

Chapter Three
Education in Jordan

3. Education in Jordan

3.1 Introduction

Jordan has invested considerably in education since the onset of educational reform in mid 80s. During the years between 1990 and 2001, Jordan spent on average JD 32 million each year on basic education (World Bank, 15 June 2002). Through educational reforms, the government is improving the educational standards of the youth. With English introduced as a foreign language from grade 1 in basic education and computer science from grade 7, young Jordanians will be better qualified to meet the requirements of the modern labour market.

In addition to changing the curriculum, Jordanian authorities have focused as much on expanding the number of schools in the Kingdom so that access to school is more or less equal for all children. In 2003/2004, there were 2,814 elementary schools in Jordan, compared to 2,575 in 1996 (Ministry of Education, Naja Hasan, in e-mail 21 November 04). As a consequence, fewer children have to attend double shift schools, and more children have a school closer to their homes. The number of secondary schools has expanded from 928 to 1,228 during the same period (ibid.).

Even if it is too early to state whether educational reforms endorsed for the school year 2000/2001 have had any effect on the educational outcome as measured by better exams results, less drop out and lower repetition rates, we will nevertheless compare as far as possible the findings from the 2003 Multi-Purpose Household Survey (MPHS) with those of the 1996 Jordan Living Conditions Survey. Has illiteracy decreased in the population as a whole; has enrollment rates increased; and are more students taking higher education now than seven years ago? These and similar questions will be answered in this chapter. The first part will look at the educational status of the Jordanian population and the second part will concentrate on current enrolment. The analysis of educational status and enrolment will take into consideration differences according to sex, age, geography and socio-economic status. The last part will take a look at parents' expectations regarding their children's education and their satisfaction with today's schools.

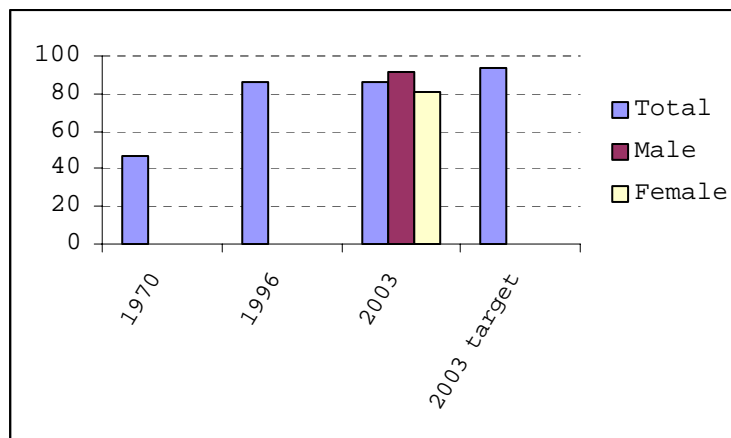
3.2 Educational status

a. Literacy

Young Females More Literate Than Males

Seen over a time, there has been a sharp increase in reading and writing skills since the 1970's when only 47 percent of the adult population were literate compared to 86 percent in 1996. In 2000, the government established a target for 2003 at 94 percent literacy, but this has not yet been reached as only 86 percent of the surveyed population in the MPHS claim that they are able to both read and write (Figure 3.1). So, in the seven years that have past since 1996, there has been no decrease in the proportion of illiterate people aged 15 and above. The MPHS uses a functional definition of literacy, as did the survey conducted in 1996 (JLCS). The person was asked whether he/she could read a newspaper article or write a letter to a friend. While as many as 91 percent of males can read and write only 81 percent of females have this ability.

Figure 3.1 Adult Literacy Rates Over Time, (Persons aged 15+)



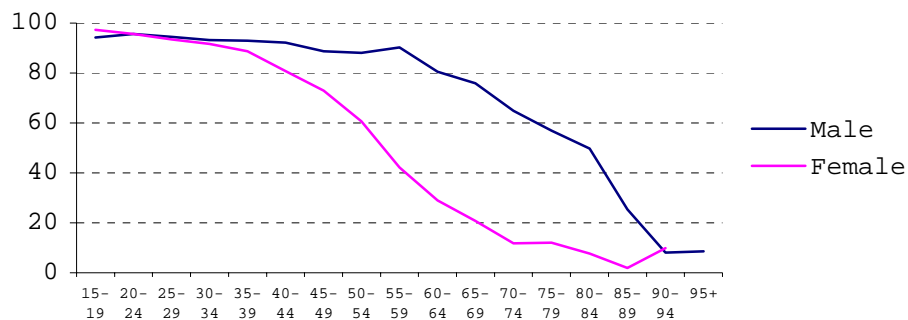
Source: 1970 and 2003 (target) Ministry of Education, (*Jordan Human Development report 2000:56*). 1996 DOS/Fafo: JLCS and 2003, DOS/Fafo: MPHS.

Methods used in 1970 differ from those used in JLCS and MPHS. While the former presumed that persons who have completed basic school are literate, the MPHS asked each person whether he/she could read and write.

Although younger people are more literate than older people, it is still quite alarming that only 94 percent males aged 15 to 19 years old are literate, leaving as many as six percent without proper reading and writing skills. Females in this age group fare

better as 97 percent are literate. If we look at the 15 to 24 years age group, UNESCO’s target group for the Millennium Development Goals (MDG), we find 95 percent literacy among males and 97 percent among females. Jordan ranks highest among all Arabic countries in youth literacy (The Millennium Development Goals in Arab Countries, UNDP, 2003: 8). From age 40 and upward, the sex difference is more apparent and also opposite compared to the younger age groups. Eleven percent more females than males are illiterate in the 40 to 44 years age group, and the gap increases further with age. (Figure 3.2)

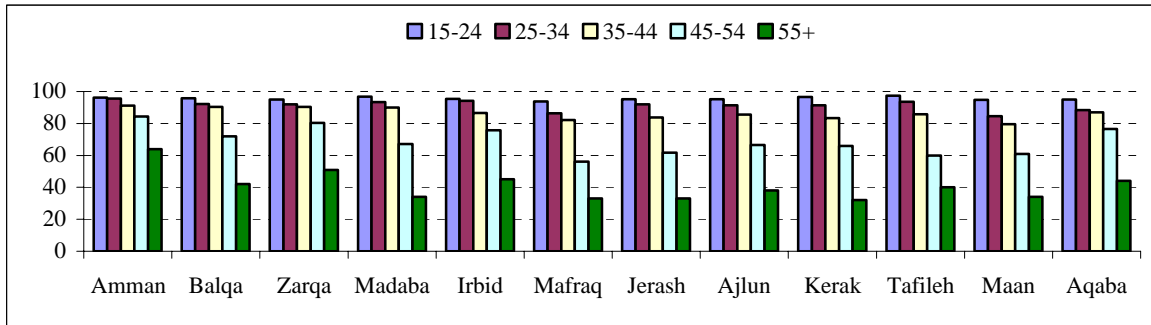
Figure 3.2 Literacy by Sex and Age Groups, (Persons 15+)



The lowest adult literacy rates are found in Mafrq and Karak governorates (80 percent), while Amman rates highest with an 89 percent literacy rate, three percent above the national average. All governorates have lower rates for women than men, but the difference is smallest in Aqaba and Amman (eight percent difference) and highest in Ma’an (16 percent).

The governorates of Madaba, Karak and Tafiela rank highest on literacy in the age group 15 to 24 as 97 percent are literate. Amman has 96 percent, equal to the national average for this age group. The lowest rate (94 percent) is found in Mafrq. Although the differences between the governorates are not that significant in this age group, there are greater varieties in the older age groups. (*use variance analysis*). See Figure 3.3

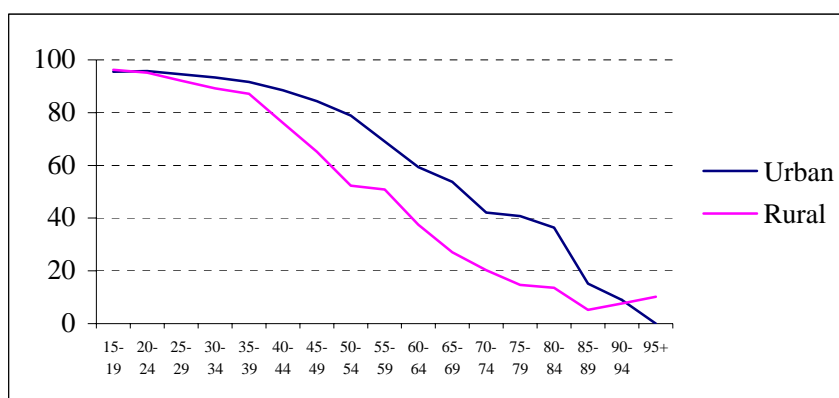
Figure 3.3 Literacy Rates by Age Groups and Governorates



The figure shows that although reading and writing skills among the older generation varies across governorates, the differences have been evened out in the younger generation. One plausible explanation for the differences in the older age groups may be that a larger proportion of the literate from the remote governorates have moved to Amman or other cities which would have augmented the literacy rates for the governorates that are net importers of migrants, while net exporters are left behind with a lower literacy rate. However, there might also be reason to believe that differences existed between the governorates in this regard a couple of decades ago. If this is the case, this indicates that the efforts made by the Ministry of Education to augment the educational level in the entire Kingdom have proven successful, even though not to the expected 94 percent, which was Ministry's targeted goal for 2003. Literacy rates are highest among urban men (92 percent), but men in rural areas do not lag far behind as 89 percent of them are literate. Rural females on the other hand are those with the lowest literate rates as only 73 percent are literate compared to 83 percent of females in urban areas.

Even though there are some differences in adult literacy rates between urban and rural areas, these are not therefor the younger age groups. Below the age of 30 literacy rates are quite similar across this urban - rural dimension. However, the difference is clearly visible for older age groups as shows in Figure 3.4.

Figure 3.4 Literacy by Age Groups and Urban-Rural (n=35,270)



So far, we have looked at literacy according to age, sex, governorate and urban rural perspective, but what other determinates can help us detect who the illiterate people are? One background factor can be to measure literacy according to people’s economic status, and as expected there is a link between literacy and household economy. Literacy is higher among families that feel they are well off economically than poor. Among those who claim they live well, 91 percent are literate compared to 87 percent among those neither rich nor poor and only 75 percent of the poor.

