

# NATIONAL QUALIFICATIONS FRAMEWORK – JORDAN

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# 1. INTRODUCTION

Jordan's National Qualifications Framework (the JNQF) was adopted in law in January 2019.

The JNQF is a 10-level, learning outcomes-based, comprehensive, framework spanning qualifications from general education, TVET and higher education.

The Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) has overall responsibility for the NQF.

Jordan is a member of the Arab Qualifications Framework (AQF) and the Gulf Qualifications Framework (GQF).

Legislation is adopted, governance structures are functioning, and qualifications are being allocated to the NQF. However, other important measures for the full implementation of the JNQF, including implementation of validation of non-formal and informal learning (VNFIL), and development of pathways for progression and mobility are not yet operational. Jordan's NQF is therefore at the activation stage.

## 2. NATIONAL CONTEXT

### 2.1 Policy context

Jordan has a population of 11.5 million, which is growing rapidly and is predominantly young - almost 70% of the country's population are under 30 years old.

Jordan's labour market is characterised by a very low activity rate. It continued its gradual decline to 32.6% in Q3 2023, down from 39.2% in 2017, driven by male and female participation declines. Despite the lower labour market participation, unemployment rose to 22.3% in Q3 2023, still well above the pre-COVID-19 average of 15.1% (2012-2019), with youth unemployment at 46.1% after reaching a historic peak of 50% in late 2020 (World Bank, 2024a)

Other features are high levels of young people not in employment, education and training (NEETs) and high unemployment among the tertiary-educated.

Public administration is the single biggest employment provider in the country, absorbing 26% of the workforce. Posts in the public sector are much sought after, given the above-indicated high unemployment levels. Most enterprises are micro and small enterprises with fewer than 20 employees.

Secondary education splits into academic and vocational streams and ends with the Tawjihi – the national secondary certificate exam. Only students who pass the Tawjihi are eligible to move on to higher education.

Upper secondary VET enrolment is low - in 2017, only 14% of upper secondary students were pursuing vocational programmes, while students enrolled in VET-oriented community colleges represented only under 10% of those enrolled in universities. Very few TVET and college graduates progress to higher education programmes. VET suffers from a poor image.

VET is delivered in three main subsystems:

- the Vocational Training Corporation (VTC), a semi-autonomous governmental institution, governed by a board of directors headed by the Minister of Labour. VTC delivers initial vocational training programmes in vocational centres at semi-skilled, skilled and craftsman levels. VTC also offers continuing training.

Similar programmes are also offered by the National Employment and Training Company (NET) and the United Nations Relief and Works Agency (UNRWA):

- the Ministry of Education provides vocational education programmes which last two years at secondary education level.

- technical education is provided by community colleges managed by the Al-Balqa' Applied University (BAU), which offer:
  - vocational training programmes for students who have completed secondary education (with or without the Tawjihi) that last 1 or 2 years;
  - technical education programmes of 2-3 years in duration for students with the general secondary certificate, the Tawjihi.

Similar programmes are also provided in the army.

The TVET system in Jordan is dominated by public providers. There are private VET centres and schools that offer training in a wide range of specialisations, although very few have been accredited, and their precise number is unknown.

A major re-structuring of VET governance was initiated in 2019 - the Technical and Vocational Skills Development Commission (TVSDC) was established by law in an attempt to integrate the governance of the fragmented TVET sector. It plays a key role in implementing the NQF in the country's TVET sector.

### Education and Training reform

Political commitment to the JNQF remains constant as evidenced in the national or sectoral strategies launched and implemented (some concluded) in recent years, which include measures and objectives applicable to the JNQF. Some are dedicated singly to the NQF, others encompass projects, measures and outputs that contribute to the NQF's development via e.g., seeking to apply broader lifelong principles, or increased accreditation of VET providers.

The Strategic Plan for the Implementation of the National Qualifications Framework 2019-2023<sup>1</sup> includes measures to develop or foster: regulations to manage and implement the NQF; unified standards for qualifications; a common methodology for the inclusion of qualifications in the NQF; a common system to accredit providers; a comprehensive national database for all validated qualifications; training of target groups; and awareness-raising of the JNQF.

