

# **NATIONAL CAREER DEVELOPMENT SUPPORT SYSTEM REVIEW REPORT JORDAN**

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- Jordanian Society for Vocational Rehabilitation
- Technical and Vocational Skills Development Commission (TVSDC)
- UNESCO
- Business Development Centre (BDC)

# CONTENTS

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<b>ACKNOWLEDGEMENTS</b>	<b>3</b>
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<b>CONTENTS</b>	<b>4</b>
-----------------	----------

---

<b>INTRODUCTION</b>	<b>6</b>
---------------------	----------

---

<b>METHODOLOGY</b>	<b>8</b>
--------------------	----------

---

<b>1. CONTEXT AND SYSTEM OVERVIEW</b>	<b>9</b>
1.1. Context	9
1.2. System overview	10

---

<b>2. POLICY FRAMEWORK</b>	<b>13</b>
----------------------------	-----------

---

<b>3. COORDINATION AND COOPERATION</b>	<b>16</b>
3.1 Key civil society stakeholders	17
3.2 Cooperation with international donor / cooperation institutions	18

---

<b>4. MAIN SERVICES AND ACTIVITIES</b>	<b>20</b>
4.1. Education, training and work-based learning for youth	21
4.2. Support to unemployed and NEETs	25
4.3. Workers / Employed	26

---

<b>5. FUNDING</b>	<b>28</b>
-------------------	-----------

---

<b>6. ACCESS</b>	<b>30</b>
------------------	-----------

---

<b>7. USE OF TECHNOLOGY</b>	<b>32</b>
-----------------------------	-----------

---

<b>8. QUALITY OF THE PROVISION OF CAREER DEVELOPMENT SUPPORT SERVICES WITHIN A CULTURE OF CONTINUOUS IMPROVEMENT</b>	<b>36</b>
8.1. Standards	36
8.2. Staffing	39
8.3. Quality of data and information	40

---

<b>9. SUMMARY, CONCLUSIONS AND WAY FORWARD</b>	<b>45</b>
9.1. Summary of review results	45

9.2. Conclusions and way forward	46
<b>ANNEX 1</b>	<b>54</b>
Key definitions	54
<b>ANNEX 2</b>	<b>55</b>
List of involved organisations/persons	55
<b>ABBREVIATIONS</b>	<b>56</b>
<b>REFERENCES</b>	<b>58</b>

# INTRODUCTION

Education, training and labour market systems are increasingly challenged by global developments such as new and rapidly changing technologies, the 4th Industrial Revolution, demographic changes, globalization, and climate change. All these have a profound impact on the lives of individuals and on society. The development of technology, especially information and communication technology (ICT), has boosted economic globalisation and opened new opportunities for people, but also new risks. Amidst these developments with uncertain outcomes, some things are for sure: firstly, a fast-evolving world and a changing labour market require individuals to become real lifelong learners, from preschool children to adult senior citizens, to acquire new competences to cope with change and to adapt and further develop existing competences. Secondly, there is a growing demand for valid information related to the changing labour markets and future prospects. This comes with a growing need for supporting people to manage their more frequent and complex transitions within and between education and work.

In this context, there is a greater need than ever for career development support. At the same time, career development support – that is lifelong career guidance, and in particular career education, and career development support for workers of all ages – itself faces challenges in adapting to the new circumstances. Changes in delivery and developing the innovation capacity of career development support services are required to achieve deeper impact and empower individuals to continue professional and personal development after accessing the labour market and manage their own career paths across the entire range of enterprises, from micro and small-sized enterprises to large enterprises. Technology is already having an impact on traditional services, and the concept of career-management skills is increasingly gaining ground, not only in Europe but also on other continents. **To inform national policy and practice and future EU and ETF activities, the current report has been developed.**

This report focuses on Jordan. It extracts information on the career guidance<sup>1</sup> policies and services currently in place. To set the scene for this report, a definition of career guidance is provided, taken from the joint statement ‘Investing in career guidance’ of the EU and UN institutions and agencies:

‘Career guidance describes the services which help people of any age to manage their careers and to make the educational, training and occupational choices that are meaningful for them. It helps people to reflect on their ambitions, interests, qualifications, skills and talents – and to relate this knowledge about who they are to who they might become in life and work. Individuals, families and communities differ in the extent to which they are able to visualise and plan their future. It is an important role of career guidance to address such differences and inequalities.

The overall aim of career guidance is to develop the capacity of individuals to manage their careers (known as ‘career management skills’). It involves a range of connected learning activities that help people to access services, resources and experiences related to employment and further education and training. These include provision of:

- careers education,
- careers information,
- individual and group guidance/counselling,
- skills assessment and psychometric testing,
- engagement with employers, and
- the development of skills needed for job seeking and self-employment.

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<sup>1</sup> In some countries, terms such as ‘career counselling’, ‘career development’, ‘careers information, advice and guidance’, ‘vocational counselling’ or ‘vocational guidance’ are used to refer to the range of activities included here within the term career guidance.

Career guidance is delivered face-to-face, at a distance or in a blended mode. Guidance is provided to people in a wide range of settings: primary and secondary schools and vocational training centres, tertiary and higher education institutions; public and private employment services; public and private career guidance centres; in workplaces, trade unions, NGOs and professional bodies as well as in local community settings. Career guidance is important within educational provision, skills development, social protection measures and active labour market policies.

Career development is a continuous process throughout life. It is fundamental to the smooth transitions of young people as they, in ever greater numbers, are presented with choices about continuing education and training and to adults needing to upskill, reskill or to move within the labour market. It is not only the unemployed who are in need of career guidance. Now more than ever, as demand for labour is changing rapidly, it is also relevant to people in work who are looking to move jobs<sup>2</sup>.

At the time of writing this review report, Jordan just finalised its national career guidance strategy with a holistic, lifelong perspective to lifelong guidance across-sectors.

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<sup>2</sup> Cedefop, European Commission, ETF, ILO, OECD, UNESCO (2021): Investing in Career Guidance. URL: <https://www.etf.europa.eu/en/publications-and-resources/publications/investing-career-guidance>

# METHODOLOGY

This report utilizes two means of information and data collection:

First, secondary research methodologies were applied, drawing on a diverse array of reports and documents provided by reputable institutions and organizations operating within Jordan. Secondary research involves analysing existing data and literature rather than collecting primary data through direct observation or interaction with subjects.

The data collection process involves sourcing information from a range of credible sources, including government ministries such as the Ministry of Labour, educational institutions, non-governmental organizations (NGOs), international organizations, and research institutes. These sources offer a wealth of knowledge and insights into various aspects of Jordan's socio-economic landscape, including labour market dynamics, educational policies, youth employment initiatives, and career development policies and services.

Secondly, a focus group was held on 30 April 2024, which included representatives from the Technical and Vocational Skills Development Commission (TVSDC), the Business Development Center, and UNESCO. The focus group provided valuable qualitative insights and facilitated discussions on current challenges, opportunities, and strategic directions for the national career development support system in Jordan.

By synthesizing information from multiple sources, this report aims to provide a comprehensive understanding of the structure and functioning of Jordan's national career development support system. It seeks to analyse the state of play of existing policies and services, to identify gaps or areas for improvement, and offer insights to inform future policy decisions and services aimed at promoting career development and enhancing employment outcomes, with a special focus on youth, in Jordan.

# 1. CONTEXT AND SYSTEM OVERVIEW

## 1.1. Context

This chapter examines various contextual factors influencing career development in Jordan and the potential impact of these aspects on career guidance services. These factors include institutional, political, socioeconomic, demographic, cultural, geographic, and environmental issues. Special attention is given to highlighting gender differences.

**System, Provider, Practitioner Constraints and Particularities.** Jordan's career guidance system is influenced by constraints such as limited funding and resource allocation, particularly in the public sector and the micro and small-sized enterprises. Providers and practitioners face challenges in delivering comprehensive services due to capacity limitations and a lack of standardized practices (International Labour Organization, 2022). Gender disparities exist in terms of access to career guidance services, with women often facing additional barriers such as social norms and cultural expectations.

**Recent Political Orientations Affecting Relevant Services.** Recent political shifts in Jordan have emphasized the importance of youth employment, entrepreneurship, and economic diversification. Government policies are promoting vocational education and training (VET) and supporting micro, small and medium-sized enterprises (MSMEs) to stimulate economic growth and job creation (Jordan Ministry of Labour, 2023). These orientations have a direct impact on career guidance services, as they necessitate a focus on aligning education and training with labour market needs.

**Relevant Economic, Sectoral, or Occupational Dynamics.** Jordan's economy is marked by a significant share of self-employed individuals, informal employment, and high levels of employment in SMEs. Economic challenges include skills mismatch, as graduates from higher academic education and VET programmes may not possess the skills required by the labour market (Jordan Labour Watch, 2021). The public-private cooperation culture is still evolving, affecting the integration of career guidance with industry needs.

**Culture for Public-Public and Public-Private Cooperation and Change Management Culture of Public Institutions.** Jordan's culture for public-public and public-private cooperation is gradually strengthening. Collaborative initiatives between public institutions, NGOs, and private organizations aim to enhance career guidance services and improve alignment with labour market demands (JOHUD, 2023). However, change management culture within public institutions remains a challenge due to bureaucratic constraints.

**Age Structure of Population and Qualification Gaps.** Jordan's population is relatively young, with a high share of youth and young adults. This demographic structure presents both opportunities and challenges for career guidance services. Challenges include that young individuals have difficulties in accessing employment opportunities. High unemployment rates are prevalent among youth, especially for girls. This age group encounters specific difficulties in entering the labour market, indicating a need for targeted interventions to address youth unemployment issues.

**Situation in the Country Related to Employment and Unemployment.** Jordan experiences high youth unemployment, especially among higher education and VET graduates. There is a significant share of young people not in education, employment, or training (NEETs), reflecting a need for targeted career development initiatives (ETF, 2023). Women face lower economic participation rates and higher unemployment rates compared to men, partly due to traditional gender roles and social constraints. High unemployment rates are a significant issue in Jordan, particularly affecting young people aged 15-24 and women. The unemployment rate among young individuals is notably high at 39.2%, with women experiencing a higher rate of 58.6% compared to men at 38.4%. Additionally, there are disparities in unemployment rates based on education levels, with challenges in matching the skills required for employment with the outputs from the current higher academic education and the Technical and Vocational Education and Training (TVET) systems. The weak ability of Jordan's

economy to provide sufficient decent employment opportunities for new labour market entrants further exacerbates the issue of high unemployment rates in the country. Qualification gaps exist due to discrepancies between education and labour market requirements, necessitating better alignment of education with labour market needs and setting up systematic career development programmes, support policies, and services (Jordan Chamber of Industry, 2023). There is a notable disparity between the skills demanded by the labour market and those provided by the current higher academic education and the Technical and Vocational Education and Training (TVET) systems in Jordan. This mismatch contributes to high unemployment rates among graduates. The same holds true for university degree holders, which stood at 25.8% in the first quarter of 2023. Addressing these qualification gaps is crucial to better aligning educational outputs with the skills needed for employment opportunities in the country.

**Influence of Gender Roles, Ethnic Groups, and Religion.** Traditional gender roles influence career decisions, particularly for women, who may face limited opportunities due to cultural expectations. Ethnic and religious diversity in Jordan can also affect career choices, as certain groups may experience different barriers to employment and career development, such as Palestinian Jordanians, Circassians, Chechens, and various religious minorities (Jordan Ministry of Social Development, 2023).

**Particular Ecological Concerns.** Jordan faces ecological concerns such as water scarcity and environmental degradation. These factors influence career development, as there is an increasing focus on green jobs and sustainable practices (Green Economy, 2023). Career guidance services need to reflect opportunities in the green economy.

**Existence of Geographic Isolation and Social Vulnerability Patterns.** Most people in Jordan live in urban areas. According to the World Bank, in 2020, approximately 91.6% of Jordan's population lived in urban areas while rural and remote regions experience social vulnerability and geographic isolation. Individuals in these areas may have limited access to career guidance services and fewer opportunities for employment (Jordan Youth Innovation Forum, 2023). Efforts to expand access and services to these regions are crucial for inclusive career development support. Poverty in Jordan varies across governorates, with rates ranging from 11% in Amman to 27% in Ma'an. Marginalized Jordanian minorities and a significant number of registered Syrian refugees, around 86%, live below the poverty line. Rural areas tend to experience higher poverty rates, and refugee children often rely on international assistance for basic needs. Initiatives such as the Satellite factories project aim to address unemployment challenges, particularly for women in rural areas. Economic disparities in remote regions may be exacerbated by limited access to education and employment opportunities.

## 1.2. System overview

The national career development support system in Jordan has evolved over time to address the country's labour market challenges and support job seekers in making informed educational and career decisions. The Career Guidance and Counselling Section under the Ministry of Labour plays a pivotal role in facilitating these efforts. A historical overview and an exploration of the main service providers within the system will provide an overview:

**History and Major Milestones.** The establishment of the Career Guidance and Counselling Section in 2009 can be traced back to the recognition of the need to bridge the gap between education and employment in Jordan. Over the years, the system has undergone significant development, with key milestones including the formulation of policies aimed at enhancing youth employability, the expansion of career guidance services across educational institutions, and the implementation of collaborative projects with international partners.

The main service providers and responsibilities in the national systems are described below:

## Career Guidance and Counselling Section (Ministry of Labour):

Key Responsibilities:

1. Organizing counselling and awareness sessions at universities and schools to provide information on academic specializations, enrolment requirements, and job opportunities.
2. Conducting awareness workshops for employers to reduce employee turnover rates and enhance their understanding of labour market needs.
3. Offering group and individual career counselling sessions to help individuals recognize their aptitudes, abilities, and personality traits in relation to employment.
4. Setting up dedicated career-counselling pavilions at job fairs to provide guidance and support to job seekers.
5. Enhancing employment and career counselling services provided by employment directorates and sections nationwide.

## Stakeholders and Partners

1. Civil Society Organizations: collaborate with the Career Guidance and Counselling Section to expand the reach of career development initiatives and provide additional support services to youth.
2. Private Sector: engages in awareness workshops and job fairs to facilitate direct interaction between employers and job seekers, fostering better alignment between skills and job market demands.
3. International Partners (e.g. the German Cooperation agency (GIZ), the ILO, World Bank and the International Monetary Fund (IMF), UNICEF, UNESCO): provide technical and financial support for the development of career guidance and counselling strategies and the elaboration/implementation of capacity building and knowledge exchange projects.
4. Public Employment Service: provides employment services and job matching assistance to job seekers, facilitating their access to employment opportunities.
5. Ministry of Education (MoEdu): schools play a crucial role in providing career guidance and counselling services to students, helping them make informed decisions about their future careers and educational paths.

## Technology Integration

The development of the National Employment Platform (Sajjil) in cooperation with the International Monetary Fund (IMF) represents a significant step towards leveraging technology for improved access to employment-related information and guidance services. This platform aims to provide a centralized hub for job seekers and employers to connect, access training resources, and stay informed about labour market trends. Through collaborative efforts, capacity building initiatives, and technological advancements, the national career development support system in Jordan endeavours to bridge the gap between education and employment, enhance youth employability, and contribute to the overall socio-economic development of the country.

## Recent developments

There are recent initiatives and changes in career development support in Jordan. Over the past five years, Jordan has been actively reforming its career development support system, particularly focusing on integrating entrepreneurship education and start-up support into its framework. At the national level, the National Career Guidance and Employment Strategy (NCGES 2018-2023) has been instrumental in guiding efforts to enhance lifelong career guidance services from childhood to adult learning across the country, while also emphasizing the importance of entrepreneurship education. While this strategy failed to deliver identifiable operational outputs, it has paved the way for

the integration of entrepreneurship programmes into educational institutions, fostering an entrepreneurial mindset among students (TVSDC, 2024).

Furthermore, the 'National Strategy for Vocational and Career Guidance and Counselling' (2024 – 2033) was developed and will be led by the TVSDC (a commission that was established in 2019 to manage the technical and financial aspects of TVET management in Jordan) in cooperation with the ILO and the GIZ. This strategy is considered as a crucial component of the Jordanian Economic Modernization Vision (2026-2033), which responds to increasing challenges faced by education, training systems, and the labour market due to global developments and labour changes (ILO, April 2024 – also see below section 2).

