

Preparing Work Ready Graduates for Employment in Jordan

Thematic Outcomes from
Jordan-UK Dialogue

July 2021



Contents

03	Foreword
05	Executive Summary
10	The Emerging Skills Requirements in Jordan
12	Approach and Methodology
14	Consultation Findings
15	Jordan – UK Webinar Dialogues
19	Thematic Feedback
21	Key Theme Analysis
36	Skills Models (Skills Value Chain)
39	Priority Action Plan
44	Conclusion/Summary
47	Annex 1: Webinar Details
50	Annex 2: SDS Skills Planning Model
51	Annex 3: Engineering Graduates Attributes
52	Annex 4: Overview of Path Programme
54	Annex 5: Outline Governance Structure to Support the SVC
54	Annex 6: Skills Value Chain Workshops

Foreword

It is with pleasure that I present to you the outcomes of a series of UK – Jordan Skills Dialogues that have been convened with our partners in Jordan and the UK.

For British Council work in Jordan it comes at a very opportune moment as we refresh our strategies and launch our new Going Global Partnerships Programme worldwide. Through working together in mutually beneficial partnerships, the programme aims to contribute to stronger, more inclusive and globally connected tertiary systems which support economic and social growth. Alongside this, the programme deepens educational and cultural ties between our countries and builds friendly and trusted relations between organisations in the UK and their international partners.

By forging deeper and stronger international connections, we can enhance student outcomes and employability, and widen inclusion and access to tertiary education. International collaboration can improve the quality of our national systems and create an enabling environment leading to a more open international ecosystem that build bridges between the world's knowledge systems for mutual learning and exchange of ideas. Strong international partnerships can result in an increase of the quality and impact of research for local and global good. Gender equity and social inclusion are integrated into all our partnership activities.

Planning and implementing this UK – Jordan Skills Dialogue series was a direct response to the impact of Covid 19 as it propelled us to delve into the new reality of working and delivering in a digital context. It prompted an opportunity to reflect with our partners in the UK and Jordan on what this means for the future of education to work transition for youth in Jordan and the skills agenda, especially as enrolment in



higher education in Jordan is a preferred route for students completing secondary school. Pre-Covid there was an immense pressure on HEIs to prepare graduates for the world of work but that has been elevated to a whole new level with the nature and context of work changing significantly.

This report surfaces key questions facing policymakers, employers, training providers and workers as we collectively turn to face the post pandemic future of skills, training and retraining of tertiary education graduates in Jordan. The COVID-19 pandemic has steepened trajectories and intensified shifts well documented in the future-of-work discourse. What was very recently future speculation is now present practice, and it is crucial that stakeholders respond in ways that will chart a path forward as the pandemic continues to unfold.

The series of dialogues that were convened and the outcomes presented herewith are intended to contribute to the strategic conversation in Jordan about how to build a robust skills policy ecosystem that supports the ingoing development of a more effective tertiary education to work transition of graduates in Jordan and what is needed to navigate this new reality. We have a rare opportunity at present to reshape and enhance how HEIs and training systems respond and create meaningful pathways and strategies to orient and expose learners towards the skills and jobs of the future.

Our partners have each made individual commitments towards addressing the nexus between education and employment. Our work in Jordan will be informed directly by the thematic areas presented in the report and we aim to work with stakeholders and partners – with urgency – to address priorities and not only boost the immediate response today, but also build resilience and achieve long-lasting improvements for the future of graduate employability and competitiveness of youth in Jordan.

The British Council would like to thank everyone who contributed to this dialogue whether in the making, in the delivery and in the agenda, it will contribute to in Jordan and particularly the institutional leaders and practitioners from Jordan and the UK who, despite their busy schedules, supported us with their valuable insights and positive outlook for a stronger and more effective skills agenda in Jordan in the aftermath of Covid-19. As the recommendations underline a “whole of government approach” to institutionalization

of strategies for the skills agenda and more agile and responsive education to work transition models and with effective partnerships with the industry, I would like to specifically extend our appreciation to the positions of the Accreditation and Quality Assurance Commission for Higher Education Institutions (AQACHEI), the Ministry of Higher Education and Scientific Research, and the Technical and Vocational Skills Development Commission (TVSD) for their joint commitments to enabling an action oriented dialogue series and supporting the next steps.

May Abuhamdia

Deputy Director, British Council Jordan

Executive Summary

The skills landscape in Jordan, like many other countries, often appears complex with a range of key actors including schools, colleges, universities, industry, professional bodies, industry-related organisations, and government all with their own culture, priorities, requirements, targets, and drivers. In addition, the skills demands are constantly changing and evolving due to technological advances, increased digitalisation, environmental considerations, and new working methods. The Covid 19 pandemic has augmented challenges in this landscape and has put skills development agendas to the test, globally and locally. The process of imparting and developing skills will require a new approach especially with the realities of business closures, limited access to opportunities and changes to the economy and industry demands. How apprenticeships and work integrated learning approaches respond to these challenges requires more than ever a multidisciplinary, multi-stakeholder approach and an understanding of the new “norm” of education to work transition.

The British Council works to build connections between education, employers and policy makers in Jordan, the UK and worldwide to develop high-quality skills systems that help both individuals and economies prosper. This report aligns to the British Council Global Higher Education Programme which aims to enhance graduate outcomes and improve employability. To support this objective, the British Council works with tertiary education institutions and other relevant tertiary education and training bodies to improve the prospects for students and maintain relevance of these providers to their local and global contexts.

The series of Jordan – UK webinar dialogues delivered by Enginuity and supported by local and international partners supports the British Councils ambition to enhance student outcomes through a programme of work defined in the Pathway to Renewed Engagement Through a Partnership Approach to Raising Employability (PREPARE) initiative. PREPARE aims to support all educational institutions and government bodies associated to produce work ready graduates for the local and global economy, taking a lens of the changing future of skills and training in the post Covid 19 era.

The Jordan– UK dialogues aimed to evaluate how the current education landscape and policy initiatives support the successful transition of graduates into employment. Furthermore, it considered opportunities to respond to the future needs of the education and skills sector to enhance graduate employability.

The methodology was based around a constructivist epistemology, using an interpretative, qualitative approach, drawing thematic strands from the dialogue and workshop discussion. Polls were used within the workshop to engage participants to contribute to the dialogue and give participants the opportunity to add value. Stakeholders, including employers, universities, technical education providers, government bodies and industry related organisations were invited to participate in this dialogue. Due to the Covid 19 constraints, all the dialogues were conducted virtually using Zoom platform.

There were three webinar dialogues delivered:

- 01 Dialogue 1 concentrated on the matter of skills policy and infrastructure landscape in Jordan to support employability (strategic challenges and approaches)
 - 02 Dialogue 2 focussed on how to develop work-ready graduates in Jordan (operational challenges and approaches)
 - 03 Dialogue 3 focussed on the future of skills development in Jordan and the identification of a way forward (strategic and operational solutions and approaches)
- Jordan is not yet in a position to be able to implement a competence-based approach across all levels albeit the Jordan National Qualifications Framework is working to support reaching this.
 - There is a need for Jordan to engage in coordinated and shared approaches to gathering, coordination, analysis and use of LMI.
 - There is a need for a structured approach to skills development and employability such as a systems-based Skills Value Chain (SVC).

The dialogues identified several observations, suggestions, issues and challenges for Jordan including:

- Youth unemployment rates in the Middle East and North Africa (MENA) region have been the highest in the world for over 25 years.
- Work based learning is critical to the success of the Jordanian skills system and economy.
- Employer engagement is crucial to create a genuine and responsive education and skills system to underpin the labour market and improve employability of graduates.
- What is important to industry is a workforce which has the skills and knowledge to help them be competitive in a global market.
- There is a clear need to gather data from the labour market as well as employers on a sector-by-sector basis to identify current and future employment and skills trend.
- Employability is, or should be, a priority area for universities but greater articulation and understanding of employability is required.
- While some courses have links to industry and some employers may be involved in their development, this is not the case for all courses. This and the lack of graduate attributes in many universities, means students may not be prepared for entering the workplace.
- Competency based education, such as apprenticeships allows graduates to prepare for occupations by providing hands on practical experience through specialised programmes to enable them to join the workforce quickly.



This report presents the consolidation of findings and thematic analysis of the dialogues into 15 key themes which can be used to underpin a priority action plan for the British Council Jordan and Jordanian skills stakeholders. The 15 key themes are as follows:

15 Key Themes



01
Governance, Partnerships
and Infrastructure



02
Skills Policy



03
Labour Market
Intelligence (LMI)



04
Foresight Research



05
Employer Engagement



06
Employability and the Graduate
Attribute Framework (GRAF)



07
National Occupational
Standards (NOS)



08
Jordan National Qualifications
Framework (JNQF)



09
Communication



10
Community of Practice
(COP)



11
Key Performance
Indicators (KPI's)



12
Professional Apprenticeship Training
for AL Hussiem Technical University
(PATH Model) (HTU)



13
Assessment



14
Skills Value Chain



15
Skills Ecosystems

“The dialogues were a way to define solutions to existing problems in our educational system”

Dr Moussa Habib, Assistant to the President, HTU

Structured and coordinated development of these themes (individually, collectively and in appropriate combinations) will underpin the development of skills and graduate capabilities through the suggested action plan which is necessary to affect change.

