

A SUMMARY REPORT ABOUT EDUCATION  
IN JORDAN

Jordan like many young and newly independent countries has an implicit faith in education as an effective instrument to bring up new generations dedicated to, and capable of, reconstructing and improving the political, social, cultural and economic conditions in the country.

The rising Arab nationalism aspires to self determination, unity, economic independence and a revival of a his torical heritage to recontribute to the main stream of human civilization. Only through education can the necessary values, knowledges, skills and techniques be promoted and propagated. Coupled with nationalism are the Arab traditional respect for learning, the use of education as a lever for socio-economic mobility, and modenization through close contact with western civilization, mass media and application of scientific and technological innovation. All these factors underlie the pressing popular demand for more and better educational opportunities.

In the last decade, education in Jordan made unprecedented strides. School population and the numbers of teachers and of schools have more than tripled in ten years. State elementary and secon dary schools have mushroomed all over the country, reaching the small distant villages and the Bedouin camps. Teacher training institutions have been established and in-service training courses have recently been institutionalized. New programs are being introduced. More responsibilities in the realm of cultural relations, bilateral and multilateral cooperation are being added to the funtions of administration.

Hand in hand with the expansion of public schools, UNRWA and private schools and institutions are likewise expanding following the

example of State education and occasionally introducing new and experimental programs.

This document aims at describing in brief the educational enterprise: its agencies, dimension, quality and purposes. Although it is concerned mainly with the State system of education, yet it gives due consideration to co-existent and cooperative agencies contributions toward furthering and improving educational opportunities in the country.

#### PURPOSES OF EDUCATION

The people believe in education without sophistication and take its values for granted. Since the Prophet said, "Quest for learning is a sacred duty for every Moslem - male or female", and "Seek knowledge even in China", people ascribe to education a religious sanctity. Besides, the selection of educated persons to fill government posts of power and prestige with satisfactory remuneration raises the public eye to education and spurs parent's wishes to demand it for their children. In Jordan an illiterate Bedouin chieftain professes tribal law of the desert but plans to send his son abroad to get a proper education. Behind this interest in education is its use as an instrument of social mobility. An index to this social prestige is the fact that no university graduate was elected to the membership of the Legislative Council in 1929 while more than 60% of the members of the Parliament in recent years were university graduates. Needless to say, the increase in educational opportunities made the manifestation of this social esteem possible.

The catastrophe of Palestine has pointed out an important fact also: displaced, but educated persons had found access to work in Jordan and in other neighboring countries. To the laity education is an economic

asset which is used in gaining more income through services in government offices, the army and governmental institutions inside and outside the country. Villagers risk every capital asset to send their children abroad to get university education.

The General Law of Education for the year 1955, professes the purposes of objectives of education as follows:

The basic task of education is ....

to develop the personality of the citizen, to bring up a generation sound in body, creed, mind and character which recognizes its duties toward God and the motherland, and works for the well-being of the country...

The objective of the Kindergarten is to guide children toward (the acquisition of) good habits and activities, develop their interest, habituate them into discipline, and prepare them for admittance to the elementary school.

The objective of elementary education is the preparation of the pupil to become a good citizen.

Secondary education aims at the preparation of the student for life and at the achievement of a certain academic standard which enables those with aptitude and readiness to specialize.

Other purposes, too, are inherent in some articles of the Law: strengthening the educational and cultural ties between the Hashemite Kingdom of Jordan and sister Arab States, forming a consolidated cultural unit in all Arab countries, propagating the culture, developing fine arts, keeping up-to-date with world thought, educating adults, and meeting local needs.

#### AGENCIES OF EDUCATION

The Educational institutions in Jordan can be classified into three categories: (1) Government or Public Schools which the Ministries of Education, Defense, Social Welfare, Agriculture, Health, and the Department of Wakfs and Moslem Affairs establish,

finance and supervise. (2) Private schools which include (a) national schools established and administered by sectarian or non-sectarian, individuals and agencies (b) Foreign schools which are established and administered by foreigners or foreign agencies. (3) UNESCO-JNRWA schools for refugee children from Palestine. Due to their unique status these schools cannot be classified under public or private schools.

Unless otherwise stated this document shall use the expression "system of education" to cover all these categories and "State or Public system of education" to refer to the public institutions only. This operational terminology is governed by the legal intricacies which might arise if no such distinction is made.

