



European Training Foundation

JORDAN

**EDUCATION, TRAINING AND EMPLOYMENT
DEVELOPMENTS 2019**



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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

In 2019 Jordan's gross domestic product (GDP) growth rate fell, and the economy remains burdened with the ongoing situation in Syria, the slow revival of economic cooperation with Iraq, and an economic slowdown in the Gulf Cooperation Council. The country's debt grew to an unprecedented level in 2018. The impact of the crisis is affecting the socioeconomic situation, putting strong pressure on the labour market and the education system.

In February 2019 a major international conference – Jordan: Growth and Opportunity, the London Initiative 2019 – was held in London to support investment, growth and jobs for the country, co-hosted by the governments of Jordan and the UK. The initiative includes areas in which Jordan and the international community can work together in support of lasting change, a set of implementation principles to guide delivery, and a follow-up mechanism to ensure that commitments are fulfilled. It builds around three pillars: a) robust and realistic reforms to stimulate growth; b) debt sustainability; and c) attracting private sector investment in key commercial opportunities. It is based on five key principles: commitment to achieving economic transformation; economic growth; alignment of international partners behind Jordan's priorities; transition to long-term and sustainable assistance strategies; and the expansion of partnerships.

With regard to vocational education and training (VET), in spring 2019¹ parliament adopted a new Technical and Vocational Skills Development Law that introduced major changes in the technical and vocational education and training (TVET) system and its governance. The law is the first concrete step towards the implementation of the Human Resources Strategy adopted by the cabinet in September 2016.

¹ The law was published in the official gazette on 1 May 2019.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

Jordan has a growing population that increased from about 6.7 million in 2010 to 10.3 million in 2018, as a result of both immigration and high natural population growth (3.1%). The relative size of the young population has remained fairly stable over the years at around 32%, putting strong demographic pressure on the country and requiring significant public investment in education, health, employment, housing and infrastructure².

Jordan has historically been at a regional migration crossroads. On the one hand, it is a migrant-sending country: an estimated 10% of Jordan's nationals (700 000 to 800 000) are living abroad, most of them in the Gulf States. In 2018 remittances represented almost 10.4% of GDP, down from 14.0% in 2015³. On the other hand, Jordan is a major migrant-receiving country. It has the highest refugee-to-population ratio and the country is also now the top refugee-hosting country in absolute numbers (89 refugees per 1 000 inhabitants). Most refugees come from Syria, followed by Iraq, Yemen and Sudan. According to data from the United Nations High Commissioner for Refugees, most of the Syrian refugees live in urban areas (81.1% in 2018) and in poverty⁴. The government of Jordan has taken steps to open formal employment opportunities for Syrians, and 46 000 work permits were issued in 2017 alone. According to United Nations data, there were 3 233 553 foreign nationals in Jordan in 2017⁵ compared to 2 918 125 in 2015 (when the last census was conducted).

Jordan is an upper middle-income country according to the World Bank income group classification. The country has scarce water supplies and limited natural resources, with a high dependency on energy imports, and therefore relies largely on its human resources. The GDP growth rate fell in 2018 to 1.9% (from 2.1% in 2017), contrary to expectations that it would reach 2.4%. The economy remains burdened with the ongoing situation in Syria, the slow revival of economic cooperation with Iraq, and an economic slowdown in the Gulf Cooperation Council⁶.

Services is the most important sector in Jordan, accounting for 61.8% of GDP in 2018, followed by industry at 27.6%, while the contribution of agriculture remains low at 5.6%. The importance of services is even higher when it comes to employment, with 81.9% employed in this sector, followed by industry with 16.4% and agriculture with only 1.8% (2018 data).

The private sector is dominated by small and medium-sized enterprises (SMEs), which represent around 94% of existing companies. SMEs account for more than 60% of economic output and employ around 31% of the labour force. SMEs face several constraints in their development and growth, such as limited access to finance, infrastructure, technology and labour market rigidities. As a result, their capacity to create jobs is limited⁷. Following the global economic crisis, the country's place in the World Bank Doing Business rankings fell from 80th out of 183 countries in 2008 to 103th out of 190 countries in 2018, remaining stable from 2017⁸. Despite this deterioration, the World Bank Doing

² European Training Foundation (ETF), 'Employment Policies in Jordan', Working paper, ETF, 2014: http://www.etf.europa.eu/web.nsf/pages/Employment_policies_Jordan

³ <http://www.worldbank.org/en/topic/migrationremittancesdiasporaissues/brief/migration-remittances-data>

⁴ <https://reliefweb.int/report/jordan/unhcr-jordan-factsheet-february-2018>

⁵ United Nations Population Division, Trends in international migrant stock: the 2017 revision (UN database).