The action plan consists of four complementary components which support the key stages of a Skills Value Chain (SVC). These are:

- 01 Governance Framework: establishes the governance and partnership activities which are required to provide Jordan with the framework to support the delivery of any future initiatives, or the enhancement of existing delivered through a systems-based model of skills and education development.
- 02 Input & Enabling: addresses how we identify the priority challenges for the education and skills sector based on evidence of existing skills policy, labour market intelligence (LMI) and skills foresight research. One of the main outcomes from this stage would be the establishment of key performance indicators (KPI's).
- 03 Process & Delivery: addresses a range of practical challenges and considers a solution to enhance employability through; the development of a national graduate attribute framework, development and application of national occupational standards. Furthermore, this will involve the application of the Jordanian National Qualification Framework (JNQF) alongside standardising the assessment practices and implementing apprenticeship models (including PATH Apprenticeship programme delivered by Al Hussein Technical University) and supported by a community of practice.

- 04 Output and Learning: focusses on the collection and analysis of data to measure success against the KPI's. The outcomes will feed back into the input and enabling section as part of a continuous improvement programme.

The action plan is designed around the SVC to provide an integrated systems-based model which provides a flexible structure for the development and implementation of skills systems and processes. It also incorporates an evaluative return on investment (ROI) component based on measurable KPIs to identify outcomes and effectiveness.

All participants recognised that coordinated implementation of the action plan would help in the preparation of work-ready graduates for employment in Jordan.

It is to be noted that an Arabic lexicon of these themes that all stakeholders can relate to and use systematically is needed. This includes the need for employers to recognise how these themes transpose into their employee skills set needs and in how they are described, recognised by graduates.

The emerging skills requirements in Jordan

In order to address skills requirements in Jordan it is first necessary to identify the challenges that have to be met. These challenges include but are not limited to:

- Youth unemployment rates in the Middle East and North Africa (MENA) region have been the highest in the world for over 25 years.
- Youth unemployment in the MENA region reached 30% in 2017.
- MENA youth penetration into higher education is increasing.
- The cost of higher education is increasing
- The impact of the pandemic on education and training and the increased role of digitalisation in education and in the workplace and industry.

Further, we know that youth participation in higher education has been increasing but this does not appear to result in improved rates of employment. This raises some fundamental questions including:

- Is there a gap between market needs and higher education outcomes?
- Is employability a priority area of focus for universities?
- Do academics consider employability as the goal of higher education?
- What about families and students? Do they share the same perspective?



If we focus on higher education, then these questions neatly capture the breadth and scale of the challenge in terms of industry/ employer input and engagement, the core purpose of education and the complex cultural issues around perceptions of education (vocational and academic) and career progression.

Jordan has two main skills policy drivers^{01,02} which have been designed to address several significant challenges including but not limited to:

- The vocational training sector was ‘yielding poorly trained and uncommitted workers’.
- The lack of private sector collaboration at all stages of training has widened the gap between private sector expectations and the skill set taught to vocational trainees.
- Fragmented programs adopted and the lack of a holistic approach in addressing this issue.

Part of the response in recent years has seen the formation of the TVSDC and a network of sector skills councils (SSCs) which have (sectoral) responsibility for:

- Analysing labour market information and identifying skill shortages and skill gaps.
- Identifying career pathways and qualifications that meet skill needs.
- Determining skill standards or learning outcomes for qualifications.
- Facilitating partnerships between enterprises and training institutions.
- Providing strategic advice to government.

The dialogue webinar series explored some of the aforementioned challenges and identified some of the key characteristics and components of a solution from a higher education perspective. These included the need for:

- True partnerships with industry (meaningful employer engagement).
- Governance within universities with clearly defined roles and external links.
- Industry and business-driven programs (genuine partnerships which are mutually beneficial).
- Project-based learning to better reflect the nature of work.
- Careful and accurate specification of job roles/functions which have assessable outcomes such as the NOS.
- Industry fellows (further partnership to ensure that current working practices and new developments are shared between industry and academia).
- Apprenticeships using the HTU PATH model (as a template).
- Entrepreneurship to support growth in business, technology and the economy.
- Industry-grade jobs (further partnership opportunities to align jobs and educational input/outcomes).

These characteristics and components focus on the role that higher education could/should play in balancing the supply and demand equation. This should be considered to be part of an overarching systems-based approach which seeks to bring all stakeholders together in meaningful partnership with a common aim.



Approach and methodology

The dialogues took place via Zoom across March of 2021. See **Fig.1** (on the next page) and Annex 1.

The methodology was based around a constructivist epistemology, using an interpretative, qualitative approach, drawing thematic strands from the dialogue and workshop discussion. Polls were used within the workshop to engage participants to contribute to the dialogue and give participants the opportunity to add value. Stakeholders, including employers, universities, technical education providers, government bodies and industry related organisations were invited to participate in this dialogue.

The webinar dialogues were hosted and chaired by Enginuity and invited leading organisations and government bodies from both Jordan and the UK to deliver informative presentations on the subject matter. The responses to poll

questions and discussion and debate with participants provided a qualitative baseline to generate a strong understanding of requirements which helped identify key themes and a priority action plan. This aims to support the growth of the Jordanian labour market, through the improvement of the skills and education system and to enhance graduate employability.

“The dialogues focused on graduate work-readiness challenges in Jordan from the perspectives of many stakeholders like government, employers, and industries. The effects of these challenges include constraints on national economic growth, future production structures, and long-term socio-economic development.”

Dr Zaid, President Assistant for
Accreditation, AQACHEI

Webinar Dialogue Summary

(Fig.1)

	01	02	03
Webinar	Exploring Skills Policy and Infrastructure Landscape in Jordan to support Employability	How to develop work-ready graduates in Jordan	The Future of Skills Development in Jordan
Aim	To explore current and best practice skills policy and infrastructure in Jordan and the UK, with a view to enhance employability in Jordan through higher education and apprenticeships.	To explore current and best practice approaches to developing work-ready graduates through a system of structured, co-created (academia and employers) skills interventions including the development, implementation, assessment and recognition of work-based learning activities.	Explore existing and future policy/operational interventions and approaches as they relate to the development of skills and work-ready graduates.
Key Speakers	01 Professor Thafer (AQACHEI) Professor Othman (AQACHEI) 02 Dr Qais (TVSDC) 03 May Abuhamdia (British Council)	01 Professor Hinti (HTU) 02 Dr Moussa Habib (HTU) 03 Zein Habjoka (HTU) 04 May Abuhamdia (British Council)	01 Professor Thafer (AQACHEI) 02 Dr Wael (Independent) 03 Zein Habjoka (HTU) 04 Dr Zaid (AQACHEI) 05 May Abuhamdia (British Council)
Registrations	42	42	65
Organisation Type	Universities, Government Bodies, Employers	Universities, Government Bodies, Employers, Technical Education Providers, NGO's	Universities, Government Bodies, Employers, Technical Education Providers, NGO's

Consultation Findings

Jordan – UK webinar dialogues

The dialogues were designed to be interactive and invite participants to share their views, through a series of poll questions on several topics related directly to the presentations delivered. Participants also engaged via the chat function in Zoom. This ensured immediate feedback and generated insight and ideas from those working in the education and skills sector in Jordan, which helped inform the 15 key themes identified in this report and support the action plan developed. This section of the report elucidates the views of participants during each of the dialogues.



Webinar Dialogue 1

- 01 Work based learning is critical to the success of the Jordanian skills system and economy. It will also directly address the identified challenges of:
- poorly trained and uncommitted workers
 - the gap between private sector expectations and the skillset taught to vocational trainees
 - need for a more holistic approach to skills development.

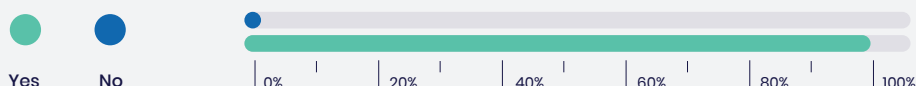
- 02 Employer engagement is crucial to create a genuine and responsive education and skills system to underpin the labour market and improve employability of graduates. Employers must have a voice to influence skills development programmes. Employer engagement requires a structured approach in the form of a clear strategy and associated action plan with clearly allocated responsibilities. There is often not enough clarity, on the ground, about the roles and responsibilities of different employer-led bodies or other involved stakeholders including universities and government organisations. This can result in duplication of effort, competition, tension, and a reduction in impact.

- 03 There are many different skills-related models across the world. Some have been in place for a considerable time such as the Skills Development Scotland model (see Annex 2) and others are relatively new and emerging. Identifying international best practice is a useful starting but the outcomes must always be considered in terms of 'what good looks like for Jordan.'

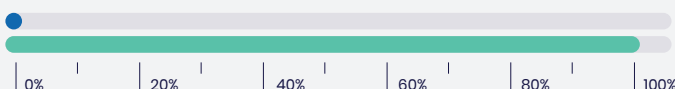
100%

Agreed that a Work Based Learning approach could help to solve the 2 main challenges identified in the National Employment Strategy

Do you agree that a Work Based Learning approach which is structured, co-created, time-bound, based on occupational Best Practice, competence-based and formally assessed could help to solve the 2 main challenges identified in the National Employment Strategy?