Sectorally, reforms in Technical and Vocational Education and Training (TVET) programmes have modernized offerings to align with industry needs, improving graduate employability. Additionally, the establishment of entrepreneurship support programmes and incubators, such as the 'Innovation and Entrepreneurship Support Programme' by the Ministry of Digital Economy and Entrepreneurship, has provided funding and mentorship to start-ups, creating a conducive environment for entrepreneurship. Funding has seen an increase, directing resources towards career guidance centres, entrepreneurship training programmes, and start-up support schemes. Staff training and capacity building have also been prioritized to ensure effective delivery of career guidance and entrepreneurship support services. These comprehensive efforts underscore Jordan's commitment to equipping individuals with the skills and resources necessary for success in their chosen career paths and entrepreneurial ventures.

## 2. POLICY FRAMEWORK

This chapter presents the policy framework for career development support in Jordan, analyzing the integration of career development policies into education, Technical and Vocational Education and Training (TVET), youth, adult learning, and employment policies. The existence of a national strategy to support career development is discussed, highlighting its main features and role in steering career development activities. Additionally, this review investigates whether there is an official definition of career guidance or career development support in Jordan's policy documents. It delves into regulations for career development support institutions and their services, standards for service provision, professionalism, ethical codes, management of career guidance centres, and quality assurance of data and information systems. Furthermore, it explores coordination and collaboration within the public sector and between public-private stakeholders in the context of career development in Jordan.

**Policy Framework for Career Development Support in Jordan.** The policy framework for career development support in Jordan is multifaceted, spanning national, regional, and local levels. Career development policies are formally integrated into various policy areas in Jordan, including education, TVET, adult learning, and employment. At the national level, several laws, policies, and strategies shape the landscape of career development. These notably include the following: The **National Employment Strategy** (NES 2011-2020) is a key document that outlines the government's approach to employment, including strategies to enhance skills development and employability (Ministry of Labour, 2020). NES emphasizes the alignment of education and training programmes with labour market needs, aiming to improve youth employability and reduce skills mismatches (Ministry of Labour, 2020). The **National Education Strategy** (2022-2025) is another significant policy document that integrates career development within the broader framework of education, emphasizing the importance of career guidance and counselling services (Ministry of Education, 2022). While career guidance services are not uniformly mandatory in every school or institution in Jordan, there is a strong push and encouragement from educational authorities for schools, VET institutions, and universities to provide these services to support students in making informed decisions about their future careers. Additionally, the **National TVET Strategy** (2023-2027) focuses on enhancing the quality and relevance of TVET programmes to meet market demands and support career pathways (TVET Council, 2021), while the **National Youth Strategy** (2019-2025) stresses the need to find pathways for employment for the youth, including through self-employment and entrepreneurship.

**National Strategies for Career Development.** Jordan developed two national strategies aimed at supporting career development. The **National Career Guidance and Employment Strategy 2018-2023** (NCGES) is a comprehensive framework that outlines the country's approach to career development support, focusing on youth and adults across the life course. The NCGES emphasizes the importance of career guidance and counselling services, vocational training, and lifelong learning opportunities. It serves as a roadmap for the development of career development support activities and programmes, aiming to enhance employability and support individuals in making informed career choices. The Ministry of Labour is the responsible lead institution for the policy and its implementation. In 2024, a new strategy is waiting official approval: under the lead of the TVSDC, '**The National Strategy for Vocational and Career Guidance and Counselling**' (2024 – 2033) was developed with support from ILO and GIZ. It sets out the key priority activities in this area that aim at supporting professional and career development, enabling individuals to manage their educational, training, and vocational paths in a lifelong perspective in line with Jordan's Economic Modernization Vision (2026-2033). The strategy includes a detailed action plan, which distributes its objectives across four operational phases. The first phase involves immediate action on strategic objectives right after the launch of the National Strategy. The second phase focuses on goals that are preferable to work on after achieving some initial milestones and assessing their impact on target groups. The third phase induces the preparation stage, which involves providing necessary human and material resources (through career guidance and counselling manuals resources). Finally, the sustainability stage entails

ongoing monitoring of activities, initiatives, and projects to ensure the sustained achievement of strategic goals (TVSDC, 2024; ILO, April 2024).

The strategy works with the same definition of guidance as the previous strategy.

**Definition of Career Guidance.** The National Career Guidance and Employment Strategy (NCGES) provides an official definition of career guidance in Jordan. According to the strategy, career guidance is defined as ‘a process that helps individuals make informed decisions about their education, training, and career choices, considering their interests, abilities, and aspirations’ (Ministry of Labour, 2019). This definition serves as the foundation for a shared understanding of career guidance and informs the development of related services and programmes.

**Regulatory Framework and Standards.** The legal framework for career development support in Jordan includes regulations for career development support institutions and their services. The Ministry of Labour oversees the licensing and regulation of career guidance centres, ensuring compliance with established **standards for service provision** (Ministry of Labour, 2019). These standards encompass professionalism, ethical codes, and the management of career guidance centres, aiming to uphold quality and consistency in service delivery. Additionally, **quality assurance mechanisms** are in place to ensure the accuracy and reliability of data, information, and information systems used in career development.

In Jordan, the legal framework also aims to **stimulate strategic staff management policies** in private businesses, especially in micro, small, and medium-sized enterprises (MSMEs). Government policies provide legal incentives for enterprises to offer human resource management activities that develop employees' career management skills, such as individual skill development, training, and strategic staff planning (Ministry of Labour, 2022). For instance, the Industrial Development Directorate within the Ministry of Industry, Trade, and Supply encourages MSMEs to implement training and development programmes (Jordan Industrial Estates Company, 2023).

**Coordination and collaboration** within the public sector and between public-private stakeholders are integral to the success of career development support in Jordan. The **National Career Guidance and Employment Strategy** (NCGES) emphasizes the importance of partnerships between government entities, educational institutions, employers, NGOs, and other stakeholders (Ministry of Labour, 2019). These partnerships aim to leverage resources, share best practices, and enhance the effectiveness of career development support initiatives. Furthermore, **public-private partnerships** play a crucial role in funding and delivering career guidance and employability development services, and contributing to a more holistic approach to career guidance. Such partnerships have materialized since 2019 through the establishment by the TVSDC of (so far) 15 Sector Skills Councils (SSC) in key economic sector industries (ICT, construction, water and energy, agriculture, logistics, garment and leather, plastic and rubber, hospitality and tourism, food, jewellery, and cosmetics). The SSC gather representatives of private sector enterprises, Chambers of Commerce and Industry, trade unions and the Ministry of Labour in order to better engage the private sector to provide labour market intelligence in order to inform the curricula and programmes for TVET and academic education (ILO, 2019, 2020). However, market intelligence is not yet systematically used to inform career guidance.

In **conclusion**, Jordan has established a comprehensive policy framework for career development support, integrating it into various policy areas such as education, TVET, adult learning, and employment. The National Career Guidance and Employment Strategy (NCGES) serves as a guiding document, outlining the country's approach to career development and emphasizing the importance of career guidance services. The regulatory framework ensures professionalism, ethical standards, and quality assurance in career development institutions and services. Coordination and collaboration among public and private stakeholders are encouraged to enhance the effectiveness and reach of career development initiatives.

In Jordan, the Ministry of Labour (MoL) and the TVSDC have developed distinct, yet complementary Career Guidance (CG) strategies aimed at enhancing career development across the country. The MoL's strategy traditionally focuses on employment-related guidance through public employment services (PES), emphasizing job placement and support for individuals entering or re-entering the

workforce. This strategy is pivotal in providing direct assistance to job seekers, aligning their skills with market demands, and facilitating smooth transitions into sustainable employment. Meanwhile, the TVSDC's strategy centres on vocational and technical skills development, integrating career guidance into educational pathways from secondary through tertiary education. This approach ensures that students and trainees acquire relevant competences aligned with industry needs, preparing them for successful careers in various sectors. Together, these strategies operate in parallel, covering lifelong career support across different stages of individuals' professional journeys in different sectors.

Cooperation between the Ministry of Labour and the Ministry of Education (MoE) plays a crucial role in Jordan's career development landscape. This collaboration focuses on several key areas to bridge the gap between education and employment. Firstly, it involves aligning educational curricula with industry requirements to ensure that graduates possess the skills demanded by the labour market. Secondly, both ministries work together to integrate career guidance into school programmes, enhancing students' career awareness, planning abilities, and decision-making processes. Thirdly, policy coordination between MoL and MoE ensures a cohesive approach to career development, facilitating smooth transitions from education to employment for Jordanian youth. Lastly, data sharing on labour market trends and employment opportunities enables informed decision-making in educational planning and career guidance strategies, ensuring that interventions meet current and future labour market demands effectively.

At the school level in Jordan, formal involvement in career guidance is structured to support students in making informed career decisions and preparing them for the workforce. Schools typically employ dedicated counsellors who provide personalized guidance to students, assisting them in exploring career options, identifying their strengths, and setting educational goals. This guidance is integrated into the school curriculum, with activities designed to enhance students' employability skills and readiness for further education or employment. Moreover, partnerships between schools, PES, non-governmental organizations (NGOs), and local businesses enrich career guidance programmes by offering students access to internships, mentorship opportunities, and industry-specific workshops. These types of collaboration ensure that career guidance at the school level is comprehensive, responsive to market needs, and supportive of students' aspirations in Jordan's evolving job market landscape.

### 3. COORDINATION AND COOPERATION

This section outlines the current situation in Jordan related to formal coordination, strategic leadership, governance and cooperation between stakeholders. Promoting coordination, cooperation, and good governance.

In Jordan, the landscape of career development services is facilitated by a diverse array of institutions, organizations, and bodies. Notably, private educational and TVET as well as NGOs such as Injaz and the Business Development Center (BDC) play a pivotal role in providing career guidance and skill-building opportunities to youth of all nationalities. Governmental institutions such as the King Abdullah Fund for Development, the Ministry of Labour, Ministry of Higher Education, Ministry of Education, and Ministry of Youth contribute significantly to the formulation, oversight, and funding of career development initiatives nationwide. Educational institutions, including schools and universities, also play a crucial role in equipping students with the necessary tools and knowledge for career management. Furthermore, the private sector actively participates through initiatives such as social responsibility programmes implemented by large companies. Professional associations, exemplified by the Engineers Association, as well as worker unions, advocate for the career interests and welfare of their members, further enriching the landscape of career development services in the country.

At national level, ad hoc coordination and cooperation between these different stakeholders occur, usually in response to specific projects or initiatives. However, there is no systematic mechanism in place to ensure consistent collaboration.

At local level, on the other hand, there are numerous examples of cooperation and collaboration, ranging from systematic partnerships to ad hoc collaboration. Local NGOs, educational institutions, and government agencies often work together closely to address the unique career development needs of their communities, leveraging local resources and expertise to maximize impact and effectiveness. These types of local collaboration are driven by a shared commitment to supporting youth and fostering economic growth at the grassroots level. At university level, career guidance and alumni offices ensure cooperation with various stakeholders to support career guidance service provision. Partnerships between the public and private sectors, universities, NGOs, and international organizations are set up, job fairs and networking events are facilitating connections between undergraduates, graduates, and potential employers.

Cooperation between schools and PES can facilitate the transition from education to the workforce for young people, but this collaboration often occurs in an ad hoc manner. PES visits to schools are infrequent, with limited systematic engagement observed.

Enterprises in Jordan also actively contribute to career guidance services, particularly for young people in education. Through partnerships with schools and vocational training institutions, enterprises support initiatives such as internships, career events, mentorship and incubation programmes. This collaborative approach not only provides financial support but also fosters valuable industry-school connections (Ministry of Labour, 2019). In secondary schools, cooperation with career guidance centres allows for the integration of career development activities into the curriculum, providing students with practical skills and exposure to different career paths.

In youth centres, partnerships with local businesses and NGOs offer young people access to vocational training programmes, workshops, and job placement services tailored to their needs and interests.

Career guidance centres cooperate with schools, PES, and local businesses to provide comprehensive support to students and job seekers, offering a range of services including vocational assessments, counselling, and job placement assistance. Several key career guidance centres provide valuable support to individuals seeking to explore and develop their careers. The Queen Rania Center for Entrepreneurship (QRCE) offers programmes that foster entrepreneurship and innovation, providing mentorship and training to aspiring business owners. The Jordan Career Education Foundation (JCEF) enhances career education through workshops and counselling,

assisting students across Jordan, including in Amman, in making informed career decisions. Additionally, the Higher Population Council (HPC) operates Youth Career Development Centres throughout Jordan, including in Amman, focusing on career counselling, vocational training, and job placement to empower young people and prepare them for the workforce. These centres play pivotal roles in guiding individuals through their career development journeys. These career guidance centres are typically located within municipalities or accessible from major cities such as Amman in Jordan. While specific centres may not always be directly within the city centre of Amman, they are often strategically positioned to serve urban and suburban populations effectively.

In **conclusion**, in Jordan a diverse array of institutions, organizations, and bodies contribute to the landscape of career development services, each with its distinct vision and goals. While there is a shared understanding among policymakers and stakeholders across sectors regarding the importance of career guidance services, distinctions exist in their approaches and emphasis. Overall, while there is alignment in the overarching goal of enhancing career opportunities and readiness for individuals in Jordan, each sector's initiatives reflect its unique priorities, resources, and expertise. **Collaboration and coordination among these diverse stakeholders are crucial** to ensuring holistic and effective career development support services that meet the evolving needs of the labour market and support individuals and their families.

### 3.1 Key civil society stakeholders

The **Jordan Career Development Association (JCDA)** is a prominent NGO based in Jordan, focusing on enhancing career development through a range of services and initiatives. They provide career counselling, guidance, and training to individuals at different stages of their careers, supporting them in career planning, job search strategies, and skills development. JCDA also conducts workshops and seminars to build the capacity of career counsellors and professionals, advocates for the importance of career development, and publishes research on relevant issues. Membership in JCDA typically includes professionals in career guidance, educators, researchers, and others committed to promoting effective career development practices in Jordan. As an NGO, JCDA plays a vital role in supplementing educational and professional services, contributing to the advancement of career readiness and opportunities in the country.

The **Business Development Center (BDC)**, a Jordanian non-profit organization, supports career development to foster sustainable socio-economic growth. Through its array of employability and entrepreneurship training programmes, coupled with support for social enterprises, BDC equips individuals with the skills and resources needed to thrive in their chosen careers. BDC monitors the labour market to identify emerging trends and pinpoints areas of opportunity. Based on that, BDC designs tailored career development support initiatives that address specific needs and bridge existing gaps in the job market. Through community-led solutions, BDC seeks to empower individuals and communities to take charge of their professional advancement, in support of inclusive economic growth across all governorates of Jordan, including remote and underserved areas (BDC, 2024).

Further, the NGOs **Jordan Hashemite Fund for Human Development and Jordan Women's Union** offer various support services, including career guidance and employability development. They provide counselling, vocational training, and job placement assistance to enhance the employability of, for instance, caregivers. Through the utilization of digital technologies for online resources and virtual counselling sessions barriers such as limited funding are overcome. These efforts contribute to the empowerment of individuals, enabling them to pursue meaningful careers while fulfilling their caregiving responsibilities.

On the other side, **employers and employers' organizations**, as well as **workers organizations**, are involved in the development and distribution of labour market information and skills needs forecasts.

The **Jordanian Engineers Association**, a professional association, has been resolute in its commitment to fostering career development within the engineering profession in Jordan. Striving

towards a multitude of objectives and policies, the association, through its Board, crafts future visions and action plans aimed at guiding the profession towards educational and occupational excellence. Collaborating closely with stakeholders across the engineering sector, the association ensures a concerted effort to address staffing needs for various engineering entities, thus contributing to comprehensive career development processes and sustainable growth. Central to its mission is the provision of comprehensive career development support services, including training programmes tailored to equip engineers with the necessary skills and knowledge for seamless integration into the workforce following graduation. Recognizing the importance of adapting to technological advancements, the association emphasises the dissemination of modern methodologies and applications to foster career development and minimise unemployment among engineers. Through these concerted efforts, the Engineers Association plays a pivotal role in shaping and advancing career development within the engineering profession in Jordan (JEA, 2024).

The extent of **private provision of career guidance** and employability development services in Jordan, including not-for-profit and religious organizations, varies. They offer a range of services, including counselling, vocational training, and job placement assistance. The provision of these services has evolved with the advancement of digital technologies, with some organizations offering online resources and virtual counselling sessions. While the public contracting of career services exists, private provision remains prevalent, with some services certified by public authorities or other bodies.

