

KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT – JORDAN 2023

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EXECUTIVE SUMMARY

Jordan is an upper middle-income country facing significant challenges in reviewing and adapting its employment policies and labour market interventions to address the needs of its economy and society.

In June 2022, Jordan launched an Economic Modernisation Vision.

The vision's two main pillars focus on, first, unleashing Jordan's economic potential to achieve comprehensive sustainable growth and, second, improving the quality and standard of living for all Jordanians by enhancing services such as education, healthcare, transport and infrastructure.

Jordan's economy achieved a relatively strong rebound, registering 2.5% growth in 2022, following a contraction of 1.6% in 2020. However, and despite the recovery, employment creation remains weak and unemployment is still high, particularly among university degree holders and women. The main factors behind this phenomenon include the very low activity rate among women, the mismatch between education/technical and vocational education and training and labour market needs, the Jordan economy's inability to offer sufficient employment opportunities for new labour market entrants, together with relatively low pay and inappropriate working conditions.

The National Strategy for Human Resources Development 2016-2025, adopted in 2016, establishes the overall strategic framework for human resource development in the country. It covers all levels and types of education and training. It also defines, inter alia, the objective of providing all children with equitable access to high-quality primary and secondary education that will lead to relevant and effective learning outcomes.

Jordan is performing quite well in education, with a relatively high rate of expected years of schooling (11.4 in 2020) and a gross enrolment ratio in primary education of about 80%. The country is dedicating around 3% of its gross domestic product to education. However, the system is still facing major challenges in providing education for all children residing in Jordan, particularly Syrian refugees.

Technical and vocational education and training remain unattractive, despite the various reforms that Jordan has introduced to make it a viable choice for young people and the better job opportunities it offers to VET school graduates compared to university graduates.

The country is encountering very high unemployment that particularly affects young people, despite their relatively high educational attainment, with large gender disparities and very low labour force participation. Skills mismatches and negative attitudes to certain types of employment and occupations are a contributory factor, especially with regard to the high rate of youth unemployment.

In recent years, the government of Jordan has implemented two important initiatives to boost employment. The first one is the Khedmat Watan programme launched in 2019, which targets young people aged 18-27. Its aim is to provide them with training opportunities in construction, industry and tourism. The second is a much bigger programme, the National Employment Programme (Tashgeel) launched in March 2022 and designed as a pillar to support the private sector. The programme's objective is to stimulate the private sector and provide job opportunities for Jordanians in all sectors and all governorates of the Kingdom. It is anticipated that 60 000 decent jobs will be created through this programme.

1. KEY POLITICAL, DEMOGRAPHIC, ECONOMIC AND SOCIAL CHARACTERISTICS

Political developments

Jordan is a constitutional monarchy in which the King holds broad executive powers and the powers of the Prime Minister are limited. The Prime Minister is appointed by the King and heads the Cabinet, which is also appointed by the King. The King may dismiss the Prime Minister and Cabinet and dissolve Parliament at his discretion. Jordan has a bicameral National Assembly consisting of a 65-seat upper house (the Senate), appointed by the King, and a 130-seat lower house (the House of Representatives). The lower house is elected for a 4-year term or until Parliament is dissolved. Some 15 seats are reserved for women.

In January 2023, a new set of constitutional amendments passed through the Jordanian upper and lower houses. Among the changes is the formation of a new governmental body, the National Security Council, holding wide-ranging powers. It comprises the Prime Minister, the Foreign Minister and the Interior Minister, the heads of the King's security apparatus and other persons appointed by the King.

Under the new constitution, King Abdullah can bypass the Council of Ministers when appointing persons to powerful political offices, such as the Chief Justice or Grand Mufti.

In these latest amendments, 'women' has been added to the second chapter of the constitution: 'Rights and duties of Jordanian men and Jordanian women'. This symbolic gesture is not legally binding.

Demographics

The population of Jordan is estimated to be 11 302 million inhabitants (as of end of 2022, Department of Statistics)¹. The population is remarkably young; in 2022, more than one third (34.4%) of the total population was under the age of 15. People of working age (15-64) accounted for 63%, while only 4% were older than 64.

Approximately 42% of the population reside in the capital, Amman, and more than three quarters live in the three largest cities (Amman, Zarqa and Irbid)².

Migration traditionally plays a crucial role in the Jordanian economy.

Three significant waves have characterised recent migration history in Jordan: i) emigration flows of Jordanian technicians and university graduates seeking more rewarding wages in the Gulf countries in the 1960s; ii) flows of migrant workers, mainly from Egypt and South Asian countries in the 1970s; and iii) recurrent immigration waves resulting from socio-political turmoil and conflicts in the region, including inflows of Palestinians (1948 and 1967), Iraqis (2003) and Syrians (since 2011), as the most populous groups.

Despite the scarcity of data about migration, it is estimated that in 2020 the number of immigrants amounted to 3 457 691, less than half a million of whom can be considered economic migrants. The inflow of Syrian refugees since 2014 has confirmed this pattern, with refugees consistently representing 87% of total immigrants over the past 10 years³.

Migrant remittances accounted for a substantial 10.5% of GDP in 2022, although they have halved as a percentage of GDP since the early 2000s (21.5% in 2000 and 19.0% in 2005)⁴.

¹ Department of Statistics, Statistical Yearbook of Jordan, 2022

² DOS Estimated Population of the Kingdom by Governorate and Sex, at End-year 2022.

³ UN DESA International Migrant Stock 2019, World Bank (World Development Indicators)

⁴ Personal remittances, received (% of GDP) - Jordan | Data (worldbank.org)

Key economic developments

Jordan is classified by the World Bank as an 'upper middle-income country'. It has the fifth-largest economy in the Middle East and North Africa, behind Bahrain, Qatar, the United Arab Emirates and Israel, according to the 2022 Heritage Foundation's Index of Economic Freedom.

