



European Training Foundation

NATIONAL QUALIFICATIONS FRAMEWORK – JORDAN



The contents of this paper are the sole responsibility of the ETF and do not necessarily reflect the views of the EU institutions.

© European Training Foundation, 2021

Reproduction is authorised, provided the source is acknowledged.

1. INTRODUCTION AND CONTEXT

1.2 NQF snapshot

Jordan's National Qualifications Framework (the JNQF) was adopted via a bylaw in January 2019. It is a 10-level, learning outcomes-based, comprehensive framework spanning qualifications from general education, TVET and higher education. The level descriptors are defined by three domains: knowledge and understanding, skills and competencies.

The NQF 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, contribute to broad VET quality and attract more students to VET pathways.

The Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI) has overall responsibility for the NQF; additionally, it oversees the implementation of the NQF in higher education. The Ministry of Education and the new Technical and Vocational Skills Development Commission (TVSDC) guide qualifications development for general and vocational education respectively. Stakeholder involvement remains consultative rather than cooperative for the time being.

Validation of nonformal and informal learning is currently used to certify candidates for several qualifications.

Jordan is a member of the Arab Qualifications Framework.

The framework has been adopted in law, and governing structures are operating. However, there is not yet a clear implementation strategy and procedures for development, validation and registering of qualifications need to be more closely defined. Learning outcomes are not in consistent use. Jordan's NQF is therefore at the adoption stage.

1.2 Policy context

Jordan has a population of 10.8 million¹, which is growing rapidly and is predominantly young - almost 70% of the country's population are under 30 years old.

Recent crises in the region, especially the wars in Iraq and Syria, have damaged the Jordanian economy. Trade has been disrupted while the refugee influx has strained public services and the local labour market. In the years before the Covid-19 pandemic, economic growth hovered around 2%, insufficient to create an adequate number of jobs to absorb new entrants to the labour market.²

Jordan's labour market is characterised by a very low activity rate, at only 36.2% in 2018. Female labour force participation is among the lowest in MENA region and the world at 15%³. Unemployment is high, at 19% in 2019, and especially so among youth and women. In 2019 unemployment in the 15-19 age group was 48%, and for those aged 20-24, 39%. Other features are high levels of young

¹ Q4 2020, Department of Statistics, <http://dosweb.dos.gov.jo/>

² EBRD Jordan: <https://www.ebrd.com/jordan.html>

³ ILOSTAT

people not in employment, education and training (NEETs) and high unemployment among the tertiary-educated (23%)⁴.

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

As a result of the pandemic, unemployment has risen to 24.7%⁵. COVID-19 has disrupted the Jordanian economy to the extent that it is projected to contract by 6% in 2020 with a devastating impact on tourism, imports, remittances, as well as services and the informal economy.

Jordan acknowledges its deep-seated structural challenges of public debt, fiscal deficit, low competitiveness and low productivity. In response, the country's strategy "Jordan 2025: A national vision and strategy", identifies a set of national objectives which include fiscal stability, reduction of public debt, increasing foreign investment, improving labour market policies, and increasing women's participation in the labour market. Human resource development is acknowledged throughout the document as the country's principal asset.

During 2020, responding to COVID, Jordan closed its schools and delivered classes via national TV. A dedicated platform for e-Learning for VET was launched and teachers were trained in digital skills and online teaching.

1.3 NQF legal basis

The Government adopted Bylaw number 9 on the National Qualifications Framework in January 2019⁶. It provides the legal basis for the Jordanian NQF.

2. POLICY OBJECTIVES

2.1 Education and training reforms

Jordan has achieved nearly universal (95%) net enrolment rate for basic education and an over 70% net enrolment rate for secondary education (as of 2018). These rates are higher for girls and lower for Syrian refugees⁷.

Almost 50% of the active population (% age 15+) had low (at most, lower secondary) educational attainment, 17% had medium and 33.5% had high (bachelor's degree and above) attainment.

Dynamic demographic growth and the influx of refugees has challenged the infrastructure and personnel capacities of the Jordanian education system. Demand for higher education programmes is growing.

PISA 2018 results in reading, maths and science showed significant improvements over the 2012 and 2015 assessments. 59% of students attained at least Level 2 proficiency in reading (against the

⁴ Ibid.

⁵ Q4 2020, Department of Statistics, Jordan, <http://dosweb.dos.gov.jo/>

⁶ ETF, 2020, Torino Process 2018-2020 Jordan – national report, <https://openspace.etf.europa.eu/trp/torino-process-2018-2020-jordan-national-report>

⁷ Economic Social Council 2019, Public Education Sector in Jordan, Budget Brief

OECD average of 77%), 41% in mathematics (OECD average, 76%) and 60% in science (OECD average, 78%).

