

**Jordan’s National Strategy for Vocational and career Guidance**

**2018/2023**

**Our Vision:**

The provision of vocational education and training is an attractive and vital option for Jordanian youth and excellence in the provision of vocational and career guidance and services. This will enhance the achievement of national goals and the employment of Jordanians and reach the global rates of enrollment in vocational and technical education in the next five years

**Mission:**

Participate and collaborate with all, working and targeted stakeholder’s in the education, training and employment sector to provide vocational and career guidance services with a professional quality that benefit all partners and targeted groups and enable them to make decisions about education, training or employment. And provide vocational and career guidance services as well as vocational awareness in cooperation with the relevant authorities to improve the social perception and mental image of vocational and technical education through cooperation and coordination with relevant bodies in vocational education to provide guidance and services to parents and the community to raise awareness of the importance of the vocational education and its role in comprehensive development.

**Core Values:**

1. **Transparency to ensure clarity in actions, policies, strategies and roles**
2. **Equal opportunities to ensure that vocational and career guidance services are provided to all target groups of students, parents, graduates and employers.**
3. **Effective partnership with the concerned parties in the targeted vocational, education, training and employment sector.**
4. **Respect for the choices, potentials, preparations and desires of the target groups**
5. **Noted the best international standards and practices**
6. **Continuing development - education allowance**

**General Framework**

Jordan’s National Strategy of Human Resource Development (2016-2025) has come about in recognition of the necessity to revitalize vocational, employment and professional education, which will in turn assist efforts being undertaken in the reform of public and higher education in Jordan. It also supports the country’s goals and cements its vision of a fully integrated environment that would bring together the human, social and economic elements. Hence arises the need for a national strategy for career guidance (Wherever they appear) and mentoring to highlight the right paths that might be just the correct option for some people. It also intends to find out innovative ways and defines milestones in guiding the public towards vocational education and training.

There is also an ambitious goal that the strategy wants to achieve. To improve the elimination from the minds of people of the negative misconceptions that they hold about what vocational education stands for. It showcases vocational education as an important vehicle for the preparation of highly skilled craftsmen professionals who can contribute to the welfare of the country by sustaining and advancing high levels of livelihood for all segments of society.

This area is of paramount importance that the Jordanian government, represented by the Ministry of Labor, formed a higher commission for career guidance and counseling services. With representatives of human resource development relevant institutions, the commission held a series of regular meetings to provide in-depth analyses and embark on a consultation exercise with a host of national public and private entities. The outcome was Jordan’s National Strategy of Career guidance and counseling services (2017-2022), which is hoped to make the best use of national human resources. As such, the strategy looks for planning the outcomes of training and education in the Hashemite Kingdom of Jordan and directing such outcomes towards vocational and professional competencies much needed by the local, Arab and international labor market.

This strategy also comes in pursuance of His Majesty King Abdallah II ibn Al Hussein royal directives pronounced in his seventh discussion paper. He laid down a vision on developing human resources and education imperative for Jordan’s progress highlighting a vision that is “only attainable if we are united- people, government and public and private institutions- working together to ensure an enabling environment and meet the needs to build capacities.” He also called upon educational institutions “to believe in the immense energies, promising capabilities, and diverse talents of our youth. They should seek to cultivate and channel these qualities, driving young men and women to unleash their potential.”

It also keeps pace with the Jordanian government’s vision of providing all necessary conditions to enable members of society and assist their quest in joining the labor market and chose their respective appropriate profession. In view of the rapid changes in the labor market, it is increasingly important for educational institutions and employment institutions to assist individuals to develop basic skills that can evolve over time and to link their learning to their environment, including the work environment This aim requires the use of an effective system for career guidance and counseling so that individuals make well-informed decisions on their future vocational education that would meet their tendencies, capabilities, potentials as well as preparedness. Accordingly, this strategy, in cooperation with line ministries and relevant public departments and private institutions along with civil society organizations and the private sector at large places emphasis on the following:

1. Build effective partnerships between different stakeholders, workers and beneficiaries of training, education and employment
2. Optimize the use of training, education and employment information systems and electronic gates to enhance the ability of individuals and employers to decide on training, education and employment
3. Develop policies and procedural tools to upgrade the vocational and career guidance and guidance system at the national level
4. Develop special indicators for career guidance and guidance and connect them with other components of the sector (governance, quality, finance, etc.) and follow up and evaluate them
5. Support initiatives, campaigns, projects, and career guidance activities, career, career and national level
6. Creating channels of communication between vocational and career guidance and guidance services and career counseling and extension services (employment)
7. The important role that families play in directing their children and encouraging them to enroll in vocational education through the provision of insights into the opportunities afforded by education and spurred by the labor market in addition to providing relevant conducive conditions and prerequisites.
8. Raise career awareness among students at an earl state throughout the educational system at schools and encourage enrollment in vocational education with the effect that counseling services become a continuous and integral part of school provisions.
9. Challenge negative misconceptions held by people about vocational and technical education and training options with the active involvement of the various national entities, including, for example: The media, educational institutions and houses of worship
10. Train individuals on such skills that have the potential to make them more fit throughout the various stages of life to work or to progress through higher levels of education or training., Providing ease of movement between different academic, professional and technical learning tracks
11. Enhancing the spirit of competition among students by holding national skills and crafts competitions and participating in international skills competitions.
12. Emphasis on the importance of the role of the private sector as a key player in professional guidance and career guidance because of its role in increasing the employability of graduates and increasing the chances of stability and continuity in work
13. Advocate and highlight success stories in the area of vocational work and use such stories to motivate the enrollment of the youth in vocational work through the various media, including social media outlets.
14. Engage diverse business sectors and the media more broadly in career guidance and career guidance services

It is worth mentioning, here, that the UN Sustainable Development Goals (SDGs), Goal 4, Target 4, underscores the necessity to “substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship by 2030”, all of which giving a strong rationale for putting in place an effective system for

career guidance and counseling, particularly at early school stages.

The drive for knowledge economy gives momentum to career and guidance programs and services, as an active part of the transformation process. No wonder, Jordan has set up multiple initiatives to back efforts made in career guidance and counseling, especially through the National Agenda (2017/2022) that capitalizes the necessity to train Jordanians

by providing educational programs and helping them through their professional development.

The recent years have seen remarkable progress in the provision of career guidance and counseling services. Efforts have put in and activities launched at different levels coming up with positive yields. In 2009, a national conference under the theme “Strengthening partnership in career guidance and counseling” was held. It brought together representatives from the private and public sectors as well as donors, educational institutions across the spectrum, the Ministry of Labor and employers. The attendees concluded that it is necessary to provide for:

\* Career guidance programs available for all, regularly monitored and evaluated.  
\* Accurate and updated information about vocations on demand in the labor market  
\* Qualified and trained counselors

A concept policy paper was also developed in relation to career guidance and counseling titled “the Way Forward to Developed career guidance and Counseling in Jordan.” That paper was tantamount to an on-the-spot follow-up on the aforementioned conference. It has been fully deliberated by all key partners in the vocational and technical employment, training and educational sector and was concluded with a number of viable recommendations on the development and implementation of integrated career guidance and counseling services for the benefit of all Jordanians.

In 2016, the National Human Resource Development Strategy (2016-2025) was developed. It articulated a comprehensive reform plan for human resources in all aspects and phases by focusing on the following:

1. Early education and childhood development
2. Primary and secondary education
3. Vocational and technical education and training
4. Higher education

The achievement of career and occupational guidance and counselling services will reflect on the improvement of outputs in education, economy and society at large. It will also mean the provision of better opportunities of education and training, hence the acquisition of higher skills and increased access to sustainability and commitment to educational and training programs. The cycle goes on with individuals getting motivated, reflecting positively on the improvement of education and training.

As for the outputs linked to economy and labor market, the impact of the services is evidenced by an increase in participation in the labor market, decrease in unemployment rates and more sustainability of work. The benefit is to ensure more resilient manpower highly trained on skills on demand in the market.

Outputs in relation to society are evidence in the increased self-confidence of employees, increased social welfare, reduced crime rates and bad behavior and increased social integration.

Career guidance and counseling services plays the important role of a mediator between supply and demand of the labor market. It is often the case that data relating to demand on labor and services provided by employment agencies have drawn criticism. Critics question the efficiency of such data and services and show dissatisfaction with them. The vocational guidance aims to assist the individual in the professional selection, which starts from the kindergarten stage to the advanced stages of reaching jobseekers, the professional and career guidance that deals with the participants in the TVET programs and the period from two to three years after graduation to help the individual adapt.

