



SUPPORT FOR SPECIALISED  
EMPLOYMENT & PROFESSIONAL  
TRAINING IN JORDAN

**AIM** The Programme aims to improve employability and the livelihoods of youth in disadvantaged communities through:

- 1 offering career counselling, training and on-the-job education, in particular in peripheral communities, as well as
- 2 support to small local specialised training providers through capacity building and promotion of business skills.

**END BENEFICIARIES**

**YOUTH AND YOUNG ADULTS**

who live in peripheral areas with limited existing training and job opportunities (youth from disadvantaged communities - YDCs). They share the following characteristics:



<p><b>Live in a peripheral location</b> (outside of West Amman's city centre): Rural, urban outskirts, smaller cities</p>	<p><b>Keen on contributing towards the household income</b></p>	<p><b>(Mostly) not the main breadwinner in the household</b></p>	<p><b>Skilled</b> (interest and/or previous formal or informal experience)</p>	<p><b>Actively seeking employment and/or training or self-initiated</b> in some way</p>	<p><b>Face obstacles to accessing professional training and certification,</b> due to budgetary constraints or absence of training providers in their area, and/or mobility issues</p>
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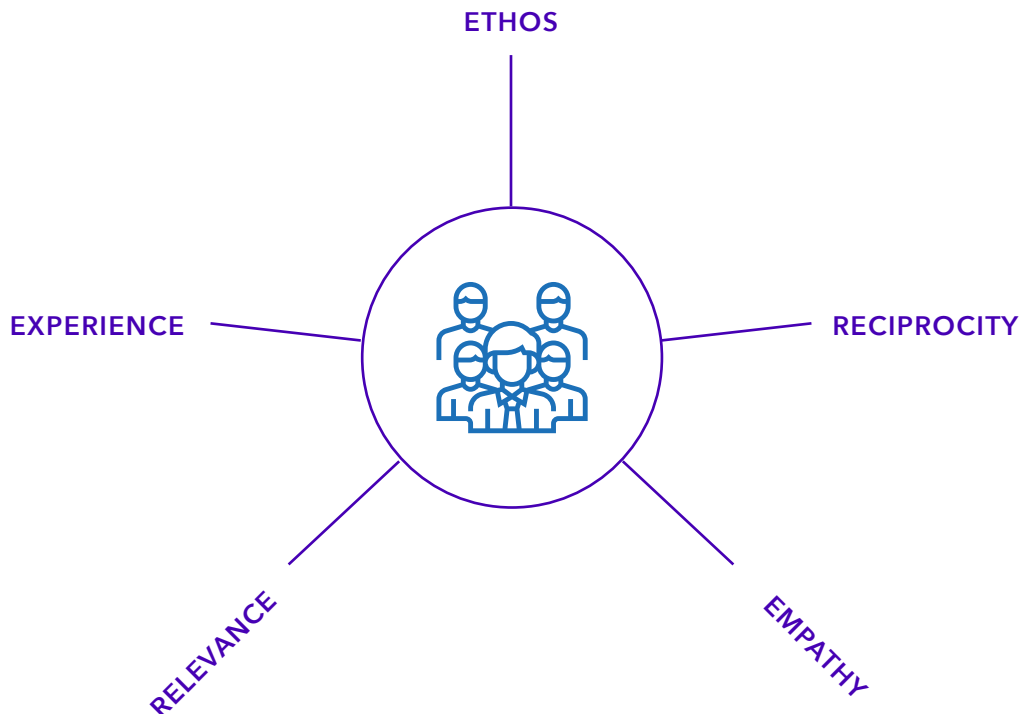
## PURPOSE OF THE PROGRAMME

The Programme shall amplify impact by creating synergies between individual projects funded by DROSOS FOUNDATION and by offering opportunities for collaboration and complementarity.