Within the Smart Jordan plan, the Economic Modernisation Vision refers to using the NQF to reform the higher education and TVET sub-sectors. AQACHEI, which has overall lead of the JNQF, is responsible for applying the standards for the placement of academic, vocational, and training qualifications in JNQF. Further, the Vision is linked to the TVSDC Strategic Plan 2024 – 2027<sup>2</sup>, which has set up several JNQF-related projects, including on establishing a unified database for JNQF, and developing a system for VNFIL.

In TVET, the National Strategy for Technical and Vocational Education and Training 2023 – 2027<sup>3</sup> aims to: raise the numbers of both accredited providers and validated qualifications eligible for placing in the JNQF; support TVET providers in designing their curricula to align to the JNQF level descriptors; facilitate permeability for mobility between different education tracks; and develop and implement a system for accreditation and certification in the TVET sector.

## 2.2 NQF legal basis

<sup>1</sup> Strategic Plan for the Implementation of the National Qualifications Framework 2019-2023, <https://jnqf.heac.org.jo/?v=5.20.10.28.2&url=en/Documents?MenuID:10078,DocumentID:4>

<sup>2</sup>

<https://tvsc.gov.jo/Ar/List/%D8%A7%D9%84%D8%A7%D8%B3%D8%AA%D8%B1%D8%A7%D8%AA%D9%8A%D8%AC%D9%8A%D8%A7%D8%AA>

<sup>3</sup> Jordan National Strategy for Technical and Vocational Education and Training 2023 – 2027, <https://tvsc.gov.jo/Ar/List/%D8%A7%D9%84%D8%A7%D8%B3%D8%AA%D8%B1%D8%A7%D8%AA%D9%8A%D8%AC%D9%8A%D8%A7%D8%AA>

The Government adopted Bylaw number 9 on the National Qualifications Framework in January 2019<sup>4</sup>It provides the legal basis for the Jordanian NQF. No update or modification has been made since.

The following secondary legislation on the NQF has been adopted to facilitate the NQF's implementation:

- Instructions for listing the qualification-awarding institutions and the education and training providing institutions on the JNQF.
- Instructions for the Placement of National Academic and Vocational Qualifications in the JNQF.

These legal acts support development of the NQF in the TVET sector:

- Technical and Vocational Skills Development Commission Law No. 19, 2019<sup>5</sup>.
- Accrediting TVET providers bylaw No. 19, 2020<sup>6</sup>.
- Sector Skill Councils Bylaw No. 12, 2023.
- TVET Qualifications and Certificates equivalency Bylaw No. 20, 2020.
- Instructions on TVET Institutions and Qualifications, listing and placement in the JNQF<sup>7</sup>.

### 3. NQF OBJECTIVES AND FUNCTIONS

The NQF is intended to:

- facilitate recognition of all forms of learning.
- improve the quality of qualifications by introducing standards and adjusting education and training programmes to learning outcomes in line with the JNQF level descriptors.
- attract more students to VET pathways.

The framework should also encourage the development of CVET provision, in particular higher-level TVET courses, which in turn is expected to attract more students to TVET.

## 4. LEVELS, LEARNING OUTCOMES AND QUALIFICATIONS

### 4.1 NQF structure and level descriptors

The Jordanian NQF consists of 10 qualifications levels.

General level descriptors are used for all types of qualifications. They are grouped under three domains:

- knowledge.
- skills.

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<sup>4</sup> ETF, 2020, Torino Process 2018-2020 Jordan – national report, <https://openspace.etf.europa.eu/trp/torinoprocess-2018-2020-jordan-national-report>

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<https://tvsc.gov.jo/Ar/List/%D8%A7%D9%84%D9%82%D9%88%D8%A7%D9%86%D9%8A%D9%86>

<sup>6</sup>

<https://tvsc.gov.jo/Ar/List/%D8%A7%D9%84%D8%A7%D9%86%D8%B8%D9%85%D8%A9>

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<https://tvsc.gov.jo/Ar/List/%D8%A7%D9%84%D8%AA%D8%B9%D9%84%D9%8A%D9%85%D8%A7%D8%AA>

- competencies.

## 4.2 NQF scope and coverage

The NQF encompasses all levels and types of qualifications from general education, vocational and technical education and training, and higher education.

Academic qualifications include both the general education and the higher education qualifications. The General Education qualifications include preschool, basic education and the academic general secondary education certificates, literacy certificates, and equivalent qualifications obtained from prior learning.