The information system is currency facing several challenges beginning with issues if currency of data of a volatile labor market. It is necessary, therefore, for career guidance and counseling services not to focus just on the accuracy and currency of the labor market. More importantly, they should be a key player in the pursuit of a mechanism that would help seekers to find appropriate and decent jobs.

Just in parallel, the employers’ community must be more active in providing information about the present and projections about the future of the labor market. Their role will serve career guidance and counseling in foreseeing future trends of demand on labor. This reveals another challenge that workers in career guidance and counseling services face, that is access to information.

Though career guidance and counselling services are important across the various stages of life, training needs change the older a man gets and the more experience he accumulates. This explains why despite the commonalities that basic education and high school students have in terms of their needs for career guidance and counselling services, but those differ significantly as the student progresses into college and/or adult forms of education. One salient feature in common, though, is the transformation from one stage to another.

Major transformations involve transition from primary to secondary education and deciding on whether to pursue academic or vocational streams of education. Another transition happens when moving forward to higher education then looking for a job, facing unemployment, losing one’s job unexpectedly, or pursue continuous education Those milestones are of such significance that need to be addressed fully at each stage. There is a need not just for information, but also for taking new and decisions that would shape the future of one’s life. This will require a new form of learning and a system for career guidance and counseling that is able to help with the following:

\* Develop policies and programs for career guidance and counseling, ensuring at the same time coordination among the various education, employment and training sectors of society in the general framework of learning for life and effective employment.

\* Ensure that career guidance and counseling programs are adequately open, resilient and integrated in the education, training and employment sectors as well as in society at large.

\* Coordinate career guidance and counseling services between sectors at the national and local levels, and maintain close cooperation and coordination of career guidance and counseling services offered in the relevant institutions and those offered from the outside.

Coordination between school and college education and work at the various governmental administrations is a big issue that challenges integration. It is needed to assist in the development of a career guidance and counselling system that would allow people easy access to information whenever the need to do so. Coordination is also required if the public is to have easy access to such services that are sustainable and supportive of transition in education and work.

As Jordan is building its own career guidance system, there is an opportunity to do that in a coherent and coordinated manner.

Here are some of the guiding principles that could serve as a solid basis for discussing policies and decisions pertaining to the development of career guidance and counseling services in the country. Due attention should be given to the provision of necessary information about vocational education opportunities, conditions and requirements. There is also a need for measuring the competencies of trainees and assessing their tendencies and aptitudes and matching them vocational education levels commensurate with their abilities, in a manner that would serve individual aims and societal goals alike.

**The Basic Principles of career guidance and Counselling:**

**The Basic Principles underpinning the career guidance and Counselling Strategy in Jordan:**

**General Framework**

The idea is that career guidance and counselling services offered by schools, secondary and tertiary schools, employment agencies and continuous education centers must be coherent and well-coordinated. This entails that career guidance and counselling programs must seek insights from an educational framework that is able to afford educational opportunities to individuals and groups in line with the following four elements:

* Detect opportunities available in the labor market and offer probation opportunities before taking a full-time job.
* Detect such trends and competencies of individuals to get a better understanding of their respective strengths, personal interests and motivations.
* Explore such skills already enjoyed by individuals that can help in getting a sustainable job and move from one job to another.
* Take informed decisions in light of opportunities, family context and the broader cultural environment.

This gets more complicated, given the current volatile situation of the labor market. Technology has added to the complexity as it has an impact on changing the nature of the physical place of work, reducing the availability of fulltime jobs.

For many people, the work they do and the type of knowledge they have to obtain will change throughout their professional life. This has a silver lining, nonetheless, as it offers versatile persons a unique opportunity to prosper in so many professions. The plethora of alternatives will create new interests and generate new motives to learning. It is also a fact of life that individuals find themselves at tradeoffs when matching their interests with available job opportunities. Rarely do people succeed in choosing the idea program or job they are looking for. However, research shows that the closer match an individual can make with what exists in reality by aligning the knowledge he has with the job demand, the more successful and productive he will be. It is always rewarding for the individual investors as well as for industry and economy at large when workers are involved in an exercise that boosts their motivation for learning or doing the job they are employed for.

By following this principle, students and other working individuals can be at ease in determining their careers. Those can fall in either of the following categories:

Group 1: Drop-out youth who have no plans and/or support in education and training or any other kind of support to successfully find a job.

Group 2: Students enrolled in public education up till the tenth grade.

Group 3: Students who failed the secondary certificate test, approximately amounting to 50% of the examinees.

Group 4: Young men and women who do not see themselves fit in any educational and training program or those who have not received any assistance or career counselling services, which could otherwise uncover the reasons of their failures in such programs or offer them help in taking alternative decisions.

Group 5: College graduates in such fields that are not on demand in the labor market, making it very hard for them to find a suitable matching job.

Group 6: Individuals over the age of 30 who have left their jobs as a result of economic pressures on their business sectors, searching for other jobs that may require different skills (lifelong learning, transfer training)

Those five groups throw light on the need for an effective system of career guidance and counselling. Dropout youth or those who failed the secondary certificate test are in need for employment or for other education and re-education services so that they can catch up with demands in the labor market. Those services, however, need coordination to ensure that the public can get information about what they need and how they can get what they need. Coordination is also necessary for trust building whereby an individual can take a tip he receives from a given sector for granted, if it is in agreement with what the other sectors say.

**This strategy serves the following parties:**

1. Individuals, students and parents: by helping them make decisions about education, training or employment
2. Employers: By helping them access the human resources needed for their operations, train them and develop their capabilities
3. Decision makers and policy makers for education, training and employment
4. Funding agencies supporting education, training and employment
5. Local, regional and international actors involved in education, training and employment
6. The actors working in supply and demand information systems
7. Scholars and researchers

Continuous education in Jordan needs development and institutionalization, to support a for-life experience of individuals who have failed and look for another opportunity to succeed. To that end, it is important for any institution that offers career guidance services to ensure that the public is fully informed of such services and know how to access them.

The Employment, Technical, Vocational Education and Training Council may serve as the driver of development in the area of career guidance as it has on board full representations of the various relevant institutions. It can establish such services and put them in their right framework.

**Career guidance and Counselling at School**

**(General Education Stage):**

Schools (KG thru 12 grade) have an important role to play in offering a solid ground of educational opportunities in identifying their abilities, aptitudes, tendencies and desires thus improving opportunities that necessary to take future career decision, which is built on good options and ensures this. They also help in students acquiring such skills that would help them access the secured labor market and manage transformations through all stages of education and work.

This includes the following:

• Provide a career guidance and program implemented by the educational counselor, especially as professional guidance and career services are one of the main sectors of the work of the educational guide

* Cater for physical education and workshops as they significantly help in raising awareness of pre-secondary students of a variety of necessary vocational skills. This requires staffing more qualified vocational supervisors to follow up with primary schools.
* Revitalize the role of parent’s councils and use them for raising vocational awareness among affected members of society.
* Train primary school principals on counselling through crash courses for the dissemination of vocational awareness in their schools.
* Expose school boys and girls to a wide range of employment and educational opportunities with the possibility of expanding the scope of awareness of work by holding career fairs and enhancing contact and interaction with representatives of the industrial sector.
* Expose school boys and girls to a wide range of work experience, in several ways, including volunteering, which offers opportunities for learning, acquiring employment skills and exploring interests and competencies.
* Have individualized guidance and counselling services delivered by specialized trained career counselors
* Create a culture of career guidance and counselling at the classroom so as all teachers would assist students in contacting business, appreciating all types of work and improving their perspectives of work opportunities.
* Build partnership with parents with the aim of supporting student abilities to make informed choices and improve their chances for future success.
* Develop an action plan for the implementation of career guidance and vocational guidance program as well as an accumulative portfolio of each student highlighting such skills that students already possess and that can help them join the labor market. This includes all students before graduating from schools. Those skills will necessary include literacy, writing and oral skills, communication skills, computation skills and thinking skills including planning, organizing and problem solving. They also include work traditions, such as taking initiatives, building trust and team work.

The success of the career guidance and counselling services is contingent upon the availability of a trained vocational counselor. He will be responsible for leading and coordinating this matter. Getting optimum results would also require the active participation of all teachers in addition to the provision of partners in higher education institutions, parents and employers.

Acquiring the skills necessary to get a job should be part and parcel of the school curricula. Furthermore, it is imperative that all school personnel would play a role model in practice by stressing that any job is a valuable job and that any career options and plans have their worth. Parents also have an important role in their children’s educational decisions, and as such, their participation is critical for facilitating the required paradigm shift of behavior.

