



RESEARCH REPORT

Future Ready careers education pilot

Impact evaluation report

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We combine global research and our longstanding expertise with regional knowledge to inform education policy and practice and deliver programmes around the world. Through our work and expertise – which spans from early years education right through to post-school careers – we seek to strengthen education systems, transform teaching and learning, ensure effective transitions into work, and contribute to sustainable global responses to key education challenges.

We have been improving education around the world for over 50 years, and everything we do is underpinned by our values of excellence, integrity, accountability, collaboration and inclusion. We develop evidence-informed solutions to bring about real change, raise educational standards, and support global efforts to address learning crises and reduce inequalities of opportunity. Our work is grounded in evidence of what works in education reform, drawing on our continually refreshed body of research, and helping our clients and partners to apply this knowledge to regional and local contexts.

We invest in research and development to create globally leading and innovative methodologies, helping to make ambitions for better education systems a reality. The evidence and insights shared in this report are part of this ongoing commitment to research and development. To find out more about our work and research in this area, please contact us: researchanddevelopment@edt.org

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Please visit www.edt.org for more information.

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Acronyms and abbreviations

CEDEFOP	European Centre for the Development of Vocational Training (Centre Européen pour le Développement de la Formation Professionnelle)
EFE	Education for Employment
EMIS	Education Management Information System
ESP	Education Sector Plan
ETF	European Training Foundation
ILO	International Labour Organization
LMI	Labour Market Information
NEET	Not in Education, Employment or Training
MoE	Ministry of Education
OECD	Organisation for Economic Co-operation and Development
TVC	Technical Vocational Centre
TVET	Technical and vocational education and training
UNESCO	United Nations Educational, Scientific and Cultural Organization

Executive summary

Education Development Trust collaborated with the Ministry of Education Jordan, INJAZ and Education for Employment (EFE) to co-develop and pilot a whole-school careers education and guidance education intervention in Jordan. The intervention was built in alignment with Jordan’s Education Sector Plan (2018–2022) and their National Strategy for Human Resources Development (2015–2025). Future Ready is a whole-school and community model that takes into consideration the internal and external factors that affect young people’s processes of decision-making regarding their futures.

The pilot took place over 12 weeks (February to June 2022), with a total of 519 Grade 9 students from schools in Amman and Zarqa participating. Eight school leaders, eight school counsellors, eight mathematics teachers and eight English teachers were all trained at the start, with ongoing support provided throughout. The model integrated the following components of effective careers education and guidance:

- » careers guidance and counselling (one-to-one, or with peer groups)
- » a whole-school approach to careers education (enriching careers learning with subject curriculums)
- » experiential learning (co- and extra-curricular activities)
- » information (labour market information and education pathways options).

Figure 1: Overview of resources and activities delivered

Resources	Activities delivered by school stakeholders	Activities delivered with the community
<ul style="list-style-type: none"> » Labour market information » Choices magazine » Parent handbook » Careers journal » E-learning portal 	<ul style="list-style-type: none"> » School counsellor lessons » Careers-infused mathematics and English lessons 	<ul style="list-style-type: none"> » Employer rotation event » Technical Vocational Centre talks/visits » Employer mentoring » Job shadowing

Methodology of evaluation

The evaluation explored both process and impact. Questions relating to process included:

- » What was the capacity of school-level actors to implement Future Ready?
- » How successful was training in preparing middle leaders, teachers and school counsellors to deliver the intervention?
- » What were the enablers and barriers to effective programme delivery?

In relation to impact, the evaluation sought to identify the following:

- » What impact did Future Ready have on learner career management skills?
- » What were the social, economic and educational outcomes of the pilot?

These questions were explored through mixed-methods approaches, using surveys, ongoing feedback collected from stakeholders, and interviews and focus groups with all stakeholder groups.

Overall, the pilot was successful in achieving the intended outcomes and impact in the short window of time in which it was implemented. Essential learning has been drawn from the pilot on how to make improvements for the next iteration.

Key findings: learning from implementation

Delivery of the pilot was found to be successful overall, with high engagement levels throughout the 12-week pilot. All those who received training stated that it prepared them well for the delivery of activities.

Key takeaways in learning from implementation:

- » When resources were used, all participants found them useful. Issues with access to technology, as well as limited digital literacy capacity, negatively impacted the extent to which resources were used.
- » The school counsellor lessons and mathematics and English lessons were all considered to have been successful by school counsellors, teachers and students. For all lessons, participants agreed they would like more lessons like these in the future; however, they requested that the lessons be spread out over a longer time period.
- » Elements of the pilot that involved engagement with employers and vocational centres were considered overall to be very successful by all participating, particularly the employer rotation event. More support is needed for schools to help them with planning and logistics, as many schools have never planned events like this, or engaged with employers before.
- » One positive outcome of Future Ready that was not considered in the initial concept related to improved relationships between teachers and their students. Teachers and school counsellors reported that they enjoyed getting to know their students during the sessions in a way that they previously had not been able to.

Key findings: programme impact

An overview of key findings is explored in relation to career management skills and social, economic and educational impact.

Career management skills

Future Ready was found to be successful in the development of student career management skills across all three domains.

Developing self-awareness	Opportunity awareness	Confidence in decision-making
<p>91% of students agreed that Future Ready helped develop their understanding of what industries they may want to work in.</p> <p>87% agreed that Future Ready helped them identify jobs that match their skills and interests.</p>	<p>89% of students responding to the endline survey agreed that Future Ready helped to improve their knowledge of education and training pathways post Grade 10.</p> <p>39% of students reported considering vocational pathways as a result of Future Ready.</p>	<p>94% of students agreed that mentoring sessions gave them a sense of responsibility for their career and work development.</p> <p>89% of students agreed that Future Ready helped them to feel more motivated and inspired to think about their future.</p>

Towards social, economic and educational impact

The second key area of outcomes was related to social, economic and educational outcomes. As the pilot was too short to observe and measure results in these areas, this section explores how the pilot worked towards impact in these areas:

- » The pilot resulted in a positive shift away from gender stereotypes amongst students, with 78% of students changing their perceptions about what jobs they believed were appropriate for men and women (with 13% already open and 9% remaining unchanged) (social impact).
- » Across nearly all indicators, refugee students were more likely to report positive outcomes as a result of participating in Future Ready than non-refugee students. For example, 91% of refugee students reported that Future Ready helped them to gain confidence in planning and preparing their next steps to reach work and career interests and goals, compared with 83% of non-refugee students (social impact).
- » A greater proportion of students reported considering vocational pathways where they had not previously (economic impact).
- » Future Ready helped young people make better connections between what they learn at school and their future career opportunities. Of those responding to the endline survey, 90% of students agreed that Future Ready helped them to further recognise that what they learn in school is relevant to their work and success after school (educational impact).
- » In addition to helping make better connections between education and the world of work, students also reported increased levels of motivation for learning. For example, 86% stated that they were more motivated to learn about English and 79% were more motivated to learn about mathematics after the careers-infused lessons (educational impact).

Background

Why is careers education important?

In January 2020, the Organisation for Economic Co-operation and Development (OECD), International Labour Organization (ILO), United Nations Educational, Scientific and Cultural Organization (UNESCO) and the European Commission, along with the European Centre for the Development of Vocational Training (CEDEFOP) and European Training Foundation (ETF), released a joint statement encouraging all governments globally to invest in career guidance. They stated ‘the need for careers guidance is greater than ever... the increasing dynamism of the labour market, the rapidly changing demand for skills and the growing diversification and fragmentation of education and training provision is making decision-making more difficult.’¹ Internationally, there is significant concern over the career and employability readiness of students, and poor social mobility, and students’ perception of the labour market can be distorted by social background.²

In Jordan, at the time of writing this report, there is currently no comprehensive careers education and guidance provision in schools. Young people in Jordan face high unemployment and must navigate a very complex labour market. The NEET (not in education, employment or training) rate amongst young people in Jordan is 39% and is substantially higher for women than it is for men (51% of young women are NEET, compared with 24% of men).³ There is a mismatch between the skills and qualifications demanded by the labour market, and the types of jobs young people are raised to expect. Young people in Jordan are severely impacted by socio-economic challenges. Socio-cultural norms prevail; for example, many young people highlight poor ‘wasta’ (social network) as a key barrier to employment⁴ and the World Bank⁵ reports that only 15% of women participate in the labour market. When young Jordanian people do find employment, studies have reported that this demographic displays the lowest levels of job retention, and some of the highest rates of voluntary turnover.⁶

Careers education and guidance is a major priority for the Jordanian Ministry of Education (MoE). The need to match the requirements of the labour market with the outputs of the educational system was spearheaded in the National Strategy for Human Resource Development (NSHRD), launched in 2016.⁷ The Education Sector Plan (ESP) 2018 aims to ‘provide career guidance opportunities for Grade 10 students (boys and girls) incorporating gender training.’⁸ The government recognises that a confident, future-orientated, goal-directed and motivated youth population is important and necessary.



¹ Cedefop et al. (2021)

² Musset and Mytna Kurekova (2018)

³ Assad et al. (2021)

⁴ ILO (2020)

⁵ World Bank (2023)

⁶ ILO (2020)

⁷ Jordan Ministry of Education (2016)

⁸ Jordan Ministry of Education (2018)

Methodology for the evaluation

The evaluation explored both process and impact. The process focused on the programme implementation as opposed to beneficiary outcomes and impact. Questions relating to process included:

- » What was the capacity of school-level actors to implement Future Ready?
- » How successful was training in preparing middle leaders, teachers and school counsellors to deliver the intervention?
- » What were the enablers and barriers to effective programme delivery?

In relation to impact, the evaluation sought to identify the following:

- » What impact did Future Ready have on learner career management skills?
- » What were the social, economic and educational outcomes of the pilot?

With the latter research question, it was acknowledged that a 12-week intervention during a turbulent period was unlikely to result in clearly measurable outcomes across these three areas. The pilot evaluation therefore sought to explore initial indicators of success in these areas, to support considerations around scaling the model.

Figure 2 outlines the Theory of Change adopted for the delivery of Future Ready. The study adopted a mixed-methods approach; methods are outlined in the table that follows.

Figure 2: Future Ready high-level theory of change

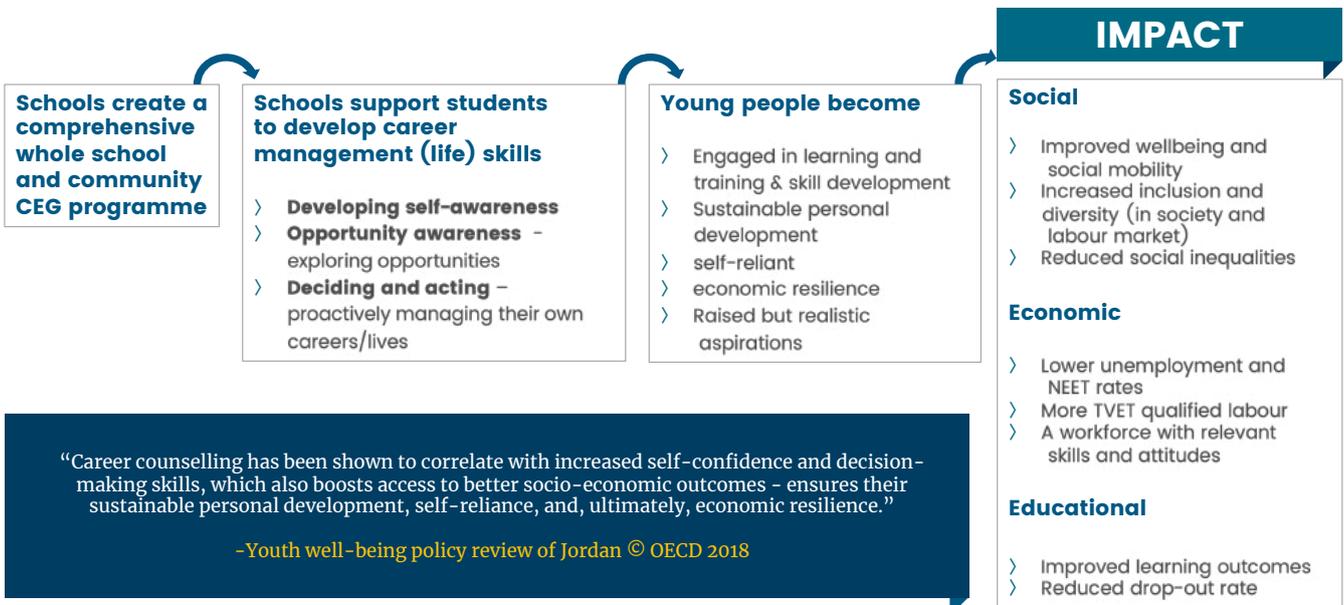


Table 1: Evaluation sample

Beneficiary	Start of intervention (post-training)	Mid-intervention	Endline
Students	N/A	Survey post-employers event (N=436) Post-Technical Vocational Centre (TVC) visit/talk feedback survey (N=62) Student Voice rapid feedback (N=75)	Endline survey (N=231) Focus groups (N=45) Job shadowing survey (N=76)
Teachers	Post-training survey (N=16)	Post-English and mathematics lessons feedback (N=16)	Focus groups (N=16)
School counsellors	Post-training survey (N=8)	Post-school counsellor session feedback (N=8 after each session)	Focus groups (N=8)
Vice principals	Post-training survey (N=8)	Networking meeting (N=16)	Endline survey (N=6) Focus groups (N=8) Endline school case study (N=8)
Parents	N/A	Parent Champion rapid feedback (N=17)	Endline survey (N=123) Focus groups (N=17)

In addition to the above, the project coordinator collected continual feedback from school counsellors, teachers and vice principals to act on emerging issues as they arose and implement changes throughout the course of the pilot.

