

Study

Assessment of BTEC Vocational Education in Jordan

Performance Index Center | KAFA'A
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Chief Executive Officer – Muath Al Mbaidheen

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Terms and Abbreviations

Term	Abbreviation
Business and Technology Education Council	BTEC
Technical and Vocational Education and Training	TVET
Pearson PLC	Pearson
College of Advanced Vocational Training	CAVT
Higher National Diploma	HND
Competency Based Education	CBE
Skills Gap	-
Key Performance Indicators	KPIs
United Nations Development Program	UNDP
Public-Private Partnership	PPP
Financing Gap	-
General Certificate of Secondary Education	GCSE



1. Introduction

Today, the global educational system stands at a historic crossroads driven by the demands of the Fourth Industrial Revolution and the Artificial Intelligence revolution. Education is no longer a mere process of knowledge transmission; rather, it has become a sovereign tool for cultivating competence and building nations' competitive advantage. Amidst the tension between traditional academic outputs and the rapidly accelerating needs of the labor market, Technical and Vocational Education and Training (TVET) emerges as a strategic lever for sustainable development and an indispensable choice for achieving structural balance in the national economy. The transition toward global educational models, such as the BTEC system in Jordan, represents a conscious response to the necessity of institutionalizing Competency-Based Education. This constitutes a comprehensive re-engineering of learning philosophy, shifting the cognitive framework from theoretical rote learning to practical empowerment, while integrating digital skills and fostering professional behaviors at the core of the educational process.

Embodying this strategic direction, Jordan has adopted the BTEC system as a pioneering model for transformation, inspired by the High Royal Visions that placed the development of vocational education at the heart of the Economic Modernization Vision 2033. Internationally accredited by the British institution "Pearson," this program represents a qualitative leap in the structure of the Jordanian educational system. It is anchored in global curricula that have been localized to respond to national needs and bridge the "skills gap" that has long burdened the local economy. The partnership established between the Ministry of Education and Pearson in May 2023 which culminated in the introduction of vital specializations such as Engineering, Information Technology, Agriculture, and Business Administration, represents a strategic necessity for enhancing economic resilience and addressing structural imbalances resulting from the oversupply of graduates in humanities disciplines. Consequently, this grants students a "dual-pathway pass" that allows them direct access to the labor market or the pursuit of higher education pathways according to rigorous global standards.



This study arrives to assess the reality of implementing the BTEC program in Jordan. Moving beyond conventional description, it offers a critical and forward-looking dissection of six core pillars that form the backbone of the educational ecosystem: beginning with the quality of resources and the learning environment, through equity of access and inclusivity of opportunities, to the efficiency of qualification, the role of media in shaping societal awareness, the clarity of academic progression pathways, and finally, data governance as a cornerstone for evidence-based decision-making.

1.1 Study Introduction and Strategic Importance

This study arises from the necessity to provide a comprehensive strategic analysis and an in-depth institutional assessment of the implementation of the BTEC vocational education program within the Jordanian educational system. As one of the newly introduced educational pathways, BTEC aims to enhance the quality of vocational education and strengthen its alignment with the demands of both local and international labor markets. The study seeks to deconstruct the program's structural architecture and its qualitative and educational components, thereby facilitating a deeper understanding of the system's nature, its execution mechanisms, and the extent of its alignment with international standards and rapidly shifting labor market needs.

Furthermore, the significance of this study is derived from its focus on monitoring the qualitative impact of this pathway on improving vocational education outcomes. It evaluates the efficiency and readiness of the human and logistical resources dedicated to its implementation, while examining the equity of enrollment distribution and the inclusivity of the program's geographical expansion to ensure equal opportunities for students across various regions of the Kingdom. The study also addresses the prospects for university education and international recognition available to BTEC students, and the subsequent impact on enhancing their academic progression and opening broader educational and professional pathways.



Consequently, this study does not merely describe the current reality of the BTEC program; rather, it seeks to evaluate its efficiency in preparing students to transition into higher education and integrate into the future labor market, while analyzing graduates' readiness for employment and the market's capacity to absorb them. From this perspective, the study serves as an analytical reference that relevant authorities and decision-makers can utilize to develop vocational education policies. Additionally, it contributes to raising societal and institutional awareness regarding the value of this educational track, positioning it as a strategic choice for the future of education and employment in Jordan, ultimately formulating a roadmap that includes practical mechanisms to enhance the program's effectiveness and maximize its developmental impact.

1.2 Study Methodology and Analysis Sample

The study adopted a descriptive-analytical approach to evaluate the reality of the BTEC program in Jordan. It aims to understand the program's implementation level and identify its key strengths, challenges, and opportunities by analyzing the field reality as perceived by the primary actors in the educational and training process. The study is grounded in a mixed-methods methodology that combines qualitative and quantitative analysis to ensure comprehensive and accurate findings. It focuses on core pillars related to the educational infrastructure, practical training, equity of access, partnerships, societal perception, and future pathways for graduates.

To achieve the study's objectives, data was collected through a suite of research tools. These included a content analysis of relevant documents and policies, alongside individual interviews and focus group discussions (FGDs) conducted with a sample of students, teachers, administrators, experts, and specialists in vocational education and training, as well as representatives from the private sector associated with the vocational specializations covered by the program. Additionally, the study relied on the analysis of available statistical indicators and data to support the qualitative findings and enhance their reliability.



The selection of the study sample ensured geographical representation of the various regions of the Kingdom, as well as diversity in professional backgrounds, gender, and target groups, thereby providing a balanced and comprehensive understanding of the programme's status from multiple perspectives.

2. General Framework

The contemporary world is witnessing a fundamental shift in the philosophy of education, driven by rapid transformations in labor markets, technological advancements, and the growing demand for employable, practical skills. Within this context, traditional academic education, which relies primarily on rote learning and final examinations, is no longer sufficient on its own to meet the requirements of sustainable economic and social development. This has renewed recognition of vocational and technical education as a strategic pillar in the development of human capital.

The BTEC system, emanating from the international Pearson qualifications framework, stands as one of the most prominent global models of competency-based technical and vocational education. This system offers flexible, integrated educational pathways spanning from introductory levels through to higher education. Consequently, it enables learners to achieve both horizontal and vertical mobility among school-based education, technical training, university education, and vocational training within a unified framework that aligns with national and international qualifications frameworks.

The system is anchored in an educational philosophy that fundamentally diverges from traditional education. It relies on applied learning and continuous assessment rooted in realistic scenarios derived from actual work environments, rather than standardized final examinations. This approach aims to cultivate comprehensive cognitive, behavioral, and professional skills, including critical thinking, problem-solving, adaptability, time management, and teamwork, which have become primary requisites for employers and productive enterprises.



The BTEC system encompasses a wide array of practical specializations designed to develop students' technical and vocational skills, thereby qualifying them for integration into the labor market or the pursuit of higher education. In the field of Information Technology (IT), students acquire skills in programming, data analysis, networking, and cybersecurity, enabling them to work in software development and smart systems management. In the Engineering specialization, the focus is placed on mechanical and electrical design and analysis, alongside industrial programming, qualifying students to operate across various engineering domains.

Furthermore, the framework extends to other domains such as Travel and Tourism, which focuses on destination management and hospitality services; Hospitality, relating to hotel and restaurant management and event organization; and Art and Design, which covers digital design, animation, and product design. The Creative Media specialization enables students to develop digital media and media production, while the system also offers Hair and Beauty programs to teach personal care techniques. Agriculture focuses on sustainable production and resource management, whereas Business covers marketing, financial management, and market analysis.

Additionally, the system includes Construction and the Built Environment to train students in building techniques and project management, alongside programs in Sport to equip students with practical knowledge and scientific foundations, and Health and Social Care, which merges practical training with theory to qualify learners for roles in community care and support¹.

The significance of this system is highlighted by its responsiveness to learners' aspirations and needs. International data² indicates that the majority of students prefer learning modalities that connect to real-world applications and enhance their prospects for securing decent employment. This reflects a clear gap between traditional educational outputs and labor market demands, which TVET effectively narrows by aligning education with the real economy.



Thus, the BTEC system can be viewed as an effective instrument for advancing educational equity and equal opportunities. It provides alternative educational pathways for students whose abilities or inclinations do not align with purely academic tracks, without closing the doors to higher education or future professional progression. In doing so, this system contributes to addressing unemployment challenges, particularly among youth, and supports economic growth by supplying the labor market with qualified and skilled competencies.