**Career guidance at the Vocational Education and Training Stage**

**(Vocational schools and the Vocational Training Corporation)**

Vocational schools (vocational streams of education for the 11th and 12th grades and Vocational Training Corporation's centers) play a role of utmost importance They can help in offering career guidance and counselling at this stage for students and trainers. They guide them through the process of choosing the major that best matches their abilities and resilience in training. Accordingly, this stage requires the following conditions:

* Sharing with students successful stories of young entrepreneurs who are proud of the success they achieved in their careers. Students at vocational centers need such support to nourish their pride and improve their professional knowledge.
* Ensure that all vocational instructors and trainer set a role model in showing professional pride. Activate, promote and disseminate the Dual Education system and Modern Apprenticeship because it has a great role in enhancing students' abilities in line with the requirements of the private sector labor market.
* Raise the awareness of parents through counselling sessions to enlighten them with accurate details about the opportunities their children may have in a variety of careers, including entrepreneurship. Such sessions would help in countering regressive traditional stereotypes that look down on vocations and hinder their development.
* Develop higher educational streams to avoid any possibility for reaching dead-ends in vocational education and training, under the umbrella of a national qualification framework.
* Foster on-job training, link up vocational centers with vocational schools by holding major activities and events involving employers, provide trainees with information about the labor market, regularly host employers by holding events at vocational centers and schools and implementing practical exercises, all of which will better tie up trainees with the labor market and ease the transition from education and training into work.
* Reinvigorate existing partnerships and build up new ones with the private sector, including the industrial, service, agricultural and hotel domains, develop systematic programs for visits and volunteering works under the auspices of those sectors to get those enrolled more convinced of the feasibility of such sectors and bring about a change in the mindsets of people and society viewing public service as the only option.

**• Review and incorporate the curricula and the educational system, which reinforces the TVET sector as an attractive option for our youth and young women.**

**• Organizing annual days at the national level to promote and raise awareness of the TVET sector.**

**Career guidance at Higher Education Institutions**

**(Community Colleges and Universities):**

The primary role of colleges and university is to provide vital support to ensure better chances for success by developing and supporting action plans and offering opportunities for building the main skills required by the labor market to make it easier for people to seek employment and ease their transition and movement from one job to another.

Career guidance and counselling services at colleges and universities include the following:

* Induction and counselling sessions for fresh students with the aim of providing them with accurate and updated information about the various labor sectors plus such options available for them to contemplate changes in their pursued scientific majors commensurate with what is on demand in the those sectors.
* Ensue steady access to information about educational opportunities and get through any gap in available data about the labor market and careers while placing more emphasis on the provision of accurate data on high-demand sectors.
* Ensure accessibility to or transformation of opportunities for learning and building capacities and skills as required for seeking jobs, entering the labor market, switching between jobs and financial planning.
* Ensure opportunities for accessing on-job training, vocational training and/or volunteering, particularly for women, whenever possible to ensure women’s access to such opportunities with the help of women entrepreneurs in sectors of interest to females.
* Assist in planning for the career/job path
* Participate in job days and information sessions held with employers from the industrial sector

Community colleges and universities have a vital role in ensuring continuous accessibility to career guidance and counselling services. It is widely assumed that students registered at colleagues and universities have a clear view about employment options and trends. This is, however, almost a fallacy, because college students know nothing about career options more than a typical school student does. In addition, transition into the labor market or moving on there after education is an important stage necessitating the provision of support and skills of the fresh graduates. Due emphasis should be placed on filling the skills gap faced by the graduates and often lamented by employees.

This is the main role that career guidance and counselling services play at community colleges and universities in cooperation with the academic staff there.

**Balqa Applied University:**

Balqa Applied University adopted some procedures in its 12 colleges spread all over the Kingdom, offering prospective students two streams of education The first is the Technical Diploma Program for high-school graduates, while the Vocational Diploma Program was meant to serve students who could not pass the secondary certificate exam. Those procedures are as follows:

**First:** Develop study plans that cope with modern technology and meet the requirements of the labor market.

**Second:** Restructure all majors and programs

**Third:** Restructure university colleges to meet the international standards of technical education.

**Fourth:** Introduce the Vocational Diploma program for those who failed the secondary certificate test. This program will allow them to pursue their academic education while simultaneously acquiring the technical and applied skills and competencies that employers require both nationally and elsewhere in the region.

**Career guidance and counselling at Employment Departments:**

The main role of employment departments is to secure job opportunities and act as a mediator between employers and job seekers. They also offer programs, services and information to assist the public since those departments have the ability to manage work and education as well as job switching and training, and can reach out to appropriate job opportunities. This includes:

- Provide guidance and guidance services and career linkages by exploring available employment opportunities and professional and career orientation of individuals, networking with employers, following them and helping solve their problems

Transition services for available job opportunities in alignment with the individual’s skills, education, social status and life style, whenever possible.

* Provide job seekers with insights on the labor market, careers and internet services and offer them relevant training.
* Establish self-service centers that offer access to career guidance and counselling services, information relating to labor market and available job opportunities and computers with internet access.
* Introduce a teleservice terminal that would offer individuals information about available services and guide them through the various methods whereby they can get information about the labor market and relevant website resources.
* Offer a skill development service to facilitate entry to the labor market, resume writing, job seeking skills and a set of self-training resources.
* Build partnerships with employers so that job seekers can benefit from available job opportunities.
* Build partnership with local communities so that individuals can access the best resources to help them through a fast track of self-efficiency.
* Build partnerships with colleges and universities so that nationals can get another chance of learning such majors on high demand in the labor market.

The development of the operation centers (the common place for all operating services) should be expanded and applied to all the operating directorates in the Kingdom:

Employment services are provided by job seekers who go to these departments and are usually in four main categories:

1. Job seekers who do not have the skills, experience and qualifications to join the labor market
2. Job seekers who have educational qualifications and have no experience or skills.
3. Job seekers who do not have the talent and have the experience
4. Job seekers with experience and qualifications

Each of the above categories has a vocational career guidance program

At the end of these programs, they are directed towards appropriate operating services and in cooperation with partners

- Training for the purposes of operation (short programs - long - specialized)

- Self-employment (creation of their own projects)

- Direct operation (preparing for work interviews ...)

- Rehabilitation programs

Employment departments are more like a hub of information of jobs and the labor market. They shoulder the responsibility of giving priority to local communities in getting career guidance and counselling and accessing employment related resources. In this context, it is important to mention that transportation costs can be an obstacle that prevents nationals from attending job interviews or accessing services relating to employment and career guidance and counselling. The provision of a telephone service can help in eliminating this obstacle.

In this context, a joint work model was developed between the ILO and the Ministry of Labor in nine work centers (operation centers), which aims to strengthen the tools and procedures for orientation and career guidance. This model can be studied and utilized.

**Employment and employment offices in the private sector**

These offices provide operating services inside and outside the Kingdom (information and data on the number, distribution, etc.). The strategy will benefit from the experience of these offices to enhance operating services, especially outside the Kingdom

**Civil Service Bureau:**

**Career guidance and Counselling at the Civil Service Bureau**

The Bylaws of the Civil Service Bureau has been amended to encourage those who failed the secondary certificate exam to pursue a two-year Technical Diploma. Graduates of this program will be entitled to applying for a Class II job in the civil service. Successful candidates will be paid a salary equal to that enjoyed by holders of Vocational Diplomas. This is especially true with vocational and professional careers that currently recruit migrant workers.

Systematic, Coherent and Continuous Career Guidance and Counselling:

* **The implementation of career guidance and counselling programs and other relevant services is a joint effort. It requires the active participation of schools, community colleges, universities and employment departments, in addition to the broader spectrum of social partners and employers. Needless to say, the private sector is playing different critical roles, but such roles should be coherent and integrated.**
* **As a national would see it, there is a need for clarity, sustainability and accessibility to programs and services. This highlights the key role of line ministries in making such communications clear and underpins the function of those entities in establishing ties necessary to ensure the maximum use of available resources in the fields of training, information and access to services.**
* **Establish counselling. The drivers for creating an effective system of career guidance and counselling in Jordan boil down to the following:**
* **According to studies, there youth’s perspective of vocational work has changed, just as the entire stereotype of the sector has changed. Research talks about a higher level of openness on the part of the youth to a group of vocations and enabling paths, including vocational education, even to a higher degree than was expected.**
* **Prepare and train qualified counsellors at schools and Vocational Training Corporation centers in the area of career guidance and counselling.**
* **Expand the implementation of promising programs in the field of career guidance and counselling, having been developed and piloted, as in the example of the Injaz initiative, the Ministry of Labor sponsored job fair, the Youth for Work initiative and the Save the Children programs at schools.**
* Develop the educational system and open up vocational streams of education
* The rise of mega projects require high levels of knowledge and technical/vocational skills, which offers an opportunity for changing the traditional stereotype of technical/vocational jobs and ushers in an era of expansion in skills in the Jordanian labor market with an increase in the numbers of skilled vocational and technical Jordanians.
* The unique privilege of Jordan as a stable country in the Middle East would support the country’s position as a knowledge economy.
* The Employment and Vocational and Technical Employment and Training Reform Program would contribute to improving the quality of vocational and technical education. This can make such careers a marketable option through the efforts of those working in the area of career guidance and counselling.