## INTERMEDIARY BENEFICIARIES

### LOCAL ORGANISATIONS

adhering to the five foundational values of the programme - i.e. reciprocity, relevance, experience, empathy and ethos - that are committed to further developing their capacity and offers in the fields of career counselling, training and linking youth from disadvantaged communities to the labour market and that are seeking to become more self-sustainable.



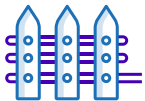
## PROBLEM STATEMENT

Many young people in Jordan, especially marginalised youth in peripheral areas, face challenging socio-economic conditions and find themselves stuck in minimum-wage jobs for low skilled labour. Some reasons for this are:

- 1 Many were not able to complete any training or get higher education because of a combined lack of availability of local offers, of funds to finance it, and of transportation, and in addition to family usually not being supportive.
- 2 Others have obtained a degree but cannot find work in their field and often lack soft skills necessary for succeeding in a work environment.
- 3 Many young people seem unaware of alternative career opportunities.

## OBSTACLES

A clear gap has been identified in the provision of a holistic package of education and training, especially for young men and women from disadvantaged communities (YDCs).



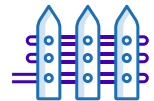
**THE LACK OF A REAL PORTFOLIO OF HIGHER EDUCATION AND TRAINING**, especially in technical and vocational education, leaves many talented, ambitious and driven young people forced into minimum-wage and low-skilled jobs.



**THE EXISTING TVET SYSTEM, A RECIPIENT OF A LOT OF DONOR DEVELOPMENT FUNDING, IS STILL IN NEED OF SUCCESSFUL REFORM.** Graduates seem to be mainly going to QIZ jobs where they are still in the minimum wage category.

## PROPOSED SOLUTION

On-the-job training, certification, soft skills training and career guidance services are among the elements that require further attention to ensure that labour market integration measures in the vocational field are more sustainable and lead to a real improvement of the beneficiaries' socio-economic conditions. DROSOS FOUNDATION seeks to support local organisations active in this field through a long-term programme of intervention and support to amplify impact for YDCs, to increase the independence and self-reliance of the organisations, and to ensure networking and peer-to-peer support for achieving high quality services among the participating local organisations. The programme aims to achieve this through a three-dimensional model covering nine elements (3x3x3 model): 3 pillars of support, 3 approaches of intervention, and 3 sectors of investment.



**THE EDUCATION SYSTEM DOES NOT SUFFICIENTLY PREPARE THE YOUTH FOR ENTERING THE JOB MARKET**, and there is a lack of awareness among youth of those sectors that experience economic growth, existing job profiles, and requirements to enter existing professions.

## PROGRAMME HYPOTHESIS

Accessible, affordable, and relevant technical, business and soft-skills training in specialised fields offered by well-supported local organisations,

in addition to effective alternative career counselling, allows young men and women from disadvantaged communities in Jordan an opportunity to jumpstart or advance their careers

through locally available sustainable work that will contribute economically to their households.

What the local scene needs and is missing are locally driven sound technical solutions and models that have the following characteristics:

Provide certified training courses

Based on accurate and relevant market driven skills that are wanted by employers (including applied (vs. theoretical) experience)

Have strong links with potential employers to cut out the information lag

Well embedded in the communities

Technically sound

## PROGRAMME

# ASSUMPTIONS

Careers in vocational training can offer jobs and/or opportunities to generate income through employment and self-employment.

When school or university students have access to a broader knowledge of job profiles and career prospects (through career counselling), they can make a better-informed choice about the education they wish to pursue.

