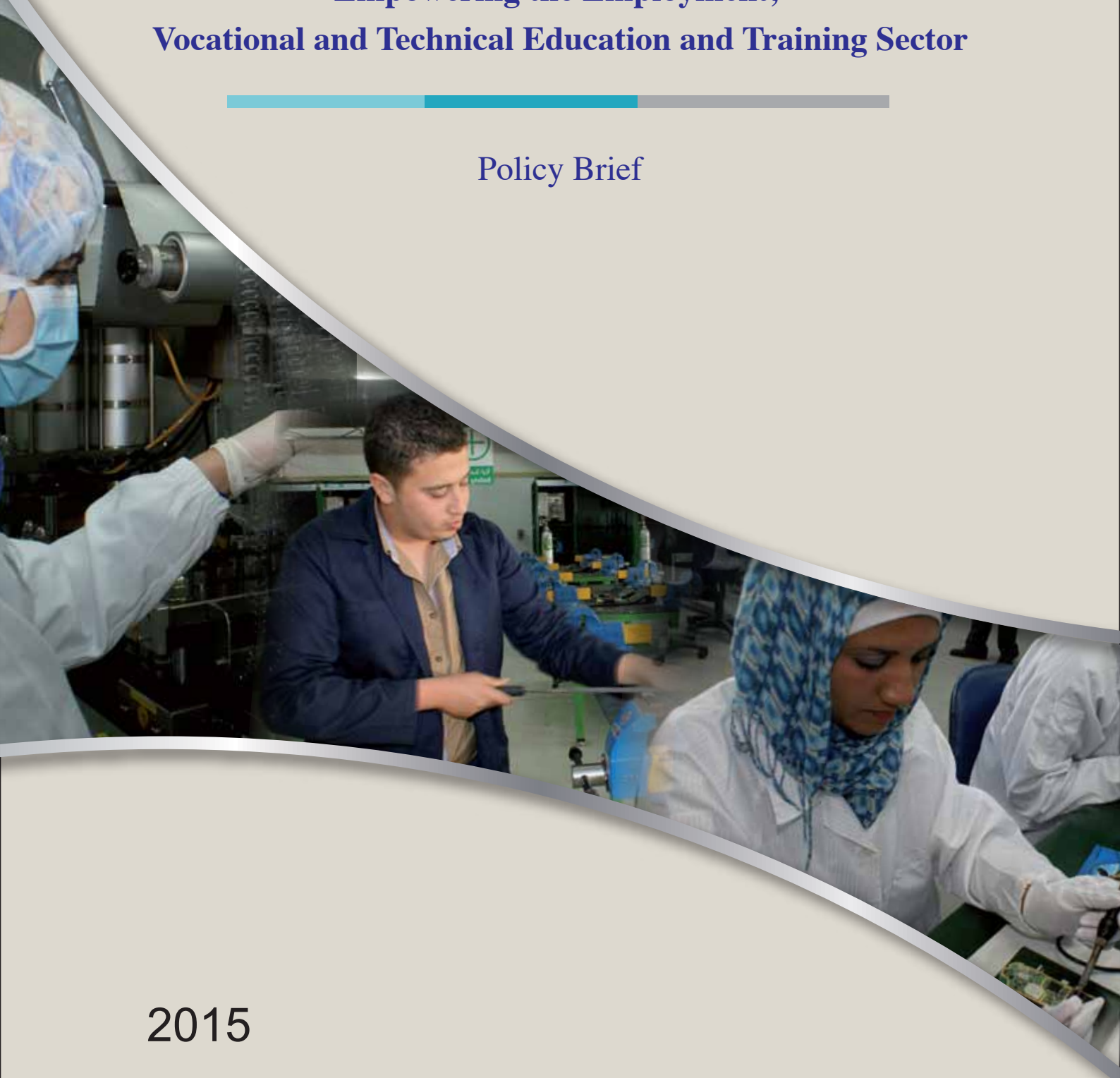




Empowering the Employment, Vocational and Technical Education and Training Sector

Policy Brief



2015

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Introduction

Employment, technical and vocational education and training (E-TVET) programs are a mainstay of successful economies around the world. Developed countries have relied on these programs as key economic enablers that enhance productivity and competitiveness in the domestic, regional and international markets, help boost economic growth, in general, and contribute to reducing poverty and unemployment rates, in particular.

Jordan has been experiencing a demographic transition towards a youthful age structure, making the need to invest in youth to increase the country's productivity and competitiveness in domestic, regional and international markets an urgent requirement. This can be achieved by empowering the youth through vocational and technical training and education (TVET) and supplying the Jordanian labor market with a qualified and trained workforce.

The E-TVET sector is faced by many challenges. At the forefront of these challenges is the negative perception Jordanian society has towards vocational work, the limited financial gains graduates of these programs achieve, and weak private sector participation in supporting technical and vocational training and recruiting graduates.