Jordan's economy achieved a relatively strong rebound, registering 2.4% growth in 2022 following a 2.2% growth in 2021 and a contraction of 1.6% in 2020. According to the preliminary quarterly estimations of the Department of Statistics (DOS), the growth rate at constant prices for the first half of 2023 reached 2.7% compared to the first half of 2022.

As for sectoral contribution, the DOS preliminary estimates showed that most economic sectors achieved growth during the second quarter of 2023 compared to the second quarter of 2022. The agriculture, hunting, forestry and fishing sectors achieved the highest growth rate during this period with 8.2%, contributing 0.31 percentage points of the achieved growth rate, followed by the transport, storage and communications sector with 5.2%, contributing 0.44 percentage points. The quarrying industries sector grew by 4.3%, contributing 0.11 percentage points, and, lastly, the manufacturing industries sector grew by 3.7%, contributing 0.66 percentage points to the achieved growth rate.

However, this recent economic recovery has not led to large numbers of jobs being created. According to the Department of Statistics, unemployment remained relatively high during the third quarter of 2022, at 23.1%, an increase of 0.5 percentage points compared to the second quarter of the year.

In June 2022, the Jordanian Government launched an Economic Modernisation Vision, to be implemented in three phases over a period of 10 years. It includes 366 initiatives in various sectors, as part of eight national economic growth drivers focused on unleashing Jordan's full potential to achieve comprehensive sustainable growth and generate job opportunities, according to a Royal Court statement.

The vision highlights innovation and entrepreneurship as key to achieving development and bolstering efficiency and productivity. The importance of stepping up cooperation with Jordan's development partners more effectively, in order to direct their expertise and resources towards promising fields, is also stressed.

The vision's two main pillars focus on unleashing Jordan's economic potential to achieve comprehensive sustainable growth and improving the quality and standard of living for all Jordanians, by enhancing various services such as education, healthcare, transport and infrastructure.

Key social issues

According to UNICEF, there are 3.16 million children in Jordan, and one in five of these are multidimensionally poor⁵. Poverty rates vary by governorate, from 11% in Amman to 27% in Ma'an, while its incidence tends to be higher in rural areas.

Marginalised Jordanian minorities are more likely to experience poverty and gaps in services. Moreover, 86% of registered Syrian refugees live below Jordan's poverty line. The situation of refugee children in Jordan remains precarious, as household savings become depleted, and employment remains challenging. Many refugee families rely on international assistance to meet their needs.

The Jordanian Constitution guarantees the right to basic social and health services for Jordanian citizens and expenditure on social sectors is relatively high. However, there is no social protection law, with the country relying instead on programmes embedded into other plans. These programmes range from subsidies to a cash transfer scheme, tax exemptions and social services. The National Aid Fund, established in 1986, runs many programmes to secure protection and care for families in need by raising their standard of living. The fund provides monthly and emergency financial aid and supports the development of the skills and capabilities of its target population for easier access to the labour market.

⁵ [Social protection | UNICEF Jordan](#)

Jordan's latest census counted 1.3 million Syrians, approximately 13% of the total population. Out of Jordan's 672 952 registered refugees, 19.5% live in camps and the rest are mostly in Jordan's urban areas, concentrated in Amman, Irbid, and Al Mafraq (12%).

Around 80% of Jordan's Syrian refugees live below the poverty line, and 60% of families are in extreme poverty. These numbers increased due to the pandemic, which impacted sectors employing a great number of refugees, such as tourism, construction, trade and customer services.

The vast majority of refugees borrow money to buy pay for food or rent. According to UNHCR figures, 85% of Syrian refugee families and 93% of refugees of other nationalities were in debt during the first quarter of 2022 – an increase from 79% and 89%, respectively, in the third quarter of 2021.

Schooling has also been challenging. In 2020, there were 145 000 Syrian refugees in Jordanian schools, most of them attending double-shift schools. Refugees are also often faced with complex medical challenges, including physical injuries and psychological trauma, which are all exacerbated by poor working, housing and sanitary conditions.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

Education strategy and legal framework for education

The National Strategy for Human Resources Development 2016-2025, adopted in 2016, sets up the overall strategic framework for human resource development in the country. It covers all levels and types of education and training. It also defines, inter alia, the objective of providing all children with equitable access to high-quality primary and secondary education, leading to relevant and effective learning outcomes.

The Education Strategic Plan 2018-2022, adopted in 2018, is the key policy document for the entire education sector, comprising six domains: (1) early childhood education and development; (2) access and equity; (3) system strengthening; (4) quality; (5) human resources; and (6) vocational education, including a comprehensive set of key performance indicators.

The plan has been extended to 2025.

Access, participation and early school leaving

The country achieved a relatively high rate (11.4%) of expected years of schooling in 2020, while the gross enrolment ratio reached 81% in primary education and 71.1% in secondary education in 2022.

The total number of pupils enrolled in the education system (from kindergarten to university) exceeded 4 million in 2021, representing approximately 40% of the population.

Public expenditure on education as a percentage of GDP has remained stable over the past years, at around 3% (3.2% in 2021), while public expenditure on education as a percentage of total public expenditure declined from 12.4% in 2020 to 9.7% in 2021, although it had remained relatively stable at around 11% to 12% from 2014 to 2018⁶.

The decrease on expenditure on education may be explained by the closure of all educational institutions during the COVID pandemic in 2020 and the decision of the government to continue making use of distance learning tools such as *Darsak* after the pandemic.

However, the system still faces significant challenges in providing education for all children. In 2021, there were 284 578 children out of school, which is 20 000 more than in 2019.

