

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

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Quality education for all young people: challenges, trends and priorities

By

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Foreword..,

## Youth Care: A Worldwide Beneficial Investment

The concern for and investment in young people, which is the theme of the 47th session of the International Conference on Education, are issues of worldwide importance. The youth of all countries have a significant and distinctive role in becoming engaged in, contributing to and supporting comprehensive and integrated lifelong learning and development, for many important human, political, economic, and social reasons. The qualitative and quantitative impacts of youth in many areas of life and work add greatly to the well-being, health, and quality of every society.

The percentage of youth in Jordanian society in particular and Arab society in general is comparatively very high. Using the definition of youth adopted by UNESCO (ages 15-24), the percentage of youth in the Jordanian population is 23%. The figure for those below the age of 15 is 39.6%, and those below the age of 30 is 74%. This represents a strong indication that Jordanian society is, and will continue to be, very young, energetic and dynamic. However, there is need for increasingly rational, targeted and directed investments to provide services for youth and this is a major challenge for those responsible for youth to ensure their full and appropriate preparation towards empowerment as change agents for future national growth as expressed within His Majesty King Abdullah II's vision of Jordan becoming a regional role model for human resource development in the knowledge economy and global society.

Our view of youth and their potential to support economic change in Jordan underlines the importance of their responsibilities as they become the pioneers and leaders of the processes of economic growth through innovation and development: a national project uniting the present with the future. We have great hopes for our youth and expect their creativity, intellect, experiences, skills and competencies to fully support the successful transition to a future of growth and prosperity.

The care of youth, in all its aspects, and none more so that education, is considered a prime investment for the long term. In return for the proper care and preparation that we provide, we will receive much in the way of enriched human experience, which will indeed become the human resource wealth and resource to face internal and external economic and social challenges in a rapidly changing region and world.

The education system has a crucial role in preparing and empowering youth through an array of educational and social experience. The education system of Jordan must continually strive to provide sound and proper environments for learning and growth and contribute fully to the required nurturing and caring for youth. Our rewards will be young citizens who are well-qualified and trained, multi-talented, capable of self-learning and lifelong learning, flexible and open to other cultures, and entirely comfortable in coexisting and integrating within their environment.

These are the characteristics which are needed most in an age of increased globalization of economic activity and opportunity. The knowledge economy, in the Kingdom, the region, and the

world, urges us to find and use all the very best practices in the education of youth as a means to support all individuals to attain their potential in learning, work, and achievement as contributing members of a progressive, successful and stable society.

Dr. Khaled Toukan  
Minister of Education  
The Hashemite Kingdom of Jordan

Introduction...

## The Hashemite Kingdom of Jordan: An Overview

The Hashemite Kingdom of Jordan is situated on the eastern coast of the Mediterranean between north longitude (33.29) and east latitude (39.34). It is bordered by the Syrian Republic on the North, to the east by Iraq and Saudi Arabia, the Egyptian Arab Republic from the South, and Palestine from the West.

The area of Jordan is (92.300) square kilometres and the desert region (Badia) comprises 75% of the total area of Jordan.

The population of Jordan was estimated to be approximately (5,329,000) in 2002, according to the statistics of the General Statistics Department, with an average annual growth rate of 3.2% between 1994 and 2002. Most of the population reside in the governorate of the capital.

Jordanian society is still a young one despite the decrease of the percentage of those below the age of 15 from 49% in 1979 to 34% in 2002, whereas the average family size in Jordan for the year 2002 was (5.7).

Jordan is an independent political entity, the Hashemite Kingdom of Jordan is an independent sovereign Arab state, the Jordanian people are part of the Arab nation, it is governed by a parliamentary system and a constitutional hereditary monarchy, Islam is the state religion, Arabic is the official language, and the culture is Islamic Arab culture.

### **Economy overview**

Jordan is a small Arab country with inadequate supplies of water and other natural resources such as oil. Debt, poverty, and unemployment are fundamental problems, but King Abdallah, since assuming the throne in 1999, has undertaken some broad economic reforms in a long-term effort to improve living standards. Amman in the past three years has worked closely with the IMF, practiced careful monetary policy, and made substantial headway with privatization. The government has also liberalized the trade regime sufficiently to secure Jordans membership in the WTrO (2000), a free trade accord with the US (2000), and an association agreement with the EU (2001). These measures have helped improve productivity and have put Jordan on the foreign investment map. The US-led war in Iraq in 2003 dealt an economic blow to Jordan, which was dependent on Iraq for discounted oil (worth \$300-\$600 million a year). Several Gulf nations have provided temporary aid to compensate for the loss of this oil; when this foreign aid expires, the Jordanian government has pledged to raise retail petroleum product prices and the sales tax base. Other ongoing challenges include fiscal adjustment to reduce the budget deficit, broader investment incentives to promote job-creating ventures, and the encouragement of tourism, through making known Jordans touristic sights and places of interest: historical, religious, political, and civilizational.

### **Education in Jordan: an overview**

Providing equal educational opportunities all over the Kingdom, regardless of sex, language, or religion, is a top priority of the wise Hashemite leadership. This trend has been promoted in the Constitution and educational legislations, in harmony with the philosophy of education, which is derived from the Constitution, the Islamic Arab civilization, the principles of the Great Arab Revolt,

and the Jordanian national experience.

The diverse educational opportunities offered equally to both sexes all over the Kingdom led to increase of female enrollment rate at all educational levels, sometimes exceeding the rate of males in the Basic and Secondary cycles. The gap between male and female literacy rates has been reduced as well, as a result of preventive and therapeutic efforts exerted in this field.

The 2003/2004 academic year statistics indicate that the number of schools in the Kingdom reached 5526, of teachers 76946, and of students 1515315, of which 746840 are females, which shows that the enrollment rates of both sexes are close, being 51% for males and 49% for females, and they correspond to the rates of males and females in the total population. This is also an indicator of the care our society provides for women education.

The enrollment rate of females in Basic education is 94.16% and of males 93.85%, while in Secondary education it is 75.67% and 75.11% respectively. The rate of female enrollment in university undergraduate level is 46.1% of the total enrollments at this level. These comparisons indicate that more girls are turning to education, and that is because of their increased awareness of the importance of education in planning their life track, the marriage age for women has risen, and they are being provided with opportunities and programs to continue their education.

Early childhood education cycle statistics indicate that enrollment rates for both sexes, although improved, are still low. It is 30% for males and 27.55% for females, a fact which requires public and private endeavours to upgrade the educational services offered to early childhood education according to a comprehensive integrated plan which should be set, implemented, followed up, and evaluated in a participatory manner.

Several authorities cooperate in supervising education with the aim of realizing the general objectives of education in Jordan. The Ministry of Education offers educational services to 70.5% of the total number of students in the Kingdom, which is the highest percentage, followed by the private schools to 19.2%, the UNRWA schools to 8.9%, and other governmental institutions to 1.4%.

The literacy rate in Jordan reached 89.7% in 2003, (94.6%) for males and (84.8%) for females, thanks to the great efforts exerted by the MoE, which opens adult education centres annually up to grade six, the number of which reached 351 during the academic year 2002/2003. Female enrollment in these centres for the same year was 92%, which is an indicator of awareness among women of the importance of education in their personal and family life, especially because of the specialized vocational training offered such as sewing and agriculture, which are income generating. This means that school age individuals have good access to education, student retention is good, the official and voluntary efforts exerted to eradicate illiteracy and the post eradication programs are effective, which aim to provide education for all opportunities and to meet the requirements of comprehensive development, matching the abilities, interests, and aspirations of students within the framework of the informal education track, which include follow-up programs, evening classes, home studies, and summer studies.

Regarding teachers, females constitute 62.85% of the total number of teachers which is 76946 for the academic year 2002/2003, which tells us that females interest in teaching is increasing, compared to males. Taking each educational cycle separately, female kindergarten teachers constitute 100%, 4450 teachers in number, and this is because a female teacher is more capable of coping with this age group, understanding their needs better, and has more interest in working in this field. The percentage for Basic education teachers is 64.06% of the total number of teachers of this cycle which is 36189, which reflects the Ministry's approach to feminize lower Basic education. In Secondary education the number is 7718, which constitutes 51.32% of the total number of teachers, which is 15597.

The Ministry of Education, in order to realize His Majesty's vision for Jordan to become an ICT hub in the region, and being keen to follow the royal directives for modeling the education system

and considering it a top priority, launched a future vision for education in Jordan, developed according to an integrated comprehensive perspective. It is concerned with strategic planning methods, the scientific method, international best practices, effective use of technology, and expanding societal participation for disseminating, being committed to, and realizing this vision.

The desired education vision is summarized as an education system that embodies Excellence and offers every student the experience of mastery, relies on human potential, on the human capacity to learn and grow, and on the human desire to contribute to the larger society in a meaningful way. In the Knowledge Economy, the products of such an education system will be a major national asset, a source of national security, and the emerging characteristic that shifts Jordan to the status of a developed country, with a valued resource to share and with attractions that make it an outstanding competitor among its neighbours.

The Ministry of Education, in order to realize this vision, launched an integrated comprehensive two-phase project for educational reform (ERfKE), supported by both local official sectors and donors abroad. The duration of each phase is five years, and the total cost of the first phase is 380 million dollars.

**There are four distinct coherent components to the project which are the following:**

***Component one: reorienting the educational policy, objectives, and strategy through governmental and administrative reform,*** and it includes: redefining the future integrated educational vision and strategy, updating the future educational administration and decision making mechanisms, building an integrated educational decision support system, activating educational research for monitoring, evaluation, policy development, and effective management, and coordinating investment in the field of educational development.

***Component two: Changing the educational programs and practices to achieve learning outputs in harmony with knowledge economy,*** and it includes: developing curricula and learning measurement methods, developing lifelong professional development programs and training, and providing sources for supporting effective learning.

***Component three: providing support for good quality learning environments,*** and it includes: replacing the unsafe crowded school buildings, upgrading schools to support and improve learning, and providing suitable school buildings to cope with population increase.

***Component four: developing complete readiness for learning through education from the early childhood cycle,*** and it includes: building the capacity of the institutions working in this field, professional development of kindergarten teachers, expanding in kindergartens to include areas which need them more, and raising awareness and general understanding of the importance of this age cycle.

The educational transformation process in Jordan will include all components, elements, and activities (learner, teacher, curriculum, educational evaluation methods, management and decision making, and information and communications systems...) of the educational system. Development also aims to achieve total quality in all aspects of the educational process through applying a package of innovative projects, the most important of which are:

***Introducing informatics management in the Comprehensive Secondary Education stream to keep pace with scientific and technological developments,*** empowering students with business administration skills and information and communications systems applications, developing their creativity in designing and programming, and providing the best opportunities for them to enroll in universities.

***Applying the term system in the secondary cycle starting from the academic year 2003/2004,*** which depicts that the secondary cycle is an open integrated two-year cycle, sepa-

rated by study terms, with rich diverse specialized curricula which is designed on certain levels, and the students mark in the General Secondary Exam is the cumulative total of the subjects at the various levels.

***Adopting the Teacher Ranks By-law and applying it taking into consideration linking occupational growth to training,*** creativity, invention, and performance quality, motivating the teacher to acquire and develop specialized competencies continually, especially in the field of employing ICT and modern methods and patterns in the educational process effectively.

***Adopting an institutional policy of lifelong professional development of teachers,*** whereby it becomes a continual planned process to upgrade teacher performance through needs assessment, meeting those needs, following them up, and evaluating them against performance indicators.

***Continuing the institutional efforts in the field of applying TQM (ISO 9001),*** moving from version 1994 to 2000 which focuses more on administrative processes, as well as ensuring the quality of the service offered and easy accessibility, and providing a supportive environment and an effective system of accountability.

To sum up, we in Jordan, are endeavouring to manage an educational system which focuses on excellence and mastery, to invest in human resources who master the basic learning competencies which empower them to adapt flexibly to the requirements of the knowledge economy age and compete in it strongly and effectively; and to participate in bringing about the desired educational and societal development.

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# Part One

## Toward Quality Education for All Jordanian Young People

Quantitative Indicators

Future Vision

Desired Educational Change

Educational Reform for the Knowledge Economy Project (ERfKE)

Development of Curricula and Textbooks (General framework, main achievements, modern trends and concepts)

## Basic, Secondary, and Higher Education (Quantitative indicators)

### Students

MoE pays special attention to students since they are the core of the educational process, and always attempts to provide learning opportunities to all, trying to improve all aspects of the educational process in respect to quality and quantity.

Diagrams (1,2,3,4,5) show the status of students.

#### ***Diagram (1): Percentage Distribution of Students by Educational Cycle.***

As a result of MoE opening governmental kindergartens in the remote areas of the country, the student enrollment rate in the Kindergarten cycle increased in 2003/2004, as indicated in the diagram above.

