




Graduates and Jobs in Jordan

The gap between education and employment

Senior researcher: **Dr. Oroub Elabed**

Assistant researcher: **Hiba Elmeri**

March, 2016





Phenix Center for Economics and Informatics Studies

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Executive Summary:

The economic and political liberalisation policy which prevailed in Jordan since the late 1989 introduced changes to the economic and social lifestyle of Jordanian citizens. Removing subsidies on some consumer items and services led to hiking prices. Furthermore, opening the market for the private sector represented additional challenges in the face of citizens on several levels, including education and employment. Thus, the number of private schools increased after the return of Jordanian expatriates to Jordan in the early 1990s, which created a state of «confusion» in the quality of education, rather than be a positive incentive for advancement. Private schools have attracted qualified persons that require high salaries, as well as attractive incentives, and presented modern teaching methods in advanced educational styles.

At first, this trend produced positive results, driving the public education to develop and modernize its methods. However, due

to the increase in the number of private schools, which turned out to be profitable investment projects for those who pursue profit, education became like a “commodity” where the price tag and access to better teaching methods differ in accordance with the financial capacity of the “buyer”. This impacted both the quality of education and the quality of teachers. In this atmosphere of “commercial education” or what this called the “commodofocation of Education”, along with stiff competition among private schools, teachers sought the highest pay and hunted for opportunities that generate the highest income, instead of focusing on stimulating teaching methods, leading to a state whereby the educational system, both in private schools and public schools, were dominated by materialism. (Carroll 2003).

In the labor market, however, the economic and political liberalization, led to changes in the needs of the labor market; indeed, while governmental jobs have always been the single dominant of the labor market in the past, alternatives could be found due

to the expansion of the private sector and the informal sector. Additionally, the entry of investors and international companies increased the demand for university graduates specialized in various disciplines to meet the needs of this large market (Knowles 2005).

It has also been noted that there is an evident tendency among students to focus on disciplines that qualify to work in the private sector, such as trade and business management, engineering and computer sciences for males. Females, instead, tended to focus on disciplines that provide a preparation in teaching human and religious sciences, as well as education in general, teacher preparation, and the medical professions.

The Government sought to create new economic opportunities, through facilitating the participation of the private sector and allowing the entry of international companies to invest in Jordan. This positive competition in the labor market created a highly competitive recruitment criteria, both in educational attainment or professional, social and intellectual skills. This development triggered a shift in the labor market and, at the same time, represented a direct challenge for individuals to demonstrate their entrepreneurial capabilities within this broad and competitive market, and to create job opportunities that secure a steady income.

The rentier state⁽¹⁾, depending on the huge

external financial support as well as the savings of Jordanian expatriates abroad during the years 1960- 1980, shaped the concept of labor in the mind of Jordanian citizens, anticipating the biggest role of the state in providing jobs, securing pension and health insurance without the need to verify the need and/or merit. At that time, the state budget allowed the expansion of the public sector (Knowles 2005); additionally, the economic situation and the availability of international aid (from the West and the Gulf states, who were living an economic boom because of oil) allowed the Jordanian State to expand its services and continue to expand in public employment of citizens. Over the time, the so-called rentierism (rentier mentality) was shaped and became known among Jordanians, that started considering the employment in state institutions as an entitlement for citizenship and loyalty (sense of entitlement) (Brynen 1992).

Despite the fact that public sector ministries and departments are over stuffed by civil servants, most graduates still apply to the Civil Service Bureau to get a secure and stable job, and to ensure a guaranteed salary and incentives, as well as comprehensive insurance coverage. The new opportunities offered by the private sector require competitive skills and abilities, and it also does not offer incentives and guarantees for the long term; therefore, working in the private sector is sometimes viewed as an exploitation of the

(1) Rentier state: is the state whose economy depends on unspecified remittances and economic aid, large part of these revues come either directly or indirectly from the proceeds of oil (Brynen 1992).

work force, featured by low remuneration and an oppressed environment, as well as unpaid overtime, denial to pregnant women the chance of employment. Under such conditions, people are pushed to move between private sector companies, trying to find the job that secures decent labor rights. This also pushes individuals to try to find a job in the public sector, where the job is more secure and labor rights are guaranteed, even if the salary is lower.

In light of these facts, the gap lies in the large number of students who choose academic education, both at community colleges and universities within specific disciplines that do not actually cover the needs of the labor market. With the increase in supply and demand for this academic item, the quality of education was affected, as well as the quality of graduates. On the other hand, the labor market expanded, involving the private sector with multiple local and multinational employers. This expansion imposed terms of efficiency and required creativity; in absence of these conditions, employment contracts were offered for limited period of time, without any incentives or bonuses.

This situation created a degree of disorder in work force supply and demand: whereas many graduates seek jobs, additional conditions and requirements have become

necessary for job seekers to prove their capability and suitability for the newly offered job opportunities in the market. Graduates have rated the social status that individuals can achieve in the community as a first priority, when searching for work. As a second priority, employment in the public sector is considered for its stability and job security. Thus, job search was subject to considerations of social stability and security.

This study aims to analyze the gap between the graduates of the educational system in terms of quality and numbers, and the jobs available for them within the qualification and specialty they obtained. In this study, a number of data have been analyzed, at the level of school, university and vocational education, as well as in terms of the ability of the labor market to absorb the newcomers, as follows:

- School educational system and the surrounding atmosphere;
- General Secondary Certificate (Tawjihi);
- Vocational Training;
- Access criteria at universities and selecting specialties;
- University atmosphere and competitiveness;
- Work and its challenges;
- Stimulating environment.

Conclusions:

- 1) Poor education, poor teachers and lecturers, poor training during the study, or lack thereof; all these elements lead to a weak and incapable graduate without any motive to work and creativity;
- 2) The number of those who choose their field of study according to their own desires and their own points of strength is very low; the common practice is selecting classic disciplines, which are in line with a social positive image, then the disciplines that meet the private/public sector needs;
- 3) Matching of specializations and work does not address the problem of unemployment; indeed the graduates keep on looking for higher salaries and better places, as well as higher social status even if in a different specialization;
- 4) Success at school and in the profession does not lead to an upgrade in the job or function; indeed, there is no relationship between production/excellence, and bonus/upgrade;
- 5) Competition among students, especially those with different scientific backgrounds (Syrian refugees), created a stimulating positive environment, demonstrated in the effort exerted by both lecturers and Jordanian students to prove their abilities;
- 6) University education relies on the method of memorization as solid ground, but this is far from reality and does not stimulate thinking; thus, the success depends on social relationships;
- 7) Automatic upgrade in schools impacted negatively on the students, and denied them the reason for loving their studies and engaging in positive competition, hence reflecting negatively on the quality of the educational system output;
- 8) Vocational training is socially marginalized, its importance lies in its role to rehabilitate individuals who failed in the academic study, so they can take a second chance through vocational training, this is why it requires professionals. Demand on this sector is negatively affected by the inferior considerations of the community thereto;
- 9) According to students and job seekers, jobs may only be secured through an intermediary; this, even before attempting to apply for a job;
- 10) University education does not help students in their career; there is no connection between theory and real life, mainly due to lack of field training before graduation in most disciplines;
- 11) University violence is a result of the “culture of entitlement” which is fed by the “culture of success without effort”, i.e., the “automatic promotion, power and prestige of the clan, and social relations»; this strengthens the mentality of force and violence against any individual who is challenging this culture;
- 12) The “quota” system in accepting students in the university educational system has negatively affected the university educational process and its outputs. Abiding by the free competitive system

ensures fairness and justice for everyone, and directs support to those who have duly competed for a university seat;

- 13) In light of the fact that education has turned into a commodity, a university degree may be obtained based on the amount of money paid, as well as the ability to get a subsidized seat (quota) to study at the university;
- 14) The grades obtained in the general secondary certificate and not the personal interests often influence the choice of disciplines the student will study; therefore, upon graduation students do not seek to find a job within their specialty;
- 15) A position in the public sector is safe and stable since it provides social security and health insurance. The job in the private sector includes exploitation of capabilities and capacities of employees, low salaries, and no health insurance in most cases, pushing individuals to move between several jobs seeking more appropriate work conditions;
- 16) Employment conditions in the private sector sometimes are difficult (languages, computer science and software); while working in the informal sector involves risks and requires a little capital, and most importantly, requires a mentality ready to take risks instead of relying on the government to secure a job;
- 17) The mentality created by subsidised economic policy (1960-1980-) based on the principle of dependence represents an obstacle for any process of reform in the labor market and educational system, in spite of the foundations that are being laid in Jordan to find a liberal economy, which is based on pioneering thinking and creative ability.

Recommendations:

- 1) Education aims to build the personality of a citizen, who is able to build and contribute to bring about changes, and therefore, the style of education should be reconsidered in terms of indoctrination and approach, which is not related to daily life, and has had a negative impact. Liberal thinking and the ability to question and criticize away from indoctrination make citizen's personality capable of creativity; therefore, the following is required:
 - a- Rehabilitation of teachers, in order to upgrade their capabilities; creation of suitable performance evaluation standards at work; evaluation of capability prior to appointment in schools to ensure the quality of the teacher and his/her ability to push students to think critically.
 - b- It is not enough to just review the vocational training programs to ensure suitability to the needs of the labor market; the need is to create an economic and social entity for this sector, through increasing the efficiency and effectiveness of the vocational education system in accordance with the international labor standards and market requirements, also through imposing privileges of health insurance, social security and retirement, so as to uphold the social rank of professional careers to match jobs in the public and private sectors.
- 2) Guidance and exemplary role are necessary to assist students to create a vision of what the reality of the labor market is, and what it takes to enter into it; in addition to presenting successful examples of individuals which is very necessary to show an example for the students to follow.
- 3) Cooperation should be sought between school and university education and vocational education and the labor market, so as to fill the gaps, and to guide the student to the road that shall generate income and meet the need of the market.
- 4) The university education system needs to be reconsidered as a whole, not just by raising the acceptance rates or university premiums (so that education is available for wealthy people only); there is a whole structure which needs to be reconsidered:
 - Library and scientific research, the right to obtain information as well as the freedom of writing and thinking through writing research papers and controversial papers.
 - The university lecture is an opportunity for the students who read and prepare their lessons through research and preparation, to meet with a university professor, who also has prepared, studied and reviewed scientific books and put down academic theories to be clarified for the students. It is,

therefore, a reciprocal process which takes place in an academic and scientific manner based on scientific readings, prepared by both parties by exerting the effort in research and study.

