

ALL IN SCHOOL كلنا في المدرسة

MIDDLE EAST AND NORTH AFRICA  
OUT-OF-SCHOOL CHILDREN INITIATIVE



# JORDAN

COUNTRY REPORT ON OUT-OF-SCHOOL CHILDREN



OCTOBER 2014

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children

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Cover photo: 11-year old Younis from Hama, Syria, works on a farm in the Jordan valley.  
He hasn't been to school for two years. ©UNICEF Jordan/Noorani

# Preface

This study is the first step in a process to enhance equity in access to schools by bringing the reality of out-of-school children in Jordan to the forefront of policy makers' agendas.

This study was conducted thanks to the UNICEF Middle East and North Africa Regional Office (MENARO) and the UNESCO Institute for Statistics (UIS) joint Out-of School Children Initiative (OOSCI) in the MENA region. OOSCI was initiated at the Methodology Workshop in Istanbul, held 27-31 May 2013, with the participation of eight countries in the region including Jordan.

This study used a unique conceptual and methodological framework to generate data on the profiles of out-of-school children and to identify those children that are at risk of dropping out. This study also identifies the bottlenecks and barriers that prevent vulnerable children from accessing schools from different perspectives: supply, demand, enabling environment and quality. The recommendations and conclusions focus on how to remove barriers or bottlenecks hindering children from accessing schools and how to prevent the children who are attending schools from dropping out. At the same time, these recommendations consider factors, including socio-economic influences and quality of education, at the school and community levels that can cause children to leave school.

UNICEF and the Ministry of Education hope that all relevant stakeholders will use the results produced by this study to inform their strategies and activities while programming for children. Only by doing so can the OOSCI recommendations be turned into actions – enabling all children in Jordan to attain their right to education.

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**The UNICEF MENARO Education Section**

# Contents

<b>List of figures and tables</b>	<b>vi</b>
<b>List of acronyms</b>	<b>viii</b>
<b>Executive summary</b>	<b>1</b>
<b>1 Introduction</b>	<b>9</b>
1.1 Background	9
1.2 Education system	11
1.3 Current educational priorities and concerns	13
1.4 The Global Out-of-School Children Initiative	16
1.5 Methodology	18
<b>2 Profiles of excluded children</b>	<b>21</b>
2.1 Overview of data sources	21
2.2 Profiles of out-of-school children in Dimension 1	25
2.3 Profiles of out-of-school children in Dimensions 2 and 3	28
2.4 Profiles of children at risk of dropping out of school in Dimensions 4 and 5	39
<b>3 Bottlenecks and policies/strategies</b>	<b>49</b>
3.1 Pre-primary age children	49
3.2 Primary age children	52
3.3 Children at risk of dropping out	55
3.4 The situation of children refugees	57
3.5 Overcoming the barriers	60
<b>4 Recommendations and conclusions</b>	<b>65</b>
<b>References</b>	<b>71</b>
<b>Annexes</b>	<b>73</b>
Annex 1 Data inventory template of out-of-school children	74
Annex 2 Data quality assessment worksheet	78
Annex 3 Data inputs for the Jordan OOSCI Country Report	81
Annex 4 Key informant and focus group interview guide	86
Annex 5 Five Dimensions of Exclusion methods of calculation	88
Annex 6 Number and distribution of kindergarten sections among governates and educational authorities, 2013	89

## List of figures and tables

### Figures

Figure 1.1	Map of Jordan	9
Figure 1.2	Structure of the education system	12
Figure 1.3	The Five Dimensions of Exclusion	17
Figure 2.1	School population number by age, 4-17 years old	21
Figure 2.2	Map of distribution of primary and lower secondary students in all governorates	22
Figure 2.3	Map of gross enrolment rates in primary and lower secondary stages in all governorates	23
Figure 2.4	NER in Kindergarten 1 and 2, by year	26
Figure 2.5	Student percentages by authority and grade level, 2012	26
Figure 2.6	Projection of out-of-school children at kindergarten level (ages 4 and 5), 2012-2020	27
Figure 2.7	NER of primary school students, by year	28
Figure 2.8	Percentage of in-school and out-of-school children and children at risk of dropping out at the pre-primary, primary and lower secondary levels	28
Figure 2.9	Future projection of out-of-school children in primary and lower secondary stages	39
Figure 2.10	Categories of out-of-school children by school exposure	39
Figure 2.11	Percentages of children in school, out of school and at risk of dropping out in pre-primary, primary and lower secondary levels	40
Figure 2.12	Percentages of girls in school, out of school and at risk of dropping out in pre-primary, primary and lower secondary levels	40
Figure 2.13	Percentages of boys in school, out of school and at risk of dropping out in pre-primary, primary and lower secondary levels	41
Figure 2.14	Total number of children dropping out in the primary stage in all grades, by year	42
Figure 2.15	Total number of grade repeaters in the primary stage in all grades, by year	43
Figure 2.16	Number of days absent by grade	43
Figure 2.17	Science performance average in selected Middle Eastern countries, TMSS and PISA, 2011	44
Figure 2.18	Maths performance average in selected Middle Eastern countries, TMSS and PISA, 2011	44
Figure 2.19	Students' achievement in science by gender, 1999-2011	45
Figure 2.20	Students' achievement in mathematics by gender, 1999-2011	45
Figure 2.21	Students' achievement in science by geographic area (urban/rural), 1999-2011	46
Figure 2.22	Students' achievement in mathematics by geographic area (urban/rural), 1999-2011	46

## Tables

Table 1.1	Changes in selected statistics from 2001 to 2011	10
Table 1.2	Out-of-school children focus groups sample distribution	19
Table 2.1	Numbers and rate of out-of-school children and children at risk of dropping out in pre-primary, primary and lower secondary levels of education, by Dimension	24
Table 2.2	Percentages of out-of-school children, children at risk of dropping out and total NER by education level, gender and Dimension	24
Table 2.3	Percentages of out-of-school children by age group and data source	25
Table 2.4	Number of in-school children in Kindergarten 1 and 2 (ages 4-5 years old), by gender	25
Table 2.5	Per cent of primary and lower secondary school age children out of school by age, sex and other characteristics	29
Table 2.6	Distribution of child population by age and work status	30
Table 2.7	Percentage of distribution of working children by type of work	31
Table 2.8	School enrolment rate based on gender and labour situation	31
Table 2.9	Percentage of children 6-17 years old involved in child labour by gender	31
Table 2.10	Distribution of working children and their education status	32
Table 2.11	Relationship between working children and their parents' level of education	32
Table 2.12	Relationship between parents' civil status and child labour	33
Table 2.13	Distribution based on reasons for work	34
Table 2.14	Syrian refugee out-of-school children	38
Table 2.15	Reasons for dropping out of school	41

# List of acronyms

CMF	OOSCI Conceptual and Methodological Framework
CSD	Civil Status Department
CSO	civil society organization
DOS	Department of Statistics
ECE	early childhood education
EMIS	Education Management Information System
ERfKE	Education Reform for Knowledge Economy
HCD	Higher Council for Affairs of Persons with Disabilities
HPC	Higher Population Council
ILO	International Labour Organization
KG	kindergarten
MoE	Ministry of Education
Mol	Ministry of Interior
MoL	Ministry of Labour
MoSD	Ministry of Social Development
MoH	Ministry of Health
NCFA	National Council For Family Affairs
NER	net enrolment rate
NGO	non-governmental organization
OOSC	out-of-school children
OOSCI	Out-of-School Children Initiative
UIS	UNESCO Institute of Statistics
UNESCO	United Nations Education, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children’s Fund
USAID	United States Agency for International Development

# Executive summary

In 2010, UNICEF and the UNESCO Institute for Statistics (UIS) launched the Global Out-of-School Children Initiative (OOSCI). Jordan was selected to participate in a Middle East and North Africa (MENA) regional effort to study the situation of out-of-school children, which has generally been unexplored. This study provides important data and data analysis that uncovers the reality of the lives of these children and can serve as a foundation for effective programming in the future.

In order to formulate effective and innovative strategies for the most disadvantaged and marginalized groups, it is essential to identify more precisely who and where out-of-school children are, and why they may be excluded or at risk of dropping out.

At the foundation of this study is the following data: The total number of children (not including Syrian refugee children) at the pre-primary level is about 291,700 and the total number of children in both the primary and lower secondary levels is approximately 1,411,800 (EMIS, 2012). More than 59 per cent of pre-primary age children (age 5) and more than 96 per cent of primary children (ages 6-11) and lower secondary children (ages 12-15) are currently enrolled in school. About 45,862 five-year-old children and 30,895 children of primary and lower secondary ages are out of school.

## Numbers and rate of out-of-school children in pre-primary, primary and lower secondary levels of education, by Dimension

	Girls		Boys		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
<b>Out-of-school children</b>						
Dimension 1: Children 5 years old (Kindergarten 2, pre-primary)	21,541	40.3	24,356	41.7	45,862	41
Dimension 2: Children 6-11 years old (primary)	2,573	0.6	7,190	1.6	9,661	1.1
Dimension 3: Children 12-15 years old (lower secondary)	9,678	3.9	11,327	4.4	21,234	4.2
<b>Total out-of-school children (5-15 years old)</b>	<b>33,792</b>	<b>44.8</b>	<b>42,873</b>	<b>47.7</b>	<b>76,757</b>	<b>46.3</b>
<b>Children at risk of dropping out</b>						
Dimension 4: Children enrolled in primary	12,866	3.0	13,032	2.9	25,470	2.9
Dimension 5: Children enrolled in lower secondary	18,115	7.3	9,525	3.7	28,313	5.6
<b>Total children at risk of dropping out</b>	<b>30,981</b>	<b>10.4</b>	<b>22,557</b>	<b>6.6</b>	<b>53,783</b>	<b>8.5</b>

Source: MoE-EMIS Database, 2013.

## Study overview

This study examines the detailed profiles of out-of-school children in Jordan in order to highlight the major barriers to school access and participation; analyse existing and emerging education policies and strategies to tackle key bottlenecks; and provide recommendations for improvement at various levels (policy, planning and programming). The goal is to introduce a more systematic approach to address the issue of out-of-school children and to guide concrete education sector reforms towards a more equitable coverage of basic education in Jordan. The analysis used is based on the Five Dimensions of Exclusion Model.<sup>1</sup> The model presents five target groups of children for the data and policy analysis that span three levels of education: pre-primary, primary and lower secondary; and two different population groups: children who are out of school and those who are in school but at risk of dropping out. Both quantitative and qualitative research methods were employed for this analysis. While the quantitative tools consisted of analysing data collected from different statistical databases, including the Education Management Information System (EMIS) and Department of Statistics (DOS) databases, the qualitative part of the study was completed by conducting several focus group discussions and interviews with key informants/stakeholders, including parents and students.

## Profiles of out-of-school children

A major finding of the statistical analyses is that school enrolment has increased substantially between 2003 and 2012, and as a result, significantly fewer children aged 6-15 remain outside of the system. The increase in participation for the youngest children is beginning to manifest in completion at the higher grades, i.e. more children are starting school on time and as a result they are getting further by the time they are 10-15 years old. Over 98 per cent of children aged 10-15 were in school in 2012 as compared to 96 per cent in 2003.

Despite these gains, a significant number (45,862 or 41 per cent) of five-year-old children at pre-primary school age are still out of school, 9,661 (1.1 per cent) of primary school aged children are still out of school, and 21,234 (4.2 per cent) of lower secondary aged children are out of school.

The results also indicate that children who are attending lower secondary school level have a higher risk of dropping out (5.6 per cent) than children attending primary school level (2.9 per cent) due to several factors, such as child labour and low performance.

The profiles of out-of-school children as identified by the study are:

- refugee children (not included in the statistics), children of migrant workers with illegal status;
- children from poor socio-economic backgrounds;
- child labourers; and
- children with disabilities.

Those that share multiple profiles are more vulnerable and therefore more likely to be out of school.

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<sup>1</sup> Conceptual and Methodological Framework of the Global Initiative on out-of-School Children (UNICEF and UIS, 2011). [http://www.unicef.org/education/files/OOSCI\\_flyer\\_FINAL.pdf](http://www.unicef.org/education/files/OOSCI_flyer_FINAL.pdf)

## Barriers and bottlenecks

The study looks into the causes of exclusion that are related to the various Dimensions of Exclusion for out-of-school children. The analysis aims to identify major barriers and bottlenecks that prevent children from attending and completing basic education in Jordan from socio-cultural, economic, educational, political and institutional perspectives, as summarized in the following paragraphs.

Family disintegration and parents' multiple marriages are highly significant socio-cultural barriers to child enrolment and the completion of basic education. When parents (both male and female) are getting married for the second and third time, they are unable to provide their children the attention they need and, consequently, children drop out of school and take on responsibilities that would normally be in the hands of their parents.

Poverty is a significant economic factor that pushes children out of school. Direct and indirect costs of education, including the payment of school fees, were the most common reasons cited for non-enrolment and non-attendance in pre-primary and primary schools. The problem is apparent in the pre-primary school level, where the government is unable to provide universal access to kindergarten (KG). Therefore parents need to pay high fees to private schools for both Kindergarten 1 and Kindergarten 2. The problem diminishes somewhat at the primary school level, where the government offers free education to all children. However, poor parents may suffer from the costs of transportation, notebooks, pencils and food. These burdens reduce the enrolment rate in the primary level as well as push students to drop out of school.

Disability was identified as a major barrier for school enrolment and participation despite the fact that the Ministry of Education (MoE) reported 16,870 children with disabilities enrolled in its public schools. In fact, the number of out-of-school children with disabilities is unknown, resulting in a significant gap in data collection and reporting. On the supply side, the list of barriers to enrolment for children with disabilities includes accessibility, poorly trained teachers and poorly adapted curricula. On the demand side, the stigma and negative perception of children with disabilities by students, teachers and parents are still prevalent, often causing parents of children with disabilities to be hesitant about enrolling them in school. In addition, there is a lack of a positive enabling environment to support inclusive education for children with disabilities: policies are weak, criteria for public school eligibility is poorly defined and definitions guiding disabilities only take into consideration physical disabilities, not the intellectual disabilities.

Child labour is another constraint that contributes to school dropout incidence and is closely linked to poverty and adult unemployment. As confirmed by the Ministry of Labour (2010), 70 per cent of the families of working children are living beneath the extreme poverty line and 40 per cent of their fathers are unemployed. Furthermore, child poverty is on the increase, reaching 19 per cent in 2012.

Due to the immediate financial outcome of child labour, poor parents may encourage and in some cases force their children to take on jobs, usually in the informal sector such as agriculture, domestic work and street vending. Working children end up falling under the radar of the protective laws that regulate the age and the conditions of labour. Changes in household living arrangements, especially those related to the death of a parent, can force children to drop out of school in order to earn an income for themselves and other family members.

Migration can also contribute to long absences from school, low academic performance and eventual drop out. Children of parents who migrate outside their original settlement in search of livelihood activities face a greater risk of dropping out. This is particularly visible in Jordan's Badia and Ghor regions.

Poor quality education is a barrier that is reinforced by inefficient educational resources in most rural regions across the country. This results in the exclusion of children across all Five Dimensions of the UNICEF/UIS model. Overcrowded classrooms, child absenteeism and the lack of teacher accountability are the major quality barriers to achieving universal access and retention in basic education.

Relaxed enforcement of certain education laws and implementation of policies and programmes, especially those that target out-of-school children, have neither been fully implemented nor resourced in order to ensure their execution. These include the complementary basic education policy, the early childhood development policy, and the inclusive education for all children regardless of their nationality as well as legal, health and intellectual status.

## Policies and strategies

Several demand-side socio-cultural policies and strategies such as community mobilization and participation, which include awareness raising, addressing stigmatizing attitudes towards out-of-school children, partnership with community and civil society organizations (CSOs), are key programmes that need more attention from policy makers. Although the MoE is currently executing some of these programmes in collaboration with international support agencies through the National Reform Project (ERfKE), there is a need to reach all parents across the country to raise awareness on the importance of kindergarten and basic education for their children.

A better understanding of the barriers that push children out of school is needed. It is more effective to pay greater attention to students who are at risk of dropping out than to get those students back to school once they have already dropped out. Strengthening the collaboration and coordination between the MoE and other local self-governance bodies, such as mosques and local councils, is needed to combat the drop out problem. Investing in advocacy efforts through mosques' weekly sermons has proven to be an effective way to raise awareness of the serious social problems that affect the enrolment of children in schools. Examples of the subjects that Imams (Islamic preachers) can address through their sermons are discouraging early marriage for girls, condemning school violence and addressing security issues that face communities and schools, as well as informing communities about the service providers who take care of and educate children with disabilities.

## Recommendations

### 1. Increase the access to and quality of pre-primary education

Enrolment in pre-primary education is still very low, but important steps have been taken to enhance that rate. Several studies emphasize the importance of investing in children from a very young age, as the early years of a child's life are crucial for future development. The significant, positive effect of high-quality early childhood programmes for cognitive development is well established and the impact has been found to be greater for younger children (ages 2 to 3 years old). Studies also emphasize that quality pre-primary education is the most cost-effective period to invest in with respect to cognitive and non-cognitive benefits, and future economic returns. Investment becomes less cost-effective with increasing age (Heckman, 2006).<sup>2</sup> Early interventions can also reduce future disparities in achievement between pupils of both genders and those of different socio-economic levels.

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<sup>2</sup> [http://jenni.uchicago.edu/papers/Heckman\\_Science\\_v312\\_2006.pdf](http://jenni.uchicago.edu/papers/Heckman_Science_v312_2006.pdf)

The significance of improving pre-primary enrolment is furthered as studies have shown that children without any pre-primary experience are at a higher risk of dropping out and on average do not do as well at school (OECD, 2013).

- Increasing the mandatory years of schooling in the national education system by adding the Kindergarten 2 as one additional year to the system.
- Establishing Kindergarten 2 centres (not attached to schools) in urban areas where there is a large number of Kindergarten 2 aged children and where schools do not have the capacity to accommodate the need.
- Providing specialized professional development programmes for pre-primary teachers.
- Expansion of the Better Parenting Programme to educate parents of proper rearing practices and to encourage them to send their children to kindergarten.

## **2. Initiate/scale up actions to address issues of non-Jordanian out-of-school children**

This study indicates that amongst the children who are most excluded from education are the non-Jordanian children lacking documents that are deemed mandatory by the government for registration. These children may or may not be refugees and include, though are not limited to, Palestinians, Syrians, Somalis and Iraqis. To enable vulnerable non-Jordanian children to access school, the following key actions are needed.

- Calling on the international community to support Jordan's MoE to better serve Syrian refugee children. This action is needed to enable the MoE to continue enrolling them in school and to maintain the quality of education provided for all children in public schools.
- Reviewing and simplifying the current MoE admission policy that regulates the admission of refugee and non-Jordanian children to public schools, while taking into account the circumstances of those who enter the country and enrol after the beginning of the academic year.
- Provide out-of-school children with flexible alternative informal education programmes.
- Provide vulnerable refugee families with assistance that is conditional to their children's school enrolment and attendance.

## **3. Address the issues hindering children from poor socio-economic backgrounds**

While realizing that addressing poverty, family disintegration and child labour is not easy and will require the efforts of various entities and community members at different levels, particularly interventions at the social policy level, the following recommendations are proposed.

- Providing material support and transportation for poor primary students to reduce the cost burden on their families. This could be implemented through conditional cash assistance programmes administered by the National Aid Fund for Jordanians and the Zakat Fund for other nationalities. Conditional cash assistance can also benefit families that rely on child labour.
- Increasing families' awareness regarding the potential risk of multiple marriages on the education of their children.
- Enforcing laws on child labour.
- Providing alternative/flexible education services for working out-of-school children along with psychosocial support.

#### 4. Enhance/enforce measures to prevent school dropout

A combination of several interrelated factors contributes to increasing rate of school dropout: poverty, late school enrolment, lack of pre-primary experience and extended absence from school. Supply-side policies and strategies alone are insufficient to ensure that children who face these barriers will not drop out of school. Targeted actions and programmes are urgently needed to increase the awareness of children in this group about the significance of continuing their schooling. School feeding programmes have been effective around the world in increasing enrolment and reducing absenteeism in schools. Therefore, implementing such programmes on a large scale in poor areas could be successful in reducing the number of out-of-school children. Moreover, enforcing the implementation of several policies that prevent child labour are also needed to encourage school enrolment and to alleviate the risk of drop out. Examples of such programmes are:

- Providing specific professional development programmes for teachers to enhance their capacity to deal with students who are at risk of dropping out.
- Providing remedial education programmes for low performing children to prevent their dropping out.
- Enhancing the role of school counsellors in dealing with the academic and psychosocial issues of low performing children.
- Reviewing the dropout policy within MoE by specifically reviewing and harmonizing the definition of what constitutes dropping out.
- Strengthening the implementation of the Ma'An Campaign to reduce violence in schools.

#### 5. Enhance the access to and quality of education provided for children with disabilities

As UNICEF recommended in its 2008 report, *Assessment of the Situation of Children with Disabilities*, moving from a medical model to a rights-based model of disability is crucial to improving the lives of children with disabilities. This would require the review of policies, procedures, programmes, service delivery, research and legislation to be more inclusive of children with disabilities. This move to a rights-based model is also needed to shift public perception of and attitudes towards disabilities.

As previously mentioned, children with disabilities face many challenges in accessing schools due to physical bottlenecks, social issues and the low capacity of teachers to cater to their needs. Addressing these barriers requires a coordinated effort of key stakeholders at various levels of society such as:

- Reviewing/enforcing laws and legislation on disability in Jordan to better serve children with disabilities.
- Launching national awareness campaigns on the importance of education for and potential of children with disabilities. The campaigns apply to teachers, school administrators, students both with and without disabilities, families of all students and the whole community.
- Establishing a national centre to comprehensively diagnose disabilities that children may have. This diagnosis is intended to assess a child's capacity not only from a medical point of view, but from an intellectual one as well.
- Enhancing the coordination, networking and collaboration amongst different concerned entities to better serve disabled people: the Higher Council for Affairs of Persons with Disabilities (HCD), the Directorate of Statistics, the Ministry of Social Development, the Ministry of Health and vocational training centres.

## 6. Improve the national monitoring and reporting system on out-of-school children or those at risk of dropping out

Several reports show serious discrepancies on the figures of out-of-school children. For example, the UIS figure for out-of-school children includes pre-primary children, while pre-primary levels are not official stages in the national education system of Jordan. It is important, therefore, that the causes of these inconsistencies are identified and resolved, as these figures present very different views of the out-of-school children situation in Jordan. In addition a coordinated effort between the MoE and MoI is crucial in order to know how many children who are being calculated as out-of-school children are, in fact, no longer living in Jordan.

The following steps are needed to improve the current national system for monitoring out-of-school children.

- Updating or adding new indicators to the EMIS and DOS databases for monitoring out-of-school children according to the Five Dimensions of Exclusion.
- Scaling up and utilizing school-based monitoring and action programmes to enable school management and communities to work together on preventing and addressing reasons for dropout at earlier stages.
- Sharing and utilizing various sources of data on out-of-school children to enable the MoE to track them more effectively.



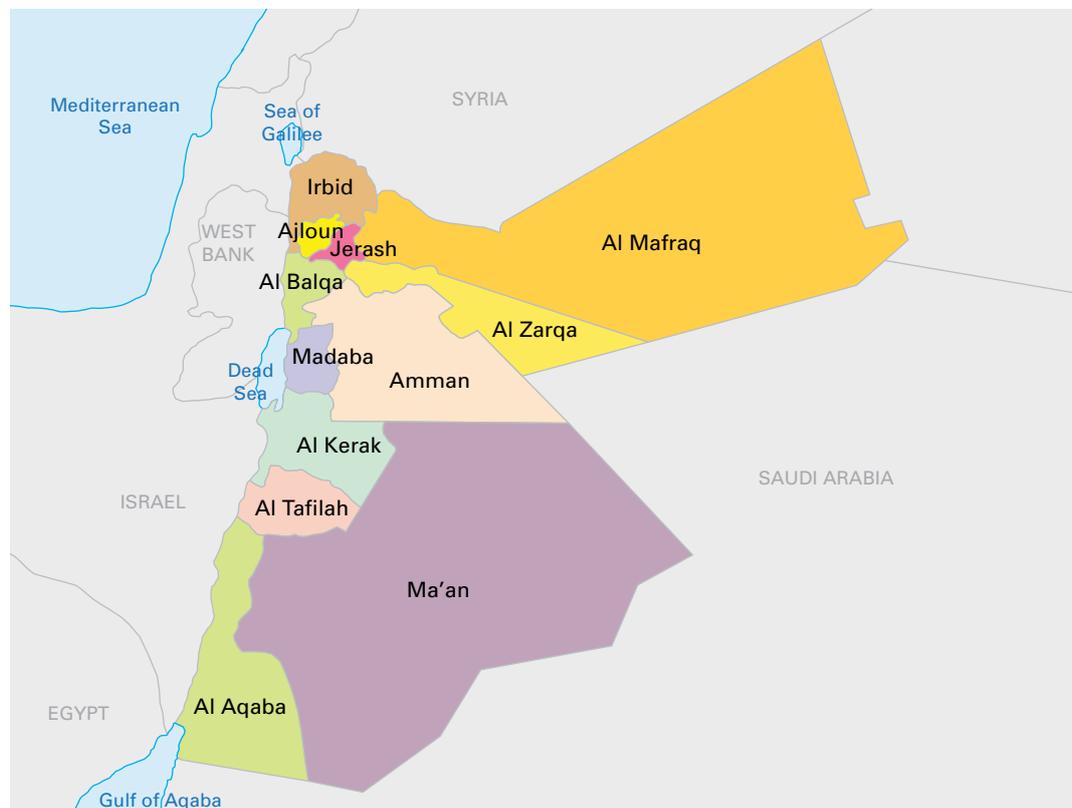
# 1

# Introduction

## 1.1 Background

Jordan is a middle-income country located in the heart of the Middle East. The country has an area of 89,342 square kilometres divided into 12 states (see Figure 1.1). According to the Jordanian Department of Statistics (DOS), the population of Jordan in 2013 was about 6,451,069 million, with approximately 82.3 per cent and 17.7 per cent of the population living in urban and rural areas, respectively. The country's unemployment rate is at 13 per cent and the child labour (below 15 years old) rate is 2.1 per cent. The disability rate in Jordan is considered low, as the most recent study on disabilities in Jordan places the rate at 2 per cent (DOS, 2010). Among the various types of disability, physical and visual disabilities are found to be dominant. The baseline study of children with disabilities indicates that 24.6 per cent of children aged 0-14 and 5.1 per cent of children aged 15-19 have disabilities.

Figure 1.1 Map of Jordan



Source: MoE-EMIS, 2013.

Although scarce in natural resources, Jordan has recorded impressive economic and social indicators in the last decade (UNICEF, 2012). The 2010 report on the Millennium Development Goals (MDGs) confirms achievement of MDG 2 (achieve universal primary education). MDG 5 (improve maternal health) and MDG 6 (halt the spread of HIV/AIDS) are on track and very likely to be achieved by 2015. Goal 1 (eradicate poverty), Goal 3 (achieve gender equality and empowerment of women) and Goal 4 (reduce child mortality) are achievable if additional measures are taken (UNICEF, 2012).

The rate of population growth in Jordan is considered high, although it has decreased from 3 per cent in 1999 to 0.9 per cent in 2012. Regarding the age structure, Jordan is considered a young society, with 55 per cent of the population under the age of 24. The qualitative structure of the population indicates that the number of males is slightly higher than the number of females (DOS, 2013). However, the demographic structure is being altered with the massive influx of Iraqi and Syrian refugees to Jordan.

According to the 2013 UNHCR country operations profile, Jordan has a tradition of hospitality towards asylum seekers and refugees, but this favourable environment is under pressure as the country confronts its own socio-economic challenges and a growing number of refugees. The number of Iraqis registered with UNHCR in Jordan remains stable at around 450,000-500,000 refugees (UNHCR, 2013). In addition to that, Jordan has recently witnessed a significant increase in the number of refugees fleeing the unrest in Syria. According to UNICEF, over 455,000 Syrian refugees are either registered or waiting for registration with UNHCR. Approximately 54 per cent of the refugees are children below the age of 18. According to the latest data from UNICEF, among the estimated 187,675 Syrian refugee school aged children, 130,330 of them are eligible for formal education. However only 83,232 children are currently enrolled in formal education, with about 47,098 children potentially out of school (UNICEF, 2013). As the security situation in Syria worsens day by day, the Syrian influx into Jordan continues to increase, with thousands of new entrants every week (Un Ponte Per, 2012).

