



**The Development of Education in  
The Hashemite Kingdom of Jordan  
1998 - 2000**

Prepared By :

**The General Directorate for  
Research & Development**

Ministry of Education

2001

## Contents

	<u>Page</u>
<b>Diagrams</b> .....	III
<b>Tables</b> .....	V
<b>Figures</b> .....	VII
<b>Foreword</b> .....	IX
<b>Jordan in Brief</b> .....	XI
<b>Part One: The Educational Policies</b> .....	1
1- The Educational Philosophy and Objectives .....	3
2- The Principles of Educational Policy .....	3
3- The Educational Laws, Regulations and Instructions .....	4
<b>Part Two: The Status of Education</b> .....	7
1 - National Plans .....	9
2 - The Educational Ladder .....	14
3 - The Administration of the Education System .....	17
4 - Curricula and Textbooks .....	23
5 - Examinations and Educational Evaluation .....	23
6 - Students .....	24
7 - Teachers .....	28
8 - Schools .....	33
9 - Non-Formal Education .....	34
10- Special Education .....	36
11- The Efficiency of the Educational System .....	38
12- Financing of Education .....	43
13- Training and Certification .....	44
14- Higher Education .....	47
15- Financing of Higher Education .....	55

## Contents

	<u>Page</u>
<b>Part Three: Future Plans</b> .....	57
1- The Third Phase of the Educational Development Plan .....	59
2- Current Innovations .....	61
3- Educational and Cultural Relations with Regional & International Organizations .....	71

## Diagrams

	<u>Page</u>
<b>Diagram (1)</b> : Percentage distribution of students by educational cycle	24
<b>Diagram (2)</b> : Percentage distribution of students by secondary education streams	25
<b>Diagram (3)</b> : Distribution of students among the controlling educational authorities.	26
<b>Diagram (4)</b> : Student ratio in rented schools	27
<b>Diagram (5)</b> : Student ratio in double-shift schools	28
<b>Diagram (6)</b> : Percentage distribution of teachers in Jordan by gender	29
<b>Diagram (7)</b> : Distribution of teachers by controlling authority	30
<b>Diagram (8)</b> : Percentage distribution of teachers by academic qualification	31
<b>Diagram (9)</b> : Percentage distribution of schools by controlling authority	33
<b>Diagram (10)</b> : Percentages of drop-outs for males and females at the basic education cycle	38
<b>Diagram (11)</b> : Percentages of failures for males and females at the basic education cycle	39
<b>Diagram (12)</b> : Percentages of drop-outs for males and females at the sec. education cycle	39
<b>Diagram (13)</b> : Percentages of failures for males and females at the sec. education cycle	40
<b>Diagram (14)</b> : Enrollment percentages for males and females by educ. cycle for the year 1997/1998	40
<b>Diagram (15)</b> : Enrollment percentages for males and females by educ. cycle for the year 1998/1999	41

## Tables

	<u>Page</u>
<b>Table (1)</b> : The average of weekly periods per teacher according to the educational cycle.	32
<b>Table (2)</b> : Number and rate of schools according to gender.	34
<b>Table (3)</b> : Number of literacy centers, evening class centers and enrollments.	35
<b>Table (4)</b> : Distribution of general expenditure on education for the academic years 1997/1998, 1998/1999, 1999/2000.	43
<b>Table (5)</b> : Current and capital expenditure for the years 1997/1998, 1998/1999.	44
<b>Table (6)</b> : Number of students enrolled at the Jordanian public and private universities according to gender for the academic years 98/99, 99/2000.	50
<b>Table (7)</b> : Number of students enrolled in Jordanian public and private universities according to study level for the years 1998/1999, 1999/2000.	51
<b>Table (8)</b> : Number of students enrolled in Jordanian private universities according to gender for the academic years 1998/1999, 1999/2000.	52
<b>Table (9)</b> : Number of students enrolled in Jordanian public universities according to gender for the academic years 1998/1999, 1999/2000	53
<b>Table (10)</b> : Number of students enrolled in community colleges according to gender for the academic years 1998/1999, 1999/2000.	54
<b>Table (11)</b> : Number of students according to specialization for the academic years 1998/1999, 1999/2000.	54
<b>Table (12)</b> : Comparable Budget of the Council of Higher Education and the Government and their Percentages	55
<b>Table (13)</b> : The sources of financing of public universities in Jordan for the year 1999.	56

## **Figures**

	<u>Page</u>
<b>Figure (1):</b> The Structure of the Educational Ladder in Jordan	16
<b>Figure (2):</b> The Organizational Structure of MOE Headquarters	18
<b>Figure (3):</b> The Organizational Structure of Field Directorates of Education	19
<b>Figure (4):</b> A Reconstructed School Model	20

## **Foreword**

Jordan gives special attention to its educational system, therefore it strives to bring about qualitative change to all its components. Despite the scarcity in its natural resources and wealth, Jordan is very keen to develop this system, in quality and quantity, in a way to ensure Jordan's effective coexistence with the 21<sup>st</sup> century challenges.

