

## **Education Indicators in Jordan through statistical data of the Ministry of Education for the academic year 2011/2012 (a descriptive survey).**

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### **Abstract**

This study aimed to identify the indicators of education in Jordan through statistical data of the Ministry of Education for the academic year 2011/2012, and the researcher used the descriptive analytical approach, and adopted the tool study on data from the Ministry of Education, and the study's results for the following: the distribution of schools by the supervisory authority are: the Ministry of Education 3486, special education 2478, UNRWA 173, other government 35, distribution of people by the supervisory authority are: the Ministry of Education 43,487, special education 19,225, other government 549, UNRWA 3367, the distribution of students by supervising authority are: the Ministry of Education 1154880, special education 406,327, other government 14,603, UNRWA 114,362, distribution of teachers by supervising authority are: the Ministry of Education 73,613, special education 26,855, other government 1478, UNRWA 4457, the distribution of workers in the Ministry of Education are: 84,152, literacy centers 543 center, enrolled in the first quarter 6150, Successful 4901, the budget of the Ministry of Education: 722,081,500, the proportion of the budget of the Ministry of Education to the state budget 11.00%, and the researcher recommends directing researchers in research institutions and centers and graduate students and professors about the expansion of Study Education Indicators in Jordan. development of education to keep up with developments in all spheres of life.

### **Introduction:**

Occupied education high profile through human history as a message educational humane, also received the title of teacher privileged position for thousands of years when a lot of reformers, philosophers, where the title of Socrates teacher first, and the title Farabi teacher second, and more recently the poet said, "almost a teacher to be a messenger," With held walks of life and the accumulation of knowledge and science, and the diversity of experiences and social skills needed to secure the requirements of life, increased the importance of education, and became an urgent need for the establishment of educational institution (school) to take over the rearing of emerging and education and provide them with information and experiences that qualify them for life social actors, in turn, growing role of the teacher became the leading and educator, Yani minds and souls, and the rapid changes in the areas of knowledge, technological and social, and his reflections on the educational field imposed on the educational institution challenges necessitated necessarily radical changes in the structure of this institution and its functions, and paid thus to a change in the nature of the tasks the teacher educational. This explains the interest in many countries of the world to review their educational systems radical revision and Aastmrrar, to check for its ability to prepare generations of society of the twenty-first century (Deacon, 2012).

Also, education has become a national priority and a target of goals central to all communities on different beliefs ideology and levels of civilization, if education represents locomotive progress for societies developed, they represent today for communities developing strategic reserves remaining to catch up with human civilization, and under direction globalized experiencing education systems in Arab countries on the official level, the process of

amending and changing in many ways and at different stages and types, and specifically in the content of the curriculum. As evidenced by research at the academic level, a lot of studies, seminars and conferences calling for change and educational reform in these countries (wafting, 2012).

Despite the achievements of the Arab countries in the field of quantitative expansion in education since the mid last century, but the studies and reports development of successively and evidence field indicate that the general situation of Education is still modest compared to the needs of human development in these countries, and compared the achievements Other countries, even in the developing world (Arab Human report, 2003), what remains incomplete expansion sleeve and kind. And it must be recognized that the education systems in different Arab countries lagging behind in their inputs, processes and outputs which made education in these countries lose his goal of development and thereby become a hindrance to development rather than being an actor and a pioneer in the events of a (hyacinth, 2002). So loud outcries critical to the performance of the institution educational in various Arab countries and calling for change and educational reform, colorful scenarios and alternatives reformist, has warned Arab Human Development Reports that the continuation of educational reality on the nines current, represents an obstacle head of the overall reform process in the Arab societies, so that the reform community destruction will not come what were not Alaaloah it for educational reform, and unless the educational system is the pioneer in the process of development and modernization (Arab Human Development Report, 2003), and the evidence of field confirms that the efforts ongoing change is still unable to meet pre-requisites logos on the process of educational reform and despite the great efforts made by Arab countries and huge money spent by this process, where Orbiter education indicators in the Arab world sees the size of the vast difference between these countries and the developed countries when making comparisons educational about education indicators. Here we must point out a series of studies and research carried out to diagnose the reality Education in the Arab world, including the study of the Arab Organization for Education, Culture and Science in 1978, and the study of Hassan Hussein Biloa in 2005, and the study of Abdullah Aziz Hyacinth 2002, and the study of Ahmed Khatib 1984, and study Mohammed neighborhood Reza 2006, and study Mohammed Munir Mercy 1999, and the study of Abdul Rahman Captain 1997 , and a lot of studies and research that set off alarm bells about the reality of Arab education.