In addition to these dramatic changes in population, Jordan has also witnessed significant changes in its economy and educational system. Some of the macro-trends since 2001, as indicated in Chapman's report on Jordan Fiscal Reform II Project are presented below (Chapman, 2011) (*see Table 1.1*).

Regardless of the challenges, Jordan decided to invest in human resources. It is proposed that the quality of this investment will bridge the gap of limited natural resources and promote opportunities to achieve the higher quality of economic life of the nearby and international markets.

**Table 1.1 Changes in selected statistics from 2001 to 2011**

	2001	2011	% Change
Annual government budget as % of GDP	39.1	30.1	-9
Annual Government Budget (JD)	2.5 billion	6.6 billion	+164
Public education expenditures (JD)	310 million	836.5 million	+170
Education spending as % of GDP	4.9	3.8	-1.1
Education spending as % of budget	12.5	12.7	+2
Higher education enrolment	172,688	294,000	+70
Population	5 million	6.2 million	+26
Public education employment	99,218	121,830	+23
Government employment	247,405	300,507	+21
School age population (pre-primary to post-secondary)	2.2 million	2.6 million	+19
Pre-primary to Grade 12 enrolment	1 million	1.2 million	+13

**Source:** Ministry of Education, UNESCO Institute for Statistics, World Bank EdStats, General Budget Laws, Jordan Department of Statistics.

## 1.2 Education system

The Hashemite Kingdom of Jordan has a competitive human resource system that provides all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and a skilled workforce.

The Ministry of Education (MoE) aims to:

- Develop responsible citizens who believe in God; understand Islamic doctrine; are committed to Islamic and Arab supreme values; are loyal to their country, principles and nation: are fully aware of their rights; and perform their duties in a way that creates a balanced personality in all aspects and leads to an openness to others while maintaining their identity;
- Prepare citizens to be well equipped with the skills and knowledge required for a knowledge-based economy (knowledge, communication and intercommunication, teamwork, scientific thinking, technology, future career, and scientific research skills) in order to contribute to building their community; and
- Provide learning opportunities for all, and achieve equality and equity in educational services for both qualitative and quantitative aspects, focusing on quality development of education in line with students' learning levels.

### 1.2.1 Laws and regulations of education

The main law that regulates education in Jordan is the Education Act No. 3 of 1994, which outlines the objectives and policies of education, as well as the functions of the MoE and the Board of Education. It also sets out a framework regulating textbooks, curricula, examinations and the functioning of private and foreign educational institutions. The Education Act No. 3 of 1994 regulates kindergarten (KG), basic and secondary education. It enunciates the philosophy and objectives of education, the educational policy, the functions of the MoE and the tasks of the Boards of Education.

Several amendments have been introduced to this act in 2006 and 2013 (Act No. 68/1/56788) to better systemize Jordanian and non-Jordanian students' admission in schools. Based on these new amendments, foreign (non-Arab) students can only be enrolled in private schools. However, non-Jordanian Arab students can be admitted into Jordanian public schools if they have certain legal documents (i.e., temporary passport, residency cards), but even if students have these documents, they will only be accepted based on schools' capacities. However, Palestinian students who come from the West Bank can only be admitted to Jordanian schools after getting the needed permission from the inspection department at the Ministry of Interior.

In addition to that, students whose mothers are Jordanian can be admitted into Jordanian schools, although they need to pay certain identified fees.

Children who have not previously been enrolled in any school can only be admitted to first grade level and only if their age does not exceed 12 years old. However, if they exceed that age, they can be enrolled into any of the informal education programmes offered by the MoE.

Students with disabilities are allowed to enrol into schools that can address or can accommodate their type of disability.

These policies restrict the enrolment of non-Jordanian children and results in amplifying the number of out-of-school children in the country. Thus, urgent review of these policies is needed to be more inclusive to all children in the country regardless of their nationalities.

## 1.2.2 Administration and management of the education system

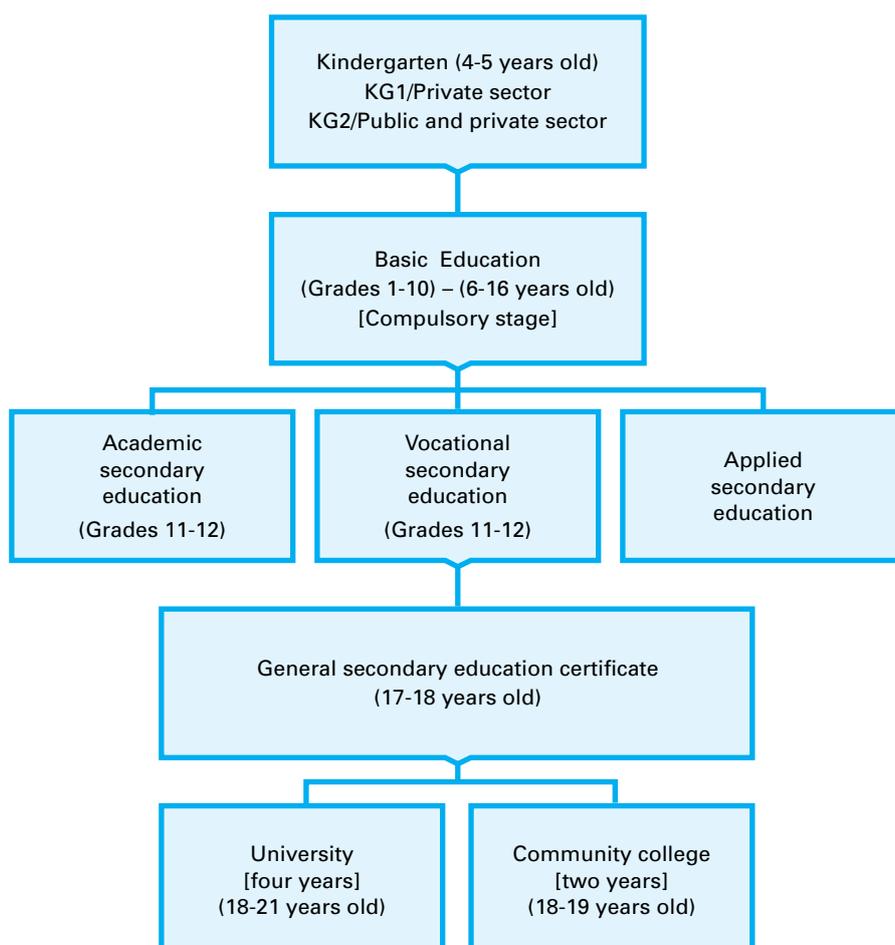
The MoE is responsible for the achievement of the general objectives of education in the country. The Education Act of 1994 defines the tasks of the MoE as follows:

- establishing public education institutions and administering them;
- supervising private education institutions;
- providing appropriate school buildings;
- encouraging student activities and providing students with counselling and health care;
- encouraging scientific research;
- strengthening educational links between Jordan and other countries;
- establishing adult education centres; and
- reinforcing relationships with the community.

## 1.2.3 Structure and organization of the education system

The national education system in Jordan consists of four stages: pre-primary, basic, secondary and higher education (*see Figure 1.2*).

**Figure 1.2** Structure of the education system



**Source:** Jordan MoE, 2013.

### *Pre-primary*

Children at the age of 4 years (or at least 3 years and 8 months) are allowed to enter kindergarten, which are institutions offering optional preschool education. Kindergartens are normally operated by private and non-governmental organizations (NGOs).

### *Basic education*

All children having reached the age of 6 years are required to attend the compulsory ten-year basic education cycle. Students are evaluated at the end of this cycle according to their academic achievement through Grades 8 to 10 for the purpose of classification and entry into the various types of secondary education.

### *Secondary education*

Secondary education comprises two major streams: comprehensive secondary (academic and vocational) and applied secondary. The two-year comprehensive secondary education programme (Grades 11 and 12) concludes with the General Secondary Education Certificate examination in the following specializations: academic (scientific, literacy and Islamic Law) and vocational (industrial, commercial, agricultural, nursing, hotel and home economics). The certificate qualifies students to enrol in universities; students who do not sit the examination and opt for joining the labour market receive the school proficiency certificate. The two-year applied secondary education programme provides vocational education and the training of a skilled labour force, both at vocational centres and through apprenticeship schemes. Secondary education is free but not compulsory.

### *Higher education*

Higher education is provided at two levels: two-year (in some cases three-year) diploma programmes offered by community colleges and similar institutions owned either by public or private organizations; and university-level programmes. At the university level, bachelor's degree programmes normally take four years to complete (five years in the case of dentistry, pharmacy, veterinary medicine, architecture and engineering; six years in the case of medicine and surgery). Some universities offer one-year postgraduate programmes for bachelor's degree holders. Master's degree programmes usually last one and a half to two years. A doctorate is awarded after three to four years of further study and the submission of a dissertation.

## **1.3 Current educational priorities and concerns**

In recent years, the MoE has registered numerous accomplishments, including enhanced decentralization to the directorate and school levels, adopting results-oriented budgeting methodologies, developing the Education Management Information System (EMIS), and providing the international "Computer Driving License" credential to all teachers.

In quality assurance, the MoE participated in international studies, including the Program for International Student Assessment (PISA) and Trends in International Mathematics and Science Study (TIMSS). In pre-school education, the MoE with UNICEF support conducted the third round of the Learning Readiness Study to ensure that children are equipped with the needed skills and knowledge to start school. For parents, the MoE conducted workshops and courses to enhance parental awareness and participation in pre-school education and implemented the Better Parenting Programme that aims to provide parents and caregivers with the skills and knowledge for better rearing practices. The MoE also provided kindergarten teachers with pre-school education courses.

The MoE also made strides in connecting all schools to the Internet, and enacted new legislation to strengthen compulsory education and increase basic education enrolment rates. In basic and secondary education, the main accomplishments are within the framework the Education Reform for Knowledge Economy Projects (ERfKE I and ERfKE II).

These accomplishments have been in the areas of education and education governance reforms, transforming programmes and practices to meet the needs of the knowledge economy, providing safe school buildings and improving learning environment and early childhood education (ECE). The MoE also strengthened vocational education by improving administration, curricula and employment after graduation, as well as enhancing teacher and trainer capabilities.

### 1.3.1 The Education Reform for the Knowledge Economy Program (ERfKE)

The most recent direction for change in Jordanian education comes from the Vision Forum for the Future of Education in Jordan, which was held in September 2002 (Development Coordination Unit (DCU), MoE, 2013).

*“The Hashemite Kingdom of Jordan has the quality competitive human resource development systems that provide all people with lifelong learning experiences relevant to their current and future needs in order to respond to and stimulate sustained economic development through an educated population and an educated workforce.”*

This important event generated a series of priorities and related intentions for educational change that cover all areas of education and training from early childhood to higher education and advanced vocational and professional training. ERfKE represents a landmark in the progress of educational change. The proposal sets out in detail the intentions for overall reform within an extensive and inclusive framework. Four major intersecting and interdependent components of reform were determined and developed for sustained effort over a five-year period (first phase), which started in July 2003 (MoE, 2013).

The first phase, ERfKE I, ran from (2003-2008) and closed in June 2009 after five and a half years of implementation. The second phase, ERfKE II, continues to build on the achievements of the first phase and follows the same implementation arrangements that have proven to be successful in ERfKE I, while at the same time, focusing on schools as the locus of change as well as focusing on the need to enhance capacity building at the central and field levels.

The development objective of ERfKE II, as declared by MoE (2013), is to provide students enrolled in pre-tertiary education institutions in Jordan with increased levels of skills to participate in the knowledge economy.

The ERfKE consists of the following components:

- Component One: Establishment of a national school-based development system with an objective of creating effective, school-based development processes as the main vehicle to deliver to all young people of Jordan a quality education focused on developing the abilities, skills, attitudes and values associated with a knowledge-based economy.
- Component Two: Monitoring and evaluation, and organizational development, where the objective is to build upon ERfKE I investments related to policy, planning and M&E, and to ensure that outputs from these activities fully support and inform the adoption of a school-centred approach to the delivery of education services.
- Component Three: Development of teaching and learning, with the main objective of improving the quality of all elements of the teaching and learning continuum in order to ensure the achievement of quality learning outcomes for all children.

- Component Four: Development of special focus programme development, with an objective of improving inclusive access to learning for all children in Jordan through special focus on three critical subsectors: early childhood Education, special education and vocational education.
- Component Five: Improvement of physical learning environments, with a main objective of improving provision of quality education facilities in a cost effective and sustainable manner so that students have access to environmentally friendly and efficiently operated quality physical learning environments.

### 1.3.2 Main players and stakeholders

The parliament of Jordan has the power to issue laws, approve actions and budgets, block and initiate decisions, and elect the head of the government. The teachers' union has also become a powerful organization that influences the work of the MoE. Jordan's media is a powerful player in forming public opinion and developing policies, and international broadcasting companies (i.e., Al-Jazeera broadcasting network) also have a considerable impact on society and the government.

The work of UNESCO in Jordan plays a vital role in enhancing the educational opportunities offered to Jordanian students. UNESCO Jordan has developed a UNESCO National Education Support Strategy (UNESS, 2008) to serve as a basic reference and tool for education development in line with the UN Common Country Assessment and UN Development Assistance Framework (CCA/UNDAF). The strategy clearly defines the priorities and strategies that require further support as well as the allocation of additional resources. The completion of the UNESS was accomplished through high-level consultations with the MoE and after a national consultation roundtable meeting attended by the National Committee for Education for All (EFA) and extensive consultations with relevant institutions currently involved in the education sector in Jordan.

UNICEF also significantly contributes to enhancing the educational opportunities in Jordan. Through UNICEF, several focused programmes are helping to secure basic education and gender equality for Jordanian children. One of these programmes is the early childhood development and school readiness programme that supports the development of capacities to improve children's developmental readiness to start primary school on time and to complete basic education.

Another UNICEF programme, "Equal access to education and universal primary school education", tries to reduce the number of Jordanian children who are out of school. Through this programme, UNICEF provides practical and financial support to the Government of Jordan and targeted fee exemptions, subsidies and incentives for the poor, knowing that household costs of schooling are a major barrier preventing children from accessing basic education. Other steps include providing essential services, such as health, through schools and establishing educational standards (National Council for Family Affairs, 2007).

In 2010, the MoE, with UNICEF support, embarked on a nationwide campaign in all public and United Nations Relief and Works Agency (UNRWA) schools to promote new disciplinary methods through advocacy groups that would be established in schools to encourage and equip teachers with skills and knowledge to adopt and maintain non-violent disciplinary behaviours in the classroom. The aim is to end societal tolerance of violence in schools. The initiative has been successful in reducing violence in schools and in bringing the issue to the forefront of the national dialogue.

In addition, UNICEF is helping to improve the quality of education in public schools through launching a programme called "Enhancing quality in primary and secondary education", which focuses on innovative ways to improve the quality of learning opportunities for all students in Jordan.

Another programme that UNICEF is currently running in Jordan is the “Education in emergencies and post-crisis transitions programme”, which is aimed at getting all refugee children either back to school or into school for the first time.

The work of several NGOs in Jordan also contributes to advancing the education in the country. Examples of these NGOs are the Queen Rania Foundation (QRF) that significantly contributes to enhancement of the educational opportunities for Jordanian students through several agencies such as Jordan Education Initiative (JEI), which is committed to boosting the utilization of information and communication technology (ICT) resources in Jordanian schools, and the Queen Rania Teacher Academy (QRTA), which offers quality training programmes for Jordanian teachers.

To guide the OOSCI study, several consultations, workshops and technical reviews have been conducted that served to form the national team of representatives from the following ministries, departments and organizations:

- General Secretary, MoE
- Departments of Special Education, MoE
- Department of Counselling, MoE
- Department of General Education, MoE
- Department of Educational Planning, MoE
- Department of Child Education, MoE
- Department of Statistics
- Ministry of the Interior
- Ministry of Health
- Ministry of Labour
- Ministry of Social Affairs
- Civic Status and Passport Department
- The National Council of Family Affairs
- The Higher Population Council
- The Higher Council for Affairs of Persons with Disabilities
- International Labour Organization
- UNICEF-Amman
- UNESCO-Amman
- UNRWA-Amman

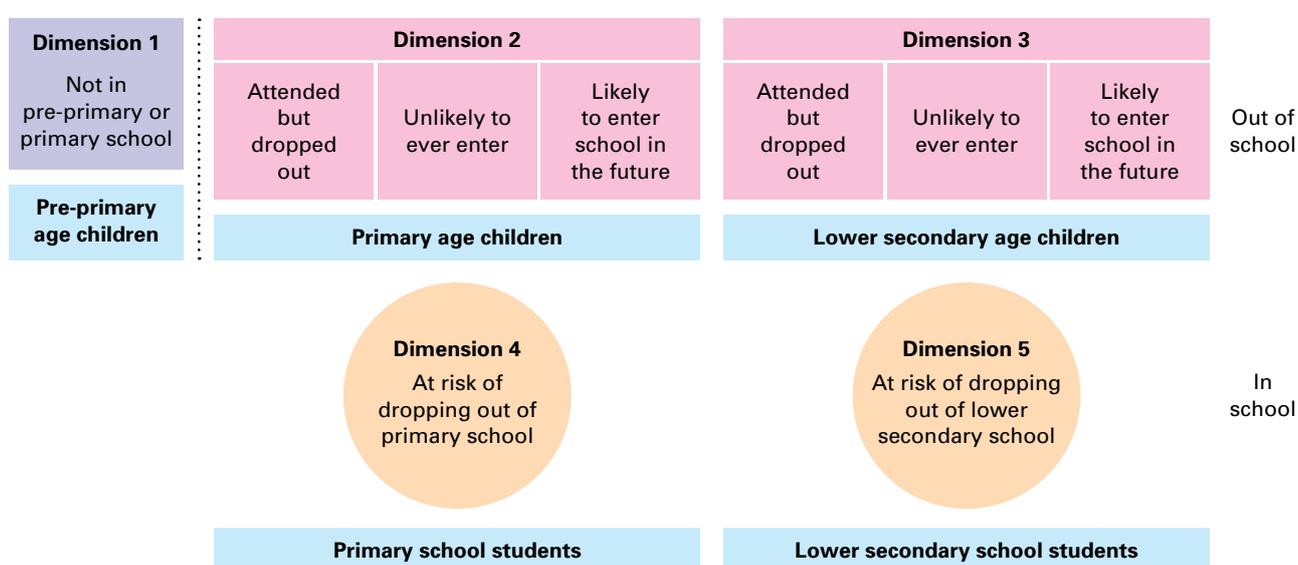
## 1.4 The Global Out-of-School Children Initiative

In 2011, UNICEF and UIS launched the Global Out-of-School Children Initiative (OOSCI) that involves 26 countries in Central and Eastern Europe and the Commonwealth of Independent States (CEE-CIS), Latin America and the Caribbean, Middle East and North Africa, Eastern and Southern Africa, West and Central Africa, South Asia, and East Asia and the Pacific, which represents the magnitude of the problem of out-of-school children. The Initiative aims at working with countries to improve statistical information and analysis on out-of-school children, to scrutinize the factors of exclusion from schooling, and to develop relevant policies and strategies related to enhanced participation. The idea is to introduce a more systematic approach to address the problem of out-of-school children and guide concrete and effective education sector reforms in those participating countries.

The initiative adopted a recently developed Conceptual and Methodological Framework (CMF) that provides guidance for developing the national studies and engaging in OOSCI activities. The CMF helps researchers tackle the exclusion problem of out-of-school children through considering the Five Dimensions of Exclusion Model that captures excluded children from the pre-primary to lower secondary school age across multiple layers and a wide range of disparities, and includes various degrees of exposure to education.

The CMF and the Five Dimensions of Exclusion were a guide to conducting of the study (see Figure 1.3). The Five Dimensions of Exclusion systematically disaggregate statistics on out-of-school children according to their characteristics, such as wealth, disability, location, gender, race/ethnicity and age group. In addition, it looks at the interaction between the disparities that create complex and mutually reinforcing patterns of disadvantage and barriers to schooling.

**Figure 1.3** The Five Dimensions of Exclusion



Source: UIS 2013.

In general, children of primary or lower secondary school age are considered as being in school if they participate in primary or secondary education. Children of primary or lower secondary age who do not participate in education programmes are considered to be out of school (Dimensions 1, 2 and 3). Children currently in school but at risk of dropping out from either primary or lower secondary school are captured in Dimensions 4 and 5 of the framework. According to Lewin (2007), understanding more about these groups of children is crucial to preventing them from becoming the out-of-school children of tomorrow.

The utilization of the Five Dimensions of Exclusion framework is relevant to Jordan as it helps categorize both Jordanian and non-Jordanian children in the country. It helps the MoE better serve all children in the country through identifying children in the age groups who are not enrolled and/or at risk of dropping out of school.

This Jordan OOSCI Country Report contains the profiles of excluded children, barriers and bottlenecks related to their exclusion, and the policies and strategies to address the barriers.

## 1.5 Methodology

As previously mentioned, CMF guided the overall conduct of this study by helping researchers categorize the excluded children into the Five Dimensions of Exclusion.

### 1.5.1 Mixed methods approach

Both quantitative and qualitative research techniques were used to collect data for this study (Bogdan & Biklen, 1998; Glesne, 1999). The rationale of employing the mixed methodology of data collection is that relying only on quantitative data might not provide insight into the barriers, bottlenecks, and policies that encourage children to be out of school. The most thorough types of research methodology use data gathered in a variety of ways, including interviews, observations, and surveys (Babbie, 2005). For this study, the researchers decided to use dominant (qualitative) and less-dominant (quantitative) methodological designs to collect data in this study. That decision was taken due to the limited and out-dated sources of quantitative data (Cresswell 1995).

The study employed the most recent and representative administrative and household survey data. In doing so, several informational databases from different ministries and agencies in the country were utilized to extract the needed statistical figures regarding out-of-school children. Examples of those databases and surveys are EMIS, DHS, the Higher Council for Affairs of Persons with Disabilities, Ministry of Labour (MoL), Ministry of Health, Ministry of Social Affairs, NGOs, Supreme Council for Family Affairs, Higher Population Council, Department of Civil Status and International Labour Organization (ILO).

In addition to the quantitative data, the study gathered several types of qualitative data and employed more than one set of tools (Annex 1) for data collection and analysis such as:

- Key informant interviews
- Focus group interview of teachers, out-of-school children, supervisors and parents.

Each of the interview instruments was designed in a generic format that permitted the interviewer to 'customize' and adjust the questions to help explore the barriers, bottlenecks and the policy issues that encourage children to be out of school.

It is important to note that the study started with the extraction of certain statistical information about the most serious issues and bottlenecks (i.e., child labour, low achievement, poverty, disability, etc.) that face out-of-school children to guide the qualitative section of the study.

### 1.5.2 Sample frame

The educational services that the MoE provides cover all regions in the country. However, the issues that face out-of-school children differ from region to region. Therefore, the qualitative research targeted participants from all parts of the country to get a better representation and understanding of the nature of issues and barriers that out-of-school children face. In addition, the study includes multiple insights and perspectives from different people when conducting interviews and focus groups. For example, focus groups consisted of several types of participants such as parents, children (including children who have never been to school and those who are at risk from dropping out), education supervisors, and representatives from the MoL, MoH and other ministries and agencies.

### 1.5.3 Sampling procedure

The sampling process began by utilizing the existing information from the EMIS database to identify the areas across the country that showed high rates of out-of-school children. The statistical figures showed that seven regions had higher numbers out-of-school children. These regions are Ramtha, Southern Badia, Southern Shuna, Northern Ghour, Deralla, Southern Ghour and Geza. Out of these regions, four regions were selected by the core team to be visited: Deralla, Southern Badia, Ramtha and Geza. These four areas were particularly chosen to maintain equal geographical representation of the out-of-school children areas in the country. In addition to these areas, two major national centres for blind children (Amman and Irbid) were chosen to identify the sort of challenges that school aged children with disabilities face. Moreover, one major host centre for Syrian refugees was selected to identify the barriers encountered by school aged Syrian refugee children that prevent them from attending official schools (see Table 1.2). Furthermore, four department chairs at MoE level were interviewed to solicit the nature of bottlenecks that out-of-school children face.

**Table 1.2** Out-of-school children focus groups sample distribution

Group	Date of visit	Children	Parents	School educators	Community members
Deralla	7/1/2013	15	4	12	5
Southern Badia	7/8/2013	10	4	5	3
Ramtha	7/8/2013	6	5	10	3
Geza	7/8/2013	6	2	5	2
Center for Blind Children (Amman)	7/4/2013	5	8	7	2
Center for Blind Children (Irbid)	7/4/2013	5	15	10	3
Syrian refugee host centre (Baqa'a)	8/1/2013	15	12	3	0
Iraqi refugees	28/11/2013	11	8	3	0
Somalian and Sudani refugees	28/11/2013	14	7	3	1

**Source:** Study Key Informant Instrument.

### 1.5.4 Data analysis

Quantitative data were tabulated and comparisons were made between different statistical information and databases with the qualitative data collected. It is important to note that the researchers faced several obstacles while trying to collect the needed quantitative data. One of these obstacles is the old national population estimate (2002) that is available from the DOS. This estimate does not give an accurate picture of out-of-school children in the country. This obstacle has become more pronounced due to the massive influx of refugees to the country and the consequences that it has on the quality of education and the learning environment in the classrooms.

For the qualitative data analysis, each interview and/or focus group transcript was analysed in three major stages: open coding, selected emergent themes and focused coding (Emerson, Fretz & Shaw, 1995). In open coding, each transcript was read line-by-line to identify and formulate all ideas, barriers (bottlenecks) or issues they suggested, no matter how varied and disparate. In the focused coding, data were subjected to fine-grained, line-by-line analysis on the basis of bottlenecks that were identified as being of particular interest from the open-coding analysis. In this stage, coded data were then combined under major themes (Bogdan & Biklen, 1998) and organized into broad categories based on the Five Dimensions of Exclusion (Annex 6). By doing this, the researchers were able to identify the sort of barriers, bottlenecks and policies that face out-of-school children.



# 2

## Profiles of excluded children

### 2.1 Overview of data sources

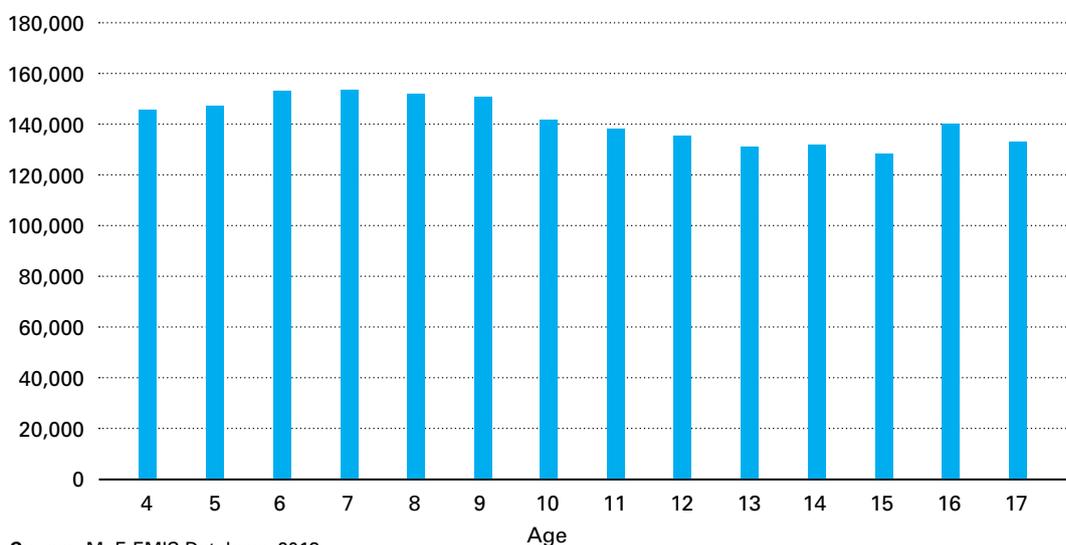
The data provided by UIS, the MoE EMIS database and DOS population database serve as primary sources of information in this study. The EMIS database, which is managed by the MoE, was the primary source of statistical data for this study and is updated frequently. This report also uses data provided by published reports from USAID, UNESCO, UNICEF and other international agencies working in the country. All primary and secondary sources of data are authentic and reliable, and were checked before publishing. Data also have been quality-checked for the purpose of this study (see *Appendix 2*).

To calculate the Five Dimensions of Exclusion, a special Excel worksheet, provided by UNICEF, was used. In this worksheet, the essential figures needed to start the calculations were entered, for example student population, number of students in every educational stage, etc. After entering these figures, the file automatically calculates each Dimension of Exclusion and can represent the results in different statistical figures. Annex 3 provides the statistical equations used in the Excel file.