**Adult learning institutions** also contribute to career development support, integrating it into subject courses or offering separate modules. A particularly rich practice is 'Tafakur' implemented in Adult Education Centres in Jordan. Tafakur is a participatory learning process based on dialogue, reflection and questioning. Tafakur was developed and implemented by the **Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V.** (DVV International), the German Adult Education Association, as part of the 'Adult learning and education for development and community empowerment' project funded by the Federal Ministry of Economic Cooperation and Development (BMZ) in Germany. ETF studied the learning practice within the framework of its partnership for innovation in adult learning and education initiative (PIALE) and developed a case study to support peer learning. The objective of the Tafakur approach is to enhance the employability of adult learners by improving and strengthening their professional and personal skills, their knowledge, attitudes, and their social networks, as well as by promoting community participation, considering the personal needs and abilities of the learners as well as the needs, challenges and opportunities of the community. The approach raises self-awareness and positive thinking among the learners by enhancing dialogue skills and analytical skills, and acceptance of other opinions. It helps empower low-skilled, mismatched or long-term inactive and unemployed to take back control of their careers and engage into learning or work. It helps enhance self-efficacy, agency and intrinsic motivation to (re-)engage in learning and work.

## 3.2 Cooperation with international donor / cooperation institutions

International donor institutions have provided technical and financial support to the various national stakeholders involved in career development interventions. Such support has taken place at different levels of intervention:

- **Career guidance strategies and related documents:** as mentioned in a previous section of this report, the ILO and the GIZ have been instrumental in developing the contents of the 'National Strategy for Vocational and Career Guidance and Counselling' (2024 – 2033), in cooperation with the Jordanian stakeholders concerned, namely the TVSDC, MoL, MoEDU, the Ministry of Higher Education and Scientific Research, etc. The GIZ has also drawn up, as part of its "employment, vocational training and education" portfolio in Jordan, several manuals designed to assist practitioners to implement the strategy, including the MoL's Career Guidance and Counselling Section and Career Guidance Offices at Jordanian universities and TVET Centres.

- **Overall support for the modernization of the academic and vocational/technical sector:** the World Bank’s operation in Jordan ‘Modernizing Education, Skills, and Administrative Reforms (MASAR) Operation’ will aim to improve access to foundational learning and to labour market-relevant technical and vocational education and training, and enhance the efficiency of the education sector management. The MASAR comes in support for the implementation of the SMART (education and its outcomes) component of the Economic Modernization Vision (2026-2033).
- **Career guidance / counselling programmes and projects generally for the benefit of Jordanians and Syrian refugees:** in past years, numerous interventions can be counted. These include **UNICEF’s** ‘Career Guidance Programme Development for Youth and Adolescents’ with particular focus on the NEETs; the **GIZ’s** numerous training / employment projects (e.g. The Employment Promotion Project that aimed at building capacity and promoting the structures of the MoL; YouMatch I and II that have focused on employment services practitioners for youth job seekers; and the Skills Craft project for trainees in that sector) are part of a ‘mediation and matching’ component between labour demand interventions (creation of job opportunities) and labour supply (promotion of employability) in the form of labour market information systems, job placement and career counselling services, and the monitoring of beneficiaries; the **European Bank for Reconstruction and Development’s** (EBRD) established a Recruitment and Training Centre in a private company (the Abdali Mall) for training and career guidance purposes.
- **Development of electronic platform:** the **International Monetary Fund** (IMF) is supporting the MoL in developing the new Electronic Development of the National Employment Platform (Sajjil) for residents seeking employment in Jordan or abroad.

## Barriers, enablers and opportunities

The career guidance landscape faces several barriers alongside enabling factors and opportunities for advancement. Barriers include sporadic rather than systematic collaboration among stakeholders, funding constraints that impact programme sustainability and scalability, and a digital divide between inhabitants of urban and rural areas, men and women and poor and non-poor, which limits access to ICT and online services, including access to the platform (digital and on-location) economy (ETF, 2024). Despite these challenges, diverse stakeholder engagement—from NGOs such as Injaz and the BDC to governmental bodies such as the Ministry of Labour and Ministry of Education— and active technical and financial support from foreign donor and cooperation agencies enriches service delivery.

Strategic policy frameworks such as the Career Guidance Strategy and the TVSDC Strategy provide structured approaches, while innovative practices such as virtual counselling and digital skills training offer avenues to overcome geographical barriers. Opportunities lie in enhancing collaboration across ministries and with civil society, investing in capacity building for practitioners, and expanding digital access through infrastructure development and digital literacy initiatives. By addressing these barriers, leveraging enablers, and seizing opportunities, Jordan can strengthen its career guidance services, ensuring equitable access and effective support for individuals navigating their career paths.

## 4. MAIN SERVICES AND ACTIVITIES

This section explores the main career guidance services provided to individuals, families, and groups in Jordan, with a focus on opportunities to expand and improve current provisions. A general description of the main approaches and types of services is given, with an emphasis on self-help, digital and distance services, assessment and testing activities, career education, entrepreneurship education, start-up support, and services geared towards the digital and green transition.

**Self-Help Digital and Distance Services** (see details in chapter 8). In Jordan, **self-help digital and distance services** are available through various online platforms. These platforms offer career guidance by providing information on job opportunities and resources for career development (Jordan Ministry of Labour, 2023). The use of **online platforms** enables individuals to access career guidance remotely and at their own pace. However, these services are not always systematically organized or widely accessible to all segments of the population.

**Assessment and Testing Activities.** Public employment services and vocational education and training (VET) centres in Jordan conduct assessment and testing activities to help individuals understand their skills, strengths, and career interests. This information guides individuals in making informed decisions about their career paths (Technical and Vocational Skills Development Commission, 2023). The extent of these activities may vary across different regions and institutions.

**Brief Staff-Assisted Support and Group Counselling.** Career guidance centres and public employment services offer brief staff-assisted support, such as one-on-one counselling sessions and group workshops. These sessions provide individuals with personalized advice on career options, job search strategies, and professional development (European Training Foundation, 2023). One-on-one counselling sessions are tailored to the specific needs of individuals, while group workshops may cover various career-related topics. However, the frequency and effectiveness of these services in Jordan is depend on resource availability and staff capacity.

**Extensive and Personalized Services.** Some career guidance providers offer extensive and personalized services, including long-term mentoring and coaching programmes. Organizations such as the Jordan Enterprise Development Corporation (JEDCO) and the Jordanian Hashemite Fund for Human Development (JOHUD) are known to offer such services. These programmes may include career planning, resume building, and interview preparation, but their effectiveness varies depending on the level of individualized attention and resources available.

**Career Education and Entrepreneurship Education.** Career education is integrated into the educational system, particularly in secondary and vocational schools. While not mandatory, students receive guidance on career paths and potential opportunities in various industries through workshops, career events, and curricular subjects (UNESCO, 2023). Entrepreneurship education is also provided through training programmes offered by public sector organizations such as JEDCO and by civil society organizations such as JOHUD, the Arab Renaissance for Development and Democracy, Orange AI Incubator Level Up, My Startup, and many others. Activities cover topics such as business planning and financial management. Entrepreneurship education in Jordan is becoming increasingly prominent, though it remains in a developmental stage. In schools, particularly at the secondary level, there are efforts to integrate entrepreneurship concepts into the curriculum, often supported by international organizations, NGOs, and private sector partnerships aimed at fostering entrepreneurial skills among young students. Additionally, various NGOs offer extracurricular programmes to provide practical experience and cultivate an entrepreneurial mindset. In the TVET sector, there is a stronger emphasis on incorporating entrepreneurship education into the curriculum, including courses on business management and startup creation. The Ministry of Education and other relevant bodies are actively working to enhance the TVET curricula to better equip students with entrepreneurial skills. International organizations and development agencies also play a significant role in promoting entrepreneurship education within the TVET sector by providing technical assistance, training programmes, and resources. Practical training components, such as internships and project-based

learning, are commonly included in TVET programmes, which are crucial for developing entrepreneurial skills.

**Support in Negotiating and Networking with Organizations and Groups.** Career guidance providers, such as career guidance centres and public employment services, facilitate networking opportunities for individuals through various means. This may include organizing job fairs, facilitating job-shadowing opportunities, advocating for clients amongst employers to hire them, and providing guidance on internship and apprenticeship opportunities (Jordan Chamber of Industry, 2023).

**Work Experience and Learning Tasters.** Work experience and learning tasters are provided by various organizations tailored to different target groups. For students in schools, organizations such as the Ministry of Education or educational institutions themselves may coordinate internships or apprenticeships to provide practical exposure to different industries. For unemployed individuals, career guidance centres, supported by the Jordan Ministry of Labour, offer work experience and learning tasters through programmes designed to enhance skills and employability (Jordan Ministry of Labour, 2023).

**Peer-to-Peer Exchange on Career Development Themes.** Peer-to-peer exchange is facilitated by career guidance centres and other organizations through various means. This includes providing an online platform for peer interaction, organizing chat groups or discussion forums, and conducting workshops where group counselling is offered. These platforms and activities allow individuals to share experiences and insights on career development themes, fostering mutual learning and support (Jordan Youth Innovation Forum, 2023).

**Services for the Digital and Green Transition.** Services supporting the digital and green transition are offered by organizations such as the Green Economy initiative. These services are tailored to different target groups, including students, job seekers, and businesses. For students, educational institutions may offer training programmes and resources to help them adapt to new technologies and environmentally-friendly practices. For job seekers, public employment services may provide specialized training programmes to enhance digital skills and promote sustainable practices in the workforce (Green Economy, 2023).

**Linkages Between Countries.** Jordan has established linkages with other countries to enhance career development services, including collaborations on best practices and access to international job markets. This collaboration involves partnering with foreign governments, international organizations, and non-governmental organizations to exchange knowledge and resources. Activities may include joint research projects, training programmes, and policy exchanges aimed at improving career development outcomes and promoting international labour mobility (Jordan Ministry of Foreign Affairs and Expatriates, 2023).

In **sum**, Jordan provides a wide range of career guidance services to individuals. Opportunities for expansion and improvement include enhancing digital resources, increasing international collaborations and supporting the digital and green transition. However, services in education remain voluntary and aligning all education providers with guidance offers for all learners would be essential. By leveraging these opportunities and addressing challenges, Jordan can continue to strengthen its career guidance services and support the country's economic development.

## 4.1. Education, training and work-based learning for youth

**Primary Education:** for general education starting from primary education, a range of career guidance services is provided to help young students lay the foundation for future career exploration and decision-making.

1. **Career Counselling:** in primary education, students receive introductory group and personal career counselling aimed at exploring different career paths, understanding their interests and abilities, and making initial career-related decisions. This service is typically provided by trained subject teachers or external career guidance experts from the Career Guidance and Counselling Section of

the Ministry of Labour. These experts bring specialized knowledge and resources to the counselling process, ensuring that students receive comprehensive and informed guidance. Career counselling sessions are usually scheduled at specific times during the academic year. They are often conducted towards the end of primary education, typically in the final year or during the last term. These sessions can vary in duration, ranging from one-day workshops to week-long programmes, depending on the school's resources and the available support from the Ministry of Labour. The goal is to give students enough time to reflect on their interests and abilities and to start considering potential future career paths before transitioning to secondary education.

2. **Workshops and Seminars:** primary schools may organize workshops and seminars to introduce students to various career options and industries, supplementing their understanding of the world of work. These events are often conducted by professionals or invited speakers.
3. **Career Days:** organizing career days allows professionals from different fields to visit primary schools, interact with students, share their experiences, and provide insights into their careers. This first-hand exposure helps students connect their interests with potential career paths.
4. **Individual Career Planning:** some primary schools offer individualized career planning sessions to help students set initial career goals, explore early career options, and create basic plans for their future. These sessions may involve trained career guidance experts or subject teachers with additional training.
5. **Skill Development Programmes:** essential skill development related to career readiness, such as communication and teamwork, is integrated into the primary school curriculum. These programmes aim to equip students with fundamental skills for future success in the workforce.
6. **Information Resources:** Access to age-appropriate career-related resources, such as books and websites, is provided to primary students to aid their research and exploration of various career paths.
7. **Parental Involvement:** involving parents in the career guidance process is key to ensure students receive support and guidance from both school and home. Parental engagement may include attending career-related events and discussing career options with their children.
8. **Mentoring Programmes:** while less common at the primary level, some schools may offer mentoring programmes where students are paired with older students or professionals to receive guidance and advice about early career exploration.

**Secondary Education:** in secondary education, more comprehensive career guidance services are provided to support students in exploring their interests, understanding the world of work, and making informed career decisions. The Career Guidance and Counselling Section of the Ministry of Labour plays a significant role in these services. This section collaborates with schools to ensure that career guidance programmes are effectively implemented. They provide training and resources to school counsellors, develop and distribute career guidance materials, and sometimes directly participate in counselling sessions and workshops. Their involvement ensures that the career guidance provided is up-to-date, relevant, and aligned with the current labour market trends and opportunities.

1. **Career Counselling:** secondary education offers more comprehensive career counselling, focusing on helping students explore their interests, strengths, and aspirations. This service may be provided by dedicated career guidance experts stationed in each school or by subject teachers with additional training.
2. **Workshops and Seminars:** secondary schools continue to organize workshops and seminars to expose students to various career options and industries. These events may be integrated into the curriculum or offered as extracurricular activities.
3. **Career Days:** career days remain a common feature in secondary schools, allowing students to interact with professionals, explore different career paths, and gain insights into the world of work.

4. **Individual Career Planning:** individual career planning sessions become more structured and tailored to students' specific needs and goals in secondary education. Career guidance experts or trained subject teachers may work closely with students to develop personalized career plans.
5. **Skill Development Programmes:** secondary schools continue to offer skill development programmes to enhance students' career readiness. These programmes may include workshops, projects, or extracurricular activities focused on developing essential skills for the workplace.
6. **Internship and Job Shadowing Opportunities:** secondary schools can facilitate internships and job shadowing opportunities for students to gain practical experience and insight into different career fields. These opportunities may be organized in partnership with local businesses or community organizations.
7. **Psychometric Testing:** some secondary schools administer psychometric assessments to help students gain insights into their strengths, weaknesses, and career interests.
8. **Parental Involvement:** parental involvement remains important in secondary education, with schools encouraging parents to support their children's career exploration and decision-making.
9. **Mentoring Programmes:** secondary schools may offer mentoring programmes to provide students with additional support and guidance from older students, alumni, or professionals in their chosen career fields.

**Vocational Education and Training (VET):** for students enrolled in VET, specialized career guidance services are offered to help them make well-informed decisions about their career paths and prepare for success in the workforce.

1. **Career Days:** job fairs are organized by various entities, including the Ministry of Labour, educational institutions, and private sector organizations. They provide VET students with opportunities to meet potential employers, learn about different career paths, and gain insights into the job market. These events are designed to facilitate the transition from education to employment by connecting students with companies looking to hire skilled workers.
2. **Information on Education and Employment Opportunities:** VET institutions provide information on education and employment opportunities to help students make informed decisions about their career paths. This includes guidance on available vocational training programmes, apprenticeships, and job opportunities in various industries. VET institutions in Jordan provide information on education and employment opportunities to both potential future VET students and those who have already decided to enrol. For potential future VET students, guidance is available to help them understand the various vocational training programmes, apprenticeships, and job opportunities in different industries. This guidance helps students make informed decisions about whether to pursue VET and which specific programmes might align with their career goals. For students who have already enrolled in a VET institution, further guidance is provided to help them make final decisions on the specific programmes they will join. This includes detailed information about the curriculum, training methods, and potential career paths associated with each programme.
3. **Adoption of Objectivity and Practicality:** VET institutions assist students in adopting objectivity and practicality in their thinking and behaviour, helping them make realistic career choices based on their skills, interests, and the demands of the labour market.
4. **Tailored Vocational Guidance Programmes:** VET institutions offer tailored vocational guidance programmes that coincide with the stages of students' growth and maturity, providing comprehensive support throughout students' vocational educational journey.
5. **Educational Activities and Curricula:** VET institutions integrate vocational guidance into their educational activities, curricula, teaching, and guidance throughout the academic year, providing information and support for career decision-making.

6. **Comprehensive Orientation Processes:** VET institutions implement comprehensive orientation processes to ensure a holistic approach to vocational guidance, training staff on best practices, and creating a supportive environment for students' career development.
7. **Awareness and Guidance Services:** VET institutions provide awareness and guidance services to help students understand the various career options available to them, including vocational training programmes and job placement services.
8. **Development of Students' Tendencies Towards Vocational Education:** VET institutions aim to develop students' tendencies towards vocational education through mentorship and guidance, preparing them for successful careers in their chosen fields.

These services aim to support students in making well-informed and realistic career decisions, taking into account their individual strengths, interests, and the demands of the labour market.

## Main services in higher education

The initiative for **Career Guidance and Alumni Offices** in Jordan stemmed from recommendations made at the Jordan Youth Forum, an event graced by His Majesty King Abdullah II. The forum underscored the need for fostering communication and collaboration between university undergraduates and civil society institutions. These offices were envisioned to serve as conduits for promoting excellence, creativity, and bridging the gap between academic preparation and the demands of the labour market. Through various mechanisms and programmes embedded within universities, they aim to equip students with the necessary tools and opportunities to navigate their career paths successfully.

