THE GERMAN DUAL VOCATIONAL EDUCATION AND TRAINING SYSTEM
EVALUATE THE TRANSFER INTO THE JORDANIAN EDUCATIONAL SYSTEM

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ABSTRACT

Almost all countries over the world are suffering a high levels of unemployment between the young people. In Jordan the unemployment rate is about 25%. Main problem is that the majority of the young people are choosing the academic way for their career and ignoring the vocational way. In Jordan there are about 76 thousand high school students finishing their study and start searching for a job. The labor market can definitely not absorb all these new graduates. In The same time there is a clearly lack in the vocational labor market. Think globally act locally is a wise approach that can adopt in the whole world. This approach is open for everyone, every firm and every country to get benefits from other’s knowledge and experiences. However, we can get benefits from cultures, which are different from our culture. We can understand the general rules and direction of other cultures and adapt them according to our national and special culture, conditions and circumstances. Through this paper the author tries to evaluate the transfer of the German "Dual Vocational Training System" into the Jordanian educational system. To solve this problem the researcher aims to make the vocational career usable for young people. The researcher tries to evaluate the transfer of the German vocational training system into Jordanian educational system. Depending on the German system, Researcher prepared and distributed a questionnaire to a sample of respondents of many Jordanian large companies in order to verify the acceptability of the system and its contribution to the reduction of youth unemployment.

Keywords: Training, dual vocational education and training system, youth employment

INTRODUCTION

Germany is well known country for many fields especially the strong and growing economy, which is a result of a strong education system among others. It is a country where firms are distinguished by a very high proportion of workforce having intermediate level of qualifications based on practical training. The Dual vocational training works as the major non-academic route for school pupils, who don’t want to continue on the academic curriculum and chose the vocational program. This training system gives these pupils a formal access to the labor market as skilled workers, craftsmen or clerks.

Jordan is suffering from high unemployment rate especially within young people. The majority of the Jordanian young people are thinking of academic carrier without taking into consideration the weak absorbability of the Jordanian labor market and the increasing need for craftsmanship. Jordanian universities graduate about 76 thousand students every year (Al Ghad, Sep. 2015). This huge number affects the unemployment rate negatively as the local economy is not able to absorb all these new graduates. Furthermore, Jordanian young people do not consider the craftsmanship as a relevant opportunity for earning money and open new perspectives. In the same time, the need for craftsmanship is increasing year after year.

We need to make the vocational training and craftsman job more attractive to Jordanian young people. How can this be achieved? The author believes that there are many ways to
do that but the most efficient one is by adapting the "Germany's dual system of vocational education and training (VET)". The author has personally experience with this dual system and knows exactly what VET really means. The implementation of the VET will provide the opportunity to solve many social and economical problems and at the same time apprentices can get many individual benefits.

The question that might be asked: Why this system? What does make this system worth to be copied?

The Vocational training has a very good reputation and a wide engagement (Tessaring, 1994). About 67% of employed manpower in Germany has completed their apprenticeship training, 12% have obtained a university degree, and only about 20% are without a degree (Perry, 1989).

The German-Trade and Invest summaries some figures about VET as follow and shows how effective it is:
1- With the lowest youth unemployment rate in Europe, Germany’s dual VET-system is highly recognized abroad.
2- The majority of Germany’s workforce received its high qualification through the dual VET-system.
3- The dual VET-system is an integral part of the general education and training system in Germany.
4- The German apprenticeship system is called a “Dual System” because training takes place both in firms and public training schools.
5- With dual education, German companies turn apprentices into customized specialists at low net costs through in-house training.
6- Germany’s apprenticeship system provides 344 certified trained occupations, designed by the government and industry.

In this study is an academic effort to evaluate the transference of the VET into Jordanians educational system. The author has distributed 225 questionnaires to survey the public opinion about the widely positive effects and benefits of VET.