#### 2.1.1 Overview of the school-age population

Jordan is considered a young society. The recent population statistics published by DOS in 2012 indicate that there are about 1.9 million school age (4-17 years old) children out of the total approximate population of 6.4 million people (see *Figure 2.1*).

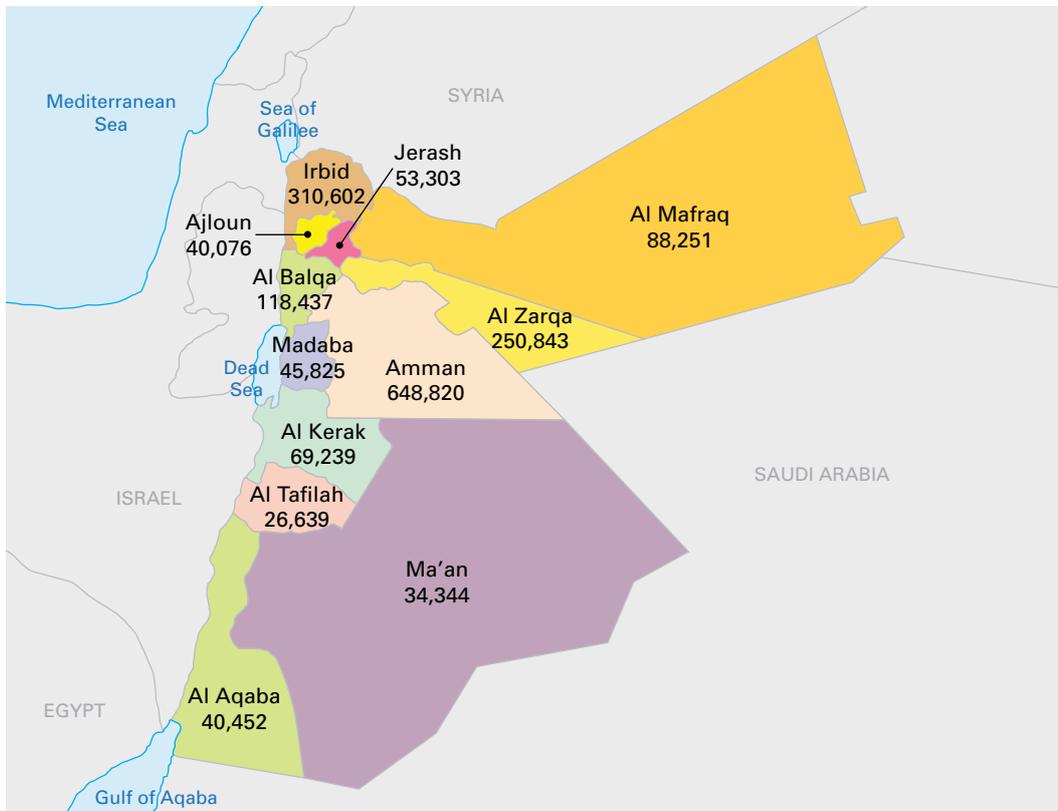
**Figure 2.1** School population by age, 4 to 17 years old



Source: MoE-EMIS Database, 2013.

The map below provides an overview of the distribution of the current students in all governorates in Jordan (see Figure 2.2).

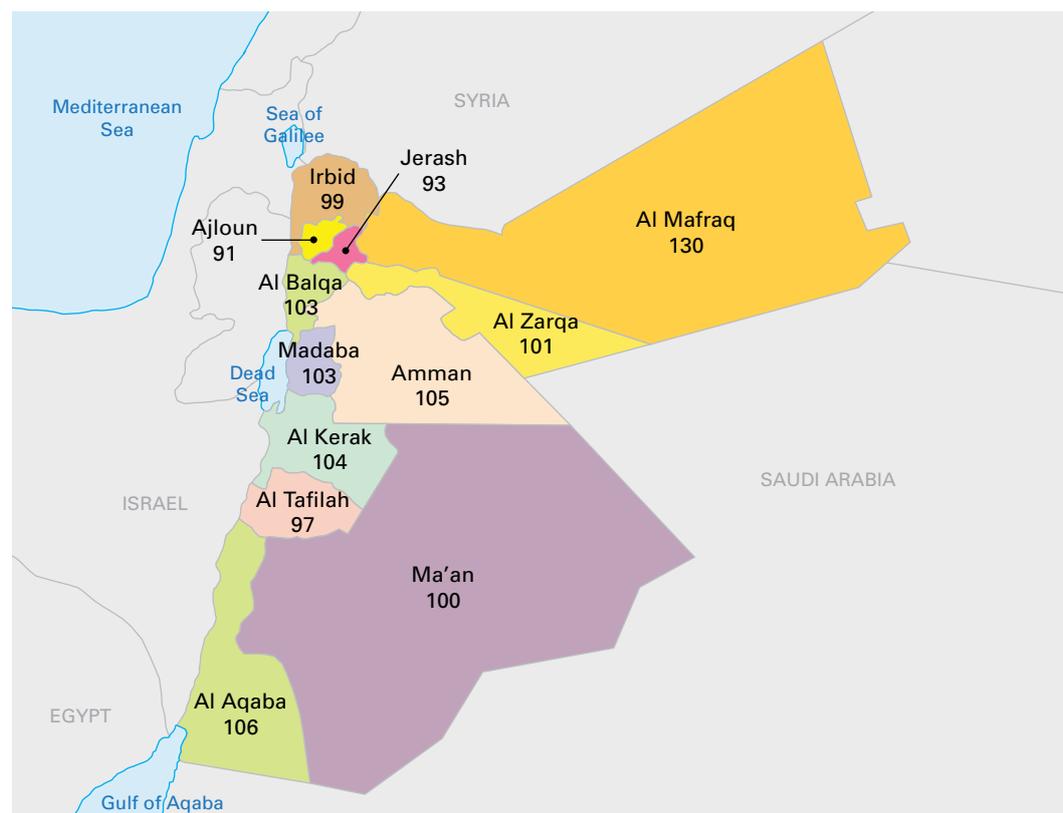
**Figure 2.2** Map of the distribution of primary and lower secondary students in all governorates in Jordan



Source: MoE-EMIS Database, 2013.

The net enrolment rate (NER) in all three educational levels in the country is considered high, with a 59 per cent in the pre-primary level (KG2) (38 per cent if all pre-primary students are included), 98 per cent in the primary level (Grades 1-6), and 96 per cent in the lower secondary level (Grades 7-10). The map below provides an overview of the gross enrolment rates (GER) in the primary and lower secondary stages across all governorates in Jordan (see Figure 2.3).

**Figure 2.3** Map of the gross enrolment rates in primary and lower secondary levels in all governorates



Source: MoE-EMIS Database, 2013.

## 2.1.2 Overview of out-of-school children

According to the 2010 UIS statistics, around 83,000 children at primary age (6-11 years old) and 101,000 at lower secondary age (12-15 years old) are out of school in Jordan. The government claimed that these figures were incorrect due to the overestimation of Jordan's population. UNICEF and UNESCO offices in Amman tried to calculate the number of out-of-school children in Jordan through a study that began in 2012 but was never completed due to constraints in data collection, with the EMIS database and the government's CSD keeping all the birth registration records of children born in Jordan. The deduction of school aged children as reported by the CSD from those recorded in EMIS found that more than 157,000 children of school age were out of school. However the data could not be validated because data on how many of those children were living outside Jordan was not available.

In summary, estimates of the number of out-of-school children vary greatly between different sources. However, the estimated number of out-of-school children that is recorded in EMIS (using the estimated population number provided by DOS) is 30,895.

Forty-one per cent of Kindergarten 2 age children are not in school (*see Table 2.1*). The percentage of out-of-school children in primary and lower secondary levels is 1.1 per cent and 4.2 per cent, respectively. It was found that the number of out-of-school children significantly increases in the lower secondary level due to several factors including child and family labour (*see Table 2.1*).

**Table 2.1** Numbers and rates of out-of-school children and children at risk of dropping out in pre-primary, primary and lower secondary education, by Dimension

	Girls		Boys		Total	
	Number	Per cent	Number	Per cent	Number	Per cent
<b>Out-of-school children</b>						
Dimension 1: Children 5 years old (Kindergarten 2, pre-primary school age)	21,541	40.3	24,356	41.7	45,862	41
Dimension 2: Children 6-11 years old (primary school age)	2,573	0.6	7,190	1.6	9,661	1.1
Dimension 3: Children 12-15 years old (lower secondary school age)	9,678	3.9	11,327	4.4	21,234	4.2
<b>Total out of school children (5-15 years old)</b>	<b>33,792</b>	<b>44.8</b>	<b>42,873</b>	<b>47.7</b>	<b>76,757</b>	<b>46.3</b>
<b>Children at risk of dropping out</b>						
Dimension 4: Children enrolled in primary school	12,866	3.0	13,032	2.9	25,470	2.9
Dimension 5: Children enrolled in lower secondary school	18,115	7.3	9,525	3.7	28,313	5.6
<b>Total children at risk of dropping out</b>	<b>30,981</b>	<b>10.3</b>	<b>22,557</b>	<b>6.6</b>	<b>53,783</b>	<b>8.5</b>

Source: MoE-EMIS Database, 2013.

The rates of out-of-school children for both boys and girls are similar, with around 40 per cent for both male and female out of the Kindergarten 2 level. However, the out-of-school children rate in the primary level for boys is higher (1.6 per cent) than for girls (0.6 per cent) and the gap becomes even greater in the lower secondary level. The percentages of out-of-school children for both male and female children across the Five Dimensions of Exclusion, as well as the NER in each educational level are shown below (see Table 2.2).

There is a wide variation between different data sources in terms of the estimated numbers and percentages of out-of-school children, therefore, the main source of quantitative data was derived from EMIS and DOS databases, however, data available from other databases were also provided (see Table 2.3). Annex 4 presents some more core tables on out-of-school children derived from multiple data sources.

**Table 2.2** Percentages of out-of-school children and total NER by education level, gender and Dimension

	Girls			Boys			Total		
	Pre-primary (%)	Primary (%)	Secondary 1 (%)	Pre-primary (%)	Primary (%)	Secondary 1 (%)	Pre-primary (%)	Primary (%)	Secondary 1 (%)
Dimension 1	40.3			41.7			41.0		
Dimension 2		0.6			1.6			1.1	
Dimension 3			3.9			4.4			4.2
Dimension 4		3.0			2.9			2.9	
Dimension 5			7.3			3.7			5.6
In School (net)	59.7	96.4	88.8	58.3	95.5	91.9	59.0	96.0	90.2

Source: MoE-EMIS Database, 2013.

**Table 2.3** Percentages of out-of-school children by age groups and data sources

Survey	Date of survey	% of out-of-school children		
		Age 6-11 (Dimension 2)	Age 7-11	Age 12-15 (Dimension 3)
DHS round 5	June – October 2007	1.2	1.2	5.5
DHS round 6	October – December 2009	16.0	1.1	3.7
Labour Market Panel Survey	January 2010	2.5	1.4	3.1
Household Expenditure and Income Survey	April 2010 – April 2011	2.0	1.0	3.9

Source: Household Expenditure and Income Survey, 2010/11

When it comes to attendance, Demographic and Health Surveys (DHS) concluded that almost 98 per cent of both sexes among children aged 7 through 12 was attending school, beyond the age of 13, attendance rates start declining, especially for boys, but with overall rates exceeding 90 per cent for boys and girls, with clear gender-based divergence at the age of 14 where 92 per cent of males and 96 per cent of females are attending schools. Unfortunately, it is difficult to reach clear conclusions about the actual number of out-of-school children in Jordan without having a more up-to-date and accurate estimation of population. For example the census data is not reliable after 10 years of implementation due to the big changes in the population caused by the waves of refugees coming from Iraq and Syria.

## 2.2 Profiles of children in Dimension 1

The total number of in-school children at the pre-primary level (4-5 years old) is about 111,771, with the total number of girls (53,363) being lower than the number of boys (58,408) (see Table 2.4).

**Table 2.4** Number of in-school children in Kindergarten 1 and 2 (ages 4-5 years old), by gender

Age	Girls		Boys		Total
	Kindergarten 1	Kindergarten 2	Kindergarten 1	Kindergarten 2	
4 years old	11,313	100	13,767	155	25,335
5 years old	1,027	40,923	201	44,285	86,436

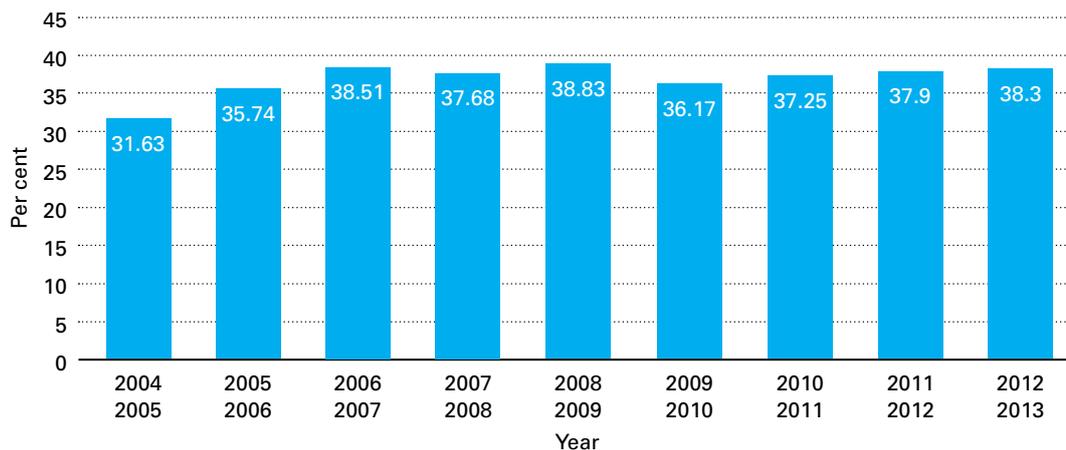
Source: MoE-EMIS Database, 2013.

The percentage of Jordanian out-of-school children in pre-primary level has been a serious problem, with a significant increase during the past five years. Around 41.0 per cent (60,175) of the children who are at the Kindergarten 2 age are out of school. To further complicate matters, both kindergarten levels have still not been officially introduced to the national education system, meaning there is no data available from other sources.

Trends in NER in both Kindergarten 1 and 2 over years indicate that the NER has been stable since 2004, with a slight increase from 31.6 to 38 per cent in 2013 (see Figure 2.4).

The NER for Kindergarten 1 is still very low (below 20 per cent) for both genders, while it is around 56 per cent for children in Kindergarten 2 (see Table 2.4).

**Figure 2.4** NER in Kindergarten 1 and 2, by year



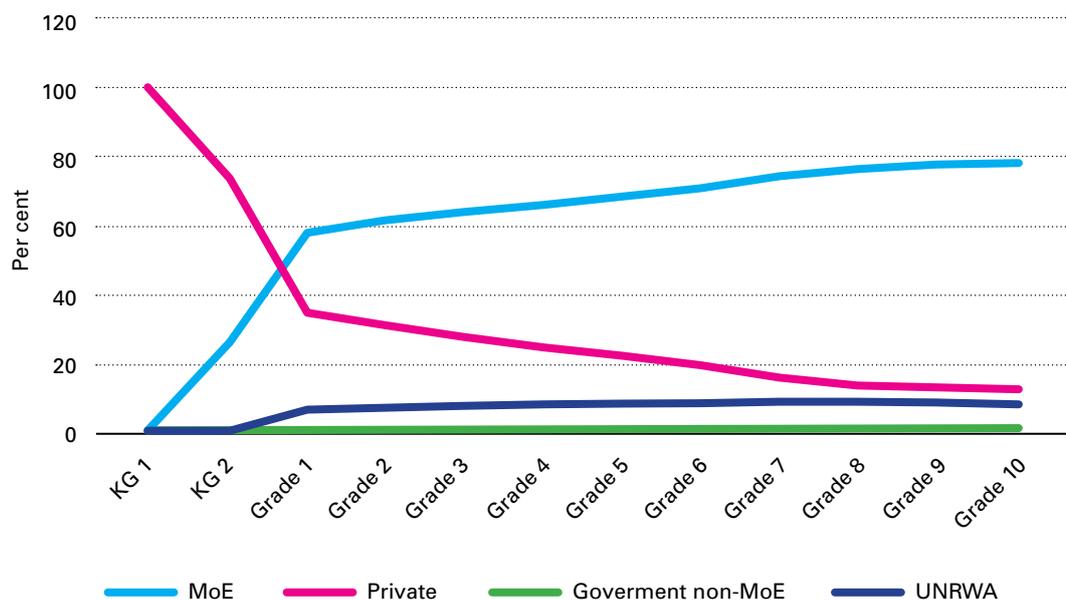
Source: MoE-EMIS Database, 2013.

The highest enrolment rates in Kindergarten 1 and 2 are in the major cities (Amman, Irbid, Zarqa and Balqa). However, the capital city of Amman had the highest enrolment numbers for Kindergarten 1 (12,000) and for Kindergarten 2 (30,000), followed by the second biggest city in the country, Irbid, where the number of enrolled children in Kindergarten 1 is 3,600 and in Kindergarten 2 is 15,000.

A possible reason for this finding is that the availability of kindergarten schooling in the top four major cities, where the schools that are administered by the private sector that are administered by the private sector. However, private-sector investment in other small cities is restricted by the low population numbers and the lack of availability of kindergarten in public schools.

In addition to the private sector, there are three other authorities that offer kindergarten schooling in Jordan. The enrolment rate of different grade levels is distributed by authority. Almost all of Kindergarten 1 enrolment is managed by the private sector; while Kindergarten 2 enrolment is shared between three education authorities: MoE, private sector and non-MoE schools, such as school of the Ministry of Social Affairs (see Figure 2.5).

**Figure 2.5** Student percentages by authority and grade level, 2012



Source: MoE-EMIS Database.

The gender parity index (GPI) for the NER at the pre-primary school level is 0.971, while at the primary school level it is 1.013 and at the secondary school level it is 1.82.

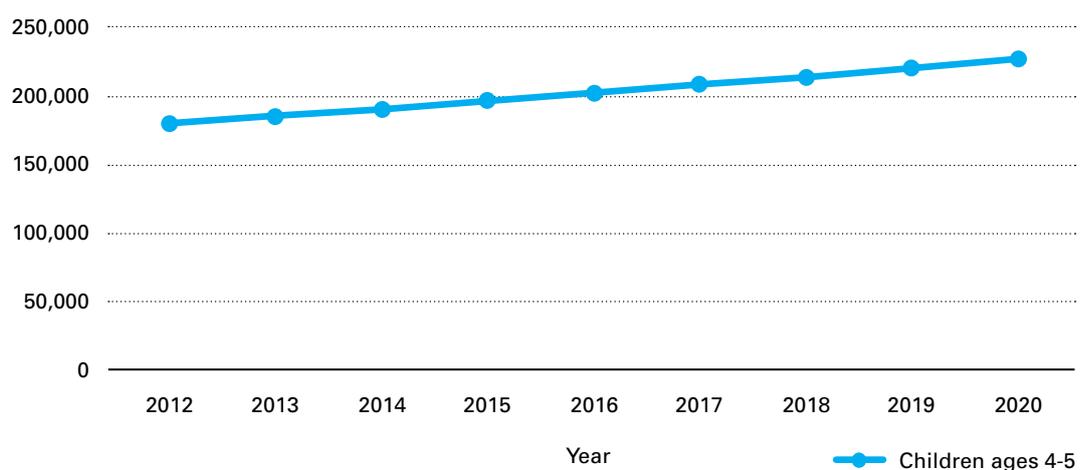
However, the lack of preschools is a major reason for low enrolment at the pre-primary level. In recent years, there has been a significant growth of private and community-based preschool institutions, which helped meet the demand. Also, there is an increasing interest from MoE to consider kindergarten as a formal education stage in the national education system. Annex 2 shows the number of enrolled kindergarten children and sections, and their distribution among different governorates and educational authorities across the country.

In addition to the lack of school facilities suitable for kindergarten children, there are several other barriers that contribute in reducing the enrolment rate at this level. Chapter 3 highlights these barriers and shows how the interaction between these different barriers restricts and reduces the kindergarten enrolment rate in schools.

To obtain an overview of early childhood education (ECE) indicators in Jordan, data from the Jordan Population and Family Health Survey (JPFHS) (2013) was used. According to data from this survey, 22 per cent of children aged 3 to 5 years are attending an organized ECE programme. Children aged 4 to 5 years are three and a half times more likely to attend an organized ECE programme as children age 3 to 4 years (35 per cent versus 10 per cent). Female children are slightly more likely to be engaged in ECE programmes than male children. Urban children are slightly more likely to be in ECE programmes than rural children. Children living in the North region are most likely to attend ECE programmes. The percentage of children attending ECE programmes ranges from a low of 17 per cent in Mafraq and Zarqa to a high of 29 per cent in Irbid. ECE programme attendance is also higher in the non-Badia and non-camp areas of Jordan. Attendance at ECE programmes varies positively with mothers' education and household wealth.

Barriers to ECE require serious attention from all involved stakeholders. The neglect in resolving these barriers will result in significant increases the number of out-of-school children at the kindergarten level. The number of out-of-school children at the kindergarten level is project to increase if the current trend and enrolment restrictions continue (see Figure 2.6).

**Figure 2.6** Projection of out-of-school children at kindergarten level (ages 4-5), 2012-2020



Source: MoE-EMIS database and DOS database, 2013.

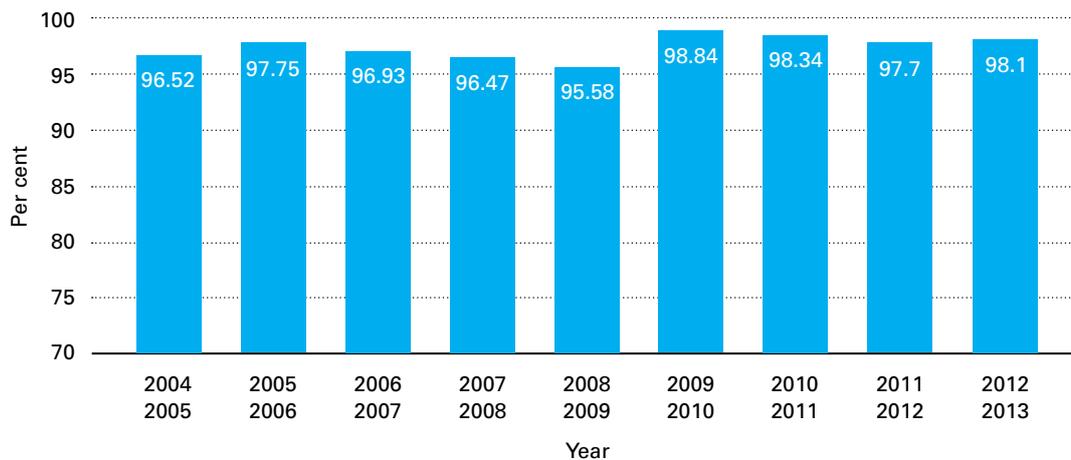
## 2.3 Profiles of out-of-school children in Dimensions 2 and 3

### 2.3.1 Overview

This section analyses the data of out-of-school children in Dimension 2 (children of primary school age who are not in school) and Dimension 3 (children of lower secondary school age who are not in school). It focuses in particular on the profiles of the largest groups of out-of-school children and the important messages that can be extracted from the data.

According to EMIS, the NER of primary school age children has been roughly the same since 2004/2005 (see Figure 2.7).

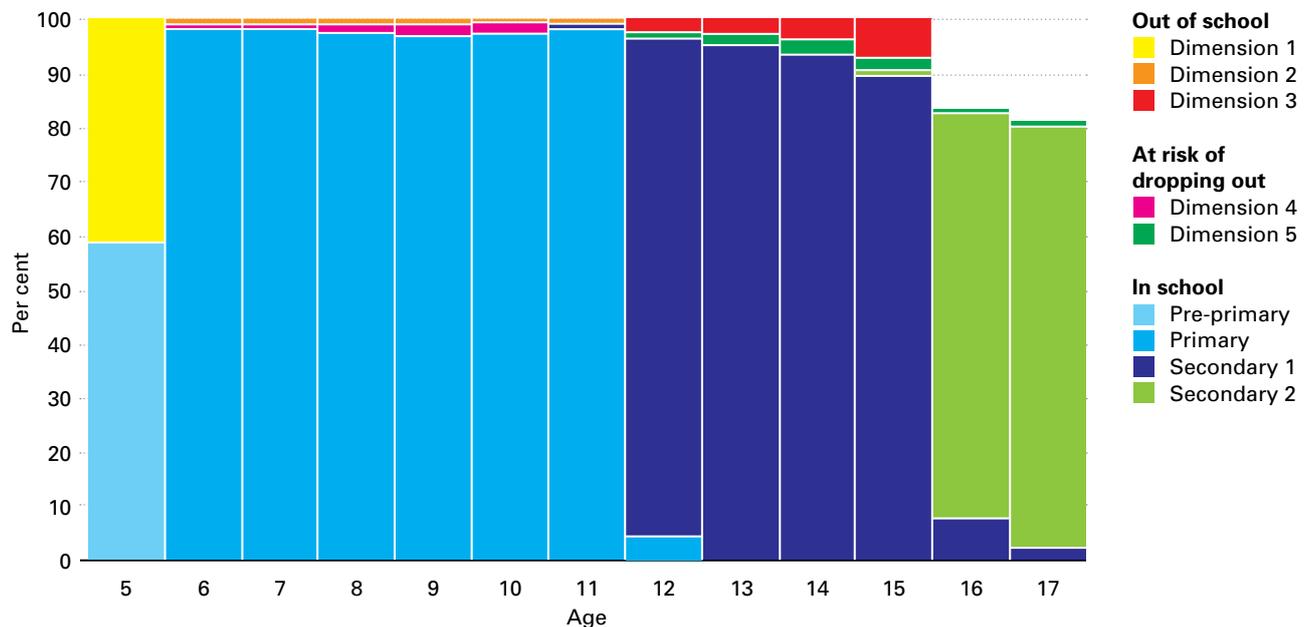
**Figure 2.7** NER of primary school students, by year



Source: MoE-EMIS database, 2013.

While the number of out-of-school children in the Kindergarten 2 level is decreasing (though still high), the number of out-of-school children of primary school age has also been decreasing with a current NER of 98 per cent. Out of the 877,055 children at the primary school age, 1.1 per cent or 9,661 children are out of school (see Figure 2.8).

**Figure 2.8** Percentage of in school and out-of-school children, and children at risk of dropping out at the pre-primary, primary and lower secondary level



Source: MoE-EMIS database, 2013.

The lower secondary level NER is 94.6 per cent. Out of 499,182 children at the official lower secondary school age, 21,234 children are out-of-school (4.2 per cent) (see Figure 2.9).

In comparison to the figures published in 2010/11 by the Household Expenditure and Income Survey, the rate of out-of-school children has decreased for six-year-olds, but increased for all other school ages (7-15) (see Table 2.5).

**Table 2.5** Per cent of primary and lower secondary school age children out of school, by age, sex and other characteristics

Source	Male (%)	Female (%)	Total (%)
	Household Expenditure and Income Survey 2010/11		
<b>Age</b>			
6	4.8	9.4	7.4
7	1.3	0.0	0.7
8	1.4	0.3	0.9
9	0.2	1.8	0.9
10	0.0	1.2	0.6
11	0.7	2.9	1.7
12	1.1	0.4	0.8
13	4.3	1.5	2.8
14	4.1	4.2	4.2
15	9.6	5.5	7.5
<b>Residence at primary stage</b>			
Rural	1.7	1.4	1.5
Urban	1.2	3.2	2.1
<b>Residence at lower secondary stage</b>			
Rural	3.0	4.5	3.7
Urban	5.2	2.6	3.9
<b>Per capita expenditure quintile at primary stage</b>			
Poorest	1.9	4.4	3.1
Second	0.2	2.8	1.5
Middle	2.3	1.8	2.1
Fourth	0.4	0.9	0.6
Richest	0.0	0.0	0.0
<b>Per capita expenditure quintile at lower secondary stage</b>			
Poorest	6.1	5.6	5.8
Second	7.1	1.1	4.4
Middle	2.0	2.5	2.3
Fourth	1.2	0.0	0.5
Richest	1.7	0.0	1.0

Source: Household Expenditure and Income Survey, 2010/11.

Most of the out-of-school children at the primary age level are six-year-olds who are likely to start school at a later age, and may have been too young to start school at the beginning of the school year (see Table 2.5). In addition, most of the out-of-school children at primary level are from the poorest households in terms of expenditure per capita. With respect to residence variable, there appears to be slightly higher rates of out-of-school children in urban than rural areas.