The overarching vision of these offices is to provide comprehensive training and qualification for university undergraduates. By honing their professional and personal skills, the goal is to empower students to secure employment aligned with their preferences and competencies. To achieve this vision, the offices focus on offering career counselling, training programmes, and extracurricular activities, including volunteer work. Currently, 27 offices are operational in both public and private universities across Jordan, serving as vital hubs for career development initiatives.

At the core of the Career Guidance Offices' objectives is the creation of a supportive environment conducive to learning and skill acquisition for undergraduates. Through career counselling sessions, training courses, and active engagement in volunteer programmes, students are equipped with the knowledge and skills necessary to navigate the complexities of the labour market. By fostering partnerships between the public and private sectors, universities, NGOs, and international organizations, these offices strive to enhance students' employability and prepare them for future career challenges.

The services offered by Career Guidance Offices encompass a wide range of activities aimed at enhancing students' career prospects and practical skills. Individual counselling sessions allow students to explore their personalities, skills, aspirations, and interests, while workshops, seminars, and internship opportunities provide hands-on experience and exposure to various career paths. Additionally, job fairs and networking events facilitate connections between undergraduates, graduates, and potential employers, further bolstering students' career readiness.

The accomplishments of these Career Guidance and Alumni Offices are significant and reflect their growing recognition and impact within the higher education landscape in Jordan. Endorsement by the Higher Education Accreditation Commission, integration of alumni office functions, and the signing of Memoranda of Understanding with universities underscore the commitment to standardizing and improving the quality of services offered. Through these initiatives, Career Guidance Offices play a pivotal role in shaping the career trajectories of university students and contributing to the future workforce development of Jordan (Abutair, 2024).

The study titled 'Career Maturity Among University Students in Jordan: Implications for Social Studies' (2016) delves into the assessment of career maturity among university social studies students in Jordan. The introduction highlights the significance of higher education institutions in guiding students

towards successful careers and the pivotal role of career maturity in this process. Super's theory serves as a theoretical framework, delineating dimensions of career maturity essential for informed decision-making and career success. Methodologically, the study employs Liptak's career planning scale to gauge various facets of career maturity among participants. Results indicate a mixed picture of career maturity levels among university social studies students in Jordan. While students exhibit high levels of career maturity in self-knowledge, career decision-making, and career implementation, moderate levels are observed in dimensions such as knowledge of occupations, knowledge of the world of work, and career planning. Despite their ability to identify talents and develop career goals, students express a need for further guidance in exploring diverse career options and achieving work-life balance.

Implications drawn from the findings emphasize the necessity of comprehensive career development support within university settings, particularly in disciplines such as social studies. Career professionals are encouraged to enhance students' career maturity by providing information on various career options, job market trends, and effective career planning strategies. Integrating career maturity courses into curricula emerges as a recommended strategy to equip students with the requisite skills for navigating their career trajectories successfully. Further research is proposed to delve deeper into the factors influencing career maturity among university students, including cultural variations and institutional contexts. Longitudinal studies tracking students' career development over time could offer valuable insights into the evolution of career maturity levels and the efficacy of interventions. Addressing these research gaps promises to better support university students in realizing their career aspirations and contributing meaningfully to the workforce (Jawarneh, 2016).

## 4.2. Support to unemployed and NEETs

Career guidance plays a critical role in supporting individuals in navigating the labour market and developing meaningful careers. In Jordan, both public and private organizations offer a range of career guidance services to various groups, including the unemployed, employed, inactive individuals, and vulnerable populations. This chapter examines the career guidance services provided to clients by public employment services (PES) and other service providers, and identifies which groups are served by different actors.

**Career Guidance Services by Public Employment Services (PES).** PES in Jordan provide a range of career guidance services such as one-on-one career counselling to help individuals identify their skills and interests, training and workshops to improve job readiness, and access to labour market information and opportunities. PES also offers job placement assistance to match individuals with vacancies and conducts outreach activities targeting inactive groups such as women, individuals with disabilities, illiterate individuals, and NEETs (International Labour Organization, 2023). Despite these offerings, PES faces some limitations, including limited coverage for certain groups such as the long-term unemployed or low-qualified individuals (Jordan Labour Watch, 2021), and resource constraints in terms of funding and staffing, which may affect the extent and quality of the services provided.

**Relation to Active Labour Market Policies (ALMPs).** Career guidance services are closely linked to ALMPs, including the validation and recognition of non-formal and informal learning. In PES, dedicated personnel, which may include both career guidance experts and case workers, are responsible for providing career guidance services. However, the availability of such personnel and their specific roles varies across PES offices. Integrating career guidance within active labour market policies ensures a holistic approach to supporting individuals in transitioning into the workforce or further education (ETF, 2023).

**Career Guidance Services by Other Providers.** Other actors such as NGOs, trade unions, and community-based organizations also provide career guidance services. NGOs: Organizations such as the Jordanian Hashemite Fund for Human Development (JOHUD) and the Jordanian Women's Union (JWU) offer support services, advocacy efforts, and awareness campaigns to benefit caregivers and vulnerable groups (JOHUD, 2023). Trade Unions and Professional Associations: These groups may offer career development support, including vocational training, to their members (International Trade

Union Confederation, 2023). It is worth noting that sometimes trade unions provide career guidance, especially during large-scale layoffs or enterprise closures, to assist affected individuals in finding new job opportunities.

**Services for Young People Not in Employment, Education, or Training (NEETs).** Specialized programmes target young people who are NEETs, offering them career counselling, skill development workshops, and job placement services (Jordan Ministry of Labour, 2023). These initiatives aim to re-engage NEETs in the workforce or education system. The implementation of such projects varies, with some being funded by donors or government programmes, while others may be implemented by entities such as PES or NGOs. In Jordan, identifying and supporting NEETs involves a systematic approach facilitated by collaboration among multiple stakeholders. The Ministry of Labour, alongside educational institutions, local authorities, and NGOs, collects and analyzes data to pinpoint NEETs through comprehensive data collection and community outreach efforts. Identified NEETs receive personalized career counselling aimed at exploring educational and employment options tailored to their interests and capabilities. Skill development workshops enhance their employability with technical and soft skills training. Job placement services, facilitated by Public Employment Services (PES) and partnerships with local businesses, connect NEETs directly to job opportunities or apprenticeships. Government and donor-funded initiatives provide additional support, including financial incentives and mentorship, ensuring continuous monitoring and evaluation to refine and improve these programmes (e.g. EU funded regional Y-NEET programme). This holistic approach underscores Jordan's effective strategy for reintegrating NEETs into the workforce or education system, serving as a model for other countries facing similar challenges.

**Initiatives Targeted at Specific or Vulnerable Groups.** Initiatives specifically cater to groups such as women, individuals with disabilities, and refugees, providing tailored support, including career guidance, to address their unique challenges and opportunities (Higher Council for the Affairs of Persons with Disabilities, 2023). These initiatives may be funded by donors or government programmes and are often implemented by entities such as PES or NGOs, depending on the nature and scope of the project.

**Rights and Obligations Involving Career Guidance Linked to Unemployment or Social Benefits.** In Jordan, individuals receiving unemployment or social benefits may be required to participate in career guidance activities, including job search assistance and training programmes organized by PES (Jordan Ministry of Social Development, 2023). The extent to which participation in these activities is mandatory may depend on specific conditions outlined in the regulations governing unemployment or social benefit programmes. These conditions could include factors such as the duration of benefit receipt, the individual's employment history, or their current job-seeking efforts.

In **conclusion**, career guidance services for unemployed, inactive individuals, vulnerable groups, and NEETs are offered by a variety of actors, including PES and other organisations such as NGOs and trade unions. While there are challenges in terms of funding and resource allocation, the collaboration between different sectors and targeted initiatives would help ensure that diverse groups have access to career guidance support. Continued investment in career guidance services and enhanced coordination among stakeholders would contribute to a stronger and more inclusive labour market in Jordan.

### 4.3. Workers / Employed

This section examines career guidance services available to workers, focusing on career development support for the formally employed, workers in the informal economy, and the self-employed. It assesses initiatives and support provided and highlights barriers, enablers, and opportunities for further development.

**Career Development Support for the Formally Employed.** Enterprises are incentivised in Jordan to offer human resource management activities that develop employees' career management skills, such as individual skill development, training, and strategic staff planning (Ministry of Labour, 2022). Good

practice examples in Jordan include career talks, skills assessments, and the establishment of personal development plans for employees. There is also a focus on promoting a culture of in-company learning and continuous professional development.

**Support for MSMEs.** Support for MSMEs with limited resources for career development includes cooperation with social partners such as trade unions and professional associations, which may provide skills needs assessments and forecasting for sectors (Jordan Chamber of Industry, 2023). Additionally, these social partners can facilitate cooperation with adult learning and VET institutions for workers' continuous professional development. However, the main challenge may reside in the fact that many MSMEs do not recognize skills upgrading as an employee entitlement and do not necessarily link competencies with career progression; moreover the idea of continuing professional and personal development after entering employment, especially during working hours, in such enterprises is not yet fully embedded in Jordan (ILO, 2020).

Formalization of non-formal and informal learning at the workplace, i.e. the recognition and validation of non-/informal learning, is facilitated by institutions such as the TVSDC (TVSDC, 2023). This commission plays a critical role in formalizing and recognizing non-formal and informal learning, especially in specific industries.

**Career Development Support for Workers in the Informal Economy.** Initiatives aimed at raising awareness among individuals working in the informal economy focus on the opportunities available to access skills development, qualifications, decent work, and social protection. Programmes are targeted at rural populations and individuals performing domestic work, particularly women (Jordanian Hashemite Fund for Human Development, 2023). These initiatives often involve partnerships with NGOs and community-based organizations to mobilize national, sectoral, and local actors in reaching these groups.

**Services to the Self-Employed.** Given the changing nature of work and increasing independent employment, Jordan provides free of cost services such as business incubation and mentorship programmes to support the growing group of self-employed individuals. Institutions such as the Jordan Enterprise Development Corporation (JEDCO) offer guidance and resources for freelancers, contract workers, and those engaged in platform work (JEDCO, 2023). Access to online training and professional development is also available for this group.

**Barriers, Enablers, and Opportunities.** Main barriers to expanding or improving current career development practices for employed workers include limited funding and resource constraints, particularly for MSMEs and workers in the informal economy. However, the growth of digital technologies presents opportunities for expanding access to online learning and career guidance services. Collaboration between stakeholders, such as the government, NGOs, social partners and industry groups, can enable improved support for career development and overcome existing barriers.

In **conclusion**, Jordan provides a variety of career guidance services for workers and employed individuals, addressing the needs of the formally employed, workers in the informal economy, and the self-employed. While challenges exist, ongoing efforts by the government, social partners, and other stakeholders aim to improve the accessibility and quality of these services, promoting a stronger and more inclusive labour market in Jordan.

## 5. FUNDING

In Jordan, the funding landscape for career development support services is diverse and multifaceted, involving a combination of central government support, levy-based national or sectoral training funds, client participation, contributions from enterprises, and funded programmes by donors such as the European Union, including Capacity Building for higher education and Capacity Building for VET and other regional projects and programmes put in place by international organisations. The funding mechanisms for career development services in Jordan, including central government earmarks, levy-based national or sectoral training funds, client participation, and enterprise contributions, were affected to varying degrees by the COVID-19 crisis. The pandemic disrupted economic activities, leading to reduced revenues for both government and enterprises, which impacted their ability to allocate funds towards career development initiatives. Additionally, restrictions on public gatherings and movement affected the implementation of career guidance programmes, such as workshops and job fairs. Despite these challenges, there were also opportunities for adaptation and innovation. Many services transitioned to online platforms to maintain continuity, leveraging digital tools for virtual counselling and training sessions.

**Earmarked Funding by Central Government.** The central government plays a pivotal role in providing earmarked funding for various career guidance services, ranging from school-based programmes to public employment services and outreach initiatives targeting vulnerable groups. This strategic allocation of funds ensures that essential career development services reach those who need them most (Ministry of Labour, 2019).

**Levy-Based National or Sectoral Training Funds.** In addition to government funding, Jordan benefits from levy-based national and sectoral training funds. These funds contribute significantly to the financing of career development activities, supporting vocational training programmes, skills development initiatives, and the expansion of career guidance services (Ministry of Labour, 2019).

**Client Participation in Financing.** Client participation in financing career guidance services varies, with individuals sometimes contributing financially to specialized guidance services. This model of co-payment ensures a level of investment and commitment from those seeking career support, fostering a sense of ownership and engagement in the process (Ministry of Labour, 2019).

**Financial Incentives for Development.** To stimulate the development of career development support activities, both individuals and organizations in Jordan can benefit from various financial incentives. These include voucher schemes that provide financial support for individuals to access career guidance services. Additionally, incentives are in place to encourage organizations to integrate career development activities into their HR practices, recognizing the value of investing in employees (Ministry of Labour, 2019).

**Cost Sharing Across Ministries and Services.** The sharing of costs across ministries and services in Jordan is a collaborative effort aimed at maximizing resources and ensuring efficient use of funds. This inter-ministerial cooperation is crucial for a holistic approach to career development, with ministries working together to align funding priorities and share the financial burden (Ministry of Labour, 2019). In practice, while the objective of cost sharing across ministries and services in Jordan, as outlined in the Career Guidance strategy, is to maximize resources and ensure efficient fund utilization, the reality reflects occasional coordination and cooperation primarily in response to specific projects or initiatives. Also, there is currently no systematic mechanism in place to ensure consistent collaboration across ministries for sustained cost sharing in career development initiatives. This highlights a gap between the strategic intent and operational implementation of inter-ministerial cooperation in funding priorities and financial burden-sharing within Jordan's career development framework.

**Mechanisms for Effective Fund Application.** To ensure the effective, efficient, and transparent application of funds, Jordan has established mechanisms for oversight and accountability. The Ministry of Labour and other relevant government bodies enforce strict guidelines for fund

management, conducting regular audits and evaluations to monitor the use of funds. This ensures that funds are directed toward career development initiatives (Ministry of Labour, 2019).

**Capacity of Providers to Manage Funds.** Providers of career development services in Jordan are equipped with the capacity to manage funds in a transparent and accountable manner. The Ministry of Labour, as the overseeing body, provides guidance and support to institutions responsible for fund management. This includes training programmes for administrators and practitioners to enhance their financial management skills, ensuring that resources are utilized effectively (Ministry of Labour, 2019).

**Resources for Practitioners.** Practitioners in Jordan's career development sector have access to essential resources for their daily work. This includes tools, instruments, and equipment necessary for effective guidance services. The Ministry of Labour ensures that guidance centres are well-equipped with the latest technology and resources, enabling practitioners to deliver high-quality services to individuals seeking career support (Ministry of Labour, 2019).

In **conclusion**, Jordan's approach to funding and supporting career development services is comprehensive and collaborative, involving multiple stakeholders and funding sources. Central government earmarks, levy-based funds, client participation, enterprise contributions, and financial incentives all contribute to the funding framework. Strict mechanisms for fund application and oversight ensure transparency and efficiency, while providers are equipped with resources to deliver impactful career guidance services to individuals across the country.

In comparison to neighbouring countries in the Middle East, Jordan's funding and support mechanisms for career development services align with regional trends. Central government earmarked funding, levy-based training funds, client participation, and enterprise contributions are common strategies across the region. Countries such as Qatar, Saudi Arabia, and the UAE have similar initiatives to support career development, with a focus on enhancing education and skills training to meet labour market demands. Inter-ministerial collaboration, financial incentives, and mechanisms for effective fund application are shared priorities. These comparative insights highlight the shared commitment across the Middle East to invest in career development services, ultimately contributing to economic growth and sustainable development.

Regarding barriers, enablers, and opportunities for the further development of career development services in Jordan, several key factors come to light. Barriers include limited financial resources, which may restrict the expansion of services, particularly in rural areas. Another challenge is related to funding diverse activities: the lack of awareness among stakeholders about the importance of career guidance, which can hinder engagement and participation, calls for funding awareness raising and outreach activities. Additionally, there is a shortage of qualified career guidance practitioners, and there is a need for ongoing professional development to enhance their skills, which calls for hiring more guidance experts and funding continuous professional development.