Furthermore, the Ministry was concerned, as shown in the third phase of the Educational Development Plan (2000-2005), with up-grading the level of education by focussing on various programmes and projects that keep abreast with neoteric requirements, most particularly :

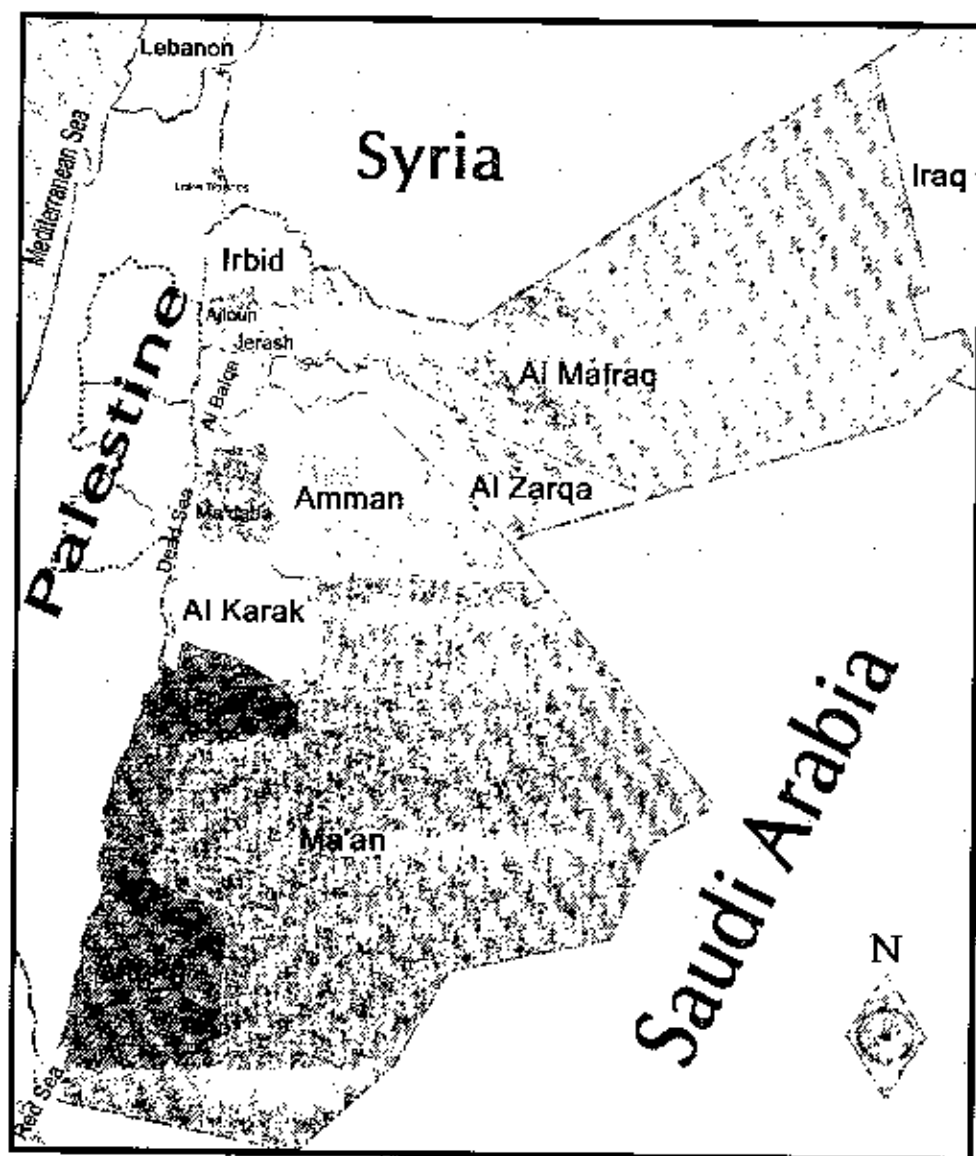
- Teaching of English language starting from grade (1).
- Generalizing and utilizing computers across the educational cycles.
- Up-grading the socio-economic status of the teacher.
- Stressing the importance of Education For All and establishing the concept of equity of opportunities.

This report displays the most significant plans and programmes executed by the Ministry during the past two years and those that the Ministry seeks to implement in the coming years.