**Nevertheless, there are still obstacles and challenges along the road hindering the development of an effective system for career guidance and counselling in Jordan. They include the following:**

There are no streams or stages of education opened neither horizontally nor vertically. Getting opportunities for continuous education and transitioning horizontally and vertically between educational levels and offering opportunities to increased levels of training and to second educational chances are highly important. If a flexible system were put in place to open up educational streams, this would give all people equal opportunities to move from one educational level to another and be stay in education, having dropped out for any reason whatsoever. The secondary certificate test is another obstacle It prevents people from moving across the educational level, for which reason a national qualification framework should be adopted as a replacement. Such a system is envisaged to lay down the terms of reference for moving across the educational levels.

- Scattering the efforts of institutions and weak coordination among them in the field of career guidance.

- Lack of real interconnection between supply and demand (career guidance and vocational guidance).

- Multiple information systems related to the absence of a unified reference system and updated and available to all parties. Workers and beneficiaries.

- Limited funding for career guidance and its not linked to performance indicators.

- Lack of training and rehabilitation programs and building expertise for career guidance and workers.

**The Strategic Action Plan:**

The main Guiding Principles serve as the foundation for building the career guidance and counselling strategy and its action plan. It also articulates a long-term vision that would guide development and progress towards the achievement of this vision. Therefore, it is necessary for the kick-off to be well made and thorough, bearing in mind that building a quality integrated system takes several years. The aforementioned guiding principles of career guidance and counselling offers a framework for guiding a gradual development of career guidance programs and services, covering the four factors mentioned earlier:

* To identify opportunities in the labor market, the nature of different jobs and of course the opportunity to experience a particular job before committing to it;
* Identification of individual tendencies and abilities to identify strengths, personal interests and motivations;
* Possessing the skills that contribute to the process of recruitment and continuing to work and the ability to move from one job to another.
* Make informed, informed choices that take into account family and cultural opportunities and contexts
* Explore the outside world to get insights about opportunities available in the labor market, the nature of the various jobs and, of course, the opportunity to pilot a given career before committing oneself to it.
* Explore the internal environment of individuals to spot their respective strengths, personal interests and motives.
* Acquire such skills that would help in employment, staying in jobs and job switching.
* Take informed decisions in light of opportunities, family context and the broader cultural environment.

**Key Action Components:**

**Key Initiatives**

The strategy of the action plan requires the creation of a special designated unit for career guidance and counselling. The unit would supervise the implementation of the following main functions as listed in the Action Plan (Appendix A).

1. Create an operational unit specialized in career guidance and counselling (CGIU)entrusted with the implementation of this plan on two phases over the span of five years. It will, for that purpose, lay down a solid foundation for career guidance and counselling services in Jordan.

Give guidance on the necessity for a having the governmental entity in charge of career guidance and counselling leading efforts of developing this unit. It needs to define responsibilities and ensure development and sustainability through a coordinated joint mechanism. This is a rudimental requirement for building a coherent system for career guidance and counselling that would make use of the Employment and Technical and Vocational Training and Education Council, which includes number of relevant institutions.

It is career guidance that offers the appropriate time and basis for building that system.   
  
  
The operational unit for career guidance and counselling programs (CGIU) will operate under and be funded by the Employment and Technical and Vocational Education and Training Council (E-TVET), if it continues to exist. The unit, however, will take over full control and responsibility of all relevant activities. E-TVET Council will define CGIU’s working mechanism, limits or responsibility and authority.

It will work directly with a number of officers in advanced positions in the Ministry of Education, Ministry of Higher Education and Ministry of Labor on a specific number of initiatives. Cooperation of those ministries will be an essential part of building these partnerships from the outset. The unit’s focus, in the first five years, will be on the creation of career guidance services at community colleges and employment departments. Concurrently, CGIU will lead a number of initiatives that would serve each ministry directly upon starting up its own portion of the career guidance strategy.

It will be staffed by a minimum of three employees qualified in the area of career guidance and counselling for a term of five years. The success of CGIU will require its leading administrator/officer to be a qualified counsellor capable of building and providing partnership and remain as an umbrella for professional guidance on a permanent basis as the services are continuous and in need of permanent development. This is an important and requires meticulous selection. It should be noted that this is an ad hoc unit. The support of a coherent quality system of career guidance and counselling will take over five years of work, which will require allocation of financial resources and due consideration of available options. This can be achieved through partnership with line ministries, noting that building and securing career guidance and counselling system will take a minimum of ten years, inclusive of all educational stages (K-12) as well as other sages of education subsequent to graduation from school.

**CGIU’s Main Tasks and Responsibilities:**

Verify whether or not failure to form this unit, which was planned in the 2011-2015 strategy was the reason for not implementing the aforementioned strategic operational plan. Here are the main tasks of the unit:

-career guidance programs.

- Setting standards for professional counselors and specialized training programs for their adoption.

- Developing certificates of practicing the profession of guides

- Develop curricula for vocational guidance for all educational stages and adopt them with the relevant ministries

- Adopting standards to control the quality of vocational and career guidance and services provided continuously.

- Establish a mechanism for accreditation of existing professional mentors (recognition of prior learning)

* Establish and manage an information exchange center for career guidance and counselling program and provide for such resources and tools necessary to support all ministries'.
* Provide high quality career guidance services covering a number of community colleges and employment agencies, with the possibility of expanding the scope of work to include other places in the fourth or fifth year of the strategy’s implementation cycle:

1. Develop and hold a series of workshops on career guidance so as to offer the basics of career guidance services.
2. Offer counsellors and providers the opportunity to access relevant training.
3. Ensure the existence of an electronic system for a database of the labor market and allow for its access through hubs placed at some selected community colleges and at all employment departments in the country, and ensure the availability of telephone communication services at those departments.

* Provide technical support to all piloted locations on career guidance services, including ways of evaluating the outcomes of services rendered to the public.
* Supporting the media campaign that aims to improve the image of TVET vocations through a number of strategic initiatives that would target teachers, students and parents in all educational stages (KG-12).

* The unit should serve as a professional specialized resource for the educational system (KG-12) by providing access to career guidance and counselling programs and other resources and tools that fit the ages and academic level of the beneficiaries.
* Build partnerships between the educational and industrial sectors in a way that promotes the active participation of employers throughout all stages of the educational system.

2. Establish a unified center for the exchange of information on career guidance and counselling. Resources and tools:

Institutions are already implementing programs and initiatives in supporting career guidance and counselling. The issue, however, is that there seems to be no systematic mechanism in place to support access to information on a large scale. In other words, there is no unified information center that could, otherwise, inform prospective users of the relevant available programs and resources. Here comes the role of CGIU, as it will establish communication channels with several donors with the E-TVET Council’s support. It will, furthermore, ensure that part of the donor’s responsibility will be to provide necessary information about already implemented career guidance and counselling programs. With than in mind, CGIU will ensue that such information reaches service providers at all ministries for their own use and benefit. For this specific purpose, CGIU will have its own website and will implement the media and outreach strategy to ensure access to information by prospective users. It will, though, first assess the available resources and maximize their usage.

3. Ensure the implementation of a series of workshops on career guidance and counselling so as to focus on transitions and provide for the basics of career guidance and counselling:

It is hoped that the following workshops will help in covering the basics of career guidance and counselling services in addition to other common issues that those services are meant to address. Emphasis should also be placed on the transitions that individuals go through. Here is a list of themes for the proposed workshops:

* Job seeking skills including resume writing
* Develop employment skills
* Entrepreneurship and taking initiatives
* Women and work
* Induction sessions to students enrolled at community colleges for the provision of information relevant to predicted demands in the labor market so that students can take informed decisions on staying in their specializations or changing them in alignment with the labor market’s needs.
* Hold induction sessions for students enrolled at Vocational Training Corporation centers and their parents to mitigate the negative stereotype that dominates the prospects of work of vocational training graduates, promote a positive vocational identity, explore possible opportunities for vocational training graduates and ensure that educational tracks available for getting higher qualifications are known and available.
* Vocational and educational planning and decision making for Grades 11 and 12, involving students and parents. The aim is to introduce to them the concept of vocational and educational planning on the family level, explore future tracks at community colleges, universities and work, eliminate the negative stereotypes of ‘good’ and ‘bad’ jobs and experiment with reality by studying the supply and demand of the labor market.

