

Tracer Study of Tourism-and-Hospitality  
Vocational Secondary Education in Jordan

**FINAL VERSION**

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# ACRONYMS

EC	European Commission
ETF	European Training Foundation
EU	European Union
KCLL	Key Competencies for Lifelong Learning
GoJ	Government of Jordan
MoE	Ministry of Education
NCHRD	National Center for Human Resources Development
RQ	Research question
SO	Specific objective
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization

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# INTRODUCTION

This is the tracer study on graduates of the tourism/hospitality (T&H) stream of the vocational education programs under the umbrella of the Ministry of Education (MoE) of Jordan. The study is framed under the UNESCO Amman Office Regular Programme “Supporting the Government of Jordan in Implementing TVET Reform” and the European Union-supported regional project Youth Employment in the Mediterranean (YEM). It was commissioned to Dr. Aitor Pérez by the UNESCO Amman Office. The study was consulted and conducted in close cooperation and coordination with the MoE in Jordan.

The overarching goal of the tracer study, along with other support provided by UNESCO to the MoE, is to enhance the image, quality and relevance of the tourism stream of secondary vocational education in Jordan. In this vein, the tracer study aims at collecting data on the graduates’ occupations, along with their feedback on the quality of the education received and its relevance from an employability perspective.

Section A presents the tourism-and-hospitality official curriculum, which is the program under assessment, along with international TVET and labour standards. It also draws on a study on the gaps of the tourism labour market by the National Human Resource Development Centre (NHRDC, 2018) to identify the labour needs of the tourism sector in the country. Section B presents the methodology of the tracer study, which is based on a list of research questions agreed with the UNESCO Amman Office and materialises in an online survey. Additionally, this section contains a statistical review of the survey responses and results in order to determine the sample significance and to make its limitations explicit. Section C presents the main findings of the survey and elaborates on the various responses to provide a concise answer for each of the research questions. Finally, Section D summarizes the main conclusions drawn from section C and presents a series of recommendations related to the overall support by UNESCO to the MoE.

# A. BACKGROUND

In this section, further information is provided on the program under assessment. This includes information on the context of the tourism labour market in Jordan and strategic guidelines adopted by the various parties involved, including the Jordan authorities, UNESCO and other international partners. The description of the study's overall approach and objectives in section B will explain how each of these documents has been integrated into this methodological proposal.

## The Tourism-and-Hospitality qualification

The education program under assessment is the Tourism-and-Hospitality stream of vocational secondary education, as provided, regulated and supervised by the Ministry of Education of Jordan. The program encompasses two-school years of secondary education (grades 11-12) and follows the completion of ten years of basic education (grades 1-10), after which students are streamed into either academic or vocational education based on their aptitude and academic performance in grades 8-10.

Upon completion of grade 12, students receive a school proficiency certificate and have the option to enter the labour market. Additionally, they can opt for the General Secondary Education Certificate Examination (Tawjihi), which allows students to enrol in universities.

According to the curriculum (MoE, 2018), school-proficiency-certificate holders from the stream of vocational secondary education should have developed specific competencies around five thematic axes: generalities of tourism and hospitality, hotel management, tourism and travel, food and drink services, and food production. Moreover, they should have achieved 13 learning outcomes which are listed in the box below.

### **Box A.1. Axial learning outputs of the Tourism-and-Hospitality Curriculum**

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1. Recognize the importance of hotel and tourism work in the development of the national economy, and highlighting Jordan's culture and civilization.
  2. Gain knowledge and skills in hotel work.
  3. Practice continuous learning and research skills in a view to the productive effectiveness of hotel and tourism services.
  4. Employ modern technology techniques and means in hotel and tourism work.
  5. Understand and evaluate the applications related to hotel and tourism services through theoretical and practical means.
  6. Understand the principles and activities of tourism and travel.
  7. Enhance hospitality skills.
  8. Learn skills to prepare, produce and serve food and drink.
  9. Use problem-solving skills in making the right decisions in hotel work.
  10. Use effective communication skills and teamwork within one's profession.
-

### **Box A.1. Axial learning outputs of the Tourism-and-Hospitality Curriculum**

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11. Use devices and tools in one's field of competency and maintain them accordingly.
  12. Apply security and safety principles and regulations in hotel and tourism work.
  13. Be professional.
- 

*Source: MoE, 2018*

The text of the tourism-and-hospitality curriculum follows a competency-based approach and seeks to give students the knowledge, skills and competences that qualify them to join the labour market or higher education institutions, providing also opportunities for self-employment through the establishment of small service projects. This upgraded hotel-and-tourism curriculum emphasizes the balance between knowledge, skills and attitudes among students. It also advocates the employment of creative-thinking skills, problem-solving strategies and lifelong learning. The curriculum is framed under a broader development vision that refers to the expansion of the tourism sector, the knowledge economy and environmental sustainability.

## **International standards on TVET curricula**

The above-described curriculum is aligned to international trends and standards in curriculum design, some of which have been issued by the EU and UNESCO, which are both technical and financial partners of the Government of Jordan in reforming the TVET sector. The UNESCO (2016) TVET Strategy stresses the right to education, the principles of equity, inclusiveness and quality, and the importance of lifelong learning. TVET is concerned with the acquisition of knowledge, skills and competences for the labour world, and it is expected to help both youths and adults to develop the skills they need for employment, decent work and entrepreneurship, also promoting equitable, inclusive and sustainable economic growth and supporting transitions to green economies and to environmental sustainability.

According to the Strategy vision, a tracer study on vocational education might determine: whether all sorts of graduates experience equal work opportunities; how the knowledge and skills acquired match the needs of the labour market; and emerging needs related to the green economy. It might also enquire from a lifelong learning perspective how graduates are pursuing their training.

Additionally, UNESCO (2015) has drawn several recommendations on quality and relevance for TVET. Some of these (work-based learning, entrepreneurship skills, digital skills, information and guidance) have inspired the questions of the survey that enquire about education quality.

The EU (2006) Reference Framework of Key Competencies has precisely defined the meaning of lifelong learning by specifying seven lifelong competencies recently revised by the EC (2018): literacy; languages; science, technological, engineering and mathematical competencies; digital competencies;

personal, social and learning competency; and entrepreneurship competency. Similarly, the Entrepreneurship Competency Framework (EU, 2016), for instance, has built a consensus around a common understanding of entrepreneurship competency by defining three competency areas (ideas and opportunities, resources and “into action”) and by listing competencies, learning outcomes and proficiency levels. Complementary work by the EU has added cultural awareness and expression as another competency to be integrated into strategies and infrastructure in the context of lifelong learning. An EU handbook (2015) describes, among other issues, the skills and knowledge related to this competency.

The design and implementation of tracer studies have also been outlined by EU and UN organizations. A joint publication of ETF, CEDEFOP and ILO (2016) provides a useful set of modules (groups of subjects) for carrying out tracer studies and offers some standard questions. A number of these have been added to this tracer study.

## Decent work criteria

According to the ToR, the job-related data collected by this study must inform on compliance with the decent work agenda. In this view, the design of the survey has drawn on ILO (1999) and EU standards that have been consolidated in a recent publication issued by the OECD (2018). This publication structures the decent work criteria into six key dimensions: the physical and social environment of work; job tasks; organizational characteristics; working-time arrangements; job prospects; and the intrinsic aspects of the job.

## The Jordan tourism labour market

As per the above-mentioned curriculum (MoE, 2018) and other policy papers (GoJ 2010, 2015 and 2017), Tourism is one of the main sectors of the Jordan economy in terms of national income, employment and other variables. The National Centre for Human Resources Development (NCHRD, 2018) has published some descriptive statistics on the Jordan tourism labour market that are summarized in Table A.1.

**Table A.1. Statistics on the Jordan tourism labour market**

Size	Jobs	54,904
	Companies	2,933 enterprises
Company distribution, by area	Centre	83%
	North	11%
	South	6%
Company distribution, by ownership	Private	41%
	Public	59%



Company distribution, by size	1-5 workers	44%
	6-10	22%
	11 workers and more	34%
Employment distribution, by gender	Male	90%
	Female	10%
Employment distribution, by nationality	Local	79%
	Expatriate	21%

Source: NCHRD (2018)

Despite of the importance of Tourism, the sector is facing several challenges, some of which concern the labour market and the qualifications of the workforce. The NCHRD report states that, in a context of high rotation (43-49%), there is a growing need for hiring, but the job applications do not always match the vacancies (see Table A.2). Indeed, the report provides survey data indicating that 28% of enterprises, mostly private, reported difficulties in recruitment due to a lack of skilled and academically qualified candidates, and to a scarcity of positive values and attitudes towards work. To make overcome these difficulties the NHCRD lists the skills and knowledge of highest demand, which include: e-ticketing, etiquette and customer service; first aid; operation of cleaning machines; the food menu and the ability to answer questions related to the menu; cleanliness and hygiene; detergents; kitchen management; operation and maintenance of kitchen equipment; hotel booking and e-reservations; and food and individual health and safety standards and requirements.

**Table A.2. Highest supply and demand of tourism professionals**

	Most sought jobs	Most hired staff	
		Male	Female
Waiters	X	X	X
Chefs	X	X	
Kitchen sink cleaners	X	X	
Cleaning supervisors	X		
Cleaners and assistants	X	X	X
Security	X		
Bookings and reservations	X	X	X
Janitors		X	
Sales			X
Receptionists			X
Marketing and promotion			X
Executive secretaries			X
Administrators			X

Source: NCHRD (2018)

## B. METHODOLOGY

This section presents the methodology of the tracer study, which is based on a list of research questions agreed with the UNESCO Amman Office. These questions are operationalized in an online

survey of 44 items whose design and implementation are described further below. Additionally, this section contains a statistical review of the survey responses and data in order to determine the sample significance and to make explicit any limitations in the generalization of the survey data according to statistical rules and good practices.

## **I. Survey design and implementation**

### *Overall approach and objectives*

As a primary objective, tracer studies aim to assess the situation of the graduates of a particular education or training program, typically 6, 12 or 24 months after graduation. This study is meant to collect information on the current occupations of tourism-and-hospitality graduates, including entrepreneurship or further training (i.e. higher education). The study is also contributing to a broader understanding of their school-to-work transition, identifying the various pathways available for young women and men within the tourism sector. The information collected on current occupations will inform on compliance with the decent work agenda, drawing on the documents cited in the previous section (OECD, 2018).

Graduates have also been asked to assess the relevance and quality of their vocational qualification and skills gained, relative to their work context or further training. To assess education quality and skill achievements, the various international norms and standards cited in the previous section were considered. These refer to lifelong learning key competencies (EU, 2006 and EC, 2018), including entrepreneurial competencies (EU, 2016) and cultural expression and awareness (EU, 2015), as well as UNESCO (2015, 2016) recommendations and strategy on TVET. Additionally, the needs of the Jordanian tourism sector were taken into account (NCHRD, 2018). In the achievement of both goals, the study took an inclusive approach with regard to female students and students with disabilities, although it did not find participation by students with disabilities.

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#### **Box B.1. Specific objectives (SO) of the tracer study**

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SO 1. To collect information on the current occupations of the tourism-and-hospitality graduates and their school-to-work transition

SO 2. To obtain feedback from graduates on the relevance and quality of their education from an employability perspective

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## Research questions and indicators

The specific objectives described above were split into several research questions that guided data collection and analysis as well as report writing. Table B.1 lists those questions and a brief description on how each of them can contribute to specific objectives 1 (questions 1 to 7) and 2 (questions 8 to 10).

**Table B.1. Research questions<sup>1</sup>**

SO	Research question	Details and relation with SO
SO 1	1. What are the graduates' main occupations and length of employment?	This question assists data collection on the current occupations of the tourism/hospitality graduates (including entrepreneurship or further training).
	2. What are the graduates' employment situations like?	This question elicits objective details on graduates' job conditions (tasks, income, sectors, workdays, place of work, etc.).
	3. Do the graduates employed in T&H perceive their work conditions as 'decent'?	Impressions of decent-work conditions (ILO, 1999 and OECD, 2017) and job satisfaction are the focus of this question. A comparison can be made between job satisfaction in T&H sectors and in non-T&H sectors.
	4. What has been the job-search experience for the graduate?	This question aims at contributing to a broader understanding of their school-to-work transition (how graduates seek jobs, how long it takes to find a first job, etc.).
	5. Are the graduates pursuing further studies? What kind?	This question prompts details on further training by graduates (secondary education, vocational training, higher education, etc.).
	6. Is the T&H sector inclusive, from a gender perspective, for recently graduated workers?	This question focus on gender and human rights considerations, particularly on the striking differences between women and the rest of graduates in terms of employment rate, income, job satisfaction and the job search.
	6bis. Is the T&H sector inclusive, from a disabilities perspective, for recently graduated workers?	This question focus on gender and human rights considerations, particularly on the striking differences between persons with disabilities and the rest of graduates in terms of employment rate, income, job satisfaction and the job search.
	(7) <sup>2</sup> . Are there positive female and male role models who can help raise the profile of vocational education in Jordan?	This question is also related to gender and human rights issues. Positive female role models who can help raise the profile of vocational education in Jordan are potentially identified.
SO 2	7. Are the education programs of good quality?	The students' satisfaction, in general and with regard to study provisions, conditions and guidance (as per UNESCO, 2015), is assessed through this question. Moreover, the question seeks to identify promising practices in the mainstreaming of work-based learning, digital skills and entrepreneurship education.
	8. Have the graduates' skills improved as a result of the program?	This question refers to the graduates' opinion on whether their skills for Lifelong Learning (EU, 2006 and EC, 2018) and for T&H work have improved as a result of the program.
	9. Are the education programs relevant?	The relevance is determined by: (1) the relevance of lifelong-learning skills (EU, 2006 and EC, 2018) in work life and in the

<sup>1</sup> The order of the questions has been slightly modified since the inception report, but the questions remain the same.

<sup>2</sup> This question has not been addressed (see section on Limitations below). For a good match between main findings codes (numbers) and research question codes, the following question on quality is also numbered "7".

SO	Research question	Details and relation with SO
		T&H sector; (2) the relevance to the T&H sector, as per the NCHRD (2018), of the skills and knowledge addressed by the program curriculum (MoE, 2018).
	10. Are the education programs inclusive with regard to gender?	Following a gender and human rights vision, answers to this question will supplement certain indicators on whether the program confronts barriers faced by women, as well as what those barriers are.
	10bis. Are the education programs inclusive with regard to disabilities?	Following a gender and human rights vision, answers to this question will supplement certain indicators on whether the program confronts barriers faced by persons with disabilities, as well as what those barriers are.

Source: own elaboration

As per the inception report (A. Pérez, 2019), many of the above-listed questions have been responded to directly by synthesizing the survey responses into one or several indicators. The above-listed objectives and research questions and a full list of indicators are systematized in a research matrix attached in Annex 0.

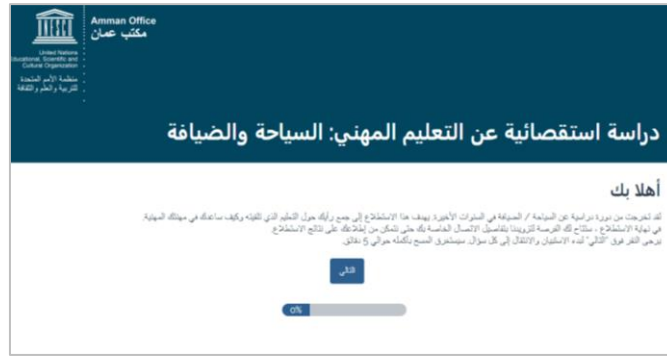
In addition to the survey, following the analysis of the data collected, focus groups have been conducted with graduates, to comment on their transition to work (research question 4), program quality (question 7) and possible gaps detected in T&H occupations (questions under SO I).

### *Survey outreach*

The research questions listed above were transformed into a survey of 44 questions addressed to the T&H graduates by means of an online survey tool. The questions were presented along with predefined answers that allowed an aggregation of responses and statistical analysis. The questionnaire was designed in English and then reviewed by UNESCO research assistants and translated into Arabic.

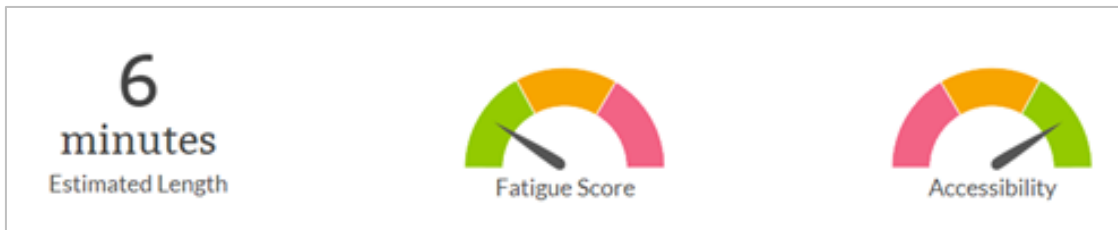
The specific software tool used in this study was SurveyGizmo. The tool incorporated a responsive design for smartphones, tablets and PCs; it was multilingual (Arabic and English) and customized with the UNESCO Amman Office logo.

**Figure B.1. Welcome page for the online survey**



The survey tool also provided a usability test in which the tracer study questionnaire scored well. It received a low “fatigue score”, a high accessibility assessment and an estimated length of 6 minutes.

**Figure B.2. Survey diagnostics**



The outreach strategy of the survey was based on WhatsApp. Following two rounds of telephone calls and confirmation of contact details, the link to the survey tool was disseminated via WhatsApp software from October 1 to October 31, 2019. When necessary, additional communication channels such as SMS or email were used.

For implementation of the survey, a contact database was set up with the information provided by the MoE, including data on each graduate such as: student seat number, name, national number, school name, and phone number. This information was complemented with descriptive features (gender, location, year of graduation, age) and further contact details (Facebook ID, e-mail, etc.). Also, information about the status of contact (wrong number, call again, okay, etc.) has been added by the research assistants to track contacts made with graduates. The consolidated database was composed of 442 individuals and was considered the survey census, representing the totality of 2017 tourism/hospitality secondary graduates from schools under the umbrella of the MoE.

The link to the survey was finally distributed among 265 graduates (60% of the census) following rounds of attempted contact through different communication channels, as the contact details of the remaining 177 proved to be wrong. The following table presents the number of graduates, successful calls and responses per school, along with the resulting ratios<sup>3</sup>.

<sup>3</sup> A successful call entails valid contact the distribution of the link to the online survey.

**Table B.2. Survey outreach, by school**

<b>School name</b>	<b>Graduates</b>	<b>Successful calls</b>	<b>Survey responses</b>
Abdul Hafez Al-Azab Professional School for boys	5	4 (80%)	2
Al Emam Malek Thanaweyye	9	8 (89%)	0
Al Nasr Secondary School for Boys	15	0 (0%)	1
Al-Hussein Secondary Professional School for Boys	8	5 (63%)	2 (40%)
Ali Khalqi Al-Sharairi Secondary School for Boys	17	17 (100%)	0 (0%)
Arslan School for Boys	31	20 (65%)	1 (7%)
Baptist School	11	6 (55%)	5 (63%)
Comprehensive Secondary School for Girls	32	25 (78%)	0 (0%)
Farouk Secondary School for Boys	19	15 (79%)	10 (32%)
Giza Comprehensive School for Boys	1	0 (0%)	3 (27%)
Hassan Al Kayed Vocational High School	16	11 (69%)	20 (63%)
Hateen Comprehensive Secondary School for Boys	9	5 (56%)	2 (11%)
Hitteen Secondary School for Boys	8	0 (0%)	0 (0%)
Hova Shrine for boys	10	8 (80%)	6 (38%)
Ibn Rushd Comprehensive Secondary School for Boys	4	3 (75%)	1 (11%)
Imam Malik Comprehensive Secondary School	9	0 (0%)	2 (25%)
Jordan Hotels	133	73 (55%)	5 (50%)
Madaba Comprehensive Industrial Secondary School	5	4 (80%)	1 (25%)
Mar Youssef Vocational Center	14	8 (57%)	4 (44%)
Marj Al Hamam Secondary Professional School	8	5 (63%)	35 (26%)
Prince Hamza bin Hussein for w boys	3	3 (100%)	3 (60%)
Qutaiba bin Muslim Professional School	12	2 (17%)	3 (21%)
Rasheed Taliea High School	13	7 (54%)	3 (38%)
Shukri Shasha Secondary School	14	9 (64%)	0 (0%)
Wadi Musa School for Boys	12	9 (75%)	1 (8%)
Wasfi Al Tal Comprehensive Secondary School for Boys	18	12 (67%)	0 (0%)
7eteen	6	6 (100%)	0 (0%)
<b>Total Graduates</b>	<b>442</b>	<b>265 (60%)</b>	<b>123(28%)</b>

*Source: own elaboration*

Finally, once the survey implementation ended, a focus group was held in order to present the main findings. The focus group (with only seven participants) was held in Arabic and conducted by research assistants. Its point was not to replace the evidence gathered from 123 respondents via survey, but to give the opportunity to the graduates themselves to interpret some of the survey results. These interpretations are included in section C, along with the main findings of the survey.

## **II. Survey significance and limitations of the study**

## Response rate

The respondents were 158 graduates, representing 36.5% of the census. Of those surveyed, 114 gave complete answers (25.8% of the census) and 44 left the questionnaire before completing it. That said, the maximum number of those surveyed answering a given question was 123, representing 28% of the target group.

Although the intention of the survey was to reach all 442 graduates, following a census rather than a sampling strategy, the responses obtained only 158 (36% of the census). As explained in the previous subsection, this was related in some cases to the lack of valid contact details, or to the lack of interest/availability in others.

**Table B.3. Overall response statistics**

	Count (responses)	Count (census)	% of census
<b>Complete</b>	114	442	25.8%
<b>Partial</b>	44	442	10%
<b>Totals</b>	158	442	35.7%

## The margin-of-error test

Despite implementation problems, the responses obtained provided an adequate sample size. If such a rate were the result of probabilistic sampling, the margin of error of the survey results would vary between 7.6% and 8.0%, with a confidence degree of 95%, which is generally accepted for purposes of statistical inference (see Box B.2).

### Box B.2. The margin of error

The margin of error is the range of values below and above the sample statistic in a confidence interval. The confidence interval is a way to show what the uncertainty is with a certain statistic (i.e. from a poll or survey). For example, a poll might state that there is a 98% confidence interval of 4.88 and 5.26. This means that if the poll is repeated using the same techniques, 98% of the time the true population parameter (parameter vs. statistic) will fall within the interval estimates (i.e. 4.88 and 5.26) 98% of the time. Its formula is:

$$z_{\frac{\alpha}{2}} \frac{\sqrt{pq}}{\sqrt{n}} \sqrt{\frac{N-n}{N-1}}$$

Where:

- p is the percentage of the studied characteristic within the whole population. If this is totally unknown (usual in the case for surveys), we establish p=0,5 since this value leads to the highest margin of error.
- q = (1-p)
- $z_{\frac{\alpha}{2}}$  is the z-score that goes with the given confidence interval. The corresponding z-score to a confidence level of 95% is 1.96.
- N is the population size.
- n is the sample size.

Source: Wonnacott, T.H. and R.J. Wonnacott (1990).

