The compatibility of Jordanian National Qualifications and Education Framework and its quality According to those of the European Framework: German Qualification as a case study

Speech to be delivered in the conference of European quality standards

In higher education

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Introduction

Jordan has paid a great attention to education and placed it in the top of the national priorities

the National Strategy for Human Resources Development presented a comprehensive vision for the development of education and the qualifications system in Jordan in order to develop human capabilities and raise their competitiveness

National Strategy for Human Resource Development 2016–2025, which entails fundamental changes to the governance of the higher and school education, and of the technical and vocational education and training (TVET) system in the country

Jordan established a Technical and Vocational Skills Development Commission (TVSDC), which will oversee the main TVET training providers (Vocational Training Corporation, Al Balqa Applied University), the TVET Fund, the Centre for Accreditation and Quality Assurance, and the National Training of Trainers Institute.

the private sector is committed to playing a stronger role in decision making around skills development, and sector skills councils are being formed, with the support of the international donor community (the European Bank for Reconstruction and Development (EBRD), the Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ), the European Union (EU) and the International Labour Organisation (ILO))

Introduction

the government, with a view to broadening participation of Jordanians in the labour market, launched the National Employment and Empowerment Programme (2017–2021).

It aims to decrease reliance on foreign labour, encourage labour-market participation by all Jordanians and enable job creation for skilled Jordanians,

No progress has been made in the implementation of the employment and empowerment program due to lack of financial resources.

As in many other countries, the outbreak of the Covid-19 pandemic in early 2020 negatively affected the ongoing reform processes in Jordan.

The country was fairly quick to respond to the health emergency, imposing a strict lockdown in the early days.

However, this has had consequences for both the economy, particularly the tourism sector, and the education and training sector

the National Strategy for Human Resource Development (NSHRD) (2016–2025) provides a new vision of education as a comprehensive human resource development system that aims to enhance the skills, qualifications, capabilities and behaviours of citizens in order to achieve Jordan's social and economic ambitions.

The Higher Education in Jordan

higher education in Jordan plays a key role in the process of comprehensive development. During the last two decades, the sector of higher education in Jordan witnessed a prominent development as well as progress evidenced by the increasing number of institutions of higher education, enrolled students, faculty members, administrative and academic members, and size of expenditures in this sector

In spite of the limited financial resources in Jordan, higher education lies within the priorities of the country due to the role it plays in promoting the economic, social and knowledge level of the Jordanian citizens

The **Council of Higher Education (COHE)**

The **Ministry of Higher Education and Scientific Research (MOHESR)** .

The **Accreditation and Quality Assurance Commission for Higher Education Institution (AQACHEI)**

The **Scientific Research and Innovation Support Fund.**

Framework for National Qualification in Jordan: The Demand

A national **committee was assigned in 2017 to propose the Jordanian National Qualifications Framework** after reviewing the experiences of Arab and European countries in this field, taking into account the specificity of Jordanian society, education systems used, qualifications systems, Jordanian human resources, and the royal vision for human resource development and advancement

During the establishment of the Jordan framework, the experience of Europe was investigated, in which, European countries have realized the need to find appropriate comparison points for academic standards to guide educational institutions in the design of educational programs, planning and self-review processes, and in the accreditation processes.

The European qualification framework as a model

The European qualification framework typically consists of a number of levels with distinct educational descriptors, which may represent educational levels, grade types, or levels of experience

The main objective of understanding the European experience is to serve as a tool to better connect Jordan with Europe and enable higher education institutions to engage with the European Higher Education Area (EHEA) leading to enhanced mutual recognition of degree, student and staff mobility

It is very much useful to take the European Qualification Framework (EQF) as a reference because the EQF applies to all types of education, training and qualifications, from school education to academic, professional and vocational

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



First, the framework levels which consist of ten levels starting with pre-school education and ending with the doctoral qualification

These levels include all the types of qualifications issued in Jordan (university, academic, vocational and technical)

so that these qualifications are placed according to the conformity of the learning outcomes with the level descriptors that have been developed according to international standards.

