

# TVET Country Profile

## JORDAN



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## TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at [www.unevoc.unesco.org/l/68](http://www.unevoc.unesco.org/l/68).

## Acknowledgements

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UNEVOC Centres in Jordan include Centre of Accreditation and Quality Assurance (CAQA), Ministry of Education, National Commission for Human Resource Development (NCHRD), National Training of Trainers Institute – Balqa Applied University (NTTI), The University of Jordan, and Vocational Training Corporation (VTC).

## UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at [www.unevoc.unesco.org/l/589](http://www.unevoc.unesco.org/l/589).

## Statistics<sup>1</sup>

### General information

Category	Indicator	Statistics
Demographic	Total population <sup>5</sup>	10.31 million (2018)
	Population growth <sup>2</sup>	2.6% (2017)
	Median age of population <sup>2</sup>	22.1 (2015)
	Population aged 15-24 years (thousands) <sup>5</sup>	2,048.23
Socio-economic	GDP growth (annual %) <sup>2</sup>	2% (2017)
	GDP per capita (current US\$) <sup>2</sup>	4,130 (2017)
	Unemployment rate (%) <sup>2</sup>	14.7 (2018)
	Youth literacy rate, population 15-24 years, both sexes (%) <sup>3</sup>	99.1 (2016)

### Participation in education by level and by programme orientation (2017)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		98% (2012)		49.0% (2017)	
Secondary education, all programmes	Lower secondary (ISCED 2)	64.9%	72.0%	50.3%	49.3%
	Upper secondary (ISCED 3)		50.0%		53.5%
Tertiary education, all programmes (ISCED 5-8)		31.7%		52.9%	

Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	3.5%	-	41.1%	-
	Upper secondary (ISCED 3)		14%		41.1%

Indicator	Both sexes (%)	Percentage of students who are female (%)
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)	4.1%	48.6%

### Education finance<sup>0</sup>

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) <sup>2</sup>	11.8%
	Expenditure on education, except Higher Education, as % of total expenditure on Education <sup>4</sup>	88.3%

### Other useful statistics related to TVET and skills development<sup>4</sup>

Indicator	Statistic		
Government expenditure on vocational education and vocational training institutions (% of total education budget)	3.6% (2016)		
Enrolment in secondary education vocational training programmes under the MOE	Males	Females	
	14,217	10,817	
Enrolment in Secondary Education Programs under the MOE, by gender and field of study:	Males	Females	
	- Hotel Business	96%	4%
	- Home Economics	2%	98%
	- Agriculture	81%	19%
	- Industry	98%	2%

<sup>1</sup> Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

<sup>2</sup> World Bank. World Development Indicators. <https://data.worldbank.org>