#### ***Diagram (2): Percentage Distribution of Students by Education Streams.***

Diagram (2) indicates that the enrollment rate of females in vocational education has increased within the two academic years 2002/2003, 2003/2004 due to the job opportunities available for most of the vocational education graduates.

#### ***Diagram (3): Distribution of Students by the Controlling Educational Authorities.***

Diagram (3) indicates that the rate of private education students has increased in the academic years 2002/2003, 2003/2004 due to the increase of investment in the private education sector.

#### ***Diagram (4): Student Rate in Rented Schools.***

Diagram (4) indicates that the student rate in the rented schools in the academic year 2003/2004 increased as compared to the year 2002/2003, due to MoE efforts to decrease the number of

rented schools.

***Diagram (5): Student Rate in Double-Shift Schools.***

Diagram (5) shows that the student rate in the double-shift schools in the academic year 2002/2003 dropped as compared to the year 2002/2003 due to MoE efforts to decrease the number of double-shift schools.

## **Teachers**

Considering the fact that teachers are the most important element of the educational process, the Ministry of Education pays them special attention and provides them with moral and financial incentives which enhance their development and level of performance and qualifies them through in-service certification and training programmes.

***Diagrams (6,7,8) show the status of teachers.***

***Diagram(6): Percentage Distribution of Teachers in Jordan by Gender.***

The percentage distribution of teachers in the UNRWA schools has decreased from (25% to 22 %) because of the retirement without new recruitment, and it has also decreased from (6% to 5%) in the private education sector because of the new recruitments in the Ministry of Education, while it has increased from (67% to 71%) at the MoE because of the new recruitments.

***Diagram (7): Percentage of Teachers by Controlling Authority in the years:***

***(2002/2003)***

***(2003/2004)***

***Diagram (8): Percentage Distribution of Teachers by Academic Qualification.***

## **Schools**

MoE pays special attention to the school since it is the main element of the educational system. Consequently, new equipped schools were established in order to be in line with the ERfKE project to meet the students needs and to facilitate the work of the teachers in transmitting information to students and employing it.

***Diagram (9): Percentage of Schools by Controlling Authority.***

Diagram (9) shows that the rate of the private-sector schools in the academic year 2003/2004 has increased compared to the year ٢٠٠٢/٢٠٠٣ due to increase of the private sector investment in education.

***Diagram (10): Percentage Distribution of Schools by to Gender.***

# **The Role of the Armed Forces Department of Education in Providing Educational Services**

The Armed Forces Department of Education is an educational institution affiliated to the Jordanian Armed Forces, having a special national dimension. It offers various educational and social services to many groups in remote and poor areas, and it supervises 20 schools including about 12 thousand students, providing them with educational equipment and school buildings, some of which are specialized for agricultural education. Seventeen more schools have been established during the last two years. There is a Directorate of Educational Supervision within this department which is involved in qualifying teachers in the Jordanian universities, providing specialized training courses, and later evaluating their performance.

Regarding scientific and technological advancement, especially in the field of computer and learning resources, the Department has provided schools with computers, language labs, two resource rooms for students with learning difficulties, and it has established an internet café, connecting all its secondary schools to the network.

The Department is also activating the role of students and youth through: forming student parliaments, conducting promising leadership programs, participation in programs adopted by the various national institutions such as the Child Saving Institution, El Hassan Youth Award, Al Hussein Camps for Work and Construction, participation in voluntary work, charity campaigns, environment preservation campaigns, Affiliation to the Homeland Day, the Charitable Piaster Fund, and the Cerebral Palsy Foundation.

As to non-formal education (illiteracy eradication and adult education), 16 literacy and adult education centres have been opened in the various units of the armed forces.

Regarding scientific and cultural activities, several competitions have been held in: Arabic script, chess, drawing, poetry, Holy Koran, oratory, Al Hadith Al Sharif, short story, and research, while sports competitions have been held in table tennis, football, volleyball, and badminton. Among the activities which the institution paid special attention to was El Hassan Youth Award and Al-Sabilah, as well as school emergency plans to face crises and catastrophes have been put into practice.

Regarding student affairs, educational counseling, and school health, the Department participated in celebrating the School Health Day and preparing, in cooperation with the Ministry of Social Development, the third report on the Convention of the Rights of the Child.

## UNRWA Educational Programs

UNRWA offers its educational programs in Jordan to the children of Palestinian refugees, within the same track of the general school education in the Hashemite Kingdom of Jordan, using the curricula and textbooks approved by the Ministry of Education. The UNRWA schools provide Basic (compulsory) education for 10 years, after which students either join the government secondary schools or training centres, such as Wadi Seer UNRWA Training Centre, depending on their eighth, ninth, and tenth grade marks.

UNRWA also offers services to students with special needs; there are nine special education centres for slow-learners in Arabic language and mathematics in the Basic second and third grades, as well as fifteen remedial classes for low-achievement students in the Basic second and third grades, distributed among the school clusters, while ten special classes were opened for the deaf and dumb, to include them in the general education track, thus benefiting around 810 students, and the UNRWA Educational Development Centre has prepared enriching teaching and learning material for the gifted.

Vocational and technical education at Wadi Seer College offers two programs: the first one in Mechanics and Electricity for the students who finish the Basic tenth grade, and the second one is of community college level technical education, for two years after the General Secondary Education Certificate, in Engineering and Industrial specializations, whereas the Amman Training College offers two-year training and technical education in medical specializations.

After obtaining the General Secondary Education Certificate, students who obtain an average of 80% and above, can enroll in higher education through the Faculty of Educational Sciences program, which gives the Bachelors degree in: class teacher, Arabic language teacher, Islamic Education teacher. There used to be a scholarships program for university students who had ob-

tained an average of 90% and above in the Jordanian General Secondary Education, but it has stopped since 1997/1998.

Although UNRWA provides school buildings, 93% of its schools are still double-shift. It provides textbooks and labs, too, and trains teachers and school principals during service.

## Higher Education: Overview and Quantitative Indicators

Higher education in Jordan was initiated in the year 1951. At that time the first annual class for training teachers was commenced in AL- Hussein College in Amman which was and still is a secondary school. This class developed into a teachers college. The study duration in the teachers college then became two years after obtaining the General Secondary Certificate. The name changed to Teachers Institute in 1964 and which in turn developed into a community college in 1981.

Higher education in Jordan has been developing continually since the establishment of the first public university in Jordan in 1962 called The University of Jordan. Since then a lot of Jordanian universities have been established, the number of which is now ten as listed below:

### University

- ١, University of Jordan.
- ٢, Yarmouk University.
- ٣, Mutah University.
- ٤, Jordanian Science & Technology University.
- ٥, Al- Elbait University.
- ٦, Hashemite University.
- ٧, AL- Balqa Applied University.
- ٨, Amman University College For Technological Engineering.
- ٩, College of Al- Dawah and Religion Principles.
- ١٠, Al- Hussein Ben Talal University.

In 1989 The Private University Law was issued, which allowed for the establishment of private universities.

The first private university was founded in 1990, followed by several others until the number reached thirteen. They are as follows:

- ١, Amman Private University.
- ٢, Philadelphia University.
- ٣, Al-Isra University.
- ٤, University of Applied Sciences.
- ٥, Petra University.
- ٦, AL-Zaytoonah University.
- ٧, Irbid Private University.
- ٨, Jerash Private University.
- ٩, AL-Zarqa Private University.
- ١٠, Princess Sumayya University for Technology.
- ١١, Academy of Music.
- ١٢, College of Educational Sciences.
- ١٣, Amman Arab University for Graduate Studies.

Supervision of higher education was consolidated after the issuance of the Higher Education Law in

1980 and the establishment of the Council of Higher Education in 1982. The Ministry of Higher Education was established in 1985. The Higher Education Law No. ٢٨ for the Year 1985 defined the objectives of higher education as well as the responsibilities and duties of the Council of Higher Education and The Ministry of Higher Education and their relationship with higher education institutions.

Thirteen years later the Higher Education Law No.6 for the Year 1998 was issued by virtue of which the Ministry of Higher Education was cancelled and replaced by the Council of Higher Education.

The community colleges have been affiliated to AL- Balqa Applied University since then.

His Majesty King Abdullah II, in his letter of designation of June 19,2000, called for the re-establishment of the Ministry of Higher Education and Scientific Research in order to supervise and monitor public and private higher education institutions, and to be a model of high standard education, so that our educational plans and programmes become linked to society's needs and aspirations towards development and change.

## Quantitative Indicators

The number of students enrolled in Jordanian public and private universities in 2002/2003 was (159222), (1285) of which were male students, representing (51.1%), and (77937) of which were female students, representing (48.9%).

The number of enrollments in public universities was (112901), representing (70.9%), while in private universities it was (46321), representing (29.1%), as indicated in (Diagram 1 and Table 1).

### ***Diagram(11): Number of Students Enrolled in the Jordanian Public and Private Universities in the Academic Years 2002/2003 and 20٠٣/٢٠٠٤,***

The number of students amounted to (179722) in the academic year 2003/2004, (91599) of which were male students, representing (51%), and (88123) were female students, representing (49%), while the number of students enrolled in public universities in the same year was (118686), representing (71.2%) and in private universities (47912), representing (28.8%) as indicated in the following table:

### ***Table (1): Number of Students Enrolled in the Jordanian Public and Private Universities According to Gender for the Academic Years 2002/2003, 2003/2004.***

### ***Diagram(12): Percentage Distribution of Students in Public and Private Universities by Gender for the Academic Year 2002/2003.***

### ***Diagram (13): Percentage Distribution of Students in Public and Private Universities by Gender for the Academic Year 2003/2004.***

The number of students enrolled in the Bachelors programme in 2002/2003 was (150039), representing (94.2%), in Post- Graduate Studies / Higher Diploma (1839), representing (1.1%), in the Masters programme (5879), representing (3.7%), and in the Doctorate programme (1465), representing (0.9% ).

The number of students enrolled in the Bachelors programme in 2003/2004 was (166598), representing (92.7%), in Post- Graduate Studies / Higher Diploma (2660), representing (1.5%), in the Masters programme (8370), representing (4.6%), and in the Doctorate program (2094), representing (1.2%).

The following table indicates the number of students enrolled in Jordanian public and private uni-

versities according to study level:

**Table (2): Number of Students Enrolled in Jordanian Public and Private Universities According to Study Level for the Years 2002/2003 □ 2003/2004,**

**Diagram (14): Number of Students Enrolled in Jordanian Public and Private Universities According to Study Level for the Academic Years 2002/2003, 2003/2004.**

## Community Colleges

The number of students enrolled in community colleges in the academic year 2002/2003 was (26967), (9848) of which were male students, representing (36.5%), and (17119) were female students representing (63.5%). In the academic year 2003/2004 the number reached (23820), (9259) of which were male students, representing (38.9%), and (14561) were female students, representing (61.1%).

**Table (3): Number of Students Enrolled in Community Colleges by Gender for the Academic Years 2002/2003,2003/2004.**

**Diagram (15): Percentage Distribution of Students in Community Colleges by Gender in the Academic Years 2002/2003, 2003/2004.**

**Table (4): Number of Students According to Specialization for the Academic Years 2002/2003, 2003/2004.**

## A General Definition of the Desired Future Vision of the Educational System in Jordan

An educational institution plays an important role in bringing about integrated and comprehensive societal development. Education is a common responsibility in which all social sectors and institutions should take part to develop by planning, implementation, evaluation, and modernization. This is particularly true of Jordan, where one third of its population are students, whereas the other two thirds are the families of those students and the educational institutions concerned. Hence comes the importance of defining the desired future vision of the educational system of Jordan in the society of Knowledge Economy and its mission to achieve the major strategic goals, as well as the importance of multi-media propagation of the vision at the national, regional, and international levels, in order to strongly support the educational efforts exerted.

The Ministry of Education, in order to realize His Majesty's vision for Jordan to become an ICT hub in the region, and being keen to follow the royal directives for modeling the education system and considering it a top priority, launched a future vision for education in Jordan, developed according to an integrated comprehensive perspective. It is concerned with strategic planning methods, the scientific method, international best practices, effective use of technology and expanding societal participation for disseminating, being committed to, and realizing this vision.

The future vision of the educational system in Jordan, which has been privileged with a royal patronage, for the development of human resources, has included the higher education, vocational education, and general education sectors, aiming for Jordan to become a role model of change and development, thus realizing the aspiration of our rational Hashemite leadership.

This vision aspires to achieve an education system that embodies excellence and offers every student the experience of mastery, relies on human potential, on the human capacity to learn and grow, and on the human desire to contribute to the larger society in a meaningful way. In the Knowledge Economy, the products of such an education system will be a major national asset, a source of national security, and the emerging characteristic that shifts Jordan to the status of a developed country, with a valued resource to share, and with attractions that make it an outstanding competitor among its neighbours.