LITERATURE REVIEW

Mainly in Germany but also in Austria there is a special way of learning a trade, which is called "the Dual Vocational Training System" (in German language it is called "Ausbildung"). This dual system is an institutional framework which is subdivided into two training sections: the company provides the actual apprenticeship (on-the-job training or learning by doing) and the vocational school where the apprentice receives theoretical instruction (Weirich & Seidenfuss & Goebel, 1996 / Deissinger & Hellwig, 2005 / BWT, 2015 / Deissinger, 2007 / Deissinger, 1997 / Schmidt, 2010 / IHD, 2015). During the training period trainees have to pass two large exams: Middle and Final exam and can earn some pocket money (Rifai, 2010). This combination of theory and practice gives the apprentices a real head start into the labor market: by the time apprentices have completed their training and have hands-on experience in their job (Schmidt, 2010 / FMEAE & FMLSA & BA, 2015 / OECD, 2013 / BMBF 2013 / Hirsch & Kreinsen, 2013 / Rifai, 2010). In his "State of the Union speech" Barack Obama spoke positively of the dual vocational training system in Germany: "...German kids are ready for the job when they finish school..." Obama said (The White House, 2013)

The huge success of the German Dual Vocational Training system inside Germany led many countries, especially countries with high unemployment rate under young people, to think seriously to copy this system in order to solve many economical and social problems and reduce unemployment rate (Euler, 2013, Bertelsmann-Stiftung 2016, Thies, 2014, Hippach-Schneider and Toth, 2009). The affected countries are looking for ways to improve the transition between school and employment and are increasingly turning their sights on the dual vocational training system (Euler, 2013, Bertelsmann-Stiftung 2016, Thies, 2014).
Countries such as Spain, Greece, Portugal, Italy, Slovakia and Latvia are looking at adapting their vocational training systems in line with Germany's dual system. But a strong interest in the dual system extends even beyond the borders of Europe, with India, China, Russia and Vietnam having already arranged to cooperate with the German government (Euler, 2013).

There are five reasons behind the German vocational training, which are published by the official site of the German Government, and these reasons are as follow:

1. **Practice**: You will receive on-the-job training at a company
2. **In Demand**: You will receive on-the-job training at a company
3. **Income**: Companies will pay you a salary for the work you do as part of your course.
4. **Get ahead**: Upon completion of your programme you will be fully qualified in your profession and earn good money – and you will benefit from the fact that you already know your company, its operations and your colleagues.
5. **Prospects**: In some fields, candidates with a vocational qualification are even more sought after than university graduates.

- **The number of professions and the Duration of the VET system**
  Occupations with which apprentice can begin after the tenth year of school include both the craft and the commercial sector. The professional spectrum within VET is broad and contain around 344 officially recognized training programmes (Rifai, 2010 / IHK, 2009 / FMEAE & FMLSA & BA, 2015).

  The distribution of apprentices that depends on the area of employment has shown a high concentration in industry and trade with 53.8% followed by Craft sector by 32.1%, Professions 8.4%, Public Sector 2.5%, Agriculture 2.4% and Home economics by 0.8% (Deissinger, 2001).

  The duration of the Vocational Training is usually three to three-and-a half years. During this time apprentices will comprise theoretical as well as practical elements. They spend ca. 1-2 days per week in the vocational school and also spend 3-4 days per week in the company as a normal worker (Weirich & Seidenfuss & Goebel 1996 / Schmidt, 2010 / FMEAE & FMLSA & BA, 2015 / Schmidt, 2010).

  During the apprenticeship period of ca. 3 years trainees are monthly paid. This small salary increases over time according to the increasing productive work and experience of the apprentices (Rifai, 2010).

