



# National Education Strategy

## *Executive Summary*

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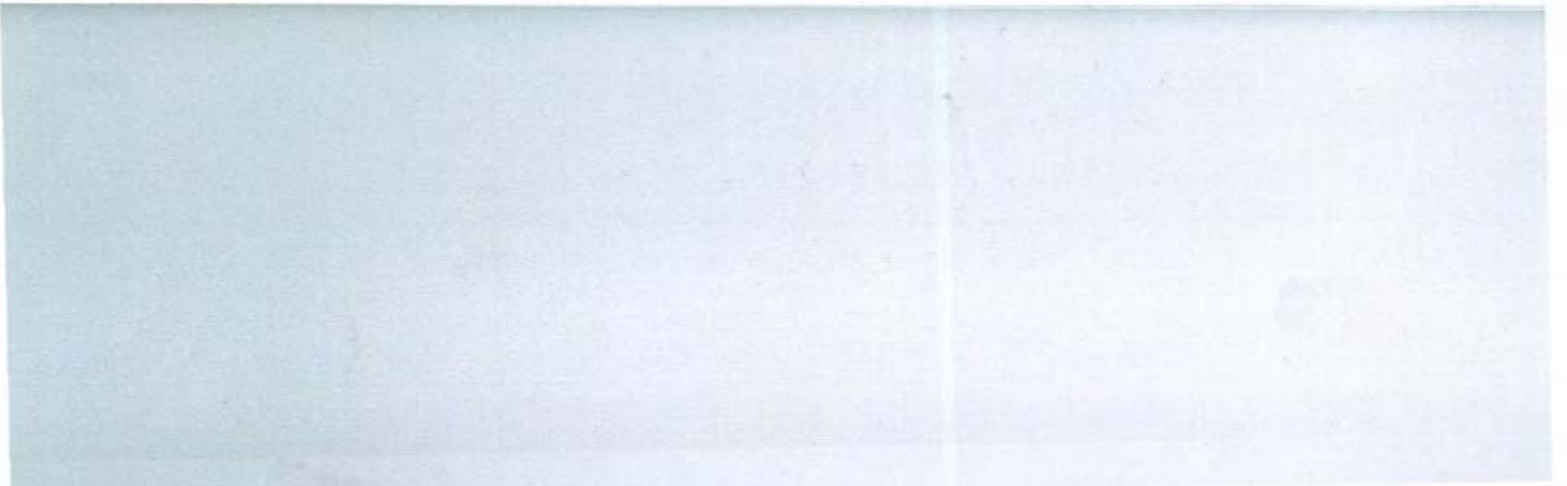
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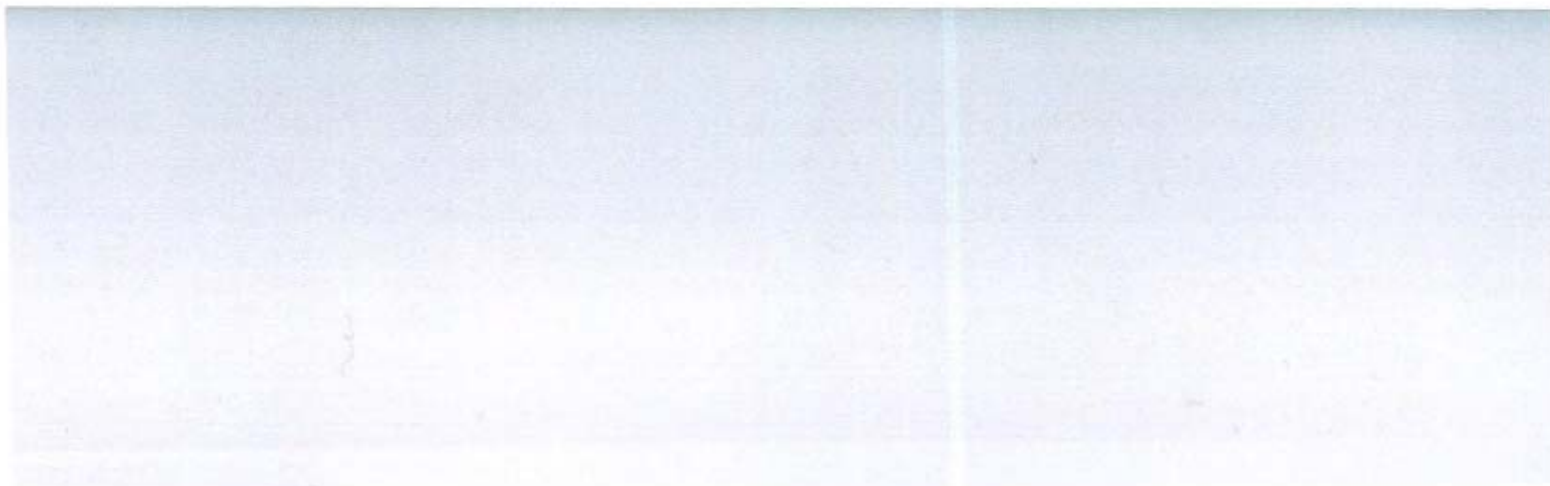
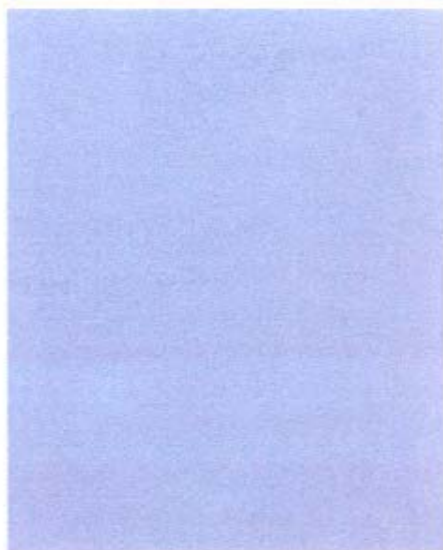
2006