Illiteracy Highest Among Poor in the South

The difference is largest in the south region of Jordan where 68 percent of persons that feel they are poor are literate compared to 87 percent of those who live well. The comparative figures for Amman are 79 percent and 93 percent. The above figures are supported when we look at literacy rates related to household income. Only 72 percent of persons belonging to the low-income quintile are literate compared to 93 percent in the highest one Table 3.1.

Table 3.1 Literacy by Yearly Household Income (quintiles)
(Persons aged 15+)

Literacy Status	Quintiles					Total
	Low	Lower Middle	Middle	Higher Middle	High	
Read & Write	72	85	85	89	93	86
Illiterate	28	15	15	11	7	14
All	100	100	100	100	100	100
UWN	6640	6232	6740	7337	8321	35270

The sex difference is less significant in the highest income quintile where 96 percent of males and 89 percent of the females are literate. For the other income quintiles the difference is around ten percentage points, which corresponds with the lower literacy rates for women compared to men in general in Jordan.

The pattern is the same for all age groups. The higher the income the higher literacy rates, and opposite, literacy rates declines with age.

A plausible reason why more people in the higher income quintiles are literate than in the poorer segment of society is that the former have more resources to spend on education. However, the relationship between income and literacy might be the opposite of what we see in Table 3.1. Illiterate people are in general more often unemployed than those who can read and write, and therefore the majority of them are in families with lower income than literate people.

Illiteracy Found in All Households with An Uneducated Head

Another background factor worth taking a look at is the educational status of the head of household, as one can expect that a parent or guardian with education is better suited to ensure that their children follow the compulsory education and learn reading and writing skills than a non-educated parent. In households where the head has no formal education only 57 percent of the adults can read and write compared to 100 percent in households where the head has secondary or higher education. The respective figure for households headed by a person with basic education is 98 percent. This shows both that parents' education plays an important role for the children's educational development, whilst uneducated parents to a less extent emphasize the importance of education for their children. Or they see the importance, but are not in a position to support their children's educational development in the same way as educated parents can. However, we have seen that young people have a relatively high literacy level overall which implies that even if the head is uneducated, younger household members still learn to read and write to a much greater extent than in earlier decades. We should be aware that since the table not only includes children of heads, but also the head him/herself and her/his spouse, the educational factor is reinforced as heads without formal education, more often will fall into the category illiterate than a head with education.

Table 3.2 Literacy by Head's Highest Education Completed, Persons 15+

	Education of Head					Total
	No formal education	Basic	Secondary	Intermediate	University degree	
Can read & write	75	92	95	96	97	86
Illiterate	25	8	5	4	3	14
All	100	100	100	100	100	100
UWN	18057	5901	5709	2347	3256	35270

b. Educational Attainment

Thirty eight percent of Jordanians aged 25 and above have no formal education, in the sense that they have not completed basic education. Ten percent points more women than men are uneducated, and fewer women than men have basic education as the highest level. As few as two percent men and less than one percent women have vocational training as their highest achieved educational level. These low numbers reflect people's low interest in this type of vocational education, and the almost total absence of females with such an education indicates that there are few options within this sector that attract female students. However, both sexes score equally on secondary as highest level of education. More females than males have taken the Intermediate diploma at Community colleges, which now sort under the umbrella of Applied University of Balqa. While 15 percent of males have obtained a university degree, only seven percent of females have achieved the same.

Table 3.3 Highest Education Completed by Sex

Persons aged 25 and more (n=22,121)

Highest Completed Education	Sex		
	Male	Female	Total
No formal education	33	43	38
Basic	17	14	16
Training/Apprenticeship	2	0	1
Secondary	22	22	22
Intermediate Diploma	9	14	12
Bachelors	13	7	10
High Diploma	0	0	0
Master Degree	2	0	1
All	100	100	100
UWN	10732	11389	22121
N	10643	11393	22036

Fewer Uneducated in Younger Age Groups, but Proportion with Higher Education Rests is Stable

The number of persons without any formal education increases with age, and opposite, the younger people are, the higher education they have completed. Table 3.4 shows a slight increase of secondary as highest education in the youngest age group (25 to 29 years), while the number of people having basic as the highest educational level decreases. This indicates an improvement in the educational status for the younger generation. More visibly is the decrease in the amount of people who have intermediate diploma as highest completed level, but at the same time we see a similar increase in university degrees. This shift is due to changes in requirements for obtaining work. Whereas people with an Intermediate Diploma used to have good access to the labour market, the situation today is different. The Ministry of Education raised the minimum level of education to bachelor degree for new employees, and the rest of the public sectors followed suit, making it difficult for students from community colleges to find suitable work.. However, as we shall see later, it is mainly females who have dropped out of community colleges to the benefit of universities.

Table 3.4 Highest Education Completed by Age Group

(Persons Aged 25+) (n=22,121).

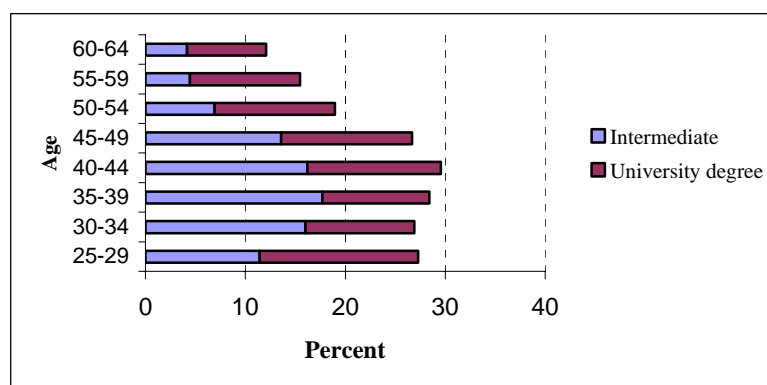
Age	Highest education completed					All
	No formal education	Basic	Secondary	Intermediate	University degree	
25-29	17	23	32	11	16	100
30-34	20	24	29	16	11	100
35-39	23	19	29	18	11	100
40-44	31	16	23	16	13	100
45-49	43	15	16	14	13	100
50-54	54	12	15	7	12	100
55-59	64	10	10	4	11	100
60-64	71	10	7	4	8	100
65-69	80	8	6	2	4	100
70-74	91	5	2	2	1	100
75-79	93	2	3	0	2	100
80-84	95	1	1	1	1	100
85-89	100					100
90-94	100					100
95+	100					100

If we combine the two highest educational levels, we see that there has been no increase in the number of persons who have attained post-secondary education during the last two decades (Figure 3.5). On the contrary, somewhat fewer persons in the two youngest age groups have obtained higher education compared to those aged 40 to 44.

This can of course be explained by the fact that some in the youngest age group are still enrolled in higher education, but nevertheless, it seems that the proportion with higher education has stagnated in younger age groups compared to those aged 40-45.

Figure 3.5 Highest Education Completed

(Number of persons who reached intermediate diploma or university degree by age group, Persons aged 25-64)



There are large differences between the governorates. Ma'an and Mafraq have the highest number of persons with no formal education, 54 percent and 53 percent respectively and the lowest number of people with higher education. Only 11 percent in Mafraq and 13 percent in Ma'an have completed either intermediate or a university degree. Not unexpected, Amman has the lowest number of persons without formal education (32 percent) and the highest number of people with higher education (29 percent).

Table 3.5 Highest Education Completed by Governorate (Persons Aged 25+ years)

Governorate	Highest Education Completed					Total	UWN
	No Formal Education	Basic	Secondary	Intermediate Diploma	University Degree		
Amman	32	15	24	13	16	100	3992
Balqa	41	19	20	11	8	100	2355
Zarqa	38	20	21	14	6	100	2399
Madaba	47	15	23	8	8	100	1200
Irbid	39	18	21	12	10	100	2960
Mafraq	53	17	19	4	7	100	1715
Jarash	43	21	17	9	10	100	1349
Ajlun	39	20	25	9	8	100	1377
Karak	46	11	23	10	10	100	1584
Tafeila	44	18	20	9	9	100	993
Ma'an	54	15	19	7	6	100	1042
Aqaba	41	15	24	13	8	100	1155
Total	38	17	22	12	11	100	22121

The rest of the governorates have around 20 percent persons aged 25 and above with higher education. At regional level, the largest difference is found between Amman, where 16 percent have a university degree and the rest of the middle region where only eight percent have achieved the same educational level.

More Females Uneducated Than Males, but Trend is Changing

In all regions, only half as many women as men have university degrees. However, more women than men hold intermediate diplomas in all regions. The graphs showing the number of persons who have completed secondary or higher education display the same pattern. While 45 percent of persons aged 25 and above have completed secondary or higher education in Jordan, Amman stands out with far better results (53 percent) than the rest of the regions (40 to 41 percent). For all regions, more men than women have achieved this educational level. In the south, as many as 46 percent (53 percent women and 39 percent men) are without any formal education at all.

Table 3.6 Highest Education Completed by Region and Sex (Persons aged 25+)

Highest Education Completed	Region								
	Amman		Middle, excl. Amman		North		South		
	Sex		sex		sex		sex		
	Male	Female	Male	Female	Male	Female	Male	Female	
No formal education	28	37	36	44	35	47	39	53	38
Basic	17	14	22	16	22	15	18	10	17
Secondary	23	24	22	20	22	19	23	20	22
Intermediate Diploma	11	15	10	15	8	12	7	12	12
University Degree	22	10	10	5	14	6	12	6	11
All	100	100	100	100	100	100	100	100	100
UWN	190	2089	2936	3018	3565	3836	2328	2446	22121
	3								

Although men outnumber women in higher educational level in general, the picture is different for the younger age groups. Twelve percent of women between 20 to 24 years of age have completed a university degree compared to eight percent of men. The respective figures for the age group 25 to 29 are 18 percent and 14 percent in favour of the men. However, for this age group, less than half as many men (seven percent) achieved an intermediate diploma compared to women (16 percent). One reason why many women have chosen colleges might be that they are closer to their homes and less expensive than universities. This is also a lower education than higher degrees the universities offer. The most popular study programme for female students at community

colleges is, an has been, Education (Find ref. In older Statistical Yearbooks from DOS Table 11.2.9 in 2003 edition.).