Jordanian general education starts with kindergarten at age 5 and runs to age 15. Secondary education splits into academic and vocational streams and ends with the Tawjihi – the national secondary certificate exam. Only students who pass the Tawjihi are eligible to move on to higher education.

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

VET is delivered in three main subsystems:

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

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

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

Similar programmes are also provided in the army.

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

The National Human Resource Development Strategy (HRD) 2016–2025⁸ provides an overall framework for reforms in education and training, involving all relevant ministries. This strategy sets targets for each of the education and training sub-systems starting from early childhood education. In TVET, the HRD Strategy notes the outdated teaching practices with limited opportunities for practical training, lack of labour market relevance of the programmes and few CVET programmes. The proposed reform measures aim at a substantial increase of youth and adults with skills relevant for employment and entrepreneurship.

The Strategy envisages improving the quality of TVET through the introduction of consistent standards for TVET teachers and instructors, and alignment of quality assurance requirements for training providers. Additionally, strengthening of programmes' relevance is planned by involving the private sector in the sector governance structures. Further, promotion and recognition of all forms of learning is envisaged along with the creation of progression pathways and the introduction of new

⁸ <https://www.hrd.jo/nationalstrategy>

degree-level TVET programmes. Implementation of the NQF is listed as one of the projects instrumental to the achievement of these objectives.

The Education Strategic Plan (ESP) 2018–2022 was adopted by the Ministry of Education to guide the development of the education sector. It covers six areas: (1) early childhood education, (2) access and equity, (3) system strengthening, (4) quality, (5) human resources and (6) vocational education. The ESP includes 40 key performance indicators demonstrating a level of commitment to regular progress monitoring.

A major re-structuring of VET governance was initiated in 2019 - the Technical and Vocational Skills Development Commission (TVSDC) was established by law in an attempt to integrate the governance of the fragmented TVET sector. The TVSDC oversees strategic and policy planning in TVET through its Council, chaired by the Minister of Labour. The Council includes members from the Ministry of Education, the Ministry of Higher Education and representatives of employers and social partners. TVSDC enjoys substantial operational and financial autonomy.

2.2 Aims of NQF

The NQF is intended to improve permeability between the different education and training sub-systems, promote vertical and horizontal mobility of learners, facilitate recognition of all forms of learning, improve quality by introducing standards and adjusting education and training programmes to learning outcomes in line with level descriptors.

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

3. LEVELS, LEARNING OUTCOMES AND QUALIFICATIONS

3.1 NQF scope and structure

The Jordanian NQF consists of 10 qualifications levels.

General level descriptors are used for all types of qualifications. They are grouped under three domains: knowledge, skills and competencies.

3.2 Types of qualifications

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

Jordan has a complex system of VET qualifications which spans levels 2 and 6 of the NQF.

Types are:

- semi-skilled, skilled and craftsman level certificates, which correspond to NQF levels 2, 3 and 4, respectively. These qualifications are awarded by the VTC, the National Employment and Training Company (NET) and some accredited private training providers;
 - the general secondary education certificate, the Tawjihi, which is awarded to students who have completed vocational secondary or general secondary education, at NQF level 4;
- a vocational diploma, which is awarded by post-secondary community colleges on successful completion of a 1-2 year training programme; it is placed at NQF level 5;

- a technical/intermediate diploma, which is awarded by community colleges on successful completion of a 2-3 year training programme; the diploma places at NQF level 6.

In higher education, qualification types by NQF level are:

- BA and BSc. qualifications, level 7;
- Higher (Postgraduate) Diploma, level 8;
- MA and MSc. qualifications, level 9;
- PhD, level 10.

An important recent development is the approval of new higher education-level TVET programmes. These are called professional degree programmes - professional bachelor's, professional master's and professional doctorate. They will be placed on the same NQF levels as the academic bachelor's, master's and Ph.D. degrees, respectively.

3.3 Quality assurance of qualifications

Traditionally, quality assurance of VET programmes and qualifications in Jordan has been fragmented between different regulators pursuing different approaches and using separate criteria in the various sectors of general, higher and vocational education and in private provision.

The Government intends that the new Technical and Vocational Skills Development Commission exert a unifying effect.

A number of positive initiatives have been introduced in recent years to strengthen the quality of qualifications. For example, occupational standards validated by private sector representatives have been used in TVET as a basis for development of training programmes. Occasional tracer studies and satisfaction surveys have been carried out.

