The Jordanian National Qualifications Framework

Accreditation and Quality Assurance Commission for Higher Education Institutions

Preface

Jordan has since foundation placed investment in education at the top of the national priorities, and this has been reflected in the achievements accomplished throughout the education process in Jordan, which for many years surpassed the countries of the region in terms of quantity and quality. In this context, the National Strategy for Human Resources Development has provided a comprehensive vision of the development of education and the qualifications system in the Kingdom in order to develop human capabilities and raise their competitiveness, which will only be achieved by providing distinguished education with quality outputs.

In order to contribute to the achievement of the strategic objectives, the national committee assigned by his Excellency the Prime Minister has designed the Jordanian National Qualifications Framework after reviewing the experiments of Arab and European countries in this field, taking into account the particularity of the Jordanian society, the education systems used, the systems of qualifications, the Jordanian human resources, and the royal vision regarding the human resource development and progression, which has been translated through the National Human Resources Development Strategy.

The national framework consists of a set of elements as follows:

First : The framework levels which consist of ten levels starting with pre-school education and ending with the doctoral qualification. These levels include all the types of qualifications issued in the Kingdom: academic, vocational, technical and technical, so that these qualifications are placed according to the conformity of the learning outcomes with the level descriptors that have been developed according to international standards.

Second: Classification of the concerned institutions that includes classification of the educational and training providing institutions, qualification-awarding institutions and the institutions responsible for quality assurance.

Third: Framework standards which consist of a set of standards such as qualifications placement standards, standards of institution listing in the framework, standards of progression and transfer

between qualifications and standards of recognition of informal qualifications and previous education.

Fourth: The guides which include the guide of designing the educational programs that lead to qualifications, and the guide of quality assurance of the qualifications and an outlook on developing the sectoral framework levels.

This framework provides examples of how these elements can be used when implementing the framework and after necessary legislation is passed and promulgated . Finally, the framework provides an illustration of how it can be aligned with regional and global frameworks.

This framework was prepared by the National Committee on the Development of the National Qualifications Framework in the Hashemite Kingdom of Jordan which was formed on 26 January 2017 and headed by the chairman of the Accreditation and Quality Assurance Commission for Higher Education Institutions.

Introduction

The progression and diversity of the world's education created the need for a clear and common understanding of the qualifications provided by the different educational programs issued by the different educational institutions in the Kingdom. So, for increasing the employers' confidence in the educational system, it has become important to ensure that the educational programs which lead to a certain level of qualifications will achieve the same level of learning outcomes regardless of the educational institution in which the study has taken place, in addition to the need for linking the educational outcomes to the needs of society, and the proper planning of human resources at the national level . This can only be achieved through having a referential framework that precisely defines the levels and outcomes of qualifications, and assures their quality.

Globalization on the other hand has increased the need for a common understanding of what is expected at each level, and it has become important to find standards to compare the national qualifications with the international ones due to the large numbers of graduates who travel abroad to complete their studies, or to work in international or local companies that operate in a global environment being keen to ensure that their employees have globally competitive skills. Consequently, graduates and employers alike must be confident that their national qualifications will be recognized anywhere in the world through identifying them according to a

specific level in a referential framework in which learning outcomes are identified in a way that can be compared with the learning outcomes at the same level of the global education systems.

In addition, many countries, especially the European ones, have realized the need for finding appropriate comparison points for academic standards to guide the educational institutions in designing the educational programs, planning and self-review processes, and in the processes of program accreditation and institutional reviews.

Most countries have therefore created what is called (National Qualifications Framework) which represents a main reference for all educational institutions and quality assurance institutions as well for employers of graduates. The qualifications framework usually consists of a number of levels with distinct learning descriptors which may represent the educational stages, types of degrees, or levels of experience. Those descriptors are made of three main elements: knowledge, skills and competencies. The degrees and certificates are then classified according to the compatibility of the learning outcomes of each degree or certificate with the descriptors of the level where the degree is placed . The placement process also includes assuring the quality of the qualification by examining the compatibility of its outcomes and the teaching and learning process with clear quality assurance standards associated with that level of learning.

Definition of the National Qualifications Framework : A hierarchical classification of all levels and types of qualifications and related certificates in the formal or informal education programs where descriptors are specified for each level to decide the knowledge, skills and competencies to be linked to the qualification. This allows to have a common quality assurance of all qualifications beside standards based on learning outcomes in order to formulate educational programs that allow for developing, valuating and improving quality education in various contexts. Qualification frameworks usually exist at national, regional and international levels.

The National Qualifications Framework is therefore based on the concept of learning outcomes according to which the various educational institutions have to build their educational programs with clear learning outcomes that are compatible with the descriptors of the level where the qualifications resulting from those programs will be placed. This means that the process of assuring the program quality and its evaluation systems must take place in compliance with the evaluation of learning outcomes rather than the inputs like teachers, curricula and material potentials in order to reach student-centered not teacher-centered education systems.

1. The current status of education and qualifications in Jordan

The educational system in Jordan currently consists of two main stages :

1: School education (basic education and secondary education) and its equivalent in vocational education and training.

2: University education, which includes the academic and technical intermediate university college education (community colleges), and university academic and technical education, which includes (bachelor's, Master's, doctoral and postgraduate diplomas). Besides, there are numerous institutions that offer continuing education in the academic and vocational fields in the form of training courses with certificates issued by public and private vocational institutions.

A. Basic Education

School education in Jordan consists of a two-year pre-school education (kindergarten) and a stage of compulsory basic education (elementary grades one through ten, with a duration of ten years). Jordan has a high level of equal opportunities for both genders in terms of accessing the basic services. In addition to the free public education offered by the Ministry of Education schools, private schools are allowed to offer basic education, but with standard curricula and textbooks distributed only by the Ministry of Education. However, private schools are allowed to have extra enrichment curricula.

B- Secondary Education

Secondary education, which may be academic or vocational, consists of two academic years for students aged between 16 And the 18 who have completed the basic stage of ten years. At the end of the two-year period, students sit for the General Secondary Certificate Examination in the appropriate academic or vocational stream. The student who passes the examination gets a high school certificate. Therefore, the Ministry of Education is the only body that awards high school qualifications for all students enrolled in the secondary education in both public and private schools. The secondary education stage consists of two tracks: academic and vocational, where the academic track prepares students to join universities, while the vocational track prepares them to join intermediate community colleges, universities in specific majors, or the labor market directly.