Higher education qualifications include the intermediate university certificate, bachelor certificate, the higher diploma, master certificate, various medical specialties, and doctorates.

Vocational qualifications include vocational training certificates, semi-skilled certificates, skilled certificates, craftsman level certificate, and the vocational general secondary education certificate.

### Types of Qualifications

NQF levels	Qualifications
Level 1	vocational training certificates
Level 2	TVET certificate Level 1
Level 3	TVET certificate Level 2
Level 4	General secondary education certificate - academic and vocational high school diplomas; craftsman-level certificates
Level 5	Vocational diploma (post-secondary community colleges of 1–2-year training programme)
Level 6	Diploma; Technical; Intermediate diploma (community colleges of 2-3 year training programme)
Level 7	Bachelor's Degree
Level 8	Higher Diploma (type 1)
Level 9	Master's Degree medical specialties, specialized training
Level 10	Doctorate, PhD; medical specialties

Source: AQACHEI website

Those listed above in the text and in the table are described as major qualification types. The JNQF bylaw 2018 defines three further types: subsidiary, supplementary, and special qualifications. These are considered micro-credentials, qualifications that can be provided either within or outside the formal education and training system.

Therefore, it can be said that the JNQF is *in principle*, as allowed for in the bylaw, open to qualifications awarded outside formal education. However, so far there are no specific plans published, regulations adopted, or manuals available, to enable and facilitate the placement of such qualifications in the JNQF.

However, the 2024 AQACHEI annual report appears to point favourably towards their near-future inclusion, alluding to the agency's ongoing cooperation with relevant institutions and providers in developing criteria for placing micro-credential certificates. Such criteria would ease the door open to the inclusion of partial qualifications in the JNQF.

So far, no international qualifications are placed in the JNQF.

Currently, the NQF is not open for the allocation of modules or units of learning outcomes. However, this may change - QACHEI's plans to implement VMNFIL, and already-mentioned nod towards micro-credentials, is expected to result in inclusion of modules or units of learning outcomes in the JNQF.

### 4.3 Use and renewal of learning outcomes and standards

Currently, most qualifications are defined by inputs, rather than learning outcomes. Likewise, the application of standards and learning outcomes in training and assessment has so far been inconsistent. However, the growing number of qualifications in the JNQF signals progress.

The implementation of the NQF is intended to reinforce the outcomes orientation of the Jordanian education and training system. Accordingly, the NQF bylaw specifies that AQACHEI has the mandate to “audit, verify and evaluate learning outcomes” of qualifications. Qualifications have to be described in the language of learning outcomes and should comply with the defined level descriptors to be registered in the JNQF.

In MoE, curricula and learning are developed by the National Centre for Curricula Development. Under the new TVSCD Law, the process of programme development for vocational secondary education has to be coordinated with the TVSDC and should consider sector requirements and labour market needs.

In higher education, several quality assurance standards and criteria, pertaining for example to programme development, assessment and evaluation, explicitly refer to learning outcomes. Learning outcomes are listed in the documents describing modules. However, teaching and assessment practices tend to focus on learning content rather than outcomes<sup>8</sup>.

Selected key and transversal competencies are incorporated in some of the education and training programmes across the whole qualification system but there is no coherent framework for their consistent application.

A major shift towards describing, delivering and assessing the qualifications based on learning outcomes is yet to materialise as the concept is still relatively new to education personnel. Proper implementation of learning outcomes will require intensive capacity building activities. Teachers and instructors are frequently unfamiliar with modern teaching methods and lack sufficient industry experience.

### 4.4 Quality assurance arrangements

AQACHEI, TVSDC, and MOE are the institutions responsible for the quality assurance of education and training qualifications. TVSDC was founded partly with the intention of bringing more consistency among the various education sectors in how they design and apply quality assurance in the qualification system.

The NQF should introduce common policies for quality assurance, in programme and institutional accreditation, and in validation of qualifications. Based on TVSCD law 3, additional bylaws were adopted in 2020:

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8 British Council, Mapping the Jordanian Learner's Journey, <https://www.britishcouncil.jo/sites/default/files/mapping-the-jordanian-learner-journey-full-report.pdf>

- bylaw no.15 on requirements for vocational trainers and supervisors and their classification and ranking.
- bylaw no. 19 on accreditation of TVET providers.
- bylaw no. 20 of 2020 on approval of qualifications and certificates.