In the context of public policy, the adoption and development of the BTEC system aligns with international trends aimed at achieving the Sustainable Development Goals (SDGs), particularly Goal 4 (Quality Education) and Goal 8 (Decent Work and Economic Growth). Moreover, this system represents a model that can be localized and adapted to national needs, enabling countries, including Arab countries, to restructure their education systems in ways that strengthen the linkage between education and development.

3. A Comprehensive Overview of the Business and Technology Education Council (BTEC) Program

The BTEC program is one of the world's leading vocational and applied qualifications, managed and supervised by the British institution "Pearson." This program is designed to serve as a bridge connecting academic education with actual labor market demands. It focuses on equipping learners with practical skills and specialized knowledge through an educational approach rooted in project-based learning and real-world applications, rather than relying entirely on traditional theoretical examinations.³

The program offers high-quality, career-focused qualifications that reflect the realities of the labor market. The courses provided emphasize skills-based learning and are structured around thematic modules. Instead of a comprehensive examination at the end of the course, BTEC candidates are evaluated throughout the duration of the program using assessments based on realistic, scenario-based tasks. This practical approach enables learners to develop and apply the knowledge, skills, and behaviors highly sought after by both employers and universities.⁴

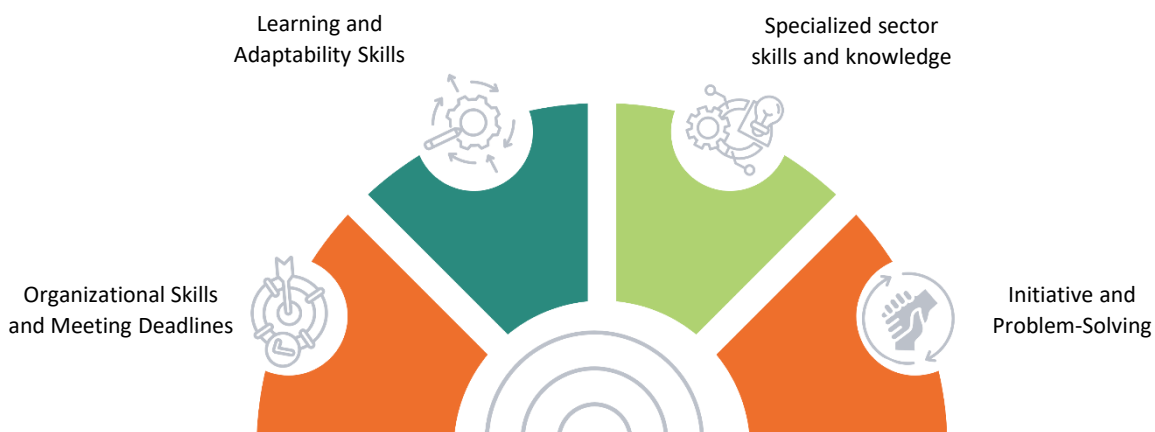


Figure 1: Key Skills Developed through the BTEC Qualification



Through the BTEC program, I was able to discover my vocational inclinations early on, and I acquired skills that I would not have learned through traditional methods. I feel that the program provided me with a genuine opportunity to bridge the gap between education and labor market needs, making me more prepared for the upcoming university or professional stage.

Statement from a BTEC student interview, Jordan



3.1 BTEC Program Levels and Academic Equivalencies

BTEC qualifications progress through multiple levels that ensure continuous learning and professional development, ranging from foundational stages to advanced professional levels. The following table illustrates the primary levels and their equivalencies within the British educational system as a global standard.⁵

BTEC Level	Description and Academic Equivalency	Target Group
Level 1-2	Equivalent to the General Certificate of Secondary Education (GCSE)	Students in primary and lower secondary education stages
Level 3	Equivalent to the Advanced Level (A-level)	Students wishing to enter university or join the vocational workforce
Level 4-5	Equivalent to the first and second years of a Bachelor's degree (Higher Nationals)	Students seeking to obtain an Intermediate Diploma
Level 6-7	Equivalent to Bachelor's and Master's degrees (Professional)	Professionals seeking to develop advanced leadership and specialized skills

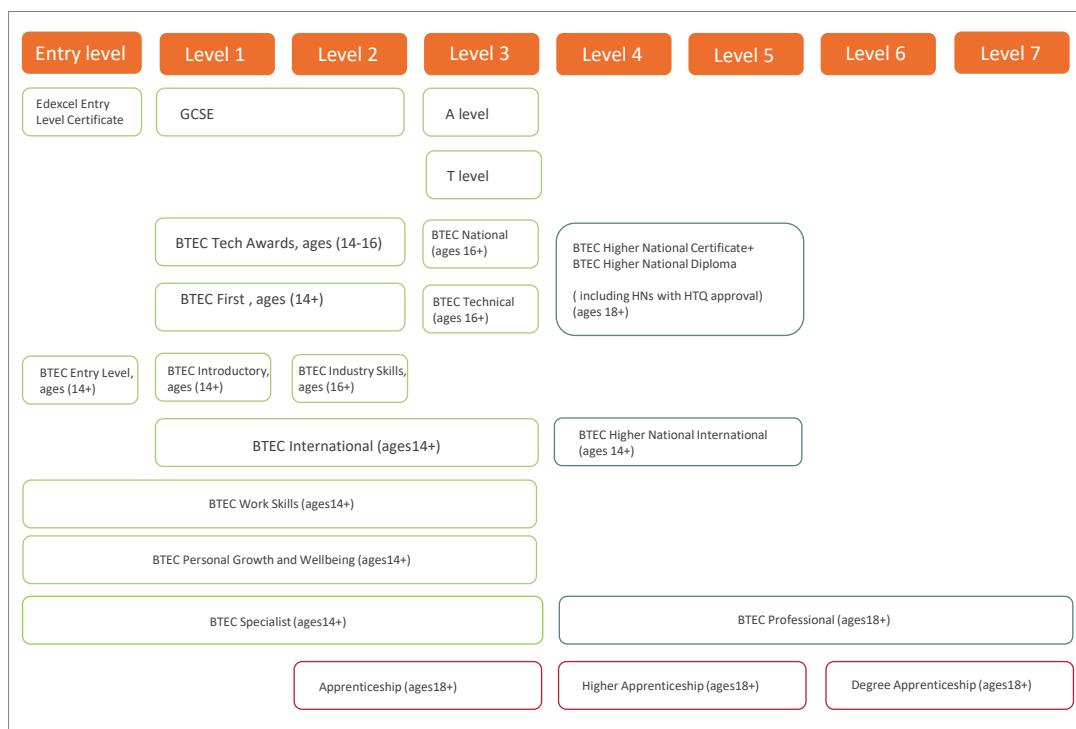


Figure 2: BTEC Programme Qualifications⁶

3.2 Global Statistics and Socioeconomic Impact

Global statistics published by Pearson⁷ reveal the profound positive impact of the BTEC program on individuals and communities across various economic, social, and academic dimensions. Studies have demonstrated that graduates of BTEC Level 3 achieve a remarkable premium in earnings, with salaries ranging 7% to 9% higher compared to their peers holding other vocational qualifications at the same level. On the academic front, the retention rate into the second year of university for BTEC Level 3 (RQF) students reached approximately 91%. This rate surpasses averages recorded in advanced educational systems, such as the United States at 76.7% and Australia at 76.1% and exceeds the OECD average of 88%.

This trend is further reinforced by the growing university recognition of the program's outcomes; recent years have witnessed a 300% increase in the number of students accepted into prestigious universities based on their BTEC qualifications, reflecting rising global academic confidence in this educational pathway. Furthermore, the program constitutes the second most common pathway for university entry after A-Levels, with approximately 100,000 students transitioning into higher education through this route annually. In addition to this, the program plays a pivotal role in empowering underrepresented groups and advancing educational equity. Data indicate that students from areas with low participation rates in higher education are twice as likely to progress to university when they choose the BTEC pathway compared to traditional academic routes, highlighting the programme's significant social and developmental impact.⁸

3.3 Academic Performance at University and Economic Activity of BTEC Graduates Compared to A-Level Graduates

Data published in the London Economics (2013)⁹ report reveals variations in university academic outcomes between graduates of the BTEC pathway and those of the A-Level pathway (the equivalent of the General Certificate of Secondary Education). Regarding university degree classifications, the report indicates that A-Level graduates tend to achieve higher percentages within the "Upper Second Class" category compared to BTEC graduates. Conversely, BTEC graduates achieved higher percentages in certain other classifications, varying by gender and academic program, which indicates subtle differences in university academic performance rather than a clear, overall superiority across all categories.