- The efficiency of a university professor and his ability to motivate students to learn and engage in research but not to indoctrinate them.
 - University student who seeks to make use of available research, scientific and academic opportunities. The university is the place that allows him to expand his scientific knowledge and cultural exchange with fellow students and university professors. When this environment exists, the university education is not an entitlement, but it turns into an effort exerted by an individual to be able to specialize in a particular science which shall enable him later to work efficiently.
- 5) Not all high school graduates must enroll to universities. In Europe, for example, college students who enter universities do not exceed 30%. Indeed, there are other options besides university, the most important of which is vocational education which allows those who possess high skills to excel in professions needed by the community. To equalize the academic education with vocational education, the State shall give the same advantages for graduates of vocational education, and uphold the status of professional work exactly like any academic or administrative work, through imposing a suitable wage limit and provide decent working conditions like health insurance and social security, in addition to creating supportive trade unions for workers in these professions in order to develop a social entity which defends their rights.
- 6) Employment in the public sector is constantly decreasing. Necessary steps should be taken for the appointment of specialized individuals at departments that need them. Also, administrative weaknesses and time career absence need to be addressed. Many assert that government jobs are secured, whether the individual performs diligently and faithfully, or he works without any interest or attention. Unemployment represents heavy burden on the state budget, as well as the quality of work and productivity.
- 7) It is necessary to monitor the work of companies in the private sector, to ensure: compliance with the written contracts and respect the rights of employees, payment of monthly salaries on time, provision of health insurance and social security. This, in order to assist such institutions to provide incentives for their employees, as well as to supplement the private sector with members who intend to work and upgrade in their field. In this environment, it shall be ensured productive work, interest and attention

on the part of the employee and the chance to attract others to work in the private sector.

- 8) With due consideration to the educational reality, cooperation is needed between the labor market, schools and universities, by offering training sessions which help employees to specialize, in order to serve the interest of work and in favor of better productivity and quality of the product.
- 9) The “rentierism mentality” which reflects the dependency mentality of individuals may not be changed unless a positive alternative which includes

incentives and support is provided, as well as human treatment that makes them love their work and their studies, and motivates them to seek specialization and excellence. This shall be achieved when the teacher assumes his role in education; when the university professor respects the minds of students in terms of education quality and contents; and when employers, whether in the private or public sector or even in the formal sector, care for relevant decent work ethics in terms of wage payment, work environment and productivity.

1. Introduction

There are many studies that analyzed the gap between education and employment, as well as five and ten years plans carried out by the Ministries of Education and Labor. Since the early Nineties, reform plans aimed to upgrade the level of education to a position which allows educated people to compete on the new economic opportunities in the light of economic openness, through high budgets spent by the governments on the curriculum, educational system and creation of new employment opportunities.

True reality does not seem to conform to all these efforts to bring about change and development. Some studies and surveys that measured the level of education in schools and universities, or the results of proficiency examinations for employment in the labor market, gave disturbing results which are different from those provided by the so-called reform. The level of school and university education continues to decline; thus, the level of academic graduates is modest. This affects the levels of productivity and professionalism in the labor market; hiring is not made based on the evaluation criteria of efficiency or capacity; the specialty that the student chooses to study as well as the job is looking for are selected on the basis of which is a key to create a social status. The reason to find a job is rarely connected to the passion and interest in a certain specialty or in order to prove merit and ability.

While Jordan is trying to be distinct in terms of capacity building skills in the field of information and technology to supplement the local and regional markets with

specialized human resources (knowledge based economy), discrepancies in teaching basic subjects kept growing, as well as in teaching basic disciplines for educational careers. The technology turned students away from careers related to daily life and that ensure progress. This imbalance appeared in some of the disciplines that fill up the labor market, and in other disciplines in which there aren't a sufficient number of students.

Furthermore, the unemployment rates seem not to decrease; the rate of unemployed males (15 years and older) for periods of time ranging from one month to two years, goes from 21.5 to 15.6%, and for females from 16.6 to 23.3%. The average waiting period from the date of graduation until a stable employment opportunity reached 33 months⁽¹⁾.

Data issued by the Department of Statistics reflects a social culture that relies on social relations (social capital); indeed, to find a job does not require to have a specialization, but mainly to have a network of friends and acquaintances. Additionally, the common way of thinking that involves the right to a governmental job (entitlement) with security and protection impacted negatively on employment skills and production capacity, as well as on the acceptability of an individual to work in a sector other than the public one.

This study seeks to explain this social culture and the way it impacted on the participation of individuals in the public, informal and private sectors. The study aims at understanding the phenomenon that led to the gap between educated graduates and applicants for new job opportunities.

(1) Barcucci and Mryyan, 2014, in Groh et al., 2015:4

2. Methodology of the study

This study is an attempt to provide an analysis of deep statistical studies, to provide economic, political and social understanding that explains the gap between education and employment and its impacts on the development of society. It also seeks, to analyze the constraints at the micro level that has affected the reform process, through field interviews with specialists, and beneficiaries of science in schools and vocational institutes and universities. This study also relies on daily press reports about the educational and professional system. The importance of press reports lies in the fact that it is the alarm for the real situation, which this study seeks to shed light on. Additionally, a review of the latest studies on education and labor has been carried out during the past few years. Discussion sessions were held at the Hashemite University-Zarqa, Al-Hussein University-Maan, Vocational Training Institute-Abu Nsair, Alsindiyan Association -Ajloun, as well as personal interviews with a number of experts in this field.

3. What is the “gap in quality and quantity”?

The economic and political liberalization policy which prevailed in Jordan as of late 1989 introduced changes to the economic and social lifestyle of Jordanian citizens. Removing subsidies on some items and services led to hiking prices; furthermore, opening the market for the private sector represented additional challenges for citizens at several levels, including education and employment. Thus, the increase in the number of private schools after the return of Jordanian expatriates to Jordan early Nineties created a state of «confusion» in the quality of education, rather than being a positive incentive for advancement. Private schools have attracted incentives and qualified persons that required high salaries, and presented modern teaching methods in advanced educational styles.

At first, this trend produced positive results, driving the public education to develop and modernize its methods in education. However, due to the increase in the number of private

schools, which turned out to be profitable investment projects, education became like a “commodity” where the price tag and modernity of teaching methods differ in accordance with the financial capacity of the “buyer”. This impacted both on the quality of education and on the quality of teachers.

In this atmosphere of “commodified education” and stiff competition among private schools, teachers sought the highest pay and opportunities that generate the largest income, instead of focusing on stimulating teaching methods, leading to a state whereby the educational system, both in private schools and public schools, was dominated by materialism. (Carroll 2003).

In the labor market, however, the economic and political openness led to changes in the needs of the labor market; indeed, while governmental jobs have always been the single dominant of the labor market in the past, alternatives could be found due to the expansion of the private sector and the informal sector. Additionally, the entry of investors and international companies increased the demand for university graduates specialized in various disciplines to meet the needs of this large market.

According to the Bureau of Statistics, students’ priority in the selection of their specialties for the academic year 2013/2014- at the university can be seen as follows:

Table (1)
Selection of academic specialties

Discipline	Males	Females
Commerce and Business Administration	%33.0	%18.1
Humanitarian and Religious Sciences	%6.9	%15.7
Engineering	%20.4	%10.0%
Educational Science and Teacher Preparation	%3.3	%14.1
Mathematics and Computer Science	%9.7	%8.9
Medical Aid Sciences	%3.7	%7.5

It has also been noted that there is an evident tendency among students to focus on disciplines that qualify to work in the private sector, such as trade and business management, engineering and computer sciences for males. Females, instead, tended to focus on disciplines that provide a preparation

in teaching human and religious sciences, as well as education in general, teacher preparation, and the medical professions.

The Government sought to create new economic opportunities, through facilitating the participation of the private sector and

allowing the entry of international companies to invest in Jordan. This positive competition in the labor market created a highly competitive recruitment criteria, both in educational attainment or professional, social and intellectual skills. This development triggered a shift in the labor market and, at the same time, represented a direct challenge for individuals to demonstrate their entrepreneurial capabilities within this broad and competitive market, and to create job opportunities that secure a steady income.

The rentier state, depending on the huge external financial support as well as the savings of Jordanian expatriates abroad during the years 1960- 1980, shaped the concept of labor in the mind of Jordanian citizens, anticipating the biggest role of the state in providing jobs, securing pension and health insurance without the need to verify the need and/or merit. At that time, the state budget allowed the expansion of the public sector (Knowles 2005); additionally, the economic situation and the availability of international aid (from the West and the Gulf states, who were living an economic boom because of oil) allowed the Jordanian State to expand its services and continue to expand in public employment of citizens. Over the time, the so-called rentierism (rentierism mentality) was shaped and became known among Jordanians, that started considering the employment in state institutions as an entitlement for citizenship and loyalty (sense

of entitlement) (Brynen 1992).

