



Transformative Learning Towards Womenomics  
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## Abstract

Jordan, like most other MENA countries, suffers greatly from high youth unemployment rates – particularly female unemployment. Research from previous initiatives and interventions has shown that one of the most effective means by which to address such problems relates to changing cultural norms and ideas about vocational jobs and gender-based constraints related to career choices, as supported by Mezirow’s theory of transformative learning. Mezirow’s theory articulates the process by which we come to question our beliefs and re-assess their value in a process of “rational discourse” and “critical reflection”. Ultimately, Mezirow’s theory posits that once such questioning and assessment occurs, our beliefs will subsequently be transformed into a system of meanings and values that are “more justified to guide action” (Mezirow, 2000).

A national Career Counselling Training of Training (ToT) Workshop for 49 career counsellors and teachers took place at the Ministry of Education to gain information on the participants’ experience and preparedness to conduct career counselling as well as their opinions with regards to the factors that should determine students’ career choices. After the completion of the TOT, the results showed that while the participants significantly increased their knowledge of career counselling, all participants revealed a different approach to career counselling for boys as compared to girls. Such results informed and necessitated a pilot implementation of a career guidance program to equip students with self-evaluation and career planning techniques as well as job searching and application skills (the “**Pilot Program**”). The Pilot Program was carried out in four public schools in Jordan- two boys’ schools and two girls’ schools – in both rural and urban areas targeting 114 students from grades 8 through 10. It included activities and information which aimed to provide information and foster new perspectives among students regarding vocational work, including positive messages about women. Both classroom evaluations and pre-and post-testing indicated that the potential for transformative learning does exist if: (i) teachers make use of instructional techniques that create strong learning experiences for students; (ii) teachers shift the classroom discourse by encouraging alternative voices to be expressed; and (iii) teachers encourage critical reflection by making use of the favorable situations created during class.

## Introduction

High youth unemployment rates are rampant across Jordan and the MENA region, affecting girls and boys alike. However, boys and girls are confronted with different challenges when transition from education to the workforce. In Jordan, one of the barriers to male employment are cultural norms that consider particularly vocational work as undesirable and, by extension, shameful. This is problematic as many of the available positions are to be found in the vocational sector. Girls on the other hand are not only limited by the culture of shame, but also by gender-based constraints which consider certain jobs as undesirable, unsafe, and generally unsuitable for women, particularly when it comes to vocational work. Such beliefs do not only have a negative impact on the individual but are also a forgone potential for the country as a whole. They prevent youth from choosing their career based on their interests, abilities and skills, thereby reducing productivity levels. It is therefore crucial to integrate career counselling services in public schools in Jordan to encourage girls and boys to think beyond cultural and gender-based limitations and choose future careers based on their own abilities, skills and the availability of jobs in the labor market. Therefore, in order to foster more positive attitudes relating to women's roles and participation in the workforce, the theory of transformative learning was set as a baseline to develop the Pilot Program.

## Theory of Change

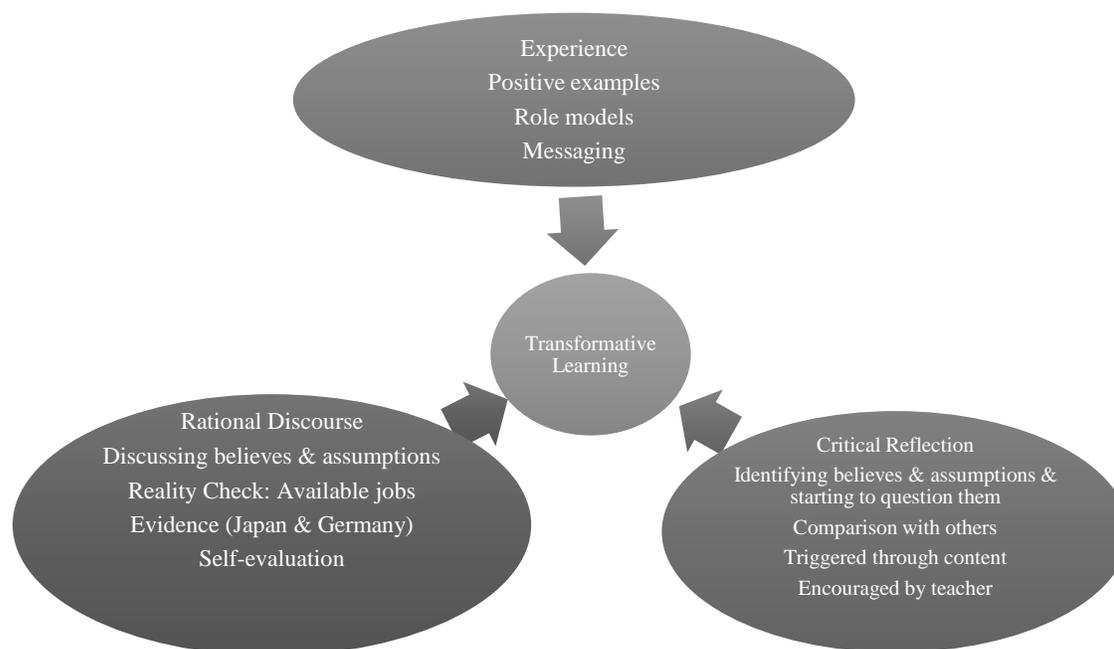
The Pilot Program's content was inspired by the "theory of transformative learning". The theory of transformative learning developed by Mezirow explains the process by which we come to question deeply-ingrained beliefs, re-assess their value in a process of "rational discourse", and use "critical reflection" to transform those beliefs into a system of meanings and values that are "more justified to guide action" (Mezirow, 2000) (Figure 1).