As noted, student endline numbers were lower than expected due to exams being brought forward and school closure occurring earlier than expected. Student endline surveys were therefore distributed at the end of the semester, during exams, whereas it had been planned that they would be distributed at least two weeks before exams. The schools were unable to support students in completing the online survey, for example, through school computers (which particularly affected students without a device or internet access at home). This limited the number of endline responses (N=231), for example, compared with mid-term surveys – for example, the employer engagement survey (N=436). This may have meant the most marginalised learners did not have had the opportunity to share their perspectives.

The Future Ready pilot model

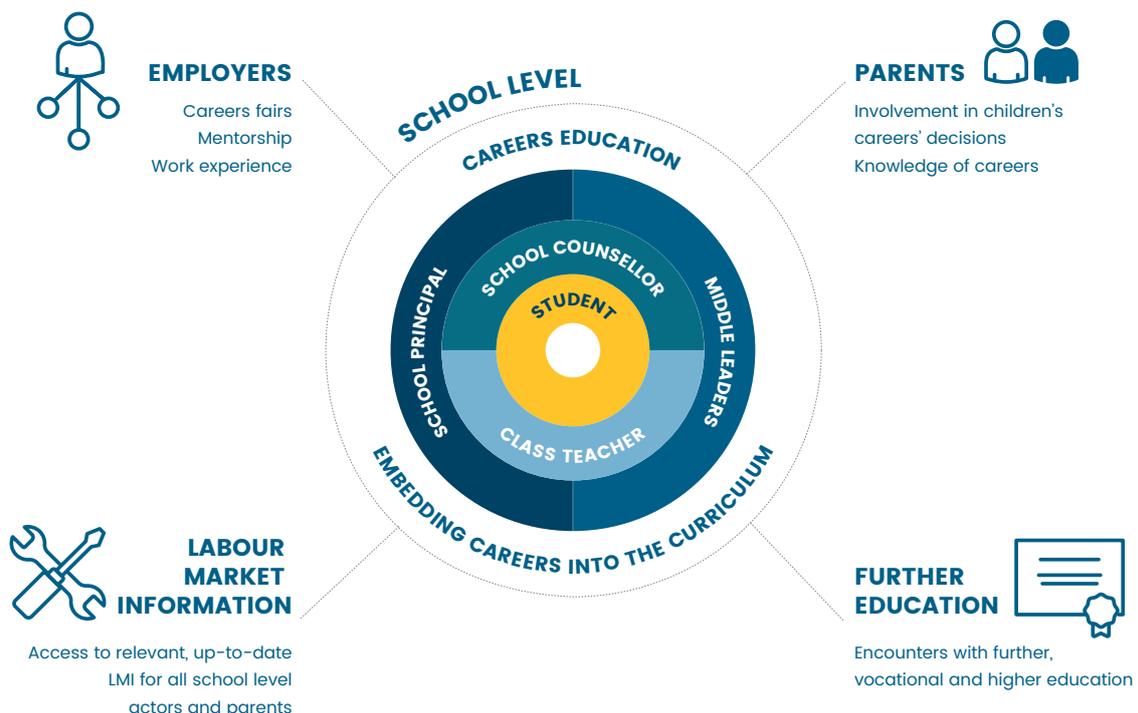
Working closely with the MoE, Future Ready was developed in alignment with the 2018–2022 Education Sector Plan and the 2015–2025 National Strategy for Human Resources Development. Education Development Trust worked with the Ministry of Education, INJAZ and EFE in Jordan to design a high-impact careers and employability model for Jordanian schools. Education Development Trust’s model is built on the best international evidence of effective and innovative careers education and guidance provision in schools.⁹

Through a review of the literature, it was identified that the below comprise the core components of effective school careers provision:

- » Careers guidance and counselling (one-to-one, or with peer groups)
- » A whole-school approach to careers education (enriching careers learning with subject curriculums)
- » Experiential learning (co- and extra-curricular activities)
- » Information (labour market information and education pathways options)

Future Ready is a whole-school and community model that takes into consideration the internal and external factors that affect young people’s processes of decision-making regarding their future. The model was designed to build system capacity of school-level stakeholders to ensure sustainability beyond the pilot lifecycle. School-level stakeholders (vice principal, teachers and school counsellors) were supported in a process of engaging with parents and employers in ways they had not previously. Content in lessons was integrated into existing curriculum materials to ensure that required content was still covered by teachers, with the aim of helping teachers understand how this type of careers content could be infused in other planned lessons. Future Ready was ambitious in combining many components of effective careers education into one intervention, with the aim of embedding this within the Jordanian system.

Figure 3: Key components of the Future Ready model



⁹ Hooley et al. (2014); Mayston (2002); OECD (2004); Taylor and Hooley (2014); Watts and Sultana (2004); Hooley and Dodd (2015)

There were six key characteristics of the model that were designed to maximise impact for the Jordanian context:

- » Local labour market information and awareness
- » Challenging gender stereotypes
- » Improving the perception of the vocational sector
- » Developing 21st Century skills in students
- » Developing digital skills
- » Raising awareness of the choices students have available to them after Grade 10.

The pilot scope

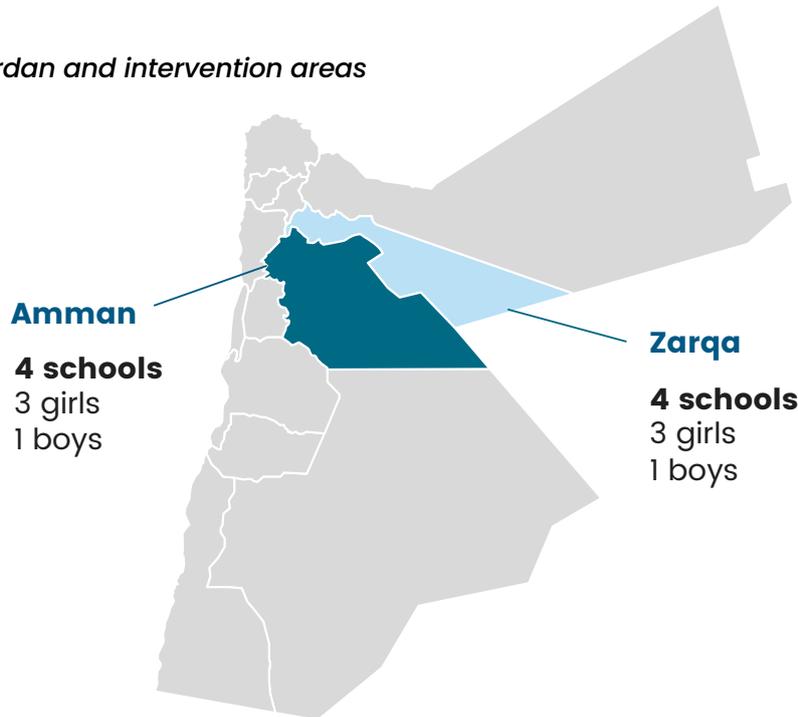
The pilot took place over 12 weeks (February to June 2022), with a total of 519 Grade 9 students participating. Eight school leaders, eight school counsellors, eight mathematics teachers and eight English teachers were all trained at the start, with ongoing support provided throughout. School leaders were responsible for overseeing the overall delivery of the pilot (typically vice principals); school counsellors were responsible for delivering five sessions, in addition to supporting the coordination of careers events and mentoring sessions. Teachers were responsible for delivering English and mathematics lessons infused with careers content.

Demographics based on the endline survey (N=231)

- » 15% of students were refugees
- » 2% of students had a self-reported disability
- » 71% of students were female
- » 89% of students were Jordanian, 10% Palestinian, and the remaining 1% were Syrian and Egyptian
- » 39 students reported having no adults working in their households. Of those, 11 reported one of their caregivers as being retired from work
- » 6% of students reported having no internet access at home
- » No male students reported not having access to devices with an internet connection at home, compared with 3% of female students. This could be due to a larger sample size of female students, or cultural factors limiting access to devices for girls.

The pilot was delivered in four schools in Amman and four in Zarqa, with a stronger weighting towards girls' schools. This greater emphasis on girls' schools was based on the higher proportion of unemployed women compared with unemployed men in Jordan. Amman and Zarqa are the two most populous governorates in Jordan, both being urban city settings. The locations and schools were selected according to the request of the MoE, based on locations with typically higher deprivation than their surrounding areas.

Figure 4: Map of Jordan and intervention areas



The programme components were delivered in a sequence designed to develop students’ career management skills over time. The sequence of activities was considered as part of the evaluation, which will be discussed in the next section.

Figure 5: Future Ready project outline

Action	Month 1	Month 2	Month 3
5x group careers education and guidance lessons	➡ ➡	➡ ➡	➡
2x Maths lessons enriched with careers/work learning		➡ ➡	
2x English lessons enriched with careers/work learning		➡ ➡	
1x employer rotation engagement event (meeting with 5 employers during 1 event)		➡	
2x mentor sessions – developing student work and career action plans			➡ ➡
TVET visits or talks at school (for those who may choose a TVET pathway option)			➡
Job shadowing (work experience) for marginalised students only (very end of 3 months)			➡
Parent handbook and at-home activities (ongoing 3 months) E-learning portal with all resources (ongoing for 3 months)	➡ ➡ ➡		



Overview of activities delivered

This section outlines the core activities that were delivered through the Future Ready pilot.

As the schools included in the pilot had refugee students integrated into classrooms, a key consideration in pilot design and resource development was ensuring relevance to all students, including those with more limited pathways open to them. Case studies, resources and the employers selected all included representation from the refugee community in Jordan.

Resources

Careers education and guidance is a major priority for the Jordanian Ministry of Education (MoE). The need to match the requirements of the labour market with the outputs of the educational system was spearheaded in the National Strategy for Human Resource Development (NSHRD), launched in 2016. The Education Sector Plan (ESP) 2018 aims to 'provide career guidance opportunities for Grade 10 students (boys and girls) incorporating gender training.' The government recognises that a confident, future-orientated, goal-directed and motivated youth population is important and necessary.

Providing school staff, students and their families with access to a range of career resources was a core component of the pilot. Key resources provided included:

- » [Labour market information for global, national and local levels \(Amman and Zarqa\)](#)
- » [Video and written case studies featuring people talking about their jobs](#)
- » [Choices magazine, detailing information about the different pathways that are available to students after Grade 10](#)
- » [Handbook for parents detailing how to support their child's career development and at-home activities to do with their children](#)
- » [The careers journal – an online, printable resource, in which students could answer questions over the course of the pilot to help them develop career management skills. The careers journal was a reflective journal which guided students through various key elements to consider when making decisions, for example, 'Self', 'Labour market awareness' and 'Skills'. The journal had four sections to complete throughout the three-month pilot.](#)

These resources were not only standalone resources but were also used in the design of the mathematics, English and school counsellor lessons. Mentors also used them in their sessions to prompt discussion and thought.

Access and engagement to resources was inconsistent, but when students were able to access resources, they found them to be valuable. For example, only 42 students (of those responding to the endline survey) reported having accessed the Choices magazine, but 41 of them stated that it was the most useful resource. Similarly, with the parent handbook, only 50% of the parents responding to the endline survey reported receiving the parent handbook, but 100% of those who received it found it useful. It is unclear why there was limited access to materials, as all schools were given equal access. This may have been due to some vice principals and school counsellors taking a more active role in distributing materials and describing their benefits than others, and was likely also due to limited access to technology and/or limited digital capacity when resources were online. Teachers reported that case studies were particularly valuable (both written and video) but requested more range in professions to help appeal to an even broader range of students.

During focus groups and throughout the continual feedback received during the pilot, school counsellors reported that students found the careers journal difficult to use. This was attributed to students not being familiar with questions that prompt self-reflection, and being unclear how to approach them. For this reason, completion of the careers journal took substantially longer than initially anticipated by the project team, meaning many students did not complete their journals, with only 36% completing the whole journal.