In addition, the target group's known features (education centre and gender) are well distributed in the sample (Annex I), which reinforces the reliability of the survey results. At a 95% level of confidence, 78% of centres appear to be well-represented for the analysis of results, and no common feature was detected amongst centres that were well- or less-well-represented. Moreover, women were slightly over-represented in the survey results (27.7% of those surveyed, where gender was known, were female, versus 16.7% in the census – a statistically significant gap); since the tracer study takes gender considerations into account, this difference is not considered a limitation.<sup>4</sup>

Despite the overall reliability of the survey, use of its results must bear in mind certain limitations, the most important being the low number of answers obtained for certain questions. That was the case for questions addressing only those graduates currently holding a job, who represented only 11% of the sample. If such responses are additionally segregated by gender or sector, the data obtained fails to pass significance tests.

### *Selection bias*

Although the target group's known features were well-distributed amongst the sample, as explained in Annex I, data analysis has further considered possible selection biases related to unknown features. Since responses depend on the graduates' interest and their availability to fill in a questionnaire, the data obtained could be biased in ways that can affect the results obtained. For instance, students might have more free time than workers to fill in the questionnaire or, on the contrary, graduates who are successfully employed in the tourism sector might be more grateful to the education system and more willing to collaborate.

In this case, only 13 of those surveyed (11% of respondents) declared to be employed. This could be an indication of a selection bias, and the issue was communicated to the surveyors as soon as it arose, in the very early stages of survey implementation. After that time, the surveyors informally obtained feedback on this particular feature, mainly when contacted graduates refused to participate (usually referring to their obligations in such cases), and the surveyors confirmed that the distribution of students and workers among non-respondents was similar to that of the respondents.

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<sup>4</sup> On the contrary, no respondent declared having any kind of disability and, consequently, research question 6b regarding T&H sector inclusiveness, and question 11b regarding education inclusiveness, have not been addressed by this tracer study.



# C. MAIN FINDINGS

In this section, responses to the 10 research questions listed above are provided, drawing on survey data. The findings are grouped in two sections that correspond to the two objectives of the tracer study according to the UNESCO terms of reference: to inform on the current occupations of the tourism-and-hospitality graduates, and to obtain the graduates' feedback on how the education was received, mainly from an employability perspective.

## I. Graduates' occupations

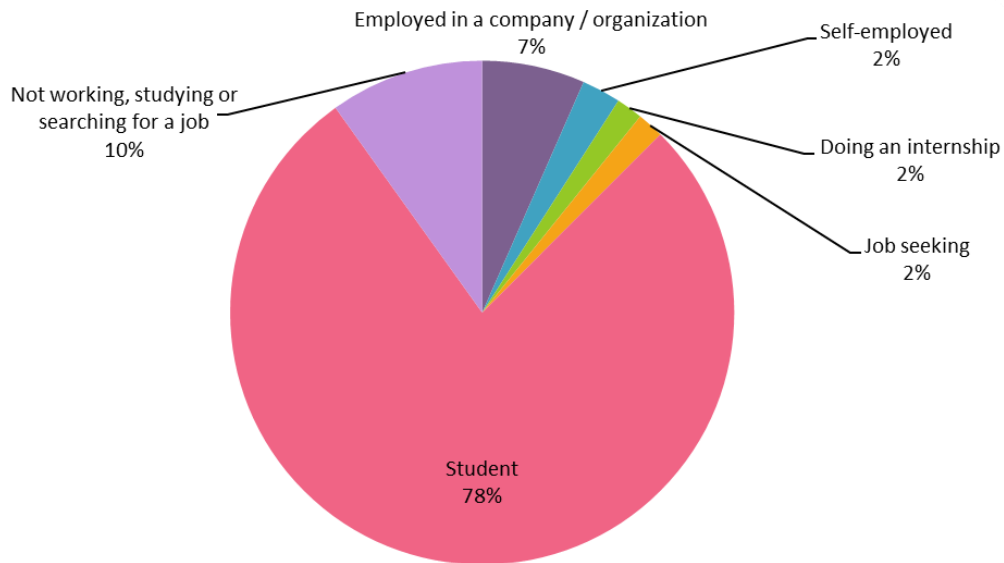
The first objective of the tracer study was to learn about the graduate's current occupations, along with their school-to-work transitions. Additionally, the survey was designed to assess whether or not occupation and transition patterns are similar for men and women, and to draw conclusions regarding the gender approach of the program under analysis.

### *1.1. Overview of graduates' occupations*

#### **1. Only 11% of the Tourism-and-Hospitality graduates are currently employed.**

Most of the T&H graduates are currently pursuing further education (78%), as shown in Graph I.1 and later explained under Main Finding 4. Given the professional orientation of a TVET program, it is remarkable that such a low employment rate should persist two years after completion of the program. The graduates who were not studying or working at the time of survey were either unemployed (1.7%) or idle (9.9%). Most of the working graduates are from Amman, followed Aqaba, Ma'an and Irbid.

**Graph I.1. Graduates' current occupations (N=121)**



Source: survey question b1

Further enquiry on the working graduates indicates that most have a job related to the T&H sector. Within this sector, accommodation and food-and-drink services are the subsectors showing a higher percentage of employment, while receptionist, waiter, cook, kitchen employee and operator are the most-cited professions (see Annex VI<sup>5</sup>).

**Graph I.2. Employed graduates' sectors of work (N=13)**



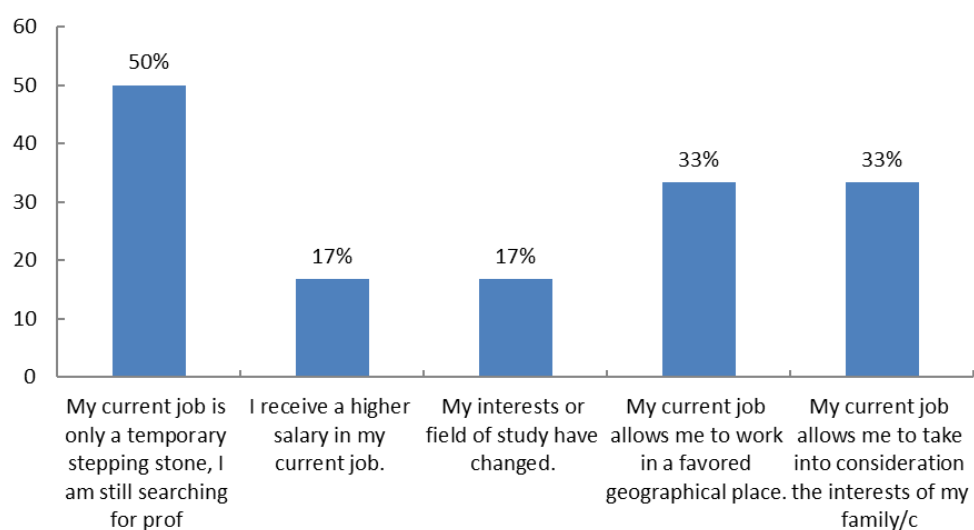
Source: survey questions b5 and b6

<sup>5</sup> Survey questions b5, b6, b7.

On the other hand, 31% of the employed graduates work in other sectors such as industry and construction (40%), non-touristic services (40%) and public administration (20%). When asked about the reasons for working in sectors not related to their education career, half of the concerned graduates argued that their current job is an intermediate step toward a different occupation, while a significant share of respondents also cited reasons related to family and location. Further information on those responses is provided in Graph I.3.

**Graph I.3. Reasons not to be working in T&H**

*Your job is not closely related to T&H. Why did you choose this job? (N=6)*



Source: survey question b9

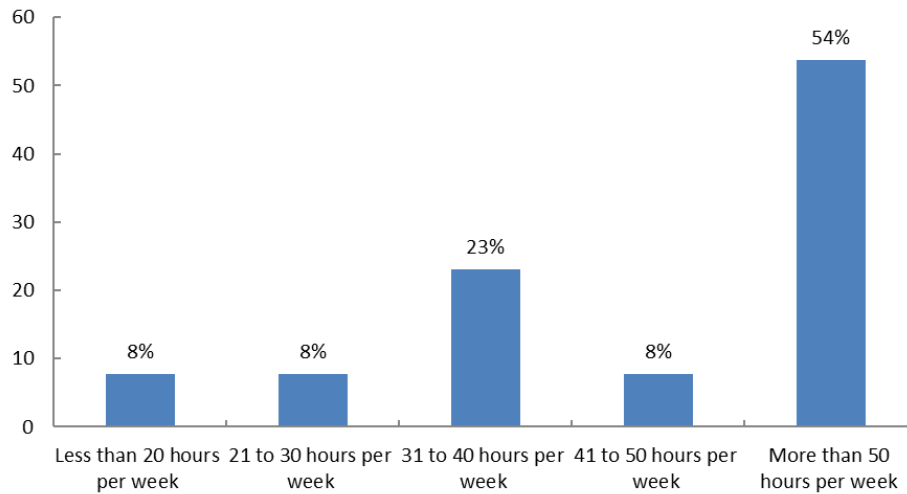
**2. The graduates’ average salary is 325 JD per month, and their work contracts are often temporary.**

In addition to an occupational overview, the survey provided interesting findings about the quality of the jobs of those graduates who are currently working. The data obtained on labour conditions suggest<sup>6</sup> that only one quarter of the graduates surveyed and employed in firms or organizations are permanently employed and have had previous work experience. With regard to their workday length, as per Graph I.4, around half of the employed respondents work more than 50 hours per week, while 85% manage to work more than 6 hours per day of labour.

<sup>6</sup> As explained in the methodological section, given the reduced number of working graduates, these data are not as robust as those referring to the totality of the graduates.

#### Graph I.4. Surveyed graduates' workweek lengths

How many hours do you work per week? (N=13)



Source: survey question b12

The monthly gross income of the graduates is distributed as follows: The median is 325 JD, the mean is 312.3 JD, and the standard deviation is 53.5 JD. The analysis of the drivers of income variability based on the combination of several survey questions proved far from conclusive. Income levels do not correlate with workweek length, type of job, or level of education or responsibility. Indeed, the highest income recorded corresponds to an internship with no further education.

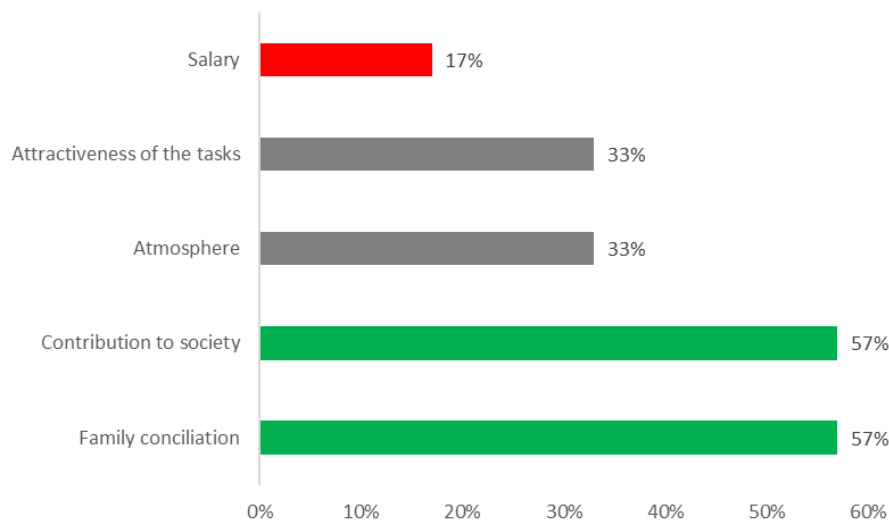
In addition to salaries, some respondents declared earning other benefits including: car/transport allowance (30%); health-related benefits (20%); meals (10%); and staff development (10%). No complementary benefits were declared by 30% of respondents.

### 3. Low salaries produce high dissatisfaction among respondents.

Almost two thirds of the working respondents declared themselves as being unsatisfied with their work conditions, in general terms. When asked about their satisfaction with regard to specific aspects of their job, income was the least-cited factor of satisfaction. Indeed, graduates seemed to be satisfied only with the less intangible benefits of work, whereas family conciliation (perhaps related to part-time positions) and contribution to society were the best-perceived job aspects.

#### Graph I.5. Job satisfaction of graduates employed in T&H

% of graduates satisfied or very satisfied with regard to a number of job conditions (n=6 or n=7)



Source: survey question c2 filtered by b4 (adapted) <sup>7</sup>

Moreover, when respondents were asked to highlight any work aspect considered unfair or indecent, 70% of respondents ticked ‘salary’. The other aspects of the decent-work agenda considered by the survey were the physical and social work environment, job tasks, organizational features, working time, job prospects, and intrinsic aspects of the job. Regarding the job tasks and other intrinsic aspects of the employment, it is remarkable that 80% of the employed respondents considered that their job matched their current qualification or a higher degree.

#### 4. A large majority of the graduates are pursuing further education and training, higher education being their first choice.

As indicated previously, 78% of the graduates are currently pursuing further education and training, and 20% of respondents claimed to have successfully completed some training following completion of their T&H program. As per Table I.1, higher education is the favorite choice among graduates, but secondary education, vocational training, and complementary courses (for example, languages) were also considered. Topics for which the graduates demand further education and training include English and other foreign languages, hotel management and e-business (see Table I.1).

**Table I.1. Levels of further training and topics chosen by graduates**

Level of further training, completed or ongoing	% of graduates (N=48)	Topics mentioned (number of times mentioned)
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<sup>7</sup> In the original survey, each aspect had to be assessed on a 1-to-5 scale of satisfaction. Graph percentages correspond to those respondents assessing each condition with a mark of 4 or 5 (see Annex III).

Further academic education (higher education)	75% <sup>8</sup>	English, literature (4); hotel management (3); e-business (2); hotel, restaurant and event management; tourism management; tourism antiquities; risk management; law; "government's support" (sic.); accounting; history; "community" (sic.); cooking arts; arts
Secondary education	10% <sup>9</sup>	Tourism, hotel, foreign languages
Vocational training	6% <sup>10</sup>	
Other training	8% <sup>11</sup>	Language courses

Source: survey question e1 filtered by e2

## 1.2. School-to-work transitions

5. One out of three graduates find the transition to work difficult, and very often relying on personal contacts.

The school-to-work transition was considered difficult by 32% of the graduates, while only 23% found it to be easy. Surprisingly, this perception appears not to be influenced by the fact of having a job, either now or in the past.<sup>12</sup> It is also remarkable that graduates with no experience prior to entry into the education program found personal contacts to be the most effective job-seeking mechanism, while channels related to the employment policy (the VET institution, internship programs, or the Labour Offices) were not often mentioned.

### Graph I.6. Most successful ways to find a job for graduates with no previous experience

32. What was the most successful method for finding your first job? (N=47)

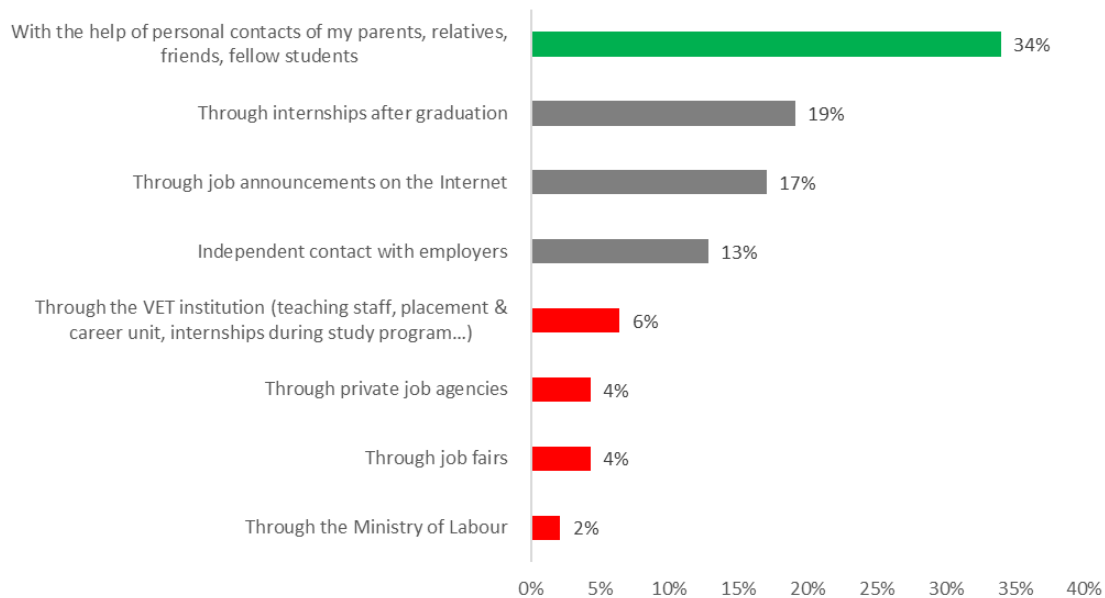
<sup>8</sup> One-third complete; two-thirds ongoing

<sup>9</sup> 40% complete; 60% ongoing

<sup>10</sup> 19% complete; 81% ongoing

<sup>11</sup> 25% complete; 75% ongoing

<sup>12</sup> This correlation has been controlled through a Chi-squared test, as explained in Annex II.

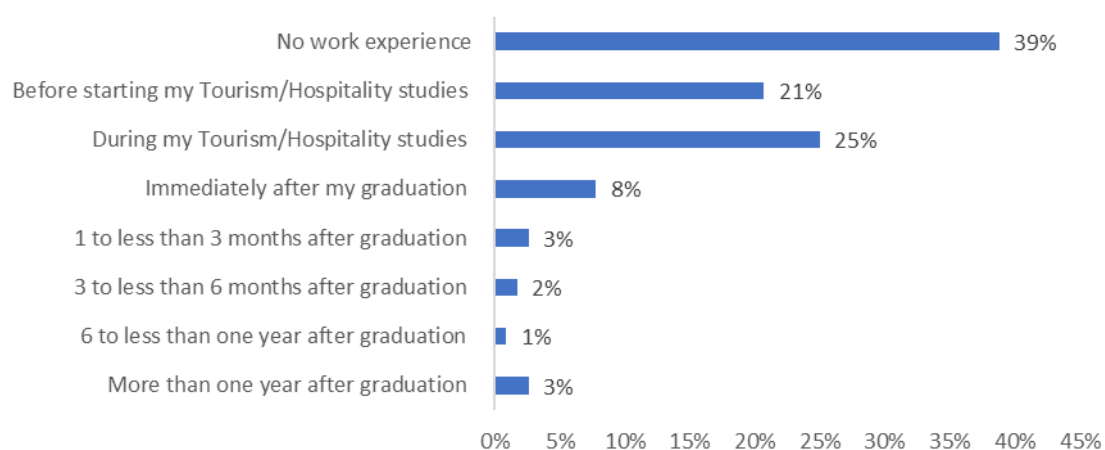


Source: survey question d3

Graph I.7 also reveals that 40% of the graduates have never had an initial work experience, while the majority of graduates who do have a labour experience found their job before obtaining their TVET certificate. This indicates that the possession of a secondary diploma has not made a significant difference with regard to employability. On the contrary, the survey has also revealed that 60% of graduates indicating that prospective employers showed interest in their vocational education certificate, suggests that the program is indeed relevant.

### Graph I.7. Time-frames related to first job experience

When did you have your first work experience? (N=116)



Source: survey question d2

These findings suggest that TVET might be seen by many students as a means to access to higher education from the unqualified labour market, and not necessarily as a fast track to the labour market.

Not only most of the graduates had a job prior to their secondary studies, but they do not go back to the labour market after obtaining their diploma.

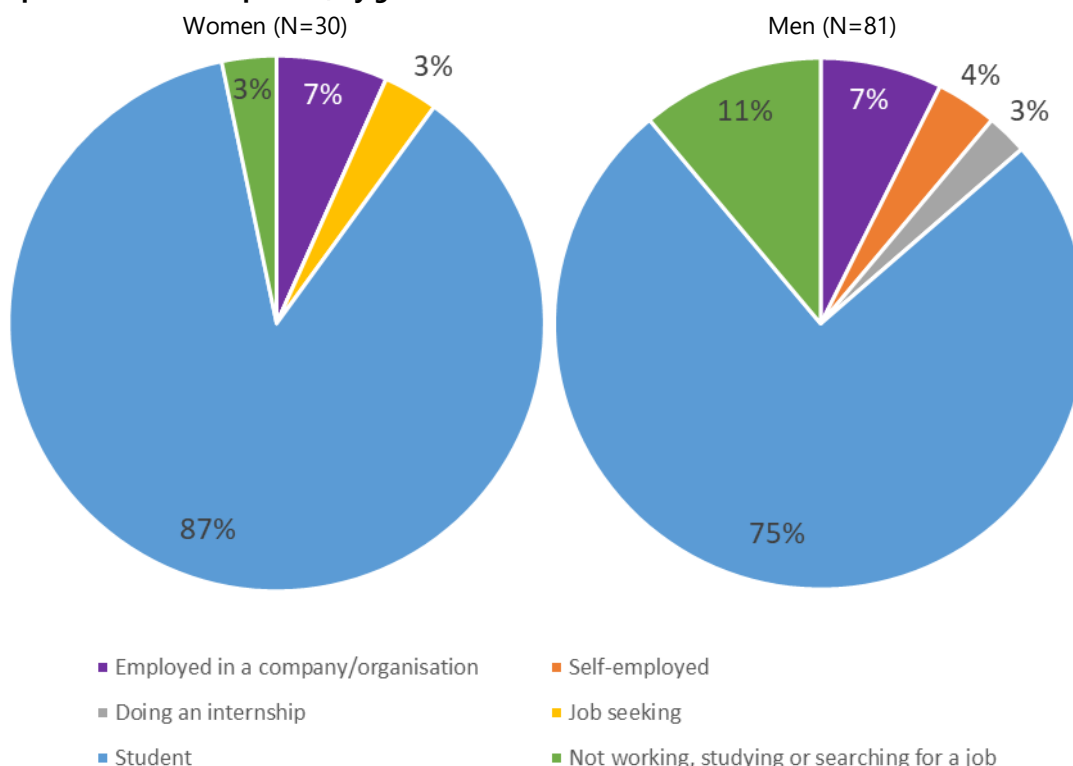
According to the focus group, an additional limitation for the graduates to find a job that met their expectations was the English-language level required by the best tourism companies, including high-rated hotels. The graduates indicated that the programmes train only in basic English skills, while companies demand technical English.

### 1.3. Gender and Human Rights considerations

6. Job patterns for men and women appear to be similar, and school-to-work difficulties are similarly perceived by both genders.

As per Graph I.8, current occupation patterns are similar for women and men (around 80% of individuals are studying; 7% are employed in companies). There are gender differences among entrepreneur, job-seeking and idle respondents, but those are statistically not significant.

**Graph I.8. Current occupations, by gender**



Source: survey question b1 filtered by f1

Other differences have been found in the segmentation of several of the survey questions outlined in previous sections. For instance, the share of women who see the transition to work as difficult is slightly higher than that of men. Contrarily, employed women show higher satisfaction in their job,



both in general terms and in nearly every aspect considered, including salaries. However, these differences were not statistically significant.<sup>13</sup>

## II. Assessment of education programs

7. Graduates are satisfied with the quality of the education received, particularly with regard to teaching staff.

Of the surveyed graduates, 68% assessed the quality of education received as high or very high in general terms. When asked to score the program on scale of 1 to 5, the average score was 3.8.