#### **Problem of the study:**

Education is of great importance to the Jordanian society and witness the growing popularity of the education phenomenon prominent and clear visible in the Jordanian society, and governments Jordanian attention to education and try to elevate it through the allocation of budget high for the Ministry of Education on an annual basis and monitored in the state budget in order to improve the education sector and its development, and the building of schools new, and the appointment of new teachers, and aspects of development and modernization, especially the use of computers, and the importance of education in building the state and develop its economy to achieve comprehensive development in all aspects, also appeared fashions recently in the Jordanian society through the intellectual elite and the political forces and civil society organizations, universities need to review the performance of the Ministry of Education and education and to identify the plans and objectives, strategies and programs of past and destination of choice and the achievement of international standards for the education indicators in Jordan, so is this study to identify the indicators of education in Jordan through the analysis and classification of education indicators to data released by the Ministry of Education for the academic year 2011/2012 and to recognize these data educational and extent of progress and development of the Ministry of Education.

#### **Study questions:**

This study attempts to answer the following questions:

- 1 - What are the indicators of education in Jordan through statistical data of the Ministry of Education for the academic year 2011/2012?
- 2 - What are the proposals and recommendations that contribute to the development of education in Jordan?

#### **The importance of the study:**

The importance of this study is to highlight the education indicators through different analysis and classification and review of statistical data of the Ministry of Education for the academic year 2011/2012 through to identify the indicators of education, and the achievement of the objectives of the Ministry of Education, as well as the extent to which the strategy of the Ministry of Education, which seeks to development and continuous updating, and dissemination of education services to reach the villages and the countryside and rural areas and the desert of Jordan and underprivileged areas, and improve rehabilitation and training and the expansion of building new schools, and to get rid of school buildings leased or add new classrooms, and the expansion of the introduction of computers in education, curriculum development and raise the rates of success The expansion in the appointment of teachers, and

here must point out that the Jordanian state you once in a while a comprehensive review of the educational process as a whole, where he held in 1987 the Conference of Educational Development, which aims to a comprehensive review of the education sector and all the elements of the educational process, teachers, students, administrators, laws, legislation and regulations, qualification and training, in order to improve the process of education and keep up-to-date global knowledge revolution and technology, so is the importance of this study is to highlight the education indicators and the achievement of goals, plans and strategies that seek the Ministry of Education in the Hashemite Kingdom of Jordan in the implementation and do in the development of the education sector in the Kingdom, especially as the Ministry of Education to find support from large segments official governmental and civil popular, you get a high-budget, as you get international support from international organizations, led by the U.S. Agency for Development, and the World Bank and European organizations and Japan and support from Arab organizations and Islamic.

### **Objectives of the study:**

- 1 - Get Education Indicators in Jordan.
- 2 - open the way for research and studies in the field of education in Jordan, particularly in Lima attached to indicators of education and development in the light of international standards.
- 3 - compared to the reality of education in Jordan with the developed countries.
- 4 - This study helps administrators in the Ministry of Education in the calendar and processes of reform and development with respect to indicators of education in Jordan from all sides to achieve the goals of education and the desired goals.
- 5 - to provide researchers and scholars, international organizations and Arab and national facts and figures and data on education indicators in Jordan.
- 6 - Striving for continuous development and modernization in the field of education to keep up with the knowledge revolution and technological world.
- 7 - Get to the international standards in the field of education indicators and the commitment of the Ministry of Education in Jordan these international indicators.

### **Procedural definitions:**

**Ministry of Education:** is one of the government ministries working in the Hashemite Kingdom of Jordan, and its laws and regulations and legislation governing its work, which consists of a group of school districts, and scattered in all governorates of the Kingdom of Jordan, which oversees the education sector, and is one of the government ministries task in the Hashemite Kingdom of Jordan, and oversees education in Jordan.

**Education Indicators:** are accredited international indicators on education, and teachers, and the number of schools, and success rates, and many of the indicators different educational.

### **A conceptual framework and previous studies:**

Saw the education system in the Hashemite Kingdom of Jordan continues to improve since the mid-twentieth century. Education system and play a major role in transforming Jordan from a country predominantly agricultural state predominantly industrial. And occupies the education system in Jordan ranked first in the Arab world, and is one of the finest education systems in the countries of the developing world. According to the journal NATURE (British weekly scientific journal) that Jordan has the largest number of researchers in the field of research and development per million people among all the fifty-seven countries members of the Organization of Islamic Cooperation OIC. There Jordan Alpha Researcher per million people, while the average in the member countries of the Organization of the Islamic Conference has 500 researchers per million people. This means that the number of researchers for the population in Jordan, higher than in Italy, Greece and very close to the number in the United Kingdom and Ireland. In 2003, the share of the budget allocated for education 6.4% of total government spending, and spending on education 13.5% of GDP in the same year. The illiteracy rate in Jordan 8.9 per cent, the third lowest rate in the Arab world after Kuwait and the Palestinian Authority. The proportion of gross enrollment in primary education from 71% in 1994 to 98.2% in 2006. The proportion of the transition to secondary education during the same period from 63% to 97% and ranged transition to higher education between 79 and 85% of high school graduates. In addition to the enrollment and transition these high, Jordan achieved parity in opportunities by 90% in the area of literacy and a full parity in enrollment opportunities in primary and secondary education. Jordan ranks ninety out of 177 countries on the Human Development Index. Despite the lack of resources, and the Ministry of Education curriculum and highly advanced national, and took a lot of other countries in the region Jordan a model in the development of their educational systems. And obliges the Ministry of Education of Jordan students currently familiarize themselves with the computer and the ability to take advantage of their computer in their studies normal,

especially in the scientific methods and mathematical and applied educational system Jordanian international standards, and accept obtaining a certificate of secondary education Jordanian universities. (Education in Jordan, 1999) .