- **Economic advantages**
  Germany’s dual system of training provision has become a key inspiration for vocational training reforms around the world. Countries such as France and Britain see the German system of vocational education and training as “a model to copy” (Hamilton&Lempert, 1996 / Senker, 1995 / Deissinger, 1997). Given the high levels of youth unemployment in some EU countries (Henry-Huthmacher 2013 / Astheimer 2013) represents the European Commission the opinion that “learning by doing” should be a mainstay of vocational training systems in Europe to reduce youth unemployment (Euler 2013 / Astheimer 2013), therefore is the new EU-objectives by 2020 is the German dual vocational (FMEAE & FMLSA & BA, 2015). Based on that the german dual system thus deserves to be characterized as “the most comprehensive and detailed regulatory system for apprenticeship training in the western world” (Raggatt, 1988 / Deissinger, 1997).

  As a result of the implementation of the dual vocational training in Germany, the youth unemployment is about 8% and is significantly lower than other OECD-countries (OECD 2013 / Astheimer, 2013). The OECD praises the dual vocational training system and recognizes that young people in Germany are less unemployed than in other countries. This is also due to this German system (OECD, 2013). Comparatively the youth unemployment rate in Greece and Spain are very high (over 50%), therefore the affected countries are looking for solutions focusing on the German dual system (Euler, 2013). This system develops over time to an ”export hit” (Henry-Huthmacher, 2013) and mutated into a global
beacon of hope. Examples of more or less successful attempts to transfer this German ideal dual vocational system to other countries are Brazil, Russia, India and China (Astheimer, 2013).

In general, this dual vocational system shows different advantages: good career, high job security, good career opportunities, social standing and low youth unemployment (Rifai 2010).


Also in respect of innovation and entrepreneurship an international comparisons of innovation performance of highly developed OECD countries show a good rank for Germany in the upper third of the rankings (Erdmann et al., 2012). This good rank is mainly generated out of the strengths in the area of vocational education (Rifai, 2010).

- Problem and challenges

Despite all these advantages of the dual system, the number of school leavers, seeking job training, decreases and the number of school leavers with interest to a higher qualification (academic) increases (Henry-Huthmacher, 2013). Reasons for this are on one hand is the thesis that modern societies evolve towards knowledge societies, therefore profession with theoretical and scientific knowledge will be a key position for the future social and economic development (Hirsch-Kreinsen, 2013) on other hand, politics and science don’t get tired from explaining young people that only an academic degree lasts and protects them against unemployment (Schneider, 2013). This led to the fact that in 2012 about half of the enterprises could not occupy more than one training position (Hoffmann, 2013 / BIBB, 2013). This was the situation in Europe or in Germany but it is totally different in Jordan, where the government explains and expresses the high importance of craftsmanship as a major for getting a job for now and for the future. People in Jordan are witnessing the economically success of people with craftsman job. The problem is that the majority of those people are doing their job without having any certificate. They have acquired experience over the years through learning-by-doing. Nevertheless, the dual vocational training in Germany still enjoy a good reputation. Also companies hold on the dual system despite increasing problems (BIBB, 2013).

Despite all its advantages there are some transferring problems: This is not about transferring the German dual system exactly without any changes (one-to-one). If a country wants to transfer it into its educational system, it needs to take the social and economic objectives into consideration. It is about the wise transfer of adapted elements and not the exact copy of an approach from another country (Euler, 2013). Think globally and act locally. One of the possible Problems of the dual system is that trainees in old age are more threatened by unemployment than others. This is the result of a controversial study conducted by scientists from Munich, the USA and China. German apprentices are often designed precisely for a position in their company. This brings them to start a good chances on the labor market. For the increasingly rapid change of technologies and structures, however, they lose their advantages and can be difficult to gain a foothold in other professions (Michler, 2012).

Another challenge in the paths of the implementation of the dual system is the size of enterprises and the number of vocational schools in Jordan. According to statistics department about 92.22% of all Jordanian companies employ four or fewer employees. This means that only 7.7% or 11,321 companies do employ five or more workers. On the other side, there are 27,783 vocational students and 3,710 professional teachers within the public vocational schools (MOE, 2015) and 7,200 vocational students and 250 professional teachers in the VTC (VTC 2015).
There are approximately 11,000 eligible companies for approximately 35,000 vocational students. That means the entrepreneurial situation in Jordan is very weak for the implementation of the dual system. This could partly be solved through (1) certain companies could offer more training opportunity, (2) the public sector can be also involved and offer training opportunity, (3) partial use of existing vocational training centers or (4) by a combination of all mentioned three alternatives.