E-learning portal

The e-learning portal was an online digital space where teachers, school counsellors, vice principals, parents and students could access all Future Ready resources. This included labour market information, the Choices magazine (which included information on pathways), the parent handbook, case study videos of people in jobs and written case studies. Lesson materials for mathematics, English and school counsellors' lessons were also available on the e-learning portal. Students were expected to upload any homework and complete their careers journal on the e-learning portal. School teachers, vice principals and teachers were trained in how to use the e-learning portal.

Access to technology was one of the biggest barriers to full engagement with the e-learning portal. During focus groups, the schools with the poorest internet connections and minimal access to computers requested that all the content be downloadable and that paper copies of resources be provided. In schools where school counsellors and teachers were comfortable with using the portal and supporting students in doing so, students were less likely to report challenges with either access or use of technology. It is unclear whether this is because teachers in these schools were more likely to use technology due to easier access, and therefore felt more comfortable, or whether their confidence in using technology meant they were less likely to report access as an issue.

School counsellor lessons

The school counsellors delivered five lessons to students:

1. **Overcoming barriers and identifying opportunities**
2. **Personalities and values**
3. **Skills and competencies; choices about your education and training pathways after Grade 10**
4. **Labour market information and awareness**
5. **Challenging stereotypes and 'my aspirations project'.**

School counsellors reported that students of all ability levels participated in the school counsellor sessions, providing a safe space for equal engagement. This included the academically weaker students, who, according to school counsellors' reports, appeared to grow in confidence as a result of Future Ready lessons. All eight school counsellors agreed that the content of the lessons was good; however, they also felt the lessons were too short for all the content to be covered, indicating a need to either reduce the content or extend the length of lessons (i.e., to a double period).

Employer engagement rotation event

Each school, with the support and help of EFE and INJAZ, delivered an employer rotation event. The event consisted of a visit to each school by four to five employers, with students divided into small groups which rotated around the employers. The smaller groups were to encourage active engagement and participation from students.

After the employer engagement rotation events, employers felt they placed more value on the importance of these type of engagements with young people than they had done previously. A total of 36 employers took part in rotation events in the eight schools in Amman and Zarqa from a range of different industries and jobs, for example, vocational, private sector, public sector, etc. All employers who participated agreed they would like to participate in further events like this in the future, with all reporting that they saw the value in connecting with schools through such events.

Partner reflection: EFE Jordan

Initially, it was difficult to try and persuade employers to participate in this event. There were many challenges, including convincing employers without any financial compensation because the sessions were more than one session and all of this takes their time from their work... but after feedback from the event **employers told us they felt the importance [of] this event through the interaction of the students with them in the sessions.** The discussion and sharing of experiences by employers were new to the students because for the first time they meet employers who tell them things that are happening on the ground.

School leaders and school counsellors reflected that they saw great value in the event, reporting increased engagement from students after interactions with employers. They did, however, also report logistical challenges in organising the events, as this was outside the scope of their usual roles. Vice principals reported not having previously engaged with employers or invited them to the school before, and they found the process to be more time-consuming than initially anticipated. Overall, however, they reported the event was positive and considered the effort worthwhile relative to the positive outcomes they observed amongst students.

English and mathematics lessons enriched with careers/work learning

Mathematics and English subject curricula were enriched with careers and work learning. Mathematics and English learning objectives did not change but instead were taught through the lens of careers and work learning. Teachers of mathematics and English taught two consecutive lessons with careers enrichment on different days and students provided feedback after the second lesson.

Overall, teachers were positive about the lessons, reporting that students were more engaged than usual. Teachers also reported increased interaction and learning about their students as a result of the lessons, with one teacher commenting it enabled them to understand their students better as a result. This was attributed to teachers not typically engaging in two-way dialogue with students during regular lessons, with Future Ready supporting greater awareness of the experiences and perspectives of their students.

English teachers were more likely to report delivering all the content within the timeframe being difficult compared with mathematics teachers, suggesting double lessons would have allowed more time for discussion and to cover all topics.

The time is not enough to discuss all topics that are presented in the lesson. The students are very weak in the English language, so they didn't understand the lesson very well and there was difficulty in communicating, whether verbally or in writing.

English teacher, girls' school (post lesson one)

All teachers (both mathematics and English) reported that they would like to deliver more lessons like this in the future.

Vocational training centre talks and visits

Schools were encouraged to take students to visit a technical vocational centre (TVC) or hold a visit at their school, with 137 students selected in total.

- » **Two schools visited a TVC – one boys' school (21 students) and one girls' school (11 students)**
- » **Four schools held talks – one boys' school (50 students) and three girls' schools (55 students in total).**

Logistical challenges and short timeframes prevented maximum impact with all schools engaging in TVC visits or talks. One of the schools that did not participate was determined to encourage its students to take academic, non-vocational pathways. A limitation from our pilot is not having a clear profile of the exact students who benefited from TVC talks and visits, though schools reported engaging the more academically weak learners who they felt would benefit most from seeing alternate pathways besides Tawjihi (end of Grade 12 examinations in Jordan).

Mentoring

Small groups of six-to-eight students were given two mentor sessions by employers, a month apart. The key purpose of the mentor sessions was for students to develop their action plans. They learnt to identify SMART goals and steps towards reaching these goals within certain timeframes. A total of 48 employers were trained as mentors, with 519 students participating in two mentoring sessions each. A total of 212 action plans were uploaded to the e-learning platform by the end of the pilot.

Job shadowing

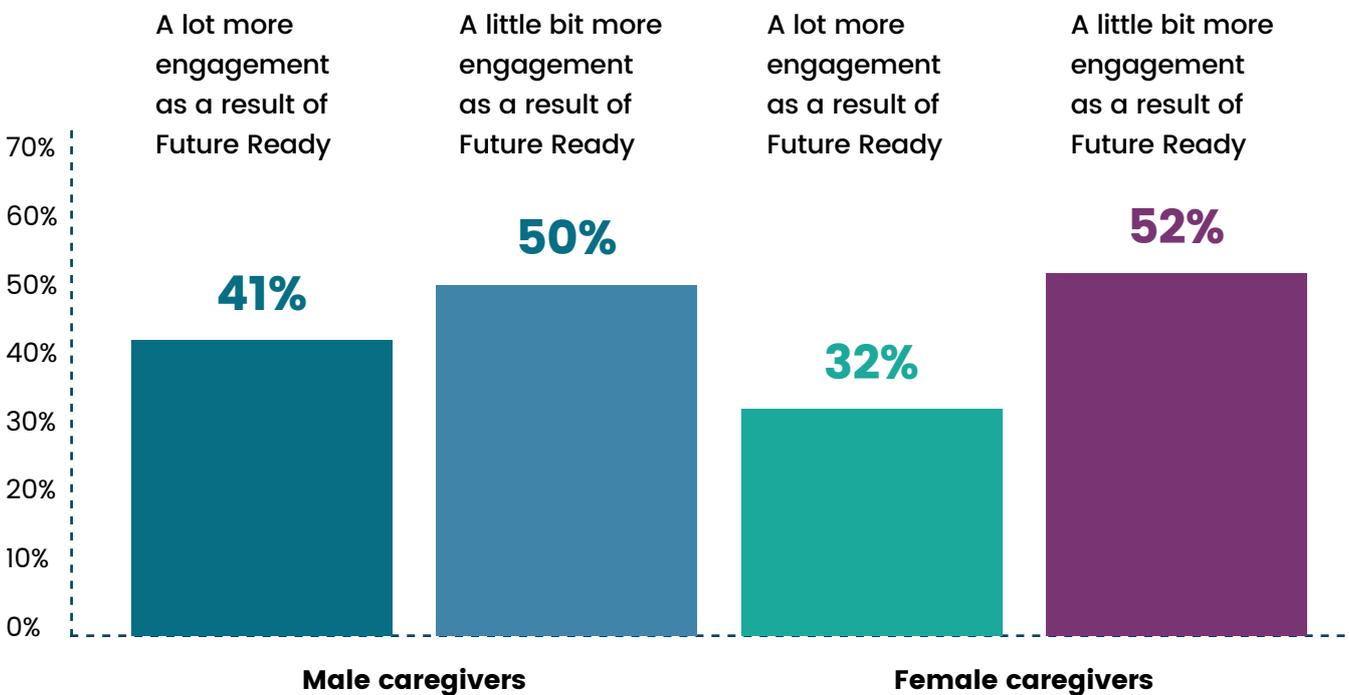
The targeted approach for marginalised students (refugees, students with disabilities and those from low-income backgrounds and/or with weak academic results) was to engage them in a day’s job shadowing in an industry of their choice. Students had the opportunity to speak with employees, visit different departments, and engage in job-related tasks. A total of 76 students participated in job shadowing. Of the students who attended job shadowing, 78% reported it helped them identify a job they are interested in, with a further 21% of students reporting the job shadowing did not help them identify a particular job they are interested in, but opened their mind to different jobs available. Only one student reported that the job shadowing did not raise their interests in any jobs.

Parent/caregiver engagement

A light-touch approach to caregiver engagement was taken to test parental engagement and identify what works or could work. A ‘parent handbook’ was provided, which guided caregivers through an understanding of what support parents can provide to their children. The handbook also had three activities that helped caregivers discuss the labour market, girls/boys working in non-traditional sectors, and the vocational sector. All schools created ‘parent champions’ to support the facilitation of resources to other school caregivers and also to gather input and data from caregivers.

A majority of parents and caregivers reported being more engaged with the school as a result of Future Ready compared with before, with greater improvements amongst male caregivers compared with female.

Figure 6: Caregiver engagement with the school after Future Ready, by gender (N = 108)



Three vice principals report that very few (less than 25% of parents) were engaged with Future Ready, two reported that some were (around 25%) and one school reported that most parents had been engaged (75%). One of the schools reported that all parents who engaged with the school as a result of Future Ready had never previously engaged with the school, with the other schools suggesting it was most of (N=3) or all (N=2) the same parents as usual. Schools reported that parental engagement was typically low prior to Future Ready and outside of Future Ready. Contact with parents was made mostly via WhatsApp, but also through other communication channels such as email and sending letters home.

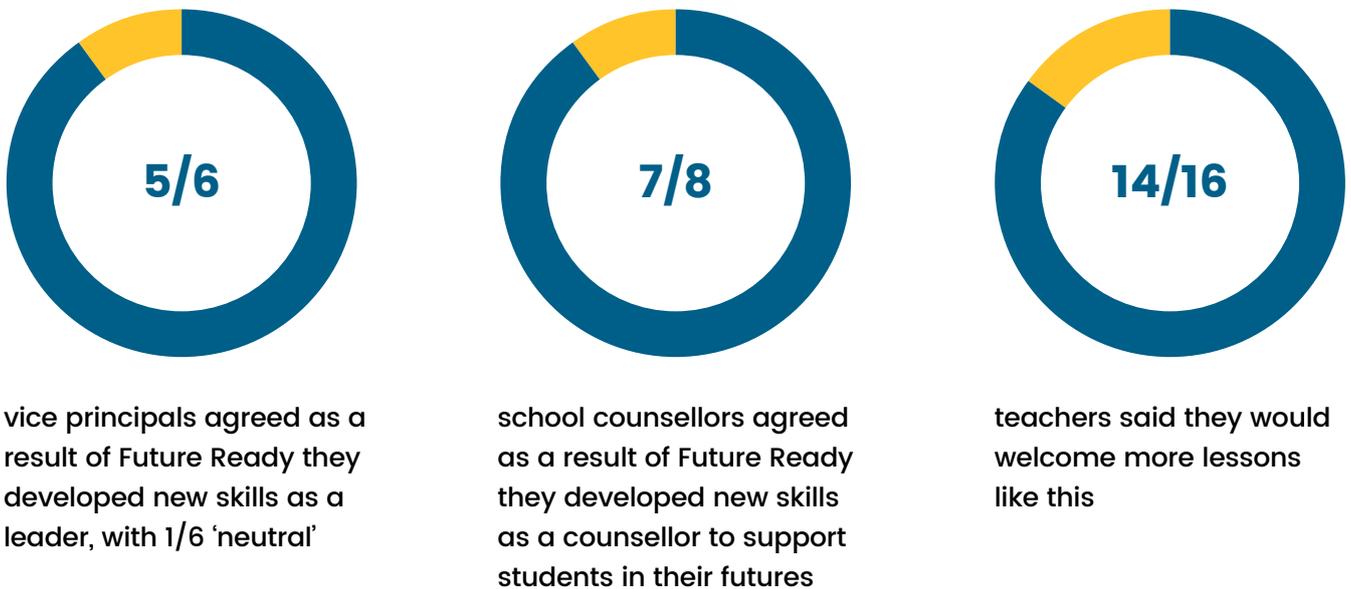
Overall reflections from the school-based delivery team

All vice principals, teachers and school counsellors felt they had all the support they needed to deliver Future Ready, and that the training prepared them well.