As per Graph II.1, the conditions most appreciated were the teaching staff, learning materials and job-related practical knowledge, with positive feedback from more than half of the surveyed graduates. That said, some graduates gathered into focus groups were also very critical of teachers and teaching materials, and the debate around these issues indicated that there may be significant variance in quality among schools.

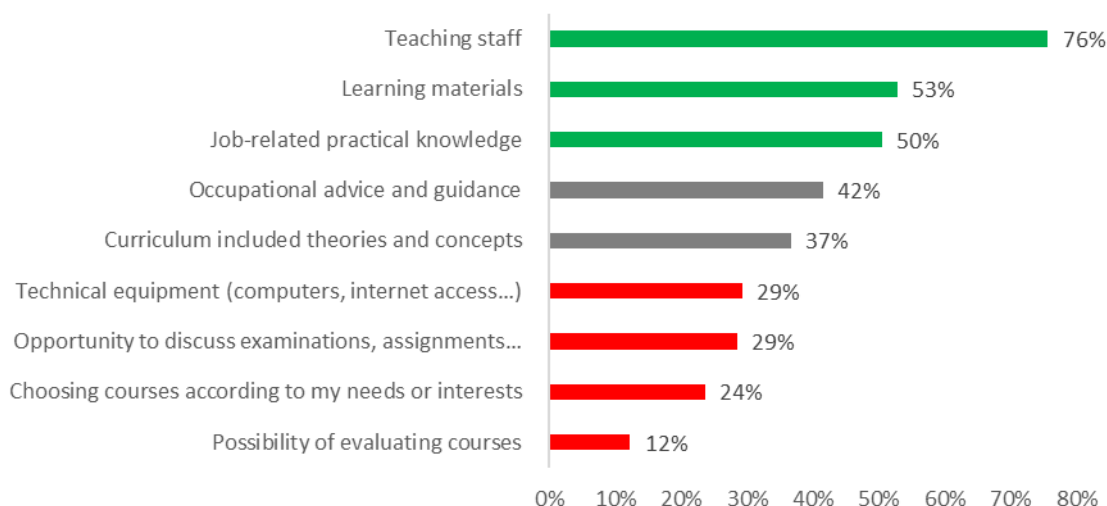
Fewer respondents showed satisfaction with their active involvement in the system, for instance by evaluating courses, freely choosing subjects or courses according to needs, or openly discussing exams and assignments. In other words, the system does not seem to favour student involvement, which is believed to improve education quality.

### **Graph II.1. Satisfaction with the quality of certain education aspects**

*Please indicate which aspects of the education received you were more satisfied with (N=123)*

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<sup>13</sup> Chi-squared tests have been applied in all cases, as explained in Annex II.



Source: survey question a3

The technical equipment of the program also ranks a low satisfaction score in Graph II.1, which might be related with negative self-perceptions in terms of digital skills (see Main Finding 8). Moreover, as detailed in Table II.1, the majority of surveyed graduates considered that their digital skills had not improved in the framework of their secondary studies. Similar responses were given regarding their entrepreneurial skills, while mixed evidence was found regarding work-based learning.<sup>14</sup>

**Table II.1. Considerations on work-based learning, digital skills and entrepreneurship education**

Assessment on the existence of promising practices	Data collected
Participation in <b>work-based learning</b> activities is high, but the resulting employability does not rise markedly.	Among the 70.5% of the graduates who participated in an internship and/or on-the-job training, 57.6% declared that this experience made them more suitable for work, either to a high or very high extent. Ranging from 1 ("not at all") to 5 ("to a very high extent"), the average mark by graduates on improved employability as a result of the internship experience was 3.4.
<b>Digital</b> skills development is not a program strength.	As a result of the education, 23.3% of the surveyed graduates felt that their digital competence improved. Less than 30% of those surveyed were satisfied with the technical equipment, including internet access.
<b>Entrepreneurship</b> skills are not particularly boosted as a result of the education.	29.2% of the surveyed graduates claimed to have had their entrepreneurship skills improved through the program. Among self-employed graduates, only a slightly higher percentage (one out of three) credited the program in this regard.

Source: survey questions a3, a4, a6, a7

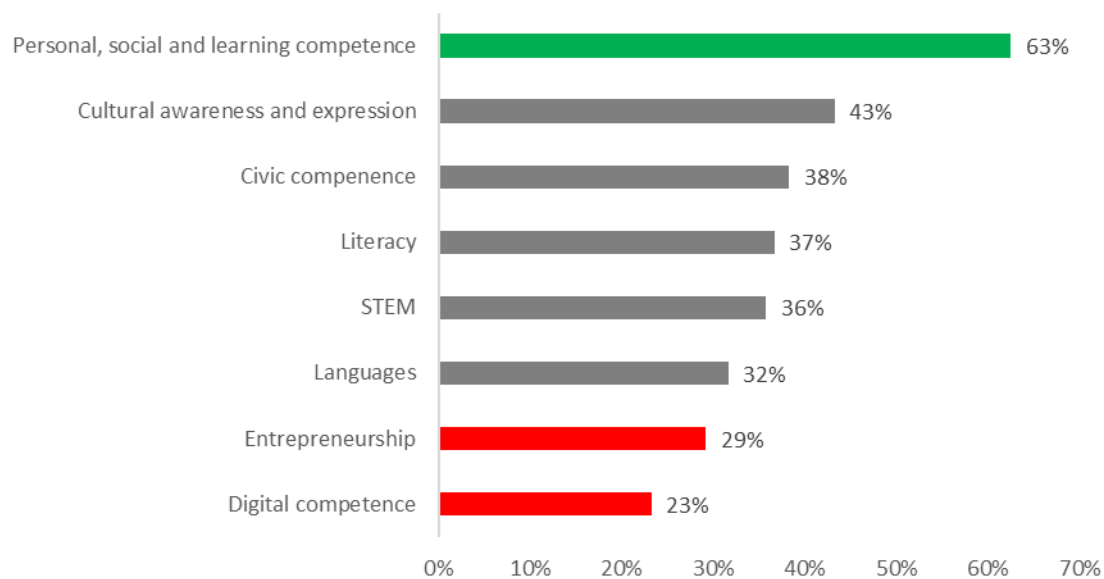
<sup>14</sup> These three aspects of the program were subject to further enquiry following the UNESCO terms of reference.

## 8. Graduates are satisfied with the development of their personal, social and learning skills, but are unsatisfied with the enhancement of their digital skills.

Around 60% of the surveyed graduates claimed to have developed their personal, social and learning competence as a result of the education. As shown in Graph II.2, the lower satisfaction scores with regard to skills development relate to languages and digital skills.

### Graph II.2. Key competencies for Lifelong Learning developed as a result of the education

*% of graduates who select a skill as the most developed as a result of the education (N=120)*



Source: survey question a4

Regarding specific T&H competencies, only 48% of the respondents claimed to have developed skills related to their current jobs. Several job tasks (accounting, cash management, invoicing, management, booking, reception, guest relations information) appear to be more developed than others (cleaning, waiter skills, conservation, cooking and/or preparation of food, dealing with transport companies and services). Of those more developed, only booking connects with the demands of the employers according to the NCHRD (2018) study on the tourism labour market.

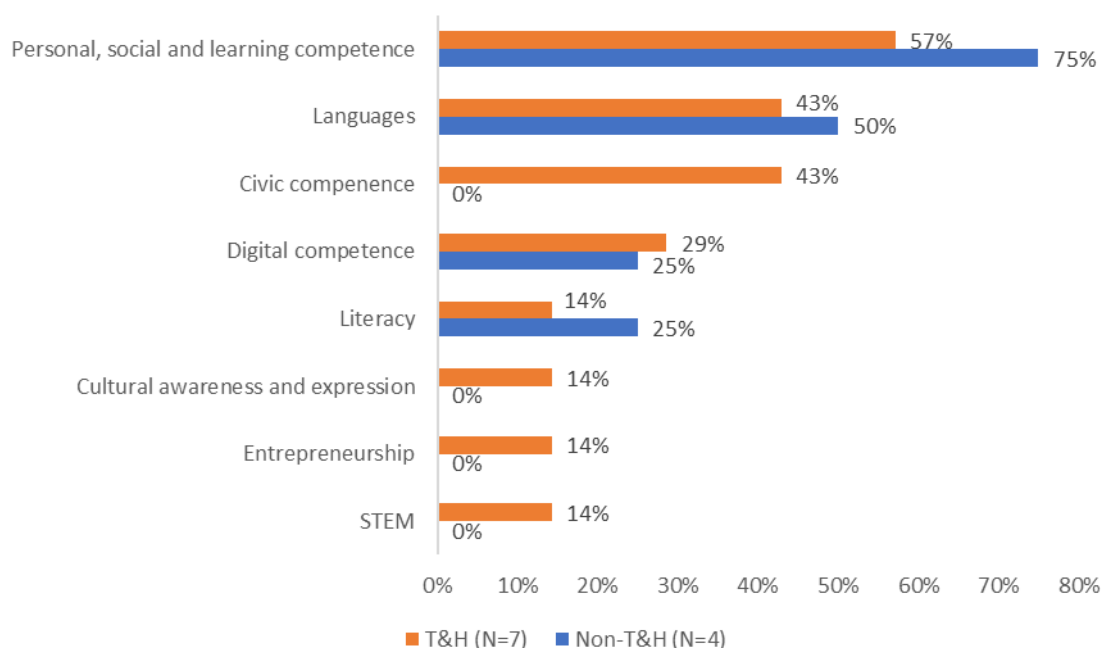
## 9. Personal, social and learning skills and languages are the most useful key competencies, according to graduates currently employed in the T&H sector.

According to the documentary review contained in the inception report, program curricula (MoE, 2018) address all the standard Key Competencies for Lifelong Learning. When asked about the relevance of those competencies to T&H jobs, respondents employed within the sector cited the personal, social and learning competence (57%), the languages competence (43%), and the civic competence (43%) as the most relevant. According to the focus groups, technical English is the competence that can best contribute to a smooth transition to the labor market.

On the other hand, reading and writing in Arabic, STEM, entrepreneurship skills and cultural expression and awareness all appeared to be less useful (14% in all cases) (for non-T&H workers, as shown in Graph II.3, the hierarchy of relevance proved similar).

**Graph II.3. Relevance of Key competencies for Lifelong Learning in the T&H sector, and in general work life**

*% of respondents who assess a skill as relevant while at work (N=11)*



*Source: survey question b16 (with and without filter by b4)*

In other words, according to the respondents, personal, social and learning competences are both relevant and well-developed by the program, whereas gaps were detected around languages and digital competence, both of which were deemed important to T&H work but not particularly developed through the education. Regarding the development of specific T&H skills, the survey reveals that the program is able to respond to the needs of the T&H sector regarding customer services, waiter services, cleanliness, kitchen management and hotel booking and e-reservations

On the other hand, first aid and safety standards and requirements are two skills demanded by employers which, according to respondents, were not developed by the program. Finally, no positive or negative feedback was obtained about the following highly desired skills: e-ticketing, operation of cleaning machines, operation and maintenance of kitchen equipment, food and individual health, hotel booking, and e-reservations.

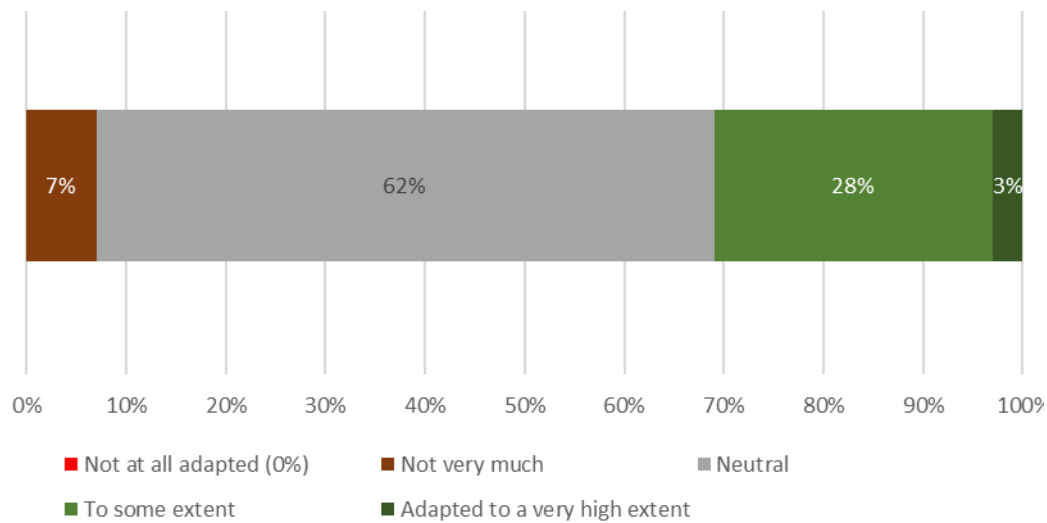
10. Female graduates indicate that the program is not adapted to gender differences.

Only 31% of the surveyed women considered that the program was adapted (to a high or very high extent) to any special needs related to their gender. On a 1-to-5 scale, the gender adaptation of the program received an average score of 3.2. This survey item, which was accessible only to female respondents, was followed by a box for collecting additional comments: “a lot of pressure” and “women’s tendency to be housewives”. Obviously, these would need further elaboration by means of tools other than an online survey.

**Graph II.4. Program adaptation to special needs of women**

*To what extent is the program adapted to any special needs you may have related to being a woman?*

(N=29)



Source: survey question f2

# D. CONCLUSIONS AND RECOMMENDATIONS

## Conclusions

The T&H secondary education program run by the Jordanian MoE is facing challenges to provide the tourism labour market with graduates, despite the growing needs of this sector and its importance to the Jordanian economy. Two years after completion of the program, the employment rate among graduates that responded to the study survey remains very low (11%), even when considering sectors other than T&H.

That said, some aspects of the education program have been positively assessed by the respondents, in general terms. These include the teaching staff, the learning materials, and the job-related training. On the other hand, the development of digital, entrepreneurial, and foreign language skills (mainly, technical English) could be improved, according to the survey. Additionally, graduates claim to be satisfied with the development of their personal, social and learning competence, which is considered very relevant to the labour market by the graduates currently working.

Two explanations can be offered for these challenges of the program in terms of employment. Firstly, because most of the graduates had a work experience before attending the T&H program, and upon its completion the majority of them decided to pursue higher education; therefore, this TVET program might be seen by non-qualified young workers as a path to higher education, and, consequently, to higher qualification employment and salary.

Secondly, the feedback provided by respondents indicates that the school-to-work transition has been difficult, relying mainly on personal contacts rather than institutional channels such as internship programs, advice from TVET institutions, or official employment intermediation. Additionally, the immediate salary prospects of the graduates are unsatisfactory, according to the survey. These factors might dissuade graduates from active job-seeking.

That said, the survey finds several strengths of the program with regard to its employability potential. Most of the graduates who are currently working found a job in the T&H sector, and some of them have some of the most-sought jobs according to the study of the tourism labour market by the NHCRD (2018). Additionally, 60% of graduates indicate that prospective employers showed interest in their vocational education certificate.

Finally, the survey has provided some interesting findings from the perspective of quality education for all that would require further research. Graduates demand a more active involvement in the system, for instance by evaluating courses, freely choosing subjects or courses according to needs, or openly discussing exams and assignments; and female graduates indicate that the T&H program is not adapted to gender differences. The survey has also suggested that the occupation patterns of female graduates do not from those of male graduates, suggesting that a bottleneck for the further integration of female professionals into the tourism and hospitality sector is currently located at the level of student recruitment.

## **Recommendations**

Drawing on the above conclusions, the following recommendations can be addressed to the MoE from the perspective of the employability of graduates of the T&H secondary education program. These recommendations can also be used as an input for the design of future UNESCO actions in the framework of the Regular Programme Supporting the Government of Jordan in Implementing TVET Reform.

1. In order to increase the relevance of the T&H program, its curriculum could reinforce the development of sector-specific skills. According to the NHRDC (2018), the skills and knowledge of greatest demand include: e-ticketing, etiquette and customer service, first aid, operating cleaning machines, the food menu and the ability to answer questions related to it, cleanliness and hygiene, detergents, kitchen management, operating and maintenance of kitchen equipment, hotel booking and e-reservations, and individual health and safety standards and requirements. Additionally, the feedback from the graduates indicated that two general key competencies – digital skills and technical English – must be reinforced in order to increase the program’s relevance.
2. In order to influence the direct employment effects of the program, the MoE could consider providing further support to the graduates’ school-to-work transition. The survey has shown room for improvement in terms of the relevance of the internships, the labour advice and job-seeking support provided by the school, and the access to public instances in charge of labour intermediation. Additionally, the focus groups indicate that a good level of technical English school can make a big difference in finding a first job in good companies.
3. Since the low salary perspectives of the graduates might also influence the graduates’ career choices, the MoE could also consider orienting some curriculum components to the most sought-after jobs in which salary prospects will likely be better. This strategic focus of the curriculum could be limited to some aspects of the program, such as the internship programs and short-term job-related training provided as a complement to the secondary education certificate. Although the NHRDC (2018) study has already identified some of the most-

sought jobs (which include waiters, chefs, cleaning supervisors, persons in charge of booking and reservations, janitors, sales officers, receptionists, and marketing and promotion officers), the choice of the specialization patterns and their salary prospects would demand further participatory analysis involving employers of the T&H sector.

4. From a gender perspective, it is recommended that more female students be recruited for the tourism and hospitality program, which appears to be facilitating similar occupation patterns among both genders. In other words, a higher share of female students in Tourism-and-Hospitality secondary education will lead to a higher share of female workers in the tourism sector, as well as a higher share of female university students in related careers.



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# ANNEXES

## ANNEX 0. Evaluation matrix

#	Specific objectives	##	Research question	###	Research subquestion	####	Indicator	Survey question(s)	Sample size
I	Data collection on graduates' occupations	1	What are the graduates' main occupations and length of employment?	1.1.	What are the graduates main occupations?	1	% of graduates who define their main occupation as: employed; self-employed; internship; job seeking; student; unoccupied and not studying	b1	N=121
I	Data collection on graduates' occupations	1	What are the graduates' main occupations and length of employment?	1.2.	For how long?	2	Average length of <b>current occupation</b> (months)	b2 filtered by b1	N=94
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.1.	What is the part of graduates permanently employed?	3	% of employed graduates (not self-employed and not in an internship) permanently employed	b3	N=8
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.2.	Are the graduates working at levels which match their qualification (completion certificate)?	4	% of employed graduates with <b>uncomplete further training</b> declaring that their job matches their qualification or a higher one	b10 filtered by e1	N=10
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.3.	What is the employed graduates' workday length?	5	Weekly number of working hours of employed graduates	b12	N=13
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.4.	What is the employed graduate's average monthly income?	6	Gross monthly incomes of employed graduates, classed by <b>weekly-working-hours</b> and <b>by occupation</b> (regular job, self-employed, internship) and <b>by levels of further education</b>	b13 filtered by b12 b13 filtered by b1 b13 filtered by e2	N=11
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.5.	Do the employed graduates have fringe or other benefits?	7	% of employed graduates (excluding self-employed) who tick a given benefit from a list	b14	N=10
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.6.	In which economic sectors are the employed graduates currently working?	8	% of employed graduates working in each economic sector	b4, b8	N=13
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.7.	Why are there employed graduates working in non-T&H sectors?	9	3 most selected reasons on why not working in T&H by employed graduates not working in T&H	b9	N=6
I	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.8.	What is the part of currently-employed graduates which is employed in Tourism&Hospitality (T&H) sector?	10	% of employed graduates working in Tourism&Hospitality (T&H) sector (detail of subsectors)	b4	N=13

#	Specific objectives	##	Research question	###	Research subquestion	####	Indicator	Survey question(s)	Sample size
	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.9.	What are the jobs/tasks that currently-employed graduates accomplish in T&H sector?	11	% of employed graduates working in T&H who select a given occupation/task extracted from de program curriculum	b5, b6, b7	N=12
	Data collection on graduates' occupations	2	How are the graduates' employs like?	2.10	In what region are the employed graduates working?	12	% of employed graduates working in each Jordan governorate or abroad	b15	N=13
	Data collection on graduates' occupations	3	Do the graduates employed in T&H perceive their work conditions as decent?	4.1.	Are the graduates working in T&H satisfied with their job?	17	% of graduates <b>employed in T&amp;H</b> who express a satisfaction of 4 or 5 in a 1-5 scale	c1 filtered by b4	N=[6;7]
	Data collection on graduates' occupations	3	Do the graduates employed in T&H perceive their work conditions as decent?	4.2.	Are the graduates working in T&H more satisfied with their job than those employed in other sectors?	18	% of graduates <b>employed in non-T&amp;H</b> sectors who express a satisfaction of 4 or 5 in a 1-5 scale	c1 filtered by b4	N=[1;3]
	Data collection on graduates' occupations	3	Do the graduates employed in T&H perceive their work conditions as 'decent'?	4.3.	Are work conditions in T&H decent as per the graduates' perceptions?	19	% of graduates <b>employed in T&amp;H</b> who assess different (7) decent-work criteria as not decent or fair	c2 filtered by b4	N=7
	Data collection on graduates' occupations	3	Do the graduates employed in T&H perceive their work conditions as 'decent'?	4.4.	Are work conditions in T&H more decent than in other sectors, as per the graduates' perceptions?	20	% of graduates <b>employed in non-T&amp;H</b> sectors who assess different (7) decent-work criteria as not decent or fair (if possible, application of Chi-squared test)	c2 filtered by b4	N=3
	Data collection on graduates' occupations	4	Are the graduates pursuing further studies? What kind?	3.1.	Do the graduates pursue studying?	13	% of graduates having started studies after graduation	e1	N=116
	Data collection on graduates' occupations	4	Are the graduates pursuing further studies? What kind?	3.2.	What level of education are graduates pursuing?	14	% of graduates having completed further education or currently studying, per <b>level</b> (VET, secondary education, higher education, etc.)	e1 filtered by e2	N=48
	Data collection on graduates' occupations	4	Are the graduates pursuing further studies? What kind?	3.3.	What are the most selected topics of study?	15	Repeated topics	e2	N=48
	Data collection on graduates' occupations	4	Are the graduates pursuing further studies? What kind?	3.4.	Have the graduates accomplished further education?	16	% of graduates having accomplished further education	e1	N=116
	Data collection on graduates' occupations	5	What has been the job-search experience for the graduate?	5.1.	Is the school-to-work transition easy for graduates?	21	% of graduates employed in T&H who score transition to work as 4 or 5 in a 1-5 scale (5 = very easy)	d1	N=113
	Data collection on graduates' occupations	5	What has been the job-search experience for the graduate?	5.2.	How much time is it necessary for a graduate to find his first job?	22	Times to find a first job after graduation (months) (for graduates with no previous experience)	d2	N=116
	Data collection on graduates' occupations	5	What has been the job-search experience for the graduate?	5.3.	What are the most successful ways for unexperienced graduates to find their first job?	23	3 best ways to find a first job according to graduates having found their first job after graduation	d3	N=47