C- Vocational Training

Vocational training is offered by the Vocational Training Corporation , the National Employment and Training Company, in addition to the institutes accredited by the Center of Accreditation & Quality Assurance for the vocational and technical training and education sector. This vocational training leads to award the following certificates:

- Vocational Training Certificate- Level one.
- Vocational Training Certificate- Level Two.
- Diploma of the Vocational Level equivalent to High School .
- Diploma of the Technical Level, which is below the Technical Diplomas that end with a Comprehensive Examination.

The Center of Accreditation & Quality Assurance for the vocational and technical training and education sector issues licenses to practice the profession for the three vocational levels as specialized additional qualifications beside the recognition of prior experience upon which a past–experience based qualification is issued.

D. Higher Education

Higher education began in Jordan with the establishment of the first Teachers Training Institute in 1958 with a two-year program for preparing teachers for working in the schools of the Ministry of Education. The higher education programs started in 1962 with the establishment of the University of Jordan as the first state university in the Kingdom. In 1989 Al-Ahliyya Amman University was established as the first private university.

The Ministry of Higher Education and Scientific Research, which was established in 2001, is responsible for managing the higher education sector.

The higher education sector currently includes two basic types: non-university education (diploma level) offered by various types of community colleges, and university education, (bachelor's degrees, higher diplomas, master's and doctoral degrees) offered by universities.

Non-university education

Community Colleges offer non-university and vocational programs to which holders of all types of general secondary education certificates can access. These two-to-three year programs include many majors such as arts, sciences,   management,   business administration and engineering. As of 1997 All public community colleges have been subject to the supervision of Al-Balqa Applied University. At the end of a course that lasts two to three years, students sit for the Comprehensive Examination. Those who pass the examination receive a Fellowship/ Diploma from Al-Balqa Applied University. So,   the Diploma degree is a qualification that community colleges provide education, however the qualification is awarded by Al-Balqa Applied University for all the diploma programs in the Kingdom.

University education

Almost over 2.5% of the total population of Jordan join universities. Applying to higher public or private education is available for the holders of a high school diploma. The universities adopt

the credit hours system that allows students to choose courses according to a specific study plan.

Jordan has witnessed an increasing demand for higher education, thus ten state universities beside 22 private universities and university colleges were established to award the following certificates:

- The first stage: The Bachelor's degree (4-6 years).
- The second stage : The Master's degree and the Higher Diploma, which are awarded after an additional study for one or two years after obtaining the bachelor's degree.
- The third level: The Doctoral degree which is awarded through an additional study after the Master's degree. It takes three to five years with an original dissertation to be submitted.

Table No. 1 shows the specifications of qualifications issued by the institutions of higher education in all stages:

Table 1. The qualifications issued by the various institutes of education in Jordan

Qualification	Volume of qualification (Number of credit hours)	Duration
Intermediate Diploma	• 72 credit hours in two-year programs or 96 credit hours in three-year programs. • Practical application of not less than 30% and not more than 35% of the specialization requirements.	2 – 3 academic years.
Bachelor's	• At least 132 credit hours	• 4 years for most majors.

		• 5 years for pharmacy, engineering and dentistry. • 6 years for medicine.
	•The practical application does not exceed 40 % of the specialization requirements for applied disciplines such as architecture and hospitality.	
Higher Diploma	24 credit hours	1 – 2 academic years
Master's	33 credit hours including thesis or comprehensive examination.	2 years minimum.
Doctor of Philosophy	54 credit hours including a dissertation.	3 years minimum.

Despite the educational institutions being specialized in the types of education they offer and qualifications they issue, there is a lack of clarity regarding that specialization; the responsibility of the academic education sometimes intermixes with the vocational education, and the responsibilities of the institutions are intermingled in terms of the levels of learning. For example, we find that education and the vocational training are provided by the Ministry of Education schools and by public and private vocational training institutions, but we find that many universities entrusted with providing academic university education offer vocational education at the diploma level. Furthermore, many higher education institutions that have been designated as technical or applied universities provide academic education like the other academic universities.

In general, the Jordanian qualifications are divided into two types:

1. Academic qualifications : Qualifications issued by the programs of basic education, academic secondary education, intermediate academic university education and academic higher education.

2. Vocational qualifications : This type includes the vocational education offered by the Vocational Training Corporation, the National Company for Employment and Training, and the vocational schools of the Ministry of Education, the technical intermediate university education provided by the private community colleges affiliated with Al-Balqa Applied University, which end with the Comprehensive Examination; the technical diploma and training diplomas issued by the various education and training institutions, including universities for those who have not passed the General Secondary Certificate Examination, in addition to the applied higher education qualifications.

One of the most important problems of education in the Kingdom is embodied in the high demand for the academic school and university education, enhanced with the reluctance to join the technical and vocational education for various reasons, perhaps the most notable of which is the lack of appreciation by society for vocational qualifications due to the lack of a mechanism to match its level with the academic qualifications, in addition to the absence of mechanisms for the transfer between Vocational and academic education streams and the lack of mutual recognition.

In addition, the current education system does not allow recognition of informal qualifications resulting from training and practical experience, which may be equivalent to a certain level of traditional academic and vocational education, which, if recognized, could contribute to providing new career paths for the qualification holders.

For example, some vocational institutions recognize the vocational experience or specialized training with names like " Intermediate certificate", " Certification", " Diploma", " Member", " Licensed" or " Fellow". Sometimes these qualifications are awarded after completing the training that leads to the certification. Furthermore, some companies working in the computer field sometimes offer similar programs and forms of recognition in order to recognize the acquisition of experience and skill in using their systems.

However, these qualifications are not currently considered formal, and there are no mechanisms to specify their level or integration with the official qualifications, and there is no reference point for them to provide recognition and equivalence to the traditional education. This constitutes a major obstacle for those who wish to develop their qualifications and join educational programs that provide them with a higher level of qualifications.

E. Quality Assurance of Education Programs

The responsibility for issuing qualifications is shared between the educational institutions such as universities, Al-Balqa Applied University that issues the Comprehensive Examination Diploma qualification, the Ministry of Education through the high school examination, the Vocational Training Corporation, the National Employment and Training Corporation, the private vocational training institutes for vocational qualifications, the Jordanian Medical Council and the various vocational councils that hold examinations to specify the qualifications of graduates in various medical specialties as shown in Table No. 2.