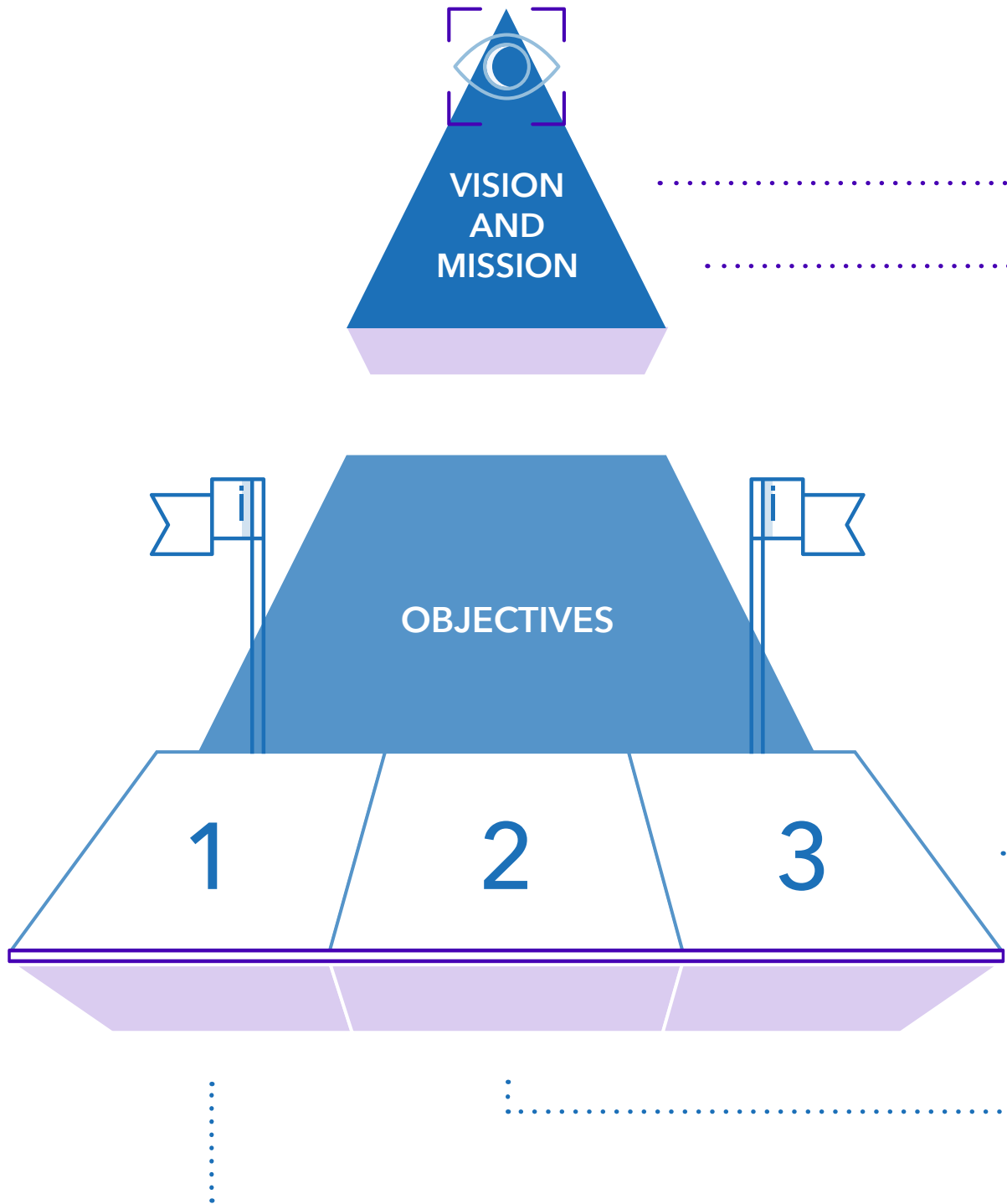
Addressing mobility issues through facilitating local training and job placement opportunities and/ or providing transportation solutions will contribute to employment and job sustainability.

Receiving training and holding a certificate for a recognised job profile has the potential of improving the working conditions for graduates in future jobs.

Establishing recognised job profiles and necessary practical experience can contribute to increasing the value of on-the job experience obtained during practical training.

Unemployed youth outside of large cities/and or in underserved parts of larger cities are eager to obtain certified technical and soft-skills training in niche fields that offers employment/work opportunities.

Practical vocational training (before being employed) or on-the-job training (while being employed) can decrease the problem of holding a certificate without having practical knowledge and work experience.