#	Specific objectives	##	Research question	###	Research subquestion	####	Indicator	Survey question(s)	Sample size
I	Data collection on graduates' occupations (Gender and Human Rights considerations)	6	Is T&H sector inclusive, from a gender perspective, for recently-graduate workers?	6.1.	Is T&H sector inclusive, from a gender perspective, for recently-graduate workers?	24	Gaps in answers given by <b>women</b> and by men graduates on: unemployment, income, job satisfaction, job seeking (if possible, application of Chi-squared test and Student's t-test)	b1 filtered by f1 b13 filtered by f1 c2 filtered by f1 c1 filtered by f1 d1 filtered by f1 d2 filtered by f1	N=[2;30] for women N=[10;81] for men
I	Data collection on graduates' occupations (Gender and Human Rights considerations)	6b	Is T&H sector inclusive, from a disabilities perspective, for recently-graduate workers?	6.2.	Is T&H sector inclusive, from a disabilities perspective, for recently-graduate workers?	25	Gaps in answers given by <b>people with disabilities</b> and by the rest of graduates on: unemployment rate, income, job satisfaction, job seeking (if possible, application of Chi-squared test and Student's t-test)	b1 filtered by f4 b13 filtered by f4 c2 filtered by f4 c1 filtered by f4 d1 filtered by f4 d2 filtered by f4	-
I	Data collection on graduates' occupations (Gender and Human Rights considerations)	(7)	Are there positive female and male role models who can help raise the profile of vocational education in Jordan?	7.1.	Are there positive female role models who can help raise the profile of vocational education in Jordan?	26	A woman, working in H&T, top-ranked in job satisfaction and having provided an identification. In addition, one or more of the following characteristics: no previous experience in T&H / disability / self-employed	Multi-filter: f1, b4, c1, f9, d2, f4, b1	N=114
I	Data collection on graduates' occupations (Gender and Human Rights considerations)	(7)	Are there positive female and male role models who can help raise the profile of vocational education in Jordan?	7.2.	Are there positive male role models who can help raise the profile of vocational education in Jordan?	27	A man, working in H&T, top-ranked in job satisfaction and having provided an identification. In addition, one or more of the following characteristics: no previous experience in T&H / disability / self-employed	Multi-filter: f1, b4, c1, f9, d2, f4, b1	
II	Assessment of education programs	7	Are the education programs of good quality?	7.1.	Are the students satisfied with the quality of the education received?	32	Average score of education quality by graduates from 1 ("very low") to 5 ("very high")	a2	N=122
II	Assessment of education programs	7	Are the education programs of good quality?	7.2.	Are the general study provisions and conditions adequate?	33	Average score of various conditions by graduates from 1 ("very low") to 5 ("very high")	a3	N=123
II	Assessment of education programs	7	Are the education programs of good quality?	7.3.	Are the students provided with an adequate information and guidance?	34	Average score of information and guidance by graduates from 1 ("very low") to 5 ("very high")	a3	N=123
II	Assessment of education programs	7	Are the education programs of good quality?	7.4.	Are there promising practices in mainstreaming work-based learning?	35	Average score for internship relevance by graduates from 1 ("very low") to 5 ("very high")	a6	N=85

#	Specific objectives	##	Research question	###	Research subquestion	####	Indicator	Survey question(s)	Sample size
II	Assessment of education programs	7	Are the education programs of good quality?	7.4.	Are there promising practices in mainstreaming work-based learning?	36	Good practices contained in open explanations given by graduates very satisfied with their internship/in-job training (if existing)	a7	-
II	Assessment of education programs	7	Are the education programs of good quality?	7.5.	Are there promising practices in mainstreaming digital skills?	37	% of graduates who select "digital skill" as one of the most important skills developed as a result of the education	a4	N=120
II	Assessment of education programs	7	Are the education programs of good quality?	7.6.	Are there promising practices in mainstreaming entrepreneurship education?	38	% of graduates who select "entrepreneurial skills, including financial literacy" as one of the most important skills developed as a result of the education	a4	N=120
II	Assessment of education programs	7	Are the education programs of good quality?	7.6.	Are there promising practices in mainstreaming entrepreneurship education?	39	% of <b>self-employed</b> graduates who select "entrepreneurial skills, including financial literacy" as one of the most important skills developed as a result of the education	a4 filtered by b1	N=3
II	Assessment of education programs	8	Have the graduates' skills improved as a result of the program?	8.1.	Have the graduates their skills for Lifelong learning improved as a result of the program?	40	% graduates who tick assessments related to each Key Competency for Lifelong Learning when asked about skills/knowledge acquired as a result of the program	a4	N=120
II	Assessment of education programs	8	Have the graduates' skills improved as a result of the program?	8.2.	Have the graduates their skills for working in T&H improved as a result of the program?	41	% of graduates <b>employed in T&amp;H</b> who agree with the sentence "I am better prepared to accomplish my job tasks", <b>per task</b> (hotels, food and drink, travel and tourism).	a4 filtered by b4, b5, b6, b7	N=[1;3]
II	Assessment of education programs	9	Are the education programs relevant?	9.1.	Is the vocational education certificate interesting for employers?	28	% of graduates who declare that the employers approached were interested in the vocational education certificate	d4	N=74
II	Assessment of education programs	9	Are the education programs relevant?	9.2.	Are the general competencies included in the program relevant in T&H?	29	% of graduates <b>employed in T&amp;H</b> that assess each Key Competency for Lifelong Learning as relevant	b16 filtered by b4	N=7
II	Assessment of education programs	9	Are the education programs relevant?	9.3.	Are the concrete skills/knowledges related to T&H included in the program relevant in T&H worklife?	30	Works/tasks selected and non-selected by graduates employed in T&H, among those contained in the program curriculum, when asked about selecting descriptions of their current occupation	b5, b6, b7	N=12
II	Assessment of education programs	9	Are the education programs relevant?	9.4.	Are the general competencies included in the program relevant for worklife in general?	31	% of employed graduates employed in non-T&H sectors that assess each Key Competency for Lifelong Learning as relevant	b16	N=4
II	Assessment of education programs (Gender and Human Rights considerations)	10	Are the education programs inclusive with regard to gender?	10.1.	Are the education programs inclusive with regard to gender?	44	Average score of program adaptation to special needs by women from 1 ("not at all") to 5 ("to a very high extent")	f2	N=21

#	Specific objectives	##	Research question	###	Research subquestion	####	Indicator	Survey question(s)	Sample size
II	Assessment of education programs (Gender and Human Rights considerations)	10	Are the education programs inclusive with regard to gender?	10.1.	Are the education programs inclusive with regard to gender?	46	Comments by women when asked about program adaptation to their special needs	f3	N=21
II	Assessment of education programs (Gender and Human Rights considerations)	10b	Are the education programs inclusive with regard to disabilities?	10.2.	Are the education programs inclusive with regard to disabilities?	42	Average score of program adaptation to special needs by graduates with disabilities from 1 ("not at all") to 5 ("to a very high extent")	f5	-
II	Assessment of education programs (Gender and Human Rights considerations)	10b	Are the education programs inclusive with regard to disabilities?	10.2.	Are the education programs inclusive with regard to disabilities?	43	Comments by graduates with disabilities when asked about program adaptation to their special needs	f6	-
II	Assessment of education programs (Gender and Human Rights considerations)	10b	Are the education programs inclusive with regard to disabilities?	10.2.	Are the education programs inclusive with regard to disabilities?	44	% of graduates <b>with disabilities</b> who select TVET institutions as the most useful option to find a first job	d3 filtered by f4	-

## ANNEX I. The sample

### Overall response statistics

	Count (responses)	Count (census)	% of census
Complete	114	442	25.8%
Partial	44	442	10.0%
Disqualified	0	442	0.0%
<b>Totals</b>	158	442	35.7%

### Response statistics by gender

Group	Count (responses)	% (/responses)	Count (census)	% (/census)	Admissible margin error	Level of representation of the group within the sample
Male	81	72.3%	368	83.3%	6.0%	Over-represented
Female	31	27.7%	74	16.7%	6.0%	Under-represented
Prefer not to say	1	-	-	-	-	-
Totals	112	100%	442	100.0%	-	-

### Response statistics by center

Group	Count (responses)	% (/responses)	Count (census)	% (/census)	Admissible margin error	Level of representation of the group within the sample
Abdul Hafez Al-Azab Professional for boys	2	1.6%	5	1.1%	1.6%	Good
Al Nasr Secondary School for Boys	1	0.8%	15	3.4%	2.7%	Good



Group	Count (responses)	% (/responses )	Count (census)	% (/census)	Admissible margin error	Leve of representation of the group within the sample
Arslan for Boys	10	8.1%	31	7.0%	3.8%	Good
Baptist School	3	2.4%	11	2.5%	2.3%	Good
Farouk Secondary School for Boys	2	1.6%	19	4.3%	3.0%	Good
Hassan Al Kayed Vocational High School	6	4.9%	16	3.6%	2.8%	Good
Hateen Comprehensive Secondary School for Boys	1	0.8%	9	2.0%	2.1%	Good
Hitteen Secondary School for Boys	2	1.6%	8	1.8%	2.0%	Good
Hova Shrine for boys	5	4.1%	10	2.3%	2.2%	Good
Ibn Rushd Comprehensive Secondary School for Boys	1	0.8%	4	0.9%	1.4%	Good
Imam Malik Comprehensive Secondary School	4	3.3%	9	2.0%	2.1%	Good
Jordan Hotels	35	28.5%	133	30.1%	6.9%	Good
Madaba Comprehensive Industrial Secondary School	3	2.4%	5	1.1%	1.6%	Good
Mar Youssef Vocational Center	3	2.4%	14	3.2%	2.6%	Good
Marj Al Hamam Secondary Professional School	3	2.4%	8	1.8%	2.0%	Good
Qutaiba bin Muslim Professional school	1	0.8%	12	2.7%	2.4%	Good
Wasfi Al Tal Comprehensive Secondary School for Boys	8	6.5%	18	4.1%	3.0%	Good
Giza Comprehensive School for Boys	0	0.0%	1	0.2%	0.7%	Good (while non-represented)
Prince Hamza bin Hussein w boys	0	0.0%	3	0.7%	1.2%	Good (while non-represented)
7eteen	0	0.0%	6	1.4%	1.7%	Good (while non-represented)
Al Emam Malek Thanaweyye	0	0.0%	9	2.0%	2.1%	Good (while non-represented)
Al-Hussein Secondary Professional School for Boys	5	4.1%	8	1.8%	2.0%	Over-represented

Group	Count (responses)	% (/responses )	Count (census)	% (/census)	Admissible margin error	Leve of representation of the group within the sample
Comprehensive Secondary for Girls	20	16.3%	32	7.2%	3.9%	Over-represented
Wadi Musa for Boys	8	6.5%	12	2.7%	2.4%	Over-represented
Ali Khalqi Al-Sharairi Secondary School for Boys	0	0.0%	17	3.8%	2.9%	Under-represented
Rasheed Taliea High School	0	0.0%	13	2.9%	2.5%	Under-represented
Shukri Shasha secondary	0	0.0%	14	3.2%	2.6%	Under-represented

## ANNEX II. Chi-squared ( $\chi^2$ ) test

A chi-squared test, also written as  $\chi^2$  test, is any statistical hypothesis test where the sampling distribution of the test statistic is a chi-squared distribution when the null hypothesis ( $H_0$ ) is true. The chi-squared test is used to determine whether there is a significant difference between the expected frequencies and the observed frequencies in one or more categories.

Chi-squared test applied to school-to-work-transition perceived easiness (men VS women)

$H_0$ : The % men considering that school-to-work transition is easy is equal to the % women

$H_1$ : The % are different.

### Contingency table (observed)

	Men	Women	Total
Easy (4,5)	19	6	25
Not easy (1,2,3)	61	22	83
Total	80	28	108

### Contingency table (expected)

	men	women	total
easy (4,5)	18.5	6.5	25
not easy (1,2,3)	62	22	83
total	80	28	108

$$\chi^2 = 0.062$$

$$p\text{-value} = 0.802$$

p-value > 0.05, so  $H_0$  cannot be rejected.

Chi-squared test applied to school-to-work-transition perceived difficultness (men VS women)

H<sub>0</sub>: The % men considering that school-to-work transition is difficult is equal to the % women

H<sub>1</sub>: The % are different.

**Contingency table (observed)**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b>Difficult (1,2)</b>	28	7	35
<b>Not difficult (3,4,5)</b>	51	21	72
<b>Total</b>	79	28	107

**Contingency table (expected)**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b>Difficult (1,2)</b>	25.8	9.2	35
<b>Not difficult (3,4,5)</b>	53	19	72
<b>Total</b>	79	28	107

$$\chi^2 = 1.024$$
$$p\text{-value} = 0.312$$

$p > 0.05$ , H<sub>0</sub> cannot be rejected.

Chi-squared test applied to school-to-work-transition perceived easiness (previous experience VS no previous experience)

H0: The % of graduates perceiving that school-to-work transition is easy is equal to the % of graduates with no previous experience

H1: They are different

**Contingency table (observed)**

	<b>No experience</b>	<b>Experience</b>	<b>Total</b>
<b>Easy (4,5)</b>	22	4	26
<b>Not easy (1,2,3)</b>	67	19	86
<b>Total</b>	89	23	112

**Contingency table (expected)**

	<b>Men</b>	<b>Women</b>	<b>Total</b>
<b>Easy (4,5)</b>	20.7	5.3	26
<b>Not easy (1,2,3)</b>	68	18	86
<b>Total</b>	89	23	112

$\chi^2 = 0.551$   
 p-value = 0.458

$p > 0.05$ , **H<sub>0</sub> cannot be rejected.**

Chi-squared test applied to the rate of graduates studying (women VS men)

H0: The % of women studying is equal to the % of men

H1: They are different

**Contingency table (observed)**

	<b>Women</b>	<b>Men</b>	<b>Total</b>
<b>Studying</b>	26	61	87
<b>Not studying</b>	4	20	24
<b>Total</b>	30	81	111

**Contingency table (expected)**

	<b>Women</b>	<b>Men</b>	<b>Total</b>
<b>Studying</b>	24	63	87
<b>Not studying</b>	6	18	24
<b>Total</b>	30	81	111

$$\chi^2 = 1.667$$
$$p\text{-value} = 0.197$$

$p > 0.05$ , **H<sub>0</sub> cannot be rejected.**

### ANNEX III. Relevant survey data classed by sector (T&H, non-T&H)

Levels of job satisfaction among surveyed employed graduates

Job aspect	% of surveyees employed in T&H who are satisfied	% of surveyees employed in non-T&H sectors who are satisfied
Family conciliation	57.2% (N=7)	50% (N=2)
Contribution to society	57.2% (N=7)	0% (N=1)
Atmosphere	33.3% (N=6)	50% (N=2)
Attractiveness of the tasks	33.3% (N=6)	33.3% (N=3)
Salary	16.7% (N=6)	33.3% (N=3)

Source: SQ c2 filtered by b4

Decent work perceptions per sector (N=7 for T&H and N=3 for non-TH)

Decent work condition	% of surveyees employed in T&H who are satisfied (N=7)	% of surveyees employed in non-T&H sectors who are satisfied (N=3)
Physical and social environment of work	29%	0%
Job tasks	21%	33%
Organisational characteristics	14%	0%
Working-time arrangements	36%	17%
Job prospects	14%	0%
Salary	71%	67%

Source: survey question c2 filtered by b4

## ANNEX IV. Relevant survey data classed by gender

Levels of job satisfaction, classed by gender

Job aspect	% of employed women satisfied	% of employed men satisfied
All aspects in general	50% (N=2)	25% (N=4)
Salary	50% (N=2)	11.1% (N=9)
Atmosphere	100% (N=2)	25% (N=8)
Attractiveness of the tasks	100% (N=1)	20% (N=10)
Family conciliation	50% (N=2)	44.4% (N=9)
Contribution to society	100% (N=2)	28.6% (N=7)

Source: survey question c1 filtered by f1

Incomes, classed by gender

	Employed women (N=2)	Employed men (N=9)
Monthly gross incomes (JD)	300; 350	220; 240; 250; 300; 325; 350; 350; 350; 400
Median (JD)	325	325
Mean (JD)	325	309.4
Standard deviation (ID)	25	57.6

Source: survey question b13 filtered by f1

Decent work conditions, classed by gender

Work condition	% of employed women who assess the condition as not decent and fair (N=2)	% of employed men who assess the condition as not decent and fair (N=10)
Workplace security and safety	50%	10%
Working atmosphere	50%	10%
Work autonomy	0%	20%
Personal feelings while at work	0%	30%
Involvement in coordination and management tasks	50%	20%
Compatibility with work-related and family-related issues	100%	10%
Leisure time	0%	30%
Job security	50%	20%
Matching with my skills and interests	0%	20%
Impact on general public	0%	10%
Salary	50%	60%

Source: survey question c2 filtered by f1



## ANNEX V. Some additional detailed data

### Lengths of current occupations

	Less than 1 month	1-3 months	4-6 months	7-9 months	10-12 months	More than a year
Employed (company, organisation) (N=8)	0%	25%	25%	0%	25%	25%
Self-employed (N=3)	0%	33.3%	0%	0%	0%	66.7%
Internship (N=2)	0%	0%	0%	0%	0%	100%
Job-seeking (N=1)	0%	0%	0%	0%	0%	100%
Student (N=75)	14.7%	6.7%	2.7%	5.3%	9.3%	61.3%
Inactive (N=5)	0%	40%	20%	0%	20%	20%

Source: survey question b2 filtered by b1

### Monthly gross incomes classed by weekly-working-hours, occupation and level of further education (N=11)

	Internship	Employed in a company / Self-employed organisation	
<20h		350 JD (no further education)	
31h to 40h		300 JD (no further education) 350 JD	
41h to 50h		250 JD (no further education)	
>50h	400 JD (no further education)	240 JD (no further education) 325 JD (further secondary education) 350 JD (no further education)	220 JD (higher education) 300 JD (no further education) 350 JD (secondary education)

Source: survey question b13 filtered by b1 and b12

### Job tasks addressed by the curriculum and percentage of employed surveyees accomplishing the task that select "ability to accomplish job tasks" as a skill developed through the education

Job task (addressed by the curriculum)	%
Accounting, cash management, invoicing...	100% (N=1)
Management	50% (N=2)

Booking / reception / guest-relations / information department	33% (N=3)
Cleaning	0% (N=1)
Waiter	0% (N=1)
Conservation, cooking and/or preparation of food	0% (N=1)
Dealing with tourism transport companies or transport services	0% (N=1)

Source: survey question a4 filtered by b4, b5, b6, b7

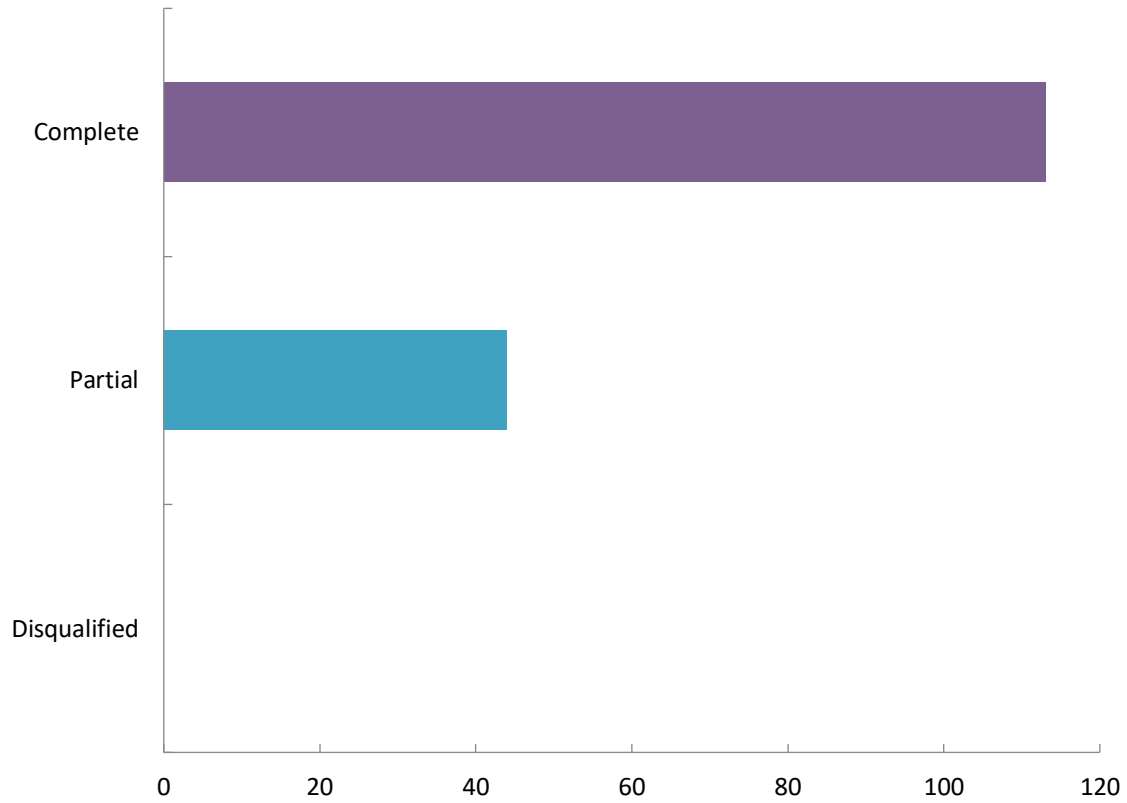
### Accomplished and non-accomplished tasks contained in the program curriculum (N=12)

T&H sector	Curriculum-contained tasks accomplished by employed surveyees	Curriculum-contained tasks non-accomplished by employed surveyees
Accommodation (N=5)	<ul style="list-style-type: none"> <li>- Booking / reception / guest-relations / information department</li> <li>- Accounting, cash management, invoicing...</li> </ul>	<ul style="list-style-type: none"> <li>- Hotel planning</li> <li>- Management</li> <li>- Human resources</li> <li>- Linens, laundry, cleaning public facilities...</li> <li>- Interior design</li> <li>- Store within a hotel</li> <li>- Security and public safety</li> <li>- Sector analysis</li> </ul>
Food and drink services (N=6)	<ul style="list-style-type: none"> <li>- Management</li> <li>- Cleaning</li> <li>- Conservation, cooking and/or preparation of food</li> <li>- Waiter</li> </ul>	<ul style="list-style-type: none"> <li>- Human resources</li> <li>- Interior design</li> <li>- Accounting, cash management, invoicing...</li> <li>- Security and public safety</li> <li>- Sector analysis</li> </ul>
Travel and tourism (N=1)	<ul style="list-style-type: none"> <li>- Dealing with tourism transport companies or transport services</li> </ul>	<ul style="list-style-type: none"> <li>- Tourism and travel office</li> <li>- Public tourism organization</li> <li>- Management</li> <li>- Tourism promotion (marketing, communication...)</li> <li>- Tourist guide</li> <li>- Security and public safety</li> <li>- Sector analysis</li> </ul>

