

Jordan: Country Profile

Despite Jordan's considerable investment in education (4.5 per cent of domestic product¹), the problem of early school leavers is one of the major challenges.

One of the goals of the Ministry of Education (MoE) is to recognise the outcomes of non-formal education and training courses as an important pathway to formal education and qualifications, to employment, and as a means of eliminating the problem of early school leaving.

Many initiatives have been undertaken by the MoE:

- Non-formal education centres have been established to prepare early school leavers to join formal vocational training offered by the Vocational Training Corporation (VTC). The VTC oversees the quality of all public vocational training centres in Jordan.
- Literacy levels distinguish between basic literacy and post-literacy stages.
- Evening centres, summer centres and Home Studies Programmes (HSP) have been established in order to offer 2-year post-literacy programmes for those who have completed courses in basic literacy skills (i.e., reading, writing and numeracy).
- Evening centres (seventh grade to high school) focus on those individuals who wish to complete primary and secondary schooling, or practice professional and/or vocational skills. The centres are flexible in terms of attendance and choice of subjects. Examinations can be taken by those who wish to continue as formal students.

Many voluntary organisations are involved in governmental non-formal education programmes. Questscope is one such international non-governmental organisation (NGO). It has been providing non-formal education to out-of-school children and youth in partnership with the MoE since 2011 (Questscope, 2010).

Accreditation and certification of non-formal learning remain important challenges. Practitioners in the field of recognition of prior learning need to be trained to assess and recognise learning outcomes in relation to reference frameworks such as qualifications and curricular frameworks and occupational standards. However, with the development of the National Qualifications Framework (NQF) as an important part of government's Employment, Technical and Vocational Education Training (E-TVET) strategy, there are plans by the government to set up mechanisms for the validation of skills acquired on the job or through different forms of non-formal and informal learning. The Centre for Accreditation and Quality Assurance (CAQA), established in 2012², is already responsible for conducting occupational tests for those involved in technical and vocational work and for also granting occupational licences. One of the main purposes of the NQF is to remove impediments to further education, thus promoting equity and lifelong learning.

¹ This percentage applies to investment in human resources in Arab countries as a whole, compared with government expenditure in North America and Western Europe (around 6 per cent) followed by Africa and Latin America (5 per cent) (UNESCO, 2008).

² The CAQA was established in 2012 based on the Article 11 of the E-TVET Council Law (Law no. 46 for the year 2008)

Resources and references

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