



The National Report on Adult Education in Jordan

**Presented to the Sixth International
Conference on Adult Education**

**Managing Directorate of
General Education and Students' Affairs**

Directorate of General Education

Division of Non-Formal Education



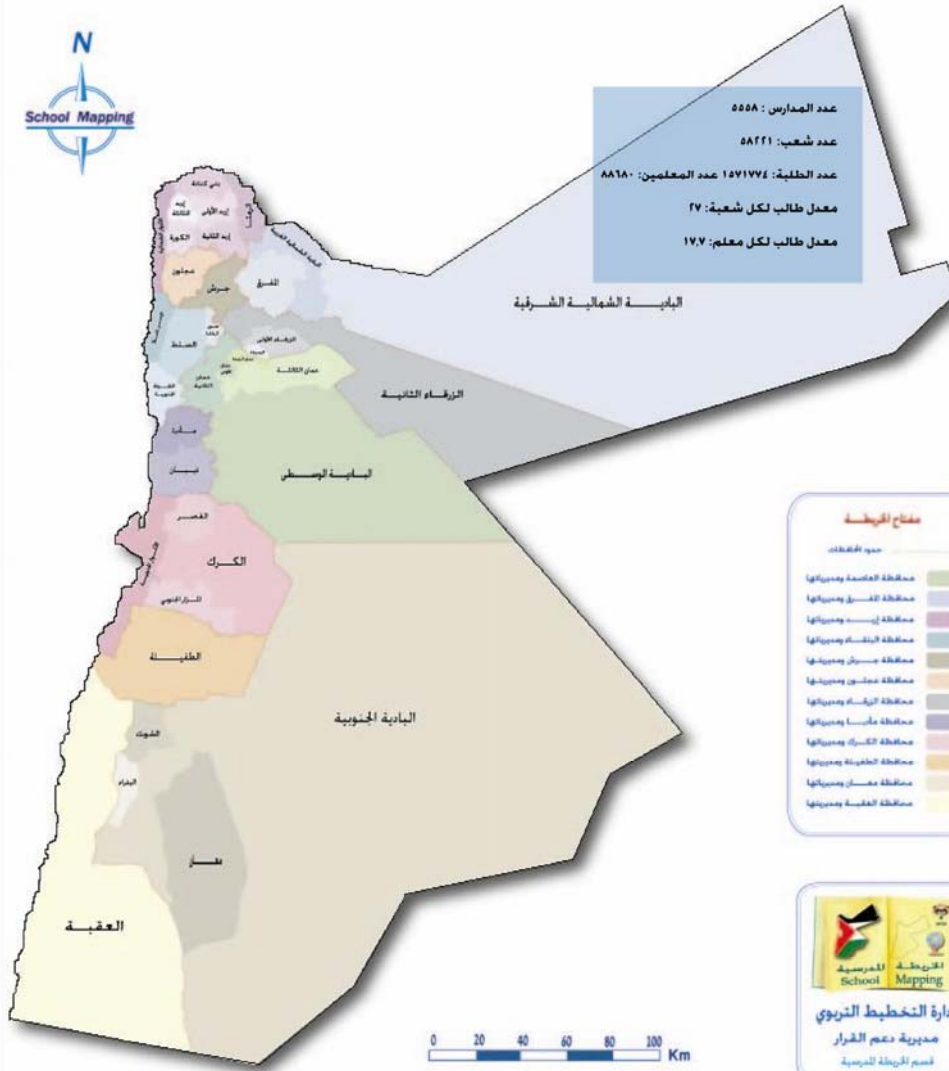
مديريات التربية والتعليم

في المملكة الأردنية الهاشمية

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A Report Presented to the Sixth International Conference on Adult Education

1.1 Background :

Jordan is located in the heart of the Middle East with an area of (89.342) Km² .More than (78.4%) of the total area is “Badia” or semi-desert. The population of Jordan is about five millions, four hundred and thirty seven thousand, (2.821.100 males and 2.651.900 females). About (82.3%) of the population live in urban while about (17.7%) live in rural areas.

Jordan is a country of scarce natural resources. The rate of population growth is considered high although it went down from (3%) to (2.3%) in 2005, and also the natural increase rate went down from (2.3%) in 1999 to (2.1%) in 2005. Regarding the age structure, Jordan is considered a young society, as (37.3) of the population are under 15 years old. The qualitative structure of the population indicates that the number of males’ is high and, in comparison for every 100 females, there are (106.4%) males in 2005. The number of males exceeded that of females in all age groups. This is due to the international immigrations caused by the war in the nearby areas, especially the wars in Iraq, which have caused the forced immigration of males from the neighboring countries to Jordan.

All these challenges made the investments in Human Resources the purpose and a crucial goal for sustainable development plans. It is proposed that the quality of this investment is that it will bridge the gap of low natural resources and promote all opportunities to achieve the quality of economic life of the nearby and international markets. The Hashemite Kingdom of Jordan accepts this demographic gift which ensures that it will also have the responsibility of preparing its citizens to assist in the investment in this phenomenon.

In comparison with other third world countries, especially non-petroleum countries, Jordan occupies an outstanding position in the human development criteria, given the limitations of Jordan’s natural resources and Gross National Product. This is shown in the fact that the death rate of newborn children went down from (29) for every (1000) in 1999 to (24) in 2005. Moreover, the life expectancy rate for males and females went up from (69) in 1999 to (71.5) in 2005. The women’s fertility rate in the age group (15 to 49) has declined from (3.8%) in 1999 to (3.7%) in 2002, of which (3.5%) are in the urban areas and (4.2%) in the rural areas. This is due to the improvements in the standard of living and health conditions for the population, as the expenditure of the public sector was (4.3%) of the Gross National Product in 2005. The Ministry of Health budget out of the total government budget was (4.3%) in 2005, where the partial and fully beneficiaries of health insurance reached (70%) in the same year, whereas the gross health expenditure per capital was (187\$) in 2005.

