

**Achievement of Market-Friendly Initiatives and Results Program
(AMIR 2.0 Program)**

Funded By U.S. Agency for International Development

**Development and Completion of the Final Document
Education Reform for the Knowledge Economy Project Proposal
To the International Bank for Reconstruction and Development**

Final Report

**Deliverable for ICTI Component, Task No. 454.1
Contract No. 278-C-00-02-002101-00**

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This report was prepared by Ian McLellan in collaboration with Chemonics International Inc., prime contractor to the U.S. Agency for International Development for the AMIR Program in Jordan.

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Executive Summary

This Report has been written and submitted to fulfill the requirements of the Contract signed on 28 October 2002 between Chemonics International Inc. and the writer of the Report, acting as a short-term employee with the U.S. Agency for International Development, Jordan Achievement of Market-Friendly Initiative and Results Program (AMIR 2.0) (278-C-00-02-00210-00), for the provision of technical assistance and related services to client and government organizations.

The Report provides a narrative account of the execution of the Contract, with references, observations, and comments, but does not include a copy of the substantive work that was completed. A virtually complete draft Project Proposal document was submitted to Mr. Nelson Ireland on 4 December 2002 for the addition of a couple of outstanding items that had been completed by others and for final editorial review and formatting into one complete package for submission to the World Bank on or before 15 December 2002. The final ERfKE Project Proposal may be obtained from Mr. Ireland or from Dr. Tayseer Al-Nahar, Executive Director of the National Centre for Human Resource Development.

The Report has been structured to reference and respond to the specific requirements of the Contract. These requirements relate to the scope of the work, the level of effort required, qualifications and experience utilized, overall performance of duties, and accomplishments. Extracts from the Contract documentation have been included to aid the structure and sequence of the Report and to assist the reader in making the appropriate connections between what was required and intended and what was accomplished.

Appendices have been included to provide a summary of the main written references for the work that was completed and also for the resource persons that were contacted and consulted before and during the work assignment. A diagrammatic summary of the project proposal elements and structure has been included as an appendix.

Introduction

Expectations: Scope of Work: Specific Tasks of the Consultant

Activity Name: Human Resources Development for the Knowledge Economy
SOW Title: Integrated Funding Proposal Preparation for the ERfKE project
Reporting to: Ms. Sherry Youssef, AMIR 2.0 Project
SOW Date: October 16, 2002
Start Date: November 10, 2002
Total LOE: 20 working days
ICTI Component: 454.1 – Education Technology Specialist to assist Ministry of Education prepare application for World Bank Financing

Comments

Work in the field was started per schedule on 10 November 2002 and was completed on 4 December 2002. Actual working time exceeded minimum requirements in both number of days and hours per day. Also, approximately 12 working days had been spent prior to the consultancy on substantive orientation, reading and some research tasks. This work was conducted with reference to a number of resource papers, reports, draft discussion and preparation papers, aide memoires, and other documents that had been provided electronically by Mr. Ireland and Dr. Tayseer Al-Nahar between 17 October and 8 November 2002. Progress report, both verbal and written, were provided throughout the consultancy to Mr. Ireland and, on occasion, progress was discussed directly with Ms. Sherry Youssef.

Expectations: Consultancy Qualifications

The Consultant shall have the following minimum requirements:

- 1. Educational Qualifications*
 - Masters or Doctorate level in a related subject area earned from a recognized university*
- 2. Work Experience/Qualifications*
 - Design and implementation of new/emergent learning environments and educational systems – school and national system levels*
 - Use of technology to enhance and support educational change*
 - Directing and/or guiding large-scale education reform (ideally towards meeting the needs of the knowledge economy)*
 - Extensive experience in ICT and education/HRD at both the school and system levels*
 - Provision of policy and strategic advice at senior levels of government*
 - Ideally will have had previous work in a developing country context, preferably within the region*

Comments

Qualifications in educational planning at the postgraduate level, and recent related educational planning project development experience in Canada, were highly beneficial in coming to terms with the task at both conceptual and content levels. Lack of international experience was not a significant negative factor in being able to adapt to the context of the work in an unfamiliar cultural setting or the scale and scope of the task in terms of it being a national level multi-year and multi-component educational planning development exercise.

Expectations: Specific Tasks of the Consultant (PHASE II)

Working directly with the Minister of Education, the Development Cooperation Unit and a senior local consultant, lead the preparation of a comprehensive integrated ERfKE educational reform project proposal for submission to the World Bank on or before December 15, 2002 according to the requirements and guidelines provided by the World Bank in their Aide-Memoire to the Government of Jordan of October 1, 2002.