The leniency in appointments at that time contributed to supporting this mentality, bringing individuals to rely on their network of relationships and their relatives to access to employment and promotion at work. Additionally, the tribal social fabric reinforced this mentality, representing an additional challenge to reform in the years of 1990 and its aftermath.

Despite the fact that public sector ministries and departments are over stuffed by civil servants, most graduates still apply to the Civil Service Bureau to get a secure and stable job, and to ensure a guaranteed salary and incentives, as well as comprehensive insurance coverage. The new opportunities offered by the private sector require competitive skills and abilities, and it also does not offer incentives and guarantees for the long term; therefore, working in the private sector is sometimes viewed as an exploitation of the work force, featured by low remuneration and an oppressed environment, as well as unpaid overtime, denial to pregnant women the chance of employment. Under such conditions, people are pushed to move between private sector companies, trying to find the job that secures decent labor rights. This also pushes individuals to try to find a job in the public sector, where the job is more secure and labor rights are guaranteed, even if the salary is lower.

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In light of these facts, the gap lies in the large number of students who choose academic education, both at community colleges and universities within specific disciplines that do not actually cover the needs of the labor market. With the increase in supply and demand for this academic item, the quality of education was affected, as well as the quality of graduates. On the other hand, the labor market expanded, involving the private sector with multiple local and international employers. This expansion imposed terms of efficiency and required creativity; in absence of these conditions, employment contracts were offered for limited period of time, without any incentives or bonuses.

This study aims to analyze the gap between the graduates of the educational system in

terms of quality and numbers, and the jobs available for them within the qualification and specialty they obtained. In this study, a number of data have been analyzed, at the level of school, university and vocational education, as well as in terms of the ability of the labor market to absorb the newcomers, as follows:

- School educational system and the surrounding atmosphere;
- General Secondary Certificate (Tawjihi);
- Vocational Training;
- Access criteria at universities and selected specialties;
- University atmosphere and competitiveness;
- Work and its challenges;
- Stimulating environment.

4. Literature review

A study recently launched by Injaz Elarab Foundation in collaboration with a number of institutions, carried out research and survey on perceptions of Arab youth toward jobs and readiness to engage in employment. The study showed that 80% of young people in the Middle East are leaving higher education institutions without being willing to engage in work environment⁽⁴⁾. Results showed that the majors chosen by young people when they graduate from high school exam do not help to solve the unemployment crisis. Most of them chose specialties based on traditional employment opportunities, according to the traditional positive perception they have about a job, such as engineer, lawyer or doctor; the proportion who choose their field of study because it corresponds to their desires and points of strength does not exceed 17% of the male and female respondents. Due to the weak quality of education and lack of field training within the field of specialization

during the study or after graduation, self-confidence remains weak on the part of graduates. For this reason, it is particularly hard to match the specialization with the job opportunities available, in addition to the lack of awareness based on merit o, making the newcomers reluctant to apply for the jobs. In this case, young people prefer to use their social relationships to secure a job, not necessarily matching with their specialization and their abilities, as stated earlier in the study of Injaz Elarab Foundation.

In a more detailed study published by the Labor Economics Journal (2015) funded by the World Bank, the researchers studied a sample of more than 1354 unemployed persons who have recently completed university or medium university study, and were looking for a job (Groh It.al 2015). Upon testing their English language and their individual and logical skills, in addition to their knowledge in computer software, 1011 persons were shortlisted among those who were offered

(4) Adiyar: 082016/02/: less than one third of young people choose their specialties according to available job opportunities.

jobs in specialized areas closely related to their study. However, 28% of the graduates, refused to sit down for a job interview. When they were offered a job, approximately 83% of them rejected the job opportunity or resigned quickly; eventually, 9 persons only continued to work for more than a month. Thus, the study showed that matching of specialization with work did not help in addressing the unemployment problem. The study, in explaining this phenomenon, concluded that the new graduates refuse to join jobs which are «inappropriate», or jobs that do not put them on a career path which has a promising future; their apparent refusal is due to other reasons related to social prestige, place of work and benefits package (pension, social security and access to loans) in addition to the salary.

The study refers to an earlier analysis by the World Bank, (Iqbal and Razzaz 2008) which pointed out that 75% of the unemployed are living with their parents, and most of them come from rich class. The study of Injaz Elarab Foundation found that salary is not the first priority of job, but they expect their job to include an opportunity to upgrade to higher degrees and to obtain higher professional positions. It is obvious therefore, that one of the causes of unemployment is the search for a social/professional prestige within job opportunities. This was confirmed by an article published in Al-Ghad newspaper (January 4, 2016), showing that 90% of employees in Jordan consider that advancement in career is very important, and

51% of them look forward to take up higher positions.

Efficiency and promotion to higher positions, however, are not necessarily linked; results of the competitiveness examination for the high grades earners of various disciplines at public universities were a clear evidence of the weak link between academic results and practice at the field. In the competitive competence examination held by the Civil Service Bureau, aiming to measure capabilities of students who have graduated from public universities and who achieved highest grades in their majors and have applied to the Civil Service Bureau for a permanent and stable government job, the percentage of those who failed the exam was 30%. An analysis held in 2015, suggested that the problem lies in the quality of teaching or the criteria of evaluation during the study, which made it possible for weak students of «top grades earners»⁽⁵⁾ to graduate. In a comment by a professor who heads a private university, he found that responsibility is shared between a student who does not strive, and does not seek to learn seriously and an educational institution that is assumed to grow scientifically qualified students and provide them with necessary skills to enter the labor market.

Studies that reflect a worrying reality in the educational system keep emerging. A survey study carried out by the Center for Strategic Studies, University of Jordan, on a sample of 26 thousand students, aiming to

(5) <http://www.jo24.net/article-146479.html>

examine the academic, economic and political trends and future aspirations of students as a step to upgrade the educational process at the university, showed that 45% of the respondents stated that teaching depends on memorization, while 53% of them believed that the curriculum is not adequate to prepare students for work. However, the study illustrated that only 37% of respondents wanted to work, while the rest envisaged the need to go to postgraduate studies within or outside the Kingdom⁽⁶⁾.

Students of the study sample talked about challenges facing Jordan, they also pointed at administrative corruption and the economic situation as major reasons. Moreover, a Dean of a faculty at a private university in Jordan stated that the presence of Syrian refugees in Jordan's public universities has begun to provide a positive impact on the level of scientific discussion during lectures, and on efforts exerted by the lecturers; this, due to the excellent level among Syrian students which is higher than that of Jordanian students. This is also true in terms of marks they achieve, their desire to study, attainment, show off, and creativity; indeed, Syrians' academic background is stronger and they are more capable to move and interact on the intellectual and cultural level (Quds Al-Arabi, Bassam Badarin 26 January, 2016).

This competitive environment of excellence and innovation was the subject of one of the recommendations in the report of the United Nations Educational, Scientific and Cultural

Organization (UNESCO) for 2015, which conceived the «Education for All from 2000 to 2015». The report called for reviewing the achievements and challenges, enhancing the importance for every child in the world to get the right to education in order to become qualified individuals who are able to keep up with their peers in developed countries. The report concluded that the promotion of human development through the work requires sensible policies (UNESCO 2015), and coherent agenda that takes into account all the circumstances and inputs. The report focused also on the gap between primary and secondary education, which reflects later on those to be employed; it also pointed out the gap between children of poor families and wealthy families, which leads to a situation whereby only 15% of the poor class makes his way through to the secondary stage of education. Gaps that occur due to the location where the students live have been considered, as well as the differences in the level of education and education options available between urban and rural areas.

«Since institutionalization of the compulsory education, and the decline in educational chances for low skilled people, children are turning from work to school on a global scale; the mainstream school attendance, however, shall not necessarily lead to a reduction of the need to work on the part of many young, and thus, shall not change the reality of youth work». (P. 125)

The Human Development Report 2016,

(6) <http://www.addustour.com/17846/%3دراسةA+45%التلقين+على+المعتمدا+التدريس+يعتبرون+الاردنية+25%من+طلبة+الارمنية.html>

entitled «Development in every work» illustrated the relationship between work and the quality of life enjoyed by individuals. All obstacles such as discrimination, violence, forced labor etc., affect the expected change in human development. This Human Development Report incorporated a plan calling for adoption of policies and strategies in three areas: creating job opportunities, ensuring the welfare of workers, and taking effective actions in the light of the fact that the world has changed. This, in addition to rising influence of emerging economies and the changes which occurred to the concept and methods of work, with the economic and technological progress which has led to exacerbating shapes of inequality.

Furthermore, a specific report issued by the International Labor Organization, Regional Office for Arab States on the discrimination against women at the workplace (2015), focused on determinants that prevented the advancement of women in the labor market, apart from their ability to progress or the level of their scientific attainment. The report analyzed the discrimination related to wages, family benefits, as well as the remuneration level different from what is stipulated in the written contract, and also the work environment (working hours and sexual harassment). The report called for equality between working men and women's rights, so that women can effectively participate in production and creativity.