For the lower secondary age level, the gender gap is reversed. There are more boys than girls out of school – and more children are out of school at older ages, indicating dropout towards the end of the lower secondary cycle (see Table 2.5). Again the out-of-school children are concentrated in the poorest households by per capita expenditure.

Considering the geographical distribution of out-of-school children, the out-of-school rates at the primary stage appear to be concentrated in both Al Mafrq and Irbid governorates. Perhaps surprisingly, these two governorates have higher rates of out-of-school children than the poorer southern governorates Ma'an and Al Aqaba. For the lower secondary age group, the highest proportions of out-of-school children are found in Al Balqa, Al Mafrq and Jerash governorates.

### 2.3.2 Children working

In a 2007/2008 report, the DOS estimated the number of children working in Jordan to be 32,676 children between the ages of 5-17 years, which is 2.11 per cent of all children in this age group (see Table 2.6) (National Council for Family Affairs, 2010).

**Table 2.6** Distribution of child population according to age and work status

Type	Total	Ages 5-17	Ages 5-11	Ages 12-14	Ages 15-17	Ages +15
Working (number of children)	5,723,000	1,785,596	992,391	412,941	380,264	3,588,250
Not working (number of children)	1,403,199	33,190	3,324	7,979	21,887	1,391,896
Participation rate (%)	31.1	2.11	0.33	1.93	6.96	43

Source: National Council for Family Affairs Report, 2007.

The capital city of Amman was the most attractive location for working children, with 32.4 per cent of the total number of working children employed the city. The report showed that 78.8 per cent of working children work in urban areas, while 21.2 per cent work in the rural areas. This shows that cities attract children for work more than rural areas due to certain economic reasons. Jordanian children make up about 91 per cent of the working children population while the remaining 8.2 per cent is made up of other Arab nationalities, with 0.8 per cent belonging to non-Arab nationalities. The report indicates that the biggest reason for child labour is to earn additional income for their family (38 per cent). Eighty-seven per cent of the children were satisfied with their work. The two largest areas of employment for children are automobile repairs (36 per cent) and agriculture (27 per cent) (National Council for Family Affairs, 2010).

Studies also show that it is rare to find girls working in Jordan with an estimated rate of employment among girls (5-17 years) of less than 0.5 per cent (National Council for Family Affairs, 2010). The proportion of male workers who are between the ages of 5-17 years is 3.2 per cent. The average monthly income for children is about 85.75 dinars, with 52.7 per cent of working children giving their income to their parents or guardians, 23.8 per cent have purchased things of their own, 12.5 per cent have purchased things for family and 5.1 per cent have used their earnings to pay school fees (DOS, 2008).

The 2010 National Council for Family Affairs report shows that children are mostly working in the areas of agriculture, auto repair, carpentry, blacksmithing, sales, sewing, construction and restaurants (see Table 2.7). The children working in the streets in the capital city of Amman usually sell newspapers, food and chewing gum.

**Table 2.7** Percentage of distribution of working children by type of work

Type of work	Total	Male	Female
Agriculture and fishing	27.53	21.51	77.00
Mining	0.50	0.56	-
Industry	15.78	17.06	5.34
Electricity, gas and water	0.45	0.50	-
Construction	7.96	8.93	-
Wholesale and retail trade	36.31	39.36	11.30
Hotels and restaurants	3.32	3.72	-
Transportation and storing	2.58	2.89	-
Real estate	0.85	0.95	-
Personal and social services	4.28	4.52	2.30

Source: National Council for Family Affairs Report, 2007.

The report adds that the main reason for child labour is to provide additional income for their families, and therefore, the majority of children are already enrolled in schools, with some combining work and study. These children may perform other economic activities, such as collecting of rubbish and recyclable waste and selling these to stores operating in those fields (see Tables 2.8 and 2.9).

**Table 2.8** School enrolment rate based on gender and labour situation

Work situation	Age and gender			
	Ages 6-15		Ages 16-17	
	Male	Female	Male	Female
Enrolled children	96.7	97.6	81.1	85.4
Enrolled children (not working)	97.5	97.6	88.7	85.8
Enrolled children (working)	55.9	91.0	23.2	30.0

Source: National Council for Family Affairs Report, 2007.

**Table 2.9** Percentage children 6-17 years old involved in child labour by gender

Activity	Total (%)	Male (%)	Female (%)
Study + economic activity + housework	0.43	0.69	0.16
Study + economic activity	0.44	0.68	0.19
Study + housework	31.77	26.56	37.39
Economic activity + housework	0.51	0.90	0.09
Study only	62.39	66.43	58.04
Economic activity only	0.65	1.22	0.02
Unpaid housework only	1.04	1.24	2.91

Source: National Council for Family Affairs Report, 2007.

The study of the National Council of Family Affairs (NCFA), 2012, indicates that most children (82.2 per cent) who work in agriculture are already enrolled in school (see Table 2.10).

In addition, there is a strong relationship between the education level of parents and child labour (see Table 2.11). The less educated parents are more inclined to send their children to work (NCFA, 2012). As a result, children who come from less educated families also do the same with their children. Moreover, parents with low levels of education attainment are not as convinced of the benefits of education, thereby passing on negative perceptions about education to their children.

**Table 2.10** Distribution of working children and their education status

Educational status	Percentage
Enrolled	82.2
Stopped going to school	8.7
Dropped out of school	7.8
Never entered school	1.3

Source: National Council for Family Affairs Report, 2012.

**Table 2.11** Relationship between working children and their parents' level of education

Education level	Father (%)	Mother (%)
Illiterate	18	26.7
Primary	22.7	24.7
Basic	22.0	18.0
Secondary	26.9	24.7
Diploma	4.3	3.3
Bachelor	4.0	1.8
Master	1.1	0.6

Source: National Council for Family Affairs Report, 2012.

### 2.3.3 Types of child labour

According to the results of focus groups, Jordanian children perform several types of labour and the type of labour differs by gender. Male children tend to work in auto shops, carpentry and blacksmithing, while girls work in agriculture, markets and other soft jobs (i.e. housework). The following paragraphs describe the types of child labour that Jordanian children perform.

#### Housework

Examples of housework include taking care of younger children and doing housekeeping. Most working children come from families where their parents are married (see Table 2.12).

**Table 2.12** Relationship between parents' civil status and child labour

Civil status	Father (%)	Mother (%)
Married	88.2	98.4
Dead	10.2	0.7
Divorced	1.1	0.9
Travelled (lives outside of Jordan)	0.4	0

Source: National Council for Family Affairs Report, 2012.

Girls are more vulnerable to housework than male children (Musvoto, 2007). This could be either in the family home or in the homes of others. Fatima, a 10-year-old girl, described the reasons that pushed her to stay at home:

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*My father has divorced my mother a while ago and he is not helping us to cover the cost of our everyday life. The money he gives to us is very low. Such a poor life pushed my mum to go out and work in the farm. However, because I am the oldest member in the family, I have to stay home to take care of my young brothers and sisters. I would love to go to school but my life situation does not allow me to do so. (Focus group in Al-Jeza)*

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In addition, several children mentioned other types of labour such as selling gum and chocolate on the streets. However, exposing children to working in the streets subjects them to many forms of abuse, for example being beaten, humiliated and sexually harassed (Thijs, 1997).

#### ***Paid employment***

According to the Physical and Psychosocial Impact of Child Labour in Jordan report, some children work for wages in factories or on farms, especially in the Ghor and Mafrag regions, where agricultural businesses exist. However, the working conditions in such establishments are poor, and the children are often beaten by their employers, and exposed to harm due to the lack of protection from pesticides, being exposed to high temperatures and working an average of 11 hours a day (National Council for Family Affairs, 2010). These forms of child labour are associated with long working hours without adequate breaks or resting periods, and hazardous and dangerous working conditions, which can greatly hinder school attendance due to psychological, mental and psychological stress and illness.

Khaled, a nine-year-old boy, described his work situation, saying:

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*I do not go to school because my school is far from my home and I don't have money to travel. My family is poor and my dad works in a nearby farm. He encouraged me to drop out of school and join him to work in the farm. I help my dad in harvesting tomatoes and other types of fruits and vegetables and arrange them in boxes. (Focus group in Al-Gohor)*

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#### ***Unpaid work (with family)***

This type includes having the child work with a family business without being paid. Some children help their families in agricultural projects or family owned business (Salazari, & Glasinovich, 1998).

Omar, an 11-year-old boy, talked about his father's business:

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*My dad has an auto shop and he encouraged me to join him to learn how to provide car services. I started by working with him during the weekend, but I ended up working with him on all weekdays. My dad does not pay me, but he gives me some money whenever I ask for it. (Focus group in Ramtha)*

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### Reasons for child labour in Jordan

Results from the National Council for Family Affairs (2012) study showed that school age children tend to work for several reasons that include helping their families and their desire to be independent (see Table 2.12).

**Table 2.13** Distribution based on reasons for work

Reason	Per cent (%)
Helping family	84
Parents' request	3
Want independence	5
Cover personal expenditures	3
Helping grandparents	2
Leisure (has time free to work)	2

**Source:** National Council for Family Affairs Report, 2012.

A survey of previous national studies conducted on child labour showed that there are several factors that encourage children to work: poverty; traditional, social and cultural factors; lack of access to or poor quality of education low wages for children make them attractive to employers so it is easy to find work, and social perception of child labour.

The following paragraphs summarize each of these.

#### 1. Poverty

The rate of child poverty is on the increase, reaching 19 per cent in 2012. Poverty is the main reason for child labour worldwide (National Council for Family Affairs, 2010). Musvoto (2007) mentions that children of poorer families are more likely to engage in the labour market than other children. This result corresponds with Gharaibeh and Homann's (2003) study that showed that the main reason for children working was to help their family financially, or, to support the family if the head of the family is disabled due to illness or is deceased. According to Ray (2000), the poorer the household the greater the number of hours worked by the child leaving less time to go to school.

Moreover, the Child Labour Survey (DOS, 2009), which was implemented by the DOS in 2007, found that the incidences of child labour highest among children from the poorest households, regardless of whether the economic status of the household is measured by income or expenditure (DOS and ILO 2009). The survey focused on children aged 5-17 years (76,046 individuals), including 24,319 from 14,091 households and aimed to provide estimates on child labour incidences in urban and rural areas in Jordan based on the results of the Population and Housing Census of 2004. It was also reported that 52.7 per cent of the 24,319 children between the ages of 5-17 were giving their earnings to their parents and guardians, with 23.8 per cent reporting that they bought commodities for themselves or their household (DOS 2009).

Abu Hamdan (2005), in collaboration with the Information and Research Center at King Hussein Foundation conducted a study on child labour in the city of Irbid. The aim of that study was to identify the characteristics of working children and their families, to identify the services available to these children and to identify the reasons leading to their work. Interviews were conducted with the children working in their homes, in central vegetable markets, shops and garages, and in the streets, along with interviews with children's families, employers and professionals in governmental and non-governmental institutions. The results showed that the main reason to work from the perspective of working children is the economic situation. One child said:

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*"I am working to get money to help myself financially and in order to give some money to my mother to buy us our daily needs. No one is there to help us but me and God."*

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Parents of these children reported that the main reason that forced them to ask their children to work was the lack of income for the family, while officials in governmental and non-governmental institutions mentioned that the main reason for child labour is poverty, along with unemployment, family problems, low academic achievement of children and child neglect. Hence, working children and their families and professionals agreed that the main reason for child labour in Jordan is poverty. (Focus group in Ramtha)

## **2. Traditional, social and cultural factors**

Child labour may be considered part of the family heritage and social pattern that affects either positively or negatively on the involvement of children in work at an early age. In some Jordanian communities, children help their families by working in a shop or family business such as a farm. In some social settings, it may be seen as normal and acceptable for children to accompany their parents in their work, following the generations before them. Young, immature physically and mentally, and unaware of the dangers, children are more vulnerable to the effects of hazardous work, including the risks involved in farming. Jordanian children from families who raise cattle are more likely to be involved in work than children who are not (DOS, 2008).

Some parents believe that work makes children responsible, able to make better assessments and evaluations when they grow up, and teaches them a vocation to enable them to support themselves. (Salazari & Glasinovich, 1998). It was found that this perception may be linked to the beliefs of parents and their level of education, where studies have shown that the lower the educational level of parents, the more likely their children are to be involved in child labour (Turk, 2000, Taroni, 2002; the International Labour Organization, 2004, Omokhodoin, F. & Uchendu, 2010). Turk (2000), in her study that included 266 working children in the city of Zarqa, showed that the low educational level of parents is one of the main reasons leading to child labour. In addition, the negative perception of education among heads of the household that do not have an education increases the likelihood of child labour (Quest Scope, 1999).

## **3. Lack of access to or poor quality of education**

The lack of availability of educational services increases the risk of child labour (NCFA, 2010). An international study conducted by the ILO showed that the weakness of the educational system in schools resulted in alienating children and encourages children's engagement in the working environment (ILO, 2004). This is in line with the study carried out in Jordan by Abu Hamdan (2005) that found that the most important reasons for working children to leave the school is the unfriendly behaviour of teachers towards children, poor teaching methods and the use of severe punishment. A child in that study said, "the teachers treated us with arrogance, not smiling, using bad words, and hitting us with their feet and hands" (Abu Hamdan, 2005). Hence, studies showed that the prevention of child labour might be associated with improving the quality of education and creating an encouraging school environment.

#### 4. Low wages for children make them attractive to employers

Children's low wages are among the main reasons that child labour is attractive to employers, according to the NCFA (2010). Children are unable to identify the appropriate wages for their work. Child workers receive a salary equivalent to half of that for the adults and this results in an increased demand for hiring them (ILO, 2002). The study conducted by Maraqa (1999), *Child Labour in Jordan Society*, found that according to employers, children are more likely to learn faster than the adults and that children accept working for longer period of time with less wages that adults do.

Children are exploited as cheap labourers who accept working under circumstances that adults would normally refuse. Even when the earned wage of such types of labour is low, children's earnings still contribute to a large portion of the family income. In some cases, it was found that the earnings of children contribute for approximately one quarter of the total household income (DOS, 2009).

#### 5. Social perception of child labour

Social perception is a great influence on child labour. Lack of concern and knowledge regarding the impact of child labour has contributed to parents' and employers' exploitation of children in jobs that are only suitable for adults (Musvoto, 2007). Culture is also found to be associated with child labour. In this respect, learning a skill was one of the main reasons for employment among child workers who were not enrolled in school (NCFA, 2010). "Learning a skill" amid economic constraints and low academic achievements may be perceived in some families, by the parents and in cases the children, as more valuable than an education, which becomes a part of the cultural norm and affects the supply side of child labour.

In societies where culture limits women's work to the household, children become the last resort for their families to have financial support if the male head of the household is deceased or unable to work.

#### 6. Weak enforcement of international protection mechanisms and the enforcement of national laws

The elimination of child labour is considered a national priority, as demonstrated by the government's amendments to the labour law and the ratification of the Conventions on the Rights of the Child (CRC) in 1991. In 1996, Jordan adopted the law on the Protection of the Rights of the Child; increased compulsory schooling to 10 years to cover children aged 6 to 16; and raised the minimum age for admission to employment from 13 to 16 years old.

Jordan also ratified ILO Convention No. 138 in 1998 and Convention No. 182 in 2000. Labour legislation prohibits the employment of children under 16, except for children who work as apprentices in non-hazardous conditions. The legislation also prohibits the employment of children in child prostitution and prevents trafficking. It also fines contravening employers, and these fines are increased in cases of recidivism. Despite this the exploitation and abuse of children in the context of child labour continues to be evident. The level of enforcement of these mechanisms in the country remains a challenge. On one hand, the challenge lies in relaxed enforcement, including the enforcement of education laws that specifically stipulate that children should attend school until Grade 10 or age 15 and the enforcement of the labour regulations and conditions under which children are allowed to work.

This level of enforcement requires a continuous process of monitoring, inspection and reporting by all relevant government bodies such as the Ministry of Labour. Enforcement is equally hindered by the need for skilled human resources to manage identification, record keeping, monitoring and follow up, in addition to the technical and financial challenges of maintaining the proper functionality of the monitoring and inspection systems. To this effect it is necessary to enforce the labour laws and the national policy of compulsory education for all children to eliminate child labour.

Although the MoE is trying, it seems that more specific regulations are needed to effectively enforce policy. The assignment of specific roles for school principals, parents and local governors to report and track non-enrolled and/or children who have dropped out is an important step in eliminating child labour. Imposing fines on parents who allow their children to work is also another action to help eliminate child labour. However, applying all these specific regulations needs more collaboration between all involved ministries.

#### **2.3.4 Children working on the street**

Although the number of children working on the street is becoming an issue in Jordan, there are no published studies that investigate that problem. The most recent study was conducted by Matalqa (2004) who studied a sample of 104 children working on the streets in Jordan selling chewing gum and crackers, or collecting recycling materials. The main objective of his study was to investigate the phenomenon of street children: the reasons for them working on the street, and the impact this had on their health, and social adaptability.

The study concluded that children working on the streets have low adaptive skills, poor physical health and tend to use certain unwanted social behaviours. The National Council for Family Affairs (2006) maintained that smoking, using obscene words, drinking alcohol and direct exposure to inhalants are the most reported reckless behaviours among children working on the streets.

#### **2.3.5 Children of multiple out-of-school risk groups**

Children of migrants, children living with a disability, boys from low-income families, child labourers and children working on the street are more likely to be out of school. However, children with more than one of these characteristics are even more likely to be out of school.

#### **2.3.6 Refugees and migrant children**

Jordan has become a home for refugees coming from the surrounding countries. To date, statistics show that there are more than 500 thousand Iraqi refugees in Jordan. In addition to this number, there are 408,268 Syrian refugees in contact with the UNHCR in Jordan, 345,110 of whom are registered and a further 63,158 who are awaiting registration. Based on information from the UNHCR, the total number of Syrian refugees living in urban areas is now approximately 291,000 people (with 117,000 living in camps).

Although the majority of Syrian refugees coming into Jordan are being taken to Zaatari camp, they often leave the camp either officially through the bailout system (humanitarian cases) or unofficially. According to UNHCR estimates, this occurs at a rate of as many as 300 people per day. These people then find their way to urban areas, and anecdotal evidence suggests the majority go to Mafraq, Irbid, Zarqa and Amman in search of jobs and services. This has caused the refugee population distribution to remain heavily weighted to urban areas, which presents a much greater challenge to locate vulnerable Syrians, assess their needs and provide them with services.

According to the recent study conducted by CARE Jordan (2013), a number of households have reported that many school-age Syrians are currently not enrolled in school. The study showed that, 60 per cent of school-age children are not in school, with some differences between places that have Syrian refugees, where Irbid, Madaba and Mafraq have more school-age Syrians out of school than in school (73, 58, and 69 per cent, respectively). Zarqa is the only city with more school-age Syrian children in school than out of school (63 per cent vs. 37 per cent). The greatest discrepancy in enrolment is in Irbid, with 27 per cent enrolled and 73 per cent not enrolled.

It is also important to note that most of the out-of-school Syrian children are currently working in the labour market in Irbid, Madaba and Mafraq and Zarqa, and in other places where they live.

A recent study by UNICEF (2013) showed that out of 187,675 school-aged Syrian refugee children, 130,330 of them are eligible for formal education. Sixty-four per cent of those eligible children are already enrolled in formal education in Jordan while 47,098 are out of school. The most recent statistics of Syrian refugee children in Jordan are shown below (see Table 2.14).

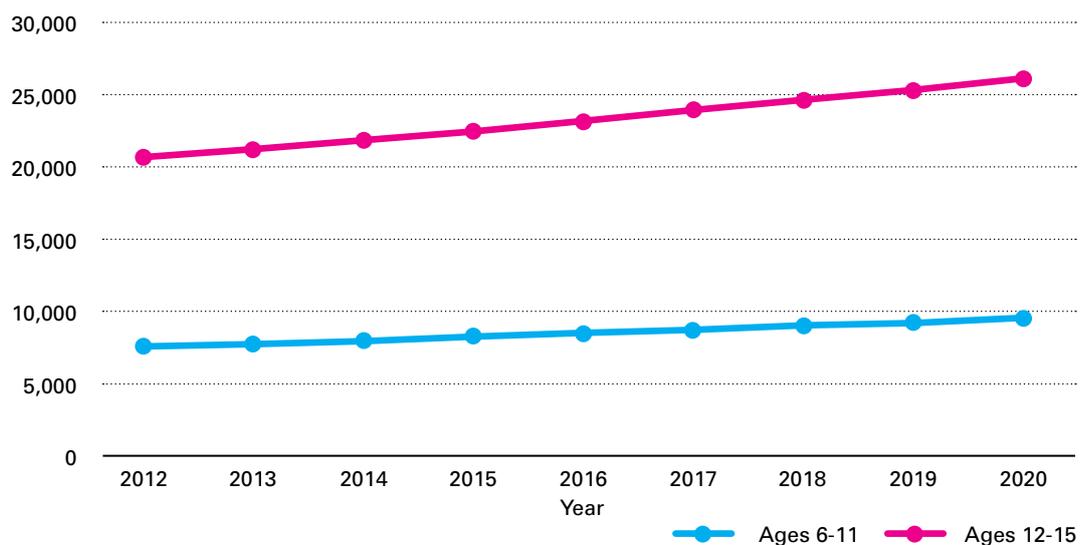
**Table 2.14** Syrian refugee out-of-school children

Governorate/ camp	UNHCR persons of concern 525, 231			Percentage breakdown of school aged children (5-17 years old) who are enrolled in formal education, out of school and eligible for formal education, and out of school requiring alternative education opportunities				
	Total people	School aged children (36% of total population)	Eligible for formal education (25% of total population)	Formal education				Alternative education
				Enrolled in formal education (MoE Sept 2013)	% of enrolled against eligible for formal education	Potential out of school eligible for formal education	% of out of school against eligible for formal education	Potential out of school (11% of population)
<b>EJC</b>	3,479	1,252	870	850	98%	20	2%	383
<b>Za'atari Camp</b>	120,546	43,397	30,137	14,295	47%	15,842	53%	13,260
<b>Ajlun</b>	9,286	3,343	2,322	2,275	98%	47	2%	1,021
<b>Amman</b>	124,994	44,998	31,249	19,805	63%	11,444	37%	13,749
<b>Aqaba</b>	1,923	692	481	470	98%	11	2%	212
<b>Irbid</b>	117,206	42,194	29,302	25,827	88%	3,475	12%	12,893
<b>Jarash</b>	10,014	3,605	2,504	1,864	74%	640	26%	1,102
<b>Karak</b>	8,265	2,975	2,066	1,017	49%	1,049	51%	909
<b>Ma'an</b>	5,347	1,925	1,337	421	31%	916	69%	588
<b>Madaba</b>	6,795	2,446	1,699	800	47%	899	53%	747
<b>Mafraq</b>	55,468	19,968	13,867	8,112	58%	5,755	42%	6,101
<b>Tafliah</b>	2,089	752	522	150	29%	372	71%	230
<b>Zarqa</b>	42,337	15,241	10,584	5,672	54%	4,912	46%	4,657
<b>Balqaa</b>	13,571	4,886	3,393	1,674	49%	1,719	51%	1,493
<b>Total</b>	521,320	187,675	130,330	83,232	64%	47,098	36%	57,345

Source: UNICEF (2013).

There are several barriers that push children in the lower secondary stage out of school. Chapter 3 discusses all these barriers in detail. However, neglecting to resolve these barriers will result in significant increase in the number of out-of-school children in primary and lower secondary stages. A statistical projection of out-of-school children in the primary and lower secondary stages, if the current barriers continue to exist, is displayed below (see Figure 2.9).

**Figure 2.9** Future projection of out-of-school children in primary and lower secondary stages



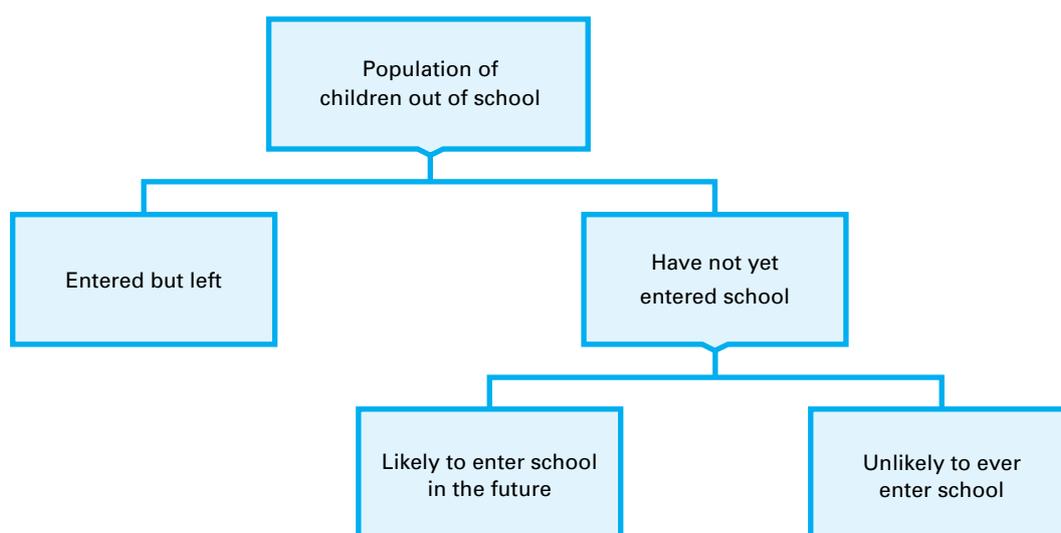
Source: MoE-EMIS database, 2013.

## 2.4 Profiles of children at risk of dropping out of school in Dimensions 4 and 5

### 2.4.1 Overview

Dimensions 4 and 5 represent children who are at risk of dropping out at the primary and lower secondary levels. Trends in Dimensions 4 and 5 can be identified through an analysis of dropout rates, transition rates and types of out-of-school children (UNICEF and UIS 2011). Out-of-school children can be classified as having left school, children who are unlikely to ever enter school, and children who are likely to enter school in the future – delayed by one or more years (see Figure 2.10).

**Figure 2.10** Categories of out-of-school children by school exposure

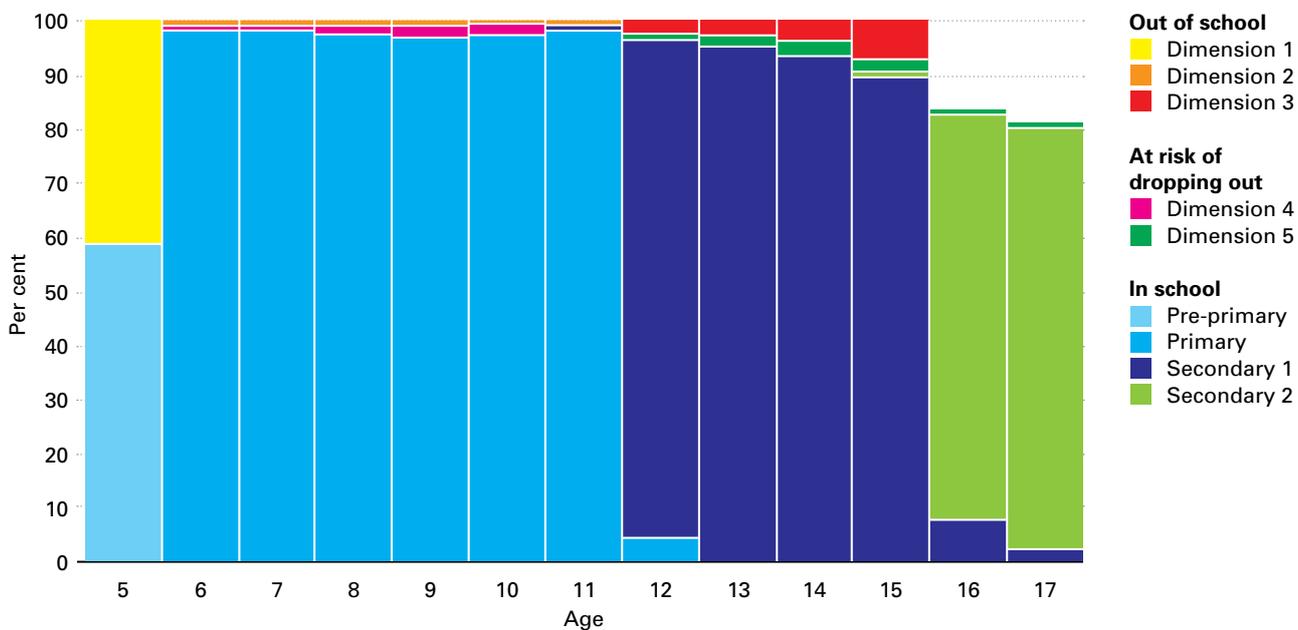


Source: UIS, 2013.