The Ministry of Education is keen that this vision be a base for the development of The National Education Strategy in Jordan and a referential framework for phrasing of the General Plan for the Education Sector and its sub plans.

The desired educational mission is 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 nations wealth in a global Knowledge Economy.

Through its wise and young leadership Jordan realizes that a productive system in a Knowledge Economy era requires qualified multi-talented human resources characterized by: a high level of education and training, retraining according to latest developments, professional growth and lifelong self learning, persistence and creativity, flexibility and ability to move from one vocation to another, a high degree of empowerment, in addition to problem solving and decision taking skills, and finally the ability to work using the computer and employing technology effectively.

Responding to these developments and challenges the Strategic Framework, which is derived from the desired vision of the educational system, has emphasized the importance of activating the future role of education in achieving integrated and sustainable development through achiev-

ing a number of developmental strategic goals that are in harmony with the requirements of this era, which are:

Developing the ability to learn, acquire, employ, produce, and exchange knowledge.

Developing the ability of conducting research and early detection.

Empowering the individual to employ ICT efficiently.

Empowering the individual to carry out his responsibilities and make his own decisions.

Discovering, nurturing, and exalting ones own abilities.

Developing mental and creative abilities to support mastery, excellence, and distinction.

Breaking time and place barriers for self-realization within the societal framework.

Promoting the ability of participation, teamwork, and co-existence.

Promoting the ability to change and develop.

Developing the ability of understanding, thinking, analyzing, deducting, and correlating.

Promoting the ability to dialogue purposefully, accept the opinions of others, and respect their distinctive and different points of view.

Enabling the individual to make sound choices which ensure his well-being in a cohesive society, and providing him with a wide range of choices and opportunities.

These strategic goals can only be achieved through a comprehensive review and updating of policies and legislations and adoption □ dissemination, and support of the proposed future vision of the educational system in Jordan by the wide societal base, as well as developing a comprehensive national strategy of education in Jordan, endorsed by the society, and carrying out integrated educational reform to shift to Knowledge Economy in order to achieve outcomes that are harmonious with the requirements of this kind of economy.

## Main Features of Desired Educational Change in Jordan

Strategic planning is crucial for the development of the educational system: inputs, processes, outputs. In order to respond to major educational challenges and to keep pace with developments in all aspects of the educational process, the strategic framework which emanated from The Vision for the Future of Education in Jordan included major features of desired educational change. These features could be clarified in the following main topics:

**First Topic:** Changing the traditional role of the student from being a recipient, a limited participant, expected to memorize information from textbooks and retain it until exam time to a creative and active participant, who debates and discusses, presents ideas freely and boldly, criticizes openly and suggests options, understands and uses technology, knows the value of foreign languages, makes difficult decisions, and stays committed to the path of ever increasing knowledge and growth through understanding.

**Second Topic:** Developing teacher capacities and roles for the Knowledge Economy era, which focuses on the role of the teacher as a supportive critical friend, unique leader, innovator, debater, observer, and model teacher and consultant. Moreover, the recommended teacher traits are: individualized and not stereotyped, considers disagreement a source of information and enrichment, a facilitator to learning, critical thinking practitioner, and a comprehensive life-long learner. The competencies and capabilities required of a teacher in this new era are: highly skilled academically and professionally, highly affective, challenge-oriented, creative and excellence driven, runs the classroom on the principle of equity and justice, and capable of lifelong professional development.

**Third Topic:** Bringing about quality transfer in teaching-learning strategies by shifting from teaching to learning, which implies transfer from verbal to meaningful learning and application, from traditional teaching methods of acquisition to experience, abilities, and competencies to deal with human-financial-technical resources, from teaching past events to learning skills to meet future needs, from teaching based on textbooks to e-learning, from teaching based on local concepts to global learning and openness to international cultures, from single-minded traditional curricula and textbooks to multi-curricula and multi-media learning, from passively-committed to ruleschool graduates (i.e. workers and employees) to creative students who can challenge, from the teacher being a dominator, spoon-feeder, the only source of information to a leader, facilitator, from assessment of academic achievement to comprehensive evaluation, from justification policy to mental approach and rational speech, from technology consumption to creative use of technology, from teaching responsibility being restricted to MoE schools to learning through responsibility and partnerships, and finally from the school working in isolation to being the foundation of society.

**Fourth Topic:** Achieving electronic connectivity for the schools of the Kingdom, which provides lifelong learning opportunities, access to knowledgeable citizens, locally developed learning content reflecting global experiences, which provide opportunities for competition in the Knowledge Economy society, which in their turn lead to robust and dynamic culture and new levels of sophistication throughout society. E-connection as well achieves an integrated Education and Management Information System providing the appropriate and timely information and knowledge to make rational decisions, supports equal quality and quantity learning opportunities for all, and embodies the e-learning concept in the curriculum.

**Fifth Topic:** Developing the current hierarchical pyramid of the Ministry of Education to be based on importance and centre of attention instead of authority, whereby the student/learner becomes the core of the educational process; hence he/she will acquire skills to learn, think critically, search for and apply knowledge.

#### **This topic involves developing the following tasks at the Ministry Centre level:**

Strategic planning and policy making at the national level with the cooperation of specialized councils, committees, and wide societal participation.

Summative evaluation of educational plans and programs at the macro/national level.

The other tasks will be delegated to field directorates and schools.

Regarding the field directorates of education, their main developmental tasks are summarized as follows:

- Educational program planning.

- Supervision of different educational and administrative affairs of schools.

- Assessing school performance, setting common plans to develop schools, and encouraging positive competition among them.

#### **The tasks at the school level will be developed to focus on:**

Transformational leadership on site which can develop school plans to achieve educational and community development.

Organizing lifelong professional development programs for school staff.

Building true partnerships with the local community institutions for mutual benefit and best investment of resources.

#### **The main innovative tasks of the Ministry are:**

Total Quality Management, Transformational Leadership and Partnership, E-learning and School-

based Management.

**Sixth Topic:** The Ministry of Education will become a learning organization characterized mainly by: a shared vision and shared understanding of the MoE mission, commitment to quality performance and achieving excellence at all levels, empowering MoE staff through effective teamwork, and commitment to continuous improvement, monitoring and accountability.

**The main practices and attitudes required to change to a learning organization are:**

Encouraging an organizational culture that supports change and innovation.

Developing leadership that is capable of development in new directions.

Delegating authority and promoting responsible decision-making.

Keeping abreast of best practices.

Developing communication, negotiation, and problem-solving skills.

Effective use of ICT.

Building a comprehensive system of monitoring and accountability.

Developing an equitable system for motivation and creativity.

Building effective partnerships with stakeholders.

This strategic framework for change is hoped to be a comprehensive integrated reference from which action plans will evolve to bring about the desired educational and societal change and upgrade the entire Jordanian educational system.

## Role of the Jordanian Education System in the Progress Towards Knowledge Economy

The concept of Knowledge Economy has become well-known both locally and internationally, especially since efforts are being exerted to develop human resources and to achieve comprehensive and integrated sustainable development an issue which all kinds of institutions are concerned with. We can perceive the importance of this issue in Jordan in particular if we follow up the efforts exerted at all levels, strongly supported by the private and public sectors, to translate the vision of His Majesty King Abdullah II Ibn Al-Hussein of Jordan becoming an IT hub in the region and a role model of change and development, through the action plans and implementation programs which have been launched, the ERfKE project being at the forefront; this project is concerned with preparing our students for interactive and effective coexistence and honest competition in the Knowledge Economy society.

### What do we mean by Knowledge Economy?

Knowledge Economy is the economy which involves the acquisition, sharing, using, employing, inventing, and producing of knowledge with the aim of improving the quality of all aspects of life, by benefiting from a rich information service, advanced technological applications, utilizing the human mind as a rich knowledge capital, and employing scientific research so as to bring about strategic changes in the economic environment, in order to face the challenges of globalization, ICT, globalization of knowledge, and sustainable development.

### Elements of Knowledge Economy

Knowledge Economy consists of a set of basic, integrated, and coherent elements, the most important of which are: provision of a supportive societal infrastructure, preparation of knowledge

workers and knowledge makers who possess knowledge and have the ability to question, correlate, analyze, invent, and employ an effective system of research and development, as well as provision of a broadband electronic connectivity, easy access to the internet, and disseminating the culture of a learning society in all societal institutions.

## Benefits of Knowledge Economy

The main benefits of Knowledge Economy are: it adds to the options and confidence of the consumer, reaches every shop, office, administration, and school, disseminates, employs, and produces knowledge in every field, realizes electronic exchange, changes old jobs and introduces new ones, obliges all institutions to innovate, create, and respond to the needs of the consumer or service recipient, and it affects the degree of growth, nature of production, recruitment trends, and required skills.

## What are the characteristics of Knowledge Economy?

The main characteristics of Knowledge Economy are: it is of high quality aiming at distinction, it is dense with knowledge which is based on investment in human resources as being the intellectual and knowledge capital, it relies on a qualified, trained, and specialized work force, it pursues continual learning, training, and retraining, it is flexible and responds quickly to changing needs, it is open to the world and competitive, it employs an effective system of marketing which is continuously conscious of consumer needs, it shifts economic activity from commodity production to knowledge service production, it invests renewed energy, it increases the income of knowledge makers with the increase of their qualifications and diversification of their competencies and experiences, it employs ICT effectively to build an information and communication system which is rapid, accurate, and responsive, it activates research and development as inducers of change, and the work contracts within Knowledge Economy are more flexible, temporary, and task related.

## What are the human resource specifications required for Knowledge Economy?

Knowledge Economy requires qualified human resources characterized mainly by: a high level of education, training, and retraining according to latest developments, a high degree of empowerment, eagerness for professional development and continual self learning, ability to communicate, create, solve problems, and take decisions, as well as flexibility and ability to move from one profession to another, and successful utilization of computer skills.

## What is the role of the education system in Jordan in preparing our students for a Knowledge Economy society?

It is expected of the education system in Jordan to play an effective multi-dimensional role in preparing our students for the knowledge economy society, empowering them with competencies necessary for coexistence, and keeping abreast of the latest developments, new technologies, and challenges of this kind of society. The main features of this role, which are aspired to be reflected positively on the individual and society, are the following:

Developing the ability to learn, acquire, employ, produce, and exchange knowledge.

Developing the ability to conduct research, discover, and invent.

Discovering, caring for, and exalting the abilities of the individual.

Empowering the individual to carry out his/her responsibilities.

Developing the mental and creative abilities for excellence and achievement.

Empowering the individual to employ ICT.

Enhancing the ability to participate, work in a team, and coexist.

Enhancing the ability to comprehend, think critically, analyze, deduce, and correlate.

Enhancing the ability to bring about change and development.

Enhancing the ability to dialogue positively, discuss purposefully, and accept others opinions.

Empowering the individual to make proper choices, which ensure his/her well-being in a coherent society, and increase his/her options and opportunities.

Removing time and place barriers to realize the self within the societal framework.

# Education Reform for the Knowledge Economy Project

## (Executive Summary)

This Education Reform for the Knowledge Economy Project Proposal (ERfKE I), represents a landmark step in the progress of change in education in Jordan. The Proposal sets out in detail the intentions for reform of early, basic and secondary schooling within a extensive and inclusive framework. Four major intersecting and interdependent components of reform have been determined and developed for sustained effort over the next five years, commencing on July 1, 2003. This Proposal covers each one with a narrative discussion and explanation, and provides specific supporting documentation and statistical information in a series of annexes. All components contain a number of sub-components that deal with the major planned initiatives. Each initiative is subdivided into specific activities. Further detailed information on each activity (for the entire project) is included as generic annexes in the form of implementation plans (with discrete performance targets, timelines and responsibilities for funding and accomplishment), cost tables (year-by-year costs over the five years), and project charts (task sequencing and timelines). A diagrammatic representation of all program elements is included at the end of this Summary. There is no doubt that successful progress in all the areas of effort which are determined by this Project will do more than reform the current educational structure: the overall plan for change is transformational in scope and scale and its accomplishment will radically change the educational landscape to provide a human resource development structure that is in tune with national needs and global challenges in the 21st century.

The impetus for change comes from the desires which have been expressed by His Majesty, King Abdullah II, to make Jordan the hub of modern commerce in the region through an aggressive plan to thoroughly modernize the economy and society through the application of information and communications technology in all areas of learning and work. The direction for change comes from the recent Vision Forum for the Future of Education in Jordan held in September 2002. This important event generated a series of priorities and related intentions for educational change that cover all areas of education and training from early childhood to higher education and advanced vocational and professional training. The plan for change (with respect to early childhood, basic and secondary education) is represented by this document.

The four broad national initiatives that have been developed as the reform agenda by the Forum are:

Lifelong Learning.

Responsiveness to the Economy.

Access to Information and Communications Technology.

Quality Learning.