All beneficiaries who engaged with materials (parents, vice principals, students, school counsellors and teachers) enjoyed all they had access to, but felt there was too much to work through within the 12-week period in which Future Ready was implemented, and would have preferred for it to be spread out across the academic year. They also felt the materials should be available to more students in different grades.

Vice principals and school counsellors believed they developed their skills in their roles, and teachers welcomed more lessons.

Figure 7: School stakeholder perceptions and engagement in Future Ready



Limitations in implementing the pilot

The below provides a summary of the key limitations encountered in delivering the pilot.

- » COVID-19 disruptions:
 - a. The pilot was delivered in the first full semester back at school after COVID-19 disruptions and closures. There were many competing priorities and students re-adjusting to new ways of academic working after remote learning.
 - b. The semester was delayed by two weeks, with a planned two-week extension at the end of term into the summer break. When the pilot was midway through, it was announced that exams would be brought forward by two weeks. This affected the number of students who were able to complete their aspirations projects, and had a negative impact on endline data collection.
- » Shorter lesson periods and a shorter school day: Ramadan took place during the middle of the semester, meaning the timetable was condensed and adding in new content was particularly challenging.





Key findings: impact on career management skills

Areas of exploration included:

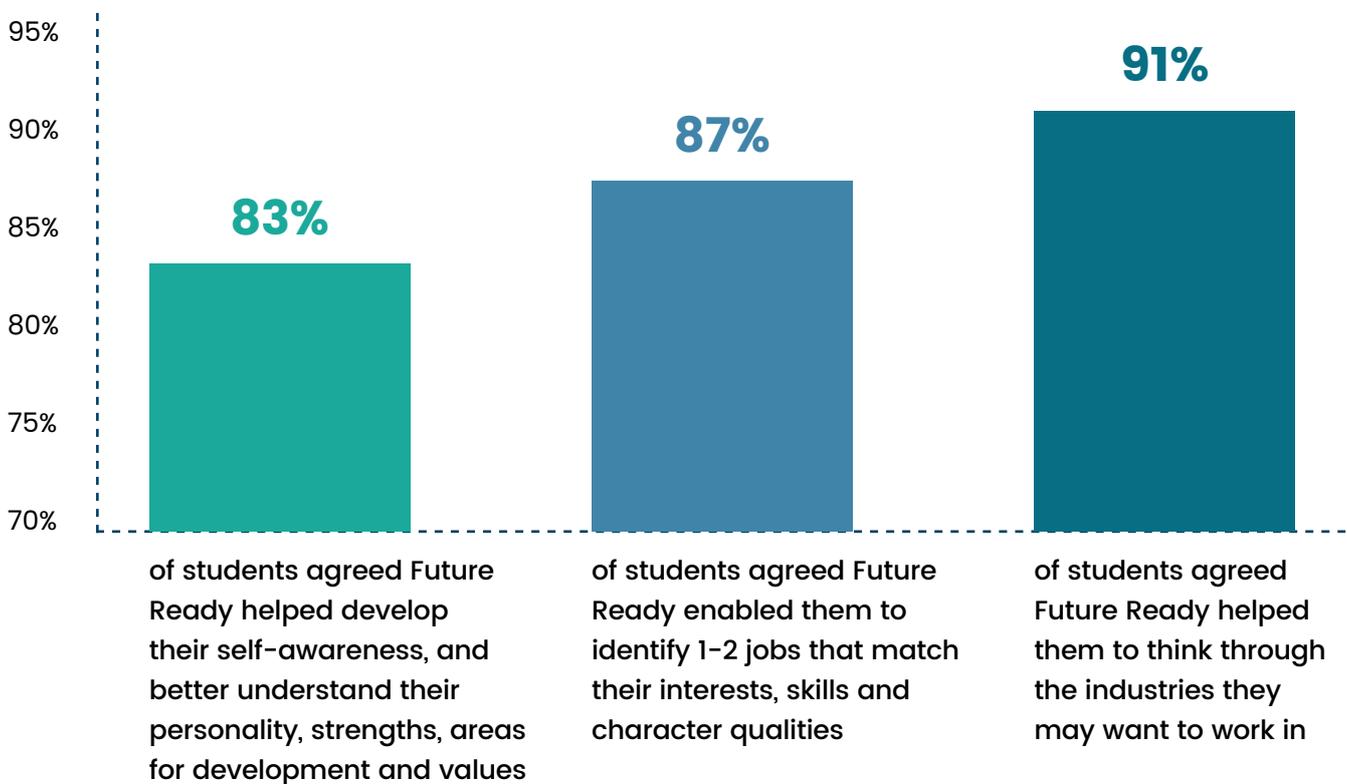
- » Self-awareness (building confidence)
- » Opportunity awareness (exploring opportunities)
- » Deciding and acting (proactively managing careers and lives)

This section will explore outcomes in relation to each of these areas.

Developing self-awareness and confidence

A key focus of Future Ready was to help young people participating to develop a heightened sense of self-awareness about what they would like and be well suited to do in the future. Survey data from the Future Ready pilot demonstrated overall positive results in helping students to develop their understanding of what industries they may want to work in (91% agreeing), what jobs match their skills and interests (87% agreeing), and their own personality, strengths and areas for development (83% agreeing).

Figure 8: Student perceptions of Future Ready (N = 231)



“Students’ self-confidence and ability to choose the path they want has improved, they have become more self-aware.”
Vice principal, girls’ school



The employer engagement event, the visits to TVCs and the job shadowing were cited as particularly important components of the programme in helping develop student self-awareness regarding what they want to do in the future.

1. I got to know the professions that fit my personality, 2. I listened to the opinions of my colleagues and employers, 3. I asked some questions to the employers and I liked everyone's optimism.

Female student

I liked them listening to our questions, and answering our questions openly and clearly. Today was full of ideas and I think these ideas will help me know what I want and what I wish I could be.

Female student

Schools were asked to select the most marginalised learners to participate in job shadowing, with a total of 76 students selected from the eight schools to spend time in a broad selection of different workplaces. As reported above, of the students who attended job shadowing, 78% reported that it helped them identify a job they are interested in, with a further 21% of students reporting that the job shadowing did not help them identify a particular job they are interested in, but opened their mind to different jobs available. Only one student reported that the job shadowing did not raise their interests in any jobs.

Today's job shadowing has helped me identify I will need to develop my programming skills and computer science skills... and take care of my studies and raise my grades in order to study computer science, which was inspired by an employee at the Knowledge Station.

Male student

After I went to Armex, I found out I was right about my future job.

Female student

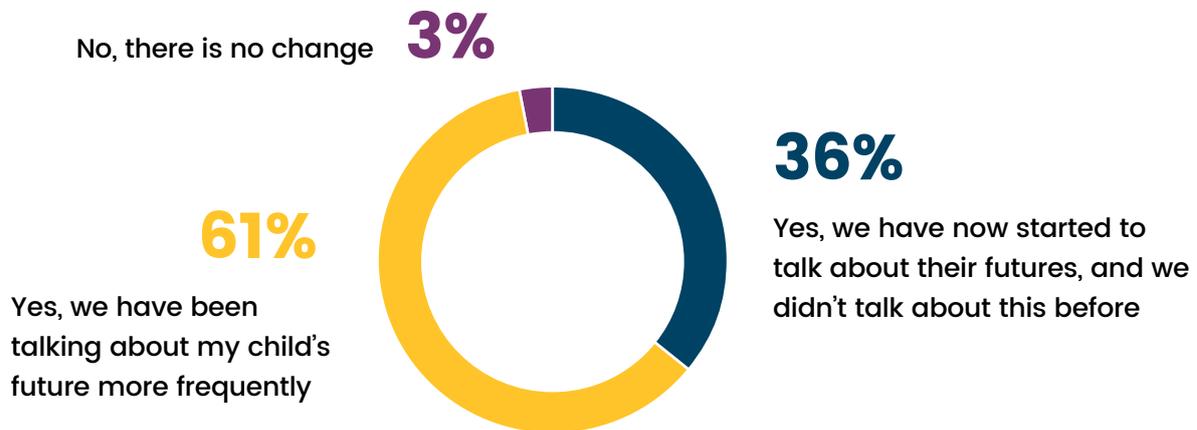
Job shadowing has meant my outlook has changed and I am looking at other disciplines.

Female student

Encouraging students to have interactions with their caregivers about their futures was also a key element of the programme in helping students build self-awareness with support from their families. Caregivers reported increased interaction with their children about their futures as a direct result of Future Ready.

Figure 9: Changes to interactions with caregivers

Responses to question: ‘Have you noticed if you and your child have been talking about their future (their choices post Grade 10, career or work interests) more frequently than 3–4 months ago?’ (N=107, caregiver endline survey)



Future Ready also sought to develop student understanding of the importance of 21st Century skills¹⁰ and as well as self-awareness regarding the skills they possess and those they need to acquire, though this was an area of mixed success. Only 39% of students who responded to the endline survey were able to name 21st Century skills they would like to develop. Of the 39% of students who indicated a skill to develop, 49% of students wanted to develop digital skills, 25% reported wanting to develop communication skills and 19% of students wanted to develop language skills.

Overall, teachers did not report that many students had a good understanding of 21st Century skills, indicating an area of further development for the future. A total of 15 teachers indicated that only ‘some students’ in their classes demonstrated an awareness and understanding of 21st Century skills, with one teacher suggesting all their students understood. Additionally, 15 out of 16 teachers considered that only some of their students were able to demonstrate using transferable 21st Century skills. Teachers felt that the length of the pilot was not sufficient to adequately develop student understanding of 21st Century skills, given their low starting point.

Opportunity awareness

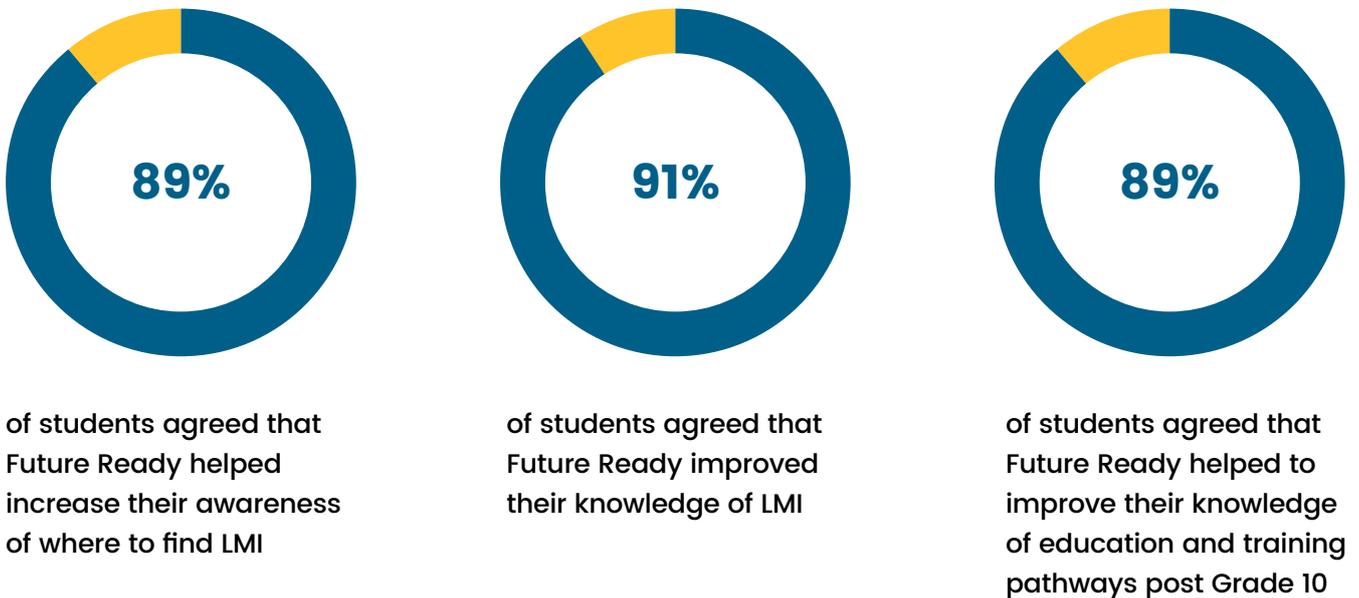
The second area of career management skills development incorporated into Future Ready related to the exploration of opportunities open to students. This included equipping students with the ability to:

- » locate information, for example, labour market information (LMI) and pathways, and use it to effectively identify opportunities and new horizons
- » participate in opportunities (life-long learning) to support life and work goals
- » understand the relationship between work, society and the economy, particularly through understanding how new jobs and industries emerge and identifying new jobs.