According to the EMIS database, the total percentage of children who have left school from the primary level (Dimension 2) is 2.9 per cent, while for children who have left school from the lower secondary level (Dimension 3) it is 5.6 per cent (see Figure 2.11).

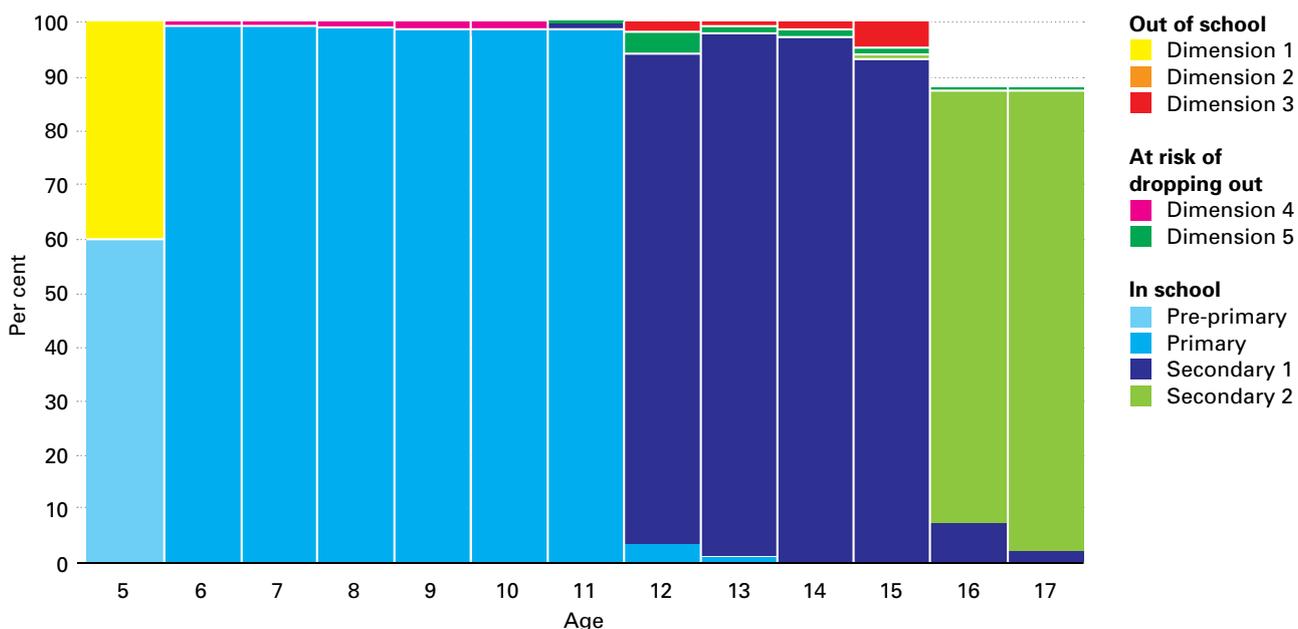
The dropout rate for female children is higher (7.3 per cent) than that of male children in the lower secondary stage (3.7 per cent) (see Figures 2.12 and 2.13).

**Figure 2.11** Percentages of children in school, out of school and at risk of dropping out in pre-primary, primary and lower secondary levels



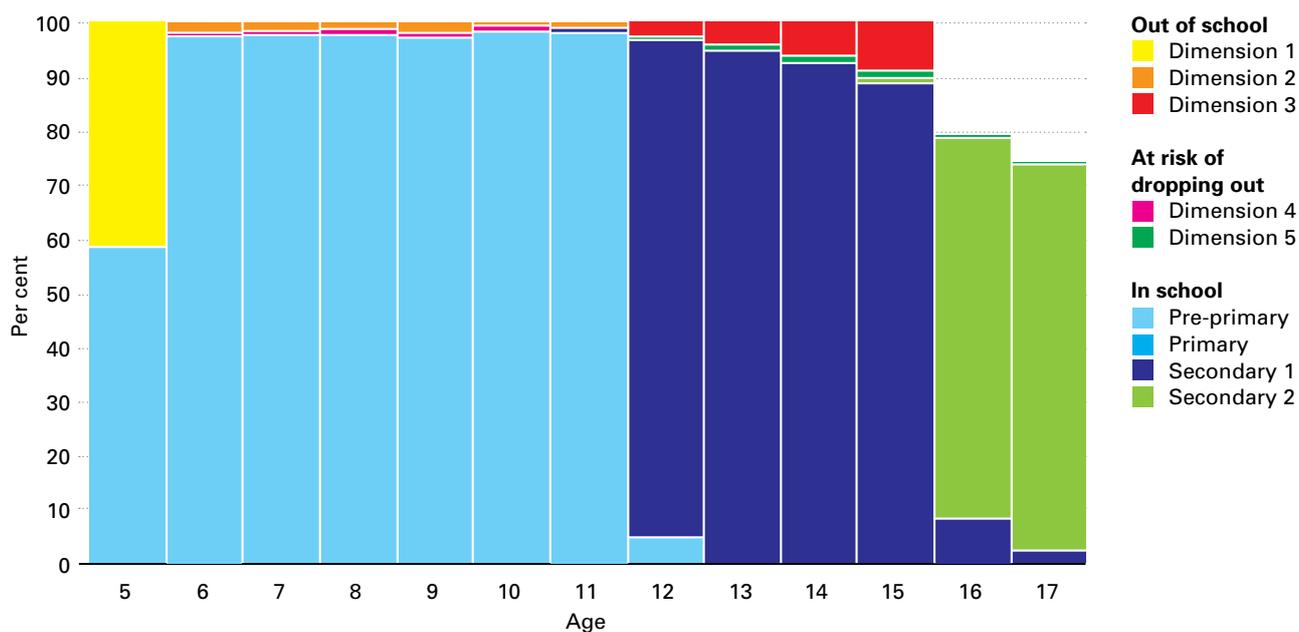
Source: MoE-EMIS database, 2013.

**Figure 2.12** Percentages of girls in school, out of school and at risk of dropping out from pre-primary, primary and lower secondary levels



Source: MoE-EMIS database, 2013.

**Figure 2.13** Percentages of boys in school and out of school and at risk of dropping out from primary and lower secondary levels



Source: MoE-EMIS database, 2013.

The 2007 UIS calculated number of students who are expected to drop out from primary school (Dimension 4) before the last grade differs from that calculated by EMIS, with 3.5 per cent (23,533) of children at the primary school level expected to drop out of school. The majority of children who are expected to drop out from school are girls (6.3 per cent) (20,918).

Similarly, 3.2 per cent (15,667) of children in lower secondary education are expected to drop out before the last grade of lower secondary education (Dimension 5), 4.1 per cent of them are boys and 2.3 per cent are girls (UIS, 2007).

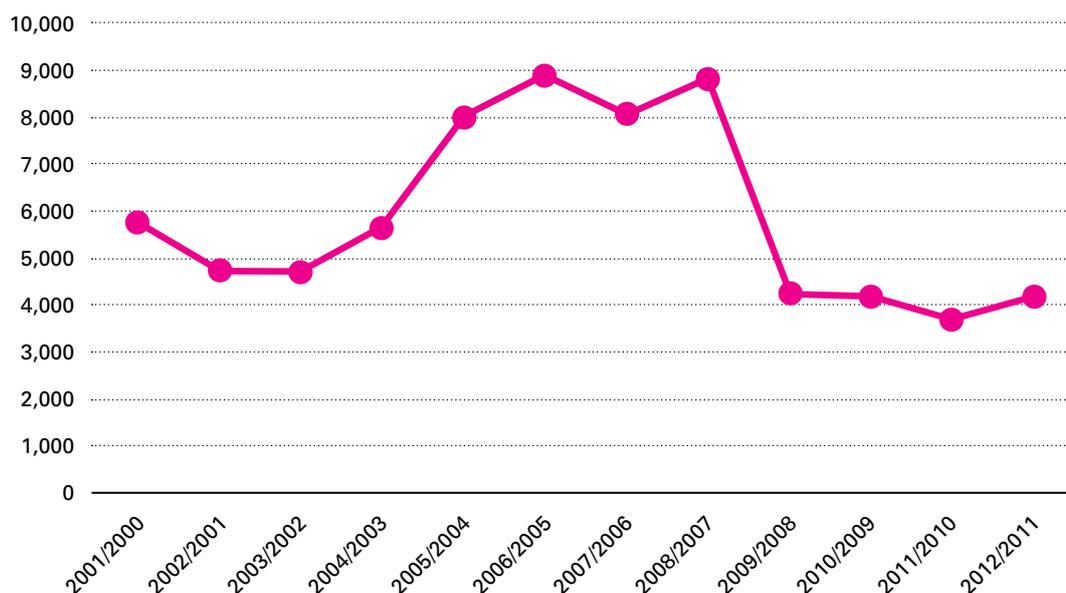
There are several factors that expose children to the risk of dropping out before completing compulsory education, such as being overage, high absenteeism and entering primary school without having attended pre-primary school (see Table 2.15). Jordan faces significant issues with pre-primary education as well as child absenteeism, which increase the tendency of children to drop out of school. The high rate of child absenteeism may be attributed to child labour and the fact that the majority of children entering primary school lack pre-primary experience. However, the total number of children who have left school has been reduced during the past six years (see Figure 2.14).

**Table 2.15** Reasons for students dropping out of school

Reason	Per cent (%)
Can't read and write	14.9
Bad treatment from teacher	17.2
Parents' pressure to leave school	4.6
Work because in need of income	27.6
Low interest in school	14.9
Health situation	2.3

Source: National Council for Family Affairs Report, 2012.

**Figure 2.14** Total number of children dropping out of school in the primary stage in all grades, by year



Source: MoE-EMIS database, 2013.

It is important to mention that according to EMIS – which is updated each semester – the transition rates from primary to lower secondary are high, indicating that almost all Jordanian children who reach the end of primary school continue on to lower secondary school.

#### 2.4.2 Children entering school without pre-primary experience

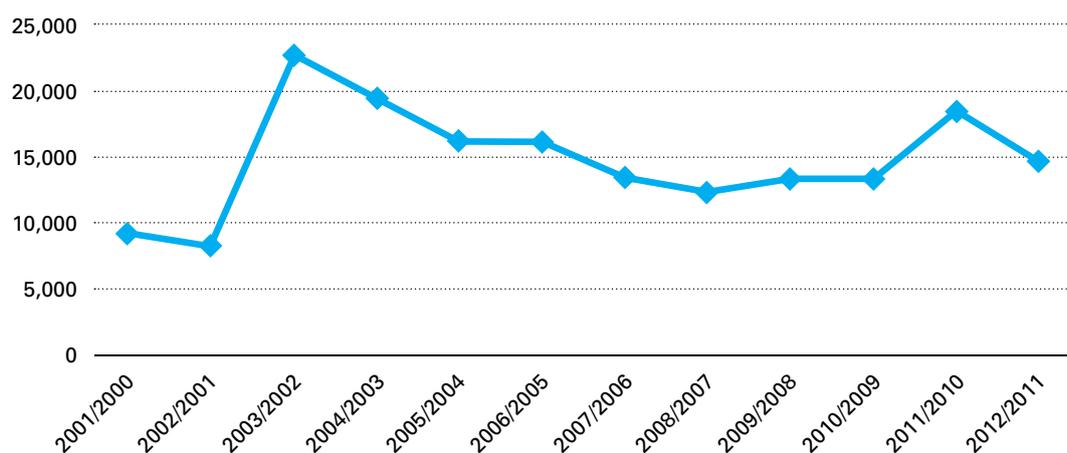
The pre-primary enrolment rate in Jordan is low. Only 58 per cent of children entering primary school have pre-primary experience. This low rate has been attributed to several factors such as the lack of kindergarten facilities in public schools, high school fees and other indirect costs. However, the MoE is currently working hard to overcome these barriers through its comprehensive educational reform project (ERfKE II). The MoE has studied several options for kindergarten expansion that include:

- creating kindergarten sections in existing primary and secondary schools;
- using space available at many underutilized schools; and
- piloting double-shifts in schools that are not already double-shift.

#### 2.4.3 Overage children

Being overage can be the result of grade repetition or of late entry into school. In Jordan, the main cause of overage is repetition. However, repetition rates are generally low and overall have decreased since 2003 (see Figure 2.15).

**Figure 2.15** Total number of grade repeaters in the primary stage in all grades, by year



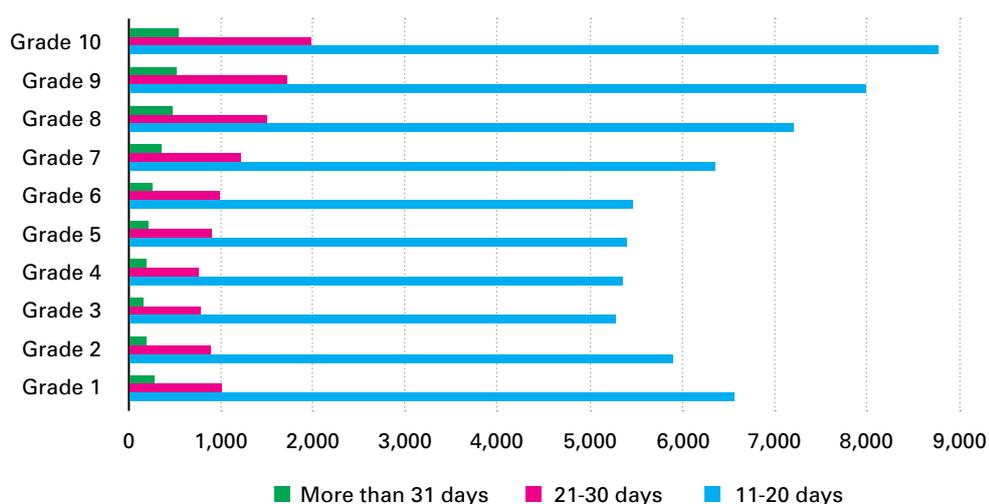
Source: MoE-EMIS database, 2013

### 2.4.4 Student absenteeism

Student absenteeism is considered one of the main causes of high school dropout rates. Children who demonstrate a high absentee rate are considered at risk of falling behind in school and dropping out. However, school absenteeism is not the only cause of dropout, child labour, poor health or malnutrition, and lack of motivation are also factors that increase school dropout.

Absentee rates vary significantly across socio-demographic profiles. The number of absent days recorded for each grade nationwide in 2012 is illustrated below (see Figure 2.16). It is important to note that there is no significant difference in child absenteeism between different regions in Jordan. However, boys are somewhat more likely to be absent than girls due to several factors that encourage boys to miss school, such as labour.

**Figure 2.16** Number of days absent by grade



Source: MoE-EMIS database, 2013.

The number of absent days increases by grade level (see Figure 2.16). Toward the end of the lower secondary stage, students tend to miss school due to several factors such as the labour market and early marriages for girls.

## 2.4.5 Children performing poorly in achievement tests

The quality of education is another risk factor causing drop out. Researchers emphasize the importance of analysing the differences in learning achievement of those who are in school in order to determine the types of exclusion from education.

The charts below show the results of the average achievement levels of 15-year-olds in mathematics and science for Middle Eastern countries that participated in the international TIMSS and PISA tests in 2011. The average achievement of Middle Eastern countries in science is 428, which is below the international average of 477 (see Figure 2.17). However, some of Middle Eastern countries, including Jordan, are closer to the international average than others (National Center for Human Resources Development, 2013).

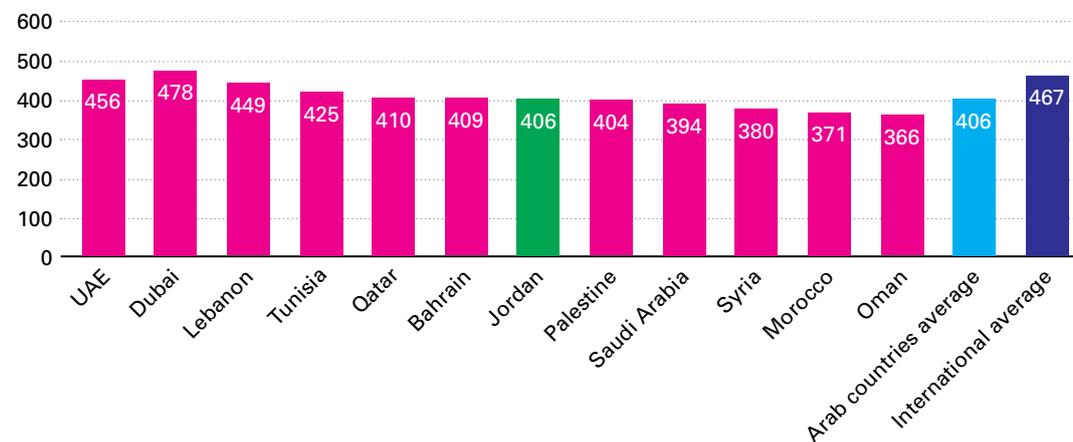
The results were worse when analysing the performance average of Middle Eastern countries in mathematics. The average of participating Middle Eastern countries is 406, which is far below the international average of 467 by 61 points (see Figure 2.18). The performance average of most countries in the region, including Jordan, is close to the total average for Middle Eastern countries but still far below the international average (National Center for Human Resources Development, 2013).

**Figure 2.17** Science performance average in selected Middle Eastern countries, TIMSS and PISA tests, 2011



Source: NCHRD, 2013.

**Figure 2.18** Maths performance average in selected Middle Eastern countries, TIMSS and PISA tests, 2011

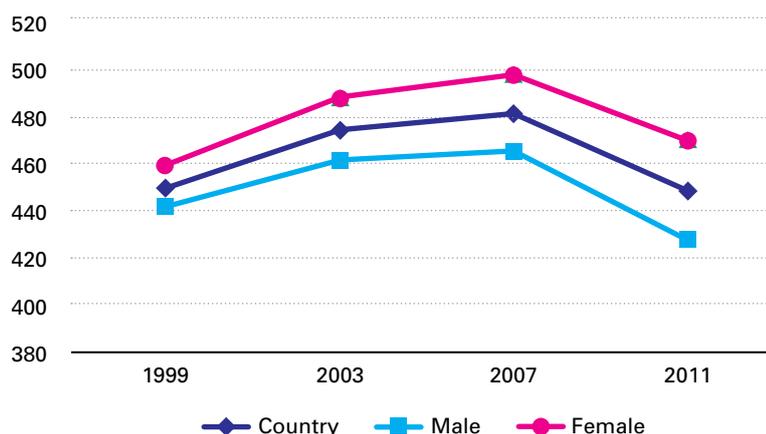


Source: NCHRD, 2013.

Performance of Jordanian students in TIMSS and PISA tests is generally much lower for male children than that of female children. Studies show that both male and female children have generally improved their scores during the years from 1999-2007 (see Figures 2.19 and 2.20). However, their scores have significantly reduced during the 2007-2011 test cycle. The gender differences in performance appear in 26 countries, with females achieving significantly higher average scores than males in 16 countries in the Middle East (Ainley, 2012).

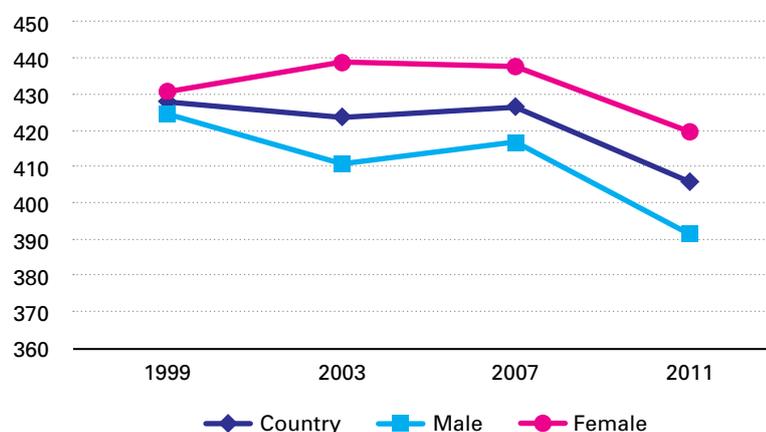
The differences in culture and social norms across Jordan and across different regions in the country are crucial determinants in understanding gender differences in PISA 2011 test scores for Jordan. Studies have also shown that the enhancement of gender equality in any country strongly correlates to girls' academic performance (San Román & Goiricelaya, 2012). In Jordan, education opportunities for girls have been significantly improved over the last few years due to the work of several national and international agencies promoting gender equality (USAID, UNICEF and other NGOs). In addition, there is a substantial evidence for the intergenerational transmission of gender role attitudes, especially from mothers to daughters, as the performance of girls – not that of boys – is better in families where the mother works outside the home (Schultz 2002; Doepke & Tertilt, 2009). The involvement of Jordanian women in the community has recently changed and the work of women has been strongly appreciated by society. This change in perception towards social gender stratification supports female students in all societal areas and especially education.

**Figure 2.19** Students' achievement in science by gender, 1999-2011



Source: NCHRD, 2013.

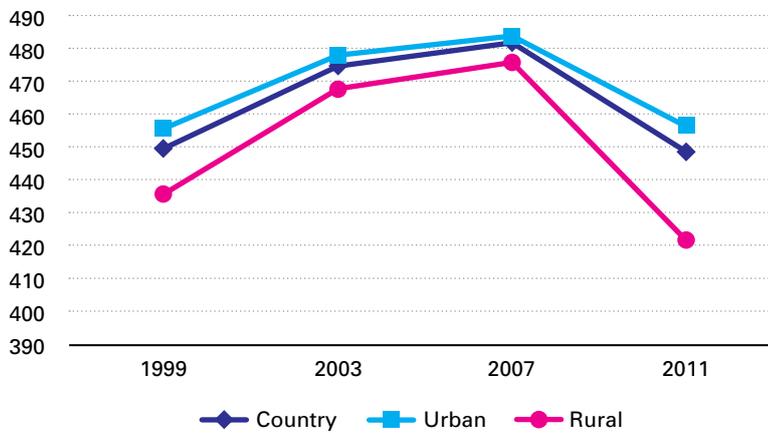
**Figure 2.20** Students' achievement in mathematics by gender, 1999-2011



Source: NCHRD, 2013.

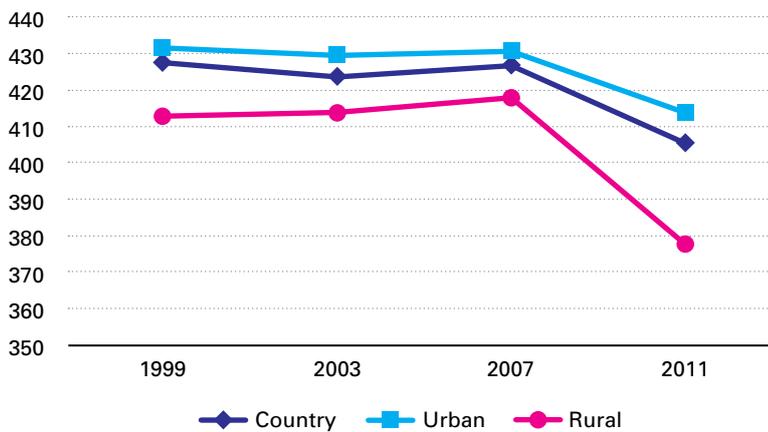
Differences were evident when comparing children based on their location in urban or rural environments. Rural children performed worse than their urban counterparts, with a steep reduction of achievement during the 2007-2011 test cycle (see Figures 2.21 and 2.22).

**Figure 2.21** Students' achievement in science by area (urban/rural), 1999-2011



Source: NCHRD, 2013.

**Figure 2.22** Students' achievement in mathematics by geographic area (urban/rural), 1999-2011



Source: NCHRD, 2013.

The deteriorating quality of education has generated a hot debate between educators in Jordan, with the various causes being attributed to the irrelevant curriculum, inadequate links between the job market and the education system, low teacher salaries, and high teacher and children absenteeism rates.

There are several factors that contribute to increasing the risk of dropping out of school, such as entering school without pre-primary experience, being absent frequently or for long periods of time, the high divorce rate among Jordanian families, students' health problems, poverty, and students' low achievement in school. All these factors interact with each other and can result in a child dropping out of school. For example, a child may enter school without kindergarten education and have to struggle in order to catch up with his or her peers. Or in some cases, children may be absent from school for long periods to help their family during the farming season – resulting in falling behind students with better attendance. Although dropping out of school can be caused by various factors, the main factor in Jordan, based on a recent survey conducted by the MoE, is low student achievement.

There are significant differences between girls and boys with regard to categories of out-of-school children, indicating the different risk factors for exclusion. As shown in the previous graphs, boys are more likely to drop out from school than girls due to several factors including low achievement and labour.

The issues of child labour and absenteeism are closely related, and therefore need to be addressed together in order to reduce the school dropout rate.

The following chapter provides a more in-depth analysis of the factors that contribute to pushing children to drop out of school.



# 3

## Bottlenecks and policies/strategies

This section analyses the diverse types of barriers and bottlenecks by profile of out-of-school children. It focuses in particular on the major categories of barriers and bottleneck that face children in each of the Five Dimensions of Exclusion, such as the sociocultural practices in the household and the community; violence in the home and at school; and the attitudes of parents and children towards education (UNICEF and UIS 2011). These kinds of barriers are analysed based on the four categories of exclusion: enabling environment, supply, demand and quality. Both quantitative (less dominant) and qualitative (dominant) data were collected to support the arguments of this chapter. The reason for using this dominant/ less-dominant approach is due to the limited quantitative data and the richness of qualitative data drawn from several published national and international reports, as well as from the several focus groups and key informant interviews conducted during this OOSCI study (Annex 6 reports on the analysis of qualitative data collected in this study). The following sections analyse the barriers of each profile of out-of-school children.

### 3.1 Pre-primary age children

The MoE has a growing interest in pre-primary education, which is one of the five main components of ERfKE II, and is committed to improving the capacity of MoE for kindergarten levels. According to the 2013 ERfKE II Annual Narrative Report, the MoE dedicated a special component of its national educational reform project to improving inclusive access to learning for all children through a special focus on three critical subsectors: Early Childhood Education (ECE), Special Education and Vocational Education (MoE, 2013).

The MoE has also identified the following four major policies for ECE through its new Policy Framework for Early Childhood Education component:

1. The MoE shall consider the kindergarten (pre-primary) stage as part of formal education, but not compulsory education.
2. The MoE shall establish kindergartens within its capabilities according to a staged plan.
3. The MoE shall provide a suitable environment to create a well-balanced education for children.
4. The MoE shall increase the kindergarten budget within the MoE budget.

As indicated in the Annual Narrative Report (2013), the MoE continues to partner with private providers in order to ensure the implementation of the policy options scenarios for kindergarten expansion by:

- Creating kindergarten sections in existing primary and secondary schools.
- Using space available at many underutilized schools.
- Further piloting of double-shift in schools that already use double-shift schooling.

However, even with significant change, the enrolment rate of pre-primary age children into the education system is still low (38 per cent). There are several barriers that account for the low rate, some relate to the enabling environment while others relate to the supply side.

### 3.1.1 Enabling environment barriers

Although some parents are willing to send their children to kindergarten, others are not. Parents' unwillingness was attributed to their lack of awareness of the importance of kindergarten education to their children's future. However, those parents who are willing to send their children to kindergarten often encounter social and economic barriers that may include the nature of their family work, which requires them to seasonally migrate from place to place seeking food and water for their livestock (NCFE, 2012).

Other critical community-related barriers are families' social conditions, such as the high divorce rate that dominates some communities, as evident in all focus groups, which in turn results in disintegrated families and a family atmosphere that makes it difficult to plan for the future of their children.

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*"My father and mother are divorced. I live with my mother. I didn't go to kindergarten because my mother goes to work and I stay at home with my little sisters and brothers."*  
(Girl from Der Alla)

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The data also show that some families think that their children are too young to be sent out alone to kindergarten, where they might be exposed to the unsafe roads and unsafe school environments.

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*"I don't send my little kids to kindergarten because the school is away from my home and I am afraid to send them alone to walk a long distance to school every day."*  
(Mother from Jezza)

---

Children with disabilities at the kindergarten level face a number of barriers. As mentioned in their interviews, there are several reasons that discourage them from enrolling in kindergarten. Most of these children are excited to learn but finding specialized centres or help to accurately diagnose their type of the disability is challenging. It is difficult within the education system for children with disabilities to find a school to attend.

