issuers related to training at the work environment.			
8	Prepare graduating trainees for labour market entry			
9	Brief trainee on rights and duties stipulated under the labour law			
10	Prepare graduate records with personal data including names, phone numbers and residential addresses.			
11	Network with institutions that provide extension/mentoring services			

Template (7) Plan of the Practical Lesson

Lesson # :

General Title :

Duration of the lesson:

Title of the lesson:

Objective: At the end of the lesson, the student will be able to:

- 1.....
- 2.....
3.
4.

Performance Terms and Conditions (equipment, tools and material):

Stages of the lesson	Time Allocated	Content	Aid and sup. means
Introduction to the lesson:	() Minutes		
Observe the practical task and apply under supervision	() Minutes	Main steps of the skill	• Task card/ performance steps /
Practice Monitoring/follow up Assessment	() Minutes	Practical activities required	• Performance Record
Summary	Minutes ()		

Template (10): Prepare trainees for the learning work environment – know your rights and duties at the work place

Trainees shall be requested to complete the following table adding a () symbol in the relevant cell; the table will then be discussed with the trainees in light of their work to correct concepts and understanding of rights and duties of the work required.

Duties and rights associated with the	Essential	Non-essential
1. Commitment to work		
2. Straightforwardness		
3. Consciousness		
4. Responsibility		
5. Proper and good treatment to colleagues and clients		
6. Abiding to the regulations and internal system of the facility		
7. Considerations of honesty and integrity at the work place		
8. Equality		
9. Freedom		
10. End of week holidays		
11. Health Insurance		
12. Personal Protection		
13. Fixed working hours		
14. Personal Safety and Protection Equipment		
15. First Aid Kit		
16. Brochures and posters on Occupational Safety		
17. Civil Defence Regulatory Procedures		
18. Evacuation Procedures		

Template (11): Monitoring scaling of the practical exam

Trainee Name:

Question/Activity:

Exam content		Main points governing performance	Score		Performance criteria/allowance	Required Facilitation
Performance elements	Discussion elements		Allocated	Awarded		

Examiner Name:

Signature:

Date:

Template (12): Attained/awarded Assessment

Form for the attained Assessment

Title of The activity:			
Trainee name:			
Elements of Assessment	Assessment Attained and scale		Score
	Description	Mark/score	
Total			
Examiner name and signature:		Date:	

Template (13): Check List

Check List

Name of Activity:			
Name of Trainees:			
#	Steps	Yes	No
1			
2			
3			
4			
5			
6			
7			
8			
9			
Name of Examiner:		Signature:	Date:

Template (14): list of duties and tasks/competencies of the training program

Post title/job:

#	Tasks	Duties/competencies

A list of the elements of the training program, including tasks, duties, & competencies, should be reflected in the trainee record. Below are the definitions of some of the terms used:

1. Task: an integrated and independent part of the work that is performed by one person and consumes part of the person's time.
2. Duty: one element of a series of activities required to perform/accomplish one of the work tasks, the task normally embodies two or more duties; duty is not an isolated or independent task; the worker should complete all duties related to the task.
3. Skill: is the knowledge, performance or attitude step or process that a worker practices while performing one of the duties of his/her work and is considered the finest and more accurate details of the job.

Characteristics of the duty that forms the training element reflected in the trainees' record:

- 1- Have a start and an end;
- 2- Can be observed or measured;
- 3- Formed from two steps or more;
- 4- Leads to a product, service or decision;
- 5- Must be completed during a specified time.
- 6- Sentences defining the duty should not articulate it in terms of, or oriented towards or around knowledge or attitude. Template # (3) illustrates the list of tasks and duties/competencies of the training program.

Example: tasks and duties of Executive Secretary post

Name of post/job: Executive

#	Tasks	Duties/Competencies
1	Maintain incoming and outgoing mail	Register outgoing mail and dispatch Photocopy outgoing mail and dispatch Follow up on outgoing mail and archive Receive incoming mail and register Make photocopies of incoming mail and dispatch Follow up and archive incoming mail
2	Event organization	Prepare for the meeting Prepare invitation letter to the meeting and forward to participants Equip and prepare the meeting room Attend and organize the meeting Prepare minutes of meeting, sign, distribute and document
3	Using Excel	Launch excel program Create table Use records Create queries Create a template using the processor Create reports
4	Internet usage and management of emails	Work with the internet Use browser Browse the internet Manage emails Activate outlook and set contact points Prepare distribution list on outlook

Template (15) follows up on graduates of the WBL program

1. Full Name (four segments)
2. Date of Birth
3. Country ...: Governorate...:
4. Phone #/ Mobile...:
5. Email:
6. Specialization/Training course:
7. Certificate:
8. Year of graduation:
9. Name of the work place/location and address of the training:

3. Methods used to find a job
 - a. at the work place
 - b. Family business
 - c. Education institutions
 - d. Employer/colleagues
 - e. Recruiters
 - f. Acquaintances/
 - g. Others
4. Time spent until securing a job?
5. How did the approach help (Learning in the work place)?

Select the correct answer (place a circle):

1. Graduate employment status
 - a. Employed
 - b. Unemployed and does not want to work
 - c. Unemployed and not looking for job
2. Professional status
 - a. Employer
 - b. Own business
 - c. Paid employment
 - d. Unpaid employment

6. Comments and suggestions

Template (16): Program End/final assessments

Name of institutions/enterprise:

Number:

Name of interview (from management):

Post/job:

#	Description of the initiative	Details	
1.a	Percentage allocated to training in the work place is not less than (%)%, provide details on: (# of days allocated for the theoretical and practical training components with the breakdown)		
1.b	Nature and type of relationship among partners in the labour market		
1.c	Extent of adopting follow up templates by the institution and the trainee records by all parties		
2	Comparison between current initiative and previously implemented programs at the educational institution.	Similarities	Differences
3	Benefits and advantages from adopting the program in other programs with respect to:		
4	Main objective/desired outcome expected Extent of achievement Validation method		
5	The main positive aspects in program delivery and how can we scale and replicate?		
6	The main negative aspects of program delivery and how can we address it?		
7	If the program is to be replicated: What would you apply in a different way? Why? What would you replicate? Why?		
8	Do you have success stories you like to share with us?		
9	Comments and suggestions		

Signature of supervisor:

Date:

8 References

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12. Guidelines and procedure manuals: learning at the work place for the vocational and professional training institutions and supervisory entities, 2018 , Enable & ECIB

9 Annexes

1. Reports of the workshops of (16, 17 & 18 November 2020)
2. Jordan Labour Law # (8) of 1996
3. Amendment of Jordan Labour Law # (14) of 2019

This report is produced with the financial support of the European Union, the German Government and Spanish Cooperation. Its contents are the sole responsibility of the Enabel and do not necessarily reflect the views of the Commissioning Parties.