Minister of Education

**Dr. Khaled Toukan**

## The Hashemite Kingdom of Jordan



## **Jordan in Brief**

The Hashemite Kingdom of Jordan is an independant Arab country founded as a hereditary constitutional monarchy. Islam is its religion, Arabic language is its official language and the culture it adopts is the Arab/Islamic culture that is open to world cultures and civilizations.

Jordan is located in the heart of the Middle East, and is situated between 29 & 33 north latitude and between 34 & 39 east longitude. Its area is 91,000 sq.km, 8% of which is desert or semi-desert. In the year 2000, Jordan's population was around 5 million, 52.5% males and 47.5% females, and 38.5% of this population are accomodated in Amman, the capital of Jordan.

Water sources in Jordan are scarce. Rainfall, ground water and surface water are the main water resources estimated to be 900 million cubic meters. This indicates that Jordan is below water poverty line. The world water supply average is around 7000 cubic meters per capita, whereas in Jordan this average does not exceed 180 cubic meters per capita.

The Jordanian society is a young society as its citizens under 15 years of age constitute 42% of its population. In the year 2000, population growth rate in Jordan amounted to 3.4%.

The fact that a Jordanian employer sustains three unemployed persons, is due to the low rate of participation of women in the labour force (15%), and the average size of a Jordanian family, which is (5.8).

Jordan's General Budget for the year 2000 is (2,210,000,000 JD), the expenditure rate of the Gross Domestic Product (GDP) on the service sector is 73%, industry (23.3%) and agriculture (3.5%).

The Jordanian average income rate is \$US 1520, electricity supply (99%) and pumped drinking water (98%).

The fact that the population under the poverty line is high (about 30%) and the increase in unemployment rate in the labour force (about 15%), led the government to undertake some economic reform measures, most significantly joining the WTO, privatizing a number of governmental institutions and negotiating Jordan's external debt tabulation.

Health indicators in Jordan show that fertility rate is 13.8, crude mortality rate 5 (per 1000), infant mortality rate 35 (per 1000), life expectancy at birth for men and women increased to 68.8 and 71.1 years respectively, due to the noticeable improvement of living and health conditions and the fact that the majority of the Jordanian people are covered by public health insurance.

Jordan's educational system is concerned with directing education towards preparing the Jordanian citizen for future challenges and aspirations. This included several developmental aspects, the most important of which is extending the compulsory, free of charge basic education cycle from nine to ten years.

Below are some of the most significant indicators of educational development in Jordan :

The student enrollment rate amounted to 101%. The number of enrolled students from grade 1 to 12 is (1,429,000) representing (29.3%), (51%) of which are males and (49%) females and illiteracy rate has dropped to 11.6% by the year 2000.



*Part One*

*The Educational Policies*

## **1 The Educational Philosophy and Objectives**

The philosophy of education in Jordan stems out of the Jordanian Constitution, the Islamic Arab Civilization, the Principles of the Great Arab Revolt and the Jordanian national experience.

This philosophy is manifested in :

- a) The intellectual bases.
- b) The national, Pan-Arab and human bases.
- c) The social bases.

The general objectives of education in Jordan emanate from the philosophy of education according to the Education Act No. 3 for the year 1994.

## **2 The Principles of Educational Policy**

These are manifested in the following :

- a) Orienting the educational system to have better suitability to both the individual and societal needs and establishing a balance between them.
- b) Providing opportunities to meet the principle of continuous education and investing parallel educational types through coordination with the specialized parties.
- c) Emphasizing the importance of political education in the educational system and enhancing the principle of participation, justice and democracy and their practices.
- d) Steering the educational process to develop the citizen's personality; capable of analyzing, criticizing, taking initiatives, innovating and carrying out positive dialogue and

enhancing values of Arab, Islamic and human civilizations.

- e) Enhancing scientific methodology in planning, conducting and evaluation of the educational system and developing research assessment and follow-up systems.
- f) Expanding educational types in the educational institutions to have them evolve programmes for special education and others for gifted learners and for those with special needs.
- g) Emphasizing the comprehensive experience concepts including vocational and technological experiences.
- h) Emphasizing the fact that teaching is a message and a career that has its own ethical and occupational basics.
- i) Orienting the educational system to ensure centralization in general planning and follow-up and decentralization in administration.
- j) Enhancing pride in the scientific and social status of the teacher for his distinguished role in building up the individual and society.
- k) Emphasizing the importance of military education and environmental knowledge.

### **3 The Educational Laws, Regulations and Instructions**

The educational process in Jordan is organized by a set of laws, rules and instructions for the general, basic and secondary, education as follows :

#### **a) Education Act No. 3 for the year 1994**

This act includes the philosophy and objectives of education, the educational policy, the tasks of the Ministry and its directorates.