The above mentioned studies reflected the same views we obtained from the group interviews with young people in universities

and young job seekers; it was obvious that academic guidance has had a role in helping students to visualize their future and plan for their education and careers. All the students complained the lack of the role of academic guidance in schools and even in universities. They explained how the curriculum is rigid, not related to the field, and not even related to the academic vision to uphold creativity and thinking. The studies also confirmed the modest quality of primary and secondary education, leading in a certain stage which leads to dropping out of the educational system to search for work that generates income. This is linked to concessional policies in schools which automatically move students to higher stages, regardless of their ability and efficiency; this is also associated with the limited efficiency of class teachers, who are not able to represent a model, or to create a positive image to enhance the students' ability to excellence. Also, students and job-seekers have not expressed a desire and passion for a specific field or a particular specialty; indeed, as illustrated in previous studies, students noticed that the environment is not competitive and does not motivate them to prove themselves. This affects the degree of professionalism at work, which is no longer easy to find; on the contrary, we can observe from the interviews and the studies, that priorities of work are based on social relations and future guarantees for a permanent job, not on having a creative environment to be productive and to prove merit and success.

5. Basic Education

5.1 Official initiatives and decisions

The following is a review of the education initiatives aimed at laying down educational basis to qualify generations. However, no one of these funded initiatives sought to improve the educational process, and focused on the key aspects in the institutionalization of education. The Jordanian legislations emphasized the right to education and free primary education, as of Article VI of the Jordanian Constitution of 1952 which was amended in 2011 to ensure employment, education and free primary education. Education Law No. 2 of 1955 made primary education compulsory until the sixth grade, and determined the objectives of the educational policy, which included «educational opportunities for all, building citizens' personality, upbringing of mentally and physically sound generation». The law defined the tasks of the Ministry of Education as to «the establishment of schools, promotion of cultural and scientific relations with the Arab countries, in addition

to combating illiteracy, as well as promoting sports and scout activities". Since that time, the expansion of education began to cover all Jordanian cities and villages, and the compulsory education up to the sixth grade became effective⁽⁷⁾.

In 1964 a new Education Law passed, implying that education is compulsory for nine years. Thereafter, the Educational Development Conference held in September 1987 made recommendations to increase the duration of compulsory education to ten years and make it free for all. Another Education Law passed in 1994 which provided for increasing the period of compulsory education to ten years, in addition to amending the period of secondary education to become of two years instead of three. Moreover, two types of secondary education were introduced: the comprehensive secondary education in two tracks (the academic and vocational tracks), and the applied secondary education which is based on preparation for vocational training, as well as a focus on non-formal education⁽⁸⁾.

(7) Source: Jafra News: achievements of the Ministry of Education during the march independence- 2011, the Addustour Newspaper, the UNESCO report on education / in the era of King Hussein, the elimination of illiteracy in Jordan, and the Kingdom has the highest percentage of higher education, <http://goo.gl/Rpa74z>)

(8) (Source: Addustour Newspaper, the UNESCO report on education / in the era of King Hussein, the elimination of illiteracy in Jordan, the Kingdom of the highest percentage of holders of higher education degrees, <http://goo.gl/Rpa74z>)

- **Development of the quality of education⁽⁹⁾:**

Education underwent several formations leading to its development over time, in terms of compulsory education, linking secondary education with needs of society through vocational training programs, in addition to paying attention to I.T. literacy involving them into all aspects of life. Also, educational plans have been developed, aiming at improving all aspects of education, to keep pace with developments in light of the rapid technological progress. Several conferences have been held in this regard; perhaps the most prominent was the National Conference in 1987, which resulted in recommendations to raise the level of learning outcomes, and align with the labor market.

Jordan Education Initiative 2003

The purpose of this initiative, which was launched in 2003, is to achieve education reform through introducing technology into the educational process, and encouraging teachers to use it as a means of teaching, which shall lead to the promotion of creativity, reflecting positively on students.

The abovementioned initiative represents a model of partnership between the public and private sectors, through partnerships between local technology companies and their international counterparts. Local companies

have benefited from the vast experience of global companies; the number of companies supporting the initiative reached 17 local companies and 17 international companies, apart from contributions by many government institutions⁽¹⁰⁾.

Knowledge Economy Project⁽¹¹⁾

This project was launched in two phases between the 2003-2015-, aiming at complying policies and educational programs with the needs of knowledge-based economy, in order to improve learning environment in schools, with regard to the physical school environment, as well as improving teachers' efficiency. Additionally, it aims at upgrading the institutional capacities of the Ministry of Education, as well as improving the level of vocational education.

The National Strategy for Education 2006- 2016 ⁽¹²⁾

As a result of the challenges facing education in terms of the high illiteracy rates, low enrollment rates at an early stage, as well as low enrollment rates in vocational education and the high rate of school dropout, this strategy was adopted in view of the fact that Jordan depends on the human capital as a basis for success and realization of economic and social development. This strategy concluded that it was necessary to change the curriculum and available resources to both

(9) Previous reference.

(10) Previous reference.

(11) (Freij Kamal, Shahab Zakaria, (2012), «Higher Education in Jordan: Reality and Challenges», Journal of the Association of Arab Universities News First Issue)

(12) <http://inform.gov.jo/ar-jo>

students and teachers, to reflect positively on the educational attainment, and thus on the workplace; in addition to providing comprehensive support for schools, and build partnerships with various international agencies and organizations, in order to promote education reform.

Strategic plan of the Ministry of Education for the year 2009- 2013

This strategy sought to develop skills and experiences of the learners, and to promote their positive values in order to help them deal with various developments and events, as well as to support them to face existing challenges in the labor market. It also sought to secure highly experienced and efficient human resources; in addition to providing education for all, based on the principle of equal educational opportunities and educational justice. The plan also envisaged the development of a transparent educational system, which is enhanced by comprehensive reports on achievements of the ministry and the challenges it faces.

Initiative «Madrasati» (My school):

This initiative aims to enhance the learning environment, in terms of rehabilitation of public schools' buildings which suffer from severe lack of resources, as well as the development of educational tools, learning environment and quality of learning in schools, mainly through effective partnerships between the public and private sectors and civil society organizations.

All the above mentioned initiatives, however,

focused on access to education for all, upbringing of generations to provide the society with citizens who are able to assume responsibility for building the nation. The aim of these strategies and initiatives was to keep up with the inclusion of information and communication technologies, so as to keep abreast of global developments related to education. It also sought to meet the needs of citizens in Jordan in different educational levels and different geographical locations and age groups (considering several aspects such as illiteracy, remote areas, and people with special needs). These strategies also focused on the quality of education, whether by developing curricula to suit existing economy, or by improving the basis of hiring teachers to ensure quality education.

All of these actions which were put on paper whereby amounts of money were invested to hire consultants and specialists, did not work to change the reality of students as shown in the next chapter which illustrates vital questions including: How did these strategies take into account the situation of classrooms in a rented building with no ventilation or heating while giving priority to supplying schools with computers which are rarely used? How these strategies considered a teacher who holds a Bachelor of Industry and teaches children at preschool stage? Does extracurricular education, which supports free thinking and mental development of children, exist within the school program which is mostly satiated for both the student and the teacher?

Moreover, the geopolitical location of Jordan

made it a safe place for refugees fleeing crises and wars occurring in their countries; how can this impact schools and overcrowded classrooms, and how it may influence the quality of education?

5.2 Reality as reflected by students

In a statement issued last year by the Minister of Education, Mohammad Thunaibat, it was pointed out that more than 100 thousand basic school students cannot read and write; Thunaibat had revealed earlier that 100,000 school students, who make up about to 22% of the total number of students in Jordan, cannot read Arabic or English letters, according to a comprehensive national study carried out by the United States Agency for international development (USAID)⁽¹³⁾. This was a worrying warning pointing to the deterioration in the educational process. According to our interviews with students, we can sum up the educational gap in the following five headings:

A) The educational system:

A proficiency test scheme was adopted recently in the sixth and the ninth grades in order to re-evaluate the students' ability and to ensure the promotion to next stages of students with appropriate educational achievements. Until very recently, it was up to the school headmaster in the end of each year to decide the automatic success for all students. This created an imbalance in the filtration of academically failing students and represented injustice for the outstanding

students. Thus, all students were left with no incentive to hard work or award for excellence. What is serious in this matter is that the student learns the culture of "tirelessly success», which is spreading the culture of dependency and reliance on others to achieve progress and development. This criterion limits the competitive environment for creativity and excellence.

B) Infrastructure of schools:

Whether located in a rented building or in one owned by the ministry, it seems that students witnessed a lack of laboratories, libraries and even computers for scientific research. There is no space for sports class, whereby often a teacher is a non-specialist. Vocational education does not seem to catch any attention in schools, due to lack of space or hardware to learn. This is in huge contrast to all recommendations in the initiatives which concluded that education may not be achieved and developed by the mere curriculum book, and the educational process must be enriched with stimulating activities to compete and achieve self-assertion. It does not seem that this is taken seriously in schools where stimulating environment and building is not available.

C) The teacher and teaching skills:

The teacher feeding information without stimulating students into critical thinking, 'al moulaqen', does not appear to be appreciated: students criticized the fact that teaching is devoid of any incentives for creative or

(9) ArRai newspaper, January 29th, 2014..

critical thinking. «The prompter teacher does not like what he is doing!»; indeed, students reported that a teacher explains part of the material in headlines in the classroom, aiming to force students to pay to go to private classes which he runs after school; so with his limited teaching skills, he deprives students from understanding lessons, and at the same time betrays the scientific trust assigned to him by pushing students to ask for private lessons.

«The income of teachers does not seem to be enough of basic needs, therefore, teachers resort to other professions such as tutoring (private lessons), or taxi driver, on the account of the time they need to prepare lessons that will be given in class room». Students wondered about rehabilitation courses given to teachers to qualify them scientifically and professionally, to help them carry out assigned responsibilities. Is there a teacher's handbook or efficiency test for teachers? A number of students considered that it is necessary to evaluate the performance of teachers so they have an incentive to improve, and this could positively affect their students.