The theory of transformative learning is based on three main components: 1) creation of a disoriented dilemma; 2) critical reflection; and 3) rational discourse. According to Mezirow (2000)<sup>1</sup>, transformative learning is often triggered by an experience that creates a dilemma which is either caused by a very strong existential experience or through a learning process, as attempted through the Pilot Program. This dilemma leads people to identify and question their currently-held beliefs and assumptions and sets off a process of critical reflection, which includes the identification and consideration of previously-held assumptions as well as the identification of new meaning structures to guide one's actions. The process of reflection and the identification of new meaning structures is then exchanged with others in a rational discourse during which the "learner validates best judgment" (Mezirow, 2006), and ultimately the learner plans new actions, learns the skills to implement the planned actions, tries out his/her new role, and integrates that new role and perspectives into his/her life.

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Mezirow initially described the process of transformative learning to occur in 10 steps, though later on these steps were identified by Mezirow as elements of the transformative process that do not necessarily have to occur in a linear way. The ten elements are:

1. A disorienting dilemma.
2. Self-examination with feelings of fear, anger, guilt or shame.
3. A critical assessment of assumptions. <sup>[1]</sup> <sub>[SEP]</sub>
4. Recognition that one's discontent and the process of transformation are shared.
5. Exploration of options for new roles, relationships and actions.
6. Planning a course of action.
7. Acquiring knowledge and skills for implementing one's plan.
8. Provisional trying of new roles.
9. Building competence and self-confidence in new roles and relationships.
10. A reintegration into one's life on the basis of conditions dictated by one's new perspectives.



## Methodology

The Career Counselling Program was designed to trigger a process of transformative learning regarding student's assumptions about the desirability of vocational work and the legitimacy and desirability of women in work, particularly vocational work. The Career Counselling Guide,

upon which the program is based, includes activities and information which aim to create a dilemma by confronting students with a new perspective on vocational work and women in vocational jobs that contradicts currently-held assumptions and beliefs. It also includes positive messages about vocational work and women in vocational work based on religion and the economy which aim to strengthen the dilemma experienced by students, ultimately triggering a process of first awareness of their assumptions (which likely were previously unknown to the student), and subsequently a reflection about such assumptions. It also provides general information about different professions and the labor market to enable students to think more rationally about their career choices, while simultaneously equipping students with self-evaluation and career planning techniques as well as job searching and application skills (see training schedule Annex 1). The teachers and career counselors were instructed on how to implement this methodology to foster discussions among students and individual self-reflection.

### **Program Design**

The Pilot Program was designed to be implemented in three phases. Phase one consisted of a Training of Trainer (“**ToT**”) program targeting heads of counselling departments at the 42 Ministry of Education (“**MoE**”) directorates, while Phase 2 focuses on piloting the project in four schools and understanding impact. The third phase is for master trainers to train school counselors to thereby cover all 1100 public schools in Jordan in an effective and sustainable way.

This program design was chosen based on the assumption that head of school counsellors and school counsellors that are part of the training in the first and second phase respectively already had a sufficient background in career counselling and gender. It was assumed that during the ToT training workshops, participants had to be mainly introduced to the content and structure of the Career Counselling Guide and would not need additional training on instruction techniques, nor was it assumed that trainers would need an in-depth gender training themselves.

Phases 1 and 2 were evaluated through the administration of pre- and post- tests, as well as classroom observations (“**data**”). Once the data was gathered, the data from the pre- and post-tests were used to determine whether the Pilot Program and the Career Counselling Guide were effective and useful toward achieving the Program’s goals and intended outcomes. The data from the classroom observations was used to supplement & compare the results from the pre- and post- test data to determine precisely which areas of the Program were effective, and which required revision.

