**JEI’s Education 4 Employment Program “Tamkeen” Road Map**

**“If we can provide quality education that leads to lasting employment, e4e, we will have done our part in shaping the future of the Arab world. From government to education providers to employers to civil society and to youth themselves, shaping our future is everyone’s responsibility.”** Her Majesty Queen Rania Al Abdullah.

**Research Section**

This section depicts the research done to explore the current situation in Jordan and furbish insight into the theories, practices, and relative information and cases pertaining to E4E in the world, as well as, recommendations that support the process of shaping the design of its road map in Jordan.

The section illustrates the findings from the literature review and meetings done with some of the stakeholders, as follows:-

***Literature review:-***

* Review of back ground material done by the research team at HM's office.
* Review of reports, references, and research papers done by the Program Manager including the following references:-
* "Education for Employment: Realizing Arab Youth Potential"
* Jordan National Agenda Vo. II- Chapter 6/7 – "Education, Higher Education, Scientific Research and Cultural Innovation."
* "Jordan Employability National Strategy."
* "Model Internship Guidelines."
* Policy Report: "Beyond the Curriculum: Opportunities to Enhance Employability and Future Life Choices "
* "Internships: An Employers Guide to Developing an Internship Program."
* " Starting and Maintaining A Quality Internship Program"
* Education Reform for Knowledge Economic Program (ERfKE II) related document.
* The 21st Century Skills.
* Millennium Challenge Report.
* Teach For America.
* World Bank Internship Program
* Internship Programs in Germany "The German Model".

***Stakeholders Meetings:-***

Meetings were held with the following stakeholders:-

* Human Resource Mangers in the following organizations:-

1. Banks: The Housing Bank and Bloms Bank.
2. Industrial Companies: Nuqul Group, Manaseer Group, Tieba Company, Amricana Group,and Hikmah group.
3. IT companies: Globital One, and STS
4. Other Sectors: Scoope Academy, Aspiration Company.
5. Health Sector: Isteshari Hospital
6. Jordan HR Association.

The aim of the meetings was to explore their experience in hiring fresh graduates, the training and the support they provide, and potential Internships opportunities. As well as, sensitize their willingness to work with universities to bridge the gap between the outputs of the academic education and the actual labor market needs.

* Projects and Initiatives related to E4E:-

1. "Community Schools Program" funded by USAID.
2. ERFKE Program.
3. Youth: Work Jordan/IYF.
4. Loyac Program.
5. JEI’s current interns.

The aim of the meetings was to explore areas of potential cooperation and collaboration pertaining to the implementation of E4E.

* Principles of Discovery and Madrasati Schools:-

The aim of the meetings was to discuss their experience with the Interns and their recommendations to improve the impact of the internship program. In addition to, their willingness to integrate the community into their plans and activities.

Based on the above research and consultations, the key findings can be summed up as follows:-

***Findings:-***

* A key challenge that the Arab World has been suffering from for the past decades is the unemployment rate of the youth, who constitute the majority of their population. To a large extent, this is due to the mismatch between the outputs of the education systems and the actual needs of the job market. This has been highlighted in many of the references reviewed, one of which is the World Bank report that stated that" *surveyed private employers tell us that only one third of new graduate employees are ready for the workplace"*.
* There is dissatisfaction among the employers and young graduates, alike, with the inappropriate quality and lack of relevance of both hard and soft skills acquired within the latter education. Reports have shown that employers, in the Arab World, express dissatisfaction with their employees’ language and non-technical skills, which is sometimes referred to as soft skills, cross-functional skills, or “21st-century skills”. On the other hand, the youth in general feel that their education has not prepared them adequately for the job market and it does not lead to better job prospects.
* Lack of cooperation, coordination, and collaboration among stakeholders involved in the educational and economic competency building process of the graduates e.g. public and private education providers, civil society, public sector policy makers and administrators, private employers, and youth.
* The consultations highlighted that the universities and the private sector are interested and are willing to take part in any solid initiative, such as, establishing institutionalized Internship programs, that would bridge the gap between the education entities and private sector which would lead to streamlining of understanding and efforts to upgrade the different university disciplines which would yield more employable graduates that meet the needs of the private sector.
* Lack of academic and career counseling services within the relative educational, labor and youth related entities, which negatively impacts the youth choices and career paths. In its turn, this issue increased the gap between the job market supply and demand, as there is no guidance on skills needed by the employers and on where the employment opportunities lie after graduation.

This challenge is further aggravated by the little or lack of help, the newly graduates receive, in seeking jobs or in preparing for employment. This problem is made all the more acute because there is little or no transparency regarding the job market or employers’ future needs. As well as, the fact that in most countries, students are channeled by their secondary school grades into academic disciplines in which they have no interest in.

* The content and curricula, in some cases, has little or no relevance to the skills and knowledge they will need in their career, and in some cases it is outmoded.

According to the World bank Report, one executive stated, “Even engineers do not have the practical technical knowledge to enter firms... people graduating from schools are not well-versed with updated technologies.”