On the front of post-graduation economic activity, the report demonstrated that the employment rate for BTEC graduates stood at approximately 89.8%, compared to 88.1% for A-Level graduates. Furthermore, the percentage of economically inactive graduates was lower among BTEC alumni, reaching 6.6% compared to 9.0% for A-Level graduates, thereby indicating a relatively higher integration of BTEC graduates into the labor market.

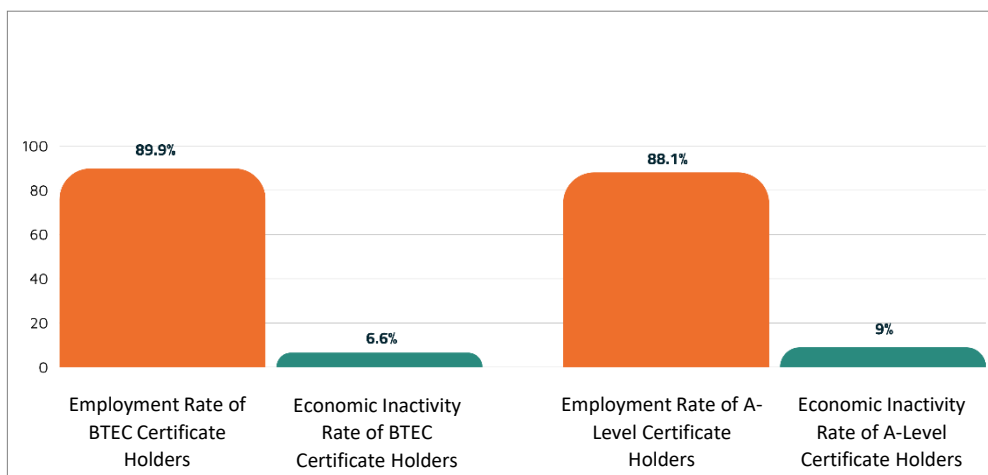


Figure 3: Post-Graduation Economic Activity among BTEC and A-Level Graduates

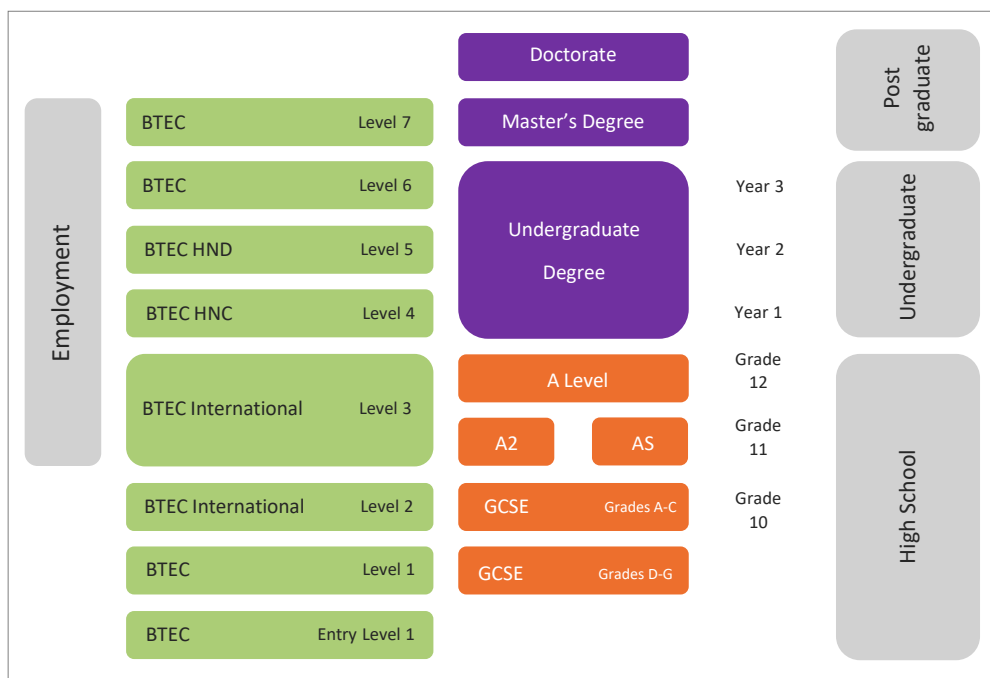


Figure 4: Structural Diagram Illustrating BTEC Pathways and Their Progression, Including Their Equivalents in the Middle East, North Africa, and Turkey Region

In light of the challenges facing educational systems, including the BTEC program in Jordan, such as high youth unemployment rates, the gap between acquired skills and labor market demands, and the transitions toward digitalization and the green economy, the UNESCO strategy focuses on three interconnected priorities: developing skills for learning and work in a dynamic society, developing skills to support the transition to sustainable and inclusive economies, and enhancing skills to build peaceful and inclusive societies.

To implement these priorities, the strategy proposes practical mechanisms. These include designing flexible, lifelong learning pathways, fostering partnerships with the private sector to ensure the alignment of skills with practical needs, and investing in improving educational quality and teacher training. It also focuses on integrating digital and green skills into educational programs in response to the Fourth Industrial Revolution and the requirements for addressing climate change.

Finally, the strategy emphasizes the importance of establishing an effective monitoring and evaluation (M&E) framework through clear performance indicators and periodic reviews, such as the 2025 mid-term review, to ensure the continuous alignment of educational outcomes with the needs of students, the labor market, and society.¹⁰

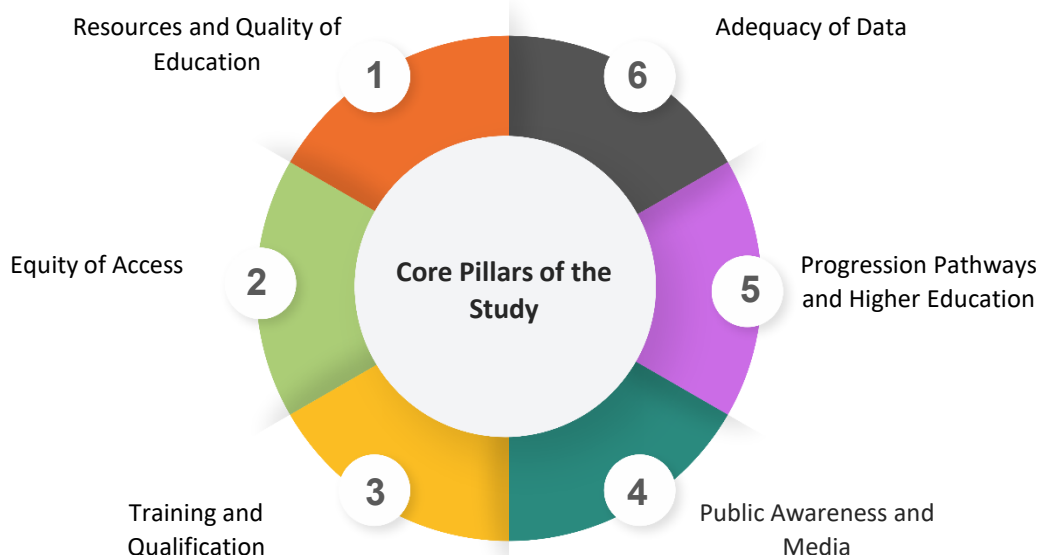


Sustainable Development Goal 4 (SDG 4) embodies a global commitment to institutionalizing equitable, inclusive, and quality education. It acquires particular significance within the Jordanian context, serving as a fundamental pillar for supporting human development and empowering youth by enhancing access to qualitative and sustainable education that aligns with labor market demands and ensures lifelong learning for all, without exception.