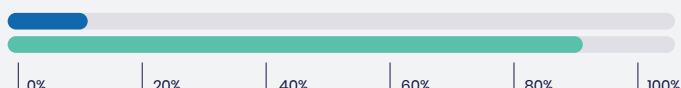
Do you believe that an Employer Engagement Strategy (based on international Best Practice) would help the work of Sector Skills Councils and other stakeholders in the development of work-ready graduates?



Do you think that the SDS Skills Planning Model is suitable for Jordan?



Do you think that Jordan should work towards a 'family' of skills-based interventions similar to the SDS Apprenticeship Family?

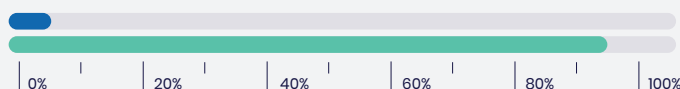


Webinar Dialogue 2

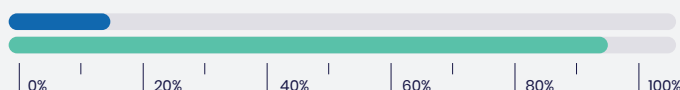
- 01 What is important to industry is a workforce which has the skills and knowledge to help them be competitive in a global market. There is a clear need to gather data from the labour market as well as employers on a sector-by-sector basis to identify current and future employment and skills trend. Educational institutions need to understand this data so that they can develop programmes and education outcomes that meet the needs of industry. The use of LMI as well as improved and meaningful partnership/engagement with employers will aid this.
- 02 Employability is, or should be, a priority area for universities but greater articulation and understanding of employability is required.
- 03 While some courses have links to industry and some employers may be involved in their development, this is not the case for all courses. This and the lack of graduate attributes in many universities, means students may not be prepared for entering the workplace. The graduate attributes presented during this dialogue by HTU were accurate and applicable to the engineering sector. See Annex 3. These would form a good starting point for further development and could be used as a baseline for development of graduate attributes for alternate sectors. It is likely that different academic disciplines will require different attributes although there may be a core of common attributes that apply across all/most academic disciplines.

Do you think that there is a gap between market needs and higher education outcomes?

Yes No

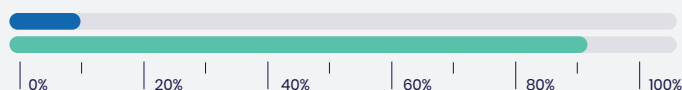


Do you think that employability should be a priority area of focus for Universities?

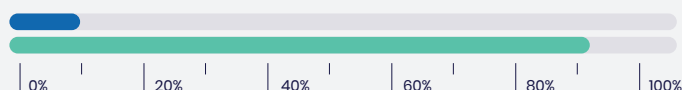


Do you agree with the (Engineering) Graduate Attributes identified by Dr Moussa?

Yes No



Do you think that different academic disciplines (medicine, engineering, hospitality, IT, construction etc.) will have different Graduate Attributes?



04 A competence-based approach to education and learning (using HTU PATH programme as an example – see Annex 4) could bring considerable benefits to Jordan and improve graduate employability. Competency based education, such as apprenticeships allows graduates to prepare for occupations by providing hands on practical experience through specialised programmes to enable them to join the workforce quickly. Programmes such as apprenticeships could have an imperative part to play in shaping Jordans future labour market and will provide a competitive advantage alongside the delivery of existing graduate programmes.

05 Jordan is not yet in a position to be able to implement a competence-based approach across all levels. A significant amount of work requires to be done (at policy and

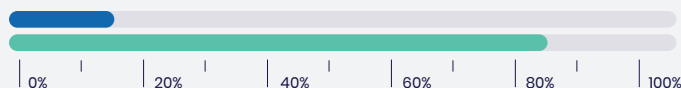
operational levels) for Jordan to be able to develop and implement a competence-based approach.

06 Academic and competence-based achievements should be recognised at a national/ international level. The JNQF (see http://en.heac.org.jo/?page_id=7578) may be the tool which facilitates that recognition.

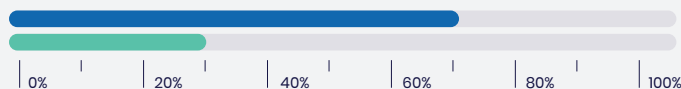
07 A greater understanding of the JNQF and its applications will improve its implementation/ adoption across all levels of stakeholder from the individual to employers to academic institutions and international qualification comparison organisations/ services. It is a complex issue to communicate and may benefit from a structured communications strategy.

Do you agree that the competence-based approach (in partnership with traditional learning and development methodologies) could bring benefits to Jordan?

Yes No

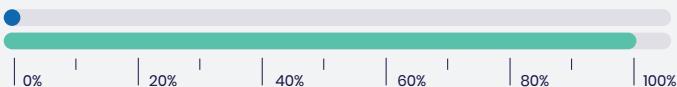


Do you think that Jordan is ready to implement a competence-based approach across all levels?

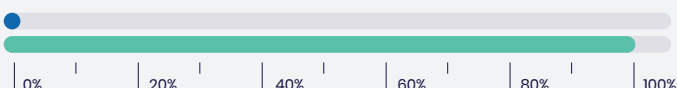


Do you agree that it would be useful for a learner to have their achievement recognised by linking performance standards, assessment, qualifications and the JNQF?

Yes No



Would you like to know more about recognising achievement by linking performance standards, assessments, qualifications and the JNQF?

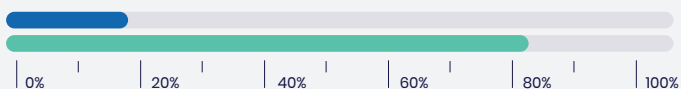


- 08 The PATH model may be working successfully at HTU but may need to be adapted to suit other universities. It may not be applicable/suitable for some universities in Jordan in accordance with their own structure and purpose.
- 09 The application of the PATH model to other academic disciplines would require further research and analysis. There may be a role for the SSCs in that work.
- 10 The applicability of PATH programme (or a version thereof) would be beneficial to the Further Education and Technical and Vocational Education Providers in Jordan.

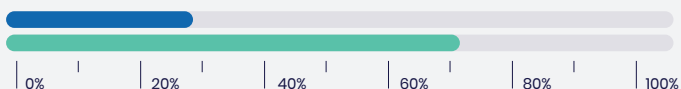


Do you think that the PATH model should be implemented by other Universities in Jordan?

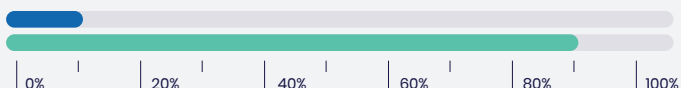
● Yes
 ● No



Do you think that the PATH model should be implemented across all subject areas?



Do you think that the PATH model should be implemented by colleges in Jordan?



Thematic Feedback

Several themes (see **Fig. 2**) emerged from each of the webinars and many of those were repeated. These themes appear to be the main priority areas for consideration, development and coordination in any new approach to the development of skills and graduates in Jordan.

Some of the themes identified are sub-sets or dependent on others e.g., GRAF can be considered alongside (as part of) the issue of employability. Similarly, the requirement for a 'common language' runs through every aspect of skills development given the wide range of stakeholders involved and a community of practice (COP) could be a component of an overarching communications strategy.

These themes (sub-sets and dependencies) are distilled and consolidated into 15 key themes which are explored in more detail in the next section.

Emerging Themes by Webinar (Fig.2)

Webinar Dialogue 1-Themes	Webinar Dialogue 2-Themes	Webinar Dialogue 3-Themes
<ul style="list-style-type: none"> — Governance and partnerships (at policy and operational levels) — Clear roles and responsibilities — Common language — LMI (gathering, coordination, analysis, impact on policy & operations) — Employer Engagement — Foresight (research) — Holistic approach — Skills Value Chain — Skills eco-systems — What does good look like for Jordan? 	<ul style="list-style-type: none"> — Governance and partnerships (at policy and operational levels) — Clear roles and responsibilities — JNQF as a strategic and operational tool — Graduate Attribute Framework (GRAF) — National Occupational Standards (NOS) — Common language — Employability — Assessment — Communications strategy — What does good look like for Jordan? 	<ul style="list-style-type: none"> — Governance and infrastructure — Skills policy development and implementation — Clear roles and responsibilities — LMI — Foresighting — Skills Value Chain — Employer engagement — Employability skills — Graduate Attribute Framework (GRAF) — National Occupational Standards (NOS) — PATH Model — JNQF — Communication — Community of Practice (COP) — KPIs

The 15 Key Themes

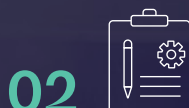
This section explores the 15 key themes (see Fig 3) that will contribute to the learner journey and the theory of change required to initiate and implement work on the development of skills and graduate capabilities to improve employability.