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*"My little son has a learning disability and I don't send him to school because putting him in regular classroom would not help him learn."* (Mother from Ramtha)

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### 3.1.2 Supply-related barriers

In addition to the environment-related barriers, there are also supply-related barriers that interfere with pre-primary school enrolment. Almost all interviewees commented on several MoE policies that regulate kindergarten schools. They critiqued the policy that limits the maximum number of students in kindergarten classrooms, they argued that limiting the maximum classroom capacity to 25 children per classroom does not give equal opportunities to all children in the region. In addition to that, some critiqued the termination of school health programmes in preschools, which was very supportive and encouraging to their children.

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“There is only one kindergarten section in our village school, and according to the MoE policy, they don’t accept above 25 children in this section.” (Mother in Southern Badia)

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The cost associated with sending their children to kindergarten was another critical supply-related barrier that parents encounter. Recent statistics of MoE (MoE-EMIS, 2013) shows that the total number of kindergartens in the country is 6,090, but only 1,060 are owned by the MoE. Such a limited number of free kindergartens makes it hard for poorer families to find a place for their children, especially when the MoE limits the maximum capacity of kindergarten classrooms to 25 students. However, if the kindergarten has available spaces but is far away from home, parents decide against sending their young children to school due to the expense of transportation and the dangers of their children to walking to school alone.

In addition to that, most parents believe that the available kindergarten classrooms are insufficiently furnished, limited in capacity, and that the teachers are not well prepared to teach kindergarten.

However, among all these barriers, the economic barrier seems to be the most pressing factor that reduces the enrolment rate in pre-primary stage.

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“I would love to send my child to a kindergarten school, but the school is located far away from my home and I don’t have the financial capability to send them by bus.” (Mother from Jezza)

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Most parents are overwhelmed with their financial responsibilities to the degree that they cannot afford paying fees to send their children to preschool. This barrier has become even more pressing during the current economic downturn in Jordan.

With respect to children with disabilities, the lack of technical capacity to diagnose the type and severity of disability seems to be a serious barrier that reduces their enrolment in kindergarten schools. However, in cases where they found a diagnosis, children with disabilities face a supply barrier of finding a suitable school that deals with their disability. The problem is further complicated when several types of disability are identified.

In addition, some parents complained about the weak management and coordination between MoE and parents, as well as between MoE and other government ministries such as the Ministry of Social Affairs. This lack of coordination results in reduced rates of school enrolment among children with disabilities.

## 3.2 Primary school age children

According to MoE law and regulations, basic education is compulsory for all children from Grade 1 to 10. The MoE has recently shown excellent improvement in including basic education level students into its education system (98 per cent). However, despite the high enrolment rate for basic education, studies show that the number of students out of school is still high (above 27,000 children, MoE-EMIS, 2013). This number differs from source to source and depends on the accuracy of population numbers and other calculations. The UIS, for example, estimates that the number of out-of-school children in Jordan is around 184,000 children, while the UNESCO office in Amman estimates the number to be around 150,000.

Regardless of the huge difference in estimating the number of out-of-school children in Jordan, the qualitative data collected in this study from focus groups and key informant interviews showed that there are several causes for a high number of children being out of basic school. Some of these causes are environment related while others are supply- and demand-related causes.

### 3.2.1 Demand related barriers

The most critical barriers that affect the enrolment of all children (including children with disabilities) in basic education originate from the social and cultural practices and beliefs of parents. Parents' awareness about the importance of education to their children as well as their socio-economic condition appear critical in limiting the enrolment of children, especially in DerAla and Southern Badia.

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*"Parents here do not pay much attention to the children's education. They care about securing their everyday life issues such as food, water and other essential resources."  
(Supervisor in Southern Badia)*

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Qualitative data showed that most parents, particularly those who live in rural parts of Jordan, are unaware of the significance of education. Perhaps that low level of awareness originates from the nature of their work, which requires them to move from place to place seeking food, water and shelter for themselves and their livestock. Such a lifestyle, termed nomadic or in Arab countries Bedouin keeps parents busy and unaware of the educational needs of their children, meaning their children will not be enrolled in basic schools, or if they do decide to enrol them, their children will be overage. The frequent seasonal migration of families makes it hard for the MoE to make schools convenient, and hard for families to let their children enrol in schools.

A new project that the MoE has recently launched to better serve Bedouin people in southern and eastern Badia is the mobile school. In this project, the MoE equipped a big mobile caravan with all the needed educational resources to reach the Bedouin communities. This initiative has captured the attention and support from all sectors in Jordan including the Royal Dewan.

Families' socio-economic situations are another major demand-related barrier that children at school age encounter. The high divorce rate, parents' multiple marriages, and parents' health situations can result in a breakdown of families and create negative consequences for the lives of their children.

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*"My father has two wives and he doesn't pay attention to our education as he is always busy trying to satisfy essential needs such as food, money, and other things."  
(Out-of-school girl in Southern Badia)*

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Divorced women are forced to work in order to cover their expenses, and, it is likely that when they have many children, they chose to keep their sons or daughters at home to take care of the house and the younger children. Such family structure breakdown can result in young children not enrolling in primary education or cause older children to leave school. The final destination of those children will be either in the labour market or on the streets where they can try to earn money to help cover their families' expenses.

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*"I work in nearby farms to help my mother sustain our family life. I have been working in these farms for three years." (Boy from Der Alla)*

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### **3.2.2 Enabling environment-related barriers**

Additional barriers that limit primary enrolment are enabling environment-related barriers. Although the DHS survey indicates that the birth registration rate in Jordan is 99.1 per cent, there are still some children who do not have official civil documents. The weakness of management and coordination between ministries contributes to that problem. In addition, a large number of Jordanian children at primary school age are outside of Jordan and there is no data on how many and where they are. This missing information from the MoE and MoI means the number of out-of-school children in Jordan is unreliable.

Limited budget and expenditure of the MoE for building new schools and managing the upkeep of existing school buildings is another significant barrier. This budgetary limitation affects the MoE's capacity to renovate existing schools or build new schools, forcing the ministry to create mixed classrooms in schools.

There is a severe shortage of specialized centres, personnel, funds and facilities to support children with disabilities, especially in rural areas. Most of the services available at specialized centres are provided or funded by professionals working for international and national NGOs, the government and the private sector. These include early detection services, special education services, rehabilitation services, vocational training services, sheltered workshop services, employment schemes and community-based rehabilitation programmes. There are 72 centres across the country for people with disabilities, which provide services to around 7,000 people (less than 2 per cent of the total population with disabilities). These centres are mainly located in big cities and offer services to the surrounding community, leaving rural areas without service.

This severe shortage means that the few projects for people with disabilities that do exist operate under significant limitations. Personnel involved in these projects learn to do a lot of work with very few resources. This is compounded by an apparent lack of planning, coordination and cooperation between the agencies and ministries that manage disability and rehabilitation programmes, resulting in the unnecessary duplication of services further restricting their potential impact (Turmusani, 1999).

A policy-related barrier that concerns children of non-Jordanian nationalities is the legislation that prevents them from entering public schools without having certain legal documents. It is important to note that most non-Jordanian children have Jordanian mothers (only Jordanian fathers can provide Jordanian nationality), however, they are not allowed to enter public schools. The problem becomes compounded when those children do not have access to private schools in their area, or are unable to afford their high fees.

Palestinian child refugees who do not carry a Jordanian passport are also affected by the existing MoE policies that control students' admission to schools. Those children need to obtain permission from a number of governmental agencies (Inspection Department) to enter public schools. Although some of those children enter private

schools, most of their families cannot afford to pay the fees. The combination of these factors pushes those children out of school.

A third group of children who suffer from policy-related barriers are Syrian refugee children. These children are allowed to enter public schools, but most of them do not have any official or legal documentation of their birth and previous schooling, which makes it difficult for schools to place them in the correct grade. Consequently, the MoE assigns a lower grade for those students to enable them to become familiar with the Jordanian education system and curricula. Such decisions do not encourage Syrian parents to send their children to school, resulting in them keeping their children from enrolling.

### 3.2.3 Supply related barriers for children with disabilities

The first barrier that children with disabilities face is the availability of a suitable school. As mentioned earlier, children with disabilities may encounter serious problems when it comes to diagnosing their disability or disabilities. It is very rare that children find a school that suitably equipped to handle their disability and is close to their home. If they are successful in finding a convenient school, they might still encounter difficulties within that school, such as finding the needed learning equipment for their disability.

The second supply-related barrier concerns finding suitable curricula that match their disability. This becomes further complicated when children are diagnosed with multiple disabilities.

As highlighted during interviews, it is hard for schools to logistically handle all types of disabilities. This entails creating mixed classrooms to serve many children with different disabilities, which reduces the quality of education that each of those children receives.

Mixed classrooms have been enforced by the MoE to reduce the cost of creating several classrooms and to serve all types of disabilities. The limited MoE budget puts a lot of pressure on establishing new schools and specialized classrooms to serve numerous disabilities. This financial limitation also affects the capacity to hire qualified teachers who can handle several types of disabilities and students in one classroom.

From the perspective of the MoE, its limited budget forces the ministry to adopt a mixed classroom policy. Although the MoE believes that children with disabilities require educationally appropriate equipment, the MoE finds itself obliged to create mixed classrooms, especially in schools located in the highly populated areas. The implementation of this policy negatively affects students' academic achievement and increases students' absenteeism and dropout rate.

Beyond the MoE's limited resources, demand-related barriers such as parents' awareness of the significance of sending their children to school, their awareness and knowledge of the available schools, their financial capacities, and parents' diverse beliefs about exposing children with disabilities to the challenges of the outside world also affect enrolment.

It was apparent during the interviews that most parents do not have any interest in sending their children with disabilities to schools. They believe that their children will not have a role in their society due to their disability even if they receive basic education.

In addition, most parents are worried about sending their female children with disabilities to mixed classrooms, creating another demand-related barrier. They believe that putting their female children with disabilities in a classroom with other male children with disabilities exposes them to potential violence and sexual harassment. Such social and cultural practices and beliefs push some parents to remove the ovaries of their female children with disabilities to avoid unwanted pregnancies.

Another environment-related barrier for children with disabilities is the financial situation of their family. Limited financial capacities discourage parents from sending their children to schools, which in turn reduces the enrolment of children with disabilities and prevents them from receiving the needed education.

### 3.3 Children at risk of dropping out

Primary and lower secondary level students can encounter several barriers that might push them out of school. Some of the causes of these barriers are environment related while others are supply- and demand-related causes.

As indicated in Chapter 2, child absenteeism, grade repetition and low performance in school examinations are the major three reasons for students dropping out of school. The analysis of key informant interviews and focus groups further explain the barriers that push students to drop out of schools. Examples of health condition barriers are having diabetes or epilepsy.

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*“I know one epilepsy student who left his school and that was because he felt shy of being in the classroom.” (MoE Supervisor in Ramtha)*

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Another important factor concerns their personal attitudes toward the merits and benefits of completing their education, especially when they see or hear that the national unemployment rate is high among educated or qualified graduates. Such attitudes encourage students to drop out of school and start any career available, for example learning carpentry or blacksmithing.

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*“I decided to quit my school because I see so many university graduates around me who do not even have work.” (Student who dropped out of school from Ramtha).*

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In addition, many primary students are negatively influenced by their classmates and start skipping school, then failing their classes and finally dropping out.

#### 3.3.1 Demand-related barriers

These barriers mainly concern students’ and families’ socio-economic situations. According to several interviews, families face serious socio-economic situations, such as parents’ multiple marriages and divorces that result in the breakdown of the family structures and relationships, and encourage family members to be self-reliant, needing to find their own way to cover the costs of their daily needs.

One significant consequence of these family situations is relying on mothers to work to support their children’s needs. When mothers become the only responsible person in the family it can deteriorate family cohesion and encourage other family members (both males and females) to drop out of school to enter the job market or to stay home to take care of the youngest children and other family chores. Such decisions may be further encouraged by parents’ illiteracy and low awareness of the importance of children’s education.

The weak enforcement of both MoE and MoL policies that prohibit child labour also contribute to encouraging children to start working. Enforcement of these policies requires strong collaboration and coordination between the MoE, MoL and other ministries to combat child labour.

Another consequence of family structure breakdown is the early marriage of girls, which in some cases becomes the only way for girls to stabilize their lives. However, in most cases, an early marriage leads to divorce and girls find themselves alone and having to start working.

Bedouin families' seasonal migration seeking food, water and shelter is another serious barrier that encourages primary school students to drop out of school.

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*"There were several students who have recently left the school, when I asked them why, they said, due to the shortage of rainfall this year, our parents decided to migrate to another area." (School principal in Southern Badia)*

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Such a lifestyle dominates Bedouin communities that are forced to give priority to their livelihood issues rather than giving priority to their children's education. This lifestyle becomes further encouraged if one or both parents are illiterate and do not value education.

In cases where families survive tough socio-economic situations, they sometimes show poor follow up and communication with their children's teachers and school, which results in lowering children's academic achievement. Once children become low achievers, they lose interest in school and drop out.

### 3.3.2 Enabling environment demand -elated barriers

The rules, laws and policies of the MoE related to big class sizes, along with weak school quality, poor classroom preparation and mixed classroom policies are examples of creating environments that push students to drop out of school.

From the MoE's perspective, the limited budget received from the government forces the ministry to have big classroom sizes and/or mixed classrooms. Although the MoE believes that these policies are educationally wrong, it finds itself obliged to resolve schools' problems, particularly those schools located in the highly populated areas. The implementation of these policies affects students' academic achievement and creates negative consequences such as increased student absenteeism and higher dropout rates.

Several parents complained about the poor collaboration and coordination between MoE and parents and between MoE and other government ministries, such as MoI, to ensure that their children are in school. This poor coordination results in the inadequate tracking of students who do not attend school or who drop out.

Insufficient follow up by the MoE on enforcing the national compulsory education policy also leads to out-of-school children. To reinforce the policy strong collaboration and coordination between several government ministries and bodies is needed get students into school and to keep them from dropping out.

### 3.3.3 Supply-related barriers

Supply-related barriers are classified into two major categories:

- a school's physical and educational logistics and
- teacher-related issues.

Due to the limited budget, the MoE is not able to build or renovate school buildings. This results in having large classes, which puts pressure on teachers to handle overcrowding while maintaining high educational quality. In most cases teachers are unable to manage these classes and their students learning opportunities are greatly reduced.

Furthermore, these crowded classrooms become settings for student violence, which also contributes to pushing students out of school as a means to avoid an unsafe school environment.

Moreover, several interviewees complained about the difficult and overloaded curricula, which requires more than a semester to finish. These barriers cause frustration and low achievement, which also push students to drop out of school.

Although the above-mentioned barriers each have its contribution to the problem, the most serious barriers are those related to the demand side of the process. The socio-economic status of some families, especially during this current economic downturn, discourages children from completing primary schooling. Such situations, coupled with weak monitoring and reporting policies, and weak enforcement of regulations by the MoE and other involved ministries, allow children to drop out of school without any accountability.

If we are to move towards helping primary age children complete their education, resolving these barriers is crucial.

### 3.4 The situation of children refugees

Jordan has large numbers of refugees from several nationalities including Iraqis, Somalians, Sudanese, Egyptians and Syrians. According to the DOS, the number of Iraqi refugees exceeds 600,000, while there are more than 1.5 million Syrian refugees in the country (DOS, 2013). The protracted conflict in Syria has created major displacements of populations, sending hundreds of thousands of people into Jordan (CARE, 2013). The UNHCR in Jordan operates under a memorandum of understanding with the Jordanian Ministry of the Interior and is responsible for processing asylum claims and status determination. Initially, Jordan was welcoming Syrian refugees through a bailout system where a Jordanian family acted as a guarantor for the Syrians. Through this system, Syrians were able to enter through border processing facilities and, from early 2011 to July 2012, settle in the Jordanian community. However, as of August 2012, all Syrians entering Jordan for asylum (considered entering illegally) have been initially transported to the Zaatari camp or one of the other government-controlled camp areas.

Although the majority of Syrian refugees coming into Jordan are being taken to the Zaatari camp, they often leave the camp either officially through the bailout system (humanitarian cases) or unofficially. According to UNHCR estimates, leaving camp occurs at a rate of as many as 300 people per day. These people then find their way to urban areas. Anecdotal evidence suggests the majority of these people go to Mafraq, Irbid, Zarqa and Amman in search of jobs and services. This has caused the trend of refugee population distribution to remain heavily weighted to urban areas, which presents a much greater challenge when trying to locate vulnerable Syrians, assess their needs and provide them with services.

The emergency had a rather slow onset with the initial number of refugees coming into Jordan well within the absorption capacity of the local community (CARE, 2013). However, this capacity is rapidly being exhausted and in some areas, such as Mafraq and Irbid, may already have been exhausted. Unlike previous refugee influxes into Jordan, Syrians on the whole are poorly educated and possess extremely limited

resources, causing them to settle in low-income areas where they have quickly been absorbed amongst the urban poor. UNHCR figures suggest that well over 70 per cent of refugees settle in urban areas, which are traditionally primary destinations for refugees to Jordan.

Despite progress, there is still an estimated 57,000 children who are eligible for formal education but are not enrolled (UNICEF, 2013), with 19,500 of these students on a waiting list for places in public schools. The main barrier for these children is the lack of capacity and resources in MoE schools. Schools require resources, such as additional teachers, administration officers, textbooks and stationary, in order to be able to support an extra 'shift' for Syrian students. Schools have tried to acquire extra space, but with limited funding and competition from the private sector for space, this has been challenging. In Ramtha, three new schools were built to serve the refugee population. Students also require bags and uniforms among other costs.

Other challenges exist in enrolment in school for the 33,734 children who are neither on the waiting list nor enrolled. Other than a REACH assessment at the start of 2013, there has been no large-scale education-focused assessment undertaken amongst the refugees in the host community. The REACH assessment was large-scale quantitative survey of 25,000 households, conducted from January to March 2013 in the northern governorates. This survey asked questions about the reasons for not attending school with a selection of set answers that were prepared based on key informants and household interviews. Though there has been an increase in accessibility of education since then, these responses still provide a starting point from which to analyse the possible reasons for low enrolment.

There is a lack of disaggregated statistics on formal education by age. However, it is likely that younger students have a higher attendance rate than older students. This information gap would assist the analysis of the needs of various ages of children. There is also a lack of gender-disaggregated information that would enhance further analysis (UNICEF, 2013).

### 3.4.1 Supply-related barriers

There are several causes that prevent refugee children from enrolling in schools. Most of these barriers concern the demand side, such as beliefs about their current situation as refugees, their time of arrival to Jordan, the needed skills to adapt to their new situation, their health and their financial status.

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"Our children did not go to schools because they were already not enrolled in their original country." (Somali parent)

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"My child refused to go to school because of the attitudes and behaviours of his classmates." (Iraqi parent)

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The most serious barrier to enrolling children who are refugees in school in Jordan is that many children and/or their parents want to wait until they return to their own country to continue their schooling.

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"I decided not to send my children to Jordanian schools in the hopes of going back to Syria. My children and I are not able to survive here." (Syrian refugee father)

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This psychological, emotional, social and economic responses to being displaced to another country for both adults and children is a complex. However, those families and their children who agree to try to enrol in Jordanian schools encounter barriers related to MoE regulations. For example, most Syrian refugees reject the MoE policy that requires Syrian children to repeat their last grade in order to prepare them for Jordan's educational system. Such a reaction leads children delaying enrolment and becoming even more overage for their grade, as they are already overage by having to repeat, and so creates an even bigger barrier.

Another supply-related barrier concerns children's resources and the accessibility to schools. Examples of such barriers are the school's location, fees, availability of transportation, and the viability of learning aids for children with disabilities. All these barriers prevent refugee children from receiving an appropriate education. For example, an Iraqi parent stated:

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*"My six children did not go to school because four of them are deaf and could not find a place for them in schools of disabled children." (Iraqi parent)*

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Another serious barrier is the loss of official documents such as, birth certificates, school transcripts and family books. These documents are needed to enter schools and to better assign children to an appropriate grade level. Therefore, children who do not have these documents are not allowed to enter into schools or are put in the wrong grade level.

These supply-related barriers become further complicated when refugee families find no clear procedures on how to register their children in schools. Most interviewees raised this policy problem as they found the MoE admission policy that regulates the admission of Syrian refugee children into Jordanian schools contradictory or ambiguous.

If children refugees overcome these many barriers and enter schools, most of them then face problems in understanding the school curricula. Several interviewees believe that Jordanian curricula are not appropriate for Syrian children, in particular those curricula that teach social and national studies.

### **3.4.2 Demand-related barriers**

Another set of barriers that Syrian refugee children face relates to the demand side of the process. One barrier is Syrian refugee parents' beliefs about their unstable situation and their hesitance to feel permanently in Jordan, rather than going back to Syria or migrating to another country. Such hesitance has negative impacts their children's enrolment in schools.

Refugee families' economic situations are another barrier that discourages parents from sending their children to school. Most families are dependent on the UN and other international relief agencies support. Such limited financial resources are used by families for their survival and not to cover the additional expenses of sending their children to school. This barrier significantly impacts children who live outside refugee camps.

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*"My child dropped out of his school this year because the UN stopped supporting me and I did not have enough money to send him to school." (Iraqi mother)*

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These barriers for refugee families and children were addressed in a 2013 UNICEF report that indicated that most Syrian refugee girls and boys in Jordan do not go to school, with 78 per cent of the children in Zaatari and 50 per cent to 95 per cent across

host communities out of school. The report documents several key reasons for such low rates of enrolment that include:

- The lack of information about education services available
- Syrians' belief that they will return home soon
- Violence and harassment going to and from school
- Domestic work or paid work commitments for children
- Long distances to school, especially for girls
- Transportation costs

However, for Syrian children who are in school, learning environments in camps are compromised by (UNICEF, 2013):

- Students' poor nutrition
- Crowded classrooms
- Inadequate school supplies
- Corporal punishment by teachers and principals
- Violence and harassment by students
- Discrimination in host community schools
- Inexperienced teachers in the Zaatari camp

### 3.5 Overcoming the barriers

This section provides a summary and analysis of on-going policies and strategies pertaining to the problem of exclusion of children both from and within school. It also provides several suggestions and resolutions of the imbalances addressed by participants of this study.

#### 3.5.1 Demand-side policies and strategies

UNICEF and UIS (2011) identified several types of demand-side sociocultural policies and strategies such as community mobilization and strategies aimed at participation, awareness raising, addressing stigmatizing attitudes towards marginalized children, and partnerships with communities and civil society organizations. Demand-side economic policies and strategies include initiatives such as free pre-primary education, reducing indirect costs such as uniforms and books, and targeted interventions such as scholarships for girls, take-home food and addressing opportunity costs especially for child labourers. These types of policies and strategies, however, have not received the attention of Jordanian policy makers.

The implementation of demand side sociocultural policies and strategies requires a new thinking from policy makers. It also requires a better understanding of the demand-side barriers that face students as discussed at the beginning of this chapter, and what role the MoE can play in resolving these barriers. Even if education is free, as it is currently in Jordan, people suffer from other indirect related costs, such as transportation; the need of children to support their families by working; and social barriers for children with disabilities. Thus, the MoE should play a vital role in reducing these barriers to schooling.

Although the MoE is currently executing some programmes with international support agencies through the national education reform project, there is a need to reach all people across the country and raise their awareness of the importance of kindergarten and basic education for children. An example of an international programme is the "Hey Girls Let's Go to School" campaign that was launched in Turkey in 2003, which

operates through a vast network of volunteers who raise awareness of the value of education and persuade families to enrol girls in school (UNICEF 2012). As a result of this campaign, an estimated 350,000 children – many but not all of whom are girls – were enrolled in school.

A better understanding of the barriers that push children out of school or put them at risk of dropping out is also needed, with an early warning system to prevent drop out. It is wiser and more effective to pay attention to children who are at risk of dropping out than to get them back into school once they have left school. The need to strengthen the collaboration and coordination between the MoE and other local self-governance bodies (i.e., mosques) is important to combat serious problem students dropping out. Investing in the weekly meetings of people in mosques seems to be effective to raise people's awareness of several serious social problems that affect the enrolment of children in schools. Examples of the subjects that Imams can address through their weekly meetings include discouraging early marriage for girls, condemning school violence, mentioning the service providers who take care of and educate disabled children, and calling attention to security issues that face communities and schools.

Reinforcing the role of school counsellors is important to help overcome the factors that push children to drop out of school. Schools need to develop individual action plans for the retention of children who have already left their schools.

It is also important that the problem of out-of-school children not just be seen in terms of the failings of the education system, because it is not only a supply-side issue of providing schools, textbooks, teachers, and so on. It also involves the positive ways in which the MoE can provide support to families who decide not to send their children to school or who take them out of school early. In this regard, community mobilization is essential in order to raise awareness amongst the population about the complex and multi-faceted nature of exclusion.

### **3.5.2 Supply-side policies and strategies**

According to UNICEF and UIS (2011), supply-side policies and strategies include the quality of schooling, multiple pathways to learning (i.e., non-formal education), improving school facilities, teacher quality, textbook supplies and nutrition programmes.

The quality of education is a growing concern across the globe. Several countries around the world participate in the international tests of TIMSS and PISA to judge the quality of their students learning achievement and the overall quality of their education system. Based on the recent results of these two tests, the achievement levels of Jordanian students in both science and maths have been lower than the previous test cycle (2007). It is important to note that the MoE in Jordan tries to periodically revise the teaching curriculum to enhance the quality of students' learning. In order to ensure the quality of education, the MoE continues to employ innovative teaching methods and offers continuous professional development for teachers.

Another issue that requires serious attention from the MoE to ensure the high quality of education is the significant difference in school quality between rural and urban areas. As discussed in Chapter 1, results of Jordanian students in recent TIMSS and PISA tests indicated that the quality of education in rural areas is lower than in the cities. The MoE needs to reduce the gap between urban and rural schools through implementing interventions and programmes such as intensive teacher training programmes and providing more learning resources to rural schools.

The current MoE funding system is likely to have significant consequences for the distribution of resources. One of the main functions of any funding formula is to ensure the fair distribution of resources among schools, as well as provide additional funding to poor communities. Literature distinguishes between two different forms of equity (Ross and Levacic 1999: 29):

1. **Horizontal equity:** The comparable treatment of recipients whose needs are similar.
2. **Vertical equity:** The application of differential funding levels for recipients whose needs differ.

Research also emphasized that children from poor socio-economic backgrounds should be in schools with the same or better conditions than children from wealthy socio-economic backgrounds. Thus the MoE needs to take this information into account in order to correct imbalances favouring socio-economically advantaged schools. In addition, further research is needed to study and analyse the geographical disparities that appeared in the recent TIMS and PISA scores of Jordanian students.

### 3.5.3 Management and governance policies and strategies

According to UNICEF and UIS (2011), management and governance policies and strategies include the development of effective regulations, building reliable data and monitoring mechanisms, improving accountability and transparency, and increasing participation and support of local communities.

The management and governance of education in Jordan is currently being revised to address the critical challenges facing the national education system. In addition to the efforts of the MoE, several other parties are offering help and support in revising the current policies, such as the National Council for Family Affairs (NCFA), Education Reform Support Program (ERSP), and Queen Rania Teacher Academy (QRTA).

The following priority policy areas need attention from all partners to enhance and address the challenges mentioned by the participants of this study.

- Continue supporting or extending the school health programme in pre-primary and primary schools.
- Modernization of educational content, taking into account the competency approach for a better inclusion of relevant skills.
- Provision of inclusive education.
- Providing schools with the needed educational and learning aids.
- Diagnosis and monitoring of the educational process results.
- Ensure the development of multicultural education in order to integrate children from different countries and ethnicities.
- Create conditions for the development of ICT utilization in schools.
- Motivation and encouragement of teachers and schools who/that systematically improve the achievements of students.
- Reform the further training and professional development programme for educators.
- Reform the structure of teachers' salaries.

These and some other urgent policy reforms are being addressed in ERfKE II. This promising reform project is the main vehicle for the MoE to reform its educational policies and practices to enhance the quality of education offered to Jordanian students. However, the MoE needs to collaboratively work with other involved ministries and agencies to reform their policies, especially those ministries with work related to the work of MoE. For example, the MoL needs to revise the policies to prevent child labour. Although some of these policies are already in place, there is an urgent need to reinforce their implementation.

The Ministry of Social Development also needs to revise its policies. Based on the recommendations suggested by participants of this study, this ministry needs to financially support low-income families to enable them to send their children to kindergarten and primary schools.

For children with disabilities, there are several national partners that need to collaborate and coordinate their work to increase the enrolment of children with disabilities in schools. Examples of the services that can be offered to children with disabilities are providing free education and free transportation to and from school, providing free medical consultations, and discounts on such items as medicine, wheelchairs and other needs. These are still relatively small steps towards meeting the significant barriers children with disabilities are currently facing.