⁶ World Bank, *Jordan's economic outlook*, 2019.

⁷ Jordan Strategy Forum, *Job Creation in Jordan*, 2016.

⁸ <https://www.doingbusiness.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2018-Full-Report.pdf>

Business report for 2019 highlights some improvements, in particular in relation to access to credit information, protection of minority investors, making paying taxes easier and enforcing contracts.

Development of micro enterprises and SMEs is one of the government's priorities. However, the latest interim assessment of the SME reform (2018) indicates that the progress made by Jordan since the previous assessment in 2014 is limited. The most important progress is the finalisation of the National Entrepreneurship and SME Growth Strategy, developed with the support of the EU, which is, however, yet to be approved. This strategy includes among its key pillars the objective to 'build awareness and a culture of entrepreneurship within society through: ii) Fostering an entrepreneurial spirit in all governorates and across all sectors; ii) Integrating the concept of entrepreneurship in school curricula at all grade levels'⁹.

An EU programme (EUR 55 million) has been supporting private sector development in Jordan since early 2017, including direct budget support (EUR 41 million) and two complementary actions of technical assistance. It promotes the private sector and supports the government in implementing the national strategy, with an aim of increasing income and employment, promoting women's and young people's socioeconomic inclusion, and facilitating economic development in disadvantaged regions.

2. EDUCATION AND TRAINING

2.1 Trends and challenges

As a nation with a fast-growing youth population and a lack of natural resources, Jordan considers well-educated human resources to be one of its major priorities and potentials. Jordan's education system performs relatively well compared to those of its neighbours: the adult literacy rate is the highest in the region, at 99.49% (2018)¹⁰. In 2018 the gross enrolment rate at the basic education level (for children aged 6–15 years) was 81.46%; the gross enrolment rate in secondary education was 63.12% and in tertiary education 34.42%¹¹. Slightly more girls than boys enrol at all education levels, but the gender-biased choices of subjects narrow students' future careers (there are more girls in education, health and social services). The share of TVET students in upper secondary education (International Standard Classification of Education (ISCED) level 3) is low, at 14% in 2017.

In general, the educational attainment of the adult population is low. In 2018, 49.2% of the population aged 15+ had a low level of education, 17.3% a medium level and 33.5% a high level. It is striking that a large percentage of women have a high level of education (67.9%, compared with 24.4% of men), but have difficulties in accessing the labour market: only 38.6% of women with a high level of education are employed, compared with 60.7% of men with same level of education.

In Jordan the pre-school (kindergarten) cycle is for a maximum of 2 years, the basic education cycle lasts 10 years and the secondary education cycle 2 years.

As a result of accelerated demographic growth resulting from the influx of immigrants and refugees, Jordan's education system capacity is under strong pressure in terms of its infrastructure and staff. In

⁹ Economic Policy Council, *Jordan Economic Growth Plan 2018–2020*, p.79: <http://www.ssif.gov.jo/UploadFiles/JEGProgramEnglish.pdf>

¹⁰ <http://uis.unesco.org/country/JO>

¹¹ <http://uis.unesco.org/country/JO>

order to respond to this increased demand, many schools have introduced double shifts (morning and afternoon). According to a recent study¹², during the school year 2016/17 the number of schools running a double shift increased to 200. In many over-crowded classrooms, the teacher–student ratio was 1:50, particularly in the city of Irbid, which has witnessed the highest enrolment rates of Syrian children in public schools. It has been necessary to reduce learning time to accommodate the double shift, negatively affecting the quality of education in these schools, particularly for the Syrians attending the second shifts.

Higher education is offered in 33 universities (10 public and 23 private). The number of higher education institutions has increased as a result of the sustained demand for higher education, which is mainly seen as a key to entering the labour market, either in Jordan or abroad. More than 300 000 students are enrolled in higher education every year.