#### *Phase 1: Training of Trainers*

Two TOT workshops took place in Amman and in Aqaba to make sure to include participants from all 42 directorates of the MoE that are distributed across 12 governorates. The workshop in Amman was held with the participation of 36 heads of the counseling department at the MoE directorates from the north and central regions of Jordan. Four teachers also participated from the

pilot schools; 2 from Madaba and 2 from Thiban. 39% of the participants were women while 61% of the participants were male. The workshop in Aqaba was held with the participation of 13 heads of the counselling departments from the MoE directorates in the south. 31% of the participants were female while 69% of the participants were male.

The ToT workshops in Amman and Aqaba were evaluated based on written pre- and post-tests that were completed by the participants before and after the workshop respectively. The pre- and post-tests consisted of both closed and open-ended questions. The goal of the evaluation was to obtain information related to the participants' experience, their preparedness to conduct career counselling, and their opinions about the factors that should determine girls and boys career choices. It was further aimed at generating information to identify the effectiveness of the training and gather participants' feedback on the training.

### *Phase 2: Pilot Program*

The Pilot Program took place in four public schools located in the center of Jordan: namely two public schools in Thiban (one boys' and one girls' school) and two public schools in Madaba (one boys' and one girls' school). The four school counsellors/teachers who had been part of the ToT workshop in Amman conducted weekly career counselling sessions with students over 12 sessions, each day for approximately 1-1.5 school hours.

The pilot was evaluated by means of a written post-evaluation survey to be completed by the students which was comprised entirely of open-ended questions. In addition, each counselling session with the students was evaluated based on an observation that was particularly focused on the performance of the teacher and the teacher-student interaction.

Both the post-evaluations and the notes of the observations were subjected to a content analysis using a coding related to 1) Vocational Work: Culture of Shame, Culture of Work; 2) Gender and Women in Work; 3) Career Guidance Techniques and Knowledge of the Labor Market; 4) Instruction Techniques and Student-Teacher Interaction (part of the observation only). Apart from these four main categories, additional codes were created for the analysis of the students' post-evaluation form in case the students' answers could not be associated with one of the four above categories.

The goal of the Pilot Program was twofold: 1) Gain an understanding about how the session affected the students' perceptions of vocational work and women in work - did the session put the students in a disorienting dilemma? Did the session lead to a rational discourse and a critical reflection on the side of the students about boys and girls career choices? 2) Gain an understanding about the counsellors' capacity in creating an experience/disorienting dilemma for the students that leads to critical reflection and a rational discourse about boys and girls career choices. The answers to these questions were used to inform the design and launch of the official Career Counseling Program (Phase 3) to ensure that it was best positioned to achieve its goal of

increasing reception and acceptance of vocational work and women's socioeconomic roles and participation as a society.

### *Phase 3: National Career Counseling Initiative*

Phase 3 of the Pilot Program is still under development.

## **Results**

### *Phase 1: Training of Trainers*

In Amman, 32 of the 36 participants completed the pre- and post-tests. According to the pre-test, 23 participants had already received training on career counselling before, while 22 had been part of a training of trainers' program. However, only 13 of the participants responded that they had received gender training before.

In Aqaba, according to the pre-test, 8 of the participants had received training on career counselling before, and 6 had been part of a training of trainers' program before. However, only 2 of the participants responded that they had received gender training before.

When comparing the pre- and post-tests in both Amman and Aqaba, the results showed that in both cases participants significantly increased their knowledge of career counselling. In Amman, 91% of the participants increased their knowledge up to 33% while in Aqaba 100% improved their knowledge up to 25%.

The participants' perceptions related to the gendered division of work was evaluated in the pre- and post-tests through the following two questions:

- Do you think society benefits when certain professions are only exercised by men while others are only exercised by women?
- Do you think the economy benefits when certain professions are only exercised by men while others are only exercised by women?

In respect of the first question, 20 people in Amman and Aqaba answered with "yes" while 20 people answered with "no". Interestingly, in the post-test, 6 people answered with "yes" while 24 people answered with "no" to that same question. When it comes to the second question, in the pre-test, 10 people answered with "yes" and 29 people answered with "no", while in the post test, 5 people answered with "yes" and 34 people answered with "no".

Two interesting observations can be made from these results. First, when comparing the results of the two questions, it seems that participants differentiated/distinguished between the benefits of the gendered division of work for the society and the economy. For example, while half of the people during the pre-test considered a gendered division of work beneficial for society, only 10 considered it beneficial for the economy. Secondly, when comparing the pre- and post-test of the first question, it seems that the ToT training workshop created a situation in which many of those participants who, in the pre-test, had considered a gendered division of work as beneficial for

society, were, after the workshop, not sure anymore as to whether it is beneficial for society. That is, in the post-test, 10 of those who had considered a gendered division of work beneficial for society, did not provide an answer to that question at all in the post-test.