To support efforts that research, provide information on and promote **SPECIALISED CAREER OPTIONS** or alternative employment for young people, especially in traditionally less visible or sought-after vocational and/ or creative sectors.



**YOUNG JORDANIANS FROM DISADVANTAGED COMMUNITIES**

able to actively contribute to improving their socio-economic status, and that of their households, improve their own work prospects, and play an active role in their communities.

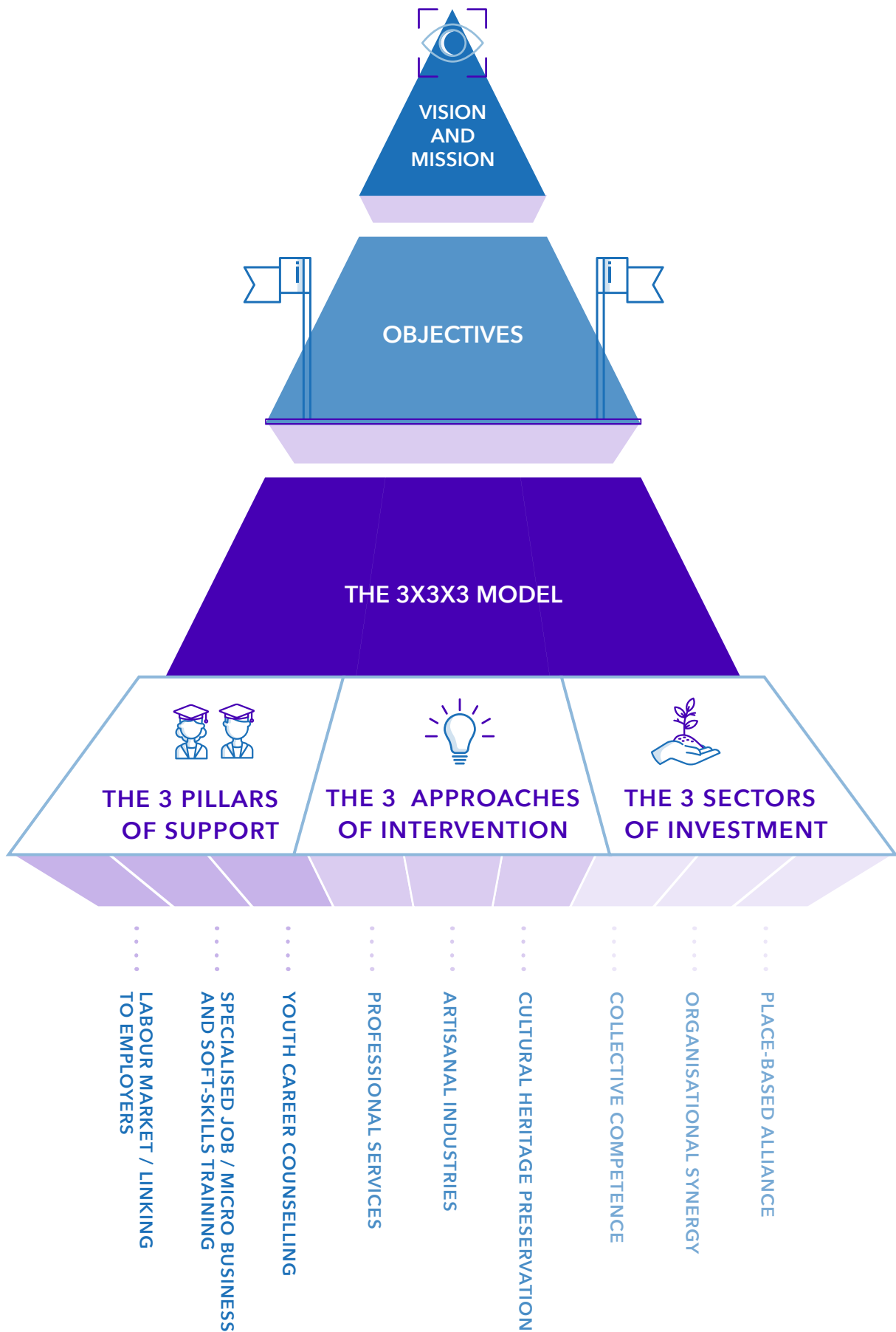
**ACCESSIBLE, AFFORDABLE AND RELEVANT TECHNICAL AND EXPERIENTIAL SOFT-SKILLS PLACE-BASED TRAINING IN SPECIALISED AND VOCATIONAL FIELDS,**