4. Core Pillars

Assessing the current state of technical and vocational education in Jordan is essential to gaining a comprehensive understanding of the challenges and opportunities for advancing this critical sector. Considering the rapid transformations the world is witnessing-which impose new challenges on educational systems to meet changing labor market demands and achieve sustainable development-the significance of TVET emerges as a fundamental cornerstone for human capital accumulation. This study reviews the reality of vocational education in Jordan, utilizing the BTEC system as an analytical model, and highlighting its role in equipping learners with the necessary practical skills and cognitive knowledge. Building on this context, the present study explores a number of key pillars that are central to the development of technical and vocational education, including:



4.1 Resources and Quality of Education:

Educational monitoring results and numerous international reports indicate that BTEC programs are among the most aligned with modern education requirements due to their reliance on project based learning methodologies and practical tasks, alongside their focus on developing students' vocational and technical skills.¹¹ This approach directly aligns with 21st century skills including critical thinking, problem solving, effective communication, collaborative work, and digital literacy which are considered foundational pillars for educational quality linked to the labor market in modern educational literature.¹²

Within this framework, the Jordanian Ministry of Education has expanded the implementation scope of the BTEC program in public schools in recent years. The program is now taught in 310 public schools distributed across various governorates of the Kingdom, utilizing 653 specialized classrooms according to the 2024/2025 academic year data, which also indicates that the number of students enrolled in the BTEC pathway (Levels 2 and 3) reached 33,627 male and female students.¹³ Additionally, the Ministry qualified and trained 1,318 additional teachers over the past two years, bringing the total number of qualified personnel-including teachers, supervisors, and vocational leaders to approximately 3,200 educational staff, in partnership with international entities supporting vocational and applied education programs.¹⁴

Reports from both "Pearson" and the "British Council" show that Jordan is one of the leading Arab countries in adopting the BTEC model, both in terms of geographical expansion and the number of accredited specializations and pathways. The total number of students who have enrolled in BTEC programs in the Kingdom since its official launch in 2012 has exceeded 74,000 male and female students, reflecting the expanding scope of the program and the rising demand within vocational and technical tracks.¹⁵



Despite this progress, field reports and sectoral assessments point to variations in the program's implementation level among schools. This is attributed to differing degrees of institutional readiness, particularly regarding infrastructure, the availability of vocational laboratories, and technical equipment and devices, alongside varying levels of competence and experience among some teachers. These reports underscore the continuous need for advanced specialized training programs, the modernization of educational materials, and the enhancement of realistic practical training opportunities within professional environments outside the school, thereby contributing to aligning educational outcomes with national labor market demands.¹⁶

Based on the foregoing, it can be affirmed that the general framework of BTEC programs aligns highly with 21st century standards and skills. However, achieving an equitable quality level across all schools requires further investment in educational infrastructure, the expansion of sustainable educational training, and the development of the supervision and monitoring system to ensure high quality educational outcomes that align with the priorities of the education sector and economic development in Jordan.

4.2 Equity of Access:

Equity of access to Technical and Vocational Education and Training (TVET), particularly the BTEC program, constitutes a fundamental pillar for achieving comprehensive and sustainable development in Jordan. With the expanding implementation of this educational pathway, the importance of ensuring equal opportunities for all students emerges, regardless of their social, economic backgrounds, or geographical locations. Achieving equity is not confined to merely providing opportunities; it extends to ensuring the quality of education provided across all regions and dismantling obstacles that may prevent underprivileged groups from enrolling in these promising programs.

Despite continuous government efforts, structural and societal challenges still hinder the realization of full equity of access. Among the most prominent of these challenges is the geographical distribution of schools; although there are 331 public schools offering BTEC qualifications, this distribution may not be sufficiently balanced, potentially depriving some students in remote areas of easy access to these specialized programs. Furthermore, prevailing societal perceptions pose a fundamental challenge, as a preference for academic education over vocational education persists, negatively impacting the enrollment interest of students and parents in the BTEC pathway.¹⁷ In addition, the capacity of schools and training workshops does not always correspond to the growing demand for certain specializations required by the labour market.

In response to these challenges, the Ministry of Education should intensify its efforts to promote equitable access to technical and vocational education. This can be achieved through the continuous expansion of the number of schools to ensure coverage for the widest possible segment of students. This expansion should also take into account the geo-economic advantage of each region when implementing and selecting programs. In parallel, the Ministry needs to conduct in-depth studies to measure the gap between the actual implementation of programs and real needs, determining the extent of this gap at the regional level.



This requires not only quantitative expansion but also mandates qualitative investment in educational infrastructure, including equipping laboratories and training workshops with the latest technologies that align with the required specializations in each region.

4.3 Training and Qualification:

The qualification and training of educational personnel in the TVET sector constitutes a fundamental pillar for ensuring the quality of outcomes and their alignment with changing labor market demands. Consequently, national strategies in Jordan place special emphasis on this aspect, as affirmed by the National Strategy for Human Resource Development (2016-2025)¹⁸ through its directive on the necessity of qualitatively and quantitatively developing national capacities in vocational and technical education and training.¹⁹

Within this context, the role of the teacher and trainer emerges as a critical element in executing programs such as the BTEC program, which relies on competencies and applied skills. Herein lies the objective of these strategies: focusing on raising the efficiency of educational cadres to enable them to keep pace with technological and industrial developments, and to deliver high-quality vocational education.²⁰ Furthermore, the Economic Modernization Vision underscores the importance of developing TVET as a core pillar for achieving economic development goals, which inherently requires continuously qualified and trained educational personnel.

The Ministry of Education implements specialized training programs to prepare and qualify vocational and technical education teachers, including BTEC program instructors. These programs aim to equip teachers with the necessary knowledge and skills to implement competency-based curricula and design flexible lesson plans that align with BTEC unit requirements.



These programs typically encompass both theoretical and practical components, focusing on modern teaching and assessment methodologies, and how to link theoretical content with practical applications in the workplace environment. Emphasis is also placed on developing teachers' skills in utilizing modern technology and digital learning tools.²¹

Despite the efforts exerted, challenges still face the qualification and training of educational personnel. Among these is keeping pace with the rapid development of the labor market, as continuous advancement in industries and technologies demands an ongoing update of teachers' and trainers' skills, a pace that may not match the speed of market changes. Moreover, the lack of practical experience poses a major challenge; some teachers may lack sufficient practical experience in the private sector, or those within the public sector may not have adequately kept pace with professional development during their periods of service, thereby impacting their ability to effectively transfer applied skills to students. Additionally, continuous training and qualification programs demand substantial financial resources, necessitating the pursuit of diverse funding sources and effective partnerships.

4.4 Awareness and Media:

Enhancing societal and media awareness regarding the importance of TVET “particularly the BTEC program” is a critical factor in shifting the stereotypical perception of this educational pathway and increasing enrollment in Jordan. Despite ongoing government efforts, substantial challenges remain concerning a societal outlook that favors academic education. This necessitates strategically activating the role of the media to highlight the value added by the BTEC program as a promising educational and professional track.²²

The most prominent challenges are manifested in the traditional societal perspective that tends to favor academic education as the primary route to success and social mobility. This outlook negatively affects the choices of students and parents regarding vocational education, causing them to view it as a secondary option rather than a primary one. Additionally, many students suffer from a lack of knowledge concerning the options available within vocational education and its diverse future pathways. There is also a challenge stemming from the social stigma that vocational education may face in some circles, rendering it an undesirable choice.

Consequently, the expected role of the media in supporting the vocational and technical education program remains below expectations. Efforts are often confined to seasonal campaigns or conventional news coverage that lacks continuity and deep impact on public opinion. Although some initiatives have been launched by the Ministry of Education to enhance the value of vocational education and institutionalize a technical work culture, the media discourse frequently remains general and is not strategically directed toward the target audiences of students and parents. Furthermore, it does not rely sufficiently on modern digital media tools or impact measurement studies.



Moreover, specialized conferences and forums such as the "Fourth Vocational Guidance Conference" remain confined within an elite framework, and their outcomes do not effectively reach the broader local community. Similarly, analytical television and radio programs remain limited in reach and do not offer an in-depth, sustainable approach to reshaping the prevailing mental image of vocational education, which limits their capacity to bring about a genuine shift in society's perception of the BTEC program.

4.5 Progress Pathways and Higher Education:

The BTEC program in Jordan provides clear and diverse pathways for educational and professional progression, offering its graduates broad opportunities to pursue higher education or directly enter the labor market. This enhances the attractiveness of vocational education and contributes to shifting societal perceptions toward it, offering a practical and viable alternative to the traditional academic pathway.²³

The possibility of enrolling in Jordanian universities, both public and private, is a major strength of the BTEC program. The Ministry of Education has confirmed that university education is accessible to graduates of the vocational pathway in specializations consistent with their field of study. The Ministry also emphasized that graduates of the program enjoy fair admission opportunities, as their certificates are fully equated, qualifying them to enroll in corresponding university majors.²⁴ They are admitted within the seats allocated for vocational branches, where program specific subjects constitute 70% of the cumulative average, while common subjects account for 30%.