The participants' perceptions related to the criteria based on which boys and girls should be consulted on choosing their career was evaluated based on the question: "According to what criteria should boys and girls be consulted to choose and plan their career?" To answer the question, participants were asked to make a ranking of the following criteria:

- Social acceptance of the profession
- Individual skills
- Remuneration
- Acceptance of the family
- Social status of the profession
- Compatibility with family obligations
- Other

When looking at the results to that question in the pre- and post-test for both Aqaba and Amman, it is interesting that, as regards the first two criteria chosen as most important for boys and girls, participants did not seem to change their opinion in the pre- and post-test in either Amman nor Aqaba. While in Amman, the first two criteria for boys were: 1. Individual Skills and 2. Remuneration in both the pre- and post-test, it was 1. Individual Skills and 2. Acceptance of the Family for girls. In Aqaba the ranking for boys resembled that of Amman, while for girls it was 1. Social Acceptance of the profession and 2. Individual Skills.

### *Phase 2: Pilot Program*

The classroom observations revealed both positive and negative approaches taken by teachers in respect of communicating and discussing gender norms and vocational work. The table below outlines the positive and negative discussion topics (and conclusions) in respect of Phase 2, broken down by topic.

<u>Subject</u>	<u>Positive</u>	<u>Negative</u>
<u>Gender &amp; work</u>	<ul style="list-style-type: none"> <li>• <u>Positive examples (Pictures and Japan);</u></li> <li>• <u>Women &amp; men should work equally;</u></li> <li>• <u>Inviting role models</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conflicting messages</u></li> <li>• <u>Women only in certain jobs</u></li> <li>• <u>Deep rooted causes are for women in work are not tackled.</u></li> </ul>

<u>Vocational work</u>	<ul style="list-style-type: none"> <li>• <u>Positive examples (Japan &amp; Germany)</u></li> <li>• <u>Messages of the Prophets</u></li> <li>• <u>Combat unemployment</u></li> <li>• <u>Vocational work salary and availability makes it more beneficial.</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Conflicting messages (low grades)</u></li> <li>• <u>Vocational work as second choice</u></li> <li>• <u>Link to Syrian refugee crisis (anger)</u></li> <li>• <u>Women cannot do all jobs</u></li> <li>• <u>Due to recent policies, there are no vocational stream and overloaded vocational centers.</u></li> </ul>
<u>Work-culture</u>	<ul style="list-style-type: none"> <li>• <u>Stop referring to the culture of shame &amp; replace it with the culture of work</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Unable to transform negative messaging related to the culture of shame into positive ideas of the culture of work</u></li> </ul>

<u>Positive</u>	<u>Negative</u>
<ul style="list-style-type: none"> <li>• <u>Provide Examples</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>No challenge of traditional assumptions</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Invite role models</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>No use of situations created for encouraging reflection</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Discussions</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>At times facts are presented without discussing the relevant conclusions</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Group work</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Alternative voices are silenced or ignored</u></li> </ul>
<ul style="list-style-type: none"> <li>• <u>Role play</u></li> </ul>	

Data generated during the observation revealed that messages delivered by the teachers regarding gender and women in work were at times positive. One of the teachers presented positive examples of women in vocational work by showing videos, while another teacher invited a woman from the community to talk about her experiences. The latter also conducted a role play with the students (girls) about vocational work. But while these instruction techniques delivered positive messages in a strong way, such messages were often conflicted by the same teacher. For example, in the class in which the teacher showed the videos of women in vocational work, the teacher subsequently made it clear that women should only work in certain jobs. In another class (also at the girls' school) vocational work was presented as something important for the country

and as an option for girls to consider. However, the rest of the lesson focused on the academic path. Furthermore, teachers seemed to be generally unable to challenge the students who expressed traditional views which conflicted with the positive messages delivered.

#### *Vocational Work/ Culture of Shame, Culture of Work*

When it comes to vocational work and the culture of shame, the data paints a similar picture. The teachers at times delivered positive messages regarding vocational work by showing the importance of vocational work for the development of a society or by introducing the vocational path as an alternative to the academic path. Most of the teachers referred to Japan, where vocational work was one of the driving forces for the development of the country. One of the teachers also presented positive messages from the Prophet with regard to vocational work. However, these positive messages became, for the most part, embedded in a discourse that reinforced traditional views on vocational work. In one of the classes, the teacher made for example clear, after presenting Japan as a positive example, that vocational work is something for the “low achievers”. Furthermore, in all of the classes teachers showed difficulties in challenging traditional views about vocational work expressed by students and often responded in a confirming rather than questioning way.

#### *Career Guidance Techniques and knowledge of the labor market*

Concerning Career Guidance techniques, all teachers who covered that subject delivered the content correctly. The teachers trained students on what they have to consider when making career choices such as their own interests and abilities as well as the availability of jobs in the labor market. However, while teachers could have delivered the content on a general level, they were unable to provide concrete information about local available jobs. In some cases, teachers even presented wrong facts related to the labor market.