The Ministry of Education oversees the standards and accreditation for general education, including for the general education qualifications at JNQF levels 1- 4.

In TVET, TVSDC coordinates quality assurance for vocational qualifications at NQF levels 2 – 5. TVSDC is currently in charge of accrediting, supervising and evaluating programmes in secondary vocational education, vocational training and technical and continuing training. Sector Skills Councils are contributing to the greater relevance of vocational qualifications via their role in developing occupational stands and the qualifications themselves.

AQACHEI is responsible for the quality assurance of academic and technical education qualifications at JNQF levels 6 -10. It uses quality assurance standards for programmes that include eight unified criteria and accompanying sub-criteria with indicators that require evidence provision. The standards cover elements such as use of learning outcomes and feedback from students and employers regarding the education outcomes.

Further, AQACHEI has a broader overarching QA function. Bylaw No. 9 of 2019 requires all qualification-awarding bodies and providers to apply to them for the accreditation of their institutions and the placement of their qualifications within the JNQF.

AQACHEI has issued detailed guidance and manuals which specify the quality assurance measures to be applied in the levelling of institutions' qualifications in the JNQF<sup>9</sup>. Criteria for admission includes identified demand; compliance with guidance on volume of units of the qualification; design specifications for qualifications; assessment methods; progression opportunities etc.

JNQF Directorate within AQACHEI reviews the applications. For VET qualifications submissions, TVSDC first verifies applications to place VET qualifications before passing them to AQACHEI.

Based on the respective technical committee report, TVSDC can either approve a qualification for placement where it meets all criteria; grant initial approval in cases where most but not all criteria are met, allowing the applicant provider to amend the qualification specifications; or reject the request.

## 5. INSTITUTIONAL ARRANGEMENTS AND STAKEHOLDER INVOLVEMENT

### 5.1 Governance and institutional arrangements for the NQF

AQACHEI has, mandated by the 2019 legal act, overall responsibility for the JNQF, as the *coordinating body*.

Both AQACHEI and TVSDC are mandated by the 2019 legal act to implement the framework *day to day* i.e., managing its operations. Both bodies are autonomous state agencies, permanently established.

For now, these are two separate bodies, but a unification may occur - the Public Sector Modernisation Roadmap 2022–2025 outlines the merger of AQACHEI and TVSDC into a unified entity. A draft law facilitating this unification has been developed and is currently progressing through the legislative process.

<sup>9</sup> Qualification placement instructions:  
<https://jnqf.heac.org.jo/?v=5.20.10.28.2&url=ar/Documents?MenuID:10078,DocumentID:4>

AQACHEI has a dedicated directorate for the NQF, while its annual budget is part of AQACHEI's overall budget. It still has only one full-time staff member working on day to day operational and administrative matters and is thus dependent on other AQACHEI staff and technical committees composed of experts from stakeholder institutions, especially the universities.

AQACHEI's tasks, partly touched on in the quality assurance section above, include registering qualifications in the NQF, accrediting awarding bodies, developing procedures for entry and progression routes, and developing standards and criteria for quality assurance, and for recognition of prior learning. It is also responsible for development of procedures for eventual levelling of foreign qualifications to the framework and aligning the framework with international and regional frameworks.

TVSDC is in charge of developing TVET-related policies, plans and laws; approving occupational and programme standards; accrediting and supervising TVET providers and programmes e.g., those provided by the VTCs and the community colleges; developing standards for recruitment and professional development of TVET teachers and instructors; collaboration and partnership with the private sector; organisation of occupational tests to recognise prior learning, plus recognition of foreign TVET qualifications.

## 5.2 Roles and functions of actors and stakeholders

The TVSDC is overseen by a Council chaired by the Minister of Labour. The members of the Council include the Minister of Education, the Minister of Higher Education, the president of AQACHEI, a representative of the Crown Prince Foundation and industry representatives including from the tourism, trade, construction, communication and health sectors. Private sector representatives account for 60% of Council members. The Council does not include the trades unions.

The Vocational Training Corporation (VTC), a semi-autonomous governmental institution, is governed by a board of directors headed by the Minister of Labour. Its members include representatives from the government, civil society and the private sector.

