

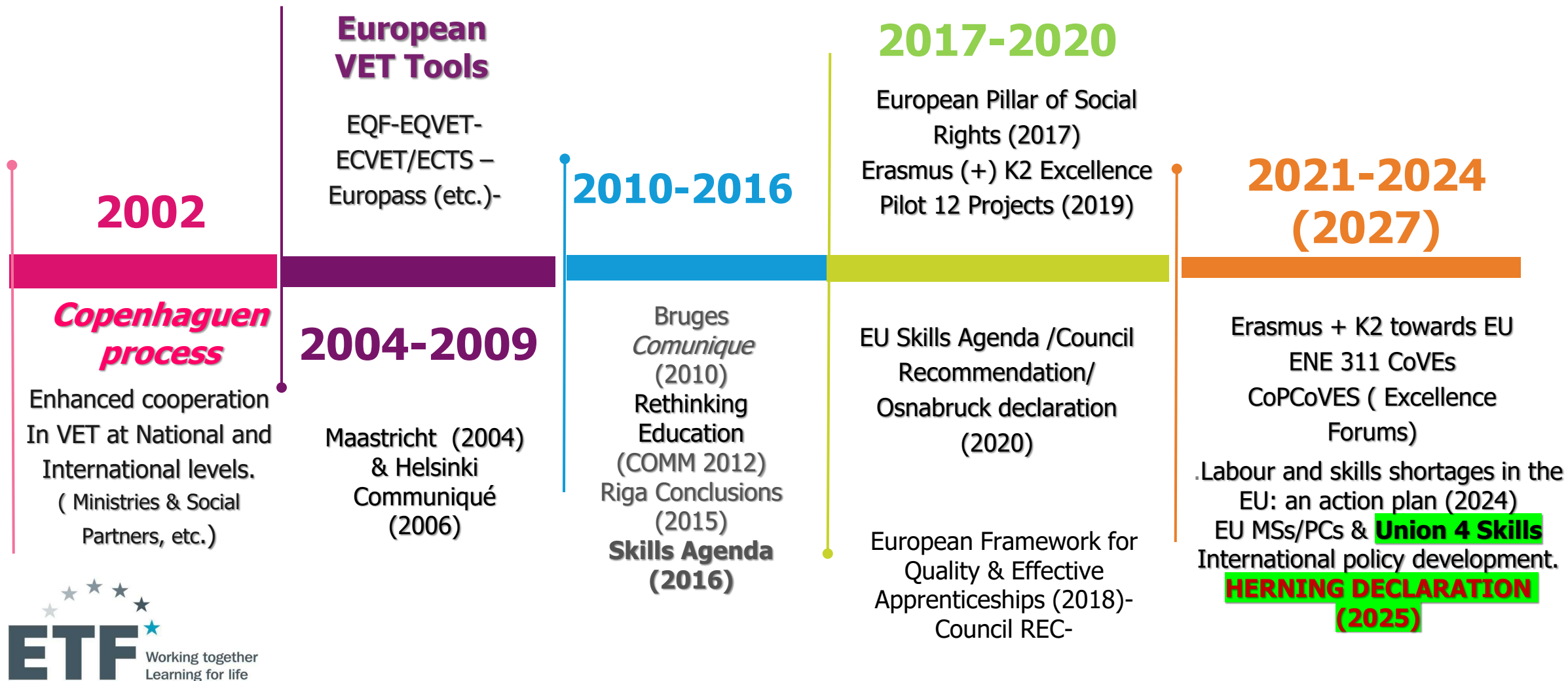


**Vocational Excellence & CoVEs :
ETF & VTC working together towards
setting up CoVEs network to support
shaping skills ecosystems in Jordan**

J.Manuel Galvin Arribas
-Senior HCD Expert- VET Excellence-
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etf.network.for.excellence@etf.europa.eu

The EU VET POLICIES INSPIRING NOTION OF VET EXCELLENCE (2002-2027)



ETF NETWORK FOR EXCELLENCE
(ENE 2020- onwards)