Figure 5: Distribution of Subject Weightings in the Cumulative Grade for University Admission

The BTEC programme enjoys broad international recognition across more than 70 countries worldwide, providing students with extensive opportunities to pursue higher education abroad. In addition, the programme offers progression pathways, including the BTEC Higher National Diploma (HND) Level 5, which enables students to articulate into university programmes without the requirement to sit a comprehensive examination ("Al-Shamel").

4.6 Adequacy of Data:

The availability of comprehensive, accurate, and reliable data on the BTEC programme in Jordan is critical for policymakers and research institutions to evaluate the programme's performance, identify areas of strength and improvement, and guide future policy development. Without robust data, assessing the programme's actual impact on students and labour market outcomes becomes challenging, undermining the capacity to formulate informed, evidence-based policies.

The significance of data extends beyond mere statistical monitoring to become a strategic tool enabling the measurement of the program's comprehensive impact on educational outcomes, such as employment rates and average earnings. It also contributes to identifying ongoing training needs for teachers and determining the specializations most in demand within the labor market. Consequently, the availability of data serves as a solid foundation for decision makers to formulate informed educational policies and allocate resources with efficiency and effectiveness.

Despite the pivotal importance of data, the collection process faces several issues, such as the fragmentation of sources among multiple government and academic entities, alongside a shortage of in-depth analytical studies that assess the long-term impact of the program. Furthermore, the educational system faces a challenge in tracking graduates' pathways post-graduation.

To improve data adequacy, it is recommended to establish an integrated central information system to collect and analyze all data related to the BTEC program, conduct periodic research studies to evaluate the program's impact, and enhance partnerships with the private sector to gather data on labor market needs and their satisfaction with graduates.

4.7 Focus Group Analysis Results:

1) Resources and Quality of Education Pillar:

The data indicates that public schools implementing the BTEC program possess from the experts' perspective, an acceptable to good level of basic equipment. The question regarding the adequacy of infrastructure, "including laboratories, workshops, and devices," received a score of **76.6%**. This is a positive evaluation, signifying that the physical environment of the program is not a major obstacle at this stage. However, it is simultaneously not complete enough to guarantee uniform quality across all schools. This implies that the expansion of the program must be accompanied by a clear policy to modernize laboratories and workshops and ensure equity in their distribution, given that the quality of vocational education is directly linked to the quality of the tools through which the student learns.

The results also showed that the alignment of curricula and educational materials in the BTEC program with the requirements of the Jordanian labor market achieved a score of **76.2%**. This is a relatively strong indicator reflecting a conviction that the educational content is moving in the right direction, and that the program does not offer theoretical knowledge isolated from the needs of economic sectors. Nevertheless, the deeper implication of this result is that curriculum strength should not be understood as a static achievement, but rather as a dynamic process requiring periodic review; the labor market changes rapidly, and vocational and technical specializations lose their value unless they are constantly updated and linked to actual developments in productive sectors.

Regarding the quality of practical and applied training that students receive within schools compared to theoretical instruction, the satisfaction rate reached **66.6%**, which is the lowest indicator within this pillar. This value is significant because it reveals that the qualitative challenge in this pillar does not lie in the existence of the program or the acceptance of its concept, but rather in its capacity to transform vocational education into genuine applied practice.



A student in the BTEC program does not only need to comprehend concepts but also needs to test them within an environment that simulates the labor market. Consequently, the relatively low level of this indicator means that practical training still requires further organization, equipping, and linking to realistic tasks and field partnerships beyond the boundaries of the classroom and school.

As for the program's ability to equip students with 21st century skills such as critical thinking, problem-solving, and teamwork it received a score of **73.8%**, which is a relatively high evaluation reflecting an important educational value of the program. This result indicates that BTEC is not viewed merely as a vocational technical track, but as an educational framework capable of developing general skills that students need in university, work, and professional life. However, the effectiveness of these skills is necessarily bound to the quality of practical application; critical thinking, problem-solving, and teamwork are not acquired solely through theoretical instruction but are developed through project-based learning, practical experiences, and authentic professional challenges.

Based on these findings, it can be concluded that the Resources and Quality of Education pillar reflects a relatively advanced level of foundational maturity within the BTEC programme. The strong performance across indicators related to infrastructure, curriculum alignment, and skills acquisition suggests that the programme has been built on a solid foundation and possesses the educational capacity to support further development. However, the comparatively lower score for practical training highlights the need for the next phase to **»focus on deepening quality rather than merely expanding provision«**. This implies that the priority should no longer be limited to increasing the number of participating schools or introducing additional specializations, but rather to ensuring that every school provides a comprehensive, well-equipped vocational learning environment capable of developing practical, labour market–relevant skills.

As for the program's ability to absorb students from various social and economic backgrounds without discrimination, it achieved a score of **69.4%**, which is a moderate evaluation leaning toward positive. This result demonstrates that the program is not closed off to specific groups, yet it still requires clearer support policies to ensure that enrollment opportunities are not affected by factors such as a family's economic status, residential location, or a student's ability to reach a school offering the desired specialization. This means that social equity in vocational education is not achieved merely by opening registration; rather, it requires supportive measures such as counseling, logistical support, providing clear information to families and ensuring that underprivileged students are not left out of the track due to non-academic obstacles.

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must be cast upon the quality of specializations available to both males and females, and the extent of breaking traditional stereotypes that might push students into specific specializations based on gender rather than inclinations, capabilities, and labor market opportunities.

Based on the foregoing, it can be concluded that the equity of access pillar reflects a state of expansion with incomplete fairness. While the program has become more present within the educational ecosystem, and there are positive indicators regarding general absorption and gender opportunities, geographical distribution still represents a relative weakness. This means that the next phase must focus on ensuring that access to the program is equitable in location, equitable in quality, and equitable in the nature of available opportunities. A student in a peripheral region must receive an educational opportunity close-in terms of quality, specialization, and equipment to that of a student in a central region; otherwise, the program might widen the gap instead of narrowing it.

The BTEC program administration at the Ministry of Education commented that: *"These results show the weak participation of students in expressing their preferences through the electronic platform designated for this purpose. Also, the creation of specializations and sections is subject to an economic and scientific feasibility study, which requires a minimum of 25 students who wish to study a specific specialization."*

3) Training and Qualification Pillar:

The data indicates that the adequacy and readiness of educational personnel "including teachers and trainers" to implement the competency-based BTEC methodology achieved a score of **71.6%**. This is a moderate evaluation leaning toward positive, implying that a human resource foundation capable of executing the program exists, but requires deeper and more specialized qualification. Competency-based education demands roles from the teacher that transcend traditional instruction, as they become project advisors, performance assessors, and facilitators of practical learning. Consequently, teacher training must be continuous, professional, and applied, rather than merely introductory or theoretical.



As for the effectiveness of the continuous training and qualification programs provided by the Ministry of Education for BTEC teachers, it received a score of **66.2%**. This is a moderate evaluation indicating that while these programs yield certain benefits, they still require development in terms of depth, continuity, and alignment with classroom and professional practice. This result suggests that current training may be suitable for building a general understanding of the program, but might fall short of keeping pace with rapid technical and vocational transformations. Therefore, the implication is the necessity of constructing a progressive professional training track for teachers, commencing with basic qualification, transitioning to specialized training, and culminating in training within real work environments or in partnership with the private sector.

Regarding the level of cooperation between schools and the private sector to provide genuine field training opportunities for both students and teachers, the percentage reached **51.6%**. This is the lowest and most significant indicator within this pillar. This value demonstrates that the relationship between the school and the labor market remains weak or insufficiently organized, and that field training has not yet transformed into a structural component of the program experience.

This result has a direct impact on program quality; vocational education that does not open up to real work environments remains at risk of turning into theoretical education with a vocational façade. The implication of this is the necessity of building binding and clear institutional partnerships with companies and firms, ensuring they are not confined to sporadic visits or initiatives, but rather encompass structured training, practical tasks, and joint skill assessments.