However, the existing mechanisms have focused on centralised control over inputs, processes and outputs rather than evaluation of the training outcomes. The old Centre for Accreditation and Quality Assurance (CAQA) lacked the capacity and resources to sufficiently exercise its regulatory role and the procedures and the level of enforcement did not assure continuous enhancement of the system.

The NQF should introduce common policies for quality assurance throughout programme and institutional accreditation. CAQA was merged with the structures of the newly established TVSDC. Based on TVSCD law 3, additional bylaws were adopted in 2020:

- bylaw no.15 on requirements for vocational trainers and supervisors and their classification and ranking;
- bylaw no. 19 on accreditation of TVET providers; and
- bylaw no. 20 of 2020 on approval of qualifications and certificates⁹.

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 relevance and the quality of qualifications should be strengthened by the involvement of Sector Skills Councils in their development.

⁹ <https://tvscd.gov.jo/en/News/bylaws-that-define-the-tvscd-work/>

AQAHEI verifies and evaluates the learning outcomes included in qualifications. Procedures for approval of qualifications, and their registration in the NQF, and which body should do what, are still under discussion.

In higher education, AQAHEI uses quality assurance standards for programmes that include eight unified criteria and accompanying sub-criteria with indicators that require evidence provision. The standards cover elements such as use of learning outcomes and feedback from students and employers regarding the education outcomes. Institutional self-assessment and its review by a panel are the main procedural elements required to obtain the quality assurance certificate. Detailed description of standards and procedures, relevant guidelines and the list of the universities with quality assurance certificate are publicly available¹⁰. These standards do not yet include reference to the NQF levels. Increasing number of programmes have been granted certificates of quality by AQACHEI.

The EU-funded Technical Assistance to the Skills for Employment and Social Inclusion Programme (TA SESIP) supported development of a draft policy document that can be used to initiate the implementation of a common reference framework for quality assurance under the NQF.

3.4 Use of learning outcomes and standards

Currently qualifications are mainly defined by inputs, rather than learning outcomes. Likewise, the application of standards and learning outcomes in training and assessment has so far been inconsistent.

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

Under CAQA’s oversight, vocational training curricula were developed through the Developing a Curriculum Method (DACUM) process, based on occupational standards. Employers were involved in the development and validation of standards.

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

In higher education, several quality assurance standards and criteria (pertaining for example to programme development, assessment and evaluation) explicitly refer to learning outcomes. Learning outcomes are listed in the documents describing modules. However, teaching and assessment practices tend to focus on learning content rather than outcomes¹¹.

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

¹⁰ http://en.heac.org.jo/?page_id=7609

¹¹ British Council, Mapping the Jordanian Learner’s Journey, <https://www.britishcouncil.jo/sites/default/files/mapping-the-jordanian-learner-journey-full-report.pdf>

A major shift towards describing, delivering and assessing the qualifications based on learning outcomes is yet to materialise as the concept is still relatively new to education personnel. Proper implementation of learning outcomes will require intensive capacity building activities. Teachers and instructors are often not familiar with modern teaching methods and lack sufficient industry experience.

A regular system of continuous professional development is not yet in place. The infrastructure and teaching materials need upgrading to support acquisition of practical skills. The use of work-based learning is limited, although the establishment of the TVSDC, whose governing structure includes employers has positively influenced the number of partnership agreements concluded with the private sector.

3.5 Credit systems

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

After completion of grade 10 pupils leaving primary school are streamed into academic or vocational tracks based on their scores. The highest-scoring go to general education, the rest to vocational education or VTC programmes.

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

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

The community colleges accept students with general secondary education certificates (with or without the Tawjihi). Students who have passed the Tawjihi can access technical level courses that end with national comprehensive exams (Al Shamel). A high score in the Al Shamel exams opens the door to higher education. Only 5% of community college graduates access universities.

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

In higher education, the recently introduced quality assurance standards require adoption of clear policies on transfer of students between universities and programmes. In addition to that, new initiatives have been proposed to facilitate bridging for TVET graduates to professional bachelor's degree programmes at technical universities; people who have substantial (4-5 years) work experience and pass a qualifying exam will be offered a preparatory year that can lead to a professional degree.

4. INSTITUTIONAL ARRANGEMENTS AND STAKEHOLDER INVOLVEMENT

4.1 Governance and institutional arrangements for the NQF

AQACHEI has the mandate to set the overall procedures and standards for all national qualifications. Its tasks include registering qualifications in the NQF and accrediting awarding bodies, developing procedures for entry and progression routes and standards and criteria for quality assurance and recognition of prior learning. It is also responsible for development of procedures related for mapping foreign qualifications to the framework and aligning the framework with international and regional frameworks.