**IntVE (2) ETF+EC+ EU VET PROVIDERS &
INTERNATIONAL PARTNERS (2021-2028)**

**POLICY
LEARNING (&
ANALYSIS) -
POLICY ADVICE-
(MONITORING
POLICY
DEVELOPMENTS
-ETF PCs-)**

**ETF VET EXCELLENCE &
ESTRATEGIC ACTIONS-
FOR COVES
INTERNATIONALIZATION**
**-GLOBAL VET AGENDA-
-Fed GER Ministry- /BIBB-
UNESCO/UNEVOC-ILO-OECD-ETF)**

**POLICY
RESEARCH
& GUIDANCE
(+) matching
PRACTICE
needs**

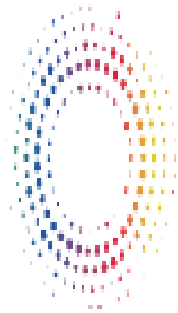
ETF TAILORED POLICY ADVICE to PARTNER COUNTRIES (PCs)
(e.g Jordan, North Macedonia, Moldova, Ukraine, Algeria, Montenegro, Central Asia etc.)

ETF *INSPIRATIONAL* APPROCHES: NETWORKS (peer learning, good practices), METHODOLOGICAL TOOLS, STUDIES/RESEARCH TO INFORM VET EXCELLENCE & CoVEs

ADRESSING CO-CREATION PROCESSES TO DEVELOP INNOVATIVE TAILORED TOOLS AND FEED INTO DEVELOPMENTAL NEEDS OF PCs PRACTICES FOR INFORMING POLICY AGENDAS.

<https://www.etf.europa.eu/en/what-we-do/vocational-excellence>

<https://www.etf.europa.eu/en/what-we-do/internationalising-vocational-excellence>



**ETF
Network for
Excellence**



**INTERNATIONALISING
VOCATIONAL
EXCELLENCE**

ENE Atlas

Welcome to Atlas, your new map to the ETF Network for Excellence (ENE). Atlas helps you find your peers, showcase your work, and discover new paths of collaboration and innovation across our community. Would you like to receive more information on ENE or are you interested in becoming a member? Contact us at ETF.Network.for.Excellence@etf.europa.eu

Search Country Sector
Areas of excellence Areas of interest
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104 ENE Atlas



**ISATC
OVE**



Registry of certified Vocational Excellence providers | Open Space



WHAT COVES SHOULD BE? MOVING FROM STANDARD VET INSTITUTIONS TO COVES

Table 1. TRADITIONAL VET SCHOOL vs. CENTERS OF VOCATIONAL EXCELLENCE

KEY FEATURES	STANDARD VET SCHOOL	CoVEs
GOVERNANCE & FUNDING (Mission, Scope, etc.)	<ul style="list-style-type: none"> ■ Teach specific trade skills for immediate employment ■ Local / Institutional. ■ Limited decision-making role of boards and degree of Autonomy. 	<ul style="list-style-type: none"> ■ Drive innovation, regional development, and high-quality transversal & specific skills. ■ Regional Transnational (e.g EU networks) & International. Strong role/scope of Boards, Autonomy & Income generation & use (PPPs).
QUALIFICATIONS & CURRICULUM	<ul style="list-style-type: none"> ■ Levels 2-4 (EQF) ■ Standardized trade-specific skills 	<ul style="list-style-type: none"> ■ Levels 3-5 (up to 6) (EQF) ■ Flexible, personalized, and updated learning paths (micro-credentials)
PARTNERSHIPS APPROACHES	<ul style="list-style-type: none"> ■ Occasional local business links and limited role interacting with other actors. ■ Internships/Traineeships. 	<ul style="list-style-type: none"> ■ Deeply rooted in skills ecosystems (employers, research centres, academia, public regional/local authorities, NGOs, etc.). ■ Work Based Learning (WBL)
INNOVATION & RESEARCH	<ul style="list-style-type: none"> ■ Limited capacities. ■ Focuses on existing methods and <i>ad hoc</i> experiences. 	<ul style="list-style-type: none"> ■ Strong focus & capacities for applied research. ■ Technological leaders (AI, Green Tech). Entrepreneurship at organisational level. ■ <i>Systems of innovation Hubs.</i>
TEACHING & LEARNING APPROACHES	<ul style="list-style-type: none"> ■ Traditional workshop/classroom ■ Curriculum-centred ■ Initial vocational training (youth/adults). ■ Teachers engage in CPD strategies 	<ul style="list-style-type: none"> ■ Innovative pedagogy (makerspaces, simulators, virtual reality, experiential learning). ■ Learner-centred approaches. ■ Lifelong learning: initial, reskilling, and upskilling (etc.). ■ Teachers leads on CPD strategies.