In 2005, the percentage of poverty and unemployment was (14.2%) and (14.8%) respectively, as the latter reached (12.8%) for males and (25.9%) for females. The percentage of raw economic activity was (23.9%) in 2005. The rate of Gross National Product growth in the constant and current market prices was (7.2%) and (11.5%) respectively. The gross health expenditure per capita went up from (JD 1,080.2), approximately (US 1.523.1.), in 1999 to

(JD 1,649.1), approximately (US 2.325.231.), in 2005. The exports reached about (JD 4.5 billion), approximately (US 6.5 billion), and the imports were (JD 8 billion) approximately (US 11.5 billion).

The percentage of tax revenues reached (58%) of the total revenues of 2005. The general expenditure was (JD 3.104.6 billion), approximately (US 4.377.5 billion), in 2005. The expenditures on the education sector amounted to (JD 388.735 million), approximately (US 588.116) in 2005. The percentage of the Ministry of Education's expenditure as a percentage of overall government expenditure was (10.9%) in 2005, and the cost per student was (JD 352), approximately (US496.3) in the same year. The government expenditure on education was (4.3%) of the Gross National Product in the current prices in 2005. The percentage of the current and capital expenditures from the Gross National Product, for education, in current expenditure was (3.7%). The Ministry of Education's expenditure reached (JD 336.904 million) in 2005, approximately (US 475.035 million), (75%) of which are the teachers' salaries.

1.2The Educational System in Jordan

Vision

The Hashemite Kingdom of Jordan has a competitive human resource system of a quality that provides 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 and 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 heritage.
- 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 opportunities, equality in the delivery of 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.

1.2.1 Strategies

To promote 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 and commitment and build consensus 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.
- Activate the role of the Board of Education as the main concerned party in the general education policies in Jordan to be capable of effectively and efficiently managing the educational system and building up institutional capacity in the Ministry of Education.

1.2.2 Legislations

The educational legislations are one of the most important elements of the educational system. These legislations orient the behaviours of the employees and those related to the activities of this system. Moreover, these legislations emphasize the previously mentioned principles, define and orient the goals of the educational institutions towards continuous development and urbanization of humane societies.

Since the Hashemite Kingdom of Jordan believes in the right of education for all, the Jordanian Constitution, issued in 1952, has guaranteed this right, and its articles related to education have stated the following:

- Article (2/6): The government shall ensure work and education within the limits of its possibilities and it shall ensure a state of tranquility and equal opportunities to all Jordanians.
- Article (19): Congregations shall have the right to establish and maintain their own schools for the education of their own members provided that they comply with the general provisions of the law and be subject to the control of the of Government in matters relating to their curricula and orientation .
- Article (20): Primary education shall be compulsory for Jordanians and free of charge in Government schools.

Since the Ministry of Education has been actively positive on implementing compulsory education and developing its related regulations, it has issued several legislations starting with the legislations of Act no.(2)/1939 which defined the general framework for promoting the compulsory education system and ending with Act no. (3) /1994 that emphasized the following aspects:

- Defining and organizing the philosophical, physiological, cognitive and social bases of education.
- Defining the general and specific educational goals in terms of educational stages.
- Expanding Basic Education to include the first ten grades.
- Dividing educational stages into three stages as follows:

(a) Early Childhood Education: (two years),(b) Basic Education: (ten years), (c) Secondary Education: (two years). The Education Act has introduced the kindergarten stage as a formal but not compulsory stage in the educational ladder, whereas Basic Education is compulsory and free of charge, Secondary Education is also free but not compulsory.

A number of regulations, directives and standards emanated from this Act and were developed with the aim of achieving the “Education for All” goals.

Adopting the six goals of Dakar Conference on "Education for All.

The Ministry of Education (MOE) designs policies and takes appropriate procedures to achieve these goals since they are common with its goals. It spared no efforts to reduce the percentage of illiteracy in the last few years and still aims to reduce this percentage to reach 50% by 2015. Moreover, MOE prepares diverse programs to provide a high-quality and advanced education for males and females equally in order to eliminate illiteracy especially among females, as this kind of illiteracy is attributed to social factors.

1. Policies and Legislations

Many of the educational legislations in Jordan were updated in line with the frameworks and contexts of the legislations, policies and laws which were set in the Fifth International Conference on Adult Education in 1997.

These updates include the following:

First: In 2005, a new system on adult education and illiteracy elimination was issued. A committee for adult education and illiteracy elimination was formed at the Ministry of Education headed by the General Secretary of Education and Technical Affairs and consisting of four managing directors, Secretary of the National Commission for Education, Culture and Science, director of schools affiliated to the Military Culture, director of General Education at the Managing Directorate of General Education and Students' Affairs, a representative of the Ministry of Social Development, a representative of one of the private and social institutions, two field directors, and the head of Non-formal Education Division.

The committee has the following responsibilities:

- a. Setting the general policy of adult education and illiteracy elimination centers and approving their plans.
- b. Approving the programs of adult education and illiteracy elimination centers and developing their curricula and programs on awareness of the importance of adult education and illiteracy elimination.
- c. Coordinating with the parties working in the fields of adult education and illiteracy elimination in any public or private sector in the Kingdom and similar organizations in Arab countries and foreign countries.

Learners in these centers are classified into levels through a placement test conducted by the teachers in these centers according to the approved curriculum for each level and to the procedures that identify these levels. **According to this system, these levels are divided into:**

1. Beginners Stage: The duration of this stage is (16) scholastic months (i.e. two scholastic years) to reach fourth grade level in formal education.
2. Followers Stage: The duration of this stage is (16) scholastic months (i.e. two scholastic years) to reach sixth grade level in formal education.