#### *Instruction Techniques & Student Teacher Interaction*

Most of the teachers used both engaging and informative instruction techniques such as presentations, group work, and examples. However, despite good instruction techniques, none of the teachers seemed to be able to effectively challenge traditional views expressed by students in relation to vocational work or women in work. Also, teachers seemed to be unable to use favorable situations they created or that emerged in order to encourage reflection on traditional assumptions related to vocational work and women in work. For example, in two classes, a student challenged traditional views on women’s work by stating that women and men should work equally. However, instead of using such a statement in order to encourage discussion and reflection, the teachers ignored and silenced the student.

#### *1) Students’ Evaluation*

#### **A: Results from the question:**

***“What were the most important things you learned from the career counselling session? Did the career counselling session train you anything new (please specify)?”***

*Gender & Women in Work (29% of the students provide responses falling under that category)*

29% of the 114 students who participated in the post-evaluation provided responses falling under the category of *gender & women in work*. Many of the responses under that category were provided by students from one of the boys' schools (76% of that class), where the teacher had extensively dealt with women in work and had shown videos of women in vocational work. Most of them expressed either that women and men are equal when it comes to work (21% of the students from that class provided that answer) or that women can work and have the right to work (24% of the students from that class provided that answer) (See annex for details). Interestingly, when compared to the classroom observation, the students' voices expressing a positive view on women and work were largely silent.

However, aside from the class mentioned above, answers coded within the category of *gender & women in work* were generally limited. This might result from the fact that the lesson observed in the other boys' school dealt less extensively with the issue while in the girls' schools, the students tended to refer to themselves rather than explicitly referring to women's right to work. Yet the girls' consideration of vocational work (see below) needs to also be understood as a response relevant under the *category gender & women in work*.

*Vocational Work, the culture of shame, the culture of work (45% of students provide responses falling under that category)*

45% of the 114 students who participated in the post-evaluation provided responses falling under the category of *Vocational Work, the culture of shame and the culture of work*. In one of the girls' schools (the school where the teacher focused particularly on vocational work by inviting a woman from the community to talk about her experiences and by conducting a role play with the students), 55% of the students provided answers falling under that category. 13% of the students of this class stated that vocational work can at times be better than following the academic path while 26% of the students of that class stated that there are alternative paths to the academic path. It is also interesting to notice, that in that class 13% of the students expressed the importance of learning from the experiences of others. Furthermore, 16% of the students of that class expressed the need to make choices according to oneself and not to what society wants. This is interesting

as one of the main messages of the women, who had been invited to talk about her experiences, had been the importance to choose according to oneself and not what the family wants.<sup>2</sup>

At the same time, a class in one of the boys' schools discussed the issue of employment extensively in relation to the Syrian refugee crisis, 50% of the students provided a response falling within that category. All of the responses expressed either the negative impact of the culture of shame on society and/or the need to overcome it. Besides, in one of the girls' class that had also dealt with the culture of shame and unemployment, 58% of the students provided a response falling in that category. 21% of the students stated that they learned about the culture of shame while 13% responded that they learned that the culture of shame is one reason for unemployment.

*Career Guidance Techniques (46% of students provide responses falling under that category)*

46% of the 114 students who participated in the post-evaluation provided responses falling under the category *Career Guidance Techniques*. The students mentioned the importance of considering one's own skills, abilities, preferences and the availability of jobs in the labor market as important aspects to consider when making career choices. Only one of the students mentioned that both the student and the parents have a say in making career choices. Many of those who provided an answer in that regard, however, mentioned that the decision is to be made by the person independently of others and that others are not supposed to intervene in the persons' decision, including that person's family.

*Knowledge (15% of the students provide responses falling under that category)*

Just 15% of the 114 students who participated in the post-evaluation provided responses falling under the category *Knowledge*. The results indicate, in concurrence with the insights and results of the classroom observation, that there might be a gap in information/knowledge on the side of the counsellor that needs to be addressed. The maximum number of students per class that provided responses under this category was 42%, and that was for only one class. Even then, the responses remained very general.

**B: Students responses to the question:**

***“Did the session make you think differently about choosing your career?”***

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<sup>2</sup>The women had been asked what she would do differently in the past if she would be able to go back and the women responded that she would have studied what she wanted and not what her family wanted her to study.

From all the 114 students who participated in the post-evaluation, 70% (80 Students) responded to the question with “yes” while 25% responded with “no” and 4% did not respond to that question.

**C: Students responses to the question:**

***“Do you want to have more information/skills?”***

From all the 114 students who participated in the post-evaluation 42% responded with “yes”, 45% responded with “no” and 13% did not respond to that question.