Most up-to-date statistics on the field work of these agencies appear in Table (1). The percentage of pupils in the elementary schools to the whole population is 13.2%; the percentage of the total enrollment to the population is 17.8% which is comparatively one of the highest figures in the whole area of the Middle East. The rapid and astounding expansion of enrollment in the whole system of education is clear in Table (2).

#### 1. PUBLIC SCHOOLS OF THE MINISTRY OF EDUCATION

The General Law of Education No.20 of 1955 stipulates in Article 4 that the Ministry of Education is the public agency in which is vested the authority to establish schools, supervise private schools and encourage cultural pursuits. The involvement of other ministries or departments in general education has no legal sanction, except reference to other Ministries in Article 2 of the Law and the annual approval of the budgetary allocations necessary for the maintenance of their educational activities. Whether this involvement is desirable remains a provocative question which deserves further investigation.

TABLE No. I  
BASIC STATISTICS OF PUBLIC, PRIVATE & UNESCO-UNRWA  
SCHOOLS IN 1960-61

Type of School	No. of Schools	No. of Teachers	Number of Students						TOTAL
			Nursery	Elementary	Prp.	Second.	Voca.	Higher in Jordan	
<u>Public</u>									
Ministry of Education	1149	5961	-	149205	29883	10050	239	716	190103
Ministry of Defense	13	117	292	2233	678	218	-	-	3421
Ministry of Social Welfare	9	42	51	372	-	-	228	-	851
Ministry of Agriculture	2	16	-	-	-	-	162	-	162
Dept. of Wakfs	3	39	-	-	90	75	238	-	403
<u>Private</u>									
National Islamic	86	369	3780	5679	1006	1505	-	-	11970
National Christian	126	724	5627	8428	1722	639	-	-	16416
Foreign Schools	59	617	2187	6394	2034	793	195	-	11603
UNRWA - UNESCO	175	1551	-	40177	7745	599	507	175	49203

TABLE II

PROGRESS OF ENROLLMENTS IN ALL KINDS OF SCHOOLS,  
1961 - 1962  
(To the nearest 500 students in 000's)

Academic Year	Ministry of Education Schools	Other Ministries' Schools	Private Schools	UNERWA Schools	TOTAL
1951-52	86.5	?	?	16.0	?
1952-53	101.0	3.0	39.0	16.0	159.0
1953-54	128.0	3.5	34.5	30.0	186.0
1954-55	137.0	3.0	31.5	40.0	211.5
1955-56	151.5	4.0	35.0	47.0	237.5
1956-57	163.0	4.0	36.0	47.0	250.0
1957-58	176.0	3.5	35.5	47.5	262.5
1958-59	189.5	3.5	35.5	47.0	275.5
1959-60	187.6	4.4	37.7	47.6	276.9
1960-61	189.1	4.5	39.8	48.5	281.5

After the merger between the East and West Banks, the Ministry of Education had to unify two systems of education: one in Palestine which was developed under the British Mandate and another in Trans-Jordan which was less developed, but followed more or less the example of the first system in its early steps both in theory and practice. Hence the process of unification was made easy. Administrators, inspectors, and subject specialists met in 1950 and arrived at common curricula and regulations which were approved and issued by the Ministry of Education. Complete unification came in 1952. The Education Law of 1955 cancelled all the then operative laws, bylaws and regulations in both banks and legally stamped the unification of all administrative, procedural and instructional practices. The country was divided into seven educational districts: (1) Nablus, (2) Jerusalem, (3) Hebron, in the West Bank and (4) Ajloun, (5) Balqa, (6) Kerak and (7) Ma'an in the East Bank. With slight modifications these districts corresponded to the administrative units of the Ministry of Interior. In each district an intermediate office of education was established following the example of the Mandatory administration. Each office was staffed by a District Inspector and a number of assistants more or less proportionate to the size of the district.

The present educational ladder has three cycles. (a) an elementary cycle of six grades, (b) a preparatory cycle of three grades and (c) a secondary cycle of three grades. Each ends with a public State examination. Successful candidates are admitted to the following cycle. Those who pass the last examination qualify for admittance to Teacher Training Colleges in Jordan and universities outside Jordan. Five teacher training institutions offer a two-year course beyond the completion of the senior secondary school. One agricultural secondary school and three trade

secondary schools offer their courses for three years beyond the completion of the Preparatory school. The new Al-Hussein College of Agriculture admit students who have completed either the senior secondary school or the agricultural secondary school. Enrollment in secondary schools has increased this year beyond natural expansion, i.e. more than 50%, due to the recent prolongation of secondary education to three years instead of two.