Allows a common quality assurance of all qualifications beside standards based on learning outcomes in order to formulate educational programs that allow for developing, valuating and improving quality education in various contexts

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

The main concept of the Jordan national qualification framework

- **The concept of Jordanian national qualification system includes all aspects of a country's activity resulting in the recognition of learning. These systems include the means of developing and implementing policy on qualifications, institutional arrangements, skills identification arrangements and processes for assessment, awarding and quality assurance'. Key components of a qualification system could include:**

- An institutional infrastructure for governance, financing, operations and quality assurance;
- A basis in standards for the development of curricula;
- Providers of learning provision (including organizations providing work-based learning);
- Procedures for assessment of learning outcomes;
- Moderation procedures for assessed outcomes;
- An awarding process that links qualification with assessed learning outcomes;
- A certification process;
- An accreditation processes for qualifications;
- A hierarchy of qualifications that define vertical progression within the qualifications system;
- A credit system that enables learning to be transferred from one setting to another;
- A means of validating learning that is achieved outside formal instruction; and
- A quality assurance system that includes reference to international benchmarks.

:The Qualifications Framework serves the following purposes in Jordan

for learners, it clarifies the status of a qualification and how to progress from one qualification to another;

for education and training providers, it defines the standards, in terms of knowledge, skills and competencies, to be achieved by persons qualifying for an award;

for employers and other stakeholders, it describes the knowledge, skills and competences which can be expected from holders of a qualification.

Jordan National Qualifications Framework and Quality Assurance

Jordan NQF links to the quality assurance processes as they set the standard against which accreditation of qualifications can take place and also provides the standard measures against which assessment systems are designed and tested. Together they help to achieve greater coherence and trust within a national qualifications system.

In fact, A NQF without an accompanying quality assurance system is unlikely to be effective in building the quality of and trust in national qualifications.

Both NQF associated with quality assurance in relation to training and educational services come up with a systematic process that provide confidence in educational services provided by training providers under the remit of relevant authorities or bodies.

It is a set of activities established by these relevant authorities or bodies to ensure that educational services satisfy customer requirements in a systematic, reliable fashion.

The equivalency of the Jordan Qualifications Framework to the German Qualification Framework according to the European QF

Criteria for comparison

- The Jordan national qualification framework (JNQF) and the German QF were compared using the following set of principles, which are based on an adaptation of the referencing criteria for the European Qualification Framework EQFs.
- The EQF is the internationally recognized standard for all qualifications in Europe. In developing the EQF, the Bologna Process approved the system for use throughout the EU and created the European Higher Education Area EHEA.

The criteria for comparison allow for in-depth comparative discussion of key elements with a focus on quality assurance and qualifications frameworks:

- **Criteria 1: The roles of the responsible bodies for the JNQF and the corresponding bodies for the EQF are clear and transparent.**
- **Criteria 2: Comparability of JNQF and EQF and their levels.**
- **Criteria 3: The JNQF and the EQF are based on learning outcomes.**
- **Criteria 4: Policies for qualifications and the scope of the framework, which qualifications are covered by framework, and non-formal and informal learning.**
- **Criteria 5: Both qualifications frameworks are backed by quality assurance principles.**

- **The specific methodology used for criteria 2 in the comparison of JNQF and EQF level descriptors include: • comparison of the domains of learning used in the level descriptors • linguistic/textual comparison of the level descriptors and their meaning and intent • use of the concept of 'best-suitable' • use of typical examples of qualification types linked to levels to enrich context**

Criteria 1: The roles of the responsible bodies for the JNQF and the corresponding bodies for the EQF are clear and transparent

JNQF	EQF
• The Council of Higher Education (COHE) • The Ministry of Higher Education and Scientific Research (MOHESR) • The Accreditation and Quality Assurance Commission for Higher Education Institution (AQACHEI)	• The EQF Advisory Group, chaired by the European Commission, oversees EQF implementation. It comprises representatives of all 39 participating countries, • The Council of Europe, EU social partners, Cedefop, ETF and other important EU stakeholders such as public employment services, student unions, and lifelong learning stakeholders. With regards to the EQF, • National Coordination Points (EQF-NCPs) have been established in all participating countries and are charged with the coordination and promotion of their own National Qualifications Frameworks which are referenced to the EQF.

Criteria 2: Comparability of the JNQF and EQF and their levels

The levels on both the JNQF and EQF are defined by descriptors in terms of learning outcomes.