Higher education attained in higher income groups

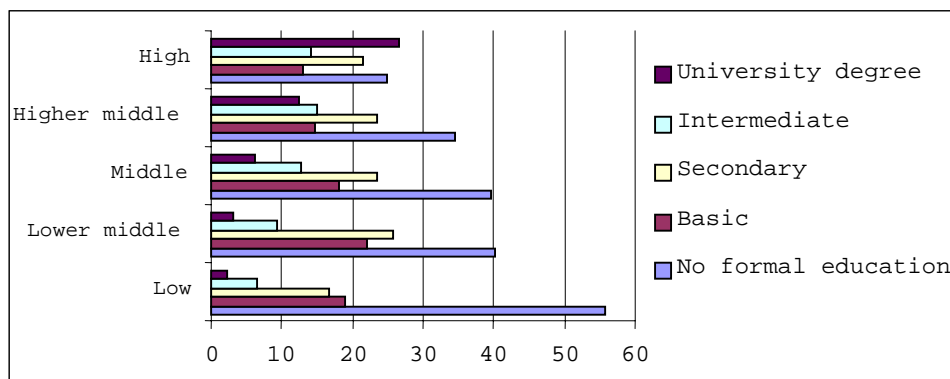
Education strengthens the probability for higher earnings. Among those with a university degree as many as 60 percent belong in the highest income quintile, while only four percent are found in the lowest quintile. We also see that there are more people with either intermediate diploma or secondary as their highest degree within the higher income quintiles than within the lower income groups. So, the more education a person has obtained, the higher probability for higher income. However, we also see that relatively many people (17 percent) without any formal education at all fall into the high income quintile, even if the number of persons within this quintile increases with higher education. See Table 3.7

Table 3.7 Yearly Household Income (quintile) by Highest Education Completed
(Persons 25+) (n=22,121)

Income Quintiles	Highest Education Completed					Total
	No Formal Education	Basic	Secondary	Intermediate	University Degree	
Low	28	21	14	10	4	19
Lower Middle	19	23	20	14	5	18
Middle	19	20	20	20	10	19
Higher Middle	18	17	21	25	21	19
High	17	20	25	31	60	26
All	100	100	100	100	100	100
UWN	9274	3808	4720	2234	2085	22121

The impact of education on household income can also be shown as in Figure 3.6 which very clearly shows that the higher the income is in a household, the higher education household members aged 25 and above have. And opposite, the number of persons with no formal education at all increases with low household income.

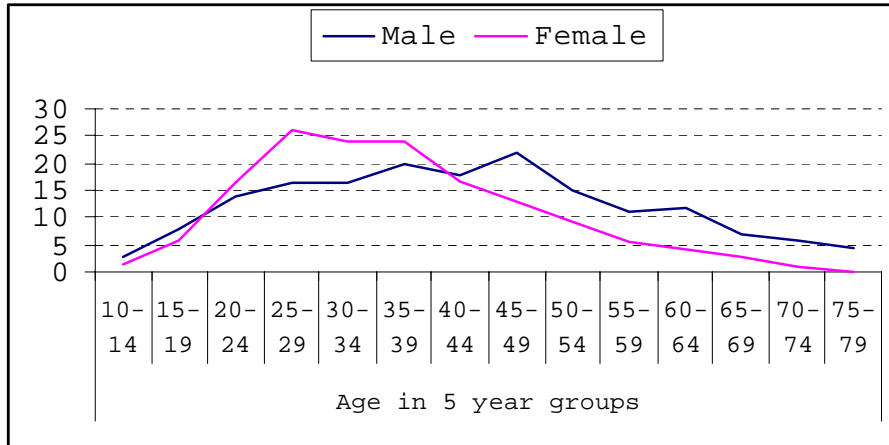
Figure 3.6 Highest Education Completed by Income Quintiles
(Persons 25+)



c. Short Vocational Training Courses on the Rise for Females, and Computer Sciences are Most Popular

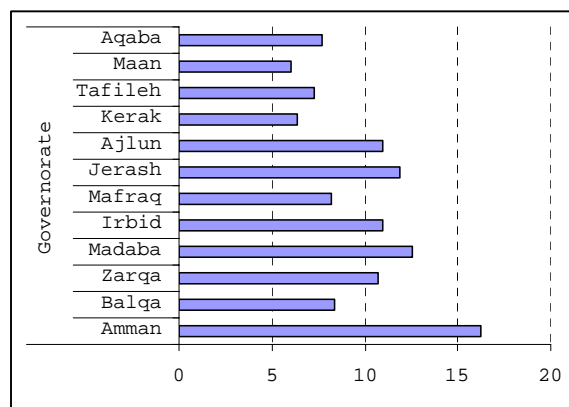
Twelve percent of the population aged ten years or older have ever taken a short vocational training course. Nearly 11 percent have taken only one training course. The distribution between the sexes is almost equal, as only one percentage point more females have taken such training compared to males. More people in urban districts (13 percent) have participated in vocational training courses than people in rural areas (eight percent). Even though the overall participation in vocational training is almost evenly distributed between the sexes, more younger males between ten and 18 years have participated in vocational training than young females. On the other hand, in the age group 20 to 39 considerably more women than males have taken such courses. In the older age groups, males have been more actively involved in short vocational training courses than females.

Figure 3.7 Percent Distribution of Persons Aged 10 and more who have ever taken a short Vocational Training Course by Sex



Amman is the governorate with the highest percentage of persons who have ever taken a short vocational training course (16 percent), while only six percent of the population in Karak and Ma'an have done the same. Participation is also very low in Tafiela, Mafrag and Balqa. Amman has quite naturally more vocational training opportunities than the smaller governorates, which can explain most of these differences.

Figure 3.8 Percentage of population who have ever taken a short Vocational Training Course by Governorate, (Persons Aged 10 and Above, n=42,890)



The majority of training courses are taken at private commercial centres. The second most common place for training is on-the-job, but this is more common for males (32 percent) than for females (11 percent), while courses given at government centres ranks third. Other providers have few students, although there are some geographical differences. In Jarash, there are six percent who have ever taken a vocational training course at an UNRWA centre, but the total number is only one percent as such centres are

located only in refugee camps. Military centres offer training courses, and not unexpectedly, mainly men have taken courses there.

Table 3.8 Percent Distribution of Supervising Agency for All Short Vocational Training Courses Ever Taken by Sex

	Sex		Total
	Male	Female	
UNRWA	0.6	1.6	1.0
NGO Centre	0.9	4.0	3.0
Private Centre	51.1	76.6	64.0
Government Centre	9.6	7.1	8.0
Military Centre	6.5	0.3	3.0
On - the - Job	32.0	11.0	20.0
Other	1.4	0.6	1.0
Total	100.0	100.0	100.0

The most popular subject for both sexes is computer science. Nearly half of the trainees have been taken within this field as 54 percent of males and 46 percent of females chose to upgrade their computer skills. The reason behind this is clearly the demand for such knowledge in so many fields of work.. The emphasis on computerization has been enormous in Jordan the last few years, and computer literacy has become a requirement for employment in most professional sectors.

The second most popular training courses are connected to clothing, like sewing classes and design. The manufacture business has increased in size in Jordan and the need for skilled labour has increased with it. However, females dominate this field: Only 1.5 percent of males have chosen such courses while 31 percent of females did the same. Education and language courses are also quite popular, and rank third in popularity at the national level, while it ranks second in Amman. Even though education and language courses are popular amongst both sexes, it is even more so for males than for females as it ranks second for the former and fourth for females. Personal grooming courses, like manicure and make-up, are the third most popular courses for females, while not so for males. Thirteen percent of females and only four percent of males have ever taken such a course, leaving this the fourth most common choice at the national level. Electrical, building and mechanical classes are heavily dominated by male students, and business classes are twice as popular with males compared to females, while arts and crafts interest both sexes more or less to the same degree as around four percent have taken courses within this field.

**Table 3.9 Type of Short Vocational Training Courses
Ever Taken by Sex**

Type of Training	Sex		Total
	Male	Female	
Business	6.3	3.1	5.0
Computer Science	53.7	45.7	49.0
Electrical	3.5	0.2	2.0
Constructions	2.6	0.0	1.0
Paramedical	2.6	1.5	2.0
Education/Language	14.1	11.4	13.0
Mechanical	7.9	0.2	4.0
Clothing	1.5	31.4	18.0
Personal Grooming	3.8	13.4	9.0
Arts and Crafts	3.7	4.2	4.0
Others	12.1	5.4	9.0

At regional level, the most distinct differences in choice of courses are that in the North and South, computer sciences dominate even more than in the other regions.

Vocational Training and Apprenticeship

Only 2.4 percent of the population aged 15 and above have vocational training or apprenticeship as their highest education completed. A higher proportion in the younger age groups have taken a vocation than the older, which is mostly due to the fact that vocational training was institutionalized into the educational system in the mid 1970s.

**Table 3.10 Vocational Training or Apprenticeship as Highest Education
Completed by 5, 10 and 15 Years Age Groups (n=24,685)**

Age Group	Vocational training/Apprenticeship
15-19	4.4
20-24	4.6
25-34	2.8
35-49	1.2
50-59	0.7
60+	0.3
Total	2.4

The trend in Jordan is obviously that an increasing number of students strive for secondary education, which gives them the choice of taking up a vocation at a higher level, first at the secondary stage, and then to continue it at community colleges that offer education in subjects like education, engineering, administration and finance, hotel

management, para-medicine and social work.. However, as we shall see in the following, the large majority of students continue with academic studies.

3.3 Enrollment, Repetition and Drop-out

a. Introduction

Due to a young population and a relatively high enrolment in the younger age group, as many as 40 percent of the Jordanian population above the age of four years old are now enrolled in some kind of educational institution. The distribution displayed in Table 3.11 shows that 69 percent of all enrolled are in basic education while 12 percent are in secondary and 13 percent are in higher than secondary education. Six percent are enrolled in Kindergarten. There is no substantial gender discrepancy.