All cycles of general education might be housed in one building or more depending upon the size of the community. All-age schools are predominant in rural areas. Public schools have segregation by sex. Since a premium is put on the education of boys, they number nearly twice that of the girls. Integration at the elementary level is still opposed by an uncompromising conservatism while co-education in higher institutions outside the country is wholesomely accepted by parents and official authorities.

Children are admitted to elementary classes when they complete their seventh year of age. The shortage of provisions and the crowded classes in urban areas delay admittance until seven. Some gain is made every year, but the waste of time in the formative year of childhood is inexcusable, especially when this delay is understood as a loss in productive adult life. Authorities are planning measures to admit all children of age six in order to solve the problem finally and ensure homogeneity of chronological age in all grades.

The Constitution states "that elementary education shall be compulsory for Jordanians and shall be free in government schools". In fact all education in the State system is free except for a nominal annual scholastic contribution which students pay toward the enrichment



of school libraries, laboratories and toward the promotion of extra-curricular activities. Vocational schools and teacher training colleges are free and provide boarding facilities. Students pay scholastic contributions of JD.2.- each. With the expansion of vocational education and teacher training facilities and the increasing demand for their products, the Ministry has recently reconsidered its policy concerning boarding institutions. The increasing number of applicants, the wide distribution of these institutions and the proximity to students' hometowns has justified day attendance on a large scale.

Successive governments spare no effort to meet Public demand for education despite chronic financial deficits. In many instances, villagers provide school buildings, the furniture and the salaries of one or more teachers for the initial stage of the school operation in their villages. In the early years of this decade an administrator made an intelligent remark when he said "compulsory education has changed direction: we no more compel children to school, parents compel the Ministry to open schools for their children". Parents are enthusiastic in raising the standards of their schools from elementary to preparatory and from preparatory to secondary schools. Rivalry and imitation among villages are driving forces which have been capitalized upon.

Data available of the quantitative expansion in the State system of education for the last ten years appear in Tables (3) and (4). The elementary school population has more than tripled in this period and the gross increase lies in secondary school opportunities which is more than six-fold. The average rate of transfer or promotion from the last grade of the elementary school to the first grade of the preparatory school is 86.9%. Unfortunately this tendency of universalization of secondary education has to face inevitable set-backs especially in the introduction of a competitive public examination at the end of the elementary cycle.

TABLE No. 3  
ENROLLMENT IN THE ELEMENTARY SCHOOLS OF THE MINISTRY OF EDUCATION  
AND PERCENTAGES OF PROMOTION FROM ELEMENTARY TO PREPARATORY SCHOOLS  
1951 - 1961

Academic Year	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	Total	Prep. 1st	Per cent
1951-52	19,861	17,645	14,698	11,827	8,760	5,528	78,319	-	-
1952-53	21,806	19,297	17,092	14,726	9,905	7,027	90,353	4,938	89.1
1953-54	23,640	22,001	18,931	17,504	12,616	8,979	103,671	6,011	85.5
1954-55	24,423	23,768	21,755	19,161	16,574	11,375	116,456	8,063	89.9
1955-56	24,221	24,020	25,173	21,527	17,708	13,957	124,606	10,258	90.2
1956-57	24,099	23,922	23,678	22,997	19,674	15,417	129,807	11,438	82.0
1957-58	26,634	23,565	23,407	22,981	24,706	16,244	137,537	13,259	86.0
1958-59	29,928	25,726	23,169	23,173	27,392	18,991	148,379	13,435	84.2
1959-60	26,840	27,591	24,616	22,106	28,134	19,311	148,598	11,551	60.2
1960-61	26,327	25,449	26,896	28,180	22,392	19,961	149,205	12345	63.9