All four initiatives have specific importance, and exert enormous impact, upon any consideration of reform for basic and secondary education. A relevant and responsive quality education system is the bridge to the achievement of these goals. The need for, and value of, citizens who become increasingly highly educated, broadly skilled, adaptable, and motivated has been recognized and validated. These will be the people who will have the knowledge and skills to make Jordans economy competitive in the global marketplace and maintain and extend the security and stability of Jordanian society. Also, because the social and economic environment is rapidly changing, it may be that some specific skills and areas of content will have a relatively short life-span. Therefore, the knowledge economy will require lifelong learners who can readily acquire new skill sets and access, create, adapt and share knowledge throughout their lives.

Jordan is centrally located in the Middle East and extends over an area of 91,000 km. More than

80% of this area is desert or semi-desert, devoid of natural resources and unsuitable for economic and agricultural purposes. The population of Jordan in 2002 is about 5.2 million. 80% of the population lives in urban areas. In addition, Jordan is a very young country: about 42% of its population is under the age of 15. The scarcity of natural resources and the high rate of population growth, currently averaging about (2.8%), constitute great challenges which necessitate developing human resources and make it inevitable for the successive development plans in the Kingdom to achieve their goals.

The philosophy of the Jordanian education system is grounded in the primacy of divine faith, on a strong belief in human values, rights and freedoms, and the importance of working towards the realization of Arab unity. Several key influences have contributed towards this philosophy. Foremost among them are the Great Arab Revolution, Arab-Islamic Civilization, and Jordans Constitution. Out of this context the general goals of education have been aligned to the preparation of citizens who believe in God, who are loyal to their country and to their nation. For the future, Jordan seeks to educate citizens who are equipped to enable Jordan to align itself with its advanced counterparts, and who are capable of becoming knowledgeable and skilled contributors to the national economy.

## Component 1: Reorientation of Education Policy Objectives and Strategy through Governance and Administrative Reform

This Component of the ERfKE Project is designed to provide the redefinition of the vision and associated policy objectives of the education system that will enable the required transformation to meet the emerging need of the knowledge economy. Component I supports the development and implementation of policies and strategies to reorient and enable effective management of the education system to serve the needs of the individual learner and society at large.

Systemic reform of the education system is required to achieve the learning outcomes that are desired and necessary, and the Ministry of Education must develop a strong capacity to function as the change agent in this transformational process. This includes the formulation of a clear strategic vision, the articulation of a comprehensive and integrated central Ministry strategy, and the effective transfer of authority and responsibility to regional and local education authorities, including the schools.

Strong, consistent and visionary leadership, a highly committed, capable, and experienced senior management team with an understanding of and appreciation for the nature and complexity of major institutional change, an appropriate organizational structure, a comprehensive policy framework, and an enabling decision-making environment are all predictors, although not guarantors, of success in reform efforts. Difficult decisions need to be taken by the senior leadership and management team of the Ministry of Education to ensure the overall goal of the best educational opportunities to build for a successful future for all children.

Five sub-sections have been identified as reform elements in this component. The final sub-section that is included within this component deals directly and specifically with matters of management and leadership to assure quality throughout the implementation process (1.5 below).

- 1.1 Redefined Vision and Integrated Strategy
- 1.2 Governance, Management and Decision-making Mechanisms.
- 1.3 Integrated Educational Decision Support Systems.
- 1.4 Education Research, Monitoring and Evaluation, and Policy Development.
- 1.5 Effective Management and Coordination of Educational Reform Investments.

## Component 2: Transform Education Programs and Practices to Achieve Learning Outcomes Relevant to the Knowledge Economy

This Component confronts the central issue of educational reform: it deals with the nature of, and expectations for, learning and teaching within the context of a new curriculum that is designed to prepare students for life and work in the knowledge economy. In support of Component 2, the other components of the ERfKE Project have crucial importance in enabling essential changes and improvements for the future, and also increasing the potential for sustained success for all students as they move through basic and secondary education towards graduation. The intentions for reform will not become realities unless the acceptance of the needs for change, and the directions for change, is translated into well-coordinated and sustained effort throughout all of the identified and targeted components of change.

The following statements have been established as the broad understandings that guide and direct the objectives, activities, and intended outcomes of Component 2.

### Key Curriculum Principles

١. The process of change must be transformational.
٢. A new curriculum framework is required for the new economy.
٣. The curriculum framework will be learner-centred and will lead, define, and predict other educational investments.
٤. The curriculum and assessment framework will be integrated.
٥. Curriculum will be integrated both vertically and horizontally.
٦. The reform of core curricula for all grade levels will be accomplished in five years.
٧. The curriculum change process will incorporate new imperatives that involve a core curriculum with multiple resources, a constructivist approach, technological competencies, comprehensive immersion environments, long-term and interconnected learning projects, critical inquiry and problem-solving, and a broad supplemental curriculum.

The sub-components of Component 2 are:

- ٢.١ Curriculum and Learning Assessment Development.
- ٢.٢ Professional Development and Training.
- ٢.٣ Resources to Support Effective Learning.

## Component 3: Support Provision of Quality Physical Learning Environments

Jordan has made very significant progress in improving levels of access to formal schooling over the past decade, yet there are still formidable barriers to be overcome. Rapid population growth of a young population places a burden upon the availability of places and school spaces and new schools are urgently required in some directorates. A large percentage of the schools in Jordan are small, based on total enrolment, yet many operate over capacity in urban areas and under capacity in rural areas. It is expected that the rigorous and detailed school mapping exercise that is currently under development by the Directorate of Planning in the MoE will provide the information necessary for a rationalization of existing enrolment disparities and the selection of sites for the allocation of additional student places.

Also, and this is perhaps the more urgent issue, some public schools are not only overcrowded, but unsafe, in need of urgent heavy maintenance to remedy current deficiencies, and lack appropriate and necessary learning areas (such as science and computer labs) and other resource facilities. Further, there are the issues that relate specifically to rented and double-shift schools: the Ministry is concerned about the lack of learning resources in rented schools, some serious social repercussions of the operational structure of double-shift schools, and for both types there

are concerns about the quality of the learning environment and performance.

The purpose of this component is to describe and explain the goals and activities that have been determined as the most effective ways in which to improve the quality of education by improving the physical quality of the learning environment in public schools. Substantially, this involves the priorities of the alleviation of overcrowding, the replacement of unsafe buildings and the upgrading of facilities to support the education reform initiatives for transformations in learning for the knowledge economy.

The sub-components of Component 3 are:

- ٣,١ Replace Structurally Unsafe and Seriously Overcrowded Schools.
- ٣,٢ Upgrade Existing Schools to Support Learning.
- ٣,٣ School Buildings for Population Growth.

## Component 4: Promote Learning Readiness through Early Childhood Education

The promotion of targeted approaches to improve the availability of early childhood education has been recognized as a high priority by the Government of Jordan and the Ministry of Education for some time. Building on a series of important events and initiatives in the recent past, some of which have enjoyed significant impact, Jordan wishes to make further inroads into the challenge of quality early childhood learning opportunities for all families and their children over the next five years. The ERfKE Project will directly assist the Government of Jordan, specifically through the Ministry of Education, in partnership with a wide range of international and local funding organizations, non-governmental organizations, and the private sector, in the implementation of a comprehensive approach to improving the scope and quality of essential early childhood services.

Currently, the private sector is still the major provider of kindergarten (KG) education in Jordan. About 28.6% of the KGage population is enrolled in private establishments and only a further 0.8% are enrolled in public schools. The MoE carries out its mandate, under law, to license and supervise all kindergartens, and is anxious to follow through upon its broader mandate (again under law) to provide kindergarten education within its capacity. Through the ERfKE Project there is a desire to broaden and deepen that capacity to the fullest extent possible so that Jordan can move in the direction of a comprehensive framework of appropriate services and support at a very important stage of childrens lives. There is conclusive evidence from many research studies, all over the world, that support the powerful impact of a head start readiness for learning, resulting in improved success of learners from an early age and throughout basic and secondary education.

This component has been subdivided into four main areas of activity and intended outcomes. These areas cover a series of extremely important themes, and success in each of them over the next five years will make significant inroads into overall national concerns about, and objectives for, opportunity, support, and achievement of 4-6 year old children in Jordan. The sub-components are:

- ٤,١ Increase Institutional Capacity.
- ٤,٢ Professional Development of Kindergarten Teachers.
- ٤,٣ Expansion of Kindergartens for the Poor.
- ٤,٤ Public Awareness and Understanding.

# Development of Curricula and Textbooks

## General Framework of Curricula and Textbooks

### ١, Background

In the light of the results of curricula and textbook evaluation conducted by some Jordanian researchers, as well as the recent reports of the consultants on the subject, it has been indicated that the curricula are still traditional and the teaching methods used focus on teaching processes which give the teacher and classroom activities a major role. Consequently, these studies and reports recommend the shifting of focus onto the learner so that he/she will play a more effective and independent role. This will, in turn, lead to student motivation, positive attitudes towards learning and choosing diverse learning patterns, decision taking, problem solving, and critical thinking, besides having learning focus on applying the acquired knowledge and skills in daily life situations. These studies emphasized following modern approaches in designing curricula in order to have students acquire knowledge, experience, and skills from diverse learning sources, taking into consideration the participation of those concerned with curricula development- students, teachers, supervisors, school principals, parents, and public and private sector educators, in order to achieve partnership in education.

There has been an urgent need for designing new curricula and preparing conventional and electronic teaching/learning programs for the following reasons:

To be in tune with modern world trends of orienting education towards developing a national economy based on knowledge, skills, and experience, enabling students to apply them in their daily lives.

To utilize technology for the production, transfer, and exchange of knowledge to develop society and meet its needs and those of its individuals.

Jordan has been fortunate in its wise leadership which attaches great importance to keeping pace with modern world trends and building Knowledge Economy. His Majesty defined, in his vision, the socio-economic policy features for building a national economy in which education is an effective tool for preparing a society with skilled individuals who are able to confront challenges, assimilate change, manage and transfer knowledge, and be open to and interact with diverse cultures. This Royal vision was translated at the Vision Forum for the Future of Education in Jordan (Sept.15-16/2002) into socio-economic and educational plans and programs.

The concept of Knowledge Economy should be clear in our minds. This term has been often mentioned since the late nineties as an approach towards the 21st century. This Knowledge Based Economy or Cyber Economy or Mind Craft is steadily replacing labour, land, machine, and oil economy as resources of power and wealth, which requires that the society in question changes to Knowledge Society. Every educational system should be aware of this trend and adapt to it in order to preserve the potential for progress and educational and economic security, enhance and develop it.

### ٢, Rationales

From what is mentioned above emerged a need for building modern curricula which is characterized as follows:

Including modern learning approaches and methods in line with Knowledge Economy competencies.

Learning being student centred to give him/her an effective, responsible, and independent role.  
Giving the teacher new roles: organizer, director, developer, facilitator, supervisor, and evaluator.  
Having the student apply the knowledge, skills, and competencies acquired to develop and meet social needs.  
Diversifying learning resource centres and providing them with modern electronic technology (E-learning).  
Reducing the digital divide between the Jordanian educational system and other developed educational systems.

## ٣, Components of the general framework of school curricula

The main purpose of this framework is to set down curricula for each educational cycle (K.G., Basic, Secondary), taking into consideration the knowledge experience of learners and their individual differences regarding age and learning patterns.

This framework is neither the curricula document nor the study plan, but it is a framework which helps teachers, learners, and stakeholders develop learning and teaching according to school environment and student needs to achieve the expected common learning outcomes. It is characterized by comprehensiveness, integration, flexibility, and innovation, in order to assimilate developments and changes.

The framework consists of four elements which can be summarized as: learner competencies exemplified by the learning outcomes students endeavour to achieve, teacher roles and practices which help achieve effective learning, teaching-learning environment, and the general content on which the curricula is grounded.

Following are the details of these elements:

### ٣-١ Learning outcomes

These could be observed in the competencies that the students try to achieve, and evaluated according to certain conditions and criteria that define the scope of knowledge they acquired, the concepts, facts, and relationships they assimilated, and the degree of mastery of their skills and practices. The learning outcomes are exemplified in the following general and specific competencies:

#### ٣-١-١ General competencies

The learner is distinguished by the following characteristics:

Being an affiliated citizen, committed to the constitution and respecting the law.

Being a critical independent thinker in a constructive way.

A researcher who seeks lifelong learning.

Open-minded to human cultures, who positively affects and is affected by them, and appreciates diversity.

Actively contributing to the service and development of his society.

Aware of national and international events.

Capable of bearing responsibility, problem-solving, and decision-making.

Self-confident, independent, creative, and an adventurer.

Well-mannered and is governed by human values.

True to himself and to others.

#### ٣-١-٢ Special competencies

Empowered with academic knowledge in different fields: sciences, mathematics, languages, human sciences, social studies, health sciences, informatics, and vocational specializations.

Capable of applying academic knowledge in various life situations.