Despite these positive aspects of education system performance, the share of TVET students in upper secondary education (ISCED level 3) is low, at 14% in 2017, and the Programme for International Student Assessment (PISA) 2015 results show that the proportion of lowest-achieving students remains quite high and is far from optimal: 67.5% in mathematics, 46.3% in reading and 49.8% in science.

2.2 Education and training policy and institutional setting

Jordan 2025: a National Vision and Strategy (2015–2025) determines the framework for the government actions. It outlines a comprehensive and long-term national strategy and identifies a set of social and economic goals for better responding to the social and economic challenges the country is currently facing. It emphasises education as a major national asset and underlines its importance for economic growth. Complementing ‘Jordan 2025’, the National Strategy for Human Resource Development (NSHRD) (2016–2025) provides a new vision of education as a comprehensive human resource development system that aims to enhance the skills, qualifications, capabilities and behaviours of citizens in order to achieve Jordan’s social and economic ambitions. In order to sustain these priorities, public expenditure in education (as a percentage of GDP and of public expenditure) should reflect an increase in the period covered by the strategy.

The NSHRD establishes a set of wide-ranging reforms and action plans for all sectors related to education, from early childhood education to VET and higher education. It aims to provide a range of different pathways and opportunities to students, enabling them to continue learning and developing their skills according to their capacities and interests with a view to making existing structures more efficient. The main priorities of the NSHRD are i) ensuring equal access to education for all students; ii) empowering educational institutions to take responsibility for their performance through delegated responsibilities and decentralised decision-making; and iii) incorporating innovative and creative educational approaches through the use of technologies.

The National Strategy for Youth 2019–2025 was launched in September 2019. Its aim is to enable young people to create, innovate and be more productive, as well as to increase their participation in society, including political life. The strategy includes several axes, among them education and technology, but also entrepreneurship and active leadership. However, the challenges are significant,

¹² Bataineh, A. and Montalbano, P., ‘The Impact of Syrian Crisis on the Quality of Education in Jordan: A Quantitative and Qualitative Assessment’, Working Papers 7/18, Sapienza University of Rome, DISS, 2018: http://www.diss.uniroma1.it/sites/default/files/allegati/DiSSE_Bataineh_Montalbano_wp7_2018.pdf

in particular in terms of the starting point of the youth population (see section 3.1. and the Statistical Annex).

Adult education is also one of the government's priorities. In this regard, the Ministry of Education (MoE), the Ministry of Higher Education and Scientific Research (MoHESR) and the Ministry of Labour (MoL), with the support of the Institute for International Cooperation of the Deutscher Volkshochschul-Verband e.V. (DVV International), have been developing a national strategy for adult education and lifelong learning. The work is at an early stage and preliminary recommendations were presented by the MoL and discussed in a conference held in Amman on 9–10 September 2019.

The NSHRD stresses the importance of providing secondary education and of offering students career guidance and counselling services to guide them in their education and professional career paths and to support them in better matching their skills, competences and aspirations. Despite the efforts put in over the past few years, career guidance services remain insufficient, particularly at lower levels of education.

In terms of governance of the education and training systems, the MoE supervises public and private schools, while the Council of Education develops curricula and contents. The MoHESR is responsible for implementing higher education policies, while the Higher Education Council formulates policies for and supervises universities and community colleges. The Higher Education Accreditation Commission monitors the compliance of higher education institutions with regulations and quality standards. The Employment, Technical and Vocational Training (E-TVET) Council and Fund promote VET opportunities. These government structures are supported by other institutions and organisations, such as the Vocational Training Corporation (VTC) (a semi-autonomous agency under the MoL), the National Centre for Human Resources Development, the Jordan Education Initiative, the Madrasati Initiative and other royal non-governmental organisations (NGOs).