The majority of students reported Future Ready to have improved their awareness and knowledge of LMI, and to have improved their knowledge of pathways post Grade 10.

¹⁰ Knowledge, life, technological and career skills that are important for students to succeed in today's world

Figure 10: Student agreement with statements about LMI and post Grade 10 pathways (Student endline survey, N=231)



School counsellors and students reported the LMI and Choices magazine as being particularly helpful in the area of opportunity awareness.

I have utilized the Choices magazine to help a student with his educational choices. He thought that the scientific stream only allows him to study engineering, the Choices magazine help us to realize that the industrial stream also allows him to study engineering in the university.

School counsellor

Labour market and Choices magazine resources were very helpful because it told me more about choices (academic, professional).

Female student

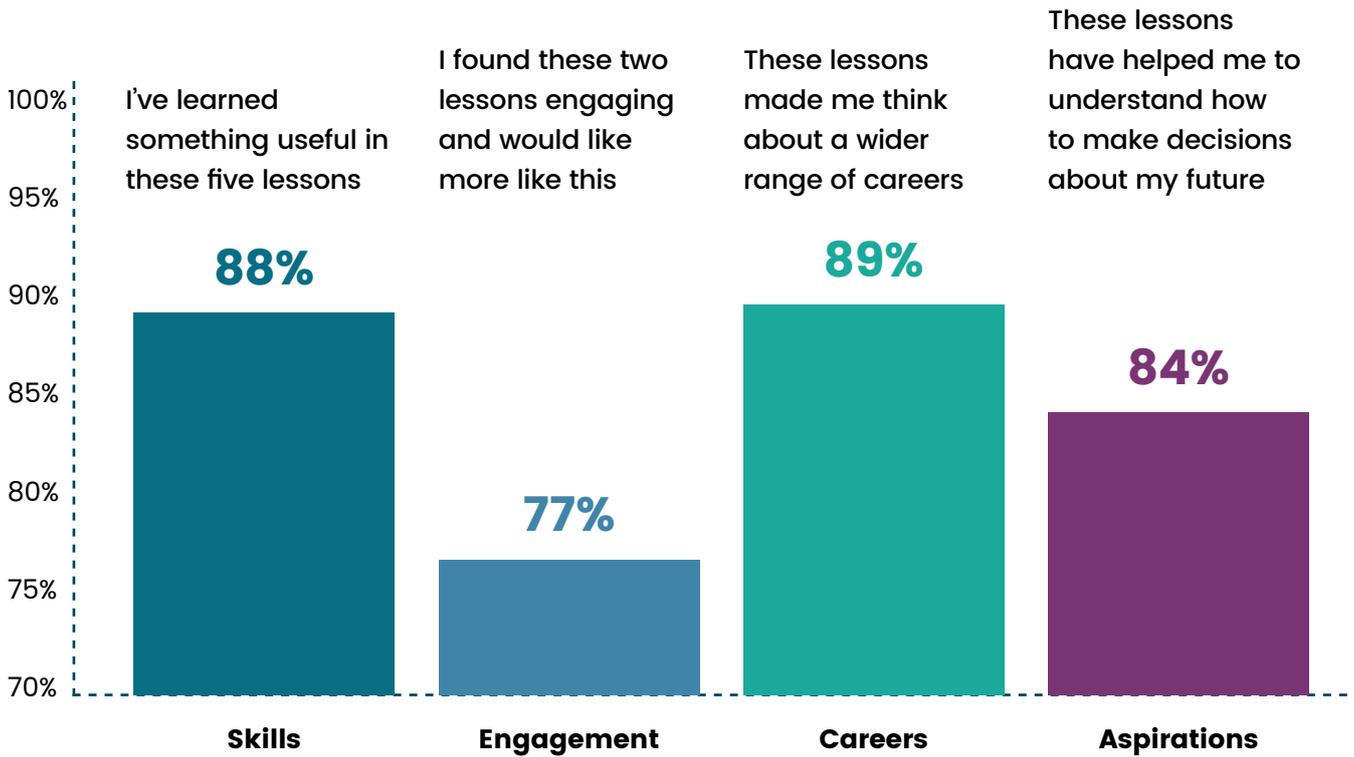
I love the field of cosmetology and I will use the platform to check the field as we have been trained.

Female student

The school counsellor and teacher lessons also gave students more opportunity to discuss different occupations. One school counsellor commented: ‘Many of the students expressed their interest to work in jobs related to internet marketing, they have started to suggest new occupations they have never mentioned before.’

In the endline survey, students were asked to reflect on the benefits of the school counsellor sessions, with 89% indicating that the lessons made them think about a wider range of careers, 88% feeling they had learned something useful, 84% indicating the lessons helped them think about their futures and 77% wanting more lessons like this.

Figure 11: Student perceptions of the school counsellor sessions (N=231)



The employer event and job shadowing also created opportunities to learn about different future career options. The majority of students (87%, N=231) agreed that Future Ready raised their interests in different jobs, with 95% agreeing that the employer event helped them to reconsider their career options.

We've been shown a lot of jobs and professions that we didn't know before, and our thinking about well-known jobs like medicine, engineering, etc., has changed. Female student

My daughter's personality became strong after the employer engagement event and she decided what she wanted to do in the future after she was never interested in her professional future. Parent

I enjoyed talking to presenters and learnt about new and enjoyable jobs. Student

The visits to TVCs or talks at schools also helped develop a greater awareness of vocational options, with 39% of students considering TVCs post Grade 10 as a result of Future Ready.

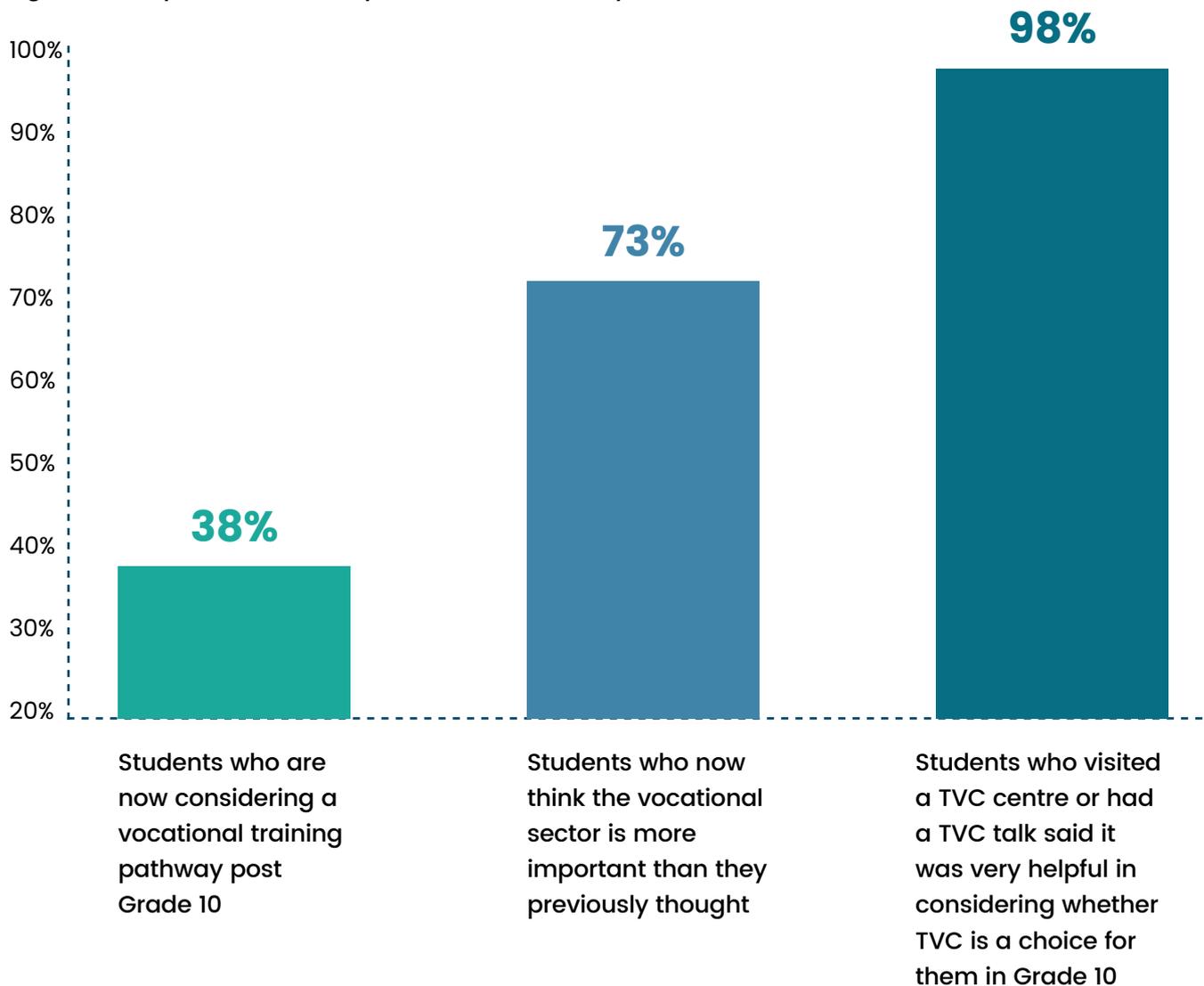
Visiting the TVC centre opened up more areas and greater opportunities in additional jobs. Student

The TVC talk helped me determine the different pathways available to me without confusing. Student

I have learnt about new specialisms when visiting the TVC centre I was not previously aware of. Student

Visiting the TVC centre helped me think about what I might want to do after Grade 10. Student

Figure 12: Responses from the post-TVET-talk survey (students, N=57)



Future Ready also helped to increase students' excitement about their futures. Of students responding to our endline survey, 87% agreed that they are more excited about the choices and decisions they will make about their post Grade 10 options as a result of Future Ready. A vice principal in a girls' school reported that 'students outlook has changed for the future... Future Ready has opened up opportunities for students and they have a new view of the future.'

Deciding and acting

The final area of career management skills development was related to deciding and acting, encouraging students to be proactive around their futures. This involved:

- » making and reviewing learning and career plans
- » making life- and career-enhancing decisions
- » acting appropriately to manage own careers, taking charge of the career building process.

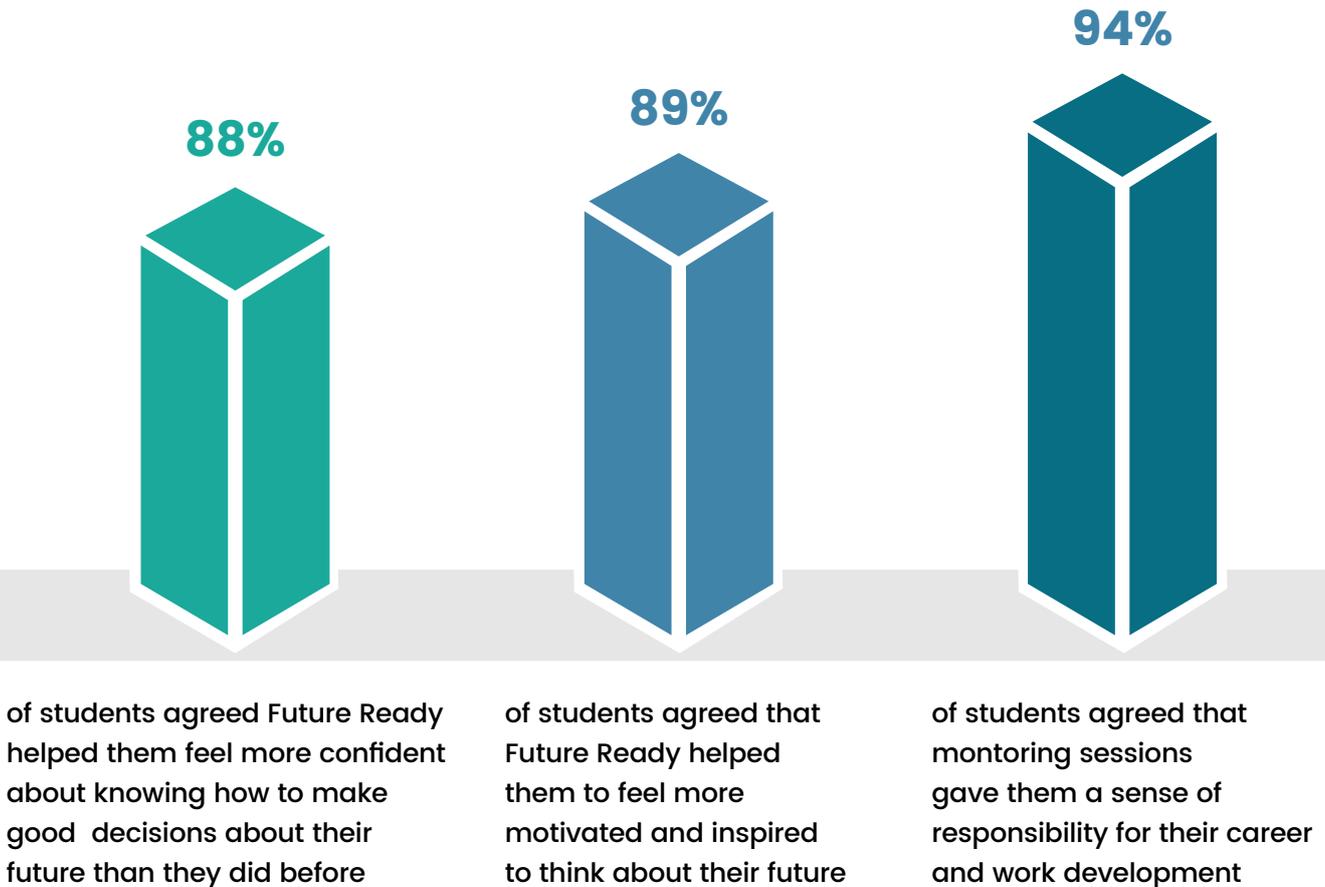


The Future Ready pilot helped students gain confidence in decision-making around careers, and gave them the tools needed to make realistic decisions. Of students responding to the endline survey, 94% agreed that mentoring sessions gave them a sense of responsibility for their career and work development. 89% of students agreed that Future Ready helped them to feel more motivated and inspired to think about their future, and 88% of students agreed that Future Ready helped them feel more confident than before about knowing how to make good decisions about their future.