Moreover, in order to address out-of-school children, the ministry of social development needs to go beyond social insurance and assistance, and include policies and strategies that encourage poor and disadvantaged families to send their children to school. The following suggestions offered by UNICEF and UIS (2011) are important:

- Reduce the indirect costs of schooling, including uniforms and books for secondary grade students.
- Use targeted interventions such as scholarships for girls, and take-home food.
- Address opportunity costs, especially for child labourers.

Better coordination between the MoE, MoI, and the Department of Civil Status is urgently needed. One important result of this coordination is recording the number of Jordanian children living abroad. As mentioned before, there are a lot of Jordanians who are out of the country and counting them as out-of-school children inflates the real number of out-of-school children. UNICEF and UNESCO are working hand in hand to control this number by building a national database that provides accurate statistics, but these efforts are not successful due to the lack of collaboration between the involved government bodies.

The MoE also needs to revise its admission policies, in particular those that control the admission of non-Jordanian children who live in the country. These efforts should also be coordinated with other government and non-government agencies such as the MoI, the Department of Civil Status, the Ministry of Social Development and UNICEF. This coordination is urgently needed to increase the enrolment of Syrian refugee children who have entered Jordan but are not yet enrolled in schools due to the lack of having official documents, birth certificates, residence documents and parents' work permits.



# 4

## Recommendations and conclusions

Recent statistical data show that the NER in the primary education stage is close to 98 per cent. However, the enrolment rate in the pre-primary stage is still low. With respect to leaving school, students tend to drop out of school during the lower secondary stage due to several factors such as child labour, early marriage or pregnancy.

The importance of this study is that it does not only look at children who did not enrol in pre-primary and primary education, but also includes children who are currently in school but at risk of dropping out. Children who enter primary school without pre-primary experience are at a higher risk of dropping out, so the fact that the enrolment rate in pre-primary stages in Jordan is low is of great concern. Low achievement is another risk factor for dropping out, and the national TIMSS and PISA results indicate that the learning achievement of Jordanian students is low when compared to their previous assessments and to the regional and international averages.

This report presents several positive indicators. Although the percentage of out-of-school children in Jordan is higher than government would like, the percentage of out-of-school children is very low when compared to other countries at similar levels of economic development both in the region and around the world. The MoE is currently implementing a comprehensive national reform project to increase the enrolment rate in the pre-primary stage. It is important to mention that private educational institutions in both pre-primary and primary stages are growing and contributing to enhancing the quality of education offered to Jordanian students.

The next focus of the MoE after reducing the rates of out-of-school children in both pre-primary and primary stages is to enhance the quality of education offered to students. Although recent TIMSS and PISA results indicate that learning outcomes are low, participation in these international tests is in itself an important step towards identifying shortcomings in the education system and implementing measures to improve education quality.

The following paragraphs offer relevant suggestions and recommendations based on this study.

### 1. Increase the access to and quality of pre-primary education

Enrolment in pre-primary is still very low, but important steps have been taken to enhance that rate. Several studies emphasize the importance of investing in children from a very young age, as the early years of a child's life are of crucial importance for future development. The significant, positive role of high-quality early childhood programmes in cognitive development is well established and the impact has been found to be greater for younger children (2 to 3 years old). Studies also emphasize that investing in quality pre-primary education is the most cost-effective period to invest in with respect to both cognitive and non-cognitive benefits and future economic

returns, and becomes less cost-effective with increasing age (Heckman, 2006).<sup>3</sup> Early intervention can also reduce future disparities in achievement between pupils of both genders and those of different socio-economic levels.

The significance of improving pre-primary enrolment is furthered as studies have shown that children without any pre-primary experience are at a higher risk of dropping out and on average do not do as well at school (OECD, 2013). Steps to be taken include:

- Increasing the mandatory years of schooling in the national education system by adding Kindergarten 2 as one additional year to the system.
- Establishing Kindergarten 2 centres (not attached to schools) in urban areas where there is a large number of Kindergarten 2 aged children and where schools do not have the capacity to accommodate the need.
- Providing specialized professional development programmes for pre-primary teachers.
- Expanding the Better Parenting Programme to educate parents on proper rearing practices and encouraging them to send their children to kindergarten.
- Enabling schools to have more physical space for this age group.
- Continuing to provide young children with school snacks through the MoE school feeding programme as an incentive for kindergarten enrolment.
- Strengthening the communication between schools and parents by utilizing both traditional and new ways of communicating, such as mosques, media, radio, social media, school websites, etc.
- Launching national awareness campaigns to raise people's awareness of the importance of kindergarten education.

## 2. Initiate/scale up actions to address issues of non-Jordanian out-of-school children

This study indicated that amongst the children who are most excluded from education are the non-Jordanian children who lack certain documents required by the government for registration. These children may or may not be refugees, including, but not limited to, Palestinians, Syrians, Somalis and Iraqis. To enable this specific group of vulnerable children to access schools, the following key actions are needed:

- Calling on the international community to support Jordan's MoE to better serve Syrian refugee children. This is needed to enable the MoE continue enrolling them in schools and for the MoE to maintain the quality of education provided for all children in public schools.
- Reviewing and simplifying the current MoE admission policy that regulates the admission of refugee and non-Jordanian children to public schools, while taking into account the circumstances of those who enter the country and enrol after the beginning of the academic year.
- Providing out-of-school children with flexible alternative informal education programmes.
- Providing vulnerable refugee families with assistance that is conditional to their children's school enrolment and attendance.
- Providing more psychosocial support programmes for Syrian refugee children in order to enhance their psychosocial wellbeing, improve their achievement and prevent potential dropout.

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<sup>3</sup> [http://jenni.uchicago.edu/papers/Heckman\\_Science\\_v312\\_2006.pdf](http://jenni.uchicago.edu/papers/Heckman_Science_v312_2006.pdf)

- Opening and double shifting more schools in areas with a high concentration of Syrian refugees to respond to the increasing demand of education for Syrian children.
- Conducting field assessments to identify the specific educational needs of Syrian refugee children, including those with disabilities.
- Conducting a study to assess the impact of mainstreaming Syrian refugee children into the current national education system in Jordan. Such efforts could inform the programming for all children in public schools and make it more relevant, effective, efficient and sustainable.
- Encouraging Syrian refugee families to send their children to school by increasing their awareness about the accessibility and significance of education to their children's future, and clarifying Jordan's school admission rules and emphasizing the fact that Jordanian certificates are recognized in Syria, as many refugees look toward returning to Syria when this is possible.

### **3. Address the issues hindering child labourers or those from poor socio-economic backgrounds**

Addressing poverty, family structure breakdown and child labour is not easy and will require the efforts of multiple agencies and community members at different levels, particularly interventions at the social policy level. The following recommendations are proposed:

- Supporting family income to reduce vulnerability to child labour, including through conditional cash assistance programmes such as the "National Aid Fund" for Jordanians and the Zakat Fund for other nationalities.
- Strengthening protection service delivery to children and their families, including psychosocial support and counselling.
- Enforcing child labour laws and strengthening the implementation of national protection mechanisms such as the National Framework to Combat Child Labour.
- Building the capacity of local services, including municipal services, labour inspection and local police services to better support the existing referral, protection and case management systems.
- Providing alternative/flexible education services for working out-of-school children along with psychosocial support.
- Implementing information and awareness-raising campaigns to better inform parents on the education options available and the negative consequences of child labour, including the development of materials and key messages about the importance of education and negative consequences of child labour.
- Supporting the further development of non-formal and informal education options with linkages to vocational training, life-skills programmes for adolescents and peer-to-peer support.

### **4. Enhance/enforce measures to prevent school dropout**

As discussed earlier, a combination of several interrelated factors contributes to increasing children's dropping out from school, such as poverty, late school enrolment, lack of pre-primary experience and extended absence from school. Supply-side policies and strategies alone are insufficient to ensure that children who face these barriers will not drop out from school. Targeted actions and programmes are urgently needed to increase the awareness of children in this group about the significance of continuing their schooling. School feeding programmes have been effective around the world in increasing enrolment and reducing absenteeism in schools. Therefore,

implementing such programmes on a large scale in poor areas could be successful in reducing the number of out-of-school children. Moreover, enforcing the implementation of several policies that prevent child labour are also needed to encourage students' school enrolment and alleviate the risk of drop out from schools. Examples of such programmes are:

- Providing specific professional development programmes for teachers to enhance their capacity to deal with students who are at risk of dropping out.
- Providing remedial education programmes for low performing children to prevent their dropping out.
- Enhancing the role of school counsellors in dealing with the academic and psychosocial issues of low-performing children.
- Strengthening the implementation of the Ma'An Campaign to reduce violence in schools.
- Reviewing the dropout policy within the MoE by specifically reviewing and harmonizing the definition of what constitutes 'dropping out'.
- Review the current national curricula, by making it more focused on achieving better quality outcomes including more relevant skills and mainstream concepts that address protection issues such as zero-violence schools and the risks and hazards of child labour.
- Enforcing child labour laws.
- Rewarding schools that have high attendance rates and reduced rates of absenteeism.
- Collaborating and coordinating with government agencies and NGOs to reduce the dropout rate.

Enhancing collaboration with civil society and the media in raising the awareness of families on the significance of education and the consequences of dropping out.

## **5. Enhance the access to, and quality of, education provided for children with disabilities**

As UNIEF recommended in its (2008) report entitled "Assessment of the Situation of Children with Disabilities", moving from a medical model to a rights-based model of disability is crucial to improve the lives of children with disabilities. This would require the review of policies, procedures, programmes, service delivery, research and legislation to be more inclusive of children with disabilities.

The move to a rights-based model is needed to shift public perception and attitudes towards disabilities. As mentioned in the previous chapter, children with disabilities face many challenges in accessing schools due to physical bottlenecks, social issues and the low capacity of teachers to cater for their needs. Addressing these barriers requires a coordinated effort of key stakeholders at various levels of society such as:

- Reviewing/enforcing laws and legislation on disability in Jordan to better serve children with disabilities.
- Launching national awareness campaigns on the importance of education for, and potential of, children with disabilities. This applies to teachers, school administrators, students without disabilities, families of all students and the whole community.
- Establishing a national centre to comprehensively diagnose children's disabilities. This diagnosis is intended to assess a child's capacity not only from a medical point of view, but also from an intellectual one.

- Enhancing the coordination, networking and collaboration amongst different concerned (semi) governmental entities to better serve people with disabilities; the Higher Council for Affairs of Persons with Disabilities (HCD), the Directorate of Statistics, the Ministry of Social Development, the Ministry of Health and vocational training centres.
- Developing a participatory and comprehensive phased action plan for inclusive education for children with disabilities in Jordan. The plan should clearly articulate the actions needed to be taken by different (semi) governmental and non-governmental entities along with the costing of these actions.
- Increasing the number of schools that serve deaf people in certain geographical areas such as Amman.
- Providing customized curricula and assessments for children with disabilities.
- Reviewing the informal education policies and making them more flexible to cater for the needs of children with disabilities.
- Allocating more funds to programmes for disabled children. This should not be restricted to the MoE, rather it should be factored in by all government entities while budgeting for services for children, such as the Higher Council for Affairs of Persons with Disabilities, Ministry of Social Development and Ministry of Health.
- Enhancing the mapping of children with disabilities, using new tools for data collection and ensuring national coverage of data collection to enable the MoE reach the out-of-school children with disabilities and as far as possible ensuring the availability of relevant educational services within the proximity of reached/mapped children with disabilities.
- Mapping available service providers for children with disabilities and making this information available to families of children with disabilities in the form of a guide.
- Learning from other model countries about how to design and deliver inclusive education for children with disabilities.
- Building the capacity of teachers to enable them to cater for the needs of children with disabilities, especially class teachers and teachers of learning resource rooms.
- Scaling up the construction of schools that are accessible to children with disabilities and reducing the utilization of rented schools that are hard to customize.

## 6. Improve the national monitoring and reporting system on out-of-school children or children at risk of dropping out

Several reports show serious discrepancies on the figures of out-of-school children. For example, the UIS figure for out-of-school children includes pre-primary children, while pre-primary stages are not official stages in Jordan's national education system. It is important, therefore, that the causes of these inconsistencies are identified and resolved, as these figures present a very different reality of the out-of-school children situation in Jordan. In addition, a coordinated effort between the MoE and MoI is crucial in order to know how many children who are counted as out-of-school children are, in fact, no longer living in Jordan.

The following steps are needed to improve the current national system for monitoring out-of-school children:

- Updating or adding new indicators to the EMIS and DOS databases for monitoring out-of-school children according to the Five Dimensions of Exclusion discussed and used in this report.
- Scaling up and utilizing school-based monitoring and action programmes to enable school management and communities to work together on preventing and addressing reasons for dropout at earlier stages.

- Sharing and utilizing various sources of data on out-of-school children to enable the MoE to track them more effectively.
- Establishing clear indicators and definitions of out-of-school children (not enrolled and left school) and harmonizing these definitions among all involved organizations.
- Providing additional technical support and incentives to schools to accurately record and report information on out-of-school children (not enrolled or left school) in the national EMIS database.
- Supporting schools to distinguish between levels of risk that children face, such as individual, family, school or environment related and report that in the national EMIS database.
- Clarifying roles and responsibilities of organizations and persons, including local governors and school principals to identify, report and record out-of-school children at the school level and input these data into the EMIS database.

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# Annexes

## Annex 1 Data inventory template on out-of-school children

### Country

Jordan

### Sources of data on out-of-school children

#### Data source

EMIS

#### Agencies responsible for collection and dissemination of data

MOE, DOS

#### Data collection date (not publication date)

Up-to-date

#### Frequency of data collection (for example, annual, every two years)

Every school semester

#### Definition of an out-of-school child (for example, is not enrolled, did not attend in the last three months)

Not enrolled or dropped out

#### Definitions of other education terms

School entrance age	6
Enrolment	A child who is 6 years old who enter 1st grade
Attendance	A child who attended school at any time during the current school year
Drop-out	A child who attended school during the previous school year but did not attend during the current school year.
Educational attainment	The highest educational level attended by a person (primary, secondary, tertiary)
Other relevant terms	

#### Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

National

#### Smallest administrative area for which statistics on the out-of-school population are statistically accurate

School

#### Types of disaggregation possible with data (for example, by age, sex, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

Age, sex, type of school

**Data availability and access (include information on type of data available and procedure to acquire the data)**

Available on demand

**Data limitations (coverage, accuracy)**

Nothing

**Other information**

**Sources of data on out-of-school children: Example for household survey data**

**Data source**

National Household Expenditure Survey

**Agencies responsible for collection and dissemination of data**

National Statistical Office

**Data collection date (not publication date)**

January - March 2010

**Frequency of data collection (for example, annual, every two years)**

Every two years since 2000

**Definition of an out-of-school child (for example, is not enrolled, did not attend in the last three months)**

The child did not attend school during the three weeks preceding the survey (reference: survey manual)

**Definitions of other education terms**

School entrance age	Not used in the data collection (reference: survey manual)
Enrolment	Not applicable
Attendance	A child who attended school at any time during the current school year (reference: survey manual)
Drop-out	A child who attended school during the previous school year but did not attend during the current school year (reference: survey manual)
Educational attainment	The highest educational level attended by a person (primary, secondary, tertiary)
Other relevant terms	

**Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)**

Nationally representative survey. Excludes two remote islands that account for 2% of the national population

**Smallest administrative area for which statistics on the out-of-school population are statistically accurate**

Province level

**Types of disaggregation possible with data (for example, by age, sex, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)**

Age group, sex, wealth quintile, urban/rural, education level

**Data availability and access (include information on type of data available and procedure to acquire the data)**

Individual-level data (without personal information) available from National Statistical Office upon request  
Data available in SPSS and Stata format  
Survey report available at [www.xxx.gov.xx/surveys/hhsurvey2010](http://www.xxx.gov.xx/surveys/hhsurvey2010)

**Data limitations (coverage, accuracy)**

Survey excluded two remote islands with 2% of the national population  
High number of missing values in responses to questions on household income

**Other information**

Questionnaire and tables with sampling errors are attached.

**Sources of data on out-of-school children: Example for administrative data**

**Data source**

National Education Management Information System

**Agencies responsible for collection and dissemination of data**

Division of Planning, Ministry of Education

**Data collection date (not publication date)**

March 2010

**Frequency of data collection (for example, annual, every two years)**

Annual

**Definition of an out-of-school child (for example, is not enrolled, did not attend in the last three months)**

A child who is not registered in school

## Definitions of other education terms

School entrance age	A child who reached the age of 5 before 1 September
Enrolment	All children registered in school (available from the school census)
Attendance	All children attending school (available from the school attendance sheet)
Drop-out	A child who stopped attending school during the school year
Educational attainment	The highest grade a person completed
Other relevant terms	Repeater: A student who enrolled in the same grade in the previous and current school year

## Sample design and coverage of data collection (for example, national, specific geographic region, specific sub-population group)

National, but some conflict areas did not submit data (about 5% of national enrolment)

## Smallest administrative area for which statistics on the out-of-school population are statistically accurate

School district

## Types of disaggregation possible with data (for example, by age, sex, area, wealth quintile, socio-economic group, ethnicity, religion, type of school)

Age, sex, geographic region, type of school (public, private, NGO-run), grade, education level, with or without school grant, disability

## Data availability and access (include information on type of data available and procedure to acquire the data)

The Planning Department maintains the database since 2005. Annual statistical reports are available at [www.moe.gov.xx/schcensus/reports](http://www.moe.gov.xx/schcensus/reports)

## Data limitations (coverage, accuracy)

In some cases, enrolment is likely to be inflated  
Data on age-specific enrolment should be interpreted with caution  
Due to the flood in 2009, data for provinces A and B are not available for the school year 2009-2010

## Other information

## Annex 2 Data quality assessment worksheet

Jordan

Name of data source:

EMIS

Score Data source assessment criteria:

value

**1. Age: When were the data collected (not published)?**

- (1)  6-10 years ago (2003-2007)
- (2)  3-5 years ago (2008-2010)
- (3)  Within the last 2 years (2011-present)

**2. Frequency: How often are the data collected? (Possibility of time series data)**

- (1)  The data are from a one-time collection
- (2)  The data are from a repeated or periodic collection (For example: every 3-5 years)
- (3)  The data are from an annual or semi-annual collection

**3. Accuracy of age data: How are children's age data collected?**

- (1)  Age data not reported
- (2)  Age data for children are collected from the teacher or household respondent
- (3)  Age data for children are collected from official records (birth certificate, etc.)

**4. Ease of access: What is the procedure to acquire access to the dataset in standard format for analysis (raw, unit level)?**

- (1)  Data access procedure is time consuming and likelihood of access is uncertain
- (2)  Data access procedure is time consuming and likelihood of access is certain
- (3)  Data access procedure is not time consuming and likelihood of access is certain

**5. Software expertise required for data analysis: Is there sufficient capacity in the software generally used to analyze this data?**

- (1)  Insufficient capacity
- (2)  Some capacity or possibility of training or support
- (3)  Sufficient capacity

**6. Purpose: To what extent was this data source designed to collect data on education? (Consider whether it includes a specific education module, coverage of appropriate age groups, sample design (if survey))**

- (1)  Data collection not intended for generating education statistics (labour force, health, etc.)
- (2)  Data collection is intended for generating statistics on education and other sectors (health and education)
- (3)  Data collection primarily intended for generating education statistics

**7. Coverage of age data: For which ages are data on current school attendance collected?**

- (1)  Primary and lower secondary age
- (2)  Pre-primary to upper secondary age
- (3)  Pre-primary to tertiary age

**8. Coverage of education levels: For which levels of education are attendance data collected?**

- (1)  Primary education
- (2)  Primary and secondary education
- (3)  Pre-primary to tertiary education

**9. Coverage of educational institution types: Are data collected on (or do they include) all types of educational institutions in the country (Example: public, private, NGO, religious, community or unregistered schools)?**

- (1)  Data collection excludes some important types of educational institutions
- (2)  Data collection includes most types of educational institutions
- (3)  Data collection includes all types of educational institutions

**10. Usefulness for disaggregated data analysis: What is the smallest administrative area for which the data source is designed to provide reliable and representative statistics on out-of-school children?**

- (1)  National level only
- (2)  Macro administrative region (for example, state or province) and area of residence (urban/rural)
- (3)  Micro administrative region (for example, district or village)

**11. Usefulness for identifying characteristics of out-of-school children: To what extent is disaggregation (sub-national analysis) possible with this data source (for example, by age, sex, area, wealth, disability, ethnicity, region, and child labour status)?**

- (1)  Limited disaggregation possible (for example, only by sex)
- (2)  Some disaggregation possible, but some important groups are not available (for example, analysis by area of residence and wealth quintile is possible, but not ethnicity or disability)
- (3)  Significant disaggregation possible, including most high priority groups (for example, by disability, child labour status, etc.)

**Consider the definitions of the following key terms used in the data source:**

- School participation (What is the definition of “in school”?)
- School dropout (What kind of school absence is considered “dropping out”?)
- Educational attainment
- Other relevant terms

**12. Consistency of education terms: How would you rate these terms on their consistency with standard international definitions? (UIS indicator and education term definitions can be found in Arabic, English and French in the UIS Glossary ([www.uis.unesco.org/Pages/Glossary.aspx](http://www.uis.unesco.org/Pages/Glossary.aspx)), and the UIS Global Education Digest)**

- (1)  Very few education terms are consistent with standard definitions
- (2)  Some education terms are consistent with standard definitions
- (3)  Most education terms are consistent with standard definitions

**13. Comparability of education terms: How comparable are the definitions with other national data sources?**

- (1)  Very few education terms are comparable with other national data sources
- (2)  Some education terms are comparable with other national data sources
- (3)  Most education terms are comparable with other national data sources

**Additional criteria relevant to household survey data sources**

**14. Data coverage of population of interest: To what extent has the data source considered coverage of disadvantaged groups in its data collection (sample design)?**

- (1)  Sample design does not explicitly consider coverage of disadvantaged groups
- (2)  Sample design considers coverage of some disadvantaged groups
- (3)  Sample design considers coverage of many disadvantaged groups

**15. Consistency of age and school participation data: To what extent is there a time lag between the recorded age of children and the start month of the academic year? (In sources with long data collection periods, select the answer covering the majority of cases (>50%).)**

- (1)  Age data are recorded more than 6 months after the start month of the school year (large gap)
- (2)  Age data are recorded between 2 and 6 months after the start month of the school year (small gap)
- (3)  Age data are recorded during the start month of the school year (no gap)

**Are there any other advantages or limitations of this data source?**

**Total score:**

90%

## Annex 3 Data inputs for the Jordan OOSCI Country Report

November 2013

### Data sources

There is wide variation between different data sources in terms of the estimated numbers and percentages of out-of-school children (*see table below*). Although MOE initially provided low estimates of the out-of-school children numbers, combining EMIS enrolment data with population data provided directly by the Department of Statistics suggests there is a much larger number, around 10 per cent of out-of-school children at primary and lower secondary level.

However, household surveys generally suggest that there are a smaller proportion of out-of-school children, ranging from 1.2-2.5 per cent at the primary level.<sup>4</sup> It is possible that certain disadvantaged groups such as migrants and refugees are omitted from survey coverage, which may reduce the number of out of school children. Alternatively, it may be that the estimates of out-of-school children numbers based on EMIS and DOS data are too high, perhaps because the population projections from DOS are too high. Unfortunately it is difficult to reach stronger conclusions about the true number of out-of-school children without having more up-to-date population projections.

Survey	Date of survey	% out-of-school children		
		Age 6-11 (Dimension 2)	Age 7-11	Age 12-15 (Dimension 3)
EMIS using DOS population data	2012	9.6	10.5	13.4
DHS round 5	June – October 2007	1.2	1.2	5.5
DHS round 6	October – December 2009	16.0	1.1	3.7
Labour Market Panel Survey	January 2010	2.5	1.4	3.1
Household Expenditure and Income Survey (HEIS)	April 2010 – April 2011	2.0	1.0	3.9

**Note:** For DHS round 5, 1 year was deducted from student's ages to calculate their age at the beginning of the school year.

### Core tables

#### Dimension 1

##### 1. Per cent of pre-primary age children who are not in pre-primary or primary education by sex and other characteristics (Dimension 1)

This is not available from HEIS or other recent data sources. EMIS data could be used instead to show the number and per cent of children not in school at pre-primary age, disaggregated by sex.

<sup>4</sup> An exception is DHS round 6, from which an estimate of 16 per cent is calculated. However this becomes only 1.1 per cent if six-year-olds are excluded. There is usually some imprecision surrounding ages in household surveys, and in this case some children who were 6 at the time of the survey may have been 5, and therefore too young for school, at the start of the school year.

## Dimension 2

### 2. Per cent of primary school-age children out of school, by age, sex and other characteristics (Dimension 2)

Source	Male %	Female %	Total %	Male %	Female %	Total %
	Household Expenditure and Income Survey 2010/11			MOE-EMIS Database 2013		
<b>Age</b>						
6	4.8	9.4	7.4	5.2	4.5	4.8
7	1.3	0.0	0.7	3.7	3.2	3.5
8	1.4	0.3	0.9	11.3	11.0	11.1
9	0.2	1.8	0.9	10.9	9.4	10.2
10	0.0	1.2	0.6	14.6	15.3	14.9
11	0.7	2.9	1.7	13.2	12.1	12.6
<b>Residence</b>						
Rural	1.7	1.4	1.5			
Urban	1.2	3.2	2.1			
<b>Per capita expenditure quintile</b>						
Poorest	1.9	4.4	3.1			
Second	0.2	2.8	1.5			
Middle	2.3	1.8	2.1			
Fourth	0.4	0.9	0.6			
Richest	0.0	0.0	0.0			

Source: Household Expenditure and Income Survey 2010/11.

As noted above most of the out-of-school children are 6-year-olds who are likely to start school at a later age, and may have been too young to start school at the beginning of the school year. Most of the out-of-school children at primary level are from the poorest households in terms of expenditure per capita. There appear to be slightly higher rates in urban than rural areas.

#### Per cent and number of primary school-age children out of school (Dimension 2), [years with available data]

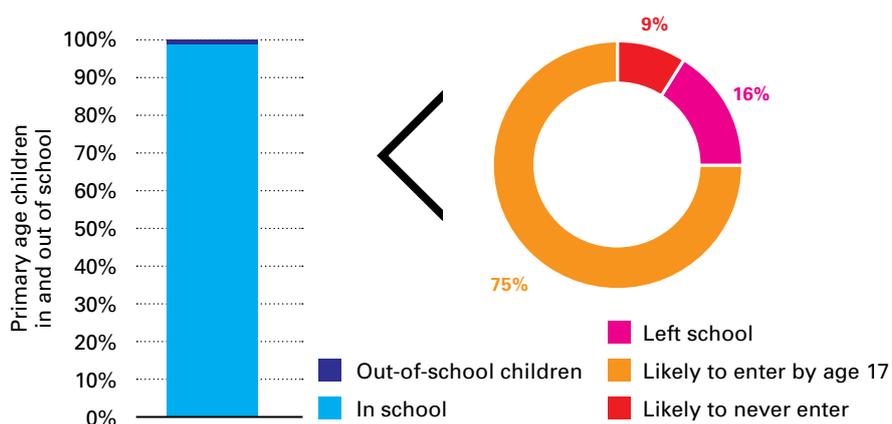
More data is needed for this – per cent and number out-of-school children for previous years.

### 3. School exposure of primary-age out-of-school children, by sex

School exposure	Male %	Female %	Total %
Left school	18.2	13.7	16.3
Expected to enter in the future	78.6	59.6	74.5
Expected to never enter	3.3	26.7	9.1

Source: DHS 2007/UNPD. Data collated by UIS.

Note: It is not possible to use the more recent HEIS to update this table and chart, as data is required on whether children are new entrants to primary education.



Source: DHS 2007/UNPD. Data collated by UIS.

## Dimension 3

### 4. Per cent and number of lower secondary school-age children out of school, by age, sex and other characteristics (Dimension 3)

Source	Male %	Female %	Total %	Male %	Female %	Total %
<b>Age</b>						
12	1.1	0.4	0.8	13.2	12.1	12.7
13	4.3	1.5	2.8	14.0	12.1	13.1
14	4.1	4.2	4.2	12.7	10.0	11.3
15	9.6	5.5	7.5	16.5	15.4	16.0
<b>Residence</b>						
Rural	3.0	4.5	3.7			
Urban	5.2	2.6	3.9			
<b>Per capita expenditure quintile</b>						
Poorest	6.1	5.6	5.8			
Second	7.1	1.1	4.4			
Middle	2.0	2.5	2.3			
Fourth	1.2	0.0	0.5			
Richest	1.7	0.0	1.0			

Source: Household Expenditure and Income Survey 2010/11.