offered by local organisations supported by DROSOS, coupled with effective career counselling, which will provide youth in disadvantaged communities (YDCs) in Jordan with a route through which they can establish or advance their careers in a sustainable and local manner.

To support efforts that assist qualified **LOCAL TRAINING PROVIDERS** through capacity development and the promotion of business skills to ensure quality of service provision, sustainability and continued impact as social enterprises.

To support efforts that provide **FINANCIALLY AND GEOGRAPHICALLY** accessible soft-skills, technical and business skills training in niche and specialised employment areas, as well as on-the-job support to youth from disadvantaged communities.

# THE 3X3X3 MODEL



# THE 3 PILLARS OF SUPPORT

The programme tackles three areas to achieve the following PROGRAMME OUTCOMES:

## 1 YOUTH CAREER COUNSELLING

Young women and men in disadvantaged communities have acquired professional skills and are enabled to make better-informed career choices.

Strengthening entrepreneurial skills and employability of youth through training, mentoring and career guidance, with the following components:

- 1 Online and offline career counselling
- 2 Outreach to youth to promote career guidance and match skills and passion with job profiles
- 3 Community-based efforts to change job profile mindsets
- 4 Awareness on career opportunities in technical/non-traditional jobs to YOUTH IN DISADVANTAGED COMMUNITIES



### PROGRAMME ACTIVITIES FOR THIS PILLAR:

A mapping of alternative, specialised and niche career options.

## 2 SPECIALISED JOB / MICRO-BUSINESS AND SOFT-SKILLS TRAINING

As a result of completing the training, the youth demonstrate competitive skills to work as professionals, either employed or self-employed.

Small businesses or training providers in decentralised areas will be supported and strengthened to be able to provide certified, applied training in niche industries to young adults in their communities, which can lead to employment or opening a micro-enterprise in the same sector. This approach includes the following components:

- 1 Provide technical/ tailored training in the professions that can be covered by partner organisations in this Programme
- 2 Dismantle cultural barriers to entrepreneurship
- 3 Specialised technical and softs skills training
- 4 Provide entrepreneurship training to help youth prepare themselves for self-employment



### PROGRAMME ACTIVITIES FOR THIS PILLAR:

Technical and soft-skills training needs assessment in selected sectors, including a mapping of micro-business' and professional services' local market needs, and a mapping of the B2C and B2B potential and related training requirements.

Assessment of existing (vs. perceived) cultural barriers to micro-entrepreneurship.

## 3 LABOUR MARKET / LINKING TO EMPLOYERS

Businesses employ graduates or buy services from newly established businesses of graduates.

Establishing linkages between employers in local communities and young people seeking employment by working to make employers aware of the training quality and potential skills of graduates, as well as the importance to offer acceptable work conditions, as well as encouraging businesses to buy services from newly established businesses of graduates. This approach includes the following components:

- 1 Supporting database creation for job offers, pool of candidates per sector
- 2 Promotion of specific employment sectors



### PROGRAMME ACTIVITIES FOR THIS PILLAR:

Assessment of existing (vs. perceived) cultural barriers to micro-entrepreneurship.

Specialised skills forecasting.

Collectively and through a positive track-record, the environment also shifts and authorities are more supportive of and promote local solutions to combat youth unemployment in disadvantaged communities, especially in vocational and niche/specialised areas.