The 'Jordan 2025' gives great importance to the TVET sector as a potential policy measure that will better equip young people to enter the labour market. Specific TVET system reforms are included in the Jordan National E-TVET Strategy (2014–2020), which aims to develop and implement a demand-driven TVET system that enables Jordanians to fulfil their career aspirations and to contribute to the country's economic growth and social development. In this reform context, in spring 2019 the parliament adopted a new technical and vocational skills development law, introducing major changes in the TVET system and its governance. The law establishes the Technical and Vocational Skills Development Commission, a new commission that will consolidate all previously created bodies with responsibilities in the TVET system and will supervise the TVET sector. Thus, bodies such as the Centre of Accreditation and Quality Assurance (CAQA), previously an independent body, will fall under the responsibility of the commission, which could limit its autonomy in fulfilling its functions. The commission's tasks include the accreditation and supervision of TVET providers; the development of criteria for acceptance in all types and levels of TVET programmes and provisions for implementation of TVET programmes; the establishment of specialisations according to the requirements of sector skills councils; and the adoption of the budgets of TVET programmes and supervision of their disbursement.

The commission will be governed by a multi-actor board with 15 members: a chairperson, 5 representatives of ministries or public institutions, 8 representatives from the private sector and 1 from civil society. This is an important change, as the majority of the members will represent the business sector¹³. However, the commission's dependency on the MoL raises questions about its future

¹³ It should be noted that the trade unions are not represented on the board of the commission.

autonomy in decision-making. The position will become clearer once it starts working and its chairperson is appointed (this was expected to be at the end of September 2019).

The merging of different bodies into a single commission represents a step forward in mainstreaming and bringing coherence to the TVET system, which is rather fragmented. The current fragmentation results in the different players operating in isolation, although there are measures and mechanisms in place to promote cooperation and partnership. The system is characterised by a certain rigidity: based on their performance, almost 90% of students who complete the tenth grade of basic education are streamed either to general education (high performers) or to vocational education in the comprehensive secondary schools. The rest (low performers) can study in one of the VTC institutes. The lack of accreditation or pathways that allow mobility (permeability) across the system isolates the TVET system further and makes this training path even less attractive.

Despite the increasing need for more technical and vocational skills, TVET careers still suffer from a negative image for both social and economic reasons. Young people are also discouraged by the unattractive wages and overall poor working conditions of vocational career opportunities available in the labour market. Therefore, students with high grades opt for general and academic education, and higher education remains the preferred option as it can open opportunities to obtain a stable and protected civil service job. However, job offers in the public sector are decreasing, with an increasingly negative effect on the unemployment rate of higher education graduates.

In order to support the reform process, several donors are investing efforts and funds in the TVET system in Jordan. The EU supports the sector through a budget support component (EUR 43 million) and a complementary technical assistance component (EUR 9 million), both of which are in their concluding phases. A new EU budget support programme covering education and training is being prepared. Owing to the high number of donor initiatives in the sector, in 2016 the MoL carried out a mapping of donor interventions. This revealed that 36 projects were being implemented, with a total budget of JOD 223 350 000 (approximately EUR 268 million). The interventions cover job placement, enhancement of workforce participation and curricula development, and career guidance. The two key target beneficiaries across all projects are women and young people. The mapping has not been updated since 2016.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

The labour market in Jordan faces significant structural problems, such as low rates of participation, in particular by women, and insufficient job creation to absorb the increasing influx of jobseekers. There are also weak linkages between education outputs and labour market needs, as well as a mismatch in terms of quality and expectations. The market is fragmented, with disparities between the genders, between the private and public sectors, and between the formal and informal markets. In addition, as a result of immigration flows, there is clear segmentation between Jordanians, economic immigrants and Syrian refugees. The current challenging situation in the labour market contributes to the high level of informality.

The labour market situation in Jordan has deteriorated over the past few years. The size of the working-age population is currently above 4 million, but only 36.2% of these were economically active

in 2018¹⁴. The country has very low female participation rates, with only 15.4% of women active compared to 56.4% of men in 2018. Employment rates are also low: the total employment rate decreased to 29.5% in 2018 from 32.4% in 2013. The female employment rate remains particularly low, at 11.3% in 2018.

The unemployment rate has been increasing over recent years, from 12.6% in 2013 to 18.3% in 2017 and 18.6% in 2018; this increase has affected women more than men (the female unemployment rate was 26.8% in 2018). The unemployment rate is highest for those with a higher level of education (23.5% in 2018). This may be explained by a lack of good-quality and high-skilled job offers. Meanwhile, medium-skilled workers have better employment opportunities and the lowest unemployment rate (14.1%).

