



## **Visit of Dr Trevor Davies to CADER: 25th May -30th May 2010**

### **Evaluation Report**

I would like to express my sincere, warm thanks for the welcome, hospitality and openness of: Amin Amin; the Core Team at CADER; the Master Trainers; the Diploma students; the school students and last but not least to Laurens Hoekstra for his kind invitation to undertake this project and reflect on such a major and interesting initiative that is leading in reshaping the educational landscape of Jordan.

The visit consisted of:

- Discussions with the Core Team about the vision, mission, strategies and directions of CADER in addition to more general discussions about the nature and purposes of education itself;
- Observation of training activities run by Master Trainers at different stages of the Diploma training in public and private school sites, CADER premises and university sites;
- Discussions with a small number of English speaking trainees;
- Observation of classes being taught by Diploma students with Master trainers in attendance who were assessing and supporting the trainees;
- Discussions with a small number of school students about the experiences they were receiving;
- Discussions with Laurens Hoekstra.

The issues commented on below and associated suggestions and possibilities result from an analysis of the data generated from the discussions and are limited by the structure of the programme with its associated timescale and the size of sample population consulted. However, the statements made below are made where some consistency has been evident in the responses gathered.

### **The educational environment in Jordan:**

Is currently shaped by the Jordan Education Initiative (JEI) , launched in 2003, to the Government of Jordan under the patronage of H.M. Queen Rania of Jordan where it was formally launched in June 2003 at the Extraordinary Meeting of the World Economic Forum at the Dead Sea. The JEI focuses on four key objectives:

- Improve the development and delivery of education to Jordan's citizens through public-private partnerships, and in the process help the government of Jordan achieve its vision for education as a catalyst for social and economic development
- Encourage the development of an efficient public-private model for the acceleration of educational reforms in developing countries based on unleashing the innovation of teachers and students through the effective use of ICT
- Build the capacity of the local information technology industry for the development of innovative learning solutions in partnership with world class firms, creating economic value that will lead to mutually beneficial business opportunities
- Leverage an environment of national government commitment and corporate citizenship to build a model of reform that can be exported to and replicated in other countries

CADER has stepped up to this task as a constituted private company with high quality expert international partners in addition to local ones that represent business and higher education. It has incorporated into its vision, mission and philosophy responses to all of these objectives hence resonating firmly with national policy (and regional policy).

**Challenges for Jordan have been reported (by McKinsey and Company and the World Economic Forum) as follows:**

- Despite showing impressive improvement in the education system, there still a need to fix some of the persistent problems in this sector. With the rising growing youth population, the Jordanian government has to ensure that the quality of education and level of skills imparted can help the new generation to compete effectively in the national and international arena. Currently, there are a number of problems: a mismatch of skills taught and skills required by the employers leading to high unemployment, and the fewer jobs that have been created for Jordanians are of low skills; outdated teaching methodologies; lack of teachers' training and limited use of technology.
- A recent school utilization study indicates that the number of Ministry of Education students is expected to increase by 124,634 between 2008 and 2013. To accommodate the rise in students, an additional 3,360 classrooms will be needed during this time period. The same study reveals an uneven provision of educational infrastructure. In the Kingdom there exists concurrently excess capacity and wide-scale overcrowding of the schools.
- Then the government spending on higher education needs to increase to cater to the rising demand for higher education. Instead, public spending for higher education has declined over the years; it is 14.7 percent of total education expenditures or 0.65 percent of GDP, which is low when compared to other middle-income countries and to the Organization of Economic

Cooperation and Development (OECD) average of 1.6 percent of GDP. Even transfers to universities have declined from JD 60.4 million in 2004 to JD 52.6 million in 2007 and JD 45 million in 2008.

**CADER' response to the environment:**

Overall, CADER appears to filling a large gap in provision where teachers have been entering the profession poorly trained for practical teaching due to a largely theoretical preparation and limited support with their professional learning. Pedagogical traditions have therefore been based on the elitist transmissive philosophies. Most teachers are women and are relatively poorly paid. CADER has responded extremely effectively to the challenge with recognition of the need to personalise learning and put the learner at the centre of the teaching exercise. The approach to training has put a new model of 'teacher professionalism' at the heart of the innovation; one on which high standards of performance are central and professionally constructed relationships between trainers, trainees, teachers, students and school pupils and their parents, should lead to increased status for teachers in the eyes of the public and as the project matures could lead to forms of self-regulation and clearly communicated and constructed forms of accountability (Diploma graduates becoming Master Trainers is the beginning of such a development).