* A general finding is that employers highly value and seek to employ fresh graduates with good English Language and IT skills; two skills that seem to be lacking or not up to the needed standards.
* The education system inclusive of the curricula, pedagogical techniques, and technology used in education is lagging behind and is not able to neither capture nor match the pace by which change in the business and technology is evolving.
* The concept of Internship in Jordan is still immature whether in Universities or the private sector. There are few programs that include internship component e.g. Loyac, Graduates Internship Program-GIP, and Maharat Internship Program. However, its notable that there are still no clear models, nor there are clear standards that allows for quality assurance. On the same front, the consultation revealed that Banks refrained from accepting interns due to security and privacy issues.
* In Jordan there are more than one database for employment e.g. Ministry of Labor (MOL) database, Akhtaboot, Bayt…etc. However, in general these databases are not linked to Universities and, in the case of MOL, it is not systemically updated nor it is well known.
* Some private sector organizations have their own customized training in which newly appointed employees are enrolled as part of their induction and orientation.
* The consultation with the schools revealed that schools have benefited from the presence of JEI's interns and they are willing to support a more comprehensive and structured internship program that could include service learning and community development component. They have recommended considering motivation schemes for teacher to encourage a more positive engagement.

***Recommendations:-***

Based on the above mentioned findings, below are general recommendations that set the foundation for the E4E main interventions to be outlined in the Road Map section:-

* In order to achieve speed and scale in implementing E4E solutions, it’s recommend to create a systematic and structured enabling environment through facilitating coordination and designing initiatives that involve all relevant stakeholders (public and private education providers, civil society, public sector policy makers and administrators, private employers, and youth). Specific interventions leading to this recommendation and allowing students to experience full-time work placements and internships during their studies are reflected in the Roadmap section.
* Create an engine that builds on the MOL employment database that is linked to the relevant stakeholders, with the transparency and accuracy of its data ensured and scope of its services widened to cover career counseling, mentorship, and internship opportunities. As well as, strategize for its visibility and outreach. Hence, matching the unemployed with employers; education providers with employers; students with education providers; and coordinating employers with their industry peers.
* It is recommended that the university leadership seek involvement from industries/employers to bridge the gap between theory and real life practice. This involvement could take the form of the following:-
* Creating partnership opportunities for student learning in which the students can look to companies for guidance on their graduation projects, case examples, etc,
* Involving those with industry experience in the actual teaching of students.). Their expertise will give the students direct access to industry knowledge and ground their learning in the practical, everyday reality they will face once they have graduated.
* Involving the industry in designing the outline and reviewing the curricula to ensure relevant and up dated curricula that is in line with industry requirement.
  + It is recommended to work with Ministry of Higher Education and relative governmental organizations on streamlining of polices that would set standards and quality assurance measures to ensure comparable standards for both public and private education providers to guarantee that students are receiving education to the right level of skills and with consistent quality.
  + Enforce the integration of life and employability skills as mandatory courses for the different disciplines provided by the different universities.
  + To meet the challenge related to weak proficiency of English language among the university graduate, given the fact that the proficiency of English language is accumulative and starts building from early school years, it is recommended to explore with the Ministry of Education (MOE) the reasons for weakness of the English language and work with them to find long term innovative cost effective solutions.
  + Establish awarding schemes for educators within the (200) targeted school to encourage their positive and full engagement in the designated E4E school related interventions.

**Background**

Jordan Education Initiative (JEI) was created as a pioneer model for developing education, based on fostering ingenuity, utilizing the power of technology and coupling it with proven modern teaching tools to transform the school environment into a cradle of discovery and creativity, allowing Jordanian student to imagine and realize a reality they can grow up into.

It aims to accelerate educational reforms through innovative research, development, and implementation, and further add value to students, teachers, and the education system, and effectively contribute in building a knowledge economy and society.

More specifically, JEI's key objectives are to:

* Improve the development and delivery of education to citizens through effective public-private partnerships that accelerate educational reforms in developing countries.
* Motivate teachers and students to be innovative through the integration of twenty-first century technologies into the educational process in order to accelerate and effectively support educational reforms and develop economic and business models.
* Partner with world class firms and create economic value that leads to mutually beneficial business opportunities and build the capacity of partners for the development of innovative learning solutions.
* Leverage an environment of national commitment and corporate citizenship to build a model of reform and replicate it in other countries in the region.

Stemming from their objectives to improve education for the purpose of employment, JEI has implemented, for several years, many initiatives that aims to enhance the employability of university graduates such as the small scale internship program that was implemented at (100) Discovery Schools engaging on yearly bases (12-16) fresh IT University graduates to provide technical assistance to these schools. Within the framework of the program, the interns receive a package of technical and soft skills training that would later enhance their opportunities and linkage to job opportunities.

Building on the "Education for Employment: Realizing Arab Youth Potential " comprehensive study that was conducted by the International Finance Cooperation /World Bank and Islamic Development Bank in 2011. As well as, the achievements of the current internship program that target the ICT graduates, JEI sought to design an Education for Employment (E4E) Program that brings together all the concerned parties with one aim which is to enhance the employability opportunities of the ICT graduates in specific and the Jordanianyouth as ultimate goal through tacklingthe key challenges presented in the study report, in addition to, the further research and consultations that JEI conducted with this regard.

**Description of the Program**

There are key challenges that prevent youth from gaining and keeping meaningful employment, one of which is the mismatch between the knowledge and technical and life skills that university graduates gain through schools and universities academic systems, and the skills that are actually needed in the growing economic sectors which makes entering the work force and making meaningful contributions to their families and communities more challenging.

To address these challenges, and building on JEI initiatives, JEI will launch an E4E Program to improve the economic livelihoods and social well being of Jordanian youth.

Through the E4E programs, JEI will implement several initiatives that aim at bridging the gap between the education outputs and the Job Market hence improve the life and job prospects of youth in partnership with the public and private sector.