Employers are increasingly involved in implementing the NQF via the Sector Skills Councils (SSCs). These Councils play a consultative role, identifying skills needs, and from there, supporting development of occupational standards and vocational qualifications. The SSCs comprise employer and trades union representatives from the respective economic sectors, plus government officials from relevant ministries.

Fifteen Sector Skills Councils have been established. International organisations have been supporting the Councils in the water and energy, ICT, logistic, tourism, garments, furniture and chemical sectors.

Involvement of employers in the Skills Councils has been increasing, albeit it remains consultative rather than cooperative for the time being. That said, some employers have been advocating to move from their current consultative role to a more cooperative dialogue whereby they are engaged in decision-making with government.

# 6. RECOGNITION AND VALIDATION OF PRIOR LEARNING

## 6.1 Recognising and validating non-formal and informal learning and learning pathways

NQF bylaw No. 19 authorises award of qualifications via validation of non-formal and informal learning. AQACHEI has developed implementation guidance, though, so far, no qualifications have been awarded via VNFIL.

In VET, TVSDC assesses candidates who seek qualifications via the VNFIL route against occupational tests, which comprise both theoretical and practical components. These processes are, for now, limited

to applicants seeking qualifications linked to the first three occupational levels within the 5-level technical skills levels ladder adopted by the Jordan Standard Classification of Occupations. These three levels are Semi-skilled, Skilled, and Craftsman (see the table above, they are at, respectively JNQF Levels 2, 3, and 4).

Such certificates obtained through validation can be used as evidence to support both job applications and requests to access training programmes. But it should be noted that these processes are not yet linked with the qualifications levels of the JNQF.

## 6.2 Promoting lifelong learning

Learner mobility between different education sub-systems in Jordan is limited but new initiatives have been proposed to remedy the situation.

After leaving primary school, pupils are streamed into academic or vocational tracks based on their scores. The highest-scoring go to general education, the rest to vocational education or VTC programmes.

The general education and vocational education programmes under MoE end with the General Secondary Education Certificate, or GSEC or Tawjihi, examination. Students' results in the Tawjihi determine whether the students will be admitted to the university, which university can they enrol in, and which programmes they can study.

Students of VTC programmes do not typically pass the Tawjihi and have generally had limited opportunities for further learning.

Community colleges accept students with the Tawjihi. Students who have passed the Tawjihi can access technical level courses that end with national comprehensive exams, called Al Shamel. A high score in the Al Shamel exams opens the door to higher education. Only 5% of community college graduates access universities.

The centralised system does not leave much space for career choices based on information from the labour market career opportunities in different occupations. VET programmes are associated with the stigma of academic underachievement and jobs that do not assure decent conditions and wages. Limited progression pathways offered by the VTC programmes make them the least preferred option by students and their families.

# 7. NQF IMPLEMENTATION AND IMPACT

## 7.1. Stage of implementation

JNQF is in the activation stage.

The NQF is legally adopted. The two principal coordinating and implementing bodies, TVSDC and AQACHEI, are established and functioning, carrying out key NQF-related operations such as institutional and programme accreditation.

For now, only HE qualifications are placed in the framework, spanning NQF levels 6 to 10. That said, the number is high - by the end of 2024, a total of 1,076 qualifications were placed in the JNQF<sup>10</sup>.

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<sup>10</sup> These were distributed like so: 442 qualifications at Level 6, intermediate diploma; 567 qualifications at Level 7, bachelor degree; 60 qualifications at Level 8, master's degree; 5 qualifications at Level 9, higher diploma; 2 qualifications at Level 10, doctorate.

## 7.2 Indicating NQF/RQF levels

Levels are not yet indicated on certificates and other qualification documents.

## 7.3 NQF dissemination

AQACHEI developed a Strategic Media Plan for the JNQF for the period 2020 – 2023. This was ambitious in its proposed reach - targets were trainees, parents, education/ training providers and awarding institutions' staff, trades unions, employers' associations, accreditation and quality assurance institutions; and broad in its range of media planned e.g., posters, workshops, a logo, newsletters meetings, brochures, advertisements etc. However, it had to be abandoned due to a shortage of resources.