For lower secondary age children the gender gap is reversed – there are more boys than girls out of school – and more children are out of school at older ages, indicating drop out towards the end of the lower secondary cycle. Again, the out-of-school children are concentrated in the poorest households by per capita expenditure.

Geographically, out-of-school children appear to be concentrated in Al Mafraq and Irbid governorates. Perhaps surprisingly, these have higher rates of out-of-school children than the poorer southern governorates Ma’an and Al Aqaba. For the lower secondary age group, the highest proportions of out-of-school children are found in Al Balqa, Al Mafraq and Jerash governorates.

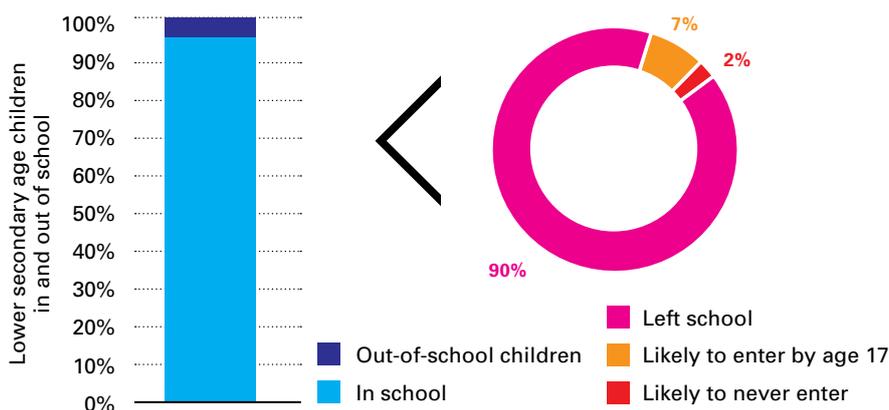
### 5. Per cent and number of lower secondary school-age children out of school (Dimension 3), [years with available data]

More data is needed for this – per cent and number OOSC for previous years.

### 6. School exposure of lower secondary-age out-of-school children, by sex

School exposure	Male %	Female %	Total %
Left school	90.3	90.4	90.3
Likely to enter in the future	8.6	4.1	7.2
Likely to never enter	1.1	5.6	2.4

Source: DHS 2007/UNPD. Data collated by UIS.



Source: DHS 2007/UNPD. Data collated by UIS.

## Dimension 4

### 7. Per cent and number of children in primary education likely to drop out before the last grade (Dimension 4)

	Male		Female		Total	
	Per cent	Number likely to drop out	Per cent	Number likely to drop out	Per cent	Number likely to drop out
2007	0.77	2,615	6.32	20,918	3.51	23,533

Source: EMIS, calculated by UIS.

## Dimension 5

### 8. Per cent and number of children in lower secondary education likely to drop out before the last grade of lower secondary education (Dimension 5), [years with available data]

	Male		Female		Total	
	Per cent	Number likely to drop out	Per cent	Number likely to drop out	Per cent	Number likely to drop out
2007	4.12	10,167	2.30	5,500	3.22	15,667

## Child labour

Very few children were reported to be working in the LMPS: 0.1 per cent of boys aged 6-11 (only three children in the sample); and 1.8 per cent of boys aged 12-15. No girls in the sample were reported to work. Children who work 1 or more hours are no more likely to be out of school than those who do not work. However, UCW's analysis of SIMPOC data from 2007 does find that 40 per cent of children in child labour are out of school.

## Annex 4 Key informant and focus groups interview guide

*This interview instrument is for collecting information from multiple key informed people. Some of the questions below should be modified, expanded or eliminated depending on the particular individual or group of respondents.*

Interviewer: ..... Date: ..... 2013

### PART 1: Respondent background information

<p>For individual interview:</p> <p>Respondent name:</p> <p>M / F</p>	<p>Title/Function:</p>
<p>For focus group:</p> <p>Number: ..... F + ..... Male = ..... Total</p>	<p>Positions:</p>
<p>Organization/School/Directorate:</p>	<p>Contact/Location Info:</p>
<p>Other observations about respondent:</p>	

### PART 2: Key informant questions

#### Questions for MoE Officials

1. Please describe, from your experience, the reasons (educational regulations, economic, social, familial, educational) that discourage people from sending their children to pre-primary school?
2. Please describe, from your experience, the reasons (educational regulations, economic, social, familial, educational) that discourage people from sending their children to primary school?
3. Please describe, from your experience, the reasons (educational regulations, economic, social, familial, educational) that encourage/discourage children to drop out from the school?
4. Other comments or solutions?

### Questions for parents

Age: ..... Gender: ..... Region: ..... Job: ..... Health: .....

1. Do you send your children to pre-primary school? Why and why not?
2. Do you have any child who did not enter the primary school?  Yes  No  
If Yes: Please describe the reasons that prevent him/her from entering the school.  
Points for the interviewer: (educational regulation, economic, social, familial, educational...).
3. Do you have any child who dropped out of the school?  Yes  No  
If Yes: Please describe the reasons that encourage him/her to drop out of school?  
Points for the interviewer: (educational regulations, economic, social, familial, educational...).
4. Other comments or solutions?

### Questions for school age children (not enrolled)

Age: ..... Gender: ..... Region: ..... Job: ..... Health: .....

1. Talk about yourself (place of living, work status, where do you spend your time...)
2. Please describe the reasons (educational regulations, economic, social, familial, educational...) that prevent you from going to school?
3. Do you have any idea about other types of education (i.e. home schooling, catch-up education programme...)?
4. Other comments or solutions?

### Questions for children who have dropped out of school

Age: ..... Gender: ..... Region: ..... Job: ..... Health: .....

1. Talk about yourself (place of living, work status, where you spend your time...)
2. Please describe the reasons (educational regulations, economic, social, familial, educational...) that encouraged you to drop out from your school?
3. Do you have any idea about other types of education (i.e. home schooling, catch-up education programme...)?
4. Other comments or solutions?

### Questions for school age Syrian refugee students

1. Talk about yourself (place of living, work status, where you spend your time...)
2. Please describe the reasons that prevent you from going to school?  
Points for the interviewer: (educational regulations, economic, social, familial, educational...)
3. Any comment or solutions?

## Annex 5 Five Dimensions of Exclusion methods of calculation

### Dimension 1:

#### Percentage of pre-primary age children out of school =

100% – percentage of children of pre-primary age who are enrolled in pre-primary or primary education

### Dimension 2:

#### Percentage of primary age children out of school =

100% – primary ANER

### Dimension 3:

#### Percentage of lower secondary age children out of school =

100% – lower secondary ANER – percentage of children of lower secondary school age enrolled in primary education

## Measurement of dropout: Dimensions 4 and 5

### Dropout rate (DR)

- Required information:
  - Promotion rate (PR) by grade
  - Repetition rate (RR) by grade

$$DR = 100 - [PR + RR]$$

### Promotion rate (PR)

- Required data:
  - Total enrolment in grade n in year t;
  - New entrants to grade n+1 in year t+1

$$PR_n^t = \frac{\text{New entrants to grade } n+1 \text{ in year } t+1}{\text{Total enrolment at grade } n \text{ in year } t} \times 100$$

### Repetition rate (RR)

- Required data:
  - Total enrolment in grade n in year t;
  - Number of repeaters in grade n in year t+1

$$RR_n^t = \frac{\text{Number of repeaters in grade } n \text{ in year } t+1}{\text{Total enrolment in grade } n \text{ in year } t} \times 100$$

## Annex 6 Number and distribution of kindergarten sections among governorates and educational authorities, 2013

Governorate	MoE		Private		Governmental Non-MoE		Total		
	Number of students	Number of sections	Number of students	Number of sections	Number of students	Number of sections	Number of students	Number of sections	Number of teachers
Irbid	1,275	0	8,380	23	0	0	9,655	23	0
	1,511	0	7,499	9	0	0	9,010	9	1,080
	0	141	0	828	0	0	0	969	0
	2,786	141	15,879	860	0	0	18,665	1,001	1,080
Balqa'a	912	0	3,827	9	0	0	4,739	9	0
	975	1	3,328	7	0	0	4,303	8	485
	0	93	0	346	0	0	0	439	0
	1,887	94	7,155	362	0	0	9,042	456	485
Zarqa	678	1	5,744	44	113	0	6,535	45	0
	710	1	5,033	27	105	0	5,848	28	744
	0	62	0	561	0	6	0	629	0
	1,388	64	10,777	632	218	6	12,383	702	744
Tafeleh	391	0	812	3	0	0	1,203	3	0
	390	0	699	2	0	0	1,089	2	101
	0	35	0	65	0	0	0	100	0
	781	35	1,511	70	0	0	2,292	105	101
Amman	1,768	5	20,431	73	0	0	22,199	78	0
	1,956	3	18,097	44	0	0	20,053	47	2,962
	0	165	0	2,135	0	0	0	2,300	0
	3,724	173	38,528	2,252	0	0	42,252	2,425	2,962
Aqaba	603	1	1,351	0	0	0	1,954	1	0
	642	0	1,174	0	0	0	1,816	0	172
	0	57	0	106	0	0	0	163	0
	1,245	58	2,525	106	0	0	3,770	164	172
Karak	1,080	4	1,929	7	0	0	3,009	11	0
	1,019	1	1,658	0	0	0	2,677	1	305
	0	113	0	175	0	0	0	288	0
	2,099	118	3,587	182	0	0	5,686	300	305
Mafraq	1,320	1	1,125	1	0	0	2,445	2	1
	1,274	1	1,031	4	0	0	2,305	5	245
	0	125	0	117	0	0	0	242	0
	2,594	127	2,156	122	0	0	4,750	249	246
Jarash	572	0	1,286	2	0	0	1,858	2	0
	581	0	1,135	1	0	0	1,716	1	191
	0	55	0	124	0	0	0	179	0
	1,153	55	2,421	127	0	0	3,574	182	191
Ajloun	422	0	861	9	0	0	1,283	9	0
	457	0	817	6	0	0	1,274	6	171
	0	50	0	93	0	0	0	143	0
	879	50	1,678	108	0	0	2,557	158	171
Madaba	548	1	1,343	0	0	0	1,891	1	0
	550	0	1,128	1	0	0	1,678	1	179
	0	52	0	113	0	0	0	165	0
	1,098	53	2,471	114	0	0	3,569	167	179
Ma'an	754	2	883	3	0	0	1,637	5	0
	767	0	827	1	0	0	1,594	1	188
	0	90	0	85	0	0	0	175	0
	1,521	92	1,710	89	0	0	3,231	181	188
Grand Total	10,323	15	47,972	174	113	0	58,408	189	1
	10,832	7	42,426	102	105	0	53,363	109	6,823
	0	1,038	0	4,748	0	6	0	5,792	0
	21,155	1,060	90,398	5,024	218	6	111,771	6,090	6,824

## Annex 7 Summary of responses for pre-primary (kindergarten)

### ملخص استجابات جميع المناطق عن مرحلة ما قبل المدرسة (رياض الاطفال)

البادية الجنوبية	الجيزة	دير علا	الرمثا
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#### Instruments:

- عدم وجود شعب رياض اطفال كافية في جميع المناطق insufficient KG classrooms
- بعد الروضة عن كثير من التجمعات السكانية مما لا يسهل لهم التحاق اطفالهم بها Far Location of KG schools
- كذلك القدرة الاستيعابية للشعبة التي لا تتجاوز ٢٥ طالب حسب التشريعات التربوية KG Classroom Capacity
- محدودية غرف رياض الأطفال الموجودة وعدم القدرة على استحداث غيرها
- ارتفاع تكاليف رياض الاطفال الخاصة High cost
- عدم وجود ابنية حكومية كافية لرياض الاطفال ادى الى قلة الفرص للتحاق الطلبة برياض الاطفال مما ادى الى توجه الاقبال على رياض الاطفال الخاصة على حساب الحكومية المقيدة بمنهاج محدد ولا تركز على الجانب المعرفي كالرياض الخاص التي تعمل حسب رغبة اولياء الامور
- اسباب تعليمية تتمثل في عدم تأهيل معلمي رياض الاطفال التاهيل المناسب حول اساليب التعامل مع رياض الاطفال والطفولة المبكرة Improper preparation of KG teachers
- عدم تنظيم شعب رياض الاطفال الحكومي فهي تعاني من الفوضى وعدم التنظيم وغير مجهزة بالتجهيزات المناسبة لها اضافة الى بعد دورات المياه عنها في كثير من الاحيان insufficient KG equipment
- إلى ارتفاع أجور النقل transportation cost
- ضعف جاهزية المدارس الحكومية لاستيعاب أعداد الأطفال في مرحلة رياض الأطفال حيث أن عدد شعب رياض الأطفال ١١ شعبة بينما عدد الأطفال في سن الروضة ٣٥٠٠٠

#### Community:

- الجهل لدى أولياء الامور باهمية التحاق ابنائهم برياض الاطفال parents awareness
- العمل بالرعي وانشغال اولياء الامور وعدم اهتمامهم. (Parents work style (agriculture
- الكثافة السكانية في بعض المناطق population density
- الترحال من مكان إلى آخر بين فصلي الشتاء والصيف parents' seasonal migration
- التفكك الأسري. Family disintegration
- الفقر poverty
- عدم اقتناع العائلة بدور رياض الاطفال parents attitudes and awareness of the importance of KG school
- ظروف عائلية وارتفاع نسب الطلاق high level of divorce
- خوف اولياء الامور على اطفالهم لان دوام رياض الاطفال ينتهي الساعة ١٢ ظهرا اي قبل انتهاء دوام اخوانهم في المدرسة اوانتهاء دوام امهاتهم
- اقبال على رياض الاطفال الخاصة لان الحكومية تركز على المنهاج فقط بينما الخاصة تركز على المهارات والانشطة
- الخوف على الأطفال بهذا العمر parents' fear about their children going to school

#### Rules:

- كذلك القدرة الاستيعابية للشعبة التي لا تتجاوز ٢٥ طالب حسب التشريعات التربوية Classroom capacity MOE policy
- إلغاء مشروع التغذية المدرسية في The Cancellation of school nutrition project
- عدم وجود رياض اطفال كافية insufficient KG schools and classrooms
- هناك شروط مشددة على رياض الاطفال تتمثل في تعليمات القبول التي تحدد عدد الاطفال ب ٢٥ طالب في الشعبة الواحدة

## ملخص استجابات جميع المناطق عن مرحلة التعليم الاساسي

البادية الجنوبية

الجيزة

دير علا

الرمثا

### Instruments:

- وتباعد التجمعات السكنية وبعد المسافات وبعد المدرسة Far school location

### Community:

- الانتقال داخل الصحراء والعمل بحرفة الرعي Parents work nature
- والجهل باهمية التعليم للابناء والخوف على الابناء مما يضطر اولياء امورهم على تأخير التحاقهم سنة او سنتين ليلتحق الابناء معا
- Parents' awareness of the importance of child education
- التفكك الاسري family disintegration
- الترحال Family migration
- عمالة الأطفال Child labour
- الفقر Poverty
- وضع الاسرة اي تفكك الاسرة الناتج عن حالات الطلاق ينعكس بدوره على الطلبة مما يؤدي الى اهمال الاطفال وتسربهم من المدرسة high Divorce rate
- عدم اهتمام الأب بأطفاله Father disinterest about children
- عمل الأم في الزراعة وعدم تعاون الأب mother work
- طبيعة حياة بعض السكان خصوصا من البدو حيث انهم كثيرو التنقل بين الغور ومناطق الشفا حسب المواسم Family seasonal migration
- الحالة الصحية للأسرة مثل وجود اعاقه عند أحدهم family health situation
- الظروف المادية الصعبة للأهل family financial status
- زواج من أخرى وعدم رعايته للأطفال حال دون الحاق ابنتها في المدرسة نهائيا (wives father multiple marriages)
- مرض الأم mother sickness

### Rules:

- عدم وجود قيد مدني للابناء Unregistered children
- التشريعات والانظمة التربوية: وأهمها محدودية الغرف الصفية وعدم استحداث غرف جديدة MOE incapability to open new classroom sections
- ومشكلة الصفوف المجمعه mixed ages classrooms
- ووجود مدارس آيلة للسقوط old school buildings
- وإلغاء برنامج التغذية المدرسية Termination of school nutrition program
- عدم تعاون الحاكم الإداري والجهات المسؤولة في متابعة قضايا الالتحاق والتسرب weak collaboration and coordination between MOE and other governing bodies
- أسباب تتعلق بالتشريعات الوطنية والتي تعيق من التحاق أبناء الأردنيات المتزوجات من أجنب في التعليم مثل الإقامة وتصريح العمل للأب MOE educational legislations
- ضعف الإرشاد التربوي داخل المدارس وقلة التنسيق مع وزارة العمل حول متطلبات سوق العمل weak school mentoring

## ملخص استجابات جميع المناطق حول تسرب الطلبة

البادية الجنوبية

الجيزة

دير علا

الرمثا

### Instruments:

- عدم تأهيل المعلمين والمعلمات بالقدر الكافي للتعامل مع الطلبة واحتياجاتهم shortage of unqualified teachers
- ان المدرسة غير جاذبة وغير مجهزة بما يلزم في كثير من الاحيان وبعيدة عن بعض المساكن poor school preparation
- البعد عن المدرسة distanced schools
- تقصير المدرسة في متابعة غياب الطالب وعدم متابعة المعلم وادارة المدرسة لغياب الطالب ومشاكله weak coordination between school leadership and teachers to follow up with students' problems
- عدم توفر البيئة الامنة في المدرسة insecure school environment
- عدم وجود علاقة ايجابية بين المعلم والطالب negative relation between teachers and students
- عدم معرفة المعلم حول كيفية التعامل مع امراض الطلبة students' sickness
- هناك مشاكل في المنهاج للصفوف التاسع والعاشر الاساسيين فهو منهاج طويل ذو مستوى عالي لا يلائم واقع الطلبة وبيتعد عن المهارات problems with school curricula
- كما ان الغرف الصفية غير ملائمة بدون مراوح وهناك نقص في تجهيزات المدرسة فتصبح منفرة للطالب
- تأثير الزملاء peer interference
- طريقة تعامل المدير والمرشد والمعلمين مع الطالب الضعيف قد تكون سبب في تسربه من المدرسة low achieving students
- انزعاج الإدارة والمعلمين من الطالب المشاغب يسبب مشاكل كثيرة قد تكون سبب في تسرب الطالب frequent school absence
- وعدم وجود من ينمي قدراته وتوجهاته قد يسبب التسرب weak follow-up for students

### Community:

- التفكك الاسري family disintegration
- الزوج المبكر early marriage
- تعدد الزوجات parents' multiple marriages
- الفقر poverty
- عدم القدرة على دفع التكاليف وتوفير وسيلة مواصلات للوصول الى المدرسة school cost
- العمل بالرعي والانتقال داخل الصحراء parents work nature
- هناك عدم وعي باهمية التعليم للابناء وخاصة البنات حيث لا يتشجع كثير من اولياء الامور على متابعة ابنائهم وبناتهم ودراستهم ويجبرونهم على ترك المدرسة parents awareness of the importance of education and especially girls education
- اضافة الى الشللية وانتشار ظاهرة تعاطي الحبوب المخدرة drugs addiction
- كذلك احباط الطلبة خصوصا عند تدني تحصيلهم low achieving students
- عمالة الاطفال بسبب الأوضاع الاقتصادية child labourers
- الترحال من مكان إلى آخر بين فصلي الشتاء والصيف family seasonal migration
- العوامل الاقتصادية المتردية family economic problems
- والطلاق high divorce rate
- الجهل بقيمة التعليم parents and students awareness of the importance of education
- تدني ثقافة الاب والام وعدم اكرائهم بارسال ابنائهم الى المدرسة parents illiteracy
- مشاكل نفسية وسلوكية شجعت على تسربهم مثل العنف والتنمر والشللية school violence
- الوضع الصحي للعديد من الاطفال ادى الى تسربهم مثل مرض السكري ومرؤض الصرع تشعر الطالب بالحرع امام زملائه مما يؤدي به الى التسرب students' sickness (diabetes, epilepsy)
- الزواج المبكر والامية والجهل وعدم الاهتمام بمتابعة المدرسة والالتحاق بها girls' early marriage
- ضغط الأهل على الطلبة للحصول على معدلات مرتفعة من أجل الالتحاق بالتعليم الأكاديمي مما يتسبب في تسرب الطلبة ضعيفي التحصيل parents pushes on children to enhance their academic achievement
- العمالة والعمالة المبطنة (عمل الأطفال عند أباءهم) child labours and family labour
- عدم متابعة أولياء الأمور weal collaboration between schools and parents
- رغبة الطالب في العمل والحصول على المصروف سبب التسرب child need for money

- حاجة الأم من يساعدها في العمل المنزلي ورعاية الصغار يتسبب في تسرب الاناث taking care of youngest brothers and sisters
- رفض الأب تعليم الأبناء والبنات وانفاقه عليهم father's rejection to spend money on their kids
- ادمان الأب وعدم رعايته لأطفاله father's addiction
- التحاقها بسوق العمل من أجل مساعدة الأب mother's labour
- مرض الاطفال والاباء والامهات family health issues

#### Rules:

- إلغاء برنامج التغذية المدرسية من اللواء termination of school nutrition programme
- مشكلة الصفوف المدمجة mixed classrooms
- عدم تعاون الحاكم الإداري في متابعة الطلبة غير الملتحقين والمتسربين weak coordination between MoE and other involved government bodies
- عدم استحداث غرف صفية جديدة MOE budgetary problems
- ضعف التواصل مع اولياء الامور weak communication between schools and parents
- وعدم الجدية في تنفيذ الالزامية من قبل المعنيين ممثلة بمديرية التربية والتعليم weak students' follow-up
- عدم وجود عقوبة رادعة لأولياء الأمور من قبل الحاكم الإداري يسهم في زيادة نسب التسرب

### ملخص استجابات جميع المناطق حول الطلبة المعوقين



## Kindergarten Level:

#### Subject:

- تعدد الاعاقات لدى الطالب الواحد Multiple types of disabilities
- صعوبة نطق الحروف مقارنة مع زملائهم مما يترتب عليه تسرب بعضهم diverse problems and needs

#### Instruments:

- بعد الروضة عن مكان السكن school location
- المواصلات غير مؤمنة الى المدرسة availability of transportation
- ارتفاع كلفة المواصلات transportation cost
- دفع الرسوم المدرسية البالغة ١٣٠ school fees
- عدم توفر اخصائية نطق لا يتيح للطلبة الالتحاق بالمدرسة unavailability of specialized people
- عدم جاهزية المدرسة للاعاقات الأخرى سبب للتسرب unsuitable school preparation and equipment
- لا يوجد صفوف للطلبة بعد الصف العاشر مما يجعل الطلبة قد يتسربوا ما قبل الصف العاشر ١٠th grade no service after
- عوامل تربوية وأهمها: حالات العنف بين الطلبة وخاصة الطلبة الصم، students' violence
- ضعف التأهيل المتخصص للمتعاملين مع هذه الفئة. unprepared teachers
- قلة عدد المدارس المتخصصة بالصم والبكم small number of specialized schools
- وجود مجموعة من الطلبة من أعمار مختلفة في الصف الواحد مما يؤدي إلى صعوبات في التعلم mixed classrooms
- قلة أعداد المدارس الخاصة بالصم على مستوى المملكة إذا لا يزيد عددها عن ١٠ مدارس
- قلة مراكز تشخيص الإعاقات small numbers of specialized canters
- عدم مراعاة المناهج لاحتياجات هذه الفئة unsuitable curricula
- المواصلات غير دقيقة والمواعيد قليلة difficulty in transportation
- يوجد فوضى في المدارس
- العوامل الاقتصادية، وأهمها: الفقر، وارتفاع تكاليف تعليم الأبناء المعاقين poverty and high school cost
- المدارس المختلطة في الصفوف العليا يواجه برفض شديد من أولياء الامور mixed schools for high primary education

## Community:

- عدم المعرفة بوجود مدرسة حكومية للصم فيها شعبة لرياض الاطفال awareness of existing schools and services
- عدم اهتمام بعض اولياء الامور بارسال ابنائهم الى رياض الاطفال parents' disinterest to send their children to schools
- عدم القدرة على معرفة الاعاقة لدى ابنائهم وكيفية التعامل معها ability to identify and diagnose the type of disability
- ثقافة العيب وخاصة للإناث تجعلهم يرفضون خروجهم للمجتمع shame culture
- العوامل الاجتماعية: ثقافة الخجل من وجود ابن معاق
- الخجل من وجود ابن معاق في الأسرة
- الجهل بوجود مدارس وخدمات مقدمة لهذه الفئة
- خوف الاهل على أبنائهم وعدم تعاونهم مع الجهات المعنية . no collaboration between parents and disability centres
- العوامل الاقتصادية، وأهمها: الفقر، وارتفاع تكاليف تعليم الأبناء المعاقين
- يوجد عنف شديد بين الطلبة الصم students' violence
- عدم اقتناع الأهل بجدوى هذه المدارس parents' beliefs of the advantage of education
- ارتفاع تكاليف تعليم لغة الإشارة ولغة بريل في المراكز الخاصة
- والخوف من قضية الاختلاط في المرحلة الاساسية العليا وخاصة عند الإناث parents' fear of mixed classrooms
- العوامل الاجتماعية: كالخجل من وجود ابن معاق في الأسرة، والجهل بوجود مدارس وخدمات مقدمة لهذه الفئة، وخوف الاهل على أبنائهم وعدم تعاونهم
- مع الجهات المعنية ، والخوف من قضية الاختلاط في المرحلة الاساسية العليا وخاصة عند الإناث
- عوامل تربوية وأهمها: حالات العنف بين الطلبة وخاصة الطلبة الصم، ضعف التأهيل المتخصص للمتعاملين مع هذه الفئة.

## DOL:

- تعدد الاعاقة لدى الطفل الاصم مثل الشلل الدماغى فهناك عدم امكانية لدى المدرسة لاستقبال مثل هذه الحالات problems of multiple disabilities
- التأخر في الكشف عن الإعاقة مما يؤدي إلى التأخر بسن الالتحاق delay in diagnosing disability
- التشريعات والأنظمة الوطنية، وأهمها: ضعف التشخيص المبكر للكشف عن الإعاقات، وقلة الإحصاءات الوطنية الخاصة بأعداد المعاقين من هذه الفئة. weak national statistics

## Rules:

- التشريعات والانظمة وأهمها: عدم وجود رياض أطفال مخصصة لهذه الفئة
- التشريعات والأنظمة الوطنية، وأهمها: ضعف التشخيص المبكر للكشف عن الإعاقات، وقلة الإحصاءات الوطنية الخاصة بأعداد المعاقين من هذه الفئة.
- التشريعات والانظمة التربوية وأهمها محدودية هذه المدارس (واحدة فقط في العاصمة عمان للمكفوفين) وعدم استحداث غرف جديدة ، تعدد المشكلات الخاصة بوسائل النقل . limited number of schools
- school preparation and equipment

## ملخص استجابات الطلبة السوريين اللاجئين

## Subject:

- قدوم الطلبة إلى المنطقة في منتصف العام الدراسي جانب نفسي من حيث بلوغ الطالب سن أكبر من سن زملائه overage children
- قدوم الاطفال في منتصف العام الدراسي time of arrival to Jordan
- رفض الواقع الذي أجبروا عليه جعلهم غير قادرين على التكيف مع المجتمع غير قادرين على التكيف مع المجتمع incapability to adapt the new environment
- شعورهم بالانتقاص عن الآخرين feel of being refugee
- إعاقة مما يشكل صعوبة في التحاقه disability
- الحالة النفسية
- رفض الاهالي والطلبة على اعادة السنة الاخيرة التي درسها الطلبة في سوريا rejection to repeat the last school year

## Instruments:

- تأمين الأوراق الثبوتية loss of documents
- اختلاف النظام التعليمي بين الأردن وسوريا the difference between educational systems in Jordan and Syria
- بعد المدرسة school location

**Community:**

- الخوف على الاطفال من المجتمع وخاصة الطلبة الاخرين parents' fear of sending their children
- تأمل الكثيرين في العودة الى سوريا والتحاق أبنائهم هناك. parents' thinking of quick return to Syria
- رفض الاهالي والطلبة على اعادة السنة الاخيرة التي درسها الطلبة في سوريا rejection to repeat the last school year
- عدم ارسال البنات الى المدرسة بسبب الخوف عليهن من المجتمع fear of sending females to schools

**Rules:**

- عدم وضوح التعليمات فيما يخص التحاق الطلبة السوريين.ambiguity of regulations with respect to admitting Syrian refugees





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