We've benefited a lot from the employers, and because they're specialists, we've been able to figure out exactly what specialties we want, how to define my job in the future, and how to make the decision. **Male student**

Future Ready's greatest impact has been that students are now thinking about the future and setting their goals. **Vice principal, girls' school**

Figure 13: Student agreement with statements around Future Ready's impact on their decision making (N=231)



School counsellors and students reported the LMI and Choices magazine as being particularly helpful in the area of opportunity awareness.

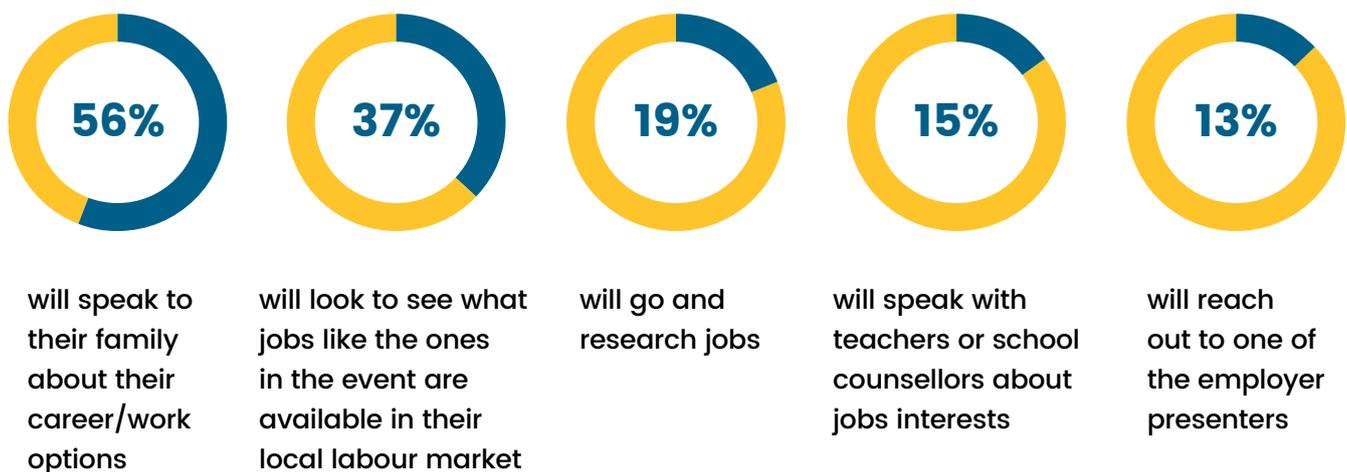
My daughter has transferred this impact to the neighbourhood. She was talking to the family members and neighbours about her “action plan for her future” and how to divide the main goal into specific smaller ones [steps] to achieve them. **Parent**

Through today’s session, I felt that I need to start developing my skills in the computer field, and attend more sessions in computer courses, and start to focus on my studies and attainment rate so I am qualified to study computer science. **Male student**

After the job shadowing today I will continue to achieve my goal which is administrative work. I will study literary specialisation and then choose the specialty of business administration, and I will develop a plan for it, and I will also read more about administrative topics and how companies work, especially successful ones. **Female student**

The employer rotation event was found to be particularly impactful in encouraging students to take action, with over 90% of students reporting taking some form of action as a result of the event (Figure 14).

Figure 14: Student action as a result of the employer rotation event (N=436)





Key findings: towards social, economic and educational impact

The second key area of impact related to social, economic and educational outcomes. As the pilot was too short to see and measure results in these areas, this section explores how the pilot worked towards impact in these areas.

Towards social impact

A key area in which Future Ready sought to make social impact was related to gender sensitisation and overcoming gender-based stereotypes. Future Ready was found to expand student horizons in relation to their gender. Over the short period in which the pilot took place, Future Ready helped students to expand their beliefs about what jobs are appropriate for them based on their gender, especially amongst girls. A majority (78%) of students changed their perceptions about what jobs they believed were appropriate for men and women, with 13% already open, and 9% remaining unchanged.

Students views' on gender roles changed positively as a result of the resources and [case study] videos shared with them. For example, women working as car mechanics.

Vice principal, boys' school

One girl recognised she could work as a mechanical engineer because she met one during the employer engagement rotation event.

School counsellor, girls' school

We started to understand professional trends, that we are able to work like men do, and how to part with stereotypical ways of thinking.

Female student

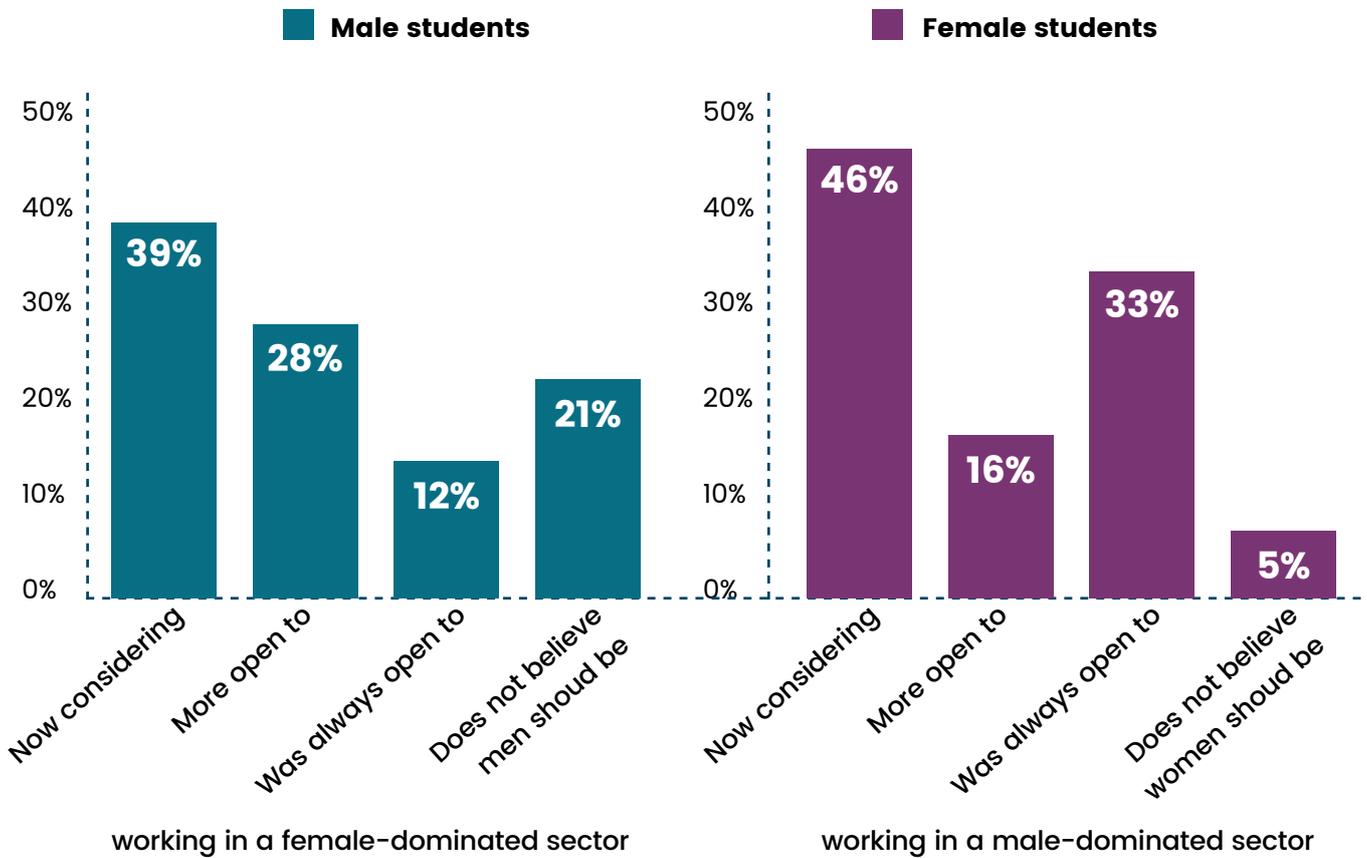
A few students are considering different jobs like a hairstylist.

Male teacher

Girls were more likely to report a change in perceptions about what jobs were suitable for men and women (81%) compared with boys (71%). For example, 84% of female students believed both men and women are well suited to being a software engineer, compared with 57% of male students.

Students were asked whether they would consider working in a sector traditionally dominated by the opposite sex. Girls were found to be more likely to change their perspectives than boys, with 46% of girls stating they are now considering working in a male-dominated sector, compared with 39% of boys who are now considering working in a female-dominated sector. This indicates a promising start, with more work needed with boys in particular to change stereotypical perceptions.

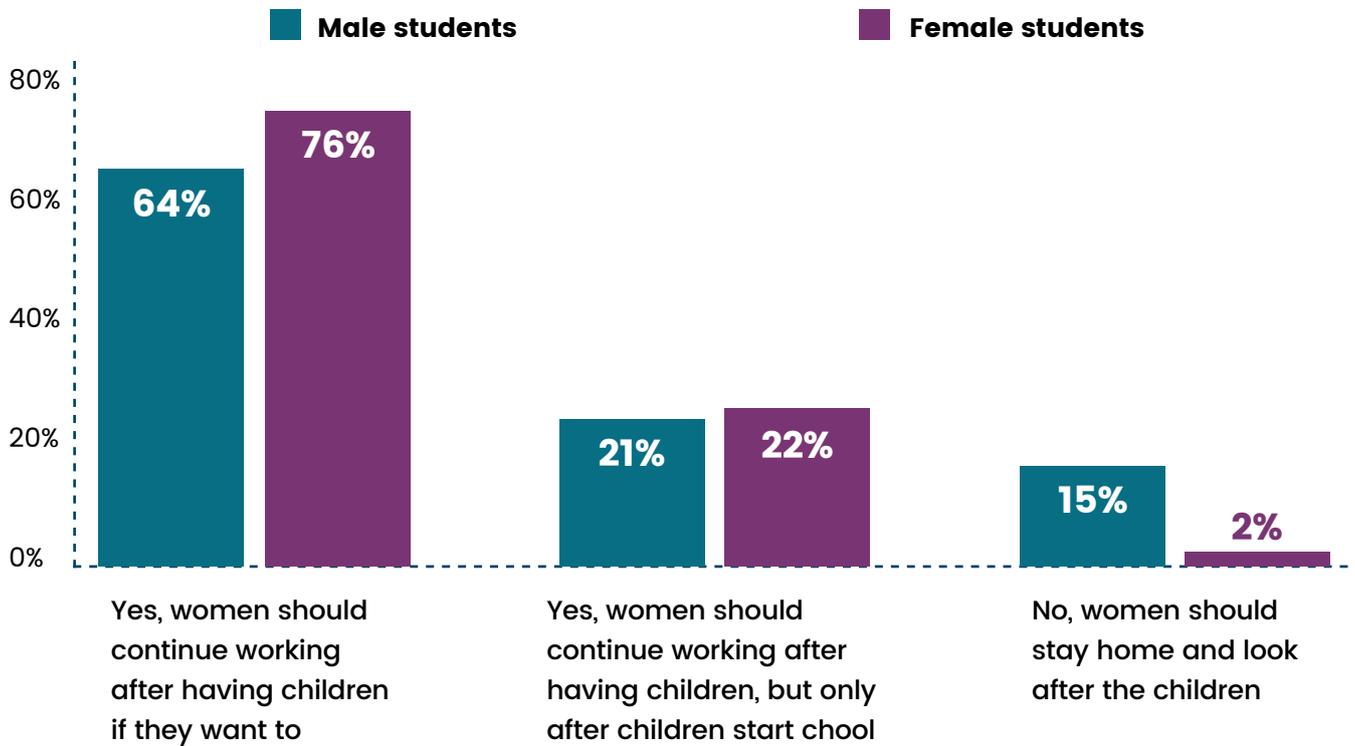
Figure 15: Male and female students reporting an openness to working in a sector traditionally dominated by the opposite sex (endline survey, N=231)



There was a perception during network meetings that students with working mothers were more likely to be supportive of women continuing to work, though this was not reflected in our survey data. As the majority of students reported their mothers do not work, it was not possible to find any correlation between parental employment and gendered perceptions of women working. Female students were more likely than male students to believe that women should work, and continue to work after having children, suggesting more gender sensitisation is required amongst boys to change perceptions.