ETF/ENE LESSONS LEARNED: WHAT COVES ARE?

CONCEPTUAL APPROACHES FOR UNPACKAGING STATUS & CRITERIA



CoVEs are appointed and/or recognized network organisations for high-quality skills development/provision, emphasising cooperation with other actors and its role on regional socio-economic development-. CoVEs might be VET Providers, Groups of VET Providers and/or organisations that coordinate other VET Providers, that in collaboration with public and private players/ stakeholders help to create regional/local 'skills ecosystems'

Become CoVE is a step-by-step process : **1. improving standards of normal business 2. Improving strategic development of thematic areas/functions 3. Mature level on which CoVEs are key to co-create skills ecosystems**

(ETF 2025-)



VET EXCELLENCE & CoVEs in JORDAN to support addressing overall employability prospects



Economic Modernisation Vision
Unleashing potential to build the future

JORDAN KEY CONTEXT INDICATORS (2024)

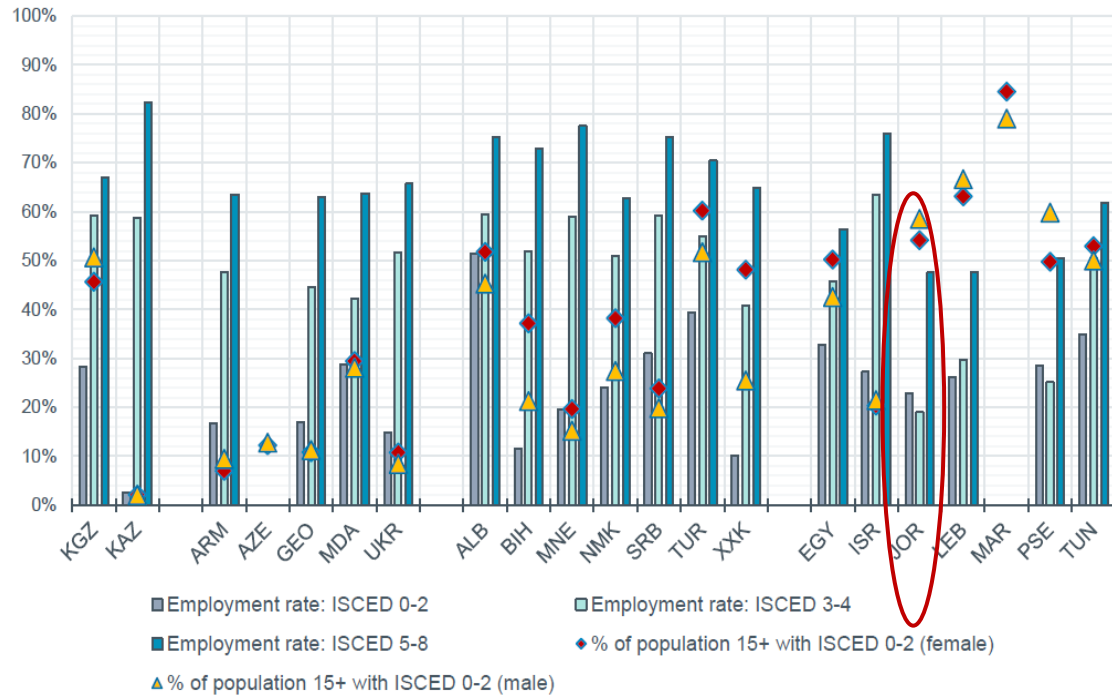
Population Total	11734000
GDP per Capita (US\$)	4618.1
GDP Growth (%)	2.5
Agriculture VA (% GDP)	5.07
Industry VA (% GDP)	25.14
Unemployment Rate (%)	21.4
Male Unemployment (%)	18
Female Unemployment (%)	33
Labour Force Participation (%)	34.1
Male Participation (%)	53.4
Female Participation (%)	14.9
Employment Rate 15+ (%)	26.9