This new system increased the premiums of the employees compared with those defined in the previous system for the year 1980.

Second: Instructions of adult education and illiteracy elimination centers for the year 2006 were issued to explain some items of adult education and illiteracy elimination system (for the year 2005) and allow opening adult education and illiteracy elimination centers whenever there are ten learners available at the age of 15 years old or more. Learners do not pay fees and are provided with the required textbooks and stationery needed. Moreover, learners' circumstances are taken into consideration when setting the working hours of the center. Each center is independent regardless of the number of centers in each area.

The instructions determined that the centers start working on the 8th of September of every scholastic year which is the International Literacy Day. The approval for opening new centers continues for a month after that date. During the working hours, there is a semester holiday for one month. It is worth mentioning that the duration of the three daily periods (except Friday and Saturday) is two hours and a half; fifty minutes for each period.

Teachers in these centers should hold a community college diploma at least and be approved by the field director; otherwise the approval of the Ministry of Education is needed. Furthermore, teachers are not allowed to teach in more than one center.

The curricula include: Islamic Education, Arabic Language, Arithmetic, Cultural Studies (for the beginners stage), an Introduction to English Language and an Introduction to Computer Use (for the followers stage).

Learners have final examinations at the beginning of June and they are eligible to set for them if their total attendance is 50% or more. If they pass, at the end of the beginners' stage, they are awarded accredited certificates and are considered literate. At the end of the followers' stage, learners are also awarded accredited certificates and will not be considered illiterate again.

Field directorates provide the Ministry of Education with the information and the statistic data on the centers, employees and learners.

Third: Adult education and illiteracy elimination has two streams: scholastic and vocational so the instructions of vocational courses issued in 2004 stated that these courses should be held in any education institutions. These courses aim at providing trainees with the minimum information and technical skills they would need in their life, in addition to strengthening continuous interaction between the center and the local community. Courses are held whenever there are ten learners or more available for every section. Hours of programs are organized in a way so that they do not exceed 10 hours per week. The total hours allocated for each program are (30-40) hours. Enrollees are awarded accredited certificates if they complete the theoretical and training requirements of the course and their attendance is not less than 75% of the course allocated hours. They pay (JDs 20) as fees for their participation in the course and for the certificates. Moreover, trainers, heads of centers and cleaners are also rewarded by the MoE.

Community education centers were founded according to the new instructions that were applied on 4/11/2004 (instructions for the year 1982 were abolished). The goals of these centers are to reduce illiteracy percentage, promote comprehensive development and eliminate poverty and unemployment. The objectives of these centers are to provide the enrollees with handicrafts (such as sewing & tricot, barber's trade & cosmetology, food industries, weaving carpets and flower assortment ...etc.), in addition to providing them with basic academic skills, i.e. reading, writing, arithmetic and cultural studies. Fourteen centers were founded all over the country since that date.

In order to achieve education for all, the Ministry of Education has opened evening centers in its institutions for those who were not able to join schools or continue their formal education to complete their study and acquire vocational skills. It set the bases of opening evening centers to carry out a program on enhancing awareness of the drop-out students starting from the mid of 2007. The program

aims at helping learners acquire positive behaviors, traditions, attitudes and different values and providing learners with better life opportunities.

Learners' age should be within the age category (13-18 for males) and (13-20 for females). They should not be enrolled in education at all or if they are dropped out of school and can not return to formal education. Subjects taught in these centers are: Arabic Language, Mathematics, Islamic Education, Cultural Studies, and Communication Skills in English Language and Basic Skills in Computer. Eighteen sessions are held weekly, each lasts for 45 minutes. Learners finish the program in 3 semesters, the duration of each is 8 months which is divided into two levels (4 months for each level). When they pass, learners get a document equal to tenth grade which allow them to enroll in the Vocational Training Corporation as professional workers.

2. Goals and objectives

Jordan's commitment to the principle of the "Right to Education for All" stems out from the Jordanian Constitution and the act of Education which emphasizes the right to equal education opportunities. Accordingly, the Ministry of Education has set out legislations that guarantee the provision of education for all. Compulsory education for the first 6 grades was decided in 1952 and was extended to 9 years in 1964 and to 10 years in 1988. These legislations were accompanied with tangible expansion of education institutions throughout the Kingdom to accommodate all learners. The Ministry, by law, opens a class wherever and whenever there are at least (10) children are available, and has set out measures to decrease drop-out rate which declined to (0.47%) in 2003/2004. Net enrolment ratio in basic cycle reached (96.52%) in 2004/2005.

The Ministry of Education has currently embarked on an ambitious reform project "The Education Reform for Knowledge Economy Project" which aims at transforming education towards knowledge-based economy that will result to the provision of skilled workforces capable of responding to a labor market needs. This project consists of several components that cover all aspects of the education system; administration and governance, programs and practices, quality learning environment and early childhood programs. In parallel, the Ministry of Education and the NGOs have continued to open adult learning centers throughout the Kingdom. It is worth mentioning that the Ministry opens adult and illiteracy centers in every community whenever 10-15 learners are available in order to bring back the adults who missed the opportunity to join the main course of education and to help them pursue further education. This will assist to eliminate illiteracy and will have impact on all Jordan's development programs.

This Non-formal education program has been a success as it helped decreasing illiteracy rate amongst the age groups 15 and over from (67.6%) in 1961 to (8.9%) in 2006; (4.8%) of which are males and (13%) are females. The Ministry's goal is to decrease illiteracy rate to (5%) or less, by 2015 through expanding illiteracy elimination programs.

