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Analytical Study

# The Reality of Adult Education in Jordan

DVV International in Jordan



المملكة الأردنية الهاشمية  
رقم الإيداع لدى دائرة المكتبة الوطنية  
(2022/12/6208)

374

الجمعية الألمانية لتعليم الكبار  
تحليل واقع تعليم الكبار في الأردن / الجمعية الألمانية لتعليم الكبار -  
عمان: الجمعية ، 2022  
( ) ص .

ر. إ. : 2022/12/6208

شركة دار البيروني للنشر والتوزيع

الأردن - عمان - وسط البلد - شارع السلط - بناية رقم (٤٩)  
ص.ب. : ١٨٢٢١٢ عمان ١١١١٨ - تليفاكس : +٩٦٢٦٤٦٥١٠٠٤  
Email: beyrouni.publisher@gmail.com



الوصفات : /برامج تعليم الكبار//مؤسسات تعليم الكبار//التربية//الأردن/

(ردمك) ISBN 978-9923-00-563-7

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Analytical Study

## The Reality of Adult Education in Jordan

Supervised by

DVV International in Jordan  
in cooperation with the  
Ministry of Education

Prepared by

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DVV International 2022

## Presentation of the study

In recognition of the importance of adult learning and education as a fundamental pillar for achieving comprehensive, sustainable development, and as a renewable resource that helps enrich individuals' experiences, thus providing them with renewable knowledge, skills and experiences, and enhancing their lifelong learning, and in line with the prevailing view of the concept of adult learning and education, as well as its multiple areas related to vocational and continuous education and training which are provided to children, young people and adults within the system of continuous education and lifelong learning, and the associated knowledge and skills that take into account the renewed needs of the labour market

Based on the National Strategy for Human Resources Development (2016-2025), and its priorities and areas in line with the goals contained in the 2030 Agenda for Sustainable Development, specifically the fourth Goal (SDG4), the Ministries concerned with providing adult education and learning services in Jordan have worked to achieve the following: implementation of educational and training projects and programmes, with the aim in mind of meeting the educational and training needs of adult learners, according to their abilities and needs, and the requirements of the labour market, setting goals and activities for these programmes and projects, defining targets and performance indicators, areas of financing and sources, quality assurance standards, and governance.

In light of the current reality of adult education and learning in Jordan, and in implementation of the recommendations, areas of action and priorities contained within the Belém Framework for Action for Adult Education, coordination and cooperation between Ministries as well as governmental and non-governmental institutions concerned with adult education in Jordan initially aimed to develop public policies for adult learning and education, as well as developing a national policy framework that coordinates the efforts of adult education and learning service-providers, achieving integration between all efforts, and better aligning the educational and training services that are provided to adults to meet the needs of the labour market and in line with the sustainable development agenda.

Recognising the importance of having a database that identifies adult education and learning programmes and services in Jordan and their providers; DVV International has been working with the Ministry of Education and many Ministries and formal as well as non-formal institutions to initiate the mapping study to analyse the reality of adult education in Jordan in a holistic approach that establishes a national database on adult learning and education. In conclusion, I can only thank DVV International, and the Ministries and institutions represented on the Steering Committee and the Technical Committee for Building the

National Framework for Adult Education for their great efforts and fruitful cooperation in providing data on programmes and services for adult learners. I would also like to thank our national institutions that have shown their continuous cooperation and provided the necessary facilities to implement the study within the capabilities and resources that have been provided to it, and once again to underline the importance attaching to the results of the study as a frame of reference for building a database on adult education, and a basic pillar for preparing the national framework for adult education and learning in Jordan.

Secretary-General for Educational Affairs  
and Chairman of the Steering Committee for the  
Preparation of the National Framework for Adult Education  
**Dr. Nawaf Al-Ajarmah**

## Introduction

It is my pleasure to introduce the results of a study entitled “The Reality of Adult Education in Jordan” to the broader public with this publication.

The study was carried out by Dr Majdi al Qorom and Dr Loai Assaf in September-December 2021 as part of the “Support to Adult Education in Jordan” project implemented by DVV International with financial support from the German Federal Ministry for Economic Cooperation and Development.

I would like to use the opportunity to express our gratitude to Dr Al Qorom and Dr Assaf for carrying out the study, but also to a number of experts and stakeholders who shared their knowledge and information, and made it possible to publish the study. I would also like to thank the Jordanian Ministry of Education and its division for non-formal education for supporting the implementation of the study and for providing valuable feedback. Special thanks also go to my colleague Jawad Al-Gousous, DVV International country director in Jordan, for coordinating the implementation of the study vis-à-vis DVV International.

The seventh Conference on Adult Learning and Education (CONFINTEA VII) completed its work in Morocco in June 2022, and adopted the Marrakesh Framework for Action (MFA). One of the points on which the UNESCO member countries agreed was: “Recognizing the increasing diversity of ALE providers resulting from the emergence of complex learning ecosystems, we reiterate the need to strengthen the role of governments in establishing mechanisms and regulations and in allocating financial and human resources to support structures for ALE and to regulate, incentivize, stimulate, coordinate and monitor ALE as a public and common good within strengthened public education provision”. The results of our study demonstrate the importance attaching to the recognition of the existing diversity of ALE, as stated in the MFA.

During the initial stages of the implementation of the study, we aimed to analyse the diversity of Adult Learning and Education providers in Jordan and present it to a professional audience as well as to relevant stakeholders. This diversity is expressed by the form of establishment, belonging to public, private or non-governmental structures, be they nationals, foreigners or international, by the diversity of target groups, and so on.

Discussions are currently taking place globally on terms such as Lifelong Learning and Adult Learning and Education. Many countries have yet to reach a common understanding and

agreement on what is considered as Adult Learning and Education. ALE is however a very important part of the education and learning processes, and despite not receiving sufficient attention, it is still taking place everywhere. Our study shows that more than 6,000 different institutions are implementing ALE in Jordan, based on UNESCO’s definition of ALE. Researchers also estimate that more than 500,000 people are attending ALE activities in Jordan every year, and this is a somewhat conservative estimate.

The study is being published at an important time for ALE in Jordan. The Jordanian Ministry of Education has been working together with other ministries and non-governmental stakeholders to get the ball rolling in the development of the National Framework for ALE in the country. This is a major initiative to coordinate its efforts in the sector. We very much hope that the results of the study will contribute to this initiative which the Government has taken.

The study entitled “The Reality of Adult Education in Jordan” is the first to be carried out for the ALE sector, and it opens a space for further research on ALE which would help to develop a better understanding of the concept of ALE in Jordan, and thus create better framework conditions for its implementation.

DVV International representative in Jordan  
[Nazaret Nazaretyan](#)

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## First: Background

This study was prepared at the request of DVV International, in cooperation with the Ministry of Education. It was designed to conduct in-depth analyses of the reality of adult education in Jordan in order to map institutions, services and programmes, thereby adopting a scientific methodology based on quantitative and qualitative tools as the basis for implementation. Scientific literature and recent studies that dealt with this subject were reviewed and analysed. A guide prepared for interviews and qualitative checklists includes qualitative questions targeting adult education stakeholders in Jordan. Several in-depth interviews were conducted in order to reach all target groups in the study (governmental, non-governmental and private institutions in Jordan), and to obtain information and data related to the services and programmes provided in the current situation, as well as to the geographical distribution of these institutions. The results of the interviews and questionnaires enabled the study team to recommend several plans to help develop the adult education sector, and to suggest programmes which will answer Jordan's needs today.

The Ministry of Education (MoE) is the authority responsible for implementing educational policies in Jordan. The MoE is a major partner of DVV International when it comes to implementing the study, in line with the results of the National Committee for Adult Education and Literacy, especially with regard to building on the national framework for adult education in Jordan, which enabled the study team to obtain factual data for adult education.

Adult learning and education is a basic pillar in the establishment and development of human societies, and contributes to the development plans and to achieving comprehensive reform. By preparing, rehabilitating and empowering adolescents, young people and adults, adult education provides knowledge and expertise, and offers basic skills that enable adults to fulfil their roles as effective citizens. Adults are therefore equipped with efficiency, skills and ability in line with efforts aimed to form a common understanding of the skills required in the twenty-first century. The areas of their employment and investment include identifying areas of work and priorities, establishing a global framework, and drawing up a strategic roadmap to ensure that sustainability is achieved in its goals and objectives, and that it is included in plans for sustainable development.

The study specifically targeted institutions that offer programmes for adults who seek to improve their technical or professional qualifications, develop on their abilities, enhance their skills and competences in a new field, or update their knowledge in a particular area. This includes what may be referred to as “continuous education”, or “repetitive education” or

“second-chance education”, for the purpose of completing the level of education that they received in school, at University, and in any formal education that they may have received.

Through this analytical study, DVV International is working together in Jordan with the Ministry of Education, and helping to analyse the reality of adult education, focussing on non-formal education, encompassing the following: vocational and technical training, programmes offered by education and training institutions, as well as administrative/managerial and social training techniques. This study therefore sought to find and analyse a map that included all institutions working in adult education in Jordan, to present recommendations, and to propose solutions that would help prepare a model for adult education in Jordan. The research focused on effective large-scale programmes that match today's challenges. The research study took into consideration the effects of the coronavirus pandemic on this sector, and its subsequent developments.

The study team consisted of Dr Majdi Al-Qorom and Dr Loay Assaf, who have more than twenty years of experience in carrying out quantitative and qualitative research and studies. The study team has strong communication skills with service-providers in Jordan, in addition to data analysis skills and the ability to draft technical reports in both Arabic and English.

## Second: Problem Statement

Achieving success and prosperity in countries such as Jordan which lack natural resources depends entirely on human capabilities and competitiveness. This can only be achieved by providing education with qualitative outputs. With this in mind, Jordan has placed investment in education at the top of the national agenda, and the country has outperformed others in the region for many years. There has however been a significant challenge in recent years, especially affecting the continuing education programmes implemented by governmental and non-governmental institutions. The outputs are no longer at a level that meets the requirements of development or competitiveness regionally and globally. These challenges are reflected in a number of Jordanian education indicators, such as enrolment rates, school examination results, dropout rates, graduate employment rates, and graduates' ability to find jobs. This confirms the existence of a real problem inherent in the adult education programmes offered, and a need to make these institutions more effective in achieving the desired goals<sup>(1)</sup>.

(1) State of the country report 2019, Economic and Social Council, 2020

### Third: Objectives

This study aimed to conduct an in-depth, analytical assessment of the reality of adult education in Jordan, and to prepare a map showing a set of facts and data relating to providers of adult education in Jordan according to the definition of approved adult education and the conceptual adult education framework. The study defines the following sub-objectives:

- drawing up a map at the level of the Kingdom for a network of stakeholders from governmental, non-governmental and private institutions as well as local and international civil society organisations that provide services, programmes and projects in individual areas within adult education in Jordan,
- establishing an inventory of services, programmes and projects provided by governmental and non-governmental institutions and the private sector, as well as local and international civil society organisations in adult education in Jordan,
- assessing the number of target groups of programmes, services and projects offered by institutions in adult education, and identifying the quality of human resources that provide services, including teachers, facilitators and trainers,
- providing qualitative and practical recommendations that are reflected in the development of the work of the main stakeholders in adult education in Jordan, and policies that advance the future strategies envisioned by DVV International in Jordan.

### Fourth: Study Questions

The analytical study of the reality of adult education in Jordan included the main stakeholders, namely governmental and non-governmental institutions, the private sector, and local and international civil society organisations that provide programmes, services and projects for adult education and training according to the conceptual framework of adult education in Jordan. The study covered the following main questions:

**First Question:** What are the governmental and semi-governmental institutions that offer vocational and technical education and training programmes in adult education in Jordan?

This question is answered along the following sub-divided questions:

- drawing up a map of adult education institutions at the level of the Kingdom
- determining the legal and administrative dependences of these institutions
- the programmes and projects that the institutions offer in adult education and in the preparation of target groups
- reviewing the literature and recent previous studies, which include programmes, services and projects for adult education in Jordan in accordance with the agreed conceptual framework approved by UNESCO

- in-depth interviews with active stakeholders working in adult education in Jordan, including officials from the Ministry of Education, in addition to a group of civil society institutions that implement programmes or activities in adult education, whether educational, vocational, training or life skills

**Second Question:** What are the local and international organisations that provide education and training programmes and projects for adults in Jordan? This question is answered along the following sub-divided questions:

- drawing up a map of these institutions at the level of the Kingdom
- determining the legal and administrative dependences of these institutions
- the programmes and projects that it offers in adult education and in the preparation of target groups
- in-depth interviews with key stakeholders

**Third Question:** What are the institutions that provide education and training programmes and services for adults affiliated with the private sector? These private firms are registered under the name of cultural centres and companies, as well as training and consultancy institutions. The question is answered along the following sub-divided questions:

- drawing up a map of institutions at the level of the Kingdom
- identifying the programmes offered by institutions in adult education, and preparing the target groups
- in-depth interviews with active stakeholders working in adult education in Jordan

### Fifth: Study Challenges

In view of the privacy and sensitivity of the study, and for the purposes of maintaining reality of information and data, some challenges were identified that have been taken into consideration within the overall study:

- **Data availability:** One of the main challenges of the study is the availability of data, specifically data on the number of beneficiaries of the services of the various programmes, and the number of training and educational programmes for adult education offered by institutions. Most institutions' achievements in terms of programmes and numbers of beneficiaries are not documented, and where they are documented, the documentation is sporadic and pertains to specific programmes only, or relates to specific periods of time.
- **Disclosure:** The second challenge faced, which is complementary to the first determinant, is the lack of cooperation on the part of the many organisations when it

comes to disclosing the number of their programmes and beneficiaries.

- **Scheduling appointments and meetings:** The team had difficulty meeting with many institutions as a result of fear of COVID procedures and related policies, and this necessitated remote meetings at times.
- **Number and complexity of adult education institutions in Jordan:** This is considered to be one of the greatest challenges facing the adult education sector in Jordan. The multiplicity of institutions includes the government sector, the private sector and the civil society sector, with more than 6,271 institutions providing adult education programmes and activities. Moreover, there is no policy or framework organising the adult education sector.

### Actions taken

- **Selecting samples:** the diversity of institutions, including governmental, local and international organisations, and the private sector, working in adult education for the purposes of conducting in-depth interviews, in addition to accounting for the size of the institution, its activities, and the numbers of the targets set by its programmes.
- **Interviews:** Meeting and holding interviews with the individuals and institutions adhered to all government decisions related to the coronavirus pandemic public safety procedures and civil defence orders. Some interviews were also carried out online or over the phone.
- **Inclusivity:** The study included all sectors, i.e. governmental, non-governmental, private institutions and local and international civil society organisations that provide adult education services, programmes and activities in accordance with the conceptual framework of adult education, as agreed with the DVV International team and partners.

### Limits of the study:

- **Time limits:** Recent studies and data have been taken into consideration, focussing on data from 2019-2021, according to the latest published data from institutions concerned with adult education.
- **Geographical limits:** The study was conducted in Amman, and dealt with the reality of adult education in the Hashemite Kingdom of Jordan.

## Sixth: Methodology and Procedures

### Methodological Framework

A descriptive analytical approach was used in order to achieve the objectives of the study. The approach is a mixture of quantitative and qualitative procedures which depend on a set of tools and research methods at different stages, in line with the goals that the study set out to achieve. These

tools are: a literature review, previous studies, records, documents and reports, observation, guide for semi-structured field interviews with governmental as well as non-governmental stakeholders, and private institutions, and local and international organisations working in adult education in Jordan. The indicators were set according to the questions and objectives of the study.

Sources of data for the study included several governmental and non-governmental organisations, as the study obtained valuable data and information from the Ministry of Education, the Vocational Training Corporation, the Technical Skills Development Corporation, the Ministry of Social Development/Register of Associations, and the Ministry of Labour. Moreover, contributions were forthcoming from the University of Science and Technology/ Advisory Centre, the University of Jordan/Training Centre and the Al-Balqa Applied University/ Consultation Centre. In addition to the Greater Amman Municipality, the business development centre and the Abdul Hameed Shoman Foundation held meetings with twenty-four experts. Data sources also included considerable amounts of recent research and studies, strategy papers, and various publications of the Department of Statistics.

All the information and data that were collected, including forms and data, were subject to several review stages, including field audits by the study team, especially the results of interviews, desk audits, and audits carried out during analyses to ensure the integrity of the data. Initial reports were shared with DVV International and partners for the purposes of obtaining feedback. The final draft report of the study was provided to DVV International.

### The study sample

The study used a defined sample to include representation of governmental and non-governmental institutions, private sector institutions and local and international civil society organisations working in adult education according to the conceptual framework agreed upon with the DVV International team. The selection criteria were based on knowledge and experience in this field, in addition to availability and willingness to participate in interviews. Twenty-four interviews and field visits were covered and conducted, collectively and sometimes individually (a list of interviews is attached).