There are several available workshops that can be adapted and localized according to the Jordanian context. because it is unlikely to need to develop such workshops. However, councilors need to be trained in groups for the sake of consistency and quality. It is important to note that holding training sessions does not require the counsellors to have advanced skills. This means that a simple investment in developing employees can have a good contribution to the quality of such workshops. Another thing that encourages the use of collective training is that people in groups tend more to offer peer support not only during the workshop but even thereafter.

Those workshops will also serve as a clear and understandable list of services that can be adopted as a content for the outreach and media campaign to keep the public informed of the types of services available for them. Workshops can be conducted by the various ministries and in different ways.

4. Offer counsellors and service providers opportunities for basic training on awareness raising and career guidance and counselling and conclude partnership with a local university for the purpose of laying down foundations to develop a diploma program on career guidance and counselling certified by an internationally recognized entity:

This proposition can be especially effective as Jordan already has a good number of counsellors who hold scientific degrees in psychology and counselling. This will provide for solid grounds as a startup. Basic training will be provided on career guidance and counselling for all counsellors, in the first phase of implementation at the pilot sites, namely community colleges and employment agencies. The available training seats will ensure an expansion of admission to training so as to include such counsellors who have interest in this field. The early training courses will address the basics of career guidance, facilitation of learning focusing on collective learning, evaluation of employability and the use of information about the labor market in career guidance.

Upon completion, this training will ensure the establishment of solid grounds for quality career guidance services. They will be made available at the community colleges and employment departments. It will also be possible to hold a number of workshops in the manner defined in the offered basic services. CGIU will also ensure that the courses to be held will meet international standards and get the certification of the International Education and Vocational Guidance Agency, so that a counsellor will eventually be certified upon completion of a fully-fledged program at a later stage. Identifying the training needs at the pilot centers will be a top priority in the first year.

For the sake of long-term sustainability, it is important to offer training on the current specialized career guidance program at a local university. To this end, CGIU will partner with a local university for the provision of an internationally recognized diploma program on career guidance. The four courses to be held under this strategy will become part of the diploma program.

5. Ensure the sustainability of the current electronic labor market information system and make sure it is adequately accessible to the public at the selected community colleges and employment departments. It should also ensure that information can be obtained through telephone services provided by all employment departments:

The current labor market information systems and the electronic connectivity system are the corner stone of career guidance services and one of the most important tools in educational planning and job seeking. There is an urgent need for reviewing and updating information and sustaining that procedure.

The labor market developed by Al Manar project includes a number of resources for self-career guidance and counselling services. Those resources should be redirected so as they become part of CGIU’s resources and undertake the responsibility of updating and ensuring the implementation of those resources all over the employment agenesis and a number of selected community colleges.

Over time, it will be possible to expand access to and usage of those systems at all service centers. The availability of computers for public use all over the employment departments is a necessity. There is an urgent need for training on self-service usage of career guidance and counselling services in addition to other sorts of training on the use of technology. This should be considered as a top priority.

A Canadian study on the situation of labor shows that a large number of clients, with basic assistance and training, can manage job search.

Given the challenges coupled with the costs of public transportation, it is necessary to introduce the telephone service at all employment departments. This service would be valuable as it offers general information and advice on job opportunities, guide the caller through the ways of accessing information and answer frequently asked questions.

CGIU’s main role, in this respect, would be to conduct a planning exercise in partnership with known partners at ministries, implement, monitor and evaluate all pilot career guidance and counselling centers at community colleges and employment agencies.

5. A. Pilot Employment Services

The model developed by the USAID funded SABEQ program for the development of employment agencies/departments over a couple of months will be an excellent launching pad for career guidance and counselling services at employment departments. The program managed to submit an advanced proposal for the establishment of a pilot employment office/department. There is also a need for an expert in the field of employment services. He should be capable of assisting the designing of a model that explains the sequence of services necessary to finalize the phases of career planning. It will all begin with one site for one year in order to test and assess the applied procedures, processes and accessibility. At the same time, counsellors will be trained on a package of themes in the proposed career guidance and counselling services. A model will also be concurrently implemented to render services in addition to the provision of a self-service center for resources that would include electronic employment, resources of career guidance and counselling, information about the labor market and computers to be used by the public.

Based on the findings of this preliminary study conducted at the first pilot site, the career guidance services will be expanded to cover five departments in two years. This is provided that the expansion will continue to cover seven departments within three years. The expansion is reasonable within this time frame, but a self-resource service center must be established and telephone information services must be provided by all employment departments. The level of services will grow gradually so as to eventually cover all centers within the defined time frame.

5. B. Pilot Community Colleges

There are successful examples of government and private community colleges that have established a career development center or a college affiliated employment department that can be replicated in other pilot community colleges. Methods and procedures are available, in addition to a resource self-service center, where a number of workshops are conducted with a focus on employment skills, with a database of program graduates to track the employment ratios of each program. Through this center/department, relationships and partnerships are established with the operators in the labor market to identify the practical and technical skills required in the different vocations. They will also be helpful in developing curricula for training and educational programs based on the real needs in the labor market, thus linking graduates to job opportunities with the operators and following up on them.

These pilot models can be adopted and replicated in other sites to include five colleges in the first three years. An evaluation of effectiveness and assessment of impact in addition to the outcomes can help in deciding on expanding the scope of work for the subsequent years.

6. Support the media campaign to improve the stereotype of the sector of employment, training and vocational and technical education through a number of strategic initiatives targeting instructors, students and parents in the educational system (KG-12)

Supporting the establishment of national competitions for various skills and crafts and participating in international skills competitions

CGIU’s staff will develop and implement a teachers’ awareness raising workshop on the impact of teachers' key role on career choices and possibilities for students. The workshop will expose the attendees to facts about knowledge economy and jobs on demand in the labor market, in addition to conditions of work and wages and long-term expectations as far as the vocational sectors.

It will also incorporate some research on instructors’ tendencies in taking career related decisions, by allowing the instructors to assess their own beliefs relating to the values attached to vocations and jobs. The goal will be to create a teaching environment in schools that gives value and importance to all work and to all life tracks so that vocational or technical education is not the last choice for students.

Studies and research show that people who exert the most significant influence on the lives of students as far as their career choices are parents. Instructors come next. There is no surprise that career counsellors have a limited role, because the youth spend longer times with their instructors. This is because the tendencies of instructors have an important role in shaping the choices of students, which means their role must be positive and fair. This workshop will cover issues relating to knowledge, awareness raising, tendencies and transformation and needs to be implemented effectively by the training facilitators.

A similar workshop will be developed for students in grades 11 and 12 and their families. It will be similar to the objectives of workshops targeting teachers, but their focus on the practical aspect is less than the teacher-oriented workshop and more information-focused. Given the role that Jordanian parents play in determining educational and professional choices for their children, it is essential that parents participate in the career guidance and counselling program at an intensive large scale.

7. CGIU serves as a specialized source for students in the educational stages (KG-12) by providing them with career guidance and counselling programs and appropriate resources and tools commensurate with their age and educational level. )

While the TVET reform program originally focuses on strengthening career guidance and counselling services in the employment departments, Vocational Training Corporation centers and community colleges, many of the initiatives implemented through this strategy can be applied within the educational system (KG-12). In addition to the above-mentioned workshops coming as part of a wider campaign that seeks to build and improve the image of TVET, career guidance and counselling courses will be important for counselors in the school system through the implementation of a series of relevant capacity building workshops. If CGIU can succeed in securing a diploma certification in career guidance and counselling in partnership with a local university, this will be very appropriate for counsellors in the school system. The CGIU’s information exchange center will serve as a resource for promising programs in Jordan, already being implemented, just as those that were developed by ErfKE.

The CGIU will also advise on accessibility to quality programs and applicable models for career guidance and counseling adaptable by the education sector. A relatively small number of services will be rolled out, though in a holistic way. This method will rely on the classroom environment rather than the school curriculum. In this way, a number of contact hours will be spared for delivering classes on career guidance throughout the semesters, provided that it is accompanied, in parallel, by the active support and participation of parents.

8. CGIU should act like a specialized resource of students enrolled in vocational training programs by providing them with career guidance and counselling programs and appropriate resources and tools.

One of the most important aspirations of the Vocational Training Corporation is to improve inputs and review the principles and criteria of enrollment of students in the vocational training centers. It also aspires to change the negative societal perception of work and vocational training through the establishment of working mechanisms with the participation of all relevant parties in training and employment. To that end, it will benefit from the findings of studies, to make a positive advancement in employment conditions of graduates and raise their efficiency in line with the development of the labor market and the introduction of new programs required in the labor market.

CGIU will advise the VTC on accessibility to quality programs and practical application and guidance and counselling models that can be adopted by the education sector.