**Reflections**

*Future ToT Sessions*

The results with regard to the participants’ previous experiences during Phase 1 show that, other than expected, many of the participants did not have had gender training before. This might also explain why many of the participants who considered a gendered division of work as something beneficial for society before the workshop, were not sure what to respond after the workshop. It might be the case that for those participants, the information provided during the training was new and in conflict with their previously held assumptions which might have subsequently caused confusion and a disorienting dilemma.

These results show that many participants seemed to lack the necessary gender background in order to train others on career counselling of boys and girls in Jordan. As a result, it seems to be necessary to only select those participants who take a clear position as regards boys and girls equal treatment when it comes to work. Those participants who are in a state of uncertainty as well as those who still hold to the assumption that a gendered division of work is beneficial, could, if they would proceed as trainers in the next step, create confusion and negative effects as they might reinforce rather than challenge stereotypical assumptions related to gender and work.

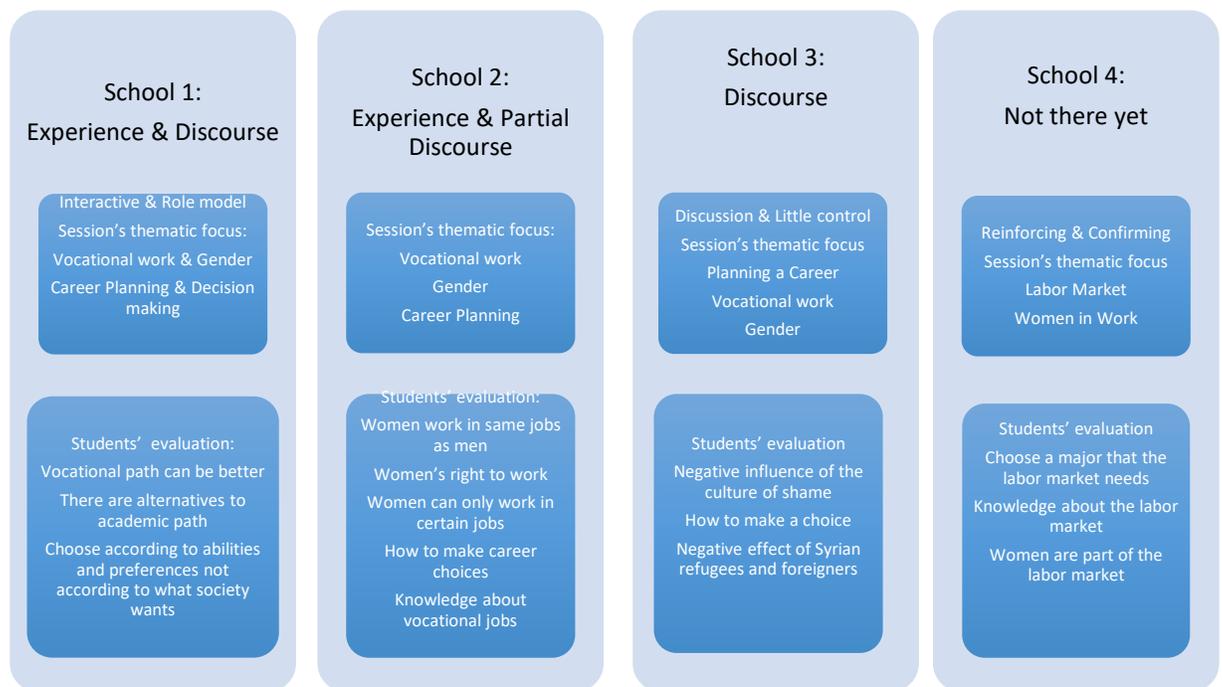
When it comes to the criteria based on which boys and girls should be counselled on choosing their career, all participants reveal an attitude which highlights the importance of considering a difference in approach when it comes to career counselling for boys and girls. While participants identified individual skills as important for boys and girls, it is remuneration that was identified as the second most important criteria for boys, while the acceptance of the family and social acceptance that were identified as being of primary and secondary importance for girls. These results seem to further indicate the need that, apart from selecting candidates for the second phase of the ToT program, a mechanism of supervision and evaluation needs to be put in place which will ensure that career counselling for boys and girls in Jordan does not reinforce, but challenge gendered limitations to work.

Finally, with regard to knowledge-based questions, the results show that all participants increased their knowledge related to career counselling. However, as the results of the

observation show(see below), it needs to be ensured that participants disseminate correct and detailed information about available local jobs.

### *Linking Students Evaluation to Classroom Observation*

The table below outlines the results of the pre- and post- testing in comparison with the data from the classroom observations. It determines that there is a potential to trigger the transformative learning process to change students' perceptions regarding vocational work and women in work.