Table 3.11 Percent Distribution of Enrolment by Sex. Persons Aged 4+

Stage Currently Attending	Sex		Total
	Male	Female	
Kindergarten	6.0	6.0	6.0
Basic	69.0	70.0	69.0
Vocational Training/ Apprenticeship	1.0	0.0	1.0
Secondary	12.0	12.0	12.0
Intermediate Diploma	1.0	2.0	2.0
Bachelors	9.0	10.0	10.0
Higher Education	1.0	1.0	1.0
Total	100.0	100.0	100.0

Below we will analyse enrolment rates at all stages, and look at determinants for enrolment, repetition and drop out. We start with the youngest age group belonging in pre-school education.

b. Pre-school Education, a Growing Sector

Jordan has established around 250 public Kindergartens since 1999 as part of a national educational development plan. Initially, public kindergartens were only established in remote and needy areas in order to help children acquire positive attitudes towards school and to be prepared for smooth transition from home to school (*The*

Ministry of Education: 14). Later, such facilities are also established in urban areas in an effort to expand this educational service throughout the Kingdom.

Most kindergarten facilities in Jordan are run by private and voluntary institutions, and the Ministry of Education has encouraged these sectors to establish more institutions (*The Ministry of Education: 10*). In the school year 2003/2004 there were 4,387 children registered at 187 public pre-schools and 74,814 children in 1,228 private pre-schools in Jordan. Although most kindergartens are found in the private sector, the Ministry of Education continues its efforts to establish more public pre-schools as well, and aims at building 50 new pre-schools every year until this stage is included in every basic school (*ibid*). However, with this pace, it will take about 50 years before every public basic school has a kindergarten. Irbid governorate had the highest number of public kindergartens in the school year 2003/2004 with a total of 40, while Amman governorate had only 12. On the other hand, Amman governorate has the highest concentration of private institutions, followed by Irbid and Zarqa.

Table 3.12 Kindergarten Distribution by Governorates and Sector 2003/2004

Governorates	Sector		Total
	Private	Public	
Amman	532	12	544
Balqa	90	18	108
Zarqa	147	0	147
Madaba	28	9	37
Irbid	218	40	258
Mafraq	37	20	57
Jarash	31	13	45
Ajlun	27	17	44
Karak	36	25	61
Tafiela	15	4	19
Ma'an	49	26	75
Aqaba	18	3	21
Total	1229	187	1416

Source: Given by Ministry of Education in Meeting.

Most Families Live Close to a Kindergarten

Nearly half (48 percent) of all households live less than 500 meters away from the nearest kindergarten and 78 percent live within a distance of 1 kilometre from such a facility. This implies that for at least half of the population of Jordan, the distance is not an obstacle for enrolling the children in a kindergarten or nursery. So, who are the

children that are enrolled in pre-school in Jordan today? What are their family characteristics? Do children benefit from services independent of socio-economic status and place of residence?

Immense Increase in Kindergarten Enrolment

The survey finds that as many as 50 percent of all children born in the years 1998 and 1999 (that turned four and five years old in 2003) are enrolled in Kindergartens. This is a considerable increase compared to the 25 percent enrolment rate from 1996 for this age group. Among children enrolled in the fall of 2003, ten percent attended governmental institutions while the vast majority went to private Kindergartens. One percent went to UNRWA-sponsored Kindergartens run by charitable organizations in the refugee camps. More five than four years old are enrolled at this stage (69 percent and 34 percent respectively), but there is no significant sex gap.

The highest enrolment rates are found in the governorates of Irbid and Ajlun where 62 and 60 percent of the children aged four to five years attend KG, while only 34 percent in Mafraq and 35 percent in Ma'an did the same. Irbid, has a high number of kindergartens, but both Mafraq and Ma'an have more institutions for children than Ajlun, so it seems that availability is not the only determinant factor for enrolment. Distance, however, might be one explanatory factor as only 52 percent of households in Mafraq and 54 percent in Ma'an live within one kilometre distance from a kindergarten or nursery compared to 76 percent in Irbid and 88 percent in Aljun. The enrolment rate in Amman governorate is close to the average for Jordan at 52 percent (Table 3.13), and here 86 percent of all households live within one kilometre of a kindergarten.

Compared with figures from the Ministry of Education from the 1990's there has been a significant increase in enrolment rates for all governorates. Irbid has experienced a steady increase, and this is also among the governorates with the highest number of both public and private Kindergartens in 2003 (258). Ajlun, Jarash and Mafraq have had an explosive increase in enrolment rates over the last decade, while the situation in Ma'an has reversed from a relatively high enrolment rate in 1990.

**Table 3.13 Enrolment in Kindergarten
in Selected Years by Governorate**

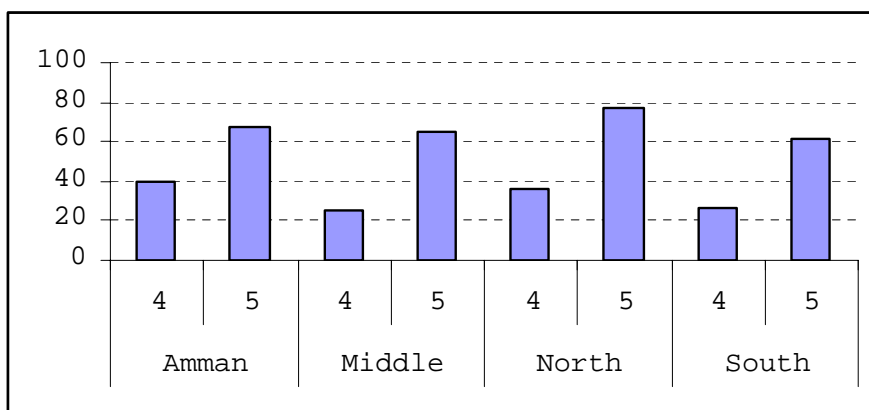
Governorate	1990	1994	1998	2003
Amman	28	31	30	52
Balqa	24	28	31	44
Zarqa	29	26	28	44
Madaba	0	23	29	42
Irbid	14	19	35	62
Ma'raq	4	3	4	34
Jerash	0	12	14	55
Ajloun	0	19	22	60
Kerak	18	22	25	46
Tafileh	26	26	25	44
Ma'an	36	28	28	35
Aqaba	0	37	27	50

Source: Figures for 1990,1994, and 1998 are gross enrolment figures from Ministry of Education, *Education for all. Year 2000 Assessment in the Hashemite Kingdom of Jordan*, 1999:28. Figures for 2003, only children aged 4 and 5 (Jordan MPHS).

Tafiela governorate has the greatest gender discrepancy, as 56 percent of boys and only 33 percent of girls are enrolled. Karak and Ajlun, on the other hand, are the two only governorates with more girls enrolled than boys as 51 and 65 percent of girls compared to 40 and 55 percent of the boys are enrolled in KGs there. However, for Kindergartens overall, the gender difference is less significant, but 4 percent more boys are enrolled than girls (53 percent boys and 49 percent girls). Figures from the Ministry of Education supports these minor gender differences (Education for all, 1999:28).

The breakdown of the results by regions shows that the capital Amman has the highest number of four years old enrolled in kindergartens (40 percent), compared to only 25 percent in the middle region, 27 percent in the south, and 36 percent in the north. However, the north has more five years old enrolled than any other region (Figure 3.9).

Figure 3.9 Distribution of Enrolment in Kindergartens by Age and Region (n=2,650)



Distance to Pre-school affects Enrolment Rates

Children who live more than one kilometre away from a pre-school are less prone to go to Kindergarten than those who live in its vicinity. This pattern is similar in both urban and rural areas. Although, as could be expected, more families in urban areas live close to a kindergarten compared to rural areas. While 54 percent in urban areas live within the distance of 500 meters and additionally 30 percent live within one kilometre's range from a Kindergarten, the respective figures for rural areas are only 30 and 26 percent. Consequently, a higher proportion of urban children go to pre-school (52 percent) than rural children (44 percent).

Notwithstanding, the general trend that families who live quite far away from a Kindergarten are less prone to enrol their children in pre-school, the situation in Irbid is a bit different. In this governorate, which has the highest enrolment rate for 4 and 5 year olds together with Ajlun, as many as 58 percent of those who live 1-2.9 kilometres away are enrolled, which is 17 percentage points higher than the national average of 41 percent.

Table 3.14 Enrolment in Kindergarten by Distance to Nearest KG
(Children Born in 1998 and 1999) (Aged 4 and 5)

	<500m	500-999m	1-2.9km	3 + km	Total
Enrolled	56	51	41	23	50

Parents with higher income and education more prone to send their children to Kindergartens.

Well-educated parents tend to put more weight on pre-school education than other parents, knowing that early enrolment will give the child an advantage in later schooling. Therefore, higher educational level of the head of household has a positive impact on kindergarten enrolment. Nevertheless, with the governments' emphasis on this issue, and the establishment of public pre-schools, there has been an increase in the awareness of the positive impact of early enrolment in all levels of society. Since this is an offer free of charge, pre-school education has also become a choice for families with low income who otherwise would not have given priority to children's education below basic school

age. However, public pre-schools are still too few in number to encompass all the children in need of free pre-school education.

**Table 3.15 Enrolment in KG by Educational Level of Head of Household
(Children Born in 1998 and 1999) (Age 4 and 5 years)**

Enrolment Status	Educational Level of Head of Household				Total
	No Education	Basic	Secondary	Post-Secondary	
Enrolled	38	50	55	62	50

As seen, 62 percent of the children in households headed by persons with a post-secondary education are enrolled compared to only 38 percent of those living in households where the head is without any formal education.

Public Kindergartens only account for 10 percent of total enrolment. Private Kindergartens on the other hand, which dominate this area of education, require an entrance fees, and consequently, enrolment at this stage is positively related to household income. Enrolment fees vary from institution to institution and range from JD 200-1500 per year (Ahmed Abu Sini, Deputy Head of Kindergarten Department, Ministry of Education, interview 14/9/04). While only 38 percent of four and five years old from households with low income are enrolled, as many as 70 percent from high-income households are attending kindergartens. Enrolment rates for the middle-income groups range between 48-57 percent.