- To develop a tight organisation with a target that responds to the Ministry's vision for the region; a mission that clearly states reform intentions; a pragmatic philosophy that responds to social and cultural needs and understanding and clear educational goals that puts 'people and their learning' at the centre and correspondingly sees investment in people as critical to the future of the society and to the expansion and success of the company.
- Undoubtedly a strong sense of corporate identity and commitment to company values is demonstrated at a number of levels: the strong and charismatic leadership of Amen supported by a close and highly professional core team where distributed leadership is evident in the way responsibility and accountability are shared; the pride the Master Trainers have in their role; the efficiency and effectiveness displayed in the small range of activities I observed and discussed; the recruitment data for new posts (large numbers of recruits and the process used for selection); the success of the roll-out of the programme, the high and growing levels of participation and recruitment.
- The company generally promotes itself well with good quality materials, a rich and interesting web site communicating a clear sense of purpose and energy. There are some interesting examples and case studies illustrating the work of the organisation. Because of the intricate nature of how teaching and learning are interwoven, the use of video would enhance even further the ability to communicate best practice and methodologies adopted. Further consideration could be given to using more case study examples in the corporate power-point presentation.

- CADER is pro-active in seeking new methods and ideas, seeking examples of best practice and has self-reflection and evaluation at its heart. It has extensive procedures for gathering data from the full range of activities it engages with and seeks to use the information received to best advantage. It seeks to ensure through its protocols and procedures that every employee, every Master Trainer and every student strives to achieve highest expectations and polices those expectations. Hence practices what it preaches.
- It is interesting to recognise that many of the issues that face educators across the planet are similar - for example: environmental sustainability; social justice issues; limited resources; managing migrant flows. Economies of the world people and networks of many kinds are linked inextricably - largely facilitated by new technologies. Can we really do justice to future generations if global agendas are not included as part of the learning gift we give to learners? Issues of global citizenship are a core competence for many systems? In the report generated by the World Bank – ‘New Challenges Facing the Education Sector in MENA’
- The competence model of education is adopted to build conceptualisations of curricula – there is a need to define more closely what this is understood to be. There is a literature surrounding the competence model – for instance it might be interesting to look at: ‘A Freirean critique of the competence model of teacher education, focusing on the standards for qualified teacher status in England’. To be found at: <http://www.informaworld.com/smpp/content~content=a919930636~db=all~jumptype=rss> . Also the Delors's model - the Four Pillars (<http://www.unesco.org/delors/fourpil.htm> ) is worth considering as is the ‘Opening Minds project’ (<http://www.thersa.org/projects/opening-minds> ). All have different versions of a competence-based curriculum centrally positioned.
- Are values part of attitudes? I am not sure - the Swedish Philosopher Colnerud speaks of moral transmission, moral conversation and moral interaction - the last embeds the right of the learner to negotiate the curriculum for instance - within reason according to maturity. These ideas link attitudes, values, thoughts, beliefs and behaviour and a core indicator of the quality of the educational experience - depending upon context. Where do ethics, morality and concepts of global citizenship fit into your scheme? <http://www.citized.info/> gives some clues as to the role of citizenship education as a core curriculum construct.

### **Delivery of the diploma and its impact**

- The quality of what you have done in training your Master Trainers seems exceptional – from the sessions I observed every session had clearly communicated learning goals, sharp, snappy, relevant, meaningful activities that engaged trainees fully hence the pace of learning was very good and good practice successfully modelled.