Moreover, the sector is managed by multiple entities and lacks an umbrella that overlooks the Jordanian human resources, leading to weak coordination among the three concerned councils: (Education, Higher Education and E-TVET Councils). Securing employment opportunities for the large influx of human resources from the different national education and training programs is also a challenge especially that the cost of doing so is high and resources are limited.

Foreign labor poses another challenge to the sector, entering the Jordanian labor market in large numbers either as a result of a shortage of labor in certain fields or due to the political conditions in the region and, particularly, in the Middle East, which has instigated waves of forced migration and a large influx of refugees into the labor market.

This policy brief is guided by the Higher Population Council's vision of "having an influential presence in policy making and in supporting population-related decisions that achieve the prosperity of Jordanian citizens". It was developed in cooperation with the Vocational Training Corporation (VTC), the Employment-Technical and Vocational Education and Training Council, Balqa' Applied University, and the United Nations Population Fund (UNFPA).

Mainly relying on the findings of the Higher Population Council's "Second National report on the State of Jordan's Population 2014: An Overview of E-TVET", which focuses on the employment, technical and vocational education and training sector, this policy brief looks into E-TVET strategies and offers a diagnostic assessment of the status quo and challenges of the sector and proposes policies to address these challenges.

Current Situation of the Employment, Technical and Vocational Education and Training Sector

Low enrollment rates in technical and vocational education and training: The percentage of students enrolled in TVET in 2013 reached 10.3% of the total number of same level students enrolled in the education system (vocational training, secondary education, technical education and under graduate education), of which 13.6% were males and 7.2% were females. The reason for low enrollment rates is the fact that TVET is socially perceived as unattractive since students who take up TVET are normally those with low academic grades. Lack of robust vocational guidance and counselling services in schools is also another reason for the low enrollment rates.¹ Figure (1) below illustrates the distribution of students enrolled in technical and vocational education and training.

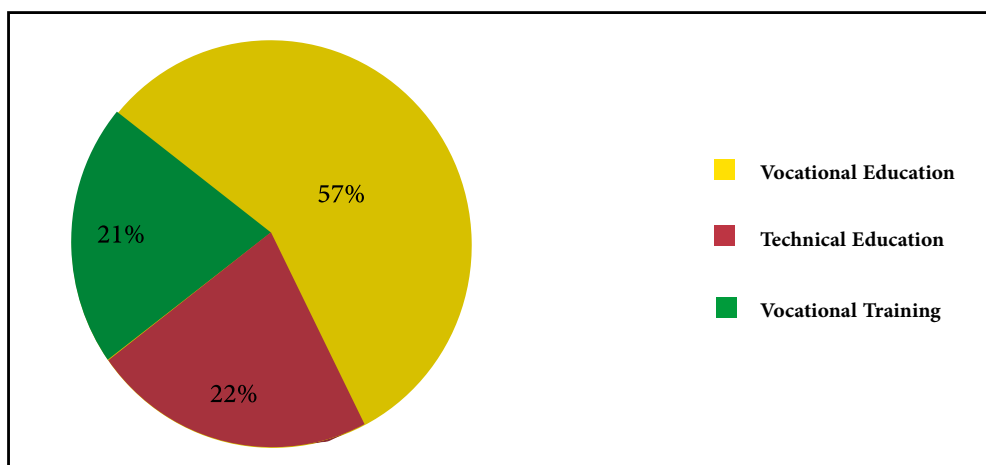
The total number of schools, institutes and colleges offering technical and vocational education and training in the Kingdom stood at 288 in 2013, of which 51% were in the central region, 36% in the northern region and only 13%

in the southern region. Relative to the population in each region, these percentages translate into one TVET facility per 28,000 persons in the central region, 17,000 persons in the northern region, and 16,000 persons in the southern region.²

Numerous governing legislations, strategies and policies at the sector level and at the level of each TVET provider. If applied in a harmonized manner, it is believed that these legislation and policies would play a positive role in developing the sector. Moreover, governance in the sector is still not effective and does not have and cohesive impact, as each of the concerned councils and entities formulates its own policies and strategies separately without coordination among themselves.³

Partnership with the private sector is not institutionalized, nor sufficiently effective. There are, however, some private sector institutions and international organizations that provide technical and vocational training and education services,

Figure (1): Distribution of students enrolled in TVET in 2013



Source: Higher Population Council, The Second National Report on the State of Jordan's Population: An Overview of E-TVET, 2015.

1- Higher Population Council, The Second National Report on the State of Jordan's Population: An Overview of E-TVET, 2015.

2- Ibid.