Based on the foregoing, the training and qualification pillar reveals a state of moderate human resource readiness contrasted with a distinct gap in field application. Teachers possess a foundation that can be developed, and training programs exist; however, the weak practical linkage with the private sector limits the program's capacity to produce outcomes closely aligned with the labor market. This means that development within this pillar must transition from the question of **"Have the teachers been trained?"** to a deeper question: **"Have the teacher and the student become capable of working within a genuine applied experience that measures competencies exactly as required by the market?"**

4) Awareness and Media Pillar:

The data indicates that the level of societal awareness among students and parents regarding the importance and value of the BTEC program as a primary educational pathway achieved a score of **52.2%**. This is a moderate evaluation leaning relatively toward the lower side, implying that a broad segment of society remains insufficiently aware of this pathway's value, or continues to view it through traditional perceptions associated with vocational education. Consequently, weak awareness may directly influence enrollment decisions, even if the program is sound in terms of content and opportunities; a student and parent do not choose a pathway solely based on its actual quality, but rather on its perceived image and status within society.

As for the effectiveness of the media and awareness campaigns implemented by official entities to shift the negative stereotypical perception toward vocational education, it received a score of **63.8%**. This demonstrates that awareness efforts are ongoing, yet they have not reached a level of deep and sustainable impact. This result reveals that while campaigns may exist in form, they require development in terms of messaging, target audience, continuity, and measurement tools. The implication of this is that institutional communication regarding BTEC must transition from merely disseminating information to changing convictions, and from general advertising to directly addressing families' concerns and students' questions about their university and professional futures.

Regarding the role of local media outlets in highlighting success stories and promising opportunities for BTEC program graduates, the satisfaction rate reached **59.4%**. This is a moderate evaluation reflecting a limited or insufficient media presence, indicating that the media has not yet adequately invested in building a positive image grounded in realistic models and human or professional stories. Success stories possess a greater capacity to alter perceptions than official data, as they make the vocational track tangible through the lives of real people. Therefore, the implication is the necessity of constructing a media discourse centered around graduates, employers, and distinguished



students, while linking the program to employment opportunities, income, innovation, and university pathways.

Based on the foregoing, it can be concluded that the awareness and media pillar reflects a gap between media effort and societal impact. Campaigns and messages exist, yet they remain unable to dismantle the accumulated stereotype surrounding vocational education. This means that the challenge is not merely technical or procedural, but rather a challenge of building trust and social standing for the program. If the program remains known only to specialists rather than families and students, its capacity for qualitative expansion will remain limited, given that social demand for the program is shaped not by its quality alone, but by societal belief in its value.

5) Progress Pathways and Higher Education Pillar:

The data indicates that the clarity and accessibility of academic progression and university bridging pathways available to BTEC graduates achieved a satisfaction rate of **53.4%**. This implies a relative ambiguity in understanding the available routes among students, parents, and some stakeholders. Consequently, any obscurity surrounding a student's future post-graduation undermines the program's attractiveness, even if the program is robust during the study phase. Students and parents must possess comprehensive knowledge regarding what follows BTEC, which universities are accessible, what the admission requirements are, what bridging opportunities exist, and the extent of local and international recognition.

As for the fairness of current university admission criteria for BTEC graduates compared to academic track graduates, it received a score of **60%**. This is a moderate evaluation reflecting an inconclusive stance, demonstrating that while admission criteria may be partially acceptable, they still require explanation, simplification, and perhaps a review regarding the perception of equity. The implication is that admission fairness is not measured solely by official texts, but by how they are understood by students and families, and the extent to which they feel that the vocational track does not close the doors of higher education to



them or place them at a disadvantage compared to academic track graduates.

With regard to private sector employers' recognition of the BTEC qualification and its value in recruitment compared with traditional qualifications, the indicator recorded **52.2%**, representing the lowest score within this pillar. This finding highlights a significant gap between the programme and the labour market in terms of recognition and employer confidence. Even when graduates possess strong practical skills, limited employer awareness of the qualification or uncertainty regarding its value may reduce their employment prospects. Consequently, programme development should extend beyond the Ministry of Education and schools to include systematic efforts to strengthen recognition among private sector employers through strategic partnerships, greater awareness of programme outcomes, and the active engagement of employers in training, assessment, and, where possible, recruitment.

On the other hand, the ability of BTEC Level 3 graduates to compete and successfully sustain university education received a score of **67.2%**, which is the highest indicator within this pillar. This result demonstrates that graduates possess a reasonable capacity to transition into and persist in higher education, indicating that the issue does not lie within the student's eligibility alone, but rather in the clarity of the surrounding pathways and the extent to which institutions recognize the value of their experience. The implication is that reinforcing this indicator can be transformed into a strength for program promotion if successful university transition stories are documented and highlighted to students, families, and decision-makers.

Based on the foregoing, progress pathways and higher education pillar reveals that while graduates are relatively capable of competing and persisting, the pathways explaining how they transition to university or the labor market remain insufficiently clear. This means that the program requires a counseling and transition system that is no less important than the curriculum itself; a student's success post-graduation is an integral part of the program's quality, rather than an isolated outcome.

6) Adequacy of Data Pillar:

The data indicates that the availability of accurate and comprehensive studies and statistics regarding student numbers, specializations, and employment rates post-graduation achieved a score of **57.8%**. This implies that current data remains insufficient to construct a precise image of the program's trajectory and outcomes, particularly during the post-graduation phase. While information related to the number of schools or students is important, it is inadequate on its own to measure success. Consequently, the program requires deeper tracking data that encompasses completion rates, employment, income, transition to higher education, employer satisfaction, and variances across governorates and specializations.

Similarly, the effectiveness of institutional coordination and cooperation among relevant entities such as; the Ministry of Education, the Ministry of Labor, the Technical and Vocational Skills Development Commission (TVSDC), and the private sector in managing the program received a score of **57.8%**. This result demonstrates that data and program management still face a challenge regarding integration among entities. Each entity may possess a piece of the puzzle, but the absence of institutional linkage leaves the overarching picture incomplete. Therefore, the implication is that program improvement necessitates a clear coordination mechanism for data exchange, defining responsibilities, and unifying indicators, ensuring that information does not remain fragmented across multiple institutions without an overarching framework.

As for utilizing available data to evaluate the program's impact, guide future policies, and update curricula, it received a score of **66.2%**, the highest indicator within this pillar. This result points to an awareness of the importance of data in development and perhaps its partial use in decision-making. However, this remains limited if it is not grounded in comprehensive, reliable, and up-to-date data. The implication of this is that the issue lies not only in data analysis, but also in data quality, the regularity of data collection, and its capacity to assess the program's actual impact.



Based on the foregoing, the adequacy of data pillar reveals a state of awareness regarding the importance of data contrasted with weaknesses in the data ecosystem. There is a growing realization that decisions must be evidence-based, yet the available evidence remains partial or scattered. This means that developing the program requires an information system that functions not merely as an administrative archive, but as a strategic leadership tool. **Data must assist in identifying where the program succeeds, where it falters, which specializations are most aligned with the labor market, which schools require support, and which groups remain outside the circle of equitable access.**

4.8 Strategic Implications of the Data:

The strategic implications of the BTEC program evaluation pillars indicate that the program possesses genuine potential to become an advanced national model for developing vocational and technical education and training in Jordan. However, achieving this ambition requires transitioning from the phase of merely providing resources and infrastructure to a phase of maximizing their impact and the quality of their utilization.

The success of the program is measured not solely by the number of participating schools or enrolled students, but by its capacity to provide equitable and accessible vocational education opportunities for various groups and regions, while ensuring a comparable quality of educational and training services. Furthermore, the quality of outcomes is directly linked to the strength of integration among the teacher, the curriculum, and the practical training environment. This necessitates building sustainable institutional partnerships with the private sector to transform learning from theoretical content into employable professional experience. Concurrently, the program needs to enhance its societal presence through a long-term media strategy that reshapes the mental image of vocational education, positioning it as a pathway of skill, excellence, and future opportunities, rather than a secondary alternative to academic education.

This becomes increasingly vital alongside the necessity of clarifying future pathways for BTEC graduates and explicitly linking them to university admission, bridging, professional recognition, and job opportunities, thereby reinforcing the confidence of students, families, and employers in the value of the certificate. Finally, sustaining the program's development and raising its efficiency demands the establishment of an integrated national data system that links education, training, employment, and higher education. This ensures that indicators and evidence serve as the foundation for decision-making, resource allocation, and policy updates, thereby guaranteeing a sustainable educational and developmental long-term impact for the program.