## Seven: Implementation

- The study team prepared the quantitative and qualitative study tools (checklist) after reviewing the study literature and previous studies related to the topic, and reviewing the conceptual framework for adult education in Jordan.
- Literature review of studies, reports, and current laws and regulations related to adult education in Jordan. Many recent studies that dealt with adult education in Jordan were

analysed according to the determinants and objectives of the study.

- Designing a guide for qualitative interviews (checklist), which is for stakeholders who are workers in governmental and non-governmental institutions that provide programmes, services and projects related to adult education in Jordan.
- Data collection, and implementation of qualitative interviews with stakeholders working in adult education in Jordan, in addition to conducting focus groups with some experts from stakeholders, in order to listen to their point of view in line with the objectives of the study and to ensure access to information
- Analysis and discussion of the data, during which the data were reviewed and final tables were issued and commented on by the study team, in addition to analysing the qualitative interviews that had been conducted as well as their results
- Draft reports: the stage of issuing draft reports and discussing them with partners and the DVV International team in Jordan for the purposes of feedback and to hand out the final report of the study



## First: Philosophy of Adult Education

Hundreds of years have passed since the interest in adult education began, efforts were made to spread it, and individuals were urged to enrol. The purpose of adult education varied from one society to another, depending on cultural circumstances and conditions. But agreement ultimately exists that adult education targets adults and aims to compensate for or improve on what they did not receive from formal educational and training opportunities, to improve adults' circumstances, and to help improve personal levels of achievement. Many studies have dealt with adult education in terms of the multiplicity of definition and the difference in its goals and the factors affecting demand for it, or indeed lack of demand. From the perspective of sociology of education, adult education is considered to be a social educational science. Due to this connection, its objectives consist, on the one hand of providing knowledge, skill training, and spiritual and emotional growth, and of providing a connection to society, its philosophy, culture and goals, on the other hand. Numerous thinkers and philosophers have presented many classifications for the philosophy of adult education according to the traditional philosophical schools that prevailed in public education, such as idealism, realism, and progressiveness.

## Second: Adult Education Concept

Adult education concepts differ from one society to another, according to the different factors prevalent in a particular society in terms of economic conditions, social conditions, and prevailing political patterns. The strategy adopted by societies with regard to adult education stems from the strategy of each society, with its specific philosophy and ideology, and what distinguishes it from other societies. The Arab countries adopted the Arab strategy for literacy and adult education, approved by the Third Alexandria Conference held in Baghdad in December 1976, and this strategy involved taking an intensive approach in the short term. Taking into account the fact that each Arab country has to formulate a strategy to eradicate illiteracy and educate adults according to its local conditions and within the framework of the general strategy<sup>(2)</sup>, this general strategy was approved at the ninth session of the General Conference of the United Nations Educational, Scientific and Cultural Organization held in Nairobi in October 1976, which defined adult education as the total sum of educational processes, regardless of their content, level and method, and whether they are an extension of or an alternative to the initial education provided in schools, colleges and universities, or in the apprenticeship period. Education leads to capacity development, enrichment of knowledge, improvement of technical or professional qualifications, or orientation in a new direction. Adult education aims to fully develop adults' personalities, and to enhance

(2) The Arab Plan for Adult Education, Arab Educational, Cultural and Scientific Organization, Tunis 2001

participation in balanced and independent social, economic and cultural development<sup>(3)</sup>.

In societies where the illiteracy rate is high, the term adult education is used as a synonym for literacy, while in societies that have already resolved the problem of illiteracy, it signifies an opportunity to obtain more education. Despite these differences, the starting point is to define who is an adult. Others consider that the concept of psychological maturity can be suitable for determining who is an adult, while a third category emphasises the social role that the individual plays in society as a basis for determining the concept<sup>(4)</sup>.

These various concepts of adult education have made it a broad, comprehensive field that deals with many groups in a variety of different fields that have been regularly renewed. New terms for adult education are therefore created to suit the special strategies in each of the societies. These terms include: basic education, community education, social education, permanent education, lifelong education, mass education, out-of-school education, and other terms that revolve around adult education, all of which help clarify its features and concept. The most commonly used definition is UNESCO's, which defines adult education as education specifically targeting individuals who are regarded as adults by the society to which they belong, to improve their technical or professional qualifications, further develop their abilities, enrich their knowledge in order to complete a level of formal education, or to acquire knowledge, skills and competences in a new field or refresh or update their knowledge in an existing one. This also includes what may be referred to as 'continuing education', 'recurrent education', or 'second-chance education'<sup>(5)</sup>.

The most recent definition of the "We-Are-ALE Campaign" comes from the Global Alliance of the main International Actors in Adult Learning and Education, which is based on the UNESCO Recommendation on Adult Learning and Education (RALE). "The ultimate goal of adult learning and education (ALE) is to ensure that adults, throughout their lives, can participate fully in societies, including the world of work. ALE includes three key domains of learning and skills: literacy and basic skills, continuing education and vocational skills, and liberal, popular and community education and citizenship skills. ALE enables people to develop the necessary capabilities to exercise and realise their rights and take control of their destinies. It promotes personal and professional development, thereby supporting active engagement by adults with their societies, communities and environments. It fosters environmental and inclusive economic well-being and decent work. It is therefore a crucial tool in alleviating poverty,

(3) Abdul Rahman bin Saad Al-Humaidi. Introduction to the science of adult education. Riyadh: Al-Farazdaq Press, 2020.

(4) Al-Shukhibi. Adult Education and Self-Realization: A Study in the Philosophy of Adult Education

(5) <http://uis.unesco.org/en/glossary-term/adult-education>

improving health and well-being, and contributing to sustainable learning societies.”<sup>(6)</sup>

The teaching methods used in the implementation of adult education programmes vary between lectures, discussions, seminars, independent studies, correspondence studies and distance education via radio or via television screens, or through computer programs and the information network - the Internet - or in a project-related manner in accordance with the quality of the strategy set for each country.

The concept of adult education has undergone a radical transformation since the first International Conference on Adult Education (CONFINTEA) was convened in Elsinore, Denmark, in 1949. It has developed from merely “alternative education” for some men and women, or “supplementary education” for all, to become a pivotal pillar in the educational process in its comprehensive sense. The Third Conference on Adult Education (CONFINTEA III), which was held in 1972 in the Japanese capital Tokyo, opened a new horizon in adult education. It pointed out that the future of adult education lies in the practical framework of lifelong learning. The Fifth International Conference on Adult Education (CONFINTEA V), which was held in the German city of Hamburg in 1997, considered lifelong education as containing a “philosophy, conceptual framework and organisational principles for all types of adult education”. Education was to be based on liberal, humane, democratic values. It was also emphasised that “educating adults is a pivotal component of the lifelong learning process, which is based on the continuity of learning”. The Sixth International Conference on Adult Education (CONFINTEA VI), held in 2009 in the Brazilian city of Belém, adopted what was known as the “Belém Framework for Action” to guide Member States in adult education through five areas of action, namely policy development, governance, financing, participation, and quality. The UNESCO Institute for Lifelong Learning has been publishing the Global Report on Adult Learning and Education on a regular basis since 2009 as a mechanism to monitor Member States’ commitment to the Belém Framework for Action.

In the Arab World, a regional report was presented at the “Mid-Term Review” which was held in Suwon, South Korea, from 25 to 27 October 2017, with the participation of the United Nations Educational, Scientific and Cultural Organization (UNESCO). The report aims to highlight the state of adult education in the Arab world, which has been experiencing a period of dramatic social, economic and political transformation since the beginning of the second decade of this millennium. Political, refugee crisis and gender issues, and their repercussions in the Arab cultural space, arise along with other challenges that have had a major impact on educational realities in the region.

(6) The We-Are-Ale Campaign: <https://www.we-are-ale.org/the-ale-campaign/>

The internationally-recognised adult education activities and programmes varied, and included programmes and needs compatible with their requirements. These focus on the following five types of education<sup>(7)</sup>:

1. **Basic education for adults:** general educational development, comprising programmes that help adults improve basic skills in reading and arithmetic
2. **Credential programmes,** which are formal post-secondary programmes that qualify for a college or University degree, technical or vocational diploma, or other academic qualifications to obtain jobs
3. **Vocational training programmes,** which are formal vocational training programmes that lead to acquiring proficiency and skill in a craft
4. **Work-related courses** and those related to a job or profession. These differ from post-secondary accreditation programmes and vocational training programmes, whether or not those enrolled in these courses are assigned to jobs during these courses, such as courses taken in the same workplace or courses qualifying for jobs.
5. **Personal development courses** and those that contain many types of educational activities that depend on the presence of the teacher and are not excluded from the previous classification, examples of which are: courses related to health, hobbies, sports lessons or foreign languages. Personal development includes citizenship, civic and political education.

### Third: The Jordanian economy and adult education

The national economy has not witnessed any significant increase in economic growth during the past ten years, and unemployment rates are still high, especially among young people. Under this scenario, expanding the adult education system, which includes vocational, technical and managerial training, can help create sustainable growth and open up new horizons for young people. Education and training however face many obstacles that limit the attitudes of young men and women when it comes to take-up, such as lack of resources, ineffective training, and a mismatch between graduates’ skills and labour market needs<sup>(8)</sup>. According to figures from the Department of Statistics, the unemployment rate reached 23% during the second quarter of 2020, and the unemployment rate among the under-25s was 49%.

Jordan has prioritised the education of young people in the Jordanian National Charter and

- (7) Towards New Policies for Adult Education and Learning within the Framework of the Philosophy of Lifelong Learning, Dr Ashour Ahmed Omari. New Horizons in Adult Education: Ain Shams University - Adult Education Centre - page 23, Issue 026, Egypt.
- (8) The Economic and Social Council studied in 2019 the reality of vocational and technical training in Jordan, 2020.

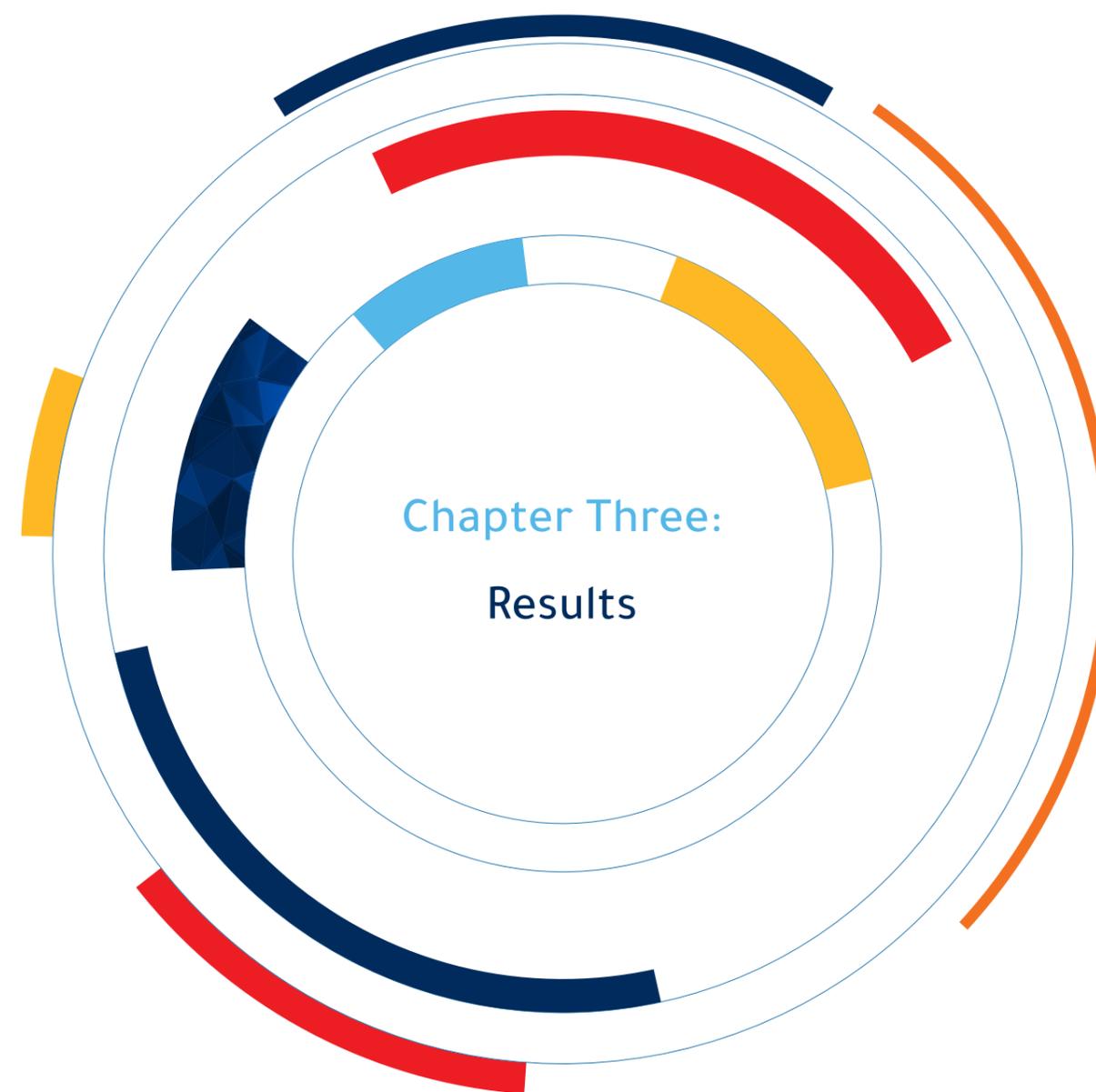
the National Youth Strategy<sup>(9)</sup>, as they are key factors in economic and social development. To meet this challenge, adult education programmes such as vocational and technical education, training programmes and continuing education can be an effective tool for helping young people and motivating them to work, and for opening up new horizons for them to develop their skills and knowledge to help them find work. Adult education programmes provide a well-trained, productive workforce. It is worth noting that there is an increasing demand for workers in the vocational skills sector, but that it attracts only small numbers of graduates who hold academic degrees.

Based on its global concept, adult education is viewed within an expanded framework that includes young people and adults who need an opportunity to acquire new skills and expand their knowledge, as well as improving the job opportunities that are available to them. On this basis, the Ministry of Education is working together with Ministries and official institutions to study the nature of educational and training services and programmes that are provided to the abovementioned groups in an attempt to start preparing a policy paper for adult education within a national framework that coordinates the efforts of all institutions working in adult education. Furthermore, it enhances opportunities, empowerment and sustainability. A translation has been prepared of the recommendations emanating from the first national conference on adult education in Jordan, which was held by DVV International in 2019, in cooperation with the Ministry of Education, the Ministry of Labour, the Ministry of Social Development, and many official and non-official institutions. The recommendations include developing a common understanding of the concept of adult education in Jordan, in cooperation with various stakeholders from governmental, private-sector and civil-society organisations, as well as strengthening the partnership between the public and private sectors within the context of adult education and lifelong learning, and developing a programme that is essentially based on national strategies to support entrepreneurship and skills, as well as adopting an employment policy to reduce unemployment and poverty. A proposal has been prepared to build a national framework for adult education and learning that enhances the common institutional understanding of adult education, coordinates efforts made in adult education in accordance with a monitoring and follow-up system, achieves effectiveness and integration, and enhances sustainability in community empowerment.

Adult education and training is considered one of the important axes for development in Jordan as a result of the widening gap between the needs of the labour market and the skills of graduates, which is caused by human and financial factors. Many national strategies have therefore taken a special interest in this sector, perhaps the most recent of these being the

(9) Annual reports of the Ministry of Education and Higher Education in Jordan 2018 - 2019 - 2020.  
State of the country report 2019 Economic and Social Council

National Human Resources Development Strategy, which was launched on 5 September 2016 with the blessing of His Majesty King Abdullah II Ibn Al Hussein and Her Majesty Queen Rania Al Abdullah. The strategy included 16 projects, many parts of which deal directly with adult education, such as training and skill-building.



Chapter Three:  
Results

Adult education programmes in Jordan have varied and diversified to suit the nature of Jordanian society, its ambitions, and the needs of its citizens. The most noticeable sectors providing programmes and services for adult education in Jordan are the following:

### First: Formal Education Sector and Eradication of Illiteracy

Jordan is considered to have one of the finest education systems in the region, education playing a pivotal role in the life and culture of Jordanian society. An efficient education system contributes greatly to making Jordan a developed country. The literacy rate in Jordan is 98.2%, and the literacy rate among young people (aged between 15 and 24) had reached 99% by 2018. This is one of the highest rates in the Middle East and North Africa region. The World Literacy Summit 2020 therefore chose Jordan as a country for its significant contribution to literacy in 2020<sup>(10)</sup>.

The seventh discussion paper of His Majesty King Abdullah II, published in April 2017, was entitled: "Building our human capabilities and developing the educational process are the essence of the nation's renaissance". In that paper, His Majesty the King considered that access to a modern educational system constitutes "a fundamental pillar in building a prosperous future". Jordan's 2025 vision<sup>(11)</sup>, prepared by His Majesty, highlighted the importance of raising the level of education. His Majesty also launched the "Educational Development towards a Knowledge Economy" project, which dealt with educational policies, strategies and programmes, improving the school environment, and the use of technology.

