

**Second International Policy Dialogue
Forum**

**“Providing Teachers for EFA: Quality
matters for relevance of teaching to
socio-economic context”**

The Case of Jordan

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Amman 6-7 July 2010

EFA Progress and Challenges

- **Expansion and diversification of ECCE programs. Focus on remote areas**
- **Sharp enrolment increases:86.7% in year 90/91 to 97.6 % in 2007/08.Progress leveled off. Universal PE achieved and Universal BE is closer than before**
- **Parity achieved**
- **Survival rate improved for both sexes :from 92.2 in year 90/91 to 99%**
- **Quality improved: steady improvements on national assessments, TIMSS,PISA**
- **Illiteracy declined sharply from 68% in 1961 to 7.8 %(11.6% among females and 4.3% for males) in 2008.Literacy rates for 15-24 years old increased from 97.4% in 1990 to 99.1% in 2008.**
- **Expansion and diversification of NFE**

Challenges:

- **Improve school environments :Physical , social and psychological**
- **Increased class density**
- **Slight increase in drop outs**
- **Quality and relevance**
- **Increased shortage of male teachers**

The shifting EFA context

Big trends

- **Globalization and knowledge economy**
- **Economic & financial crisis**
- **Forced migrations**
- **Demographic gift**
- **from EFA to Quality EFA :EFA for Sustainable Development**

Development under stress

Key success factors

- High political commitment by Their Majesties
- Government commitment
- Transformational approach to educational reform: linkages and alignment
- Education reform is a societal project
- Efficient institutional arrangements
- Monitoring and evaluation mechanisms

Major Policy shifts: Quality dimension

- Standard-based Curricula
- Authentic assessment
- Integration of ICT
- Professional development standards
- School-focused improvement models
- Quality school environments-
MADRASATI

Teachers professional development Policy and Strategic Framework in addressing the EFA quality imperative under the reform program

Rationale

- The need to ensure future teacher supply-teachers' profession is neither motivating nor attractive
- The current teaching staff gets older. There is a clear need to:
 - Focus on younger teachers
 - School quality declines

The general goal of the policy and strategic framework is to

Integrate teacher preparation, professional development, utilization and career development policies and practices in order to:

- Make teaching an attractive career
- Continuously *develop teachers knowledge and skills* by (a) *creating a reliable and internationally recognizable pre-service training* (b) *rationalizing current day in-service training policies and practices* (c) *building up an effective on-going school-based professional development model* that would ensure a life long learning, open and dynamic environment in all schools.

- *Create a sustainable and on-going policy analysis, development, and monitoring and evaluation system in the area of comprehensive teacher policies and their concrete implementation in the system.*

Key shifts in the new policy and strategic policy framework

- **Teachers' preparation/professional development CPD domain**
 - Gradual shift from a supply-driven PD to an open and reliable demand-driven one
 - Shift from an input-based PD to an output and outcomes-based approach
 - Shift towards an integrated, coherent and flexible pre-service and in-service training as well as CPD model
 - Opening of PD system towards multiple providers (public and nonpublic) ,and to multiple PD offers and content-based on clear standards and competitive environment

- Encourage teaching staff to take over the ownership for their own professional and career path development
- **Teacher utilization and career development domain**
 - Shift from the current non-systemic and uncorrelated teacher utilization practices to an integrated and fully cost-effective utilization policy
 - Creation of a career path to all teachers that would result from the integration of all teacher professional development, utilization and career development aspects in a coherent ranking system

Relevance dimension of quality : Policy features

- From engineering of inputs to engineering for outputs
- Knowledge economy: filling the gap
- Life skills
- Life –long learning
- ICT integration
- Employability skills
- Inclusive education

Sample of initiatives

- NAJAH
 - Youth training for life and employability skills
 - Basic life skills development
 - community asset mapping
 - Financial literacy education
 - Employability and/or entrepreneurial skill building

Sample of initiatives

- School-to-career
 - career counseling
 - Youth livelihood mapping
 - work-place internship
- INJAZ

Sample of initiatives

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 - Safe school environment
 - Integrated programs
- Civic education/schools councils
- Back to school program/dropouts

Sample of initiatives

- Life skills –based education

interactive process of teaching and learning which enables learners to acquire knowledge and to develop attitudes and skills which support the adoption of healthy behaviors. Teaching methods that are used are students-centred, gender sensitive, culture sensitive, values sensitive, interactive and participatory. Life skills presents a core group of skills that a student requires to be a productive, healthy and responsible citizen.