As for the quality assurance of the various educational programs, the responsibility is shared by three main bodies: 1. The Accreditation and Quality Assurance Commission for Higher Education Institutions 2. The Ministry of Education 3. The Technical and Vocational Skills Development Commission, as shown in Table No 3. It is worth noting that these responsibilities were not regulated at the national level but rather undertaken by the various institutions according to their specialization, which sometimes means the duplication of quality assurance and the absence of a single reference to specify and classify the qualifications according to the clear learning outcomes for each level.

Table 2. Qualification-awarding Institutions

Institution	Tool
Ministry of Education	General Secondary Examination
Public and private institutions of vocational training	Vocational Certificates Examinations
Albalqa Applied University	Comprehensive Examination
Universities	Accumulative average
The Jordanian Medical Council	Internship examination and the Jordanian Medical council examinations(the Jordanian Board).
Vocational Associations	Vocational ranks examinations

Two of the most notable problems with the quality assurance systems and standards are firstly the reliance of those standards on the educational inputs such as curricula, teachers and the

infrastructure of the educational institutions, and their non-reliance on the quality assurance of the learning outcomes and the relevance of those outcomes to the needs of society. The second problem is the absence of a reference framework that identifies the levels of education which have clear outcomes or descriptors, leading thus to a great overlap between those programs and the resulting qualifications. This also led to the inability of the quality assurance institutions to ascertain the qualifications resulting from these programs and their level and relevance to the needs of society.

Table 3. Institutions responsible for the quality assurance of educational programs

Institution	Program
Ministry of Education	Academic and vocational basic and secondary education
The Technical and Vocational Skills Development Commission	Vocational education and training
Accreditation and Quality Assurance Commission for Higher Education Institutions.	University education and intermediate university education

E. Recognition of Foreign Qualifications

The Ministry of Higher Education and Scientific Research has set principles and procedures for the recognition of foreign certificates, including the verification of certificates and attached documents, a with specialized committee that evaluates the qualification, taking into consideration the purpose for which the recognition is sought; the official regulations, the national laws, the international agreements, and the past and new practices.

If the foreign qualification is approved, the committee issues a decision that includes information about the approved educational system, the type of study and the period required to obtain the qualification, and then the Ministry, based on the committee's recommendation, issues the equivalency document.

2. The National strategy for Human Resources Development 2016 – 2025

The National Strategy for Human Resources Development included a set of objectives for the development of education of all kinds; scholastic, higher and vocational. The strategic objective has been clearly indicated in the vocational and technical education and training

as: " the necessity of adopting the National Qualifications Framework in the Hashemite Kingdom of Jordan as a means of developing the vocational education and raising its standard by creating a relationship with the other types of education by creating new options for high-quality education in the vocational and technical fields, and facilitating the transfer in the training system in addition to developing vocational education and training programs that award degrees and qualify its graduates to obtain equal wages and grant craftsmen and technicians licenses to practice the profession.

The strategy also indicated that the National Qualifications Framework is beneficial to all those concerned with the technical and vocational education and training and all the other education sectors, as well as for the skills system, noting that its access should not result in any negative effects on current interests. The strategy has published the following objectives for the framework:

- Setting the foundations for recognizing the equivalencies of the technical and vocational education and training sector qualifications with other academic and vocational qualifications.
- Assuring that the qualifications level of the sector graduates conform to the internationally recognized standards.
- Organizing the vocational tracks in the secondary education and the academic tracks in higher education.
- Providing facilities to employ the sector graduates and enhance their career development at all levels, including providing job opportunities abroad.

The strategy indicated that the National Qualifications Framework is also reflected in school education as well as in higher education. Therefore, the supervising task must be entrusted to the Human Resources Development Committee , to be then developed through a joint effort between the supervising bodies proposed by schools and institutions of higher education, education and the technical and vocational education and training.

With regard to education, continuing learning , and continuous personal and vocational development after entering the working life, which is not widespread in Jordan, the strategy indicated that the absence of a national qualifications framework creates an obstacle that prevents the young from achieving any progression after they obtain their initial qualifications, which means less opportunities for progression in the technical and vocational education and training.

3. Objectives of the National Qualifications Framework in the Hashemite Kingdom of Jordan

The committee examined the problems that the qualifications system encounters in the Kingdom. These problems are about the following:

- **The great diversity of qualifications in Jordan:** There is a diversity of qualifications with no organization of qualification-awarding institutions, and the absence of specialization in some educational institutions in certain types of education, which means that students receive an education of unknown qualifications.

- **Learning Outcomes:** Most educational programs were built without the use of clear and studied learning outcomes, and the current quality standards depend on inputs only. Therefore, it is imperative to find a reference for designing learning outcomes for all the educational programs in the Kingdom, and a reference for quality control instructions by the various quality control bodies.

- **Experiences cannot be recognized in the current situation**: The scientific and practical experiences cannot be recognized at present unless included in the accredited educational programs. This is due to the lack of reference.

- **Some certificates and educational programs cannot be recognized:** This is because they are not affiliated with accredited educational institutions despite the fact that their outcomes are of great importance to the labor market.

- **The difficulty of transferring between the stages, types and classes of education now:** This is due to the lack of clarity of the learning outcomes at each stage, and the unclear level to which a particular educational program leads.

- **The large gap between the educational institutions and graduates' employers** in terms of the concept of qualification. As the educational institution does not provide information about the qualifications to which its programs lead, the employer cannot determine the level, type, or usefulness of the qualification for work.

- Most of the countries have qualifications frameworks. This means that not having a qualification framework in the Kingdom will lead to the possibility that Jordanian qualifications will not be recognized outside the Kingdom due to the lack of identifying their level or educational outcomes beside the lack of the qualifications quality assurance.

In order to address these problems, a mechanism must be established for the following:

- **First:** Transforming education from the traditional methods into a modern educational system that deals primarily with learning outcomes.
- **Second:** Organizing the responsibility of qualification quality assurance and transforming the quality assurance process into a system based on quality assurance of outcomes rather than just inputs for the educational institutions of all types.
- **Third:** Organizing the process of qualification awarding by the qualification-awarding institutions, so that only the desirable qualifications are approved and the qualifications that are neither required nor quality-assured will not be recognized.
- **Fourth:** Finding a mechanism for the recognition of qualifications obtained by experience as an alternative or complement to formal education.

Therefore, the National Qualifications Framework has become a paramount necessity in order to develop education in the Kingdom and solve the problems it suffers from by creating a framework of reference based on specifying the levels of learning and learning outcomes at each level so that such a framework serves as a reference for all types and classes of qualifications issued by all the educational institutions in the Kingdom. Hence this can be achieved through quality assurance, accreditation and recognition of qualifications.