*The National Education Strategy*

**Ministry of Education  
Directorate of Educational  
Research and Development**

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His Majesty King Abdullah II Bin Al Hussien



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## Preface

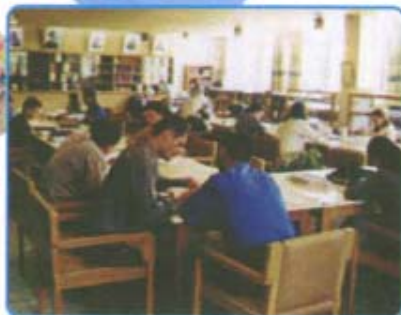
The Ministry of Education is pleased to issue this shorter version of the *National Education Strategy* 2006, which has the aim of achieving two main objectives:

- Guiding the operations of the Ministry of Education for the next five to ten years as it implements annual development activities.
- Identifying the strategies, mechanisms, and methods to achieve the Vision and Mission.

These objectives are to be achieved in accordance with the general philosophy, goals, and policies of the education Act No. 3 of 1994, regarding the intellectual and national bases of the Jordanian educational system and policy.

This Strategy is the consequence of deliberations concerning the importance of human resources development for the future of Jordan in order to achieve integrated economic and social development and to implement His Majesty King Abdullah II's directives. These Royal directives focus on the importance of a competitive national economy at world levels.

We hope that this Strategy will achieve its goals in orienting the programs and practices of teaching and learning to provide students with the skills required for success in the Knowledge economy.



### **Vision**

Provide all people with lifelong learning experiences relevant to their current and future needs.

### **Mission**

Create and administer an educational system based on 'Excellence'.

## One: THE VISION AND MISSION FOR NATIONAL EDUCATION

The national Vision and Mission for Education, developed and endorsed in late 2002, states the desired direction for general education in the country. Two major consultative documents helped shape the national vision and set directions for educational reform initiatives spanning kindergarten to lifelong continuing education.

- *Jordan Vision 2020*
- *2002 Vision Forum for the Future of Education*

The overall strategy proposed by the Forum was endorsed by the Economic Consultative Council (ECC) in October 2002.

**The National Development Strategy and the Forum results were integrated into specific development plans.**

- *Social and Economic Transformation Plan*
- *General Education Plan 2003-8*
- *Education Reform for Knowledge Economy (ERfKE I) Program,*
- *Jordan Education Initiative (JEI)*



### Vision

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

### Mission

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



## Key Principles

- The philosophy of the Jordanian education system is based upon the Jordanian constitution, the Islamic Arab civilization, the principles of the Great Arab Revolt, and Jordanian National Experience.
- Jordanian education must be responsive to both current and future needs and support social and economic development of the country.
- A quality education system enables universal access to educational opportunity, equality in the delivery of educational services, and to the benefits of modern information and communication technology.
- A quality education system provides the best in teaching and learning and promotes high levels of student success as measured by a system of performance indicators based on standards embedded in learning outcomes.
- The Vision and Mission must be consistently and firmly integrated into the development of policy and decision-making and must inform all levels of educational planning.