Overarching context/principles for each of the key themes includes:

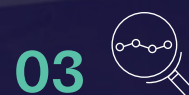
- Research/identify International Best Practice (IBP)
- Identify 'what good looks like for Jordan'
- Adopt/adapt IBP to Jordan (similar to approach taken to the JNQF)
- Identify areas for UK-Jordan collaboration
- Seek added value (potentially via UK model) at all stages



01
Governance, Partnerships
and Infrastructure



02
Skills Policy



03
Labour Market
Intelligence (LMI)



04
Foresight Research



05
Employer Engagement



06
Employability and the Graduate
Attribute Framework (GRAF)



07
National Occupational
Standards (NOS)



08
Jordan National Qualifications
Framework (JNQF)



09
Communication



10
Community of Practice
(COP)



11
Key Performance
Indicators (KPI's)



12
Professional Apprenticeship Training
for AL Hussiem Technical University
(PATH Model) (HTU)



13
Assessment



14
Skills Value Chain



15
Skills Ecosystems

Key Theme Analysis

01 Governance, partnerships and infrastructure



Governance, partnership and infrastructure are essential, alongside task/functional ownership, in any systems-driven work to ensure that all stakeholders understand the problem they are trying to solve and are working together to solve it. Governance has to be a key priority to ensure that there is coordination and management of the system components, processes, inputs and outputs.

Governance, partnership and infrastructure are essential, alongside task/functional ownership, in any systems-driven work to ensure that all stakeholders understand the problem they are trying to solve and all aligned in their priorities and actions to solve it. Governance has to be a key priority to ensure that there is coordination and management of the system components, processes, inputs and outputs.

The need for governance and clarity of responsibility is a priority for all partners and specifically for MoHE and AQACHEI. While JNQF is a tool to move education to an 'outcome-based provision', details are in development of how tertiary education will be able to meet the requirement for validated and iterative integration of skills and competencies.

The ideas around governance and infrastructure were developed further and it suggested that there is a need to identify and promote a preferred skills model showing clear ownership for each part of it, along with a stakeholder map of all the Non-Governmental Organisations (NGOs) that are involved in the different efforts and how they can work together to realise this.

Quality Assurance is an important part of the governance role. Some aspects of this may be devolved throughout the infrastructure but ultimate responsibility will reside with the governance structure. This helps to ensure ongoing alignment with policy and facilitates the idea of a national approach in terms of a consistent high-quality output.

Key Theme Analysis

02 Skills Policy

At the policy level the need for cooperation, partnership and alignment of policy is neatly captured in the OECD report⁰³ on Skills and Global Value Chains which states that enhanced coordination and alignment of industrial and trade policies with education and skills policies seems thus necessary to avoid counteracting policies and possible inefficiencies.



In addition, skills policy should support the following overlapping and co-dependent principles:

- Support a 'top down' approach linked to national ambitions and strategic targets which are evidence-based and reliable.
- Enable a 'bottom up' approach to ensure that the links to end-users and the learner journey are evolving and informing policy.
- Build on existing successes and extrapolate the model where possible. The HTU PATH programme is a good example and could be 'scaled up' across Jordan.
- Communicate with all key stakeholders through the development and maintenance of relevant networks. Sector skills councils are good examples.
- Maintain a sharp focus on establishing clear links between policy to practice. This is usually the responsibility of the lead group in the governance structure.

Key Theme Analysis

03 Labour Market Intelligence (LMI)

In most countries, skills policy is based upon raw LMI which is based on solid and reliable labour market information. There is a clear need for Jordan to engage in the gathering, coordination, analysis and use of LMI in a new and more meaningful way that before. Feedback from stakeholders who attended webinars demonstrated that there was a clear understanding of the need and importance to use LMI to enable future skills policy and skills programme development. This feedback demonstrated:

- 01 There are existing organisations in Jordan who are conducting LMI research. These could be engaged to understand their existing strategies, information, and ambitions. Ideally this would be an organisation which is semi-government but has independence/credibility.
- 02 LMI is key. There are currently 9 SSCs identified in Jordan, all of which are funded by different donor organisations and therefore may be pursuing different strategies to enable their growth and role in the sector. SSCs should be embedded into the LMI process but there should be one version of the truth i.e., a national database. A strong governance structure should support the LMI process with clear roles and responsibilities for organisations involved.



- 03 There is a need for collaboration and consolidation of work, research, and initiatives in LMI. Whose role, how LMI is used, what sectors it targets, etc. What became evident is that this appears to be the responsibility of the MoL.

This suggests greater communication and coordination of the existing LMI sources and systems may be an appropriate first step. A simple gap analysis could be carried out to establish whether this yields the required type, quantity and quality of data required to support the needs identified by the SVC.

Key Theme Analysis

04 Foresight Research

Foresight research seeks to articulate, through consultation, the answer to the primary question of ‘what problem are we trying to solve?’ and so it provides a solid evidence-base for skills policy development and action. It is essentially the process of trying to understand and articulate the nature of work roles within and across sectors to a pre-determined point in the future. Normal ‘horizons’ are 3–5 years. It is based on LMI and other data sources including examples of International Best Practice (IBP) which may be national, regional and/or sectoral approaches.

Foresight research work must also recognise that skills and curricula are in the present (based on previous research and consultation) and so require support to ensure their ongoing currency and relevance. This ‘lag’ in the timeline of the development process should be recognised and addressed through a regular ‘refresh and update’ process which is both flexible and planned.



Key Theme Analysis

05 Employer Engagement

Employer engagement is critical to the formation, implementation and outcomes associated with any skills model adopted within a country. Genuine partnership is essential.

Some countries have successfully addressed the mismatch in supply (output from education system) and demand (what employers require) by developing systems/processes such as social partnerships to support their skills model and bring together all stakeholders. These partnerships bring the supply and demand side together, using a common language, with the aim of developing educated and skilled employees capable of working in a safe and productive manner and supporting the principles of profitability and market competitiveness to the employer.

It is essential to engage with employers in a coordinated, structured and consistent way to:

- 01 Seek their views.
- 02 Listen to and understand what the employers are saying.
- 03 Act on the views expressed by employers.
- 04 Instil a real sense of employer ownership (in both process and product).
- 05 Build a lasting and mutually beneficial relationship.

The focus must be on the skills required both now and, in the future, and bring benefits to the employer, the sector and the economy. Appropriately developed systems, processes and KPIs will help to fill the gap which is currently filled by a range of NGOs using a range of funding sources but not necessarily in a coordinated or sustainable way.



Key Theme Analysis

06 Employability Skills and the Graduate Attributes Framework (GRAF)

One of the main issues that has always applied to employability skills is the lack of a common definition. This is an opportunity for Jordan to adopt a structured and coordinated approach. The starting point will be IBP with a view to understanding the differences between skills, knowledge, competence, behaviours, metaskills⁰⁴, functional skills⁰⁵, core skills⁰⁶.

In the context of asking 'what does good like for Jordan' then there may be an opportunity to address the challenges of employability and graduate attribute frameworks by an approach using cognitive skills.



Key Theme Analysis

07 National Occupational Standards (NOS)

Use of NOS (and an associated strategy) is essential and will help with the definition of competence and establish a common language.

NOS specify the standard of performance an individual must achieve when carrying out a function in the workplace, together with the knowledge and understanding they need to meet that standard consistently. Essentially NOS are benchmarks of good practice.

Each NOS defines one key function in a job role. Each NOS must be a concise, readable and easily understood by all stakeholders. In their essential form, NOS specify the skills and knowledge & understanding required to perform work function competently.

NOS are often used to build qualifications and training programmes. Employers and partners can use NOS as the platform for almost any other aspect of human resource management and development, for example:

- Workforce planning
- Performance appraisal and development systems
- Job descriptions
- Workplace coaching
- Reflective practice

NOS need to be flexible and contain only the essential blocks from which employers and others can build valuable applications.

Key Theme Analysis

08 Jordan National Qualifications Framework (JNQF)

The Jordan National Qualifications Framework (JNQF) is a framework to support the formal national policy for reforming and regulating qualifications in the education and training pathways that incorporates the quality assured qualifications from both the education and training sector into a single qualifications framework.

The JNQF consists of 10 levels for both academic and vocational pathways. The descriptors of the JNQF are designed in terms of learning outcomes. This aligns very well with the NOS approach.

The principles and uses of a national qualification framework are often challenging to convey to stakeholders and require a considered and coordinated approach to communication as there is the potential to cause concern and confusion.

It may, in accordance with IBP, be useful to clarify the JNQF message by user group (e.g., employers, students etc.) once a mutual understanding has been reached between the key stakeholders involved in the JNQF governance.



Key Theme Analysis

09 Communication

Communication will also be essential to the coordination of the SVC.

The starting point could be a high-level communications strategy with a supporting and detailed action plan. This may be a local, regional, national or sectoral approach. There is a significant amount of available grey literature⁰⁷ which could be used as IBP and inform the strategy for Jordan.

Note that the communications strategy will help to identify and develop a new common language which can be readily used and understood by academic institutions, government and its agencies, employers and employer groups/bodies, SSCs and all other stakeholders.



Key Theme Analysis

10 Community of Practice (COP)



One of the key components of the communications strategy could be to establish a Community of Practice (COP) across different Technical and Vocational Education and Training (TVET) and higher education institutions that can produce material including small practical actions (e.g., through a website or a virtual platform) that will help each other share best practice and learning etc.

The COP could be used as a repository for information and resources from international sources and contact information about people working in the sector. This effort would need coordination and clear ownership.

In summary, the COP would connect all key organisations and funders who are working on graduate employability/ apprenticeship initiatives to ensure alignment of strategies and sharing best practice.

Key Theme Analysis

11 Key Performance Indicators (KPIs)

We already know that it will be important to ask at each phase of any future work the question of ‘what does good like for Jordan’.