The labour market outcomes for young Jordanians are of concern. The country's youth unemployment rate is approximately twice the rate for the overall population. In 2018 the youth unemployment rate (15–24 age group) reached 39.2% (58.6% for young women). Even more striking, approximately one third of unemployed young people are university graduates, which indicates a mismatch between the supply of and demand for skills in the labour market. One explanation is the decline of the public sector as a main employer of individuals with university degrees, while the private sector has not emerged as an equally powerful employer. Unlike in the past, the public sector cannot absorb the large number of university graduates. The employment rate of recent graduates indicates that TVET graduates have more chances of finding employment (72.2% in 2017) than those graduating from general education (38.9%), although for male graduates, the difference between general education and VET is negligible (74.2% general and 72.3% VET)¹⁵.

Furthermore, many young people are in vulnerable, informal and low-paid employment¹⁶. In 2017, 38.1% of young people aged 15–24 were not in employment, education or training (NEETs). Again, women are the category most affected (48.2% in 2017), although the rate for young men is increasing (from 15.2% in 2012 to 28.8% in 2017).

The Jordanian labour market is characterised by a high percentage of people employed in the public sector, at 37.2% of total employment in 2017. The public sector offers better working conditions in terms of security, shorter working hours and non-wage benefits. At the same time, according to recent available data the labour market is negatively affected by the large size of the informal sector, which represented 44% of total employment in 2015¹⁷. The working conditions in the private sector (especially in informal jobs) put Jordanians at a disadvantage compared with immigrant workers and Syrian refugees, because the latter two groups will often accept low salaries for the same types of jobs.

Another important labour market trend relates to labour migration. The lack of well-remunerated domestic employment has led to as many as 785 000 highly skilled Jordanians seeking employment abroad, mainly in the Gulf countries. Jordanians have traditionally regarded the Gulf countries as

¹⁴ The 2017 Employment and Unemployment Survey was conducted on the basis of a new and improved methodology in line with International Labour Organization recommendations; the sample size was increased to 16 000 households based on the new framework provided by the 2015 population census; more questions were added to the questionnaire; and the survey narrowed down the concept of 'employed persons' by excluding unpaid workers from this definition.

¹⁵ ETF, KIESE, 2018.

¹⁶ https://www.oecd.org/dev/inclusivesocietiesanddevelopment/Youth_well_being_policy_review_Jordan.pdf

¹⁷ European Training Foundation (ETF), *Migrant Support Measures from an Employment and Skills Perspective (MISMES): Jordan*, 2017: www.etf.europa.eu/web.nsf/pages/MISMES_Jordan

virtual extensions of the local labour market for skilled and experienced professionals. At the same time, Jordan faces high levels of labour immigrant inflows (about 400 000 workers with work permits live and work in the country, as well as another 400 000 without legal permits)¹⁸. The economy creates many low-skilled jobs, which are mostly taken by foreign immigrant workers, at wages and conditions incompatible with the rather high expectations of Jordanian workers. The main characteristics of foreign workers are that they are mostly low skilled (62% have less than secondary education), mostly men (60%) and mostly employed in manufacturing, construction, domestic work and agriculture.

3.2 Employment policy and institutional setting

In 2011 Jordan adopted a comprehensive National Employment Strategy 2011–2020 (NES) to tackle employment challenges, specifically poor job growth, high structural unemployment, especially high youth unemployment, low labour force participation of women and the lack of policy coherence. The strategy includes supply-side, demand-side and institutional elements. On the demand side, the strategy underlines the importance of enabling the private sector to move up the value chain, increase its productivity, expand its ability to export products and services, and create more and better jobs. On the supply side, the objective is to create a skilled and motivated labour force to meet labour market demand. Institutional objectives include enhancing the government's capacities in policy planning, implementation, and monitoring and evaluation, as well as improving social protection and establishing a health insurance system for all. However, the performance of the labour market indicators towards the end of the period covered by the NES do not support a positive result in the implementation of the strategy.

In reality, the NES served as an umbrella for a collection of existing projects and was used to mobilise additional resources. Reporting on the NES is limited to informing on the stage of implementation of these projects and actions; there is no substantive reporting either on the impact of interventions or on the achievement of the objectives of the strategy. In 2015, at the request of the government, the International Labour Organization (ILO) carried out an evaluation of the NES; however, its report has never been published.