Source: survey questions b5, b6, b7

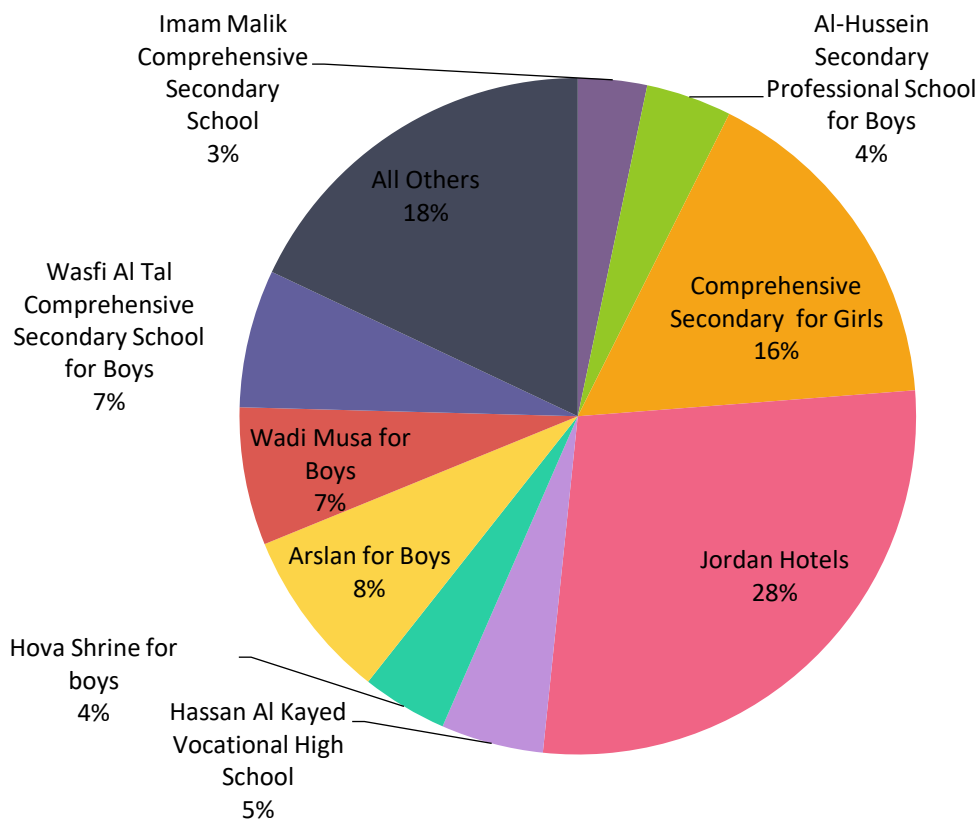
## ANNEX VI. Survey report

### Response Statistics



	Count	Percent
Complete	113	72
Partial	44	28
Disqualified	0	0
Totals	157	

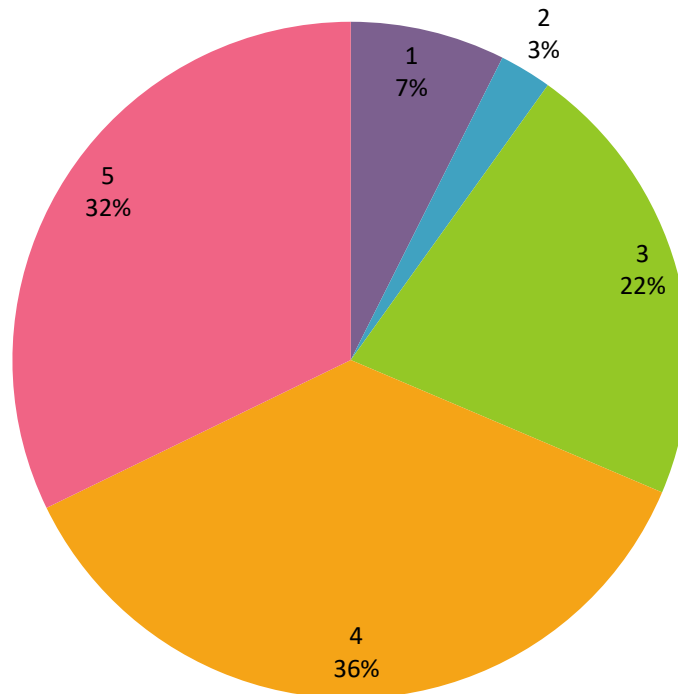
A1.Please select the name of your vocational education centre



Value	Percent	Count
Ibn Rushd Comprehensive Secondary School for Boys	0.8%	1
Imam Malik Comprehensive Secondary School	3.3%	4
Al-Hussein Secondary Professional School for Boys	4.1%	5
Comprehensive Secondary for Girls	16.4%	20
Farouk Secondary School for Boys	1.6%	2
Jordan Hotels	27.9%	34
Baptist School	2.5%	3

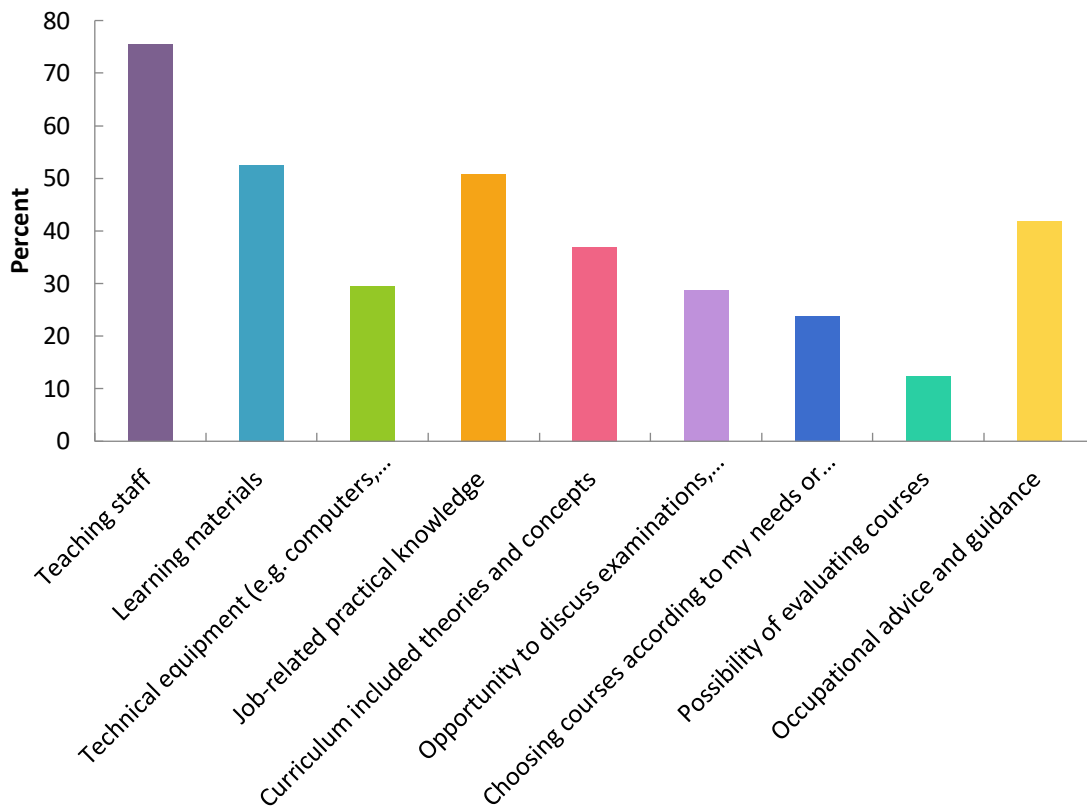
Al Nasr Secondary School for Boys	0.8%	1
Hassan Al Kayed Vocational High School	4.9%	6
Hateen Comprehensive Secondary School for Boys	0.8%	1
Hitteen Secondary School for Boys	1.6%	2
Hova Shrine for boys	4.1%	5
Abdul Hafez Al-Azab Professional for boys	1.6%	2
Qutaiba bin Muslim Professional school	0.8%	1
Madaba Comprehensive Industrial Secondary School	2.5%	3
Marj Al Hamam Secondary Professional School	2.5%	3
Mar Youssef Vocational Center	2.5%	3
Arslan for Boys	8.2%	10
Wadi Musa for Boys	6.6%	8
Wasfi Al Tal Comprehensive Secondary School for Boys	6.6%	8
	Totals	122

A2. How do you assess the quality of the education received? Please, rate your studies from 1 (very low quality) to 5 (very high)



Value	Percent	Count
1	7.4%	9
2	2.5%	3
3	21.5%	26
4	36.4%	44
5	32.2%	39
	Totals	121

A3. Please indicate which aspects of the education received you more satisfied with(multiple answers possible)

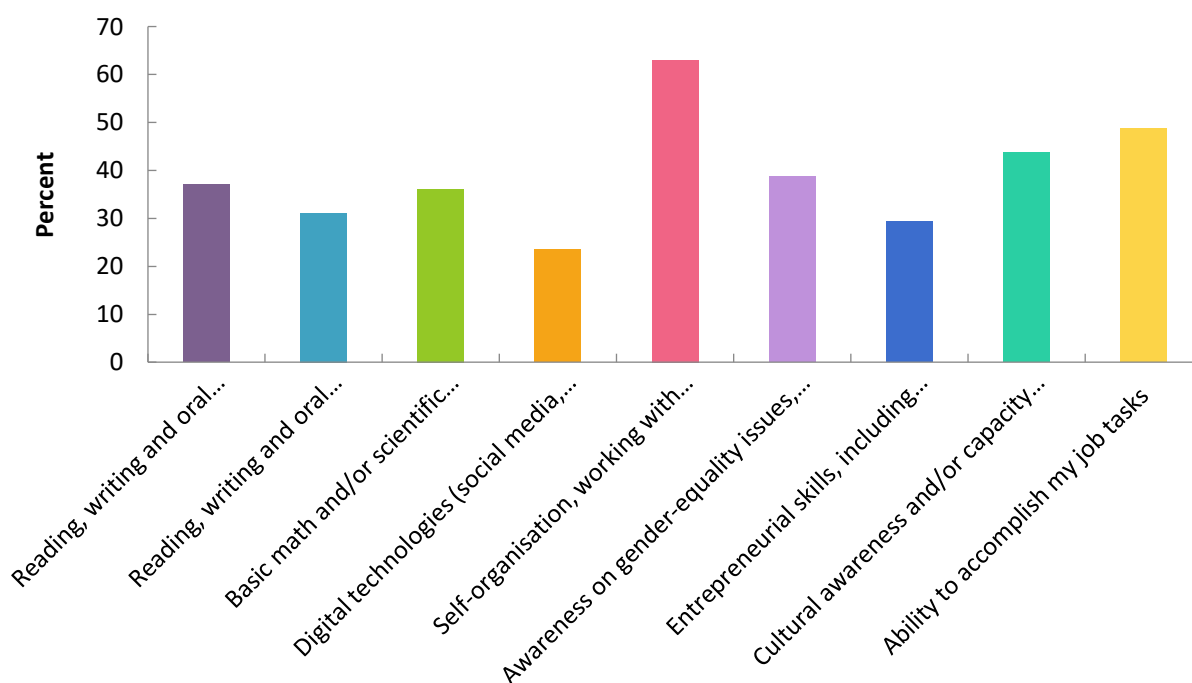


Value	Percent	Count
Teaching staff	75.4%	92
Learning materials	52.5%	64
Technical equipment (e.g. computers, internet access...)	29.5%	36
Job-related practical knowledge	50.8%	62
Curriculum included theories and concepts	36.9%	45
Opportunity to discuss examinations, assignments...	28.7%	35
Choosing courses according to my needs or interests	23.8%	29

Possibility of evaluating courses	12.3%	15
Occupational advice and guidance	41.8%	51



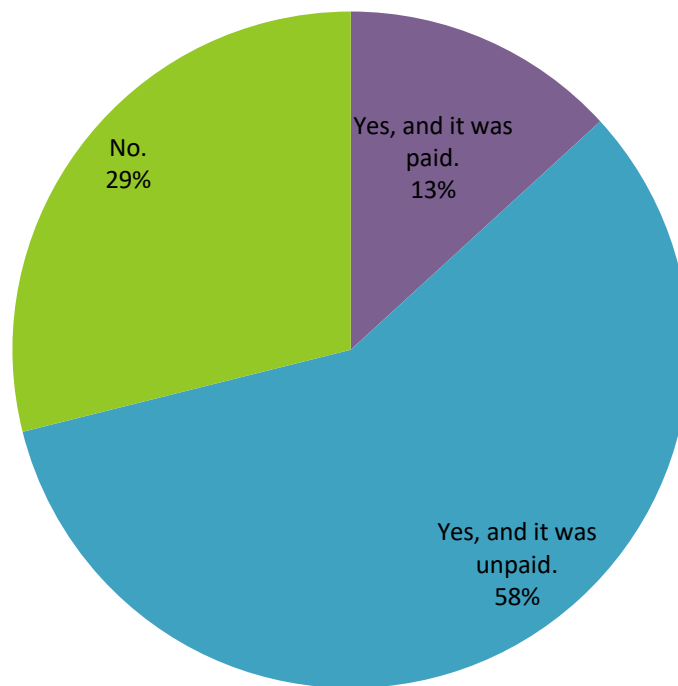
A4. Please indicate the most important skill(s) you have developed as a result of this education? Please select the sentence(s) you agree with



Value	Percent	Count
Reading, writing and oral communication in Arabic	37.0%	44
Reading, writing and oral communication in foreign languages	31.1%	37
Basic math and/or scientific knowledge.	36.1%	43
Digital technologies (social media, information technology, web...)	23.5%	28
Self-organisation, working with others, learning strategies...	63.0%	75
Awareness on gender-equality issues, sustainable development and/or other civic values	38.7%	46

Entrepreneurial skills, including financial literacy	29.4%	35
Cultural awareness and/or capacity to express my ideas in creative ways	43.7%	52
Ability to accomplish my job tasks	48.7%	58

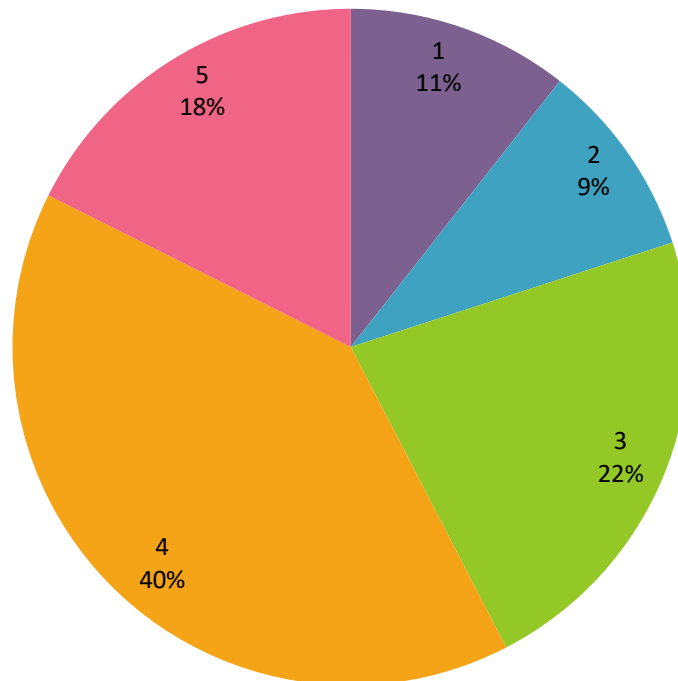
A5. During your studies, did you participate in an internship and/or on-the-job training (this does not refer to team projects, practical courses, etc.)



Value	Percent	Count
Yes, and it was paid.	13.2%	16
Yes, and it was unpaid.	57.9%	70
No.	28.9%	35

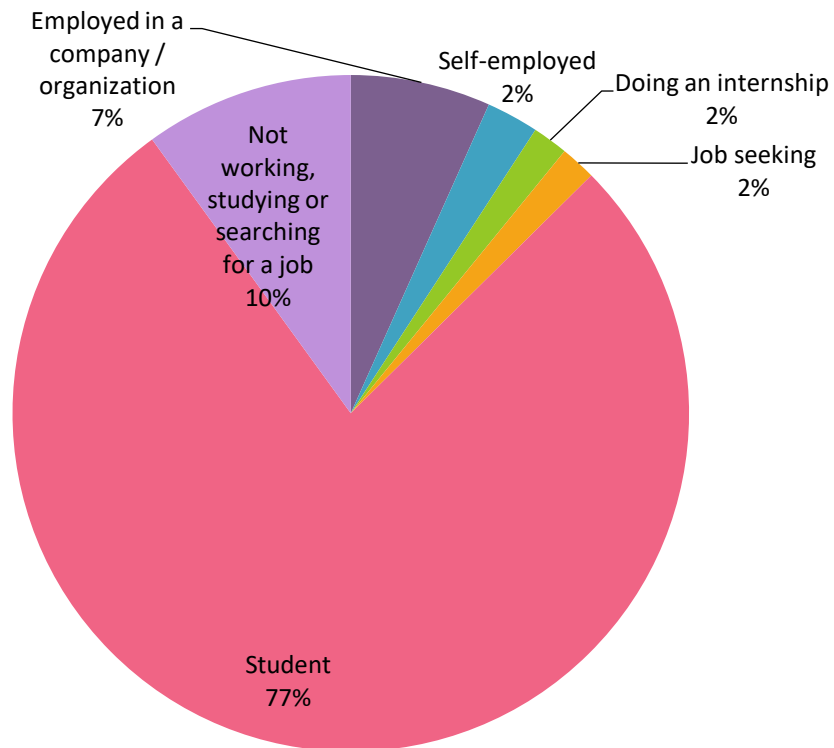
	Totals	121
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A6. To what extent did this internship / on-the-job training improve your employability? Please, rate on a 1-to-5 scale



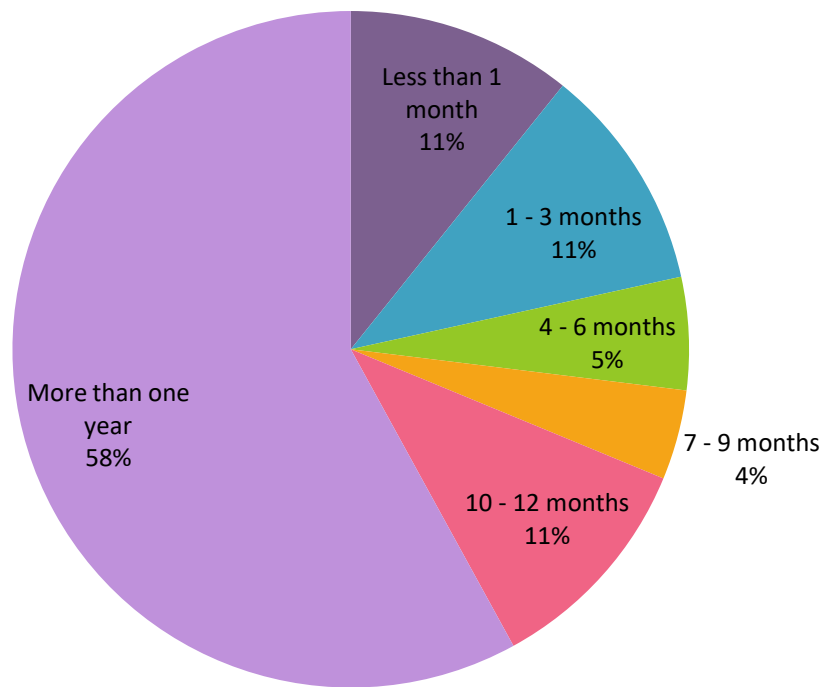
Value	Percent	Count
1	10.6%	9
2	9.4%	8
3	22.4%	19
4	40.0%	34
5	17.6%	15
	Totals	85

B1. Please, choose the sentence that best describes your main current occupation



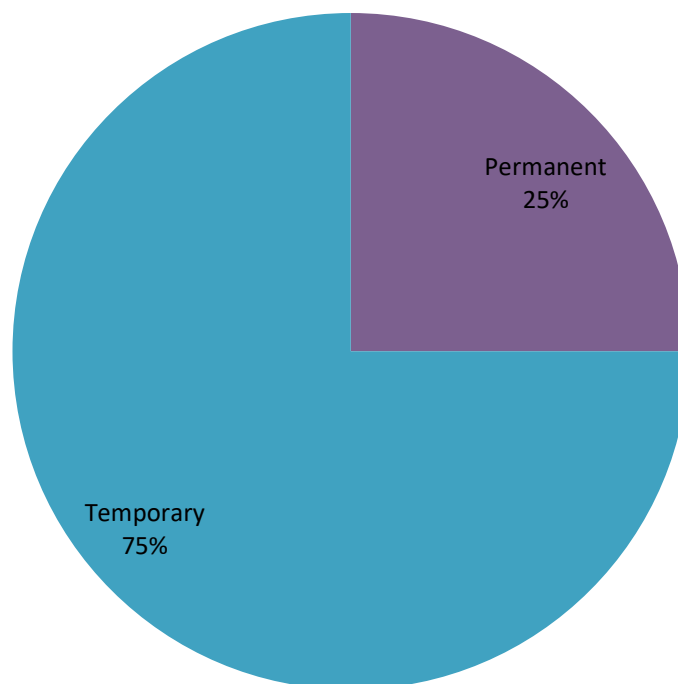
Value	Percent	Count
Employed in a company / organization	6.7%	8
Self-employed	2.5%	3
Doing an internship	1.7%	2
Job seeking	1.7%	2
Student	77.5%	93
Not working, studying or searching for a job	10.0%	12
	Totals	120

B2. How long have you been in your current occupation?



Value	Percent	Count
Less than 1 month	10.8%	10
1 - 3 months	10.8%	10
4 - 6 months	5.4%	5
7 - 9 months	4.3%	4
10 - 12 months	10.8%	10
More than one year	58.1%	54
Totals		93

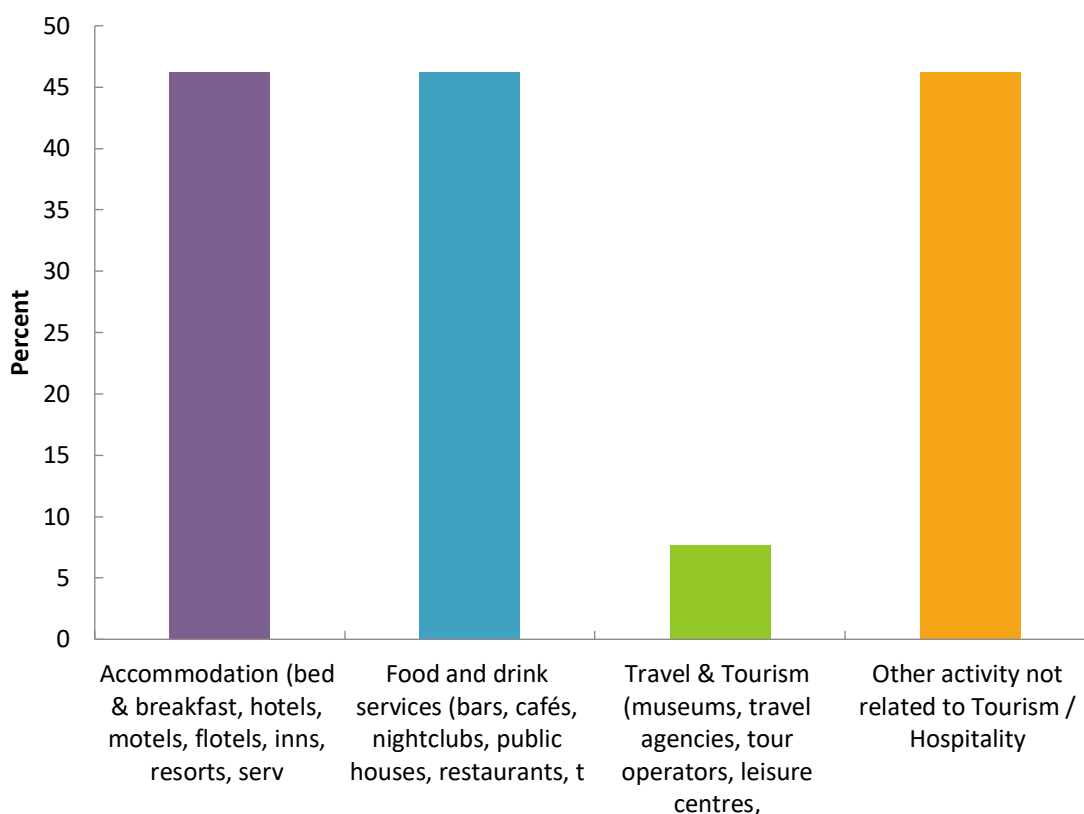
B3. Do you have a permanent or temporary labour contract?