Source: ETF (2025)

- ★ Labour market pressures make policy discussions for VET reform more needed in Jordan: **VTC key committed role.**
- ★ **Skills mismatch** remains a structural constraint on transition to work.
- ★ Strategic Economic **Sectors** offer good ground for exploring improvement of employment prospects.
- ★ **Youth (NEETs) and Women** (+ adults) continue to face disproportionate barriers to access to employment.
- ★ Reviewing VET Quality Standards & approaching **Vocational Excellence** offer a *journey* to enhancing relevance, image, attractiveness, inclusiveness & overall VET outcomes.

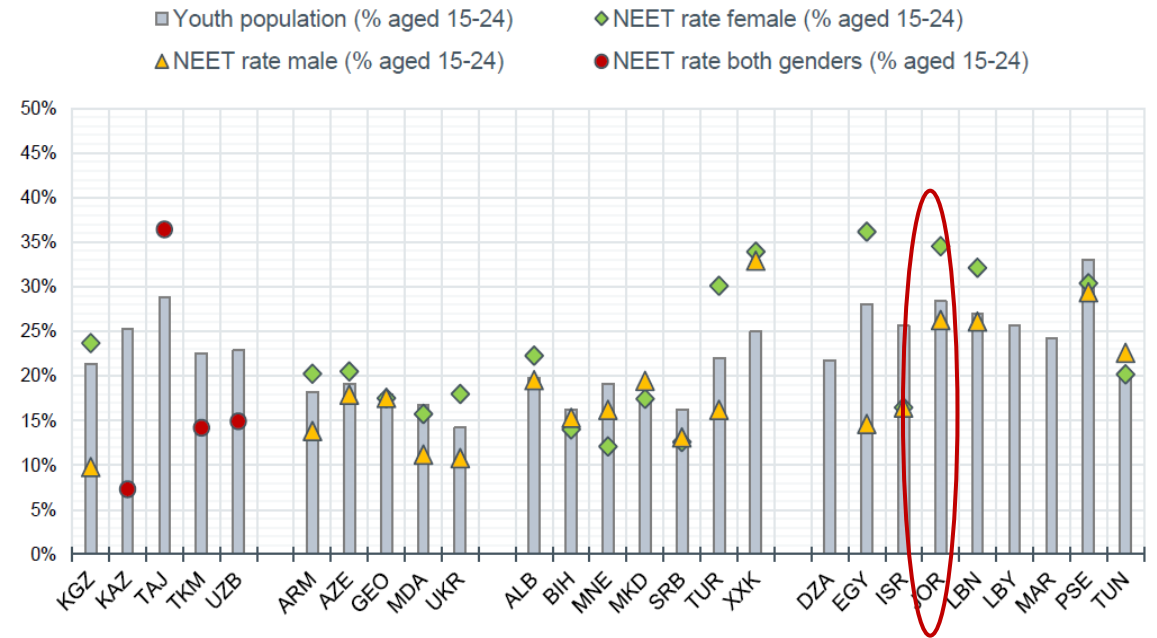
EMPLOYMENT & EDUCATION IN JORDAN: NEETs (+) GENDER GAP are *AT STAKE*

Employment rate by educational attainment (15+) by country, and population 15+ with ISCED 0-2 by country and gender, ETF PCs (2024 or latest available year).



Source: ETF KIESE database

Relative size of youth population (%) by country, and percentage of population aged 15-24 identified as NEET by country and gender, ETF PCs (2024 or latest available).



Source: ETF KIESE database

Notes: 1. Gender disaggregated data is missing for Kazakhstan, Tajikistan, Turkmenistan, and Uzbekistan; 2. Year of reference for Kyrgyzstan, Armenia, Montenegro, Kosovo, Egypt, Jordan, and Tunisia: 2023; 3. Year of reference for Lebanon: 2022; 4. Year of reference for Ukraine: 2021.