These learning outcomes broadly reflect what is acquired when a learner completes a qualification type that is situated on or referenced to the framework.

The eight EQF levels are described using learning outcomes in terms of 'knowledge', 'skills' and 'competence'. The JNQF 10 levels descriptors are also described in terms of 'knowledge', 'skills' and 'competence'

As the JNQF has 10 levels, and the EQF has eight levels, there were some circumstances where EQF levels were compared to more than one JNQF level based on the principle of 'best suited'. For example, EQF level 6 was comparable to both JNQF levels 7 and 8.

Criteria 3: The JNQF and EQF are based on learning outcomes

Learning outcomes are statements of knowledge and skills, for example, what a graduate is expected to know, understand and be able to do as a result of learning. Learning outcomes are used to describe both the levels and qualifications which are part of the qualifications framework.

They ensure that qualifications are transparent and standard across the education and training sectors and that users of the frameworks and qualifications understand qualification outcomes.

Although the JNQF is a national qualifications framework and the EQF is a regional framework, both the JNQF and EQF are based on learning outcomes. Framework levels of both the JNQF and EQF are described in terms of learning outcomes or 'knowledge', 'skills' and 'competence' (EQF).

Knowledge is described as theoretical and/or factual; skills are described as cognitive involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments); and competence is described in terms of responsibility and autonomy. Nevertheless, these three categories (KSC) should not be read in isolation from each other.

Criteria 4: The scope of the framework, which qualifications are covered by framework, and non-formal and informal learning

In summary: The JNQF and EQF are both comprehensive qualifications frameworks that span school/ general education, vocational education and training and higher education and qualifications acquired through formal, non-formal and informal learning.

Both frameworks include policies regarding credit transfer and the recognition of informal learning. The JNQF and EQF are both designed to support mobility and the provision and recognition of lifelong learning.

Criteria 5: Both JNQF and EQF are backed by quality assurance principles

In summary, quality assurance has been a fundamental underlying principle of the JNQF and EQF

Applying (Criteria 2: Comparability of the JNQF and EQF and their levels): German NQF :as a case study

Comparability of the JNQF and EQF and their levels): German NQF as a :case study







Jordan	EQF Levels	Germany
Jodan NQF 10 **The doctoral degrees of philosophy and equivalent qualifications obtained from experiences.**	**EQF Level 8** · Knowledge at the most advanced frontier of a field of work or study and at the interface between fields · The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice · Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research	**German NQF 8** Doctorate and equivalent artistic degrees (Doktorat und äquivalente künstlerische Abschlüsse) Doctor of Engineering Sciences (Dr.-Ing.)

Comparability of the JNQF and EQF and their levels): German NQF as a :case study



NQF 9

The master's degrees of various types
and higher diplomas type 2 , and specialized training courses of equivalent level to the master's courses and equivalent qualifications
obtained by experience.

NQF 8

The higher diploma certificates type 1 and specialized training courses of a level equivalent to that of higher diploma courses and the equivalent qualifications obtained by experience.



EQF Level 7

- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research; critical awareness of knowledge issues in a field and at the interface between different fields
- Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields
- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams



NQF 7

Master's degrees and equivalent higher education qualifications (traditional German courses of higher education study such as the first degrees of "Diplom" or "Magister", State Examinations) (Master und gleichgestellte Abschlüsse (Diplom, Magister, Staats
Master of Science M.Sc., Business Administration and Engineering, Brandenburg Technical University Cottbus (Master of Science M.Sc. Wirtschaftsingenieurwesen, Brandenburgische Technische Universität Cottbus)

Strategic Professional (IT) (certified) (Strategische/r Professional (IT) (Geprüfte/r))
Certified IT Technical Engineer (Informatiker (Geprüfter)/Informatikerin (Geprüfte))

Comparability of the JNQF and EQF and their levels): German NQF as a :case study



NQF 7

The academic bachelor's degrees
and specialized training courses of a
level equivalent to the level of bachelor's courses and the equivalent
qualifications obtained by experience.