Students found that teaching by female teachers at schools is better than by male teachers; this because female teachers have suitable methods and basic skills for teaching. In general, students acknowledged that teachers at this time have lost their scientific value which they used to have in the past. Students lost enthusiasm for learning because of teachers who negatively affect their passion

and love for learning, lost also because of the modest curriculum and teaching style.

Students also shed light on aspects other than non-qualification and non-evaluation of teachers; they considered that financial blackmailing on the part of teachers, “vendors of the noble profession”, is caused by low pay and the difficult conditions they experience. The educational environment became rickety because of numerous shortcomings, in terms of teachers, curriculum, place, environment; all these aspects lead easily to the students' lack of interest in learning at school.

According to the students' point of view, the fraud culture confirms that results of the final exam for secondary study (Tawjihi) are unrealistic. This inadequate educational environment led to feeding a culture of violence; as a student became able to assault his teacher, who lost respect in such an unstable educational atmosphere.

D) Passion and motivation for learning and advancement:

It does not seem that the school environment play a positive role in supporting outstanding students who have special scientific interest for the advancement or who is planning for a better future with a weapon of science and passion. There is no guidance for the student, as well as no consideration of their mental abilities and creativity; furthermore, there is no educational initiative that stimulates student to continue. Moreover, parents play a very limited role, especially in rural areas, where the educational level of parents is modest. Some students counted on the role

of their parents in the primary school stage, as it can provide the child with the right way. Academic support and educational assistance require an integrated cadre and a sound school environment, as well as means of teaching such as library, computer lab and educationally qualified cadre; most importantly, is the incentive to compete and prove oneself; inefficient teacher affects indeed the creation of generations whom the educational strategies sought to be positive and to make students able to be successful. The problem lies in a vicious circle: the right start to schooling, which qualified students to move on to high school, followed by the university phase that actually aims to support the passion and creativity within the specialty that shall help students to enter the labor market with interest and efficiency. The vicious circle stays in the fact that unqualified student shall not be eligible to become a teacher or a tutor, or even a successful professional who is capable of productivity and creativity; graduates are part of the circle as they leave the education field as students to re-enter it again as teachers, without any improvement of teaching methods which can support various excellence and academic achievement. This is another challenge which shall be discussed. Indeed, «every year, a number of 135 thousands students register for the General Secondary Examination, only 80 thousands of them sit for the exam, and the reason for this is that some of the registered students wish to obtain a failed Secondary Certificate in order to get a job in the Army»⁽¹⁴⁾.

(14) One of the participants in the discussion sessions in Maan.

Since the beginning of the year 1990, education at schools varied; some public schools are characterized by outstanding educational cadre and educational achievements of students, while others are marginalized, where there are no elements that help to create a successful student with good quality of learning. Private schools varied as well; some of them adopted international educational systems to keep pace with progress and modernity, and other private schools remained with modest quality of education. Results of the General Secondary Examination have become a benchmark for assessing the quality of education. In previous years the percentage of those who passed the exam did not exceed 45% according to media coverage. This disparity is reflected in the variety of schools and geographical diversity; for example, classrooms suffer from overcrowding in urban areas, while rural areas suffer from lack of classrooms; this reality affects the teacher and his ability to build an educated generation. While several strategies were drafted for the development of education, educational policies did not succeed in terms of the institutionalization of education on permanent basis; moving teachers and principals among schools, and shifting officials and ministers between departments did not help to promote continuous construction and development of the educational system.

E) Vocational Training:

The importance of vocational training

lies in that it directs students with skills and production capacities away from the theoretical and academic work, and seeks to harness their abilities in professions that meet the needs of the labor market. Obviously, the industrially developed world directs students towards vocational education, while in the Arab world the theoretical and academic education is much more socially prestigious and higher in level. Indeed, the vocational trainings are commonly considered as unacceptable on the social level by the society as a whole, followed by the negative perception reflected on the individuals themselves, since they feel to have a certain lack, not being able to join the academic education.

Vocational trainings may be chosen through the regular education system as of the age of 16 years, or by joining the Vocational Training Institute by those who were not so lucky to pass in high school, or those who did not qualify for secondary school. Director of the Vocational Training Center in Abu Naseer, Amman, estimated that about 60-70% of those enrolled in vocational training institutions are reprobated by the community and the family, as vocational institutions are considered a refuge for those who have no place.

Other students are enrolled in such institutions during the waiting time to sit again for the General Secondary Exam, trying to acquire a profession which may

help them in academic study they are up to, or may help them as professionals. Some trainees we met at the Vocational Training Corporation have finished their medium degree, and tried to work since there are needs in the labor market they can cover, had they obtained a certificate from a vocational training institution. This category is well aware of their own skills and knowledge of the needs of the labor market.

There are 42 vocational training centers which follow the standards of Ministry of Labor, located throughout all governorates of the Kingdom. They provide a theoretical training for 18 months and a practical training for 3 months. In some professional disciplines, theoretical and practical training are given at the same time (on day theoretical and on day practical). Specialties include: hospitality, beauty operator, sewing, graphic design, secretarial, carpentry and mechanics⁽¹⁵⁾.

The Vocational Training Corporation collaborates with the private sector, so that trainees may be able to find jobs upon completion of the relevant training course. The negative aspect to be considered is the exploitation by the private sector of individuals: when the private sector is represented by a small or medium-sized company, the employer does not allow the new individual to learn secrets of success in the career path, nor is he trained on anything

new within the profession. This was the impression we got from the director of the Vocational Training Institute, Abu Naseer in Amman, as well as from many students when we asked: “Where is the strongest job market for graduates of the Vocational Training Corporation?” The answer included mainly public sector institutions such as the public hospitals or civil service institutions of the government.

Many of the subjects interviewed saw that an intermediary in any field of work is the mean to get a job. As they faced this challenge, they thought it was more fruitful for them to travel abroad because opportunities are better. No one of the students talked about setting up his own project, due to lack of capital and the high risk involved which represented another challenge.

In spite of the positive aspects and visions we found among vocational training students, the public perception of this place and disciplines is still negative, given that individuals who engage in this place are «unsuccessful», despite the fact that the institution aims to provide opportunities for vocational training, to prepare a strong professional and technical workforce, and raise their efficiency in various disciplines and levels of non-academic vocational training. The Vocational Training Corporation was founded in 1976, linked to the Minister of Labor, and it offers

260 training programs, divided into various economic sectors⁽¹⁶⁾.

5.3 Challenges faced by the education sector and vocational and technical training

Although vocational and technical training is a tool to promote the Jordanian human resources development, it lacks effective support to enable it to adapt to the rapid economic changes; this is mainly due to the fact that it has developed from a model designed in the Seventies and is characterized by a high degree of centralization, mainly based on labor supply. Therefore, the process of adaptation to economic changes has remained limited.

Jordanian society views vocational and technical training with inferiority, the ultimate resort for those who have no options. The absence of an equivalent to the General Secondary Exam in vocational training programs, and the lack of opportunities for advancement and promotion within the education system and vocational and technical training, are the main reasons for the failure to attract students to engage in these programs of vocational and technical training. Training programs are designed and implemented without due consideration to and compliance with the principles, standards and recommendations put forward by the National Employment Strategy, which

(16) Phenix Center for Economic and Informatics Studies, Role of Vocational Training Corporation in the integration of young people in the professional labor market, 2012.

had proposed to change financing means of this sector to go through the Technical and Vocational Training Fund for Training and Employment, as well as to change management style and incentives offered to this fund in order to improve its performance. Vocational and technical training in the regular labor market leads to a closed system which does not provide opportunities for advancement and promotion. The absence of the private sector from governance and contribution in the process of vocational and technical training sector caused this sector not to exercise its role in the development of professional standards and mechanisms for testing and certification.

Furthermore, there is also a mismatch between outputs of the official vocational training system and the labor market needs, as programs are designed in accordance with labor supply and not with labor demand. The role of educational and training institutions is confined to the field of preparation and initial training, and a comprehensive vision

for lifelong learning is still absent. In addition, there is weakness in the vocational guidance and counseling system; indeed, this task is handled by many parties whereby the impact on the individuals' options is limited⁽¹⁷⁾.

Despite this perception, graduates of the vocational and technical training system rather than engaging in the workforce, they join the crowds of job seekers. This phenomenon is attributed to several reasons, such as: the decline of the role of the state to absorb graduates of these schools and colleges; the low capacity of the labor market and the private sector to create new jobs; the low level or even absence of harmonization between the quality of training output and needs of the labor market; lack of interest and awareness among graduates for self-employment through the establishment of micro enterprises, due to the absence of guidance and counseling; and eventually poor levels of their skills and lack of necessary funding⁽¹⁸⁾.

(17) Source: article entitled: The Role of the Vocational Training Corporation in Training and Employment, 2014, Director General of the Vocational Training Center, Majed Habashneh. Available at: <http://www.alrai.com/article/683250.html>

(18) Dr. Tarawneh Akhalif-president of the University of Jordan: Education policies and vocational training to gain access to technical education, 2014, <http://www.alrai.com/article/683243.html>.

6. Higher Education

Higher education has been developing in Jordan over the last decades. Indeed, in 1952 there was only one institute for teachers in Jordan, and by the end of 1998, seven public universities were founded, in addition to many private universities and intermediate community colleges. By the end of 2015 there were 11 public universities and 29 private universities in Jordan.