### *Learning experience and disorienting dilemma*

When looking at the results of the classroom observation and the students' post-evaluation, it seems that certain instructional techniques have a particularly strong learning effect on the students. One notable example is the instance in which the teacher invited a woman from the community and conducted a role playing exercise with the students, after which the students' responses seem to be largely congruent with the messages delivered through these instruction techniques. Furthermore, the woman's story in particular seemed to have elicited a strong response on behalf of the students, as evidenced in the responses of the students who reflected the main messages delivered by the woman invited from the community (see above).

A similar effect could also be observed in the class in which the teacher showed a video about women in vocational work. In that class, most of the students adopted a positive position towards women in work in the written post-evaluation.

The examples of the two schools in which teachers used instructional techniques to create an experience for the students show that such techniques can have a strong learning effect on the side of the student.

### *Discourse*

With regard to the discourse that took place during the class, it is interesting that particularly concerning the category *gender and women in work*, many of the students who expressed a positive attitude towards gender and women in work in the post-evaluation were silent during the class. In two cases, teachers were observed silencing students who expressed positive views under this category during the class. Hence, while the written post-evaluation shows that these voices do exist, teachers were unable to encourage the expression of such opinions during the class, thereby missing the opportunity to change the discourse in a different direction.

That a discourse itself can have a strong learning effect could be observed in a third school in which a heated debate broke out about vocational work and the effects of the Syrian refugees on the local labor market. In that class, many of the students provided a response related to the discussed subject. However, in that class, the teacher was unable to guide the discussion and hence, several of the responses, while positive in regard to vocational work, expressed negative attitudes towards Syrian refugees. The observation shows that the Syrian refugee crisis might itself be considered as a strong experience for the students that has changed how the students consider vocational work. While this provides an opportunity to shift the discourse regarding vocational work, it needs to be ensured that it does not lead to exclusionary attitudes with regard to Syrian refugees.

### *Critical Reflection*

The students' results show that the career counselling session encouraged the majority of students to reconsider how they would choose their career, indicating that students started to reflect on their career choices based on the content provided. The results from the classroom observation show, however, that teachers could make more use of opportunities and situations created during the class to encourage critical reflection and make students share their thoughts with their fellow students.

To conclude, the classroom observation and the students' post-evaluation seem to indicate that the potential for transformative learning does exist if teachers make use of instruction techniques that create strong learning experiences for students. Furthermore, if teachers shift the in-class discourse by encouraging alternative voices to be expressed. Finally, if teachers encourage critical reflection by making use of the favorable situations created during the class.

Based on the results from both, the evaluation of the ToT training workshops as well as the pilot of phase three, the following steps are suggested in order to proceed with the third phase of the ToT career counselling training program:

1. Selection of Trainers:

In a first step, a one-day refresher training will be assigned for the participants of the ToT training workshop from Amman and the North. The training will help the consultants to identify like-minded head of school counsellors who will proceed during the second phase of the program as master-trainers of school counsellors. The selection will happen by means of an evaluation during the workshop. During the course, trainers will also develop an implementation plan for their training. Subsequently, selected trainers would start to train school counsellors in three governorates of the north. A selection of counsellors from the South for the implementation of the second phase of the training would happen after three months in a second step.

In order to ensure the dissemination of the program throughout the Kingdom, the counsellors who are not selected as trainers for the second phase could be accompanied and mentored by those selected.

2. Content amendments:

The content will be revised to include anticipated answers to conflicting questions in order to enable counsellors to effectively challenge traditional views that contradict the positive messages of the career counselling training.

Furthermore, the content will be enriched with data on the Syrian refugees and government policies with regards to their employment in order to empower teachers to channel discourses on that subject in the right direction.

Also, to improve the counsellors' concrete knowledge of local available jobs, a fact information sheet will be prepared which contains information on the employment sector per governorate and available jobs. This will be prepared by the consultants in collaboration with the ministry of labor.

3. Communities of Change:

In order to truly change mindsets and empower counsellors to design and deliver effective career counselling training, a continuous learning program will be established where counselors meet to discuss and share knowledge and experiences. These communities of change can be led by the counselors at the MoE HQ during the implementation process. The communities of change would also be able to access the JoWomenomics portal to start a forum and voice their opinions. They would furthermore provide access to resources and positive messaging that could be used during their training.





## REFERENCES

Mezirow, Jack. *Learning as Transformation: Critical Perspectives on a Theory in Progress*. The Jossey-Bass Higher and Adult Education Series. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104, 2000.