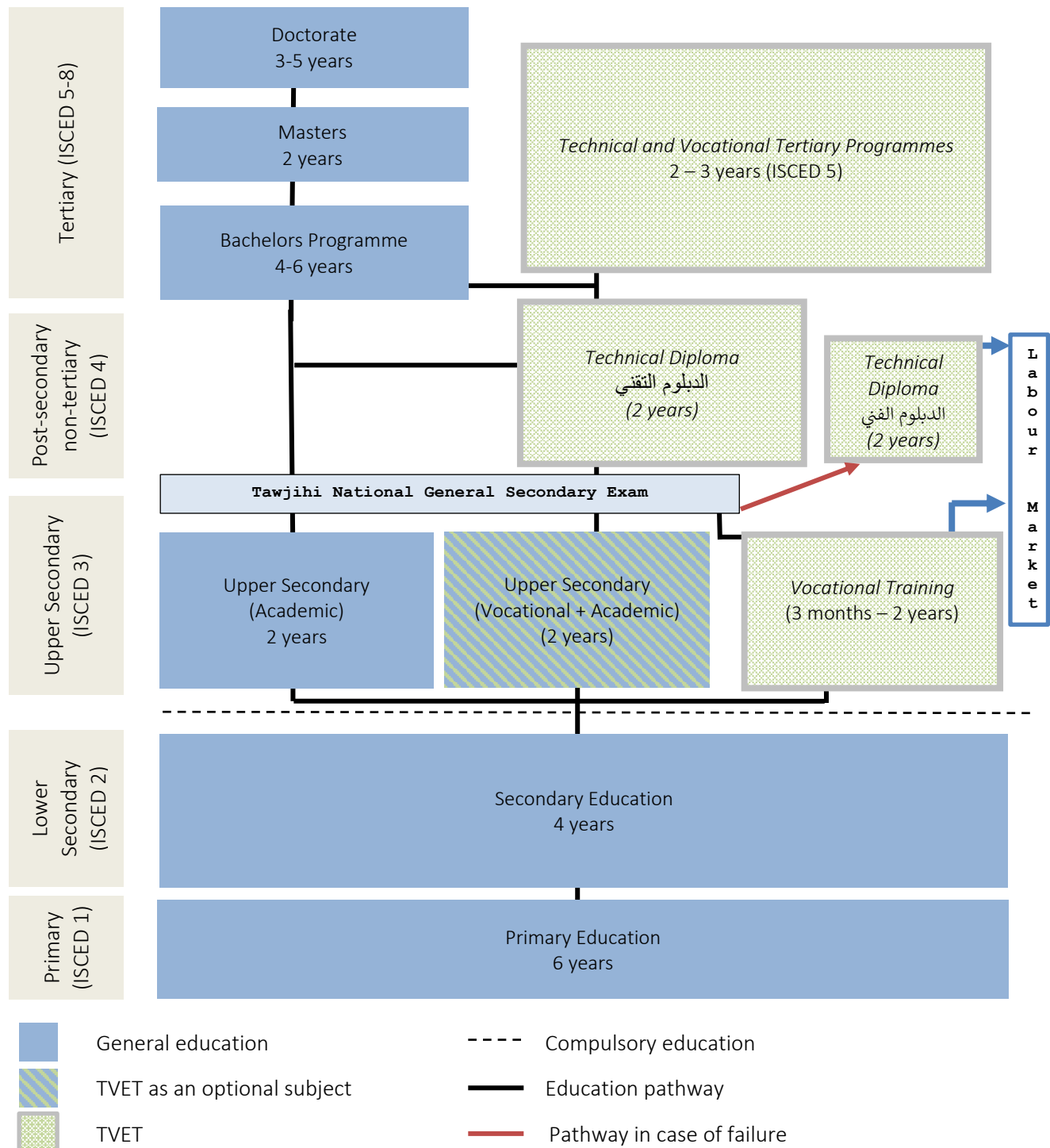
<sup>3</sup> UNHDR. 2018 Statistical Update. [http://hdr.undp.org/sites/default/files/2018\\_statistical\\_annex.pdf](http://hdr.undp.org/sites/default/files/2018_statistical_annex.pdf)

<sup>4</sup> Compiled on basis of the Jordanian Ministry of Education Strategic Plan 2018-2022. (pp. 14+25)

<sup>5</sup> Department of Statistics, Government of Jordan <http://jorinfo.dos.gov.jo/>