The National Qualifications Framework aims to do the following:

- Regulating the qualifications issued by the various educational and training institutions.
- Assuring the consistency of learning outcomes from educational institutions, regardless of the institution being attended.
- Clearly identifying the levels of qualifications and learning outcomes of the educational programs that are placed at those levels.
- Organizing the process of providing education service in Jordan and contributing to enhance integration between the different educational systems and sectors.
- Transferring from the traditional education to an education with outcomes and student-centered education.
- Encouraging the vocational and technical education to maintain the hierarchy of manpower and raise its social level by comparing it with the academic education in terms of level.

- Assuring that the standards of qualifications are equal to those in the educational institutions in the other parts of the world.
- Providing the educational institutions with appropriate academic standards for designing and reviewing program planning and quality assurance for comparison and accreditation.

Therefore, the framework can be used for the following:

1. Providing a reference to guide the educational institutions in planning and self-review processes.
2. Providing a reference for quality assurance instructions for educational institutions and programs.
3. Assisting employers in identifying the knowledge and skills expected from graduates.
4. Facilitating the recognition of qualifications issued by other countries.
5. Identifying and facilitating the transfer between local educational institutions.
6. Identifying and facilitating the transfer between different stages and types of education.
7. Facilitating the recognition of qualifications by public and private community institutions that employ graduates.
8. Facilitating the approval process for launching new programs in various educational institutions.
9. Recognizing informal qualifications (practical experiences, training courses, etc).
10. Determining the minimum requirements for qualifications at the national level through the expected learning outcomes for each qualification.
11. Providing a standard of the compatibility of the Jordanian qualifications with the international qualifications. This will facilitate the recognition of Jordanian qualifications by other countries.

4. Designing the National Qualifications Framework

 The committee developed a design for the National Qualifications Framework in the Hashemite Kingdom of Jordan after a thorough study and surveying of all types of qualifications awarded in the Kingdom and all educational institutions after a number of consultation sessions with the target sectors. The qualification is defined as **"A quality-controlled certificate that is awarded to a**

graduate of a specific educational or training program with a minimum number of hours of education or training".

The design of the National Qualifications Framework in the Hashemite Kingdom of Jordan, as shown in Figure 1, is based on the following elements:

1. **Levels:** The levels of learning in terms of the knowledge, skills and competencies regardless of the learning volume (years or credit hours) .The number of levels is chosen upon the desire of the educational system to classify the levels of learning. The following elements are specified in each level, Figures No. (2A) and (2B).

- **Level Descriptors:** A general definition of the three main elements of learning at each level which are knowledge, skills and competencies.
- **Types of Qualifications:** The types of education such as the academic and vocational education. They include both non-academic titles such as applied, vocational and technical.
- **Classes of Qualifications :** The framework consists of a number of categories depending on the percentage of what is achieved in a specific qualification from the learning descriptors at that level, (main, sub, complementary or special).

2. **Standards** include the following:

- Progression , access and transfer standards for qualifications.
- Standards for recognizing experiences and non-formal education.
- Standards for placing the educational institutions on the framework .
- Qualifications placement standards in the framework .

3. **Classification of institutions**: Classification of the following institutions:

1. **Classification of Education Providers :** The institutions that provide education or training of all kinds and types.
2. **Classification of Awarding Bodies :** The institutions responsible for issuing certificates of qualification at each level.
3. **Classification of Quality Assurance of Educational Programs**: The institutions that verify the quality of educational and training programs.

4. Educational Program Design and Quality Assurance Handbook

❖ A guide to designing the learning outcomes.
❖ Handbook of Quality Assurance of Qualifications.

Figure No. 1: Elements of the National Qualifications Framework .

Figure No. 2 a : Designing the National Qualifications Framework – Levels

A- Levels

The National Qualifications Framework in the Hashemite Kingdom of Jordan consists of ten levels, as shown in Table (4 A). These levels have been specified after reviewing all types of the currently existing qualifications, and after a lengthy discussion by the framework committee about what the qualifications system should be to ensure placing the old, existing and new qualifications alike .

Table (4A) shows examples of the two types of qualifications :Academic and vocational, which can be placed in the framework levels 1 – 10.

Level	Qualifications included in the level	Volume of the main qualification in the academic qualifications	Volume of the main qualification in the vocational qualifications
10	The doctoral degrees of philosophy and equivalent qualifications obtained from experiences.	54 Credit hours or 3 Years minimum.	
9	The master's degrees of various types and higher diplomas type 2 , and specialized training courses of equivalent level to the master's courses and equivalent qualifications obtained by experience.	33 credit hours or two academic years	33 Credit hours or equivalent training hours
8	The higher diploma certificates type 1 and specialized training courses of a level equivalent to that of higher	24 credit hours minimum or one academic year	24 credit hours or equivalent training hours

	diploma courses and the equivalent qualifications obtained by experience.		
7	The academic bachelor's degrees and specialized training courses of a level equivalent to the level of bachelor's courses and the equivalent qualifications obtained by experience.	132 credit hours minimum or four academic years minimum.	132 credit hours or equivalent training hours
6	The intermediate university certificate includes the academic and technical diploma and the specialized training courses equivalent to the diploma courses and the equivalent qualifications obtained by experience.	72 credit hours or two academic years (94 credit hours), or 3 academic years.	72 credit hours or equivalent training hours, 94 4redit hour or equivalent training hours.
5	The technical or training diploma certificates without the comprehensive examination and the equivalent qualifications obtained by experience.	30 credit hours or one academic or training year	30 credit hours or equivalent training hours.
4	The general academic and vocational secondary examination certificates, the vocational level diploma, and the equivalent qualifications obtained with experience.	12 academic years	
3	The certificates of the basic stage (grade 10), vocational training certificate level 2 and the equivalent qualifications obtained from the experiences.	10 academic years	1400 training hours minimum
2	The certificates of basic stage (six basic grade) and vocational training certificate level 1, literacy certificate and the equivalent qualifications obtained by experience.	4 school years	700 training hours minimum

1	Preschool stage (KG2), unskilled and acquired qualifications	2 years	--

The designations given in Table No. 4A to the qualifications shown in Table No.4B.