- ★ **JORDAN (+)** (Egypt & Lebanon): NEETs high % of youngest compared to other ETF PCs. **30% NEET females.**
- ★ **JORDAN (+)** (Lebanon & Palestine): **Women less likely to find employment** (despite not significant gaps in access to primary or secondary education levels).

ISATCOVE: BUILDING CULTURE of CoVEs SELF-ASSESSMENT- for helping on LEARNING, DEVELOPMENT, CONTINUOUS IMPROVEMENT, MANAGEMENT & RECOGNITION.

ISATCOVE



Launched in **2024**, **ISATCOVE** implemented in **3 phases**, starting with **13 pilot centres** and expanding **60 centres** (3rd wave +/- 130).

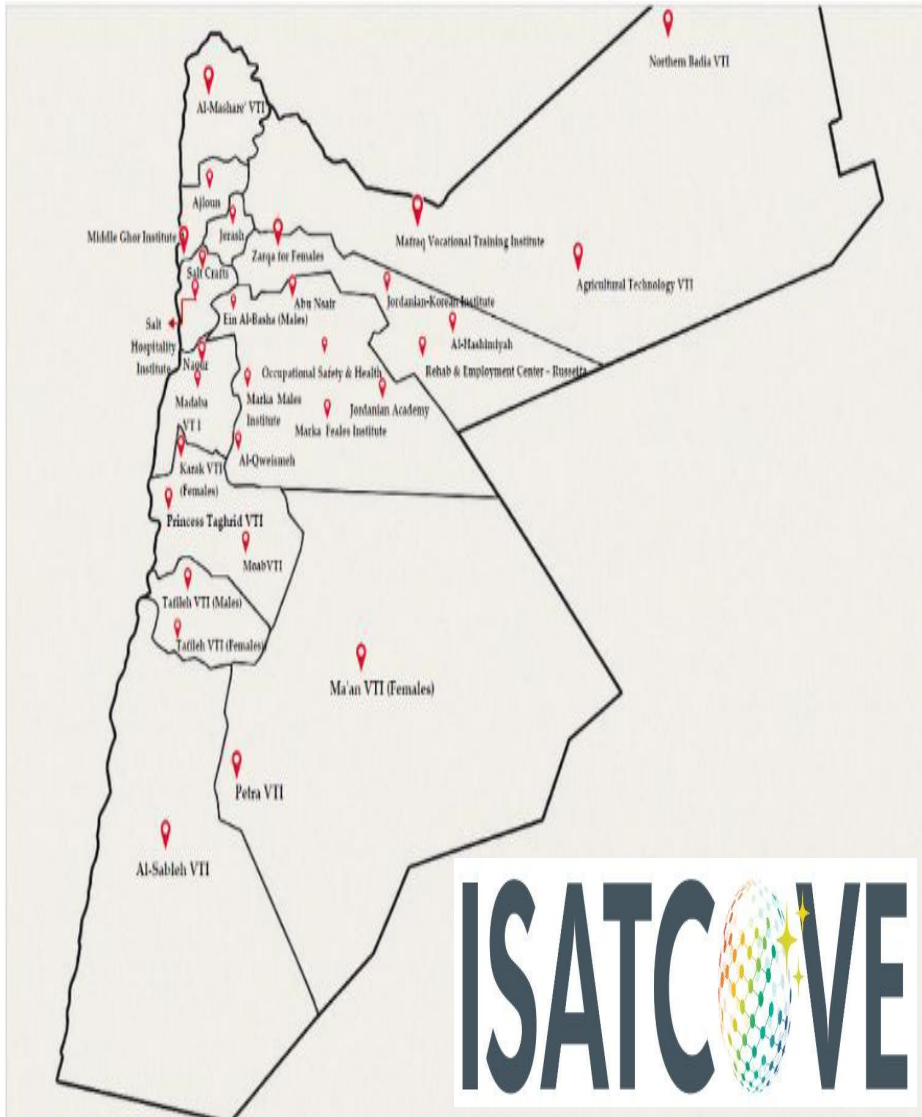
The tool evaluates institutional performance based on:

- * **3 Key Dimensions :**
 - * **Governance and Funding;**
 - * **Partnerships and Cooperation;**
 - * **Teaching and Learning.**
- * **23 Standards- 577 Performance Indicators.**

The tool generates **detailed analytical reports**, helping institutions:

- * Identify strengths and weaknesses.
- * Develop sustainable improvement; management plans.
- * Enhance training quality based on solid evidence and international benchmarks.