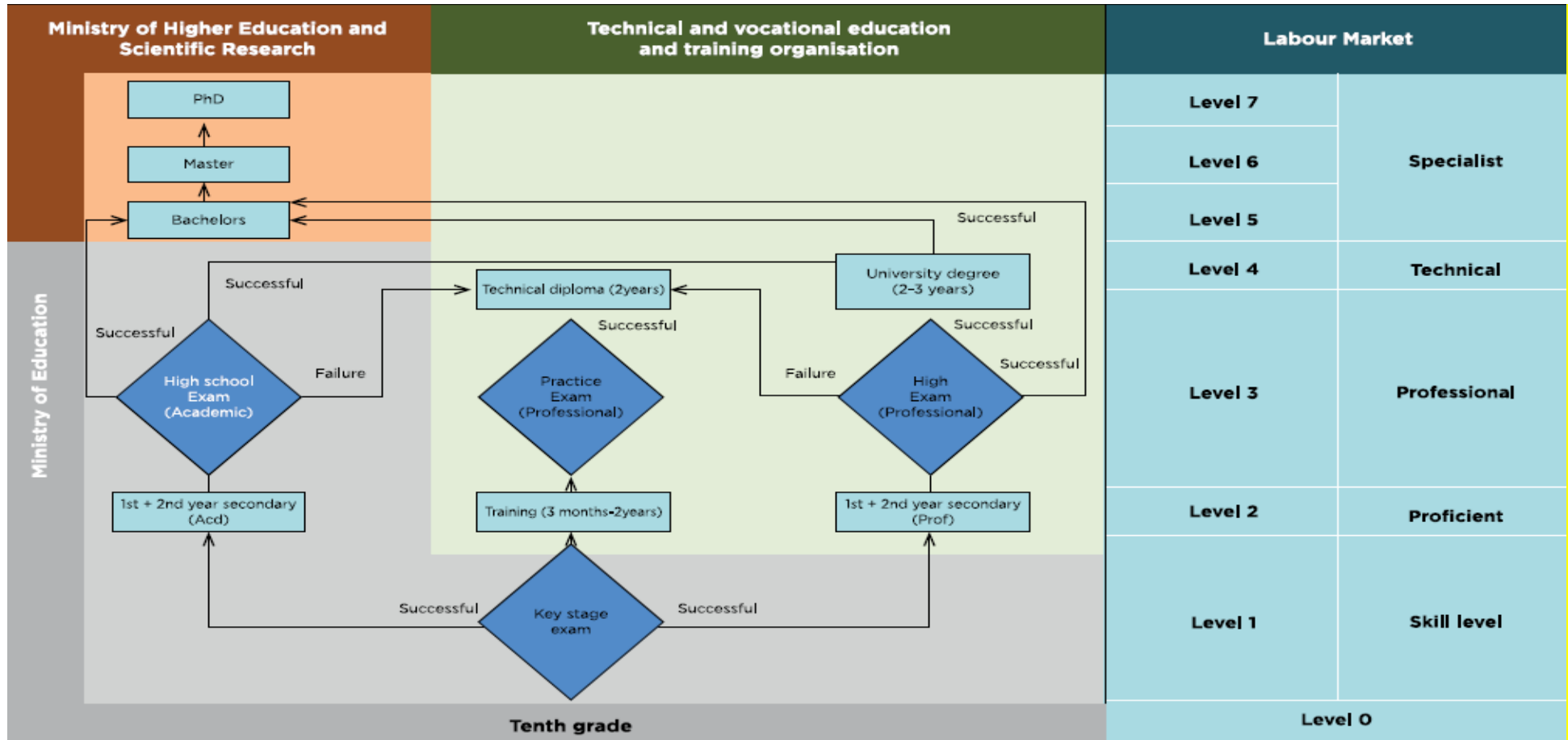
## 1. TVET systems

TVET in the Jordanian education system<sup>5</sup>



<sup>5</sup> Compiled by UNESCO-UNEVOC International Centre. Further details including direction of progression, pathways between streams and pathways to labour market, please see Figure 2 below.

Figure 2: Potential Pathways for TVET in Jordan



Source: National Human Resource Development Strategy 2018-2025, p. 158.

## Formal TVET system

The formal TVET system in Jordan is structured as follows:

<b>Comprehensive (both academic and vocational) and an apprenticeship track</b> is offered at the secondary education level (ISCED 3).	
Duration:	2 years
Admission requirements:	Basic education certificate
Taught in:	Secondary school, grades 11 and 12 under Ministry of Education
Students can take one out of four specialized courses: Industrial, agricultural, hospitality and home economics. Based on the results of their exams, graduates can enter the labour market or pursue their education at community colleges or universities for vocational or general education.	

<b>Technical Diploma programmes</b> are offered at the post-secondary non-tertiary (ISCED 3).	
Duration:	2 years
Admission requirements:	12 years of Education
Taught in:	Vocational Training Institutions
These Technical Diploma programmes are called 'الدبلوم الفني' and are aimed at skills development of the students who could not pass the general secondary examination. Graduates from the VTC courses can access the labour market. There is no pathway from VTC to Community colleges and to continued higher education.	