Literacy is seen as a driver of sustainable development, as well as being an inherent part of education and a form of lifelong learning based on humanity, as stipulated in the fourth of the Sustainable Development Goals "Ensure equitable and inclusive quality education and promote lifelong learning opportunities for all".

Data from the Department of Statistics for 2021 indicated that the illiteracy rate for females stood as high as 7.5%, compared to 1.8% for the Jordanian population aged 15 and over. The rate reached 29.7 percent for females at the age group 65 and over. The percentage drops significantly in the 15-19 age group, and was as low as 0.7% (0.5% for females and 0.9% for males). It was also found that the highest illiteracy rates, at 8.9%, were in Ma'an Governorate (12.1% for females), and 5.8% for males). The lowest was found in Irbid Governorate 4.1% (6.6% for females, 1.6% for males), and it reached 4.2% in the Capital Governorate (6.1% for females and 2.4% for males) The percentage in rural areas reached 7.8% (11.5% for females

(10) <https://weloveread.org/the-world-literacy-summit-2020-has-chosen-jordan-as-a-country-for-its-significant-contribution-to-literacy/>

(11) Jordan's 2025 vision, 2018

and 4.2% for males), with a higher rate than in urban areas, where it amounted to 4.7% (7% for females and 2.5% for males). This calls for a doubling-up of efforts to push illiteracy rates down, especially among females, as well as in the countryside, deserts and remote areas.

The number of schools all over Jordan at the end of 2019 reached 7,434, including 3,865 affiliated with the Ministry of Education, 3,354 schools affiliated with private education, 169 UNRWA schools, and 46 other government schools. The number of male and female teachers reached 214,719, and there were 32,100 administrators at the end of 2019. The coronavirus pandemic since 2020 imposed a shift towards e-learning (remote learning) as part of the precautionary measures enacted to limit the spread of the virus in Jordan. But after a year of that experience, the Ministry of Education announced that 100,000 pupils were not being reached by the distance education system because they did not have the equipment and tools for learning by remote. The Ministry of Education announced in August 2020 that 16% of students were unable to benefit from the platform that it had established.

A study prepared by the Food and Agriculture Organization of the United Nations (FAFO) in 2019 regarding Syrian refugees in Jordan (2017-2018) indicates that 26% of Syrian refugees did not complete the primary stage, compared to 15% of Jordanian adults. The coronavirus pandemic led to a sudden transformation of distance adult education, which revealed the existing digital divide in terms of Internet connections and infrastructure as well as the ability to use technology, so that the data of the Department of Statistics for 2010-2017 showed that 55.6% of females aged 15 and over do not use the Internet, compared to 44.4% of males. This calls for diversity in forms of learning, education, training and communication with target groups, such as short, informative videos or audio samples, publishing audio books and free online schooling so that they do not stop their learning processes during crises and emergencies, and the preparation of special programmes for groups of young adults within the 15-35 age group who are not educated or who have a low level of reading skills, in order to empower them and qualify them professionally. A need was also revealed to find ways to establish effective links between basic education skills and technical and vocational skills as part of policies, practices and systems and their management, given that the new demand for skills and the momentum resulting from the current context of digitalisation calls for vocational and technical training programmes to be linked with the literacy programme, since without literacy we will not achieve the necessary level of skilled workers.

As for the institutional providers of illiteracy eradication programmes in Jordan, they are limited to a small number of institutions. The Ministry of Education bears the burden of the national literacy programme, through 192 literacy centres spread throughout most regions of the Kingdom. These centres provide their services free of charge and for any age in teaching writing and reading. Local

associations provide literacy classes on an irregular basis. The same applies to home study centres, where only the Ministry of Education provides this service. As for the programmes for dropouts, which include literacy in their curricula, some civil society institutions play a pivotal role, including the Quest Scope Foundation, which plays the largest role in this field, in addition to the Jordanian Hashemite Fund for Human Development, the Mickey Foundation, and the International Relief Organization.

### Summary of Adult Education in the Formal Education Sector and Literacy in

#### Jordan

Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
Ministry of Education Literacy Centres (192 Literacy Centres)	Adult Education and Literacy Centres	Different ages (aged above 15), starting with first grade	2,385
	Home Studies Programme	From age 18, from seventh to ninth grade	5,950
	Evening study centres in correctional and rehabilitation centres	Different ages from seventh to ninth grade	164
The Ministry of Education, Quest Scope, Jordan Hashemite Fund, International Relief Agency and Mickey Foundation (The programme has been transferred to the Ministry of Education, and this entity is currently implementing the programme, along with Plan International and its implementing partner the Jordanian Hashemite Fund for Human Development.)	Culture Promotion Programme for Dropouts	School dropouts in the 12-18 age group for males and 12-20 for females	5,300
Local Associations (Charities) (29 CBOs)	Intermittent Literacy Programmes	Different ages	1950 <sup>(12)</sup>
			<b>15,749</b>

(12) An estimate based on the minimum number of beneficiaries of illiteracy programmes in local associations.

## Second: Higher Education Institutions and Continuing Education Centres

### 1. Public and Private Universities

Universities play an important role in achieving sustainable development by leading education, adult learning, research and technology. Universities offer educational pathways, vocational training for high-level jobs, as well as community service, consultancy, and continuing education programmes necessary for human resource development.

University higher education in Jordan began when the University of Jordan was established in 1962. It accepted 167 students (149 males and 18 females), and included eight faculty members at that time. The first private University, the Al-Ahliyya Amman University, was established in 1990. The Higher Education Law was issued in 1980 for the purposes of supervising the higher education sector, and the Higher Education Council was established in 1982 to supervise Jordanian higher education institutions. The Ministry of Higher Education was then established in 1985. The issuance of the new Higher Education and Scientific Research Law No. 17 2018, and Jordanian Universities Law No. 18 2018, made Jordanian Universities more independent in administrative and financial terms. The higher education sector in Jordan subsequently witnessed remarkable growth after the increase in the number of higher education institutions, in the number of students enrolled, as well as in numbers of faculty members and members of the administrative body.

There are currently ten public Universities, compared to 16 private Universities, 44 University Colleges and a community college, in addition to one regional University, and two Universities established by private law. There are currently roughly 348,000 students enrolled in various degree and University programmes in the academic year 2020/2021, and 52% of them are females. The number of faculty members reached more than 12,000, distributed among various University disciplines. The number of students attending community colleges and University Colleges reached 31,602 up to the academic year 2020-2021.

The number of persons with various disabilities studying for degrees at public and private Jordanian Universities for the academic year 2018-2019 reached 112,000. The number of Jordanian University graduates has reached 939,526 male and female students in the last twenty years.

The most important thing that has been achieved in the higher education sector is the launch of the National Strategic Plan for Human Resources (2016-2025). The plan is considered as a roadmap for those in charge of the higher education sector with its five axes, the most

important of which is providing fair opportunities for qualified students, ensuring quality, raising the standards of scientific research outputs and their quality, and motivating educational institutions to innovate.

Universities have established specific adult-education structures for continuing education by establishing specialised centres in each University, aiming primarily to provide adult and lifelong education. These centres have similar goals, objectives and activities, and even have a similarity in their names, all under the umbrella of training/education/community service. Consequently, all adult education activities and programmes were directed to these centres. There were 32 of these centres in 2021 due to the presence of more than one adult education centre at some Universities, such as the Al-Balqa Applied University/Governmental University, which has four centres. These are the Centre for Consultations, Studies and Training, the National Centre for Training and Qualification of Trainers, and the Aqaba Centre for Maritime Education and Training. Philadelphia University hosts the Philadelphia International Training Centre, the Academic and Administrative Development and Training Centre, the Creativity and Entrepreneurship Centre, and the Consulting, Studies and Training Centre. The Amman Arab University for Studies has a Centre for Creativity and Leadership, and a Centre for Consultations, Studies and Training (Table 1). All of these centres provide adult education and continuing education services through training and qualification courses for interested students and the local community, as shown in Table 1, such as training in computer skills, software and networks/press and media courses/accounting and marketing courses/management courses and administrative leadership development/courses in art and craft. There were more than 4,356 beneficiaries of training courses at the Consultation and Training Centre of the University of Jordan alone, attending over 200 training courses and workshops during the 2019/2020 academic year.

## 2. Public and Private Community Colleges

Community colleges offer degree, non-degree and professional studies which can be attended by holders of all types of general secondary education certificates. The programme, which lasts two to three years, includes many disciplines such as arts and sciences, management, business administration and engineering. Starting in 1997, all public community colleges are under the supervision of the Al-Balqa Applied University (public, governmental, private, military and those affiliated with the International Relief Agency), and this supervision is to be the reference framework for these colleges in everything related to their work. The community colleges had been divided into five categories by 2021:

- 12 public colleges
- five government colleges
- six military colleges

- 16 private colleges
- two colleges functioning as faculties of the International Relief Agency

Despite the academic nature of the community colleges, they were primarily established in order to provide technical and professional services focussing on fields and disciplines in line with the demand on the Jordanian labour market. The preparation of students includes academic preparation in addition to providing them with technical skills and capabilities. Graduates obtain an intermediate University degree (intermediate diploma) after passing the comprehensive examination held by Al-Balqa Applied University. The colleges specialise in many fields such as medical, engineering, computers, administrative areas and other professions. At the same time, community colleges offer a large number of courses, training and educational support for their students to enhance their professional, technical and managerial abilities.

### Summary of the Higher Education Sector and Continuing Education Centres

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	Yarmouk University (public): Queen Rania Centre for Jordanian Studies and Community Service	Accounting and marketing/management courses and administrative leadership development/technical and professional courses	Computer, software and networking skills courses/sports and entertainment courses/journalism and media courses/youth courses for both men and women aged over 18	2,500
1	University of Science and Technology (public): Science and Technology Advisory Centre	200 courses in engineering, courses in statistical and computer training, courses in veterinary medicine, courses in agriculture, courses in occupational and health safety, medical sciences, courses in administrative and educational sciences	Young men and women aged over 18	3,000

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	Al al-Bayt University (governmental): Centre for Consultation, Technical Services and Community Development	Computer, languages, administrative and accounting courses, in addition to annual training courses in the disciplines of information security, digital marketing, network engineering, hospital management and medical records, application programming, smartphones, office management and secretarial	Young men and women aged over 18	1,000
1	Irbid Private University (private): Centre for Consultation, Development and Community Service	Holding specialised courses in order to improve the efficiency of its participants in administrative development and professional and technical qualification	Young men and women aged over 18	500
1	Jadara University (private): Training, Consultation and Community Service Centre	Spreading a culture of social responsibility among employees and students/Strengthening the role of the University in serving the local community/Helping to reduce unemployment among University graduates	Young men and women aged over 18	500
1	Ajloun National University (private): accreditation and quality	Attending internal and external conferences and workshops related to accreditation and quality control. Assignment to conduct educational rehabilitation courses for faculty members if necessary, especially recent graduates and appointments	Young men and women aged over 18	500
1	Jerash Al-Ahliyya University, especially the Centre for Consultation, Continuing Education and Community Service	Computer skills courses/ accounting and marketing courses/management courses and administrative leadership development/technical and craft courses	Young men and women aged over 18	500

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	University of Jordan (governmental): Consultation and Training Centre	90 courses in languages, occupational safety and security courses/library and office management and secretarial courses/marketing/accounting and finance/management and leadership/agriculture/water management and the environment/media and public relations courses/engineering and technology courses/ educational sciences courses/ computers/law	Young men and women aged over 18	4,356
1	German University (governmental): Consultation and Training Centre	The Consultation and Training Centre at the German Jordanian University offers various training and diploma programmes, ranging from short to extended training courses, and from local training courses to global training courses. Any course of more than 20 credit hours from the Jordanian Ministry of Higher Education and Scientific Research	Young men and women aged over 18	500
1	Princess Sumaya Technical University (governmental): Consultation and Training Centre	Asp.NET Core 2019/Social Media and Design/Cybersecurity Arizona. Sales Administration/ Android/Python Programming	Young men and women aged over 18	500

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	The Hashemite University (governmental): Centre for Studies, Consultations and Community Service	Effective social media marketing (Facebook and Instagram)/ preparation of trainers for teaching Arabic to non-native speakers/ personal trainers/translation technology and MemSource computer-assisted translation system/ International Computer License ICDL/ conversational English - beginners	Young men and women aged over 18	500
4	Al-Balqa Applied University (governmental): Consultation, Studies and Training Centre - National Centre for Training and Qualification of Trainers - Aqaba Centre for Maritime Education and Training	The training and research needs of the community within more than 148 academic specialisations in various sectors, including the medical, engineering, educational, administrative and other sectors. To train and qualify trainers for the public and private sectors in the academic, applied and professional fields in order to develop human resources for all disciplines. National Training Centre, 430 participants 2018-2019	Young men and women aged over 18	500
1	Al-Isra University/ Private Centre for Consultation, Continuing Education and Community Service	Holding specialised courses in programmes in technical qualification and administrative development in all faculties (engineering, pharmacy, information technology, College of Business, Nursing, Law and Allied Medical Sciences)	Young men and women aged over 18	500
1	Al-Zaytoonah University (private): Consultation and Community Service Centre	Training students, especially in skills needed by the labour market (language, computer use and communication skills), signing cooperation and coordination agreements with civil society institutions and companies specialising in training	Young men and women aged over 18	500

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	University of Petra (private): Centre for Continuing Education and Community Service	Courses in various cognitive and professional fields such as computers, languages, administrative courses and accounting, in addition to annual training courses in the disciplines (typographic design, video editing, network engineering, hospital management and medical records, airport management, travel and tourism offices, application programming, smartphones, office management and secretarial)	Young men and women aged over 18	500
1	Al-Ahliyya Amman University (private): Teaching and Learning Centre	The Teaching and Learning Centre provided consultations with experts specialising in pedagogy and teaching strategies. The TLC provides assistance to academic departments, colleges and specialist centres on a variety of subjects related to curricula, course development, assessment of learning outcomes, etc.	Young men and women aged over 18	500
4	Philadelphia University (private): (Scientific Consulting Centre, Philadelphia International Training Centre, Academic and Administrative Development and Training Centre, Creativity and Entrepreneurship Centre, Consulting, Studies and Training Centre	Holding regular training courses at different levels and on different topics, including information technology, design, languages, management, accounting, business and hotel management	Young men and women aged over 18	500

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	Zarqa Private University, especially the Centre for Continuing Education and Community Service and the Language Centre	Technical, accounting, computer and administrative programmes, engineering, renewable energy, accounting and business administration, hospital management and medical records, graphic design, first aid, hairdryer maintenance, dental technology, TOEFL technology, TOE-tube preparation, IV course, and food preparation/smartphone applications/medical cupping - with scientific foundations/train-the-trainer course - TOT/e-marketing/knowledge of human resources, investing the capabilities, energies, and qualified academic and technical staff available inside and outside the university	Young men and women aged over 18	500
2	Amman Arab University for Studies (private): Creativity and Entrepreneurship Centre, Consultation, Studies and Training Centre	Holding training courses for University students and public and private sector institutions	Young men and women aged over 18	500
1	Arab Open University (private): Training Centre	The Training Centre serves as a focal point for communication with students who wish to continue their learning process by participating in various programmes and activities that are offered to a large number of students locally and regionally. These programmes are designed by professional trainers to ensure that participants develop their work and life skills.	Young men and women aged over 18	500

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
1	Al-Hussein Technical University (governmental): Centre for Professional Development, Community Engagement and Communication	Various programmes in qualification, training, and research, and in various fields	Young men and women aged over 18	500
3	Tafila Technical University (governmental): Centre for Consultations, Studies and Training Centre for Training, Consultations and Community Communication/ Queen Rania Al Abdullah Centre for Educational and Psychological Studies/ Entrepreneurship Centre	Various programmes in preparation, rehabilitation, training, research, and study according to well-prepared plans that constantly seek to meet needs in various fields	Young men and women aged over 18	500
1	Mutah University (governmental)	131 courses in training and advisory services, studies, software marketing and technical services for a fee for individuals and institutions inside and outside the Kingdom	Young men and women aged over 18	1,965

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Groups	Number of Beneficiaries
41	41 community colleges grant diplomas and hold various training [1]: Twelve Public Colleges. Five Government Colleges. Six Military Colleges. Sixteen Private Colleges, and two UNRWA Colleges	The preparation of students includes academic preparation in addition to providing them with technical and technical skills and capabilities. Graduates obtain an intermediate University degree (intermediate diploma) after passing the comprehensive examination set by the Al-Balqa Applied University. Education of adults in many fields such as medical, engineering, computer, administrative areas and other professions.	Holders of a high school diploma or its equivalent	34,384
73		<b>TOTAL</b>		<b>56205</b>

Based on discussions with the Centre for Studies and Consultations at the University of Jordan and Yarmouk University, the number of beneficiaries of adult education programmes in Universities that did not have data was estimated at 500 for 2020, which represents the minimum number of beneficiaries within the programmes offered by various Universities. The total number of beneficiaries represents adult education programmes in Jordanian Universities (training and education centres), and total beneficiaries for the community colleges (assuming all programmes are run in the form of adult education, given the nature of community colleges).

