



Jordan

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Dr Tayseer Al-Nahar Al Noaimi has been the Secretary General for Educational & Technical Affairs in the Ministry of Education for The Hashemite Kingdom of Jordan from 2004 to 2007. He previously served as Vice-president, National Center for Human Resources Development (NCHRD) from 1997 to 2004. Dr Al Noaimi's academic career includes the positions of Professor and Associate Professor at Al-Balqa Applied University, Jordan, United Arab Emirates University, Mutah University, Jordan and Senior Researcher at NCHRD. Born in Irbid in 1955, Dr Al Noaimi is married with 4 children. He holds a Ph.D. in Educational Psychology from the University of Pittsburgh, an M.A. from the University of Yarmouk, and a B.A. from the University of Jordan.

Inclusive education

I am pleased to contribute this message on inclusive education to the 48th International Conference on Education. The nurturing, development and protection of human resource capital is a prime concern for every nation. As we try to improve the quality of education and training for our citizens, the improvement and reform of education is a pervasive and persistent economic and social theme for all countries in both the developed and the developing world. Our world is changing rapidly, whatever our location and wherever our location, and the large scale and highly significant technological changes in the last quarter of the twentieth century have changed the dimensions of life and work in all aspects of life for all societies. As we move further into the 21st Century, many of these changes are increasing in pace and impact and therefore creating enormous pressure for greater economic competitiveness.

With regard to the purpose of inclusive education we can agree on many things. In all countries, there is a need to educate responsible citizens with a sound spiritual, physical, mental, moral and social character who accept responsibility and pursue meaningful and productive goals and opportunities, and the desire for skilful workers, capable of meeting national and global requirements and standards, to be equipped to face the economic, social and technical challenges of the 21st Century. We also agree on the need to include our people, young and older, to the best extent possible, within an expansive net of opportunity for learning for all. We must try harder, and more effectively and efficiently, to create and deliver education programs for inclusion, according to needs, abilities and aspirations. In this respect we can learn from each other about strategies and programs, systems, links and transitions, policies, and approaches to teaching and learning for inclusive education.

Jordan has actively and progressively sought, under the inspired leadership of His Majesty King Abdullah II, to meet the needs of students who are not currently well served by the education system. Specifically, His Majesty has provided direct leadership in supporting education needs for gifted students and for the students



with learning disabilities. Within the next five-year education reform investment program in Jordan, specific emphasis will be placed on initiatives that seek to significantly improve education programs and services for all areas of special needs education. On the basis of our experience we have some successes to share. Given the persistence challenge of inclusion, we have much to learn from others' successes.

In this spirit, I am pleased to participate in this venture and the 48th Conference. The theme of inclusive education is of global importance and I am sure that we will benefit greatly from the stimulating and satisfying interchange of ideas and approaches with our international colleagues to help us all move more decisively from vision to practice in the improvement of the availability of quality education for all.