The Act also defines the educational cycles and their objectives, the tasks of the Board of Education, the characteristics of curricula, textbooks and examinations, the private and foreign educational institutions and other issues related to the education system.

**b) Regulations and Instructions**

In accordance with the Education Act No. 3 for the year 1994, MOE has issued, revised and amended a number of educational regulations and instructions in conformity with the programmes of the educational development plan in various fields such as educational and scientific studies and research, social security, the General Secondary Education Certificate, equivalency of certificates, publications, employees, housing and school cafeterias.



*Part Two*

*The Status of Education*

## **1 National Plans**

### **● The Second Phase of the Educational Development Plan (1996-2000)**

At the outset of the year 1996, The Ministry of Education started the second phase of the educational development plan aiming to achieve the following:

#### **a) Deepening the Qualitative Aspect of the Educational Reform Through:**

1. Improving in-service training programmes for teachers according to the new curricula.
2. Improving class performance of teachers in order to enable them use diagnostic methods.
3. Upgrading the educational leadership efficiency.
4. Achieving a balanced general examination in content and objectives according to the new curricula.
5. Developing vocational education and training to meet the requirements of the labour market.

#### **b) Institutional Development Through:**

1. Upgrading the efficiency of the learning resource centers and improving their service quality.
2. Establishing an institutionalized system for school buildings performance and maintenance.
3. Carrying out interm and annual evaluation of the educational development plan.

#### **c) Improvement of School-buildings to Enrich the Teaching-Learning Environment and to Absorb the Increase in the**

## **Student Enrollment Rate Through Adopting a Model Cost-effective School Building.**

### **● The Basic Trends**

The second phase of the educational development plan (1996-2000) included elements that deepened the qualitative dimensions for the educational development process which sustains the programme implementation of the 1st phase that focused on the qualitative dimension, according to the following trends :

#### **a) Pre-School Education (kindergartens).**

1. Qualitative expansion and improvement of pre-school education in the Kingdom.
2. Encouraging the private sector to establish kindergartens.

#### **b) Basic Education**

1. Consolidating compulsory basic education (6-16 years).
2. Developing basic education and its quality improvement through :
  - reducing failure and drop-out rates.
  - promoting effective educational instruction and vocational guidance.
  - activating nutrition and health-care services.

#### **c) Secondary Education**

1. Providing a common cultural basis for all students.
2. Providing specialized study opportunities for the academic and vocational streams.

3. Promoting the horizontal communication channels among the academic and vocational sub-streams.
4. Developing vocational training programmes in order to achieve the productive school model.

**d) Non-Formal Education**

1. Integration of formal and non-formal educational programmes and expansion of non-formal education programmes and connecting them with life.
2. Developing the voluntary sector role in the field of non-formal education.
3. Reducing the illiteracy rate.

**e) The Teacher**

1. Upgrading the certification of teachers to a minimum of a BA degree.
2. Developing in-service teacher training programmes.
3. Increasing the teaching allowance annually to reach 100% by the year 2010.

**f) Examinations and Educational Evaluation Through:**

1. Evaluating students' academic achievements through grades 8 to 10, allowing them entrance to secondary education cycle.
2. Upgrading the General Secondary Certificate Examination through establishing a high-quality examination for students with: distinctive capabilities, wide range of skills and excellent intellectual abilities.

### **g) School Buildings**

1. Establishing school buildings that could absorb the annual expansion in rates of enrolled students.
2. Reducing the rate of student numbers in the double-shift schools.
3. Reducing the rate of student numbers in rented schools.
4. Developing cost-effective school-building designs.

### **h) Developing Educational Planning and Research**

1. Modernizing educational planning methods that lead to decentralization.
2. Promoting the role of research in policy planning, decision-making and problem-solving.

### **i) Educational Administration**

1. Developing financial and administrative monitoring and control.
2. Providing educational services with the minimum time, effort and cost required.
3. Developing administrative efficiency.
4. Expanding decentralization and delegation of authority.
5. Deepening the capacity-building concept in decision-making.
6. Computerizing schools and educational directorates and linking them with the Ministry Headquarters.

### **j) Educational Activities**

1. Promoting the participation of students in various educa-

tional activities with regard to their individual disparities.

2. Developing educational activities and facilities in the educational institutions, broadening their bases and improving their quality.
3. Encouraging summer school camps.
4. Establishing special permanent centers for activities that provide all necessary sports facilities and developing scouts and guides camps.

**k) Curricula and Textbooks:**

Developing the quality of curricula and textbooks in order to meet the changing needs and requirements of the individuals and the society and the inclusion of contemporary concepts such as population education, health education, environmental education, democracy and human rights and traffic culture.