In accordance with the TVSDC Law and related bylaws, institutions awarding TVET qualifications undergo accreditation through the former CAQA, now incorporated into TVSDC.

The TVSDC has been established to coordinate the fragmented TVET sector. It is overseen by a Council chaired by the Minister of Labour. The members of the Council include the Minister of Education, the Minister of Higher Education, the president of AQACHEI, a representative of the Crown Prince Foundation and industry representatives including from the tourism, trade, construction, communication and health sectors. Private sector representatives are 60% of members in the Council. The Council does not include the trades unions.

The TVSDC law envisaged a consultative role for the Sector Skills Councils in identification of sector skills needs and development of occupational standards. The Sector Skills Councils comprise employer and trades union representatives from the respective economic sectors, plus government officials from relevant ministries.

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

4.2 Roles and functions of actors and stakeholders

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

The Ministry of Education remains in charge of the standards and accreditation for general education.

By late 2020, 21 Sector Skills Councils had been established. International organisations have been supporting the councils in the water and energy, ICT, logistic, tourism, garments furniture and chemical sectors.

Involvement of employers in the Skills Councils has been increasing, although some employers have been advocating to move from their current consultative role to a more cooperative dialogue whereby they are engaged in decision-making with government.

5. RECOGNISING AND VALIDATING NON-FORMAL AND INFORMAL LEARNING AND LEARNING PATHWAYS

5.1 VNFIL arrangements

In 2016 CAQA began using an occupational test mechanism for recognition of prior learning of workers on three levels: semi-skilled, skilled and craftsman. In 2018 more than 3,000 people were certified via this scheme, over a wide range of occupations.

With the assistance of international agencies, this occupational skills certification programme has been offered to Syrian refugees.

6. NQF IMPLEMENTATION AND IMPACT

6.1 Key achievements and main findings

The adoption of the NQF is an important step in the country's HRD Strategy; significantly the NQF was introduced alongside other major governance reforms in TVET.

These reforms are contributing to strengthening of the partnerships in skills development, which, in the TVET sector especially, should facilitate the relevance of the newly developed training programmes. Quality assurance mechanisms increasingly refer to learning outcomes.

There is an effort to develop higher-level TVET qualifications, notably the new types i.e. the professional bachelor's, master's and doctorate degrees.

The main roles and responsibilities in the implementation of the NQF have been allocated. The implementation structures - TVSDC and AQACHEI - are in place and are conducting some of the NQF-related operations such as institutional and programme accreditation.

Establishment of the TVSDC is considered a major achievement in the TVET sector. It has been followed by adoption of by-laws regulating equivalencies of TVET certificates, accreditation of TVET providers, and criteria for selection and classification of TVET trainers and supervisors.

Between 2014 and 2018 (before the formal adoption of the NQF), the former CAQA approved 95 TVET qualifications at levels 1 to 4¹². AQACHEI has so far validated 27 higher education qualifications.

6.2 Qualifications registers and databases

There is not yet a publicly accessible register of all national, quality-assured qualifications.

¹² Based on reporting of the EU-Funded Technical Assistance to the "Skills for Employment and Social Inclusion Programme (TE SESIP)" <https://europa.eu/capacity4dev/ta-sesip->

6.3 Qualification documents

The certificates issued do not yet include reference to the NQF.

6.4 Recognition of foreign qualifications

The NQF bylaw attributes responsibility for international recognition of qualifications to AQACHEI. However, currently each of the bodies in charge of the respective education sub-systems implements its own procedures for recognition.

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

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

7. REFERENCING TO REGIONAL FRAMEWORK/ OTHER FRAMEWORKS

7.1 Referencing to regional frameworks

There are two regional qualifications frameworks (RQFs).

The Arab Qualifications Framework (AQF) is being developed by the Arab Network for Quality Assurance in Higher Education, the ANQAHE. Jordan is a member of ANQAHE, along with Morocco, Tunisia, Egypt, Oman, United Arab Emirates, Qatar, Bahrain, Kuwait and Saudi Arabia. This 10-level framework was founded in 2012.

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

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

Both regional frameworks are still under development and referencing processes have not yet been launched.

Additionally, the EQF now provides for third countries to seek comparison of their NQF with the European Qualifications Framework (EQF). Jordan may request such an exercise in future, once it

has reached a level of development indicated in the comparison criteria defined by the European Commission.