Table 4 B : Levels of qualifications

Technical or training diploma	Technical or training diplomas in vocational and technical specialties for which the study period is not less than one year and with minimum 30 credit hours for major qualifications at level 5.
Intermediate university degree a	Intermediate university degree and diploma in academic and technical majors for which the study period for the main qualifications is two years with minimum 72 credit hours at level 6. It is obtained by passing the Comprehensive Examination.
Bachelor's degree	Academic, applied, vocational and technical bachelor's degree, in which the study period for the main qualifications is minimum 4 years, and minimum 132 credit hours at level 7 according to the instructions that regulate awarding the bachelor's degree in the Kingdom.
Higher diploma type 1	Higher diplomas in which the study period is not less than one year, with minimum 24 credit hours at level 8.
Higher diploma type 2	Higher diplomas at the master's degree level for which the study period is two years, with an average of 24 credit hours at level 9.

Level Descriptors

Level descriptors include three main elements: knowledge, skills and competencies. The descriptors developed for the levels were guided by the NQF-J project, the descriptors of the Irish National Qualifications Framework , the Dublin Descriptors, and a number of European National Frameworks in developing these descriptors. Table (5) shows each level of the framework . As shown in the Table, the National Qualifications Framework in the Hashemite Kingdom of Jordan sets general descriptors for levels including knowledge, skills and competencies for all qualifications of all academic and vocational types. Accordingly, the educational and training institutions must fulfill their responsibilities through the development of

their programs and evaluation procedures to ensure that students meet the requirements of the level of learning regardless of its type, by linking the outcomes of the educational programs with the levels descriptors. The accreditation standards for the educational programs and the resulting qualifications must include verifying the appropriateness of the outcomes of those educational programs for the levels of learning.

Table 5. Descriptors of Qualifications Level

Level	Knowledge	Skills	Competences
10	• Creating state-of-the-art knowledge in the field of study beside inter-disciplinary knowledge through qualitative scientific research being convincing when reviewed by peers.	• Demonstrating the ability to conceive, design, implement and master the skills and methods of scientific research with full knowledge of the concepts of scientific integrity. • Critical analysis, evaluation, and synthesis of new and complex ideas. • Solving critical research problems and /or innovating, expanding and redefining existing procedural knowledge or vocational practice.	• Ability to demonstrate great cognitive authority. • Ability to innovate and be independent. • Continuous commitment to developing new ideas or processes on the state-of-the-art findings in the field of study, including scientific research, publishing research results to their peers. • Critique of accessing knowledge in a specific context. • Ability to understand the social values and demonstrate leadership capabilities to change those values.

9	• Specialized state-of-the-art knowledge in the field of the study. • Ability to think critically about the issues of knowledge in the field of learning and at the interface between different fields. • Sufficient knowledge of innovation strategies.	• To demonstrate the ability to apply specialized skills in solving problems required in the scientific research. • Ability to create new skills, tools and procedures at a high level including new and emerging technological skills. • Ability to integrate knowledge from different areas of learning.	• Dealing with complexity in scientific issues, managing them and taking the initiative to solve them. • Managing ambiguous study contexts that require a new strategic approach. • Self-evaluation and responsibility for self-learning. • Taking responsibility for the team work. • Contributing to the vocational knowledge. • Ability to review the team performance.
8	• Specialized and advanced knowledge in a specialized field of work or a field of learning and at the interface between the domains of learning. • A comprehensive understanding of methods for creating scientific knowledge or concepts using a range of diverse sources. • Comprehensive knowledge of scientific research and current innovations in work, field of	• Problem-solving skills in the area of specialization and demonstrating the ability to integrate knowledge from various fields of work or areas of learning to solve complex or abstract problems and unknown solutions independently. • Critical selection of research tools and strategies related to either work or learning. • Identifying appropriate sources of information or analytical means in investigations that lead to	• Taking responsibility for designing and developing innovative methods for managing and evaluating complex business, processes, resources, or learning, including leading and managing teams within vocational or technical activities and operating effectively as an individual. • Taking responsibility for the leadership and strategic performance of vocational teams and for

	study, or vocational practice, and their impact on theory and practice.	conclusions and solutions to problems. • Advanced technology, communication and information skills to provide an explanation and /or a critique of technically complex matters.	the self, managing and supporting the process of directing the vocational development for others. • Ability to express global perspectives and accepting responsibility towards society, societal values and social relationships. • Managing vocational activities that may be in a complex environment. • Establishing peer relationships with qualified practitioners. • Ability to self-assessment and taking responsibility for vocational practice in complex and sometimes unfamiliar learning contexts. • Leading and contributing to the implementation of ethical standards.
7	• A systematic understanding of the theories, concepts, principles and	• Mastering the skills and tools required to solve complex problems in a specialized field of study	• Management of activities and projects.

	generalizations related to the field of learning, some of which are public-of-the-art.	• Demonstrating specialized and conceptual skills in the field of study. • Practicing evaluation in planning, design, and technical functions / Or supervisory functions related to products, services, or processes.	• Taking responsibility for making decisions in work or study contexts. • Taking responsibility for group work and work effectively under peer guidance. • Transferring and applying the creative and diagnostic skills in a range of contexts.
6	• Specialized knowledge in a broad field. • Knowledge of some theoretical concepts and abstract thinking in the field of study.	• Demonstrating a comprehensive set of specialized skills and tools. • Identifying solutions and responding to familiar, well-defined, and varied problems. • Evaluating and using information to plan and develop strategies.	• Working in a range of diverse and specific contexts that involve creative and non-routine activities; Transfer and access of theoretical concepts and/ Technical or creative skills for a range of contexts. • Exercising significant personal independence and often taking responsibility for private work and the work of others / or to allocate resources, form and function within multiple, complex and heterogeneous groups.
5	• Realistic and supportive knowledge in broad contexts	• Cognitive skills needed to access operational methods and procedures.	• The practice of self-management within the guiding principles of