Began Recent reforms in the education sector in the early nineties and accelerated these reforms with His Majesty King Abdullah II rule in early 1999 to see to transform Jordan into technology center Regional and active player in the global economy and set the vision, mission of the National Education developed and introduced in late 2002, the desired direction of public education in the country. We have two main had Ala\_i\_aritan documents which helped in the formation of a national vision and also in identifying trends education reform initiatives are the 2002 Vision Forum and Jordan Vision 2020 for the future of education. Extends these documents from kindergarten to lifelong learning has been approved by the Economic Advisory overall strategy proposed by the Forum in October / November 2002 and included national development strategy and outcome of the forum vision in specific plans for the development of the two plan economic and social transformation and education plan year 2003-2008 in July 2003, the government launched a Jordanian ambitious program in the Middle East and North Africa as a whole, which is education reform program for the knowledge-based economy, a multi-donor program duration of ten years, and the World Bank provided a grant for this program worth U.S. \$ 120 million and sought to reorientation of policies and educational programs in line with the needs of the knowledge-based economy, and improve the learning environment material in most schools, and promote education in the early childhood years and spanned the first phase of the program from 2003 to 2009 and concluded in June 2009. The second phase of the education reform program for knowledge-based economy and put the International Bank for Reconstruction and Development and the International Finance Corporation of the Hashemite Kingdom of Jordan, will extend from 2009 to 2015 and This program aims to enhance the reforms that have been applied in the context of the first phase and institutionalized, with particular emphasis on implementation at the school level and efficiency of teachers . And will enhance this stage of the program of institutional capacity of the Ministry of Education at the policy level and strategic planning, monitoring and evaluation, and improving employment rates of teachers and take advantage of them, and professional development policies and their application The program will also develop curricula and tools for assessing students to ensure the alignment of the knowledge-based economy. And got Jordan Education Initiative Recently the UNESCO Prize for the use of information and communication technology in education is based on this pioneering educational project in Jordan's schools to take advantage of the power of information and technology through proven methods of teaching to change the learning environment in schools (education in Jordan, 1999) ..

And interested Jordan process education great interest and considers it of the basic pillars of the Jordanian State, where he cornerstone upon which to build intellectual development, cultural and economic, and classifies experts education system in Jordan of the best education systems in the developing world, it was also proven that it tied for first place in the list of quality educational systems in the Arab world. Did not reach Jordan to this position in the field of education but thanks to the efforts based on the educational process where imitators in the Ministry of Education and educational institutions which are divided between the government and private institutions, and distributed quality educational institutions depending on the levels of education in Jordan between kindergartens and schools, universities and institutes, colleges and training centers and academies and so on, began the education system in Jordan remarkable development with the start of the mid-twentieth century and is still going to now non-stop, and includes development of all educational institutions, curricula and teaching methods and conditions for granting certificates Almkhtlfahoukd combined efforts of all to achieve a remarkable development in the field of education in Jordan, is evident from the by increasing the number of researchers in Jordan for the population, in addition to increasing the fiscal budget for spending on education in Jordan between the past and Alhadharkma experts note increased turnout on education in Jordan in the past ten years, including primary, secondary and university as well as graduate courses Altdrebehomen reasons the development of education in Jordan is that it applies the criteria of international educational and obtaining certificates of secondary schools in the Kingdom are accepted easily by universities Alaalmihoiatmd develop the educational process in Jordan on human resources and social values and international standards and is based on the spirit of competition among all employees in order to reach for excellence in Education (Higher Education in Jordan, 2012).