Comments

Very close contact and communication was established and maintained throughout the work of the consultancy with Mr Nelson Ireland, ICT HRD Strategist, AMIR 2.0, various senior staff at the Ministry of Education (including His Excellency, Dr. Khalid Toukan, the Minister of Education), and with Dr. Tayseer Al-Nahar, as Interim Director of the Development Cooperation Unit of the MOE. Also, two extended teleconference calls that involved the Minister and senior Ministry staff with the World Bank Appraisal Team were attended and were useful in both the general preparation of the Project Proposal and in clarifying and resolving specific issues and areas of emphasis or additional explanation. The Aide-Memoire of 1 October 2002 was used as a base-line guide and reference for Proposal construction, sequencing and focus.

Expectations: Time Frame for the Consultancy

Unless otherwise specified, the following time frame will govern the timing for completion of this consultancy:

Phase II:

<i>Start Date</i>	<i>LOE</i>	<i>To Post</i>	<i>From Post</i>	<i>Field Work</i>	<i>3rd Country</i>
<i>11/10/02</i>	<i>20</i>	<i>1</i>	<i>1</i>	<i>22</i>	<i>0</i>

Comment

Work in the field was completed according to the time frame specified.

Level of Effort for the Consultancy

This consultancy will require the effort of the following consultant:

<u>Consultant Name</u>	<u>Travel</u>	<u>Field</u>	<u>U.S.</u>	<u>3rd</u>	<u>Total</u>
<i>Ian McLellan</i>	<i>2</i>	<i>20</i>	<i>0</i>	<i>0</i>	<i>22</i>

Comment

Work (billable days and hours per day) was completed as required.

THE ERfKE PROJECT PROPOSAL DEVELOPMENT PROCESS AND OUTCOMES

Expectations: Challenges Addressed by this Consultancy

In response to the vision of His Majesty King Abdullah II for the future economic development of Jordan to be directed increasingly towards greater participation in ICT-related activities and the global knowledge economy, a wide range of initiatives are being undertaken. Many of the initiatives, to be successful, will need to rely heavily on a knowledgeable, creative and highly skilled work force. Efforts to prepare the required human resources to enable full advantage to be taken of the economic opportunities presented through participation in the global knowledge economy will need to be carefully planned, coordinated, integrated and implemented – an observation stressed due to the limited resources that Jordan can direct towards human resources development and ICT.

At the present time, while existing initiatives appear well intentioned, there is an increasingly realization by senior level leaders within and external to Jordan that significant shifts are required in the scope and nature of investments being made in HRD. This is particularly evident related to the efforts presently underway to design and describe a new educational reform program for general education in the country.

Comments

The Education Reform for the Knowledge Economy Project Proposal enshrines the intent, spirit, and purpose of the preceding statements. The raw material was restructured and written to emphasize a number of key issues of universality, access, equity, and quality of education provision and delivery. Particular attention was paid to the need for a curriculum shift within a framework of requirement and resource that would capitalize on the scope and benefits of information and communications technology for learning, teaching, managing, and administration, both centrally and locally. Moreover, because of the importance of rapid, purposeful and comprehensive change on a number of fronts, the Proposal was constructed to outline, describe, and reinforce the need for reform of basic and secondary education to be undertaken within a transformational context. Component 2: Transform Education Programs and Practices to Achieve Learning Outcomes Relevant to the Knowledge Economy is the central force within the Proposal to reorient and reinforce learning within a skill-based human resource framework.

Expectations: The Concept

Specialized technical assistance and support will be provided to the Ministry of Education – Development Cooperation Unit and local consultants to guide the further development and preparation of educational reform proposals. Particular emphasis will be placed on the utilization of ICT (including a fiber-based high-speed broadband learning network) to facilitate the acquisition of the required knowledge, skills and abilities for participation in and contributing to a knowledge-based economy. The provision of support will include:

- *Critical review analysis of documents prepared previously.*

- *Interviews with key stakeholders.*
- *Working collaboratively with local consultants and staff at the Ministry of Education to elicit appropriate additional education reform design elements.*
- *Reviewing and critiquing draft components of the education reform proposal.*
- *Preparing the structure and content of the revised draft proposal components.*
- *Integrate all components (4) into a rationale comprehensive ERfKE project proposal according to the guidelines set forth by the World Bank (ERfKE – Education Reform for Knowledge Economy)*