EQF Level 6

- Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles
- Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study
- Manage complex technical or professional activities or projects, taking responsibility for decision making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups



NQF 6

Bachelor degrees and equivalent higher education qualifications (Bachelor und gleichgestellte Hochschulabschlüsse)
Bachelor of Science, B.Sc. International Business Administration, European University Viadrina Frankfurt (Oder) (Bachelor of Science, B.Sc., Internationale Betriebswirtschaftslehre, Europa-Universität Viadrina Frankfurt (Oder))

Specialist commercial clerk (certified) (Fachkaufmann/-frau (Geprüfte/r))
Certified commercial clerk for logistics systems (Fachwirt für Logistiksysteme (Geprüfter)/Fachwirtin für Logistiksysteme (Geprüfte))

Business management specialist (certified) (Fachwirt (Geprüfter))
Banking specialist (certified) (Bankfachwirt (Geprüfter)/Bankfachwirtin (Geprüfte))

Trade and technical school (advanced vocational training governed by federal state law) (Fachschule (Landesrechtlich geregelte berufliche Weiterbildungen))
State-certfied technical engineer (Staatlich geprüfter Techniker/Staatlich geprüfte Technikerin)

Comparability of the JNQF and EQF and their levels): German NQF as a :case study

Jordan	EQF Levels	Germany
NQF 6 **The intermediate university certificate includes the academic and technical diploma and the specialized training courses equivalent to the diploma courses and the equivalent qualifications obtained by experience .** **NQF 5** **The technical or training diploma certificates without the comprehensive examination and the equivalent qualifications obtained by experience.**	**EQF Level 5** · Comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge · A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems · Exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others	**NQF 5** IT specialist (IT-Spezialist/in (Zertifizierte/r)) Software Developer (Softwareentwickler/Softwareentwickleri n) Service technician (certified) (Servicetechniker/in (Geprüfte/r)) Certified service technician for motor vehicles (Kraftfahrzeug-Servicetechniker (Geprüfter)/Kraftfahrzeug-Servicetechni kerin (Geprüfte)) Advanced vocational training pursuant to § 54 of the Vocational Training Act (level 5) (Berufliche Fortbildungsqualifikationen § 54 BBiG (Niveau 5)) Certified dietary cook (CCI Magdeburg) (Diätkoch (Geprüfter)/Diätköchin (Geprüfte) (IHK Magdeburg))

Comparability of the JNQF and EQF and their levels): German NQF as a :case study



NQF 4

The general academic and vocational secondary examination certificates, the vocational level diploma, and the equivalent qualifications obtained with experience.



EQF Level 4

- Factual and theoretical knowledge in broad contexts within a field of work or study
- A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study
- Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities



NQF 4

General higher education entrance qualification (Allgemeine Hochschulreife (AHR))
General higher education entrance qualification (Allgemeine Hochschulreife (AHR))

Subject-linked higher education entrance qualification (Fachgebundene Hochschulreife (FgbHR))
Subject-linked higher education entrance qualification (Fachgebundene Hochschulreife (FgbHR))

Higher education entrance qualification for university of applied sciences (Fachhochschulreife (FHR))
Higher education entrance qualification for university of applied sciences (Fachhochschulreife (FHR))

Dual vocational education and training (3-year and 3½-year training courses) (Duale Berufsausbildung (3 und 3 ½-jährige Ausbildungen)) Electronics technician for automation technology (Elektroniker/Elektronikerin für Automatisierungstechnik)
Full-time vocational school (vocational education and training governed by federal state law) Berufsfachschule (Landesrechtlich geregelte Berufsausbildungen))