Capable of using the basic language skills (reading, writing, speaking, and listening) in commu-

nicating with others.

Capable of producing knowledge and exchanging it with individuals and groups.

Capable of employing modern technology in the management, exchange, and investment of information.

Empowered with scientific research skills, and demonstrating effective activeness in the learning process.

Capable of cooperative team work.

A meditator who constantly examines and corrects himself.

### **٣-٢ Teaching roles teachers practice in order to achieve effective learning**

Applying the curricula independent of textbook restrictions.

Organizing the educational experiences in a school environment which leads to the desired outcomes.

Employing and developing various strategies in the teaching process.

Facilitating access to knowledge from different learning sources.

Motivating learners to learn and create.

Evaluating learners achievement to improve their performance.

### **٣-٣ School environment**

This environment can be described as follows:

It is governed by a clear set of national values which stem from the tolerant Islamic Sharia (law) and the state Constitution.

It respects the learners, their abilities and competencies.

It provides the learner with various learning sources which gear the learner toward mastery and useful experiences.

It provides the learner with opportunities to discover himself and his relationship with his society and environment.

It motivates the learner to experiment, investigate, and discover, aiming at innovation and creativity.

It empowers the learner with communication skills, realizing the importance of dialogue and respect of others opinions.

It prepares the learner for life and the future.

It endeavours to establish a common vision and internal/external communication links among the learners and their environment and society.

It utilizes technology as a fundamental learning means and medium in building and developing society.

### **٣-٤ The Curricula structure**

This structure forms the general content from which are derived the specialized curricula for all the educational cycles and study subjects (teaching-learning concepts, knowledge, activities), which provide enough opportunities and facilitate access to different learning sources to help the students achieve the desired learning outcomes.

Therefore it is a core curriculum that is based on defining the learning outcomes the student strives to achieve, and provides the structure on which teaching programmes and activities which offer enough opportunities for students to achieve those outcomes is based. Furthermore, the content offers suitable teaching methods that can be employed by the teacher. That is why this curriculum should be comprehensive, balanced, and relevant to an evaluation strategy appropriate to student achievement and performance levels. This curriculum focuses on assisting the stu-

dents to link between the acquired experiences inside and outside the classroom, to enable to them to discover their capabilities and talents.

## Main Achievements Concerning the Structuring of the General Framework of Curricula

The General Framework of Curricula was discussed by 300 educational specialists from the Ministry of Education, representing the national teams for the study subjects, during a specialized workshop in which the participants were divided into specialized groups.

The General Framework of Curricula and the evaluation was prepared as a tool for the curricula developers and its basics were:

- Curricula based on learning outcomes.
- Focus on Knowledge Economy.
- Student-base learning.
- New teacher roles and practices.
- Diverse evaluation strategies, and continual evaluation.
- Self-evaluation, and lifelong learning.
- Continual professional development of teachers.
- Achieving equity of opportunities, including students with special needs.
- Using ICT as a tool for learning.

This framework was also discussed in a seminar, attended by the Minister of Education, participated by university professors and representatives of the private and other societal sectors.

Training the Curricula Members at the Ministry of Education to coordinate the work of the national teams which were formed of educational supervisors, teachers, the Examinations and Training departments members.

Preparing the General Framework for the curricula of every subject for the basic and secondary education cycles by each national team formed for this purpose. Each framework included the rationales, core learning outcomes expected of the learner, subject related outcomes, main topics of the subject, and detailed examples of the subject curriculum, each including the learning outcomes, proposed teaching and evaluation strategies, and learning sources.

A study visit to Canada was organized for 23 educationists, which included the Curricula Members (coordinators of the national teams work for the development of study subjects curricula), and members of the Examinations and Training departments.

Discussing the General Framework of Curricula for every study subject in all Directorates of Education in the Kingdom, commenting on it, and sending the comments to the Managing Directorate of Curricula and Textbooks.

Studying the comments received from the Districts and discussing them with the national teams in order to make the appropriate amendments.

Authorizing of the General Framework of Curricula by several specialists from the Jordanian public and private universities and the private sector.

Studying the comments of the authorizers and discussing them with the national team for each subject.

The authorizers discussing the comments with the members of the national teams to develop the curricula towards Knowledge Economy, and by conducting a workshop, incorporate the new concepts and pave the way for the preparation of the concept matrix of study subjects and textbooks for grades 1-12.

## Mainstreaming Modern Trends and Concepts in the Curricula and Textbooks

There has been worldwide awareness recently of human issues in general and youth issues in particular such as: ecological imbalance, population explosion, health problems, and traffic accidents. The importance of these issues have been manifested in the socio-economic plans of countries, the implementation of which was discussed in national and international conferences and seminars. There has been increasing need for interactive relations between socio-economic growth and natural phenomena.

Therefore public and private organizations should combine their efforts with the Ministry of Education to raise awareness, since good citizenship starts from the school; hence curricula should include concepts of environmental, demographic, health, and traffic education.

The general framework of curricula content at the Ministry depicted the necessity of including these concepts as follows:

- ١, Developing positive student attitudes towards health, environment, and living organisms.
- ٢, Developing student understanding of scientific principles and concepts which help them describe the ecosystem and the processes which affect its balance, and damages resulting from ecological imbalance.
- ٣, Linking knowledge to the environment and to life, discussing its impact on the life of students, environment, and society.
- ٤, Participating in production processes in the home, local, and societal environments.
- ٥, Utilizing the local environment for the benefit of individuals.
- ٦, Economic-alert behaviour and rationing of consumption.
- ٧, Service of the environment and society.
- ٨, Animal and plant care and preservation of the environment.
- ٩, Acquainting students with the physical environment of Jordan and the Arab countries, as well as some Islamic, third world, and developed countries.
- ١٠, Acquainting students with instructions for safe driving and urging on the application of traffic rules.
- ١١, Providing the student with sufficient information on his natural, economic, and social environment, to enable him to sense its capacities and problems and interact with it rationally.
- ١٢, Incorporating in the curricula developmental activities which train students to serve their environment and deepen their relationship with it.
- ١٣, Protecting the health of students and their families.
- ١٤, Working on improving public health.
- ١٥, Protecting family connections and avoiding tribal, regional, and denominational fanaticism.

It is clear that the Ministry, from the beginning, was concerned with health, population, environment, and traffic issues. That is why the authors of the curricula were keen to adopt the integrative approach, which links the above-mentioned concepts with the teaching material of vocational subjects, a fact which helps achieve the desired objectives. However, raising awareness in these issues contributes to appropriate decision taking, in order to meet needs and face challenges of accelerated population growth worldwide, which will inevitably lead to problems in housing, basic social services, and resource exhaustion.

## Four Modern Topics in our Curricula

### ١, Environmental Education

Environment is a major worldwide issue these days due to its direct or indirect impact on human

life. Population explosion, technological progress, and negligence of or ignorance in dealing with environmental issues led to the intensification of human impact on natural resources, which has been a negative one in most cases, as a result of which some dangerous environmental phenomena have emerged such as: exhaustion of natural resources, pollution, desertification, and gradual ozone depletion, thus threatening human life and health on this planet.

Jordan was among the first countries which adopted the international strategy for environmental protection, whereby specialized departments were established to deal with environmental issues in Jordan.

In response to the decisions of the UN Conference on Environment and Development (Rio de Janeiro 1992), the National Development Project for the 21st Century has been launched in Jordan, with the participation of all parties and sectors concerned with sustainable development. Work teams, representing different sectors, were formed and each was assigned the task of specifying the current condition and important issues in its sector. The national strategy was set down to ensure sound follow-up, control, and management to attain sustainable development. Among these sectors was the education sector since it is crucial for making students acquire useful knowledge on environmental issues to be able to deal with the local and global environment. Moreover, in order to promote environmental education concepts in school textbooks, the following mechanism was followed:

- a. A delegated committee prepared a matrix of environmental education concepts to be included in the basic and secondary education cycle textbooks, and it was produced in its final form in the major fields: ecosystem, natural resources, desertification, pollution, natural phenomena and their impact on the environment, environmental management, society, and environment and national security.

- b. The following workshops were conducted, participated by curricula members of various subjects and specializations, as well as expertise:

Survey of environmental concepts in various textbooks.

Comparison of the environmental concepts surveyed with the content of the reference matrix, whereby all participants came up with the following results:

Ninety-three percent (93%) of the concepts in the textbooks do not need any amendment.

Seven percent (7%) of the concepts need only minor amendments, e.g. adding a question, an activity, or information.

Some concepts which are found in the textbooks and not found in the matrix were recommended to be included.

- c. A network of general concepts in all academic and vocational subjects and specializations for the basic and secondary education cycles was prepared, elaborating the ways to deal with all environmental concepts found in the curricula and textbooks.

The following two measures were taken in coordination with the Royal Society for the Preservation of Nature and the Ministry of Water within the WEBIA project, to promote water awareness and capacity building concepts in textbooks:

Surveying water concepts in a sample of textbooks.

Preparing a draft matrix on water capacity and awareness, in coordination with various sectors, and it is being finalized to include it in the textbooks.

## **Υ, Demographic education**

Continual increase of population and some socio-economic factors led to problems of food security, increased pressure on natural resources and water, and erosion of agricultural land.

In light of these challenges, there is an urgent need to increase awareness among citizens, especially the youth, of the importance of the relationship between population, natural resources, and

socio-economic development, and to empower them with appropriate knowledge and skills to enable them to acquire positive attitudes and take responsible decisions in the face of problems. The Ministry of Education began to set plans for the inclusion of demographic education concepts in the curricula and textbooks of the basic cycle, taking into account their conformity to the philosophy of education in Jordan, which stems out of the Jordanian Constitution and Arab Islamic heritage. This project was manifested in the Population Education Project implemented by the UN Population Fund, which incorporated several activities in the first phase. The Board of Education approved a paper presented to it to include demographic education in the curricula and textbooks. Among its recommendations was to prepare a matrix of demographic concepts, knowledge, skills, and trends, according to the age level of students and study subject of the basic cycle. The Curricula Development Committee prepared the required matrix of seven major fields, comprising major concepts, sub concepts and terms.

Central workshops were conducted participated by the curricula members of various subjects to discuss the matrix and finalize it as well as a survey of the concepts in the textbooks, according to the matrix, was conducted. The workshop results were as follows:

The number of concepts which were dealt with sufficiently in the textbooks is 559.

The number of concepts which were not dealt with sufficiently and needed promotion is 139.

The number of concepts which were found in the textbooks and which the participants recommended their inclusion in the various subjects is 122.

The matrix was finalized accordingly, depicting the subjects and the grades for future inclusion.

A source book entitled Fields and Topics of Demographic Education Concepts was prepared and distributed on the curricula members and those concerned to promote the concepts dealt with in the curricula and textbooks and include the missing ones. Moreover, the second phase of training the educational supervisors and teachers on modern teaching methods of demographic education was implemented.

## ٣, Health education

Citizens health is a major concern of all governments. The treatment aspect has been of much concern and cost during the last decades. Nevertheless, the population growth and the high cost of treatment, especially in developing countries necessitated the adoption of the Preliminary Health Care approach as a first step towards achieving Health for All (WHO-1984).

Since economic development has become a top priority of advanced countries, providing good health conditions is the best way to bring out the potential creativity in youth. Society looks for the education sector to provide individuals with knowledge and experiences and constant health care to help them face lifes responsibilities.

Preliminary Health Care does not mean only periodical medical examination, early detection of diseases, and treatment. It also includes bringing about positive change in individual and public health behaviour.

### **Current state of health education in the curricula**

Health education aims to raise health awareness in society, through providing the learner with information and experiences, developing positive attitudes and habits which help him change his health behaviour positively.

Despite the importance of preliminary health care provision, it does not necessarily lead to change in health attitudes, behaviour, and habits. Therefore, attention has been directed towards the largest category in society i.e. the school students, the future promising generation, which should receive proper health care. Hence, comes the importance of including health education in the school curricula, because it will not only change student behaviour, but will also transfer the

impact to the families and environments of the students. The health aspect in the Jordanian curricula represents an important core which is indispensable for the achievement of the general objectives of education. This is very clear in the various subjects and textbooks, especially science, vocational education, social education, physical education, Arabic Language, and Islamic education. The curricula of many of these subjects included many health concepts related to the current health situation in Jordan.

The main topics of health education in the curricula and textbooks are the following:

Personal and public hygiene and safety.

The human body its growth and development.

Nutrition and health in the various life cycles.

Water and health.

Child health and care.

Health of pregnant and nursing mothers.

Skin, hair, and foot care.

Skin diseases and putrefaction.

Breathing diseases.

Vaccination.

Mouth and dental hygiene.

Worms and parasites.

Eye, nose, and ear care.

Contagion and spread of diseases.

Needs, facilities, and sources of society.

Psychological health and social adaptation.

Diarrhea and dehydration in children and its treatment.

Prevention of smoking.