9. Build partnerships between the educational system and industry to strengthen the active participation of employers at all levels of the educational system.

There are currently several models for building partnerships between education and industry and they seem just to work. Such partnerships are essential for the provision of factual job opportunities for students and can help experiment all types of work and ensure the currency of information about job opportunities in the industry. CGIU will prepare an adequate summary of promising practices in forging successful partnerships and offer such models for use at a large scale.

The establishment of a specialized coordination unit for career guidance and counselling to lead the many initiatives outlined in this strategy is the first essential step in guiding the national strategy for career guidance and counselling to move forward. CGIU will require an appropriate level of funding, full support and partnership with line ministries to provide quality services in career guidance and counselling.

**The strategy has several key elements as follows:**

* The basic guidelines for structuring career guidance in a coherent and coordinated manner.
* Key initiatives that should be carried out within the first five years of the strategy.
* Establish a centralized coordination unit staffed with experts who can implement and follow up on the strategy and action plan.
* Specific and thorough procedures in the area of career guidance services on a number of sites, but those should be run diligently, tested, evaluated and augmented in scope accordingly.
* A more efficient use of local and international best practices in career guidance, including ensuring donor support for promising career development initiatives and mainstreamed access to information and services.
* Train service providers on the provision of broad quality services in career guidance and counselling
* Provide an up-to-date database of vocational education. This database will include data on the number of vocational schools and training institutions, the actual number of students, the number of graduates and the vocational or construction sectors in which these graduates work.
* Perform surveys of the real labor market needs and job opportunities offered in vocations.
* Send a group of vocational school teachers abroad to obtain qualitative training, learn about the experiences of developed countries, transfer expertise locally and train their colleagues.
* Organize annual scientific conferences for students and teachers around themes of career education and training in relation to the labor market and current and future jobs.
* Design curricula for the primary education stage, with the aim of reflecting the Ministry of Education's vision towards enriching the vocational culture among students, encouraging them to engage in work and vocational education, emphasizing the link between education and work, and creating positive habits and attitudes towards it.
* Issue the student's educational guide and distribute it to the tenth grade students in their schools as early as the school year begins. The guide should clearly state the principles of admission to vocational education and the educational and prospective career opportunities after graduation.
* Increase the budget allocation for vocational education to the extent that can boost the educational institution's capability to carry out its duties and achieve its goals to the fullest.
* Open new majors at public and private universities so as to accommodate for graduates of vocational schools wishing to pursue higher education and meet their desired wishes of majoring at the university through the provision of multiple options for students to choose from.
* Introduce the Jordanian Vocation Day in cooperation with the private sector, the Ministry of Education, the Ministry of Higher Education and other stakeholders. On that event, private companies would offer their jobs while relevant public institutions offer vocational education and training by exhibiting the available majors.
* Do more focused work with parents and teachers since they have an impact on the career and educational choices of students.
* Deliberate and clear assessment of all educational and vocational choices, placing special emphasis on changing the negative stereotyped image of vocational and technical work.
* Begin work on the development of a coherent and consistent career guidance and counselling system that is consistent across the various ministries
* Develop a phased implementation plan
* Catering from the outset for sustainability. Good beginnings, at sometimes, are the key to long-term success of strategies. Hopefully, this strategy will afford the support that is required for career guidance and counselling.

**The Operational Action Plan of Career Guidance and Counselling Strategy in Jordan**

**2018-2022**

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| **Action’s Component: Create an operational unit specialized in career guidance and counselling (CGIU) that answers to the Employment and Technical and Vocational Training and Education and staffing it with experts with the mandate of implementing five-year action plan for laying down a solid foundation for the provision of career guidance and counselling services in Jordan.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Timeframe** |
| Create the implementation unit | E-tvet Council | Approve the creation of the unit | Second Quarter 2018 |
| Select and appoint a coordinator for the unit | E-tvet Council in cooperation with human resource experts | Appoint the unit’s coordinator | Third Quarter 2018 |
| Staff the unit with two employees at a minimum | Unit’s coordinator | Recruit employees | Fourth Quarter 2018 |
| Designate an officer at the supervisory level at the Ministry of Labor, Ministry of Higher Education, Balqa Applied University, Ministry of Education and Vocational Training Corporation to cooperate with CGIU in the implementation of career guidance and counselling at the piloted sites. | Unit’s coordinator  Ministry of Education, Ministry of Labor, Ministry of Higher Education/ Balqa Applied University and Vocational Training Corporation | Define the supervisory level at each ministry | Third Quarter 2018 |

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| **Second Action Component:**  **Establish a unified center within the unit to exchange information so as to provide donors and other organizations access to piloted resources and advanced and experimented programs.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Timeframe** |
| Develop a model to become a tool that guides the total services, resources, programs, tools and practices in career guidance and counselling. | The Career Guidance Implementation Unit (CGIU) | Design models and secure their approvals | Fourth Quarter 2018 |
| Develop and launch the website for the exchange of information in the field of career guidance and counselling | CGIU in cooperation with a specialized competent company | Develop and launch the website portal | First Quarter 2019 |
| Develop an outreach strategy and information leaflets on the center’s websites and disseminate them among ministries, organizations and donors who have a stake in career guidance and counselling services. | The Career Guidance Implementation Unit (CGIU) | * Develop an outreach strategy * Develop and distribute the pamphlet * Develop and continuously update a list for distribution | Second Quarter 2019 |
| Develop a protocol to be distributed among donors. This protocol should include a general framework and description of applicable procedures with CGIU’s active participation in career guidance and counselling activities and resources so as to publish them on the website and mainstream their usage. May involve soliciting funding and technical support | Prepare the first draft of the protocol and have it approved and issued by the E-TVET Council. | Develop and issue the protocol | Second Quarter 2019 |

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| **Third Action Component: Develop and adopt a package of career guidance and counselling or skills-building workshops that focus on transitioning in both learning tracks. Or vocational and technical education and higher education tracks The workshops will need to cover the following themes:** **Job search skills including resume writing, skills development that increases employability, women and work, leadership, counselling sessions for fresh students at community colleges, counselling sessions for fresh students at the Vocational Training Corporation and fresh students in vocational education, sessions on career planning and educational tracks planning and vocational decision making for 10th grade students and their parents.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Timeframe** |
| Examine and assess existing practices and services provided in the field of vocational guidance and counseling and choose the most appropriate ones that can be adopted to become part of the career guidance services in the employment agencies, community colleges, schools, and vocational training centers and institutes | CGIU in cooperation with line ministries and with the assistance of a contracted expert | Assessment and testing of the use or designing new workshops for the development of a new service system. | First Quarter 2019-Second Quarter 2020 |
| Develop educational material and manual for the use of vocational counselors and other relevant trailing material to be ready for use in workshops. | CGIU in cooperation with line ministries and with the assistance of a contracted expert | All material of training workshops are ready to use | Third Quarter 2019 |
| Identify a number of pilot sites in all concerned ministries and institutions  and conduct a review of all workshops that have not yet been implemented, including the design of training material for these workshops. | CGIU in cooperation with the piloted line ministries | Finalize consultations with the counsellors in the right way.  Approve a minimum of ( ) pilot centers | Third Quarter 2019 |