Comments

- All relevant documents were thoroughly analysed, noted and discussed.
- Numerous discussions, rather than interviews, were conducted with many key stakeholders at AMIR, the Ministry of Education, The National Centre for Human Resource Development, and CIDA (regarding the e-learning component).
- The work involved considerable, and successful, collaborative effort, mainly with Mr. Nelson Ireland, Dr. Tayseer Al-Nahar and a number of his staff, members of the E-Learning Coordination Unit, and Dr. Soren Tornquist, Phase I Consultant. (This was particularly true for the development of implementation plans, cost tables, and project timelines)
- The draft materials were thoroughly reviewed and critiqued: some elements were used in the final plan and others were redeveloped, reconstituted, or modified.
- The structure and content of the revised proposal was prepared in close and frequent consultation with Mr. Ireland.
- The writing and integration of the proposal into a comprehensive and cohesive document was undertaken and accomplished as the pre-eminent priority of the consultancy.

Expectations: Focus

*There are two phases of technical assistance to be provided. **This Scope of Work addresses Phase II only.** The two phases are:*

- *PHASE I: The preparation of a revised document for Component 2 of the education reform proposal – Component 2 incorporates curriculum development, teacher training and ICT infrastructure*
- *PHASE II: The preparation of an integrated education reform proposal that ensures a comprehensive approach to reform investments – all components (4) will be combined in a single proposal document.*

Comments

Much of the work time in the first two weeks involved collaboration with Mr. Ireland and Dr. Tornquist with respect to the structure and content of Component 2 with particular emphasis upon curriculum issues, teacher training and practice, and e-learning. A comparative analysis of e-learning issues and priorities in various documents was completed and presented at the Minister's meeting with department heads on November 16. Most of the time, however, was spent on the main tasks that

are described above under Phase II: these included the written sections, the compilation of information for annexes, and assistance with the creation of detailed implementation plans, cost tables, and project charts.

Expectations: The Approach

The technical advisor will work directly with the Minister of Education, the Executive Director of the Development Cooperation Unit, the e-learning Coordination Unit, the Managing Directors of Curriculum, Teacher Training and IT, and locally engaged consultants. Technical assistance and advice will focus on providing comprehensive editing and revisions to all components of the proposed project and the development of an integrated comprehensive proposal for educational reform that would be submitted to the Government of Jordan and the World Bank no later than December 15, 2002. In addition, the technical assistance should strive to improve the institutional and national understanding and appreciation of the benefits that ICT can bring to educational reform efforts – particularly the application and use of a high-speed broadband network. Suggestions should be offered on how to incorporate and integrate ICT into educational policies, strategies and implementation efforts.

Comments

Considerable emphasis was placed in the central importance of curriculum reform (within the development of a new curriculum framework for the knowledge economy), the importance of teacher training, development, and innovative practice, and new opportunities for learning, given the technical capabilities of the proposed broadband network for pedagogical change, improvement, and enhancement. This emphasis was provided in written and visual (diagrammatic) form. One of the conceptual diagrams (with respect to the value and power of e-learning developments) has been included as Appendix VI as a sample. Considerable work was also completed on the plans for the development of a comprehensive data collection, storage and retrieval system for educational planning and administration: the Education Decision Support System.

Expectations: The Brief

There are many efforts currently underway within Jordan to bring ICT into the lives of all citizens – including e-government, e-commerce, community IT access centers and e-learning. However, these efforts have been distributed between various ministries and agencies resulting in an uncoordinated approach. Even within the Ministry of Education, efforts to introduce ICT have been less effective than expected and would benefit from qualified technical assistance and collaboration with others.

Without a more focused and comprehensive approach to integrating ICT effectively into education and the educational reform efforts, the Ministry of Education and Jordan itself may fall short in achieving the expected targets for the successful transformation of the educational system into a learning organization capable of enabling learners to enter into and benefit from the global knowledge economy.

With the proposed new educational reform program to be supported by the World Bank and the Government of Jordan's ambitious Social and Economic Transformation Program, a window of opportunity has been presented for the

government to develop a comprehensive integrated national effort to reform the educational system to meet the demands of a knowledge-based economy.

Comments:

As previously mentioned, considerable emphasis was placed, throughout the proposal, on the importance of information and communications technology as a major element and driving force in the transformation of education for the future knowledge economy. Component 2 (Transform Education Programs and Practices) was written and structured to focus on the role of ICT in curriculum planning, development and delivery, teacher training and classroom practice, and on opportunities for student learning. Supporting documentation on e-learning was extensively used (see Appendix III).