**In specific the E4E objectives are:-**

**Objective 1**: Bridging the gap between education outputs and Job Market through implementing interventions that facilitate the integration of the private sector in the academic system to give the students direct access to industry knowledge and ground their learning in the practical, everyday reality they will face once they have graduated.

**Objective 2**: Preparing the students for employment through interventions that would help them identify their aptitude, make informed academic and career decisions, as well as provide them with Life skills needed to find and retain decent Job opportunities.

**Objective 3**: Assist the respective targeted schools in applying, sustaining, and benefiting from the JEI model, as well as, transferring knowledge and upgrading the quality of IT support through the presence of the interns and JEI capacity building interventions.

**Objective 4:** Transform JEI targeted schools into community hubs that would host, foster and initiate community service initiatives and activities.

**Objective 5:** Creating an employment facilitating engine (database) that improves the quality and relevance of career information materials currently available to support youth, private sector, and academic institutes.

**Objective 6:** Engaging key focal partners in interventions that lead to shaping the education system and practices that correspond to the evolving needs of the Job Market.

**Implementation Section:-**

Based on the research and consultation done, it is lucid, and without any doubt, that addressing the outcome of E4E research recommendations and solutions are complex tasks that require a long and committed journey to make a real difference. No single stakeholder can embark on this journey on its own with any realistic chance of success. Accordingly, what is needed is an approach that brings “all hands on deck,” including private sector.

Hence , the streamlined and collaborative efforts of all key relevant stakeholders including public and private education providers, civil society, public sector policy makers and administrators, private employers, and youth need to be facilitated through an enabling environment that fosters the implementation of initiatives within E4E designated settings and partners.

To that effect, E4E Program together with relevant partners will implement several complementary initiatives in schools, universities, public and private sectors as detailed below:-

1. **Bridging the gap between education outputs and the Job market:**

Initiatives under this track aim to deal with the challenges that the stakeholders have continuously been facing related to the existing gap between the outputs of education and the Job market needs. An issue that has been validated, also, by the research and consultations conducted. The recommended initiatives are the following:-

1. ***Bringing Industry into University Classrooms:-***

This initiative entails bringing into the classroom, of the targeted universities, lecturers with a solid background in the industry i.e. "industry-based lecturers" from the private sector whose expertise can give the students direct access to industry knowledge and ground their learning in the practical, everyday reality they will face once they have graduated.

Such initiative will not only bring lecturers who are knowledgeable of the fast moving subjects of ICT hence giving the students fresh, up-to-date and relevant employment market needs and changes, but it can also mean that students have access to valuable information that will empower them when they are looking for work. In addition, JEI will involve business leader in the initiative so that the students have a role model who has direct industry experience and who can help them relate the theoretical side of their course to real business examples this will give students the opportunity to relate theory to practice and to be well prepared upon graduation for success in the workplace.

As a pilot, it is recommended to start with Princess Sumaya University of Technology (PSUT), with lecturers brought from the private sector such as Microsoft through utilizing Microsoft's Employees Volunteering Program, in which each employee must volunteer for (20) hours per year. In addition to, ICT lecturers from different sectors in Jordan.

As a first step, JEI will bring together PSUT and identified Industry experts to identify and prioritize areas/topics that the intervention of the experts is more in need of. This is done, in light of the private sectors' experience with the newly graduates' deficiencies in skills and knowledge.

Upon agreement, JEI will oversee the piloting phase for a period of two semesters. Upon the conclusion of the pilot phase, JEI will evaluate the experience in terms of practicality and impact, flesh out areas of success to build on, and identify lessons learned to work on improving in preparation for the full scaling within the universities on a national level.

To ensure the buy in from the Ministry of Higher Education (MoHE), JEI will engage the MoHE from the outset through having them participate in the coordination meetings, design phase, and the final evaluation. Upon completion of the Pilot and its evaluation, JEI will facilitate a knowledge sharing event in which PSUT, Industry -Based lecturers, students, and MoHE representatives will share their experience and discuss areas of improvement and perquisites for full scaling. The event will be attended as well by other universities and private sector representatives.

1. ***Bringing Industry into University Curricula:-***

According to the research and the consultation with different stakeholders, there still seems to be a huge gap between the academic institutions that are giving the skills i.e. the universities and the private sector, leading to a situation where skills acquired by the graduates are - incompatible with the needs in the private sector. r. To minimize this gap, it is recommended that the private sector is involved in the curricula revision and development which entails that the universities need to be flexible to involve the private sector more thoroughly in the design and delivery process.

Thus, this initiative focuses on one of the key elements of the educational process which is the design and the curricula of the accredited courses with an aim to support the participation of the industry in tailoring the educational curriculum to better meet the needs of private employers and the roles that students will be expected to fill once they graduate.

And as the market needs and technologies in specific keep on changing almost on a daily basis making it difficult for universities to update their curricula to match the private sector evolving changes. Accordingly, involving the private sector to benefit from their experience by being part of reviewing and developing the curricula will not only enrich the curriculum by providing workplace experience for students it will also ensure that students are getting the relevant and up-to-date information and skills that match the markets needs.