7.2 International cooperation

AQACHEI is a member of the Arab Network for Quality Assurance in Higher Education, a non-governmental organisation which brings together members from the Arab countries.

7.3 International donor support

Through the Jordan Compact agreed in 2016, the Jordanian government and the international community have sought to aid the Syrian refugees and their hosting communities by mobilising significant funds in grants and loans. This money has enabled, among other projects, provision of school enrolment and boosted labour market participation, of youth and women in particular.

The EU provided the Technical Assistance Skills for Employment and Social Inclusion Programme (TA SESIP) up to 2020. TA SESIP included advisory inputs on implementation of the NQF, quality assurance arrangements, credit transfer, recognition of qualifications, development of occupational profiles and capacity building on curriculum development and governance. A new budget support programme is under preparation.

EBRD, GIZ and ILO have been supporting the Sector Skills Councils in development of strategic plans and occupational standards.

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

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

ETF runs the ETF Forum for Quality Assurance in Vocational Education and Training, of which Jordan is a member. ETF is also working with the European Bank for Reconstruction and Development (EBRD) to design a skills strategy for the tourism sector.

8. IMPORTANT LESSONS AND FUTURE PLANS

Implementation of the NQF has been prioritised in the HRD Strategy.

Plans for the NQF's implementation should be guided by a strategy that clearly specifies the functions envisaged for the framework and lists policies, guidelines and procedures to be developed. Such a strategy should consider resources implications.

Reform of the TVET system has created several platforms for dialogue on qualifications, in particular through the broad membership of the TVSDC Council and through the Sector Skills Councils. Strengthening the role of Sector Skills Councils in developing qualifications via a more cooperative role would be beneficial in bringing more labour market relevance.

The Jordanian NQF remains a loose framework – each education subsystem is in charge of providing criteria for qualifications development, delivery and assessment.

In order for the NQF to play a role in building confidence in the country's qualifications, the institutions responsible for development, revision, approval and registering of qualifications have to be

strengthened and properly resourced. Currently, only one expert at AQACHEI has time specifically allocated to NQF development.

Important decisions must be made about the relationship between the NQF and quality assurance procedures, in particular: design, development and description of qualifications, validity and reliability of assessment, feedback mechanisms and procedures for continuous improvement. This applies across all education and training sub-systems.

Sustained and substantial investment in teaching and learning will be necessary to assure consistent application of learning outcomes-based approaches to qualifications.

Authorities should further implementation of validation of nonformal and informal learning.

To reach people directly, including to inform programme, qualification and career choices, authorities should develop an integrated register of qualifications and launch communication campaigns.

9. MAIN SOURCES OF INFORMATION

AQACHEI: www.heac.org.jo

TVSDC: <http://www.tvsdc.gov.jo/>

Ministry of Education: www.moe.gov.jo

Ministry of Higher Education: www.mohe.gov.jo

Department of Statistics: www.dosweb.dos.gov.jo

EBRD Jordan: www.ebrd.com/jordan.html

ABBREVIATIONS

AQACHEI Accreditation and Quality Assurance Commission for Higher Education Institutions

BAU Al-Balqa Applied University

CAQA Centre for Accreditation and Quality Assurance

DACUM Developing a Curriculum Method

ESP Education Strategic Plan

EU European Union

GSEC General Secondary Education Certificate (Tawjihi)

GIZ Deutsche Gesellschaft für Internationale Zusammenarbeit

HRD Human Resources Development

ILO International Labour Organization

MOE	Ministry of Education
MoHESR	Ministry of Higher Education and Scientific Research
NET	National Employment and Training Company (NET)
NQF	National Qualification Framework
RQF	Regional Qualifications Framework
TA SESIP	Technical Assistance, Skills for Employment and Social Inclusion Programme
TVET	Technical and Vocational Education and Training
TVSDC	Technical and Vocational Skills Development Commission
VTC	Vocational Training Corporation

REFERENCES

ETF 2020, *Key Indicators on Education, Skills and Employment 2019*, www.etf.europa.eu/en/news-and-events/news/key-indicators-education-skills-and-employment

ETF, 2020, *Torino Process 2018-2020 Jordan – National Report*, www.openspace.etf.europa.eu/trp/torino-process-2018-2020-jordan-national-report

Economic Social Council 2019, *Public Education Sector in Jordan*, Budget Brief

World Bank, *Jordan Economic Monitor – Fall 2020: Navigating through Continued Turbulence*, Washington, D.C.: World Bank Group.
<https://documents.worldbank.org/en/publication/documents-reports/documentdetail/411101615477814784/jordan-economic-monitor-fall-2020-navigating-through-continued-turbulence>