5. Future Vision for the BTEC Program in Jordan, Forecasting Value-Added in Light of 2025 Global Indicators

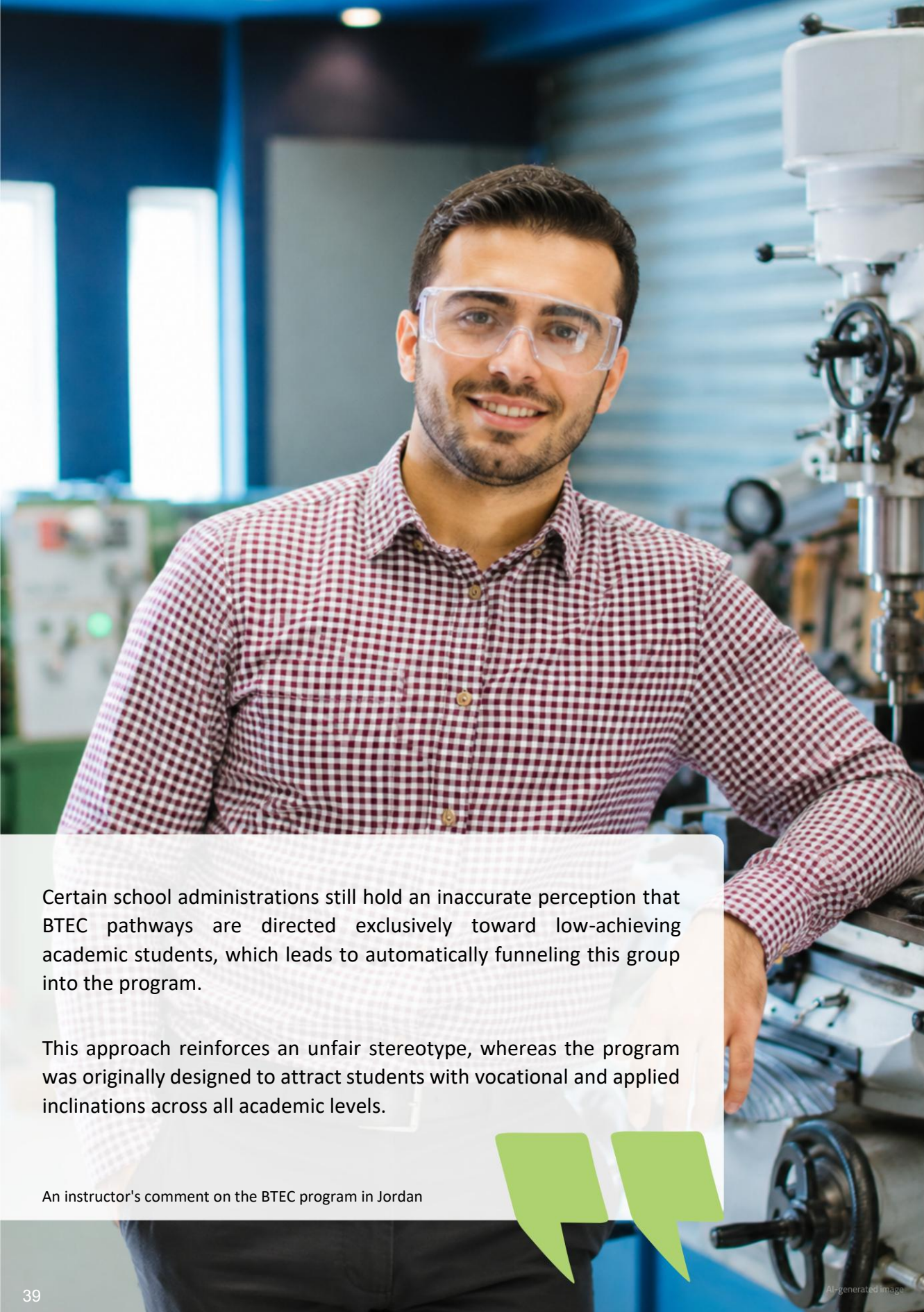
The future vision for the BTEC program in Jordan transcends merely being an alternative educational pathway; it positions the program at the heart of the strategic transformation of the Technical and Vocational Education and Training (TVET) ecosystem. This vision derives its momentum from absolute alignment with the Economic Modernization Vision 2033, which wagers on qualifying one million young men and women with globally competitive capabilities.²⁵ Indeed, the Jordanian vision forecasts the future of the BTEC program as a sovereign tool to bridge the "Skills Gap" that has eluded traditional solutions, transforming vocational education from a "second choice" into a "pioneering pathway" that yields tangible economic and social returns.

This vision is also embodied in the Jordan Education Strategic Plan (2026–2030), which focuses on core pillars including improving foundational learning, institutionalizing inclusive curricula, advancing digital transformation, and enhancing educational quality. These pillars intersect directly with the BTEC philosophy, which relies on competency-based learning and real-world applications, thereby contributing to the development of 21st-century skills such as critical thinking, problem-solving, collaborative work, and effective communication.²⁶

5.1 Potential Challenges

Despite this optimistic vision for the program in Jordan, the scale of potential challenges is significant and demands proactive mitigation strategies. Herein emerge the most prominent challenges related to the implementation of the program in both the current and future phases:

Challenge	Analysis
Resistance to Cultural Change	Academic education still enjoys significant social preference, which may affect enrollment in vocational education. This requires a storytelling process regarding the success of the program's graduates and displaying the value proposition it represents by comparing income levels, alongside requiring a comprehensive awareness campaign for the program.
Funding and Infrastructure Gap	Vocational programmes are more resource-intensive than traditional academic education, as the implementation of BTEC programmes requires well-equipped laboratories and workshops incorporating modern technologies, creating both financial and logistical challenges. Accordingly, innovative financing models should be adopted, including public-private partnerships (PPPs), alongside the establishment of a dedicated funding mechanism for the programme.
Teaching Staff Competency	In light of the scale of continuous advancement and development in market trends, this drives the need to keep pace with the provided content through continuous teacher preparation and adapting to changes to ensure the quality of the offered content. It also necessitates the continuity of teacher preparation programs based on implementation and continuous evaluation.
Pace of Professional Development and Market Alignment	The labor market is characterized by rapid changes that demand continuous curriculum updates to ensure the alignment of outcomes with actual needs, through adopting a "fast-track review" mechanism for curricula in cooperation with sector skills ²⁷ councils to ensure keeping pace with the developments monitored by the 2025 report. ²⁸



Certain school administrations still hold an inaccurate perception that BTEC pathways are directed exclusively toward low-achieving academic students, which leads to automatically funneling this group into the program.

This approach reinforces an unfair stereotype, whereas the program was originally designed to attract students with vocational and applied inclinations across all academic levels.

An instructor's comment on the BTEC program in Jordan



5.2 Partner Entities and the Structured Cooperation Framework: Toward a Sustainable, Integrated Ecosystem

Achieving national ambitions in developing technical and vocational education and training in Jordan cannot be reduced to merely isolated technical or administrative procedures. Rather, it is the product of the concerted efforts of an integrated ecosystem of partner entities working within a cooperative framework that transcends superficial coordination toward deep institutional networking. At its core, this framework is anchored in a unified strategic vision aligned with the Economic Modernization Vision 2033, aimed at building solid bridges between educational institutions and the labor market.

Roles and responsibilities within this ecosystem are distributed among several key stakeholders: The Ministry of Education plays its pivotal role as an umbrella and regulatory body, which does not settle for administrative supervision but rather assumes responsibility for curriculum development and qualification of educational cadres. In contrast, the Ministry of Labor represents the vital bridge linking these outcomes with practical reality, through analyzing market demands and establishing occupational standards. The Ministry of Digital Economy and Entrepreneurship also emerges as a strategic partner in supporting the integration of modern technological skills.

The Technical and Vocational Skills Development Commission (TVSDC) serves as the governing and regulatory authority for the sector, responsible for formulating policies and ensuring the quality of programs and qualifications in accordance with the National Qualifications Framework. In the practical context, vocational schools and private vocational centers are the primary incubator translating these policies, supported by pioneering models such as the College of Advanced Vocational Training (CAVT) under the Crown Prince Foundation. The importance of Sector Skills Councils also emerges as an indispensable link, contributing effectively to updating curricula to guarantee their responsiveness to industry demands. This scene is not complete without the strategic role of the private sector, which actively participates in field training and designing outcomes.