In September 2017 the government launched the National Employment and Empowerment Programme (2017–2021) with an overall budget of EUR 110 million. The aim is to reduce reliance on foreign labour, encourage labour market participation by Jordanians, and enhance job creation for skilled Jordanians, including by supporting entrepreneurship and fostering female participation through the provision of childcare services. The programme was designed to gradually replace migrants with Jordanian workers after training and certification, and covers the following sectors: tourism, manufacturing (excluding garment production), construction, agriculture, day-care centres and petrol stations. For each of these sectors, the programme has set annual targets for reducing the number of migrant workers, ranging from 10% for the construction sector to 25% for tourism. No progress has been made so far in the implementation of this programme owing to a lack of financial resources.

The MoL is responsible for employment policies and operates 21 employment offices. Three of these offices (Amman, Irbid and Zarqa) have been transformed into 'one-stop-shops'. They offer a range of services: (i) advisory and placement services relating to vocational training; (ii) information on job opportunities, collected by a local marketing specialist who liaises with the private sector and maintains a database of locally available vacancies and who organises events aimed at linking jobseekers and employers; (iii) employment counselling services; and (iv) referrals to micro-finance

¹⁸ European Training Foundation (ETF), *Migrant Support Measures from an Employment and Skills Perspective (MISMES): Jordan, 2017*: www.etf.europa.eu/web.nsf/pages/MISMES_Jordan

providers. Despite the existence of a dedicated section in the MoL, career guidance services are still under-developed within the public employment services. A further 40 private employment agencies co-exist on the market.

An online platform to match jobseekers and employers – the National Electronic Employment System (NEES)¹⁹ – is available to support the matching of demand and supply. The NEES has three access points for jobseekers, companies and staff. Jobseekers can register in three ways: online, in the employment office, or in the municipality with the support of a dedicated member of staff trained to use the system. It is expected that the NEES will lead to development of online career guidance, though this is not yet operational.

Several active labour market programmes (ALMPs) have been implemented within the framework of the NES. These aim to enhance the quality of human capital, empower women economically, and enhance entrepreneurship and business development. The public employment services and NGOs are the two main implementers of ALMPs. Private sector entities are involved as the lead implementing agency in 27% of all interventions. Slightly more than half of all interventions are implemented cooperatively, that is, with different types of agencies cooperating as lead implementers. There is wide variation in the number of beneficiaries of programmes, which range from pilot projects with fewer than 100 participants to large-scale schemes targeting several thousand people²⁰. The most commonly provided ALMPs are skills training (technical and vocational skills) and employment services, while entrepreneurship promotion and subsidised employment programmes are offered less frequently.

Entrepreneurship is a topic that is high on the economic agenda, receiving attention from the government for its potential to tackle the high rates of unemployment. A programme was recently launched in partnership with the World Bank to improve SMEs' access to funds. The King Abdullah Financial District (KAFD) Productive Youth project connects young people with small business development funding opportunities. Another KAFD project, the Youth Empowerment Window, provides financial, technical and logistical support to turn young people's innovative ideas into start-ups. The Development Employment Fund provides financial support to small enterprises and promotes an entrepreneurial culture in universities. Other organisations, such as the Jordan Enterprise Development Corporation and the United Nations Development Programme, provide business support services and financing²¹.

Sources of information on the labour market and human resources are fragmented, preventing education and training from becoming more demand-driven and meeting labour market needs. The Department of Statistics collects labour market data by conducting various surveys, such as unemployment surveys, surveys of employment in companies and businesses, and household expenditure and income surveys. The National Centre for Human Resources Development (NCHRD), in coordination with the MoL, conducts sector surveys that examine the current and future labour market skills needs and match them with the current training provision. Each of the studies provides a mapping of the workforce in the sector by occupation, gender and education level; it also analyses the training provision in terms of level of qualification. The studies pay particular attention to female employment opportunities²². The NCHRD maintains a database that compiles data from the Department of Statistics, the MoL (migrant workers), the Social Security Corporation, the VTC, the

¹⁹ <http://nees.jo/>

²⁰ https://www.ilo.org/wcmsp5/groups/public/---ed_emp/documents/publication/wcms_598671.pdf

²¹ https://www.oecd.org/dev/inclusivesocietiesanddevelopment/Youth_well_being_policy_review_Jordan.pdf

²² <http://www.nchrd.gov.jo/>

MoHESR and the Civil Service Bureau. Various institutions are involved in labour market data production, but there is little cooperation between them, and there is scope to build a labour market information system.