These efforts actively encourage and assist youth to gain confidence in themselves and their capacities and in the value of training and economic independence and this motivates them to take on responsibility in their communities (youth are confident of their competencies and have a feeling of responsibility towards their communities).

This in turn means that the number of young people in decentralised locations who obtain certified training and have access to employment in their profession increases. They are aware of a larger range of options they have to build their career/earn an income. They find work close to their community and contribute to the household income. The training provider offers on-the-job training the cost of which is partly covered through fees for service delivery.

# THE 3 SECTORS OF INVESTMENT

## 1 CULTURAL HERITAGE PRESERVATION

Cultural Heritage is an expression of the ways of living developed by a community and passed on from generation to generation, including customs, practices, places, objects, artistic expressions and values. Cultural Heritage is often expressed as either Intangible or Tangible Cultural Heritage (ICOMOS, 2002). Cultural Heritage can be distinguished in:

- Built Environment (Buildings, Townscapes, Archaeological remains)
- Natural Environment (Rural landscapes, Coasts and shorelines, Agricultural heritage)
- Artefacts (Books & Documents, Objects, Pictures)

In this context, this includes:

- 1 Heritage and ecotourism
- 2 Site management/preservation
- 3 Cultural practice preservation and exchange

## 2 ARTISANAL INDUSTRIES

This refers to any items made in a traditional way by someone who is skilled with their hands, including:

- 1 Food production
- 2 Handicraft production
- 3 Traditional skill preservation or regeneration

### 3 PROFESSIONAL SERVICES

This includes maintenance or other service professions that do not require a university degree including (but not limited to):

- 1 Electrical
- 2 Plumbing
- 3 Carpentry
- 4 Mechanical
- 5 Hospitality
- 6 Sewing and tailoring
- 7 Gardening
- 8 Web development
- 9 Graphic design
- 10 Social media management
- 11 Gym instruction/training
- 12 Massage therapy

These particular sectors have been selected in part due to the existence of a good number of viable partners already active within them, and also in response to market trends and government policy. Careers in these sectors are ones where skills supersede academic learning, and where fewer barriers to entry exist for youth from disadvantaged communities.

# THE 3 APPROACHES OF INTERVENTION

Evidence from project evaluations and the feedback from the ground both from existing and potential partners is that any training or intervention targeting youth that has been helpful or that has the potential for sustainability and impact is:

- > Based on a Pull-Model, whereby youth are the ones who express interest in or apply for the training rather than being invited or incentivized into the training or process.
- > Is very specific and tailored to the needs of the young people in relation to a wider project.
- > Is sufficiently long and robust enough to actually allow for transfer of skills.
- > Is experiential or specifically technical in nature.
- > Is community-based and connected to community-based opportunities.
- > Trust-building in the community is a key component of any project success.

As such, 3 APPROACHES OF INTERVENTION have been selected to meet those particular needs:

## 1 PLACE-BASED ALLIANCE

The programme aims to bring the competence and diversity of its network to bear in a handful of specific communities, rather than having its work spread thin across the country. This allows for tailored support provision in specific communities based on existing and future market needs and existing barriers to employment, proper monitoring and evaluation of outputs and outcomes, a study of how organisations can interact between one another and support mutual growth and development, and provide case studies and implementation models which can be applied in future. This will help to attend to the whole community needs, through a variety of organisations, and to acknowledge the importance of relationships built between individuals and their communities.

## 2 ORGANISATIONAL SYNERGY

By working with organisations drawn from a range of sectors, and with a range of structures, a holistic package of support can be provided, tailored for individual communities. Through identifying specific entities already working in this space and deemed worthy of investment, the programme can ensure that the whole package of work is tailored to meet its overall objectives. Bringing a number of different players, each with different areas of expertise, together in one community creates a rich learning environment, allows for greater collaboration between organisations, a joining-up of ambition and collaboration on working and outcomes, and creates a framework or model which can be scaled or implemented elsewhere. Best practice, operating models or training programmes developed in one place can be adapted elsewhere, or offered more broadly, and a holistic intervention, focused on individuals, communities and organisations working cohesively, can be co-opted in other communities in Jordan and more widely.



