The Development of Education
National Report of
The Hashemite Kingdom of Jordan

« Inclusive Education: The Way of the Future »

Presented to

The 48th Session of Education
Geneva (25_28 October 2008)

by

The Ministry of Education

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Foreword

Inclusive Education is the pivotal focus of the 48th session of the International Conference on Education that will be held from the 25th to the 28th of November 2008. I am pleased to report that the Ministry of Education in Jordan has put inclusive education at the top of its priorities for education change and reform. His Majesty King Abdullah II ibn Al-Hussein's directives on economic and social change and His active leadership in the education sector have deeply influenced the achievement of outstanding accomplishments to the extent that Jordan has become a leader in education in the Arab world. The Jordanian education system has become an example of progressive change that many countries wish to emulate. According to the recent World Bank Report, Jordan placed first among Asian and North African countries with regard to a number of key indicators of progress.

The education sector received unique and rigorous care from His Majesty King Abdullah II ibn Al-Hussein and Her Majesty Queen Rania al Abdullah. This is tangible in their Majesties' support to the Royal Grants and projects offered for the teachers and the students as well. Amongst those projects are: Schools Nutrition Project, King Abdullah Schools for Excellence , Queen Rania Award for Distinguished Teachers, provision of maintenance for schools , and so forth.

The Ministry of Education has adopted the principle of "Quality education for all" to design the vision, mission, strategies and policy directions of the National Education Strategy. The Strategy promotes the development of an education system that focuses on the student as learner supported by qualitative improvement of the system as a whole and all aspects and dimensions of the educational process. The Strategy is comprehensive and inclusive, and covers basic and secondary education, kindergarten, gifted and special needs programs and services within a context of access and equity. The Ministry has worked extensively on the use of ICT as a tool for learning through a proactive professional development policy for teacher training and is upgrading e-curricula content in the core curriculum. It has started the process of reorientation

of educational policies, goals and strategies through a focus on governance and management reform for sound planning and monitoring for performance and has also provides extensive support to ensure the provision of quality physical learning environments. The Ministry works in active collaboration with other ministries and many public and private institutions. Furthermore, the Ministry will continue its reform plans in the field of education development through the ERfKE II program (2009 - 2013) which will include specific initiatives that are extended to vocational education and special education.

The next phase of reform will continue to extend the transformation of education process which has been pursued since the Vision Forum for the Future of Education in 2002 to continue to make significant progress towards the achievement of excellence in the student outcomes of the teaching and learning processes. It desires that Jordan remains as a leader in the region and continues to provide a regional model for development and modernization. As an expression of the National Strategy, the Ministry`s Strategic Plan for 2009-2013 has been developed as the blueprint for progress and the guide for the infusion of development investments under ERfKE II.

I sincerely hope that this Conference will achieve all of its intended goals and I wish every success to all participating countries as they work towards improvement of their education systems. I can assure you all that the Government of Jordan, as represented by the Ministry of Education, desires that we all benefit from international educational conferences such as this, and use the recommendations of these events to energize us as we strive to attain the goals of quality education.

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Minister of Education
Dr. Tayseer Al-No'aimi

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Part One

Education System and Challenges of the Twenty First Century

Background

The Hashemite Kingdom of Jordan covers an area of 89.342 square kilometers and is situated at the center of the Middle East region. Al-Badia "the semi deserts" represent about 78.4% of the kingdom's total area. The Kingdom's population is about 5,600,000 distributed according to sex as follows: (2.886.6 males) and (20713.4 females).82.6% of the population lives in the urban areas.

The kingdom is classified as a youthful society in terms of its population age group since 59.4% of Jordanians are at the age of 15-64 and 37.3% are below 15 years. The population has doubled since 1980 as its growth rate was 2.3% in 2006.It is also expected that the population will continue to rise up to reach 11 million over thirty years.

Compared with the third world countries in general and the Arab states in particular, Jordan occupies an advanced rank in human resources development standards in terms of its natural resources and the Gross National Product (GNP).The rate of mortality among infants went down from 29 for every 1000 of the newly born babies in 1999 to 24 in 2006. Life expectancy rate went up for males and females from 69 in 1999 to 717% in 2006 , and women fertility rate declined from 3.8 in 1999 to 3.7% in 2006 for those at the age of 15-49.This rate went down by 3.5% in the urban areas and 4.2% in the rural areas.

The Jordanian constitution and law guarantee equal rights for Jordanians in job and education opportunities and the state secures them for all citizens within its available resources. Basic education is compulsory and free in public schools and the state protects and sets legislations to organize labor and safeguard laborers' rights. Jordanians are treated equally by the law and there is no discrimination among them in rights and duties regardless of their race, religion and language. The state does its utmost to help Jordanians live in peace and it guarantees their personal freedom.

Jordan has endorsed acts related to human rights and eliminating all kinds of discrimination between males and females in 1992. In its plans and programs, Jordan gives much care to integrate people with special needs with other groups in the society. The Ministry of Social Development, the Ministry of Education and other stakeholders cooperate in opening schools and centers to integrate people with special needs in the local community through implementing special programs for this group. A national strategy for the handicapped, which includes

various programs and activities, was adopted in 2007 to upgrade services provided for them.

Jordan has achieved an outstanding progress in the economic domains by designing determined plans .The most recent plan was the National Agenda for 2007-2017 . This Agenda has set ambitious goals aiming to reduce the level of unemployment and achieve development in the national economy.

Priorities of National Development

The economic reform course in Jordan was launched since the early nineties in the aftermath of the financial and economic crisis in the kingdom in late 1988. Since His Majesty King Abdullah II ibn Al Hussein assumed His constitutional power in 1999, the agenda of economic and social reform was given supreme priority. In 2001, His Majesty the King gave His directives to the government to embark on a program towards economic and social transformation . So, the government started preparing its plan for social and economic development for 2004-2006 in order to achieve sustainable financial stability and enhancing the principles of accountability, transparency, and partnership between the public and the private sectors.

In 2005, a steering committee of representatives of all sectors was formed upon a Royal Decree to prepare the National Agenda. This Agenda highlighted ambitious goals to be achieved over the coming decade by implementing initiatives and reforms .The goals of the second millennium were included in the cores and objectives of the agenda to be accomplished through the following eight cores:

Political development, legislations and justice, investment, financial reform, employment and vocational training, social prosperity, higher education and scientific research, and upgrading the infrastructure level.

2. General Objectives of Education

The Ministry of Education aims at :

- Building up citizens who believe in Allah, understand Islamic doctrine, and who are committed to Islamic and Arab supreme values, loyal to their country, principles and nation, fully aware of their rights, performing their duties in a way which creates a balanced personality in all aspects and leads to an aware openness on others while maintaining their identity.
- Preparing citizens who are well-equipped with skills and

knowledge required for the knowledge-based economy (knowledge, communication and intercommunication, teamwork, scientific thinking, personal, technology, future career, and scientific research skills) in order to contribute in building up their community.

- Providing learning opportunities for all, and achieving equality and equity in educational services on the qualitative and quantitative aspects, focusing on quality development of education in line with students` learning levels.
- Developing efficient educational administration and focusing on activating the school administration.
- Promoting internal and external competence of Educational System in Jordan.

Among its priorities, in development of the education sector, the National Agenda focused on achieving the following goals:

- Expansion in building public kindergartens and giving much care to the poor and remote areas.
- Establishment of a higher council for the development of human resources and review of regulations of education supervisory authorities.
- Expansion of learning opportunities in the basic and secondary stages and expansion of expenditure efficiency.
- Enhancement of tendency towards decentralization and accrediting an inclusive methodology for evaluation and development.
- Upgrading the quality of basic and secondary education.
- Promoting the participation of the private sector in vocational education management and developing programs and curricula that meet the labor market needs.

The Ministry has set the National Education Strategy in 2006 to achieve these goals and orient its activities over the coming years by implementing developmental action plans and identifying means to achieve its vision and mission. The strategy consists of eight cores that include the elements of the teaching process, the main principles, and implementation strategies for each core.

Vision

The Hashemite Kingdom of Jordan has the quality competitive human resources systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce.

Mission

To create and administer an educational system based on 'Excellence', energized by its human resources, dedicated to high standards, social values, and a healthy spirit of competition, which contributes to the nation's wealth in a global 'Knowledge Economy.'

3. Education Structure in Jordan

Education in Jordan consists of the following stages :

1. **Kindergarten stage :** A two-year stage to create a suitable environment for children and offer them balanced education opportunities so they can acquire appropriate health habits, develop

Education Structure in Jordan

Age (18 – 21) years old	**Universities** (Four Years)	**Community Colleges** (Two Years)	(18 – 19) years old

(17- 18) years old — **General Secondary Education Examination Certificate**

Academic Secondary Education Grades (11-12)	Vocational Secondary Education Grades (11-12)	Applied Secondary Education

(6-16) years old — **Basic Education** (Grades 1-10) ← **Compulsory Stage**

(4-5) years old — **Kindergarten** KG 1\Private Sector KG-2\Public and Private Sectors

their social ties, and enhance positive attitudes and like school life.

2. **Basic education stage:** A ten-year compulsory stage to achieve the general education goals, prepare the citizen's personality in all aspects: physically, mentally, spiritually, emotionally and socially.

3. **Secondary stage:** A two-year optional stage to prepare citizens equipped with various capacities and skills in scientific, practical, personal, national, and humanitarian fields. This stage consists of two main tracks:

> A- Comprehensive secondary education: This track is based on common cultural basis and specialized academic or vocational culture. Students studying this track sit for a general national exam (General Seconday Education Certificate Examination).
>
> B- Applied secondary education: This track based on vocational training, and students join the labor market directly after they graduate from their schools.

Higher Education

Jordan gives higher education particular consideration because of its significant role in preparing and qualifying technical and well-trained manpower required for implementing development plans. Such interest can be seen in the widely spread universities and higher education institutions in urban and rural areas linking both the public and private institutions directly with the Ministry of Higher Education and Scientific Research which supervises this type of education . This Ministry is also in charge of the geographic distribution of higher education institutions and their implemented methodologies to upgrade their performance. Moreover; it supervises their specializations, curricula, admission policies and approves their development and budgeting plans.

Higher education focuses on the development of human resources to meet the requirements of the national economy and the labor market. It also enables students to keep up with technology, prepares them for lifelong learning, and

provides them with incentives to join various careers. Higher education has made noticeable developments in all aspects related to content, programs and teaching-learning styles.

The main goals of higher education in Jordan include :

- Building up citizens who believe in Allah, dedicated to their country and Arab nationalism, able to take on responsibilities , proud of the heritage and civilization of their nation and fully aware of humanitarian issues and values.
- Providing students with adequate knowledge, sciences and applied skills to enable them perform their tasks successfully. Students are also given opportunities to expand their expertise and acquire mental and behavioral tendencies to enrich their mental abilities, specializations, activities, and creativity.
- Providing the requirements of the social, economic, and cultural development plans from workforce to meet the needs of the community and supplying it with various specializations. This strengthens interaction, participation, and cooperation between higher education institutions and other community institutions.
- Disseminating scientific research, promoting its level, expanding its scope and linking it with the community needs, the development plans, production, and nation civilization.

An inclusive strategy was set up for higher education for the years 2005-2010, to clarify the mechanism for achieving high-quality higher education that is able to prepare graduates who are fully qualified, having the sense of responsibility, belonging to their nation and capable of stay abreast of recent developments in the field of knowledge. Such citizens will become experienced in their scientific specializations, able to meet the present and future community needs to comply with national, social and economic development .Thus, they can compete on the regional and international levels.

This strategy focuses on some aspects including: admission, plans and programs, human resources development, scientific research and graduate studies, development of university management, quality assurance, financing, and legislations. The principles and strategies of each aspect are also clarified in the strategy.

The project of Higher Education Reform for Knowledge Economy (HERfKE) was set up to achieve the following goals:

- ❖ Upgrading the government institutional competency so as to diversify special mechanisms related to financing and enhancing

university education.

❖ Enhancement and empowerment of the management through orientation of roles, tasks and responsibilities to promote efficiency of higher education institutions.

Components of the Project

The project includes the following three components:

1. **Sustainable financing , which includes:**

   * Establishing transparent mechanisms for the government grants.
   * Empowering competitive financing methods to develop university and college programs.
   * Building up an institutional capacity for Research and Development Fund.
   * Identifying factors affecting students.
   * Supporting programs for grants and secondment.

2. **Accreditation and quality assurance, which includes:**

   ♦ Supporting the quality assurance at public and private institutions.
   ♦ Establishing links between the information system and the labor market.
   ♦ Enhancing the examination system and analyzing education outcomes.

3. **Reinforcement of education sector , which includes:**

   ■ Clarifying roles and responsibilities in order to monitor performance and simplifying the process of decision-making.
   ■ Developing institutional competency in planning and policy and decision-making.
   ■ Implementing academic and administrative management information systems.
   ■ Developing institutional capacity in budgeting, planning, financing, human resources management and strategic planning.