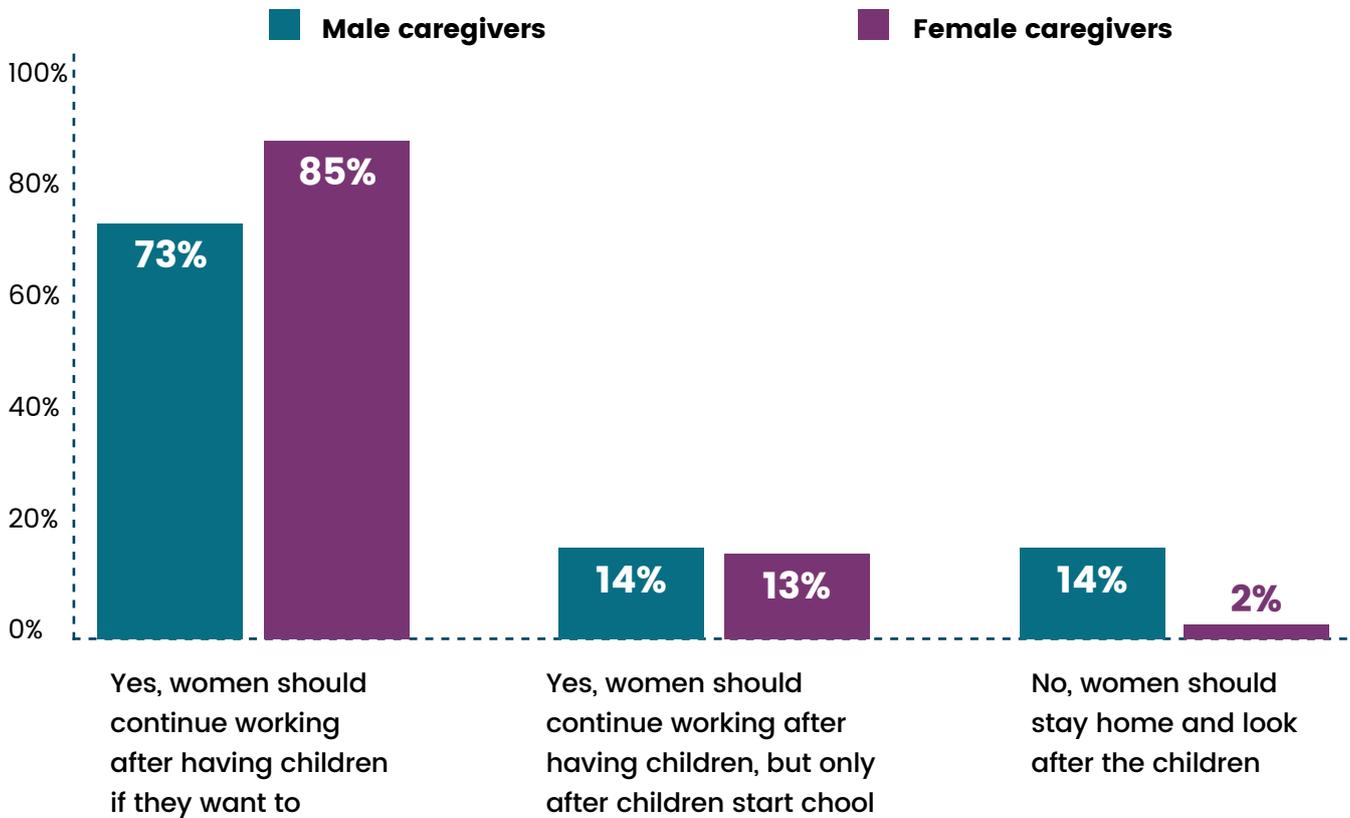
Figure 16: Student response to whether women should continue to work after having children if they want to (N=229)



Overall, caregivers were supportive of women continuing to work after having children, though male caregivers were slightly less likely to agree with this compared with female caregivers, demonstrating similar results to male students.



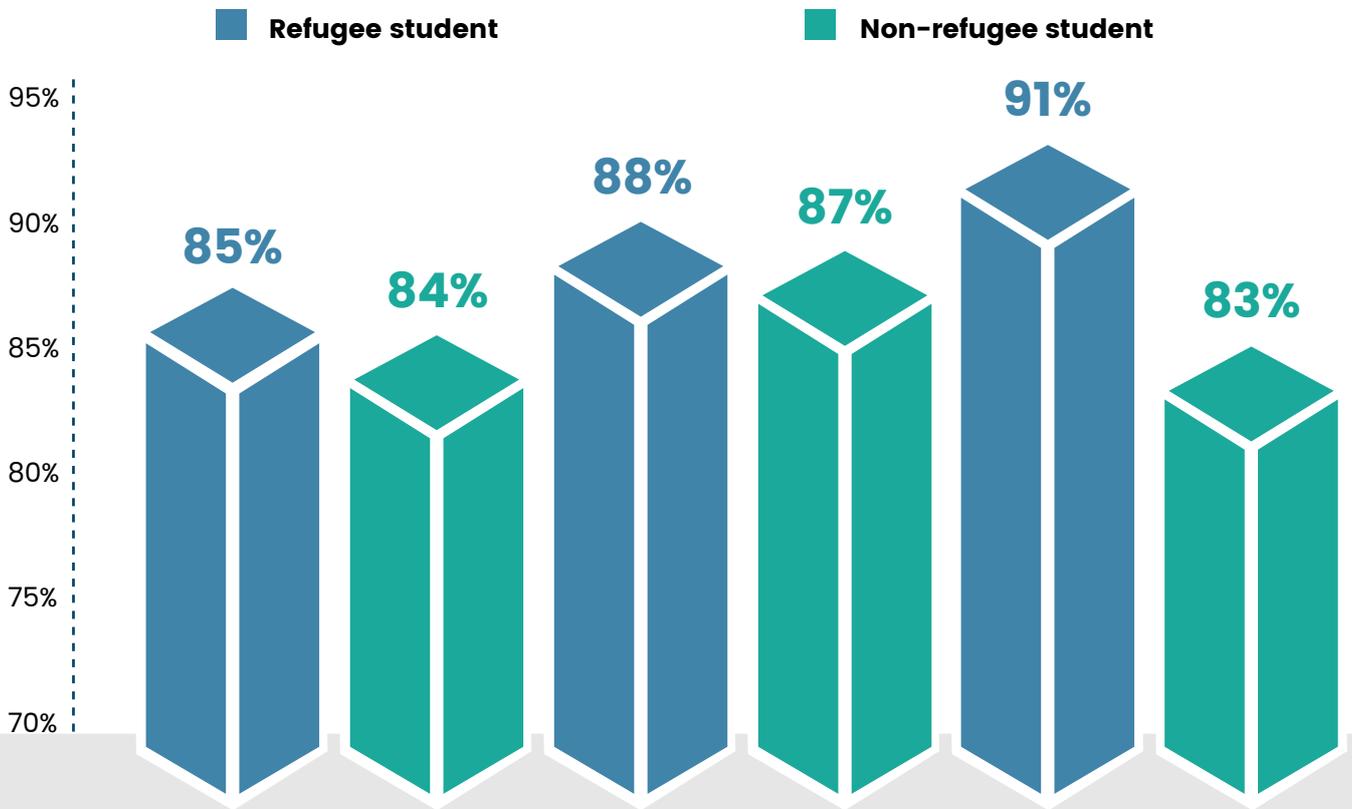
Figure 17: Caregiver response to whether women should continue to work after having children if they want to (N=108)



Another area of social impact related to creating opportunities for the most marginalised learners. From our endline survey data, 15% of the students we reached were refugees, 9% had no adults in their household in employment and 2% reported having a disability. Across nearly all indicators, refugee students were more likely to report positive outcomes as a result of participating in Future Ready than non-refugee students. They reported that it helped expand their understanding of what is available to them, helped them to feel more motivation about their futures and made them feel more confident in making decisions about their futures.



Figure 18: Refugee and non-refugee student agreement with statements (N=231, endline student survey)



Future Ready helped me realise I have more choices available to me than I previously thought I had after Grade 10.

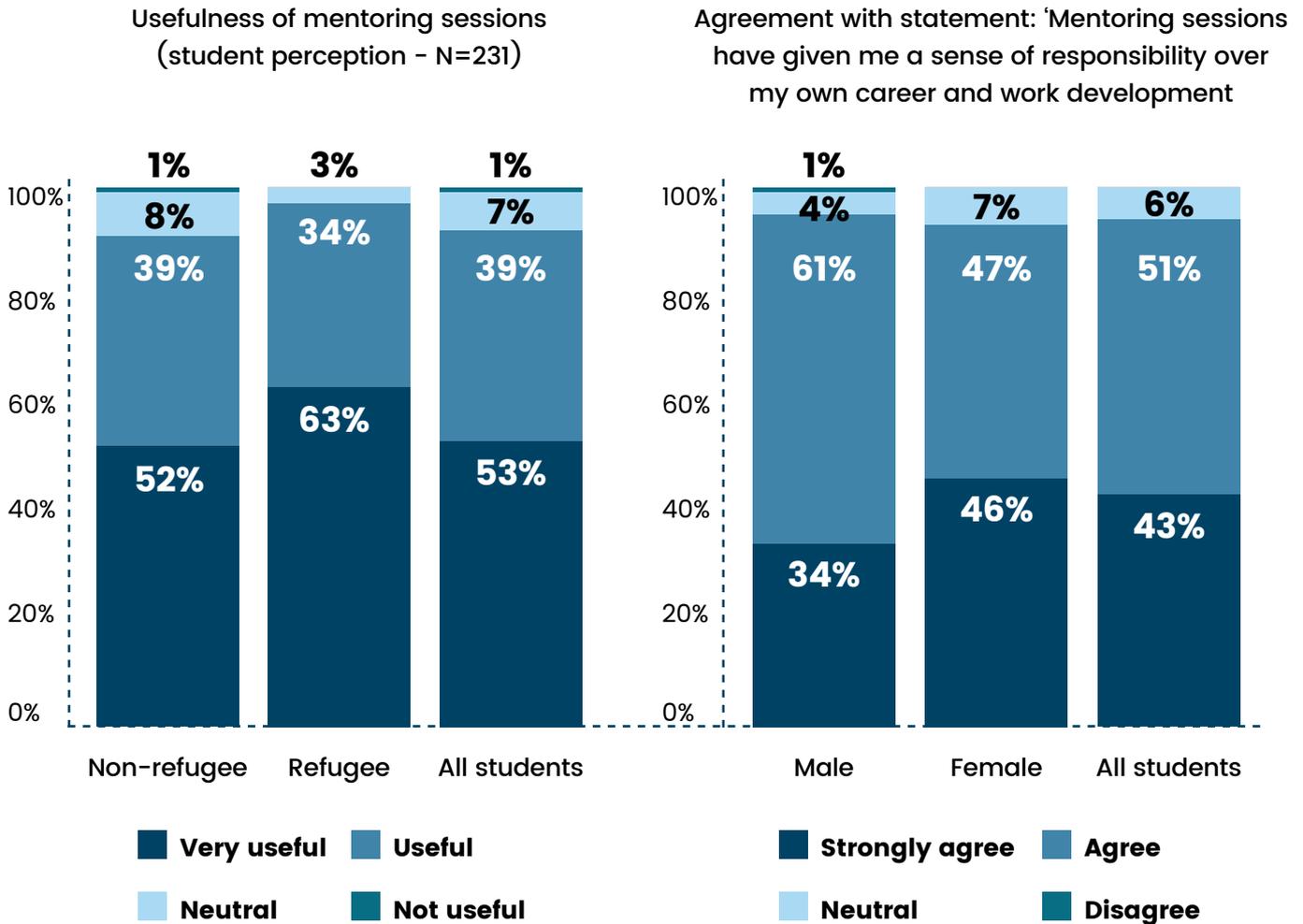
As a result of Future Ready, I am more excited about the choices and decisions I make about my post Grade 10 options than before I participated in Future Ready.