- There was ample evidence of imaginative flair in the teaching activities and the trainees responded very well to the feedback given by the Master Trainers who were at ease in their role and very well prepared. Your learners are warm, welcoming and biddable.
- Clear preparation for process learning was evidenced including problem-solving, the application of knowledge, research, analytical and evaluative thinking.
- It is clear that Master Trainers have close relationships with trainees as individuals and it appeared (superficial evidence to me as I did not see this in action) that there were good relationships between the Master Trainers - hence CADER) and schools. This is an excellent building block for future reform agenda's.
- The trainees do not find it difficult to translate their learning into practical action with their classes in schools and because of the novelty and impact of this, other teachers notice, are sometimes convinced and sometimes fearful of what is happening.
- The efficiency of the CADER model ensures ample feedback that is used to regularly review curriculum, teaching and learning methods and the impact made on school pupils.
- The emphasis on collaborative methods is notable throughout from operations at senior company level to the predominance placed on work with learners in classrooms. All collaborative work I saw showed willing easy relationships being conducted and developed with a focus on the learning targets.
- The foundation stone set by the work done so far seems to be strong, well formed and well positioned.
- Through the continued process of close evaluation and reflection more detailed criteria might need defining as teachers become more confident and comfortable - ie. more professional - see Hoyle's (1974) notion of enhanced professionalism - they will then discover many more ways of reaching ever higher expectations that need to be reflected upon and discussed - have you thought of using video as a tool for professional reflection?

### **The Future**

- The trainees will be measured presumably on their ability to conduct reform on a wider scale. Initially this will be in individual schools and / or networks of schools right up to the Ministry itself. There are a number of issues that seem relevant to:
  - 1 -empower teachers fully and
  - 2 -to understand fully the actual not just 'intended impact' of CADER' work.
- To address 1, teachers need to engage fully with reform programmes - build teams and reflect critically and openly upon the impact of those reforms. To

do that they need to conduct research that is principled (with a mixed tradition - maybe some qualitative and quantitative elements- such as case study / ethnography). They need to reference their proposals to some scholarship so that at least they can be aware of other similar work in order to learn more widely and justify properly what they are doing / have done. They need to maintain a network that is practical to help and support each other as well as keep contact with CADER. CADER could organise newsletters with case studies; could organise conferences, initiate and support projects; could offer advice and support to schools on a 'buy in basis'. All these building and extending structures already in place.

- To address 2, CADER needs to know: a - what impact it is making on teachers professional and personal lives and b- what impact it is making on pupil learning. It gathers its own data in a systematic and analytical way but it would be of benefit to outsource this activity to increase the validity of the findings or set up its own independent 'quality assurance unit' that could sell services to other agencies. Independent 'Quality Assurance' is an important way of proving accountability to stakeholders in education.
- Research reports could be commissioned – for instance, a survey could be conducted of all trainees that have benefitted from the programme - if CADER has the database. Then focus group discussions could be held with control groups. For b above, it might be possible to gather assessment and achievement data from students taken by trainees / and / or alumni and compare with control group. This could be triangulated with data from selected interviews.
- Some action with 'initial trainee teachers' ought to be worth considering - this where good habits will be set - helped by carefully selected, well-trained mentors in schools. Through partnership with HE 'mixed programmes' could be created where students spend time at University and time in schools as part of their training.

#### **In summary:**

- CADER is a major success story with great potential for expansion and diversification within the Jordanian context as it is sensitive to 'local cultural issues' but informed by global developments and trends in education.
- It has been a thoroughly enjoyable and powerful learning experience for me and I have enjoyed a small amount of immersion in your wonderful culture.
- The Company that has the potential and capacity to respond to needs and expand in other areas - why not sponsor a school have developed strong roots? A creative 'school of the future' might be sponsored by CADER with support from other sponsors – other international schools, businesses etc..
- Deepen the educational research foundations at all levels - theory and practice should re-enforce each other.
- The focus on personal growth is fantastic - ensure you continue to facilitate

the growth process as the no 1 priority with systems and regulations being responsive to new ideas as they arise in democratic ways from the emerging 'community of practice' .

- At the heart of education is 'growing a culture of ideas without fear', nurturing evidence - based critique from all involved in the process, including 'pupil voice'. Aiming to construct in a non-fearful atmosphere a climate of honest self-review and self -evaluation.
- Find and share best practice, build a common language and common understanding for all - pupils, teachers, trainers' etc - at the global as well as local levels.

**Dr Trevor Davies 4<sup>th</sup> June 2010**

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