4. Educational Indicators

Distribution of Schools by Supervising Authority,Stage and Gender 2007/2008

stage	Gender	Grand Total of Authorities	MoE	Other Governmental Authorities	UNRWA	Private Education
Grand Total of stages	Total	5639	3267	146	177	2049
	Males	1352	1184	23	86	59
	Females	741	649	2	79	11
	Mixed	3546	1434	121	12	1979
Kindergartens	Total	1262	2	103	0	1157
	Males	0	0	0	0	0
	Females	0	0	0	0	0
	Mixed	1262	2	103	0	1157
Basic Education	Total	3053	2137	16	176	724
	Males	782	680	2	85	15
	Females	367	287	1	79	0
	Mixed	1904	1170	13	12	709
Academic Secondary Education	Total	1230	1038	25	0	167
	Males	515	452	19	0	44
	Females	349	337	1	0	11
	Mixed	366	249	5	0	112
Vocational Secondary Education	Total	16	16	0	0	0
	Males	16	16	0	0	0
	Females	0	0	0	0	0
	Mixed	0	0	0	0	0
Academic and Vocational Secondary Education	Total	76	73	2	0	1
	Males	37	35	2	0	0
	Females	25	25	0	0	0
	Mixed	14	13	0	0	1
Applied Secondary Education	Total	2	1	0	1	0
	Males	2	1	0	1	0
	Females	0	0	0	0	0
	Mixed	0	0	0	0	0

Distribution of Students by Supervisory Authority, Stage and Gender 2007/2008

Stage	Gender	Grand Total of Authorities	UNRWA	Other Governmental Authorities	MoE	Private Education
Grand Total of stages	Total	1563384	2122637	122349	1077475	340923
	Males	795905	62129	15185	518265	200326
	Females	767479	60508	7164	559210	140597
Kindergartens	Total	90613	0	5686	9588	75339
	Males	48266	0	2937	4611	40718
	Females	42347	0	2749	4977	34621
Basic Education	Total	1297905	122068	14355	914937	246545
	Males	664174	61560	10465	443208	148941
	Females	633731	60508	3890	471729	97604
Academic Secondary Education	Total	153326	0	2157	132371	18798
	Males	70618	0	1623	58536	10450
	Females	82708	0	525	73835	8348
Vocational Secondary Education	Total	20816	0	151	20424	241
	Males	12123	0	151	11755	217
	Females	8693	0	0	8669	24
Applied Secondary Education	Total	724	569	0	155	0
	Males	724	569	0	155	0
	Females	0	0	0	0	0

Scholastic year	Illiteracy Percentage		
	General	Males	Females
2001	% 11.0	% 5.6	% 16.3
2002	%10.3	% 5.4	% 15.2
2003	% 9.9	% 5.1	% 14.8
2004	% 9.1	% 4.5	% 14.1
2005	% 9.0	% 4.8	% 13.3
2006	% 8.9	% 4.8	% 13.0
2007	% 7.9	% 4.3	% 11.6

Percentage of Students in Rented Schools by Scholastic Year

	2003/2004	2004/2005	2005/2006	2006/2007
	18.05	19.26	18.78	14
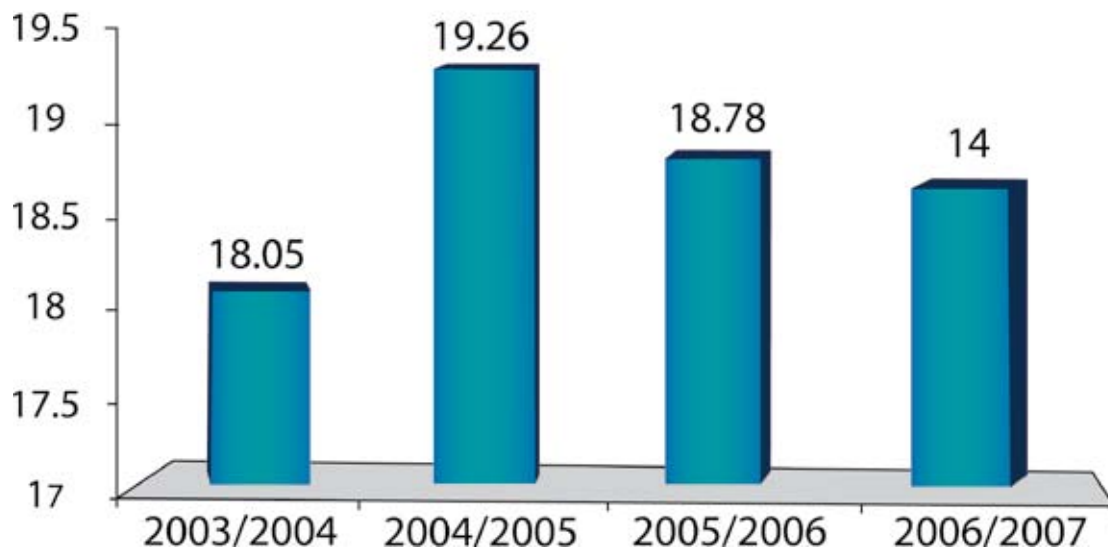
Student : Teacher Ratio by Scholastic Year

	2003/2004	2004/2005	2005/2006	2006/2007
	18.54	19.56	18.53	17.72

19
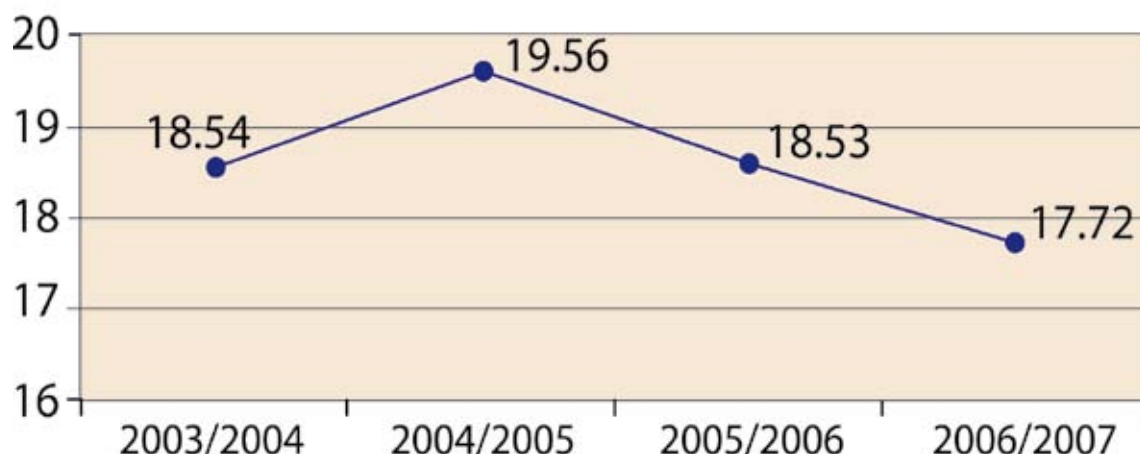
Student : Classroom Ratio by Scholastic Year

Legend:
- All Authorities
- MOE
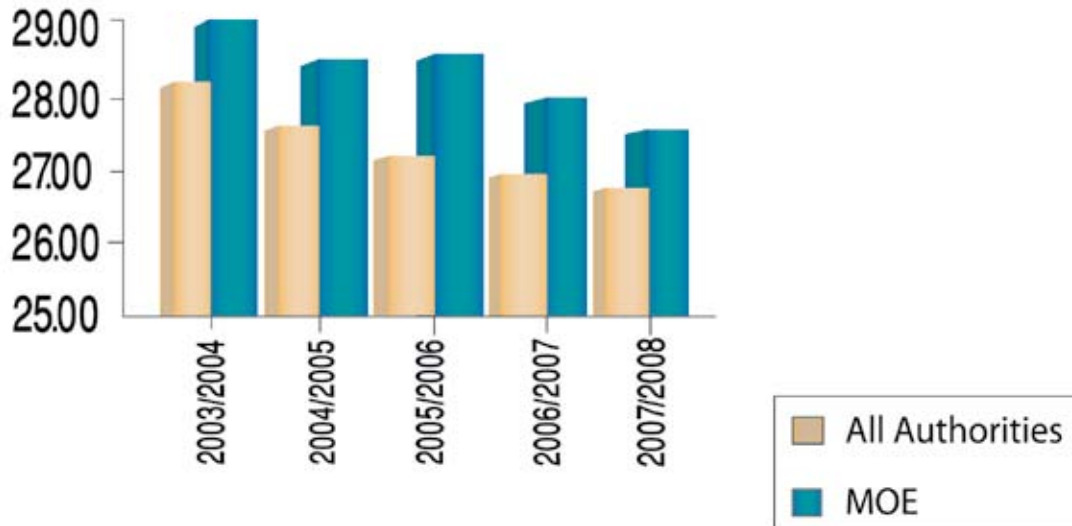
Distribution of Teachers by Scientific Qualifications 2006/ 2007

Legend:
- Below Secondary and General Secondary
- Communtiy College Diploma
- BA
- High Diploma
- MA
- PhD

2006/ 2007
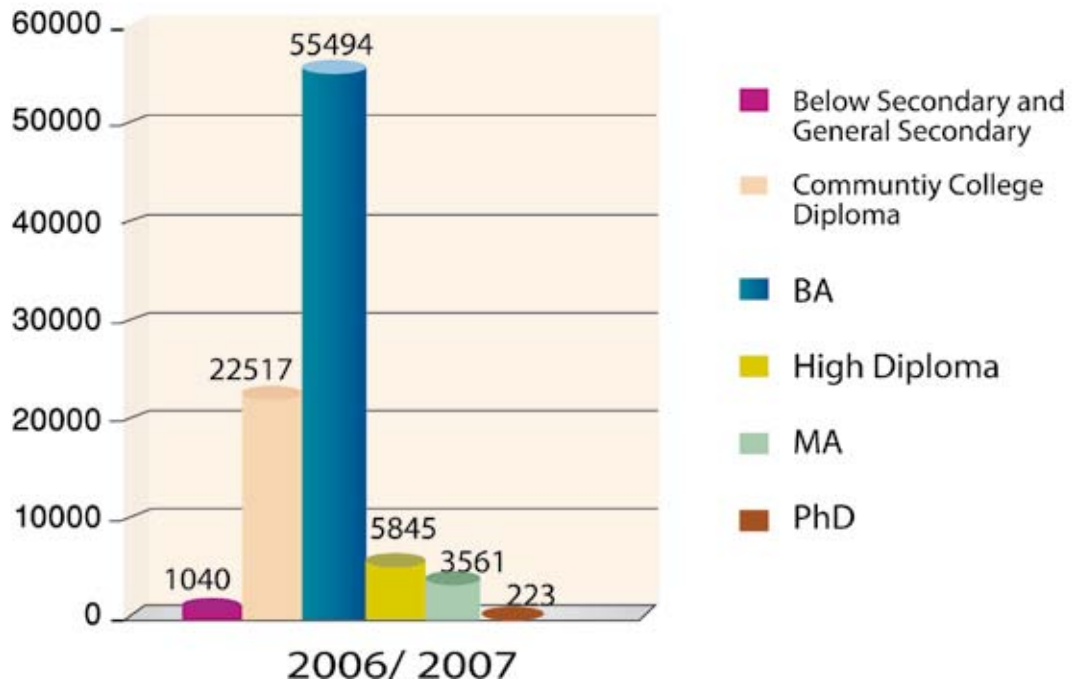
Coefficient of Efficiency (Percentage of Inputs to Outputs)

Grade	2005 /2006						
	Total	Males	Females	Gender Parity Indicator	Mean of Years Needed for Completion		
Fourth	98.4	97.9	98.9	1.1			
Fifth	97.9	96.6	99.2				
Sixth	96.9	95.0	98.9				
Seventh	95.8	93.2	98.6				
Eighth	92.2	98.1	95.5				
Ninth	87.9	83.7	92.5				
Tenth	89.2	89.9	90.7	1.03	Grand Total	Males	Females
					11.2	11.4	11.0

Basic Indicators of the Arab Context

	Literacy Rate	Gross Enrollment in Pre-School Education	Gross Enrollment in Basic Education	Net Enrollment in Basic Education	Gross Enrollment in Secondary Education	Gross Enrollment in Higher Education
Jordan	90	34	99	96	87	39

Jordan's rank among other countries in terms of achieving "Education for All" goals

	Far (Less than 0.80)	Middle (0.94 - 0.80)	Achieved or ongoing (0.95 and over)
Africa	19	8	1
Arab Countries	4	10	2 (Jordan and Bahrain)
Middle Asia		2	4
Eastern Asia	2	6	3
Southern Asia	3	1	
North America and Eastern Europe		2	17
Latin America		18	6
Middle and Eastern Europe		2	15
Total	28	49	48

Means of Students' Performance at the International Study (PISA) in Jordan in 2006

The area	Rank	Mean	International Mean
Reading	46	401(3.3)	460(3.6)
Science	45	422(2.8)	473(3.2)
Maths	51	384(3.3)	469(3.3)

Indicators of Achieving Educational Goals

Legend: Providing Education opportunities | Equity | Competency | Quality
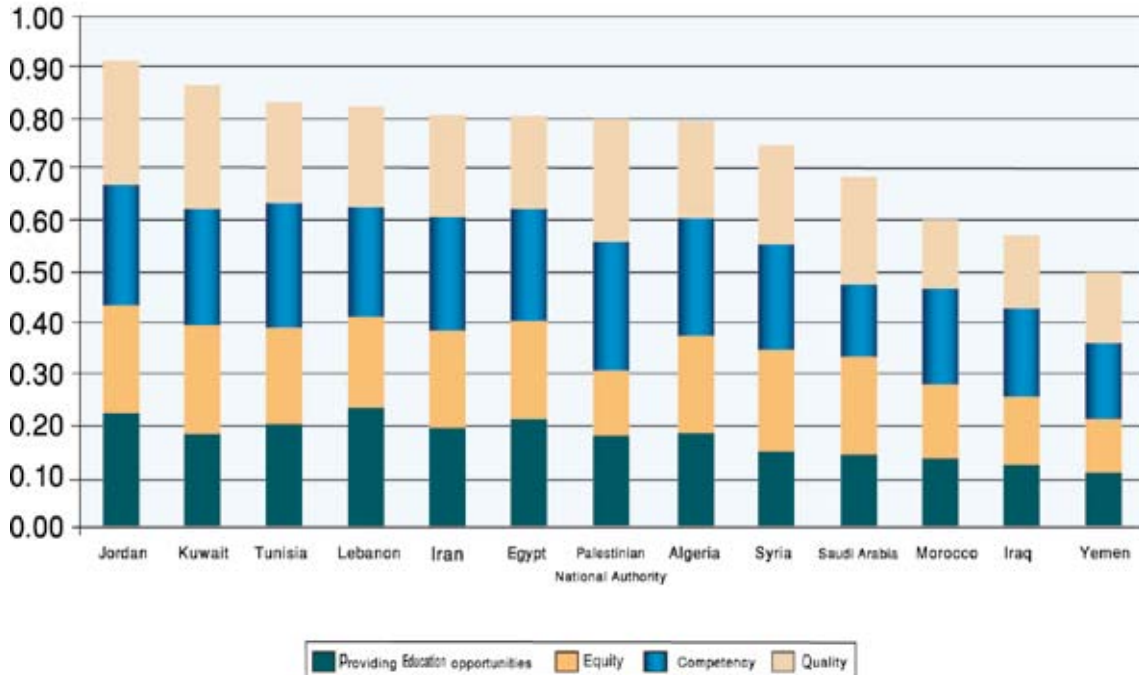
Gross Enrollment Percentage in Jordan for the Scholastic Year 2007/ 2008