Expectations: Objective

International quality proposal for reformation of the national public educational system in Jordan to meet the vision of HM King Abdullah II – building on and leveraging the promises and benefits offered by ICT to improve learning and system efficiency.

Comments

The Project Proposal, as completed in final form, extends the vision for the future of education by describing the detailed action plans and intended outcomes for the educational transformation process. It is entirely consistent, in spirit, purpose and direction, with the recommendations of the ‘Vision Forum for the Future of Education in Jordan’ Report.

APPENDICES

Appendix I

System Specifications Recommended by the Consultancy

All system specifications that have been recommended are included in the Project Proposal. These deal with areas of governance, management and administration; curriculum teaching and learning; school building, renovation, and improvement; and early childhood education. Please refer to the Project Proposal for further information.

Appendix II

Strategic, Work, Action, Management, Human Resource, Business, Implementation Plans Recommended by the Consultancy

The Proposal includes, as annexes, detailed implementation plans (actions and intended outcomes) to sequence activities over the five-year period of the ERfKE Project, and are supported by detailed cost tables (again structured on a yearly basis). Please refer to the Project Proposal for further information.

Appendix III

Documents Read During the Course of the Consultancy

General

- Background Reading Related to understanding the work context, including general information about Jordanian society, economy, and culture, population structure and trends, and education system, structure, trends, issues, and needs for change.

Strategic Planning

- Final Report and Recommendations of the “Vision Forum for the Future of Education” (September 15/16, 2002)
- Vision 2020 (including the YEA’s paper on Education) publications
- REACH documents - HRD reports

Reform Planning Guides and Drafts

- ERFKE (formerly HRDSIL III) World Bank Project Preparation Aide-Memoires and Annexes
- Ministry of Education draft and discussion documents for the ERfKE Project Proposal:
- Draft Component 1 – Governance and Administrative Reform
- Draft Component 2 – Transform Education Programs and Practices
- Draft Component 3 – Quality Physical learning Environments
- Draft Component 4 – Learning Readiness through Early Childhood Education

ICT Initiatives

- Connecting Jordanians Initiative documents
- MOE e-Learning Strategic Framework
- MOE e- Learning Readiness Report Findings and Recommendations
- Learning with Broadband Report (Canarie, Canada)

Appendix IV

Individuals Interviewed during the Course of The Consultancy

Background Communication Related to Understanding the Work Context

AMIR 2.0

Mr. Nelson Ireland
Ms. Sherry Youssef
Mr. John Mack

Ministry of Education

H.E. Dr. Khaled Toukan - Minister of Education
Dr. Bassam Kahhaleh – Interim Director of the e-learning Coordination Unit
Members of the e-learning Coordination Unit

National Centre for Human Resource Development

Dr. Tayseer Al-Nahar – Interim Director of the Development Cooperation Unit

CANARIE Canada

Mr. Douglas Hull
Mr. David Sutherland

Phase I Consultant

Dr. Soren Tornquist

Appendix V

ERfKE Project Proposal Phase I

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 an 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 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 Jordan's 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.² 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 Jordan's 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

1. The process of change must be transformational
2. A new curriculum framework is required for the new economy
3. The curriculum framework will be learner-centred and will lead, define, and predict other educational investments
4. The curriculum and assessment framework will be integrated
5. Curriculum will be integrated both vertically and horizontally
6. The reform of core curricula for all grade levels will be accomplished in five years
7. 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:

- 2.1 Curriculum and Learning Assessment Development
- 2.2 Professional Development and Training
- 2.3 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:

- 3.1 Replace Structurally Unsafe and Seriously Overcrowded Schools
- 3.2 Upgrade Existing Schools to Support Learning
- 3.1 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 KG–age population is enrolled in private establishments and only a further 0.8% is 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 children’s 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:

- 4.1 Increase Institutional Capacity
- 4.2 Professional Development of Kindergarten Teachers
- 4.3 Expansion of Kindergartens for the Poor
- 4.4 Public Awareness and Understanding