Value	Percent	Count
Permanent	25.0%	2
Temporary	75.0%	6
	Totals	8

Other, please specify:	Count
Totals	0

B4. In which of the following sectors do you work? Multiple answers possible.

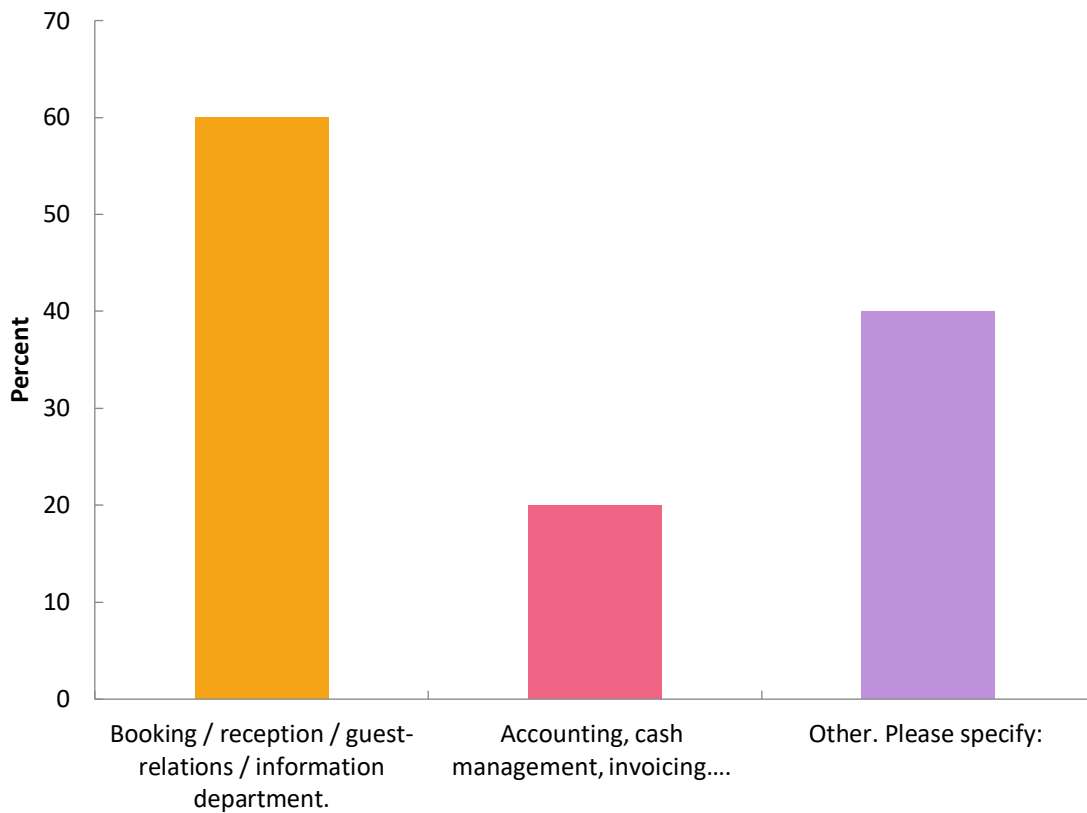


Value	Percent	Count
Accommodation (bed & breakfast, hotels, motels, flotels, inns, resorts, serviced apartments, etc.)	46.2%	6
Food and drink services (bars, cafés, nightclubs, public houses, restaurants, tea shops, wine shops, etc.)	46.2%	6
Travel & Tourism (museums, travel agencies, tour operators, leisure centres, casinos)	7.7%	1
Other activity not related to Tourism / Hospitality	46.2%	6



B5. Which of the following position or task best describes your current occupation?

Multiple answers possible

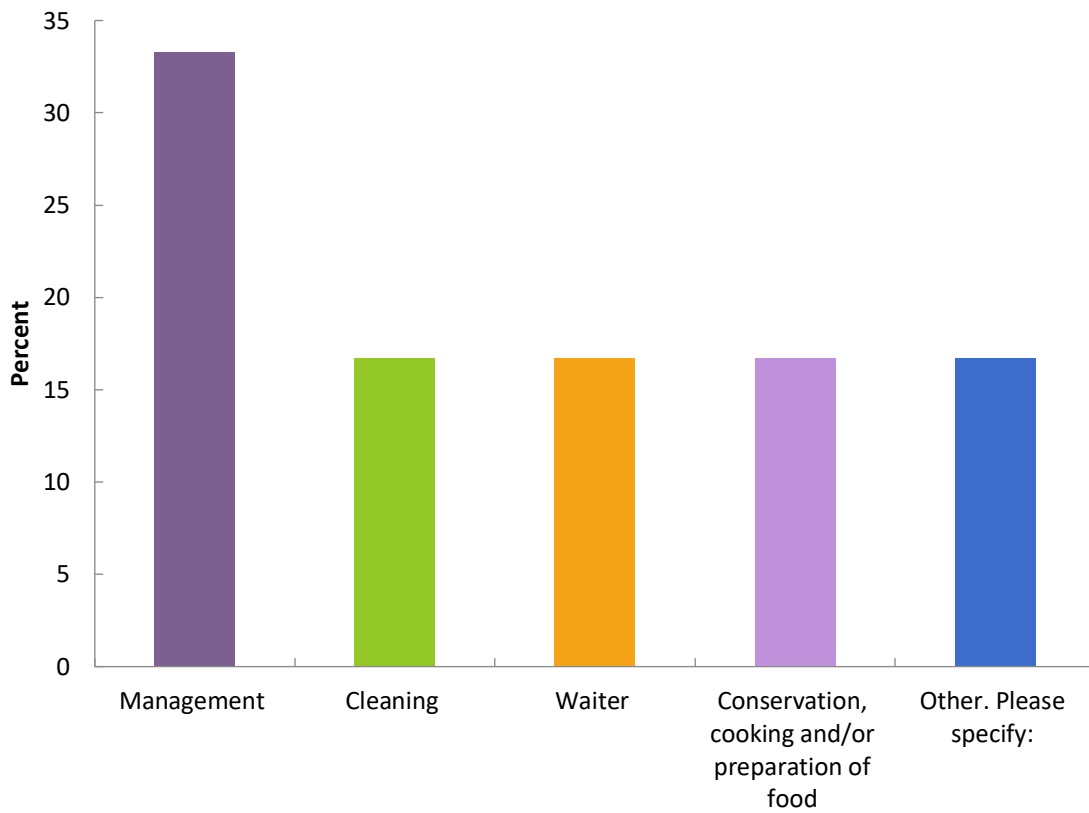


Value	Percent	Count
Booking / reception / guest-relations / information department.	60.0%	3
Accounting, cash management, invoicing....	20.0%	1
Other. Please specify:	40.0%	2

Other. Please specify:	Count
سفره	1
Totals	1

B6. Which of the following position or task best describes your current occupation?

Multiple answers possible

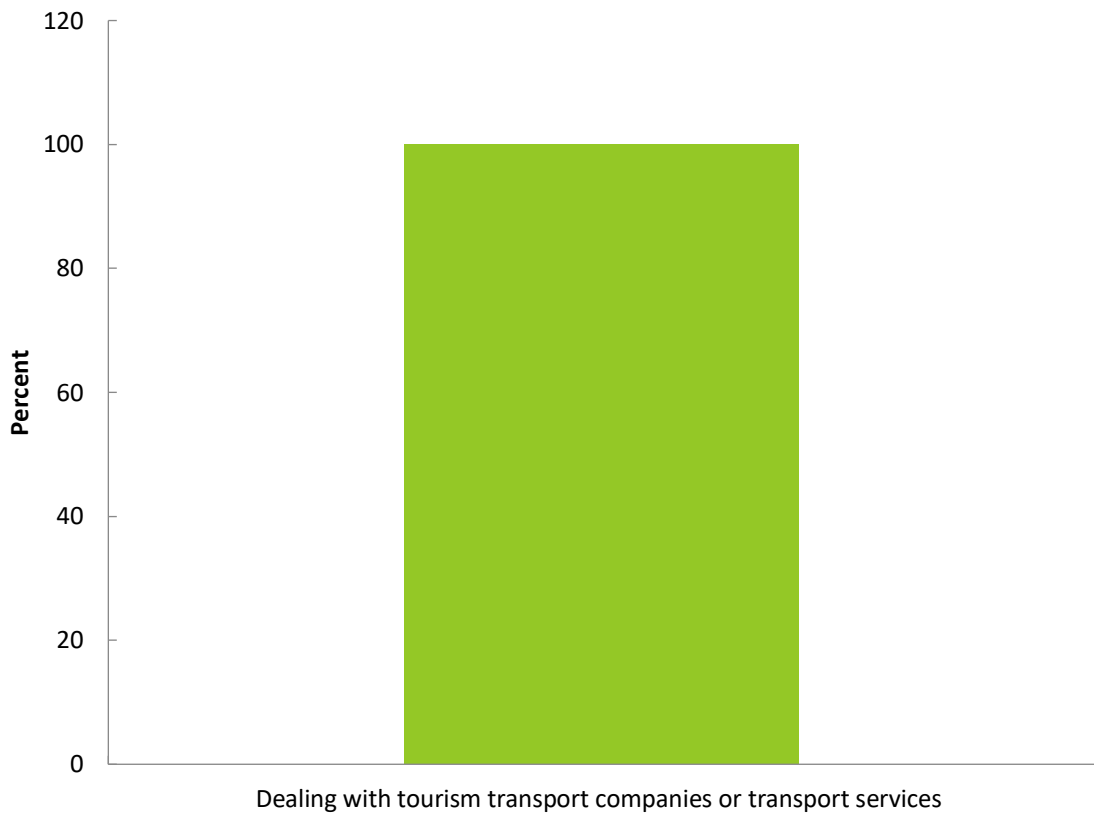


Value	Percent	Count
Management	33.3%	2
Cleaning	16.7%	1
Waiter	16.7%	1
Conservation, cooking and/or preparation of food	16.7%	1
Other. Please specify:	16.7%	1

Other. Please specify:	Count
Totals	0

B7. Which of the following position or task best describes your current occupation?

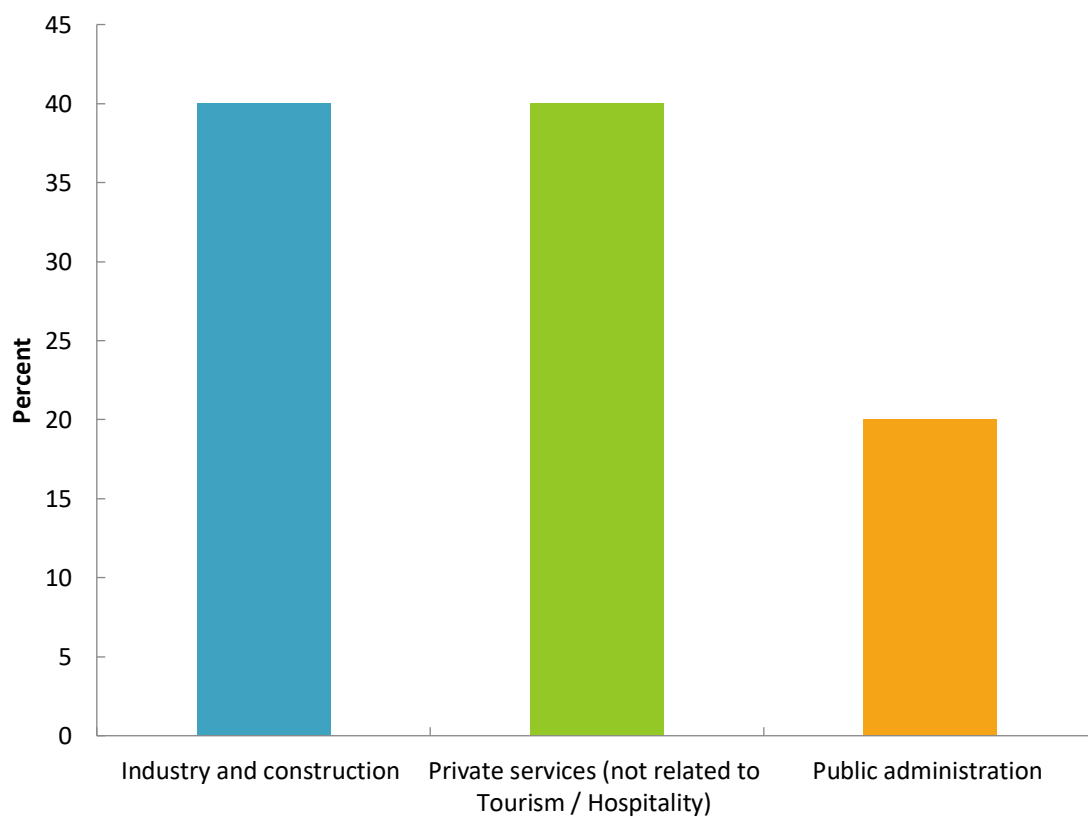
Multiple answers possible



Value	Percent	Count
Dealing with tourism transport companies or transport services	100.0%	1

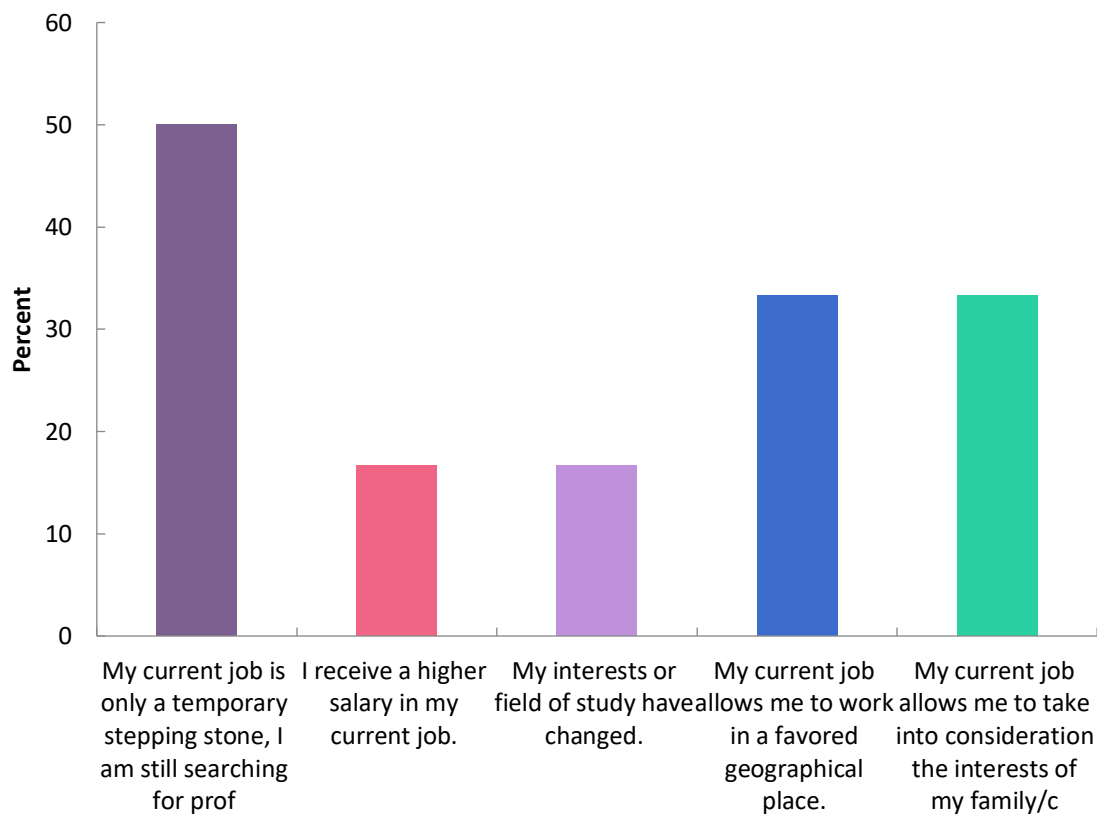
Other. Please specify:	Count
Totals	0

B8. Your job is not closely related to Tourism / Hospitality. In which economic sector are you currently employed?



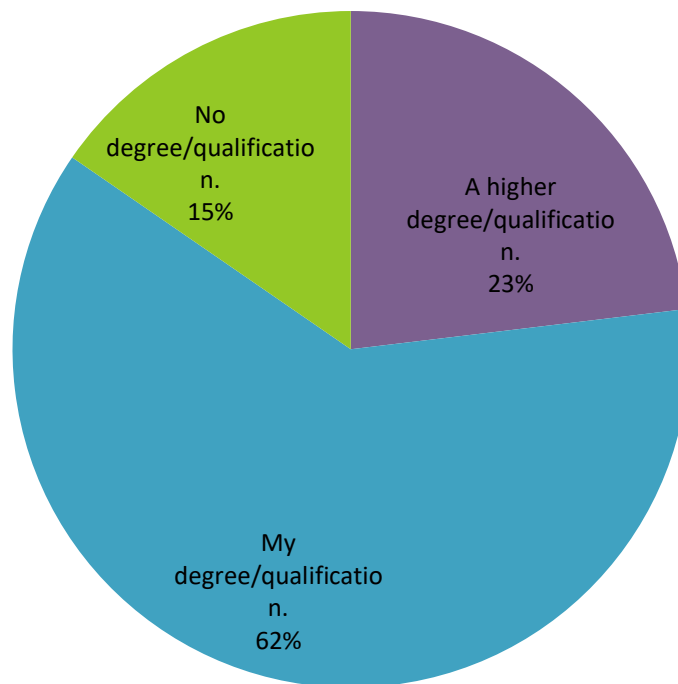
Value	Percent	Count
Industry and construction	40.0%	2
Private services (not related to Tourism / Hospitality)	40.0%	2
Public administration	20.0%	1

B9. Your job is not closely related to Tourism / Hospitality. Why did you choose this job? Multiple answers possible



Value	Percent	Count
My current job is only a temporary stepping stone, I am still searching for professional orientation.	50.0%	3
I receive a higher salary in my current job.	16.7%	1
My interests or field of study have changed.	16.7%	1
My current job allows me to work in a favored geographical place.	33.3%	2
My current job allows me to take into consideration the interests of my family/children.	33.3%	2

B10. In your opinion, which qualification / degree level best matches your current job?

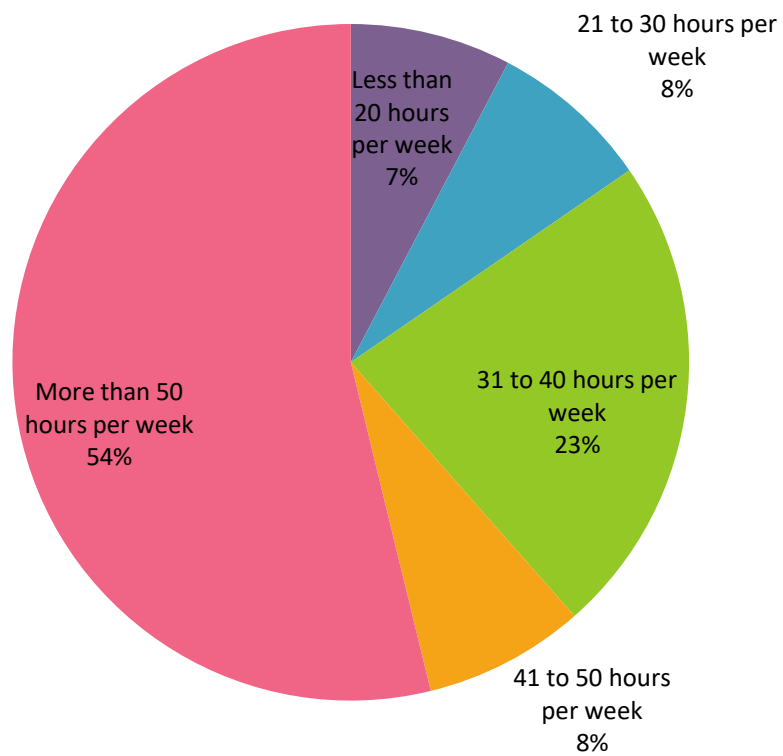


Value	Percent	Count
A higher degree/qualification.	23.1%	3
My degree/qualification.	61.5%	8
No degree/qualification.	15.4%	2
	Totals	13

### B11. What is your job title?

ResponseID	Response
32	مبيعات موظف
37	تندر بار
44	Operator
60	Team leader
89	Head waiter
115	سفره
117	الخرف خدمة hk
121	الكيك في حلويات
140	مطبخ موظف
146	استقبال موظفة
156	شيف
161	مبيعات مندوب او مسؤول
177	Palesta

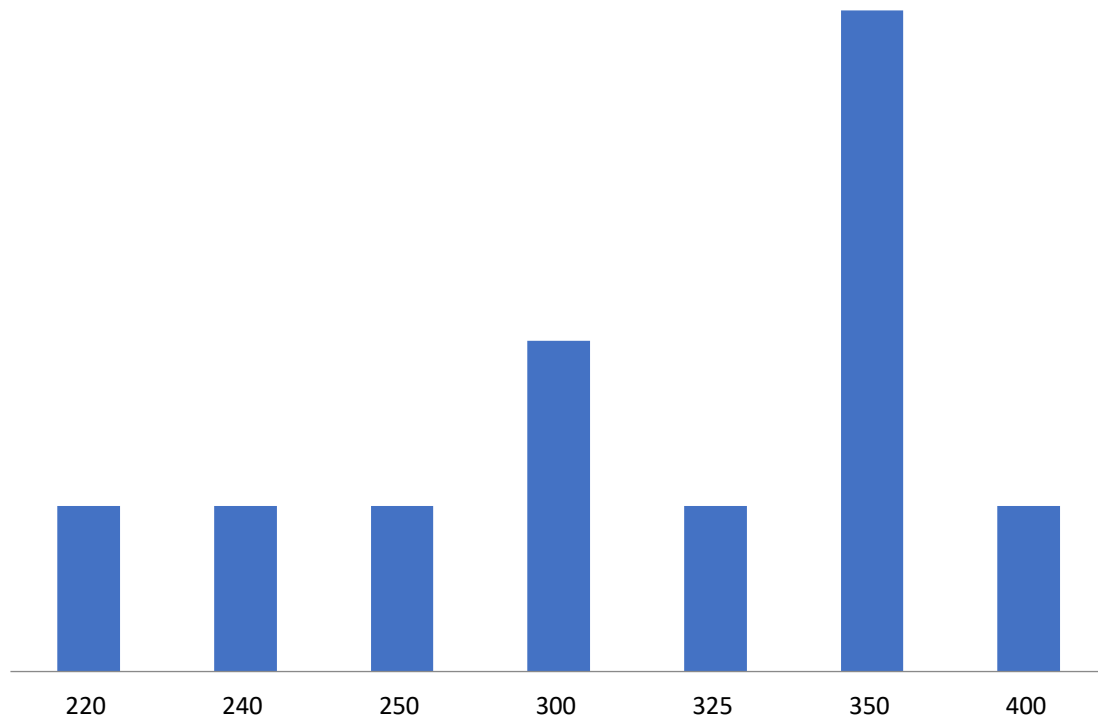
B12. How many hours do you work per week?