Legend: Total | Males | Females
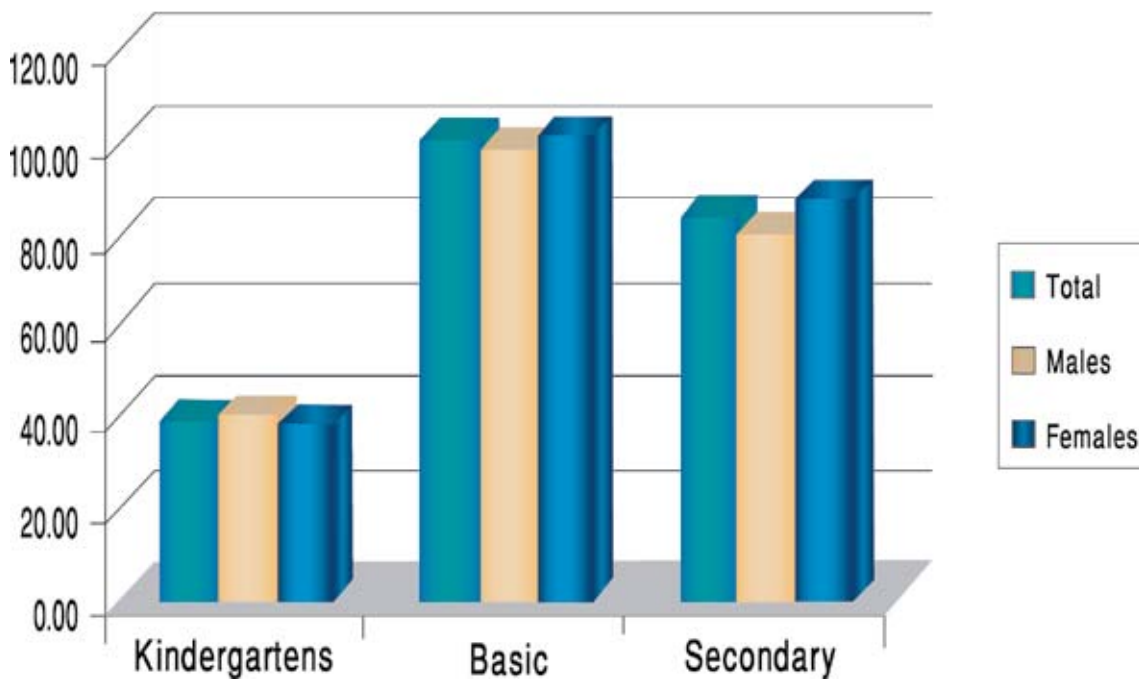
Gender Comparison Indicator of Enrollment Rate in the First Grade

	2004/2005	2005/2006	2006/2007	2007/2008
	1.030	1.015	1.026	1.042

y-axis: 1.00, 1.01, 1.02, 1.03, 1.04, 1.05
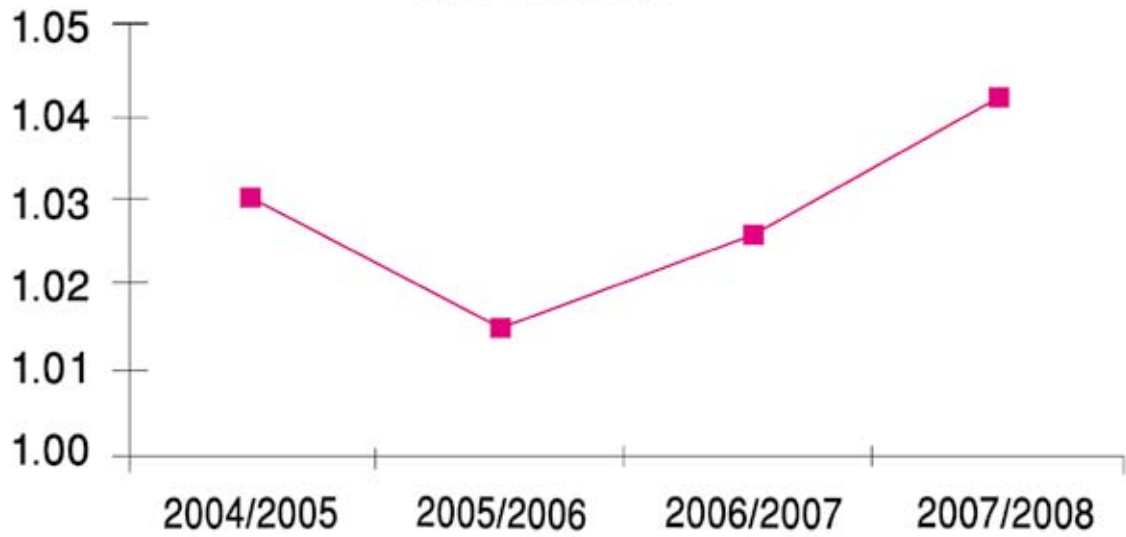
Gender Comparison Indicator Enrollment Rate in the Basic Stage

	2004/2005	2005/2006	2006/2007	2007/2008

y-axis: 1.01, 1.01, 1.02, 1.02, 1.03, 1.03, 1.04
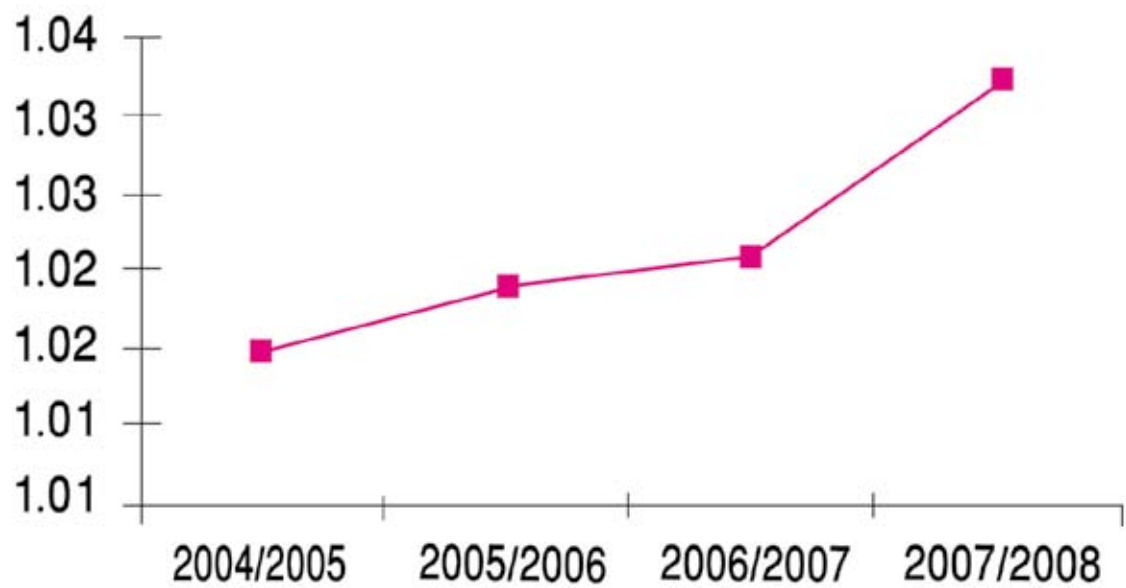
5. Reforms, policies and innovative projects

Empowering Jordanians and supporting them with knowledge is the most important requirement for the future of Jordan. This comes in response to His Majesty King Abdullah II ibn Al Hussein's vision and His continuous keenness to develop and upgrade the education system which comes at the top of Jordan's priorities. It is also considered the main effective basis to reinforce the national development process where Jordanians are the most important link in the development and modernization process and the main factor in the course of change and progress.

The Royal support in addressing these challenges and considering education as the government's top priority, gave the Ministry of Education determination and influence to upgrade the teaching-learning process and face challenges through a competent educational system that is sound enough to compete within the international developments. This can be achieved by designing educational policies and highly effective strategic planning that contribute to achieve comprehensive and participatory development to transform into a system that motivates creative thinking , excellence and scientific research and guarantees equal educational opportunities , effective teaching-learning environment and developing partnerships with the local community.

The education system in Jordan is characterized by its excellent competent graduates who contribute to build Jordan, and compete on the regional and international levels. The education system is considered as an essential foundation for preparing skills and refurbishing capabilities, bearing in mind that the teaching/learning process is the most important cognitive structure. The Ministry seeks to enhance the efficiency of education leading to support the labor market with qualified, competent and highly skilled individuals who shoulder the responsibility of change and development process in compliance with development requirements in all fields.

The "Vision Forum for the Future of Education" which was held in Jordan in 2000, is one of the most distinguished initiatives that gained Royal eminent care and active community participation. The Forum adopted series of developmental programs and projects to promote all components of the education system in an ambitious future vision as a continuous stage of the desired education system in which its priorities are represented in:

- ✓ Lifelong learning.
- ✓ Response to economy development and meeting its requirements.
- ✓ Access to new ICT
- ✓ Qualitative Education

Phase one of the Education Reform for Knowledge Economy (ERfKE I) emanated from the recommendations of this Forum which put Jordan ahead among other Arab and world countries. This project included strategic components to develop education. It was inaugurated in 2003 and completed in 2008 to achieve four main components that comprise all of the educational process components.

5. 1 Education Reform for Knowledge Economy Project (ERfKE I/ 2003 -2008)

This is a comprehensive and integral project for educational transformation and internationally considered as an example of national commitment towards achieving the qualitative development of education .It is characterized by strong political and national commitment .The definition of the national goals and objectives according to phases is as follows:

General Objective

Education Reform for Knowledge Economy Project (ERfKE I) aims at transforming all education system stages comprehensively and integrally: early childhood "kindergartens", basic educatio, and secondary education .This transformation aims at preparing qualified graduates who have the necessary knowledge, skills and competences needed for Knowledge Economy.

Education Reform for Knowledge Economy (ERfKE I)

Component (1)
REORIENT EDUCATION POLICY OBJECTIVES AND STRATEGY THROUGH GOVERNANCE AND ADMINISTRATIVE REFORM

$12 million

Component (2)
TRANSFORM EDUCATION PROGRAMS AND PRACTICES TO ACHIEVE LEARNING OUTPUTS THAT COMPLY WITH KNOWLEDGE ECONOMY

$104 million

Vision

Education Reform for Knowledge Economy

Component (3)
SUPPORT PROVISION OF QUALITY PHYSICAL LEARNING ENVIRONMENTS (BUILDINGS AND SCHOOLFACILITIES)

$ 246 million

Component (4)
PROMOTE LEARNING READINESS THROUGH STARTING FROM EARLY CHILDHOOD EDUCATION

$ 18 million

The following figure shows the most important features and specifications of the Knowledge Economy Age.
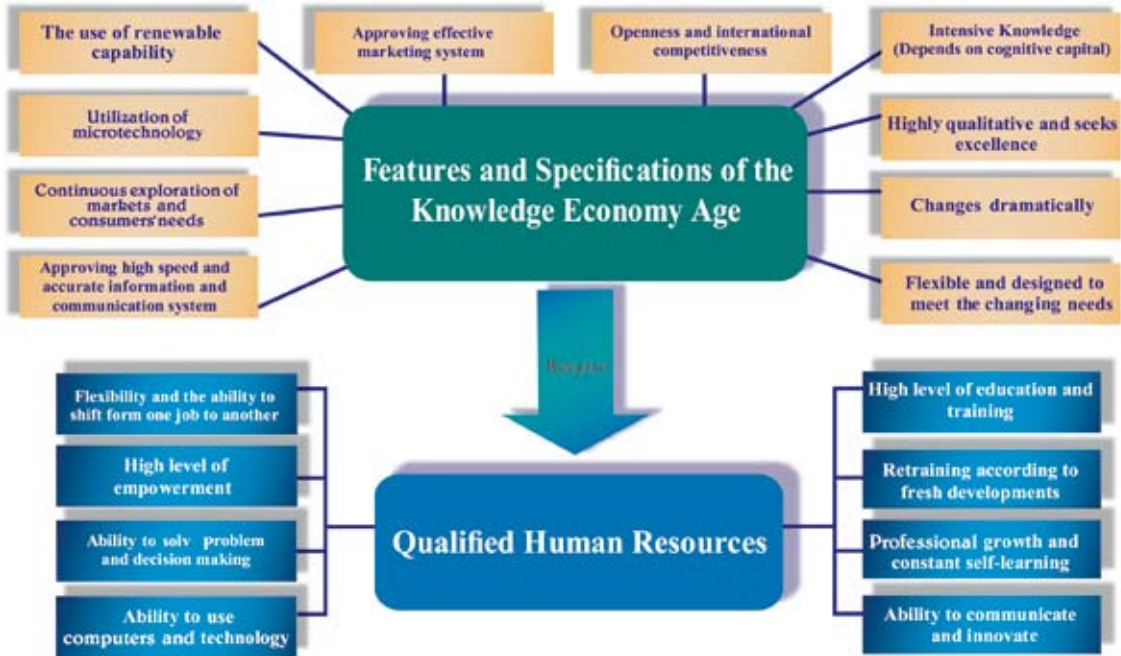
Transformation in the education process elements towards Knowledge Economy is illustrated in the following figure.