Refugee children from Syria, Iraq, Palestine and other countries are facing particular challenges in getting access to education. According to Plan International (a development and humanitarian organisation that advances children's rights and equality for girls), about 40% of Syrian refugee children in Jordan are out of formal education. The barriers to education start at an early age, with most Syrian children aged between 0 and 5 having no access to early childhood development services.

In terms of access and equity, the situation for Jordanian boys and girls is significantly better than that for Syrians and others. In addition, the number of students enrolled in primary and secondary education exceeded 1.5 million over the last 3 years, which has resulted in overcrowding in some schools and increased the number of schools operating on double shifts. The number of rented schools has also increased. These schools are not equipped by the Ministry of Education and usually lack essential educational facilities such as libraries, science labs and computer labs, and consequently do not provide the conditions to achieve the same academic quality as permanent schools. While nearly all children complete primary school, drop-out rates from lower secondary school (grades 7-10) remains a problem. The incidence of Syrian children dropping out before

⁶ UNESCO Institute for Statistics

completing grade 6 is considerably higher than for Jordanian children and children of other nationalities. A UNICEF report on out-of-school children shows that certain individual, household and community-related factors are associated with a higher risk of dropping out before completing basic education (grades 1-10). Based on a sample, the study found that the dropout rate before completing grade 6 was 2.4% in 2020 (14.1% for Syrians), while it reached 9.4% for children in grades 7-10 (22.5% for Syrians).

PISA results

Jordan participated in the Programme for International Student Assessment for 2022⁷.

Average 2022 results were down compared to 2018 in mathematics, and about the same as in 2018 in reading and science.

In Jordan, 17% of students attained at least Level 2 proficiency in mathematics, significantly less than on average across OECD countries (OECD average: 69%). At a minimum, these students can interpret and recognize, without direct instructions, how a simple situation can be represented mathematically (e.g. comparing the total distance across two alternative routes, or converting prices into a different currency).

Almost no students were top performers in mathematics, meaning that they attained Level 5 or 6 in the PISA mathematics test (OECD average: 9%). At these levels, students can model complex situations mathematically, and can select, compare and evaluate appropriate problem-solving strategies for dealing with them.

Some 20% of students in Jordan attained Level 2 or higher in reading (OECD average: 74%). At a minimum, these students can identify the main idea in a text of moderate length, find information based on explicit, though sometimes complex criteria, and can reflect on the purpose and form of texts when explicitly directed to do so.

Almost no students scored at Level 5 or higher in reading (OECD average: 7%). These students can comprehend lengthy texts, deal with concepts that are abstract or counterintuitive, and establish distinctions between fact and opinion, based on implicit cues pertaining to the content or source of the information.

Some 31% of students attained Level 2 or higher in science (OECD average: 76%). At a minimum, these students can recognize the correct explanation for familiar scientific phenomena and can use such knowledge to identify, in simple cases, whether a conclusion is valid based on the data provided.

Almost no students were top performers in science, meaning that they were proficient at Level 5 or 6 (OECD average: 7%). These students can creatively and autonomously apply their knowledge of and about science to a wide variety of situations, including unfamiliar ones.

Young people not in employment, education or training (NEET)

In 2021, 32.9% of young people aged 15-24 were not in employment, education or training (28.3% for men and 38.3% for women). The situation has improved since 2020, but more so for men more than women.

2.2 Initial VET and adult learning

Strategic and legal framework for initial VET and adult learning

The Technical and Vocational Skills Development Commission was established in 2019 to improve governance across the technical and vocational education and training (TVET) sector. The objective was to have an umbrella organisation overseeing the TVET sector in Jordan, headed by the Minister

⁷ [Jordan | Factsheets | OECD PISA 2022 results](#)

of Labour, with the participation of the Ministry of Education, the Minister for Higher Education, the Secretary-General of the Ministry of Labour, the president of the Accreditation and Quality Assurance Commission for Higher Education institutions, a representative of the Crown Prince Foundation, representatives from the private sector and representatives from the tourism, industrial, commercial, construction, communications and health sectors.

The private sector is strongly represented in this Commission. However, there are no representatives from the trade unions.

The Commission is responsible for approving the sector's strategies, policies and plans. The Commission's mandate also covers law proposals in the TVET sector, the approval of occupational standards and coordination with other education, economic, social and human resources councils. It also accredits and supervises TVET providers, develops programme standards, registers qualifications in the National Qualification Framework (NQF), identifies teachers and trainer selection standards, classifying them and developing their skills and abilities, institutionalises public-private partnerships in TVET and licenses TVET providers.

The Commission has designed an Action Plan 2020-2024, built around 12 pillars that mirror the 5 pillars of the TVET sector strategy and the strategic priorities of the national strategy. The Commission is responsible for providing a comprehensive picture of the performance of the TVET sector. It collects, analyses and disseminates data and information at the level of governance, financing, service providers, partners (national and international), beneficiaries and target groups. For that purpose, it uses a monitoring and evaluation system composed of 22 indicators that mirror those of the Torino Process. All TVET providers report back to the Commission on their performance regarding these indicators.

VET governance and financing arrangements

Technical and vocational education and training (TVET) in Jordan is delivered by a variety of public and private providers.

The Ministry of Education provides vocational education to students in grades 11 and 12 in one of four specialised courses: industrial, agricultural, hospitality and home economics. Based on the results of their exams, graduates can enter the labour market or pursue their education at community colleges or vocational or general education universities.

The Vocational Training Corporation, a semi-autonomous agency established and operating under the Ministry of Labour, owns and operates a network of 35 vocational training centres, offering more than 120 programmes. Its primary purpose is to provide workforce training for different occupational levels.

42 public and private community colleges offer technical education leading to a diploma.