JORDAN: ETF & VTC COOPERATING TO TRANSFORM (30 (+2) VTIs IN *CoVEs* NETWORK



❖ **Step 1 – Validation of the ETF Concept Draft**

The **ETF concept draft: 10 Excellence Dimensions** acknowledged by VTC.

❖ **Step 2 – Co-creation of the Analytical Framework (AF)**

A strong collaborative process undertaken to design & refine a comprehensive AF. **ISATCOVE** inspired AF of **115 indicators across the 10 Excellence Dimensions**. The AF supports: **benchmarking, monitoring, evaluating, and identification of capacity and learning gaps** (*evidence on excellence*).

❖ **Step 3 – Testing the AF**

The AF was piloted in **6 VTI** out of 30 VTIs supporting their transformation into **CoVEs**. The 6 VTIs **holds (out of 8) ETF "Committed to Excellence" Certificate** , & ensure balanced regional/sectoral coverage:

- Northern Region: Jarash and Mafrq
- Central Region: Ein Al-Basha (male institute) and JOKOTI
- Southern Region: Moab and Tafieh.

❖ **Step 4:** Complete reporting on **30 institutional profile fiches** (to complete **32 VTIs**). **Final Consolidated Report** (FCR) (more than 100 pages).

❖ **Step 5: Development of the CoVE Corporate Business Model** (*work in progress check back soon*).

❖ **Step 6 (PIPELINE):**Expand to 32 VTIs- including 24 to get ETF Committed to Excellence-. Further capacity development discussions & Communication actions.

ETF & VTC 10 VOCATIONAL EXCELLENCE DIMENSIONS TO TRANSFORM VTIs into CoVEs NETWORK



DIMENSION	STRATEGIC FOCUS
1. Teaching and Learning	<ul style="list-style-type: none"> Quality of pedagogy, delivery and continuous improvement.
2. Production Units	<ul style="list-style-type: none"> Applied learning (and research-oriented), service delivery and sustainability.
3. Career Guidance	<ul style="list-style-type: none"> Learner support, progression and employability.
4. Skills for Digital Transition	<ul style="list-style-type: none"> Digital infrastructure, content and staff capability.
5. Skills for Green Transition	<ul style="list-style-type: none"> Green skills, environmental practice and future readiness.
6. Governance & Management	<ul style="list-style-type: none"> Leadership, planning, coordination and responsiveness.
7. Internationalization	<ul style="list-style-type: none"> External engagement, mobility and cross-border opportunity.
8. Inclusion and Excellence	<ul style="list-style-type: none"> Equity, gender inclusion and learner participation.
9. Adult Learning & CVT	<ul style="list-style-type: none"> Upskilling, reskilling and flexible lifelong learning.
10. Work-based Learning (WBL)	<ul style="list-style-type: none"> Employer partnership and workplace relevance.