The Jordan had during the past three decades a quantum leap in the education sector, having managed to establish a comprehensive education system with Houda global view to developing its human and through its commitment of free and compulsory education for citizens until the age of sixteen, and work on curriculum development in line with global developments In addition to the diversity and complexity of the fields of education with the labor market,

which led to increased demand for education on an ongoing basis, and to be able to successive governments to meet this demand has worked to establish schools in all areas, and allow the private sector to invest in this sector from the point of view based on that allowing for the private sector to invest in this sector reduces the burden of government to meet the growing demand and therefore provides financial and administrative resources, which can be exploited in the development of quality education, and as a result of the awareness of governments of the importance of education and increasing awareness of individuals, keen Jordanian people to send their sons and daughters to school because they believe that education is Prop Risah for future life of dignity and attic fell illiteracy rate in Jordan to the lowest in the Arab region, which reached 8.9% in 2005 for reconstruction over the age of 15 (Statistics, 2005), and indicate statistical data of the Ministry of Education for the academic year 2004/2005 to The number of schools in the Kingdom 5396 school, learn where more than 1.5 million students, and knows where 83,523 teachers, either in terms of the authorities attends to teach students authorities several are (Ministry of Education, the private sector, the international relief agency, and other ministries, such as the Ministry of Defense, Ministry of Health, Ministry of Religious Endowments), cooperate with each other in order to achieve the general goals of Education, The Ministry of Education and the educational institution which provides learning and education for the proportion of most of the students, which amounts to 70% of the total students in the Kingdom, followed in rank second private sector, where the proportion of students enrolled by 19%, while offering the international relief agency educational services for about 8% of the students while offering other government institutions educational services increased by 1.25% of the total students, either with regard to illiteracy in Jordan has dropped to 8, 9% in 2005, also opened the Ministry of Education and adult education centers and even sixth grade, and constitute females 86.5% of the total enrollment, which shows the awareness of women and recognized the importance of education in the development path of her life (Hamidat, invasion, 2011).

It also continued Jordan his tireless efforts to bring about development Comprehensive Educational various aspects of the educational process, including reflected on the student as the focus of this process and purpose of the main, it has included development axes several notably: mainstream English language teaching to include grades all of the first grade until the twelfth grade, and the computerization of education in schools and enable teachers and students to use computers and techniques, which simplifies the processes of learning and deepen understanding among students, and makes the learning process more meaningful and useful and fun, in addition to the direct creation of schools, King Abdullah II of excellence, and the expansion of the establishment of kindergartens to the Ministry of Education in areas of need (Hamidat , invasion, 2011).

. In this regard confirms His Majesty the need to focus sector educational as directed His Majesty at the beginning of each semester a letter to the education sector and its workers as he said in a message ownership directed to students and teachers (you future generation and builders of tomorrow who achieve through them our vision for the future of Jordan , and make every effort to Astzmar you and stimulate your energies creative and create chances of success before you to enable you to engage in the construction of Jordan model homeland justice, equality and equal opportunities, we have sought through the years with all sincerity to create a suitable environment for the modernization of education by enabling and developing curricula and educational activities and the advancement of education stage pre-school and school building equipped with educational aids and information technology and modern techniques, Atovir climate teachers suitable for teaching and learning process, and the embodiment of our vision in the development of education and unlock the potential of young creative, have directed the government to find a new mechanism for the certification exam high school "guideline" included maintaining the reputation of the certificate National and excellence on the regional and international levels, Mzlma ensure achieving the vision of a modern exam National Certificate, enables the student to excellence and innovation in the skies scientific and psychological comfortable (a teacher, 2004). that attention to the education sector in Jordan by the Hashemite leadership continuously where there are many awards including Queen Rania Award for Distinguished Teachers, as well as the director of Excellence, which achieved the prize lot of visions and goals at the educational and social, after crystallized vision of ownership in the culture of teachers and their expertise, and become Ntegadtha and performance indicators more pronounced at the thought of teachers, which reflected positively on the morale increased the giving and yielded creative The glamorous and exclusive (Teacher, 2009).

#### **Previous studies:**

- **Study Centre Dubai Statistics on social and demographic** indicators (2007), dealt with the following indicators: the proportion of children in kindergarten to total students 15.9, and the percentage of pupils first loop to total students 40.6%, and the percentage of pupils the second loop to total students 27, 0, and the percentage of students in

secondary education 16.5%, and the proportion of students of technical education to total 0.5% students, and the percentage of students who enrolled in adult education 1.7%, and the percentage of teachers to the total number of students enrolled in year 6.5%, and the illiteracy rate of the total population, 4.7%, and the rate of literacy 15 years and over 10.7%, and net enrollment ratio in primary education, 81.0%, and the rate of illiteracy 15 years and over 5.4%, and the percentage of male students of the total students 52.0%, and the percentage of female students of the total female students 48%, and the proportion of male to female students 108.4%, and 94.6% literacy rate,

- **Studies on (2008), titled the evolution of the educational system in Sudan towards the vision to address the loss of education and unemployment graduates**, addressed the following indicators: number of kindergartens for the year 2005 | / 2006 (9415), and the number of pupils 499,481, and the number of supervisors and supervisors 17,677, the number of schools, students and teachers the main stage for the academic year 2005/2006, the following: the number of schools 16626 School, the number of pupils 4,731,490, the number of teachers (male) 54 328, the parameters (females) 87 713, absorption rate in basic education, males 68.6%, and females 58.7% , the number of schools, students and teachers in secondary schools: the number of schools for the academic year 2005/2006, 2399 schools, the number of students males and females 592,758, and the number of teachers 35578.