The implementation of the system can produce a big savings in government expenditures. The assignment of all 35,000 vocational students in companies could save the cost of the 44 vocational Centers and 44,177 vocational students and for the approximately 4,000 professional teachers.

Furthermore, this implementation provides vocational students to learning different professions under real circumstances and by experts. The number of vocational programs will be much bigger. Nevertheless, there are many challenges stand as a barrier in the way of this implementation, which are difficult to solve.

**TRANSFER PROBLEM AND TIPS FOR INTERESTED COUNTRIES**

In the economically strong continent "Europe" there are currently 5.7 million young people under 25 without a job. In some European countries such as Greece and Spain the unemployment rate for these young people is over 50%. Therefore they are looking for solution and are increasingly focusing on the German dual vocational training system with the aim of reducing youth unemployment. Interest in the dual vocational training model is now greater than ever. Many European and non European such as Spain, Greece, Portugal, Italy, Slovakia, Latvia, India, China, Russia and Vietnam are looking at adapting their vocational training systems in line with Germany’s dual system and they already have arranged to cooperate with the German government. Experience shows that this Germany’s dual system is suitable as a model but not as a construction plan for every country. By importing a foreign system of vocational training into other country the existing framework conditions must be taken into consideration and the implementation must be done in line with the country’s own educational, social and economic objectives. Thus, the objective should be to prudently import adapted elements of another country's system, but not an exact copy of it.

The above mentioned study (Euler 2013) and the German Federal Ministry for Economic Affairs and Energy (BMWi-2016) provide interested countries in the dual system of vocational training with information, insights and ideas on this system in order to help them to develop national solutions.

The key success factor in the transfer process into other countries is linked to the historic roots of this education and vocational system like the case in Switzerland, Austria and Denmark. The support of the relevant stakeholders for the “National Pact to Promote Training and Young Skilled Workers” reflects this broad social acceptance. All these tips are taken from the article “The dual system of vocational training in Germany”

1. **Practice-relevant and theory-based training**
The core concept of the dual system of vocational training is training that takes place both at a company and at a vocational school in tandem. The company provides trainees with the practical part of the training for 3–4 days a week, while the vocational school delivers the theoretical part for the other 1–2 days. Specialists from the companies play the greatest part in the trainees’ process of “learning on the job”. They are heavily involved in the design of training regulations – defining the technical content of the training course at the company and setting examination requirements. This plays a major part in ensuring that these regulations are accepted by the companies.

2. **Standardized course content and examinations across the whole country (Germany)**
The training at the company is governed by training regulations that set out uniform, nation-wide standards for training content, the training timetable, and examinations. The
nation-wide standards and the nationally recognised qualifications act as a quality benchmark for employers and serve as a basis for recruitment. This helps employees to find a new job more quickly. The broad applicability of the training ensures that employees trained within the dual system remain mobile. This is a major factor for the high level of acceptance of the system within the business community.

3. **Continuous updating of the training in response to technical advances and changing business practices**

The vocational training regulations are revised in accordance with technical progress, developments in professional practice and economic and social change. This involves modernising current regulations or creating new ones to meet the needs of business. The availability of employees who have been trained in line with the latest technical developments has a positive impact on companies’ innovation and therefore on their competitiveness. There are vocational training qualifications for all areas of business and administration; depending on the breadth and depth of the course content, training lasts for between two years and three and a half years.

4. **Collaboration between employers and trade unions**

When the content of a training course needs to be brought in line with changes in professional practice or technical progress, or if a new occupation is created, the initiative is normally taken by organisations linked to the employers. Once all the parties involved – especially the trade unions – have been heard, the relevant minister (normally the Federal Minister for Economic Affairs and Energy) meets together with the “federal states” (Länder), which are responsible for the vocational schools, to decide whether or not the initiative should be implemented. If the decision is positive, the training qualification is modernised, or a new qualification created. This takes place in collaboration with the experts from the employers’ side and the trade unions. This procedure ensures that developments in vocational qualifications meet the needs of business.