JORDAN: ETF & VTC PILOTING TO TRANSFORM VTIs into CoVEs NETWORK

<p>Jarash VTI (Est. 2004)</p> <p>Service population : 250,000 Trainees: 244 (20 percent F)</p> <p>Specialization: General Electricity, Food Production, Barbering.</p> <p>Key asset: Strong dual-track system (Institute + OJT).</p> <p>Challenge: Trainee transportation.</p> <p>Strategic goal: Expand green & digital skills.</p>	<p>Mafrq VTI (Est. 2004)</p> <p>Service population : 675,200 Trainees: 215 (62 percent F)</p> <p>Specialization: Hybrid Vehicle Mechanics, Solar Energy, Bakery.</p> <p>Key asset: Strong community outreach (113 schools reached).</p> <p>Challenge: Large geographic coverage (250km²).</p> <p>Strategic goal: Establish a Culinary Academy Centre of Excellence.</p>	<p>Ain Al-Basha VTI (Est. 1983)</p> <p>Service population: 500,000 Trainees: 959 (7 percent F) - Largest cohort</p> <p>Specialization: Hotel Management (100 cap), Electric Power, Agriculture.</p> <p>Key asset: Well-developed production units (carpentry, aluminium, hospitality).</p> <p>Challenge: Low student motivation & parent communication.</p> <p>Strategic goal: Digital transformation & green practices.</p>
<p>JOKOTI (Zarqa) (Est. 2005)</p> <p>Service population: 1.675M Trainees: 256 (0 percent F) - All-male tech focus</p> <p>Specialization: Biomedical Equipment, Industrial Automation, Telecommunications.</p> <p>Key asset: Strong industry partners (Petroleum Refinery, KOICA).</p> <p>Challenge: No specialist trainer for new Water Treatment unit.</p> <p>Strategic goal: Become a regional leader in advanced industrial tech.</p>	<p>Moab VTI (Karak) (Est. 1999)</p> <p>Service population: 80,480 Trainees: 576 (83 percent F) - Highest female ratio</p> <p>Specialization: Beauty, Sewing, Handicrafts, Inclusive PWD programs.</p> <p>Key asset: Strong women's empowerment & community trust.</p> <p>Challenge: Outdated computer equipment & donor dependency (75 percent).</p> <p>Strategic goal: Upgrade ICT & diversify funding via production units.</p>	<p>Tafila VTI (Est. 1990)</p> <p>Service population : 55,000 Trainees: 155 (39 percent F)</p> <p>Specialization: Mobile Phone Maintenance, Metalwork, Life Skills.</p> <p>Key asset: Strong ties with Tafila Technical University & Aboor Industrial City.</p> <p>Challenge: Smallest budget & trainer specialization gaps.</p> <p>Strategic goal: Become a CoVE node for the South via digitalization.</p>

SHORT CROSS-CUTTING FINDINGS ON ETF & VTC AF IMPLEMENTATION (6 VTIs)

TABLE 1. EMERGING CRITICAL & SAFE FACTORS TO FOCUS ON PRIORITIES

STRENGTHS	GAPS	PRIORITIES
<ul style="list-style-type: none"> Career guidance units established 	<ul style="list-style-type: none"> Feedback loops and QA remain partial 	<ul style="list-style-type: none"> Use evidence better for planning and review.
<ul style="list-style-type: none"> Digital tools and infrastructure available 	<ul style="list-style-type: none"> Graduate tracking is incomplete 	<ul style="list-style-type: none"> Strengthening production units and labour market links.
<ul style="list-style-type: none"> Teaching and learning frameworks in place 	<ul style="list-style-type: none"> Employer input is not used systematically enough 	<ul style="list-style-type: none"> Expand guidance, adult learning and inclusion services.
<ul style="list-style-type: none"> Strong work-based learning structures. 	<ul style="list-style-type: none"> Trainer development is uneven. 	<ul style="list-style-type: none"> Upskill staff for digital and green transition.
<ul style="list-style-type: none"> Inclusion and gender measures visible. 	<ul style="list-style-type: none"> Green & international dimensions are less mature 	<ul style="list-style-type: none"> Build a coordinated VTC CoVES network.

ISATCOVE



ETF & VTC COOPERATION AHEAD TO BUILD CoVEs NETWORK: KEY LESSONS LEARNED & POLICY MESSAGES



- ★ Ensure **consistent implementation** of **strong institutional foundations**.
Variations across VTIs show the need to move from policy availability to uniform practices.
- ★ Scale **UP & ACROSS capacity** through structured **peer learning**.
Performance gaps across VTIs can be mitigated by systematic knowledge exchange and benchmarking.
- ★ Embed **feedback & labour market intelligence** in decision-making.
Existing tools should be fully utilised to inform planning, curricula, & continuous improvement.
- ★ Strengthen integration across **excellence dimensions and functions**.
Better alignment with QA, monitoring and planning will increase institutional effectiveness.
- ★ Leverage **WBL practices more strategically**.
WBL evidence should be systematically used to enhance curricula and labour market relevance.



THANK YOU VERY MUCH !!!