Educational Transformation Process in Jordan

5.2 Legislations' Development:

Legislations were developed to achieve the education reform objectives and meet current developments.

First : **In the field of examinations:**

1. Jordanian student have two choices:

   - General Secondary Education Certificate Examination which qualifies students to enroll in universities.
   - School Proficiency Certificate which qualifies students to directly join the labor market.

2. According to a plan approved for this purpose, the Ministry designs tests to identify and assess weaknesses and strengths in the education system to improve its quality.

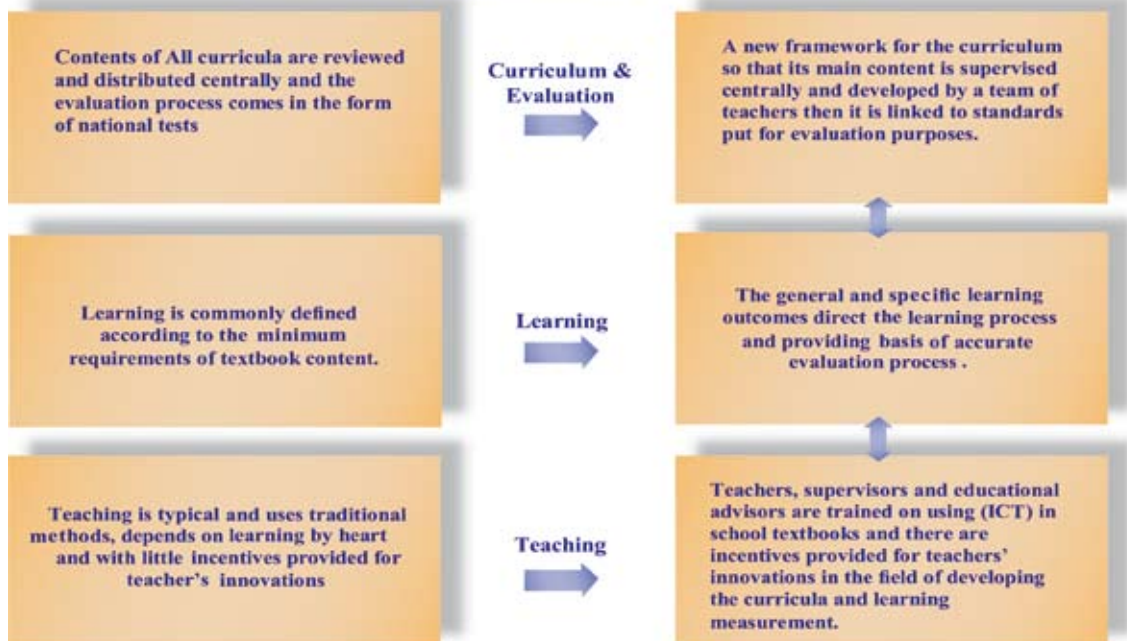3. Reducing the academic years required for finishing the secondary stage according to the semesters system or to foreign programs provided that they will not be less than three semesters excluding the summer semester.

Second : **In the field of educational counseling**

Educational counselors should at least hold a bachelor degree, major specialization in educational counseling or educational counseling and psychic health or psychology.

Third : **In the domain of vocational education (Productive Schools)**

Vocational schools has the right to carry out productive projects in collaboration with the local community. Schools invest these profits to improve training and productive vocational education by 50%. The other 50% is distributed among students and employees who participated in these projects.

Fourth : **In the field of distinguished students:**

1_ The Ministry establishes educational institutions for distinguished and talented students and determines their programs and their related issues including their fees according to an act issued for this purpose, and students who could not afford to pay the fees are exempted from the payment.
2_ Academic Acceleration Program: Distinguished students can speed up the academic years that are required for finishing the primary stage provided that the process can be applied for only two years.

5. 3 Main policies and achievements

The Ministry of Education is committed to continuously review its plans and programs in order to develop its current policies, attitudes and documentation through determining its educational priorities, objectives and standards as well as drawing features of the educational policy and strategic attitudes of the Ministry to be acquainted with the latest global economic and social changes.

Accordingly, the Ministry issued a document on the General Framework of Policies for the years 2009-2013 . This document observes, reviews, analyzes and documents the current policies and attitudes in order to highlight the features of the educational strategic policy and orient the Ministry towards a comprehensive development and track that harmonies with the changing needs of economy and development.

This document contains the following cores:

◗ **System Governance:** This core includes the following:

  ❖ Delegating authorities, making decisions, managing a system-based on decentralization, strengthening responsibilities and accountabilities.
  ❖ Adopting "School-Based Management" approach that considers the school as a basic unit for development the educational system through the school management and local community support .This will improve the schools performance and educational outcomes based on education national standards to achieve quality.
  ❖ Adopting strategic development planning and enhancing creativity and excellence to obtain a distinguished educational system at all levels.

◗ **Providing education opportunities for all:** This core includes the following:

  ▶ Focusing on achieving universal levels to provide equal opportunities of high quality education for all.
  ▶ Providing lifelong learning opportunities and developing a comprehensive and integrated program for pre-school stage.
  ▶ Empowering students with special needs to gain qualitative and continuous education that meets international standards and quality control system.

◗ **_Financing education :_** This core includes the following:

     ✳ Emphasizing on partnership to support education in order to reduce the financing burden through a wide range of planning processes linked with drafting a result-oriented budget to achieve transparency and accountability .

     ✳ Conducting annual evaluation of financial sectoral performance based on developmental plans , mid-term expenditure framework (MTEF) and self-finance

◗ **_Human Recourses :_** This core includes the following:

     ▪ Developing the Managing Directorate of Human Recourses.

     ▪ Building up the capacity of the educational supervision staff through professional development programs that take into consideration the supervisors` needs.

     ▪ Providing schools with qualified technical staff that will help establish an effective teaching–learning environment.

     ▪ Upgrading the capacity of schools principals through sustainable development programs .

     ▪ Adopting principles and practices based on the school as a basic unit in development.

◗ **_Teaching-learning environment :_** This core includes the following:

     ❖ Achieving national standards for developing teachers professionally.

     ❖ Providing a high quality educational environment that includes the necessary facilities and equipment.

     ❖ Enhancing shared responsibility among students, parents, and educators.

     ❖ Individualizing education (providing equity in learning opportunities) and following different methodologies to deliver education.

     ❖ Enhancing cultural and communal values in the school context.

◗ **_Learner :_** This core includes the following:

     ✳ Focusing on developing, computerizing, pre-testing the curricula and textbooks and teaching materials and inclusion of recent methodologies in learning and evaluation that go in line with knowledge economy and sustainable development.

- ❋ Institutionalizing evaluation strategies in all schools to define students' skills and desires. This will lead to developing qualitative an quantitative performance assessment and approving self-assessment principle in reference to the expected outcomes.
- ❋ Developing educational programs and practices based on studies' results in line with the community's and learners' needs.
- ❋ Empowering students to employ (ICT) to support the teaching –learning environment .
- ❋ Setting programs that considers students' social and emotional development as well as their academic development.
- ❋ Focusing on aesthetics and life skills.
- ❋ Developing qualitative and sustainable vocational education system that meets the labor market and community needs .
- ❋ Enhancing the health care provided for students.

▶ ***Approval :*** This includes official approval of schools, directorates and the Ministry Center.

The Ministry has worked over the past five years on putting these policies into practice through the following executive development projects :

5.4 Management and system governance projects

A. Quality Assurance: Developing criteria of quality in the educational system to measure its components and elements.

The Ministry of Education is has always been keen on meeting the requirements of the age of revolutionary information age, which changed methods and types of production and considering that we live in a world of various complicated challenges that make the process of improving the quality of education difficult. The Ministry of Education adopted a new philosophy of education development, aiming at integrating concepts of quality, and adapt-ing the whole educational system to be in conformity with information age and transforming towards Knowledge Economy. The Ministry of Education adopts this philosophy for different reasons; most significant among them are the following:

- The new scientific, technological and economic challenges.
- The increasing social demand on education.
- The need to utilize and invest the available resources.
- The fulfillment of the sustainable development and changes in life styles.

Accordingly, the utmost objective of the educational systems is to provide each citizen with education, and to confirm presenting education of a high quality. Hence, the Ministry of Education accredited criteria of quality assurance correlated to the whole educational process component.

B. Systematic program for the development of institutional performance in the directorates of education and schools:

The systematic project for the development of institutional performance in the directorates of education and schools comes in harmony with other projects and programs directed by the Ministry to develop education towards the Knowledge Economy. This process follows a scientific methodology in developing educational institutions' performance depending on objective evaluation tools that are both reliable and valid.

This program focused on self-evaluation method based on individuals' experience in their institutions as well as their developmental and professional needs. This makes evaluation an effective process that can achieve the intended objectives, and contribute to revealing the current performance level. In addition, this program helps envisage the future structure of the institution, benefit from all available resources to upgrade the institution`s performance to the desired level. Furthermore, it helps predict the objectives and goals, identify obstacles and obtainable opportunities, establish systematic approach of well-organized and scientific thinking, so that we can establish a new culture created by the educators. As a result, developing becomes a sustainable and continuous process related to a continuous institutionalized culture. Above all, this program helps individuals enhance and promote their best behaviors and practices, and   strengthen ideas and new approaches in order to benefit from the lessons learned.

C. Systematic program for the development of institutional performance for the Managing Directorate of Minotoring, Inspection and Quality Assurance:

The systematic program for the development of institutional performance is launched in line with the tendencies of the Ministry of Education to accredit an evaluation system for the institutional performance, which depends, in some of its parts, on the evaluation of directorates' performance of the Ministry center.

The goals of the program:

☆ Developing the performance of the Managing Directorate of Monitoring, Inspection and Quality Assurance by identifying weaknesses revealed by indicators; then setting developmental management plans to improve performance.

✮ Developing the skills of the directorate's staff, by identifying indicators of their tasks.

✮ Strengthening teamwork method among the employees in the directorate.

D. *Queen Rania Award for Distinguished Teachers:*

Emerging from a vision implying "an educational environment consolidates excellence in Jordan", and a mission seeking to develop schools' environment which foster roots of excellence, the first round of Queen Rania Award for Distinguished Teachers was launched in March 2006. This Award promotes the role of schools and teachers in the community progress. It is the first national initiative of its kind that highlights the significant education's role in establishing productive and educated community and in fostering principles of excellence and communication and influencing the way that generations think. The award is supervised by an independent board and a technical committee includes representatives from the concerned parties.

This award has different purposes such as :

1. Contributing to the development of education to graduate students who are loyal to their community.
2. Improving the spirits of teachers.
3. Increasing the appreciation of the community to the teaching profession.
4. Facilitating the process of exchanging ideas and gaining experiences among educators.

All teachers nominated to the Award should meet the required criteria concerning experience and conducts of behavior. In the future, the award will be expanded to include all workers in the educational process.

E. *"Madrasati" Initiative*

Her Majesty Queen Rania Al Abdullah launched "Madrasati" Initiative to enrich the educational environment, provide students with learning opportunities, suitable infrastructures, and child-focused environment. This initiative reflects Her Majesty's vision to involve the public sector and private institutions in public schools' reform and provision of education qualitative tools such as libraries, computer labs and other teaching technologies. This initiative

includes (500) schools distributed on various areas throughout the Kingdom.

5.5 Projects related to technical aspects:

a _ The Curricula :

Prior to developing the curricula, the results of studies and researches conducted to assess curriculum and current textbooks and also the educational experts' reports have to be taken into consideration. Most studies and researches showed that the curricula are based on the narrow traditional concept and that the methods of teaching focused on the teaching processes and so, teachers had the main role in the classroom.

These studies have provided recommendations to develop and focus on the learning and teaching process and on the learners to enable them to perform a more efficient role. Moreover, it was recommended that students should be motivated to take responsibility in learning and choose learning patterns and resources, and acquire the skills of making decisions, problem solving and critical thinking. All stakeholders (students, teachers, supervisors, principals, parents and specialists from public and private educational institutions) who

are concern about the development of curricula are involved to achieve «Partnership in Education».

Objectives:

The developed curricula aim at achieving the following:

* Integrating modern approaches and methods in learning in line with the matrix of competencies of knowledge and skills according to national and international standards.
* Focusing on students to give them an effective, responsible and independent role in learning.
* New roles of teachers such as: facilitator, supervisor and evaluator of the student's performance and the educational program.
* Employing knowledge, skills and competencies that students aquire to develop their society and meet its needs.
* Providing e-learning resources.

Indicators:

In order to ensure that such curricula have achieved the national objectives, the following indicators have been assigned. These indicators could be observed through competencies achieved by the practices of learners and teachers,

Incorporating e-learning in the curricula

Developing the content of e-learning and participation:
Empowering teachers and students to improve their lessons' plans and other electronic learning material packs.
This is done through the local participation or through the database of Electronic Center for curricula accreditation at the MoE

The bedrocks of the curricula to orient teaching and learning towards Knowledge Economy

Electronic projects in the curricula
Enhancing students' creative initiatives in learning and preparing presentations supported and facilitated by teachers.

Electronic distribution and publishing of the revised curricula.
Distributing the Ministry's curricula through electronic methods.

Technology as a method
Curricula that develop understanding and facilitate and help acquiring computer skills, using network, and multimedia skills and make ICT manageable and enjoyable. This leads to eliminate computer illiteracy.

Core Curriculum
Developing the framework of the curricula, students' outputs, expected performance levels and learning measurements and establishing basis to develop and prepare the curricula of grades (1-12) to be completed in ERfKE II

the general content, assessment strategies and the learning and teaching environment that facilitates and provides the needs of such curricula.