- **Study indicators of higher education in the Arab countries according to the investment climate (2008)**, dealt with the following indicators: number of universities in the Arab countries in 2008 is 385, and the number of Gamat own rose by 115 University, most private universities can not accommodate the number of students because they are small, according to data for nine countries Arab total number of students 4.4 million students in 2008, of whom 3.7 students in undergraduate and 87% of them, and the percentage of graduate 3% for diploma and masters, and 2% for doctoral programs, and the percentage of enrolled technical institutes 5% of preparation studying in these countries, and share scientific colleges and technical 31%, and based on data available from 12 Arab countries, concentrated most graduates Arabs of higher education according to the report in the disciplines (sociology, law, and business administration), (Arts and Humanities) (Education), including rate of 32.6% and 18.8%, 8.5%, respectively, and a total of 60%, followed by Science Degree with a share of 13.9%, and engineering branches share of 12.3%, and then share 7 Medical Sciences, 3% and then Science Agriculture 1.4%, there is an increase in the number of Arab universities, new universities have emerged in each of Egypt, Jordan, Saudi Arabia, Libya, Tunisia, Morocco, Lebanon's public university and one and 37 private universities.

- **Study of Canaan (2009)**, titled Higher Education in Jerusalem and the Palestinian territories (problems and requirements), the study stated the following indicators: the number of students in all schools Palestinian general education to all levels of education in the school year 2003/2004 a total of 1,017,443 students and student, females account for 49.63% of them. The number of students kindergarten 70,225 children, are female ratio 47.8% of them, and distributed by 70.35% of the West Bank and the proportion of 29.65% of the Gaza Strip. Constitutes students in secondary education in the academic year 2003/2004 9.9% of the total students in the all levels of education, mentioned above, and a student in the basic stage 90.1%. (Ministry of Education and Higher Education, 2004, p 84). concentrated 59.2% of the total students of basic education in the West Bank, while in Gaza Strip the percentage of up to 40.8%, while in the secondary phase is concentrated 59% in the West Bank and 41% in the Gaza Strip (all secondary students). decreased dropout rate in schools in the primary stage of male students from 2,03% in the academic year 1993/1994 to 1.8% in the academic year 1998/1999 , then decreased significantly in the academic year 2002/2003 to 0.9%, a decline in the dropout rate for students in the primary stage of 1.77% in the academic year 1993/1994 to 1.4% in the year 1998/1999, then dropped to 0.6% in the academic year 2002/2003. (Surani, 2006, p 6). While in the year 2007/2008, the number of students 1,182,246 students studying in kindergartens and schools. Them 710,287 students in the West Bank and 471,959 students in the Gaza Strip. Including 592,389 males and 589,857 females, and distributors by supervisors also comes 766,730 students in government schools and 253,116 students in UNRWA schools and 78,111 international students in private schools and 84,289 children in kindergarten..

**Study Muhtadi (2008)**, entitled social development indicators and economic development in the State of Qatar reality and prospects, addressing the education indicators following: rate of literacy among adults 90.6%, and the rate of literacy among young people (15 - 24) years 96, 5% in 1990, to 99.1% in 2007, and enrollment phases educational primary 97.6% in 2006, and the enrollment rate different educational stages in 2005 reached 77.7%, and net enrollment ratio in primary education in 1990, the proportion of 91 , 6%, and in 2000 was 96.6%, and in 2005

reached 96%, and in 2006 was 97.6%, the percentage of secondary school certificate holders in 2000 reached 53%, and in 2005 reached 58%, while the proportion of recipients undergraduate degree in 2000 reached 28%, and in 2005 reached 34%, while the proportion of females in various stages of education exceeded 50% of the total registered in the various stages of education, and in university education reached percentage 70% of the total university students, and index the percentage of spending on education of the total GDP of 3.5% in 1991, to 1.6% in 2002 - 2005, and per capita spending on education rose from 201 riyals in 1991 to 248 riyals in 2004, and the volume of spending and Ministry Alterbahujamah Qatar in 2005/2006 (3.6) billion Qatari riyals, either in 2008 amounted to spending on education (19.7) billion Qatari riyals, and in 2007 was allocated 2.8% of GDP for scientific research alone, which means that per capita spending on scientific research reached (5921), QR