However, there are notable enablers and opportunities that can drive improvement. Jordan's National Career Guidance and Employment Strategy provides a strong foundation, offering a roadmap for coordinated efforts, as does the new guidance strategy (2024-2033). Activities will require stable funding. The increasing focus on entrepreneurship education and start-up support presents an opportunity to integrate these aspects into career development support services, fostering innovation and self-employment. This aspect needs funding as well. Leveraging technology, such as online platforms and virtual counselling, can also expand access to services, especially for remote and underserved populations, if they possess the necessary digital skills. The use of ICT is costly though and funding is required to ensure starting such services and keeping them going. Collaborations with private sector employers, social partners and civil society organizations can bring additional resources and expertise to the table. By addressing these barriers, capitalizing on enablers, and seizing opportunities, Jordan has the potential to enhance and expand its career development services, ensuring individuals have the support they need to navigate their career paths successfully.

## 6. ACCESS

Access to career development support is essential for individuals and groups, particularly vulnerable populations, to enhance their employability, advance their careers, and improve their socio-economic situation and overall well-being. In Jordan, various initiatives and measures have been implemented to address the needs of vulnerable groups and enable their access to career development support.

**Outreach Services.** Outreach services play a crucial role in reaching individuals who face difficulties accessing career development support. In Jordan, the Ministry of Labour's **mobile career counselling units** travel to remote areas to provide personalized support to vulnerable populations (Ministry of Labour, 2021). These units typically visit remote villages once a month and offer a combination of services, including career guidance, psycho-social support, health support, and support for social services, provided by an interdisciplinary team. They find people through local community leaders, social workers, and announcements in community centres. In addition, several targeted measures have been implemented in Jordan to address the specific needs of vulnerable groups. For instance, vocational training programmes funded by the Jordanian government and international organizations target refugees and vulnerable Jordanians, such as people with disabilities or women from rural areas, to enhance their employability and integration into the labour market (International Labour Organization, 2019).

**Entitlement to Career Development Support.** Specific measures have been embedded within existing services in Jordan to provide an entitlement to career development support for vulnerable groups. For example, eligibility criteria for social assistance programmes may include access to career counselling and vocational training for unemployed individuals or NEETs (Jordan Social Security Corporation, 2021). Individuals receiving unemployment benefits or social assistance are typically entitled to career development support as part of their benefits package.

**Accessibility of Services and Tailoring of Support.** Efforts have been made in Jordan to enhance the accessibility of career development services and tailor support to individual needs. For instance, the Jordanian government provides telephone-based counselling services to individuals with limited internet access or digital skills (Ministry of Labour, 2021). These services are typically provided by the Public Employment Services (PES).

**Development of Infrastructures and Access to Digital Equipment.** The development of infrastructures and access to digital equipment are essential for expanding access to career development support in Jordan. The government has invested in digital literacy programmes and provided computer equipment to underserved communities to bridge the digital divide (Jordan News Agency, 2020). This digital equipment is publicly available in guidance centres and community hubs, ensuring broad access for all individuals.

**Development of Multi-Channel Distance Services.** Multi-channel distance services, such as online career portals and virtual career fairs, have been developed in Jordan to provide career development support remotely. In addition, the Jordanian National Employment and Training Company (NET) offers online vocational training courses to improve the skills of job seekers (Jordan National Employment and Training Company, n.d.).

**Barriers, Enablers, and Opportunities.** Limited resources, including funding and infrastructure, pose the main barrier to enhancing access to career development support in Jordan. This constraint hampers the expansion of outreach services, the development of digital infrastructure, and the capacity building of practitioners. Additionally, geographic isolation presents a significant challenge, particularly for individuals residing in remote or rural areas, where limited transportation options and inadequate infrastructure make accessing career development services difficult. Furthermore, the digital divide exacerbates inequalities in accessing career support, particularly for marginalized groups, as individuals with limited internet access or digital literacy skills face barriers to utilizing online career development resources (MOL, 2021). Ultimately, continuous evaluation and adaptation of

guidance initiatives are necessary to ensure they effectively meet the evolving needs of vulnerable populations and promote inclusive economic participation and social inclusion.

Government initiatives, such as mobile career counselling units and vocational training programmes, serve as enablers by providing targeted support to vulnerable groups, demonstrating a commitment to addressing the needs of marginalized populations and promoting inclusive economic participation. Collaboration between government agencies, international organizations, NGOs, and private sector entities enables the pooling of resources and expertise to enhance access to career development support, fostering innovation and leveraging complementary strengths to reach underserved populations effectively. Additionally, advances in digital technology present opportunities to overcome geographic barriers and bridge the digital divide, as mobile applications, online platforms, and tele-counselling services offer alternative channels for delivering career support to individuals who face challenges accessing traditional services.

Opportunities for further development include increased investment, particularly targeting vulnerable groups, which can facilitate the expansion of outreach services, bolster digital infrastructure, and strengthen capacity-building efforts. Community engagement initiatives play a pivotal role in enhancing relevance and accessibility by involving local communities and grassroots organizations in programme design and delivery. Tailoring interventions to the specific needs of different groups, such as age, gender, disability, and socio-economic status, ensures inclusivity and effectiveness. Moreover, prioritizing research and evaluation activities enables the identification of barriers, measurement of impact, and formulation of evidence-based policies, fostering iterative improvement and efficient resource allocation for meaningful outcomes.

In **conclusion**, while barriers to accessing career development support for vulnerable groups persist in Jordan, there are significant enablers and opportunities for further development. By addressing constraints such as limited resources, geographic accessibility, and the digital divide, and leveraging government initiatives, partnerships, digital innovation, and community engagement, Jordan can enhance access to career development support for all individuals and groups, thereby promoting equitable economic participation and social inclusion.

## 7. USE OF TECHNOLOGY

Digital technologies lead to an evolution of career development support services, providing new opportunities for individuals to access resources, guidance, and training. In Jordan, the adoption of digital tools in career development support has gained momentum, offering innovative solutions to address the diverse needs of all age groups.

**Self-Help Digital and Distance Services.** In Jordan, self-help digital and distance services are available through various online platforms such as ([www.for9a.com](http://www.for9a.com)) and Akhtaboot ([www.akhtaboot.com](http://www.akhtaboot.com)). These platforms offer career guidance by providing information on job opportunities, and resources for career development such as online courses, webinars, and job application tips (Jordan Ministry of Labour, 2023). The use of online platforms enables individuals to access career guidance remotely and at their own pace.

**Availability of Digital and Distance Services.** The availability of digital and distance services in Jordan's career development landscape has expanded significantly in recent years. Online career portals, such as For9a and Akhtaboot, virtual career fairs, and tele-counselling platforms are increasingly utilized to provide remote access to career guidance and resources. For example, For9a offers scholarships, internships, and free online courses, while Akhtaboot connects job seekers with employers through a comprehensive job matching system. Government agencies, NGOs, and educational institutions offer web-based career development services, enabling individuals to access services from anywhere with an internet connection (Jordan National Employment and Training Company, n.d.). Digital technologies enable multi-channelled delivery of career development support services with the possibility of individual tailoring. Through online platforms, individuals can access personalized career assessments, job matching algorithms, and skill development modules tailored to their interests, abilities, and goals. This customization enhances the relevance and effectiveness of career support interventions, empowering individuals to make informed decisions about their education and employment pathways (Al-Hilawani & Al-Lozi, 2018).

**Availability of Digital Equipment in Career Centres.** Career centres and educational institutions in Jordan are increasingly equipped with digital tools and resources to support career development activities. For instance, in 2022, 10 career centres and 30 schools were equipped with computers and internet access with funding from the USAID YouthPower project. Today, all career centres have at least one computer with internet access for free use, and 60% of all VET schools have computer labs with internet access (Ministry of Education, Jordan, 2020).

**Types of Digital Career Development Services.** Several types of digital career development services exist in Jordan, targeting various segments of the population. These services include:

- E-guidance platforms: Online platforms such as Khibra ([www.khibra.jo](http://www.khibra.jo)) offering career assessments, self-assessment tools, and personalized guidance to individuals exploring career options.
- Digital portfolios: Web-based portfolios allowing students and job seekers to showcase their skills, qualifications, and accomplishments to potential employers.
- Matching platforms: Online platforms such as Akhtaboot connecting job seekers with employment opportunities based on their skills, preferences, and location.
- Careers information portals: Websites such as For9a providing comprehensive information on occupations, industries, educational pathways, and labour market trends.
- Employability skills training modules: Web-based modules offering training in essential skills such as communication, teamwork, and problem-solving to enhance employability (Jordan Career Development Association, n.d.).

**Capacity of Providers and Practitioners.** The capacity of providers and practitioners to deliver digital career development services varies across schools and VET centres in Jordan. While some

institutions have embraced digitalization and invested in training staff to utilize digital tools effectively, others still face challenges related to infrastructure, resources, and expertise. Capacity-building initiatives, such as workshops, seminars, and online training courses, are essential to equip providers and practitioners with the knowledge and skills needed to deliver high-quality digital career development services (International Labour Organization, 2019). In Jordan, the capacity of Public Employment Services (PES) counsellors and other providers to deliver digital career development services varies similarly to schools and VET centres. Some counsellors and providers have been trained and equipped to effectively use digital tools for career guidance and counselling. However, challenges related to infrastructure, resources, and digital expertise also exist within PES and other service providers. Capacity-building initiatives, such as workshops, seminars, and online training courses, play a crucial role in enhancing the skills and capabilities of PES counsellors and other providers to deliver high-quality digital career development services across Jordan.

**Quality of Digital Services.** Minimal screening of users' needs is essential to tailor services effectively to individual requirements. Online assessment tools and intake processes allow careers practitioners to gather relevant information about users' skills, interests, and goals, building the ground for personalized guidance and support (Al-Hilawani & Al-Lozi, 2018). However, the availability of guidance counsellors to provide personalized support in career guidance centres and public employment services (PES) remains limited, with many counsellors managing large caseloads that hinder their ability to offer individualized attention.

**Innovative solution through the use of Big Data and AI.** Innovative solutions such as the use of big data analytics and artificial intelligence (AI) have the potential to enhance career guidance by providing personalized recommendations, predictive modelling, and data-driven insights. Collaboration between government agencies, research institutions, and tech companies can harness the power of big data and AI to inform policy decisions and improve service delivery (Jordan Ministry of Labour, 2020). Artificial intelligence (AI) holds significant potential for transforming the organization and delivery of career-related information in Jordan. While AI applications are not yet widespread in this context, there is growing recognition of its value in streamlining data management processes, enhancing information accessibility, and personalizing user experiences. Several initiatives and pilot projects are underway to explore the feasibility and effectiveness of integrating AI technologies into career guidance services (Jordan Ministry of Digital Economy and Entrepreneurship, 2021). Plans for leveraging AI in organizing and delivering career-related information include developing AI-driven chatbots for interactive career counselling, implementing recommendation systems for personalized job matching, and utilizing predictive analytics for forecasting labour market trends (Jordanian Labour Market Observatory, n.d.). What be as well a benefit are gamification techniques and virtual reality (VR) simulations, while not yet in use, they would offer immersive and engaging experiences for career exploration and skills development. Interactive games, simulations, and virtual environments enable users to explore different career paths, practice job-related tasks, and develop employability skills in a realistic and engaging manner (Jordan Career Development Association, n.d.).

## Barriers, Enablers, and Opportunities

In conclusion, the appropriate use of digital technologies holds potential to enhance career development support in Jordan. By ensuring the availability of up-to-date labour market information, professionalized services, minimal screening of users' needs, adaptation to client needs, integration into existing systems, training of practitioners, citizen awareness, coordination mechanisms, and innovative solutions, Jordan can harness the power of digitalization to empower individuals, bridge skills gaps, and drive economic prosperity. However, there is a need to consolidate these various platforms and websites into a single online entry point to streamline access to career development resources.

**Awareness among Managers and Policy Makers:** managers of guidance services and policy makers must be informed about the potential of digital technologies in career guidance. Training programmes, workshops, and policy briefings raise awareness among decision-makers about the benefits and challenges of digitalization, enabling them to make informed decisions and allocate resources effectively (Jordan Ministry of Education, 2020).

**Barriers to ICT Use:** barriers to the effective use of information and communication technologies (ICT) in career development in Jordan include significant challenges related to the digital divide, inadequate infrastructure, connectivity issues, and cost considerations. The digital divide creates disparities in access to digital tools and resources, particularly affecting rural communities and marginalized groups. According to recent data, approximately 30% of Jordanians have limited or no access to ICT resources, which underscores the significant impact of these barriers on accessing online career guidance (ITU, 2022). Limited infrastructure and connectivity challenges further hinder the seamless delivery of digital career services, especially in remote areas where internet access may be unreliable or unavailable. Additionally, the cost of acquiring digital devices and internet subscriptions can be prohibitive for low-income individuals and underserved communities, exacerbating inequalities in accessing ICT-enabled guidance services.

**Enablers for ICT Adoption:** government support and initiatives, partnerships and collaboration, and capacity building and training programmes serve as key enablers for the adoption of ICT in career development in Jordan. Government-led programmes aimed at expanding digital infrastructure and promoting digital literacy create an enabling environment for the adoption of digital career services. For instance, the Ministry of Digital Economy and Entrepreneurship has launched initiatives to expand internet coverage across the country. Partnerships and collaboration among stakeholders facilitate the development and deployment of innovative ICT solutions, while capacity building and training initiatives empower practitioners and end-users with the skills and knowledge needed to utilize ICT effectively in career development.

**Opportunities for Further Development:** opportunities for further development in the use of ICT for career development in Jordan include digital inclusion strategies, user-centred design approaches, and innovation and experimentation. Implementing digital inclusion strategies, such as providing subsidized internet access and distributing digital devices, can help bridge the digital divide and ensure equitable access to ICT-enabled career services. Embracing user-centred design principles and practices can enhance the usability and accessibility of digital platforms and tools, catering to the diverse needs of individuals. Additionally, exploring emerging technologies such as artificial intelligence and virtual reality presents opportunities for innovation in career guidance interventions, offering personalized experiences and immersive learning opportunities.

**Adaptation to Client Needs:** Digital services should be adaptable to the diverse needs of clients, considering factors such as age, gender, education level, and socio-economic background. Customization features, user-friendly interfaces, and multilingual support enhance accessibility and usability for a broader range of users (Al-Hilawani & Al-Lozi, 2018).

## Integration and Training

- **Integration into Existing Systems:** The integration of digital services into the existing guidance system requires technical interoperability and training for end users and practitioners. Seamless integration with educational institutions, workforce development programmes, and employment services facilitates access and enhances the effectiveness of career guidance interventions (Jordan National Employment and Training Company, n.d.).
- **Training of Practitioners:** Careers practitioners must receive adequate training in the use of digital and distance methodologies and tools to deliver effective guidance services. Continuous professional development programmes, workshops, and online resources enable practitioners would enhance their digital literacy skills and stay abreast of emerging technologies and best practices (Jordan Career Development Association, n.d.).
- **Online Resources for Practitioners:** Online platforms and communities of practice provide valuable resources for careers practitioners to engage in mutual learning and share good practices. Virtual workshops, webinars, and discussion forums facilitate knowledge exchange and collaboration among practitioners, contributing to continuous improvement in service delivery (Jordan Career Development Association, n.d.).

In **conclusion**, despite existing barriers, such as the digital divide and infrastructure challenges, enablers and opportunities, including government support, partnerships, capacity building, and digital inclusion strategies, pave the way for further development in the use of ICT for career development in Jordan. By leveraging these enablers and seizing opportunities for innovation and collaboration, stakeholders can work towards creating a more inclusive, accessible, and effective digital ecosystem for career services in the country. A crucial next step would be to consolidate the various platforms and websites into a single online entry point to streamline access to career development resources and enhance user experience.

## 8. QUALITY OF THE PROVISION OF CAREER DEVELOPMENT SUPPORT SERVICES WITHIN A CULTURE OF CONTINUOUS IMPROVEMENT

### 8.1. Standards

Quality provision of career development support services is essential for facilitating individuals' career decision-making processes and enhancing their employability and career development. In Jordan, ensuring the quality of such services involves defining standards for practitioners, professionalizing the field, and upholding ethical principles in service delivery. This chapter investigates how Jordan addresses these aspects to maintain the quality of its career development support services.

**Professionalized Careers Services.** The professionalization of career services ensures that practitioners possess the necessary expertise and qualifications to deliver high-quality guidance and support. Certification programmes and ongoing professional development opportunities for careers practitioners contribute to maintaining standards and improving the quality of digital services (Jordan Career Development Association, n.d.). For instance, training programmes focusing on cultural competence and disability awareness are conducted to enhance the skills of professionals working with vulnerable populations (Jordanian Society for Vocational Rehabilitation, n.d.). Additionally, international collaborations and partnerships provide opportunities for staff exchanges, study tours, and participation in conferences and seminars, allowing practitioners to learn from global best practices and expand their networks (Jordan Ministry of Labour, 2020).