This substantial difference in Kindergarten enrolment between income groups might have two causes, the first one being that families in the lowest income quintile only have one caretaker in paid work, leaving the other parent with the choice to look after the children in pre-school age at home instead of sending them to Kindergartens. The other reason being that families with low income cannot afford to send their children to pre-school. Families with high household income, on the other hand, are in a better position to pay for day care for their children, regardless of the caretakers' employments situation.

For all income levels, enrolment rates for children in households headed by a person with a post secondary education range from 57 to 78 percent, which are all considerably above the 50 percent average enrolment rate for children in this age group.

Comparative figures for households headed by persons without any formal education are between 25 and 46 percent. As shows, kindergarten enrolment is greatly affected by both the educational level of the household's head and it's total yearly income level.

3.4 Enrolment in Basic Schooling

Table 3.16 KG Enrolment by Income and Education Level of Head of Household

Income	Educational Level of Head			
	No Education	Basic	Secondary	Post-Secondary
Lower	25	43	46	61
Lower Middle	46	47	48	50
Middle	38	55	55	57
Higher Middle	44	67	63	58
High	40	70	82	78

Children in Jordan start school the year they turn six. Consequently, a child must be five years and eight months to start in first grade at the start of the scholastic year in September. Enrolment rates have been relatively high in Jordan over years. During the period of the survey, 98 percent of children in the basic school age were currently enrolled in school. Only one percent (0.6 percent) in this age group has never been enrolled while the rest (1.5 percent) has been enrolled before.

Gross Enrolment

Gross enrolment ratio refers to total enrolment in a specific level of education, regardless of age, expressed as a percentage of the eligible official school-age population corresponding to the same level of education in a given school-year (UNESCO:9). Jordan has a high gross enrolment rate of 99 percent, which indicates a high degree of participation regardless of the pupil's age. This means that the pupils enrolled can be both below and above the official school age for basic. To eradicate illiteracy, the Ministry of Education has established several learning centres throughout the Kingdom giving adults a chance to complete their basic education. Students in these centres are included in the gross enrolment rates, as are children below official school age who for specific reasons are enrolled anyway.

Table 3.17 Gross Enrolment Rate in Basic Education

Gender & Urban/Rural	Enrolment Rate
Boys	99
Girls	99
Urban	99
Rural	99
Total	99

Net Enrolment

The purpose of calculating the net enrolment ratio is to show the extent of participation in a given level of education of children and youths belonging to the official age-group corresponding to the given level of education (UNESCO, Education Indicators, Technical Guidelines: 10). For the basic school level, which at the time of the survey included children born in the years 1988-1997, the net enrolment ratio was 97.7 percent. The first six grades has highest enrolment while it drops slightly for those born in 1990 and earlier, and only 91 percent of all born in 1988 are enrolled. A comparison of enrolment rates between the sexes shows very minor differences. Most apparent is that three percent less girls than boys born in 1988, who would turn 15 during the year of survey, are enrolled. It is rather in the urban/rural perspective that we see some slightly different patterns.

Table 3.18 Net Enrolment in Basic by Birth-Year, Sex and Urban/Rural

	Date of Birth - Year										Total
	1997	1996	1995	1994	1993	1992	1991	1990	1989	1988	
All	97	100	99	100	99	99	99	97	96	91	98
Sex Boys	97	100	100	100	99	99	98	98	95	93	98
Girls	97	99	99	99	99	99	99	97	97	90	98
Urban	98	100	99	100	99	100	99	97	96	90	98
Rural	94	99	99	99	99	99	99	98	96	94	98
Boys Urban	98	100	100	100	99	99	98	98	95	92	98
Rural	95	99	100	99	99	100	99	98	97	96	98
Girls Urban	98	100	99	99	99	100	99	97	97	89	98
Rural	94	98	99	100	99	99	99	98	96	92	97

Both boys and girls in rural areas start school later than children in urban areas, but then the children in rural areas compensate this by staying in school until they reach a higher age. However, girls in rural areas do not compensate for late school start to the

same extent as boys, and therefore, total enrolment rate for this group is only 97 percent compared to 98 percent for girls in urban areas and boys regardless of location.

Distance to School

More than three in four families (77 percent) live less than 1 kilometre away from a public basic school.¹ Households in Jarash score lowest on short distance to public basic school (57 percent), while Karak has the highest number of families living within one kilometre's distance (93 percent). The corresponding figure for Amman is 76 percent. This number seems low, since Amman is the capital and the biggest city in Jordan, but it may be explained by the fact that Amman houses a relatively large number of camp refugees who live closer to an UNRWA school than to a public school. Only three percent of the households in the Kingdom live further away than 3 kilometres from a public basic school, while the remaining 20 percent live somewhere between 1-2 kilometres away.

Some variation in enrolment rates at governorate or urban/rural level

Distance to school does not generally prevent children from attending basic education. Enrolment is also quite uniform across the country. The exception is Aqaba with only 96 percent total enrolment. In absolute numbers, this means that more than 1,100 children between the age of 6 and 15 are not enrolled in Aqaba, while around 8,400 children in Amman are in the same situation. Totally in Jordan, as many as 24,000 children in this age group are not enrolled. In spite of this unfortunate fact that many children in Jordan still do not go to school, efforts made to offer education for all children have to a great extent succeeded when compared to other countries in the region².

There might be many reasons why a child is not enrolled in school. Non-enrolment for those who have never started school is most often due to chronic illness or physical impairment, while school fatigue and repeated school failure are the most common reasons for children who have been enrolled before.

¹ If compared to the JLCS conducted in 1996, the situation has not changed as 77 percent then lived within a walking distance of 5-10 minutes from a basic school, which is comparable with 1 kilometre.

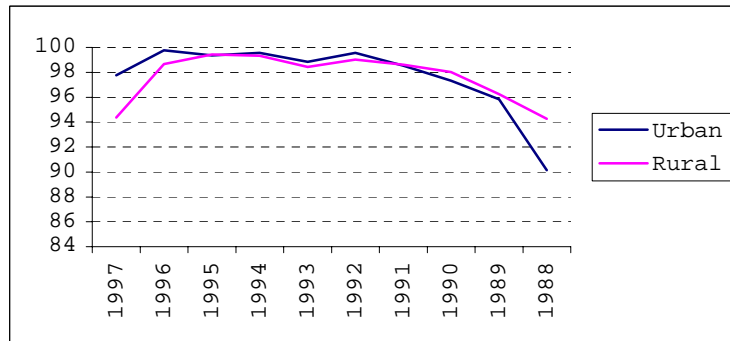
² Egypt 92 percent, Kuwait 66 percent, Saudi Arabia 58 percent, Syria 92 percent, Qatar 95 percent, Palestine 99 percent Arab Human Development Report 2003:192.

Table 3.19 School Enrolment by Governorate
(Persons Born 1988-1997 and Aged 6-15 years)

Governorate	Enrolment Status			Total
	Currently Enrolled	Ever Enrolled	Never Enrolled	
Amman	98	1	0	100.0
Balqa	97	2	1	100.0
Zarqa	98	1	1	100.0
Madaba	98	1	1	100.0
Irbid	98	1	1	100.0
Mafraq	98	1	1	100.0
Jarash	98	1	0	100.0
Ajlun	98	1	1	100.0
Karak	98	1	1	100.0
Tafiela	98	1	1	100.0
Ma'an	97	1	2	100.0
Aqaba	96	2	2	100.0
Total	98	1	1	100.0

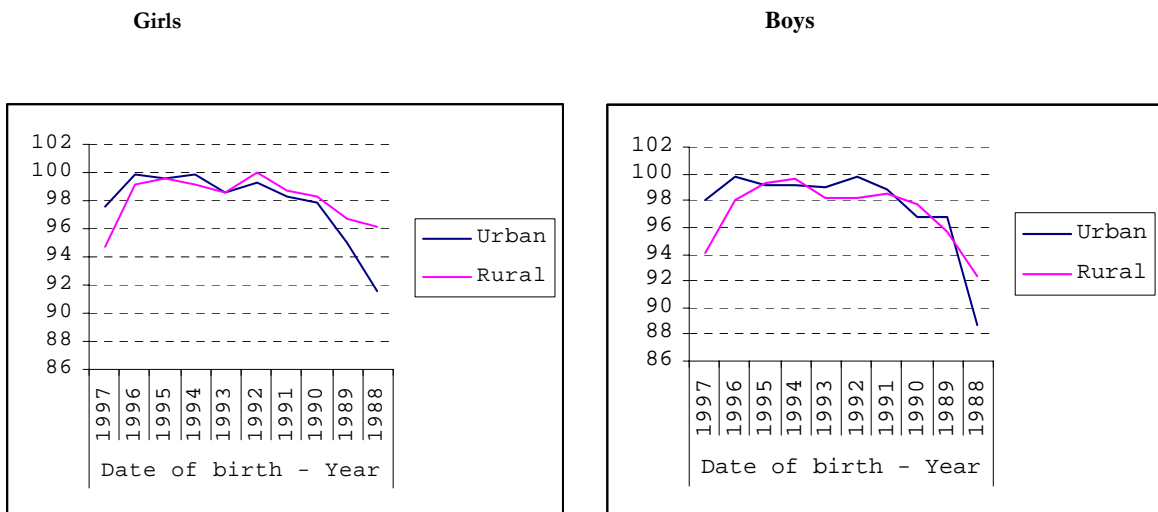
Looking at enrolment rates in an urban-rural context, we see some differences. As shows, more six years old start school in urban areas than in rural areas. A slightly higher proportion of children are enrolled in urban areas until the age of 12, but from that age onwards the situation changes as a higher percentage of rural children than urban children are enrolled. This difference can be explained by the fact that the rural children that start a year late at school, also finishes a year later than their peers in urban areas who to a larger extent actually starts school at the age of six. Another reason could be that poverty is more acute in cities than in villages, which leads especially young boys to take on work instead of continuing school. Furthermore, rural areas are by some considered safer for girls than cities, and many girls drop out of school in urban areas due to social restrictions which implies that it is not considered appropriate for a girl to walk to and from school alone if she does not live in it's vicinity. On the other hand, schools in urban areas are generally closer to people's homes. Reasons why some children leave school before completion of the basic cycle will be discussed in a later section of this chapter.