## 7.4 qualifications databases and registers

Development of the JNQF national register has not started yet. However, AQACHEI registers the qualification placed in the JNQF by issuing an identity profile for each qualification, which includes information about the qualification such as its title, type, class, level, education field, awarding institution, and credited hours.

## 7.5 Use of NQF in recognition of qualifications

The NQF bylaw attributes responsibility for international recognition of qualifications to AQACHEI. Currently each of the bodies in charge of the respective education sub-systems implements its own procedures for recognition. MoHE and TVSCD both issue certificates confirming the equivalence of foreign certificates, in higher education and VET, respectively.

The Ministry of Higher Education and Scientific Research carries out the process of recognition of foreign higher education qualifications through its Recognition & Certificates Equivalency Directorate. It runs an on-line service for equivalency requests, provides lists of accredited foreign higher education institutions and procedures for requesting accreditation.

In 2020, TVSDC issued by-law no. 20, which regulates recognition of foreign qualifications in TVET. Applications for equivalency will be processed by a specially-formed Committee. Its tasks include verifying legality of the evidence, including whether the certificate allows the holder to practise the related occupation in the country where the qualification was awarded, verification of the programme level and training hours. and its comparison with the national programmes. An appeal procedure is envisaged.

## 7.6 Career guidance and counselling

There is some evidence that some careers advisers use the NQF levels and associated qualification types and occupational profiles to guide clients in assessing potential career paths<sup>11</sup>.

## 7.7 Awareness and use of the NQF

Awareness of the JNQF among education and training providers and awarding institutions is high at the administrative levels, and with those of their staff charged with arranging requests for accreditation and/or to place qualifications in the framework.

But among learners, employers, and the public, awareness remains low. Reasons are several: implementation proper i.e., inclusion of qualifications in the framework's levels etc. is relatively recent. Certificates do not yet bear NQF levels. VNFIL is under development by specialists but is little heard of beyond.

Job adverts do not include the required JNQF level.

SSCs have been the principal means by which labour market and education and training system actors have been brought together.

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11 National Career Development Support System, Review Report (ETF, 2024).

## 7.8 Monitoring and evaluating the NQF

No evaluation of the framework has been conducted to date.

## 7.9 Impact of NQF

Jordan's NQF is in the early stages of implementation. As mentioned, more than a thousand qualifications appear in the framework's levels. These comply with quality assurance requirements, notably that they are written in learning outcomes. This is expected to promote the concept of using outcomes not only at the institutional level but also among staff and tutors who participated in the qualification design and its delivery.

As indicated above the permeation of outcomes is slower among VET qualifications and slower still in curriculum design and the training of teachers to apply outcomes.

However, HEIs have used the NQF level descriptors as a reference when developing programmes. In some cases, this process has revealed gaps in learning content and volume that used to be determined independently by each subject's lecturer or tutor.

It is too early in implementation to really affirm that the NQF is delivering on goals of boosting transparency of qualifications or facilitating lifelong learning e.g., via transfer across disciplines or access to VNFIL.

# 8. REFERENCING TO REGIONAL FRAMEWORK / OTHER FRAMEWORKS

## 8.1 Referencing to regional frameworks

Jordan participates in two regional qualifications frameworks (RQFs), the Arab Qualifications Framework (AQF) and the Gulf Qualifications Framework (GQF).

Referencing processes are still being developed, so no member country of either of these RQFs has yet referenced or linked its NQF to the respective RQF(s).

The AQF is being developed by the Arab Network for Quality Assurance in Higher Education, the ANQAHE. Jordan is a member of ANQAHE, along with Morocco, Tunisia, Egypt, Oman, United Arab Emirates, Qatar, Bahrain, Kuwait and Saudi Arabia.

It is intended to support transparency and recognition of the respective national qualifications within the RQF and externally with other RQFs and NQF and to promote quality of qualifications. Currently, only the Higher Education levels (Levels 4 to 10) are populated, but the countries plan to include VET qualifications.

The GQF seeks to facilitate labour mobility and mutual recognition of qualifications. The GQF is an instrument of the of the Gulf Cooperation Council, GCC, whose members are Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates. A blueprint for a 10-level meta-QF has been agreed, but not formally approved. There is significant migration by Jordanians to this region.

Additionally, the EQF now provides for third countries to seek comparison of their NQF with the European Qualifications Framework (EQF). Jordan may request such an exercise in future, once it has reached a level of development indicated in the comparison criteria defined by the European Commission.