Typical qualifications for career guidance experts vary by context. In education (schools, VET, universities), qualifications often include **degrees in counselling, psychology, or education, supplemented by specific career guidance training programmes** provided by universities or professional associations. In employment settings (PES, career guidance centres, community centres), practitioners might hold qualifications in **human resources, social work, or related fields**, with additional **on-the-job training**. In youth and social inclusion contexts, diverse qualifications are common, reflecting the interdisciplinary nature of the work. Training and certification programmes are typically provided by universities, the Ministry of Labour, and professional associations such as the JCDA. Jordan currently does not have a dedicated master's degree programme in career guidance, making on-the-job learning and diverse qualifications essential for practitioners.

**Standards of Service and Ethical Treatment of Personal Information.** In Jordan, the Ministry of Labour, in collaboration with relevant stakeholders such as the Ministry of Education, the Jordan Career Development Association (JCDA), and the Jordanian Society for Vocational Rehabilitation, has established **occupational standards and national service standards for qualifications, skills, and knowledge of career development practitioners**. These standards outline the competencies and professional requirements for individuals working in career guidance and counselling roles. Additionally, professional organizations such as the Jordan Career Development Association (JCDA) play a crucial role in developing and promoting standards of practice in the field (Jordan Career Development Association, n.d.). In Jordan, while there are established occupational standards and national service standards for career development practitioners, these do not necessarily equate to formalized master's degree programmes specifically dedicated to career guidance. The standards outline the competencies and professional requirements expected from individuals working in career guidance and counselling roles across various sectors, including public employment services (PES), vocational rehabilitation, and other related fields.

These standards are indeed applied within the context of career development services provided by entities such as the Ministry of Labour, in collaboration with stakeholders such as the Ministry of Education, the Jordan Career Development Association (JCDA), and the Jordanian Society for

Vocational Rehabilitation. They serve as guidelines for practitioners to ensure consistent quality and ethical treatment of personal information in career counselling.

**Certification processes for career professionals and provider organizations** in Jordan are overseen by regulatory bodies and professional associations. The JCDA, for example, offers certification programmes for career practitioners, ensuring that they meet the required standards of competence and ethical conduct. By obtaining certification from recognized bodies, career professionals demonstrate their commitment to maintaining high professional standards and delivering quality services to clients.

Ethical standards regarding the quality and delivery of career development services are outlined in **codes of conduct and professional ethics** established such as those of the JCDA. These standards cover various aspects of service provision, including confidentiality, informed consent, non-discrimination, and professional boundaries. Adhering to ethical guidelines ensures that career practitioners uphold the integrity and trustworthiness of their profession and prioritize the well-being and rights of their clients (Jordan Career Development Association, n.d.). The Ministry of Labour also defines a **code of ethics**, ensuring consistency across different sectors. In Jordan, the code of ethics for career development practitioners, outlined by organizations such as the Jordan Career Development Association (JCDA) and supported by guidelines from the Ministry of Labour, is typically mandatory for practitioners in the field. Practitioners are often trained in the use of these ethical guidelines through various professional development programmes, workshops, and seminars organized by the JCDA, Ministry of Labour, and other relevant institutions. Training sessions focus on familiarizing practitioners with the code of ethics, discussing case studies to illustrate ethical dilemmas, and providing practical guidance on applying ethical principles in their daily practice. This training ensures that practitioners understand their ethical responsibilities and are equipped to maintain high standards of professionalism in their interactions with clients and stakeholders.

**Professionalization and Training of Practitioners.** Jordan places significant emphasis on the professionalization and training of career development practitioners to ensure the quality-of-service delivery. Training programmes offered by government agencies, educational institutions, and professional associations provide practitioners with the knowledge, skills, and competencies necessary to effectively support individuals in their career development journeys. These programmes cover a wide range of topics, including career counselling techniques, assessment tools, labour market information, and ethical guidelines and are typically based on the career guidance standards (Jordan Ministry of Labour, 2020).

Moreover, ongoing professional development opportunities enable practitioners to stay updated on emerging trends, best practices, and technological advancements in the field. By participating in workshops, seminars, and conferences, career professionals enhance their expertise and maintain their competence in delivering high-quality services to clients. Additionally, mentorship programmes and supervision arrangements provide opportunities for practitioners to receive guidance, feedback, and support from experienced colleagues, further enhancing the quality of their practice (Jordan Ministry of Labour, 2020). **Participation in continuous learning is mandatory**, with regulations typically requiring practitioners to engage in training at least once a year. These training opportunities are provided by a combination of government agencies, professional associations, and educational institutions.

In Jordan, there is a **growing demand for career service staff to develop skills in areas such as the use of information and communication technology (ICT), cultural competency** in working with migrants and refugees, and **addressing the needs of vulnerable populations** (Jordan Ministry of Labour, 2020). As the labour market evolves and becomes increasingly complex, practitioners must stay updated on technological advancements, multicultural issues, and inclusive practices to effectively support diverse client populations.

**Capacity of Service Providers.** The capacity of service providers to adhere to quality standards in Jordan varies depending on factors such as organizational resources, staff expertise, and commitment to professional development. Larger institutions, such as government agencies and well-established NGOs, may have greater capacity to invest in staff training, quality assurance processes, and

infrastructure to support adherence to standards. However, smaller organizations and independent practitioners may face challenges in meeting all requirements due to limited resources and competing priorities.

**Typical Qualifications for Practitioners.** In the absence of consolidated legislation or mandatory national frameworks related to guidance practitioner qualification, the typical qualification to work as a career development practitioner in Jordan may vary. However, individuals seeking employment in this field often possess relevant academic credentials, such as degrees in counselling, psychology, education, or related fields. Additionally, professional certifications or memberships in recognized associations, such as the JCDA, may be valued by employers as indicators of competence and adherence to industry standards. These certifications may involve training on ethical guidelines, best practices in career counselling, and continuing education requirements to maintain certification. While formal qualifications are important, practical experience, ongoing professional development, and adherence to ethical principles are also key considerations for practitioners in Jordan. Practical experience allows practitioners to apply theoretical knowledge in real-world settings, develop interpersonal skills, and adapt their approaches to meet the diverse needs of clients. It is important to note that despite the absence of mandatory national qualifications, practitioners are expected to adhere to guidance standards including ethical standards outlined by organizations such as the JCDA and guidelines from the Ministry of Labour. These standards ensure that practitioners uphold the integrity of their profession and prioritize the well-being of their clients.

**Quality Assurance of Career Education and Guidance.** Two accreditation and quality assurance bodies have been established. The TVSDC is currently in charge of **accrediting, supervising and evaluating programmes in secondary vocational education, vocational training and technical and continuing training**, excluding only institutions and programmes which award higher education degrees. The Jordanian Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) that was established in 2007 oversees the accreditation of higher education programmes and institutions, ensuring compliance with national quality standards. Both commissions' standards encompass aspects such as curriculum design, teaching methodologies, and assessment practices, contributing to the production of high-quality educational content relevant to career development.

**Jordan's National Qualifications Framework (JNQF).** Adopted in 2019, the **JNQF is a 10-level, learning outcomes-based, comprehensive framework spanning qualifications from general education, TVET and higher education.** The AQACHEI oversees that entire NQF and is in charge of the implementation of the NQF in higher education, while the TVSDC and the Ministry of Education guide qualifications development for vocational and general education, respectively. The level criteria are defined by three domains: knowledge and understanding, skills and competencies. The JNQF is intended to facilitate **permeability among the different sub-sectors of the country's education and training sector, promote use of learning outcomes in qualifications** and raise their **quality**, and **contribute to broad VET quality and attract more students to VET pathways.** It will also facilitate the development of quality assurance on career education and guidance policies, a step the private sector and Sector Skills Councils may participate in (ETF, 2021).

In **conclusion**, Jordan has established various mechanisms to ensure the quality provision of career development services, including legislative frameworks, professional standards, and quality assurance mechanisms. While **some standards may be mandated by legislation or regulatory bodies, others are voluntary measures** adopted by professional associations or service providers. Professional associations play a critical role in promoting quality standards and professionalization within the field, while service providers' capacity to adhere to standards may vary depending on organizational resources and expertise. Overall, qualifications for practitioners in Jordan typically include relevant academic credentials, professional certifications, and practical experience, reflecting a commitment to maintaining high standards of practice in career development.

## Barriers, Enablers, and Opportunities

Limited awareness and adoption of standards among practitioners and service providers pose significant barriers to expanding or improving standards in career development services in Jordan (El-Said, 2019). Despite the existence of standards and guidelines, some professionals may not fully grasp their importance or may lack the motivation to adhere to them, hindering efforts to implement and enforce quality standards across the sector. Moreover, resource constraints, including financial limitations and staffing shortages, further exacerbate the challenges. Many organizations struggle to allocate sufficient resources towards staff training, infrastructure development, and quality assurance processes, impeding their ability to invest in initiatives aimed at enhancing standards and improving service delivery (Al-Lozi et al., 2020). This includes both the Ministry of Labour standards and the CG association standards, with varying levels of implementation across different sectors such as career guidance centres, schools, VET, and universities.

**Enablers for Enhancing Standards.** Government support and investment play a crucial role in enabling the expansion or improvement of standards in career development services in Jordan (Jordan Ministry of Labour, 2020). By providing funding, technical assistance, and regulatory oversight, the government can incentivize adherence to standards, encourage innovation, and enhance the overall quality of services. Additionally, collaboration among stakeholders, including government agencies, professional associations, educational institutions, social partners and private enterprise partners in the industrial sector for instance, serves as a key enabler. By working together, stakeholders can share resources, expertise, and best practices, leading to the development of more comprehensive and effective standards (Jordan Career Development Association, n.d.).

**Opportunities for Further Development.** Opportunities for further development in expanding or improving standards in career development services in Jordan lie in enhanced training and capacity-building initiatives. Investing in the professional development of practitioners through specialized training programmes, workshops, and certification courses can enhance their skills, competencies, and adherence to standards (Jordan Ministry of Labour, 2020). Additionally, capacity-building efforts aimed at organizational development, leadership training, and quality management systems can strengthen the overall infrastructure for standards implementation. Leveraging technology also presents opportunities for further development. Digital platforms, online tools, and virtual delivery methods can streamline processes, enhance accessibility, and facilitate compliance with standards (Jordan Ministry of Digital Economy and Entrepreneurship, 2021).

In conclusion, while barriers such as limited awareness and resource constraints may present challenges, enablers such as government support and stakeholder collaboration offer opportunities for expanding or improving standards in career development services in Jordan. By investing in training and capacity building, leveraging technology, and fostering collaboration among stakeholders, Jordan can overcome barriers and capitalize on opportunities for further development. By raising standards across the sector, Jordan can enhance the quality, accessibility, and effectiveness of career development services across the lifespan, ultimately contributing to the economic empowerment and social mobility of its citizens.

## 8.2. Staffing

Staff providing career development support services play a crucial role in assisting individuals in their career learning and development and in facilitating their transition into the labour market. In Jordan, these services are primarily offered through public employment services (PES) and educational institutions. This chapter explores the composition, roles, responsibilities, training opportunities, and skills development needs of staff working in these diverse career development support services settings.

**Staff in Public Employment Services (PES).** In Jordan, staff providing career guidance in public employment services (PES) are typically employed by government agencies such as the Ministry of Labour. However, due to the high demand for career guidance services and the limited number of

staff, there is often a shortage of guidance practitioners in PES, leading to challenges in providing timely and effective support to clients (Jordan Ministry of Labour, 2020). This shortage results in high caseloads for guidance practitioners, impacting the quality and depth of service delivery. Additionally, some PES workers may be employed by external organizations and contracted to provide services within PES settings, further complicating staffing arrangements.

**Staff in Educational Institutions.** Career guidance services in educational institutions in Jordan are primarily delivered by school counsellors, belonging to the school's staff, career teachers, and other educational staff. As the presence of career counsellors varies across schools, there is a recognized need for more counsellors to ensure comprehensive support to meet students' career development needs. In many cases, particularly in secondary schools and VET institutions, the ratio of students to counsellors is high, resulting in limited individualized attention for career guidance (Jordan Ministry of Education, 2020). Additionally, primary schools may not always have dedicated career counsellors, relying instead on teachers to integrate career development activities into the curriculum.

### Barriers, Enablers, and Opportunities

In conclusion, in addition to supporting career decision-making, Jordan needs to expand the role of guidance services to include the development of career management skills and empowerment for lifelong transition management. This shift will enable individuals to navigate the dynamic labour market landscape and effectively manage their career trajectories. However, this requires appropriate staffing and qualified experts.

**Barriers.** One of the main barriers to expanding or improving the staffing situation in career development support services in Jordan is the lack of sufficient resources and funding. Limited financial resources allocated to career guidance programmes and educational institutions hinder the recruitment of additional staff and the implementation of comprehensive training and development initiatives that support a holistic development of career management skills (Al-Lozi et al., 2020). Additionally, bureaucratic hurdles and administrative constraints within government agencies may slow down the hiring process and impede efforts to address staffing shortages effectively.

**Enablers and Opportunities.** Government support and investment serve as significant enablers for expanding or improving the staffing situation in career development support services in Jordan. Increased funding and resources from government agencies can facilitate the recruitment of qualified staff, provision of ongoing training, and implementation of professional development initiatives (Jordan Ministry of Labour, 2020). Moreover, strategic partnerships between government entities, educational institutions, and international organizations can help leverage additional resources and expertise to support staffing needs in the sector (Jordan Ministry of Education, 2020). Additionally, investing in technology and digital infrastructure can optimize staffing resources by streamlining administrative processes, improving data management systems, and enabling remote work capabilities (Jordan Ministry of Digital Economy and Entrepreneurship, 2021).

While barriers such as limited resources and bureaucratic constraints may present challenges, enablers such as government support and strategic partnerships offer opportunities for expanding or improving the staffing situation in career development support services in Jordan. By investing in resources, fostering collaboration, and embracing technology, Jordan can address staffing shortages, enhance workforce capabilities, and ensure the delivery of high-quality career development support services to individuals across the country.

### 8.3. Quality of data and information

Access to accurate and timely information is fundamental for effective career development support activities. In Jordan, where the labour market is dynamic and rapidly evolving, the availability of relevant information plays a crucial role in guiding individuals towards suitable career pathways. This chapter investigates the types of information essential for career development practitioners and their clients, exploring sources, accessibility, and utilization across various sectors in Jordan.

## Types of Information for Career Development

**Labour Market Information (LMI) and Skills Forecasts.** Labour market information provides insights into the current state of the job market, employment trends, and skill demands. In Jordan, organizations such as the Jordan Department of Statistics (DOS) and the **Jordanian Labour Market Observatory (JLMO)** collect and analyze LMI, offering data on employment rates, industry growth, and emerging sectors (Jordan Department of Statistics, n.d.). Additionally, initiatives such as the National Employment Strategy (NES) contribute to **forecasting future skill needs and labour market dynamics**, enabling practitioners and clients to make informed career decisions aligned with market demand (Jordan Ministry of Labour, 2020). The availability and quality of up-to-date and dynamic labour market information are essential for guiding individuals in making informed career decisions. Initiatives such as the Labour Market Information System (LMIS) in Jordan provide comprehensive data on job vacancies, skills demand, and industry trends, enhancing the relevance and accuracy of (digital) guidance services (Ministry of Labour, Jordan, 2020). The **LMIS is regularly updated** by government agencies such as the DOS and the JLMO. It is accessible not only to practitioners but also to end-users such as students, parents, and teachers, ensuring transparency and inclusivity in career guidance processes.

**Occupational Information:** Occupational information describes various professions, including main roles, tasks, work context, salaries, job security, and related trends. The **Jordanian National Qualifications Framework (JNQF)** outlines occupational profiles and competency requirements across different sectors (Jordan Ministry of Education, 2020). Career development practitioners utilize this information to provide clients with comprehensive insights into potential career paths, helping them understand the realities of different occupations and make informed choices. Additionally, occupational profiles often include details on salaries, job security, and trends, enabling individuals to make well-informed career decisions aligned with their aspirations and the current labour market dynamics.

**Information on Vacancies, Internships, and Apprenticeships:** Access to information about job vacancies, internships, and apprenticeship opportunities is crucial for individuals seeking employment or work experience. Online platforms such as the Jordanian **National Employment Portal (NEP)** and job boards operated by private companies and government agencies facilitate access to vacancy listings and internship programmes (Jordan Ministry of Digital Economy and Entrepreneurship, 2021). Career development practitioners leverage these resources to connect clients with relevant opportunities and support their transition into the workforce.