KPIs allow the identification of whether ‘good’ has been achieved. A combination of quantitative and qualitative KPIs will help to identify exactly what progress has been made, where there are still gaps and how those gaps could be filled. KPIs are usually written as SMART Targets (Specific, Measurable, Achievable, Relevant, Time-bound).

KPI example: to ensure that X% of those leaving HE go into positive destinations (i.e., a qualification related job at an appropriate level or higher study) within 6 months of completing their qualification. If the research shows the outcome to be less than X% then this warrants further investigation to identify the reasons.

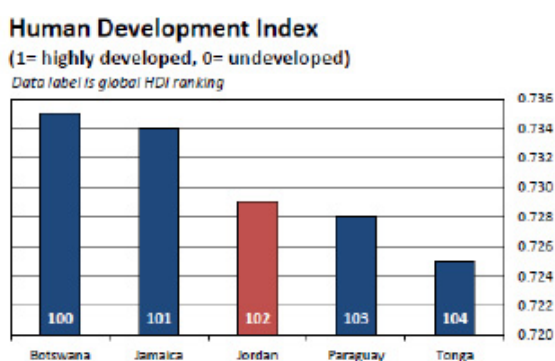
KPI example: movement (measure of before and after) on the Human Development Index (HDI)⁰⁸ as shown in **Fig. 4** (right).

Note that the Human Development Index (HDI) is a statistic composite index of life expectancy, education (mean years of schooling completed and expected years of schooling upon entering the education system), and per capita income indicators, which are used to rank countries into four

tiers of human development. A country scores a higher HDI when the lifespan is higher, the education level is higher, and the gross national income GNI (PPP) per capita is higher.

This approach to KPIs and evaluation is the key evidence for the feedback loop in the SVC and so provides the foundation for the continual improvement mechanism.

Fig 4: Human Development Index Data



Key Theme Analysis

12 PATH Model (HTU)

The details of the PATH programme are shown in Annex 4. In terms of moving forward, this could be a useful template to 'scale up' the approach to employability and graduate readiness for employment through an apprenticeship model across more universities and industrial sectors. This 'bottom up' approach links clearly with the 'top down' policy requirements.

The outcomes and main learning points from the PATH programme will be identified and communicated on conclusion of the current monitoring & evaluation work. This can provide a significant and reliable evidence-base for the scaling up work.



Key Theme Analysis

13 Assessment

This key theme links directly to NOS, quality assurance, the JNQF and others. More specifically, formal assessment will be critical to the success of the work as it facilitates:

- Recognition of achievement in terms of skills, knowledge and workplace competence
- Certification
- Consistent QA systems and processes
- Benchmarks of capability by JNQF level
- International recognition through the JNQF
- Social mobility (ability to relocate/ work due to recognition of skills)
- The basis for measuring outcomes and establishing Return on Investment (ROI)

It should be possible to build on the significant assessment expertise which already exists within Jordan in TVET and HE.



Key Theme Analysis

14 Skills Value Chain (SVC)

The SVC model was presented as an example of IBP and explored as a potential skills model for Jordan.



The SVC is essentially an integrated systems-based model which provides a flexible structure for the development and implementation of skills systems/ processes and incorporates an evaluative ROI component based on KPIs to identify outcomes and effectiveness and ensure systems learning of what works and what does not.

In short, the SVC approach allows all of the key themes to be considered as part of a greater whole and to sequence and combine these where it is useful and meaningful to do so. If the key themes are considered as 'dots' then the SVC approach 'joins the dots' to reveal a full picture of what good could look like for Jordan. The SVC model is explored in further detail later in this report.

Key Theme Analysis

15 Skills Ecosystems

The SVC model is emerging as an IBP outcome from the work on skills ecosystems. A typical approach⁰⁹ is outlined below:

Skill ecosystems are defined as regional or sectoral social formations in which human capability is developed and deployed for productive purposes (Finegold 1999). Their basic elements are business settings and associated business models, institutional/policy frameworks, modes of engaging labour, the structure of jobs, as well as the level of skills and systems for their formation (Buchanan et al. 2001).

The defining features of this analytical tradition are a concern with coordination failures (i.e., not just market and/or government failure), a non-linear approach to causal analysis, and a concern with workforce development arrangements at sub- as well as supra-national level.

This provides a good example of how Jordan can take existing work and adopt/adapt it in the context of ‘what does good look like for Jordan?’ This is explored in more detail in the next section.



Skills Models

(Skills Value Chain)

Dialogue 3 considered the future of skills development in Jordan and the identification of a way forward (strategic and operational solutions and approaches). This included how to combine all the key themes into a single coherent model where each has its own characteristics, nuance and history and must be treated with care, honesty and respect.

“The skills value chain needs to become the national framework that binds all the stakeholders. It will help introduce responsibility & accountability and an understanding of where the current faults in the system lie. It will safeguard local and international organizations from doing ‘more of the same’ and to try new initiatives that will create a positive force across the entire chain. The skills value chain will also avoid undermining the importance of one initiative versus the other, in that the chain is as strong as its weakest link.”

Zein Habjoka, Director, HTU

In any multi-stakeholder activity (which embraces the public, private and third sectors) we know¹⁰ that any model must have the following characteristics to succeed:

- A common agenda that everyone can sign up to and agree
- A shared measurement system which supports the idea of common goals
- Mutually reinforcing activities which ensures that all stakeholders benefit
- Continuous communication to facilitate an environment of honesty and transparency
- A ‘backbone’ of organisations working together to provide governance and infrastructure

An integrated systems-based model is required. The SVC is essentially a systems-based model which provides a flexible structure for the integrated development and implementation of skills systems/processes and incorporates an evaluative ROI component based on KPIs to identify outcomes and effectiveness and ensure systems learning of what works and what does not.

The SVC, in its simplest form, is based on the classic Plan-Do-Review approach and allows questions to be asked and answered for a particular set of circumstances. In this case the particular set of circumstances are those relating to Jordan and ‘what does good look like for Jordan’.

To maintain and strengthen the approach we can ask specific questions which align with the recognised ADDIE approach where:

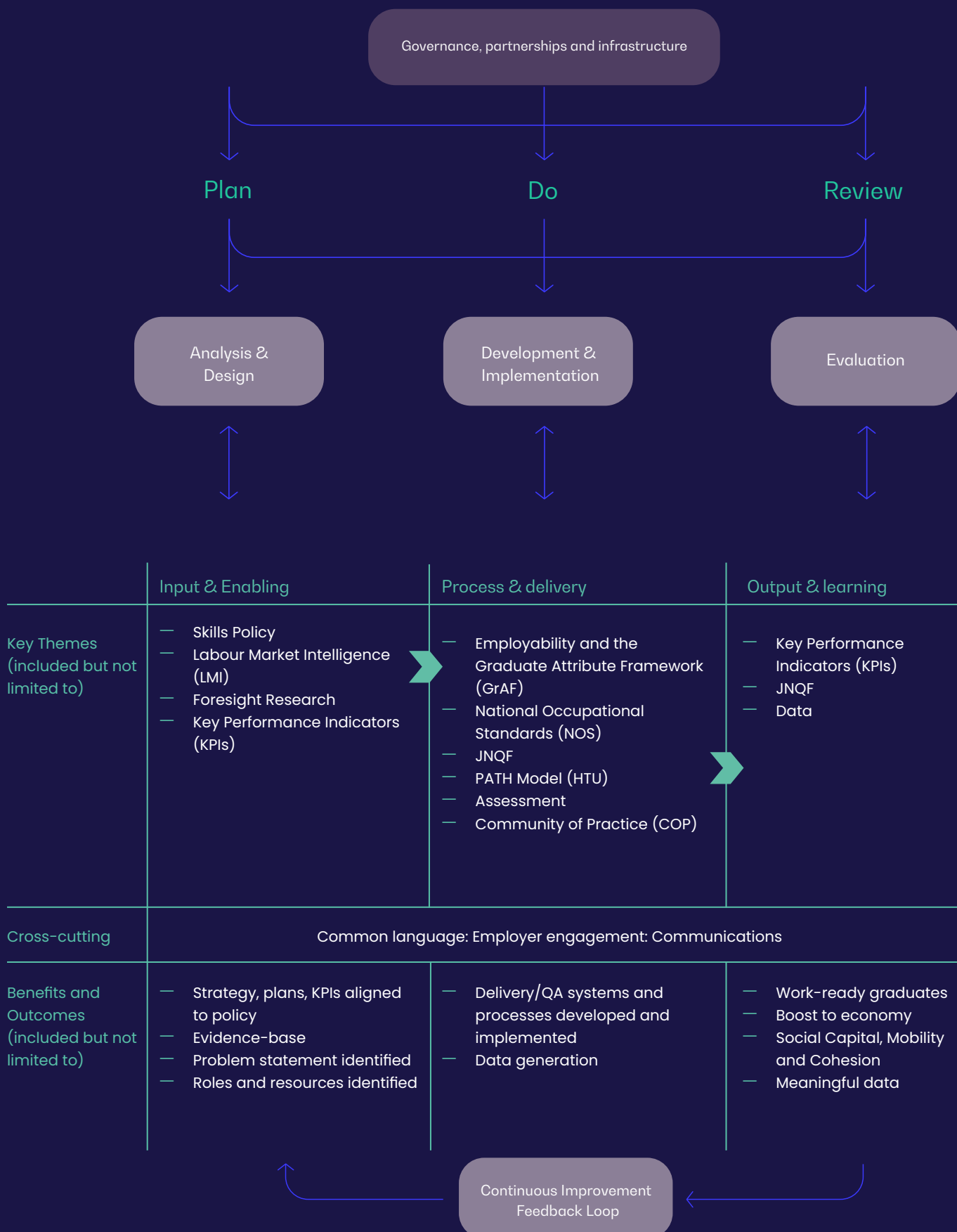
- 01 Analysis: What problem are we trying to solve? What is needed? What does good look like for Jordan? How do we know?
- 02 Design: How do we match supply/demand and need/capability? What delivery models do we need? What resources will we need? Can we develop a plan for the delivery component?
- 03 Development: How do we practically develop the processes and systems that are required to match the desired model? How do we ensure quality?
- 04 Implementation: How do we coordinate the processes, systems, people and resources?
- 05 Evaluation: how do we know if we have solved the problem identified in the Analysis phase? What qualitative and quantitative information do we need to address our project KPIs? What have we learned and how can we use this to improve?