Future Ready has helped me gain confidence in planning and preparing my next steps to reach my work and career interests and goals.

A total of 92% of students found the mentoring sessions very useful or useful. Refugee students were more likely to consider mentoring sessions ‘very useful’ compared with non-refugee students, and female students were more likely to find them very useful compared with male students.



Figure 19 and 20: Student perceptions of the usefulness of mentoring (left) (N = 231) and student agreement with the statement “mentoring sessions have given me a sense of responsibility over my own career and working development” (right) (N = 230)



Of the students who attended job shadowing, 90% received contact details from INJAZ of potential employers to engage with in future job shadowing. In total, 68% reported it very likely that they will contact INJAZ or other employers for job shadowing opportunities, with 18% reporting they would be likely, 13% quite likely and only 1% not likely to do so.

Towards economic impact

Metrics related to economic impact were centred around digital skills development and increasing interest in vocational education pathways. Future Ready helped students to improve their digital skills, and gave students who were already digitally competent the opportunity to further apply these skills. There were minor differences between male and female students: in the survey, 44% of male students and 45% of female students indicated Future Ready improved their digital skills, but male students were more likely to say they already had digital skills and it helped them apply them (32% of male students, compared with 25% of female students). This corroborates with the data below in which girls indicated they found the e-learning portal harder to use than boys did, which suggests that the girls on the pilot may have had marginally weaker digital skills than boys. However, as the pilot included

a higher proportion of girls' schools than boys' schools, it is possible that this was due to access and exposure to technology in some of the girls' schools. Data from vice principals and counsellors also demonstrates many of them believe they have improved or further practiced their digital skills.

As noted in the previous section on career management skills, Future Ready also had a positive impact on students considering vocational pathways where they had not previously. Of the students from the six schools who received talks from TVCs or visited them, 73% reported thinking the vocational sector was more important than they had previously, with 38% now considering TVCs where they had not before. Parents also reportedly changed their perceptions of the vocational sector as a result of the programme.

Success story: Parents supporting girls in the vocational sector

One of the parents was against the idea of vocational training, though his daughter's academic achievement is very weak and she cannot pass the secondary stage. He decided to keep her home if she did not progress academically. However, after communication, discussion and completing many tasks encouraging consideration of some professions that do not require academic excellence, the father was convinced to allow his daughter to go with her peers to visit the Vocational Training Centre and observe potential future professional choices which the student can follow, allowing her opportunities to become innovative in her field, gain sufficient income, open her own project and secure her independent income in the future.

Case study from a girls' school

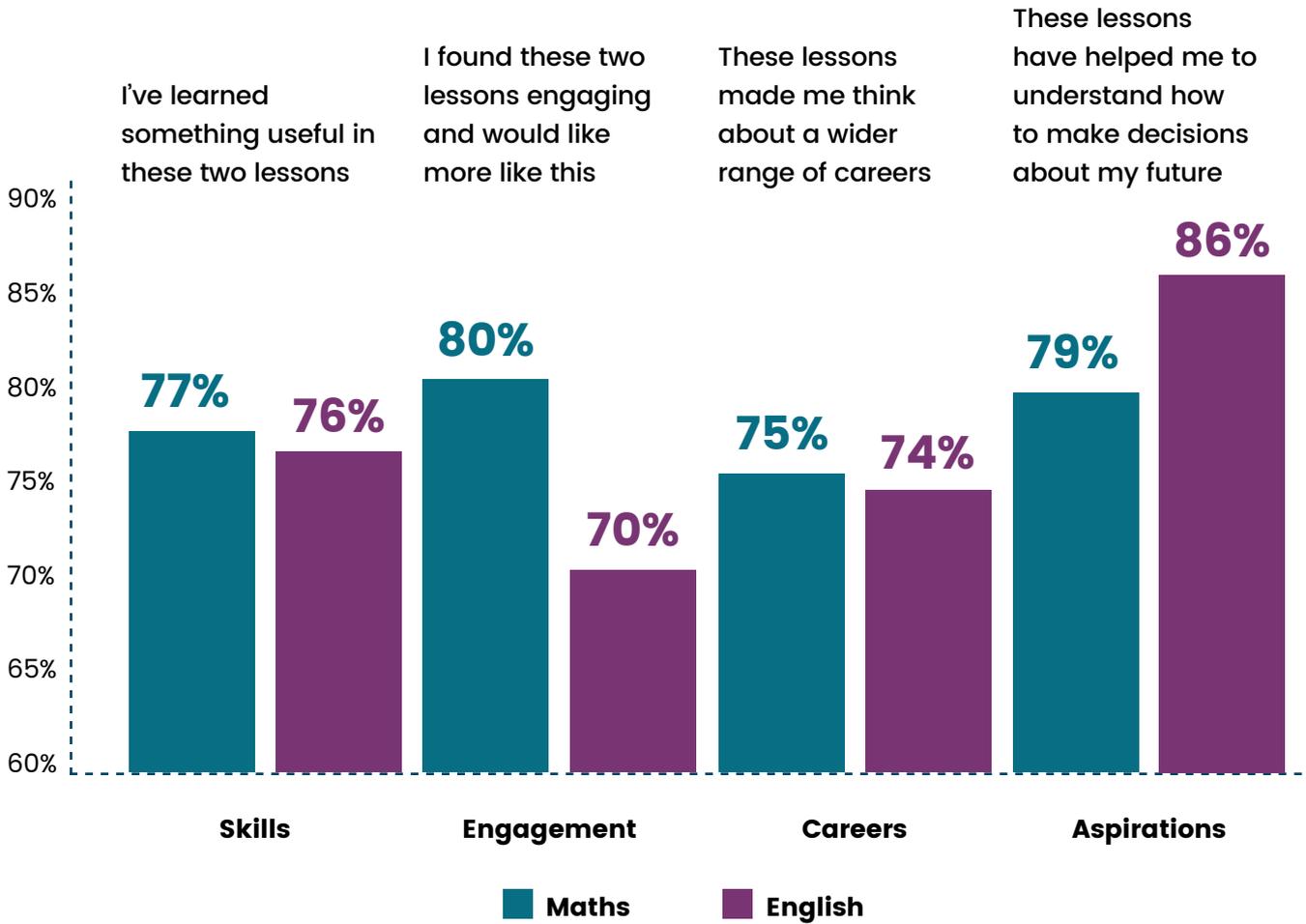
Towards education impact

A key theory of the programme was that demonstrating a clear link between what students learn in school and potential careers would increase motivation in learning. It was beyond the scope of the pilot and evaluation to determine whether the pilot resulted in improved academic achievement. The evaluation did, however, explore changes in attitudes amongst students in relation to their education.

A total of 90% of students agreed that Future Ready has helped them to further recognise what they learn in school is relevant to their work and success after school, with 86% stating they were more motivated to learn about English and 79% more motivated to learn about mathematics after the careers-infused lessons.



Figure 21: Students agreeing with statements about mathematics and English lessons enriched with careers content (N=377)



We have realised that we should study math because it is really important in life and not only to get a high mark in school.

Female student

I recognise now the importance of English language in the labour market.

Female student

The maths lessons helped me see things from a different perspective... maths is very important on a practical level, not just for education.

Female student

Students have stopped asking why are we studying this or that.

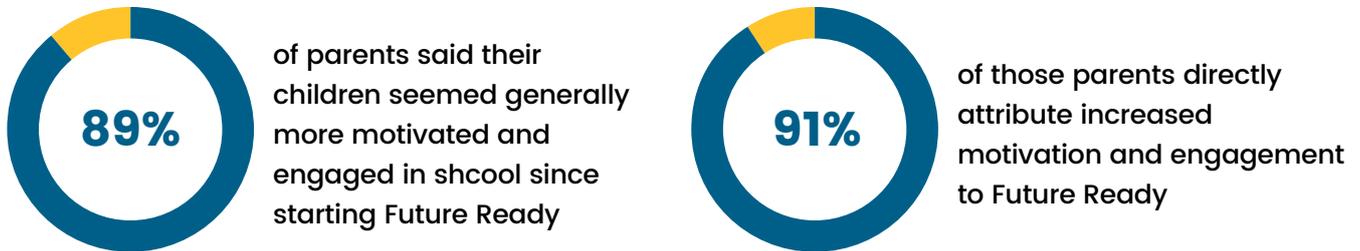
Mathematics teacher, girls' school

Students seemed more engaged in these lessons. They think about how to relate between math and life. They are thinking about the future differently.

Mathematics teacher, boys' school

Schools and caregivers reported seeing an increase in motivation and engagement in school from students as a result of Future Ready.

Figure 22: Caregiver responses to increased motivation and engagement of their children in school



My son started watching English movies without the translation (i.e., without the subtitles) after receiving the English lessons explaining the importance of English for job opportunities.

Parent

One positive outcome of Future Ready that was not considered in the initial concept was related to improved relationships between teachers and their students. Teachers and school counsellors reported during focus groups that they enjoyed getting to know their students during the sessions in a way they had not previously been able to. Teachers gained a new understanding of the students they believed to be weaker, and believed they now interact with students better as a result of the sessions. This was attributed to the format of the sessions, which involved two-way discussion between students and teachers, which differed from the typical teacher-oriented lessons reported. School counsellors also reported that students enjoyed the discussions.

Students loved the discussions during the counsellor sessions, they felt that they can express their opinions and we are here to support them with their career choices.

School counsellor

Teachers and school counsellors believed the programme had an impact on lower-achieving students in particular.

Future Ready had an impact on lower-achieving students as it enhanced their self-confidence because of its focus on professional aspects, not just academic excellence. The Programme opened up wider possibilities for these students and academic excellence is no longer an obstacle for them.

Vice principal, girls' school

Low-achieving students developed their self-confidence and ability to achieve success and take on challenges in various professional fields.

School counsellor, girls' school

Some students who had speech issues and learning barriers have benefited from this project: it gave them the confidence to speak, because the discussion was open and not only for high-achieving students.

Teacher, boys' school

Teachers and school counsellors indicated increased participation from the academically weaker students who do not usually engage in lessons. They also felt that demonstrating the wide range of options open to differently performing students increased motivation and engagement amongst their students.

The focus [in schools] has always been on academic learning and choosing between science and literary streams. Students with lower attainment and who have considerable areas of weakness are directed towards vocational education including agricultural or industrial economy and not towards vocational training. However, through this programme, there has been a change in the way of thinking about the future, and especially vocational training, and personal interests, particularly in terms of considering the details of some professions and the associated future financial rewards and accepting certain unconventional professions in a manner commensurate with the society. This initiative provided an opportunity to learn about labour market needs and the stagnant fields in the different governorates allowing for informed future planning. This highlights a change in previous methods.

Girls' school





Lessons for scaling Future Ready

The scaling recommendations outlined below are to maximise the sustainability, cost-effectiveness and equity of Future Ready when expanding to more schools in Jordan.

1. Consider the role of the middle tier, education directorates or other local government bodies when supporting schools in delivering effective careers education and guidance programmes.
2. Ensure coordinated collaboration between other ministries and departments and the private sector. At the Ministry of Education (MoE), consider alignment with key departments such as gender, teacher training, and supervision. Engage the Ministry of Labour to support and deliver live and regular bitesize labour market information.
3. Develop a Future Ready framework for Grades 8–11 and clear school curriculum objectives aligned with school improvement plans. Develop benchmarks and standards for schools to meet.
4. Integrate quality assurance criteria into existing reporting and accountability mechanisms so that the MoE can easily monitor the effectiveness of Future Ready in schools.
5. Adjust the current policy and education sector plan (ESP) to include all secondary school grades (Grades 7–12).
6. Identify and build the capacity at the MoE to support updating key resources and integrating resources produced from the youth eco-system into a centralised school system.
7. Consider implementing an education management information system (EMIS) to track students' pathways and routes to employment after leaving school.
8. Identify ways to 'champion' employers who engage in Future Ready. Find formal and non-formal ways to ensure these stakeholders are valued and recognised for their contribution to youth and schools.
9. Ensure school network meetings include sharing experiences, good practice and Future Ready's resources – for example, employer contacts or lesson plans designed by schools.
10. Ensure digital channels do not create an additional barrier to access through considering offline, mobile and non-tech options, along with the right amount of onboarding support.



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