	Knowledge	Skills	Responsibility
	within a field of work or study. • Knowing the principles and processes of how to access the knowledge gained in a specific field of work or study. • Knowledge of a range of issues related to a specific field of work or study: environmental, economic, cultural and social.	• Gaining a set of skills required to choose appropriate tools and methods and access them in problem solving. • Possessing the skills required to organize activities within the group. • Preparing summary reports on the activities carried out. • Using appropriate techniques associated with the field of specialization.	work or study contexts that are usually predictable but changeable. • Supervising the routine work of others, training subordinates and raising their efficiency, and taking responsibility for implementing security and safety rules. • Taking responsibility for management and develop the performance of subordinates. • Taking responsibility for self-learning in a disciplined environment and the ability to solve common problems.
4	• Wide and varied field knowledge. • Deep knowledge which includes some theoretical abstraction.	• Moderate practical and cognitive skills. • Ability to choose a solution from a set of known solutions and accessing it to solve problems with known solutions.	• Acting in contexts with known and unknown consequences. • Taking responsibility for self-learning under supervision. • Taking responsibility for consistency of self-

			understanding and behavior.
			• Acting with great independence and responsibility.
3	• Intermediate basic knowledge and an adequate understanding of a specific topic. • Linking knowledge in familiar and unfamiliar contexts.	• Using limited practical and cognitive skills using certain tools. • Ability to choose a solution from a limited set of solutions and access it to a limited set of problems with known outcomes.	• Acting in contexts with limited and known consequences. • Ability to self-learn in a defined and supervised environment. • Carrying limited liability for consistency of self-understanding and behavior. • Acting with limited independence, under supervision and in coordinated groups.
2	• Narrow field basic knowledge within levels of knowledge and simple understanding.	• Having simple and limited cognitive and practical skills. • Ability to carry out routine tasks with clear direction.	• Acting in contexts with limited and known consequences. • Acting in a range of roles being under supervision. • Taking the initiative in self-learning in a structured and supervised learning environment.

		26	• Beginning to realize personal independence. • Ability to arrange educational assignments.
1	• Basic knowledge obtained by remembering and recognizing for life.	• Having simple practical skills using simple tools. • Ability to perform basic operations with known results using redundancy.	• Acting in specific and static contexts. • Acting in specific roles. • Ability to access and use various sources of knowledge.

C- Types of qualifications

Qualifications are divided into two types:

- **Academic qualifications:** The theoretical learning outcomes focused on the acquisition of knowledge that can be refined with postgraduate training in addition to specific applied skills and self-learning skills..
- **Vocational qualifications:** The qualifications that depend on applied outcomes focused on the acquisition of competencies and applied skills in various vocational fields, which include applied learning outcomes in addition to specific theoretical skills and self-learning skills..

The difference between the two types depends on the amount of focus in the study on knowledge, skills and competencies. Academic programs depend to a large extent on knowledge and research in the field of study, skills of applying knowledge in research and vocational practice, while the vocational and technical education and training programs depend largely on the competencies that they specify Job requirements for a specific profession or profession. However, there are great similarities between the two types. In both types, education focuses on developing students' abilities to think and solve problems, as well as developing their personal qualities related to taking responsibility, ethics and the ability of continuing learning .

This division was based on a classification of educational qualification-awarding institutions in Jordan, the types of education they have and the entities employing the holders of these qualifications, as well as the need to provide specialization for educational institutions to assure the quality of education and the qualifications issued by them..

Because of the similarities between the two types and the overlap between academic and non-academic levels of qualifications, we find that there are similar designations used for both types. It is necessary to distinguish - by name and nature- the two types of learning outcomes of the educational programs indicating the differences between them due to the need for society to know precisely what the graduates have learned and what they are able to do. To disambiguate this

issue, the names of the qualifications which are used in the vocational or technical training must be added to the technical sector where they are offered.

To make sure that the difference between the vocational and academic education is taken into account in terms of qualifications, the word " technical", " vocational" or "applied" should not be used for the titles of academic education qualifications. However, determining the level of qualifications is not related to the type of qualification, but rather to the level of learning and the each of the knowledge, skills and competencies. Therefore, a comparison must be made between the levels of learning in both types of qualifications.

D. Classes of Qualifications

The Jordanian National Qualifications are divided in terms of size into the following categories:

- **Key qualifications:** The qualifications awarded by the institutions of school education, vocational education and higher education accredited with their academic and vocational branches that achieve an approved set of learning outcomes related to the descriptors of the level where they are placed.
- **Sub-qualifications:** The qualifications awarded by the accredited school education, vocational education and higher education institutions in both academic and vocational types that achieve part of the set of approved learning outcomes for the main qualifications within the level in which those main qualifications are placed.
- **Supplementary qualifications:** The qualifications awarded by the academic and vocational education and higher education institutions accredited in both academic and vocational types, private training institutions, and foreign institutions granting technical and academic certificates that achieve a set of learning outcomes additional to those outcomes provided by the main qualifications within the level in which those main qualifications are placed, so that the main qualification is required for accreditation.
- **Special qualifications:** The qualifications awarded by the institutions of school education, vocational education and higher education of both academic and vocational types, private training institutions and foreign certification institutions that achieve a set of specialized learning outcomes and have special learning objectives within the level in which those main qualifications are placed.

E - Classification of the institutions providing education and training

Education-providing institutions are classified into the categories shown in figures (4) and (5). They are academic institutions such as schools and universities,   public and private educational and vocational training institutions.

Figure No. 4: Classification of education-providing institutions

Academic education institutions	Vocational education institution
- Kindergarten institutions - public and private schools - International schools - Public and private community colleges - Universities • University colleges	- Government and private vocational schools - Vocational Training Corporation - The National Employment and Training Company - Community colleges of Al-Balqa Applied University - Private technical community colleges - Colleges of the ministries and the armed forces - Technical universities - Teaching hospitals - Training institutes - Vocational unions - University colleges

F. Classification of qualification-awarding institutions

Qualification-awarding institutions are known as those institutions that are capable of issuing certificates of qualifications at every level, whether school education qualifications, higher education, vocational training, the Jordanian Medical Council, training institutes and centers , vocational unions and others. (Figure 6).

Framework design: Qualification-awarding institutions

Awarding Bodies

Figure No. 6: Classification of qualification-awarding institutions

G- Classification of the institutions responsible for assuring the quality of educational programs

The responsibility of assuring the quality of qualifications at all levels is divided among the institutions shown in Table No. 6 Figure No. 5. These institutions incorporate the standards of the National Qualifications Framework into the accreditation and quality assurance processes that they implement for the educational programs that they supervise to ensure their quality.

Table 6: Institutions responsible for assuring the quality of the educational programs

Quality assurance	Responsibility	1	2	3	4	5	6	7	8	9	10
Accreditation and Quality Assurance Commission for Higher Education Institutions	Accrediting and assuring the quality of the academic and vocational programs.						X	X	X	X	X
The Technical and Vocational Skills Development Commission	Accrediting and assuring the quality of technical programs that are provided to learners through vocational and private training institutions		X	X	X	X					
Ministry of Education	Accrediting and assuring the quality of public and private school education programs	X	X	X	X						

Figure No. 7: Institutions responsible for the quality assurance of the educational programs

H- Access and Transfer Standards for Qualifications

The following definitions are used:

- **Access:** The requirements of admission to the educational program leading to the qualification as specified according to the learning outcomes of the previous stage.
- **Progression :** the requirements of progression in the educational program that lead to the qualification to the next stage, which is determined upon the learning outcomes of the current stage.