5. **Co-ordination of practical and educational components of the curriculum**

The experts who compile the content of the practical training work together with those responsible for the curricula at the vocational schools. Whenever a new qualification is modernised or created, the curriculum taught at the vocational schools is revised accordingly. The theoretical foundations are developed by the vocational school on the basis of the content of the practical training. In this way, practical and educational training are designed to dovetail. Local companies work with the vocational school responsible for their trainees in order to produce the best possible programme of training for the companies and the region. This is a key aspect of quality assurance.

6. **“Inter-company” training to supplement the instruction provided at specialised companies**

Some companies are too specialised to be able to deliver all of the training content stipulated in the training regulations. In such cases, the trainees can receive extra training at chambers of crafts to cover the rest of the course content. By supplementing the practical training given at the company, this service enables more companies to offer vocational training and boosts the number of vocational training places. This system of “inter-company” training receives considerable funding from the Federal Economics Ministry.

7. **Training the instructors**

In order to train young people properly, the people doing the teaching must fulfil statutory requirements relating to both specialist knowledge and personal aptitude. This not only includes professional skills but also the necessary teaching skills, which must be verified by means of an independent test. These requirements not only guarantee that the content of the training course is taught correctly, but also that the planning and conducting of the training courses is in line with legal requirements and the needs of the trainees in terms of both methodology and teaching.
8. Ensuring the ability of companies to provide training through professional associations
The self-regulatory bodies (the chambers) advise the companies providing training, monitor the training, determine the suitability of companies and instructors, register training contracts and conduct nationwide examinations. This serves to ensure a high level of quality.

9. Vocational training pact
Whilst offering the above-mentioned structural advantages, the dual system of vocational training is susceptible to ups and downs in the economy. In order to encourage companies to keep taking on trainees when times are difficult, the “National Pact to Promote Training and Young Skilled Workers” between the Federal Government and the business associations was launched back in 2004 under the lead responsibility of the Federal Ministry for Economic Affairs and Energy. The aim of this pact is to offer all young people who are willing and able to undertake vocational training the opportunity to do so, and to exploit the full potential of the training market to tackle the skills shortage. Thanks to the pact, it was not necessary to impose a (mandatory) training levy on companies that do not offer vocational training. The pact has proven very successful thus far and was extended for a second time in October 2010, with new key areas being added.

DATA OF THE STUDY
• Objectives of the Study
The main objective of this study is to evaluate the implementation of the "German Dual Vocational Training System" into Jordanian educational System. The importance of this study can be presented by its examining the implementation of this system by Jordanian educational System to solve social and economical problems. Jordan is facing a huge unemployment rate under young people 25% (Jordan Zad 2016) and facing lack in craftsmanship (Muhailan 2016). This Dual Vocational System has been successful in Germany for decades (unemployment rate under young people 8.6% - Europe average 24.1%) (Euler 2013) and it has been required from many countries inside and outside Europe. This paper aims to examine the implementation of this dual system into Jordanian educational System in order to solve many social and economical problems.

• Method
This study followed descriptive analytical approach to study the nature of The "German Dual vocational Training System" and its role in the development of the economy and the increase of domestic production and solve other social and economic problems. The study is based on definitions, introduction and many relevant Data about the “German Dual Vocational Training System” as a literature review and questionnaire with dependent and independent variables.

A theoretical part of this study based on literature review which was conducted to specify the related concepts and to formulate a theoretical framework of the study. Different types of statistical tests were used as required i.e. (Cronbach’s Alpha, Regression analysis, ANOVA analysis, and correlation Coefficient) to determine the impact of independent variables on dependent variables.