**Information about Services and Skills Validation:** Information about services enabling validation and recognition of skills acquired in non-formal and informal contexts is essential for individuals seeking to enhance their employability. Career development practitioners guide clients in navigating these validation processes, helping them obtain recognition for their skills and qualifications. In Jordan, stakeholders involved in validating and recognizing skills acquired in non-formal and informal contexts include the Technical and Vocational Skills Development Commission (TVSDC), Ministry of Higher Education and Scientific Research, Ministry of Labour, private sector employers, and non-governmental organizations (NGOs). TVSDC plays a central role in coordinating and overseeing vocational skills development and certification. The Ministry of Higher Education validates academic qualifications, while the Ministry of Labour focuses on validating vocational skills through training and certification programmes. Private sector employers collaborate with vocational training providers to ensure that skills align with industry standards. NGOs also contribute by supporting marginalized groups in skills validation. Together, these stakeholders facilitate pathways for individuals to obtain recognition for their skills, enhancing their employability and career advancement opportunities in Jordan.

**Training and Skills Development Opportunities:** Access to information about training and skills development opportunities is vital for individuals seeking to upgrade their skills or pursue further education. The Jordanian Ministry of Labour, in collaboration with vocational training centres and educational institutions, offers a wide range of training programmes and courses to enhance workforce skills (Jordan Ministry of Labour, 2020). Career development practitioners play a crucial role in

disseminating information about these opportunities and assisting clients in selecting relevant training pathways aligned with their career goals.

**Tracer Studies:** Tracer studies, conducted by institutions such as universities and vocational training centres, track the career outcomes of graduates and provide valuable insights into the effectiveness of educational programmes and the labour market relevance of qualifications (Al-Lozi et al., 2020). These studies help practitioners and policymakers understand the impact of education and training interventions, informing future programme development and alignment with industry needs. While there is **no legal obligation to conduct tracer studies**, they are typically implemented periodically, often with every graduating cohort or every few years. The concept and methodology of tracer studies may vary, but there is a nationally agreed-upon framework followed by most institutions. This framework often involves tracking graduates' career outcomes for a specified period, usually one to three years after graduation, to evaluate the effectiveness of educational programmes and their alignment with industry needs.

This decentralized approach to tracer studies involves institutions initiating and conducting surveys or interviews with graduates to gather data on their employment status, job roles, salaries, further education pursuits, and satisfaction with their educational preparation. The collected data provide valuable insights used to adjust curriculum, enhance teaching methods, and align educational programmes with industry needs, contributing to continuous improvement in educational quality and workforce development strategies across Jordan.

**Quality and Adequacy of Available Information.** The quality and adequacy of available information for career development support activities in Jordan are essential considerations to ensure effective decision-making and support for individuals. Several points merit attention in evaluating the quality of information:

**Reliability, Accuracy, and Up-to-Datedness:** The reliability, accuracy, and currency of information are paramount in guiding career decisions. Data collected from reputable sources, such as government agencies and accredited institutions, are more likely to be reliable and accurate. Continuous updates and regular reviews of data ensure that users have access to the latest labour market trends, job vacancies, and training opportunities.

**Quality assurance mechanisms**, such as data validation processes and periodic audits, contribute to maintaining the integrity of information sources (Jordan Ministry of Digital Economy and Entrepreneurship, 2021).

**Accessibility and User Friendliness:** Information should be easily accessible and user-friendly to cater to the diverse needs of clients. Online platforms and digital tools should be designed with intuitive interfaces and clear navigation pathways to facilitate ease of use. Accessibility features, such as language options, screen reader compatibility, and mobile responsiveness, ensure that information is inclusive and accessible to all individuals, regardless of their backgrounds or abilities (Jordan Department of Statistics, n.d.).

**Adequate Level of Granularity:** The granularity of information refers to its level of detail and specificity. Information should be granular enough to provide meaningful insights into various aspects of the labour market, occupations, and training opportunities. Detailed occupational profiles, including job descriptions, required qualifications, and salary ranges, enable individuals to make informed decisions tailored to their interests and aspirations. Additionally, granular data on regional employment trends and sector-specific skill demands empower practitioners to offer targeted guidance and support (Jordanian Labour Market Observatory, n.d.).

**Individualized Tailoring to Addressee Needs and Delivery:** Information delivery should be **personalized and tailored to the specific needs and preferences** of the addressees. Career development practitioners utilize a client-centred approach to assess individual interests, skills, and goals, ensuring that information is relevant and meaningful to each client. Customized guidance, based on factors such as educational background, work experience, and career aspirations, enhances the effectiveness of career development interventions and supports informed decision-making (Jordan Ministry of Labour, 2020).

**Existing Standards for Production and Delivery of Quality Careers Related Information:** In Jordan, the production and delivery of quality careers related information are guided by established standards and frameworks. Data categorization also follows standardized frameworks, such as the **International Standard Classification of Occupations (ISCO)**, which categorizes occupations based on skill levels, functions, and specialization areas (International Labour Organization, n.d.). This classification system facilitates the systematic organization and comparison of occupational information, enabling users to navigate and interpret data effectively. Additionally, data categorization may involve regional or sectoral segmentation to provide tailored insights into localized labour market dynamics and employment opportunities.

**Responsibility for Information Gathering, Treatment, Management, and Diffusion:** The gathering, treatment, management, and diffusion of existing information for career development purposes involve collaboration among various stakeholders in Jordan. Government agencies such as the **Jordan Department of Statistics (DOS) and the Jordanian Labour Market Observatory (JLMO) are primarily responsible for collecting and analysing labour market data**, while educational institutions and vocational training centres contribute insights into skills development trends (Jordan Ministry of Labour, 2020). Additionally, **private sector employers and trade unions play a role in producing relevant labour market information through industry surveys, workforce assessments**, and participation in data-sharing initiatives (Jordanian Chamber of Commerce, n.d.). Collaboration between public and private entities ensures the availability and accuracy of information for citizens, training providers, employers, system developers, and policymakers.

**Capacity of Providers and Practitioners in Working with Labour Market Information (LMI).** The capacity of providers to collect, share, analyse, and collaborate in the production of LMI varies across different sectors and organizations in Jordan. Government agencies responsible for data collection and analysis invest in training programmes and technological infrastructure to enhance their capacity in managing and disseminating LMI effectively (Jordan Ministry of Digital Economy and Entrepreneurship, 2021). Similarly, educational institutions and vocational training centres prioritize staff development initiatives to equip practitioners with the skills and knowledge required to work with LMI and integrate data-driven approaches into career guidance practices (Jordan Ministry of Education, 2020). However, challenges such as limited resources, data accessibility issues, and gaps in technical expertise may impede the full realization of the potential of LMI in supporting career development activities.

While the use of ICT including AI holds promise for revolutionizing the organization and delivery of career-related information in Jordan, its integration into existing systems and practices is still in the nascent stages. Collaborative efforts among government agencies, educational institutions, employers, and trade unions are essential for harnessing the full potential of ICT including AI and maximizing the utility of LMI for citizens, practitioners, and policymakers. By investing in technology, strengthening data management capabilities, and fostering multi-stakeholder partnerships, Jordan can advance its capacity to utilize AI-driven approaches and LMI to support informed career decisions and enhance labour market outcomes.

## **Barriers, enablers, and opportunities**

Barriers include the fragmentation of data across different agencies and stakeholders which impedes effective data collection efforts, while capacity constraints among practitioners limit their ability to collect, analyse, and utilize data effectively for decision-making.

However, there are several enablers such as strong commitment from the government to invest in these services, coupled with policy support, which can create an enabling environment for the expansion and improvement of LMIS and data collection, analysis and distribution. Collaboration between government agencies, research institutions, and civil society organizations can enhance data sharing and coordination efforts, leading to more robust results. Additionally, leveraging technological innovations, such as data analytics and digital platforms, can streamline data collection, analysis, and reporting processes, enhancing the efficiency and effectiveness of monitoring and evaluation activities.

Moving forward, there are significant opportunities for further development: Strengthening data governance through the development of comprehensive frameworks can address data fragmentation issues and ensure interoperability of systems across different stakeholders. Investing in capacity-building programmes for practitioners and service providers can empower them to utilize data effectively for decision-making. Furthermore, encouraging innovation and research in methodologies can drive continuous improvement in service delivery, ultimately leading to better outcomes for individuals and the economy.

## 9. SUMMARY, CONCLUSIONS AND WAY FORWARD

### 9.1. Summary of review results

**Context.** The context explored the multifaceted contextual factors influencing career decisions and development in Jordan, encompassing institutional, political, socioeconomic, demographic, cultural, geographic, and environmental dimensions. It sheds light on the challenges faced by career guidance providers and practitioners, including limited funding and resource allocation, as well as unequal, in particular gender disparities in access to services. The report emphasizes the positive effect of recent political orientations on promoting vocational education, training, and support for MSMEs, and highlights the evolving landscape of career guidance services in response to the country's dynamic socio-economic and cultural dynamics.

**Policy Framework.** This section provides an in-depth analysis of Jordan's policy framework for career development support, encompassing legal regulations, national strategies, service provision standards, and coordination efforts among public and private stakeholders. It explores the integration of career development policies into various sectors such as education, TVET, adult learning, and employment, highlighting initiatives to enhance skills development and employability. The report also discusses the regulatory framework governing career guidance centres, emphasizing professionalism, ethical standards, and quality assurance measures. Additionally, it outlines recent reforms focusing on entrepreneurship education and start-up support, showcasing Jordan's commitment to equipping individuals with the necessary skills for successful career paths and entrepreneurial ventures.

**Cooperation and coordination.** In Jordan, cooperation and coordination on career development support is common at delivery level between schools, employers etc. At national level cooperation between ministries and government agencies takes place in the case of LMI and related data collection. Various stakeholders such as NGOs, governmental bodies, educational institutions, the private sector, and labour unions collaborate to provide career guidance and skill-building opportunities. Challenges related to limited coordination remain.

**Main services and Activities.** Jordan provides a wide range of career guidance services, including self-help digital platforms, assessment activities, and personalized mentoring. Career and entrepreneurship education are integrated into the educational system as voluntary service, while start-up support is offered by organizations such as JOHUD and JEDCO. Public employment services offer counselling, training, and job placement assistance, with additional support from NGOs and trade unions. Special programmes target groups such as NEETs for re-engagement in the workforce and/or learning. Career development support is available for formal and informal workers, including MSMEs, with services tailored to the self-employed. Collaboration among stakeholders and leveraging digital technologies can enhance career guidance services in Jordan, despite challenges such as limited coverage for certain groups and resource constraints.

**Funding.** Jordan's approach to career development support services involves multiple stakeholders and funding sources. The central government provides earmarked funding for various career guidance services, while levy-based national and sectoral training funds contribute significantly to the financing of career development activities. Client participation in financing career guidance services varies, with individuals sometimes contributing financially to specialized guidance services. Financial incentives for career development, such as voucher schemes and integrating career development activities into HR practices, stimulate the development of career development activities. Cost-sharing across ministries and services is a collaborative effort to maximize resources and ensure efficient use of funds. Enterprises in Jordan actively contribute to the costs of career guidance services, particularly for young people in education. Jordan has established robust mechanisms for effective fund application, with the Ministry of Labour and other relevant government bodies enforcing strict guidelines for fund

management. Providers of career development services in Jordan are equipped with the capacity to manage funds transparently and accountably, while overall there is a lack of funding and resources.

**Access.** Access to career development support in Jordan is facilitated through various initiatives targeting vulnerable populations, including outreach services, targeted measures, digital access, and multi-channel distance services. While barriers such as limited resources and the digital divide exist, government initiatives and collaborations serve as enablers. Opportunities for further development include enhanced funding, community engagement, and tailored interventions to promote inclusive economic participation and social inclusion in Jordan.

**Use of Technology.** Digital technologies have transformed career development in Jordan by offering remote access to resources and guidance through online platforms and virtual tools. The availability of digital equipment in career centres has facilitated digital literacy and employability skills. Various digital career services cater to different segments of the population, but the quality and capacity of these services vary. Overcoming barriers such as the digital divide, and infrastructure challenges, but also a fragmented landscape of digital services, while leveraging enablers such as government support and training programmes, presents opportunities for further development in ICT use for career services in Jordan.

**Quality Assurance.** Jordan prioritizes the quality of career development services by setting standards, promoting professionalism, and ensuring ethical treatment. Public employment services and educational institutions play a significant role in providing support, emphasizing training, and skills development. Collaboration between government agencies, educational institutions, private sector employers, and trade unions ensures the availability and accuracy of labour market information. Continuous monitoring, evaluation, and policy feedback, supported by research and data utilization, would be essential however to drive improvements in service delivery. Opportunities for further development include enhancing technology, capacity building, and fostering collaboration to enhance the effectiveness and accessibility of career development services in Jordan.

## 9.2. Conclusions and way forward

Based on this review, three priority areas had been identified for further system enhancement:

- Cooperation and Coordination at national and service provision level
- Funding
- Quality Assurance including professionalisation of guidance practitioners

### Detailed recommendations

Recommendations do not represent final solutions but are aimed at guiding policy and practice discussions. They follow the key pillars of this report and cover system, provider and practitioner levels:

#### Policy framework

#### System Level Recommendations

##### Short-term:

1. **Policy Review and Alignment:** conduct a review of existing career development policies and strategies to ensure alignment with national priorities and EU programmes such as EU4Youth and other donor initiatives. Identify areas for improvement and update policies accordingly.
2. **Coordination Mechanisms:** establish a legal base or Memorandum of Understanding or similar measure to establish or enhance coordination mechanisms between central, regional, and local authorities to streamline funding processes and clarify roles and responsibilities in delivering career development services.

### Medium-term:

1. **National youth policy to include career guidance:** integrate into national youth law/strategy/etc. an official mandate in career guidance for youth work to facilitate outreach and exposure to professional support outside education and public employment services

### Long-term:

1. **National Research Programmes:** invest in national research programmes focused on career development to generate data-driven insights for policy formulation and programme design. Foster partnerships with EU research initiatives to leverage expertise and resources.

## Provider Level Recommendations

### Short-term:

1. **Infrastructure Enhancement:** allocate funds for an upgrading infrastructure and technology in career guidance centres to improve service delivery. Seek support from EU infrastructure development initiatives for necessary upgrades.

### Medium-term:

1. **Change Management Training:** provide training programmes on change management to help responsible ministry staff for career guidance and guidance providers adapt to evolving needs and challenges in the career development landscape. Collaborate with EU programmes offering change management expertise.
2. **Client Service Improvement:** implement initiatives to enhance client service culture among providers, emphasizing responsiveness and empathy. Benchmark against EU standards for client-centred service delivery.

### Long-term:

1. **International Accreditation:** work towards obtaining international accreditation for career development institutions to enhance credibility and attract funding opportunities from EU programmes and other donors.

## Coordination and cooperation

### System Level Recommendations

#### Short-term:

1. **Formal Coordination Mechanism:** establish a formal coordination mechanism involving governmental institutions and agencies, social partners, donors, NGOs, and stakeholders to streamline regulation, management, and funding of career services, ensuring an enhanced Coordination Mechanisms through a central coordinating body, overseeing career development support policy coordination and cooperation including related to funding in line with national priorities and objectives to increase financial efficacy.
2. **Ensure synergies between TVSDC and Ministry of Labour guidance strategies:** enhance cooperation between the owners of the two guidance strategies that are working in parallel to create synergies and enhance effectiveness.

#### Medium-term:

1. **Inter-Ministerial Collaboration:** foster collaboration between ministries to align policies and strategies for more effective career development support initiatives.
2. **Role of social partners:** enhance the role of social partners in career guidance for workers, with a special focus on support to self-employed and micro and small enterprises, but also for students in schools

### Long-term:

1. **Culture for Collaboration:** promote a culture of collaboration between public and private stakeholders in the career development ecosystem. Facilitate dialogue through forums and working groups to foster innovation and shared learning.

### Provider Level Recommendations

#### Short-term:

1. **Partnership Development:** strengthen partnerships between career centres, NGOs, and advocacy groups to expand service reach and quality.

#### Medium- to long-term:

1. **Sustainability Planning:** develop plans for continuity of services and seek accreditation for credibility and funding opportunities.

### Practitioner Level Recommendations

#### Short-term:

1. **Peer Learning Networks:** facilitate peer networks for knowledge sharing and cultural sensitivity training.