To ensure the effectiveness and practicality, the initiative will be piloted on two ICT courses within a jointly identified discipline at PSUT for a period of one semester with participation of industry based resource people. JEI will bring together the two parties to identify topics/course to be included in the pilot. In their turn, the two parties will be working together to review the outlines of the courses, and recommend changes that make education received more relevant and up to date. The industry- based experts will also revise the curricula used and facilitate inclusion of real life industry cases in addition to eliminating topics or areas that don't serve the pace by which the industry is moving. During the actual implementation of the targeted course, JEI in cooperation with Industry based experts will monitor the delivery of the revised course to ensure quality transfer of knowledge.

Upon conclusion of the Piloting, JEI with MoHE will jointly evaluate the pilot phase and the perspectives of the lecturers and youth will be sought to sensitize the true benefit from and practicality of such an initiative. If proven beneficial, this pilot will set the stage for the inclusion of the industry in the university curriculum accreditation process to ensure and relevancy and updating of the information covered in the curricula given the pace by which the industry is moving.

On the long run, this initiative is expected to cause a number of reforms in the higher educational sector, which will serve to streamline and help the universities to produce graduates with the required skills.

Such an initiative will also make the Industry and its needed competencies the core of the curriculum development process. This will be a win-win situation university students will get relevant skills and the private sector will get a pool of potential employees equipped with the right skills.

1. ***Internship Program:***

There are key challenges that prevent youth from gaining and keeping meaningful employment, one of which is the mismatch between the knowledge and technical and life skills that university graduates gain through universities academic systems, and the skills that are actually needed in the growing economic sectors which makes entering the work force and making meaningful contributions to their families and communities more challenging.

To address these challenges, and building on JEI initiatives, JEI will launch on yearly basis, an-one year internship program to improve the economic livelihoods and social well being of 200 unemployed Jordanian IT University graduates with highest grades with ages between 21-24, living in Amman, Balqa, Zarqa, Mafraq, Ajloun, Jerash, Tafelah, Karak, Ma’an and Aqaba governorates.

This one year program ,which constitutes of (9) months working in JEI targeted schools and three months on the Job training in reputable organizations, seeks to improve the life and job prospects of youth in partnership with the public and private sector. JEI will provide a comprehensive soft and technical trainings packages, coupled with structured mentorship support system, to respond to the high demand for qualified Jordanian nationals to work in IT booming sector. As a result of these activities, participants will be better prepared to join the job market, have successful careers, and become productive citizens in their communities.

In designing and implementing this holistic internship program the lessons learned and recommendations of all concerned parties will be highly considered. With that said, JEI’s model and current internship program will continue to serve as the foundation for the scaling up phase. Based on the lessons learned, the current internship model will be refined and adapted, particularly in the areas of engaging the interns with other trainings and activities such as life skills and civic engagement that will enrich and strengthen their employability skills and enhance their opportunities in securing decent future jobs. As well as, create a platform for them to serve their communities and play an important role in advocating for civic service in the respective communities. On the same front, the program will work on transforming the schools to community hubs through linking the schools to the communities and integrating communities into schools by promoting the culture of alliance building among the different stakeholders.

A summary of the internship implementation model is described below:

1. **Process for selecting the interns, universities and schools:-**

The expansion of JEI’s internship program model into new schools and communities will be done in close consultation with JEI’s core stakeholders and program partners. We expect the Ministry of Education (MOE), Ministry of Information and Communication Technology (MoICT), and Ministry of Labor (MOL) to provide strategic guidance to the internship program, as well as, provide support to build community alliance to ensure community support. To get all involved parties buy in, it is important to involve the universities and the schools in the interns’ assessment and selection process from the beginning. As such, the process for identifying the schools, universities and interns will be interlinked as below:

Selection of the Schools:-

The schools to be targeted are the (100) Discovery Schools and (100) Madrasati Schools that already have JEI model embedded within their systems, distributed among (10) governorates, as follows:

|  |  |
| --- | --- |
| **Governorates** | **Number of targeted schools** |
| Amman | 100 discovery +17 Madrasati |
| Ajloun | 6 |
| Jerash | 11 |
| Mafraq | 6 |
| Zarqa | 11 |
| Balqa | 13 |
| Tafeelah | 3 |
| Karak | 8 |
| Ma’an | 3 |
| Aqaba | 2 |

Selection of the Universities:-

The Universities to be targeted are those:-

1. located within the targeted governorates
2. Have at least one of the following majors:-

* Information Technology (IT)
* Computer Science
* Management Information Systems (MIS)
* Telecommunications
* Computer and Electrical Engineering

1. Have the interest and willingness to take part and support the program.

Upon concluding the selection of the Universities, MOUs will be signed with each university outlining the roles and responsibilities of the concerned parties as well as appointing a focal point to follow up the implementation of the signed MOU. Among the envisaged role of the universities, is the identification of the top candidates from the graduates who are eligible to be enrolled in the internship program.

Selection of interns:-

To kick off the process, and prior to the development of the selection criteria, inclusive of minimum eligibility requirements and the rationale for these criteria, JEI will conduct an awareness campaign to orient and encourage the students to enroll in the program.

As a first step, a Program Application will be issued to invite the interns in the selected communities through the respective targeted universities. Upon receiving the applications, a desk review will be carried out to determine if the interns meet JEI’s minimum eligibility requirements. To that extend, JEI will set up a small task force to come up with an initial list of potential interns according to minimum eligibility criteria. The task force will include 2-3 members of JEI’s internal team. Members of the taskforce will meet with universities, private sector representatives to explain the selection criteria.

For interns that pass the Desk Review, regional selection committees comprised the concerned universities and the private sector representatives operating in that region will be formulated to interview and select the potential interns against certain endorsed evaluation criteria. The final list will be compiled and shared with JEI management for final approval.