As a semi-public body, the National Employment and Training Company provides a 1-year vocational training programme. Initially, it focused on the construction sector, but then expanded to other sectors, sometimes competing with private training providers. Many other private training providers offer various programmes.

While the TVSDC has been established to bring some coherence and ensure coordination between the different players, there is little evidence that it has succeeded in doing so.

The Ministry of Education has developed a Vocational Education Reform Strategic Plan to reform technical and vocational education and training. The plan is designed to be implemented over 5 years, from 2022 to 2026, and aims to improve the relevance, effectiveness and sustainability of the national technical and vocational education and training system in Jordan. The plan, which is currently being implemented with the support of donors, has not been discussed with the Commission.

In contrast, community colleges do not report to the Commission, but rather to Al Balqa Applied University. They obtain accreditation for their programmes from the Accreditation and Quality Assurance Commission for Higher Education Institutions, which uses different tools and methodologies in accrediting programmes than those used by the Commission.

For the time being, the Commission is ensuring its coordination role over a limited part of the vocational training system in Jordan: the Vocational Training Corporation, the National Employment and Training Company and private providers.

The primary source of TVET financing is public financing through the Ministry of Finance. Every institution that provides technical or/and vocational programmes deals directly with the Ministry of Finance. Despite this, no central body allocates the funds based on needs or decides on the priority of specific projects. Moreover, budget decisions are not made on the performance of programmes or organisations, but instead on a historical basis.

Public TVET providers rely on international funding such as European Union grants and international donor programmes to invest in new equipment, innovation and the transformation of the sector, and on government funding to cover operational costs. Therefore, support from the donor community is crucial, and the coordination, unification and streamlining of donors' efforts to prevent work duplication are highly necessary.

Qualifications, validation and recognition

Jordan's National Qualifications Framework was adopted via a by-law in January 2019. It is a 10-level, learning-outcomes-based, comprehensive framework spanning qualifications from general education, technical and vocational education and training, and higher education. The level descriptors are defined by three domains: knowledge and understanding, skills and competencies. The framework intends to facilitate permeability among the different sub-sectors of the country's education and training sector, promote the use of learning outcomes in qualifications and raise the quality thereof, and contribute to the overall quality of vocational education and training pathways, thereby attracting more students.

Both the Accreditation and Quality Assurance Commission for Higher Education Institutions and the Technical and Vocational Skills Development Commission are mandated by law to implement the framework. The former has already formed steering and technical committees to develop policies, criteria and instructions for applying the framework. It has established a directorate and general policies, and a strategic plan and media plan for applying the framework. Moreover, instructions and criteria have already been developed and issued for education and training providers and qualification-awarding institutions listed in the framework.

No publicly accessible register of all national, quality-assured qualifications is available yet.

Recognition of prior learning is one of the means to obtain qualifications. The by-law on the framework defined prior learning as the learning acquired through awarding institutions or through formal or non-formal learning methods; it is not necessarily evaluated or tested. It defined the recognition of prior learning as the process of identifying, evaluating and recognising prior learning as a qualification upon which individuals can continue their education. In Jordan, the term 'recognition of prior learning' is used for 'validation of non-formal and informal learning'.

Criteria and instructions with procedures and measures for applying recognition of non-formal and informal learning have not been issued yet. Thus, recognition of prior learning (RPL) linked to the national qualifications framework in Jordan is yet to be implemented.

Quality and quality assurance

The National Strategy for Human Resource Development (NSHRD) has accurately described the quality assurance system in Jordan as follows: 'Quality assurance of technical and vocational education and training (TVET) in Jordan is highly fragmented, with separate quality assurance processes and bodies in each of the three ministries involved with (TVET) provision'. Each institution has its own mechanisms for data collection, monitoring and evaluation.

The Accreditation and Quality Assurance Commission for Higher Education Institutions and the Technical and Vocational Skills Development Commission oversee the quality assurance system for the provision of technical and vocational training in the country.

Some efforts are being made by the two bodies to harmonise their accreditation systems. At the provider level, the Ministry of Education (MoE) and the Vocational Training Corporation (VTC) have separate quality control procedures, while community colleges follow the procedures of the Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI). In general, the procedures focus on internal quality control, looking at competence within establishments in terms of inputs, processes and outputs. There is little external quality control or evaluation of the effectiveness of institutions' outputs. Institutions and trainers are not held accountable for training outcomes. Funds are transferred to public institutions based on previous budgets, regardless of performance.

In general, teachers and trainers lack practical experience and appropriate pedagogical skills. To address a shortage of qualified trainers, the Vocational Training Corporation is recruiting trainers with practical experience but without pedagogical qualifications. For technical education in community colleges, technical theory teachers are required to have at least a B.Sc. under the accreditation criteria of the Accreditation and Quality Assurance Commission for Higher Education Institutions. In contrast, workshop trainers are required to have an intermediate college diploma. In terms of professional development, providers use different approaches. The vocational training corporation approach seems to be more comprehensive and structured because all newly appointed trainers have to attend a 4-week training programme. A rigorous process in terms of needs analysis, programme design and implementation is in place. As for the performance evaluation of trainers and teachers, the head teacher evaluates the Ministry of Education's teachers in accordance with the regulations of the Civil Service Bureau, while external supervisors provide feedback on technical performance. A good evaluation is a prerequisite for promotion. An annual evaluation of Vocational Training Corporation trainers is carried out based on ongoing assessments in accordance with Civil Service Bureau regulations. External coordinators evaluate technical aspects of trainer performance based on criteria that include trainee drop-out, success and employment rates.