Value	Percent	Count
Less than 20 hours per week	7.7%	1
21 to 30 hours per week	7.7%	1
31 to 40 hours per week	23.1%	3
41 to 50 hours per week	7.7%	1
More than 50 hours per week	53.8%	7
	Totals	13

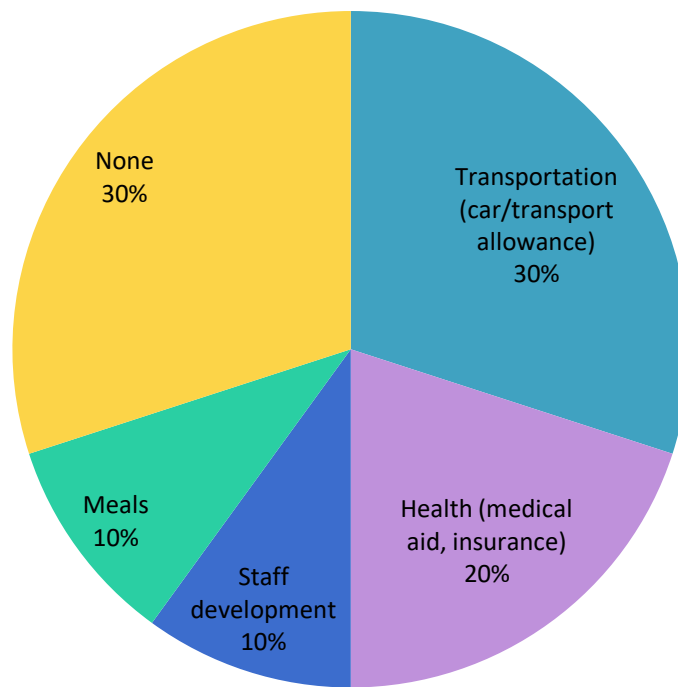


B13. What is your current monthly gross income? (in JD)



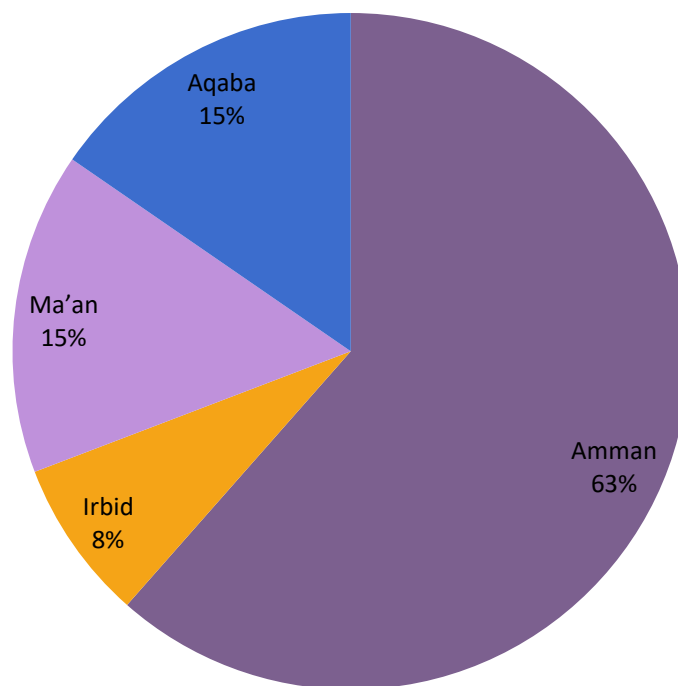
Count	Response
1	220
1	240
1	250
2	300
1	325
4	350
1	400

B14. What kind of fringe / other benefit(s) do you receive? Multiple answers possible



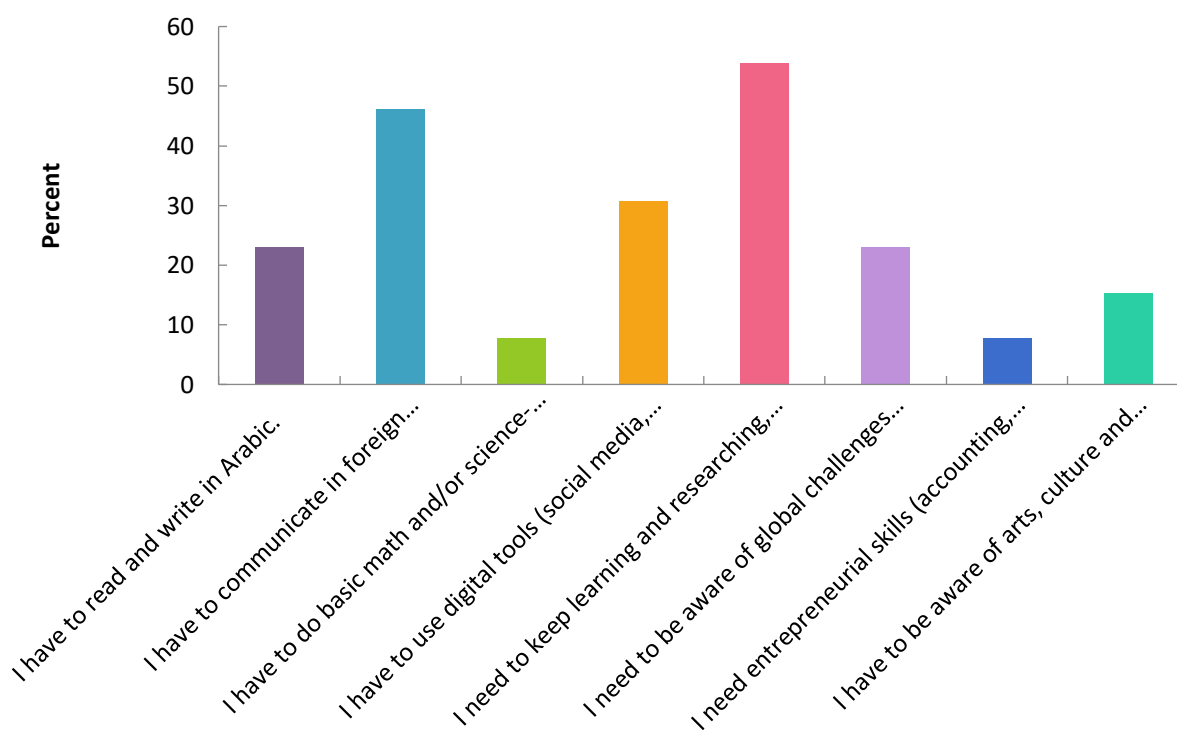
Value	Percent	Count
Transportation (car/transport allowance)	30.0%	3
Health (medical aid, insurance)	20.0%	2
Staff development	10.0%	1
Meals	10.0%	1
None	30.0%	3
	Totals	10

B15. In which governorate are you employed?



Value	Percent	Count
Amman	61.5%	8
Irbid	7.7%	1
Ma'an	15.4%	2
Aqaba	15.4%	2
	Totals	13

B16. In relation to the general skills / knowledge relevant to your current job, please select the sentence(s) you agree with. Multiple answers possible

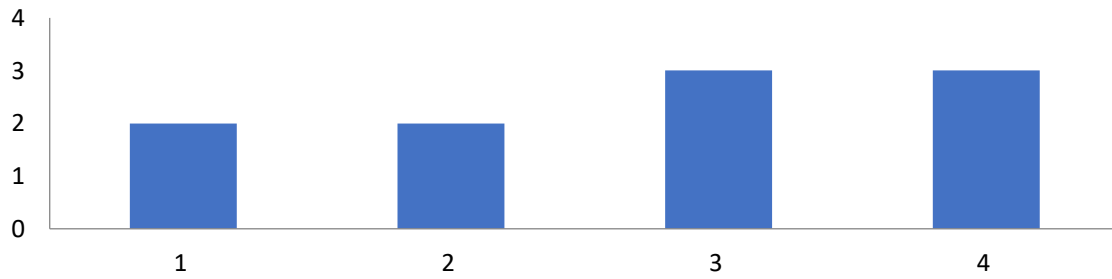


Value	Percent	Count
I have to read and write in Arabic.	23.1%	3
I have to communicate in foreign languages.	46.2%	6
I have to do basic math and/or science-related tasks.	7.7%	1
I have to use digital tools (social media, file hosting, Office, information tech devices, etc.).	30.8%	4
I need to keep learning and researching, individually or in groups.	53.8%	7
I need to be aware of global challenges (i.e. sustainable development) and to act consequently.	23.1%	3
I need entrepreneurial skills (accounting, decision-taking, financial literacy, etc.).	7.7%	1

I have to be aware of arts, culture and history.	15.4%	2
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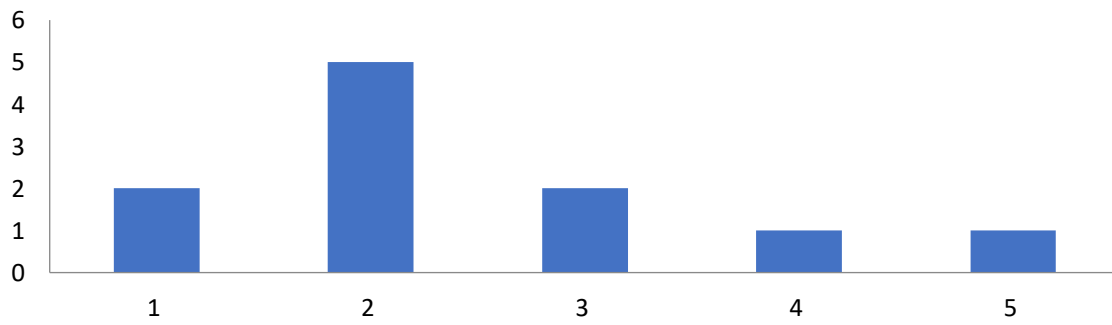
### C1. To what extent are you satisfied with your current job situation?

All aspects in general



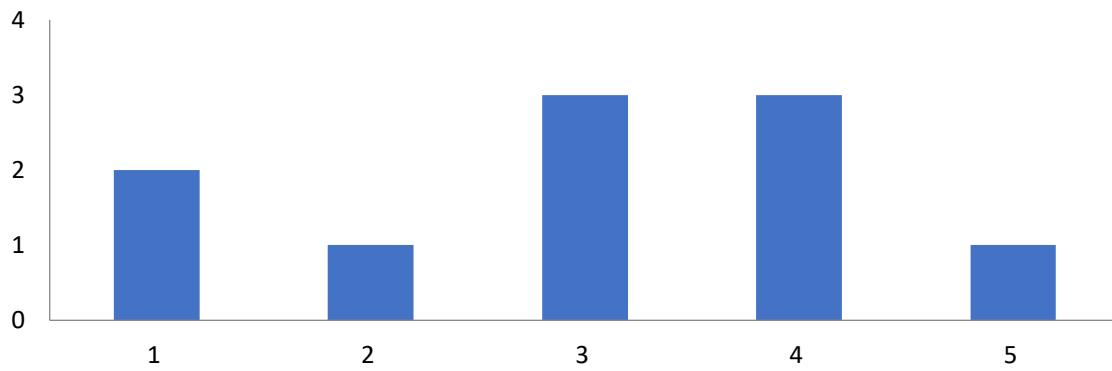
Count	Response
2	1
2	2
3	3
3	4

Salary



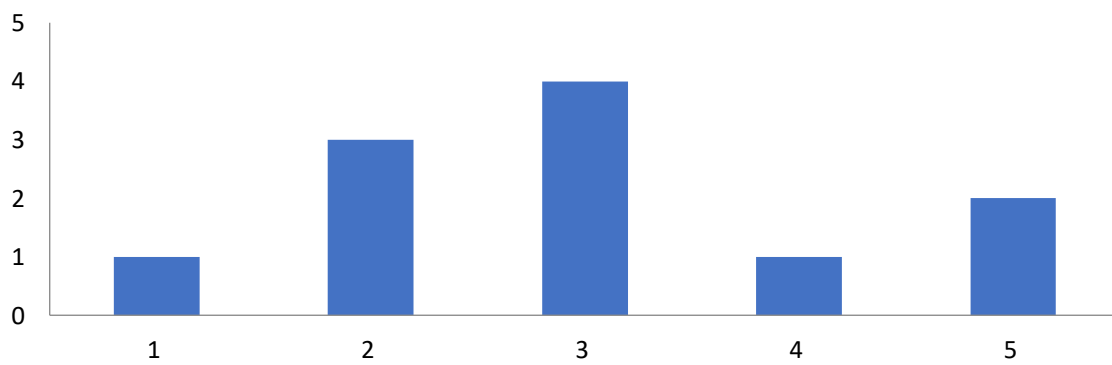
Count	Response
2	1
5	2
2	3
1	4
1	5

### Atmosphere



Count	Response
2	1
1	2
3	3
3	4
1	5

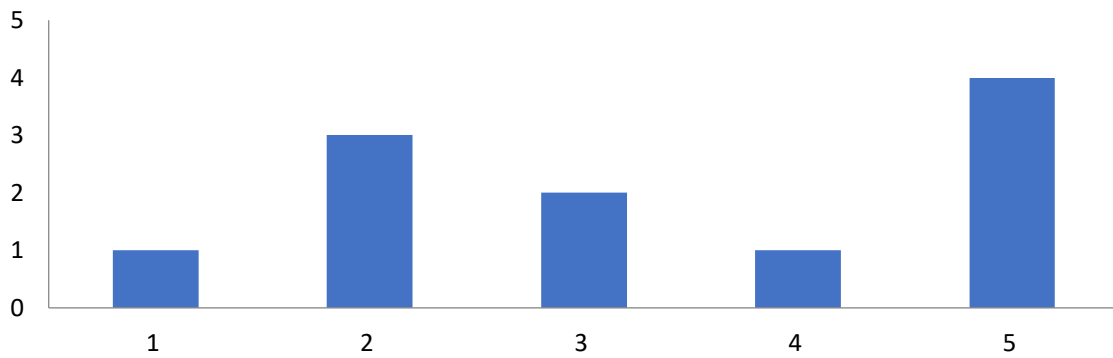
### Attractiveness of the tasks



Count	Response
1	1
3	2
4	3

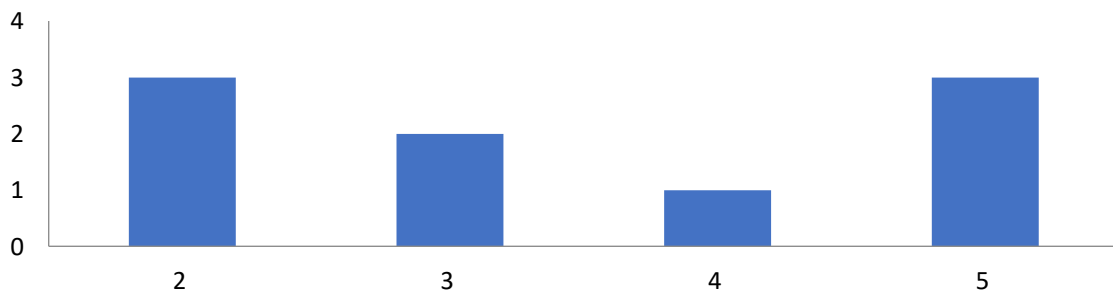
1	4
2	5

### Family conciliation



Count	Response
1	1
3	2
2	3
1	4
4	5

### Contribution to society

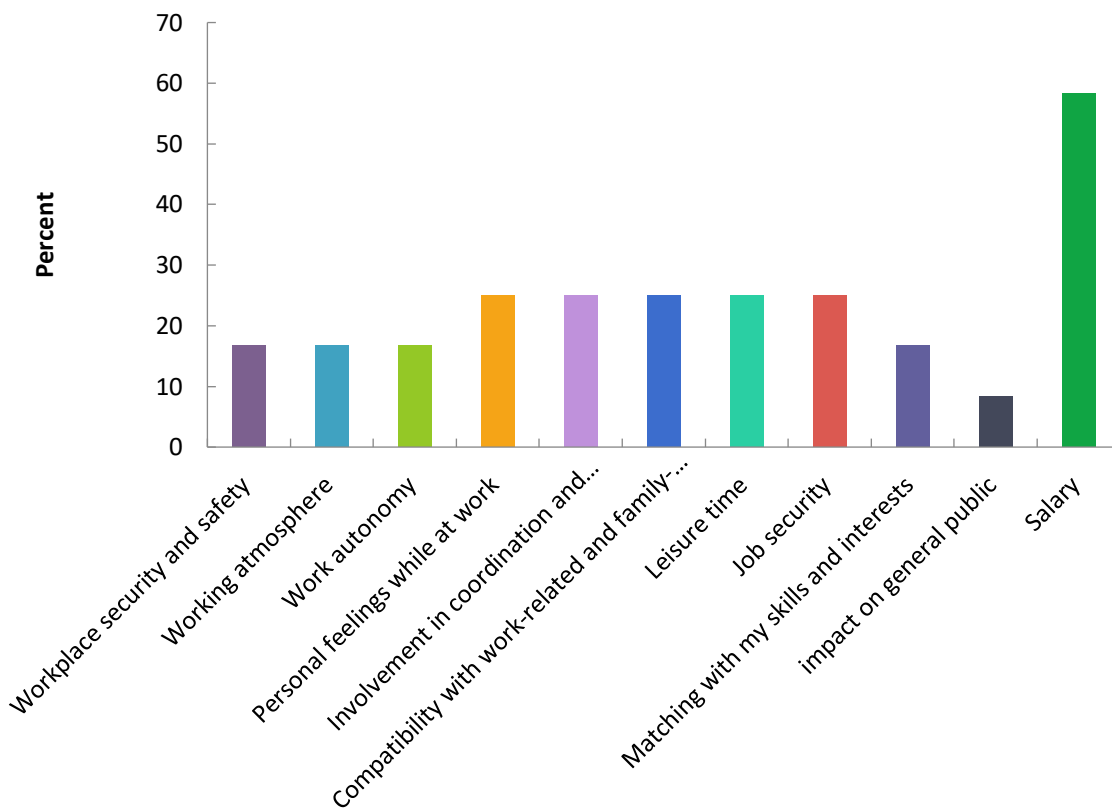


Count	Response
3	2
2	3
1	4
3	5



3	2
2	3
1	4
3	5

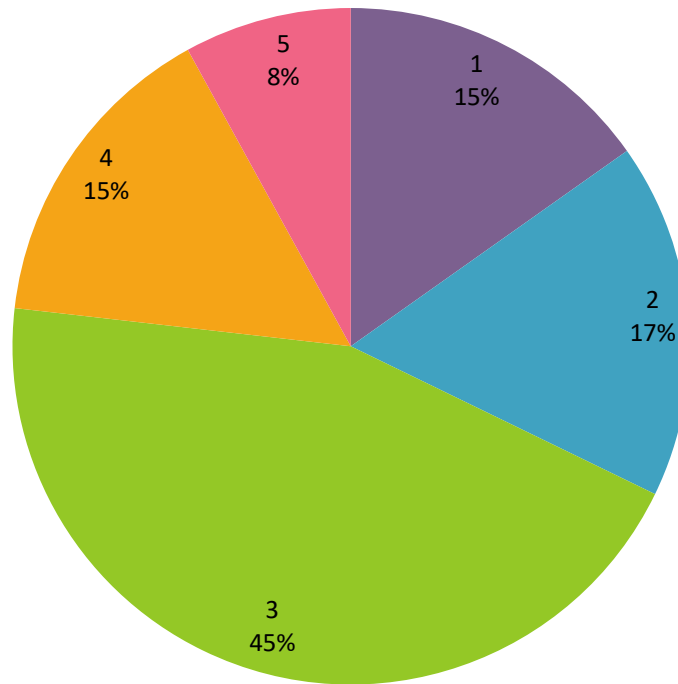
C2. Please indicate if you consider any of the work conditions NOT decent and fair.  
Multiple answers possible



Value	Percent	Count
Workplace security and safety	16.7%	2
Working atmosphere	16.7%	2
Work autonomy	16.7%	2
Personal feelings while at work	25.0%	3
Involvement in coordination and management tasks	25.0%	3
Compatibility with work-related and family-related issues	25.0%	3
Leisure time	25.0%	3
Job security	25.0%	3

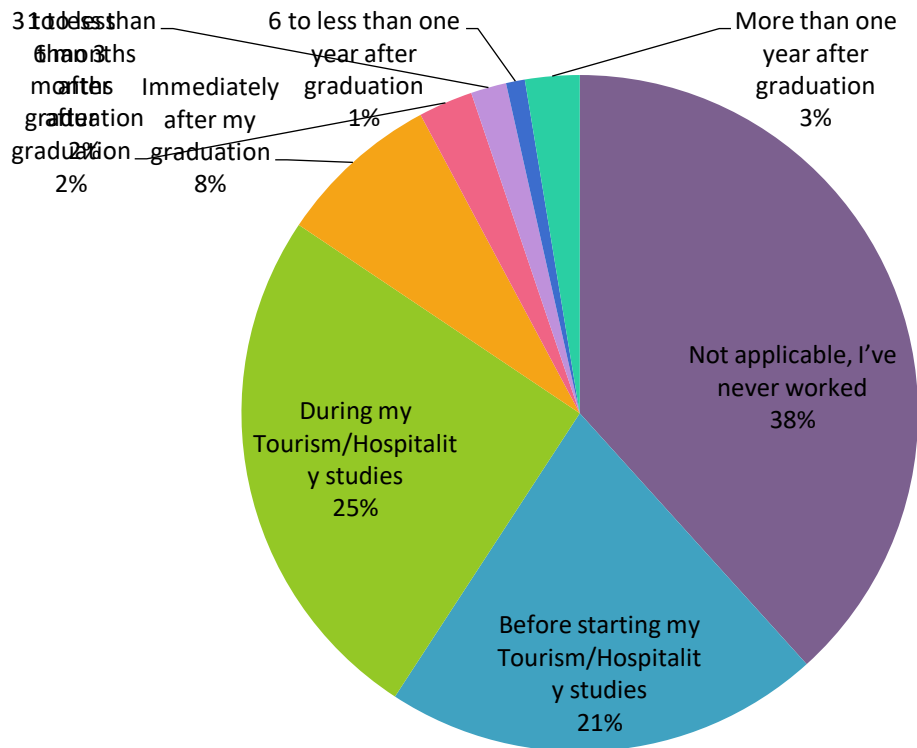
Matching with my skills and interests	16.7%	2
impact on general public	8.3%	1
Salary	58.3%	7

D1. To what extent would you assess your school-to-work transition as easy?