**Figure 3.10 Net Enrolment by Urban-Rural
Persons Born 1988-1997 (aged 6-15)**



Overall, there is no significant gender difference in the enrolment rates in this age group. The exceptions are Mafraq and Madaba. In the former 99.5 percent of boys are enrolled compared to 96.8 percent of girls. In Madaba, however, the situation is the opposite as 97.4 percent of the boys are enrolled and 99.5 percent of the girls. Figure 3.11 shows an interesting difference in the 1992 age group, those eleven years of age, in both a gender and urban/rural perspective. More rural girls are enrolled than their urban peers in this age group, while urban boys have higher enrolment than rural boys born in 1992.

Figure 3.11 Net Enrolment by Sex and Urban/Rural



Enrolment by Income

As was the case for enrolment in Kindergarten, basic school enrolment rates for children in households with low income are somewhat lower (96 percent) than for those in high-income households (99 percent). Plausible reasons for this rather significant difference are that poorer families to a greater extent than richer families need additional income and that education for some proves too expensive. This argument is supported by the fact that the enrolment gap is the greatest for the ages 14 to 15, which is the age where some children start working and contributing to the family economy. Even if public education in principle is free in Jordan, families encounter expenses related to uniforms, transportation and stationary.

While only 91 percent of the 14 year olds and 81 percent of those aged 15 in households with low income are enrolled in school, the respective figures are 99 and 96 percent for their peers living in households with high income. Moreover, only 90 percent of those aged 15 who live in households with lower middle and middle income are enrolled compared to 96 percent of those living in the two highest income groups. For the younger age groups the differences are less significant for all income quintiles. Reasons for drop-out among pupils from low-income families might be manifold and not only restricted to economic considerations. In families with higher income, parents tend to have higher education than poorer parents, and they are thus in a much better position to help and support their children through school.

Table 3.20 School Enrolment by Yearly Household Income (quintiles)
(Percent of children born between 1988 and 1997, aged 6-15 years)

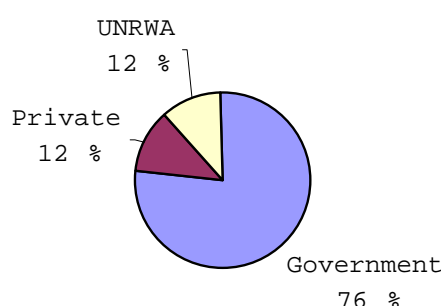
Yearly Income	1997	1996	1995	1994	1993	1992	1991	1990	1989	1988	Total
Low	95	100	100	98	98	99	98	97	91	82	96
Lower Middle	99	99	100	100	99	99	98	98	96	91	98
Middle	97	100	100	100	98	99	99	97	96	88	97
Higher Middle	97	99	98	100	99	100	98	98	96	93	98
High	97	100	100	100	100	100	100	98	99	97	99

Slight increase in enrolment in private sector

The bulk of the children in basic school are enrolled in the government school system (76 percent). This is a two percent decrease from 1996 (JLCS:142). In contrast to private schools, government schools are free of charge. Enrolment rates in private basic

education have increased slightly since 1996, from 9 percent to 12 percent. One could have expected an opposite trend; a shift from private to public schools after comprehensive governmental educational reforms. On the other hand, the latest reforms are too recent to have had any significant effect yet.

Figure 3.12 Distribution of Currently Enrolment in Basic School by Supervising Authority



Total enrolment rate for schools run by United Nations Relief and Works Agency for Palestine Refugees in the Middle East (UNRWA) equals that in the private sector, and is down from 13 percent in 1996. These schools are mainly for registered refugees and basically concentrated in the Palestinian refugee camps housing some 18 percent of all registered refugees in Jordan (find reference in Jordan Camp report). The Agency's schools admit a few non-refugees in certain areas where a local public school is not available. Altogether, non-refugees make up five percent of all enrolled in UNRWA schools (not shown).

Table 3.21 Distribution of Enrolment in Different Kinds of Schools by Refugee Status

Refugee status	Supervising Agency					Total
	Government	Private	UNRWA	International	Other	
Refugee from 1948	22	26	74	25	38	27
Displaced from 1967	9	12	11	11	5	10
Refugee then Displaced	1	1	4	4	5	1
Social Reasons	1	1	5	0	3	1
From Gaza Strip	67	60	5	60	49	61
All	100	100	100	100	100	100
UWN	17380	3099	1220	21	104	21824

About four out of ten (39 percent) of all enrolled children are Palestinian refugees (refugees registered with UNRWA, displaced from 1967, or from the Gaza Strip), and among them, 27 percent are enrolled in UNRWA schools, 61 percent in government schools and 11 percent in private schools (not shown). Table 3.21 displays the distribution of enrolled students in the different kind of schools by refugee status. None-refugee children dominate both public and private schools, but there are larger proportions of Palestinian refugee and displaced children in the private sector than in the public sector (40 percent versus 33 percent).

Choice of School by Governorates

Choice of school depends on various issues, such as place of residence, household economy, educational aspirations and refugee status, among others. As mentioned above, UNRWA schools are essentially open for registered Palestinian refugees only, but for practical reasons the choice also depends on where you live. Closeness to a basic school is important for most people, and if you live in a refugee camp, the most suitable choice is to enrol your child into the UNRWA school.

When we look at enrolment rates for the different governorates, we see that enrolment in UNRWA schools is much higher in areas with many refugees. Balqa scores highest with 23 percent, but also Amman, Zarqa and Jarash, which all house a large refugee population, have high percentages of pupils enrolled at UNRWA schools.

Ma'an and Tafiela are the two governorates with the highest proportions of pupils enrolled in the public sector. This is mainly explained by the absence of Palestinian refugees and UNRWA schools in these two governorates, but they also have a small number of children enrolled in private schools, which reflects lower income and hence lower affordability. Jarash has the lowest proportion of its pupils enrolled in the private sector (one percent). These three governorates, together with Zarqa and Mafraq has the largest proportion of households with lower and lower middle income (between 47-53 percent) compared to 33 percent in Amman.

Amman and Aqaba stands out as the two governorates with the highest percentage of children enrolled in private schools. Amman, being the capital, has a much greater variety of educational services than the smaller governorates, and our data show that a higher proportion of households have the highest income live here than elsewhere (27 percent), and therefore more people in Amman can afford private schooling for their

children than people in other governorates. Aqaba, although a much smaller governorate than Amman, has a particular status as free zone and has therefore attracted people from other parts of Jordan who have come there for work. The survey shows that Aqaba governorate has the second highest proportion of households with high income (18 percent).

Table 3.22 Supervising Agency by Currently Enrolment in Basic School by Governorate

Supervising Agency	Governorate												Total
	Amman	Balqa	Zarqa	Madaba	Irbid	Mafraq	Jarash	Ajlun	Karak	Tafiela	Ma'an	Aqaba	
Government	64	68	77	87	82	93	84	92	93	97	98	80	76
Private	19	8	8	8	10	4	1	8	7	3	2	17	12
UNRWA	16	23	15	5	5	3	15	0	0	0	0	0	12
International	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0
All	100	100	100	100	100	100	100	100	100	100	100	100	100

Income's effect on Choice of School

As expected, the upper and upper middle class to a much greater extent send their children to private schools than families with lower income. In spite of educational reforms in the public school sector, private schools are still perceived better than public education. Whilst as many as 22 percent of enrolled children from households with high income attend private basic schools, only two percent in the lowest income quintile do the same. There is also a substantial gap between children in the two highest income groups as only ten percent are enrolled in private schools from the higher middle income quintile. This suggests that children at private schools are recruited from limited segments of Jordanian society. A larger proportion of children from households with low income attend UNRWA schools than children from households with higher income. Bearing in mind that UNRWA schools are located in the refugee camps where poverty is highly concentrated, this is not a surprising finding.

**Table 3.23 Supervising Agency in Basic School
by Household Per Capita Income**

Supervising Authority	Income Quintiles				
	lower	Lower Middle	Middle	Higher Middle	Higher
Government	86	87	84	84	73
Private	2	4	8	10	22
UNRWA	12	9	8	6	4

High Completion of Grade 5

UNESCO's Millennium Development Goal on education is to, "ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling" (The Millennium Development Goals in Arab Countries, UNDP 2003:7).

**Table 3.24 Proportion of Students Starting Year 1 who Reached
Year 5 by Sex and Age**
(Persons Aged 11-16 Years and Ever Enrolled)

Sex	Age						Total
	11	12	13	14	15	16	
Male	98.6	98.5	99.8	99.5	99.5	98.8	99.1
Female	99.1	99.5	99.1	99.8	100	99.2	99.5
All	100	100	100	100	100	100	100
UNW	752	784	740	739	747	734	4496

Normally a child reaches grade five at the age of nine or ten as shows, among all ever enrolled in the age group 11 to 16 years 99 percent have reached grade 5. This is a high figure compared to the Arab region seen as a whole, where nine out of ten children who start first grade remain at least until the fifth grade (UNDP, 2003:8). These are very high ratings compared to other countries in the Arab world. Our statistics suggests no significant gap between the genders.

Repetition in Basic Education

Four percent of all students currently enrolled in basic education have repeated a grade or more in school. Three percent have repeated one grade and one percent has repeated two or more grades. Repetition starts already in the first years of schooling and one percent of seven years old and two percent of children aged ten have repeated a grade at school.

As shown in Figure 3.13, repetition rates quite naturally increase with age and starts becoming a problem in grade four when the child normally is nine years of age. We see very high repetition rates for children aged 16 to 19 since they are still enrolled in the basic cycle, whilst a student who finishes basic without repetition normally is 15 years old.