In view of the challenges higher education is facing, and the need for reform, the Ministry has reviewed all previous plans and reports, and prepared new strategies which included an analysis of the current situation and its gaps, building a clear future vision to follow. These initiatives aim to carry out continuous efforts, and to overcome difficulties, which prevented the achievement of the goals of previous plans; in addition, it draws a clear vision for the future of higher education and its institutions, based on the analysis of internal and external factors, so as to activate points of strength and improvement them, and address point of weakness.

However, plans were not implemented, and educational status became more vulnerable. Indeed, the university curriculum does not help students in their career, and university professors do not pay serious attention to the material he uses, but propose some books the like to sell to students, without pushing them to look and learn by using the academics tools available in the libraries; a student at the university, especially in the human faculties, does not seek knowledge, and so the “prompter teacher” at school is found again at universities.

A scientific study recently published in the «Jordan Journal of Social Sciences,» published by the University of Jordan revealed that 62.5% of a representative sample of the administrative staff at the Hashemite University has been appointed through «mediation». The ratio increases as per male staff, reaching 64%, while for female the percentage was 60%, while it was lower among members of the academic staff of both sexes (11%) and higher for males (14%)⁽¹⁹⁾.

(19) <http://www.alghad.com/articles/910158> - (scientificstudy-62%of-staff-to-Hashemite-University appointed through mediation)

Nonetheless, according to students, the university became just a sort of continuation of the school, but with certificate of higher social weight. Automatic pass that was practiced in schools exists in the university but in different ways, depending on social relations between the student and university professor. This is fueled the “entitlement mentality”, making the student to demand success and refuses to compete with others and to prove himself. Over time, the culture of campus violence has become a common occurrence in all universities and is difficult to control.

6.1 Competitive acceptance and awardees acceptance system

Upon finishing the general secondary exam, students who excelled have the right to apply for enrollment at public universities within the list of free competition, which allows all to compete for seats in each college; higher and lower rates for admission are set to each college based on the grades achieved by students in each academic year. The free competition is the opportunity available for everyone to compete fairly on the official government university seats.

In the Eighties, students had another widely open option that serves the need to work in the Gulf States, available for community colleges that qualify for a medium college degree. In these terms, there were 52 colleges in Jordan; however, with changes of the policies and trends, the number of these colleges decreased in favor of private universities, due

to the relevance given to the university first degree (bachelors), as well as the attention given to higher education attainment, in order to keep up with needs of the labor market. Demand on private universities was lower than public universities; furthermore, conditions for entering private universities were easier with respect to grades achieved in the secondary school exam, but required significant financial capabilities.

As of the Seventies, a competition system for seats in public universities with scholarships was adopted focusing on specific communities and selected groups in competition, under the name: «Awardees» or «Quota», distributing seats as follows:

- 20% of public university seats are given to children of military personnel where the government pays fees and expenses;-
- 5% for children of employees and retirees of the Ministry of Education and Ministry of Higher Education;
- 2% for the people of remote villages and poor schools;
- 10% of graduates from schools outside the Jordanian Kingdom (expatriates);
- 2000 students from disadvantaged areas, where less than 40% of the students pass the secondary exam⁽²⁰⁾.

In addition to this «quota» there is a so-called «Royal Court Grants», or the “Royal Grants» whereby there is no clear definition of the number or benefits of such grants. A report by researcher lawyer Professor Mohammed Alwan focused on policies and

(20) (Reiter 2002, 151)

acceptance criteria at public universities. The study revealed that 80% of those who are studying at public universities were recipients of a seat and a financial grant in form of an entitlement⁽²¹⁾, because they were marginalized or came from a poor or remote area or because they were children of certain labor category (children of workers in education, in the universities and in the military sector), and only 20% of students in public universities entered by virtue of free competition. In an analysis based on interviews with officials and decision-makers (Reiter 2002), it is stated that it was a deliberate policy that sought to direct the sons of the tribes to the academic university education through the quota system, giving advantages to some groups at the expense of other groups. In one of the discussion sessions in Maan, one of the students commented on this system (the quota system) wondering: «Why there cannot be only a free competition which allows all to compete fairly, and then government support may by giving financial support or scholarships to those who get seats in universities through their own scientific and academic merit?»⁽²²⁾ Dr. Fakher Daas, Coordinator of “Zabahtona” campaign⁽²³⁾ suggested something like that, stressing that such a procedure would

ensure improvement in the level of students admitted to public university, and will raise the level of attainment they have.

It is worth mentioning though, that public universities have created over the past ten years the so-called «parallel program», which allows competing for specific seats, but twice the hourly rate, because it allows students to study the major that they could not get through free competition.

6.2 Criteria of acceptance at universities

The university admission criterion is considered essential in the education reform process, since the adoption of the policy of grants and exclusions in the universities led to damaging the educational process. Universities may not be considered the only resort for all high school students, it is assumed to be one of several options⁽²⁴⁾. The decision of the Ministry of Higher Education to raise the university admission grades at public universities from 65% -70%, from 60% -65% in the private universities was a positive thing, as it ensured that those entering to universities are more aware, more committed to the concept of education and fully aware of the scientific significance of the university, and that university is not a place of violence

(21) Alwan, Muhammad: Admission policies at Jordanian universities, Report, Amman, Jordan, (2012).

(22) (Maan 082016/01/).

(23) Zabahtona campaign: this campaign was launched in 2007, as a result of the decision to raise university tuition fees in the free competition system, and the abolition of the parallel system. The campaign endeavors to face higher education policies, and also issue special reports and studies on the issue of higher education, as well as to monitor all university policies regarding student freedoms, universities fee. The campaign is also to follow up matters related to issues of private schools and general secondary exam (Tawjihi).

(24) Ibrahim Gharaibeh: Opportunities for reform of higher education, 2012. Available at: <http://alghad.com/articles/527972->

and conflicts which led to lowering level of university education, leaving aside that they reflect negatively on the university outputs sent to the labor market⁽²⁵⁾. However, this decision has not been implemented under the pressure of some social powers of owners of private universities and parliamentarians, who succeeded to cancel it.

6.3 Commodification of education

This process is better known in English as “Commodification of education”, where a fundamental right is turned into a commodity. Basically, the right to education has been turned into a commodity which may be obtained by anyone who is willing and able to secure money. As of the beginning of the Nineties, university educational opportunities became available to any individual who has the financial capacity to join private universities. Dr. Fakher Daas of Zabahtona, stated as follows: «So, universities have become like companies who give certificates by decisions from their managements». The number of private universities has doubled since 1990, with the increase in investment and the expansion in this sector. Today, there are 39 universities in Jordan including 10 public universities; the majority of them are private universities which respond to the need for paid university certificate. This had a negative effect on the quality of education and the quality of graduates. In addition to that, there has been a parallel education at public universities, which

provided an opportunity to learn for those who were not able to compete within the free competition and whose financial situation allowed them to pay twice the price for an hour of study in order to obtain a certificate. As part of the economic challenges, the guarantee for financial payment became a cause of continuity and ensured covering basic expenses of the universities, thus, universities have changed their goals from focusing on academic education to focusing on financial profits.

As stated earlier, the percentage of failure of applicants to the competitive examination of the highest grades earners in various disciplines at public universities, which stood only at 30%, has raised many questions about the quality of the exam and the efficiency of university education outputs. Accordingly, former President of Yarmouk University Dr. Abdullah Al Mousa, acknowledged a decline in the educational outcomes in general, both at schools and universities. He stressed the need to reconsider the curriculum that is taught in educational institutions; according to Dr. Al Mousa, focus should be directed to developing skills and culture among students, which has been neglected by educational programs at universities.

Dr. Al Mousa, however, does not exonerate the students themselves from responsibility; indeed, blames them a great deal. Through his academic experience, Dr. Al Mousa noticed the extent of negligence on the part of the students of their education, pointing to the

(25) Majid Tawbah: Introduction to the reform of higher education, 2015. Available at: <http://alghad.com/articles/874358>

possibility that the general level of students may be low, but it is natural that there are in each department or university superior

students, therefore, superior students are not necessarily all of the elite⁽²⁶⁾.

(26) Jo24.nt: Failing 30% of the students, alerts education experts. Khadra keeps silent, 2015.

7. Employment economic opportunities

7.1 The educational gap and unemployment

Based on the above, the weaknesses in the educational level of output of schools and community colleges and even universities caused a surplus in the number of graduates who are not qualified, and are looking for job opportunities in disciplines and fields in which they were not trained. It also created a number of school dropouts of those who were not able to stay in the education system, whereby the social culture has succeeded in identifying options to school graduates, under the illusion that academic university education is the only desired option. Attempts to guide students towards vocational training did not bear fruit yet. «Experts confirm that local market needs professional experiences more than it needs holders of academic degrees, which would contribute to solving the problem of unemployment of 12% in the Kingdom»⁽²⁷⁾. Experts suggested that lack of a link between the educational system

in schools and universities and the labor market has led to the continuation of the unemployment problem. They also suggested that there is a responsibility in directing human resources to the needs of the labor market. As previously mentioned, everything related to professional work has no social prestige, but is a place for the «unsuccessful» individuals only.

Commenting on this, students confirmed in the interviews that there has been no guiding for them at any stage of education (university, school, vocational training). For example, when choosing major at the university, students have no idea of the needs of the labor market, and were not aware of their points of strengths and in which majors, considering that they come from a “prompter” schooling system. This turns years of study in the university into wasted time, rather than a cumulative process aiming to establish an efficient environment for tender and production through rehabilitation of specialists in scientific research and

(27) Ahmed Awad: An economic report entitled: poor education outcomes increase unemployment, December 2015. Available at: <http://www.alghad.com/articles/907341>

various professional fields. Among the most important labor market problems is the lack of harmonization between disciplines and employment policies, and because the educational system highly depends on the method of memorization, students graduate with weak skills, apart from the fact that they select their majors randomly, not based on needs of the labor market (previous reference).