• The sample of the study: 225 questionnaires were distributed to randomly selected persons from 6 private and 3 public companies mainly in Amman. Only 153 questionnaires were received back: 98 from the private and 55 from the public companies. A random sample of 153 managerial staff members of different managerial levels was withdrawn from nine large companies in Amman-Jordan. 225 questionnaires were distributed and 153 were completed and returned with a response rate of 68%. To understand the distribution of the questionnaire and the demographic date (characteristics) of the sample to the private and public companies please see Table 1&2 below:
Table 1: Questionnaire Distribution and Return

<table>
<thead>
<tr>
<th>Company</th>
<th>Distributed Questionnaire</th>
<th>Recovered Questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Private companies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arab Bank</td>
<td>25</td>
<td>22</td>
</tr>
<tr>
<td>Housing Bank</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Universe Path Academy</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>C-Town</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td>Umniah</td>
<td>25</td>
<td>18</td>
</tr>
<tr>
<td>Zain</td>
<td>25</td>
<td>17</td>
</tr>
<tr>
<td><strong>Sub Total 1</strong></td>
<td><strong>150</strong></td>
<td><strong>118</strong></td>
</tr>
<tr>
<td><strong>Public companies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ministry of Education</td>
<td>25</td>
<td>14</td>
</tr>
<tr>
<td>Jordan University</td>
<td>25</td>
<td>13</td>
</tr>
<tr>
<td>Amman Municipality</td>
<td>25</td>
<td>8</td>
</tr>
<tr>
<td><strong>Sub Total 2</strong></td>
<td><strong>75</strong></td>
<td><strong>35</strong></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>225</strong></td>
<td><strong>153</strong></td>
</tr>
</tbody>
</table>

The questionnaire: a three parts questionnaire was designed with data collection to measure the sample of the general characteristics, independent variables (dual vocational training dimensions: combining practical and theoretical study, and early practices for students) and dependent variables (solving the social and economic problems).

- **Reliability:** To insure internal consistency and reliability of the questionnaire Cronbach’s Alpha test was carried out and the results of this test (0.70) clearly indicates that the questionnaire statements are consistence and it is reliable for statistical analysis.

DEMOGRAPHIC DATA
The demographic data (Gender, Age, Social Status, Educational Level and Experience with Vocational Training) are shown in Table 2.

Table 2: The Demographic Variables

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>The Variable</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>120</td>
<td>78.4</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>33</td>
<td>21.6</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 25</td>
<td>12</td>
<td>7.8</td>
<td></td>
</tr>
<tr>
<td>25-44</td>
<td>101</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>45-64</td>
<td>20</td>
<td>13.1</td>
<td></td>
</tr>
<tr>
<td>65 and more</td>
<td>20</td>
<td>13.1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>153</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Social Status</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married</td>
<td>118</td>
<td>77.1</td>
<td></td>
</tr>
</tbody>
</table>
Hypotheses of the Study:
H1: combining practical and theoretical study has a significant impact on solving the social and economical problems.
H2: choosing the staff better and more appropriate has a significant impact on solving the social and economical problems.
H3: Early practices for students has a significant impact on solving the social and economical problems.

Hypotheses Testing:
To test the hypotheses, the correlation and determination coefficients were used and calculated, for either supporting or not supporting each hypothesis.

The results of testing (H1) as shown in table 1, indicate that the t-statistic value was found equal to (5.519) and greater than the cutoff point of 1.96 (P-value < 0.05, β = 0.294). This finding supports H1 which indicates that there is a significant positive influence of combining practical and theoretical study on solving the social and economic problems.

By testing H2, the findings show that the t-statistic value (8.747), indicating significance of the associated path, as well as representing the strongest path in the model and highest influence on the dependent variable (P-value < 0.05, β = 0.538). This result support H2 by showing that there is a significant positive influence of choosing the staff better and more appropriate on solving the social and economical problems.