Work-based learning arrangements

Work-based training in Jordan is regulated by Labour Law No 8 of 1996 and subsequent amendments. The law sets out requirements for conducting workplace training in companies, such as adequateness of workplace conditions for training, qualifications of the in-company trainer and the existence of a contract signed between the employer and the trainee. Currently, almost all Vocational Training Corporation (VTC) programmes use a work-based training methodology in cooperation with firms of various sizes and in different economic sectors. Work-based training is used by the National Employment and Training Company to implement its training programmes. In addition, it is used in implementing training and employment projects/initiatives supported and financed by the Ministry of Labour and chambers of industry and commerce.

Vocational education students attending schools under the Ministry of Education are required to practise their specialisation for 24 days, either at their workplace or in their school's workshop, during the summer holidays (Rawashdeh/ UNESCO, 2019). At the technical level, a limited number of colleges have been implementing work-based learning schemes.

With the support of ENABEL (the development agency of Belgium's federal government) a framework for the development of work-based learning has been designed and widely discussed with the main stakeholders. A by-law is currently being drafted to set out the conditions for schools and companies to organise this type of training.

The implementation of this framework may benefit from EU support.

Digital education and skills

An analysis based on the Organisation for Economic Co-operation and Development's (OECD) Programme for International Student Assessment 2018, conducted on a nationally representative sample of 15-year-old students, gives an idea of students' preparedness for digital learning in Jordan. The analysis looked at three dimensions: 1. Access to digital devices and the internet; 2. Use of online resources; and 3. School and teacher preparedness.

The key findings were that over 16% of students in Jordan lack internet access, one-third do not have a computer that can be used for schoolwork and 43% of 15-year-old students in Jordan attend schools with an effective online learning support platform. Similarly, 35% of teachers lack the necessary technical and pedagogical skills to use digital resources in their lessons, while 44% of schools have professional resources for teachers to learn how to use digital devices.

Education and training statistics

In 2014, the Ministry of Education in Jordan selected OpenEMIS as the EMIS (Educational Information Management System) platform. It captures a large set of information from the central, field directorate and school levels. This includes schools, students, staff, attendance, performance and infrastructures.

It has a reporting module which generates up to 50 different reports at the central and field directorate levels.

The EMIS in Jordan is managed by the Queen Rania Centre for Education and Information Technology & the Educational Planning & Research Department.

The EMIS is fully integrated with relevant public-sector databases, including the civil status and passports department database and the examinations data management information system.

The development and maintenance of the EMIS in Jordan still relies on external funding. The current budget allocated for OpenEMIS by the Ministry of Education does not cover all expenditure relating to maintenance, infrastructure and licensing.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

Labour market characteristics

According to World Bank data, the number of people in Jordan's labour force stood at 3 041 209 in 2022. Women accounted for 17.8%, in sharp decline compared to 2017 (20.9%). The employment rate has declined over recent years, reaching 25.8% in 2022, compared with 27.8 % in 2019 and 34.5% in 2010. The female employment rate remains very low and has even deteriorated, reaching 9.6% in 2021, while the male employment rate remains quite high at 42.2%.

The gender gap is very pronounced in Jordan and involves a substantial wage differential (Alshyab, et al. 2018). Accordingly, the World Economic Forum's Global Gender Gap Index 2022 ranks Jordan in 126th place (138 in 2022) out of 153 countries in terms of economic participation and opportunity, which is an indicator combining gender differences in economic participation and wage levels (World Economic Forum, 2023).

The most recent DOS employment and unemployment survey (Q1 2023), shows an unemployment rate of 21.9%, a decrease of 0.9% compared to the first quarter of 2022. The unemployment rate for women stood at 30.7%, while it was only 19.6% for men.

25.8% of university degree holders (bachelor's degree or higher) were unemployed during the same period, which is comparatively high in relation to other academic levels. The results also show that 54.8% of the total unemployed population have secondary school qualifications or higher, while 44.7% have qualifications below secondary school level.

An important feature of the Jordanian labour market is the importance of migrant workers, representing around 8% of the total population. According to the Ministry of Labour's annual report for 2021, the total number of foreign workers who obtained a work permit reached 333 283, an increase compared to 2020 (281 833). More than 50% of foreign workers are Egyptians. Industry and agriculture absorb more than half of the migrant worker population.

The share of TVET students in upper-secondary education (ISCED level 3) has been stable over recent years, at around 10.5%, suggesting that the VET stream remains unattractive.

Attitudes towards vocational education are highly negative in Jordan, with a bias towards higher education, irrespective of market demand. Vocational education is associated with low educational achievement, and career counselling and guidance are inadequate. The Jordanian education system reinforces this dynamic by channelling low-achievers into vocational streams. In this context, it should also be mentioned that Jordan lacks a longstanding tradition regarding apprenticeship schemes in general; instead, the traditional – and still prevalent – method of learning crafts or distinct trades is work-based learning in informal settings (UNESCO, 2018). Due to the prestige of public-sector jobs and the corresponding benefit packages, the public sector represents the employer of first choice for most Jordanian young people.

As in many countries in the Southern and Eastern Mediterranean region, there is a deep-seated feeling of entitlement and the expectation that the government should provide employment opportunities. However, necessary cutbacks over the past decades have led to a decreasing number of available civil service positions.

Labour market challenges in Jordan include:

- A persistently high unemployment rate, particularly among young people in the 15-24 age group (39.2%) and specifically among women (58.6%) compared to men (38.4%). Unemployment also affects illiterate or low-skilled men (20.3%) and women with high education degrees (31.1%) (DOS 2018).