3- Ibid.

participate in commissions, councils, committees, and taskforces to improve the sector, and participate in some vocational training institutes.⁴

The development of educational and training programs, curricula and materials is centralized at the main TVET institutions. It is also a lengthy process, which in itself limits the ability to adapt to labor market needs and keep pace with market developments. On the other hand, the limited budget of TVET institutions prevents updating the equipment and installations at TVET institutions, especially in the public sector, to stay current with the actual labor market.⁵

The influx of foreign labor, especially from Syria and Egypt, into the Jordanian labor market has augmented the workforce in certain sectors (e.g., agriculture, forestry and fishing; manufacturing industries; social work and personal service activities; activities of households as employers, and undifferentiated goods- and services-producing activities of households for own use; retail and wholesale trade and repair of

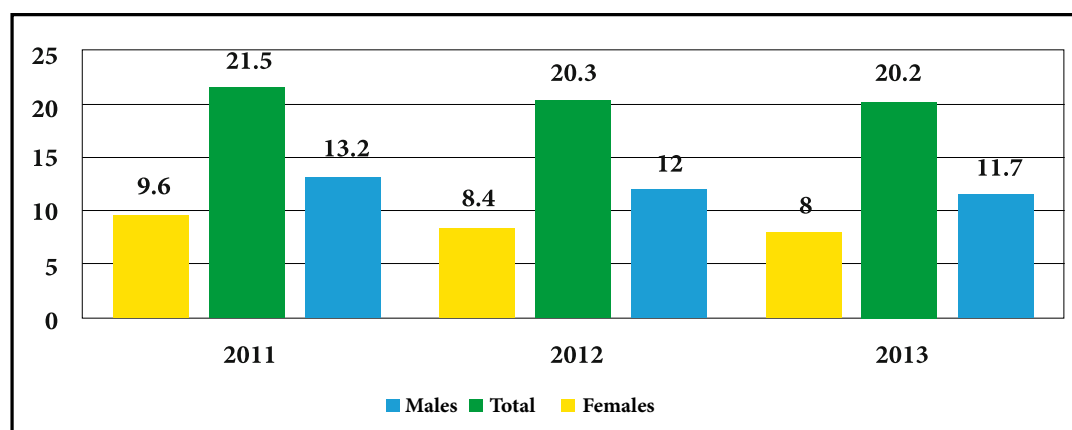
motor vehicles and motorcycles; construction; and accommodation and food service activities), reaching ⁶ 31%, 23.9%, 19.4%, 7.1%, 6.4%, 5.4% respectively in these sectors in 2014.

Percentage of TVET graduates in the Jordanian workforce is low⁷, standing at 14.2% of the total workforce in 2013, with male and female graduates making up 12.3% and 23.2% respectively of the workforce.

Percentage of employed TVET Jordanian graduates of total employed Jordanians is low⁷, reaching 14.6% in 2013, with males and females making up 12.8% and 24.1% respectively of the total working Jordanians.

Ratio of unemployed TVET graduates to total unemployed labor force has increased⁷ to 11.7% in 2013, with males representing 8% while females representing 20.2%, which indicates the need to better align TVET programs to labor market needs. Figure (2) illustrates the trend through 2011-2013.

Figure (2): Ratio of unemployed TVET graduates to total unemployed workforce by gender and year



Source: National Centre for Human Resource Development, Al Manar Project Database and the Department of Statistics Labor and Unemployment Surveys for the Years 2011-2013

4- Higher Population Council, The Second National Report on the State of Jordan's Population: An Overview of E-TVET, 2015.

5- Ibid.

6- Department of Statistics, Analytical Report on the State of Labor and Unemployment in Jordan, 2014

7- National Centre for Human Resource Development, Al Manar Project Database, and the Department of Statistics, Labor and Unemployment Surveys for the years 2011-2013

High unemployment rate⁸: Unemployment is one of the main challenges facing the Jordanian economy. While unemployment rates have dropped from 12.9% in 2009 to 12.6% and 11.9% in 2013 and 2014 respectively, they are still considered high due in large part to demographic changes that has led to an increase in the number of new entrants into the labor market. It can also be attributed to weak alignment of the outputs of various levels of education to labor market demands, and competition from foreign labor, especially Syrian and Egyptian labor in some professions and occupations, due to the large wage gap. Moreover, unemployment rates still vary across governorates, the highest being in Tafilah Governorate at 15.4%, and the lowest in Zarqa and Amman Governorates at 10.2% and 10.3% respectively in 2014.

Women's economic participation rate is low⁸: Revised economic participation rate for women is still below the desired levels at 13.2% and

12.6% in 2013 and 2014 respectively. Economic activity of employed women is concentrated in the education sector at 54.0%, and the health sector at 48.0% of the total employed Jordanians in these sectors in 2014.

Number of social security beneficiaries is increasing⁹: Social Security Corporation (SSC) data indicates an increase in the number of social security beneficiaries to more than one million by the end of 2013, reaching 1,051,798 individuals. Accordingly, the ratio of total social security beneficiaries to total workers in the Kingdom has increased to around 67.9%, reflecting a widening scope of SSC coverage. The Corporation has also introduced unemployment and maternity insurance to the coverage plan as of September 2011, which represents a qualitative addition and a crucial step towards achieving comprehensive social protection of workers and their families in the Kingdom, and making the private sector and self-employment more attractive to the labor force.