1 – **Learners' competencies**

The learner should be able to:

- Acquire academic knowledge in different subjects including sciences, Mathematics, languages, humane studies, social studies, health sciences, management information and vocational sciences.
- Apply the academic knowledge and use it in real life.
- Use linguistic skills (reading, speaking and conversation) in communicating with others.
- Produce and share knowledge with individuals and groups.
- Utilize modern technology in information management.
- Use investigation and scientific research skills.
- Cooperate with peers and teamwork.
- Self-reflection and assessment.

2 – **Teacher's educational competencies**

Teachers employ the following competencies to achieve effective learning:

- Apply the curriculum freely and organize educational experiences in the school environment to achieve the desired aims.
- Integrate and develop various teaching strategies.
- Facilitate the acquisition and knowledge from variable resources.
- Motivate learners to learn and create.
- Evaluate learners' achievement to improve their performance.

Computerized curricula :

Technology plays a significant role in learning. First, it is a tool that the youth need as citizens concerned with their own development and the development of their society. Second, ICT has been identified as a method for future development. Third, teachers need to utilize ICT so that they will be able to meet their students' needs and could achieve the outcomes of the curricula. Finally integrating technology in the learning process is considered a continuous challenge to teachers as their schools are being developed and equipped with ICT hardware and software.

Life skills in curricula :

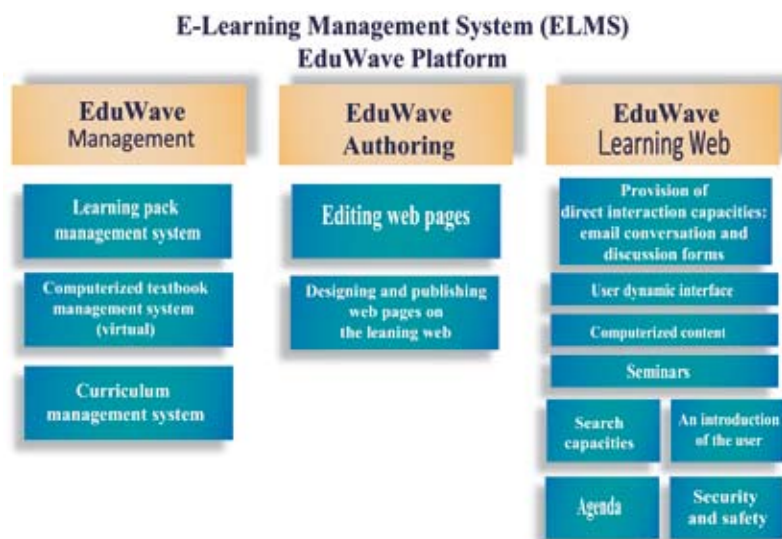The Ministry of Education has adopted the life skills-based education

project because of the importance of life skills for students in their life. The Ministry aims to gradually integrate life skills-based education in its education system during the period 2007-2009.

The project aims to improve the quality of education through focusing on the psychological and social aspects of students` development; strengthening students' healthy and emotional thinking; constituting good citizenship and promoting social adaptation. Thus, students would be active and productive members in their society and could deal with social and personal issues that are harmful and life threatening such as dispute, violence, drugs, stress and anxiety.

Curricula for Adult Education and Illiteracy Ellimination :

The qualitative improvement in the learning-teaching process entails a change in the roles of the teacher and learner. Hence the Ministry of Education decision to develop the curricula for adults and elderly that meet the psychological and growth needs of this group and enable them assume their new role in the learning process. This will help shape up their characters to be able to effectively contribute to the process of cultural, social and economic development. Similarly this will enable teachers assume their new role that meets the requirements of current age, characterized by knowledge revolution, divers information resources and information technology within the framework of MoE philosophy of education in Jordan, the Islamic and Arab civilization and the principles of Jordanian constitution and Jordanian National Experience.

E-Learning Management System (ELMS)
EduWave Platform

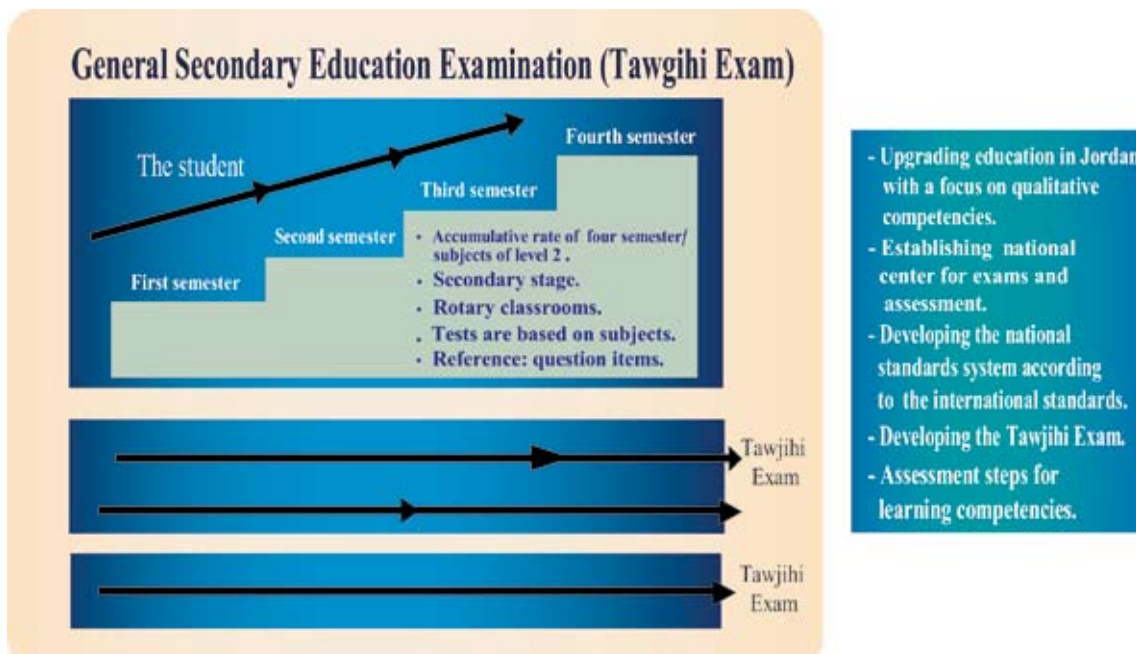| EduWave Management	EduWave Authoring	EduWave Learning Web
Learning pack management system	Editing web pages	Provision of direct interaction capacities: email conversation and discussion forms
Computerized textbook management system (virtual)	Designing and publishing web pages on the leaning web	User dynamic interface
Curriculum management system		Computerized content
		Seminars
		Search capacities / An introduction of the user
		Agenda / Security and safety

b − *Assessment:*

Assessment aims to improve learning by gathering information about what the student knows (knowledge and understanding), what the student can do (skills) and what the student believes (beliefs, values and attitudes) by both teacher and student.

Teachers need to develop assessment strategies that fit the teaching strategies they use. When they plan for their students, they need to:

1) think about the learning outcomes they want their students to achieve;
2) decide which assessment strategies would be better to measure those outcomes;
3) identify how to choose education assessment strategies. In this way they will be certain that what have been taught is evaluated.

Assessment can be carried out in different ways:

❖ Performance-based assessment: performance − shows − presentations.
❖ Paper and pencil: article − tests − exams.
❖ Observation.
❖ Communication: conference − interview − questions and answers.
❖ Self-reflection: diaries − student's portfolio and self assessment.

General Secondary Education Examination (Tawgihi Exam)

The student

Fourth semester

Third semester

Second semester

First semester

- Accumulative rate of four semester/ subjects of level 2 .
- Secondary stage.
- Rotary classrooms.
- Tests are based on subjects.
- Reference: question items.

Tawjihi Exam

Tawjihi Exam

- Upgrading education in Jordan with a focus on qualitative competencies.
- Establishing national center for exams and assessment.
- Developing the national standards system according to the international standards.
- Developing the Tawjihi Exam.
- Assessment steps for learning competencies.

Assessment data can be registered in different ways:

- ► Anecdotal Record
- ► Checklist
- ► Journal
- ► Literacy Log
- ► Rating scale

Applying the semester system in secondary stage

General Overview	Considering the secondary stage as a two-year integrated stage divided into semesters. Its curriculua are rich, variable, specilized and designed on certain levels. Students' marks in Tawjihi are the overall total in all subjects.
Main Characteristics	- Integration of the four semesters. - Strengthening connection between secondary and higher education. - Preparing students for successful university life. - Recognition of individual differences among students according to their capacities and needs. - Perfect investment of available resources: human, financial, technical, buildings and facilities. - Giving students the chance to choose and teaching them to manage time and make decisions. - Providing students with references. - Enriching and verifying learning environments.

c- Sustainable Professional Development

Having finished the first phase of the educational development including its objectives of comprehensive development, the focus was shifted to more specialized dimensions in the educational system. First, because of the importance of the school in this system and second because of the shortcomings of the educational reforms that barely touched the school system and focused mainly on quantity rather than quality.

The school is an individual institution with unique conditions, resources and needs. This requires the school to develop its own plan that is appropriate to its developmental needs. As such, the school is intended to form the basic unit of the development plan. Accordingly, the school will play a more active role in determining its needs and planning to meet those needs. The school is the cornerstone in current and future reform processes. It should function as an effective means to develop the entire education system and it should have its own identity in terms of philosophy, objectives, structure and the way it functions. And the major components of improvement that are in line with the entire education reform should be identified.

In the past, the school principal was responsible for planning, distributing responsibilities and following up and assessing the staff performance. But since the Ministry adopted an ambitious project that aims at developing education towards a knowledge-based economy, there arose the need for a better planning that involves all people concerned in the schooling system including principals' assistants, teachers, students and members of local community; and the need for a continuous improvement plan that has the school's vision and mission. The school's goals become clearer and more comprehensive. And the performance indicators that reflect the outcomes are used to assess and evaluate the school performance.

The figure below shows the general framework of the school-based professional development process:

Educational Training Center

Teachers` educational training center is a newly adopted concept by education system in many countries, especially in the United States of America, the United Kingdom and France. Its ultimate goal is to help improve students learning through improving teachers' professional development.

The rationale behind establishing the center is to give teachers (who are still at college and in-service teachers more control over their working conditions. Researchers have stressed that this kind of control has a strong effect on teachers' performance and motivation. The center also helps teachers get the needed teaching materials or advice in a timely manner without waiting for a refreshing training courses or a supervisor's visit.

The center serves teachers who are still at college in their fifth year as well as in-service teachers to help them fully perform their duties. It also provides them with an opportunity to keep up with the educational and technological developments in terms of theory and application. This requires that the center provides all the requirements of the educational process such as effective

educational techniques, devices for the production of teaching aids, scientific review and specialists in different areas.

How does training help teachers meet learners` needs?

The failure in meeting the needs of trainees would create problems that hinder the effectiveness of the training process. Taking into account the needs of trainees in training would make them highly motivated and encourage them to exert more efforts in carrying out training activities. This helps them master the required skills and knowledge. Every trainee is to fill his/her training card according to the training topics he/she wishes to participate in.

It is well known that the teaching situation reflects the skills acquired from the training. Thus, teachers' participation in a training program that is based on their actual needs would enable them to design educational activities according to the learners' needs and expectations. They would also be able to prepare tools that help identify students' needs, how to analyze the available information and take the appropriate decision in light of the results.

5.6 Supportive Projects.

A. Jordan Education Initiative.

This initiative complements the Jordanian educational efforts and programs implemented by the government in the education sector which aim to improve and develop educational services provided to Jordanian citizen.

There are three tracks of the initiative: The first is the Discovery Schools which aims to provide the necessary infrastructure, hardware and software necessary to enable teachers to adopt new approaches and techniques of how to facilitate learning, and encourage creativity and innovation. It also aims to develop e-curricula locally to contribute to the upgrading of the educational system of the Ministry of Education and provide global resources and expertise on e-education. In addition, it supports the efforts of the Ministry of Education to enhance the efficiency of teachers and administrative staff to ensure the achievement of set targets to the fullest.

Jordan Education Initiative
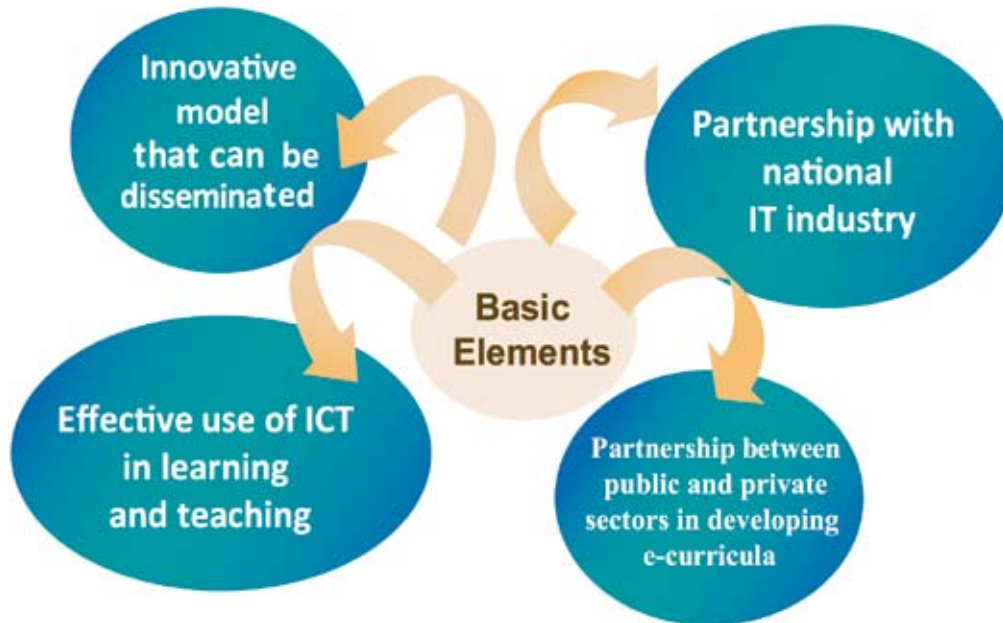
The second track is lifelong learning. This course aims to identify the skills that must be acquired by Jordanian small and medium enterprises in Jordan to enable them to participate actively in the process of economic growth by providing educational e-content commensurate with the business requirements in Jordan across the contact with information network centers in the Kingdom.