This systems-thinking allows us to develop a SVC as shown in **Fig.5** and explore each of the main components which will help to 'operationalise' the learner journey. The SVC will inform and co-ordinate each of the moving parts and ensure that the system of education and skills development improves its relevance and quality for the labour market of today and for the future.

Note that the use of the SVC model means that there is inevitable overlap and dependencies between some of these key themes when they become operationalised. This will require careful management to avoid duplication or fragmentation.



Fig 5: Skills Value Chain (simplified)



Priority Action Plan

This section suggests the high-level actions needed to initiate and maintain the SVC in Jordan. The work will require significant coordination to identify and deal with the practicalities of implementation. There is, like most system-based approaches, a number of potential overlaps and dependencies that careful coordination could turn into significant economies of scale.

The action plan is shown in four parts. The first applies specifically to the governance and partnership activities and the next three align directly with the three main components of the SVC as identified earlier in this report. See Annex 5 for a schematic representation of the governance structure to support the Skills Value Chain. See also Annex 6 for details of SVC workshops sessions from webinar dialogue 3.

“The Skills Value Chain and Action Plan have been used to conceptualize the process of innovation and minimizing the gap between government, academia and industry”

Dr Zaid, President Assistant for
Accreditation, AQACHEI



Skills Value Chain - Governance and Partnership

Action	Description	Expected Outcomes
Identify key stakeholders and their role in the SVC	The SVC will impact on, and impacted by, a wide range of stakeholders at the strategic (policy) and operational levels. It is essential to establish the identity of these organisations and ensure their early engagements. A stakeholder map is a typical first step. The capability of these organisations should also be identified in terms of what they can contribute to the development of the SVC.	All relevant stakeholders (representative of all user groups) are identified and engaged in the SVC work in meaningful way and have their capability mapped in terms of their potential input to the development of the SVC.
Develop, agree and maintain the SVC Governance Model	SVC's are often developed through a pyramid system. This, in the first instance, would see a single overarching SVC Governance Committee with three SVC Management Groups below (1 for each of the 3 SVC phases). The SVC Management Groups would coordinate the work of a series of Task & Finish Groups (TFGs) which would deliver specific pieces of work.	A fit-for-purpose model of governance that is based on partnerships and agreed by all relevant stakeholders.
Direct, inform and support all parts of the SVC Governance Model	Governance is an active role and all parts of the structure should show leadership in thought and activity to give clear direction (e.g., objectives), information (e.g. relevant policy) and support (all other resources) to give them the maximum opportunity to succeed.	All parts of the governance structure understand their role, limitations, objectives, reporting requirements and quality assurance mechanism will be.

SVC1: Input & Enabling

Action	Description	Expected Outcomes
Agree role, partners, objectives, methods, timescales and QA	This would be informed by the Stakeholder map and potentially include industry, academia, AQACHEI, TVSDC, MOHE, SSCs, Chamber of Commerce/ Industry and relevant others (e.g., professional bodies).	All relevant organisations and user groups represented and making an active and positive contribution to the achievement of objectives.
Set up relevant task & Finish Groups	This could include Task & Finish Groups (TFGs) to develop: <ul style="list-style-type: none"> — Employer engagement strategy — Communications strategy — LMI strategy — Market (industry) research — Key performance indicators 	Work plan.
Coordinate TFG work and output	The work of the TFGs will need to be coordinated and implemented to give it real credibility and meaning e.g., the LMI will inform the KPIs. The market (industry) research will inform the employer engagement strategy and vice versa.	Co-ordinated output.
Coordinate with SVC Governance Model	Reporting progress and outcomes and identifying any issues including those relating to quality.	All parts of the governance model understand the progress being made to develop the SVC against a schedule.

SVC2: Process & Delivery

Action	Description	Expected Outcomes
Agree role, partners, objectives, methods, timescales and QA	This would be informed by the Stakeholder map and potentially include industry, academia, AQACHEI, TVSDC, MOHE, Sector Skills Councils, Chamber of Commerce/Industry and relevant others (e.g., professional bodies).	All relevant organisations and user groups represented and making an active and positive contribution to the achievement of objectives.
Set up relevant task & Finish Groups	This could include Task & Finish Groups (TFGs) to develop: <ul style="list-style-type: none"> – NOS relevant to Jordan – Employability specification – Graduate Attributes Framework and process – Apprentice/Employer matching process – Guidance on Apprenticeships – Guidance on Assessment 	Work plan.
Coordinate TFG work and output	The work of the TFGs will need to be coordinated and implemented to give it real credibility and meaning e.g., the specification of employability will inform the development of the graduate attribute's framework and the process by which completion and quality can be confirmed. Work on apprentice/employer matching process will inform the NOS relevant to Jordan and vice versa.	Co-ordinated output.
Coordinate with SVC Governance Model	Reporting progress and outcomes and identifying any issues including those relating to quality.	All parts of the governance model understand the progress being made to develop the SVC against a schedule.

SVC3: Output & Learning

Action	Description	Expected Outcomes
Agree role, partners, objectives, methods, timescales and QA	This would be informed by the Stakeholder map and potentially include industry, academia, AQACHEI, TVSDC, MOHE, Sector Skills Councils, Chamber of Commerce/ Industry and relevant others (e.g., professional bodies).	All relevant organisations and user groups represented and making an active and positive contribution to the achievement of objectives.
Set up relevant task & Finish Groups	This could include Task & Finish Groups (TFGs) to develop: <ul style="list-style-type: none"> – Collate/analyse the information the qualitative and quantitative information – Establish progress against KPIs – Identify key learning at local, regional, national and sectoral levels and how that can be fed back into the SVC – Continuous improvement – International best practice research 	Work plan.
Coordinate TFG work and output	The work of the TFGs will need to be coordinated and implemented to give it real credibility and meaning e.g., the work on collation and analysis will inform the KPI work. This, in turn, will inform the continuous improvement work and vice versa.	Co-ordinated output.
Coordinate with SVC Governance Model	Reporting progress and outcomes and identifying any issues including those relating to quality	All parts of the governance model understand the progress being made to develop the SVC against a schedule.

Conclusion/Summary

This report has highlighted some of the challenges facing the education and skills sector in Jordan and has identified some of the key characteristics and components of a potential solution from a higher education and policy perspective. Jordan has shown innovation in terms of structure, infrastructure, policy, development of TVSDC, development of JNQF etc.



The report recognises the positive steps already taken by the Ministry of Higher Education, AQACHEI, TVSDC and HTU alongside the British Council. However, like most developed countries/systems the challenge is around articulation of the (remaining) problems, keeping up with technology, the potential for overlap between organisational functions/objectives and the lack of a single coherent overarching governance structure to make it all work whilst managing the risks of unintended consequences.

The 15 key themes articulated in this report are individually important and, taken together, crucial to the learner journey and the theory of change required to initiate and implement work on the development of skills and graduate capabilities to improve employability.

The SVC approach offers a proven systems-based approach which is being increasingly adopted in several countries and represents current IBP.

“The webinars brought together the entire spectrum of stakeholders in Jordan who are facing the jobs & skills nexus in Jordan. It provided the opportunity to understand what is happening on a market level and what actions government entities are taking or intending to take”

Zein Habjoka, Director, HTU

Expanding on the key themes and SVC approach set out in this report alongside delivery of the action plan will require buy-in from a range of stakeholders. Collaboration will be paramount and establishing a governance framework where all concerned stakeholders are involved and have clear roles and responsibilities will be necessary to ensure success. This will in turn help support the significant initiatives already taken by the British Council to achieve the objectives of the PREPARE programme which are as follows:

- An active network of employers, higher education institutions, training providers and government institutions working together.
- Skills development aligns with national and global employment opportunities.
- Graduates have access to and use of relevant and recognised employment-related qualifications, information, and skills.
- Current and future employment prospects of young people are increased.
- Businesses improve their competitiveness through having a skilled workforce.
- Youth economic resilience and strengthened national human resource capital.