Figure 3.13 Repetition in School by Age 6-19

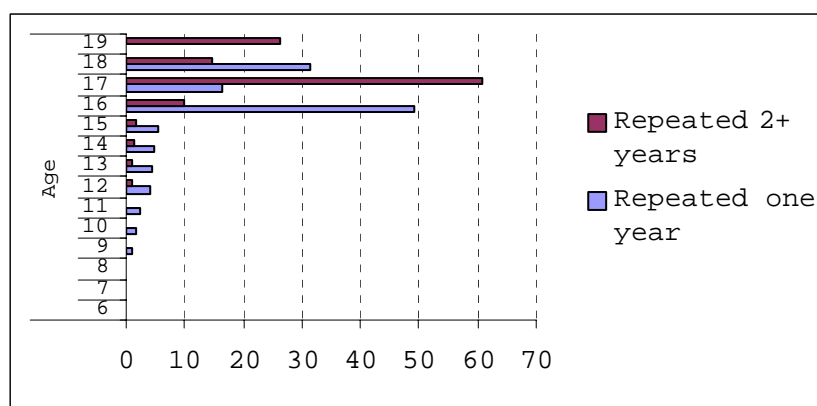


Table 3.25 shows that repetition among those currently enrolled in basic is low in the early years and quite evenly spread throughout the last five years of the basic educational cycle. One could have expected higher repetition rates at the very end of the cycle, when the students have to pass the final exam, but in fact, there is not more repetition in grade ten than in the three preceding grades. The reason for this is that students each year must pass end of year exams to continue to the next class, and results from the three last years count for admittance to secondary education. In addition to improve the grades from year 8 and onwards, repetition mainly stems from school

failure, health problems or matters related to the family (care for other family members, housework etc). Repetition rates among the 16 to 19 years old that are still enrolled in basic education are naturally very high, but since they are few in numbers they do not augment the repetition rate in grade 10 very much.

Table 3.25 Repetition by Class (Persons aged 6-16 and currently enrolled in basic) (n=14,940)

Number of years repetition	Class currently attending										Total
	1	2	3	4	5	6	7	8	9	10	
Number of No repetition	99	100	99	98	97	96	94	94	94	95	97
Years Repeated one	1	0	1	2	2	4	5	5	5	5	3
Class Repeated 2+ years	0	0	0	0	1	1	1	2	1	0	1
All	100	100	100	100	100	100	100	100	100	100	100
UNW	1228	1568	1587	1655	1594	1546	1570	1457	1406	1329	14940

More repetition among children from low income households, but no regional differences

Repetition rates do not differ much between the sexes as only a few more boys repeat a class than girls. However, repetition is more common among students from low-income households than among students from households with higher income. While as many as five percent of students from the lowest income households have repeated a class, only two percent of students from the highest income group have done the same. Four percent of students in the three middle-income groups are repeaters, which is identical to the average repetition rate. There are only minor differences in repetition rates between regions and governorates.

Private Schools Fare Better Than Governmental Schools

Repetition is more widespread in the public schools than in private ones. As stated above, repetition mainly starts at the age of nine but increases with age, and from age 12 as many as four percent in public schools have repeated a class. In private schools, the highest repetition rate is found among the 15 years old. Five percent of students in both the governmental and the private systems are repeaters at this age, and this relative high figure may be explained by the fact that these pupils are in their final year of basic schooling, and many students need to repeat a grade to complete this cycle successfully. Almost all repeaters in the private system are at age 15 apart from a few (two percent) at the age 11 (grade six).

In schools run by UNRWA repetition starts already at the age of seven but increases from age ten upwards. Considering the whole student group regardless of age, the situation is rather similar in governmental and UNRWA schools, where four and five percent respectively have ever repeated a class, while students at private schools fare better with only one percent repeaters in the age group six to 16 years (Table 3.26).

Table 3.26 Repetition by Supervising Agency
(Percent of children aged 6-16 and currently enrolled in basic) (n= 14,940)

Repetition Status	Supervising Authority			Total
	Government	Private	UNRWA	
No Repetition	96.0	99.0	96.0	97.0
Repeated One Year	3.0	1.0	4.0	3.0
Repeated 2+ Years	1.0	0	1.0	1.0

Dropout in Basic Education

The fact that some children quit school during the compulsory basic cycle will always be perceived as a problem. Among Jordan's population aged 6 to 16, around two percent have either dropped out or never even enrolled, and this is relatively low compared to other Arab countries (UNDP 2003:8.). Even if school drop-out is not the most critical issue in Jordan, it is, nevertheless, useful to identify reasons why some children either never start school or drop out of school, so that appropriate steps can be taken to decrease the numbers in the future.

A limited number of children (0.6 percent) in this age group have never attended school. The main reason for this is chronic illness, physical or psychological disabilities. As many as 66 percent of boys and 58 percent of girls who never joined the educational system did not due to poor health. The choices are limited for parents with disabled children, since special schools are few in numbers in Jordan, and sending the children to private schools admitting children with special needs is too costly for most people. Social reasons like domestic work and social restrictions are important factors for not letting girls enrol in school, while such reasons are very insignificant for boys. Although poverty does not generally prevent children from enrolling in school shows that economic considerations are provided as an explanation for some children. As mentioned earlier, the lack of a school in the living area is similarly an uncommon reason for non-enrolment.

Table 3.27 Reasons for Never Starting School by Age (Persons aged 6-16)

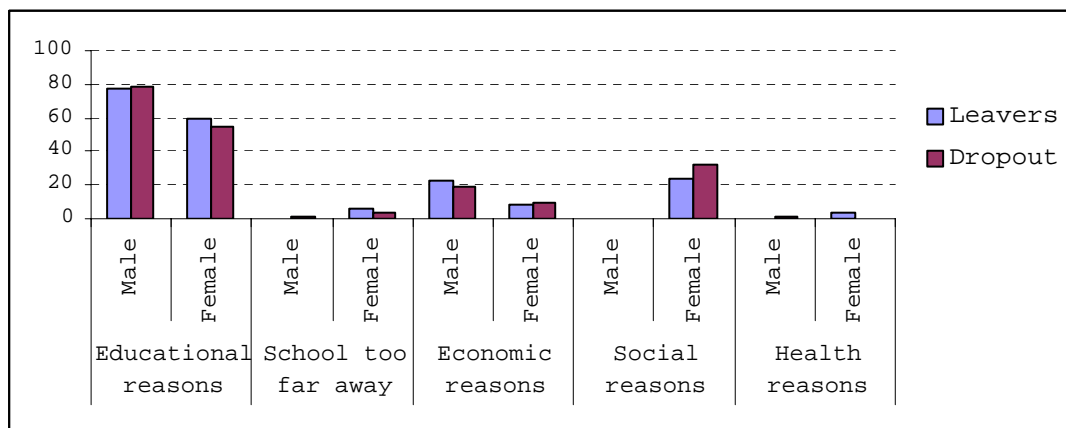
Reasons for never starting school	Sex		Total
	Male	Female	
School is Unavailable, Too Far	2	2	2
Health Reasons	66	58	62
Economic Reasons	2	4	3
Social Reasons	3	19	12
Other Reasons	26	17	22
All	100	100	100
UWN	67	75	142
N	3793	4033	7827

Among those who have been enrolled but quit before finishing basic schooling, there are a few more boys than girls. To some extent, boys and girls leave school for different reasons. 'Did not like school' is the most common reason stated for both girls and boys. Together with 'school failure', they account for 67 percent of all drop-out cases in the age group 6 to 16. These two statements are closely related as a common reason to lose interest in school is lacking abilities, failed exams or a feeling of failure. Taken together, various educational explanations are more often given for boys (78 percent) as compared to girls (54 percent). In contrast to boys, however, girls drop out of school due to social restrictions, (early) marriage and domestic duties. Such social reasons account for 32 percent of girls' drop-out. Although a few girls get married at young ages, many more stay home and care for elderly or sick family members and/or younger siblings and do housework. Economic reasons for school drop-out are reportedly more important for boys (19 percent) than girls (ten percent). However, we should keep in mind that some of the girls working at home might also carry out income-generating activities. Furthermore, by taking on domestic responsibilities they might be able to free up the time of other household members, for example the mother, to enter the labour market and earn money. Thus, at least some of the girls that have been coded with 'social reasons' might as well have ended up in the 'economic reasons' category.

Almost one out of four in this group, and who have ever been enrolled but dropped out of further schooling, have finished the basic cycle and were at the time of the survey not enrolled in any further education. None of these school leavers have stated that they stopped schooling because they had reached their desired educational level. However, they give quite similar reasons for why they did not continue their education as those who dropped out before finishing basic school. In Figure 3.14, those who quit school after completing basic level are called 'leavers', while those who quit

school before reaching this level sort under 'drop-out'. Since there are hardly any differences in the reasons why children quit school whether they have completed the ten-year compulsory education or not, and since they are relatively few in numbers, we will in the subsequent analysis of drop-out include all school leavers age 6 to 16.

Figure 3.14 Reasons for Leaving and Dropping Out of Basic School by Sex (Persons Aged 6-16)



There are some interesting regional differences. Although educational reasons like school failure and dislike of school explain most of the drop-out in all regions, marriage and domestic duties and especially social restrictions are more of a hindrance for girls in Amman and the north compared to the south and middle regions. The explanations for this can be manifold, but there is reason to believe that families in densely populated areas like Amman have more reservations about sending their adolescent girls to a school, which is not in the vicinity of the dwelling than elsewhere. Amman's population consists of a large community that originates from the Palestinian territories, and earlier studies show that this population is more conservative regarding women and girls' conduct (ref. Jordan camp report) than other Jordanian nationals.

Drop-out due to economic reasons means that children either quit school because of high costs or because of a need to generate income. About 15 percent say that they quit school for one of these reasons. High cost of school accounts for five percent of all drop-outs, and this is evenly distributed across all regions in contrast to most other stated reasons, although it is a slightly bigger problem for families in rural areas than in urban areas. Work, which is the other economic reason for drop-out, is stated as the third most common factor for dropout in Amman and the middle region, ten and eight percent respectively. Since this mainly applies to boys, it means that 17 percent of the boys who dropped out in Amman and 14 percent of the boys in the middle region did so to start

working. This is not a significant problem in the north and the south. Quitting school because of work is mainly an urban phenomenon as this explanation is used only about boys from urban areas in these two regions.