<b>Technical education and training</b> is offered at the tertiary level (ISCED 4).	
Duration:	2 years
Admission requirements:	Secondary education certificate
Taught in:	Community Colleges under Al-Balqa' Applied University (BAU)
These Technical Diploma programmes are called 'الدبلوم التقني' and are offered by Community Colleges which are collaborating with the Al-Balqa' Applied University (BAU). BAU has its own public technical colleges in addition to oversight private technical and community colleges.	

<b>TVET programmes</b> are offered at the tertiary education level (ISCED 5-6).	
Duration:	2-5 years
Admission requirements:	Secondary education certificate
Taught in:	Universities, private and public Community Colleges
Community colleges provide various TVET courses. At universities, a BA in Engineering can be pursued.	



## Non-formal and informal TVET systems

In Jordan, public non-formal and vocational training includes various programmes focused on initial training and further skills development.

<b>Programme:</b>	<b>Enterprise based training</b>
Ministry/organization responsible:	Non-public provision through formal and informal enterprises
Target audience:	-
Admission requirements:	-
Qualifications received:	-

<b>Programme:</b>	<b>Training for construction industry</b>
Ministry/organization responsible:	National Employment Training Company (Public Private Partnership between Jordanian Armed Forces, MoL, and the private sector)
Target audience:	-
Admission requirements:	-
Qualifications received:	-

## 2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Jordan:

Name of document	Law of Vocational Training Corporation Amended Law No. 50 of 2001 Law No. 27 of 1999 (organizing vocational work)
Date entered into force	1985 – 1999 - 2001
Website link	<a href="http://t1p.de/fhve">http://t1p.de/fhve</a>
Key points and objectives	<p>The Vocational Training Corporation (VTC) was established in accordance with the temporary law no. 35 of 1976, and is currently working in accordance with the law No.11 of 1985 – the law of vocational training corporation and the amended law No.(50) of 2001, and the law No. (27) of 1999 for organizing vocational work. VTC provides its services to all citizens regardless of their education level working on the platform of lifelong continuous learning, both in vocational preparation programmes of all professional levels, or upgrading competency programs to raise competency of workers on the job in marketplace. The Corporation also provides training and consultation services in the area of safety and professional health to minimize accidents in workplace, training of trainers and supervisors in behavioural and administrative aspects, developing the work of small and middle size establishments, and organizing Jordanian labour market.</p>

Name of document	National Employment Strategy 2011-2020
Date entered into force	2010
Website link	<a href="http://t1p.de/7c49">http://t1p.de/7c49</a>
Key points and objectives	
<p>The National Employment Strategy (NES) contains three goals:</p> <ul style="list-style-type: none"> <li>• Short-term goal (2014): absorbing the unemployed;</li> <li>• Medium term goal (2017): better skill-matching and micro and SME growth;</li> <li>• Long term goal (2020): economic restructuring and increased productivity</li> </ul> <p>The NES emphasizes that the efforts to improve labour conditions should include supply-side, demand-side, and institutional elements to tackle the following challenges.</p> <ul style="list-style-type: none"> <li>• Structural unemployment, especially among youth;</li> <li>• Low labour force participation, especially among women;</li> <li>• Growth of joblessness;</li> <li>• Failure to follow through on labour initiatives;</li> <li>• Failure to create an appropriate institutional environment for policy formation and evaluation.</li> </ul>	

Name of document	Jordan National Employment – Technical and Vocational Education and Training (E-TVET) Strategy 2014-2020
Date entered into force	2014
Website link	<a href="http://t1p.de/7c49">http://t1p.de/7c49</a>
Key points and objectives	
<p>The E-TVET strategy aims to develop and implement a demand-driven E-TVET system that enables Jordanians to fulfil their career aspirations and contributes to economic growth and social development. The strategy incorporates the results of the first E-TVET Strategy (2008-2013) established as part of the Jordanian National Agenda 2006-2015, and identifies five pillars that require building or further advancements:</p> <ul style="list-style-type: none"> <li>• Governance;</li> <li>• Relevance of education and training for employability;</li> <li>• Inclusiveness of the TVET system, especially for refugees, women and people with disabilities;</li> <li>• Performance measurement;</li> <li>• Sustainable and effective funding</li> </ul>	