Parallel to that, the Ministry has adopted life-long learning principle to retain those who are got the 3Rs (Writing, Reading, and Calculating) skills through adding two years of follow up and through establishing evening classes' centers; summer centers and home studies program in order to prepare those are willing to sit for Tawjihi exam.

Such programs and aspirations came as a response to the recommendations of the World Conferences on Education for All held in (Jumetien, 1990) and in (Dakar, 2000), which emphasized the importance of the provision of basic education for all children through the expansion of basic education to include pre-school education, basic and non-formal education.

The goals and objectives of this type of education emanate from the philosophy and strategies of education in Jordan. This philosophy is based on respect for dignity and freedom of the individual, appreciation of the general public interest, social justice, equity and respect for freedom and democracy; it also embodies general objectives that are represented in good citizenship, development of dialogue skills, healthy individual growth at all levels and understanding of the natural, cultural, and social environment.

The specific objectives of non- formal education are represented in:

- Decreasing illiteracy rate by (0.5%-1%) per year to reach (5%) by 2015.

- Generalizing education through opening evening centers and expanding home studies.
- Raising education and cultural level of learners through opening summer centers in public schools.
- Producing trained labor forces which respond to the market needs inside and outside Jordan. To this end, the Ministry has organized vocational training courses to empower learners with the skills that enable them to find jobs and improve their socio-economic status.
- Developing legislations in line with formal education development objectives.

3- The Budget:

a. Detailed budgets allocated for Illiteracy Elimination Program within the allocations of Adults' Education and Illiteracy Elimination Programs at the Jordanian Ministry of Education.

Item	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)	1997 budget (by Thousands JDs)
Employees' rewards	200	180	180	120	150	150	200	130	130	130	316
Fuel	3	1	1	1	1	1	1	1	1	1	1
Stationary and Publications	11	12	12	10	10	8	10	10	10	10	10
Formal Tours	1	1	1	1	1	1	1	1	1	-	-
Others	3	3	2	1	1	3	1	2	2	11	12
Total	218	197	196	133	163	163	213	144	144	141	339

b- Budgets of Programs Funded by International Organizations

Year	Program	Funding organization	Funding By Dolar
2000	Designing and developing a number of practical methodologies and psychological measures of particular abilities of adults.	ALECSO	17470.48\$
	Preparing the national report for assessing "Education for All" activities.	UNESCO + NCHRD	11443.50\$
2001	None		
2002	Preparing the National Plan of "Education for All"	UNESCO	16799.43\$
2003	Establishing nine community learning centers (illiteracy elimination centers)	UNESCO	178000\$
	Celebrating International Literacy Day	UNESCO	3000\$
2004	Celebrating Education for All Week	UNESCO	3500\$
	National Workshop on illiteracy Elimination of marginalized groups for media officials	ISESCO	2000\$
	Establishing five community learning centers (illiteracy elimination centers)	UNESCO	49000\$
	Celebrating International Literacy Day	UNESCO	2500\$
2005	Celebrating Education for All Week	UNESCO	\$3000
	Promoting Non-Formal Education indicators	UNESCO	14.000\$
	Celebrating International Literacy Day	UNESCO	3000\$
	Revising and assessing Illiteracy Elimination Programs	UNESCO	5000\$
2006	Celebrating Education for All Week	UNESCO	2000\$
	Celebrating International Literacy Day	UNESCO	2500\$
	Project of Literacy Assessment and Monitoring Program (LAMP)	UNESCO	6500\$
2007	Celebrating Education for All Week	UNESCO	2000\$
	Preparing "Mid- Term Assessment of "Education for All"/ The National Report of Jordan	UNESCO	9000\$
	Celebrating International Literacy Day	UNESCO	4000\$
	LAMP project	CIDA	690.000\$

4- Achievements

1- Adult Education and Illiteracy Elimination Program

The following table shows illiteracy percentages of the age categories (15 years old) in the scholastic years (2001-2007)

Scholastic Year	Illiteracy Percentage		
	General	Males	Females
2001	11.0%	5.6 %	16.2 %
2002	10.3 %	5.4 %	15.2 %
2003	9.9 %	5.1 %	14.8 %
2004	9.1 %	4.5 %	14.1 %
2005	9.0 %	4.8 %	13.3 %
2006	8.9 %	4.8 %	13.0 %
2007	8.3 %	4.3 %	12.3 %

This following table shows the number of adult education centers and the number of enrollees by sex from 1997/1998 to 2006/2007

Scholastic Year	Centers			Enrollees		
	Males	Females	Total	Males	Females	Total
1998/1997	59	508	567	823	8293	9116
1999/1998	55	384	439	816	4505	5321
2000/1999	41	419	460	690	4001	4691
2001/2000	35	316	351	308	3444	3752
20012002	30	288	318	433	2876	3309
2003/2002	32	295	327	550	4130	4680
2004/2003	39	253	292	618	3582	4200
2005/2004	29	269	298	406	3415	3821
2006/2005	32	245	277	397	3163	3560
2007/2006	34	376	410	827	4809	5636

2- Evening Studies Program

This following table shows the number of evening studies centers and the number of enrollees by sex from 1997/1998 to 2006/2007

Scholastic Year	Centers			Enrollees		
	Males	Females	Total	Males	Females	Total
1998/1997	22	27	49	2440	2210	4650
1999/1998	15	22	37	1444	1259	2703
2000/1999	19	24	43	1571	1234	2805
2001/2000	21	22	43	986	774	1760
2001/2002	8	17	25	564	490	1054
2003/2002	8	11	19	526	320	846
2004/2003	6	4	10	355	118	473
2005/2004	5	4	9	280	111	391
2006/2005	3	3	6	148	79	227
2007/2006	2	-	2	150	-	150

3- This following table shows the number of beneficiaries from the evening studies program by sex from 1997/1998 to 2006/2007

Scholastic Year	Enrollees		
	Males	Females	Total
1998/1997	935	612	1547

1999/1998	892	368	1260
2000/1999	1762	581	2343
2001/2000	1815	812	2627
20012002	1691	656	2347
2003/2002	1523	572	2095
2004/2003	1161	587	1748
2005/2004	1229	619	1848
2006/2005	1464	717	2818
2007/2006	1079	466	1545

4- Summer Studies Program

This following table shows the number of summer studies centers and the number of enrollees by sex summer 1998 to summer 2007.