**l) Educational Technologies**

1. Providing labs, libraries, educational show-rooms, computer rooms and school workshops.
2. Developing and improving in quality and quantity of educational methods.
3. Developing the production of comprehensive educational programmes in various educational levels and streams.
4. Providing learning resource centers to enable teachers to benefit from the developed educational technologies and to utilize them efficiently at schools.

## **2 The Educational Ladder**

The structure of the educational system consists of the following cycles :

### **a) The Kindergarten Cycle**

A cycle of a maximum of 2 years duration, which children of 4 years of age are entitled to join.

It is a pre-school, non-compulsory and free of charge cycle, and its schools are almost completely run by the private and voluntary sectors.

Within its capabilities, the Ministry of Education has established a number of kindergartens particularly in remote and needy areas, which aim at providing children with adequate educational environment and care for a well-balanced educational growth, in order to help them acquire positive attitudes towards school, to be prepared for smooth transition from home to school, to develop good healthy practices, to improve their social relations and to enhance their positive trends and love for school life.

### **b) The Basic Education Cycle**

A ten-year cycle for children of 6 years. At this compulsory cycle, the scheme of study is unified for all students and is evaluated annually. In addition, classification of students and their enrollment in the various types of secondary education is carried out according to their marks in grades 8 (eight) through 10 (ten).

This cycle aims at realizing the general objectives of education and preparing the citizen in all aspects of his personality.

### **c) The Secondary Education Cycle**

A two-year duration cycle. At the end of the 10th class, students are classified for two major streams: The comprehensive (academic and vocational) secondary education stream and the applied secondary education stream.

The first stream programme ends up with sitting for the General Secondary Education Certificate Examination in the following specializations :

1. Academic sub-stream which includes scientific and literary specializations.
2. Vocational sub-stream which includes industrial, commercial, agricultural, nursing, hotel, and home-economics.

This cycle provides specialized cultural, scientific and vocational experiences which shall meet the existing and anticipated needs of the Jordanian society. It also aims at building up a citizen who shall be able to perform his duties well according to his abilities and interests.

### **d) Various Non-Formal Education Programmes are Offered by the Education System in Jordan, such as :**

1. Literacy programmes through evening classes.
2. Evening classes for school leavers or drop-outs to continue their education equal to other official and regular students.
3. Special education programmes which provide education for adults to continue self-learning and sit for school and general examinations.