Comparability of the JNQF and EQF and their levels): German NQF as a :case study







NQF 3	EQF Level 3	NQF 3
The certificates of the basic stage (grade 10), vocational training certificate level 2 and the equivalent qualifications obtained from the experiences.	• Knowledge of facts, principles, processes and general concepts, in a field of work or study • A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information • Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems	Intermediate secondary school leaving certificate (Mittlerer Schulabschluss (MSA)) Intermediate secondary school leaving certificate (Mittlerer Schulabschluss (MSA)) Dual vocational education and training (2-year training courses) (Duale Berufsausbildung (2-jährige Ausbildung)) Industrial electrician (Industrieelektriker/Industrieelektrikerin) Full-time vocational school (intermediate secondary school leaving certificate) (Berufsfachschule (Mittlerer Schulabschluss)) Vocational school in business and administration (Berufsfachschule, Fachbereich Wirtschaft und Verwaltung)
NQF 2	**EQF Level 2**	**NQF 2**
The certificates of basic stage (six basic grade) and vocational training certificate level 1, literacy certificate and the equivalent qualifications obtained by experience.	• Basic factual knowledge of a field of work or study • Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools • Work or study under supervision with some autonomy	Lower secondary school leaving certificate (Hauptschulabschluss (HSA)) Lower secondary school leaving certificate (Hauptschulabschluss (HSA)) Vocational training preparation (vocational preparation scheme, prevocational training year, introductory training) (Berufsausbildungsvorbereitung (Niveau 2; BvB, Full-time vocational school (basic vocational training) (Berufsfachschule (Berufliche Grundbildung)) One-year full-time vocational school (Einjährige Berufsfachschule)

Comparability of the JNQF and EQF and their levels): German NQF as a :case study

Jordan	EQF Levels	Germany
Jordan NQF 1 **Preschool stage (KG2), unskilled and acquired qualifications**	**EQF Level 1** · Basic general knowledge · Basic skills required to carry out simple tasks · Work or study under direct supervision in a structured context	**German NQF 1** Vocational training preparation (vocational preparation scheme, prevocational training year) (Berufsausbildungsvorbereitung (Niveau 1; BvB, BvB-Reha, BVJ)) Vocational preparation scheme (pre-vocational basic qualification) (Berufvorbereitende Bildungsmaßnahme (berufliche Grundqualifikation)

Criteria 2: Comparability of the JNQF and EQF and their levels



Jordan NQF



EQF



German NQF

German NQF level	EQF level	Jordan NQF level
GNQF 8	EQF 8	JNQF 10
GNQF 7	EQF 7	JNQF 9
		JNQF 8
GNQF 6	EQF 6	JNQF 7
GNQF 5	EQF 5	JNQF 6
		JNQF 5
GNQF 4	EQF 4	JNQF 4
GNQF 3	EQF 3	JNQF 3
GNQF 2	EQF 2	JNQF 2
GNQF 1	EQF 1	JNQF 1

Jordan Levels 9 and 8 equivalent to 8 of EQF and GNQF

Jordan Levels 5 and 6 equivalent to 5 of EQF and GNQF

Summary and Recommendation

This study and review investigated the initial key elements of comparability, commonality and difference between the JNQF as a Jordanian national qualifications and education framework and the EQF as a European regional qualifications and education framework.

Some similarities between the JNQF and EQF are determined based on analysis across a five criterions used as the basis for the comparison.

Firstly, The comparison of the JNQF and EQF attests to the robustness and flexibility of the EQF as a reference framework beyond its regional borders and the international compatibility of the JNQF.

Secondly, both the JNQF and EQF are well established frameworks, based on learning outcomes and supported by robust quality assurance systems.

We found that this initial comparing process has raised the level of transparency to achieve a mutual trust where positive people with people and organization with organization relationships can be easily accomplished and established.

In particular, such mutual trust represents opportunities for greater educational exchange and research collaboration between Jordan and the EU, and recognition of such productive efforts to facilitate student and worker mobility outcomes.

A number of key policy areas of mutual benefit can be identified if deep comparison is carried out for future engagement including transnational education, trade qualifications, logistics and transport education and training, and improved policy linkages across the three areas of qualifications frameworks, quality assurance and qualifications identification.

Summary

Recommendation to the Conference

For more investigation of the compatibility between JNQF, EQF, and the NQF of European countries,

we recommend to establish through this conference a Technical Joint Focus Group aiming at establishing a relationship between qualifications frameworks taking into consideration that this task is a technical and complex policy area which has emerged in the international landscape in recent years where only a few countries having significant experience.

Europe has built significant expertise in this area through the implementation of the EQF and the process of referencing to the EQF.

Furthermore, this focus group is a crucial since comparing qualifications frameworks is not a straightforward, paper-based exercise.

It requires time to listen, understand and hold in-depth, complex and technical policy analysis and the willingness to be open to and appreciate differences through robust and productive discussions.

Hence, the outcome of this activity will facilitate a much deeper understanding of the role of governments in promoting recognition and mobility for students and workers, as well as similarities and differences in policy approaches

Thank you so much

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