- A very low activity rate among women (14%) in 2021, probably one of the lowest in the world.
- Little involvement of labour market institutions and employers in the different levels and stages of technical and vocational education and training in Jordan, including national governance, funding, curriculum design, training implementation and evaluation.
- Immigrant workers, particularly Egyptian and Syrian refugee workers in the labour market. Acceptance of immigrant workers, particularly at semi-skilled and skilled occupational levels in specific sectors (construction, agriculture and services) to work for lower pay led to a situation where employers preferred hiring them instead of Jordanian workers.
- The mismatch between education and training outcomes and labour market needs. The national strategy for human resources development (2016-2025) stated clearly that: 'there are some fundamental mismatches between the skills required for 21st-century employment and the outputs from the current TVET system'.
- The weak ability of Jordan's economy to offer enough employment opportunities for new labour market entrants. As of 2018, the number of new jobs created, according to the Department of Statistics, stood at around 38 906, while the number of graduates from Jordan universities (2017/2018) in various educational studies was around 56 466 (MOHESR, 2017/18).
- Relatively low pay and inappropriate working conditions. The International Labour Organization's youth transition study found that young men rejected job offers in most cases on the grounds of low pay (58%), while inappropriate workplace conditions (28%), followed by low pay (26%), were the main reasons given by young women (ILO, 2014).

Labour market and employment statistics

The Department of Statistics remains the primary provider of data on Jordan's labour market and employment.

The Department of Statistics exercises its functions and responsibilities under Law No 24 of 1950 and subsequent amendments. This law defined the Department's tasks as collecting, coordinating, analysing and publishing statistical data in various demographic, social and economic fields, as well as conducting public censuses in the areas of population, housing, agriculture, industry and other areas.

No other entities, governmental or non-governmental, can collect or publish statistical information without the prior approval of the Director General of the Department.

Another important player is the National Centre for Human Resources Development, which has been carrying out a series of sectoral studies in recent years to analyse the skills needs of various sectors and the corresponding training provision. In addition, the Centre publishes an annual bulletin of human resource indicators, which covers a variety of indicators in the fields of demographics, education and the labour market.

A third source of information on the labour market is the National Employment Platform (Sajjil), an online platform that matches jobseekers with employers' needs. Jordanian companies can register their available vacancies directly online, together with the required qualifications, work experience, age and gender, as well as the salaries on offer and any additional incentives.

There is no evidence that training providers have made use of the results of the abovementioned resources to bring about improvements in their policies and programmes. At an institutional level, some providers, such as the Vocational Training Corporation and to a lesser extent the Ministry of Education, conduct tracer studies that include feedback from employers and graduates on the skills needed. However, there is no evidence that the results are used to inform policymakers in this case either. Finally, with the support of some international organisations, several sector skills councils are being established. These bodies are consultative councils that represent employers, employees and the government, and they are tasked with identifying skills and training needs in different sectors. Despite the existence of all these bodies that produce information on the labour market, Jordan still

lacks a comprehensive system to identify and anticipate labour market needs linked with education in general and the TVET system in particular.

3.2 Employment policy and institutional setting

Strategy and legal framework in the employment policy field

Over the last decade, the national employment strategy has been the main policy document in the area of employment. The strategy covered the period 2011-2020 but has not been updated or replaced by a new strategy. It aimed at 'improving the living standards of Jordanians, through increased employment, wages and benefits, and productivity improvements'. On the supply side, as identified by the strategy, the goal is 'to graduate a skilled and motivated labour force, equipped with the employable skills and technical know-how demanded by the labour market'. Among the policies identified for achieving the goal is 'enhancing the quality of educational and vocational training outcomes'. Even though the strategy is outdated, it is still referenced on the Ministry of Labour's website.

Initiatives to boost employment

Various initiatives have been developed over the last decade and implemented in Jordan to boost employment.

The first is the 'Satellite factories initiative/project', which was launched in 2008 by the Ministry of Labour as part of its efforts to reduce unemployment, particularly among women in rural areas. Its aim is to encourage companies/investors to establish new factories in targeted areas in order to provide employment opportunities, mainly for women (Rawashdeh/ UNESCO, 2019). Until 2018, there were 24 satellite factories operating in the various governorates of Jordan, with 5 866 employees, of which 2 200 were women. In 2020, the total number of workers in these factories had gone down to around 2 434, according to the 2020 Ministry of Labour annual report. Five new factories were established in 2020, all in the clothing industry.

The Khedmat Watan programme is another initiative to boost employment. It was launched in 2019 and targets young people aged 18-27, with the aim of providing them with training opportunities in the construction, industrial and tourism sectors. The aim of the programme was to train 20 000 young Jordanians, to enhance their employability and incentivise vocational careers and self-employment. However, the programme was stopped in 2020, and there is no available evidence that it has been evaluated.

A new National Employment Programme (Tashgeel) was launched in March 2022 as a pillar to support the private sector. The programme receives USD 117 million in funding from the World Bank. The programme aims to stimulate the private sector, providing job opportunities for Jordanians in all sectors and all governorates of the Kingdom. It is anticipated that 60 000 decent jobs will be created through this programme. For each worker hired, the programme offers a wage subsidy of JOD 130 (half the minimum wage), plus a social security contribution and transportation allowance for a period of 6 months. The National Employment Programme (Tashgeel) has helped 21 110 people find jobs in the private sector since its launch in April 2022⁸.

Although, women are facing many more challenges than men in entering the labour market, as evidenced by the very low inactivity rate and high unemployment among this group, none of the recent programmes, namely Khedmat or Tashgeel, specifically focus on women.

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⁸ [National Employment Programme helps 21,110 find jobs since launch | Jordan Times](#)

JORDAN: STATISTICAL ANNEX

The Annex includes annual data from 2010, 2015, 2019, 2020, 2021 and 2022 or the last available year.