### Third: National Institutions Specialised in Adult Education and Training

#### 1. Institute of Public Administration

This is a governmental institution affiliated in administrative terms to the Civil Service Bureau. The Institute offers a wide range of specialised training programmes targeting public sector employees of all categories and at all job levels. The services are designed on the basis of an analysis of skills related to the career path and translated into training topics according to the employee's job level, taking into account national plans and priorities and the results of reports issued related to the performance of the public sector.

These programmes are implemented by using a huge database that includes a selection of internationally-accredited trainers in various fields of public administration and using a set of training packages and scientific materials that have been developed in line with developments that reflect positively on the performance of employees and their knowledge as well as technical and administrative skills. The Institute provides to all interested persons from various sectors a package of programmes for various fields of public administration, including programmes dedicated to building leadership capacities at various levels, which are implemented by the Government Leadership Centre that was recently established at the Institute. The training programmes targeting public sector employees include the following: new employee orientation programmes, programmes related to technical/professional tracks, programmes related to administrative tracks, as well as language and computer skills programmes. The number of beneficiaries of the Institute for training programmes<sup>(13)</sup> for 2020 reached 3,257.

#### 2. Queen Rania Al Abdullah Academy for Teacher Training

The Queen Rania Teacher-Training Academy was established in 2009 as a non-profit organisation that embraces the vision of Her Majesty Queen Rania Al Abdullah to improve the quality of education by empowering teachers with the necessary skills. The Academy works in partnership with the Ministry of Education, and is based on providing innovative, high-quality professional development programmes in Jordan and the Arab world, based on best practices and on international and scientific educational research. The Queen Rania Academy for Teacher Training has provided more than 85,000 professional development opportunities for teachers and educational leaders. Since its establishment, it has invested in attracting and training experienced academics, providing them with expertise and a high level of knowledge, benefiting from its partnerships with Universities and renowned institutions in education. This constituted a qualitative experience that integrates better global practices with local and regional experiences to provide distinguished professional development programmes that keep pace with international standards and practices and meet the needs of trainees at various levels in their professional lives and basic knowledge fields. The number of beneficiaries<sup>(14)</sup> of the Academy's programmes reached 1,189 in 2020.

#### 3. Jordan Media Institute

The Jordan Media Institute is a non-profit educational institution founded by HRH Princess Rym Ali. It seeks to develop the performance of workers in journalism and media in Jordan and the

(13) <https://ipa.gov.jo/uploads/editor/source/annualreport2020.pdf>.

(14) <https://qrta.edu.jo/about>, <https://ipa.gov.jo/uploads/editor/source/annualreport2020.pdf>.

Arab region, and those wishing to pursue this profession, by providing advanced educational and training opportunities to meet the demands of large numbers of journalists. The Master's Programme in Journalism and Modern Media in Arabic is offered to help raise the level of the media in the Arab world and to provide Arab-speaking foreign networks with distinguished media training. It has two tracks: the comprehensive track, which aims to impart advanced skills to professional journalists, specifically in digital journalism; and the thesis track, which aims to develop research and journalistic writing skills and establish ethical and creative standards for the profession among students. The Master's programme at the Jordan Media Institute applies advanced standards in high-quality journalism teaching, based on a balance between theory and practice, and integration into communication technology and digital applications. The Institute is the first Arab educational institution to develop its curricula in journalism by taking advantage of the elements of the digital environment. In addition to focusing on building a solid cultural foundation for students, the Institute has organised more than 270 training programmes in recent past years, most of which are free, attended by more than 6,000 male and female journalists and interested persons from Jordan and abroad who are working in audio-visual and digital media institutions, in addition to training courses and workshops aimed at qualifying graduates for the media labour market, and qualifying a number of young men and women in the governorates on the skills of social media to serve the local communities in areas far afield from Amman. The Jordan Media Institute nominates qualified students who have met the requirements to apply for training opportunities in regional and international news organisations immediately after graduation in order to refine the skills acquired in the programme and apply them in a professional atmosphere. The training opportunities programme is based on merit and on the quality of hard work in institutions that expose trainees to practices that apply the highest professional and ethical standards. The number of graduates benefiting from training programmes reached 2,062 during 2019/2020.

#### 4. Abdul Hameed Shoman Foundation

The Abdul Hameed Shoman Foundation (a cultural institution) was established in 1978, with a non-profit initiative by the Arab Bank, which allocated a portion of its annual profits to its establishment. Its aim is cultural and social responsibility, focussing on three pillars: "leadership concepts, literature and arts, and innovation". Within the framework of leadership concepts, the Abdul Hameed Shoman Foundation seeks to build capacities and make learning resources accessible to all in order to support the educational process. It also works to support scientific research and prepare a generation of Arab scientists, experts and specialists in order to increase knowledge and achieve practical benefit for the Arab world according to its priorities and needs. Believing in the importance of investing in culture, the Shoman Foundation works through the Literature and Arts Programme to develop literary and artistic talents and skills, preserve national heritage, and enhance cultural diversity, by providing artistic and literary

activities of all kinds. These include Literature and the Performing Arts, Music, Creative Products, Mixed Media, as well as support for libraries in Jordan and Palestine, to spread a culture of reading and research. The Abdul Hameed Shoman Foundation has adopted innovation as one of its three pillars, and aims to participate in directing the driving forces of innovation, a process which is in turn growth driven by spreading a culture of innovation within sectors that are in dire need, and creating an environment in which innovators and entrepreneurs find themselves receiving the opportunities and support necessary to implement viable innovations. According to the estimates of the Shoman Foundation's staff, the foundation helped approximately 1,600 adults in 2020.

#### 5. Institute of Banking Studies

In 1965, the Central Bank of Jordan took the initiative to study ways to establish a nucleus for practical and theoretical training, in light of the financial and banking developments that the Kingdom was witnessing at that time. This lives up to the level of ambitions and keeps pace with developments, distinguished by their scientific and practical capabilities. These efforts resulted in the establishment of the Institute of Banking Studies under Article 37/D of the Central Bank of Jordan Law, and in accordance with the Institute's Regulation No 69 of 1970. The Institute was officially opened on 9 October 1971, and was housed at the headquarters of the Central Bank of Jordan. In order to achieve its objectives, the Institute of Banking Studies mainly offers a set of academic programmes and training activities. It has witnessed growth in training activities in recent years, and has diversified to include local training courses at the Institute's headquarters in Amman, and at the Institute's offices at the two branches of the Central Bank of Jordan in Irbid and Aqaba, in addition to holding external courses.

Along with seminars held in cooperation with regional and international institutions, there are specialised professional diploma programmes, training programmes for new bankers - whether in conventional or Islamic banks -, a specialised programme for bank tellers, a training and qualification programme for investment advisors, a training and qualification programme for financial intermediaries, and a training programme for sustainable financing for small projects, and on employment for employees of the Jordanian banking and financial sector. It is worth noting that the administration of the Institute continues to expand the scope of professional certificate programmes that it started in 2012, especially in light of the growing demand for them and the volume of participation of staff from the banking and financial sector and other interested sectors, including CFA, CAMS, CIA, FRM, CMA programmes and other programmes that award professional certificates in Islamic finance as an example of the CIB-certified Islamic banker certificate. The number of beneficiaries of these programmes had reached approximately 1,561 by the end of 2020.

## 6. National Centre for Human Resources Development

The Centre was established in 1989 by a decision of the Supreme Council for Science and Technology, and it was called the National Centre for Research and Educational Development until 1995, when the name was changed to National Centre for Human Resources Development. The change of the Centre's name came in line with the reorientation of the work done in the development of human resources in Jordan. The perspective of the tasks undertaken by the Centre thus expanded to include, in addition to supporting educational development processes, other aspects that fall within the general national philosophy of human resources development. This centre aims to contribute to the development of Jordanian human resources by developing the performance of educational and training systems to keep pace with development requirements. Over the past years, the Centre has worked to develop high-quality programmes by supporting development policies, conducting studies, and preparing special indicators in technical and vocational education and training directed towards upgrading capacities. The competitiveness of Jordanian skills, and raising the level of outcomes of educational and training systems in various fields, was based on sectoral human resource development plans that were in turn based on studies of the gap between the supply and demand sides of priority development sectors and labour market studies. Also accredited as the headquarters of the Scientific Association of Human Resources Development Research Centres in the Arab World and the General Secretariat of the Association by the Union of Arab Scientific Research Councils/League of Arab States, in addition to the activities of the Centre in conducting studies, organising courses, implementing projects and providing consultation in the areas of human development. In adult education, the Centre works on a number of training activities for human resource development, conferences, workshops and seminars, in addition to local and external consultations in the Centre's areas of work.

## 7. The Royal Scientific Society (Irada Programme)

The Royal Scientific Society was established by royal decree in 1970. The Royal Scientific Society is one of the largest Jordanian institutions engaged in applied research and consultancy. It provides technical support services to various sectors in Jordan, and is a guide to knowledge in science and technology at regional level. Thus, it provides its services to both the public and private sectors, and represents a distinguished source of science and diversity in terms of skill and experience. The association plays an important role in examining and testing many industrial materials that affect the lives of consumers, such as cleaning materials, paints, fabrics, paper products, oils, greases, as well as gases, industrial, medical, and building materials, in order to ensure their compliance with international and local standards. The association has run the "Irada" programme since 2006, which is a national governmental programme that was launched in 2002 by the Ministry of Planning and International Cooperation as one of the components

of the programme to enhance economic and social productivity, as a translation of the royal vision to meet the development challenges facing the Kingdom. The "Erada" programme works to enhance the spirit of leadership in the local community of individuals and local community bodies (cooperative and charitable societies, youth clubs and municipalities), build a culture of self-reliance, and motivate people towards investment and self-employment by promoting local investment opportunities, improving financing and training tools, and establishing or developing micro, small and medium-sized projects by studying them on sound scientific bases that enable them to take the appropriate investment decision and ensure their implementation and sustainability, through 28 centres and offices spread across all governorates of the Kingdom. The Irada programme aims to improve the economic situation of Jordanian men, women, young people, bodies and institutions. It works with the local community in all governorates of the Kingdom, thus reducing the problems of poverty and unemployment, promoting a culture of self-employment among Jordanians, motivating them to establish micro, small and medium-sized enterprises, improving their sustainability, increasing their revenues, increasing job opportunities and enhancing growth. In adult education, the programme seeks to train project owners to enable them to manage them effectively and help promote a culture of self-employment among Jordanians and motivate them to set up projects.

Other institutions are concerned with adult education and training for life, continuing education and culture which provide services, albeit on a limited basis and on demand, including the Royal Scientific Society, the Royal Society for the Protection of the Environment, the Jordanian Banks Association, and the Greater Amman Municipality (Al-Hussein Cultural Centre).

### Summary of National Institutions Specialised in Education and Training

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
1	Institute of Public Administration	A government institution that is affiliated in administrative terms to the Civil Service Bureau. The Institute offers a wide range of specialised training programmes, including orientation programmes for new employees, programmes related to technical/professional tracks, programmes related to management tracks, language and computer skills programmes.	Public sector employees	3,257

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
1	Queen Rania Teacher-Training Academy	The Queen Rania Teacher-Training Academy was established in 2009 as a non-profit organisation that embraces the vision of Her Majesty Queen Rania Al Abdullah to improve the quality of education by empowering teachers with the necessary skills, providing professional development programmes that keep pace with international standards and practices and meet the needs of trainees at various levels in their professional lives and basic fields of knowledge.	Teachers and educational leaders in Jordan and the Arab region	1,189
1	Jordan Media Institute	Developing the performance of workers in journalism and media in Jordan and the Arab region through specialised training in journalism and media	journalists	2,062
1	Abdul Hameed Shoman Foundation	Building capacities and providing learning resources for all to help support the educational process through developing literary and artistic talents and skills	all ages	1,600
1	Institute of Banking Studies	Practical and theoretical financial and banking training through a set of academic programmes and training activities required by banks, in addition to professional financial programmes such as: CFA, CAMS, CIA, FRM, CMA and others, in addition to professional certificates in Islamic finance such as the Certified Islamic Banker (CIB)	Bank and financial institution employees	1,561

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
1	National Centre for Human Resource Development	Developing qualitative programmes, supporting development policies, conducting studies, and preparing special indicators in technical and vocational education and training directed towards improving the competitiveness of Jordanian capabilities and raising the level of outcomes of the educational and training systems	Anyone interested in developing skills	0
	The Royal Scientific Society (Arada Programme)	Training entrepreneurs to enable them to manage effectively, and helping to promote a culture of self-employment for Jordanians to motivate them to set up projects	Individuals wanting to establish individual projects	999
5	Other institutions: including the Royal Society for the Protection of the Environment, the Jordanian Banks Association, and the Greater Amman Municipality (Al-Hussein Cultural Centre).	Concerned with the education and training of adults for lifelong training and continuing education, albeit on a limited basis and on demand	Individuals interested in science and the environment	3,000
<b>11</b>	<b>TOTAL</b>			<b>13,668</b>

#### Fourth: Vocational and Technical Adult Education and Training Sector

Many governmental and private institutions and non-governmental organisations provide vocational and technical training. There is however no specific body in the Kingdom that coordinates between the various institutes and Ministries. These institutions report to different Ministries, as a result of which the sector is highly fragmented. Since 2007, participation in formal adult education programmes in professional tracks has required the completion of the basic educational level, after which participants can choose vocational and technical

education or opt to join the academic track, then choose to either work or continue studying at Universities and technical colleges. The records of the Department of Statistics in Jordan for 2020 indicate that the number of students enrolled in secondary vocational education reached 23,181, of whom 13,940 were males and 9,200 were females. Young people in Jordan still believe that a University degree will provide them with a job to guarantee them a stable income<sup>(15)</sup>.

The most prominent national institutions working in vocational and technical adult education and training are as follows:

### 1. Vocational and Technical Skills Development Authority

The Vocational and Technical Skills Development Authority is considered the legal and de facto successor to the Employment, Training and Technical Education Fund. The Authority was established in 2019 in accordance with Article 31 of the Jordanian Constitution, and is based on Law No. 9 of 2019: the Law on the Development of Vocational and Technical Skills, which was prepared in line with the recommendations of the National Strategy for Human Resources Development. A council has been formed in the authority known as the Council for the Development of Vocational and Technical Skills, comprising the Minister of Labour, and includes as its members the Ministers of Education and Higher Education, the Secretary-General of the Ministry of Labour, the Chairman of the Higher Education Accreditation Commission, a representative of the Crown Prince Foundation, representatives of the private sector, and a representative of the tourism, industrial, commercial, construction and communications sectors as well as health. The authority works to regulate the vocational and technical education sector, and licenses training centres in the private sector that offer various training programmes within clear standards which advance training of all kinds to ensure the provision of outputs that meet market requirements and identify the market's needs in terms of trained skilled labour. The authority focuses on regulating the vocational and technical education and training sector. The authority is the first agency to play a major role in the private sector by providing the necessary support for training programmes targeting young unemployed male and female University graduates from various disciplines, and cooperating to raise young people's efficiency and qualify them to enter the regional and global labour markets. The authority's roles as defined in law are:

- **Registration of professional qualifications:** It is one of the processes for ensuring the

(15) Vocational Training Corporation (2018), Jordan's National Strategy for Vocational and Technical Education and Training, Ministry of Labour (2014). Public Employment Programmes in Jordan, Wazzan, May and Diane Zovigian (2013). Building Effective Employment Programmes for Unemployed Youth in the Middle East and North Africa, Diego F. Angel-Ordinola, Arfu Kudu, and Amina Simali 2018.

quality of training outputs by issuing a national recognition document registered on the qualifications which indicates, as a training output, that the holder has fulfilled the requirements of a profession.

- **Fund** to support vocational and technical education, training and skills development activities
- **Professional practice test:** To ensure the quality of vocational training outputs for professional programmes, measuring and evaluating beneficiaries' skills, knowledge and behaviours in professional training programmes (theoretical side), and from the practical side the authority develops and implements occupational practice tests in all sectors based on its own standards.
- **Issuing a licence to practice a profession:** Issuing a document that proves that the holder has fulfilled the requirements and conditions of professional standards after passing the prescribed exams. This licence states the name and level of the work achieved, meaning that the training here takes place on a narrow set of tasks for the work.
- **Approval of training programmes:** It is a quality assurance process carried out by the authority through which the quality of the vocational and technical training provider is evaluated to implement a vocational and technical training programme, and its official recognition that it has achieved the minimum standards or governing points prepared in advance for the vocational and technical training programme.
- **Licensing vocational and technical training providers:** Issuing a document (licence) to practice training on the market, aimed at ensuring that the training provider has the infrastructure and clear plans in place, and possesses all the systems and resources before carrying out the training, and operates under the umbrella of the regulations and instructions governing such training.
- **Ensuring the quality of training providers:** Verifying the quality of the outputs of the vocational and technical education and training programmes and their conformity with the standards of vocational and technical education and training.