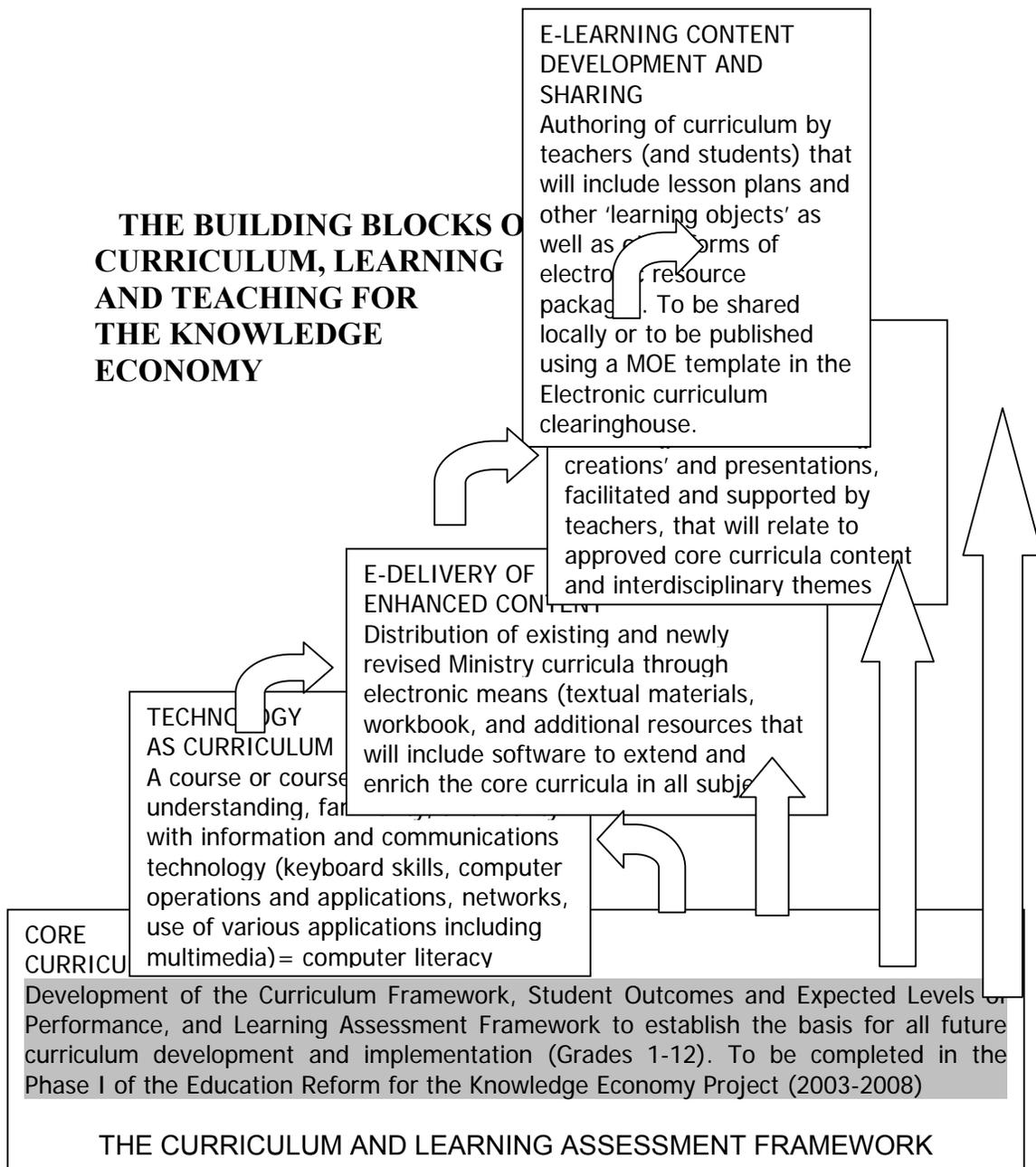
ANNEXES (Specific to Components 1-4)

- C 1 A: *The Vision Forum for the Future of Education in Jordan* Report
- C 1 B: Education Decision Support System
- C 1 C: Effective Management and Coordination of the Education Reform Investment
- C 3 A: Statistical Tables
- School-by-School Evaluation and Rehabilitation Priority Summaries
- School Assessment Instruments
- C 4 A: Previous Initiatives in Early Childhood Education 1991-2002
- Professional Development and Training Issues

Annotated Statistical Support Information

ANNEXES (Generic)

- G 1 IMPLEMENTATION PLANS
- G 2 COST TABLES AND FISCAL IMPACT
- G 3 IMPLEMENTATION ACTIVITIES TASKS AND TIMELINES
- G 4 TERMS OF REFERENCE

Appendix V**THE INCORPORATION OF E-LEARNING INTO CURRICULUM**

OF THE MINISTRY OF EDUCATION, JORDAN, November 30, 2002

Appendix VI