	Indicator		2010	2015	2019	2020	2021	2022
1	Total population (,000) ⁽¹⁾		6931.3	9494.2	10698.7	10928.7	11148.3	11285.9
2	Relative size of youth population (age group 15-24 and denominator age 15-64, %) ^{(1) c}		33.3	32.3	30.0	29.5	29.0	28.7
3	GDP growth rate (%)		2.3	2.5	1.8	-1.6	2.2	2.5
4	Gross value added by sector (%)	Agriculture	3.6	4.4	4.4	4.6	4.6	4.7
		Industry	26.3	25.2	24.1	23.6	23.9	24.5
		Services	59.1	60.1	61.2	62.0	61.7	61.2
5	Public expenditure on education (as % of GDP)		3.1	3.5	3.0	3.7	3.2	M.D.
6	Public expenditure on education (as % of total public expenditure)		8.1	11.3	9.9	12.4	9.7	M.D.
7	Adult literacy (%) ^c		92.6	M.D.	98.2 ⁽²⁾	M.D.	98.4	M.D.
8	Educational attainment of total population (aged 15+) (%)	Low ⁽⁵⁾	60.0	60.8	59.1	58.5	58.1	57.6
		Medium ⁽⁶⁾	26.0	24.0	22.4	22.9	23.2	23.7
		High ⁽⁷⁾	14.0	15.1	18.7	18.6	18.6	18.6
9	Early leavers from education and training (aged 18-24) (%) ⁽³⁾	Total	M.D.	M.D.	51.3 ⁽⁴⁾	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	56.5 ⁽⁴⁾	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	45.7 ⁽⁴⁾	M.D.	M.D.	M.D.
10	NET enrolment rates in secondary education (ISCED level 2-3) (%)		M.D.	68.2 ⁽¹⁰⁾	64.6	66.5	71.1	M.D.
11	Share of VET students in upper secondary education (ISCED level 3) (%)		12.4	13.1 ⁽¹⁰⁾	10.7	10.5	10.5	M.D.
12	Low achievement in reading, mathematics and science – PISA (%)	Reading	48.0 ⁽⁸⁾	46.3	41.2 ⁽⁹⁾	N.A.	N.A.	N.A.
		Mathematics	65.3 ⁽⁸⁾	67.5	59.3 ⁽⁹⁾	N.A.	N.A.	N.A.
		Science	45.6 ⁽⁸⁾	49.8	40.3 ⁽⁹⁾	N.A.	N.A.	N.A.
13	Activity rate (aged 15+) (%)	Total	39.5	36.7	34.3	34.0	34.0	33.4
		Male	63.5	60.0	54.0	53.6	54.0	53.1
		Female	14.7	13.3	14.0	14.2	14.0	13.9

	Indicator		2010	2015	2019	2020	2021	2022
14	Inactivity rate (aged 15+) (%)	Total	60.5	63.3	65.7	66.0	66.0	66.6
		Male	36.5	40.0	46.0	46.4	46.0	46.9
		Female	85.3	86.7	86.0	85.8	86.0	86.1
15	Employment rate (aged 15+) (%)	Total	34.5	31.9	27.8	26.1	25.8	25.8
		Male	56.9	53.4	44.8	42.2	41.9	42.2
		Female	11.5	10.3	10.2	9.8	9.7	9.6
16	Employment rate by educational attainment (aged 15+) (%)	Low ⁽⁵⁾	28.9	27.4	24.1	22.3	21.9	22.2
		Medium ⁽⁶⁾	32.7	28.2	22.0	20.2	19.5	19.2
		High ⁽⁷⁾	62.1	55.8	46.5	45.6	45.9	45.2
17	Employment by sector (%)	Agriculture	2.0	1.7	1.7	1.7	1.9	1.8
		Industry	18.7	17.8	16.4	17.2	17.6	16.8
		Services	79.2	80.6	81.9	81.2	80.5	81.4
18	Incidence of self-employment (%)		16.3	12.4	15.2	14.4	14.0	13.7
19	Incidence of vulnerable employment (%)		9.8	8.3	11.0	10.2	9.7	9.2
20	Unemployment rate (aged 15+) (%)	Total	12.5	13.0	19.1	23.2	24.1	22.8
		Male	10.4	11.0	17.1	21.2	22.4	20.6
		Female	21.7	22.5	27.0	30.7	30.8	31.4
21	Unemployment rate by educational attainment (aged 15+) (%)	Low ⁽⁵⁾	11.4	11.1	17.4	22.6	22.8	21.0
		Medium ⁽⁶⁾	10.6	10.3	13.1	17.8	18.4	18.2
		High ⁽⁷⁾	16.1	18.6	24.5	26.7	28.5	27.6
22	Unemployment rate (aged 15-24) (%)	Total	28.1	30.8	40.6	46.0	49.3	47.0
		Male	23.8	26.7	36.5	41.6	45.4	43.0
		Female	46.8	53.3	59.0	65.9	67.6	64.2
23	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%)	Total	M.D.	M.D.	36.0	35.4	32.9	M.D.
		Male	M.D.	M.D.	29.3	30.6	28.3	M.D.
		Female	M.D.	M.D.	43.8	41.1	38.3	M.D.
24	Participation in training/lifelong learning (% aged 25-64)	Total	M.D.	M.D.	1.0 ⁽⁴⁾	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	1.2 ⁽⁴⁾	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	0.7 ⁽⁴⁾	M.D.	M.D.	M.D.

	Indicator	2010	2015	2019	2020	2021	2022
25	Human Development Index	0.725	0.718	0.727	0.723	0.720	M.D.

Last update: 07/09/2023

Sources:

Indicators 1, 2, 3, 4, 5, 6, 7: The World Bank, World Development Indicators database

Indicators 7, 10, 11: UNESCO, Institute for Statistics

Indicators 8, 9, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24: ETF calculation on DOS data (LFS online database)

Indicator 12 - OECD PISA 2018 Results (Volume I) Annex B1

Indicator 23 - LFS – Employment and Unemployment Survey

Indicator 25 – UNDP

Notes:

(1) Estimation.

(2) Applies to 2018.