## Annex 1

Session	Details
<b>Day one:</b>	
Registration & Pre-test	
Introduction	<p>The session covered the general objectives of the program. It introduced participants to the program outline and provided an introduction to career guidance and the culture of work. The introduction included an ice-breaker game which made participants reflect upon their own career path by comparing their current profession and how they got there with the profession they had initially dreamed of. The session ended with the question: how can we help students to choose the professions that is most suitable to them?</p>
Career Counselling	<p><u>The importance of career guidance:</u> The session introduced the importance of career guidance and its main objectives. It included a group work on the question: How does career guidance affect a) the society; b) education and c) the economy.</p>
	<p><u>Steps towards vocational career guidance for boys and girls in Jordan:</u> The session covered four major steps that career counsellors should follow when advising students on their career path. It covered components such as identifying a student's personal profile, guiding the student in identifying appropriate career options and providing information on vocational work in order to introduce alternatives to the academic path.</p>
	<p><u>Existing jobs in Jordan and their related income, social acceptance and availability:</u> The session started with a group work on the definition of work. It then provided a clarification of the differentiation between the two concepts: profession and job. Subsequently, information on existing professions and jobs in Jordan was provided. This was followed by an activity that required the participants to rank existing jobs according to three criteria: income, social acceptance and availability in the labor market.</p>
Professional Groups	<p><u>The German Experience:</u> The session presented the different vocational professions in Germany as well as the German vocational training model.</p>
	<p><u>The different occupations which exist in each economic sector in Jordan:</u> The session covered a group activity on the IT, health, retail, communication, accounting and finance sector, during which participants discussed the different occupations available in each sector as well as the social reputation they enjoy. The session also highlighted the particular</p>

	challenges faced by women in vocational work.
Culture of Work	The session informed counsellors about the importance to base career choices on interests and skills rather than social acceptance. It introduced participants to the idea that the social acceptance of a certain job is based on peoples' attitudes and changes from society to society. Through the comparison with positive examples from other countries, it highlighted the need to replace the culture of shame in Jordan with a culture of work that values the different occupations equally and introduces positive work-ethics.
Jordan Labor Market	The session provided participants with information about the Jordan labor market based on data from the Civil Bureau of Jordan and raised participants awareness about jobs for which there is an oversupply of qualified workforce in the labor market.
Women in the Labor Market	<u>Women in the Labor Market:</u> The session provided information on the status of women in the economy on a global as well as national scale. Participants were divided into groups and provided with questions related to women's participation in the economy to which they had to find the correct answers. The session raised the participants awareness on the gender-inequalities in the economy on a global and national level.
	<u>Positive messages about women in work:</u> The session presented two positive messages related to women in work that are grounded in religion and the economy: a) The positive impact of women in work on the economy; b) The supportive stance of Islam towards women in work.
<b>Day Two</b>	
Self-evaluation techniques (Personality, Hobbies and Talents)	The session introduced participants to self-evaluation techniques based on different components such as personality, hobbies, interests, gifts abilities and skills. It highlighted the importance of guiding students towards career paths that match their personality, interests, abilities and skills and assist students in identifying their areas of strength and weaknesses.
Skills	The session introduced participants to different types of skills that employers demand such as technical skills, personal/life skills and transferrable skills. It highlighted the importance to assist students in identifying which of the demanded skills they already have and which of the skills they still need to develop.

Career Path	The session trained counsellors on how students are supposed to identify their career path. It showed how the decision on the students' career path should be based on the students' self-evaluation (the analysis of one's own abilities, personality, hobbies, interests, skills) and the analysis of existing jobs in the labor market, including criteria such as income, work-situation, social benefits as well as the availability of open positions.
Goals	The session introduced participants to the different types of goals that a person can set for him or herself in areas such as health, finance, professional and spiritual life. It then focused on professional goals and the importance to develop a plan in order to achieve those goals. The session included an activity during which participants were asked to identify their own goals, the time, abilities and skills they would need to reach their goals as well as possible obstacles they might encounter.
Time-Management	The session trained the participants on time management and how they are able to manage their time more effectively by setting priorities. It included an activity in which participants had to categorize and prioritize different tasks, creating an action table that allowed participants to easily identify which of the tasks they would have to accomplish first.
Decision Making	This session introduced the counsellors to the importance of decision making and the process of decision making. It highlighted the need for an informed decision making process, particularly when it comes to career choices.
<b>Day Three:</b>	
Looking for a Job	The session introduced counsellors to the skills necessary in searching for a job. It included an activity in which participants had to present themselves within 30 sec. It subsequently provided participants with information about available jobs and vocational training opportunities in the retail, mechanics, secretary, administration, security, education sectors as well as in factories as a percentage of total available jobs in Jordan. It also provided participants with information about where to look for a job such as social media and other communication channels.
CV Writing	The session trained participants on CV writing.
Professional Counselling for Girls	The session addressed commonly held perceptions of the private sector when it comes to women's employment. It contrasted myths with the reality. It included the presentation of videos that presented women working in vocational jobs in Jordan.
Post-test	