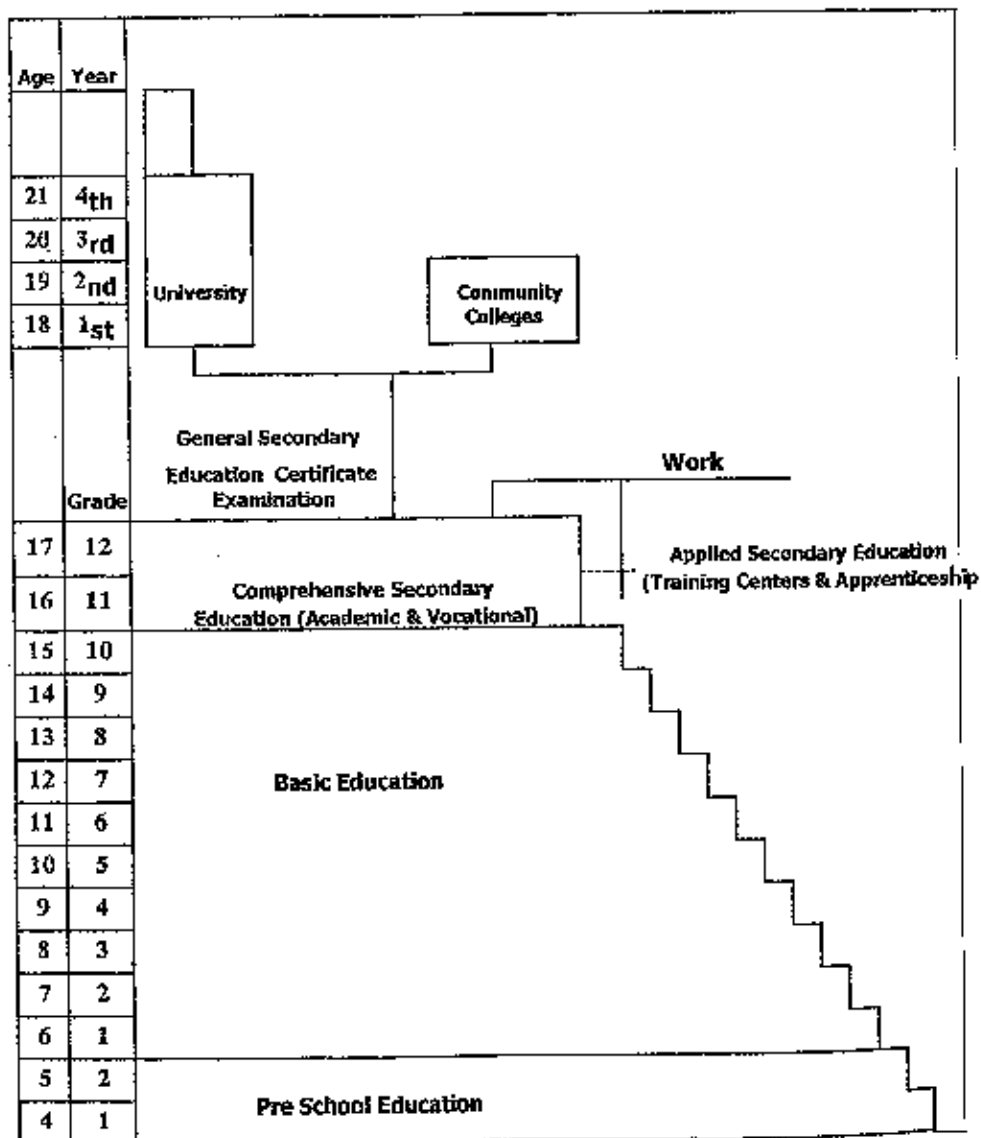


Figure (1): The structure of the educational ladder in Jordan.

### **3 The Administration of the Education System**

The Ministry of Education runs the executive management/ administration of the system for all educational cycles. The Education Act No. 3 for the year 1994, empowered the Ministry to plan, administer and develop educational policy and other issues related to the system.

Accordingly, MOE is constituted of the following units :

#### **a) Ministry of Education Headquarters**

Administration at MOE is constituted of the Minister, Secretary-General, general directorates, specialized directorates and office of the Minister.

Fig. (2) indicates the organizational structure of MOE (Headquarters) that undertakes the responsibility of realizing the general objectives of education in Jordan, drawing the general policy for education and setting up, implementing and following up of plans and strategies.