### 2. Vocational Training Corporation

The Vocational Training Corporation was established in 1976, and is one of the leading providers of technical and vocational training in Jordan. Subsequent amendments in 1985, 1999 and 2001 defined its role and efficiency as a provider of vocational training in the Kingdom. The Vocational Training Corporation operates as a semi-independent institution under the umbrella of the Ministry of Labour. In the context of the first national strategy for vocational and technical education and training for 2008-2013, many structural amendments were made to the Vocational and Technical Education and Training Council, and the Council's

secretariat was established, as were two accreditation centres. All of these amendments aim to improve coordination within the TVET sector, and to build an organised, effective training system based on demand and on labour market needs.

There are 35 vocational training institutes under the umbrella of the Vocational Training Corporation, offering 110 training programmes and 220 specialisations, including two that specialise in tourism and public health and safety. In addition, there were 12,000 students enrolled in various vocational training programmes in 2021, roughly 25% of whom were female. Course fees are 30 Jordanian dinars per semester for services and training, and 50 Jordanian dinars per month for administrative fees for specific skills programmes<sup>(16)</sup>. Participation in TVET programmes is however still low. Fewer than 5.3 percent of school-leavers attended vocational training programmes in 2017<sup>(17)</sup>. This is due to the absence of counselling in schools, a lack of encouragement from families in general, the biased University admission criteria, the low value of work and wages, and the influx of migrant labour that has supplanted Jordanian labour in various economic fields and sectors. In addition, many institutes lack qualified faculty members, modern curricula, and well-equipped facilities. As a result, students are not prepared in a way that qualifies them to keep pace with the requirements of the labour market, and there is a mismatch between the qualifications required and the needs of the labourmarket.<sup>(18)</sup>

The Corporation provides its services to all citizens at all educational levels, in accordance with the principle of lifelong continuous education, whether this relates to vocational preparation programmes at its various levels, or to programmes to improve the efficiency of workers on the labour market. It also provides training and consulting services in occupational safety and health in order to reduce accidents at work, and trains trainers and supervisors in behavioural and administrative aspects.

### Adult education programmes and services provided by the Vocational Training Corporation

(16) Vocational Training Corporation, Annual Report 2020, Amman, Jordan

(17) Al-Saeeda, Monem (2013): An evaluation study of the current status of pre-vocational education, and suggestions for developing the upper basic stage in Jordan, studies: Ammar University, Algeria.

(18) 17 Al-Tweissi, Ahmed Issa (2013): The nature of the proposed solutions to enhance the social image of vocational and technical education from the point of view of experts in Jordan, Studies: Educational Sciences (Volume 40, Issue 2).

Type of Training	Services Provided in Adult Education
Corporate training	Training the trainees in the workshops and institutes of the institution to provide them with the performance skills and the associated professional knowledge and behavioural trends. The pattern is followed that the trainees are trained on unreal training activities in addition to the training facilities that are also dedicated to the purposes of training.
On-the-job training	The training consists mainly of training the trainees in the workplace and in the facilities and in real-work conditions to provide trainees with the performance skills and behavioural trends for a particular job, professions such as food services, room service, or other professions that refine and develop trainees' skills through practical work. Some skills include communication within the work environment, teamwork, behavioural skills, and theoretical information about the profession or work.
Dual system	The institution uses this system in programmes intended for a specific ability at skilled and technical/vocational level. The teaching and learning process combines training processes that take place in institutes and training in factories in the industrial sector, and the supervision of trainees at training sites in the industrial sector is carried out by trainers.

### 3. National Company for Employment and Training

The National Company for Employment and Training is one of the main training providers in the vocational and technical education sector. It is one of the institutions that excel in providing vocational training programmes in construction and related professions. The Company was established in 2007, in response to royal directives, with the aim of rehabilitating young unemployed people by providing them with professional training and job opportunities that guarantee them a secure future. It started its work after completing all detailed plans and programmes for all stages of employment and training, embodying His Majesty King Abdullah II's belief that Jordanian young people should take part in the process of economic and social development, preparing a generation of qualified young people, arming young people with the skills and capabilities necessary for work, and increasing production. The vocational training programmes are provided to the support professions vary (pipe welder, vehicle electrician, industrial electrician, flower picking and grading, blacksmith, household electrical installations, air conditioning and refrigeration engineer..., etc.), and construction professions (carpenters, painters, brick-layers..., etc.). There are specialised women's professions, which are sewing and hairdressing, in a number of institutes that have been specially equipped to train females. The total number of females enrolled in the Company's

programmes since its inception reached (2,173) female trainees up to 2020, while the number of those enrolled reached 1,755 in 2020, 394 of whom were females and 1,361 were males.<sup>(19)</sup>

#### 4. The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)

UNRWA's Vocational and Technical Education Programme provides practical training for young Palestinian refugees. It provides them with skills and experience relevant to the labour markets in the Middle East. UNRWA operates ten vocational and technical training centres with a capacity of approximately 6,400 trainees. Three types of course are offered by these centres: business (professional) courses of one or two years' duration, semi-professional technical courses lasting two years, and one- to two-year qualifying programme courses. UNRWA also offers short-term training courses of 8 to 40 weeks that focus on improving refugees' technical skills and providing a basic level of technical knowledge to untrained persons. These courses are organised on an ad hoc basis in response to local needs, in cooperation with NGOs. Technical and vocational education and training services in Jordan were provided to 2,803 young people during the academic year 2018/2019.<sup>(20)</sup>

#### 5. Licensed Vocational and Technical Training Service in the Private Sector

97 institutions had been licensed as service-providers for vocational and technical training services up to 2021, according to the Skills Development Authority. There are no statistics on the number of training courses they provide, or on the number of beneficiaries, but the authority publishes the capacity of each licensed service provider/institution, and thus the number of beneficiaries in 2020-2021 is estimated at 8,282<sup>(21)</sup>.

The private sector provides various types of vocational training and rehabilitation for adults, and can respond better to the requirements of the labour market or of individuals. Vocational training in the private sector is based on the direct demand of the beneficiaries to build the skills that they seek, and which are required on the local market. Training services range from manual and traditional professions to complex electronic professions, in addition to specialised training in medical and related professions. The table below provides an overview of the training providers licensed by the Vocational Skills Development Authority, and of the services provided by these private institutions.

(19) <https://net.jaf.mil.jo/DetailAchievements/70409> Report of Human Resources Indicators in Jordan, December 2020, Al-Manar, The National Centre for Human Resources Development, 2020 Annual Work Report, UNRWA 2019

(20) Annual Work Report, UNRWA 2019

(21) <https://tvscd.gov.jo/>

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
1	Sob Al Qimma Foundation for Training, Business Administration and Accounting	Karak	Administrative, financial and computer professions	27
2	Al-Sakhray Company for Security Services and Consulting	Amman	Protection of individuals and institutions	251
3	Jordan Pulse Academy for Occupational Safety, Health and Environment/Irbid Branch	Irbid	Occupational safety and health	40
4	Kinda Training and Consulting	Karak	Computers, administrative and financial professions, and culinary arts	47
5	Sawaed Karim Training Academy	Zarqa	Retail training, quality control and warehouse management	80
6	The Nymphs Palace Academy for the Training of Cosmetology Professions	Irbid	Cosmetology	27
7	Jordan River Foundation/Main Branch	Amman	Administrative, financial and computer professions	71
8	Consultation, Studies and Training Centre/Tafila Technical University	Tafila	Mechanics, auto electrical, blacksmithing, welding and carpentry	100
9	Digital Wave Training Centre	Amman	Administrative, financial and computer professions	27
10	Jordan Creative Steps Academy	Irbid	Culinary art	40
11	Rasamagirli Academy for Consulting and Training	Amman	Administrative, financial and computer professions	25
12	Flora and Rania Training Centre Academy	Amman	Cosmetology	12
13	Engineers Training Centre	Amman	Occupational safety and health, computer, administrative and financial professions, and engineering technology professions	137
14	Wadi Al Rayan Women's Charitable Society Academy	Irbid	Tailoring and fashion design	23

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
15	Ma'an Academy for Development and Training	Karak	Administrative, financial and computer professions	40
16	Jordan Pulse Academy for Occupational Safety, Health and Environment/Zarqa Branch	Zarqa	Occupational safety and health	40
17	Miami Academy for Business Solutions	Amman	Engineering, administrative and computer professions	42
18	Queen Rania Teacher-Training Academy	Amman	Educational professions	1408
19	Institute of Mosaic Art and Restoration Training	Madaba	Mosaic compound	100
20	Middle East Academy for Aviation Sciences, Maintenance and Management	Karak	Airport management, aircraft maintenance and avionics maintenance	167
21	Agricultural Engineers Association	Amman	Agricultural professions	60
22	Academy of the Nile Training and Development Programme	Irbid	Financial, administrative and computer professions	50
23	Buthaina Al Zoubi Academy for the Training of Cosmetic Professions	Karak	Cosmetic professions	22
24	Prospects of Leadership for Development and Training/ not-for-profit	Zarqa	Financial, administrative and computer professions and maintenance of cellular devices	59
25	International Institute for Training and Consulting	Irbid	Financial, administrative and computer professions	16
26	Abu Odeh Beauty Centre	Amman	Cosmetic professions	42
27	Arab Water Utilities Association	Tafila	Water management, operation and maintenance of water and wastewater stations and networks	25
28	French Academy of Arts and Techniques for Beauty/Irbid Branch	Amman	Cosmetic professions	41
29	Autism Mina Association - Amina	Irbid	Care for people with special needs and autism	22
30	Falcon	Amman	Occupational safety and health	30

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
31	Falcons International Academy for Security Training	Amman	Security and protection of facilities and individuals	16
32	National Academy for Tourism and Aviation Sciences Training	Amman	Tourism, hospitality and aeronautics	64
33	Jordan Pulse Academy for Occupational Safety, Health and Environment/Aqaba Branch	Irbid	Occupational safety and health	21
34	Occupational safety and health	Karak	Occupational safety and health	28
35	Samer Al-Husainat Training and Rehabilitation Centre	Zarqa	Sewing, administrative, financial and computer professions	32
36	Golden Iris for Training and Consulting	Amman	Financial, administrative and computer professions	20
37	Ajwan Training and Development Centre	Amman	Financial, administrative and computer professions	33
38	Honourable Association for Chaste Families and Charitable Orphans	Madaba	Barbering and tailoring professions	35
39	Muhammad Ali Khreisat Training Academy	Turbans	Computer and administrative and financial professions	22
40	Bin Hayyan Institute/Queen Noor Technical College for Civil Aviation	Amman	Occupational safety and health	30
41	Safa Sukkarieh Training	Amman	Plumbing, sanitary and electrical professions	20
42	New Care for Engineering Consulting and Training	Amman	Occupational safety and health professions	23
43	Refine Training Academy	Mafraq	Cosmetics, sewing, financial, administrative and computer professions	71
44	Al-Bishrah Academy for Training and Consultation	Amman	Financial, administrative and computer professions	18
45	Ideal hotel services	Irbid	Sewing professions, hotel room services and logistics	99
46	Centre of the Norwegian Refugee Council Association - Azraq camp		Vocational training and education services	154

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
47	Centre of the Norwegian Refugee Council Association - Zaatari Camp	Irbid	Vocational training and education services	154
48	Bright Tomorrow Academy for Training Courses	Amman	Computer and administrative and financial professions	36
49	The American University in Madia - Centre for Consultation, Studies and Training	Karak	Carpentry, blacksmithing, welding and turning	113
50	Picasso Training Academy	Amman	Computer and cosmetic field	27
51	Rawabi Bella Beauty Academy	Amman	Barbering and cosmetology	27
52	Ithraa Training Company	Irbid	Life skills	49
53	Holy Land Company for Consulting and Training	Irbid	Occupational safety and health	29
54	Royal Scientific Society/ Training Centre	Irbid	Technical courses for examinations, calibration and computers	100
55	Al-Quds College (Luminus Technical University College)	Irbid	Tourism, hotel management, culinary arts, tailoring, fashion design, occupational health and safety, surveying, electronics, carpentry, decoration, lathing, welding, air conditioning, refrigeration, sanitary installations, electrical home extensions, mechanics, car electricity, media, computer, administrative and financial professions, graphic design and engineering professions	1966
56	Sawaed Al Nashmiah Maintenance Centre	Irbid	Sanitary installations, air conditioning, refrigeration and maintenance of cellular devices	46
57	Rich Sea for Training and Consulting	Amman	Financial, administrative, computer, sewing and beauty professions	39
58	Anwar Al Ulama Training Academy	Irbid	Financial, administrative and computer professions	59
59	Hashem Academy for Training and Consulting	Amman	Financial, administrative and computer professions	32

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
60	National Academy for Employment and Vocational Training	Irbid	Cosmetology	31
61	Volt Academy for Training	Amman	Vehicle maintenance and repair, air conditioning, refrigeration and industrial automation	49
62	Al Rawasi Academy of Cosmetic Arts	Amman	Cosmetic professions	39
63	Jordan University Gate Academy for Training	Irbid	Financial, administrative and computer professions	35
64	Jordan National Academy for Employment and Vocational Training	Irbid	Cosmetic professions	39
65	Al Basma Academy for Beauty Education	Amman	Cosmetic field	20
66	Moonlight Training Academy	Amman	Computer, administrative and financial professions	15
67	Golden Medal Academy for Business and Informatics for Training	Jerash	Computer, administrative, financial and maintenance professions	28
68	Basmala Training Academy	Madaba	Administrative, financial and computer professions	29
69	Euro-Jordanian Institute for Business Development - Positive	Zarqa	Occupational safety and health	40
70	Euro-Jordanian Institute for Business Development - Positive	Zarqa	Computer, administrative and financial professions	110
71	Karak Pillars Academy for Occupational Safety and Health	Amman	Occupational safety and health	17
72	Ask Hatamleh for Training	Amman	Computer, administrative and financial professions	44
73	Steady Step Academy for Consulting and Training	Amman	Computer, administrative, financial and cosmetic professions	32
74	Paris Beauty Academy	Amman	Cosmetics	38
75	Contemporary Future Academy for Training	Amman	Computer, administrative and financial professions	49

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
76	International Engineering Academy for Consulting and Occupational Safety and Health Training	Madaba	Occupational safety and health, and administrative and financial professions	32
77	The Grand Academy for Training and Management Consulting	Amman	Administrative, financial, computer and engineering professions	33
78	Al Sheyab Academy for Training and Maintenance of Cellular Devices	Irbid	Cellular equipment maintenance	16
79	Al-Qassas Academy for Training and IT Solutions	Jerash	Computers, installation and operation of photovoltaic and solar cells	48
80	Theodor Schneller School	Amman	Carpentry, metal forming, auto mechanics and auto electricity	130
81	Rescue Academy for Occupational Health and Safety	Amman	Occupational safety and health	49
82	Amalide Academy for the Education of Cosmetic Arts	Amman	Cosmetology	31
83	Pioneers Academy for Training and Consulting	Jerash	Computer professions	180
84	Mona Lisa Academy of Beauty Cultural Centre	Amman	Cosmetic professions	60
85	Visual Company for Software Consulting and Training	Amman	Computer, administrative and financial professions, and solar energy	47
86	Academy for Change	Amman	Computers, administrative and financial professions, and auto electromechanics	51
87	Professional Model High Centre	Irbid	Computer, administrative and financial professions, surveying and buildings	23
88	Dar Amman Academy Training Centre	Amman	Computer and cellular equipment maintenance	20
89	Afwaj Cultural Centre	Amman	Beauty and tailoring	33
90	The Heart of Jordan Academy for the Training of Aesthetic Arts	Karak	Cosmetics	34

Licensed Private Sector Training Providers 2021				
No	Training Provider Name	Governorate	Specialisation	Capacity
91	Young Women's Christian Association	Irbid	Computer and office administration	73
92	Hoboul Beauty Academy/ Amman	Amman	Cosmetic field	105
93	Jordan Pulse Academy for Occupational Safety and Health/Main Branch	Amman	Administrative, financial, computer, occupational safety and health professions	57
94	Jordan Institute for Occupational Safety and Health Company	Amman	Occupational safety and health	40
95	French Academy of Arts and Techniques for Beauty/Um Uthaina Branch	Amman	Cosmetic professions	65
96	The Jordanian Company for Hotel and Tourism Education	Amman	Tourism and hotel management	49
97	Automotive Technology Academy	Irbid	Computer and administrative and financial professions	100
<b>Total</b>				<b>8,325</b>

## 6. Ministry of Education

The Ministry of Education is responsible for vocational education through the secondary vocational education programme for its students who have completed the basic education stage for two years in the eleventh and twelfth grades in various tracks, including industrial, agricultural, hotel management and home economics. It expanded this training in all governorates of the Kingdom to a capacity of approximately 27,312 students attending its vocational and comprehensive schools, spread over 239 sites of vocational, industrial, agricultural, hotel and home economics branches<sup>(22)</sup>. Students of comprehensive vocational secondary education take the General Vocational Secondary Education Certificate exam, which enables those who pass it to enrol in either Universities or community colleges, according to the conditions set by the Ministry of Higher Education. They are entitled to apply for admission to colleges/specific subjects, according to the following specifications:

- Students of the industrial branch are entitled to enrol in the faculties/specific subjects of engineering, science, agriculture, computer science and information technology.
- Agricultural branch students are entitled to enrol in the faculties / specific subjects of agriculture, science, veterinary medicine, computer science and information technology.