Table: Jordanian labor market indicators (2009-2013)

Indicator	Value		
	2009	2011	2013
Unemployment rate (%)	12.9	12.9	12.6
Unemployment rate for males (%)	10.3	11.0	10.6
Unemployment rate for females (%)	24.1	21.2	22.2
Unemployment rate among holders of general secondary education certificate or lower (%)	56.9	55.2	50.2
Revised economic participation rate (%)	40.1	39.0	37.1
Revised economic participation rate for men (%)	64.8	62.8	60.4
Revised economic participation rate for women (%)	14.9	14.7	13.2
Percentage of active social security beneficiaries (%)	53.4	62.4	67.9
Ratio of total active social security beneficiaries to total working individuals (%)	44.9	55.7	60.8
Licensed foreign labor	335,707	280,263	286,197
Ratio of licensed foreign labor to Jordanian work force	23.9	19.5	19.8
Percentage of employments secured through Labor Directorates of the Ministry of Labor (%)	31.4	29.5	42.7
New Created jobs	76,316	52,888	48,571

Source: Department of Statistics, Labor and Unemployment Surveys (2009, 2011, 2013); Ministry of Labor Annual Reports for the Years (2009-2013), Social Security Corporation, Social Security: Indicators and Figures, Issue No.(1), 2014.

8- Department of Statistics, Analytical Reports on the State of Labor and Unemployment in Jordan 2014-2015.

8- Ibid.

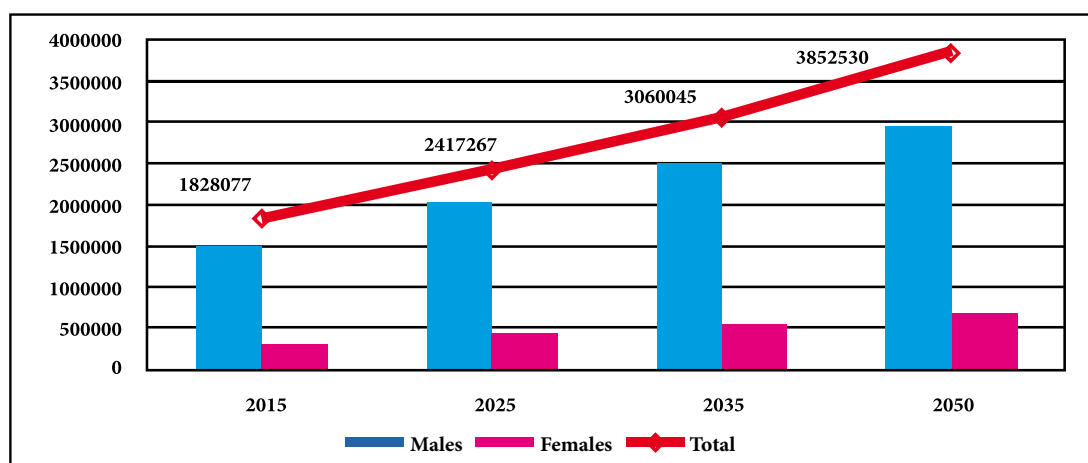
9- Social Security Corporation, Social Security: Indicators and Figures, Issue No.(1), 2014.

Challenges

The size of the workforce from 2015 to 2050 is set to multiply in light of the demographic changes in the Jordanian society. Population projections according to the low scenario suggest that the labor force will increase 2.1 times¹⁰ during this period from 1828077 in 2015 to 2417267 in 2025 and 3852530 in 2050. The figure below illustrates the projected labor force by gender. To address this challenge, appropriate policies should be formulated to benefit from this increase in pushing economic growth forward, maintaining economic, social and political stability and ensuring the prosperity of the Jordanian society.

Weak coordination among E-TVET entities: There are multiple entities concerned with E-TVET, each providing a different quality of training. In addition, the governing regulations fall short of meeting the requirements for sector restructuring from the employers' perspective. For example, there are multiple entities responsible for approving licenses and certifications (i.e., Center for Accreditation and Quality Assurance, Ministry of Education, Ministry of Higher Education) and there are multiple policies and strategic plans pertaining to E-TVET.

Figure (3) Size of projected labor force according to the Low scenario based on the United Nations method for projecting economically active population



Source: Higher Population Council, The Demographic Opportunity in Jordan, Policy Document, 2nd edition, 2014

Influx of unlicensed foreign labor is increasing, especially from Syria and Egypt, competing with Jordanian labor in certain occupations due to the large wage gap.

Current labor market information system plays a weak role in supporting the decision-making process. In addition, there is a shortage of information and data about the informal labor market.

A system for bridging basic levels of vocational training (semi-skilled, skilled, technician) and higher technical, specialized (non-academic) levels is non-existent.