TABLE NO. 4

ENROLLMENT IN PREPARATORY AND SENIOR SECONDARY SCHOOLS OF THE  
MINISTRY OF EDUCATION 1951-1961

Academic Year	Ist Prop	2nd Prop	3rd Prop	1st Senior Sec.	2nd Senior Sec.	Total Sec.	Total Elem.	Grant Total	Increase (Per cent)
1951-52	3,637	1,798	1,317	782	524	8,108	78,319	86,427	141 xx
1952-53	4,738	2,352	1,797	951	567	10,511	90,353	100,864	164
1953-54	6,011	4,363	2,133	1,316	745	14,568	103,671	118,239	192.5
1954-55	8,063	5,613	3,931	1,890	1,105	20,607	116,456	137,063	233
1955-56	10,255	5,936	4,937	3,241	1,481	26,853	124,606	151,459	246.5
1956-57	11,438	8,603	5,935	4,371	2,567	33,941	129,807	163,148	267
1957-58	13,259	9,507	6,881	5,277	3,637	38,561	137,537	176,098	287
1958-59	13,435	10,214	7,547	5,734	4,104	41,034	148,379	189,441	300
1959-60	11,551	9,789	7,360	5,875	4,440	39,015	148,598	187,613	300
1960-61	12,345	9,510	8,028	5,052	4,398	39,933	149,205	189,138	300

xx Grand total for 1949-50 (61,425) is taken as a base.

The number of students attending teacher training colleges are given in Table (5). The number of Jordanian students studying in universities abroad is not known exactly. Estimates suggest that about 7,000 students are taking university courses in Egypt, Lebanon, Syria, Iraq, United States, Germany, Turkey and other countries. Table No. (6) gives recent figures about the number of these students and their various fields of specialization and places of study. The Foreign exchange to cover their expenses exceeds one million Jordanian Dinars. Practically all Ministries have scholars abroad financed by the Government Budget, by friendly governments, by International Cooperation Administration or by other international organizations. The number of scholars sponsored by the Ministry of Education is increasing annually. It was 164 in 1954/55 and it is 329 in 1961/62. Scholars are selected from the rank and file of the Ministry and from among the most successful candidates in the State secondary examination. The Scholarship Committee whose chairman is the Minister of Education makes the selection of various Ministry's nominees for available scholarships. Each scholar signs a contract pledging to serve in the sponsoring Ministry for a period not less than double the period of his training. This conditions is a handicap to the best qualified girls who decline to accept the offer.

In view of the rising need for higher education, the Ministry of Education in cooperation with the Supreme Council of Education contemplated the establishment of a Jordanian university in Jerusalem. The statute of its board of trustees appears in Annex I to this document. The idea was used in a political campaign which prevented realistic planning and whole-hearted support. The appointed board of trustees did not meet quite regularly and the idea was shelved until recently revived when the Ministry began to contemplate the upgrading of two colleges,

TABLE No. 5

TEACHER TRAINING COLLEGES  
DURING 1961-62

Names of Teacher Training College	Sex	Total	Students by classes			Teachers
			1st yr.	2nd yr.	3rd yr.	
T O T A L	Total	855	431	424	-	38
	Male	665	330	332	-	43
	Female	1902	100	90	-	15
Men's Teacher Training College, Annan.	Male	179	95	84	-	10
Women's Teacher Training College, Ramallah.	Female	190	100	90	-	12
Men's Teacher Training College, Hawwara.	Male	154	68	86	-	13
	Female					3
Men's Teacher Training College, Beit-Hanina.	Male	187	90	97	-	12
Men's Teacher Training College, Arroub.	Male	145	78	67	-	8

(NB)

TABLE 6 (a)  
JORDAN STUDENTS STUDYING ABROAD  
BY COUNTRIES

Countries	Male	Female	Total
Syria	1046	142	1188
Egypt	888	22	910
Lebanon	419	162	581
Iraq	46	2	48
Lybia	3	3	6
Iran	17	-	17
Turkey	540	-	540
Pakistan	12	-	12
West Germany	608	1	609
Italy	12	4	16
Spain	10	1	11
Total	3601	337	3938