- **Transfer:** Requirements for the transfer between types of education that lead to qualifications at certain levels.

5. **application**

a- Qualifications Placement

The framework management establishes policies and procedures for placing qualifications in the framework as follows:

- The educational institutions apply to place the qualifications of their graduates in the framework .
- Inspection is done to check the congruence of the learning outcomes and the descriptors of the level at which the qualification is to be placed.
- The educational program is given the framework ID shown in Table (7) which contains qualification data and location in the framework .
- The qualification is given a code that is developed by the framework management indicating the level of qualification, type of qualification, learning field, category of qualification, and awarding institution.

In order for the qualifications to be placed in the National Qualifications Framework in the Hashemite Kingdom of Jordan, they must fulfill the following:

1. Being issued by an educational institution appropriate to the nature of the qualification and listed in the framework such as the Ministry of Education Education, universities, and the vocational training institution.
2. Resulting from an educational or training program that meets the standards of designing educational programs and consists of ten teaching or training hours, or minimum equivalent.
3. Compliace with the standards of qualification designing.

4. Qualifications titles that clearly and accurately describe the educational sector, level of qualification, field of study or specialization and the title of qualification are used when licensing an educational or training program..
5. Availability of the minimum required credit hours for the intended qualification.
6. Appropriately specified learning outcomes in each area of learning: knowledge, skills and competencies .
7. Providing evidence that the standards of the required learning outcomes of the required qualification have been met in each of those areas.

The qualifications are verified using the following criteria:

1. Needs and justifications for introducing the qualification.
2. The conformity of the qualification to the framework requirements.
3. Qualification design and content.
4. Appropriateness of assessment and examinations.
5. Appropriateness of the level of qualification and the number of credit hours.

Upon issuing the qualification placement decision, the framework department issues the framework ID, as shown in Table (7) .

Qualification name	
The qualification-awarding institution	
Type of qualification	
Qualification class	
Level in the framework	
The end of the qualification areas of work	
Credit hours	
The field of learning	
Learning outcomes	
Qualification requirements	
Requirements for admission to the qualification	
Qualification to apply for	
Scoring and evaluation system	
Supporting documents for qualification recognition	

B- Listing the educational institutions in the framework

The framework management develops policies, standards and procedures for the institutional listing based on the following:

1. Criteria for admission and enrollment in educational programs, and for the transfer between learning paths.
2. Designing and reviewing educational programs that lead to qualifications.
3. Design evaluation and equalizing the results.
4. Issuing and notarizing certificates.
5. Continuous quality improvement.

C- Recognition of foreign qualifications

The framework management establishes policies, standards, and procedures for the recognition of foreign qualifications for levels framework and qualifications classification and types.

D- Sectoral framework levels

The framework administration creates sub-descriptors based on general framework descriptors for each type of academic and vocational education or the other different fields of learning (the medical sector, the engineering sector, the sciences, educational sciences, the humanities) , taking into account the Jordanian standard classification for learning shown in Table (8A) and the Jordanian standard classification for the vocational levels indicated in Table No. 8B to be used in placing the qualifications.

Table 8a : The Jordanian Standard Classification of Education

Educational group	sequence
General	1
Education	2
Humanities and Arts Studies	3
Social and business sciences and law	4
Science, Mathematics, and Computing	5
Engineering, manufacturing and construction	6
Agriculture and Veterinary	7
Health and social services	8
Services	9

Table 8b : The Jordanian Standard Classification of the Vocational Levels

Educational group	sequence
Specialist	1
technician	2
professional	3
Skilled	4
Handyman	5

E- Recognition of Prior Learning

Recognition of previous qualifications: The process by which prior learning is identified, evaluated and recognized. It enables individuals to build on and acknowledge previous learning for the purposes of continuing education. The concept of 'former learning' is the learning obtained through an educational or training institution, or through formal or informal methods. However it does not necessarily have to be evaluated or measured.

The framework management establishes policies and procedures for the recognition of prior learning, based on a specific mechanism for the recognition of qualifications which are obtained through informal learning methods using the following principles:

- **Level:** The level of informal qualification is specified with an assessment of knowledge, skills and capabilities in comparison with the learning descriptors for the level to be equalized through the following mechanisms:

- Oral, written and practical exams.
- Evaluating work performance in a work environment that simulates the true reality.
- Examinations depending on achieving challenges.
- Evaluating any documents submitted by the applicant that are related to the learning outcomes of the qualification; for example: reports, projects, written testimonials from other people, published articles.

- **Class:** The class of informal qualification is determined as major, minor, supplementary, and special based on matching learning outcomes with level descriptors, estimating the

number of credit hours, and evaluating any documents submitted by the applicant being relevant to the learning outcomes of the required qualification such as: reports, projects, written testimonials by others, published articles.

- **Type:** The type of academic or vocational qualification is determined based on the nature and context of the previous education.

To achieve this purpose, joint committees are proposed to be formed as per what is needed for each specialty. These committees shall include representatives from all parties and those with relevant qualifications, experience and competence such as:

- Employers / chambers of industry and commerce as per specialization.
- Laborers/ Trade and vocational unions according to specialization.
- Institutions providing vocational and technical education and training.
- Concerned government agencies/ Ministry of Labor, Civil Service Bureau.

These committees prepare oral, written and practical examinations for evaluation in accordance with the nature of the specialization and level, and then taking the examinations and presenting the relevant results and recommendations on the equivalence of experience and education unofficial.

F. The Educational Program Design Handbook

The Framework Department prepares and publishes a guide for designing educational programs for education and training institutions in the Kingdom to guide them in designing educational and training programs. The guide includes the following:

- A guide to steps and procedures for developing educational and training programs.
- A guide for designing learning outcomes for educational and training programs in line with the levels of the framework .

G- Quality Assurance Manual

The framework management prepares a quality assurance manual for qualifications to guide both the quality assurance bodies and institutions in the Kingdom in developing and implementing their procedures for accrediting and assuring the quality of educational programs in the Kingdom.