(22) Ministry of Education, Queen Rania Information Centre, 2021.

- Students of the hotel and tourism branch are entitled to enrol in the faculties/specific subjects of administrative and economic sciences, archaeology and tourism.
- Students of the home economics branch are entitled to enrol in the faculties/specific subjects of humanities and social sciences, educational sciences and agriculture.

### Summary of the Vocational and Technical Adult Education and Training Sector

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
1	Professional and Technical Skills Development Authority	Organising the vocational sector and providing the necessary support for vocational and technical training programmes to raise the efficiency of young people and qualify them to enter the regional and global labour markets	Young unemployed males and females	0
1	Ministry of Education <sup>1</sup>	Comprehensive vocational education at secondary level for two years in the eleventh and twelfth grades in various tracks, including industrial, agricultural, hotel management and home economics	Eleventh and twelfth grade	27,312
35	Ministry of Labour/ Vocational Training Corporation	Professional preparation programmes, raising the efficiency of training and consulting services in occupational safety and health, and training of trainers and supervisors in 35 training institutes in various regions of Jordan	for different ages	18,000
1	National Employment and Training Company	Selective vocational training services, including construction professions, support professions, renewable energy and logistics services. The duration of the applied training programmes is usually one year at most.	Various vocational and applied training programmes that are attractive to young people	1,755

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
1	United Nations Relief and Works Agency (UNRWA),	Training programmes in multiple disciplines, short and medium term. The Agency offers technical diploma programmes that are subject to the instructions of the Al-Balqa Applied University, and training programmes.	for different ages	2,801
97	A private institution that provides vocational training services licensed by the Vocational and Technical Skills Development Authority	Vocational and technical training services	for different ages	8,325
<b>136</b>		<b>TOTAL</b>		<b>58,193</b>

[1] The Ministry of Education might be also considered to belong to the formal education system

### Fifth: Local and International Civil Society Organisations

There are many local and international organisations operating in Jordan that provide services and educational programmes for adults, especially programmes to raise efficiency in long-life skills, as well as behavioural and technical skills. No specific body in Jordan coordinates between these different organisations, as they follow the various Ministries and governmental institutions, as a result of which this sector is highly fragmented.

Jordanian civil society organisations can be classified into seven categories, namely: 1) community organisations, 2) non-governmental organisations, 3) umbrella organisations, 4) non-governmental organisations established by royal decree, 5) not-for-profit non-governmental companies, 6) cooperatives, and 7) informal groups and local initiatives.

In addition to the “alliances”, there are “coalitions” or “networks” affiliated with civil society organisations, which are not considered civil society organisations per se but represent promising civil society entities that can help in dealing with the crisis.

The following are the most notable local and international civil society institutions working in

adult education and training in Jordan:

### 1. Local Associations (charities)

Associations are defined as a legal group of individuals registered in accordance with the provisions of Associations Law No. 51 of 2008, and its amendments. The aim of local associations is “providing services or carrying out activities on a voluntary basis without profit or achieving any benefit for any of its members or any person”. The number of registered associations in Jordan is 6,564 according to the Ministry of Social Development Association Registry database, of which 6,333 are local associations and 231 foreign registered NGOs<sup>(23)</sup>. All of these associations include adult education within their bylaws and activities. They all use the same terms of training, qualification and awareness.

Despite the number of officially-registered associations, a large number of these associations are ineffective, and it was estimated that no more than 50% of registered associations are active<sup>(24)</sup>. The number of associations that actually carry out educational and training activities is therefore about 3,167 representing 50% of registered associations<sup>(25)</sup> (6,333 local associations x 50%=3,167). Furthermore, this study assumes 50 beneficiaries per year for each active local association, which is the minimum that can be expected. Based on discussions with the Ministry of Local Development, the number of beneficiaries is then estimated at 158,350.

The main target groups of local associations include orphans, young people, women, people with disabilities, and Syrian refugees in general, in addition to Iraqis and Palestinians. Some associations specialise in a particular field, as they restrict themselves strictly within the roles of providing basic services.

As for the primary role played by the local associations in adult education, they mostly carry out short awareness and training operations that include conducting educational courses in human development, and some professional training or cultural activities, forums and workshops.

One example among the specialised associations for which funding is available is the Islamic Centre Charitable Society, which carries out activities that include education support services, life skills, youth initiatives, production groups, and a Makani project to support education funded by UNICEF. The association has 65 centres distributed in different regions of the Kingdom. More than 10,000 beneficiaries were helped by its services in adult education

(23) Registry of Associations/Ministry of Social Development, Amman, Jordan.

(24) <https://alqalahnews.net/article/240237> Director of Associations Directorate at the Ministry of Social Development, 8-1-2020

(25) Civil Society Reality Study Report, USAID, by Jilan Dino and Dima Toukan, 2016

during 2019-2020 with regard to education support, protection, psychosocial support, life skills training, youth initiatives and economic empowerment.

The Association of the Jordanian Women's Union is the oldest women's organisation established in Jordan. It was founded in Jordan in 1945 by a group of Jordanian women's rights activists, and was known until 1994 as the Arab Women's Union's Union, when the name was changed to its present form. It is a national feminist institution that believes in full equality between all citizens and between males and females, and calls for the abolition of all forms of discrimination against women. The Union is active in adult education in supporting and educating women's skills, since part of the nature of the work of the Jordanian Women's Union is to provide vocational training courses, focussing on how to qualify women to enter the labour market in terms of self-study, research and skills. In addition to that, the Association provides artisanal training courses such as training in the culinary arts, cosmetology, ceramics and sewing.

The table below shows the local associations registered by Jordan's Charities Registration Authority<sup>(26)</sup>

Ministry of Development	3,756
Ministry of Endowments	29
Ministry of Digital Economy and Entrepreneurship	9
Ministry of Environment	143
Ministry of Planning	1
Ministry of Culture	713
Ministry of Interior Affairs	1,215
Ministry of Agriculture	71
Ministry of Tourism	74
Ministry of Political and Parliamentary Affairs	189
Ministry of Health	107
Ministry of Industry, Trade and Supply	18
Ministry of Justice	5
Ministry of Water and Irrigation	3
<b>Total</b>	<b>6,333</b>

### 2. Non-Profit Companies in Jordan

Non-profit companies are registered with the Ministry of Trade and Industry, and are subject to the provisions of Companies Law No. 73 of 2010. Many civil society organisations register

(26) Register of Associations, Ministry of Social Development, Amman, Jordan.

as non-profit companies to avoid the stifling conditions imposed by the Associations Law. Obtaining a permit to establish a non-profit company in Jordan requires presenting clear budgets and addresses in order to ensure its presence on the ground. Non-profit companies in Jordan take more than one form, including “solidarity, simple partnership, limited liability, and public shareholding”. They must include one of the service activities, including “education, health, training and project financing”. Non-profit companies are required to plough back their profits into service projects, and it is illegal for their members or founders to benefit from these profits.

The number of such companies has reached approximately 954 according to the statistics of the Companies Control Department<sup>(27)</sup>, all of which have been operating since the beginning of 2010, when non-profit companies were first registered. Non-Profit Companies Law No. 73 of 2010 allowed these companies to provide development and training programmes and services that target local communities and individuals in various regions of the Kingdom. The non-profit sector plays a crucial role in promoting innovations. It is a programme that targets young people in different educational stages, and offers new, cost-effective ways to learn the skills needed by the labour market.

What non-profit companies provide is usually of a specialised technical nature. In addition, they usually have broader objectives that seek to gain support and mobilise target groups towards service provision, and/or interact with authorities in a policy dialogue. Non-governmental organisations concerned with specific groups, such as persons with disabilities and victims of violence, work to provide services to their audiences relevant to their needs, but also seek to gain advocacy on these issues or to shape public policy related to them. These organisations work with specific groups, such as persons with disabilities, to provide services to their audience that are relevant to their needs, but they also seek to gain advocacy on these issues or to shape public policy related to them. Examples of the goals registered with most non-profit companies (more than 80% of registered non-profit companies) are as follows:

- training in all areas of sustainable social development, including health, education and development of small and medium-sized enterprises through training courses, lectures and workshops
- building knowledge in all fields through training and education
- training young Jordanians, developing their capabilities, and qualifying them in environmental, education and health education
- training on basic social services, education and social welfare programmes
- holding living educational and training courses to spread educational and cultural awareness among students and young people

(27) Companies Control Department (companies inquiries): <https://www.ammonnews.net/article/229827->

- training and rehabilitation of girls in marginalised areas and poor communities, and increasing their educational capabilities

Examples of large non-profit companies in adult education and training include the Business Development Centre (BDC)<sup>(28)</sup>, which was established in 2004 and aims primarily at training for employment by receiving international and governmental grants to run specialised training programmes that help create job opportunities or develop existing businesses. The Business Development Centre runs a skills programme to stimulate youth entrepreneurship and expand young people’s opportunities to start their own businesses or develop small enterprises. The Business Development Centre estimates that the number of annual beneficiaries is 8,000. Another example is the Phoenix Centre<sup>(29)</sup> for Economic and Informatics Studies, which deals with various aspects related to labour issues, and provides comprehensive databases that cover the various indicators of the labour market, unions, labour organisations, and laws and regulations that face challenges in terms of Jordanian labour laws and regulations. The Centre seeks to develop and implement targeted training programmes in adult education in order to enhance the capacities of workers benefitting from the centre’s programme skills, and help young people in their choice of academic specialisation, as well as raising awareness about the importance of vocational and technical education and training sessions on vocational and technical education and training, and training programmes on labour and on the conditions of the Decent Work Law. Approximately 995 beneficiaries.

### 3. Non-Profit Organisations (NGOs) Established by Royal Decree

NGOs established by royal decree operate under royal patronage, and are headed by a member of the royal family. Such NGOs are able to avoid most of the challenges that restrict other organisations within the sector. Their efforts usually focus on issues related to poverty reduction, economic and social development, environmental issues, and activities aimed at empowering women and disadvantaged groups. They have the greatest, most visible influence in the civil society sector, as they provide economic and social services at a level that is unmatched by any other civil society organisation. The four largest NGOs established by royal decree, the Jordan River Foundation, the Nour Al Hussein Foundation, the Jordan Hashemite Fund for Human Development, and the Crown Prince Foundation, can reach hundreds of thousands of beneficiaries<sup>(30)</sup>. NGOs established by royal decree often provide grants, services and training to local associations and smaller civil society organisations to carry out their activities. The most prominent of these organisations operating in Jordan

(28) <https://alghad.com/%D8%AA%D8%B7%D9%88%D9%8A%D8%B1>

(29) Phoenix Centre, 2020 Report.

(30) Civil Society Reality Study Report, USAID, by Jilan Dino and Dima Toukan, 2016

providing programmes and services in adult education are:

- **The Jordan River Foundation<sup>(31)</sup>:** Provides training programmes to build capacities and experiences on an ongoing basis, and to develop professional and effective work teams based on innovation, cooperation and initiative. The number of beneficiaries within the programmes of community empowerment, training and consultancy reached 26,596 in 2020.
- **The Jordanian Hashemite Fund for Human Development:** The Jordanian Hashemite Fund for Human Development (JOHUD) was established in 1977 as the oldest and largest non-profit, non-governmental organisation specialised in supporting human rights and the development of individuals in Jordan. The network consists of a community development centre spread across the country, working to build a brighter future for those living with poor working conditions and in remote communities. It provides a sustainable support effort that enables individuals to work with their neighbours towards strengthening local communities, thus ensuring that they have access to the resources they need in order to achieve healthy and integrated lives.
- **The King Hussein Foundation (Noor Al Hussein Foundation)<sup>(32)</sup>:** creating a spirit of creativity among Jordanian citizens by sensitising them to the importance of sustainable development. The number of direct beneficiaries of the Foundation will exceed 10,000 in 2020.
- **The National Council for Family Affairs:** The National Council for Family Affairs was established by Law No. 27 of 2001, and is headed by Her Majesty Queen Rania Al Abdullah. It acts as a supportive umbrella for coordinating and facilitating the work of partners from national governmental and non-governmental institutions, international institutions and the private sector working with families to achieve a better future for the Jordanian family. It aims to deal with the family at the level of strategic planning, setting policies and programmes in accordance with socio-economic and qualitative criteria that describe and investigate the family situation in Jordan, and amending plans, programmes, policies and legislation emanating from it, and related procedures according to a deeper understanding of family issues, taking the needs of families into account. It varies according to its circumstances. The Council implements many training and awareness programmes in all the areas in which it works, and these aim to raise the capabilities and competences of workers in institutions that deal with family members, to benefit from their expertise and experience, and to collect feedback on the evidence and studies that are prepared. The Council had held more than 40 training and awareness workshops by the end of 2018, which were attended by more than 1,030 beneficiaries.
- **The Higher Population Council:** The Council's mission is focused on being a reference for

(31) Jordan River Foundation, Annual Report, 2020

(32) [https://kinghusseinfoundation.org/Siteware/Siteware\\_File/files/AnnualReport/KHF%202020%20Annual%20Report%20External%20Website.pdf](https://kinghusseinfoundation.org/Siteware/Siteware_File/files/AnnualReport/KHF%202020%20Annual%20Report%20External%20Website.pdf)

all population issues and information related to development, and helping set policies, strategies and action plans related to population and development in accordance with best practices, following up and evaluating their implementation, gaining support, and spreading awareness about them while strengthening national capacities in this field in coordination with partners and stakeholders to achieve sustainable development and achieve justice and equal opportunities. With regard to adult education, the Council aims to propose training, education and national capacity-building programmes for workers in the population fields in various institutions in coordination with the relevant ministries, submit them to the Council of Ministers, attend conferences, seminars, workshops and meetings related to population issues, in addition to preparing training, educational and awareness guides on population-related issues.

#### 4. International Organisations Working in Adult Education and Training in Jordan

There is cooperation between the Jordanian Government and the international organisations in expanding vocational and technical education and training activities for young people. The organisations' international experience and financial capabilities help make educational and training programmes more effective. For example, the US Agency for International Development funded a workforce development project in Jordan in 2014-2018 with the aim of supporting a competitive workforce development system based on demand, leading to an increase in opportunities for male and female labourers, improving educational and training curricula, following international best practices in this field, increasing women's integration, and creating better coordination between training requirements and labour market needs.

The programme aims to support Jordanian educational institutions in providing vocational training orientated towards the labour market, and is one of the most important programmes funded and supported by the German Agency for International Development with the Jordanian Government. The goals include improving curricula and establishing new training programmes, strengthening dialogues and cooperation between the different sectors, and improving the practical side of the training. In addition, international organisations such as the International Labour Organization, the World Food Programme and the Norwegian Refugee Council develop specific programmes targeting particular groups in order to enhance their skills and increase their employability, and to reinforce the involvement of business owners and the private sector in providing on-the-job training opportunities. The Skills Programme for Employment and Social Integration presented by the European Union is one of the most important projects concerned with supporting the implementation of sectoral strategies such as the Employment, Training and Vocational and Technical Education Strategy 2014-

2020. The National Employment Strategy 2011-2020, and the Human Resources Development Strategy 2016-2025, operate within the framework of a capacity-building component. They aim to provide support for capacity development, as well as technical support to Ministries concerned with employment, training, vocational and technical education, relevant institutions, civil society organisations, and partners.

231 foreign associations were registered in Jordan in 2021. They were registered with several Ministries, as is shown in the table below. Most foreign NGOs (67%) were registered with the Ministry of Social Development, and the remainder were distributed under the umbrella of other Ministries. This shows that the Ministry of Social Development is the preferred place to register foreign associations operating in Jordan. This may call for some study and attention by the Ministry of Social Development with regard to the role of these associations in supporting Jordanian development plans, and on how to help them serve Jordanian society.

#### Foreign Organisations in Jordan by individual Ministry (Registration Authority)

Ministry of Development	155
Ministry of Endowments	0
Ministry of Digital Economy and Entrepreneurship	1
The Ministry of Environment	2
The Ministry of Planning	0
Ministry of Culture	14
Ministry of Interior Affairs	20
Zwara Agriculture	0
Ministry of Tourism	1
Ministry of Political and Parliamentary Affairs	16
Ministry of Health	16
Ministry of Industry, Trade and Supply	4
Ministry of Justice	1
Ministry of Water and Irrigation	1
<b>Total</b>	<b>231</b>

#### 5. Active Professional Unions in Jordan

The emergence of professional unions in Jordan dates back to the nineteen fifties, after the issuance of the Jordanian Constitution of 1952. Professionals were allowed to form their own unions. Professional unions in Jordan were prominently and importantly active in the

eighties and nineties for a number of reasons, including the accumulated experience in union work, the large number of professionals affiliated with the unions, opening the door to freedoms, and strengthening democracy, and one of their most important manifestations is the return of an active Parliament in 1989, and the issuance of Political Parties Law No. 32 of 1992, as well as the participation of trade unions in issues relevant to Jordanian society through holding conferences, seminars, lectures, festivals and exhibitions, and issuing trade union magazines. Each union seeks to achieve its own goals as guaranteed by the Law. The unions generally aim to achieve general objectives, these being to organise and develop professions, provide economic, social and cultural services to members, contribute to construction and development processes through their financial funds, and preserve the rights and achievements of their members. Professional unions are generally similar in their sources and financial resources, which entirety emanate from union membership and re-registration fees, annual subscriptions, donations and gifts from Jordanian society, and proceeds from investments of union funds. The number of professional union members in Jordan exceeds five hundred thousand, and these unions are active in developing the professions they represent and raising the level of professional performance of their members by organising lectures, conferences, seminars and continuing education courses in various fields of specialisation.