Weak Cooperation of some employers in recruiting Jordanians: Some employers are not actively engaged with E-TVET institutions and policy makers due to the general perception

10- Higher Population Council, The Demographic Opportunity in Jordan, Policy Document, 2nd edition, 2014.

that Jordanian workers are less efficient and less productive than their foreign counterparts and due to a lack of qualitative alignment of supply and demand in various development sectors.

Some segments are not covered by social security. Those include self-employed individuals, employers, in addition to other segments of workers who remain uncovered by any type of health insurance.

Education and training programs are designed and implemented in the absence of a national, employer-driven strategy.

TVET programs represent dead-end basic level job opportunities and do not offer the chance for advancement and promotion.

The private sector is not involved in the governance of the E-TVET sector and does not actively participate in the TVET system. Therefore, the private sector is not engaged in developing professional standards, selection mechanisms, and certification procedures.

Outputs of the formal TVET system are not aligned to labor market needs. TVET programs are determined based on the supply of labor rather than the demand for it. The role of TVET institutions is limited to providing preliminary training and qualification and lacks a comprehensive vision for lifelong learning.

Vocational guidance and counselling in schools is weak and fragmented.

Education and training installations and equipment need to be updated to keep pace with modern technology.

Trainers need to improve and hone their skills, enhance their efficiency and the quality of their training.

Formal training providers have limited freedom, especially in developing and implementing continuing education programs.

The lack of a national qualifications framework has a negative impact on attracting Jordanians to take up semi-skilled occupations for fear of remaining in these jobs because there is no potential for career advancement and promotion.

Proposed Policies

- Human resources are a key measure of the wealth of countries and are considered an influential asset to their economic and social conditions as they represent a critical factor in achieving progress. The focus on human resources is multi-dimensional. The first dimension is economic and pertains to making qualified human resources available. The second dimension is social and is based on the understanding that education enhances mental and cognitive abilities of individuals and helps them acquire balanced behavioral patterns and values. The third dimension is related to security since educating and training individuals lowers unemployment and poverty rates and ensures the stability of society. The fourth dimension is education, which helps prepare qualified human resources that are capable of conducting research, innovating, inventing and developing, thereby achieving technical advancements in various areas of life and ensuring the continuous improvement of livelihood and the creation of new job opportunities.

- Formal and informal economy is a key driver of employment in Jordan. Effective, well-designed human resource policies serve as essential employment enablers. To realize the highly ambitious vision for the national economy, facilitate transition into a knowledge based economy and focus on value-added productions, responsive human resource, employment and training systems should exist. Establishing good education and training systems is vital for supporting the national strategy for creating jobs in mega projects and priority areas such as information technology and telecommunication services, pharmaceutical industries, and business activities (e.g., accounting, auditing, architecture, finance, education, and health, including medical tourism) which require high skills.

Currently, there is no entity responsible at the national level for systematically looking into economic and technological issues (innovations and new trends in industries) in order to reflect them in the education and training programs, scientific qualification in line with a national qualifications framework.

Studies conducted by the World Bank show that Jordan has the potential to stand out as an education hub in the region. To capitalize on this potential, a specialized commission or body should be established with a clear mandate to turn opportunities into reality through implementing the comprehensive vision that cuts across all sectors. It should also be tasked with aligning relevant research and studies with what is actually practiced on all training and education levels. This initiative should be implemented with support from all key stakeholders. A new body that represents all stakeholders in human resource development in Jordan should be established.

- Based on the recommendations of the National Agenda, the E-TVET Council in Jordan has been restructured to serve as an umbrella for all TVET providers, formulate policies, plans and programs for sector development, and harmonize activities and efforts at the sector level. The Council oversees the Center for Accreditation and Quality Assurance (CAQA), which has been established to act as the national authority for the accreditation of TVET providers and qualification of trainees. Nonetheless, the major focus of the Council and the Center is on TVET institutions and private sector institutions since, according to their laws and regulations, vocational schools of the Ministry of Education and technical colleges of Al Balqa' Applied University are not governed

by the Council nor the Center. Therefore, the laws and regulations that govern these entities and their operations should be revised to best serve the public good and to assign one body to be responsible for coordinating among these entities and act as an umbrella for all human resource policies and affairs.

- The private sector does not have enough interest in strengthening cooperation with TVET providers or decision makers in this field given the gap between what employers demand and what TVET providers offer. The private sector focuses on short-term activities and production through small and micro enterprises, it therefore perceives enrollment in training and mentoring programs as costly and requiring (unproductive) efforts from private business owners. Therefore, procedures and mechanisms should be in place to enable the private sector to systematically engage in TVET at all levels, such as in providing field training (training at companies for trainers and trainees), supporting sectoral committees to improve occupational analyses and elevate training standards, actively participating in setting tests and exams, formulating and implementing plans and policies, and helping provide funding support for the sector.

- Activities, such as developing training plans, curricula and educational materials; setting and conducting tests, exams and certification procedures; and on-the-job training for teachers and trainers are carried out by different institutions without coordination among them and according to different standards, often leading to duplication, conflict and a substantial loss of public resources.