In order to conduct the outreach and the selection for the interns, JEI will conduct orientation sessions in the targeted universities, where a brief on the program will be given and the students will have the chance to make inquiries and get direct information and answers. In addition, parallel to the orientation sessions an awareness campaign will be launched to support the program in spreading the messages, and to position the program by using different communication tools that suit the purpose and targeted audience such as posters, ads, social media,……etc.

1. **Capacity Building:**

JEI will take a robust and comprehensive approach to build the capacity of the interns to be able to assume their responsibilities in the targeted schools, as well as, transform the schools into “community Hubs” that are capable of delivering effective and engaging activities in their communities. Consequently, acquire the knowledge and skills that enhances their employability opportunities.

In this regard, the JEI will work with these interns to improve their employability skills, particularly in the areas of life skills, work ethics, and technical related skills. As part of the capacity building interventions, the interns will be assigned specific roles and responsibilities which will be gradually increased during the different phases of implementation. In carrying out these activities, JEI will adopt a shadowing approach whereby JEI’s team will help the interns to co-implement activities through intense coaching and mentoring system.

Moreover, JEI will work closely with the interns to empower them to integrate the community members, mainly parents to transform the schools into community hubs. The design of community activities for each school will be done collaboratively with the school and local community stakeholders to ensure their ownership and involvement in all aspects. As a part of this design, the intern, school staff, and JEI will work together to engage community and build alliances of local stakeholders to support the implementation process.

The process for capacity building will begin immediately after selection of the interns, part of which is a nine months full time internship within JEI schools, (one intern for each school) and three months internship within reputable organizations.

In addition, JEI’s internship approach will also work to empower the schools staff and the lab technicians through engaging them in certain capacity building activities so as to ensure they gain a sense of ownership over JEI activities and be prepared to sustain them.

The process of transferring skills to the interns will be based on “learning by doing” approach and will cover the following key areas:-

1. Employability Training:

The internship employability training is envisaged to include several packages as follows:

**Package One**: Initial capacity building on JEI’s core program areas, model, and monitoring and evaluation. This package aims to help interns understand the goals and objectives of the JEI’s program model and to ensure that they reflect this understanding on their activities. The sooner interns understand what JEI does and how it operates, the sooner they can assume assigned responsibilities and become productive.

**Package 2**: All interns will receive a package of core life skills training to maximize their success in the work place through partnering with specializing reputable programs. This package will be delivered as one package for all interns covering the main core employability lessons: Communication, Team Building, Time Management, Leadership, Negotiation Skills and Conflict Resolution, Problem Solving and Decision Making, Interviewing Skills, CV writing, and work ethics.

**Package 3**: Youth that successfully complete the core package of life skills training will receive technical specialized training. JEI’s specialized technical team will conduct a training needs assessment and accordingly a cross cutting technical training (ex: MIS Training and Cisco Training) will be delivered in addition to a specialized trainings according to the training needs outcomes. Furthermore, and in order to deliver the trainings most needed by the private sector, JEI’s team will consult with the related private sector to get their feedback and perspective on key competencies needed.

**Package 4**: based on the results of the research and consultations, and to meet the English language deficiency highlighted by the private sector, the interns will receive Business English training as a pilot to explore the practicality of the intervention.

1. Community Service:-

An important finding from the implementation of employability program was that many youth were unmotivated because they felt that they were passive recipients of a service rather than engaged participants.

As such, all graduates participating in the internship activities, and upon receiving a specialized training in this field, will be asked to carry out voluntary activities in their communities, either through the targeted schools or the local entities affiliated with JEI goals by utilizing their time after school working hours in activities that enhance their attitudes, and skills and help them in becoming more actively engaged in society.

Within the community service aspect of this initiative, (10) schools will be selected to pilot the Project Learning Program implemented by (PMI) which is an instructional methodology in which primary and secondary school students learn important life skills by doing actual projects. Students apply core academic skills and creativity, along with age-appropriate project management knowledge, to solve authentic problems in real-world situations. All this with an aim to have students gain essential 21st century skills through a project learning approach.

To embark on this Program, ten interns will be trained on this model and transfer the knowledge to the 10 piloted schools by coaching the students to implement projects that aim at improving the learning environment and enhance the community integration.

1. Schools as Community Hubs:

Building on the Intern role in volunteering and encouraging the design and implementation of community service and voluntarism activities, and benefiting from CMP and ERFKE Programs achievements, JEI's capacity building for the schools and interns will pave the way to transforming the schools to “community Hubs” that provide safe and youth friendly spaces to carry out community services such as sports and recreational activities, training workshops, and IT supporting services utilizing the developed infrastructure for these purposes.

JEI will focus considerably on the transfer of knowledge and building the capacity of the schools to play the role of “community hubs” identifying and mobilizing existing services and resources in the community to make them more accessible to the community.

Accordingly, the interns will be engaged in and requested to implement volunteerism activities as a first step towards empowering youth to take responsibility for their lives and improving their economic livelihoods. This will allow the interns to apply the skills they have learned in the classroom to real life situations such as leadership, communication, negotiation and project management skills by training them to become life skills and project management trainers that are able to train the students, teachers and the their targeted communities. In addition, the main voluntarism activities will be built on the IT skills the interns are gaining throughout the program by training the communities on the applications and solutions that will improve their life being , utilizing the schools IT infrastructure after schools hours, civil society platforms and the knowledge stations.