## ξ, **Traffic awareness**

World statistics indicate that road accidents cause the death of more than a quarter of a million people annually, and that approximately (5-10) people die for every ten thousand vehicles in developed countries, while the figure is (40-100) in developing countries. We can conclude that traffic awareness is very important for the citizen.

The statistics in Jordan affirm that, with the increase of car ownership, the rate of road accidents has increased, surpassing the international rate, which necessitates coordination among official and voluntary parties concerned in order to face this problem.

The statistics also indicated that 65% of road accident victims are those below the age of fifteen, which comprise the majority of school students, and this necessitates adopting traffic awareness as part of the educational policy in all educational cycles.

Since the school has an important role in getting students acquire the necessary knowledge on traffic issues and its problems, assimilate it, and reflect it in their daily behaviour, it was incumbent for the Ministry to have a pioneer role to solve this problem with the concerned institutions. Therefore the Jordanian Traffic Institute at the Department of Public Security and the Managing Directorate of Curricula and Textbooks at the Ministry of Education coordinated to promote traffic awareness concepts in the textbooks, in accordance with the Education Law and the curricula.

The objectives of traffic awareness are the following:

To activate the role of the Ministry in reducing the high rate of road accidents.

To highlight the role of curricula and textbooks in traffic awareness.

To introduce new concepts and activities in the basic education cycle to cover the required knowledge, attitudes, and skills.

To develop correct traffic attitudes in students to enable them to behave rationally in their daily lives.

In order to introduce the concepts of traffic awareness in the curricula and textbooks, the Managing Directorate followed the following mechanism:

١. The national traffic awareness team prepared a matrix of concepts to be included in textbooks of the basic and secondary education cycles according to the following mechanism:

Conducting a survey of traffic awareness concepts in a sample of textbooks of various subjects as a guide in preparing the matrix.

A questionnaire on major fields was designed and distributed on several specialists, asking them to propose a set of main and sub concepts in each field.

The team discussed the feedback and comments and the matrix was finalized, consisting of ten major fields:

walking, riding, cycling, car accidents, traffic organization, traffic management, roads, driving, traffic legislations, car service.

٢. A workshop, sponsored by the Jordanian Traffic Institute/Directorate of Public Security, was held to discuss traffic concepts in the curricula and textbooks.

٣. A draft project for promoting traffic awareness in textbooks was prepared in coordination with the Managing Directorate of Curricula and the Jordanian Traffic Institute.

### **Expected challenges**

Humanity has started to face a difficult situation as a result of rapid environment pollution, technology development, springing up of new diseases, and imbalance in the biological environment. The world today faces a major pollution problem from insecticides and chemical fertilizers. Problems arising from genetic research and cloning are also expected, as well as new diseases, such as the mad cow disease. The world may also face productivity problems and increase of handicaps as a result of pollution.

If efforts are not made to deal with these issues, they will get worse and out of human control; therefore, it is urgent to introduce environmental, demographic, health, and traffic education concepts to have students acquire sound attitudes and behaviors and transfer them to their families in order to have positive attitudes towards these issues.

The curricula face parallel challenges which are exemplified in the following:

١. Viewing recent developments promptly and clarifying the new concepts emanating from them to include them in the curricula and textbooks.

٢. Designing appropriate teaching methods which enable the students to acquire the desired attitudes and values.

٣. Preparing activities which cover the concepts, developing skills which adjust behaviour, and mainstreaming these issues in schools during the teaching process.

٤. Revising and developing the curricula flexibly to be able to assimilate what is new.

٥. Coordinating between the Managing Directorate of Curricula at the Ministry of Education and the parties concerned to view the recent developments in the above-mentioned fields and cover them in the textbooks at the proper time.

٦. Coordinating between the Ministry of Education and public and private institutions, such as the media, for raising awareness regarding these issues among the citizens in order to achieve the desired objectives.

### **Recommendations and Proposals**

١. Preparing a source reference of all these issues for the teacher, develop it according to the rapid changes, including its contents in the textbooks and curricula, and distributing them on

the curricula members.

- ٢ , Preparing films on these issues, distributing them to schools, and showing them to the students whenever appropriate.
- ٣ , Holding training courses for teachers, related to these issues, to enable the teacher to act effectively in order to achieve the desired objectives in these fields.
- ٤ , Coordinating with the media to deepen awareness among all concerning these issues.
- ٥ , Setting down strategies for proper implementation, evaluation, and updating.
- ٦ , Urging the concerned parties to set suitable legislations which contribute to resist incorrect practices which lead to the increase of environmental, demographic, health, and traffic problems.
- ٧ , Activating what was discussed in seminars and conferences on environment in order to raise pollution awareness and control it.
- ٨ , Including the modern concepts in the curricula and textbooks.
- ٩ , Conducting studies on the impact of these issues on students.
- ١٠ , Improving the quality of dealing with modern concepts in textbooks through feedback and opinions of experts and specialists.
- ١١ , Evaluating these concepts by following specific rules and appropriate tools to discover loopholes and rectify them.
- ١٢ , Establishing an electronic network to connect the formal and informal associations, bodies, and institutions interested in these issues.
- ١٣ , Establishing a research centre in the field of education, environment, health, population, and traffic at the regional level.
- ١٤ , Strengthening the applicatory aspect in dealing with these issues, especially those related to the daily lives of students.

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## Part Two

# Youth Empowerment

Challenges

Main Issues

Policies and General Objectives

Innovative Projects

Main Accomplishments

## Empowering Youth in Jordan

The issue of youth is of worldwide importance. The youth of all countries have a significant and distinctive role in becoming engaged in, contributing to, and supporting comprehensive and integrated lifelong learning and development, for many important human, political, economic, and social reasons. The quantitative and qualitative impacts of youth in many areas of life and work add greatly to the well-being, health, and quality of every society.

### Jordanian society is a young society

The percentage of youth in Jordanian society in particular and Arab society in general is comparatively very high. Using the definition of youth adopted by UNESCO (ages 15-24), the percentage of youth in the Jordanian population is 23%. The figure for those below the age of 15 is 39%, and those below the age of 30 is 74%. This represents a strong indication that Jordanian society is, and will continue to be, very young, energetic and dynamic. However, there is need for increasingly rational, targeted and directed investments to provide services for youth to ensure their full and appropriate preparation towards empowerment as change agents for future national growth as expressed within His Majesty King Abdullah II's vision of Jordan becoming a regional role model for human resource development in the knowledge economy and global society.

### Youth: a national project

The care of youth, in all its aspects, is considered a prime investment for the long term. In return

for the proper care and preparation that we provide, we will receive much in the way of enriched human experience, which will indeed become the human resource wealth and resource to face internal and external economic and social challenges in a rapidly changing region and world.

## Main issues and challenges facing the empowerment of youth

Understanding the nature of this target group, which needs guidance and molding according to the societal framework.

Thinking in a cooperative, coordinative, integrated, and futuristic manner within a comprehensive balanced framework.

The importance of learning by role modeling.

Keeping abreast of rapid changes, thinking critically and creatively, and responding to updated knowledge.

Activating physical education as of the early childhood cycle in order to achieve physical education for all.

Opening up in-depth dialogue with and among the youth and empowering them to express their points of view as strategic partners.

Accepting the youth, listening to them, working with them positively, and promoting their self confidence.

Promoting information exchange networks regarding youth, in the way of facts, figures, traits, issues, and programs.

Consolidating commitment and allegiance to the homeland and its service, and contributing to political development.

Realizing harmony among the various programs and issues concerned with the empowerment of youth.

## Youth and the requirements of the age of ICT and globalization of knowledge

The main trends in this respect are:

Focusing on having youth acquire ICT application skills and contribute to its development.

Ensuring the development of important strategic industries on top of which are:

Electronics and communications industry.

Software and computer industry and technologies.

Chemical and biological industries, including the pharmaceutical industry.

Nuclear industries, including nuclear energy plants, established for peaceful purposes.

Mechanical industries, including satellites and airplanes.

## Future challenges related to globalization, informatics, and rapid changes

Interaction with world cultures and openness to human experiences.

Preparing youth to face the challenges of globalization according to an integrated moral values system.

Keeping abreast of rapid development of ICT and employ it effectively.

Setting down integrated strategies for knowledge management and contributing to the development of Knowledge Economy.

Employing e-learning in school and university education according to a comprehensive perspective.

Believing in the inevitability of change as a basis for development, and responding to it effectively.

Building positive trends among the various human resources towards employing technology.  
Building individual and institutional competencies to adapt to rapid changes and contribute to engendering change.  
Bringing about change according to an integrated institutional strategy which aims at continual development.

## Features of preparing youth to face the challenges of the 21st century

Preparing humans who are true believers in God.  
Emotional, mental, and physical preparation.  
National and patriotic preparation.  
Preparing a personality believing in work, production, and mastery.  
Preparing and training on citizenship, and socio-political participation.  
Preparing youth to accept change, respond to it quickly, and be flexible in facing it.  
Planting the seeds of creativity and invention in youth and developing the ability to contribute to making the future.  
Acquiring critical thinking and scientific methodology skills.  
Preparing for skill acquisition in line with the latest developments of the era and the labour market requirements, locally, regionally, and internationally.  
Accepting technology and having command of using it.

## The importance of human capital

Human capital is a strategic source in production, a source which cannot be copied or imitated by any institution other than the one it is working in. It has become easy nowadays for all institutions to copy and imitate the work programs, machines, technologies and software used in production and services in any institution, except for the human element.

## The relationship between human beings, education, and development

Man is the fruit, as well as, the seed of development.  
Man is the purpose, as well as, the means of development.  
Man is the crucial factor in development.  
Rapid technological development in all aspects of life should be utilized for the self-development of and investment in man: intellect, behavior, participation, opinion, criticism, and creativity.  
Man is the root of the economic miracle in advanced countries, and its basis is learning and education.  
Man is the main strategic source in Jordan in particular, and in the world in general.

## The direct relationship between education as an investment and the degree of economic growth

The main aspects of this relationship which education contributes to achieve are:  
Preparing a qualified and experienced youth work force, being the key to socio-economic development.  
Developing scientific research methods and technologies, and employing their outcomes.  
Empowering youth to adapt to the variables of work, economic development, and social mobility.  
Developing the disadvantaged areas and achieving equity of opportunities.  
Developing positive trends in youth towards major developmental issues such as: family, envi-

ronmental, demographic, and democratic education.

Raising awareness of civil duties and responsibilities among the youth, and encourage participation.

Providing ample opportunities for youth to realize, develop, and employ their potentials.

## The role of the education system in preparing youth

The education system has a crucial role in preparing and empowering youth through an array of educational and social experience. The education system of Jordan must continually strive to provide sound and proper environments for learning and growth and contribute fully to the required nurturing and caring for youth. Our rewards will be young citizens who are well-qualified and trained, multi-talented, capable of self-learning and lifelong learning, flexible and open to other cultures, and entirely comfortable in coexisting and integrating within their environment.

## Education is a national, regional, and international issue

Education, which is investment in the human source, is the richest kind of investment.

Investment in education is an issue related to the future, social security, and safety of the homeland.

Human beings have become the most precious knowledge capital.

There should be comprehensive and integrated development of human beings, for socio-economic benefits.

There should be provision of investments needed to develop the various topics of education.

All societal institutions should participate in the education and empowerment of youth, since it is a common national responsibility.

## The role of education in promoting national security

National security involves development, promotion of democracy, dissemination of technology, development of industry, and care for scientific research centres.

Education has become the basis of our national security in its wide context.

The boom of all advanced countries evolved from education.

## Economic security

Productivity is now considered the real measure of the advancement of countries.

Economic progress is affected by the type and quality of education.

The progress of any country in the age of knowledge revolution and globalization of knowledge depends on how much valuable knowledge it is utilizing.

The value of any product nowadays is determined by the value of the knowledge component in it.

The ability of any country to encourage its citizens to acquire knowledge is considered an important criterion for its progress and national and regional security.

Basic changes in the education system are required in order to have graduates who interact effectively with the language, latest developments, and technologies of the 21st century.

## The proposed roles of education in economic globalization

Providing distinctive and quality education opportunities for all.

Conceiving education as a national issue.

Ensuring lifelong self learning.

Encouraging trends which support tolerance and constructive difference of opinion.

Preparing the individual for working in a competitive economic medium.

Expanding the participation ground in educational guidance and decision making.

Depending on quality, decentralization, participation, and informatics in educational management development.

Assessing the student and the entire educational process according to a new methodology.

Highlighting the role of computer and electronic connectivity in knowledge learning.

Empowering the individual to deal with contemporary values critically.

Professionalizing education and renewing teacher competencies.

Promoting the contribution of production institutions to the financing of education.

## Youth Education and Gender Issues

Gender issues are of great importance in the present day world because they are strongly associated with social life. Education, economics, decision taking, and women abuse are all issues to be tackled in developing countries, including Jordan. Following are some gender issues.