Finally, the results of testing H3 also indicate the significance of the associated path between the independent and the dependent variable. In details, the t-statistic found equal to 4.835 and greater than the threshold (P-value < 0.05, β = 0.236). This result support H3 by confirming that there is a significant positive influence of early practices for students on solving the social and economical problems.

The R squared value of the dependent variable (solving the social and economical problems) was found moderate and equal to 60.3, which means that the independent variables contribute about 60% of the variance explanation of the dependent variable.

<table>
<thead>
<tr>
<th>Path Coefficientsa</th>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>b1</td>
<td>-.657</td>
<td>.153</td>
<td>-.4305</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>c1</td>
<td>.414</td>
<td>.075</td>
<td>.294</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>s1</td>
<td>.538</td>
<td>.062</td>
<td>.474</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.236</td>
<td>.000</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>4.835</td>
<td>.000</td>
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<td></td>
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</table>

a. Dependent Variable: vd1
RESULTS AND INFERENCES

The implementation of the German dual vocational training system has proven its worthiness and effectively in achieving a lot of benefits to students, companies and the state in general. This system has been transferred to several countries successfully because it has strongly participated over decades to solve many social and economical problems such as:

1- The financial pressure on poor families,
2- The labor market regulation
3- The expensive and long study at universities
4- Unclear prospects for universities graduates
5- The increasing needs of craftsmen
6- Recruitment problems in companies
7- Reduce the problems of contract termination
8- The high student’s pressure on universities
9- The high unemployment rate under young people

The first hypothesis about the relationship between the “dual vocational training” on the one hand and “the combination of practical and theoretical study and bringing several advantages” can be accepted based on the answers of the sample about it. Therefore, we can say that the vocational dual training system has many advantages and benefits such as gain experience, exchange and participatory skills, increases the quality in performance and improve and accelerate the national development process in general.

The second hypothesis about the relationship between the “dual vocational training” on the one hand and “the improving of the recruitment process in companies” can also be accepted based on the answers of the sample about it. We noted a clear relationship between the dual vocational training and improve the recruitment process in the companies. There was a fundamental approval by the sample on it. In addition dual vocational training allows institutions to find a trained and good skilled labor more effectively, which better contribute to improve the general performance, increase the efficiency and improve the quality of output. By improving the performance of companies we automatically contribute to the improvement of whole communities and solving many social and practical problems, which workers, companies and the society are facing.

The third hypothesis about the relationship between the "dual vocational training" on the one hand and "the advantages for students by practicing the vocational training in early ages” can also be accepted based on the answers of the sample about it. There is a relationship between the dual vocational training and early practice of training, which gives student a lot of advantages and participates in solving the problems mentioned above. In addition this allows companies to achieve a unique competitive advantages and strength by facing the challenges in the rapid changing environment.

Depending on the theoretical framework for the study and the discussion and the analysis of the data and the variables of the study we can show the following results:

1- The application of dual vocational system gives communities skills, which raise the cultural and technical level and increase the ability to keep up with development.
2- The success of communities depends on their capabilities and competencies in solving problems, implementing knowledge and in collecting experience by integrating science and practical training successfully together.
3- Increase the number of dual vocational training has a positive effect on the use of modern and innovative techniques, reduce costs for enterprises, increase productivity and raise profitability.
4- The application of the dual vocational training allows student to gain experience at an early age, to improve overall performance, to increase the efficiency and effectiveness of the work. In addition, the dual vocational training raises the life standard for students because of the simple income, which students earn during the training time.
RECOMMENDATIONS
In light of the discussion above, it would be relevant to suggest the following recommendations:
1. Consequent and hard work to change the traditional administrative policy in employment and increase the collaboration between private and public sector by making education and vocational trainings strategies.
2. It becomes very necessary to conduct a comprehensive study to develop suitable application strategy to use modern methods and technology in vocational training, which improve and accelerate the achieving of organization’s mission and goals.
3. All relevant steps should be taken by all concerned parties to encourage students in the early stages of their studies to consider vocational studies and to build confidence in themselves and build a young population able to find the right solutions.

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