(3) There is no specific question about enrolment in the last 4 weeks. There is only a question about the current status of enrolment of the individual, this question has been adopted to calculate the indicator.

(4) Applies to 2017.

(5) Low – Below secondary level + Illiterate (Low includes vocational apprenticeships without a Secondary Education Certificate).

(6) Medium – Secondary + Intermediate diploma (includes VET).

(7) High – Bachelor's degree and above.

(8) Applies to 2009.

(9) Applies to 2018.

(10) Applies to 2014.

Legend:

C= ETF calculations

N.A. = Not Applicable

M.D. = Missing Data

Annex: definitions of Indicators

	Description	Definition
1	Total population ('000)	The total population is estimated as the number of people having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15–24) (%)	This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15–64 (or 15–74 or 15+).
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	Gross value added by sector (%)	<p>The share of value added from agriculture, industry and services.</p> <p>Agriculture corresponds to ISIC divisions 1–5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.</p> <p>Industry corresponds to the International Standard Industrial Classification (ISIC) tabulation categories C-F (revision 3) or tabulation categories B-F (revision 4), and includes mining and quarrying (including oil production), manufacturing, construction, and public utilities (electricity, gas, and water).</p> <p>Services correspond to ISIC divisions 50–99 and they include value added in wholesale and retail trade (including hotels and restaurants), transport, and government, financial, professional, and personal services such as education, health care, and real estate services. Also included are imputed bank service charges, import duties, and any statistical discrepancies noted by national compilers as well as discrepancies arising from rescaling.</p>
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on his/her everyday life, and understand it. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.

	Description	Definition
8	Educational attainment of total population (aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (aged 18-24) (%) (3)	Early leavers from education and training are defined as the percentage of the population aged 18–24 with, at most, a lower secondary education and who were not in further education or training during the 4 weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0–2 and 3C short (i.e. programmes lasting under 2 years) for data up to 2013 and to ISCED 2011 levels 0–2 for data from 2014 onwards.
10	NET enrolment rates in secondary education (ISCED level 2-3) (%)	This indicator covers the enrolments in a given level of education of children/youths belonging to the official age group corresponding to the given level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case, upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
13	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called ‘labour force’) is defined as the sum of employed and unemployed people. The inactive population consists of all people who are classified as neither employed nor unemployed.
14	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all people who are classified as neither employed nor unemployed.
15	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed people by the population of the same age group. Employed people are all people who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
16	Employment rate by educational attainment (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0–2), Medium (ISCED level 3–4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8).
17	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data are presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
18	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed.

	Description	Definition
19	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the own-account workers and contributing family workers as a proportion of the total employed.
20	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the 4-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, 3 months).
21	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, 3 months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: low (ISCED level 0–2), medium (ISCED level 3–4) and high (ISCED 1997 level 5–6, and ISCED 2011 level 5–8).
22	Unemployment rate (aged 15–24) (%)	The unemployment rate represents unemployed people as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed people comprise those aged 15–24 who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the 4-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, 3 months).
23	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.
24	Participation in training/lifelong learning (% aged 25–64)	Participants in lifelong learning refers to persons aged 25–64 who stated that they received education or training in the 4 weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
25	Human Development Index	The index is a summary measure of average achievement in key dimensions of human development: a long and healthy life, being knowledgeable and have a decent standard of living.

KEY DONOR PROJECTS IN EDUCATION, TRAINING AND EMPLOYMENT

Many donors are active in TVET and employment. A mapping of donors' interventions carried out in 2016 found that there were 38 employment and skills development projects under way in Jordan, with funding of EUR 335 million contributed by a dozen agencies. Many of these programmes are still in the implementation phase or have been extended.

In 2022, the TVSDC created a platform and invited all donors and international organisations to feed in their programmes. After more than 6 months since its launch, it seems that many programmes are still missing.

The EU is funding a EUR 65 million programme entitled 'Support to Quality of Education and Technical, Vocational Education and Training (TVET)' to support the implementation of Jordan's Strategic Plan on Education. This programme aims to support quality and access to education and improved governance and management. The goal is also to continue to strengthen the education system databases, provide technical assistance to the Ministry and enhance safe learning environments, targeting the most vulnerable populations. The funding is provided by means of budget support with a technical assistance component.

The Deutsche Gesellschaft für Internationale Zusammenarbeit – GIZ (German Agency for International Cooperation) remains one of the major bilateral cooperation agencies providing support to employment policies in Jordan. Two programmes are worth mentioning: 'Improving Jordan's employment policy to future-proof its labour market' (2020-2024) was commissioned by the German Federal Ministry for Economic Cooperation and Development to provide advice to the MoL on the development of a future-oriented employment policy, to facilitate dialogue between those involved on employment policy in general and in particular on future work practices, and to support the scaling-up of successful approaches for promoting sustainable employment. 'Employment Promotion' (2016-2022), is implemented by the GIZ to build capacity and strengthen structures for employment promotion among key stakeholders at local, regional and national level. It supports the expansion of labour market policy measures such as job-matching services for both public and private providers and offers assistance for self-employment.

ABBREVIATIONS

AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
DOS	Department of Statistics
ENABEL	Belgian Development Agency
EMIS	Educational Information Management System
GDP	Gross domestic product
ILO	International labour organisation
ISCED	International Standard Classification of Education
JOD	Jordanian dinar
MoE	Ministry of Education
MOHESR	Ministry of Higher Education and Scientific Research
MoL	Ministry of Labour
NEET	Not in employment, education or training
NQF	National Qualification Framework
NSHRD	National Strategy for Human Resource Development
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International Student Assessment
TVET	Technical and vocational education and training
TVSDC	Technical and Vocational Skills Development Commission
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
VTC	Vocational Training Corporation

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