Name of document	Jordan 2025
Date entered into force	2015
Website link	<a href="http://t1p.de/sb9g">http://t1p.de/sb9g</a>
Key points and objectives	
<p>Jordan 2025 charts a path for the future and determines the integrated economic and social framework that will govern the economic and social policies based on providing opportunities for all. It is a long-term national vision and strategy rather than a detailed government action plan. It includes more than 400 policies or procedures that should be implemented through a participatory approach between the government, business sector and civil society. Its basic principles include:</p> <ul style="list-style-type: none"> <li>● Promoting the rule of law and equal opportunities;</li> <li>● Increasing participatory policy making;</li> <li>● Achieving fiscal sustainability;</li> <li>● Strengthening institutions.</li> </ul> <p>The vision offers two scenarios depending on the progress achieved and the degree of commitment to implement the agreed upon policies. The baseline scenario assumes adopting some, and not all, of reform measures that are contained in the vision, while targeted scenario assumes taking further measures that would achieve high growth rates. According to the targeted scenario, the vision intend to achieve real economic growth rates of about 7.5% in 2026, at a rate of 5.7% within the vision period, while the baseline scenario aims to achieve an economic growth rate of 4.8%. With regard to poverty and unemployment, the targeted scenario aims to reduce poverty and unemployment rates to about 8.0% and 9.17% respectively, compared to about 10% and 11.7% respectively in the baseline scenario. The targeted scenario seeks to reduce the ratio of public debt to GDP to 47%, compared to about 60% in the baseline scenario.</p> <p>The most important goal that the vision seeks to achieve is improving the welfare of citizens and the basic services provided to them, to create a balanced society where opportunities are available to all and the gap between governorates is bridged.</p> <p>The vision puts Jordanian citizens in the heart of the development process; success and failure are measured by the extent of the progress made at the level of individuals, and therefore the welfare of the community.</p> <p>The Prime Minister’s Delivery Unit was re-established to follow up the most important initiatives proposed and overcome the obstacles facing their implementation in order to assure commitment and effective implementation.</p>	

Name of document	National Strategy for Human Resource Development 2016-25
Date entered into force	2016
Website link	<a href="http://t1p.de/841i">http://t1p.de/841i</a>
Key points and objectives	
<p>The National Strategy for Human Resource Development aims to achieve the following:</p> <ul style="list-style-type: none"> <li>• By 2025, ensure that all children have access to quality early childhood learning and development experiences that promote primary school readiness, ensure healthy lives, and promote their future wellbeing.</li> <li>• By 2025, ensure that all children complete equitable and quality primary and secondary education, leading to relevant and effective learning outcomes.</li> <li>• By 2025, substantially increase the number of youth and adults who have relevant technical and vocational skills for employment, decent jobs, and entrepreneurship.</li> <li>• By 2025, ensure fair access to affordable, relevant, and quality university education opportunities.</li> </ul> <p>Particularly in the context of TVET, the Strategy focuses on the following areas:</p> <ul style="list-style-type: none"> <li>• Access: Establish progressive pathways to promote and recognize all forms of learning and skills development within the system and in the labour market and create new options for high quality tertiary TVET.</li> <li>• Quality: Increase the quality of TVET through consistent training requirements for TVET instructors, aligning standards and quality assurance for all institutions, and closer coordination with private sector.</li> <li>• Accountability: Put in place clear governance structures to ensure accountability across the sector.</li> <li>• Innovation: Innovate funding and provision through transforming the E-TVET Fund, public-private partnerships, and expanding innovative modes of delivery.</li> <li>• Mindset: Promote and establish TVET as an attractive learning opportunity from an early age, and throughout the system.</li> </ul>	

Name of document	Ministry of Education – Strategic Plan (2018-2022)
Date entered into force	2018
Website link	<a href="http://t1p.de/dbgf">http://t1p.de/dbgf</a>
Key points and objectives	
<p>The Ministry of Education Strategic Plan places TVET as one of its six main priority domains. Ministry of Education’s domain in TVET includes Grades 11 and 12 of the secondary cycle. The Ministry seeks to improve the perception of TVET among students and parents by improving its quality, increasing the number of specializations that are taught and developing partnerships with the private sector.</p> <p>The Strategic Plan aims to focus on three strands:</p> <p>I. Improving Management:</p>	