Scholastic Year	Centers			Enrollees		
	Males	Females	Total	Males	Females	Total
1998	14	19	33	548	875	1423
1999	30	38	68	1317	2104	3421

2000	24	38	62	1083	1587	2670
2001	28	42	70	1482	2350	3832
2002	21	28	49	1077	1563	2640
2003	7	16	23	356	632	988
2004	14	16	30	616	759	1375
2005	10	13	23	460	666	1126
2006	9	20	29	408	999	1407
2007	8	12	20	470	677	1147

5- Educating Drop-out Students program

The Ministry of Education has been efficiently working on this program in cooperation with Quest Scope Foundation. This program aims at enabling the drop –outs within the age category (13-18 males) and (13-20 females) to acquire necessary knowledge, skills, attitudes, habits and values through a remedial program that suits their needs. This program should be based on active learning, where facilitators, MoE teachers, apply out –of – class activities and employing the enrollees' practical experiences in the learning process. When successfully completing the 24- month program, the enrollees are granted a document the enables them to join the Vocational Training Corporation programs and graduate at the "skilled" level. Moreover, 27 centers have been established in all field directorates. This program aims at enabling learners to acquire positive behaviors, attitudes and values, and providing learners with better life opportunities.

The project of Quest Scope Group is a true example of implementing the third goal of Dakar which focuses on meeting the needs of the young and the adults as well by benefiting from the educational programs and acquiring the essential life skills.

5- The role of governmental and non- governmental institutions in eliminating illiteracy:

Some ministries and governmental institutions in the Hashemite Kingdom of Jordan exert great efforts in eliminating illiteracy and providing social and financial support to ensure decent life for citizens. This support is represented in the efforts made by the Vocational Training Corporation (VTC) in training the youth on different handicrafts, vocational and technical skills. VTC is a basic source for the Ministry of Labor through the National Employment Center which offers appropriate job opportunities and secures a decent life for the youth. Moreover, the Ministry of Agriculture and the Ministry of Social Development play a great role in this field.

It is worth mentioning that the non- governmental organizations and the civil society institutions play a great role in the activities and programs designed for illiteracy elimination through raising awareness of the local community. They encourage illiterate people to join centers of these institutions on order to acquire the basic skills of reading, writing and arithmetic. In addition, these centers help enrollees improve their standard of living by enabling them acquire various handicrafts such as sewing, beautification and confections' industry.

6 – Training

1. A workshop on Adult Education and Illiteracy Elimination was held for the heads of the general education divisions and members of the non-formal education at the field directorates from 14 to 15/8/2002 .The workshop was attended by 26 participants representing field directorates and teachers of adult education and illiteracy elimination as they were trained on the following subjects:

- Psychological and physical characteristics of old people
- Planning and adult teaching methods
- Integration between formal and non-formal education
- Educational development elements and their proposed questions and principles
- Non-formal education in Jordan” goals, status, achievements, aspirations and challenges”

2. Training workshops for teachers of adult education and illiteracy elimination in the three regions of the country from (12 to 16/12/2004). Participants were trained on the following subjects:

- The concept of sustainable education and the quality of expected education and methods of teaching adults.
 - A training workshop on planning and adult teaching methods
 - Aspects of "Good questions in mathematics"
 - Integration between formal and non-formal education and the programs of non-formal education in Jordan
 - A discussion on the challenges facing teachers at the centers of adult education and illiteracy elimination and the recommendations they submit for the Ministry of Education for implementation.

3. Two training workshops were organized for the heads of divisions of general education and officials of non-formal education at field directorates. These workshops were held at the Teachers Club /Amman on Tuesday 4/6/2007 for the North and the Middle regions and at the field directorate of Aqaba on Thursday 6/12/2007 for the South region. The first workshop was attended by (19) heads of general education divisions and (23) officials of non-formal education divisions. The second workshop was attended by (7) heads of general education divisions and (9) officials of non-formal education divisions. Training focused on the following subjects:

- Ways and methods of dealing with adults
- Ways and methods of conducting exams and placement tests for learners.
- Presenting a model of a national strategic plan for illiteracy elimination on the level of the Hashemite Kingdom of Jordan for the scholastic years from 2004/2005 to 2007/2008 in order to achieve Dakar Conference goals for the year 2000 .These objectives aim at declining illiteracy to half of its rate in the base year in 2001 to reach 5% by 2015. This plan included the quantitative and the qualitative goals, the target groups, action tracks and directions , their stages, elements and planning needs of new books, media, organizing and funding as well as difficulties that might arise thereof.

4. The Ministry of Education has provided training for the directors of the community learning centers in 2003 and 2005 on the concept, benefits, needs and content of training as well as the characteristics of successful trainers, methods of brainstorming, the case study, oriented discussion and dialogue. The training also covered the elements of the teaching process, characteristics and concept of adult education and how both are related to the concept of illiteracy elimination in addition to other methods of teaching reading and writing such as the verbal method. Moreover, the training dealt with the seven principles of active learning, cooperative learning and the groups' formation.