- There is often a weak demand in the labor market for the skills and knowledge that the workforce has, resulting in a weak alignment and a gap between the jobs created by the economy and the supply of labor. To address this, a coordination

mechanism should be put in place to identify training needs and design training programs accordingly.

Policy 1:

Establish the Higher Council for Human Resource Development

To ensure coordination among parties concerned with human resource development (E-TVET Council, Education Council, and Higher Education and Scientific Research Council), and to develop a unified national strategy for human resource development that serves as a basis for developing the strategies of TVET institutions, quick action should be taken to establish the Higher Council for Human Resource Development that will serve as an umbrella for the above mentioned councils. The Higher Council for Human Resource Development will help enhance the employability of the labor force through qualitative trainings that meet the needs of the labor market, improve the resilience and productivity of the labor market through effective governing legislation, build social safety nets, and increase the size of the labor force through effective employment and expanding the base of economically active population.

The Higher Council for Human Resource Development shall have the authority to formulate human resource development plans and policies in Jordan and act as a coordinator among all entities concerned with the vocational, academic and technical qualification of human resources (i.e., Ministry of Education, universities, community colleges, vocational training institutes, funds, etc.). In other words, the Council should be empowered to build a national comprehensive vision for the desired future of human resources.

Advantages of Policy 1 :

- This policy is in line with the following:
 - 1- The letter from His Majesty the King to the Prime Minister on March 24, 2015 calling for the establishment of a national committee for human resource development. The committee was tasked

with formulating a national strategy that guides a ten year operational plan for improving basic, higher and technical education and vocational training to achieve a qualitative leap in the human resource development sector, and identifying a set of reform policies to support modernization and improvement efforts. The committee was also tasked with organizing an inclusive national conference to endorse the strategy for developing human resources from the early childhood stage until their entry into the labor market through applicable programs, plans and clear performance indicators, upon identifying reform priorities, available funding opportunities, and steps for developing labor market mechanisms. The strategy shall be endorsed by the Council of Ministers to become a deeply entrenched approach for the successive governments. Therefore, the committee needs to be transformed into the proposed Council to ensure that its efforts are institutionalized, decisions are adopted and strategies are implemented.

- 2- The Council of Ministers decision, dated May 1, 2011, endorsing the National Strategy for Employment, which recommends that a Higher Council for Human Resource Development be established to better manage supply and demand.

- 3- The Council of Ministers' decision No. (916), dated May 10, 2011, endorsing the public sector restructuring program, which calls for forming the Higher Council for Human Resource Development to serve as an umbrella that coordinates among sub-councils in the sector.

- 4- A key recommendation of the National Agenda under the employment, technical and vocational education and training component was to establish the Higher Council for Human Resource Development.

- 5- A Council of Ministers decision in 1999 to adopt the Human Resource Development Strategy,

which recommends that a Higher Council for Human Resource Development be established.

- This policy provides an umbrella for coordinating efforts, formulating and consolidating national policies for human resources.
- This policy provides flexibility to effectively align the outputs of education and training programs with labor market needs as it ensures the integration of policies under one institutional framework (i.e., the proposed council).
- The establishment of the Higher Council for Human Resource Development will prevent the establishment of new structures and institutions, thereby avoiding the associated financial burdens. It will utilize the existing structures and institutions that are concerned with human resource development.

Limitations of Policy 1

To implement this policy, legislation that governs the work of ministries and entities that carry out TVET functions and programs need to be amended, which will take time.

Policy 2:

Enhance Vocational Guidance and Counselling

Vocational guidance and counselling is a planned and systematic process in the educational system. It helps students broadly outline a vision for their academic and vocational future and expand their horizons so that they can self-adjust and adapt to their work environment and the larger society and feel content and secure in their lives.

Accordingly, counsellors raise the vocational and academic awareness of students in upper level basic education certificate who are entering into secondary education to choose the path that best corresponds with their abilities, interests and academic grades. In addition, the private sector holds job fairs at schools to share successful examples of professionals.

To enhance vocational guidance and counselling, a strategy should be in place for building comprehensive theoretical and practical frameworks and methods to promote vocational work among students, teachers, parents, the larger society; as well as social and vocational institutions that are directly connected with the schools.

Advantages of Policy 2

- Offering an educational service offered to students to help them understand their potentials, readiness and surrounding environment and give them proper guidance to make the right decision in choosing their future occupations.
- Helping students outline their future academic and professional career and identifies their horizons to help them self-adjust, and adapt to their work environments and the larger society and feel content and secure in their lives.
- Vocational guidance and counselling is a complex process that involves a series of interrelated steps that complement one another. These include:
 - Enabling individuals to choose the right occupation based on their capabilities and interests.
 - Preparing individuals for, and training them in, the chosen occupation
 - Enabling individuals to take up an occupation, which entails raising awareness about the different aspects of the occupation and assisting them to acquire the job.
 - Facilitating professional growth by updating individuals on developments in the field and informing them about how they can be promoted.