## Strategies

**To promote the understanding and use of the Vision and Mission statements, the Ministry will:**

- Ensure that the Vision and Mission statements are discussed, understood, and validated with a broad-base of key stakeholders to achieve a shared understanding of and commitment to them and that consensus is built for the goals and priorities of general education.
- Use the Vision and Mission to guide plans, efforts and investments in the reform and improvement of the educational system.
- Regularly update and align the Vision and Mission statements with the requirements of the economy and society and the context within which the general education system operates.

## Two: GOVERNANCE, MANAGEMENT AND LEADERSHIP

The Ministry of Education will manage the education system by appropriately delegating authority and responsibility, facilitating cooperative partnerships with communities and the private sector, and by being informed by current and reliable information about the state of the system. This distributed leadership approach will move the emphasis toward the monitoring of the quality of performance and away from the monitoring of task completion.

### Key Principles

- Visible and pervasive leadership from MoE senior management is critical for the success of educational reform supported by the commitment to and ownership of educational change plans and strategies by the Ministry of Education's Directorates.
- The primary component of the education system is the school and the key educational leader is the principal.
- Those who are most affected by decisions are the best placed to make those decisions.
- The key role of the MoE is to manage knowledge and innovation at a strategic and policy making level.





## Strategies

To promote good governance, management, and leadership the Ministry of Education will:

- Set performance standards throughout the system and recognize effective performance at all levels of the system, particularly the performance of teachers and administration.
- Delegate, devolve, and decentralize decision-making in order to ensure transparency and closeness to those affected by decisions.
- Construct plans and budgets annually based on objective analyses of evidence, management information, performance indicators, and cost-benefit analysis.



## Three: THE LEARNER

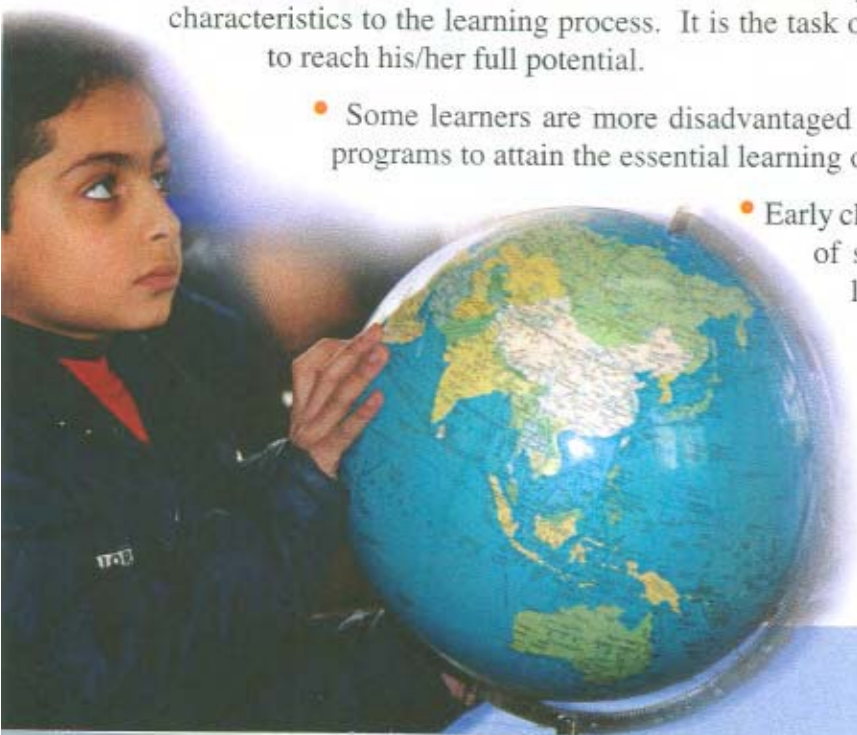
All learners, regardless of gender, ethnicity, or economic status will have universal access to educational opportunity and in which there is equity in the provision of services and the tools of modern information and communication technology.

As the new vision for education for a knowledge-based economy includes early childhood education, those who have not completed formal basic education and lifelong learning opportunities for all.

The Ministry is committed, within its means, to providing programs for gifted learners, learners-at-risk, learners with physical, emotional, or mental disabilities, learners in small, rural, and remote communities, and learners with different cultural and religious backgrounds and beliefs, it realizes the challenge of doing so with limited financial resources

### Key Principles

- Learners have different abilities; learn in different ways, and at different rates. They bring unique characteristics to the learning process. It is the task of the educational system to assist each learner to reach his/her full potential.
- Some learners are more disadvantaged than others and require special strategies and programs to attain the essential learning outcomes.
- Early childhood education generates greater likelihood of success in the early grades for the individual learner and thus social and economic benefits for society.