“Bridging the graduate skills gap between government, academia and industry is important. We need to reduce the mismatch between demand and supply through influencing and balancing the interests and needs of all key stakeholders involved”

Dr Zaid, President Assistant for
Accreditation, AQACHEI



The action plan (aligned to the SVC approach) is an important outcome from the dialogue series of webinars as it:

- Suggests how to respond to the future needs of the education and skills sector through the introduction of new initiatives and further best practice as it applies to Jordan.
- Seeks to help support the work of AQACHEI in managing the regulatory framework across all institutions through the JNQF. This can play a key fundamental role in the higher education landscape; delivering effective change and supporting universities to deliver courses which will enhance the graduate opportunities for employability.
- Builds upon the work already initiated by TVSDC and the network of SSCs to analyse labour market information and identify skills shortages and gaps and develop clear career pathways for graduates. By expanding on this work, universities and technical education providers alike can develop and evolve their programmes to ensure graduates are able to meet the needs of the labour market. HTU has already made considerable progress in

this area through the development and implementation of their PATH programme. The UK-Jordan dialogue demonstrated consensus between all stakeholders that high quality apprenticeships or competency programmes such as PATH will be essential to bridge the gap between graduates and employability.

The outcomes from the UK-Jordan dialogue provide a structured starting point which reflects IBP and will make a major contribution to the preparation of work-ready graduates for employment in Jordan.



Annex 1: Webinar Details

Webinar 1: 09 March 2021

Exploring Skills Policy and Infrastructure Landscape in Jordan to Support Employability

Session Title	Speaker	Organisation
Welcome and Introductions	Prof. Thafer Y. Assaraira	AQACHEI
Developing the accreditation and quality assurance system to promote graduate employability	Prof. Mohamd Othman	AQACHEI
The future of TVET sector in Jordan	Dr. Qais Safasfeh	TVSDC
Overview of UK approach, examples of current and emerging models of best practice and challenges	Alan Inglis	Skills Development Scotland
The importance of providing a skill focussed policy solution.	Dr John Lanham Dr Ben Alexander-Dann	HVMC Enginuity
Q&A	Dr Jacqueline Hall (Chair) Alan McDonald (Co-Chair)	Enginuity
Closing Remarks	May Abuhamdia	British Council

Webinar 2: 17 March 2021

How to develop work-ready graduates in Jordan

Session Title	Speaker	Organisation
Welcome and Introductions	Dr Jacqueline Hall (Chair)	Enginuity
Aim of Webinar and key questions	Dr Jacqueline Hall (Chair)	Enginuity
How HTU is developing work-ready graduates	Prof Ismael Hinti	HTU
Employer Engagement in the JNQF and HTU	Dr Moussa Habib	HTU
Benefits of UK Apprenticeships from Learner, Employer and Provider Perspective	Anita Davenport-Brooks	Lander Automotive
UK WBL Delivery & Assessment Model	Colin Yoshioka-Smith	EYC
PATH -Case Study- Implementing Work Based Learning and Assessment	Zein Habjoka	HTU
Q&A	Dr Jacqueline Hall (Chair) Alan McDonald (Co-Chair)	Enginuity
Closing Remarks	May Abuhamdia	British Council

Webinar 3: 31 March 2021

The Future of Skills Development in Jordan

Session Title	Speaker	Organisation
Detail – of the Aims of Webinar and key questions	Dr Jacqueline Hall (Chair), Head of Policy & Strategy	Enginuity
Welcome and Introduction and the Skills Value Chain and its relevance to Jordan	Prof Thafer Assaraira, Chairman of the Board	AQACHEI
An Introduction to the Skills Value Chain in Jordan & Executive Summary of Graduate Employability Webinars 1 & 2	Dr Jacqueline Hall, Head of Policy & Strategy & Alan McDonald, Technical Skills Consultant	Enginuity
Skills Value Chain: Workshop 1- Input/Enabling	Dr Wael Massarweh, Skills Consultant	Jordan based
Skills Value Chain: Workshop 2- Process/Developing	Zein Habjoka, Director, Centre for Professional Development and Community Engagement	HTU
Skills Value Chain: Workshop 3 – Output/Learning	Prof Zaid Ahmed Al-Anber, Assistant to the President for Accreditation	AQACHEI
Closing Remarks	Dr Jacqueline Hall, Head of Policy & Strategy	Enginuity (Chair)
	Zein Habjoka, Director (Centre for Professional Development and Community Engagement)	HTU
	Dr Zaid, President Assistant for Accreditation	AQACHEI
	Dr Wael Massarweh, Skills Consultant	Independent
Closing Remarks	May Abuhamdia, Deputy Director	British Council Jordan

Annex 2

SDS Skills Planning Model

The diagram below shows a schematic representation of the Skills Development Model applied in Scotland (UK) by Skills Development Scotland.



The Skills Planning Model is core to SDS's role and purpose.

It shows how we aim to improve the response of education, training and careers services to the needs of industry and ensure that people have the best possible chance of succeeding in the world of work.

In order for individuals to achieve their potential, they must be equipped with the skills that Scotland's economy and its employers need. Achieving this relies on:

- 01 Intensive partnership work, at both a local and national level, to ensure that skills investment is evidence-based and aligned with skills demand.
- 02 Careers Information, Advice and Guidance (CIAG) services that understand and use the evidence base, so that individuals are supported to make informed choices.

Annex 3

Engineering Graduate Attributes (suggested)

Dr Moussa Habib (HTU) suggested that the Graduate Attributes required of Engineering Graduates included:

- 01 Engineering knowledge
- 02 Problem analysis
- 03 Design/development of solutions
- 04 Investigation
- 05 Modern tool usage
- 06 The engineer and society
- 07 Environment and sustainability
- 08 Ethics
- 09 Individual and teamwork
- 10 Communication
- 11 Project management and finance
- 12 Life-long learning

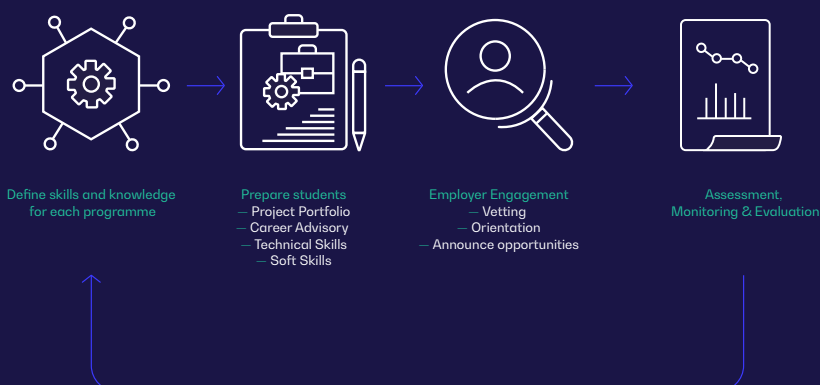
03

Annex 4

Overview of PATH Programme

PATH: Professional Apprenticeship Training, Al Hussein Technical University; Programme framework that has been developed by Al Hussein Technical University in Collaboration with Enginuity SEMTA (UK Skills body for the engineering and manufacturing technologies sector) and facilitated through funding by the British Council for this technical assistance and expertise transfer.

Apprenticeship Overview



- Provide education that combines didactic knowledge with technical training.
- Bridge the gap between graduation and employment.
- Introduce an authentic work-based training environment.
- Provide the labour market with technically-savvy youth with advanced communication and employability skills focusing on the behaviours that employers need.
- Establish a system of resource flow between the University and the industry.
- Involve employers in the training and assessment process.
- Develop talent and meet skill shortages – satisfying current & future needs of industry.
- Open career pathways and progression routes for learners.

Key aspects of PATH:

- Employer Engagement: Ensures employers understanding and input to the processes and systems required to make PATH work.
- Practicality of implementation: Coordination of a range of people including Apprentices, Employers, Workplace Mentors, Academic Mentors, QA staff within HTU, HTU - Industrial Links and International Cooperation Unit and University management (Deans).
- Development/delivery model: Coordination of processes and systems for choosing the relevant National Occupational Standards (NOS), planning assessment, evidence generation, assessment, ongoing support/communication and quality assurance.
- How LMI and Employer Engagement inform activity (i.e. evidence-based).
- Best Practice and challenges: Best Practice was provided by the UK NOS and the associated QA system. It should be noted that this QA system was adapted to the Jordan environment on the basis of 'what does good look like for Jordan'. This is a practical example of the successful transition between International Best Practice and Jordan Best Practice.



Annex 5

Outline Governance Structure to Support the SVC



Annex 6

Skills Value Chain Workshops

The Workshop component Webinar 3 was designed to encourage open discussion and further questions from the attendees. In order to provide a meaningful structure, the sessions were aligned to the three main components of the Skills Value Chain where:

- Workshop 1 considered the Input & Enabling component .
- Workshop 2 considered the Process & Delivery component.
- Workshop 3 considered the Output & Learning component.

It should be noted that there is inevitable overlap between the phases. This section summarises the key points from the workshops.

Annex 6

Skills Value Chain Workshops

Workshop 1: Input & Enabling

Workshop Leader: Dr Wael Massarweh (Skills Consultant)

Objective: To explore the key inputs and enabling data required to inform the Skills Value Chain (and allow a better understanding how we can combine and link together what has been done and identify what needs to be done and by whom).