### ١- Legislations

Jordanian legislations affirm the principle of Democracy of Education for All, regardless of sex, language, or religion. The Jordanian Constitution and the Jordanian National Charter (1990) state that all Jordanians are equal in rights and duties, regardless of race, language, or religion. The Education Law No. 16 for the Year 1964 and No. 3 for the Year 1994 stipulate social justice and equal opportunities for all Jordanians, and that education is a social necessity and the right of everyone according to his aptitude and abilities.

### ٢- Mainstreaming gender in the curricula and textbooks

Many topics in population education, especially those concerned with the environment, population, family life, preventive education, and gender have important implications for human life. Concepts regarding reproductive health, family planning, and gender have been included in the textbooks. The image of women has changed; besides being a housewife, she is a teacher, nurse, scientist, writer, and participator in social and religious activities, and there is focus on her role as mans partner and not competitor in social development. Curricula are updated periodically to keep abreast of recent developments concerning these issues.

### ٣- Vocational education and training of females:

Vocational training of females is carried out in non-conventional fields such as: goldsmithing, jewel industry, electronic calculators, food production, embroidery industry...etc. Women have also been included in workshops for job searching and self-employment. There is also a trend to introduce computer and electronics maintenance as a specialization for girls, while informatics management has been introduced in the literary and scientific streams of the secondary education cycles.

### ٤- Main policies and measures taken to activate the role of women in comprehensive education and training

Curricula and textbooks reflect a positive image and status of women in the family, affirming the importance of their participation in all aspects of socio-economic development.

Organizing special training programs to empower women to take a role in development and the vocational labour market, and to acquire computer, management, and leadership skills.

Developing media and awareness programs to promote positive attitudes towards the work of

women, and properly qualifying women vocationally and technically.

Quantitative and qualitative expansion in the educational and vocational orientation and guidance programs for females to support suitable selection of tracks which either lead to education or work.

Improving and diversifying services and facilities provided to females in general, higher, and vocational education, and technical training and certification.

Having more active participation of women in human resource planning and policy making councils, committees, and activities.

Conducting intensive research on the role of women and their participation in decision making and development.

### ◦- **Women abuse**

According to the UN women abuse is any act of violence which causes physical or psychological injury, including threat to do such acts, force, or deprivation of freedom, whether in public or private life. Violent acts in the family, whether sexual, psychological, or misperceived concepts of the social roles are considered abuse too.

The Jordanian Constitution and the Jordanian National Charter include legislations on the rights of women in a general or implied manner, all of which require practical application and implementation measures in reality.

There are several governmental and non-governmental organizations concerned with family care and protection, which include the abuse of women, such as: the Family Protection Institution, Ministry of Social Development, the Jordanian Women Association, the River Jordan Foundation, the National Council for Family Affairs, the International Institute for Women Solidarity/Jordan branch and the Centre for Family Awareness and Guidance. The UNDP and UNFEM are international organizations among these too, as well as several ministries and institutions working in this field such as: the Ministry of Health, the National Committee for Women Affairs, Queen Zein Al-Sharaf Development Institute, the National Centre for Human Rights, WHO, and the Family and Child Protection Association.

### ٦- **Youth attitudes towards gender issues**

The opinion of youth on some concepts and rights indicate the degree of their awareness of issues. In a survey conducted by the General Statistics Department in 2001, it was indicated that 37% of the youth see females as inferior to males and that there is positive correlation between this opinion and age, i.e. the percentage of youth who believe that women are inferior to men increases with the increase of age. For example, 35% of youth of the age group (10-14) hold this opinion, while the percentage increases to about 40% among the age group (20-24), which necessitates the conducting of more studies.

***The following Diagram (16): indicates the above-mentioned results  
Percentage of age group (10-24) who believe  
that women are one step inferior to men.***

# General Objectives and Educational Policy Regarding Youth

The philosophy of education in the Kingdom 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 the intellectual, national, Pan-Arab, human, and social basics.

## General Objectives of Education

The general objectives of education in the Kingdom emanate from the philosophy of education, and are exemplified in shaping a citizen; believer in God, adherent to the homeland and nation, endowed with virtues and human perfections, and mature physically, mentally, spiritually, and socially, so that each student, by the end of the educational cycles, will be able to:

Comprehend facts, concepts, and relations connected with the natural environment, both locally and globally and use them effectively in life.

Comprehend the elements of heritage and deduce lessons of understanding the present and developing it.

Comprehend Islam as an ideology and Sharia (law) and exemplify its values and trends.

Be open to human cultures; their values and commendable trends.

Think mathematically and use numerical systems and mathematical relations in the fields of sciences and in general life affairs.

Comprehend facts, concepts, principles and theories, use them in global phenomena, and subjugate them to mans service, happiness, and problem-solving.

Comprehend technology and acquire skills of using, producing, and developing it, and subjugate this technology to serve the society.

Collect, store, retrieve, process, and produce data, and employ it to explain phenomena, forecast possibilities of events, and take decisions in the various fields.

Think objectively and critically and adopt scientific methods in observation, research, and problem-solving.

Meet work requirements and acquire general and specialized vocational skills in order to be self-dependent.

Comprehend health basics and habits, and practice related activities to develop a balanced body growth.

Develop aesthetic taste for arts and life aspects.

Adhere to citizenship rights and shoulder the related consequential responsibilities.

Invest personal potentials and free time in developing knowledge, innovation, invention, the spirit of initiative and continuity in work, and innocent recreation.

Appreciate the humanity of man and develop positive trends towards oneself, others, work, and social progress, and exemplify democratic principles in both individual and social behaviour.

Personally adapt to and acquire ethical and social behavioural basics and comply with them when dealing with others and with life variables.

## The Educational Policy Principles

The educational policy principles are manifested in the following:

Orienting the educational system to better suit both individual and societal needs, and establishing a balance between them.

Providing opportunities to meet the principle of continuous education, and investing parallel education patterns through coordination with specialized parties.

Emphasizing the importance of political education in the educational system, and enhancing the principles of participation, justice, and democracy and their practices.

Steering the educational process to develop the citizens capacity to analyze, criticize, take initiatives, create, dialogue positively, and enhancing the values of Arab, Islamic, and human civilizations.

Enhancing scientific methodology in planning, implementing, and evaluating the educational system, and developing research, assessment, and follow-up systems.

Expanding educational patterns in the educational institutions to include special education programs for the gifted and for those with special needs.

Emphasizing the concept of comprehensive experience, including vocational and technological experiences.

Emphasizing the fact that teaching is a message and a career that has its own ethical and occupational basics.

Orienting the educational system to ensure centralization in general planning and follow-up and decentralization in administration.

Enhancing pride in the academic and social status of the teacher for his distinguished role in building up the individual and society.

## Main Innovative (Youth-Oriented) Projects of the Jordanian Education System

### Application of the Term System in the Secondary Cycle (as of the academic year 2003/2004)

**Goal:** to make the secondary cycle an integrated open one, of two-year duration, divided into terms, with a curricula which is rich, diverse, specialized, and of certain levels, and that the student mark in the General Secondary Education Certificate Examination is the cumulative average of the different level study subjects.

#### **Main advantages**

Integrated build-up of the four terms.

Strong linkage between secondary and higher education programs.

Preparation of students for a successful university life.

Taking into consideration individual differences of students.

Best investment of available resources: human, financial, technical, buildings, facilities, and equipment.

Gives the students subject selection opportunities, as well as time management and decision taking skills.

Provides students with well-bound, integrated source books.

Enriched and diversified learning environment.

## Introducing Informatics Management in the Comprehensive Academic Secondary Education Track (as of the academic year 2003/2004)

In order to keep abreast of recent scientific and technological developments, and to realize His Majesty's vision for Jordan to become an IT hub in the region, the Ministry introduced Informatics Management in the comprehensive academic secondary education track.

**Goal:** to empower students in business administration capacities and application of information systems to find effective solutions for contemporary business issues.

### Main advantages

Development of the comprehensive vocational secondary education/commerce stream.

Preparation of core students of creative designers and programmers.

Provision of better opportunities for student acceptance in universities and avoidance of stagnant specializations.

## Upgrading the teaching profession

**Goal:** to build and renew teacher capacity and sustainable professional development.

### Implementation procedures

Adopting the Teacher Ranks By-law, maintaining the relationship between occupational development, training, and creativity.

Motivating the teacher to always acquire and develop specialized capacities, especially in ICT and modern methods.

Adopting the policy of institutionalized sustainable development, whereby it becomes a continual process planned to upgrade teacher performance and capacity.

Adopting a new scholarships policy for distinctive students in the General Secondary Education Certificate Exam to continue their university studies and work at the Ministry later.

Upgrading teacher performance through designing need responsive quality training programs, which achieve mastery of teaching skills and promotion of technological training.

Improving the social services provided to teachers such as: teacher clubs, the Teacher Housing Fund, and the Social Security Fund.

Raising the teaching allowance gradually to reach 100%.

## Care for gifted students

**Goal:** to develop gifted students competencies to bring out their potential creativity.

### Implementation procedures

Expanding in special well-planned programs for the gifted, which currently comprise 3 Schools of King Abdullah II for the Gifted, 15 pioneer centres, and 10 learning resource centres.

Developing the work plans and implementation mechanisms.

Developing the curricula and activities.

Providing lab facilities, equipment, and computers.

Developing employee job description and selection criteria.

Developing the mechanism of selecting the students for the various programs.

Updating the educational regulations.

Developing specialized tests to measure gifted student abilities.

## Care for students with special needs

**Goal:** to upgrade the quality of programs and services offered to students with special needs and promote learning opportunities.

### Implementation procedures:

Expanding in learning resource rooms for students with special needs, which currently number 322.

Implementing the comprehensive medical and educational survey of normal students and those with special needs on a sample from the directorates of education.

Developing the equipment and tools used in the learning resource rooms to include tangible, developmental, and cognitive means.

Using the computers and software in some of the learning resource rooms on a trial basis.

## Developing the informal education programs

**Goal:** to provide opportunities of lifelong education for all.

### Implementation procedures

A comprehensive revision, in light of the general strategy of e-learning, of formal and informal education programs, whereby integration is achieved between them.

Continuing the plan of the Ministry in eradicating illiteracy, which contributed to raising the literacy rate in Jordan to 89.7% in 2003, 94.6% for males, and 84.8% for females.

Developing occupational illiteracy eradication programs in cooperation with all the parties concerned.

Updating the academic and vocational informal education programs to suit the coming phase.

Developing the informal education curricula and textbooks, as well as re-qualifying and retraining the staff in this field.

Conducting a national campaign for computer illiteracy eradication in cooperation with the parties concerned.

Forming a national committee for informal education to coordinate the work of all governmental and non-governmental institutions in this area.

## Inclusion of youth drop-outs in public and vocational life

**Goal:** to build proper educational programs to meet the needs of drop-out students, as well as having them acquire the necessary practical and vocational skills, in accordance with the Vocational Training Corporation enrollment criteria, which contributes to linking education with productive work, reducing the unemployment rate, and upgrading the quality of labour market productivity.

### Implementation procedures

Determining the number of drop-outs.

Preparing reading material, study subjects curricula, and educational activities.

Organizing a study program (weekly/by semester), according to previous curricula, for the target group (12-18) years.

Reducing the study period to the level of 10th grade.

Enrolling in the Vocational Training Corporation after finishing the 10th grade.

## Promoting youth participation in public and school life

**Goal:** to empower students with useful life skills (participation, shouldering responsibility, social

and health skills), which contribute to bring about a supportive, comfortable, and cooperative environment to realize the message and tasks of the school.

### **Implementation procedures**

Including the above-mentioned concepts in the curricula.  
Designing and applying interactive, participatory activities.  
Organizing various workshops.  
Preparing training manuals for students and teachers.

### **Jordanian UNESCO Associated Schools**

**Goal:** to achieve effective participation of schools in the UNESCO culture and philosophy.

### **Implementation procedures**

Promoting the culture of democracy and human rights in the school programs, activities, and environment.  
Getting involved in contemporary world issues.  
Effective participation in environment protection and combating pollution and desertification.  
Gearing learning programs towards:  
    Learning for work.  
    Learning for coexistence.  
    Learning for achieving self identity.

### **Discovery schools**

**Goal:** to apply pioneer ICT projects in the educational process in an effective, comprehensive, and integrated way.

### **Implementation procedures:**

Providing teachers with the necessary classroom technology (a laptop and a projector for every teacher, plus a computer lab) in order to effectively deliver the learning material to students.  
Providing the infrastructure for the Synchrotron network.  
Developing the various curricula and e-learning material.  
Providing e-training to teachers and administrators on changing methods and ideologies, as they are considered to be facilitators of learning.  
Providing training to teachers and administrators on building and delivering electronic content.