This is accomplished through coordination with MOE which provides all needed facilities such as giving licenses to open centers and providing free books and stationery every year for those who are enrolled in these centers. It also offers the employees working at these centers a monthly bonus. A good example of these centers is the inauguration of two centers at Abu Nseir and Al- Baqaa Camp for community learning by the Women Society for Illiteracy Elimination with support from the UNESCO office in Amman.

Moreover, UNESCO plays an essential role in the field of training and development as it organizes training courses and workshops for the teachers and the staff of MOE. These workshops aim at qualifying these teachers to deal with truant students and encourage them join school again. This will certainly help eliminate illiteracy and provide a high-quality education.

7- Studies and researches

1. The relationship between formal education and informal education (out of class education)

The educational literature indicates that non- formal (out – of – class) education is : any teaching - learning activity , and any knowledge or value or behavior which grows outside the school and around it , in economic , political , social institutions , as well as in any part of society and living community, outside the borders of the school educational system .

The study which has been conducted in coordination with the UNESCO office in Beirut aimed to : identify the nature of the initiatives that societal institutions in Jordan offer within the framework of outside school learning in terms of : target groups , kind of activity and its content , the teaching - learning strategies used , in addition to a the strengths that distinguish these initiatives in order to enhance them , identifying the weaknesses in order to reduce and solve them , plus setting recommendations and practical suggestions in order to develop the desired future vision for the outside school learning initiatives .

The study included 27 institutions and associations in Jordan that offer a variety of initiatives in non formal (out – of – class) education for the target groups which include: children, girls and women, youth, illiterates, and those with special needs.

The results of the study indicated that the programs and activities of the outside school learning which these institutions offer are varied, comprehensive, take into consideration the variety of the target groups and seek to meet their different needs. These programs and activities include different streams, the most important are: knowledge, value, life skills and the technical vocational scheme, which reflect the variety and the comprehensiveness of the programs, activities and services that are included in the programs of parallel education or learning outside school in its holistic integral concept.

The study concluded that the main weaknesses which are needed to be dealt with cooperatively and find successful solutions for it are : lack of financial funding or its discontinuity which would result in hindering or stopping the work sometimes , lack of trained and qualified human resources in these institutions , lack of organized media to make people aware of the initiatives and activities of these institutions , in addition to the lack of coordination and cooperation between the institutions working in this field , the lack of enthusiasm and motivation for training the beneficiaries in these programs , and the complicated routine in the procedures especially with some governmental institutions .

The main recommendations that the study has reached in order to improve the outside school learning initiatives and to improve the quality of its programs are:

- Working on finding a national coordinative umbrella for parallel education (non formal education) to include in its framework a representation from all different institutions that work in this field,
- Achieving strategic planning of non- formal education programs.
- Setting a national strategy for parallel education.
- Seeking creative funding opportunities to support and invest the activities and programs of these institutions.
- Designing a website to establish a professional network that connects different institutions.
- Setting an effective system for monitoring and evaluation and developing objective indicators to measure the degree of the progress.
- Updating legislations related to non- formal education.
- Conducting more survey studies to assess the needs of the regions and different associations.
- Developing training and certification programs within a comprehensive vision for sustainable societal development, strengthening the integration between the formal and non- formal education programs.
- Expanding the awareness of the programs and initiatives of these institutions in the field of outside school learning.

2. The comprehensive evaluation study of illiteracy Elimination program in Jordan

This comprehensive national study, which aimed to evaluate the illiteracy elimination program in Jordan, comes within the framework of various active programs that are organized in collaboration between the Ministry of Education and UNESCO Office / Amman in line with the United Nation's illiteracy decade (2003-2012) which was recognized internationally because of the importance of illiteracy phenomenon. This is also a result of a worldwide increasing interest in the elimination of illiteracy and orientation of the activities for these years basically towards solving the issue of illiteracy, which should be given priority as one of the major obstacles facing human development efforts in most countries, and particularly the developing ones.

This study was conducted in response to the inclusive Royal Vision of His Majesty King Abdullah II bin Al Hussein which aims at developing all aspects of the educational system in Jordan. The national study was conducted within the framework of the Ministry's policy which calls for implementing a strategic planning method based on reliable data and comprehensive objective evaluation of various educational programs. Moreover, this study aims at evaluating the program of illiteracy elimination and adult education in Jordan which was launched since the amended Jordanian Constitution. This constitution was issued in 1952 upon instructions from his Majesty late King Hussein, may Allah rest him in peace, who gave his orders to start the implementation of this program at military units and provinces. The evaluative study of illiteracy elimination and adult education program is considered an important step as evaluation is an essential step in the implementation of any process targeted at reforming and developing educational programs in general and the illiteracy elimination and adult

learning in particular. This helps adopting necessary developmental procedures and including them in the program's future plans.

The objectives of this study are:

- Identifying the status of illiteracy elimination program in Jordan through examining view points of all stakeholders of the program.
- Identifying motives of learners who join the illiteracy elimination program in Jordan from the point of view of all groups interested in the program.
- Identifying problems and obstacles facing the program from the point of view of all stakeholders of the illiteracy elimination.
- Determining the strengths of the program to enhance them as well as the weaknesses in order to take appropriate measures to avoid them in future through embarking on a set of recommendations and procedural suggestions to develop the program and improve its educational services offered for target groups.

The sample of the study included (366) learners, (39) teachers (males and females) and (61) technical supervisors and officials of the non-formal education divisions at the education field directorates all over the kingdom.

The study pointed out that there are three common and key motives behind the entry in the program among the three groups, namely: reading in general, reading the holy Quran and reading names of streets and routes of buses and taxis.