JORDAN: STATISTICAL ANNEX

Annex includes annual data from 2013, 2017 and 2018 or the last available year.

	Indicator	2013	2017	2018	
1	Total Population (,000) ⁽¹⁾	8,114	10,053 ⁽²⁾	10,309	
2	Relative size of youth population (age group 15-24, %) ^{(1) (3)}	32.1	33.3 ⁽²⁾	32.1	
3	GDP growth rate (%)	2.8	2.1	1.9	
4	GDP by sector (%)	Agriculture added value	4.2	5.5	5.6
		Industry added value	28.6	27.6	27.6
		Services added value	61.8	61.7	61.8
5	Public expenditure on education (as % of GDP)	7.8	7.0 (2016)	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	M.D.	M.D.	
7	Adult literacy (%)	97.9	M.D.	M.D.	
8	Educational attainment of adult population (aged 25-64 or 15+) (%) ^{(4) (5) (7)}	Low	49.1	49.8	49.2
		Medium	22.8	18.7	17.3
		High	28.1	31.5	33.5
9	Early leavers from education and training (aged 18-24) (%)	Total	M.D.	51.3 ⁽⁶⁾	M.D.
		Male	M.D.	56.5 ⁽⁶⁾	M.D.
		Female	M.D.	45.7 ⁽⁶⁾	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	67.0	50.0	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	13.2	14.0	M.D.	
12	Tertiary education attainment (aged 30-34) (%)	M.D.	22.3	M.D.	
13	Participation in training/lifelong learning (aged 25-64) (%)	Total	M.D.	1.0 ⁽⁶⁾	M.D.
		Male	M.D.	1.2 ⁽⁶⁾	M.D.
		Female	M.D.	0.7 ⁽⁶⁾	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	48.0 (2009)	50.7 (2012)	46.3 (2015)
		Mathematics	65.3 (2009)	68.6 (2012)	67.5 (2015)
		Science	45.6 (2009)	49.6 (2012)	49.8 (2015)
15	Activity rate (aged 15+) (%) ⁽⁷⁾	Total	37.1	39.2 ⁽⁵⁾	36.2 ⁽⁵⁾

	Indicator		2013	2017	2018
		Male	60.4	60.8 ⁽⁵⁾	56.4 ⁽⁵⁾
		Female	13.2	17.3 ⁽⁵⁾	15.4 ⁽⁵⁾
16	Inactivity rate (aged 15+) (%) ^{(5) (7)}	Total	62.9	60.8	63.8
		Male	39.6	39.2	43.6
		Female	86.8	82.7	84.6
17	Employment rate (aged 15+) (%) ⁽⁷⁾	Total	32.4	32.0 ⁽⁵⁾	29.5 ⁽⁵⁾
		Male	54.0	51.9 ⁽⁵⁾	47.1 ⁽⁵⁾
		Female	10.3	11.9 ⁽⁵⁾	11.3 ⁽⁵⁾
18	Employment rate by educational attainment (% aged 15+) ^{(4) (5) (7)}	Low	27.0	27.6	25.3
		Medium	30.3	26.8	23.7
		High	57.2	53.6	49.8
19	Employment by sector (%) ^{(5) (7)}	Agriculture	2.0	1.7	1.8
		Industry	18.1	16.7	16.4
		Services	79.9	81.6	81.9
20	Incidence of self-employment (%) ^{(5) (7)}		14.9	16.0	14.8
21	Incidence of vulnerable employment (%) ^{(5) (7)}		9.5	10.2	10.2
22	Unemployment rate (aged 15+) (%) ^{(5) (7)}	Total	12.6	18.3 ⁽⁵⁾	18.6 ⁽⁵⁾
		Male	10.6	14.7 ⁽⁵⁾	16.5 ⁽⁵⁾
		Female	22.2	31.2 ⁽⁵⁾	26.8 ⁽⁵⁾
23	Unemployment rate by educational attainment (aged 15+) (%) ^{(4) (5)}	Low	10.8	16.4	16.9
		Medium	10.1	15.1	14.1
		High	17.8	23.4	23.5
24	Long-term unemployment rate (aged 15+) (%) ^{(5) (7)}		M.D.	11.4	12.0
25	Youth unemployment rate (aged 15-24) (%) ⁽⁷⁾	Total	31.2	37.3 ⁽⁵⁾	39.2 ⁽⁵⁾
		Male	26.5	31.7 ⁽⁵⁾	34.8 ⁽⁵⁾
		Female	55.1	57.5 ⁽⁵⁾	58.6 ⁽⁵⁾
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	Total	24.6 (2012)	38.1 ⁽⁶⁾	M.D.
		Male	15.2 (2012)	28.8 ⁽⁶⁾	M.D.
		Female	34.8 (2012)	48.2 ⁽⁶⁾	M.D.