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| **Fourth Action Component: Deliver a basic training on career guidance and counselling services to all relevant counselors in the pilot programs at the employment agencies, community colleges, the Ministry of Education and the Vocational Training Corporation. The admission process in the training program will be extended to include more counsellors and individuals wishing to provide career guidance services and ensure partnership with a local university to develop an internationally certified diploma program in career guidance.** | | | |
| **Activities** | **Responsibility** | **Key Performance Indicators** | **Time-frame** |
| Survey the training needs of counsellors to identify gaps in the following skills and competencies: Assess skills needed to increase employability, facilitate learning, provide for fundamentals of career guidance and have counsellors use labor market information. | CGIU in cooperation with line ministries and with the assistance of a contracted expert | Survey the training needs of counsellors in the field of career guidance and counselling | Second Quarter 2019 |
| Use the survey results as a reference tool to review internationally certified programs to determine the appropriateness and feasibility of implementation where possible, and to adopt, review and develop the training content. | CGIU with the assistance of an expert for supporting the design of the training program. | Review training programs to make the required improvements or amendments and finalize programs. | Second Quarter- Third Quarter 2019 |
| Submit the training programs to the International Agency for Education and Vocational Guidance to verify whether or not such programs meet the conditions for accreditation laid down by the agency. | The Career Guidance Implementation Unit (CGIU) | Procure national and intentional accreditation of the career guidance and counselling/ through donors | Fourth Quarter 2019 |
| Accredit a number of Jordanian trainers in career guidance and counselling to offer the training required throughout the implementation of the action plan and the national strategy of career guidance. | CGIU in cooperation with line ministries | Decide on and approve the prospective trainers | Third Quarter 2019 |
| Implement the training program of counsellors at all pilot sites and expand admission to include the maximum possible number of counsellors. | CGIU in cooperation with the accredited trainers. | implement the training programs | Fourth Quarter 2019- First Quarter 2020 |
| Build a partnership with a universities privet or public during the first five years of the implementation of the strategy to cooperate in building the capacity of counsellors | The Career Guidance Implementation Unit (CGIU) | Secure partnership with a local university | 2019 and ongoing |
| **Deliver career guidance and counselling services at employment departments based on the model that is developed by the Ministry of Labor in cooperation with** | | | |
| Build and cement current employment services and select and identify pilot centers | CGIU in cooperation with the Ministry of Labor, directors of the piloted centers and an expert | The refined employment model ready to be used at pilot centers | Third Quarter 2019 |
| Provide pilot centers with all necessities and expand the services model to include self-service, electronic employment system, access to computers, telephone hotline service, classrooms for implementing programs and workshops related to career guidance services in accordance with the approved operating model. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Pilot centers equipped with necessary material | Fourth Quarter 2016- Fourth Quarter 2020 |
| Implement the pilot project and provide specialized technical support during the six-month implementation period | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Finalize and complete the piloted centers and deliver the service to (....) targeted beneficiaries | Second Quarter - Third Quarter 2020 |
| Monitor and evaluate the outcomes of action during the six-month implementation period and prepare a technical report for submission before the E-TVET Council prior to the first expansion. | The Career Guidance Implementation Unit (CGIU) | Submit the technical report to the E-TVET Council and include five departments up to twenty. | Second Quarter - Third Quarter 2020 |
| Modify and develop plans to expand the action model based on the evaluation results to include more employment departments | CGIU in cooperation with the Ministry of Labor | Introduce new employment departments | Fourth Quarter 2020, ongoing |
| Develop an outreach mechanism by using the unit’s website and through the leaflets to ensure that the action outcomes of the pilot centers are known and understood by relevant actors within the Ministry of Labor | The Career Guidance Implementation Unit (CGIU) | Develop and broadly disseminate an outreach strategy | Fourth Quarter 2020, ongoing |
| Expand the work scope to establish additional employment departments in line with the protocols and procedures implemented in the piloted centers. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Introduce new entrepreneurships | Fourth Quarter 2020 |
| **Using the career development center- career guidance and counselling at five community colleges** | | | |
| Draft a proposal and detailed presentation on the implementation of the main themes/components of the Career Development Center at the five community colleges for submission before relevant authorities. | CGIU in cooperation with the Ministry of Higher Education/ Balqa Applied University, deans of community colleges and the director of Al Husn Center for Career Development | Draft an action proposal and presentation  Implement a number of presentations for stakeholders | Third Quarter 2019 |
| Execute cooperation agreements with five community colleges that have the willingness and passion to participate in the establishment of pilot projects in order to provide career guidance and counselling services through working with the colleges to equip the pilot projects sites with all necessities and expand the model of services provided in accordance with the existing model in the Career Development Center in Al Husn. | CGIU in cooperation with the Ministry of Higher Education, deans of community colleges and directors of the piloted centers | Sign agreements with five community colleges | Fourth Quarter 2019 |
| Implement the pilot project and provide specialized technical support during the six-month implementation period | CGIU and heads of the pilot centers | implement the pilot project | Second Quarter-Third Quarter 2020 |
| Monitor and evaluate the outcomes throughout the implementation period (6 months) and prepare a technical report and submit to the e-TVET before the implementation of the first expansion that seeks to include new colleagues in the fourth and fifth years. | The Career Guidance Implementation Unit (CGIU) | Submit the technical report to the E-TVET Council | Second Quarter-Third Quarter 2020 |
| Expand the scope of work for the establishment of a career development center at the selected community colleges in line with the protocol and the operations being implemented in the piloted centers and continue with the follow-up and evaluation procedures to follow up on the work progress. | CGIU in cooperation with the Ministry of Higher Education, deans of community colleges and directors of the piloted centers | Introduce new community colleges | Fourth Quarter 2020, ongoing |
| Develop an outreach strategy through the use of the unit's information exchange website and pamphlets to ensure that the results of the pilot centers are known and understood within the Ministry of Higher Education and Balqa Applied University to ensure that the expansion will introduce new community colleges according to the development model and work protocols. | The Career Guidance Implementation Unit (CGIU) | Develop and broadly disseminate an outreach strategy | Fourth Quarter 2020, ongoing |

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| **Fifth Action Component: Finalize planning for all pilot projects in the selected sites, ensuring the availability of a labor market information system and that online career guidance resources and services are readily available and easily accessible.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Timeframe** |
| Develop a detailed action plan for the pilot centers, which will assist in the selection of sites and identify the steps and operational requirements, including equipment and equipment, and set the time frame | CGIU in cooperation with line ministries, directors of employment departments, deans of colleges and directors of career development centers | Finalize the implementation plan and obtain all necessary approvals | First Quarter 2019 |
| A systematic implementation of all action steps so as pilot projects would become ready within the agreed time frame. | CGIU in cooperation with line ministries, directors of employment departments, deans of colleges and directors of career development centers | Implement all steps within the time-frame | Second Quarter 2019- Third Quarter 2019, ongoing |
| Develop and test monitoring and evaluation protocols to submit reports on the outcomes of the piloted projects. | CGIU in cooperation with experts in the field of follow-up and evaluation. | Finalize the monitoring and evaluation protocols and test them in the field. | Third Quarter 2019 |
| Review and update the current electronic employment system to use the current information available on the website and ensure that all pilot projects have access to up-to-date information. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | The electronic employment system used at all pilot centers | Fourth Quarter 2019 |
| Provide pilot sites (employment departments and career development centers) with necessary resources that can be used by the public in relation to career guidance and employment and provide computers and telephone lines. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Exploration sites are equipped with all the resources necessary to provide self-service telephone lines and computers | Fourth Quarter 2019 |
| Develop an action protocol of information services to be provided by telephone to be used in pilot sites | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Finalize the action protocol | Fourth Quarter 2019 |
| **The sixth theme: Implement career guidance and counselling services at employment departments based on the model that is developed by the Ministry of Labor in cooperation with** | | | |
| Build and cement current employment services and select and identify pilot centers | CGIU in cooperation with the Ministry of Labor, directors of the piloted centers and an expert | The refined employment model ready to be used at pilot centers | Third Quarter 2019 |
| Provide pilot centers with all necessities and expand the services model to include self-service, electronic employment system, access to computers, telephone hotline service, classrooms for implementing programs and workshops related to career guidance services in accordance with the approved operating model. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Pilot centers equipped with necessary material | Fourth Quarter 2016- Fourth Quarter 2020 |
| Implement the pilot project and provide specialized technical support during the six-month implementation period | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Finalize the pilot centers and implement a project in ( ) | Second Quarter - Third Quarter 2020 |
| Monitor and evaluate the outcomes of action during the six-month implementation period and prepare a technical report for submission before the E-TVET Council prior to the first expansion. This should happen before the first expansion to cover five new schools in the third year with an increase of up till twenty departments in the fifth year. | The Career Guidance Implementation Unit (CGIU) | Submit the technical report to the E-TVET Council | Second Quarter - Third Quarter 2020 |
| Modify and develop plans to expand the action model based on the evaluation results to include more employment departments | CGIU in cooperation with the Ministry of Labor | Introduce new employment departments | Fourth Quarter 2020, ongoing |
| Develop an outreach mechanism by using the unit’s website and through the leaflets to ensure that the action outcomes of the pilot centers are known and understood by relevant actors within the Ministry of Labor to ensure that the expansion will bring in new employment departments in accordance with the pilot model and applicable protocols of action. | The Career Guidance Implementation Unit (CGIU) | Develop and broadly disseminate an outreach strategy | Fourth Quarter 2020, ongoing |
| Expand the work scope to establish additional employment departments in line with the protocols and procedures implemented in the piloted centers. | CGIU in cooperation with the Ministry of Labor and directors of the piloted centers | Introduce new entrepreneurships | Fourth Quarter 2020 |
| **Using the career development center- career guidance and counselling at five community colleges** | | | |
| Draft a proposal and detailed presentation on the implementation of the main themes/components of the Career Development Center at the five community colleges for submission before relevant authorities. | CGIU in cooperation with the Ministry of Higher Education, deans of community colleges and the director of Al Husn Center for Career Development | Draft an action proposal and presentation  Implement a number of presentations for stakeholders | Third Quarter 2019 |
| Execute cooperation agreements with five community colleges that have the willingness and passion to participate in the establishment of pilot projects in order to provide career guidance and counselling services through working with the colleges to equip the pilot projects sites with all necessities and expand the model of services so as to include self-service, information exchange system, availability of computers for the use of students, telephone hotline service, classrooms for implementing programs and workshops related to career guidance services in accordance with the approved operating model of Al Husn career development center. | CGIU in cooperation with the Ministry of Higher Education, deans of community colleges and directors of the piloted centers | Sign agreements with five community colleges | Fourth Quarter 2019 |
| Implement the pilot project and provide specialized technical support during the six-month implementation period | CGIU and heads of the pilot centers | implement the pilot project | Second Quarter-Third Quarter 2020 |
| Monitor and evaluate the outcomes throughout the implementation period (6 months) and prepare a technical report and submit to the e-TVET before the implementation of the first expansion that seeks to include new colleagues in the fourth and fifth years. | The Career Guidance Implementation Unit (CGIU) | Submit the technical report to the E-TVET Council | Second Quarter-Third Quarter 2020 |
| Expand the scope of work for the establishment of a career development center at the selected community colleges in line with the protocol and the operations being implemented in the piloted centers and continue with the follow-up and evaluation procedures to follow up on the work progress. | CGIU in cooperation with the Ministry of Higher Education, deans of community colleges and directors of the piloted centers | Introduce new community colleges | Fourth Quarter 2020, ongoing |
| Develop an outreach strategy through the use of the unit's information exchange website and pamphlets to ensure that the results of the pilot centers are known and understood within the Ministry of Higher Education to ensure that the expansion will introduce new community colleges according to the development model and work protocols. | The Career Guidance Implementation Unit (CGIU) | Develop and broadly disseminate an outreach strategy | Fourth Quarter 2020, ongoing |