### **Vocational guidance programs**

**Goal:** to help students and parents take rational decisions concerning secondary education track selection, and provide the necessary information on work requirements and opportunities, to face the challenges confronting the educational system such as: scientific/technological advancement and changes in all aspects of life associated with it, rapid changes in vocations and labour market, continual population increase, information revolution, and knowledge and technological explosion.

### **Implementation procedures**

Student awareness raising in:  
    The various secondary education tracks.  
    Enrollment requirements in each track and the characteristics of each stream and specialization.  
    The compatibility of student abilities and interests to the requirements of the stream selected.

The mechanism by which tenth grade students are distributed on the various educational streams.

Labour market requirements and vocational specializations in schools.

The vocational map of secondary education locations (for males and females) to facilitate the selection of proper location and specialization.

University and community college specializations and acceptance criteria.

Preparing the student for life, taking into consideration his abilities and interests, giving him freedom of choice of study subjects, based on his potentials and interests, helping him choose the pattern which is in harmony with his goal and abilities.

Having education respond to the needs of individuals and the labour market requirements.

Helping parents recognize their childrens needs and meet them throughout their growth phases, assessing their abilities realistically.

Developing the quality of vocational counseling through:

Training a core group on using various personality measures and tests, which in its turn trained educational counselors in schools.

Implementing the vocational guidance for rural girls project, in cooperation with UNESCO, to provide various vocational programs and activities.

Coordinating with the Hashemite University to implement the standardization of vocational aptitude and differential aptitude tests in the Jordanian environment.

Coordinating with the National Human Resources Development Centre to implement the electronic employment project with the aim of:

Introducing the occupational planning concept in schools and universities.

Activating the use of technology for employment capacity building.

## Educational Activities Program

The Ministrys educational activities involve: guides and scouts, sports, culture, science, voluntary work, school trips, art, and the theatre.

Regarding the scouts and guides activities, camping is the main one, which gives the youth the opportunity to practice leadership roles, familiarizes the scouts and guides with youth issues, such as the media challenge, youth health, their role in serving and developing society, and using modern technology in distant communication, for which training courses in computer skills are provided. Moreover, permanent camping facilities are being developed in order to implement guided educational activities.

There are also the Teachers Clubs all over the Kingdom and they coordinate among themselves and plan for religious, national, sports, educational, social, and cultural seminars, lectures, and celebrations, which are of interest to teachers in general, and to the youth in particular.

Educational activities include student participation in Arab and international cultural and scientific contests too.

Finally school trips and voluntary work contribute to raising awareness among students, implanting allegiance and interest in antiquities and tourist sights, and encouraging scientific tours, while the theatrical, technical, and educational activities promote the national, cultural, scientific, and value aspects in the students.

## Other innovative projects

The Educational Innovation Fund project: aims to develop the schools institutional capacity to design and implement educational innovative projects.

The School Nutrition project: aims to improve the health and nutrition conditions of public school children in disadvantaged areas, and raise nutrition awareness among them.

Societal Learning Centres Development project: aims to improve the living standard of the groups most in need, and achieve societal development by providing those enrolled in them with vocational skills which are required for food industries, sewing, knitting, hairdressing, and carpet making, as well as basic skills of reading, writing, and arithmetic.

Drug Danger Prevention Awareness project: aims to activate the preventive role of the Ministry in restricting the spreading of drugs and protecting students from being its victims.

Water Education project: aims to introduce and promote concepts pertaining to water education in the curricula and textbooks.

Democracy and Human Rights project: aims to present in general the concepts of freedom, justice, equality, dignity, tolerance, solidarity, and international cooperation through practical activities.

## Projects and Accomplishments of the Higher Council for Youth

- ١, Preparing and producing a television program entitled Youth Parliament.
- ٢, Holding a festival entitled The Youth of Jordan.
- ٣, Making preparations for a program called Jordan, Our Home Country dealing with issues such as combating drugs, safeguarding archeological sites, and environmental programs.
- ٤, Holding cultural seminars on contemporary youth issues such as reproductive health, violence, traffic accidents, smoking, educating youth on ways of preventing addiction, drugs and diseases, as well as gender issues, and political and environmental development.
- ٥, Establishing youth exchange programs with Arab countries by virtue of agreements made in this regard with Syria, Lebanon, Saudi Arabia, Bahrain.
- ٦, Holding training courses in the field of scientific and technological progress and the usage of computers and internet.
- ٧, Implementing a program called Dreams of a Group that aims at preparing the able young leader to organize and manage youth activities, and time management operations, and programs of promoting youth initiatives for building and administrating small projects and enhancing positive trends towards work. Furthermore, youth programs for developing critical and scientific thinking skills, as well as problem solving programs using dialogue, decision making processes, and programs for developing communication skills, negotiating and building self-capabilities were prepared.
- ٨, Publishing a number of training manuals in the field of techniques of dealing with young people.

In order to reinforce principles of social consolidation, youth centres, and on the basis of social partnership, focus on the social relationships among Jordanian youth through coordination, guidance, and counseling committees formed from the local community and various youth meetings, namely the annual national meeting for students abroad.

Special programs have been prepared for socially excluded groups in dealing with at-risk youth, in cooperation with Questscope Home.

The Higher Council for Youth is currently preparing a huge national project which is the Project of Building the National Strategy for Youth, in cooperation with all the official and private parties, in order to set a national strategy that meets the needs of youth and contributes to achieving comprehensive national development, as well as youth development, considering them the most important human source at the national level. In order to achieve these aims, equipped model youth

centres, homes, and sport centres that meet the needs of youth are also being established.

## Main Projects Concerning Youth Health Education (2002-2004)

The Ministry of Health, with the cooperation of all parties concerned, has supervised the implementation of the following projects concerning youth health education, which is a common national responsibility:

### 1, Activating the services provided within the school health framework: In the field of educational institutions

#### Objectives

To promote programs of comprehensive school health (general and dental health) for public and private institutions during the academic year 2004/2005.

To develop and promote effective participation of ministries and parties concerned (Ministry of Education, Ministry of Health, the Royal Medical Services, UNRWA, and the private sector) in school health services.

To promote school health concepts among the students and teaching staff in order to practice sound health habits.

#### Activities

Preparing the national strategy for school health.

Setting a mechanism for periodical medical examination (general and dental health and vaccination) of the public sector students of the first, fourth, seventh, and tenth basic grades, during the academic year 2004/2005.

Continual supervision and follow-up of school health services in the public and private sectors, with the aim of specifying achievements and obstacles.

Establishing a data base in the Directorate of School Health to support decisions related to school health programs.

Introducing a program for the health supported schools to prepare for their candidacy for the prize offered by the Arab Organization.

Setting criteria to specify the risk factors and contagious diseases according to their rate of spreading and priority, aiming to establish an effective national monitoring system of school health services.

Holding training workshops for school health supervisors.

Endeavoring to make the pilot project of technological learning (Health Academy) a success.

Conducting an evaluation study on the school health services provided.

Updating and developing the health education textbooks.

### In the field of private centres:

There is an intention to improve the health services offered to nurseries, old age homes, orphanages, and special education centres, in coordination with the Ministries of Education and Social Development.

## In the field of school canteens:

There is an intention to update and develop the general environment of school canteens, especially the kitchens, in the schools, nurseries, and special education centres.

### γ, Teenager health strategy

The goal of this strategy is to develop a healthy life style for youth (13-17) years. The strategy is going to be developed by inter-cooperation of the Ministry of Health, Unicef, WHO, and Global Link.

#### Objectives

To provide youth with information related to healthy life style, including smoking, nutrition, and exercise.

To empower the youth with ways of coping with HIV/AIDS and reproductive health.

Empowering the youth with basic life skills in order to create a generation capable of planning a healthy life for themselves and their families.

#### Activities

Developing training manuals.

Training of trainers to train peers.

Peer training.

Preparing educational material.

Implementing health education sessions and group discussions.

Preparing a follow-up and evaluation program.

### γ, Generations free of smoking plan

A global survey of smoking among youth in Jordan, conducted in 2002, showed that 25% of males and 14.8% of females are smokers. Therefore, a plan called Generations without smoking was set down, which targets the age group (13-15) years.

#### Objectives

To provide sufficient information on smoking to the youth and to empower them with skills to avoid it.

To encourage the youth to quit smoking.

To build the capacity of a group of Peer Trainers to support and expand in the program.

#### Activities

Preparing a training manual for health educators and school teachers.

Designing transparencies to use in health education sessions and group discussions.

Preparing educational and entertainment material (posters, brochures, games).

Training of trainers and health educators (teachers) to train the students, who in their turn will train their colleagues (peer education).

### ξ, Community school project

The student is the core element of this project. With the support of the health educator and teaching staff, he/she will be introduced to health issues in the school, family, and community, find proper solutions, and look for support from the public and private sectors. The target age group is (10-17) years.

#### Objectives

To provide health information to students, teachers, and families according to community priori-

ties.

To involve students, teachers, and families in health projects in their communities through participating in specifying priorities and setting a suitable action plan with health educators.

To empower students to play a major role in protecting their health and that of others through effective social participation.

### **Activities**

Providing a manual on the desired societal work within the family and community.

Training health educators in the directorates of health.

Training students to train their peers.

Implementing community health projects in cooperation with students and their supervisors who are responsible for health awareness raising in various areas.

## ◦, Dental health awareness in schools

The goal of this program is to upgrade dental health of the age group (6-8).

### **Objectives**

To teach children how to brush their teeth.

To acquaint them with the causes of tooth decay and the kind of food which is good for the teeth.

### **Activities**

Designing childrens games which indicate the importance of brushing the teeth and the kind of food which is good for the teeth.

Preparing diagrams on prevention of tooth decay.

Organizing dental health awareness sessions for children.

## ↵, Nutrition strategy for students

The goal of this project is to upgrade the nutrition habits of students of the age group (7-18), since it has a positive effect on their health and integrated growth.

### **Objectives**

To introduce students to nutritious food and its effect on health and growth.

To have children get used to eat nutritious food through providing their families with meals and conducting awareness sessions.

To encourage students families to buy iron-fortified bread and use iodized salt.

### **Activities**

Training health cadres.

Providing educational material.

Assessing and following up the impact of awareness programs on following sound nutrition habits.

## ↵, Electronic Health Academy Project

On the initiative of the World Health Organization (WHO) in Geneva on the usage of e-learning in enlightening and educating students about health issues, Jordan and Egypt have been selected for the implementation of this project to be internationally disseminated later if successful.

Twenty-one schools from the public and private sectors and the schools affiliated to the Armed Forces throughout the Kingdom have participated in this project. These schools include students

aged (12-16) years, the target category for this project. HIV/AIDS and smoking have been selected by a joint committee of the Ministry of Education and the Ministry of Health as training topics.

The scientific health material for both subjects has been prepared electronically using CDs, and teachers have been trained for this purpose in cooperation with WHO and SISCO.

Before implementing this project, an evaluation of the target students from selected schools have been made by a non-governmental voluntary party (Jordanian Hashemite Fund). Students from grades 7 to 11 have been trained on both subjects. Afterwards an evaluation has been made where an increase in student interest in and response to the objectives of the scientific health material were observed, which were reflected in their performance in the classroom. To spread the benefits, the school broadcasting was used and wall magazines were issued on certain academic subjects.

## Youth Projects and Programs of the Ministry of Social Development for the Age Group (6-18)

There are 252 public, private, and voluntary institutions which offer social, educational, and recreational services, and rehabilitation and care programs for the low-income groups, orphans, the handicapped, the elderly, juveniles, and victims of family disintegration.

The criteria of accepting children and the handicapped in social care institutions, as well as the licensing criteria of these institutions, are revised and updated.

Family awareness raising for proper response to the physical, social, and psychological needs of children, through parenting programs with UNICEF cooperation.

The project of inclusion of at-risk children in their communities in order to provide protection, social care, and rehabilitation to juvenile delinquents, in cooperation with Questscope.

Training and rehabilitation of those with special needs and their families, and provision of medical and educational services in order to integrate them in society through special programs.

Participation in applying the provisions of The Juvenile Behaviour Control Law to protect them from the dangers of drugs, alcohol, begging, and homelessness.

Increasing the cooperation and coordination among the parties concerned with the phenomenon of begging, raising social awareness, and campaigning to abate this problem.

Participation in the amendment of The Juvenile Law whereby it serves the youth.

Controlling and following up the places where the youth gather to play electric games.

Participation in the First National Conference on the Declaration of the National Strategy for Drug Combat in 1999.

Providing opportunities for training, rehabilitation, and easy, no-interest rotating loans to all low-income groups, in order to raise their standard of living through micro projects.

Organizing counseling and educational programs for the unemployed youth on the culture of shame.

Participation in the preparation of The First Report on Human Development in Jordan of the Year 2000, which tackled issues such as: the conditions, attitudes, and aspirations of youth, youth and education, youth- labour-economy, youth and social inclusion and policy implications concerning human development in Jordan.

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