6. The strategic plan for implementing the national framework for qualifications in the Hashemite Kingdom of Jordan For the years 2019 - 2023

Introduction

The strategic plan for implementing the National Qualifications Framework in the Hashemite Kingdom of Jordan has been prepared by the committee formed in virtue of the letter of the Chairman of the Commission for Accreditation and Quality Assurance of Higher Education Institutions No. 1/5/515 on 26 /2/2019 headed by Dr. Zaid Al-Anbar, assistant to the chairman for Accreditation Affairs, and with the following members:

- Professor Dr. Majid Abu Jaber - University of Jordan.
- Prof. Dr. Khaled Gharaibeh - Yarmouk University.
- Professor Dr. Musa Al-Habib- Al-Hussein Technical University.
- University colleges representative : Dr. Ayman Maqableh - Luminus Technical University College.
- Representative of the Ministry of Education: Dr. Raed Alewah
- Representative of the British Council and GIZ: Mrs. Nadera Al-Bakhit
- Representative of the Ministry of Labor: Mr. Imad Malkawi
- Committee Secretary: Dr. Tahseen Hajmat

Vision

"A national system of qualifications that rises to global competitiveness".

Message

Setting and applying transparent and uniform standards for the levels and quality of qualifications at the national level; providing and reference for designing quality assured education and training programs; comparing the national qualifications with their international counterparts; encouraging the principle of lifelong learning; enhancing the role of the National Qualifications System in achieving qualitative development of learning outcomes, and recognizing the previous qualifications, and facilitating the opportunities for progression and transfer between the sectors

of education, training and employment to meet the needs of the labor market while being in line with the National Strategy for Human Resources Development

Value

Excellence, Transparency, Creativity, Innovation, Responsibility, Trust, Respect, Team Spirit, Recognition of others, Participation, Making an impact.

1. An organizational environment for managing and implementing the National Qualifications Framework .

Outputs:

1-1 An integrated unit for managing and implementing the National Qualifications Framework .

Activities:

- Establishing an organizational structure and assigning the roles and responsibilities of those in charge of managing the framework .
- Appointing qualified administrative and technical personnel to implement the framework .
- Developing and approving administrative and financial instructions for implementing the framework .
- Developing a computerized system for carrying out the framework operations.

2. Unified standards for qualifications and their development for the education and training sectors .

Outputs:

2.1.   General descriptors and sub-descriptors for all levels of all types of qualifications, and instructions for the classification of the awarding bodies, classification of the qualifications, the terms of recognition of previous qualifications, access, progression and transfer being prepared and approved in partnership with the private sector and concerned partners.

Activities:

- Forming technical committees to review the general descriptors and prepare the sub-descriptors and approve them.
- Forming committees to prepare and develop guidelines for the classification and approval of awarding bodies.
- Forming committees to prepare and approve education and training qualifications classification instructions.
- Forming committees to prepare instructions for the recognition of prior qualifications and non-formal education.
- Forming committees to prepare criteria and foundations for the access, progression and transfer of qualifications.
- Forming committees to prepare acceptance criteria and grounds for recognition of previous education and experiences.

3. Standard foundations and instructions for listing institutions and placing qualifications in the National Qualifications Framework in the Hashemite Kingdom of Jordan.

Outputs:

3.1. Criteria for the listing of educational institutions and qualifications placement in the national framework of qualifications, and criteria for the alignment of foreign qualifications are prepared and certified in partnership with the private sector institutions and the concerned authorities.

the activities:

- Forming committees to prepare the foundations and criteria for the listing of institutions in the framework and their approval.
- Forming committees to prepare and approve standards for qualification placement in the framework .
- Forming committees to prepare, develop and approve standards for assigning qualifications in the framework .

4. A.   Unified reference for quality systems and awarding institutions.

Outputs:

4.1.   Prepared and approved instructions clarifying the relationship between the various bodies concerned with assuring the quality of education and the quality of the framework 's processes.

4.2.   Bases for selecting and accrediting the evaluators in partnership with the concerned authorities and the private sector.

Activities:

- Forming committees to prepare instructions that classify and clarify the relationship between the various bodies concerned with the quality assurance of education training and accreditation.
- Forming committees to set standards for the quality assurance of the framework's processes and following up on the listing of institutions, qualifications placement and certification.
- Forming committees to prepare and develop foundations and standards for licensing experts in higher, public, technical and vocational education.

5. Pilot application of the National Qualifications Framework processes.

Outputs:

5.1. Pilot application of the National Qualifications Framework processes.

Activities:

- Developing experimental instructions and standards for institutional listing and qualification placement.
- Application of instructions and standards to samples of different levels and sectors.

6. A comprehensive national database of all accredited and recognized qualifications.

Outputs:

6.1. A database of qualifications and awarding institutions linked with other human resource systems in the public and private sectors and civil society institutions.

Activities:

- Preparing the infrastructure and supplies for the database.
- Developing the necessary programs in line with human resources systems in the public and private sectors and civil society institutions.
- Assigning and training the necessary technical human resources.
- Networking with the concerned institutions.

7. Technical support, training and raising the efficiency of the target groups

Outputs:

7.1. The integrated technical ability of the National Qualifications Framework administration to provide technical support to the educational institutions and institutions concerned with the quality assurance of education and providing technical advice and training to these institutions.

2-7 A platform for target groups to enhance transparent cooperation and commitment between them.

Activities:

- Implementing consultations and workshops to provide technical support to all target groups.
- Preparing guides to organize establishing educational programs that lead to qualifications.
- Preparing guides to regulate certification of awarding institutions.

- Preparing guides for designing quality assurance systems for educational and training programs, in partnership with the bodies concerned in the quality assurance of education and training .
- Conducting and analyzing studies related to the National Qualifications Framework.

8. Spreading awareness and knowledge about the objectives, benefits and mechanisms of the National Qualifications Framework .

Outputs:

8.1. Individuals, educational institutions, public sector institutions and the private sector all have full awareness and knowledge of the framework of the National Qualifications Framework and its instructions, benefits and mechanisms of implementation.

Activities:

- Implementing national awareness and education campaigns targeting the youth, parents, and staff of the educational and industrial institutions.
- Workshops and focus groups to raise awareness of the National Qualifications Framework .

9. Equality of qualification standards in counterpart educational institutions in other parts of the world.

Outputs:

9.1   The level of parity of the National Qualifications Framework with the Arab, regional and international frameworks.

Activities:

- Framework alignment with the Arab and international frameworks.
- Signing agreements of recognizing the Jordanian qualifications between Jordan and other countries.