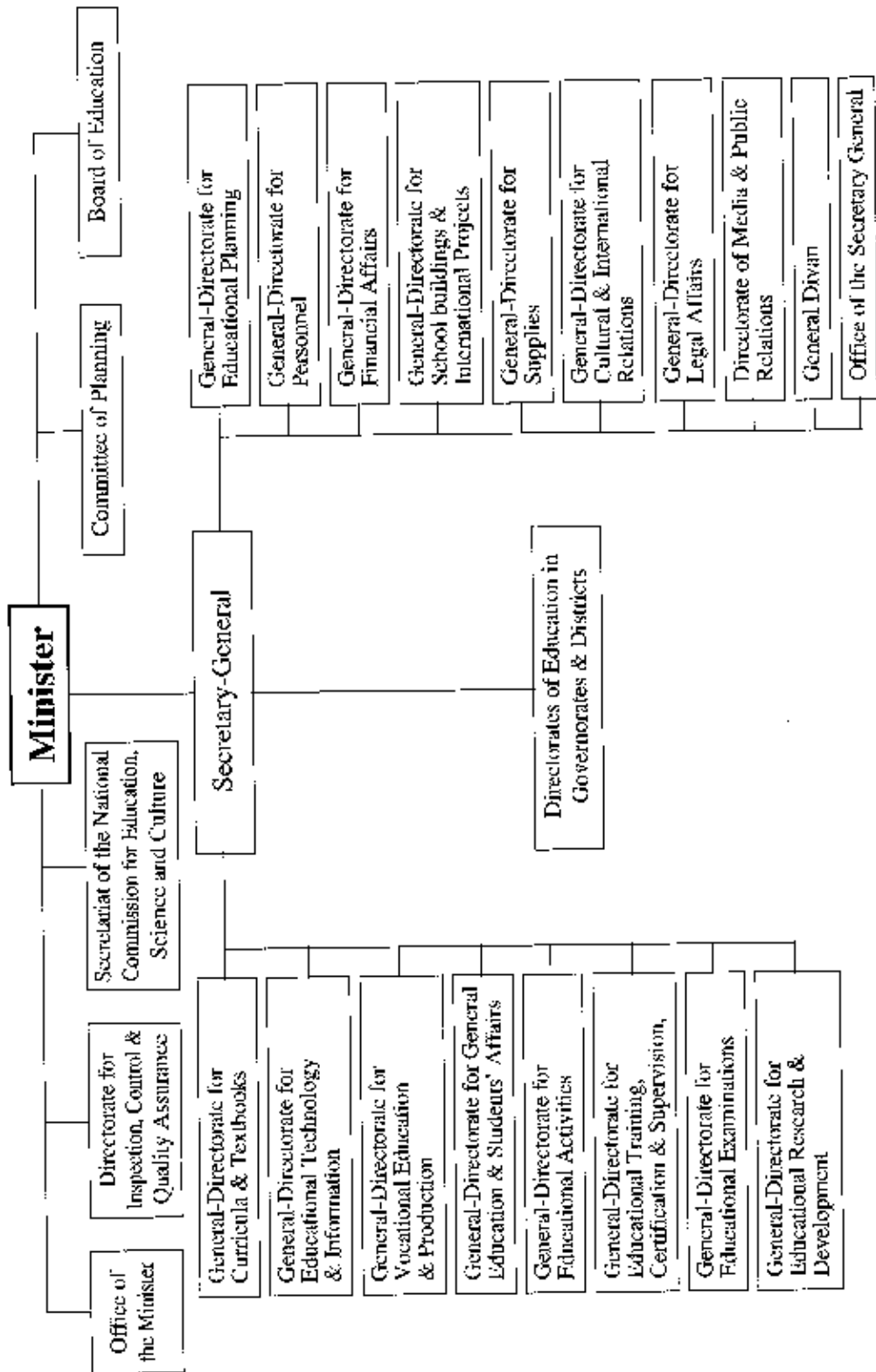


Figure (2): The Organizational Structure of MOE Headquarters.

## b) Directorates of Education

These are responsible for supervising the educational policy and implementing and following up of educational plans at the governorate or district level.

Each directorate is constituted of administrative and technical units as indicated in Fig. (3).

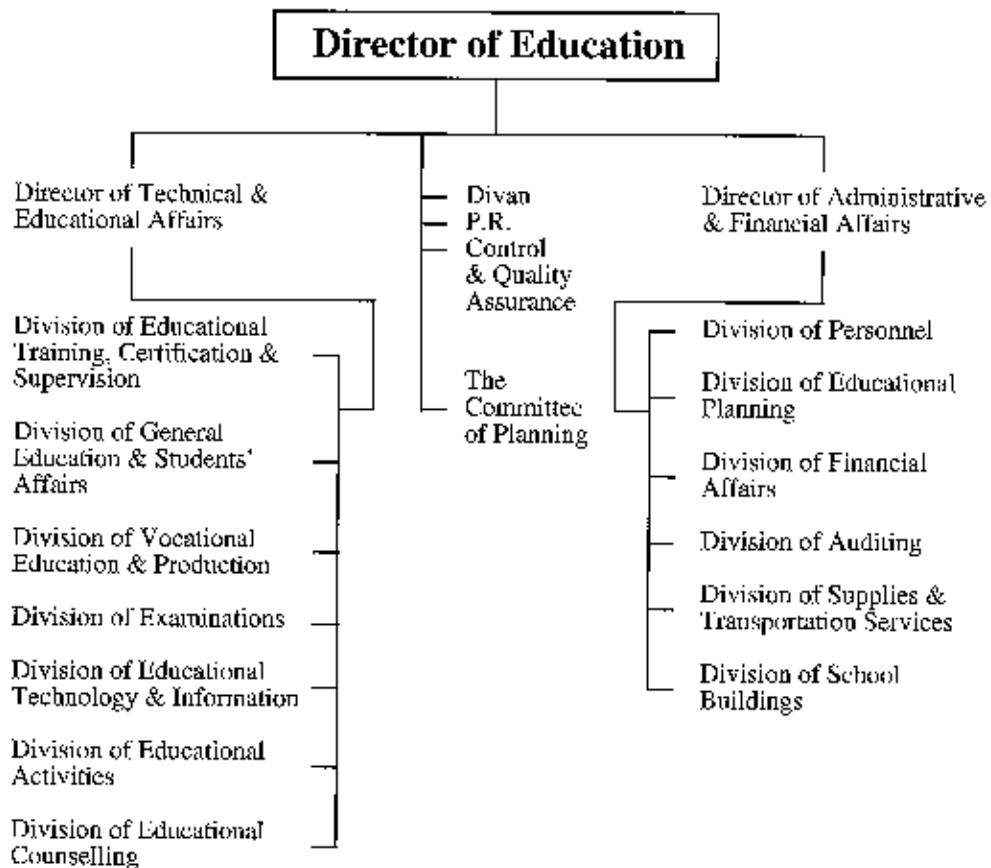


Figure (3): The Organizational Structure of Field Directorates of Education.

### c) The School

It is the central unit of the educational process, responsible for the implementation of educational activities. It is constituted of administrative and technical units as indicated in Fig. (4) (a reconstructed school model).