#### Professional unions operating in Jordan:

- **Medical union:** Established in 1954 with the aim of raising the level of the profession, continuous training of its members, and raising their efficiency to provide the best services to citizens
- **Jordanian Engineers Union:** Established in 1949 to train and raise the efficiency of engineers in various professions. It had 156,000 members in 2019, and it operates a training centre specialising in qualifying engineers and training them in various technical fields after graduating from Universities.
- **Bar Union:** Established in 1950 to develop the profession and supervise the training of new lawyers and raise their efficiency
- **Jordan Pharmacists Union:** Established in 1957 to organise the profession, raise the efficiency of pharmacists, protect them, train them and develop scientific research in various pharmaceutical sciences. It has 15,000 members.
- **Dental Union:** Established in 1952 to organise the profession and train dentists, as well as raising their efficiency and protecting their rights
- **Teachers' Union:** Established in 2011 to organise and advance the teaching profession, train teachers and develop their skills; it stopped operating in 2020 due to a court ruling.

- **Union of Journalists:** Established in 1988 to organise the media profession, as well as to train and rehabilitate workers in the field, and defend their rights

## 6. Cultural Institutions in Jordan

Jordanian cultural reality is characterised by an abundance of cultural organisations going by different names such as forums, unions and centres for studies and research. An article published in the “Al-Rai” newspaper (6 December 2015) stated that the cultural bodies in Jordan registered with the Ministry of Culture are mostly concentrated in the capital Amman, and that they have a variety of specialisations, including intellectual, literary, artistic, scientific, professional, cultural friendship associations and others. Most of the cultural bodies are affiliated with the Ministry of Culture as charitable societies, of which there are 713. There are however a number of large cultural bodies that are registered under different authorities, some of which are registered under the Ministry of the Interior, others under the Ministry of Foreign Affairs, and others still as non-profit companies. The most important, largest cultural bodies that have been identified as part of adult education include the following institutions:

- **AMIDEAST (America-Middle East Educational and Training Services):** a prominent American non-profit organisation, founded in 1951, that deals with international education, training and development activities in the Middle East and North Africa. It aims to expand educational and training opportunities, build intercultural understanding, empower women and young people, prepare people for jobs in the global economy, and strengthen institutions and societies.
- **Al-Hussein Cultural Centre:** The Centre is located in the centre of the capital Amman, and is affiliated with the municipality of Amman. It contains theatres, training halls, libraries, etc.
- **Zaha Cultural Centre:** affiliated with the municipality of the capital and providing education, training and entertainment for the family in general, and housing many training rooms
- **Abdul Hameed Shoman Foundation:** affiliated with the Arab Bank; a large cultural institution that provides training, educational and cultural programmes, headquartered in the capital Amman, Jabal Amman
- **Royal Cultural Centre:** affiliated with the Ministry of Culture and a governmental centre that contains many training rooms and conference facilities
- **Haya Cultural Centre:** providing education and training, and housing many training rooms and cultural theatres, most of which are for children aged from 6 to 13, but its education and awareness programmes also cater for adolescents aged over 16, benefiting about 900 young people in 2019-2020

- **Amman Municipality:** Libraries Department; operates many branches in the capital and provides services to adults with a stock of more than a million books.
- **British Council:** Works in three main areas: education, society and the arts. Within these areas in Jordan are the themes of “employment” and “voice”, so that it makes a real difference in the lives of the people we work with. Establishes linkages between schools in Jordan and the UK to enrich education, promote global citizenship and build international trust and understanding. It also supports international dialogue and partnerships between higher education institutions and organisations, and assists students who wish to pursue their studies abroad. Operates in vocational education in order to improve the educational and training systems and enable them to better respond to the requirements of the market and the needs of learners for about five thousand learners each year.
- **Other cultural centres:** There are many cultural centres for languages in Jordan, such as the German Cultural Centre, the French Cultural Centre and the Italian Centre, in addition to what was mentioned about the British Council, which is one of the largest and has many courses providing adult education services. These centres mainly transfer culture and language teaching, and organise some cultural activities.

## 7. Community Development Centres

At the end of the nineteen seventies, the Ministry of Social Affairs established local community development centres as one of the Ministry’s arms to achieve its development goals. The first centre for local community development was opened in 1977. The number of local community development centres reached 64 at the end of 2020, spread across all governorates of the Kingdom according to the system of local community development centres, lending a voice to the belief of the Ministry of Social Development in creating partnerships with the voluntary sector. The Ministry aimed to hand over the management of community development centres to associations. There are 29 charitable centres, in addition to building companies with international institutions for the purpose of expanding adult education programmes. These centres aim to raise citizens’ social, economic and cultural awareness, encouraging a spirit of teamwork and providing the necessary training and rehabilitation, especially for the women’s and youth sector in the targeted areas. The most important programmes of community development centres in adult education and training include:

- academic care and education services (literacy and booster lessons)
- awareness activities (lectures, workshops, seminars, visits and counselling sessions)
- education and training: (computer, beauty, sewing, weaving, ceramics, working with straw, fringing, crafts and professional industries)
- production projects and training workshops (beauty salon, sewing, production kitchen, crafts and handicrafts).

## Summary of Civil Society Organisations and Local Community Development

### Centres

Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries
34	Community Development Centres/ Ministry of Social Development	Literacy Awareness activities, training courses (computer, beauty, sewing, weaving, ceramics, working with straw, fringing, crafts and other professional industries) Production projects and training workshops (beauty salon, sewing, production kitchen, handicrafts and other professional crafts)	The local community development centres target all members of the community aged up to 24, and both sexes	3,200
3,167	Local Associations <sup>3</sup>	Providing various development, training and educational programmes targeting local communities and individuals	different ages	158,350
954	Existing non-profit companies engaged in training and education	Providing various developmental, training and educational programmes that target local communities and individuals through the management of donor programmes	different ages	10,000
5	Non-Governmental Organisations Founded by Royal Decree	Community empowerment programs, training, education and consulting	different ages	25,000
231	International organisations	Providing various developmental, training and educational programmes that target local communities and individuals through the management of donor programmes	different ages	5,000
6	Professional unions	Organising lectures, conferences, seminars and continuing education courses in various fields of specialisation	different ages	2,000
8	Large cultural centres	Training programmes in the intellectual, literary, artistic, scientific and professional fields	different ages	15,000
<b>4,405</b>		<b>TOTAL</b>		<b>218,550</b>

[1] Country Status Report, 2019 Report and 2020 Report

[2] Estimation based on discussions with the Ministry of Local Development, assuming 50 beneficiaries per year for each local association, which is the minimum that can be expected.

[3] Estimated that active associations do not exceed 50% of those registered<sup>(33)</sup>. This brings the number of associations that actually carry out educational and training activities to about 3,167 (50% of registered associations).<sup>(34)</sup>.

(33) <https://alqalahnews.net/article/240237-Director-of-Associations-Directorate-at-the-Ministry-of-Social-Development-8-1-2020>

(34) Civil Society Reality Study Report, USAID, by Jilan Dino and Dima Toukan, 2016

## Sixth: Private Adult Education and Training Institutions

In addition to the role that the private sector plays in vocational education and training, there are many private institutions established in Jordan to provide services of continuing education, supportive education, lifelong education, career development training, and even training and education for self-development and fulfilment of personal desires.

These institutions provide various types of adult education, whether professional or technical, as mentioned previously, to training and rehabilitation services, and administrative, health and technological education. The number of institutions and companies that put education as their primary goal as registered for-profit companies (general partnerships, limited liability companies, partnerships, public and private joint-stock companies) is 636 existing companies out of the total number of companies established up to 2021, and the number of companies that put training as their primary goal. There are 608 companies at work, and the number of companies with a common primary objective (training and education) is 166, which means that there are 1,410 profitable private companies working in adult education (training or education).

It is worth bearing in mind that the number of companies operating in Jordan is 17,460, meaning that 7% of companies are working in education and training. All of these private companies set their primary focus on providing adult education. These goals, which were mentioned in most of the companies officially registered with the Companies Controller Department, include:

- establishing schools for all educational levels
- training, rehabilitation and provision of educational and rehabilitative services, early intervention services, integration and other support services, and provision of behaviour modification programmes for individuals with special needs (mental disabilities, autism, hyperactivity and attention deficit disorder)
- providing opportunities to use advanced technologies in learning and teaching
- holding courses in tourism, education, management, marketing and business
- holding training courses to contribute to the development that aims to raise the efficiency of workers in the educational sector to include teachers, administrators and others who support the educational process and in accordance with what is permitted by the regulations in force
- holding training courses in various administrative, educational, marketing and business fields
- e-learning
- investing in educational fields

- administration, schools, institutes, Universities, educational and specialised institutions
- providing opportunities to use advanced technologies in learning and teaching
- training and development of human resources in education and knowledge

#### Summary of Private Sector Institutions Working in Adult Education and Training

No.	Parties	Services Provided in Adult Education	Target Groups	Number of Beneficiaries
636	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies, providing general education)	Various types of adult education: vocational and technical education, rehabilitation services and administrative education	All categories willing and able to pay the service allowance	63,600
608	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies, providing training)	Various types of adult education: vocational and technical training and education, training and rehabilitation services, administrative, health and technology education	All categories willing and able to pay the service allowance	60,800
166	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies, providing continuing education and training for employment)	Various types of adult education: vocational and technical training and education, training and rehabilitation services, administrative, health and technology education	All categories willing and able to pay the service allowance	16,600
<b>1410</b>		<b>Total</b>		<b>141,000</b>



There are six main sectors of adult education services in Jordan. As stated in the table below, there are about 6,271 institutions operating in these sectors, providing their services to 503,365 beneficiaries in 2019/2020. The largest provider of adult education services is the sector of local and international civil society organisations, with about 43% of adult education programmes due to the presence of local associations in this sector, which number more than 3,167 charities. Private adult education and training institutions come in second place, accounting for 28% of the beneficiaries of adult education programmes, a number that should be taken into account when developing adult education programmes in Jordan in partnership with the private sector. It is worth mentioning that the percentage accounted for by the vocational and technical adult education and training sector is low, amounting to 12% of beneficiaries of adult education programmes, thus indicating a great reluctance among Jordanians to undergo vocational and technical training.

Sector	Number of Institutions	Number of Beneficiaries
First: The formal education sector and literacy	236	15,749
Second: The sector of higher education institutions and centres of continuing education	73	56,205
Third: The sector of national institutions specialising in adult education and training	11	13,668
Fourth: The vocational and technical adult education and training sector	136	58,193
Fifth: The sector of local and international civil society organisations	4,405	218,550
Sixth: Private adult education and training institutions	1,410	141,000
<b>Total</b>	<b>6,271</b>	<b>503,365</b>

In terms of governance, adult education and training is scattered among many governmental and non-governmental institutions. There are multiple regulations, instructions, laws and uncoordinated plans, and there is no partnership between institutions. There are approximately 6,271 governmental institutions, civil society institutions as well as private-sector operatives working in adult education and training. There is a marked lack of national coordination at the level of these institutions, and a paucity of participation and legislation governing this sector. This has led to a lack of participation, development and innovation, and - as was indicated by the majority of the institutions interviewed - calls for a unified legal umbrella that encompasses and organises the sector, including the majority of institutions.

There was a low proportion of beneficiaries of adult education and training programmes in vocational fields, amounting to only 58,193 beneficiaries in 2020 out of more than 503,365

who attended adult education programmes. This was the conclusion drawn from analysing field interviews with stakeholders during questions related to the quality of programmes offered in adult education, and highlighted the low demand for vocational and technical programmes coming from young Jordanians in particular. Many interviewees answered that there is a negative belief that only failures take up vocational education (Young men and women need vocational training because of dropping out of the official academic tracks, especially due to failing the high school exam or what is known as the Tawjihi). In addition to gender barriers, vocational and technical jobs attract low wages, and there is an overlap and intersection between training providers.

Furthermore, the majority pointed out the clear weakness in the quality of adult education and training programmes offered and their incompatibility with the needs of the labour market as a result of providing outdated training programmes that do not keep pace with the technological progress and development achieved at global levels. This comes in addition to a failure to take into account the requirements of the private sector.

The results of the study, through the analysis of qualitative interviews with stakeholders, indicated an apparent lack of financial and human resources, and weak infrastructure for the majority of institutions that provide programmes and services in adult education, especially in the Southern regions. Although vocational and technical education and training institutions in Jordan receive some financial resources through external loans or donors, government institutions still depend on the general budget allocations paid by the Ministry of Finance.



The findings of the study are based on the analyses from the interviewed institutions, and from individuals and experts working in the various sectors of adult education and training in Jordan. A future vision and practical recommendations were identified that contribute to the development of adult education and training programmes. The technological acceleration and the expansion of production require qualified workers who have practical and knowledge skills related to their specialisation. Adult education is therefore one of the main pillars on which the sustainable development process depends in its comprehensive framework.

Adult education is to be developed to become a positive tool for change in society and a motor for development in various sectors of the economy, based on the royal directives and on input from the National Committee for Human Resources Development 2016-2025, in addition to the formation of a higher ministerial committee to implement the recommendations of the National Committee. Funding and organising adult education with the participation of all relevant parties became an urgent need for development, taking available resources into consideration. These particularly include the National Strategy for Employment, Training, Vocational and Technical Education, the National Strategy for Human Resources Development 2016-2025, and the National Economy Stimulation Plan 2018-2022.

In order to build on previous efforts and achieve these goals for developing the reality of the education and training sector in Jordan, the following recommendations have been put forward by many institutions working in adult education in Jordan. The recommendations are divided into three levels, namely short, medium and long term, as follows:

#### First: Short-Term Recommendations

- capacity building of human resources in training, vocational and technical education, in particular according to the needs and demands of the labour market
- motivating private sector companies to invest in training by creating attractive values to encourage the private sector to invest in education and training in order to create a competitive technical and vocational education and training environment
- benefiting from international experiences and best practices in adult education to implement professional programmes
- building real partnerships between the public and private sectors
- developing the e-education and training system, and converting some training programmes into electronic training programmes providing flexible training aligned to supply and demand
- providing technical support to vocational and training cooperation by providing equipment and special facilities that allow diversity in the provision of programmes, in

order to provide young people with the technical skills required by the labour market

- the necessity of implementing awareness campaigns stressing vocational education
- updating policies that are more gender sensitive, and ensuring safe conditions for girls to attend education and training institutions

#### Second: Medium -Term Recommendations

- developing and updating follow-up and evaluation systems to monitor results and improve the performance of the training process
- establishing labour-market information systems locally and externally, linked with various training institutions, to improve employment services and help job seekers so that they are continuously updated with information
- improving career guidance and extension services for young people, taking into account young people's interests and aspirations
- establishing a national database on the institutions that provide adult education and training services
- expanding electronic platforms for adult self-learning

#### Third: Long-Term Recommendations

- establishing an independent national commission for the education and training sector under a law for all education and training providers in Jordan
- adapting the school curricula to encourage self-learning and lifelong learning
- coordinating efforts between institutions and associations concerned with adult education and training by exchanging knowledge, information, experiences and skills among members, and facilitating the process of communication to ensure the flow of information
- improving the quality of technical and vocational training curricula to respond to the requirements of the labour market
- including the concepts of the importance of vocational and technical education in educational curricula from an early age

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## Annexes

### No. 1 Adult Education Sectors in Jordan 2019/2020

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Adult Education in the Formal Education Sector and Literacy in Jordan		The Ministry of Education Literacy Centres	Adult Education and Literacy Centres Home Studies Programme Evening study centres in correctional and rehabilitation centres	Different ages, starting with first grade From age 18, from seventh to ninth grade	2,385
					5,950
					164
Summary of Higher Education Sector and Continuing Education Centres	1	The Ministry of Education Quest Scope, Jordan Hashemite Fund, International Relief Agency and Mickey Foundation	Culture Promotion Programme for Dropouts	School dropouts within the 13-18 age group for males, and 13-20 for females	5,300
					Charities (39)
Summary of Higher Education Sector and Continuing Education Centres	1	Yarmouk University (public): Queen Rania Centre for Jordanian Studies and Community Service	Accounting and marketing/ management courses and administrative leadership development/ technical and professional courses	Computer, software and networking skills courses/sports and entertainment courses/journalism and media courses/ youth courses for both men and women aged over 18	2,500
					1