Limitations of Policy 2

- To implement this policy, awareness programs targeting parents of students in the upper level of basic education should be conducted to complement the vocational guidance and counselling programs.
- Lack of statistics, reports and information needed by researchers and parties concerned with student affairs.
- Lack of specialized, full-time vocational counselors for the upper level of basic education.
- Vocational guidance and counselling should be done in parallel with a review of curricula and should incorporate work ethics and conduct in addition to pictures and examples of appreciation for vocational work.

Policy 3:

Establish Progression Pathways into Higher Vocational and Technical Education for TVET graduates

There is an urgent need in Jordan to upgrade education and training systems so as to open up progression pathways especially from the level of vocational worker to technician and then on to the next higher level to respond to the needs of individuals, society and economy. This will prepare individuals for work, lifelong learning and continuing education, and help keep pace with developments in TVET in line with current and future needs. It will also enhance the attractiveness of TVET programs which are considered by the target group as a second option and a dead-end career path that does not offer the chance of advancing into higher career levels.

Based on the above, the need to modernize and

upgrade vocational education and training into higher vocational and technical education levels is urgent to support human resource development efforts and enable economic growth.

One powerful way of enhancing the attractiveness of TVET is to link it with Higher Education programs; by developing qualifications at technician level; and by developing well established pathways from the lowest level of TVET to the highest level of higher education.

The Jordan National E-TVET Strategy 2014-2020

The first step is to adopt an education policy that gives technical and applied education the attention it deserves- an education policy that makes vocational and applied education a pathway for progressing into higher education in the vocational and technical fields and a tool at the same time for self-development and adjustment through the acquisition of skills and technical knowledge, thereby serving the country and the community.

Accordingly, a national qualifications framework is necessary and proven effective in regulating qualifications, facilitating the development of progression pathways and enhancing lifelong learning opportunities.¹¹

Advantages of Policy 3

- This policy is in line with the Royal vision, which reiterates the urgent need for expanding the scope of technical, vocational and applied education. It is also in line with the MoU signed between Jordan and China during His Majesty's visit to China on September 9, 2015, to establish a Jordanian-Chinese institution for higher education in applied technology¹²

11- Ministry of Labor, National E-TVET Strategy 2014-2020

12- http://kingabdullah.jo/index.php/ar_JO/news/view/id/12563/videoDisplay/1.html

- This policy is in line with the Strategic Plan of the Ministry of Education (2009-2013) which calls for revising the educational ladder and increasing the percentage of TVET students to 40% of total number of students enrolled in the secondary education level.
- This policy is in line with the Jordan Vision 2025 which promotes vocational education
- It boosts the competitiveness of national economy by supporting the development of trained and capable human resources, thereby facilitating integration into global economy.
- It helps address the negative perception towards non-academic education.
- It addresses shortcomings in legislation, requiring employers not to employ individuals who do not hold certificates or “licenses” that demonstrate their ability to carry out the tasks assigned to them based on their academic and vocational qualification.
- It reinforces the concept of lifelong learning.
- It allows the workforce more flexibility to relocate inside the Kingdom and abroad as it recognizes their qualifications.

Limitations of Policy 3

- Job recruitments and privileges are still completely biased towards university degree holders.
- Universities refrain from offering vocational, technical and applied specializations stressed by labor market needs assessments due to their high costs.
- Policy 3 depends on Policy 1, which calls for establishing the Higher Council for Human Resource Development.

Policy 4:

Scale up training of trainers programs to enhance the capacity of vocational and technical trainers

Improving TVET outputs can be achieved by improving the inputs, which teachers/ trainers are a central part of. This can be done by fully preparing and empowering teachers/ trainers with technical and behavioral competencies to enable them to carry out their tasks in the best manner and ensure the success of all aspects of the training.

In this regard, it is necessary to develop scientific and systematic standards for qualifying and training vocational teachers/ trainers while taking into account training inputs and processes such as training installations, equipment, building design, work environment management, training programs, curricula and staff in order to improve the competencies of trainers, training supervisors and training officials at VET institutions, on one hand, and industrial and service institutions on the other. This will reflect positively on performance and on the output of VET institutions, which are in turn inputs into production and service-related activities at industrial and service institutions. For training providers, technical trainers (training faculty members) are considered an effective, key element of quality training and education programs and activities, regardless of their goals. An excellent technical trainer will have a positive impact on the internal and external efficiency of training programs for all units within the institution. Therefore, trainings require what is known as “expert trainers” who can be created through qualification and preparation programs before or during service.

The idea to establish the National Training of Trainers Institute (NTTI) at Balqa’ Applied University in 2000 came about to achieve the following objectives¹³ :

13- Dr. Jreed Al Khawaldeh, the Role of the National Training of Trainers Institute in Human Resource Development, Balqa’ Applied University, 2006.