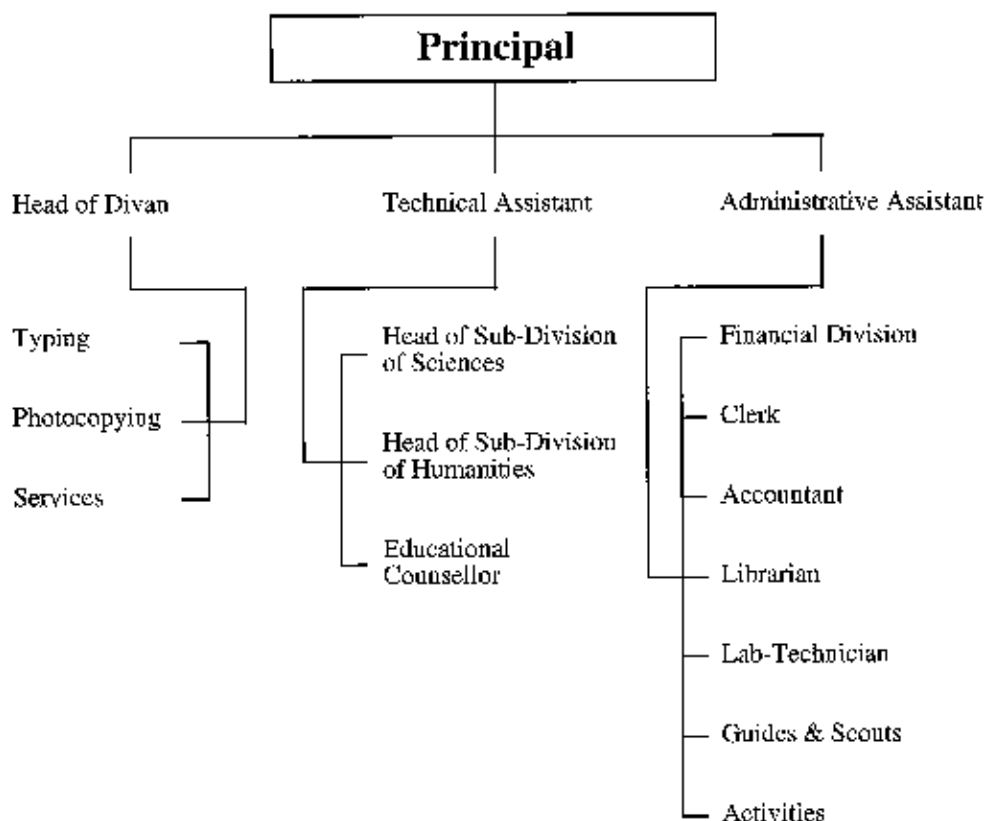


Figure (4): A Reconstructed School Model

### ● ***Achievements of The Administration of Education***

Many goals have been achieved in the field of the administration of the educational system that can be summed up in the following:

- a) Reducing illiteracy, drop-out and failure rates.
- b) Improving the quality of graduates.
- c) Enhancing decentralization and improving the quality of leadership.
- d) Enriching the relationship between the educational institutions and the society through establishing public councils, parents-teachers councils, and enhancing activities related to public social service and voluntary works.
- e) Promoting scientific and cultural activities through the acquisition of educational resources, production of educational publications, the use of communication facilities and promotion of scientific research.
- f) Promoting the educational relations between the Kingdom and the Arab and Islamic countries.
- g) Establishing clubs, housing funds, social security services for staff members of MOE.
- h) Establishing adult education centres for non-formal and formal learning purposes.
- i) Upgrading the behavioral and academic levels for all MOE staff.
- j) Developing the educational information system.
- k) Using computers as an educational means and connecting the educational institution with international information networks.

l) Using the education technologies in the educational process.

● ***Other Ministries and Institutions Concerned with The Administration of Education***

Under the supervision of the Ministry of Education, other bodies in Jordan concerned with educating children are closely committed to the philosophy of education defined in the Education Act. These bodies are :

- a) **The Ministry of Social Affairs**, which runs a number of institutions that provide educational services to slow-learners and the mentally-handicapped.
- b) **The Directorate of Education and Culture at the Armed Forces**, which administers (19) schools with 10217 enrolled students, distributed among special areas in the Kingdom.
- c) **UNRWA**, which administers 199 schools, enrolling 14135 Palestinian refugee students for the years 1998/1999.
- d) **Noor AL-Hussein Foundation** which cares for the gifted through the Jubilee School which is a coeducational secondary school where gifted students are grouped at the 9th, 10th, 11th and 12th class levels and are offered special programmes. The number of enrolled students for the academic year 2000/2001 reached 393.
- e) **The Jordanian Hashemite Fund** which runs a number of kindergartens and care centers for the handicapped.