## Strategies

In order to promote access and equity in the delivery of education to all learners, the Ministry will:

- Deliver low-cost, high-quality, educational delivery systems that will enable all learners to achieve the essential learning outcomes using a variety of methods and resources including ICT.
- Expand quality early childhood education starting with Kindergarten II, particularly for poor, rural, and remote areas, as a means for increasing the preparedness of children for basic education.
- Make provision for students with special needs, including those with physical or mental difficulties as well as gifted students through diagnostic testing, specialized programs, and resources for support.



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## Four: CURRICULUM AND ASSESSMENT

The curriculum is at the center of the educational system since it expresses what is to be learned by students and curriculum renewal is a core element of Jordan's educational change strategy. All other educational and management processes are directly linked to and supportive of curriculum reform. The curriculum embodies the core values and beliefs of Jordanians as well as the vision for the future of the society. Therefore, changes to curriculum, assessment, and resources will be reflective of national and cultural goals that are translated into knowledge, skills, and attitudes a learner must acquire at the school level. New curriculum will also be supported by appropriate teacher practice in instruction and assessment, and supported by the best and most appropriate resources for learning. The essential impact of Jordan's attempt to improve education systems will be the impact on student achievement and the correlation between that achievement in schools and subsequent achievement in post-secondary education and the workplace.

**The curriculum embodies the core values and beliefs of Jordanians as well as the vision for the future of the society.**

### Key Principles

- The curriculum prepares students for life after school and includes life, employability, and citizenship skills, and preparation for post-secondary education.
- The assessment of learning informs the design of instruction and provides continuous information on performance to the student.
- The curriculum supports the acquisition of Knowledge Economy skills in communication, management of information, use of numbers, critical thinking, creativity and innovation, problem solving, personal management, and teamwork.
- The acquisition of higher order skills – analysis, synthesis, evaluation, and application is part of the essential learning outcomes, and serves as the basis for assessment strategies.





## Strategies

In order to use the curriculum to its maximum effect, the Ministry will:

The acquisition of higher order skills – analysis, synthesis, evaluation, and application is part of the essential learning outcomes, and serves as the basis for assessment strategies.

- Ensure appropriate assessment of students' achievement of learning outcomes, including provision of feedback to the student, the teacher, and the educational system for the purposes of improving learning in accordance with international and national assessment criteria and processes. National assessments will test a broad array of intellectual skills, including higher order thinking and problem solving skills, and all curricula will be referenced to standards.
- Ensure that the learning outcomes and core curriculum are derived from the *General Framework for Curriculum and Assessment* and are aligned with the Vision and Mission statements and national goals of the educational system.
- Reform curriculum to balance traditional subject matter with learning process outcomes that make effective use of ICT and that engender knowledge creation and management.
- Revise vocational programs and courses in order to fit current and projected needs of the labour market and the national vocational training system.
- Emphasize national moral and religious education and Pan Arab culture as well as requirements for mathematics, science, and the applied disciplines that are aligned with international standards and the marketplace.
- To Emphasize on gender roles, and their impact on the national sustainable development in Jordan.



## Five: SUPPORT FOR LEARNING IN SCHOOLS

The learning outcomes and methods of instruction determine the human and material resources needed to produce effective learning. Resources and support for learning include materials, experiences, equipment and technology, and teachers, administrators, and support staff.

The changing role for teachers requires new knowledge, skills, and attitudes and teacher preparation and training will occupy a higher priority within the investments of the educational system. Teachers will not only be able to perform their new roles but will be recognized for performing their new roles with excellence.

### Key Principles

- The general and specific learning outcomes determine the type and quality of learning resources to be provided.
- Student learning and teacher success are enhanced when teachers and students have access to a variety of learning resources including e-learning resources.
- Curriculum implementation and student achievement will be supported by teacher preparation, training, coaching/mentoring and supervision, and sustainable professional development activities.
- Nationally accepted standards of practice will be the basis for training and professional growth programs for teachers, supervisors, and principals.

### Strategies

**In order to maximize the use of supports for learning, the Ministry will:**

- Review, analyze, and consolidate all resource and support requirements to ensure successful curriculum implementation.
- Adopt international standards as the criteria for the application and use of ICT as a tool and as resources for learning.
- Promote teachers, principals, and supervisors based upon demonstrations of competence on standards of practice.