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	1	Al al-Bayt University (governmental): Centre for Consultation, Technical Services and Community Development	Computer, languages, administrative and accounting courses, in addition to annual training courses in the disciplines of information security, digital marketing, network engineering, hospital management and medical records, application programming, smartphones, office management and secretarial	Young men and women aged over 18	1,000
	1	Irbid Private University (private): Centre for Consultation, Development and Community Service	Holding specialised courses in order to raise the efficiency of its participants in administrative development and professional and technical qualification	Young men and women aged over 18	500
	1	Jadara University (private): Training, Consultation and Community Service Centre	Spreading a culture of social responsibility among employees and students. Enhancing the role of the University in serving the local community. Helping to reduce unemployment among University graduates	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	1	Ajloun National University (private): Accreditation and Quality	Attendance at internal and external conferences and workshops related to accreditation and quality control. Tasked with conducting educational rehabilitation courses for faculty members if necessary, especially recent graduates and appointments	Young men and women aged over 18	500
	1	Jerash Al-Ahliyya University/ especially the Centre for Consultation, Continuing Education and Community Service	Computer skills courses, accounting and marketing courses, management courses and administrative leadership development, technical and craft courses	Young men and women aged over 18	500
	1	University of Jordan (governmental): Consultation and Training Centre	90 courses in languages, occupational safety and security courses, librarianship, office management and secretarial courses, marketing, accounting and finance, management and leadership, agriculture, water management and environment, media and public relations courses, engineering and technology courses, educational sciences courses, computer, law	Young men and women aged over 18	4,356

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	1	German University (governmental): Consultation and Training Centre	The Consultation and Training Centre at the German Jordanian University offers various training and diploma programmes, ranging from short to extended training courses, and from local training courses to global training courses. Any course of more than 20 credit hours from the Jordanian Ministry of Higher Education and Scientific Research	Young men and women aged over 18	500
	1	Princess Sumaya Technical University (governmental): Consultation and Training Centre	Asp.NET Core 2019/ Social Media and Design/ Cybersecurity Arizona. Sales Administration/ Android/Python Programming	Young men and women aged over 18	500
	1	The Hashemite University (governmental): Centre for Studies, Consultations and Community Service	Effective social media marketing (Facebook and Instagram), preparation of trainers for teaching Arabic to non-native speakers, personal trainers, translation technology and MemSource computer-assisted translation system, International Computer License ICDL, conversational English - beginners	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	4	Al-Balqa Applied University (governmental): Consultation, Studies and Training Centre - National Centre for Training and Qualification of Trainers - Aqaba Centre for Maritime Education and Training Centre for Development and Quality Assurance	Meeting the training and research needs of the community within more than 148 academic specialisations in various sectors, including the medical, engineering, educational, administrative and other sectors. Training and qualifying trainers for the public and private sectors in the academic, applied and professional fields in order to develop human resources for all disciplines. The National Training Centre catered for 430 participants 2018-2019.	Young men and women aged over 18	500
	1	Al-Isra University/ Private the Centre for Consultation, Continuing Education and Community Service	Holding specialised courses in programmes in technical qualification and administrative development in all faculties (Engineering, Pharmacy, Information Technology, College of Business, Nursing, Law, Allied Medical Sciences)	Young men and women aged over 18	500
	1	Al-Zaytoonah University (private): Consultation and Community Service Centre	Training students, especially in the skills needed by the labour market (language, computer use and communication skills), signing cooperation and coordination agreements with civil society institutions and companies specialised in training	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	1	University of Petra (private): Centre for Continuing Education and Community Service	Courses in various cognitive and professional fields such as computers, languages, administrative courses and accounting, in addition to annual training courses in the disciplines (typographic design, video editing, network engineering, hospital management and medical records, airport management, travel and tourism offices, application programming, smartphones, office management and secretarial)	Young men and women aged over 18	500
	1	Al-Ahliyya Amman University (private): Teaching and Learning Centre	The Teaching and Learning Centre provided consultations with experts specialising in pedagogy and teaching strategies. The TLC provides assistance to academic departments, colleges and specialist centres on a variety of subjects related to curricula, course development, assessment of learning outcomes, etc.	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	4	Philadelphia University (private): (Philadelphia International Training Centre, Academic and Administrative Development and Training Centre, Creativity and Entrepreneurship Centre, Consulting, Studies and Training Centre)	Holding regular training courses at different levels and on different topics, including information technology, design, languages, management, accounting, business and hotel management	Young men and women aged over 18	500
	1	Zarqa Private University/ especially the Centre for Continuing Education and Community Service and the Language Centre	Technical, accounting, computer and administrative programmes, engineering, renewable energy, accounting and business administration, hospital management and medical records, graphic design, first aid, hairdryer maintenance, dental technology, TOEFL technology, TOE tube preparation, IV course and food preparation, smartphone applications, medical cupping - with scientific foundations, train-the-trainer course - TOT, e-marketing, human resources, investing the capabilities, energies and qualified academic and technical human resources available inside and outside the University	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	2	Amman Arab University for Studies (private): (Creativity and Entrepreneurship Centre, Consultation, Studies and Training Centre)	Holding training courses for University students and public and private sector institutions	Young men and women aged over 18	500
	1	Arab Open University (private): Training Centre	The Training Centre serves as a focal point for communication with students who wish to continue their learning process by participating in various programmes and activities that are offered to a large number of students locally and regionally. These programmes are designed by professional trainers to ensure that participants develop their work and life skills.	Young men and women aged over 18	500
	1	Al-Hussein Technical University (governmental): Centre for Professional Development, Community Engagement and Communication	Various programmes in qualification, training and research, and in various fields	Young men and women aged over 18	500

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Higher Education Sector and Continuing Education Centres	3	Tafila Technical University (governmental): Centre for Consultations, Studies and Training/ Consultations and Community Communication/ Queen Rania Al Abdullah Centre for Educational and Psychological Studies/ Entrepreneurship Centre	Various programmes in preparation, rehabilitation, training, research, and study according to well-studied plans that constantly seek to meet his needs in various fields and fields	Young men and women aged over 18	500
	1	Mutah University (governmental)	131 courses in training and advisory services, studies, software marketing and technical services for a fee for individuals and institutions inside and outside the Kingdom	Young men and women aged over 18	1,965
	41	41 community colleges grant diplomas and various training activities (Twelve Public Colleges, Five Government Colleges, Six Military Colleges, Sixteen Private Colleges, and two UNRWA Colleges)	The preparation of students includes academic preparation in addition to providing them with technical skills and capabilities. Graduates receive an intermediate University degree (intermediate diploma) after passing the comprehensive examination set by the Al-Balqa Applied University. Education of adults in many fields such as medical, engineering, computer, administrative and professional professions	Holders of a high school diploma or its equivalent	34,384

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of National Institutions Specialised in Education and Training	1	Institute of Public Administration	A government institution that is affiliated in administrative terms to the Civil Service Bureau. The Institute offers a wide range of specialised training programmes, including orientation programmes for new employees, programmes related to technical/professional tracks, programmes related to management tracks, language and computer skills programmes.	Public sector employees	3,257
	1	Queen Rania Teacher-Training Academy	The Queen Rania Teacher-Training Academy was established in 2009 as a non-profit organisation that embraces the vision of Her Majesty Queen Rania Al Abdullah to improve the quality of education by empowering teachers with the necessary skills. Providing professional development programmes that keep pace with international standards and practices and meet the needs of trainees at various levels in their professional lives and basic fields of knowledge	Teachers and educational leaders in Jordan and the Arab region	1,189

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of National Institutions Specialised in Education and Training	1	Jordan Media Institute	Developing the performance of workers in journalism and media in Jordan and the Arab region through specialised training in journalism and media	Journalists	2,062
	1	Abdul Hameed Shoman Foundation	Building capacities and providing learning resources for all to help support the educational process through developing literary and artistic talents and skills	all ages	1,600
	1	Institute of Banking Studies	Practical and theoretical financial and banking training through a set of academic programmes and training activities required by banks, in addition to professional financial programmes such as: CFA, CAMS, CIA, FRM, CMA and others, in addition to professional certificates in Islamic finance such as the Certified Islamic Banker (CIB)	Bank and financial institution employees	1,561
	1	National Centre for Human Resource Development	Developing qualitative programmes, supporting development policies, conducting studies, and preparing special indicators in technical and vocational education and training directed towards improving the competitiveness of Jordanian capabilities and raising the level of outcomes of educational and training systems	Anyone interested in developing skills	0

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of National Institutions Specialised in Education and Training		The Royal Scientific Society (Arada Programme)	Training entrepreneurs to enable them to manage effectively, and helping to promote a culture of self-employment for Jordanians to motivate them to set up projects	Those who want to establish individual projects	999
	5	Other institutions: including the Royal Society for the Protection of the Environment, the Jordanian Banks Association, and the Greater Amman Municipality (Al-Hussein Cultural Centre)	Concerned with the education and training of adults for lifelong training and continuing education, albeit on a limited basis and on demand	Those interested in science and the environment	3,000
Summary of Vocational and Technical Adult Education and Training Sector	1	Professional and Technical Skills Development Authority	Organising the vocational sector and providing the necessary support for vocational and technical training programmes to raise the efficiency of young people and qualify them to enter the regional and global labour markets	Young unemployed males and females	0
	1	Ministry of Education	Comprehensive vocational education at secondary level for two years in the eleventh and twelfth grades in various tracks, including industrial, agricultural, hotel management and home economics	eleventh and twelfth grade	27,312

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Vocational and Technical Adult Education and Training Sector	35	Ministry of Labour/ Vocational Training Corporation	Professional preparation programmes, raising the efficiency of training and consulting services in occupational safety and health, training of trainers and supervisors in 35 training institutes in various regions of Jordan	for different ages	18,000
	1	National Employment and Training Company	Selective vocational training services, including: construction professions, support professions, renewable energy and logistics services. The duration of the applied training programmes is usually one year at most.	Various vocational and applied training programmes that are attractive to young people	1755
	1	The United Nations Relief and Works Agency (UNRWA)	Training programmes in multiple disciplines, short and medium term. The Agency offers technical diploma programmes that are subject to the instructions of the Al-Balqa Applied University, as well as training programmes.	for different ages	2,801
	97	A private institution that provides vocational training services licensed by the Vocational and Technical Skills Development Authority	Vocational and technical training services	for different ages	8,325

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Civil Society Organisations and Local Community Development Centres	34	Community Development Centres/ Ministry of Social Development	Literacy	The local Community Development Centres target all members of the community aged up to 24, and for both sexes.	3,200
			Training courses in awareness activities (computer, beauty, sewing, weaving, ceramics, working with straw, fringing, crafts and other professional industries)		
			Production projects and training workshops (beauty salon, sewing, production kitchen, handicrafts and other professional crafts)		
	3,167	Local associations	Providing various development, training and educational programmes targeting local communities and individuals	different ages	158,350
	954	Existing non-profit companies engaged in training and education	Providing various developmental, training and educational programmes targeting local communities and individuals through the management of donor programmes	different ages	10,000
	5	Non-Governmental Organisations Founded by Royal Decree	Community Empowerment Programmes, Training, Education and Consulting	different ages	25,000

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
Summary of Civil Society Organisations and Local Community Development Centres	231	International organisations	Providing various developmental, training and educational programmes targeting local communities and individuals through the management of donor programmes	different ages	5,000
	6	Professional unions	Organising lectures, conferences, seminars and continuing education courses in various fields of specialisation	different ages	2,000
	8	Large cultural centres	Training programmes in the intellectual, literary, artistic, scientific and professional fields	different ages	15,000
Summary of private sector institutions working in adult education and training	636	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies, providing general education)	Various types of adult education: vocational and technical education, rehabilitation services and administrative education	All categories willing and able to pay the service allowance	63,600

	Number of Institutions	Names of Institutions	Services/Programs in Adult Education	Target Group	Number of Beneficiaries (2020 or 2019)
	608	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies providing training)	Various types of adult education: vocational and technical training and education, training and rehabilitation services, administrative, health and technology education	All categories willing and able to pay the service allowance	60,800
	166	Registered for-profit companies (general partnerships, limited liability companies, limited partnerships, public and private joint-stock companies, providing continuing education and training for employment)	Various types of adult education: vocational and technical training and education, training and rehabilitation services, administrative, health and technology education	All categories willing and able to pay the service allowance	16,600
	<b>6,271</b>		<b>Total</b>		<b>503,365</b>

## No. 2: Qualitative Interview Guide

### “An Analytical Study of the Reality of Adult Education and Training in Jordan”

#### In cooperation with the Ministry of Education and with the support of DVV International

Qualitative questions related to interviews with stakeholders, individuals and institutions working in adult education and training programmes in Jordan

- **First question:**  
Services and programmes provided by your organisation in general?
- **Second question:**  
The services, the quality of the programmes and activities for adult education and training provided by your organisation, the number of beneficiaries and the geographical distribution at the level of the Kingdom?
- **Third question:**  
What do you think of the services and programmes offered in Jordan in adult education and training in the Kingdom?
- **Fourth question:**  
The reality of legislation, laws, instructions and procedures governing adult education programmes in Jordan?
- **Fifth question:**  
What challenges do you see facing the provision of adult education services in Jordan in terms of programmes - human resources - families - and financial capabilities - legislation, etc.?
- **Sixth question:**  
How can these challenges that hinder adult education and training in Jordan be overcome?

- Additional information?
- Interview team notes/Documented/Reports received

Thank you for your efforts and trust and for allowing us to meet with you for the good of our beloved Jordan!

Study team

## No. 3 Institutions and individuals interviewed

No.	Company	Representative	Department	Date of Visit	Interview Team
1	Ministry of Education	Khaled Mohareb	non-formal education manager	13/11/2021	Dr Majdi, Dr Loay
2	Ministry of Education	Dr Ahmed Al-Khawaldeh	non-formal education department	13/11/2021	Dr Majdi, Dr Loay
3	Vocational Training Corporation	Raafat Al Sawafin	Director of Business Development Department	15/11/2021	Dr Majdi, Dr Loay
4	Vocational Training Corporation	Omar Qteishat	General Director of the Foundation	15/11/2021	Dr Majdi, Dr Loay
5	Vocational Training Corporation	Abeer Al Dabbas	Public Relations Manager	15/11/2021	Dr Majdi, Dr Loay
6	Technical Skills Development Corporation	Mohammed Al-Fassa	General Director of the Corporation	15/11/2021	Dr Majdi, Dr Loay
7	Technical Skills Development Corporation	Maher Al Jamal	Assistant General Manager of the Corporation	15/11/2021	Dr Majdi, Dr Loay
8	Ministry of Social Development	Kahraman Adnan	Productivity Enhancement Manager	16/11/2021	Dr Majdi, Dr Loay
9	Ministry of Social Development	Iyad Ghareez	Head of the Foreign Organisations Department	16/11/2021	Dr Majdi, Dr Loay
10	Ministry of Social Development	Ghazi Al Zubaidi	Head of the Local Organisations Department	16/11/2021	Dr Majdi, Dr Loay
11	Ministry of Social Development	Amer increases	Head of Development Centres Department	16/11/2021	Dr Majdi, Dr Loay
12	Ministry of Labour	Fayrouz Irsheed	Operating Division	16/11/2021	Dr Majdi, Dr Loay
13	University of Science and Technology/ Advisory Centre	Dr Mona Abu Delo	Director of the Advisory Centre	23/11/2021	Dr Majdi, Dr Loay

No.	Company	Representative	Department	Date of Visit	Interview Team
14	University of Jordan/Training Centre	Othman Qundus	Marketing Department Manager	23/11/2021	Dr Majdi, Dr Loay
15	University of Jordan/Training Centre	Dr Rania Gabr	Head of the Sociology Department	23/11/2021	Dr Majdi, Dr Loay
16	Al-Balqa Applied University/ Consultation Centre	Dr Lubna Al-Adayleh	Community Service Centre	21/11/2021	Dr Majdi, Dr Loay
17	Greater Amman Municipality	Maysoon Shawarbeh	Community Service Department	24/11/2021	Dr Majdi, Dr Loay
18	Associations Directorate/ Ministry of Development	Ghazi Al Zubaidi	Associations Directorate	26/11/2021	Dr Majdi, Dr Loay
19	Register of Associations/ Ministry of Development	Taha Al Maghariz	General Manager of the Register	22/11/2021	Dr Majdi, Dr Loay
20	Register of Associations/ Ministry of Development	The conclusion of the shinikat	Manager of the Register of Associations	22/11/2021	Dr Majdi, Dr Loay
21	Business Development Centre	Ghaleb Hegazy	General Director of the Centre	22/11/2021	Dr Majdi, Dr Loay
22	Abdul Hameed Shoman Foundation	Valentina Kassisieh	General Director of the Corporation	25/11/2021	Dr Majdi, Dr Loay
23	Abdul Hameed Shoman Foundation	Anwar Al-Hallah	Director of the Department of Scientific Research	25/11/2021	Dr Majdi, Dr Loay
24	Abdul Hameed Shoman Foundation	Farah Nassif	Cultural Dept.	26/11/2021	Dr Majdi, Dr Loay