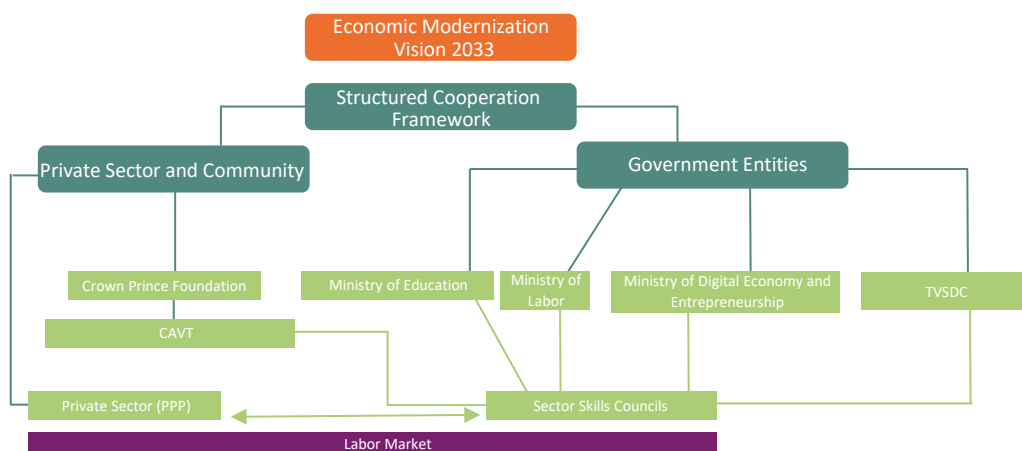


Figure 6: A structural diagram illustrating the proposed framework for organizing the program

5.3 Organizing the Work Structure:

Transforming the structured cooperation framework that brings together the scattered actors within the vocational education ecosystem into a tangible operational reality requires transcending traditional frameworks toward building a dynamic institutional structure. This structure does not merely organize interactions among partners, but rather anchors itself upon a digital pillar represented by a centralized platform for data documentation, aiming to provide deep strategic readings of the BTEC program's implementation within the Jordanian market. Furthermore, this institutional construction must possess sufficient flexibility to absorb rapid shifts in the labor market, and the necessary solidity to guarantee continuity and accountability, thereby achieving a comprehensive vision for vocational excellence in the short and medium term, as this structure manifests in three core pillars operating in harmony and integration:

First, the Higher Steering Committee emerges as a strategic center of gravity, formed by high-level representatives from the Ministries of Education, Labor, and Digital Economy, and the Technical and Vocational Skills Development Commission, alongside representatives from the private sector and the local community. Its core mission lies in formulating public policies, defining strategic priorities, and reviewing the overall performance of the program, while ensuring complete alignment with the Economic Modernization Vision 2033.



Second, specialized Sectoral Working Groups branch out from this committee, formed for each vital vocational sector (such as industry, tourism, information technology, and others). These teams comprise an elite group of experts from sector skills councils, representatives from vocational schools and centers, alongside active representatives from the relevant private sector. Their primary mission transcends consultation to reach the actual development of detailed curricula for BTEC programs, identifying precise training needs, directly supervising the quality of practical training, and providing informed recommendations to the Higher Steering Committee.

Third, the Program Management Unit (PMU) is established as a permanent executive unit, tasked with the responsibility of effective day-to-day coordination among all partner entities, collecting accurate data, preparing comprehensive periodic reports, and providing the necessary technical support to the sectoral working groups. Most importantly, this unit assumes the responsibility of managing the centralized data platform to serve as the primary point of contact and reference for all stakeholders, ensuring a smooth and effective flow of information.

As for the Centralized Platform for Data Documentation and Market Reading, its mission is to collect comprehensive and accurate data regarding the numbers of enrollees in BTEC programs, their specializations, completion rates, and employment percentages post-graduation, in addition to vital data regarding changing labor market needs, required skills, and available opportunities. Its function transcends collection to reach strategic analysis and reporting, providing advanced Analytics Dashboards that enable the Higher Steering Committee and sectoral working groups to extract Key Performance Indicators (KPIs) with utmost precision. These reports do not provide mere numbers but rather allow a clear reading of the program's effectiveness, identifying strengths and weaknesses to make Data-Driven Decisions. The platform also guarantees transparency and targeted data access, whereby government entities and the private sector can access information relevant to their roles while maintaining the privacy of individual data, thereby reinforcing trust and supporting effective cooperation.



Moreover, the platform must possess a forecasting capacity by predicting market needs using advanced data analytics models and artificial intelligence, with the goal of developing curricula and introducing new specializations that align with these predictions, ensuring the program's proactivity and effectiveness. Finally, the platform must be capable of integration with other relevant national systems, such as the Ministry of Labor's systems for employment and the Ministry of Education's systems for student information management, to ensure smooth data flow and avoid duplication in information collection.

This operational structure, supported by an advanced centralized data platform, does not only guarantee an effective and sustainable implementation of the BTEC program, but also firmly establishes the principles of good governance, enhances institutional transparency, and provides the necessary tools to make informed strategic decisions that serve the developmental goals of Jordan in both the short and long term, underscoring the role of vocational education as an engine for economic and social development.



The success of the BTEC program in the Kingdom requires a clear and integrated organizational structure built upon effective cooperation among relevant entities. To develop the program, decisions must be grounded in precise and continuous studies of market needs to guarantee the alignment of educational outcomes with the actual requirements of different sectors, thereby enhancing the efficiency of vocational pathways and students' future opportunities.

An expert's comment on skill development in Jordan



Recommendations:

The study recommends the necessity of:

- Transitioning the management of the BTEC program from the quantitative expansion phase to the institutional qualitative improvement phase, so that the focus is not solely on increasing the number of schools and specializations, but on guaranteeing the quality of the educational experience in each school. This requires establishing clear national standards for infrastructure, laboratories, workshops, tools, and practical assessment methods, while linking the program's expansion to the extent of schools' capacity to provide a genuine applied environment.
- Developing an equitable national map for the program's distribution, taking into account underprivileged governorates and regions remote from educational service centers, and linking the opening of new specializations to the needs of the local economy in each region. Equity should not be confined to the presence of the program in schools, but must encompass equity of access to high-value specializations, equity in the quality of equipment, and equity in opportunities for male and female students to enroll in various specializations.
- Building a sustainable professional training ecosystem for teachers and trainers, based on continuous training, practical application, and periodic performance evaluation. It also recommends mandating the expansion of partnership with the private sector through clear agreements with companies and professional institutions, to provide genuine field training opportunities for students and teachers, participate in skill assessment, and determine the actual needs of the labor market.

- Preparing a national media strategy to change the stereotype surrounding vocational education, shifting media messaging from merely introducing the program to building societal trust in it. This strategy should focus on the success stories of students and graduates, employment opportunities, the possibility of transitioning to higher education, and the value of vocational skills in the modern economy, while directing targeted discourse to parents and students in early academic stages.
- Clarifying academic and professional progression pathways for BTEC graduates in an official, announced, and easy-to-understand manner through guiding manuals for students, parents, and schools, outlining university admission requirements, bridging opportunities, certificate recognition, and possible university and vocational specializations. Work should also be done with universities and employers to reinforce the recognition of the BTEC certificate and link it to clear, measurable employment pathways.
- Establishing a centralized national data system for the BTEC program that links the Ministry of Education, the Ministry of Labor, the Technical and Vocational Skills Development Commission (TVSDC), the private sector, and higher education institutions. This system should include data on student numbers, specializations, completion rates, employment, income, transition to university, and employer satisfaction, allowing for the evaluation of the program's actual impact and the making of evidence-based decisions.
- The study concludes that developing the BTEC program in Jordan requires managing the program as an integrated national ecosystem rather than merely an educational track within schools. The success of the program is linked to the quality of resources, equity of access, efficiency of training, societal acceptance, clarity of the academic and professional future, and the availability of accurate data. Therefore, investing in these aspects combined represents a fundamental prerequisite for transforming vocational education into a genuine engine for economic and social development in Jordan.

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