**- Study of Canaan (2009)**, titled Higher Education in Jerusalem and the Palestinian territories (problems and requirements), the findings suggest the following: the number of students in all schools Palestinian general education to all levels of education in the school year 2003/2004 a total of 1,017,443 students and student, females account for 49.63% of them. The number of kindergarten students 70,225 children, females account for 47.8% of them, and distributed by 70.35% of the West Bank and the proportion of 29.65% of the Gaza Strip. The students in secondary education in the academic year 2003/2004 9.9% of the total students in all stages of education, mentioned above, and a student in the basic stage 90.1%. (Ministry of Education and Higher Education, 2004, p 84). Concentrated 59.2% of the total students of basic education in the West Bank, while in Gaza Strip the percentage up to 40.8%, while in the secondary concentrated 59% in the West Bank and 41% in the Gaza Strip (total students secondary). Decreased dropout rate in schools basic stage for male students from 2.03% in the academic year 1993/1994 to 1.8% in the academic year 1998/1999, then decreased significantly in the academic year 2002/2003 to 0.9%, a decline in the dropout rate for students in the primary stage of 1.77% In the academic year 1993/1994 to 1.4% in the year 1998/1999, then dropped to 0.6% in the academic year 2002/2003. while in the year 2007/2008, the number of students 1,182,246 students studying in kindergartens and schools. Of whom 710,287 students in the West Bank and 471,959 students in the Gaza Strip. Including 592,389 males and 589,857 females, and distributors by supervisors also comes 766,730 students in government schools and 253,116 students in UNRWA schools and 78,111 international students in private schools and 84,289 children in kindergarten.

**- Study indicators of higher education in Saudi Arabia (2011)**, The study showed some the following indicators: population 27,136,977 and the growth rate 14.6% and the number of universities 32, distributed in Riyadh and Mecca, Medina eastern region, Asir, Jizan, Qassim, Najran , patio, Tabuk, however, the northern border, Al-Jouf, and the number of faculty members Saudis 29,607 and non-Saudis 19,921 and faculty members of PhDs 21,317 and campaign Masters 1018 total freshmen 297,632 and indicators of students enrolled 903,567 and total graduates 115,790, Akherijeon per 100 thousand population reaches 427, students studying abroad MA 48,811, MS 21,680, Ph.D. 5325, Fellowship 1998 another 29,408, the total students studying abroad 107,222, efficiency indicators and scientific research: the number of students in the master's level 19,592, Ph.D. 2565, production of scientific as classified by the ISI 3,047 , per student spending on higher education 26,563, spending on student proportion of gross domestic product, 34.9%.

Study Jacob and Bader (2012), titled Education in Lebanon, where the study stated the following indicators of pupils in Lebanon 942,391, the number of university students 180,850, the number of students of vocational education and Applied 95,811, the number of schools 2882, the proportion of pupils enrolled in private schools 66%, 35 % of schools use the French language, and 25% used the English language, and 22% used French and English together, pupil-teacher ratio by type of school, official government 7, free private 19, particularly 12, UNRWA 21, the number of universities 38 University, 16% of enrolled in Lebanon are not the two Lebanons, 39% of students enrolled in the university chose the social sciences, 21% of students chose to study humanity, 16% chose science, 53% of enrolled university of women and 47% of men, women chose specialty education, The men of Engineering, 82% of the enrollment of their employer's family holds a college degree, 24% of households have an individual mom, and 7% of households have more than one individual, 16% of women are illiterate, and 8% of men are illiterate.

**Study Alqlala (2012)**, which is entitled the educational system in Libya: elements analysis, failure citizen, strategy development. She noted educational indicators following: The ranking of Libya in the Global Competitiveness Index No. (100), in the field of health and education (115), higher education and training (95), labor market efficiency (139), preparedness and Althu technological (114), innovation and factors of evolution (135), the quality of primary education (128), and the last Arab, primary school enrollment did not show the proportion of the lack of data, secondary enrollment ratio in 2006 was ranked Libya globally (48), and fourth Arab, enrollment in higher education

in 2008 was international level (37) and the first Arab, the quality of the educational system in the academic year 2009/2010 ranking last globally and regionally, the quality of mathematics education in the academic year 2009/2010 respectively (113) internationally among 139 countries, and the order by the last Arab between (15) Arab country, quality schools administration (137) globally and the last Arab world, access to the Internet in schools in 2009/2010 (129) globally, and the Arab arrangement (13), from 15 Arab countries, training services (134) globally, and the last Arab order (15), teacher training (110) globally, and number (12) Arab, provides Internet (96) globally, and (12), the Arab world, to participate in online (116) globally, and (14) the Arab world, fixed-line telephone (74) globally, and (7) The Arab world, to participate in the mobile phone (90) globally, and (11) Arab.