**Teachers will not only be able to perform their new roles but will be recognized for performing their new roles with excellence.**





## Six: THE LEARNING ENVIRONMENT

**The learning environment consists of school buildings, equipment, and surrounding grounds. Learning environments that are safe, healthy, and conducive to learning, with appropriate ICT connectivity and equipment provide the optimal conditions for holistic growth and development of learners.**

The provision of effective environments for learning is a primary investment in the future of the country and students who learn in environments that support learning will be more able to contribute to society in the future. The most effective learning environments address the physical and social well-being of students.

### Key Principles

- For students to learn, school facilities must meet minimum standards of quality including safety and cleanliness.
- Class size, timing of classes and space per student have an impact on students' learning.
- Local community involvement in decisions concerning the design and improvements in the learning environment will strengthen local commitment and contribution to the establishment of positive places for learning.

### Strategies

**To promote the best in learning environments, the Ministry will:**

- Engage students, teachers, principals, and the community in contributing to the development, implementation, and maintenance of effective, safe, caring, and healthy learning environments.
- Allocate financial resources to priority learning environment issues (i.e. unsafe, unsanitary, and unhealthy situations).
- Develop and implement a long-term plan to fund, maintain, refurbish, and replace the information/communications equipment currently being supplied to schools.
- Expand Early Childhood Education, starting with Kindergarten II, particularly for disadvantaged populations in rural and remote areas.



## Seven: FISCAL RESPONSIBILITY AND ACCOUNTABILITY

Improvement in the quality of education must be achieved at a cost that is affordable and sustainable. Considerable capital and recurrent investments are required to fund the growth of the education system as well as the costs for the major restructuring of the entire system.

### Key Principles

- Basic compulsory education provided at no cost to families and children is fundamental because the social and economic benefit to the country of an educated workforce is critical to its survival and growth.
- To achieve affordability, all resources need to be used as effectively and as efficiently as possible through a sound process of regular planning and budgeting.
- Partnerships with local communities, non-governmental organizations and agencies, and the private sector can assist in reducing the financial burden of public education.



### Strategies

**To promote efficiency, and effectiveness, the Ministry will:**

- Prioritize current expenditures according to the general policy and strategic objectives required to achieve the goals and objectives of the education reform.
- Analyze current and proposed reform projects for initial purchase, maintenance, recurring costs, replacement costs, and support costs to guide decisions on budget expenditures.
- Design and implement educational delivery, support, and management systems that are of high quality, cost efficient, sustainable, and effective.



## Eight: PARTNERSHIPS AND LINKAGES

Understanding and ownership of public education is critical in any society that is seeking to transform itself into a knowledge economy through education reform. The Ministry will seek and use opportunities to engage stakeholders, partners, and civil society in the debate about education reform in general and specific major initiatives within the reform process. There are many potential values and benefits of partnerships in expanding and enhancing key areas of reform, such as development of curricula, training of teachers, production and implementation of learning resources, and connectivity of schools.

### Key Principles

- Partnerships between public schools and parents, families, and local communities are important to the success of any major educational reform.
- Expansion of opportunities for life-long learning is dependent upon cooperation and partnership with other ministries and national and international agencies.
- Partnerships between the Ministry and local and international businesses will provide opportunities for mutual benefit and support.

### Strategies

**To promote partnerships and linkages, the Ministry will:**

- Institute a partnership process at a community level that engages students, parents, teachers, and school managers along with social and business leaders, and employers.
- Develop and maintain a process for national communication and consultation on reform directions and activities with stakeholders, partners, and civil society at a national level.
- Explore and develop further partnerships with national organizations, countries in the region, and regional and international organizations and agencies to further the cause of quality education for all in Jordan and contribute to regional educational, social, and economic development.



# National Education Strategy

## CONCLUSION

Achieving HM King Abdullah's ambitious vision for the future of Jordan requires that government and society work together for the benefit of the country's children. Education is the bedrock of human resource development and a driving force for Jordan's future. The National Education Strategy is the expression of the transformed education system and has been gathered through extensive input from all aspects of the education system and society. The Ministry of Education will actively use the Strategy to develop policies, plans, and budgets for education in order to realize the future stated in the Vision and Mission statements. The Ministry will also work with its partners to keep the Strategy itself under constant review to ensure that it continues to improve the quality of education and to bring into being students who have attitudes and skills required to succeed in the economy based on knowledge.