### 3 COLLECTIVE COMPETENCE

Collective Competence leading to the creation of the Competence Collective will pool together the capacities, experience and skills of DROSOS FOUNDATION and its network of grantees, partners, and its vetted consultants and research groups into a collective process to undertake the following six-fold task:

**a** Market Research:

The Competence Collective undertakes the necessary research to map alternative, specialised and niche career options; identify national sectors of growth and potential for investment; forecast specialised skills; create specialised job and market linkage databases; and other relevant research.

**b** Organisational Development and Capacity Development:

The Competence Collective provides capacity development support through its member organisations and through other vetted organisations and consultants in its network. This takes place on both an individual and collective basis through independent consultancies and through organised workshops and training programmes. The Competence Collective is a platform for knowledge transfer between member organisations, through both face-to-face and online means.

**c** Knowledge-Creation, Sharing and Documentation:

The Competence Collective serves as a platform for knowledge-creation and sharing among its members through a series of locally engendered and locally based outputs such as case studies; local work models; human stories; successes and failures; cross-competencies and complementarities.

**d** Networking and Collaboration:

The member organisations of the Collective have the opportunity to engage, share stories, discuss common challenges, identify opportunities and locate points and projects for possible collaboration. This is very much needed and lacking in the field, especially among organisations in the same spheres of work.

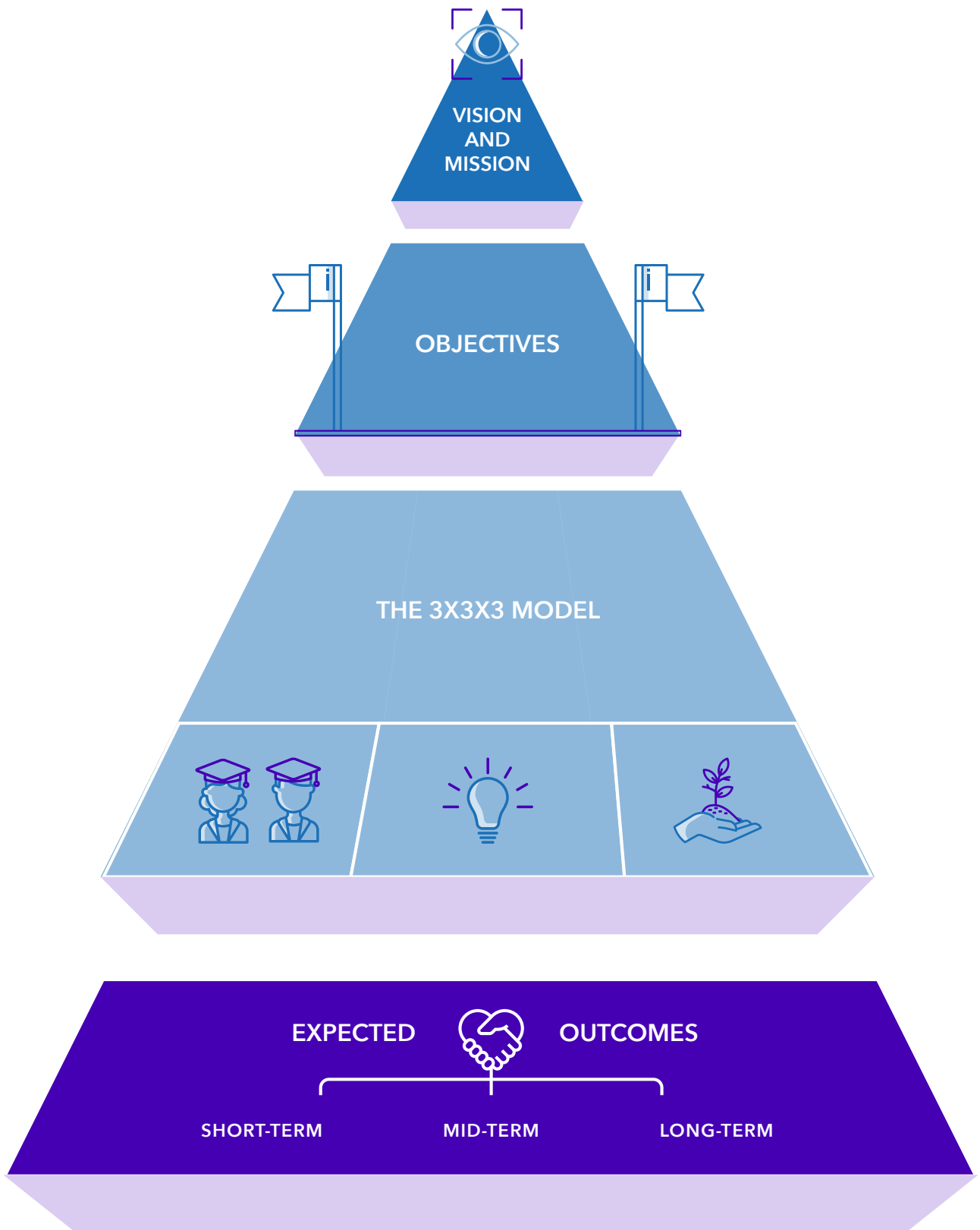
**e** Monitoring and Evaluation:

The Competence Collective will develop into an assessment hub through which organisations can engage in a process of self-assessment; co-assessment; and can access external assessment. In the future, the hub can be a starting point for engaging in more robust, rigorous and sustainable assessment processes for project evaluations that serve both the needs of grantees and of donor organisations.

**f** Youth Peer Networking:

As part of the Competence Collective, a youth peer network is being formed among interested youth from disadvantaged communities. programme beneficiaries who have received training and support through projects. It brings the young people together on a periodical basis and provides opportunities to meet, exchange experiences, share problem-solving approaches, and engage in peer-driven capacity development and mentorship.

# EXPECTED OUTCOMES



# EXPECTED OUTCOMES

## EXPECTED SHORT-TERM OUTCOMES

- 1 Youth in disadvantaged communities and their families are aware of alternative viable career options, and related jobs and begin to explore them
- 2 Youth in disadvantaged communities actively seek and are motivated to attend and complete training related to alternative/specialised jobs and to establishing their own micro-businesses
- 3 Micro-businesses become better-recognised as a viable and desirable career choice and more young people seek to establish them
- 4 Small local businesses and organisations recognise the need for good-quality market-related professional and business training and seek accreditation

## EXPECTED MID-TERM OUTCOMES

- 1 Alternative/specialised jobs are socially better-accepted and Youth in disadvantaged communities actively seek out and find such jobs and training related to them
- 2 Youth in disadvantaged communities are able to access available jobs and to sustain these jobs due to specialised and soft-skills training either on-the-job or in preparation for jobs
- 3 Micro-businesses begin to demonstrate viability in supporting household incomes and youth independence, and youth in disadvantaged communities actively start and sustain micro-businesses in their communities
- 4 Small local businesses and organisations offer high-quality market-driven professional, soft-skills and business training linked to viable jobs/business ideas to youth in disadvantaged communities who need and seek them

## EXPECTED LONG-TERM OUTCOMES



- 1 Local educational institutions recognise the need for alternative career counselling to youth from disadvantaged communities and for supporting micro-businesses
- 2 Small local businesses and organisations offer financially accessible good-quality on-the-job training and/or training leading to local jobs or micro-business establishment for youth in disadvantaged communities
- 3 Employers aware of existing and potential skills of youth and actively make decent job opportunities accessible to them
- 4 Authorities support certification and promotion of local specialised professional and business development training
- 5 Youth are confident of their competencies and have a feeling of responsibility towards their communities

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