**Study of the Central Agency for Public Mobilization and Statistics in Egypt (2012)**, entitled Education in Egypt - statistics and indicators, addressing educational indicators following: education pre-university: average gross enrollment phase pre-primary (kindergarten) 22.1% in 2009/2010 compared to 23.2% for the previous year and stage of elementary education 95.6% compared to 96% for the previous year preparatory phase 81.1% versus 80.6% for the previous year and stage secondary education 59.5% versus 57.9% for the previous year. averaged transition from primary to lower secondary 77.8% for the years seminars 2008/2009 - 2009/2010 compared to 82% for two years school years 2007/2008 - 2008/2009, the rate of transition from elementary to secondary education 88.4% for the years school years 2008/2009 - 2009/2010 compared to 87.9% for the two seminars 2007/2008-2008/2009, the percentage of leakage for Alaaftda'ah phase 0.4% for the two seminars 2009/2010-2010/2011 vs. 0.2% for the years 2008/2009-2009/2010 seminars, the percentage drop for the preparatory phase of 5.1% for the years 2009/2010-2010/2011 seminars versus 5.4% For the years 2008/2009-2009/2010 seminars, For education Azhari particular, looks indicators for the base year chosen by the device (09/2010), as follows: The average density separation in education Azhary 30 pupils, the average per teacher of students 14 students per teacher, the average count chapters each Institute 8 chapters, Azhar institutes totaled 9147 Institute 415 Institute Kindergarten 5% of the total Azhar institutes, 3423 Primary Institute by 37% of the total Azhar institutes, 3024 Institute preparatory 33% of total Azhar institutes, 1999 Secondary Institute by 22% Total Azhar institutes, 286 Institute readings by 3% of the total Azhar institutes, education students totaled Azhary all levels 22,044,315 student distributed as follows: Kindergarten 59,624 students by 3% of the total primary education students 1,205,712 students by 58.9% of the total middle school Altalabaltalim 433,064 per 21.2% of the total students of secondary education 277,858 13.5% of the total student readings 68,057 3.4% of the total Altala average ratio of male students to total 57%. averaged ratio of female students to total 43%. totaled education faculty Azhary 151,178 of whom 93,458 males by 62% 0.57720 females by 38%. total students enrolled Azhari qualitative (readings) 68.1 thousand students in 2009/2010 compared to 57.8 thousand students in the previous year, an increase of 17.8%. averaged total enrollment of pupils kindergarten 2%. averaged gross enrollment for students of primary 12%. averaged total enrollment of students prep 9%. averaged total enrollment of students secondary 8%. enrollment total for education quality (readings) did not score as the calculations depend on the age group of stage educational and education qualitative readings is not linked to the enactment of the law legal. reached gender Altkavo index for Azhar Kalatyvy education pre-primary (kindergarten) 0.9 in the primary stage of 0.8 in the prep phase 0.7 in the secondary phase 0.6

### **Study Procedures:**

To achieve the objectives of the study researcher followed the following:

- 1\_ found on studies and research on indicators of education in the Arab world and view as well as the education indicators in Jordan, and review of the literature on education indicators.
- 2 - assessment, analysis and monitoring and classification of education indicators in Jordan, through the statistical data of the Ministry of Education for the academic year 2011/2012.
- 3 - to formulate a set of recommendations.

**Methodology:** The researcher used the descriptive analytical method.

**A study tool:** Use researcher in the study of statistical data of the Ministry of Education for the school year 2011/2012.

### **Results of the study:**

**First: What are the indicators of education in Jordan through statistical data of the Ministry of Education for the academic year 2011/2012?** By analyzing and monitoring and classification of statistical data of the Ministry of Education for the academic year 2011/2012 shows that education indicators in Jordan were as follows: Distribution of Schools by the supervisory authority are: the Ministry of Education 3486, special education 2478, UNRWA 173, other government 35, Distribution of by the supervisory authority are: the Ministry of Education 43,487, special