In addition, the voluntarism activities the interns will carry -are going to focus on engaging and targeting schools dropout with an aim to enhance their opportunities to go back to the education system. All the above model will be reflected on the interns job description in order to structure and organize the implementation process.

1. On the Job Training:

In order to enrich the experience with the private sector cooperate environment, the interns will be placed for a period of 2 – 3 months at reputable organizations which will be identified through JEI team and their partners.

This internship will give them the opportunity to receive more specialized technical assistance and training in line with the clear terms of engagement that will be agreed upon between JEI and the concerned organization.

1. **Interns’ Engagement and Motivation Strategy:**

To ensure quality implementation of the internship activities and in order to motivate interns, JEI will establish a Motivation Strategy based on awarding schemes that are linked to Interns performance appraisals that take into consideration their managerial and technical capacity to achieve targeted outcomes.

JEI will do quarterly performance assessments for the interns thus giving them the chance to receive feedback and guidance on their performance allowing them to make the improvements and adjustments as needed.

For transparency purposes the award conditions and evaluation criteria will be shared with the interns at the beginning of the program. In addition, the evaluation results will be linked to the following categories:

* First winners: Two to three Master Degree Scholarships.
* Second winners: Three MSCE training scholarship.
* Third Winners: (1000) JD for each winner.
* Fourth winners: Three laptops.

In addition, the Award could be under her Majesty recognition and will be announced at the celebration/graduation ceremony that will take place at the end of the program.

1. **Teachers' Engagement and Motivation Strategy:**

Again, to ensure quality implementation and full engagement and buy in of schools' principals and teachers, JEI will establish a Motivation Strategy based on awarding schemes that are linked to criteria related to the principals and teachers collaboration as well as their managerial and technical capacity to achieve targeted outcomes.

For transparency purposes the award conditions and evaluation criteria will be shared from the outset. In addition, the evaluation results will be linked to the following categories:

* First winners: Two to three Master Degree Scholarships.
* Second winners: (1000) JD for six winners.
* Third Winners: Ten recognition letters.

1. **Mentorship and supporting system for the interns:**

JEI will design and develop a mentorship system that links experienced mentors with the targeted interns, with an aim to help interns and give them guidance that would improve their technical skills, life skills, and attitudes. As well as, support the development of the interns’ leadership and decision making skills.

Based on a selection criteria, JEI will work on identifying experienced mentors who will be mainly from the targeted communities to ensure cultural relevance and comprehension, accessibility (closer to interns in proximity), as well as, understanding of the challenges that they might face.

Furthermore, JIE will conduct a one-day mentors’ training/orientation session on JEI internship program methodology and process. JEI, together with their partners, will match the mentors who will have clear job description with the mentees. In order to ensure quality implementation, JEI will develop a communication protocol where the mentors will meet with mentees on bi-weekly or monthly basis. Moreover, mentors and JEI will meet on quarterly basis to follow on mentees engagement and to assess challenges and issues, in order to address them in coordination with JEI as quickly as possible.

1. ***Round Tables Discussions***

In order to facilitate and sustain cooperation between the Academia and private sector thus ensuring the proper implementation of interventions that aim at bridging the gap between the output of education and the labor market needs. As well as, improving the education systems in a way that achieve all parties’ benefits; and ensuring continuous collaboration that fosters private sector competitiveness in general and the ICT development in specific. JEI will facilitate bi monthly round tables discussions between universities and private sector leaders. The aim of these meetings will be bridging the gap between the two parties on several components such as curricula needed updates, future Job market needs, …… etc .

To insure sustainability of such meetings, JEI will establish a technical working group (TWG) headed by MOHE and comprises of representatives from the private sector, and universities. The TWG will follow on conducting the meetings and coordinate the implementation of the points agreed upon between all parties. The TWG will also be responsible for assigning the purpose and topics of each roundtable discussion upon consultation with the concerned parties.

1. **Preparing the Students for Employment:**

For students to be more Employable they need services that foster their gaining of knowledge, skills, and personal attributes that make them , more likely, able to , secure and succeed in their chosen occupations and career paths, hence benefiting themselves, the workforce, the community, and the economy.

Initiatives within this track are recommended to respond to the lack of guidance and non technical skills that the students are receiving during their academic years in schools or universities.

Within this framework, the research and consultations conducted, revealed the importance of having proper career preparedness for students from an early stage as of secondary schools.

1. ***The Career Counseling***

Across Jordan there are currently few sources of reliable information about the nature and availability of jobs, future demand, the skills required for employment, internship opportunities, and the various training options and opportunities. Without such transparency it is very difficult for young people to make appropriate decisions about which education choices will best help them secure employment upon graduation from schools or university.

Although the Career Counseling is the back bone that shapes the future of the student, unfortunately the concept of career counseling in Jordan is still new and not well developed

Based on the professional counseling, they receive from the career counseling; the students can make informed decisions and better manage their expectations towards what they want to do in life. This would help them better plan and mobilize their efforts and resources to achieve their goals. To achieve this level of awareness, career counseling must be implemented on both secondary schools and Universities levels.

1. Career Counseling in schools:-

Planning a career is very important; however teenage students in secondary schools are often confused and lack direction. Without proper guidance, the majority do not seem to know what to do or where to go, as it is obviously very difficult for them to choose an educational path that will help them achieve their career goals. This is where the career counselor steps in. Career Counseling in secondary schools is very important because with the help of trained counselor and some scientifically designed tests, students might be able to gain a good idea of where their educational talents and career aspirations lie.