The third track is the development of the ICT industry in the Kingdom and aims to support the local ICT industrial capacity so that it could design and implement education programs and educational solutions.

Jordan Education Initiative Tracks
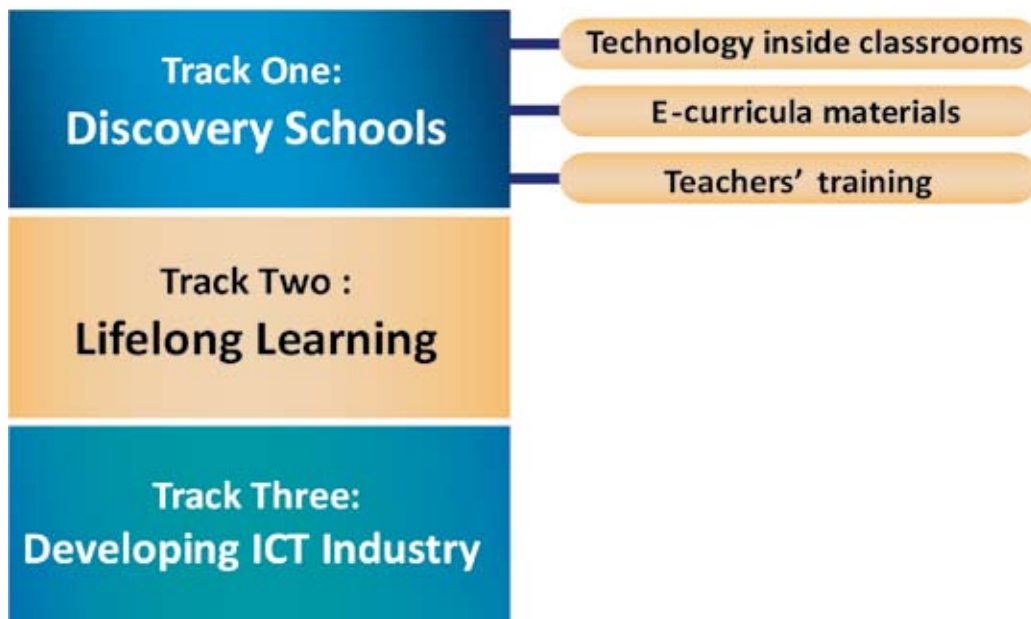
B. Gender

The Ministry has made tangible efforts to mainstream gender, achieve equity and equal opportunities in its policies and programs. These efforts are positively reflected on a set of gender indicators in a number of areas of education, including:

★ Developing a strategic document for gender.

★ Developing curricula, textbooks and teachers' guides in addition to tools required for the analysis of gender sensitivity in textbooks to ensure they include all basic concepts and life practices and that the balanced images of both men and women are highlighted.

★ Training of teachers on the developed curricula, new assessment methods and information technology.

★ Conducting a training program on leadership for (88) female heads of divisions in the Ministry center and the field directorates, in order to upgrade their abilities on leadership and enable them to compete for higher positions , in addition to the training of the administrators in the Ministry center.

★ Holding 77- hour training and awareness workshops that targeted administrators, supervisors, educational advisors, local community and development councils. The initial results of the training would be reflected on the plans and programs.

★ Holding a workshop for the gender technical team in the Ministry center and the field directorates of Jerash and Mid Badia to identify their roles and responsibilities for integrating gender into policies, plans and programs.

★ Holding a workshop for the focus group of the gender technical team in the Ministry center and the field directorates of Jerash and Mid Badia to develop a training manual for gender.

★ Conducting a study on the status of women leaders in the Ministry of Education compared to their status in other ministries and in other Arab countries.

C. Project of developing "Management Information System for Non- Formal Education (NFE - MIS)"

This project aims to provide accurate and relevant data that could be established and utilized in educational planning, research and policy making so that policy makers can develop their policies and plans for non-formal education on the basis of factual information, data and accurate statistics, which will positively affect the improvement of non-formal education and will help coordinate the efforts to support activities in this field. It also helps link

institutions and programs operating the project with a network to exchange resources and experiences which will contribute to the improvement of the quality of education and the provision of education for all.

The following are the main areas of non ‗ formal education activities:

Early childhood education and care, literacy, parallel education, life‗skills training, training to ensure income, rural development, education and more professional development, religious culture and traditional cultural education. The target groups of non-formal education are illiterate, basic education graduates, advanced education graduates, children who quitted school and the drop out, the youth and marginalized groups, women and girls, the poor in the rural areas and in urban areas, ethnic and minorities and groups living in special circumstances.

D. Geographic Information System (GIS)

Geographic Information System (GIS) is an information system for capturing, storing, analyzing, managing and presenting data on different sites. The system can be used for resource and logistics management and for planning.

This systems helps decision makers save time and effort. It consists of four main elements: people, data, software and procedures. The aim of this system is to provide students with information on the geographical system; and train

them on data entry for each region mentioned in school textbooks train them on the skill of digitizing, locating coordination of a specific location, representing data and doing some calculation and analysis; and on how to use this database to conduct studies, make conclusions on the region and draw maps. Teachers were trained on using the software "AVC View3.3" authorized to be used free of charge for three year by "ESRI" company.

E. Knowledge Centers

This is a three-year project that aims to promote student-centered learning, through the establishment of a new type of school libraries known as centers of knowledge. These centers are provided with financial support to receive students and provide them with attractive knowledge resources such as books, newspapers, magazines, audio and video tapes, computer softwares, CDs and DVDs. Students and teachers can easily access these resources. These centers use methods of learning and teaching included in the project for developing education for knowledge economy (ERfKE).

F. Fiber-optic Project (NBN)

Fiber-optic project is a national project among a group of ministries. It is a joint venture between the Ministry of Education and the Ministry of Communications and Information Technology aims to meet the needs of e-learning lines at speeds higher than other networks lines (communications) to provide Internet services to schools.

This project consists of eight stages in which all schools in the Kingdom will be linked through data centers at a high speed and very high protection. Other institutions or ministries can be linked to this national project, which is expected to be completed in 2010.

G. E-Twinning

E-twinning is a strategic innovative project in the field of education. This project links Jordanian schools with schools in other countries of the world through the global information network and the Internet.

It is an Italian Jordanian initiative that incorporates the world's cultural dimension in education, through the exchange of ideas, knowledge, and experience among all members participating in the development of education. This initiative enables students, teachers and community to invest their capabilities through technology, and contribute to electronic education sector in Jordan.

H. Discovery Schools Project

This project is implemented by the United Nations Development Fund for

Women (UNIFEM) in partnership with the Jordanian Government to empower

- • Providing teachers with the necessary technology for students' access to learning in the classroom (providing laptops and data show for every teacher, in addition to computer labs.)
- • Providing the necessary infrastructure of the fiber-optic electronic network.
- • Curricula development and electronic learning materials (Mathematics, biology, English and geography)
- • Providing online training for teachers and administrators to change methods and techniques, as they are considered facilitators for students' learning.
- • Providing training for teachers and administrators to build and deliver the e-content.

rural and semi-rural communities to employ information and communication technology in everyday life, focusing on women and improving their lives .It also aims to achieve balance in gender and equal opportunities between males and females and to reduce the knowledge gap between rural and urban areas on one hand, and between men and women on the other hand.

I. School Health

Is a preventive health program that aims at the early detecting of diseases as a precautionary measure. It also raises health awareness among students through the two parts of periodic medical examination; public health and dental health for students in grades (1, 4, 7 and 10). It also enables students in public schools and military culture schools in grades (1 to 10) to get free eyeglasses.

The Ministry of Education , in collaboration with the Ministry of Health, is implementing a number of health programs, including:

✴ School Health Program: It aims to create an enhanced health environment in all Jordanian schools by involving them in the health education program that consists of a number of health standards to be applied in schools.
✴ Health-Promoting Schools Program: This program is based on restructuring schools to promote health among students and employees and in the neighboring community. It aims to involve the education, health and other related sectors in promoting health in school.

J. Protecting students from the dangers of drugs and psychotropic materials

In order to implement the national plan to combat drugs and psychotropic materials and protect students from their dangers, the Ministry adopted this project which aims to achieve a number of objectives including:

► Promoting the psychological health of students, through instilling positive values and attitudes in them.
► Educating students on the dangers of narcotic drugs and psychotropic substances.
► Increasing awareness of parents and the local community on drugs and their dangers.
► Investing students' potential productively.
► Amending educational legislations to contribute to reducing the number of students using drugs.
► Training educational staff to protect students and the community from drugs.
► Holding specialized training workshops and seminars on the dangers of drugs and psychotropic substances, as well as preparing a guide on preventive education and on the dangers of drugs on school students.
► Incorporating topics of the dangers of drugs and psychotropic substances and means of prevention in the curricula and textbooks; in order to educate students and to protect them from falling into the trap of this dangerous scourge.

K. "Masar" Program

This program aims to develop professional skills of students in grades (9,10 and 11) and prepare them to enter the labor market and keep pace with the requirements of the knowledge economy. The program aims to link education to the needs of the labor market and encourage students to engage in productive work and life long learning. It also aims at preparing students equipped with the skills and job proficiency sought by employers. The program is implemented through a partnership between public and private sectors. The activities of the program include:Community Mapping, Professional Guidance Tools, Resource Survey, Guest Speaker, Professions Day, the Practical Training in the Workplace. Moreover, the program aims at holding specialized training workshops on education and professional fields and developing its training manuals.

Part Two

Inclusive Education : The Way of the Future

First : Early Childhood Stage

1_ National Strategy for Childhood

The National Strategy for Childhood follows the directives of His Majesty King Abdullah II ibn Al Hussein, the implementation of the national plan for early childhood and the education development plan (ERfKE). It is prepared within the domain of development and capacity-building and developing pre-school children's readiness for learning . This strategy includes fourteen areas covering a wide range of aspects. It aims to achieve a balanced and comprehensive development through coordination among all stakeholders of early childhood and through promoting awareness among parents and community about children's issues. The following are the areas of the strategy: planning, administration, legislation, health care during pregnancy, child care in nurseries, pre-school education, basic education in the first three grades, family education and the community, children with special needs, social security, curricula and programs, health services, children's culture, the role of media in early childhood development and human resources.

The objectives of the National Strategy for Childhood:

❖ Working on achieving a comprehensive and balanced development of children in the target age groups, meet their needs, protect them, and offer them a proper environment for their growth and development.

❖ Identifying the basic needs of early childhood education in the areas of health, social, psychological and physical aspects in order to contribute to the mobilization of efforts of institutions interested in early childhood.

❖ Preparing the general framework of guidelines and policies on early childhood development. This framework helps the organizations and institutions involved in making decision, setting programs, and implementing appropriate projects to serve early childhood sector.

❖ Organizing the efforts of institutions interested in early childhood development.

❖ Promoting the community awareness of family and children issues, the importance of early childhood and its characteristics and requirements and provide the necessary support for this purpose.

The following are some achievements of the strategy:

• Expansion in establishing public kindergartens run by the Ministry of Education which in 2007/2008 reached at (582) , in addition to (1295) kindergartens run by the private sector. These kindergartens

were equipped with furniture, appliances and all educational materials needed for the educational process.

- Providing maintenance for public kindergartens.
- Training all teachers in kindergartens on early childhood programs such as Working with Young Children Program (Wisconsin), the National Interactive Curriculum and KIDSMART Program.
- Preparing and developing the National Interactive Curriculum for public kindergartens on the bases of children national standards. The Curriculum was distributed to all public kindergartens and is being computerized in collaboration with the Regional Center for Educational Software Development.
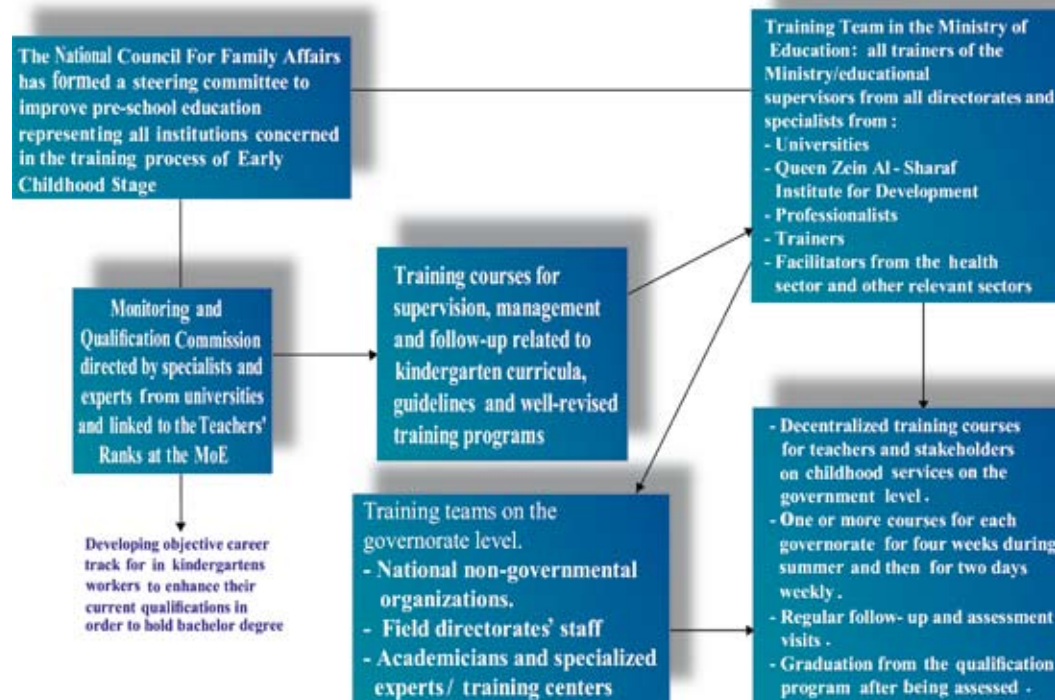
2 _ Quality Assurance System for Public Kindergartens

To achieve the vision and mission of the Ministry of Education of providing excellent educational services, a quality assurance system for public kindergartens was established in order to improve their services and programs that will in turned reflected in the educational process positively.