education 19,225, other government 549, UNRWA 3367, the distribution of students by supervising authority are: the Ministry of Education 1,154,880, Special Education 406,327, other government 14,603, UNRWA 114,362, distribution of teachers by supervising authority are: The Ministry of Education 73,613, special education 26,855, other government 1478, UNRWA 4457, the distribution of workers in the Ministry of Education are: 84,152, literacy centers 543 centers, enrolled in the first quarter 6150, Successful 4901, the budget of the Ministry of Education: 722,081,500 , the proportion of the budget of the Ministry of Education to the state budget 11.00%, the distribution of schools and the Ministry of Education by the Royal and sex are: 3486, males 1269, females 526, Mixed 1691, ratios of students of the total by the supervisory authority are: the Ministry of Education 68.33% , other government 0.86%, and UNRWA 6.77%, special education 24%, the rate of students for each division and each teacher by the supervisory authority are: the Ministry of Education 16 students per teacher, Other Jkumah 10, UNRWA 26, special education 15, schools secondary vocational education supervisory authority are: the Ministry of Education 172, other government 3, UNRWA 0, special education 2, total vocational education students 27,783, teachers 3710, the distribution of schools by the supervisory authority and stage and sex are: the Ministry of Education 3486, governmental 35, agency Relief 173, Special Education 2478, the distribution of students by the supervisory authority and stage and sex are the Ministry of Education 1,154,880, other government 14,603, UNRWA 114,362, special education 406,327, distribution people by the supervisory authority and stage and sex are: the Ministry of Education 543,487, other government 549 , UNRWA 3366, special education 19,225, distribution of teachers by supervising authority are: the Ministry of Education 73,613, other government 1478, UNRWA 4457, special education 26,855, the distribution of students by the supervisory authority and ownership of the classroom are: the Ministry of Education 1,154,880, governmental and other 14,603, UNRWA 114,362 , 406,327 special education, the percentage of students who drop out in the basic phase of 29%, the percentage of students who drop out in high school 66% success rate in the secondary school certificate examination for the academic year 2011 are: 42% literary branch, scientific section 63.3%, IT administration 65%, Health Education 51.1%, forensic section 36.1%, 28.9% agricultural branch, branch of industry 45.4%, 32.1% hotel branch, home economics 33.6%, the distribution of schools in the Kingdom by the Directorate are: Oman first: 143, Amman II: 60, Oman III: 123, Oman IV: 151, Oman fifth: 116, Brigade Giza: 92, Brigade distinguished: 51, Special Education: 1162, Madaba: 108, Blue: 129, sidewalk: 179, Salt rod: 199, Deir Ala 57, South Barn: 42, Ain Al-Basha: 108, Irbid first: 387, Irbid II: 184, Irbid III: 60, Koura: 141, Bani Kinana: 114, North Valleys: 88, Ramtha: 118, Jerash: 241, Ajloun: 183, Reed retail: 203, Northern Badia East: 156, Badia Bank: 157, Karak: 133, Mazar: 115, palace: 69, Valleys South: 45, Brigade Seer 38 , gloss: 47, Petra: 53, Southern Badia: 84, UNRWA Irbid: 44, UNRWA blue: 31, UNRWA south of Amman: 45, UNRWA northern Oman: 45, military culture: 31. distribution of students in the Kingdom Directorates of Education are as follows: Oman first: 82,481, Oman Althatnah: 31,931, Oman III: 77,068, Oman fourth: 95,828, Oman fifth: 41,272, a brigade Giza: 11200, distinguished: 10,435, Special Education: 230,335, Madaba: 33,132, Theban : 8943, the first blue: 116,674, the second blue: 31509, Rusaifa: 75,147, Reed Salt: 43,073, Deir Alla: 14548, South Barn: 11627, Ain Al-Basha: 29,715, Irbid first: 113,779, Irbid II: 41,062, Irbid third: 16913, Koura: 31,353, Bani Kinana: 23,565, Ramtha: 37045, Jerash: 45,049, Ajloun: 40340, Reed retail: 35121, northeastern Badia: 22846, Northern Badia Bank: 26822, Karak: 25008, Mazar: 19852, Palace: 10,852, Valleys South: 12,832, Tafila: 19,852, a brigade Besara: 6295, Ma'an: 9861, Petra: 7953, Shobak: 3032, Aqaba: 36,057, UNRWA Irbid: 26,184, UNRWA blue: 22,890, UNRWA South Oman : 33,135, UNRWA northern Oman: 32,153, military culture: 13809.

Second: the results of the second question: What are the proposals and recommendations that contribute to the development of education in Jordan? Through the study of education indicators in Jordan in light of the statistical data of the Ministry of Education for the academic year 2011/2012, the researcher suggests the set of recommendations that contribute to the upgrading of education and development of all the different aspects, and Methods of Teaching, and teachers and administrators and school buildings and activities and the development of educational philosophy and goals and modalities and rehabilitation and training of cadres working, as well as a focus on the development of indicators for education in Jordan to compete with international indicators Hence the education indicators in Jordan need more focus, development and modernization, and focus on the role of education in innovation and creativity and contribute to the events of the Renaissance and the comprehensive development of many aspects of Jordanian society political, economic and social, cultural and developmental, and contribute to the fight against poverty, unemployment and face new developments in the knowledge revolution, technological and knowledge revolution, and the transition from education bank, which relies on the conservation and thumb to education which is based innovation, problem solving, and thinking, analysis, and the development of the ability to learn and acquire knowledge and employment and production, and the development of the ability to search and discovery and innovation, and enable the individual to assume its responsibilities, and Tnumeihakaddrat mental and creative, and enhance the ability to participate and work in a team and live with them, and enhance the ability to

positive dialogue and coexistence purposeful and accept the opinions of others, and in this light provides the researcher set of recommendations that contribute to the development of education in Jordan, including:

- 1 - directing researchers in research institutions and centers and graduate students and professors about the expansion in the study of education indicators in Jordan.
- 2 - development of education to keep up with developments Mahlahwalaalmih in all spheres of life?
- 3 - to take advantage of international experience in the development of education in Jordan, especially in the development of criteria and indicators of education.
- 4 - Cooperation with global research institutions, to conduct field research and applied for consultancy to address national issues in the field of education and development in Jordan and elevate it.
- 5 - to build and develop a set of criteria, to develop new education indicators in the light of international educational standards.
- 6 - to build a new advanced educational information to the Ministry of Education.
- 7 - Increasing interest in the calendar, and teaching and learning strategies.

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