Students in Jordan are basing their academic and career choices on the information they receive mainly from friends and relatives. For that reason, the counselors can play a very important role in identifying the student's area of interest. , they are the ones who can test the students’ aptitude and advise the students and their parents about the field that their son/daughter will be able to do better in.

It is at secondary school that a student confronts his/her very first career choice when in tenth grade he/she needs to decide between science, literary, and vocational streams. Accordingly, career counseling at the secondary schools is the platform where students explore their life choices. Therefore, secondary school students should be provided with appropriate career counseling so that they can make informed decisions about their higher and professional studies.

To that end, JEI will build the capacity of a number of secondary school counselors within targeted schools using Yad and Madrasati program Career Counseling Manual that was developed in coordination with MOL, targeting secondary school students and currently administered by Ministry of Labor. In addition to the manual, JEI will provide the counselors with automated aptitude test to be used for identifying the interest and competencies of the students which would make them better sensitize their areas of strength which could drive their decision towards the stream they want to enroll in.

The highlight of this initiative is that the counselors will be linked to a professional engine that will be created to match between supply and demand in job market and shows the trend in the market (More information on the engine will be shared in Section …..). Such an engine would help the counselors, students, private sector, academic institutions, and policy makers to take informed decisions.

1. Career Counseling in universities:-

To support the university students to make appropriate choices, JEI will facilitate the establishment of a career counseling center at Students Affairs Dean in PSUT as a pilot.

The purpose of the center is to provide up dated information to the students pertaining to their academic and professional development. The carrier counseling center will provide the students with information on available opportunities pertaining to Jobs, Internships, and training. As well as, coach the students through the process of CV and cover letter development, and interviewing techniques.

The center establishment will be preceded by a training on the Al Manar University level carrier counseling manual for concerned employees and will be supported by an engine that will also include virtual services such as job searching techniques, mock interviews, CVs and cover letters, mentorship, job and internship matching….etc.

The piloting will be implemented for a period of one year, after which, JEI will conduct an evaluation to identify successes and areas for improvement in preparation for full scaling.

1. ***The Life Skills***

Life skills complement hard skills, where good hard skills alone are not necessarily enough anymore to be a first choice when it comes to hiring. Life skills are essential for the job interview itself such as good communication skills and are invaluable once employed. The success story of graduates who master life skills continues because of much better career opportunities.

One of the key challenges that stemmed out form the research and consultation conducted is that education received by the students does not properly nor necessarily provide them with the skills they need for life and employment. Many employers have expressed their dissatisfaction with the non technical (Life) skills that the graduates have. They have stressed out that these life skills are as important to them as technical skills, if not even more important as technical skills get the graduates the job but it's their life skills the keeps them in the job. Hence, it is imperative, if better employment opportunity is sought for the youth, to design initiatives that introduce Life Skills courses or scale up existing ones within the academic disciplines offered by the universities.

To that end, JEI will be identifying potential Life Skills service provider who is currently working or is interested to work on delivering Life Skills courses at PSUT, as a pilot. Upon identification of the service provider, JEI will foster cooperation between the two parties to identify means to integrate life skills as accredited courses within the academic disciplines offered by PSUT in cooperation with MoHE.

As a first step, the initiative will be piloted for one year. In parallel to the Piloting, and to institutionalize Life Skills delivery within PSUT, a relevant Life Skills manual that cover the core life and employability skills will be identified and instructors from the university will be trained on it and coached as Life skills instructors to ensure that key elements (Material and instructors) of institutionalizing Life Skills courses within the university are available.

1. **Creating an Employment Facilitating Engine:-**

The demand for employability services in general and career counseling services in specific are exceeding the available supply and services in Jordan. More flexible and creative delivery methods, including the use of ICT have great potential to match the demand. Improving the quality and relevance of career information materials currently available to support youth, private sector, and academic institutes is an ongoing challenge.

At present, there is a major gap between the collection of labor-market information and its transformation into usable learning material for career counseling. Some industries face skill shortages. Often young people and adults know very little about these shortages. There is often a lack of collaboration between different stakeholders, and in particular between education providers and private sector, in providing and sharing career information. The lack of such collaboration results in a failure to disseminating information on the available jobs, information on education and training options and pathways, and information on labor market supply and demand.

In rapidly evolving changes, traditional tools or solutions might not be as effective as they used to be in past decades. The more complex and interlinked challenges pertaining to employment are the more the need to invest in and use technology to create more viable tools and solutions. Hence hi -tech solutions become a necessity not sheer leisure.

As mentioned above, one of the core elements that are increasing the gap between supply and demand is the lack of updated information and linkages between the concerned parties which make matching between job providers and seekers difficult. To face this crucial issue, and to make use of technology, it is recommended to create an engine that would facilitate for job, internship and training matching opportunities. Specially that, in Jordan there are already databases that attempt to do the matching between supply and demand. But these data bases neither are up –to- date nor are they interlinked.

The recommended engine would be built on the already existing MOL database and is envisaged to be hosted at MOL to provide the below services:-

* Matching between job providers and seekers.
* List internship opportunities.
* List trainings, workshops, and seminars.
* Virtual consultation on CV writing.
* Mock Interviews (Interview Simulation).
* Virtual mentoring and coaching.
* Discussion platform for technical and employability purposes.