7.2 Professional work and the informal sector

Before the analysis of the data about work in the public and private sectors, we would like to shed light on data of informal work in small projects that can be initiated by individuals. However, according to statistics of the Ministry of Labor released in 2013, more than 45% of Jordanian workers work in the informal sector, 26% work in the private sector, while 17% are self-employed⁽²⁸⁾.

With the decline of the public sector's ability to absorb large numbers of newcomers into the labor market, and in view of the difficult conditions of the private sector, the non-formal private became the only source of income and the only possibility for newcomers to find an employment. Among the features of informal sectors, we find: easiness of entry and exit to and from it; limited amount of production; use of simple raw materials which are mostly available locally; use of intensive labor; limited amount of capital,

family ownership and employment of less experienced and less skilled workers; lack of a legislation and/or regulation by official bodies for its integration with the industrial sector or the formal economy .

Characteristics of the informal sector also include: the ability to consider a productive and continuous project with stable income, which secures to the owner sustainable production and income. In many cases, considering a risky project by any person needs an amount of capital which is not necessarily available. What is necessary in such cases is the ability to visualize the project on the ground, while conducting a feasibility study to ensure the success and stability of the project. The significance of establishing individual projects and putting them under an official cover in terms of support and funding is ultimately improving the financial and social status of the owner(s), and enhancing their production capacities, and furthermore, ensuring their inclusion in the social insurance and health insurance. Informal work is identified can potentially occur in all jobs in the informal sector projects, or all persons who were employed within a specific reference period in at least one institution in the informal sector, regardless of their job status, whether in a major or minor job. This includes self-employed persons in their privately owned businesses in the informal sector, and employed family

(28) <http://www.alrai.com/article/616566.html>

(29) Previous reference.

members as well as shareholders, regardless of whether they work in a formal or informal sector institution. Those are considered workers without pay in a family business, in addition to employees who work in informal works of a formal or informal enterprise, as well as those who are self-employed in the production of goods the final use of which is limited to their families⁽³⁰⁾.

As an example of the support of individuals and directing them toward a pioneer professional work, the Development and Employment Fund was established in 1992 as a public sector institution aiming to encourage free work and self-employment through funding in forms of medium-term loans. The size of those loans usually range between two thousand Jordanian Dinars (JOD) and one hundred thousand JODs, depending on the nature and type of project. These loans are to be paid back within 8 or 6 years at an interest rate ranging between three and five percent per year without charging the borrowers any fines or commissions. Small and medium-sized projects which are productive, income generating and employment opportunities creating are funded for the benefit of its owners. The importance of the Development and Employment Fund is obvious in the scope of cooperation between the Ministry of Labor with the ILO to create an integrated approach, and the formalization of the informal sector, so as to create decent jobs, secure dignified living conditions, achieve

social justice, improve productivity and increase economic growth.

During an interview with the head of the Development and Employment Fund Abdullah Al-Freij, he said «we have a study showing that our sustainability is excellent with regard to our operating expenses which are the least. We have an optimum utilization of expenses». The Fund is capable of financing its own operational and capital expenditures through its own resources. The fund takes care of specific community categories; indeed, he also stated that «we have programs related to persons with disabilities, we support them with 3% less interest rate, the same applies on programs targeting unemployed young people, if their project lasts for more than three years, we refund one third of the loan amount as a grant. We are members of a joint technical committee with the National Center for Human Resources Development whereby we focus on pockets of poverty. The capital used to acquires half of the Fund's loans in the past, while the capital does not acquire more than 10% of the Fund's loans»⁽³¹⁾.

The Fund is dedicated to supporting Jordanian citizens who are looking for suitable, productive and sustainable job opportunities. Jordanian women receive up to 65% of the loans. Moreover, 64% of the beneficiaries of the fund are 18 - 40 years of age; holders of university and diploma degrees represent 28% of the beneficiaries.

(30) Hashemite News 0853% - 2015/13/ of the workers in Jordan work in the informal sector

(31) (082016/02/)

«Our loans are not open for all, but for the unemployed and young people. In addition, the Fund provides non-financial services such as feasibility studies, which are significant to define the project and the marketing capabilities of the owners. The Fund also assumes a role in the marketing and promotion of products in many forums and exhibitions sponsored by the Ministry of Labor or the Jordan River Foundation».

7.3 Terms of employment in the formal sector

Graduates apply to the Civil Service Bureau, a government institution who receives and circulates applications for work in the public sector. Service Bureau aims to link the needs of the citizens to work with the needs of the state institutions to human resources. In spite of computerizing the system, many still have doubts that nepotism and clan ties play a vital role in the appointment of individuals at specific jobs.

Many group members we met throughout this study suggested that applying to the Public Service Bureau is an inevitable procedure; and that the hope of finding a job is very limited, especially if relations and mediator are not available. Everyone is looking forward to have a job in the public sector, because a government job through the Public Service Bureau is a permanent job with guarantees and incentives. Many students and researchers we interviewed suggested that job opportunities in the private sector are limited. In the provinces, such as Ma'an

or Ajloun, opportunities within the private sector are not like those in Amman for example; as if the private sector was founded only to serve the capital Amman.

Even when jobs in the private sector are available, there are many conditions that must be adhered to in order to ensure continuity of employment in terms of receiving the monthly salary and incentives. These conditions make the private sector a difficult work environment for many individuals. There are conditions of high professional standards required to meet needs of the open market economy; languages and computer skills, as well as individual management skills became essential conditions which may not be ignored. The private sector consists of large international companies, large local firms, in addition to middle and small-sized companies. While 60% of workers in Jordan work in the private sector, there are negative phenomena that make the employee in the private sector lack job stability; indeed, “employers tried to gain flexibility through providing social insurance for workers but either through temporary contracts or without contracts at all»(Asad 2012). Therefore, employment in the private sector became «highly risky», including risks related to wages, working time and labor benefits, as well as medical ones. While the government used to welcome the expansion of the private sector to include the largest number of job seekers, the public sector remained the preferred haven for them to work in.

7.4 Employment strategy and the solution

As per the number of jobs that have been created in 2009, it has been estimated that 76 thousand new employment opportunities have been provided, of which 24 thousand jobs for university graduates, 6 thousand jobs for graduates of colleges, 46 thousand jobs for holders of a high school certificate or less and to foreign workers. However, we found that approximately 15 thousand university graduates remained unemployed⁽³²⁾. Although this statistic is old, it reflects the distribution of graduates into the labor market, and highlights the dilemma of unemployment, which does not fit with the created employment opportunities as reflected by labor statistics for 2013. These statistics show that the net number of jobs that have been created in the labor market during 2013 was 48.571 jobs, while the number of new jobs reached 76.341; the number of jobs that became vacant reached 27.771. Statistics also show that there have been around 34.887 job opportunities for males, representing a percentage of (71.8%), while the number of jobs for women reached 13.684, representing a percentage of (28.2%)⁽³³⁾.

The surrounding environment, whether social, family, tribal or economic, created a certain mentality of trying to be dependent on the state. The number of people who are risking their individual projects from the middle class does not represent the majority of job seekers; everyone prefers social

security and protection, as well as health insurance and stable salary away from any risks related to instability, lack of benefits for the individual and his family. This explains the high unemployment rate in Jordan in spite of the number of created jobs in an «unstable» conditions and the difficulty of getting a job in the public sector; indeed, people opt to wait for a public sector job, rather than risk an individual action which may lead to losses, especially with the little passion available and the least acquired skills. The Jordanian government has tried to address the unemployment problem through consulting experts and economists to draw the «National Strategy for Employment», in order to develop a clear vision to provide solutions to the problem of unemployment. The strategy consists of three axes: the vision compared with the reality of the current labor market, the focus on comprehensive and systematic diagnosis of the labor market, and the future vision. Over the past years, public policies tried to develop and improve the economy and pushed it to be more effective and open; in addition to promoting the contribution of the private sector, the setting up of productive workforce, as well as flexible institutions that would evolve and change, besides harmonization with international standards and human rights. Hence, the National Strategy came to achieve these goals, through implementation of an executive plan which implied the replacement of foreign labor with Jordanian workers,

(32) The National Employment Strategy.

(33) Annual Report of the Ministry of Labor, 2014.

providing support employment projects, as well as the effective training of Jordanian labor in line with labor market needs, other than supporting of technical education and vocational training as well as the free work. Objectives of this strategy have been developed based on the overall objectives of the National Agenda, which included improving the quality of life for individuals by raising wages, and by improving productivity. The strategy also considers the examination of all investment and financial policies, as well as policies of education and vocational training, from employment perspective.

There are many challenges on the labor demand side, as in the supply side also, and perhaps the most important challenge is to create a sufficient number of jobs matching with the number of graduates from universities and colleges, and even high school graduates. It is essential, however, to ensure that created jobs observe formal work contracts which include actual and real paid salary, with inclusion in social security, health insurance, sick leave and maternity leave, in addition to a healthy and competitive business environment conducive to production.

Special attention was given to restructuring the Jordanian economy, which includes the contribution of each sector in the GDP, and the creation of job opportunities in each sector, as well as the level of education needed by each sector. Through analyzing all sectors, it was found that the Jordanian economy is highly dependent on the service

sector, and is often based on unskilled labor. Therefore it is necessary to redesign the economic incentives in the traditional sectors to improve productivity, skills, and content. Although there have been strategies, plans and funding to support the technical and vocational training sector, reforms, however, are still slow, because there is obvious weakness in the governance of this sector and weakness in coordination among the concerned authorities. Therefore, the strategy proposed changing financing methods of the sector to be directed through the Technical and Vocational Training Fund for Training and Employment, in addition to suitable changes in the management style and the incentives offered to this sector in order to improve its performance⁽³⁴⁾.