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| **Sixth Action Component: Support the media campaign aimed at improving the image of the E-TVET sector by working with teachers, parents and students enrolled in the educational system (KG-12) in addition to the youth and adults.** | | | |
| * Develop and implement an awareness raising workshop for teachers on the role they have in influencing the career choices of students and their prospective job opportunities. | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Timeframe** |
| Open discussions on the project with the participation of partners at the Ministry of Education to procure necessary approvals to develop and conduct awareness raising sessions. | CGIU in cooperation with the Ministry of Education | Obtain the required approvals | **First Quarter 2019** |
| Hold meetings with the selected teachers to get inputs for workshops | CGIU in cooperation with the Ministry of Education | Finalize the consultation sessions with teachers | First Quarter 2019 |
| Design awareness raising workshops in cooperation with partners in the Ministry of Education | CGIU in cooperation with the Ministry of Education and an outside expert, if necessary. | Prepare training material for the awareness raising workshops | Second Quarter- Third Quarter 2019 |
| Hold pilot awareness raising sessions for a sample of parents and amend the content based on the outcomes of those sessions. | CGIU in cooperation with the Ministry of Education | Implement the second training phase of awareness raising sessions  Amend the content of training material in light of the outcomes of the first sessions | Fourth Quarter 2019 |
| Draft time schedules for awareness sessions to be conducted in cooperation with the partners at the Ministry of Education and implement such sessions. | CGIU in cooperation with the Ministry of Education | Draft and disseminate a schedule for the awareness raising sessions  Hold awareness raising group sessions | First Quarter 2020 |
| Expand the outreach strategy to include general awareness raising for youth and adults about employment opportunities in various sectors while ensuring the value of the message and the use of vocabulary that will raise the value of technical jobs through the implementation of a number of activities: Job fairs, usage of labels at shopping centers and carry out a social campaign using audio-visual and print media. | CGIU in cooperation with the Ministry of Education and partners | Develop and deploy outreach strategic tools and resources and organize fairs and (.....) awareness campaigns. | Second Quarter 2019, ongoing |
| **Develop an awareness program for students in grades 11 and 12.**  **on the importance of career guidance and counselling services** | | | |
| Deliberate the project with partners at the Ministry of Education and procure necessary approvals for conducting awareness raising sessions. | CGIU in cooperation with the Ministry of Education | Obtain approvals | Fourth Quarter 2018  First Quarter 2019 |
| Hold meetings with groups of the selected parents for deliberations on the sessions’ content. | CGIU in cooperation with the Ministry of Education | Meet with parents | First Quarter 2019 |
| Design awareness raising workshops in cooperation with partners in the Ministry of Education | CGIU in cooperation with the Ministry of Education and an outside expert, if necessary. | Prepare session contents | Second Quarter- Third Quarter 2019 |
| Hold pilot awareness raising sessions for a sample of parents and amend the content based on the outcomes of those sessions. | CGIU in cooperation with the Ministry of Education | Hold awareness raising sessions  Amend the content of training material in light of the outcomes of the first sessions | Fourth Quarter 2018 |
| Draft time schedules for awareness sessions to be conducted in cooperation with the partners at the Ministry of Education and implement such sessions. | CGIU in cooperation with the Ministry of Education | **sessions No.** | First Quarter 2020 |

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| **Seventh Action Component: The unit should serve as a specialized source in providing vocational and career guidance and counselling programs for the educational system (KG-12) by providing them with career guidance and counselling programs, resources and tools commensurate with their age and educational level.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Time-frame** |
| Offer training programs and workshops on career guidance and counselling at the training centers. | The Career Guidance Implementation Unit (CGIU) | Opening registration | Fourth Quarter 2019  First Quarter 2020 |
| Announce the unified center within the CGIU for information exchange and ensure easier use by the counsellors | The Career Guidance Implementation Unit (CGIU) | Announce for the Unified Information Exchange Center | First Quarter 2019 |
| Provide information, accessibility to programs and methodologies for career guidance and counselling at the training centers | The Career Guidance Implementation Unit (CGIU) | Provide information | Ongoing |

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| **Eighth Action Component: CGIU should act like a specialized resource of students enrolled in vocational training programs by providing them with career guidance and counselling programs and appropriate tools.** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | **Time-frame** |
| Offer training programs and workshops on career guidance and counselling at the training centers. | The Career Guidance Implementation Unit (CGIU) | Opening registration | Fourth Quarter 2019  First Quarter 2020 |
| Announce the unified center within the CGIU for information exchange and ensure easier use by the counsellors | The Career Guidance Implementation Unit (CGIU) | Announce for the Unified Information Exchange Center | First Quarter 2019 |
| Provide information, accessibility to programs and methodologies for career guidance and counselling at the training centers | The Career Guidance Implementation Unit (CGIU) | Provide information | Ongoing |

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| **Ninth Action Component: Build partnerships with the industry to ensure its active participation in supporting student enrollment and involvement in the labor market** | | | |
| **Activity** | **Responsibility** | **Key Performance Indicators** | Time-Frame |
| Explore and study such ideas about transitioning from school to work with the purpose of proposing methods and mechanisms for the active involvement of employers. | The Career Guidance Implementation Unit (CGIU) | Propose activities and other events and publish them on the website | Fourth Quarter 2019 |
| Survey and disseminate initiatives of successful partnerships between the educational system and the industry and labor sectors. | The Career Guidance Implementation Unit (CGIU) | Gather initiatives and publish them on the CGIU’s website | First Quarter 2021 |

**List of participants in developing the strategy:**

1. Professor Dr. Hussein Al Chasee/ President
2. Ms. Nadira Al Bakheet/ Vice President
3. Dr. Hussein Al Sarhan/ Balqa Applied University
4. Staff Brigadier General Ahmad Al Khalayleh/ President of the National Employment Company
5. Mr. Khalid Al Gharaybeh/ Civil Service Bureau
6. Dr. Majed Al Khawajah/ Vocational Training Corporation
7. Dr. Ahmad Al Tuweisi/ The National Center for Human Resources Development
8. Mr. Suleiman Al Qaryouti/ Vocational Training Corporation
9. Mr. Marwan Al Mawlah/ Ministry of Education
10. Mr. Fawzi Saleem Abu Fares/ Ministry of Higher Education and Scientific Research
11. Dr. Khuloud Muhammad Al Halahleh / the Economic and Social Council
12. Dr. Muhannad Al Qudath/ Ministry of Education
13. Dr. Tayseer Al Mashakbah/ Media Commission
14. Ms. Ghada Al Fayez/ Development and Employment Fund
15. Ms. Ghada Abu Batnein / Employment Fund and Vocational and Technical Training and Education
16. Mrs. Yusor Hassan/ King Abdullah II Fund for Development
17. Ms. Deyala Karkash/ Luminos Education Group
18. Ms. Lina Shanyour/ Vocational Training Corporation

**General Recommendation:**

**The document is subject to review after four months of the date of launching by the secretariat of the Council and may be used by specialists from donors for the purpose of development.**