- Revised vocational education policy and structure by 2022, which includes restructuring / modernization of TVET systems under the MOE's mandate.
  - A revised performance and incentive system for vocational education teachers by 2022.
- II. Increasing Access:
- Increase the percentage of Grade 10 students who transition to vocational education from 11% to 17% for both males and females.
  - Establish 15 new specialized vocational schools (7 schools for females), and increase the number of vocational qualifications offered at these schools.
- III. Improving Quality:
- Increase the percentage of trained teachers from 25% to 100% in 2022.
  - Develop an active partnership with the private sector to serve Vocational Education.

This strategy also employs the Strategy for Mainstreaming Gender Equality in Education, to guide and facilitate the identification of gender inequalities in TVET (and general education) and develop remedial actions.

### 3. Governance and financing

#### Governance

TVET in Jordan remains a fragmented responsibility. Currently, TVET remains a common subject of three different Ministries – Labour, Education, and Higher Education and Scientific Research, with the E-TVET Council acting as a coordination entity.

While the Ministry of Education was tasked with steering TVET in the country, the E-TVET Strategy put the E-TVET Council as the apex steering body for TVET in Jordan. The E-TVET Council is a governance body chaired by the Minister of Labour. As a tripartite entity, the Council has representatives from all important stakeholders including training institutions, chambers of commerce, associations, trade unions and employers. The division of TVET mandate between these ministries also includes a division of their respective responsibilities in design, delivery, financing, accreditation, certification and quality assurance.

The **Vocational Training Corporation** and the **Al-Balqa Applied University** are responsible for non-formal and formal TVET at the secondary and post-secondary non-tertiary level. The **Ministry of Education** with its 43 subdivisions is responsible for (secondary) Comprehensive Secondary Education TVET in Jordan. **The Ministry of Higher Education and Scientific Research (MoHESR)** oversees the BAU technical colleges and the tertiary education system, including TVET.

The **E-TVET Council** is aimed at promoting cohesion between the three ministries by setting policies and plans for the development and coordination of programmes, activities and efforts. The Council also supervises the Centre for Accreditation and Quality Assurance (CAQA), which has been established as the national authority for the accreditation and qualification of TVET providers as well as trainees in the vocational stream. The accreditation and qualification of TVET providers in the technical stream is under the Al-Balqa Applied University and regulated by the Higher Education Accreditation Commission. However, the major influence of the Council and CAQA is directed towards VTC institutes and the private institutes, due to the fact

that MoE vocational schools and BAU technical colleges are subject to the laws, regulations and standards applied by their relevant Ministries.

## Financing

The primary source of TVET financing is public finance routed through the **Ministry of Finance (MoF)** and each institution that provides TVET programmes deals directly with the MoF. There is no central body that allocates the funds based on needs or decides on the priority of certain projects. The budget decisions are not based on performance of the programmes or organizations which reduces the incentive for the providers to make their programmes more attractive. As of 2016, public financing to all TVET programmes and TVET institutions under all relevant ministries amounts to 3.6% of the total public expenditure on education.

Furthermore, an E-TVET fund was created to support the funding for TVET based on demand-driven skills training apart from the national budget. Envisaged as a 'skills development' fund, it could foster the collaboration between the private sector and the TVET providers. In Jordan, the budget is allocated from a percentage on fees of foreign workers' work permits and through a budget by the MoF and yields annually about JOD 20 million (US\$ 28.2 million). Under the ongoing reforms, diversification of financing of TVET through public-private partnerships is also being pursued.

## 4. TVET teachers and trainers

TVET Teachers and trainers in Jordan usually have an academic background but they often lack sufficient industry or technical expertise. The recruitment procedure takes place through the Civil Service Bureau (CBS), a government agency, and includes written examination and interviews to evaluate the functional competencies of the trainers. In the Vocational Training Institutes, some teachers come with a secondary education or less. Once teachers are in service, the MoE, MOL and MoHESR are responsible for their continuing training and skills development of the teachers under their mandates.