The study clarified the most noticeable problems related to every aspect of the illiteracy elimination program in Jordan according to the views of all stakeholders in the program, and they are as follows:

- The main problem facing the teachers was the lack of professional experience of teachers at the illiteracy elimination centers and their need for special training courses on adult education and how to deal with them.
- The dimension of curricula and school textbooks:
Problems were: Current curricula of the illiteracy elimination and adult education have become very old and thus they need comprehensive modernization and development. In addition some subjects, especially arithmetic are very difficult for old people and the material included in their textbooks is not appropriately presented.
- The dimension of buildings and facilities:
Problems were:: the centers are not equipped with appropriate heating supplies in winter, the need for colored chalk to be used by the teacher, and the lack of means of transport for learners either to or from the illiteracy elimination and adult education centers.
- The dimension of the educational policies:
Insufficient material motives for those who are involved in the illiteracy elimination program, since they are not adapted to meet the rise in the standard of living and the increasing demands of the daily life. Moreover, there are no material incentives provided for the learners to proceed in their education and achieve success.
- The dimension of incentives offered for learners to enroll in the illiteracy elimination programs:
There is a negative attitude from some groups in the society towards those who study in the centers of illiteracy elimination centers. In addition some learners may leave these centers in certain seasons, for example in winter, during the holy month of Ramadan , olive picking time, while some learners are doing their own business and are sometimes not fully free to study. Some centers also lack the required healthy conditions.

In light of the results of the study targeting the process of evaluating illiteracy elimination program in Jordan, the study team suggested a group of recommendations in order to upgrade the program through improving the quality of its inputs, processes and outputs according to the following key areas: Curricula and textbooks, planning and educational policies, sustainable development of profession, enhancing workers' competency working in the program, activating integrity between formal and non-formal education and awareness.

3- Diagnostic Study on the Status Non-formal Education Programs

This Diagnostic study on the Status of Non- Formal Education in Jordan comes in line with the inclusive Royal Vision of His Majesty King Abdullah bin Al-Hussein II that aims at developing all dimensions and aspects of the educational system in Jordan, and within the policy framework of the Ministry of Education represented in following strategic planning method based on documenting all educational programs and plans and their objective evaluation. This study was conducted in cooperation with the UNESCO as a key requirement to build up the Management Information System of Non-Formal Education (NFE-MIS) in particular and to develop the "National Strategy of Non-Formal Education in Jordan" in general .The study followed scientific methods and objective standards with wide societal participation of the concerned formal and civil society institutions.

Generally, this study aims at "defining the framework of the national policy and the national conceptual framework of Non-Formal Education in Jordan, defining the sources of data and the education systems of Non-Formal Education currently provided on the national level and defining the needs of the information related to non-formal education and its various activities".

It is hoped that these suggestions and recommendations presented by the study team, when implemented, will contribute to the advancement of the quality and quantity of Non-Formal Education programs in Jordan especially in the following fields:

- Setting up a coordinative national umbrella of Non-formal Education Programs.
- Setting the National Strategy of Non-Formal Education
- Building up the Management Information System of Non-Formal Education (NFE-MIS) as it is considered vital for the formation of reference base

It is hoped that this diagnosis study will be a fertile ground for the development of a national strategy of Non-Formal Education in Jordan and to set a mid –term strategic plan of Non-Formal Education .We also hope that this study will be a fruitful reference for the planning, implementation, evaluation and development of Non-Formal Education.

This study aimed at defining the national policy framework and the national conceptual framework of non-formal education in Jordan. Moreover, it aimed at identifying the data sources and the systems of information of non-formal education that are currently available at the national level, besides identifying the needs of information regarding the non-formal education and the various services it provided.

The study sample included the following: (22) of policy and decision makers, educators at formal institutions and civil society institutions, and providers and those who finance non-formal education at the national level, (24) of non-formal education officials in the field districts throughout the kingdom, (30) of directors and coordinators of the non-formal education in the thirty civil society institutions which were visited, since these institutions provide services for the non formal education, (60) of facilitators and trainers, (60) of learners and trainers, and (30) of local community representatives who work with these institutions.

The results of this study has contributed in presenting accurate and objective data and information on the strengths and weaknesses of these programs and the areas of improvement, besides identifying the different needs according to the people's viewpoints related to these programs. The study has also resulted in some comments that needs to be included in future plans and objectives of these programs, especially in the formation of a national umbrella to organize and coordinate the efforts of all institutions that provide non-formal education in Jordan, and building the Management Information System of the non-formal education (NFE-MIS) in the light of the national needs. This will contribute in building the "national strategy for non-formal education in Jordan", and in the formation of the strategic goals, main objectives and performance indicators. These goals and indicators resulted from the brainstorming workshops and meetings of technical committees that stakeholders from public and civil institutions has participated in, and will play a role in making rationale educational decisions in order to promote planning, implementation, evaluation and promotion of the non-formal education.

4. A study to develop, update, renew, experiment and generate new curricula, textbooks and teachers' guides for learners in the centers of adult education and illiteracy elimination.