"My Kindergarten…… My Future"

This is a semiannual brochure concerned with early childhood and the importance of developing learning readiness in pre-school stage. It aims at promoting public awareness of the importance of this stage. The journal keeps up with new educational developments in this field.

Suggested Review of Early Childhood Stage Training System

The National Council For Family Affairs has formed a steering committee to improve pre-school education representing all institutions concerned in the training process of Early Childhood Stage

Monitoring and Qualification Commission directed by specialists and experts from universities and linked to the Teachers' Ranks at the MoE

Developing objective career track for in kindergartens workers to enhance their current qualifications in order to hold bachelor degree

Training courses for supervision, management and follow-up related to kindergarten curricula, guidelines and well-revised training programs

Training teams on the governorate level.
- National non-governmental organizations.
- Field directorates' staff
- Academicians and specialized experts/ training centers

Training Team in the Ministry of Education: all trainers of the Ministry/educational supervisors from all directorates and specialists from :
- Universities
- Queen Zein Al - Sharaf Institute for Development
- Professionalists
- Trainers
- Facilitators from the health sector and other relevant sectors

- Decentralized training courses for teachers and stakeholders on childhood services on the government level.
- One or more courses for each governorate for four weeks during summer and then for two days weekly.
- Regular follow- up and assessment visits.
- Graduation from the qualification program after being assessed.

3_ School Nutrition Program

Upon His Majesty King Abudllah II ibn Al-Hussein's directives concerning the necessity of providing full health and nutrition care to students, the Ministry of Education, with the collaboration of Jordan Armed Forces, has conducted Public Schools Students Feeding Program which targeted children situated in the underprivileged and poorer areas, then was it gradually expanded to cover public schools students (grades 1 – 6) and kindergartens throughout the Kingdom.

The main objectives of the program are:

A. Improving the nutrition and health status of public schools children in less privileged areas,
B. Developing and maintaining lifelong positive attitudes and healthy nutritional habits.
C. Ensuring quality education process and enhancing its effectiveness.

The results of the program are:

- Reducing absence and drop-out rates among basic education students at public schools.
- Reducing health and nutrition problems for those students included in the program.
- Increasing students' efficiency and participation inside the classroom.
- Adjusting students' behaviors and attitudes regarding nutrition and health issues.
- Reducing students' pocket money and consequently lessen the financial burden of the parents.

Health Efficiency School Project

This project aims at:

1. Upgrading health awareness level among students.
2. Instilling and maintaining sound health concepts and good behaviors.
3. Capacity building in the field of health communication and awareness.
4. Providing students with information, skills, resources and tools to be able to lead sound and healthy life.
5. Setting up partnerships with people, local society and health services providers.

4 _ Training of Kindergarten Teachers

Because of the importance of upgrading trainees' professional level and to enable them acquire the necessary job skills and competencies, the Ministry focused attention on training kindergarten teachers on many programs such as:

➢ Parental Awareness : It is an educative program which seeks to enhance supporting community and family system based on early child care. It aims at providing families and health services providers with skills and knowledge of the best ways and means of child care. This program specifically targets less advantaged and poorer families with low education levels in the urban and rural areas.

➢ Arts for Child Protection Program : It aims at incorporating protection and safety concepts in kindergarten curricula, starting form age five to age eight, through interactive artistic media proportional with developmental needs of this age category. It also aims at promoting protection and safety culture within school, at home and in the community.

➢ KidSmart Program : As software designed specifically to early learning. It consists of learning materials covering math, science, music and other various activities. This program aims to develop children's social skills as such collaboration, self-esteem, self-respect and self-confidence.

➢ Working with little Kids (Wisconsin) : This program endeavors to enable kindergarten teachers to have the necessary skills to deal with children and to increase their academic professional and personal competencies and to enrich teaching-learning environment.

➢ Discover the Joy of Reading : A program that aims to enrich children's vocabulary through narrating educational and purposeful stories.

➢ Letter Land Project : It aims to improve kindergarten children through using various educational and physical resources and drama to display and discuss learning content.

5_ Family Participation in Kindergartens Initiative

This program seeks to involve families as active partners in the educational process through participating in daily kindergarten classroom activities. This will to best benefit kindergarten children's educational development. Mothers

of children in kindergartens volunteer to present activities that meet children's growing up and educational needs, on the one hand, and the teacher's needs on the other.

6_ Kindergartens' Curricula

Because of its strong belief in the importance of developing learning readiness since early childhood stage, the Ministry has prepared the general framework and outcomes related to kindergarten curricula based on Jordanian child's special developmental criteria and indicators. This framework encompasses child's developmental cores which include religious, emotional, social, lingual, physical, hygienic, mental, emotional and aesthetic aspects.

The teaching materials required to achieve general and special outcomes were identified in a package which include the following:

- **For the teacher:** General framework and outcomes related to kindergarten curriculum, kindergarten teacher's guide and the teacher's guide of various activities designed for children.

- **For the child:** Activity books in Arabic and English languages.

- **Cards:** Flip charts, flash cards, cubes and posters for letters and numbers in Arabic and English languages.

Second : Non-formal Education

1_ Illiteracy Elimination Program

Jordan has dramatically reduced illiteracy rate to become (7.9%) in (2007), (4.3%) and (11.6%) for males and females respectively after it was (88.00%) when the amended Jordanian Constitutions was issued in 1952.

Illiteracy elimination program is considered one of the major educational programs offered to adults since it forms the basic structure and constitutes the bedrock of any kind of learning and training. Illiterates cannot peruse their learning or training without having the necessary skills. This program derives its philosophy and objectives form the philosophy and general objectives of education in Jordan. It derives its legitimacy from all legislative sources starting with the constitution and education act through rules and regulations.

The Ministry of Education has worked in this respect by using two methods :

A) *Preventive Method :*

This is represented in free and compulsory basic education to all members of the society who are at school age.

B) *Remedial Method :*

This program is divided, in terms of the education level, into two phases :

The first one is called "the beginners phase" and it lasts for (16) months or two scholastic years. After completing the program, the graduate is given certificate equivalent to the fourth grade certificate. The second phase is called "the cohorts phase" which lasts for (16) months or two scholastic years. After completing the program, the graduate is given certificate equivalent to the sixth grade certificate.

Illiteracy elimination centers for adults teaching have spread throughout the kingdom. (500) centers were opened in 2007/2008, (473) of them are for females , and only (27) for male. 6457 learners enlisted in these centers, (455) for males and (6002) for females. Illiteracy rate was (7.9%) in 2007. It was (11.9%) for females, and (4.3%) for males.

2_ Drop-out Control

As Jordan strongly believes in the right of education for all as stipulated in the Jordan's constitution and to achieve the principle of equal opportunities in education, the government enacted legislations to ensure compulsory and free education to all people. Such legislations were accompanied by expansion in the establishment of educational institutions throughout the regions of the Kingdom to accommodate all students who are at school age. The government did not only adopt policies that enable all Jordanians who are at education age to enroll in schools , but also worked to reduce the gender gap in order to arrive at gender parity in enrollment indicators, and reduce gaps in enrollment and retention in schools in all regions.

Punitive and legal legislations were developed against parents who don't cooperate in getting their children back to schools. Employers are not allowed to exploit students (especially those who are in basic education stage) in the labor market. Educational and vocational orientation and counseling services were activated and developed to help students choose the most appropriate education tracks. In-depth lessons programs for underperforming students were prepared and new learning resources rooms were opened to help students suffering from learning disabilities in the basic education cycle.

Education polices have also focused on the quality of education and diversified it through ambitious programs of education development. Among these projects, ERfKE project (2000\2008).

Besides the formal education, the Ministry has also adopted effective policies for non-formal education by initiating the National Strategy of Non-Formal Education for all target groups, with collaboration of all stakeholder at the national level so that definite policies can be drawn, and clear goals can be defined to align the efforts and encourage investment in non-formal education. Moreover, appropriate compensatory educational programs were developed to meet the needs of drop-out students.

3_ Education Reinforcement Program for the Drop-out.

This program aims to disseminate education for all through integrating marginalized children and young people who are vulnerable to risk in a compensatory educational program that meets their needs. The target category in this program is drop-out students whose ages ranging from (13 _ 18) and (13_ 20) years old for males and females respectively. When successfully completing the 24- month program, enrollees are granted a document that enables them to join the Vocational Training Corporation and graduates at the «skilled worker» level. Moreover, the number of education reinforcement for dropouts centers, until the end of the scholastic year 2007/2008, were 31centers where more than one thousand five hundred enrollees joined these centers.

4_ "A District without Illiteracy"

This is considered as one the innovative and pioneer projects in Jordan. It aims at eliminating all forms of illiteracy (alphabetical, functional, technical, cultural and computer) for males and females of 15 years old and above. It started at the beginning of the scholastic year 2008/2009 in Umm Al-Rasas district and aimed at:

★ Reducing illiteracy rate to the least possible limit according to available resources, through providing learners with reading, writing and math basics, and encouraging illiterates, specially females, to enroll in illiteracy elimination centers through facilitating their enrollment in such centers.
★ Enlarging illiteracy elimination concept to cover other life aspects and establishing the concept of community participation through voluntary community service.
★ Activating the role of local communities' contribution in illiteracy elimination programs.
★ Developing teachers' competencies in the field of illiteracy elimination.
★ Upgrading women's life skills and competencies, and giving them more care and opportunities.
★ Controlling unemployment problem through hiring universities and community colleges graduates to work in illiteracy elimination centers after training them.

5_ Child-labor Control

In response to Jometian Forum in 1990 and Dakar Forum in 2000 and aiming at providing and disseminating 'Education for All' for all community groups, the Ministry of Education's plan, within the framework of the international program of eliminating child labor, endeavors to give more care to students groups who are vulnerable to drop-out danger and who quitted school to join labor market, and working students whether they are attending schools or not. This can be done through improving educational environment and developing students' performance, and increasing enrolment rates in the basic education stage, and developing preventive and remedial programs to protect students from dropping out, and to take the necessary measures to prevent child labor under sixteen years old.

6_ Special Education Programs

Because of the government's strong belief in the right of education for all as an stipulated in the Jordanian constitution, and to achieve the principle of equal opportunities in education, the government enacted legislations to ensure compulsory and free education to all people and including students who are at school age through opening a classroom in any demographic gathering where (10) learners or more are available. This has lead to increase school enrolment rate by more than 97%.

The education system has provided a matrix of programs and services to include all various categories in the community. The Ministry of Education has been working on accommodating any student regardless of his/her color, religion, handicap, social background, or other factors to achieve the right of educational for all.

The Ministry has been working on providing educational and learning programs and opportunities appropriate for the disabled in addition to providing students who suffer from learning difficulties with programs and services that meet their needs in terms of transport, training, qualifying the staff who work with them and the staff who work in regular schools to deal with this group. The Ministry is providing educational aids, techniques, and facilities that ensure their enrolment and keep them at schools while taking into consideration the process of approving the national construction codes for the handicapped in school buildings under construction, and working on rehabilitation and readjustment of old ones. The Ministry also provides educational diagnosis service for handicapped and excellent students.

There are some special considerations that affect the teaching-learning process, and focus on the well-being of all students.

These considerations are:

A. Equity of opportunities : Schools have to give equal opportunities for all by providing opportunity-based programs since the schools need to emphasize that outcomes are available for all on equal basis.

B. Diversity : Many students have special needs that affect on their learning capacity, or they may have better places for their learning. These special needs can be quite clear such as physical disability or may be less obvious such as learning disabilities. So schools need to adapt the learning process to the meet multiple needs of this group

C. Safety: All students feel safe at school, and different subjects require different standards of safety that curricula specialists should consider.

The most important programs that the Ministry offers to handicapped and excellent students are :

1- In the domain of handicapped students :

1.1-   Program of students with learning difficulties : It aims to provide educational services and rehabilitation for students with learning difficulties through specialized classrooms addexed to a regular school in areas where they need help such as language, reading, writing and arithmetic. These classrooms are mainly annexed to regular basic schools and offer their specialized services and programs for targeted students from grade two to grade six, who have troubles in learning Arabic language skills (reading, writing, spelling and composition) and math skills due to physical, psycho-social or for other reasons.

Teachers who have specialized qualifications in diagnosing learning difficulties and dealing with this group, such as high diploma in learning difficulties, bachelor and diploma degrees in special education work in this program. Until the beginning of the school year 2007/2008, the number of resource rooms for learning difficulties had reached at (531) distributed over the various directorates of education and serve more that (12460) students.

1.2-   Program of students with hearing disability:
There are 10 specialized schools for teaching students with hearing disability. These schools are distributed throughout the kingdom. They are called "Al Amal Schools for the Deaf" and they serve more than (755) students from kindergarten age to sixth grade. About (145) teachers work in them to provide specialized services to the students. The Ministry is working now on expanding its services in this domain to cover students up to twelfth grade.

1.3 -   Program of blind students:
There are two special schools for the blind students. One of them accepts students who suffer from partial or complete loss in their visual ability form grades (1 – 6). They have dormitory for blind students who live outside Amman and it accommodates for (27) students.

Blind students are transported from their homes to school and vice versa on the expense of the Ministry of Education. Curricula are taught according to Braille System. Students who complete grade six at Abdullah Ibn Umm Maktoum School are transferred to regular schools in order to be integrated with ordinary students in the nearby schools. The other schools the Secondary School for the Blind. It has students in the grades 7 - 12

form their place of residency, or transfer them to the Secondary School for The Blind. Until the beginning of the scholastic year 2007/2008 ,the number of blind students who received educational services at public schools were (483) students.