Usually workers are selected for employment by employers based on parameters of efficiency, production capability, level of education and skills. In practice, however, there are completely different parameters, since the labor market is divided into a series of aspects, such as: sector, sex, geographical area, etc... Such parameters became adopted basis of employment, which reflected negatively on the equality among citizens and job seekers, leading to the phenomenon of giving more significance to the public sector than to the private sector, because the public sector provides better salaries, working hours and more suitable work conditions, as well as better job stability, making it the most sought destination. Therefore, it is

(34) The National Employment Strategy 2011- 2020.

necessary to introduce a series of reforms in the employment standards to suit the real needs through the elimination of waiting lists in the Civil Service Bureau, to turn into effective lists in the private sector labor market. Such a procedure may increase demand in the private sector. The gender dilemma is made clear if we observe the low participation of women in the labor market, despite their high level of education. Still, women participation is governed by social and cultural factors that hinder economic participation in the labor market; accordingly, the strategic plan stressed on the motivation of women to work, providing information on available job opportunities, in addition to providing maternity insurance and nursery services for their children.

On the other hand, jobs are often created in urban areas where major industries exist; this impacted negatively through high unemployment rates in remote provinces, reflecting a big difference between geographical areas. For that reason, there are policies and programs to provide incentives for the establishment of large industries in such distant provinces, which should help to exploit the local available resource, in

addition to providing job opportunities for local inhabitants. The strategy highlighted the need to focus on small businesses and assist them in the transport, shipping and provide incentives to them, as well as to provide means of transportation between rural and urban areas.

The “dependency mentality” of demanding labor rights without seeking to make any effort to work or acquire knowledge is considered one of the obvious reasons in creating the gap between employment and education. This mentality caused the creation of a breach in the human and moral system of the noble work represented in the teacher, and in the role that can be played by every individual in his private or professional position. In order to bring about positive impact, good models must be presented to students so as to demonstrate in front of them images of success and challenge even in the presence of the dominant ideology of liberalism. The educational system should highlight the noble mission of the teacher, in addition to the fact that the teacher is the foundation of the sound structure which can produce a productive individual who is loyal to his work in the future.

8. Conclusions

The teacher: in the teacher is the foundation of any sound structure which can produce a productive individual who is loyal to his work in the future.

- School education:

1. Poor education, poor teacher and lecturer, poor training during the study or lack thereof produces weak capacity graduate without any incentive to work and creativity;
2. Automatic pass in schools harms students and fails to motivate them to love science and to compete positively, and hence harms the quality of output of the educational system;
3. Competition among students, especially those with different scientific background (Syrian refugees), creating a stimulating positive environment, emerged through the effort exerted by lecturers and students to demonstrate their abilities;
4. Grades achieved in the general secondary examination often dictate the major for students in the next stage, not their general desires or interests, and

therefore they are not motivated to find a job within their specialization after graduation.

- University education:

1. University education follows the method of memorization as a rigid methodology, far from reality, and does not stimulate thinking. Success depends on social relationships;
2. The quota system negatively affected the university educational process in terms of the output. The commitment to free competitive system ensures no one is treated unjustly. Support should be directed only to those who have received a university seats eligibly;
3. In light of the fact that education turned into a commodity, university degree may be obtained through payment, as well as the possibility to obtain a subsidized seat (quota) to join the university;
4. The percentage of those who choose their field of study in line with their desires and points of strength is very low; the common practice is to select classic disciplines in line with the social

traditional positive perception, then the disciplines that meet the private/public sector needs;

5. University education does not help students in their career; there is rarely a connection between theory and field life, and there is no field training before graduation in most disciplines;
6. University violence is a result of a culture of entitlement that fed the culture of success without exerting an effort. «Automatic pass, power and prestige of the clan, and social relations» strengthened the mentality of force and violence against any individual who challenges this culture.

- Vocational training:

1. Vocational training is socially marginalized, and professionally required, and its significance stems from the rehabilitation of individuals who failed in the academic study, so they can take their chance in vocational training. The perception of inferiority on the part of the community negatively affects its popularity, in spite of its importance.
2. Success at school and in the profession does not mean upgrading in the job or function, there is no relationship between production/excellence, and the bonus/upgrade;
3. A job may only be secured through mediation, and this is the impression of students and job seekers even before they attempt;
4. Jobs in the public sector are safe, stable and secure (social security, health insurance); while jobs in the private sector involve exploitation of the capabilities of employees, with low salaries and no health insurance in most cases, prompting individuals to move between several jobs seeking appropriate work conditions;
5. Work conditions in the private sector sometimes may be difficult (languages, computer science and software). Work conditions in the informal sector involve risks and need a little capital, and most importantly, need a pilot thinking who is ready to take risks instead of relying on the government to secure the job;
6. The “dependency mentality” created by the supportive economic policy (1960-1980), is the obstacle that impairs any process of reform in the labor market and educational system. In spite of the being built in Jordan to establish a liberal economy, which requires pioneer thinking and creative ability.

- Labor Market:

1. Matching specialization with work does not address the problem of unemployment; graduates look for higher salary, better place and social prestigious status even if in a different specialization;

9. Recommendations

1. Education aims to build the personality of a citizen who is able to build and contribute to bring about change; and therefore, the style of education should be reconsidered: indoctrination style and the curriculum, which does not relate to the daily life, had a negative impact. Thinking and the ability to question and criticize away from indoctrination make citizens' personality able to be creative. The following is recommended:
 - a. Rehabilitation of the teachers and upholding their efficiency; laying down new and sound performance evaluation standards at work; providing evaluation of capacity prior to appointment in schools to ensure the quality of the teacher and his ability to push students to think critically style;
 - b. It is not enough to just reconsider the vocational training programs to ensure that it matches the needs of the labor market. An economic and social entity should be created for this sector, and this may be achieved through upgrading the efficiency and effectiveness of the vocational education system in accordance with international standards and requirements of the labor market through imposing health insurance, social security and retirement schemes in order to dignify the professional function to match jobs in the public and private sector;
2. Guidance and good example are necessary to create a point of view for students about what the labor market is about and the requirements to access to it. It is also vital to show models of successful people to be followed;
3. Cooperation should be envisaged between school, university, vocational training and the labor market, so as to follow up gaps, and guide students on how to secure income, and meet requirements of the market;
4. University education needs to see a full system review, not just to raise the admission rates or raise universities tuition fees (so that education becomes available for the rich only). There is a whole structure that needs to be reviewed:
 - Libraries and scientific research at universities and how to obtain information, writing, scientific thinking and writing a research paper and debates;
 - University lecture is an opportunity for students who worked hard and prepared lessons by research and preparation to meet with university professor, who also prepared and reviewed scientific books and prepared academic theories to be clarified for the student. So it is a reciprocity process that happens in an academic and scientific approach, which is based on scientific readings by both parties through spending time, effort, research and study;

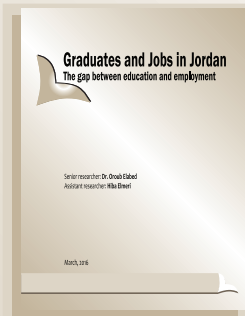
- University students are the core of the process who seeks to profit from available research, scientific and academic opportunities. The university is the place that allows them to get a scientific, knowledge and cultural exchange with fellow students and college professors. When such an environment is made available, a perception that the university education is not an entitlement, but is an effort the student has to make to be able to specialize in particular science to enable him later to work efficiently;
 - Not all high school graduates are supposed to go to universities. In Europe, for instance, the percentage of those who enter universities do not exceed 30% of high school graduates. There are other options, most importantly the vocational training which allows those who possess high skills in professions needed by the community to excel. In order for the academic education to equalize with vocational training, the State must give the same advantages to graduates of vocational training, and raise the status of professional work exactly like any academic or administrative work, through imposing minimum wage rates, health insurance and social security, and create supportive trade unions for the professionals to setup a social entity for them;
5. The public sector suffers from a high unemployment rate. Necessary steps must be taken to appoint specialists in locations that need them. Administrative lacks as well as time and function idleness should be eliminated. Many assert that a government job is guaranteed, whether the individual is working diligently and faithfully, or not. This disguised unemployment has created a burden on the state budget and the quality of the work and how to do it;
 6. It is imperative to monitor the performance of companies in the private sector to ensure compliance with written contracts, to respect the rights of employees, ensure payment of monthly salaries, as well as provision of health insurance and social security. Such enterprises should be encouraged to provide incentives for their employees, to supply the private sector with staff members who want to work and evolve in various fields. In such an environment, productivity can be ensures and work ethics on the part of employees as well as attract others to work in the private sector can be guaranteed too;
 7. In view of the modest educational reality, cooperation is necessary between the labor market and schools and universities through conducting training courses to help employees to specialize, in favor of work quality and in the best interest for productivity and product quality;
 8. The “dependency mentality” among individuals may not be changed unless

a positive alternative is offered which includes incentives, support and human treatment in order to turn them to lovers of their work and studies, and seekers of specialization and excellence. This may be achieved when the teacher is committed to his noble role in the educational process, and when the

university professor respects students' mind in terms of education quality and components; and when employers, whether in the private or public sector or even the informal sector respect work ethics of the payment and the environment of productivity.

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Adam Smith
International



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