JORDAN STUDENTS IN UNIVERSITIES  
OUTSIDE JORDAN BY THEIR FIELDS OF SPECIALIZATION

Field of Specialization	Male	Female	Total
Islamic Religion	48	-	48
Arabic Language	16	1	17
Arabic Literature	636	224	863
English Language	10	10	20
Mathematics	6	-	6
Medicine	847	13	860
Physics	10	-	10
Science	392	45	437
Chemistry	11	-	11
Biology	1	1	2
History	11	-	11
Education	10	1	11
Commerce	228	10	238
Geology	22	-	22
Vocational Training	2	-	2
Arts	6	-	6
Agriculture	227	-	227
Pharmacy	35	2	87
Dentistry	37	1	38
Engineering	381	-	381
Mining	8	-	8
Painting	1	-	1
Philosophy	11	-	11
Law	110	18	428
Economics	32	-	32
Veterinary	21	-	21
Physical Education	2	1	3
Journalism	1	-	1
Hotel	1	-	1
Photography	1	-	1
Civil Drawing	1	-	1
Business Administration	25	4	29
Politics	1	-	1
Nursing	8	6	14
Rural Education	3	-	3
Mechanics	18	-	18
Atomics Science	1	-	1
Electricity	13	-	13
Unknown	54	-	54
TOTALS	3601	337	3938

one for men and another for women to degree-granting colleges, and decided to establish an agricultural college in Khadorrie. A special bylaw to govern expansion in higher education is drafted and will be submitted soon to the Cabinet for approval.

To examine the quality of educational opportunities offered by the Ministry of Education is a necessary step in which scientific procedures of evaluation should be used. For the purposes of this document the following can be easily stated. The centralized administration exercises complete control of curriculum and textbooks. Specialist committees meet and decide on subject-matter content after the weekly program is divided among subjects, each allocated a fixed number of periods per week. The approved syllabi are circulated and the directives require teachers to follow them closely, to use prescribed textbooks, and to adhere to certain methods of teaching. A deluge of half observations, or verbal ideas, and unassimilated knowledge, afflicts the learning process. Departmentalization, even in elementary grades, reigns over the teacher and teaching methods. Formal school examinations and marking practices persist and manifest a cultural lag resulting from the shortage of trained teachers. No standardized tests are used. Public examinations and continuous inspection of schools guarantee uniformity and conformity. Thousands of classrooms are managed as if it were axiomatic that children of a particular grade have the same degree of readiness for all experiences. To bring the class up to an absolute standard is the objective of the school. Individual differences are not catered for in the nature and scope of the curriculum or instructional materials. Retention and drop-outs are alarming in the last three years of the elementary school and in all years of preparatory and secondary schools. Religious instruction, Arabic, English, Mathematics, Physics, Chemistry, Biology, History, Geography, and Home Economics are taught in



preparatory, and secondary schools. In the last two years of secondary education, students join either a scientific or a literary stream. The emphasis on academic discipline was adopted by the Mandatory system of education which copies the curriculum of grammar schools in England. The present syllabus seems to have a narrow chance of freeing itself from the grips of the old curriculum. Graduates of these schools have to apply for white collar jobs. The Ministry of Education offers the best employer for these graduates. Facing a serious crisis of unemployment among graduates of secondary schools, the Ministry took recent measures to overcome the emphasis on academic training and introduce more functional courses adapted to the needs of the students and their communities. One-fifth of the weekly program in the preparatory schools is allocated to a pre-vocational bias; domestic science and home-making in girls schools, handicraft, technical and commercial courses in urban schools and agricultural work in school gardens of rural schools. New technical schools have been established. Students are admitted to vocational schools after the completion of the preparatory cycle. More technical and agricultural secondary schools are planned for. The "Six-Year Plan" envisages the establishment of one agricultural school and one technical school in each district. Commercial departments in the present urban secondary schools are being established on a large scale.

Tied in with the present quality of instruction are the qualifications of the teaching staff. Unfortunately, only a small percentage of teachers are professionally trained. Table (7) portrays the sad picture of their academic qualifications. All teachers are civil servants. The bylaw of Civil Servants No. 1 of 1958 governs the recruitment, probation, classification, promotion, and retirement of Civil servants including teachers. The district and school authorities.