To that effect, JEI would facilitate the collaboration and cooperation among the parties who needs to be engaged to ensure the successful operation of the engine such as MOL, MoHE, Private Sector (Chambers of Industry and Trade), Indentified mentors and coaches..etc. Such similar engine can be seen on the following links:-

<http://goldpass.umn.edu>

<http://www.casequestions.com>

1. **Engaging Key focal Partners**
2. **Engaging the Private Sector**

The private sector stands to benefit significantly from their involvement with JEI’s E4E program, as the Program will produce better trained and better equipped employees who will be ready to build a long term relationship with employers. Such involvement will also improve private sector companies’ images and fulfill any Corporate Social Responsibility goals or plans.

With regard to the private sector, JEI aims to encourage more investment in the creation of job, internship, and training opportunities for the targeted university graduates. In order to do so, JEI will work with the private sector to create a better understanding of the challenges that new graduates face in the workplace, and to encourage networking, communication, and collaboration with universities to minimize the gap between the actual labor market needs and the theoretical education the students are receiving.

A major focus will be on leveraging support from prospective private sector to refine, grow and scale the program though cash and in kind contributions from both local and international organizations. Cash and in-kind leverage contributions at all levels will be sought from private sector entities and government institutions as well as civil society organizations offering complementary programs or services and/or donations of space or expertise.

JEI will involve the private sector in its Program in five main ways:

* + - **Bring the industry to universities:** JEI recognizes that producing quality graduates can only be achieved through having the industry brought into the academic stream through engaging the private sector in the delivery of academic courses or taking part in reviewing and developing the curricula. This increases the opportunity of having graduates who, to a certain extent, can better meet employers’ needs and respond to current industry standards.
    - **Create Internship opportunities**: Through its partners, JEI will work with the private sector on identifying and designing internship programs within their organizations that would, on one hand, give the interns the opportunity to apply their knowledge in real world environment, and on the other hand, develop skills which would help them secure and maintain decent jobs.
    - **Leverage:** JEI will set forth a plan to encourage the in kind and cash contributions from their network of private sector organizations that would include funding or delivering technical training for interns. In addition to adopting a number of candidates involvement in the program through covering their enrolment cost.
    - **Create Job opportunities:** JEI will work with the private sector to job place the interns who have successfully completed the Program, either within the hosting interns’ organizations if possible or in organization which are seeking qualified young employees. As well as, support the engine through feeding into it available job, internship, and training opportunities.
    - **Mentoring:** JEI will work on identifying experienced mentors who will play a main role on supporting the interns throughout the internship program and support the engine through virtual mentorship.

To encourage and motivate the engagement of the private sector with the program, an awarding "Certificate of Appreciation" scheme "Private Sector Ambassadors". For transparency purposes the awarded certificate conditions and evaluation criteria will be shared with the relative private sector at the beginning of the program. In addition, the evaluation results will be linked to the following categories:

* Gold: Provide at least (10) job opportunities and /or secure (10) internship opportunities and/or contribute in kind or cash the amount of (50.000) JOD.
* Silver: Provide (6 - 9) job opportunities and /or secure (6 - 9) internship opportunities and / or contribute in kind or cash the amount of (35.000 - 49.000) JOD.
* Bronze: Provide (3 - 5) job opportunities and /or secure (3 - 5) internship opportunities and / or contribute in kind or cash the amount of (15.000 - 34.000) JOD.

1. **Engaging Ministry of Education (MOE):**
   * + **Supporting the Career Counseling in Schools**: as mentioned above, career counseling is of best impact when carried out in schools to help guide and inform the decisions of the students, in provision of their aptitude and interest, towards the streams they want to enroll in and later on the specialization they want to apply for in the higher academic institutions.

With that said and to be able to embark on the recommended career counseling initiative mentioned above , JEI needs to seek MOE support in piloting the initiative within the secondary targeted schools utilizing the counsels in these schools, as well as , evaluating the experience upon which full scaling can take place.

* + - **Supporting Schools role as "Community Hub":**

As mentioned above, one of the envisaged roles, of the targeted schools, that JEI will be facilitating through the proposed Internship Program, and will be seeking MOE support for is to become a "community hub" which entails that schools put their facilities under the service of the community after school hours, design and oversee, in cooperation with the community, after school activities that target the community, and facilitate the piloting of the Project Learning Program implemented by (PMI).

1. **Engaging Ministry of Higher Education (MoHE):**
   * + **Providing the Legislative Support:**

This is envisaged through legislative support for the piloting of Life Skills in PSUT and later on the full scaling at PSUT and other Universities, support for the establishment of the Career Counseling Centers and the employment facilitating engine (database), and support for integrating the industry into the universities through engaging them in the curricula and delivery of lectures.

1. **Monitoring and Evaluation**

In close coordination with JCODE M&E team a Monitoring and Evaluation Framework (M&E Framework) will be developed that will be used to assess progress towards the program overall goals and outcomes.

In addition, JEI will work on identifying and developing the data collection instruments, the process and timing of data collection, data verification procedures, roles and responsibilities of different JEI partners, as well as overall management approaches, analysis, and reporting. JEI will report on M&E data on a regular basis. While full reporting will be done at the end of each year, interim reporting on a quarterly basis will be done to ensure that the program is on track.

In addition, in order to share the new program experience with all interested stockholders, JEI will compile, synthesize and document findings collected through field based monitoring and capacity building activities to help the Jordanian government and any interested party to replicate such intervention and model in the future.