Summary Feedback

- 01 We have to 'join the dots' and avoid duplication. This requires clear governance and clear roles and responsibilities for each stakeholder.
- 02 Good reliable LMI is a crucial starting point for the 'foresighting' work. There is a lot of LMI in Jordan, but it needs to be coordinated, verified as accurate and analysed in a coherent way. A single LMI 'umbrella' body would be useful. The AQACHEI platform maybe an option.
- 03 We do not know what employers want because we do not have the mechanisms (and incentives) to engage and find out. A strategy and plan must be developed, agreed and implemented.
- 04 Employer engagement is critical to the alignment of university course content and the needs of industry. How do we do this?
- 05 Coordination and communication could be through a single Community of Practice portal. This would help avoid duplication and ensure a singular message/ definition of each component.
- 06 The Sector Skills Councils (SSCs) should/will have a role in this work from a sectoral perspective.
- 07 We need a common skills language for employers/students/universities. The UK NOS could provide the basis specification of skills and knowledge. Also need to distinguish between skills, knowledge and behaviours especially in context of employability.
- 08 How does this work align with the current policy drivers in Jordan?
- 09 The recent ILO report¹¹ outlines a useful approach and could be included in a research library with similar reports.
- 10 The HTU PATH programme is a good template and place to start.

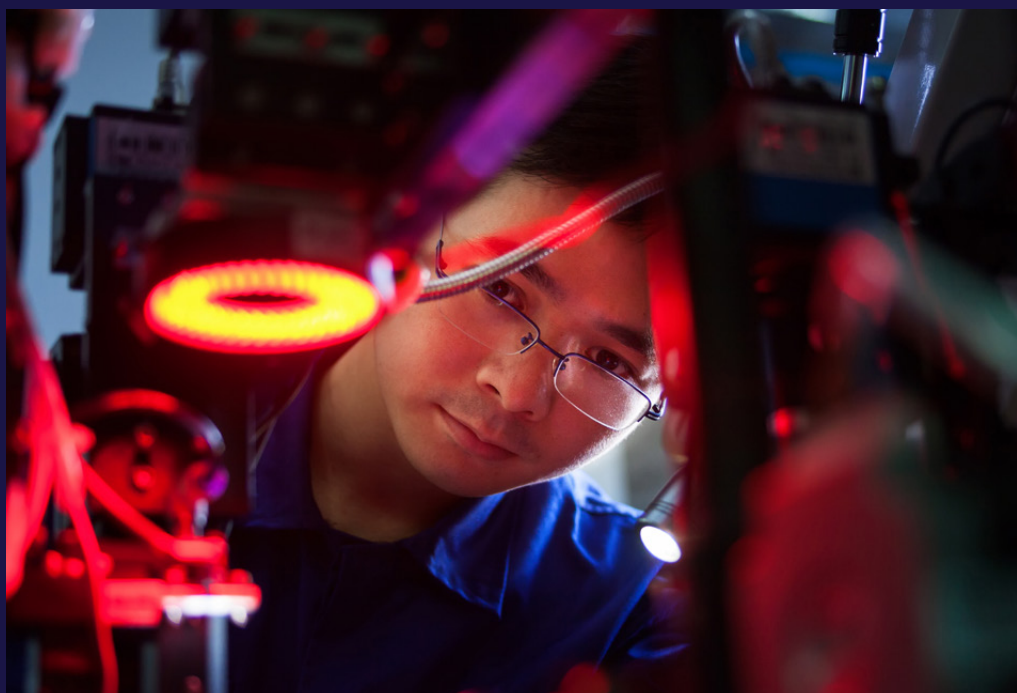
Workshop 2: Process & Developing

Workshop Leader: Zein Habjoka (Director of the Industrial Links and International Relations Unit at HTU)

Objective: To identify and explore the processes and delivery activities which develop the individuals in accordance with the industry requirements.

Summary Feedback

- 01 Incorporate Work-Based Learning opportunities in our higher education system (potential to upscale the HTU PATH programme).
- 02 Ensure appropriate framework and structure (systems and processes) are in place to assess and assure the quality of provision and WBL.
- 03 Communicate and operationalise the JNQF to underpin the standards and ensure recognition of all of relevant elements. This could include clarification of how the JNQF can be used. Potential for identification of International Best Practice as there are several NQFs in operation in the UK and globally. Need national/regional/sectoral network to be set up to bring employer and stakeholders together. Potential role for the Sector Skills Councils (SSCs).
- 04 Need a communications strategy to include definitions (e.g., does employment just mean full-time permanent roles or is it part time and seasonal/temporary roles?).
- 05 Universities to use the WBL approach to inform major/minor subject choice and availability. This could help students/employers to differentiate between universities as they (generally) have similar offers.
- 06 Need systems and process which combine the development of skills and knowledge (mainly at university) with the development of the Human Resource (mainly in industry).
- 07 Corporate governance system essential (partnership between employers and academia).



Workshop 3: Output & Learning:

Prof Zaid Ahmed Al-Anber (Assistant to the President for Accreditation at AQACHEI)

Objective: To identify and explore the outputs and benefits of the Skills Value Chain

Summary Feedback

- 01 Recent experiences suggest that Jordan is strong in diagnostics but not so strong in implementation. This should be factored into any evaluative work and may necessitate the upskilling of key people in the evaluation phase.
- 02 Governance and collaboration are key.
- 03 Need for communication and coordination between phases of the Skills Value Chain when developing Key performance Indicators (KPIs) to ensure consistency of purpose throughout the work. This links to the initial question of 'what problem are we trying to solve'. This phase asks, 'to what extent have we solved the problem and what have we learned?'
- 04 Need the expertise to identify, manage and analyse the appropriate qualitative and quantitative data in terms of the KPIs.
- 05 Communications Strategy is as important in this phase as it is in the others. We must get all stakeholders involved and 'up to speed' in their understanding.
- 06 The communications work should identify key benefits to industry and use these to promote the system.
- 07 Major curriculum reform is one of the potential outcomes that could be factored into the entire process. This links very well with the feedback loop identified in the Skills Value Chain.
- 08 The outcomes should help to promote the JNQF using real examples of how it has been used.
- 09 The outcomes of this phase should be used to identify where duplication and fragmentation exist in the systems and processes.

Participant Questions and Observations

Participants provided a fascinating range of questions and observations. Many of the questions are answered by the content of this report (see response in brackets to 1 below as example) and many will only be answered when the Skills Value Chain is in development (see 2 below as an example). Some of the questions and observations (addressing all 3 phases of the Skills Value Chain) are shown below and should be considered as the work progresses and systems/process become more mature and informed.

- 01 If you want employers to get engaged, then you have to show them how this will affect their business positively and where are the benefits for them (this links to the potential development of a Community of Practice portal).
- 02 I think we must increase the number of participants in educational academic process, who are experts and specialists in the labour market. This can help to provide us (universities) with correct and important data to be our inputs.
- 03 I conducted a research in the QIZ and it was very difficult to collect the data and get honest answers!
- 04 Currently the Sector Skills Council for ICT is mandated to set up and LMIS system for the ICT sector under their mandate under Youth, Technology, and Job's project.
- 05 If we want employers to be interested in our graduates, we need to have their thoughts and needs to be included in our courses delivered to our graduates.
- 06 How much do you (as employers) collaborate with universities at present regarding the supply of new employees and raise skills and competencies of the existing workforce.
 - A) What kind of collaboration does your company contribute to the universities?
 - B) How important do you think ongoing university industry cooperation is to ensuring a match between your needs for qualified new graduates- and the relevance of and quality of the supply?
 - C) In order to meet the skills needs of the ICT industry in Jordan, would you be willing to contribute your time or time of senior staff to ad-hoc committees reviewing and providing input to ICT skills standards for different ICT occupations.
- 07 I would like to start by thanking all who is behind this great dialogue, I am honoured to participating in this workshop among this group of change makers! As a big believer in technology, I think establishing a cloud based open-source platform similar to the LMI explained in the previous meeting would provide a strong foundation in connecting the workplace with graduates as well as highlight what training topics are really needed.

- 08 Thank you for this great discussion, maybe just a few points:
A) There are a lot of data out there so we can just put it to use,
B) knowledge institutions still provide with outdated programs; thus, graduates do not develop skills needed to meet innovative demand in the labour market
C) there has been so much dialogue on apprenticeship programs and now it is about time to roll those programs in action and start collecting lessons learnt from actual implementation, and 4. MoHE is expected to introduce regulation on enforcing those programs in collaboration with employers.
- 09 I think that there is gap between the inputs and outputs of the learning process due to the rapid development of the needs of the labour market compared to the rapid development of inputs and study plans in universities.
- 10 I would be interested to see how employers feel it is best for them to give that information to universities. That information is not only important for universities but also to AQACHEI. What would AQACHEI do with this feedback from employers?
- 11 My ask is for how will government incentivize employers and training providers that are contributing to economic development because they would be doing their part in helping upward social mobility?
- 12 I think the big challenge is the implementation.
- 13 We also need to activate the current policies and guidelines that we have!
- 14 Identify ownership of the different parts of the skills value chain.
- 15 Sharing best practices for learning and development with others.
- 16 Embrace different forms of implementation by different groups and find the most effective ones as a test run for the theory of change.
- 17 A thorough and transparent Quality Assurance and evaluation process in both places, the institution and the workplace, will help bridging the gap between the educational institution and employer. It is a two-way process of feeding in data and experience. Thank you for organizing this great interaction and exchange.
- 18 In the world immense efforts have to be put to raise awareness about the future needs of the labour market and to bridge the gap between university life and the practical life in future.