The curricula, textbooks and teachers' guides were made in late seventies and became old so that they must be developed , updated, renewed, experimented such as the English language and computer so that they meet adults' need and characteristics. They must be consistent with new scientific and educational development so as to escort with our modern age. This process can be achieved as follows:

1. Writing the curricula must emerged from Islamic Doctrine, Pan Arab Civilization, the constitution of Jordan, the philosophy and the objectives of Education, the Jordanian National experience represented in the intellectual, national, humanistic and social bases.
2. Writing the curricula must escort with the development of the time and the state of globalization the world is living in to carry out the process of computerizing it in light of generalizing modern sets and the various uses of technology.
3. Writing the curricula must include elements of education reform so that they comprises the following items:
 - A. Effective response for diversity and individual differences.
 - B. Problem solving, decision making, conducting surveys, innovating designs and means besides communication skills.
 - C. Developing higher order thinking skills, critical and creative thinking modes.
 - D. Focusing on using and relating knowledge and education with practical life in addition to using imperial and applied approaches.
4. Integrating the concepts of modern education in writing the curricula; for instance, demographical education, environmental, health, traffic, democratic education; human, child and woman rights...etc.
5. The design, printing, size of the letters, colored pictures of books should meet adults' need.
6. Writing the curricula must link education with productive work.
7. Working on experimenting and evaluating curricula, textbooks and teachers' guides in respect to the language of the book, content, presentation method, activities, research, issues of discussion, diagrams, tables, numbers, questions , evaluation...etc.
8. Preparing written material distributed for free for those who complete illiteracy elimination program (beginners ' cycle) in order to be in a complete constant with what he/she had received during the program so that he/she will no longer become illiterate again.

Non-governmental and semi-governmental organizations and institutions will participate in phasing the process of upgrading, developing curricula, textbooks, teachers' guides of the centers of adult education and illiteracy elimination such as Quest Scope Foundation for Development in the Middle East, Women's Organization to Combat Illiteracy (WOCI), Ecumenical Studies Centre (ESC) ...etc. since they have pioneer experiments in generating and writing books for illiterates and adults.

Aspirations:

Although the Ministry of Education has exerted great efforts to reduce the percentage of illiteracy and overcome it completely, it still hopes to implement more programs and actions that may lead to eradicate this phenomenon through giving much focus on non-formal education. Non-formal education has a big role in qualifying human resources, providing labor markets with its needs of skilled and competent work force to comply with up-to-date knowledge and science. Therefore MOE looks forward to:

- 1- Continue eliminating illiteracy with a focus on areas of high illiteracy rates and giving priority for women to join these centers and open special centers for women.
- 2- Consider non-formal education programs as a fundamental element in the educational processes that are developed to qualify people to face life challenges through :
 - a- Facilitating procedures that ensure integration between formal and non-formal education within the context of the philosophy of education.
 - b- Bridging the gaps between formal and non-formal education and opening new channels of cooperation without restrictions.

- 3- Activate the role of the public participation in eliminating illiteracy.
- 4- Cooperate with the mass media to raise people's awareness of the role of non-formal education and its programs to motivate the targeted groups and help them join programs that comply with their interests and abilities and meet the labor market needs.
- 5- Transform from eliminating the alphabets' illiteracy to eliminating the professional illiteracy.
- 6- Continue qualifying and training teachers who teach adults technically and rehabilitate job seekers to meet the labor market needs.
- 7- Develop adults' text books to comply with their needs.
- 8- Helping the special needs and the handicapped people and support them so as to eliminate illiteracy among this group.

Modern Programs and Projects for Illiteracy Elimination

1) Literacy Assessment and Monitoring Project (LAMP)

This program is one of the leading international projects conducted by the UNESCO all over the world. Jordan has joined this program at the end of 2006. It aims at developing and implementing policies designed for the purpose of applying illiteracy elimination initiatives and programs which are set to gain support for achieving the goals of Dakar conference and "Education for All", especially for women. This project provides a basic data to implement plans and programs for illiteracy elimination through:

- Illustrating the low and high levels of basic skills
- Distributing illiterate people in the rural and urban areas.
- Identifying strengths and weaknesses of illiterate people through a demographical survey which leads to design developed remedial curricula.
- Identifying the demographic groups with high level skills.
- Identifying the key factors of differences resulting from the distribution of illiteracy elimination and arithmetic skills.
- Documenting the influence of skills on the individual's outputs including health, social, educational, economic, agricultural, cultural and industrial aspects.

Objectives of the Project

- 1- Providing the participating countries with a scientific methodology to evaluate levels of the reading skills among individuals over (15) years old and recognizing the way to implement it in their countries.
- 2- Providing valid and standard information for the policy makers and decision takers (locally and internationally) to benefit from these data during the course of the national and international planning processes.
- 3- Helping the participating countries build a database for the classification of reading levels in their countries.

2) A District without Illiteracy Project

The district without Illiteracy Project is an important and new developmental project which will be implemented by the MOE as a unique and pilot experiment all over the Kingdom and comes in line with its intensive and continuous efforts to eliminate illiteracy completely. This project is one of the great and new projects adopted by the Ministry through which it cooperates with its partners to eliminate all kinds of illiteracy (alphabetical, professional, computer, civilizational, technical & masked illiteracy). This project is oriented for adults who are more than 15 years old including males and females in the rural areas and districts of the Um-Al Rassas District in Al Geezah County in Al Badia Al Wosta.

The project is also designed to improve the citizens' perceptions of all events and issues concerning them on the scientific, cultural and social aspects through the implementation of thrilling and diverse teaching methodologies. Um- Rassas District was reported by the study to record the highest percentage of illiteracy in Jordan and this is why it was chosen for the implementation of this project.

The implementation of the project in the district will be over three years starting from the academic year 2008/2009 to the academic year 2010/2011. A number of partners will be taking part in this project and we hope that it will achieve success. Among them are : the Directorate of Education and Military Culture, UNESCO-Amman, UNICEF-Amman , Quest Scope Group ,Women Society for Illiteracy Elimination, directorates and governmental departments in the district and the private sector companies and corporations operating in the area.

The project aims to achieve the following objectives:

- Contribute in reducing illiteracy percentage for adults in the district.
- Design a pilot model for illiteracy elimination and raise adults' level covering many areas such as the alphabetical, religious, civilizational, professional, cultural, social, health and environmental aspects.
- Decrease the rate of unemployment and provide training for graduates.
- Develop skills and capacities of teachers who work in illiteracy elimination centers.

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