1.4 - Program of mentally impaired students' with classrooms annexed to regular schools: These schools accept mentally impaired students with their normal peers within the framework of the regular school and they share with them collective activates during rest times, playing, Art Education, Physical Education, trips and other activities. The Ministry provides qualified teachers for this category. There are five annexed classrooms with (35 - 40) students who have severe mental impairment.

Activation of Students with Special Needs Care

Strategic Objective

Upgrading the quality of programs and services presented to students with special needs and enhancing their learning opportunities

Operational Procedures

- Expansion of learning resources rooms (there are now 531 rooms).
- Development of devices and tools used to include physical and developmental cognitive methods.
- Use of computers and software as an experiment in some of the learning resources rooms .

2- In the domain of gifted and excellent students

2.1-   Academic Acceleration Program : This program aims at providing academically excellent students with educational facilities to develop their abilities and help them pass an education stage that they can acquire its basic knowledge and attitudes effectively. This can be accomplished through the provision of a safe environment that offers the best academic and vocational education opportunities. (521) students benefited from the program in the targeted grades 2-8, (60– 80 students annually).

2.1-   King Abdullah II Schools for Excellence Program : This program aims at establishing new schools for distinguished students throughout the Kingdom according to a timely plan. It presents an enrichment education in a suitable environment for distinguished students that takes care of their creative abilities. The number of the established schools in the year 2007 / 2008 was three schools in three governorates (Zerqa, Salt and Irbid) with (1045) students in grades 7 – 12.

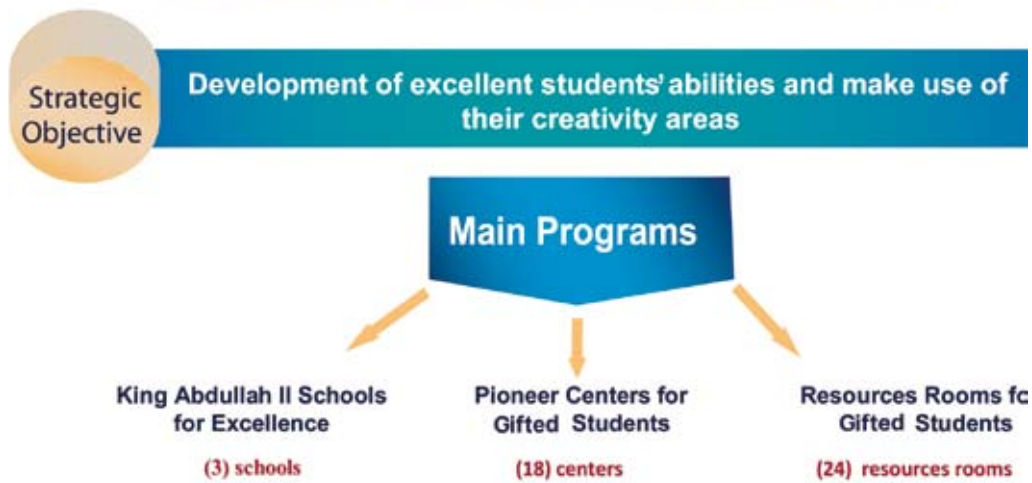2.3 -   Pioneer Centers Program for Excellent Students : These centers aim at achieving many goals:

✓ Developing students' personalities to become more adaptable and can face challenges.

✓ Enhancing students' capacities to reveal their talents through providing them with suitable teaching opportunities that focus on developing excellence and creative and critical thinking.

There are (18) pioneer centers distributed throughout the leindom serving about (1700) students in the seventh grade and over who were chosen according to a group of standards defined by MoE.

2.4 - Resources Rooms Program for Gifted Students : It aims at providing students with high mental abilities in grades 3 – 10 with special educational services that develop their talents and creativity. There are (24) Resources Rooms for Gifted Students distributed on MoE schools with (505) students. The target group is the gifted students with high performance in compartison with their peers.

Activation of Excellent Students Care

Strategic Objective

Development of excellent students' abilities and make use of their creativity areas

Main Programs

King Abdullah II Schools for Excellence	Pioneer Centers for Gifted Students	Resources Rooms fc Gifted Students
(3) schools	(18) centers	(24) resources rooms

- Expansion of opening new schools/centers/rooms according to a set plan.
- Development of work plans and implementation mechanism.
- Development of curricula and enrichment activities.
- Provision of facilities, lab equipments and computers.
- Development of employees' job description and standards of choosing them.
- Development of a mechanism for choosing students for different programs.
- Updating educational systems and instructions.
- Development of tests that measure gifted students abilities.

Other Innovative Projects

Project of Including the Drop-out Youth in Professional and Public Life

Strategic Objective

Setting up suitable teaching programs that meet the needs of the drop-out and help them acquire practical and professional skills according to standards that qualify them to enroll in the Vocational Training Corporation. These programs help link education with productive work, reduce unemployment percentages and improve the productivity of the labour market.

Operational Procedures

- Identifying the numbers of drop-out students .
- Preparing reading materials, curricula and teaching activities.
- Preparing school timetables based on the previously mentioned curricula for the target group (12_18 years old).
- Reducing the study duration for reaching grade 10.
- Enrollment in the Vocational Training Corporation after finishing grade 10.

Project of Consolidating Youth's Participation in Public and School Life

Strategic Objective

Empower students with useful life skills (such as participation, shouldering responsibility, and healthy and social skills) which contributes in creating a supportive and comfortable environment and cooperate to achieve the schools' educational missions and tasks.

Operational Procedures

* Inclusion of concepts in the curricula
* Design and implementation of interactive activities.
* Holding workshops.
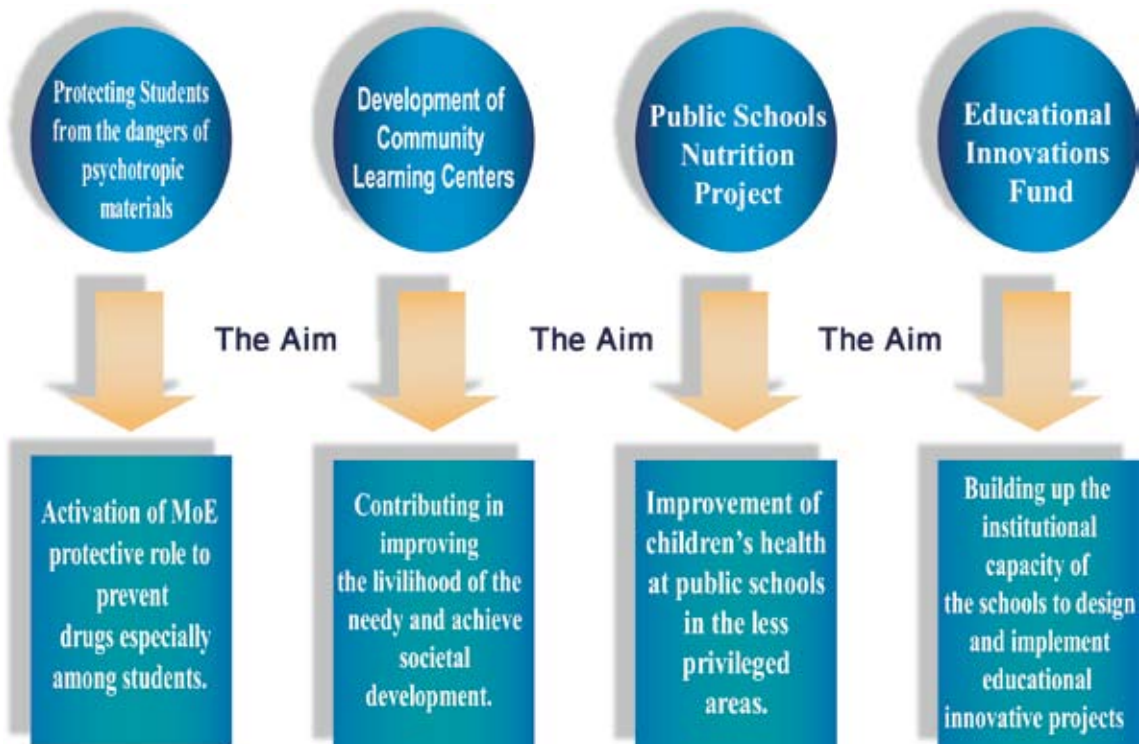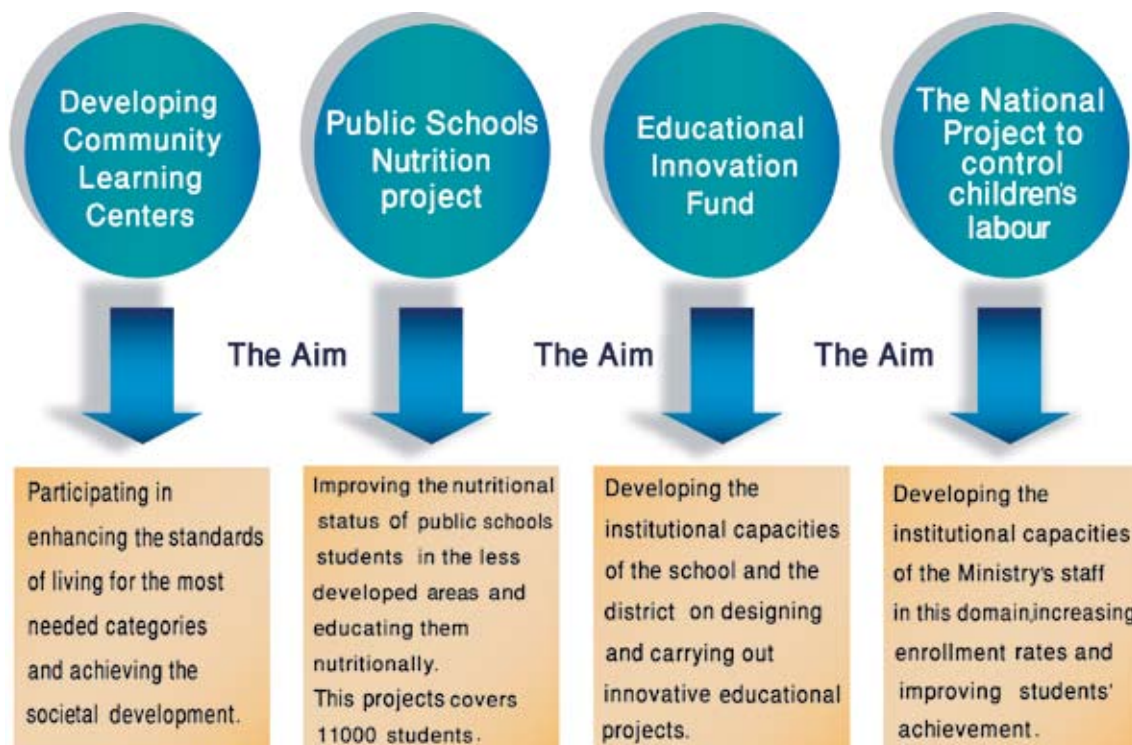* Preparing a training manual for teachers and students.

ASPnet Schools

Strategic Objective

Achievement of the schools' positive and effective participation within the UNESCO culture and philosophy.

Operational Procedures

* Enhancement of democracy culture and human rights in the schools' programs, activities and environment.
* Consideration of contemporary world issues.
* Active participation in protecting and developing the environment and struggle against pollution and desertification.
* Orienting learning programs towards :
  - Learning for work.
  - Learning for living together in a humanistic understanding society.
  - Learning for achieving self identity.

Protecting Students from the dangers of psychotropic materials

Development of Community Learning Centers

Public Schools Nutrition Project

Educational Innovations Fund

The Aim

The Aim

The Aim

Activation of MoE protective role to prevent drugs especially among students.

Contributing in improving the livilihood of the needy and achieve societal development.

Improvement of children's health at public schools in the less privileged areas.

Building up the institutional capacity of the schools to design and implement educational innovative projects

Developing Community Learning Centers	Public Schools Nutrition project	Educational Innovation Fund	The National Project to control children's labour
The Aim	The Aim	The Aim	
Participating in enhancing the standards of living for the most needed categories and achieving the societal development.	Improving the nutritional status of public schools students in the less developed areas and educating them nutritionally. This projects covers 11000 students.	Developing the institutional capacities of the school and the district on designing and carrying out innovative educational projects.	Developing the institutional capacities of the Ministry's staff in this domain, increasing enrollment rates and improving students' achievement.

Future Aspirations

The Ministry of Education has planned ERfKE II Project in continuation of reform and development process. ERfKE II is based on the evaluation results and outcomes of ERfKE I. This project will last from (2009 to 2013) and its key components, main and sub activities and expected results have been set. Moreover, the financial cost and the timeline of the project have been estimated.

The following are the key components of ERfKE II :

- **Component One** : School and Community-Centered Program Shifting the focus to schools where services are provided directly to students: How good are our schools, how well are they doing, and how could they do better? How suitable are they serving students with respect to the outcome of learning?

- **Component Two**: Policy, Planning and Organizational Development Emphasizing the importance of sound strategic planning and policy orientation for organizational effectiveness and efficiency within a

framework of improvement through the judicious application, at all levels of the system, of all regular expenditures and program investments.

- **Component Three**: Teaching and Learning Resources Development Supporting the professional training, growth, and working conditions of quality of curricula and resources to develop potential for success in the knowledge economy through student-oriented, outcomes-based, skills and competencies-assessed learning.

- **Component four**: Special Focus Program Development

  - Early Childhood Development
  - Vocational Education
  - Special Education

  Nurturing readiness for learning for children and parents, linking the development of skills to the realities of further study and work, and ensuring that all students receive the opportunities to learn according to their need.

- **Component five** : Quality Physical Learning Environment : Creating the places and spaces for quality learning within the authentic context of family and community.

It is noticed that the most important features of ERfKE II are focused on the qualitative aspects of the curricula, evaluation, professional development and early childhood stage. This project also highlights special education and vocational education .

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