AQACHEI is a member of the European Association for Quality Assurance in Higher Education (ENQA)<sup>12</sup>.

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<sup>12</sup> AQACHEI annual report 2021

<https://heac.org.jo/Ar/List/%D8%A7%D9%84%D8%AA%D9%82%D8%A7%D8%B1%D9%8A%D8%B1%D8%A7%D9%84%D8%B3%D9%86%D9%88%D9%8A%D8%A9>

## 8.2 International cooperation

Jordan's prominent cooperation partners in developing the JNQF have included the EU, the UN, the UK, and Germany.

GIZ, and the British Council supported early initiatives to develop the NQF, holding workshops to raise stakeholder awareness and so on.

More recently, UNESCO has been running the project "Transforming Technical and Vocational Education and Training (TVET) in Jordan Project" (2024 – 2027).

Jordan's Ministry of Planning and International Cooperation (MOPIC) has recently entered into the following partnerships:

- Promoting Quality of inclusive Education, with GIZ.
- Support to the National Strategic Education Plan 2018 – 2025, with Canada.
- Technical and Vocational Training for All in Jordan, with the EU.

ILO has supported the recognition of prior learning and certification for Syrians and Jordanians in the construction, confectionary and garment sectors.

TVSDC has developed a donor coordination strategy to be adopted for the period 2019-2025.

ETF has advised on the JNQF's development over the years, run the Torino Process which monitors and evaluates VET reform, and coordinates its own Forum for Quality Assurance in Vocational Education and Training. ETF is also working with the European Bank for Reconstruction and Development (EBRD) to design a skills strategy for the tourism sector.

## 9. REFLECTIONS AND PLANS

The Jordanian NQF remains a loose framework – each education subsystem oversees criteria for qualifications development, delivery and assessment in its sector. Integration of TVSDC with AQACHEI - which is expected to unify accreditation standards and enhance quality control across HEIs and VET providers - should reduce the overlap of resources and efforts in implementing the JNQF.

For the NQF to play a role in building confidence in the country's qualifications, the institutions responsible for development, revision, approval and registering of qualifications have to be strengthened and properly resourced. Currently, only one expert at AQACHEI has time specifically allocated to NQF development.

Sustained and substantial investment in teaching and learning will be necessary to assure consistent application of learning outcomes-based approaches to qualifications. To reach people directly, including to inform programme, qualification and career choices, authorities should develop an integrated register of qualifications and launch communication campaigns.

Several enabling factors in the implementation of the NQF so far can be identified:

- a persistent political commitment towards the JNQF, notably its inclusion in the principal national HR, development, and education and training strategies.
- the legislative framework, mainly the 2019 bylaw, which specifies quality criterion for provider accreditation and validation of qualifications, and, broadly, use of outcomes.
- the sector skills councils and their role in identifying labour demand and so associated skills and qualifications required.

Main current challenges/barriers for the NQF have been:

- a shortage of resources required for implementation of the JNQF.

- low stakeholder awareness.
- need for capacity development for some education and training providers and awarding institutions', in preparing qualifications for admission to the JNQF.

In its annual report 2024 AQACHEI identified priorities as being:

- the acceleration of placing general and VET qualifications in the NQF.
- development of criteria for micro-credential certificate.
- development and adoption of required tools to implement a national VNFIL system.
- establishment of a qualifications database for the JNQF.

## ABBREVIATIONS

AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
BAU	Al-Balqa Applied University
CAQA	Centre for Accreditation and Quality Assurance
DACUM	Developing a Curriculum Method
ESP	Education Strategic Plan
EU	European Union
GSEC	General Secondary Education Certificate (Tawjihi)
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
HRD	Human Resources Development
ILO	International Labour Organization
MoE	Ministry of Education
MoHESR	Ministry of Higher Education and Scientific Research
NET	National Employment and Training Company
NQF	National Qualification Framework
RQF	Regional Qualifications Framework
TASESIP	Technical Assistance, Skills for Employment and Social Inclusion Programme
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
VTC	Vocational Training Corporation
BC	British Council
JNQF	Jordan National Qualification Framework
RPL	Recognition of Prior Learning
LM	Labour Market
LLL	Lifelong Learning
MoL	Ministry of Labour

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