- Develop a system for enhancing the professional competencies of trainers to improve TVET outputs.
- Qualify trainers to work at TVET institutions.
- Enhance the efficiency of trainers and training officials.
- Qualify and develop the capacity of TVET trainers at productive and service institutions in the public and private sectors.

NTTI is managed by a board of directors chaired by the President of Balqa' Applied University. Board members include the General Director of NTTI, as deputy chairman, and representatives of the Ministry of Education, Ministry of Higher Education and Scientific Research, Ministry of Planning and International Cooperation, Vocational Training Corporation, Jordanian Armed Forces, National Center for Human Resource Development, and the private sector.

There is an urgent need to scale up NTTI programs to serve the governorates of the Kingdom and meet the demand for trainers. There is a growing need to improve the skills of trainers. TVET institutions are in need of highly qualified and skillful trainers to keep abreast of the increasing demands of the labor market and the rapidly evolving technologies. Moreover, training by skilled trainers has become a dynamic and lucrative business, as companies and various industries are always looking out for expert trainers to cover their ongoing training needs.

The quality of TVET outputs depends on the quality of its technical trainers. Excellent technical trainers are capable of implementing advanced training programs and curricula that guarantee that graduates are distinguished and capable, and can open up communication channels with the labor market to become an effective partner in national development and meet the country's needs for vocational workers and technicians to help achieve the desired human development.

Scaling up training of trainer programs will have a significant impact on the quality of TVET outputs at the national level. It will also supply the national economy with hard currency by offering expertise to neighboring countries, and enable graduates to compete for jobs as expert vocational and technical trainers.

Advantages of Policy 4

- Meet governorates' needs for highly skilled trainers and training officials at VET institutions to address the growing labor market demands and rapidly evolving technologies.
- Disseminate and develop technical training methods, management practices and leadership skills.
- Disseminate and develop curricula and study programs.
- Disseminate and develop mentoring, management and leadership practices of technical teachers.

Limitations of Policy 4

- A lack of an entity that serves as a unified reference for training vocational trainers at the national level.
- Overlapping legislation of different training providers.
- Limited financial resources of training providers.
- The National Qualifications Framework has not been endorsed yet.
- Lack of an approved national system for developing technical trainers.
- Lack of consolidated data for vocational and technical trainers/ teachers at the national level in the public and private sectors.

Conclusion and Recommendations

All four policies are important to empower the employment, technical and vocational education and training sector. Yet, priority could be given first to establishing the Higher Council for Human Resource Development, then to opening progression pathways for TVET graduates into technical and vocational higher education.

The first policy is the primary incubator for the other three policies. Establishing the Higher Council for Human Resource Development has become a national requirement. The council will act as a supreme, independent human resource policy-making body that safeguards the autonomy of education and training institutions while developing and implementing efficient national accountability systems to organize policy making processes in the sector. This in turn will guarantee better coordination and enforce quality assurance mechanisms at education and training institutions to upgrade all levels and forms of education. The establishment of this Council has been discussed in the National Agenda, the E-TVET Strategy for 2011-2013, and the Second National Report on the State of Jordan's Population: An Overview of E-TVET 2015. The Council will help address most issues pertaining to the E-TVET sector.


For this policy to be adopted, legislation for establishing the Council should be formulated. The Council shall have a board of trustees chaired by the Deputy Prime Minister and consisting of the following members:

- 1- Minister of Labor
- 2- Minister of Education
- 3- Minister of Higher Education and Scientific Research
- 4- Minister of Planning and International Cooperation

- 5- Minister of Public Sector Development
- 6- The Higher Population Council
- 7- President of Balqa' Applied University
- 8- National Centre for Human Resource Development
- 9- Representative of the Jordanian Armed Forces selected by the Chairman of the Joint Chiefs of Staff
- 10- Chairman of the Jordan Chamber of Industry or the Jordan Chamber of Commerce
- 11- Two individuals who have experience and interest in the subject, appointed by the chairman of the Council to represent business owners and the workforce.

The Council shall have the following tasks:

- Endorse and identify the priorities of national human resource and employment policies, and endorse, follow up on, and evaluate plans stemming from these policies.
- Approve the framework of a unified national strategy for human resources, and approve, evaluate and review the relevant execution plans.
- Endorse the national standards for human resource development programs to ensure alignment with labor market requirements and enhance competitiveness.
- Set the frameworks and mechanisms for coordinating among different entities concerned with human resources.
- Approve and adopt human resource indicators in Jordan on regular basis.
- Oversee, update and follow up on the use of the national human resource information system.

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- Develop a national qualifications system and set the appropriate mechanisms to implement it.
 - Give necessary instructions to conduct assessments and other studies connected to human resource policies and programs and labor market needs.
 - Review legislation (laws, by-laws and instructions) related to human resources, and present recommendations as necessary to Council of Ministers.
 - Enhance cooperation between national institutions and entities concerned with human resources and their Arab, regional and international counterparts.


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