TABLE No. 7  
 QUALIFICATIONS OF TEACHERS  
 1960-1961

Sex	All Teachers	Lower than Element.	Element.	Preparatory	Secondary	Matriculants	Under Graduates	Graduates	Vocational	Others
TOTAL	5876	1	24	245	1346	2475	1186	190	258	151
Male	4037	1	3	73	785	1798	829	144	256	140
Female	1839	-	21	172	561	677	357	46	2	3

have nothing to say whatsoever in the final selection of their staff. It is universally conceded that the quality of an educational system is determined by a large measure by the quality of the teaching staff and by the efficiency with which it performs its daily tasks. The good syllabus, the good textbook and the good teaching aid cannot make up for the absence of a good teacher. To employ secondary school graduates who have had no acquaintance with educational theory and teaching methods is absurd and a waste of money and time. To protect children, the richest treasure of the country, as well as to protect public funds, it is necessary to see that teachers are competent to guide the learning activities, to help children develop their potentiality to the optimum, and to equip them with knowledge, skills and attitudes necessary for their social roles in the future. The present scholarship program and the teacher training institutions do not produce enough teachers to fill the newly-established posts and replace annual turnover. Notwithstanding the arguments for official neutrality towards the exodus of teachers, it deprives the whole system of some of the best blood and brains. The great annual shortage is met by the employment of secondary school graduates and it is not rare to see an experienced secondary school graduate teaching in secondary classes.

Aware of the inefficiency and incompetence of these teachers, the Ministry is carrying out large programs of in-service training. The number of teachers who participated last summer in these courses was more than 1,200. Nevertheless, it is borne in mind that these courses are no more than emergency measures which cannot substitute institutional training. The teacher hold the key position in any plan for re-organization and improvement. To supply the necessary demand and uplift the standards of the present teachers, the measures stipulated

in the draft bylaw of higher education have to be carried out, and teacher training departments in university colleges must be soon established.

## 2. PUBLIC SCHOOLS OF OTHER MINISTRIES

The Ministry of Defense has established schools for the children of its troops especially those who live on the edges of the desert. They also run two independent higher institutions, one for cadets and the other for police. The Ministry of Agriculture used to run two agricultural schools which were recently handed over to the Ministry of Education. The Ministry of Social Welfare supervises two detention schools, a reformatory, a school for juvenile delinquents and a school for the blind. These schools cater to the needs of delinquents, destitutes and handicapped children and adolescents. They aim more at rehabilitation and reformation. They stress vocational training, domestic sciences, music and needle work. The Ministry of Health established a nursing school and a midwifery institute which are both free and boarding. Nominal salaries are paid during training to girl-students who should sign contracts to serve the Ministry of Health for a definite period if the Ministry calls on them to do so. The Department of Wakfs (religious endowments) and Moslem Affairs administers the work of a free and boarding orphanage which has an elementary school and a preparatory vocational section. It also established a secondary school which applies the curriculum of the Ministry of Education except for the addition of religious legal courses which are offered in the senior cycle. All these Ministries have their own administration and financial obligations for education. Their endeavors are not quite coordinated. The Ministry of Education calls for unification to avoid overlap, waste of energy and money and diffusion of responsibility for public education.

### 3. PRIVATE SCHOOLS

Private schools were in existence long before the inception of public schools. The Ottoman Empire felt no obligation to provide education for its peoples and left it to the initiative of individual and local communities. For centuries the Moslim Kuttab (lower elementary school) predominated the educational scene. Housed in mosques or private buildings, it was a private school for children of all ages run by one teacher who charged fees for his living. Its main function was to teach children to learn by heart the whole of the Koran plus some rudiments of arithmetic and writing. The Mandatory Government transformed many of these Kuttabs, especially in villages, into Public schools. With the expansion of the state system of education, the Kuttab has disappeared altogether.

The Ottoman Empire granted monotheistic denominations the right to establish their own schools. Recognized religious authorities maintained schools in all localities where Christian minorities lived. These ~~denominational~~ schools were opened to all pupils irrespective of their religion or sect. As the Empire grew weaker it granted foreign governments concessions under which these governments enjoyed full freedom to promote educational and philanthropic institutions. Foreign schools were as diverse as the Governments and sects which sponsored them, among which were Russian, German, French, Italian, British, American and Swedish groups and Orthodox, Latin, Catholic and Protestant sects. These schools charged fees and admitted students of all religions and setts, imported foreign programs and methods of teaching, and emphasized the teaching of the language of their respective origin.

The shortage of educational facilities in the early Arab rule encouraged individuals and associations to establish private schools as profit or non-profit enterprises. Some old and new national schools

exercise great influence and prestige in education. They follow the State curriculum and prepare students for Public examinations and certificates. The Ministry gives these schools nominal subsidies which help them to overcome some of their financial difficulties. The official attitude towards private schools is cooperative, supportive and encouraging. It is almost certain that the influence of private schools, especially foreign schools, is gradually reduced as the Public School system expands to accommodate all children of school-age and as it improves educational opportunities to equal or to excel educational opportunities in the best private schools.