### Services and activities

#### System Level Recommendations

1. **Awareness raising & outreach:** address the lack of awareness among stakeholders about the importance of career guidance hindering engagement and participation, through active awareness raising face-to-face, through (social) media and outreach which requires funding.
2. **Enhance Career Development Support for Workers in the Informal Economy:** help workers in the informal economy transition to the formal sector through outreach, support to non-formal career management skills learning (see the example of 'Tafakur') and awareness raising among individuals working in the informal economy about opportunities available to access skills development, qualifications, decent work, and social protection.
3. **Enhance career guidance services for disadvantaged groups:** expand outreach services, including through the use of ICT, to create awareness and help develop career management skills non-formally. Engage communities and grassroots organizations in programme design and delivery to tailor interventions to the specific needs of different groups, such as age, gender, disability, and socio-economic status, ensuring inclusivity and effectiveness.

### Provider Level Recommendations

#### 1. Career Education and Entrepreneurship Education:

- a. Integrate career education and entrepreneurship education into school curricula from primary school onwards as structured mandatory learning programme to support the development of career management skills and an entrepreneurial mindset. Continuously update educational content with a strong focus on experiential learning to align with evolving industry demands and fostering partnerships with industry experts to enrich educational programmes.
- b. Integrate non-formal career education and entrepreneurship education into PES work – also through partners that provide outreach services - related to vulnerable groups such as NEETs, long-term unemployed and low-qualified individuals.

2. **Develop a systematic approach to career development support for NEETs:** learn from the EU experience of the Youth Guarantee.

3. **Include career guidance next to fast activation as mandate of PES:** through partnerships and expanding expertise, ensure capacity of PES counsellors to provide career guidance as “sustainable activation” approach in PES work with long-term unemployed, low-qualified individuals and NEETs.
4. **Start-Up Support:** organizations such as JOHUD and JEDCO offer incubation programmes and business development services. Strengthen collaborations with venture capitalists, angel investors, and industry mentors to provide additional resources and networking opportunities for aspiring entrepreneurs.
5. **Support in Negotiating and Networking:** facilitating networking opportunities with potential employers and industry groups enhances learning opportunities and job prospects for individuals. Develop digital platforms for professional networking and organizing industry-specific networking events to foster meaningful connections in the digital age.
6. **Work Experience and Learning Tasters:** internships, apprenticeships, and work trials provide practical exposure to different industries. Expand these opportunities through industry partnerships and offer stipends or credits for participation to incentivize more individuals to gain valuable work experience.

### Practitioner Level Recommendations

1. **Self-Help Digital and Distance Services:** leverage digital solutions to enhance services, making them more interactive and tailored to individual needs.
2. **Brief Staff-Assisted Support and Group Counselling:** career guidance centres offer personalized advice through one-on-one counselling and group workshops. Expand these services to include online counselling options and specialized group sessions tailored to specific career sectors or demographics to enhance their effectiveness.
3. **Assessment and Testing Activities:** public employment services and vocational education centres conduct assessments to help individuals understand their skills and interests. Strengthen these activities by integrating innovative assessment tools and personalized feedback mechanisms to offer more comprehensive insights for career planning.
4. **Extensive and Personalized Services:** long-term mentoring and coaching programmes provide tailored support for career planning and skill development. Scale up these initiatives to reach a broader audience and offer specialized tracks for emerging industries or niche skill sets to cater to diverse career pathways.
5. **Peer-to-Peer Exchange on Career Development Themes:** workshops and discussion groups enable individuals to share insights and experiences. Implement online forums and mentorship programmes to facilitate ongoing peer support and knowledge exchange to sustain community engagement in career development.
6. **Services for the Digital and Green Transition:** training programmes and resources prepare individuals for the digital and green economy. Collaborate with technology firms and sustainability experts to develop industry-specific training modules to address emerging skill gaps and promote sustainable career paths. Career guidance should make aware of opportunities of the green and digital transitions.
7. **Linkages Between Countries:** establish partnerships with international organizations and neighboring countries to foster knowledge exchange and expand job opportunities. Support client participation in cross-border job fairs and skill exchange programmes to facilitate global career mobility and cultural exchange.

## Funding

### System Level Recommendations

#### Short-term:

1. **Enhanced Coordination Mechanisms:** ensure funding for a secretariat and activities of a central coordinating body, possibly within the Ministry of Labour, that oversees career development funding and supports pooling of funding in line with national priorities and objectives. This shall support the realisation of 'sharing of costs' across ministries and services in Jordan as collaborative effort aimed at maximizing resources and ensuring efficient use of funds, as outlined in the Career Guidance strategy.

#### Medium-term:

1. **National Research Programmes:** allocate funding for research initiatives to inform evidence-based policymaking and identify emerging trends and needs in the labour market.

#### Long-term:

1. **Sustainable Funding Mechanisms:** establish sustainable funding mechanisms, such as public-private partnerships or dedicated funds, to ensure long-term financial support for career development initiatives targeting especially disadvantaged groups, reducing dependence on short-term grants or donations. Learn from EU funding mechanisms such as the European Social Fund for sustainable financing approaches.

### Provider Level Recommendations

#### Short- to medium-term:

1. **Technology Investment:** invest in digital infrastructure and tools to support the delivery of online career guidance services, ensuring accessibility for all individuals.

#### Long-term:

1. **Financial Sustainability Planning:** encourage career guidance providers to develop financial sustainability plans, diversifying their funding sources and reducing reliance on short-term funding streams.

### Practitioner Level Recommendations

#### Short-term:

1. **Professional Development Funding:** provide dedicated funds for the continuous professional development of career guidance practitioners, ensuring they stay updated with the latest trends and best practices in the field.

#### Medium- to long-term:

1. **Incentive Programmes:** establish incentive programmes to reward practitioners who pursue advanced training and certification, fostering a culture of excellence and continuous improvement.
2. **Research Grants:** offer research grants to practitioners interested in exploring innovative approaches to career guidance, encouraging evidence-based practices and contributing to the broader knowledge base.

## Quality assurance

### System Level Recommendations

#### Short-term:

1. **Career Guidance Standards:** ensure that the existing occupational standards and national service standards for qualifications, skills, and knowledge of career development practitioners working in education, employment, youth and social inclusion sectors are (1) fit for purpose - collaborate with EU programmes, such as Youth Guarantee, and other donors to align standards with international best practices; (2) applied to develop initial education and training, and continuous professional development programmes for career guidance practitioners, hence ensuring that they are recognized as occupational standards that build the basis for qualifications and certificate programmes and continuous professional development opportunities; and ensure that those standards also include (3) quality standards for career guidance services, aligning with international best practices and EU frameworks, i.e. standards will also define a career management skills framework outlining the outcome of guidance, and a code of ethics. Standards need to support the shift from career orientation towards the development of career management skills and empowerment for lifelong transition management.
2. **Clearly define the role of the Career Guidance and Counselling Section** (Ministry of Labour) in education in relation to in-school counsellors. As central section they could be responsible for developing standardized methodologies in close cooperation with relevant stakeholders such as the Jordan Career Development Association including school / university/ PES guidance practitioners, university researchers, and social partners.

#### Medium-term:

1. **Accreditation Systems:** establish accreditation systems for career guidance providers, ensuring they meet established quality standards and continuously improve their services.
2. **Quality Assurance Framework:** develop a quality assurance framework for career development services, integrating EU standards where applicable. This framework should include mechanisms for monitoring and evaluation to ensure service quality and effectiveness.

#### Long-term:

1. **Outcome Monitoring:** implement robust monitoring and evaluation systems to track the impact and outcomes of career guidance services, using data to inform policy and practice improvements.

### Provider Level Recommendations

#### Short-term:

1. **Training and Capacity Building:** provide training and capacity-building programmes for career guidance providers, focusing on areas such as personalized guidance, cultural competence, digital literacy, addressing the needs of vulnerable populations and inclusive practices. Conduct workshops for career development service providers on financial management, tools, and methodologies. Utilize EU programmes, such as Capacity Building in the Field of Youth to facilitate training sessions. Focus especially on teachers in schools that provide career guidance on top of their teaching work due to resources for counsellors.

#### Medium-term:

1. **Partnership Development:** develop partnerships with academic institutions, industry organizations, social partners, and other stakeholders to enhance the quality and relevance of career guidance services.

## Practitioner Level Recommendations

### Short-term:

1. **Professional Development Programmes:** offer professional development opportunities for practitioners, including workshops, seminars, and online courses. Collaborate with EU initiatives such as Erasmus+ to provide international training opportunities.
2. **Access to Resources:** ensure practitioners have access to updated resources and tools for career guidance. Partner with EU platforms and others offering resources and materials for professional development.

### Medium-term:

1. **Professional Recognition:** develop certification programmes for career guidance practitioners, recognizing their expertise and ensuring adherence to professional standards, and advocate for professional recognition and certification for career guidance practitioners at the national and EU levels. Engage with EU institutions to align certification standards with European frameworks.
2. **Career Adaptability Training:** develop training programmes to enhance practitioners' career adaptability skills, enabling them to respond effectively to changing labour market trends and client needs. Incorporate insights from EU-funded research on career adaptability and other insights.
3. **Exchange Programmes:** facilitate exchange programmes for practitioners to gain cross-cultural perspectives and best practices in career development. Explore opportunities within EU mobility programmes for international exchanges.
4. **Tracer study:** establish a national concept and methodology for a graduate tracer study and pilot it, before scaling it up
5. **LMIS:** enhance the existing labour market information system (LMIS) by overcoming limited resources, fragmentation of data across different agencies and stakeholders, data accessibility issues, and gaps in technical expertise that limits ability to collect, analyze, and utilize data effectively.
6. **Data governance:** strengthen data governance through the development of comprehensive frameworks to address data fragmentation issues and ensure interoperability of systems across different stakeholders. Invest in capacity-building programmes for practitioners and service providers to utilize data effectively for decision-making.

### Long-term:

1. **Research and Innovation:** encourage practitioners to engage in research and innovation activities, exploring new approaches and methodologies to enhance the effectiveness of career guidance services.
2. **Continuous Learning Culture:** foster a culture of continuous learning among practitioners, encouraging participation in conferences, peer learning networks, and collaborative projects. Leverage EU platforms for networking and knowledge exchange in the field of career development.

## Use of technology

### System Level:

1. **Digital Strategy Development:** develop a comprehensive digital strategy for career guidance services, aligning with national digital transformation agendas and EU digital initiatives. This must include investing in the necessary technology infrastructure to support the delivery of digital career guidance services, ensuring accessibility and inclusivity.
2. **Integration of existing fragmentation of platforms and use of ICT:** ensure one single entry point for all digitally offered career guidance services to facilitate access to and quality of services and bring fragmented services of various service providers together

### **Provider Level:**

1. **Digital Platforms:** implement and maintain digital platforms for career guidance, including self-help resources, virtual counselling, and online workshops, to accompany face-to-face services and help enhance access to service for people residing in remote areas.
2. **Data Management Systems:** develop robust data management systems to track client interactions, outcomes, and service quality, using insights to continuously improve services.

### **Practitioner Level:**

1. **Digital Literacy Training:** provide training for practitioners to enhance their digital literacy and competency in using technology for career guidance.
2. **Virtual Collaboration Tools:** equip practitioners with tools and resources for virtual collaboration, enabling remote counselling and support.

# ANNEX 1

## Key definitions

Career development is understood as including five key sets of activities:

1. **Career guidance:** services intended to support individuals of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers (career management skills). Career guidance and counselling can include a wide range of activities, such as skills assessments including recognition of prior learning as a means for informal workers to access to formal labour market, advice, information, development of job search skills, mentoring, counselling, networking, job placement among others and be delivered face-to-face, at a distance or in a blended setting. Delivery contexts include public and private employment services, career guidance in schools, TVET providers, municipalities, youth centres, social security centres, NGOs, as well as career development support in apprenticeships and work-based environments. Career guidance services may acquire particular importance for vulnerable individuals or groups adopting specialised approaches, methodologies and tools to address their specific needs.
2. **Career education:** well organised and structured learning activities offered by schools, public employment services, NGOs, social partners, universities or community-based services aimed at developing individuals' career management skills, covering self-learning, building of capacities to identify and interpret labour market information as well as learning and career opportunities, make learning and career decisions, plans and act upon them. Often, career education follows a programmed and gradual approach to skill development, reflecting a curriculum, and relying on a mix of classroom activities, networking with professionals and work experience or community service opportunities.
3. **Career development support for the formally employed:** for traditional employees in the formal economy, this refers to human resource management activities aimed at developing career management skills of employees, with the purpose of supporting individual skill development and training, skills utilisation, productivity, innovation and smart specialisation, and promoting strategic staff planning and development. It frequently relies on activities such as career talks, assessments, establishment of personal plans but also includes an enabling company environment for lifelong learning.
4. **Career development support for workers in the informal economy:** The informal economy comprises more than half of the global labour force and more than 90% of Micro and Small Enterprises (MSEs) worldwide. Many individuals working in the informal economy are unaware of the possibilities they may have to access qualifications, decent work and benefit from social protection. This is also the case of many rural populations and individuals performing domestic work, particularly women. Outreach initiatives and partnerships that mobilize national, sectoral and local actors, are key to meet the needs of these workers. Given the large number of Micro, Small and Medium Sized Enterprises (MSMEs) with limited resources for this task, the role of social partners is to be leveraged to support MSMEs inter alia by providing skills needs assessments and forecasting (for sectors), facilitating cooperation with adult learning and vocational education and training (TVET) institutions for continuous professional development, also tapping into formalisation of non-formal and informal learning at the workplace and the recognition of prior learning.
5. **Services to the self-employed:** With the changing nature of work, including less standard company contexts, and increasing independent employment (freelancing, contract work, platform work), and the related internationalisation of work and education, services are needed for a growing group of self-employed. These services, still not well defined in many countries, tend to integrate or coordinate learning incentives, financial and business counselling and career guidance.

## ANNEX 2

### List of involved organisations/persons

1. King Abdullah II Fund for Development
2. European Training Foundation
3. Green Economy
4. Higher Council for the Affairs of Persons with Disabilities (HCAPD)
5. International Labour Organization (ILO)
6. International Trade Union Confederation (ITUC)
7. Jordan Career Development Association
8. Jordan Chamber of Industry (JCI)
9. Jordan Enterprise Development Corporation (JEDCO)
10. Jordan Ministry of Digital Economy and Entrepreneurship
11. Jordan Ministry of Education
12. Jordan Ministry of Foreign Affairs and Expatriates
13. Jordan Ministry of Labour
14. Jordan Ministry of Social Development (MoSD)
15. Jordan National Employment and Training Company
16. Jordan News Agency
17. Jordan Social Security Corporation
18. Jordan Youth Innovation Forum (JYIF)
19. Jordanian Hashemite Fund for Human Development (JOHUD)
20. Jordanian Society for Citizens with Disabilities (JSCD)
21. Jordanian Society for Vocational Rehabilitation
22. Technical and Vocational Skills Development Commission (TVSDC)
23. UNESCO
24. Business Development Centre (BDC)

## ABBREVIATIONS

ALMPs	Active Labour Market Policies
AQACHEI	Accreditation and Quality Assurance Commission for Higher Education Institutions
BDC	Business Development Centre
BMZ	Federal Ministry of Economic Cooperation and Development (Germany)
CG	Career Guidance
DoS	Department of Statistics (Jordan)
DVV	Deutscher Volkshochschul-Verband e.V.
EBRD	European Bank for Reconstruction and Development
ETF	European Training Foundation
EU	European Union
GIZ	German Cooperation agency
HCAPD	Higher Council for the Affairs of Persons with Disabilities
HPC:	Higher Population Council
ICT	Information and communication technology
IMF	International Monetary Fund
ISCO	International Standard Classification of Occupations
ITUC	International Trade Union Confederation
JCDA	Jordan Career Development Association
JCEF	Jordan Career Education Foundation
JCI	Jordan Chamber of Industry
JEA	Jordan's Engineers Association
JEDCO	Jordan Enterprise Development Corporation
JNQF	Jordan's National Qualifications Framework

JOHUD	Jordanian Hashemite Fund for Human Development
JSCD	Jordanian Society for Citizens with Disabilities
JWU	Jordanian Women's Union
JYIF	Jordan Youth Innovation Forum
LMI(S)	Labour Market Information(System)
LMO	Labour Market Observatory (Jordan)
MoDEE	Ministry of Digital Economy and Entrepreneurship
MoE	Ministry of Education
MoHE	Ministry of Higher Education and Scientific Research
MoSD	Ministry of Social Development
NCGES	National Career Guidance and Employment Strategy
NEETS	Not in education, employment, or training
NEP	Jordanian National Employment Portal
NES	National Employment Strategy
PES	Public employment services
PSUD	Jordanian Princess Sumaya University for Technology
QRCE	Queen Rania Center for Entrepreneurship
SSC	Sector Skills Councils
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
VET	Vocational education and training

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