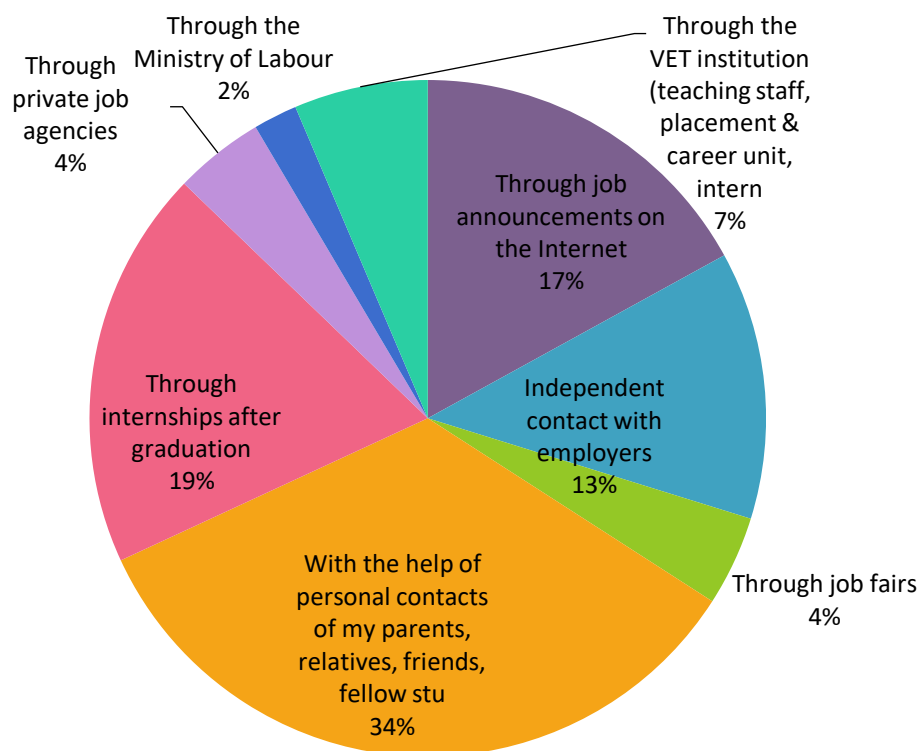
Value	Percent	Count
1	15.2%	17
2	17.0%	19
3	44.6%	50
4	15.2%	17
5	8.0%	9
	Totals	112

## D2. When did you have your first work experience?



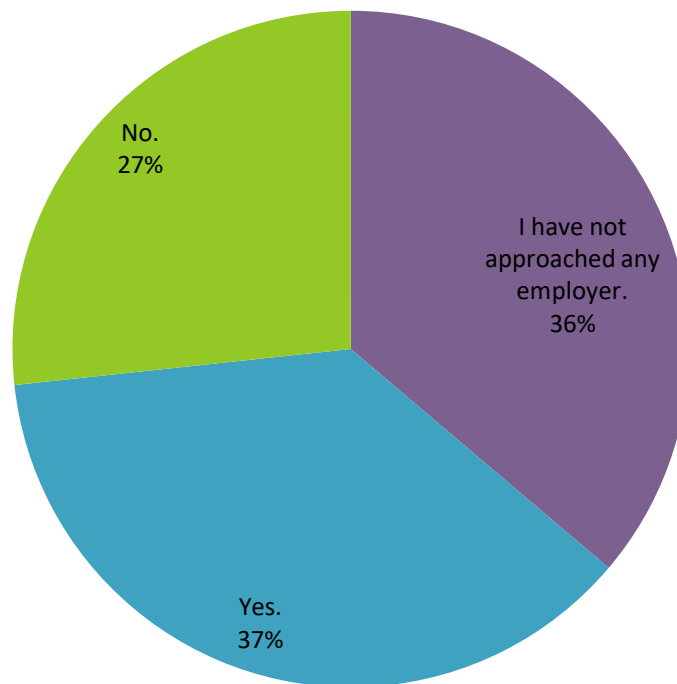
Value	Percent	Count
Not applicable, I've never worked	38.3%	44
Before starting my Tourism/Hospitality studies	20.9%	24
During my Tourism/Hospitality studies	25.2%	29
Immediately after my graduation	7.8%	9
1 to less than 3 months after graduation	2.6%	3
3 to less than 6 months after graduation	1.7%	2
6 to less than one year after graduation	0.9%	1
More than one year after graduation	2.6%	3
Totals		115

### D3. What was the most successful method for finding your first job?



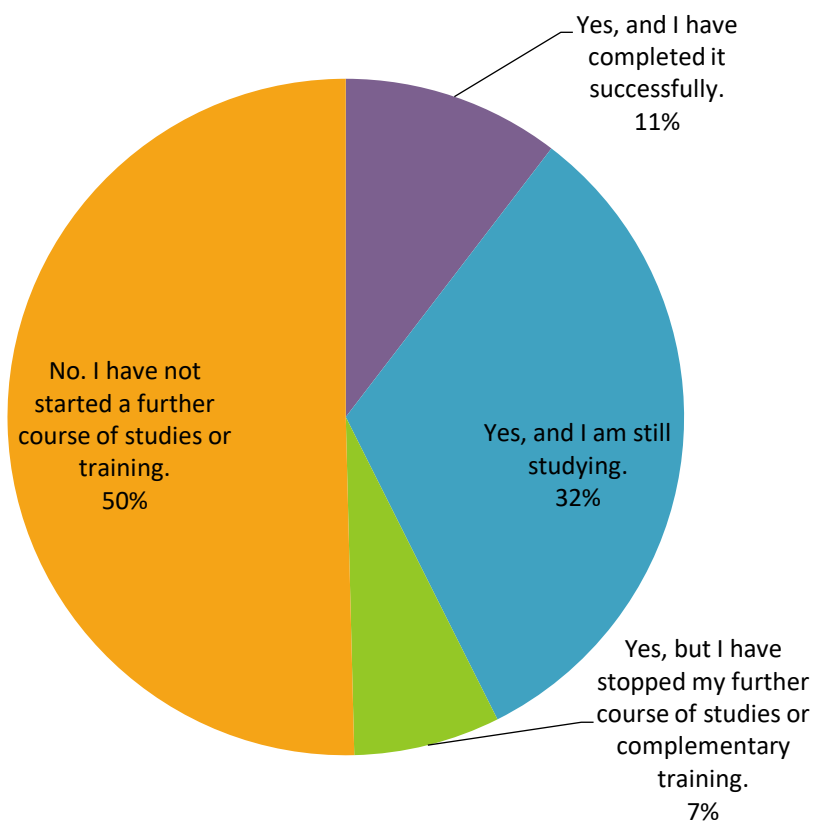
Value	Percent	Count
Through job announcements on the Internet	17.0%	8
Independent contact with employers	12.8%	6
Through job fairs	4.3%	2
With the help of personal contacts of my parents, relatives, friends, fellow students	34.0%	16
Through internships after graduation	19.1%	9
Through private job agencies	4.3%	2
Through the Ministry of Labour	2.1%	1
Through the VET institution (teaching staff, placement & career unit, internships during study program...)	6.4%	3
	Totals	47

D4. Were the employers you approached interested in the vocational education certificate in Tourism / Hospitality?



Value	Percent	Count
I have not approached any employer.	36.2%	42
Yes.	37.1%	43
No.	26.7%	31
	Totals	116

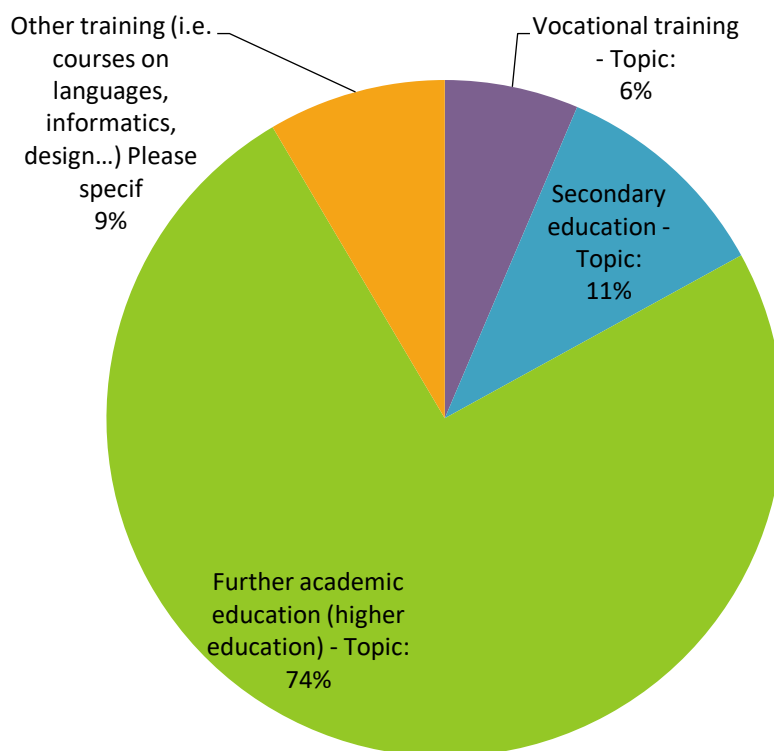
E1. Following your studies in Tourism / Hospitality at the VET institution, have you pursued further education or complementary training?



Value	Percent	Count
Yes, and I have completed it successfully.	10.4%	12
Yes, and I am still studying.	32.2%	37
Yes, but I have stopped my further course of studies or complementary training.	7.0%	8
No. I have not started a further course of studies or training.	50.4%	58
	Totals	115



E2 .Please, specify the level and topic of studies / training pursued:



Value	Percent	Count
Vocational training - Topic:	6.4%	3
Secondary education - Topic:	10.6%	5
Further academic education (higher education) - Topic:	74.5%	35
Other training (i.e. courses on languages, informatics, design...) Please specify:	8.5%	4
	Totals	47

Vocational training - Topic:	Count
جدا مهم	1
Totals	1

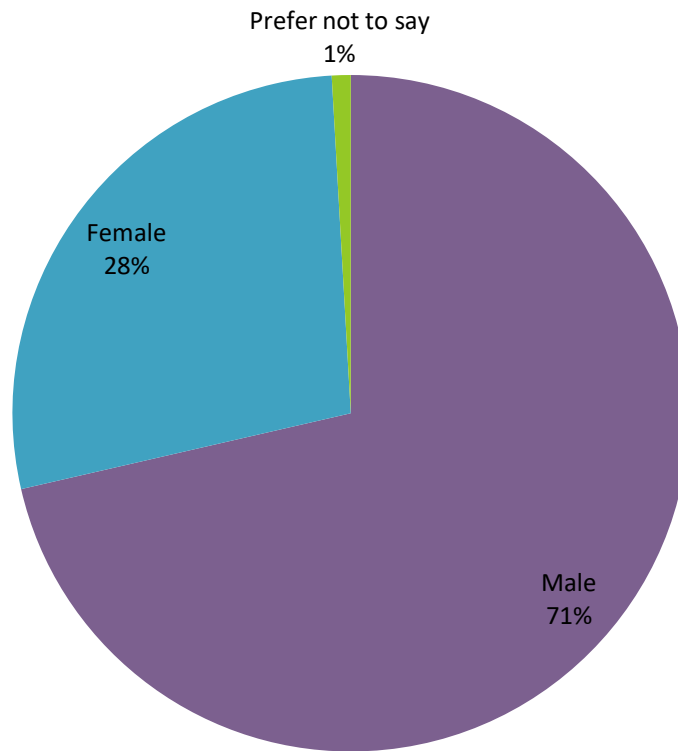
Secondary education - Topic:	Count
84 بمعدل العامة الثانوية املت	1
الاجنبية اللغات بعض و الفندقى و السياحى القطاع يشمل	1
Totals	2

Further academic education (higher education) - Topic:	Count
فنادق ادارة	3
الاثار للسياحه البتراء كليه-طلال بن الحسين جامعه	2
E-business	1
E_business	1
Hotel , restaurant and event management	1
Risk management	1
فنادق أداره	1
انجليزى أدب	1
القانون ادرس	1
الاردنية الجامعة	1
الأردنيه جامعه	1
وادابها الإنجليزىة اللغة	1
وآدابها الانجليزىه اللغه	1
المحاسبة	1
سياحية إدارة بكالوريوس	1

فنادق اداره بكالوريوس	1
محاسبة بكالوريوس	1
والاثار تاريخ	1
اليرموك جامعة	1
جامعه	1
جيد	1
العقبه التطبيقيه البلقاء جامعه ترجمه دبلوم	1
الاقل على سنتين	1
لومينوس كلية طهي فنون	1
٦ فنون	1
الجامعيه العقبه كلية	1
الكافية الخبرة لديك ويكون	1
Totals	30

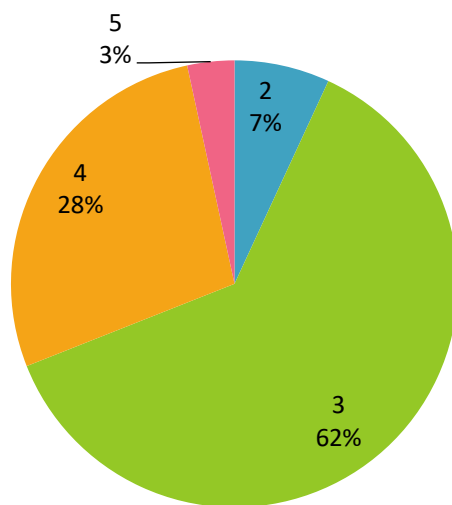
Other training (i.e. courses on languages, informatics, design...) Please specify:	Count
اللغات في دورات	1
Totals	1

### F1. Please select your gender



Value	Percent	Count
Male	71.4%	80
Female	27.7%	31
Prefer not to say	0.9%	1
	Totals	112

F2. To what extent is the program adapted to any special needs you may have related to being a woman?



Value	Percent	Count
2	6.9%	2
3	62.1%	18
4	27.6%	8
5	3.4%	1
	Totals	29

F3. Please, feel free to elaborate on your previous answer

ResponseID	Response
48	المرأة وظروف حاجة حسب للعمل تكييف هنالك دائما ليش
49	كثيرا ليس
50	...العمل الدراسة البيت مسؤوليه من اكثر اتجاها المرأة
55	العافيه يعطيكم
68	عمل لاي ياهلني كافي بشكل اتدرب لم أنني النهائيه الاعترارات البكالوريوس العالي تعليمي اكمل زلت وما بالفنادق يختص

170	معين شرح يوجد لا
177	الأحيان بعض في كبير ضغطط يوجد

#### F4. Do you have any special disability?

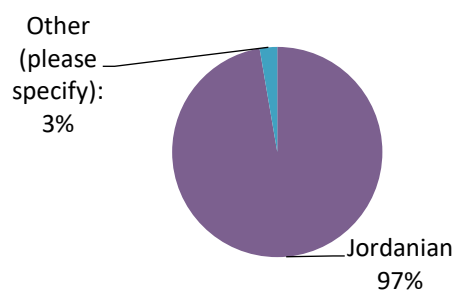
Value	Percent	Count
No	100.0%	112
	Totals	112

Yes (please specify):	Count
Totals	0

F5. To what extent has the program been adapted to your special needs regarding your disability?

F6. Please, feel free to elaborate on your previous answer

#### F7. Please select your nationality



Value	Percent	Count
Jordanian	97.3%	109
Other (please specify):	2.7%	3
	Totals	112

Other (please specify):	Count
فلسطينية	1

فلسطينيه	1
(الاردنيات ابناء) مصري	1
Totals	3



F8. Please use this space add any additional comments that you consider relevant:

ResponseID	Response
30	العلم عن يبحث بطالب تليق معاملة يعاملون لا لانهم الفندقية القسم لطلاب مدارس تخصيص اقترح
34	وهو الأخرى الدراسات التخصصات كمثل مثله حقه واعطائه الجميل التخصص بهذه الاهتمام بتمنى انا في العمل على قدرتهم الأفراد وتأهيل تدريب خلال من العمل عن البطالة مشكله لحل طريق أقرب السياحيه والفنادق المطاعم
35	٣٠٪ فادنا و معنا العمل اصحاب وعلاقات العمل لاصحاب مكسب كان تدريبه اللي التدريب والله . توقعته اللي من
38	يوجد لا
39	غلبه الاردن في الدراسه او العمل او السكن
40	في التخصص بدراسه يستمروا حتى والفنادق كالتخصص المهني المسار نحو يتجه الذي الطالب ان على تأمين يتم ان على الجامعات من يتخرجون الذين للطلاب شاغره وظائف هنالك يكون ان الجامعات الرائعه التخصصات من تخصص وهو الطلاب من اقبال عليه يصبح حتى معقوله برواتب لهم الوظيفة بالجامعت دراستها في الطلاب اليها يتجوا الذين التقليديه الوظائف عن تختلف التي
42	المنضمه هذه أهمية ما
44	التطبيقية الانجليزي اللغة ادرس الأردنيه بالجامعه طالب
45	يوجد لا
49	والضيافة السياحه تخصصي اكمل لم انا وادابها العربية اللغة وتخصصي جامعته طالبه انا عليكم السلام . الجامعه في
53	الاستبيان؟ هاد سبب شو
55	رائع الفندقه تخصص
60	المادية الظروف بسبب الجامعية الدراسات لاكمال الكافي المال جمع استطيع حتى العمل لهذا تقدمت واجهها التي الصعبة
66	. المجال هذا في والتوظيف للتدريب تسمح كافيهِ ومساحات مشاغل توفير
68	يوجد لا
70	في الوظيفة تحتاج بينما وظيفة على بالعثور كبير دور إليها يكن لم والضيافة السياحه بتخصص دراستي للخبرة القطاع هذا
73	السياحة و الفندقة مجال في اكملو الذين الطلاب تسألو ان بقترح
83	غير المدرسين لان مستقبلهم ضياع بدل الجيل إصلاح اجل من التدريسية والهيئة المدرسة تحسين للتدريس مؤهلين
85	عمل وجود عدم بسبب حالياً منها استفيد لم ولكن الحياة في اوسع خبرات اعطاني الفندقية التعليم

87	يوجد لا
89	المدارس في الحجز انظمة في حاد نقص
90	سياحي مطعم في اعمل العطلة وانا وادابها الإنجليزية اللغة دراسة إلى توجهت التوجيهي مرحلة بعد
91	الوقت وبنفس للشباب عمل فرص كثير بتعطي الاردن في التخصصات اهم من والسياحي الفندقية دراسة ♂♀♀ بمطعم وبشتغل انجليزي بلجامعة بدرس انا وحاليا بلجامعة دراساتهم بتكملة بتسملهم
100	No comments
102	المحامة ادرس الآن و الفندقية تخصص درست
103	مستقبل الو وانشالله رائع تخصص انه
106	المالية الإدارة عن بمواد الأدبي مع المشتركة المواد مثل المواد بعض استبدال تم لو أتمنى كنت والأعمال
107	العمل سوق في استخدام لها يعد ولم الزمن عليها عفا قد امور على المناهج تحتوي الاحيان من كثير في . العمل سوق في وجود لها يعد ولم قديمة او معطلة اما القسم في المستخدمة الادوات من الكثير ان ثم ،
111	يوجد لا
113	جميل مستقبل له تخصص هذا
115	العمل اصحاب من تقدير هنالك ليس ولكن وجه اتم ع بعلمي اقوم
116	اي يلتفت ولم المجال في الثانوية بعد عمل اجد لم ، اكثر مطلوبة المهني التدريب مراكز شهادة كانت الفندقة فرع شهادة احمل كوني الي عمل صاحب
117	الفندقي تخصص الغو
119	الاردن في السياحه تنميه نعمل ان يجب
121	شكرا
124	الطهي لفنون الملكية الكلية على قدمت لأنني التوضيح الرجاء تحديدا له اقدم الذي ما اعلم لا لازلت انا . وشكرا الحل ما تغير لقد التخصص نفس في ادرس لست ولكن دراستي واكمل اتعلم لازلت انا وايضا
126	قد شخص اي على يسهل الايام مرور مع لكن صعوبة في يكون وقد جدا رائع تعليم المهني التعليم □ المهني المجال هذا يدخل
130	بالتدريب الالتحاق أجل من الفنادق إلى الكتابات لارسال المدرسة محاولات في مشكلة تواجهنا كانت أماكن في يلتحقوا أن يستطيعوا لم الأصدقاء بعض أن ،انكر الرفض هو الأغلب في الرد كان العملي، وأجبارها الفنادق بعض مع بالمعاهدات تقوم الوزارة أن لو اقترح . ثانوي الاول مرحلة في لتدريبهم . الطلاب بتدريب
137	...
138	يعني والفندقية الأدبية تخصصات مع الطالب انه قبل زي الفندقية الفرع بترجيع التعليم وزارة مع اتفقوا وغيره ومحاسبة ورياضة واداب لغات بطلعه الفندقية طالب

140	الدوره؟ هذه من نستفيد سوف الذي ما
142	بدرس ٧٥،٥ بمعدل أرسلان مظهر مدرسه من وتخرجت توجيهي نجحت محمد زكي رائد زكي اسمي ثانيه سنه والآثار للسياحه البتراء كليه-طلال بن الحسين بجامعة حالبا
144	الجامعية عمان كلية- البلقاء جامعة في والمصرفية المالية العلوم ادرس
151	□ أجمعين وصحبه آله وعلى محمد نبينا على وسلم صل اللهم
152	يوجد لا
156	الاردنيه المدرسة في الماضيه السنه دراستي وأكملت الطهي لفنون الملكية الأكاديمية في طالب انا ويجب المجال هذه في العمل احب لأنني التخصص هاد في حياتي اكمل ان وأريد ( عمون) الفندقية فرص توفير يجب أقول نفسي عن وانا المجال هاد الناس يكره لا لكي المجال لهاد يلزم ما كل توفير هذه لموظفي الكافي الاحترام تقديم ويجب يسأم لا المجال ذلك في الموظف لكي عالية رواتب ومنح عمل انا لانو الميزة هذه منحنا يجب اسافر ان اريد انا ومثلا ثانوية او عالية شهادات لديهم والذين المجال الموظف فيه يرغب ما كل توفير يجب البروتوكول وتعلمت انجليزية دورات اخدت شخص
162	عالمياً رائجه وجعلها الأردنیه السیاحه تتمیه ب جاهدين نعمل ان أرجو
166	العلوم جامعة في ثاني تخصص اخترت لكن و الفندقية الجامعة في دراستي اكمل ان الفضول لدي كان خبرة من اكثر لدي ليكون التطبيقية
167	التخصص احببت الثانوي والثاني الاول الثانويه دراستي بعد صراحتنا
177	رسيشن الفنادق في العمل امارس ان احب و عليهم للتعرف الفرص اخذ ان و الزبائن مع التعامل احب انا سنتين لي تدريب من أتا الحب هذا لاكن و فرصه لي تصح لم لاكن
183	وضع يجب لكن له، المناسب المكان يعتبر التخصص فإن، السياحي، المجال في التطور أراد لمن على يعتمد المنهاج وان الطرق، بابتسب المعلومات ابصال على وتعليمهم التدريسي الكادر على مراقبة الواقع ارض على للمعلومة تصريف يوجد لا ولكن، المعلومات، كمية