The MoE is collaborating with the Queen Rania Teachers Academy (QRTA) to launch an Initial Teacher Education Programme (ITE) aimed at pre-service training of Basic and Secondary Education teachers. Given that vocational courses are offered at the upper secondary level, this programme would also target the training of vocational teachers. Other non-governmental initiatives for teacher training also include the teacher training components of the Jordan Education Initiative (JEI). Teacher Training Centres are also established under the Vocational Training Corporation and the Al-Balqa Applied University.

## 5. Qualification system and quality assurance

### National Qualifications Framework (NQF)

The Jordanian Technical and Vocational Qualifications Framework (TVQF) has four levels and covers all vocational qualifications offered in Jordan. A new ten-level NQF has been designed by the Accreditation and Quality Assurance Commission for Higher Education Institutions

(AQACHEI) at the request of the Cabinet. This new framework, not yet approved, is intended to cover the entire education and training system.

Up to September 2016 the Centre of Accreditation and Quality Assurance (CAQA) had registered 16 qualifications in the TVET qualification framework. Two institutions are in charge of registering qualifications (accrediting programmes): the CAQA for the three first levels of qualifications; and AQACHEI which covers the fourth level (technician). In 2017, CAQA registered 46 qualifications while AQACHEI registered 20.

Furthermore, the development and institutionalization of a National Qualification Framework is also a key priority in the National Human Resource Development Strategy and is expected to be launched in 2019.

## Quality assurance

TVET provision in Jordan is currently lacking the collaboration with the labour market and employers. This results in graduates who do not necessarily have the right skills for their profession.

Quality assurance processes in TVET in Jordan differ according to the type of programmes and the responsible ministry. Each has their own mechanisms for the collection of data, monitoring, and evaluation. The **Centre for Accreditation and Quality Assurance (CAQA)** was established as the national authority for the accreditation and qualification of TVET providers as well as trainees. Private institutes, vocational schools and BAU technical colleges remain subject to the different laws, regulations and standards applied by their respective Ministries (CAQA, the MoE and the MoHESR).

## 6. Current reforms and policy discussion

The TVET system in Jordan is currently undergoing substantive reforms in line with the E-TVET Strategy (2014-2020), Ministry of Education Strategic Plan (2018-2022), National Human Resource Development Strategy (2016-2025), The Jordanian National Development Plan – Jordan 2025. In the context of TVET, the E-TVET Strategy and National Human Resource Development Strategy (2018-2025) are currently the most critical reforms and policy agendas. A new law on ‘Vocational and Technical Skills Development’ has also been passed by the Senate in 2019 which will be take effect soon.

## Challenges

According to the National Strategy for Human Resources Development (2018), Jordan is facing the following challenges to the TVET system:

<b>Access</b>	Limited opportunities of pathways between streams or to higher education resulting in decreasing attractiveness of TVET.
<b>Quality</b>	The TVET system needs regulated funding to be able to provide quality pre- and in-service teacher training in order to achieve good results. Involving the private sector in the development, quality assessment and control of TVET curricula could support

the reversal of the skills mismatch that makes this pathway unattractive to both students and employers.

**Accountability**

The three ministries responsible for TVET – MoL, MoE, and MoHESR – are, despite ongoing efforts, not coordinating on all major aspects of TVET which complicates the provision of satisfactory education in this sector.

**Public perception**

TVET education is not considered a good pathway for quality education and work. This could be changed by the addressed measures to improve the TVET provision system in Jordan.

**Data based policymaking**

Data collection on TVET and related employment is fragmented, the data that is available is often outdated or inaccurate, and it is not used effectively. As it stands, labour market information is gathered by a number of sources - Department of Statistics (DoS), the MoL, the Social Security Corporation (SSC), the CSB, the MoHESR, and the National Aid Fund (NAF). The absence of a comprehensive, coordinated and accurate LMIS inhibits development of the TVET sector and its responsiveness to the labour market demands. There are also challenges in obtaining and maintaining reliable and consistent data on the sector as a whole.



## 7. References and further reading

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TVET COUNTRY  
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