#### 4. UNESCO-UNRWA SCHOOLS

In spite of good intentions and sincere efforts, it was impossible for a poor country like Jordan to accommodate in its schools the children of refugees from Palestine who left their schools in the usurped territories behind the Armistice Line. The influx of refugees came almost overnight and their number exceeded 50% of the non-refugee population. Public and private schools opened their doors for refugee children, but the available places were far less than the demand. The United Nations has had to assume responsibility for the relief of the refugee's plight and misery until the Palestine question and the refugees' problems are finally solved. UNRWA concluded agreements with host governments including Jordan to authorize and regularize its activities. Under these agreements UNRWA drafts its policies and executes them according to the resolutions of United Nations General Assembly which votes its budget annually. An Advisory Committee representing the host countries meets periodically with the Director of UNRWA before he submits his report and recommendation to the General Assembly. The Jordan Ministry of Development and Reconstruction represents the Government in dealing with UNRWA and

signing agreements governing its projects in all field services. The Ministry of Education provides the Ministry of Development and Reconstruction with the services of an inspector to advise on the operation of the educational program. UNRWA includes education of refugee children as an important service in its program, but before the official emergence of this organization UNESCO had already extended some educational assistance to refugees in camps. The two International Organizations saw value in cooperation and concluded an agreement to define the responsibility of each in the administration of the educational program. It was agreed that the educational questions would fall within the competence of UNESCO and the administrative questions within that of UNRWA. Thus, UNESCO would undertake the inspection of schools, the preparation of reports and the choice of curriculum, books and other scholastic materials, while UNRWA would undertake the purchase and distribution of equipment and the payment of teachers.

In the beginning the program was housed in tents, temporary premises and rented buildings. Classrooms were overcrowded and poorly equipped and double shift systems were common. Teachers lacked training and proper academic qualifications, but wide steps were taken to improve the situation. Teachers salaries were raised and better qualified teachers could thus be employed. A plan to fight drop-outs and waste in the elementary cycle was instituted. In-service training courses covered participants on a larger scale. A program of building schools in camps and elsewhere was carried out to replace tents, and rented buildings. The Jordan Ministry of Education cooperates with the Agency in its efforts to uplift the standards of teachers. Summer courses are generally held in Public institutions and staffed by Ministry personnel. UNRWA employees and teachers take part in the

Ministry conferences and courses related to in-service training. The Education Division of UNRWA laid more emphasis on elementary education. Table (2) shows the development of the system for the last ten years. The steady increase until 1957 is mainly in elementary school enrollments. It is noteworthy that UNRWA pays small grants on behalf of refugee children attending government or private schools. The actual cost of the child's education is not covered by the grant which is JD.2.5 per child in the elementary school, and JD. 14.28 per student in the secondary cycle.

UNRWA adopts a rather restrictive policy towards the expansion of secondary education. The great majority of refugee students attend government and private preparatory and secondary schools. Two vocational schools, two teacher training colleges, some handicraft workshops and centers for adult and fundamental education are run in Jordan. The Agency follows the official curriculum of the Ministry of Education, uses the prescribed textbooks and prepares students for State examinations. A small number of scholarships is offered annually, the maximum being 156 in 1957. The competition for these scholarships is great. Beneficiaries must decline rights to ration cards. After their employment the ration cards of the members of their families should also be cut. Students follow different courses of study including teacher preparation in neighboring universities.

UNESCO provides 14 experts in teacher training and other educational specializations who play a major part in pre-service and in-service training. Bi-annually, UNESCO convenes a working party attended by representatives of the Ministries of Education in host countries to discuss the educational program and make recommendations



for its improvement. The Jordan authorities uses its good offices to see that UNRWA assumes full responsibility for the education of all refugee children from Palestine. If this objectives is achieved, the Public system of education will spare no less than 30,000 places for children who are not attending schools now and then have enough funds to universalize compulsory education and improve the quality of education wherever it is deficient.

Of course, planning is an essential step towards the improvement of educational opportunities in the country. A clear definition of purified, articulated and accepted intermediate objectives and a keen observance of the correspondence of this intermediate objectives to action in the field are prerequisites to the effectiveness, efficiency and progress of the educational system in the country.