Last update: 28/08/2019

Sources:

Indicators 1, 2, 5, 8, 9, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26 (Year 2017) - DOS, Department of Statistics Jordan.

Indicator 26 (Year 2012) – *ILOSTAT*

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

Indicator 14 – OECD

Indicators 3, 4 - The World Bank, World Development Indicators database

Notes:

- (1) Estimations
- (2) Census data
- (3) Working age population 15-64
- (4) LOW = Less than secondary + Illiterate; MEDIUM = Secondary + Intermediate diploma (includes VET); HIGH = Bachelor and above. Vocational apprenticeship, not giving a Secondary Education Certificate, is included in "LOW".
- (5) ETF calculation on DOS
- (6) There is no specialized (specific) question about enrolling in the last 4 weeks with teaching or training. There is only a question about the status of enrolment of the individual currently, this question has been adopted to calculate the indicator.
- (7) Jordanian population

Legend:

N.A. = Not Applicable

M.D. = Missing Data

ANNEX: INDICATORS' DEFINITIONS

	Description	Definition
1	Total population (000)	The total population is estimated as the number of persons having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15-24) (%)	This is the ratio of the youth population (aged 15-24) to the working-age population, usually aged 15-64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1-5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. Generally, 'literacy' also encompasses 'numeracy', the ability to make simple arithmetic calculations.

	Description	Definition
8	Educational attainment of adult population (25-64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18-24) (%)	Early leaving from education and training is defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0-2 and 3C short (i.e. programmes with duration less than 2 years) for data up to 2013 and to ISCED 2011 levels 0-2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case upper secondary education), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30-34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5–6 up to 2013 and ISCED 2011 level 5–8 from 2014 onwards.
13	Participation in training/lifelong learning (age group 25-64) by sex (%)	Lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator consists of the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. The inactive population consists of all persons who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all persons who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were

	Description	Definition
		temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are consider: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data is presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) which is based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. Employers + Own-account workers + Contributing family workers) as a proportion of the total employed.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the Own-account workers and Contributing family workers as a proportion of the total employed.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are consider: Low (ISCED level 0-2), Medium (ISCED level 3-4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of unemployed persons since 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of

	Description	Definition
		time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15-24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed persons aged 15–24 by the total population of the same age group.
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data is expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

TABLE OF ABBREVIATIONS

ALMP	Active labour market programmes
CAQA	Centre of Accreditation and Quality Assurance
GDP	Gross domestic product
ILO	International Labour Organization
ISCED	International Standard Classification of Education
ISIC	International Standard Industrial Classification
JOD	Jordanian dinar (currency)
KAFD	King Abdullah Financial District
MoE	Ministry of Education
MoHESR	Ministry of Higher Education and Scientific Research
MoL	Ministry of Labour
NCHRD	National Centre for Human Resources Development
NEES	National Electronic Employment System
NES	National Employment Strategy 2011–2020
NSHRD	National Strategy for Human Resource Development
PISA	Programme for International Student Assessment
SME	Small and medium-sized enterprise
TVET	Technical and vocational education and training
VET	Vocational education and training
VTC	Vocational Training Corporation

FOR FURTHER INFORMATION ABOUT
OUR ACTIVITIES PLEASE CONTACT:
COMMUNICATION DEPARTMENT
EUROPEAN TRAINING FOUNDATION
VIALE SETTIMIO SEVERO 65
I - 10133 TORINO
E: INFO@ETF.EUROPA.EU
T: +39 011 6302222
F: +39 011 6302200
WWW.ETF.EUROPA.EU