Children leaving school due to marriage, domestic duties and social restriction is a predominantly (almost exclusively) urban phenomenon. Social reasons account for 28 percent of girls drop-out. However, the majority of all dropout cases are due to educational reasons, and this is the situation for both sexes whether they live in urban or rural areas. Unavailability of school is the least frequent reason for dropout, but five times as many states this as a reason in the middle region compared to Amman.

Table 3.28 Reasons of Drop-out by Region and Urban/Rural (Persons Aged 6-16)

Reasons of Dropout	Amman		Middle		North		South		Total
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural	
School Failure	24	15	26	32	31	15	20	15	25
Did not Like School	40	46	45	49	38	43	50	64	43
school not Available	0	9	6	3	2	1	1	2	2
Cannot Afford	5	0	3	11	4	11	4	11	5
Work	11	0	10	0	0	5	3	0	6
Health Reasons	1	10	2	2	6	11	14	3	4
Marriage and Domestic Duties	10	0	8	3	7	6	4	2	8
Social Restrictions	9	0	1	0	10	8	5	2	6
Other Reasons	0	19	0	0	2	0	0	0	1

Not surprisingly, dropout is associated with parent's educational status. Children brought up in an environment of well-educated people, will to a greater extent than children from households without educated persons seek education for themselves. The survey results show that more children living in households headed by uneducated persons quit school than children living in households with an educated head. In fact, 75 percent of all who dropped out of school live in households headed by persons without any formal education. Only three percent of the drop-outs live in households where the head has post-secondary education (Table 3.29).

Table 3.29 Distribution of Reasons for Drop-out by Head of Household's Highest Education (Persons aged 6-16) (n=409)

Education of Head	Reasons for Leaving School-Simplified					Total
	School Failure, Disliked School	School not available, Too Far	Economic Reasons	Social Reasons	Health and Other Reasons	
No Formal Education	73	82	77	85	76	75
Basic	18	14	14	8	24	16
Secondary	5	3	6	5	0	5
Post Secondary	3	0	4	1	0	3
All	100	100	100	100	100	100
UWN	275	11	70	48	5	409
N	299	10	68	61	4	441

Dropout and Income

Household income does not have the same effect on dropout as education of head of household, but still, more children living in lower income households drop out of school than children from wealthier families as Table 3.30 shows. There are two distinct differences between the income groups; one being that economic reasons are more prevailing in the lowest income quintile compare to the highest one, and the other that social reasons prevent more children in high income families from continuing school than children in the lower income quintiles.

Table 3.30 Reasons for Leaving School by Household Income (Persons aged 6-16)

Reasons for leaving school	Household ranking by annual total household income; divided in 5 equal sized groups (household quintiles)					Total
	1	2	3	4	5	
School failure, disliked school	68	71	63	77	59	68
School not available, too far away	3	5	1		3	2
Economic reasons	20	12	17	16	8	15
Social reasons	7	12	18	6	30	14
Health and other reasons	2		1	1		1
All	100	100	100	100	100	100
UWN	111	94	93	67	44	409

Current Enrolment above Basic School Level

More than two thirds of all 16 to 18 years old are enrolled in a type of school. Quite naturally, more 16 and 17 years old are enrolled than those aged 18, due to the fact that the majority finish secondary school at the age of 17. More females than males are enrolled in this age group.

Table 3. 31 Current Enrolment by Stage and Age
(Persons aged 16-18)

Stage enrolled	Age in completed years			Total
	16	17	18	
Not currently enrolled	17	23	48	30
Basic	10	2	0	4
Vocational training/apprenticeship	4	3	2	3
Secondary	69	65	21	51
Post- secondary	0	6	28	12
All	100	100	100	100
UWN	1417	1477	1440	4334
N	1298	1408	1394	4100

After basic school most youth choose to continue their studies in an academic stream at the secondary level, whilst very few take up vocational training. A substantial number of 16 years old are still enrolled in basic, and this is either due to late school start or repetition.

Concentrating on those enrolled in this age group, we find that 73 percent attend secondary and 17 percent attend a community college or study for a Bachelor's degree at a university. Even though educational authorities have stressed the importance of vocational skills, the survey shows that only four percent of the youth aged 16 to 18 have chosen that path displays some gender differences with regard to the choices people make. Most striking is the absence of females in the vocational stream. In contrast to the male-dominated vocational training, there are significantly more young females doing their bachelor studies at the university.

Table 3.32 Enrolment by Age and Sex (Persons Aged 16-18) (n=3,132)

Stage currently attending	Age in completed years						Total
	16		17		18		
	Sex		Sex		Sex		
	Male	Female	Male	Female	Male	Female	
Basic	10	14	3	3	0	1	6
Vocational training/apprenticeship	10	0	8	0	7	0	4
Secondary	80	85	84	85	50	34	73
Intermediate diploma	0	0	1	2	8	10	3
Bachelors	0	0	5	9	35	56	14
All	100	100	100	100	100	100	100
UWN	627	597	597	559	348	404	3132

Diversity in Enrolment Rates between Governorates

The governorate with the highest enrolment rate for the age group 16 to 18 is Madaba, where 84 percent are enrolled, while Mafraq only has 64 percent enrolled in this age group. This governorate has one of the lowest numbers of households with high or higher middle income and therefore the finding coincide with the relationship we have detected between household income and enrolment in younger age groups. On the other hand, we see that Ma'an also has a high enrolment rate even though this governorate also is among those with a low proportion of high-income households.

Table 3.33 Current Enrolment by Governorate (Persons aged 16-18) (n = 4,334)

Governorate	Currently Enrolled	Ever Enrolled	Never Enrolled	Total
Amman	68	32	1	100
Balqa	72	28	1	100
Zarqa	69	30	1	100
Madaba	84	16	0	100
Irbid	71	28	1	100
Mafaraq	64	35	0	100
Jarash	73	27	0	100
Ajlun	80	20	0	100
Karak	76	23	1	100
Tafileh	73	26	1	100
Ma'an	77	23	0	100
Aqaba	68	31	1	100
Total	70	29	1	100

If we expand the age group from 16 to 25, the picture is quite similar. Ajlun and Madaba still have the highest enrolment rates at 55 and 54 percent, while Mafraq and Zarqa score lowest with 44 and 46 percent. Average enrolment rate for this age group is 48 percent. Half of the girls at this age go to school compared to only 47 percent of the boys.

Enrolment by Income

More youth living in households with high income are enrolled in this age group compared to their peers from lower income households. While only 59 percent of 16 to 18 years old are enrolled from low income households, as many as 76 percent from the richest households attend some kinds of school (see Table 3.34). Enrolment rates from the middle-income groups are closer to the average at 70 percent. To conclude, family income matters for the choice of further schooling after the compulsory basic educational level.

Table 3.34 Current Enrolment Rates by Household Income (Persons aged 16-18) (n=4,334)

Currently or ever	Quintiles					Total
	Low	Lower middle	Middle	Higher middle	High	
Currently Enrolled	59	68	68	73	76	70
Ever Enrolled	40	31	32	27	24	29
Never Enrolled	1	1	0	0	0	1
All	100	100	100	100	100	100
UWN	702	716	834	1017	1065	4334

There are more females enrolled in this age group than males (73 percent and 68 percent) and females in rural areas score higher than women in urban communities (78 percent and 72 percent). Social restrictions are more common reasons for drop out of school in urban areas than in rural areas, and this explains some of this difference in enrolment among females in cities compared to those living in the rural areas.

3.5 Secondary Education

The secondary cycle consists of a two-year program. It is not compulsory and students must have completed basic successfully to enrol in this stage. Secondary schools have two sub-streams, one academic and one vocational. The students' performance during the last three years of basic, together with availability of schools, decides what stream they can enter into. Students with high marks are enrolled in the

academic stream while the rest are admitted to vocational education. In the school year 2002/2003, only 22 percent of all enrolled in secondary were in the vocational stream (DOS, Statistical Yearbook 2003, Table 11.1.4:110). Both programmes lead to examinations for the General Secondary Education Certificate.

There were a total of 1,205 secondary schools in Jordan in the school year 2002/2003, 1051 governmental and 154 private. Most of the schools were academic (982), while 55 were vocational and 168 comprehensive secondary schools³ (DOS, Statistical Yearbook 2003: Table 11.1.2:108). The total number of secondary schools in 1996 were 928. UNRWA does not operate any secondary schools in Jordan. Secondary schools are in principle free of charge in the public sector, but students are required to pay a yearly fee of 6 JD for schoolbooks in addition to buy a uniform. Students who retake their exams pay 20 JD in the public sector and 25 JD in the private sector.

Distance to School

Most families (62 percent) in Jordan live within the distance of one kilometre to a public secondary school, while 93.5 percent live within the distance of three kilometres. There is no significant difference between urban and rural areas as 63 percent in the former and 61 percent in the latter live within one kilometre's distance. In Ajlun governorate as many as 76 percent live within the range of one kilometre to a public secondary school compared to only 30 percent of the citizens in Jarash. The corresponding figure for Amman is 62 percent. All households in Ajlun live within the distance of three kilometres to a public secondary school, while only 82 and 83 percent in Jarash and Aqaba respectively do the same. Looking at enrolment rates in secondary according to distance to the nearest public secondary school, we see that students in Amman live closer to the nearest school than students in all other governorates.

³ Comprehensive secondary schools offer both the vocational and academic sub streams.

Table 3.35 Distances to Public Secondary School by Governorate
(Persons enrolled in secondary)

Governorate	Distance to Public School							Total
	< 500m	500-900 m	1-2.9 km	3-9.9 km	10.19.9 km	20+ km	Don't Know	
Amman	11	11	25	27	3	1	22	100
Balqa	1	4	50	33	12	1	1	100
Zarqa	3	11	44	37	2	1	3	100
Madaba	4	6	35	29	11	14	0	100
Irbid	4	11	11	17	25	31	1	100
Mafraq	1	6	8	14	31	38	1	100
Jarash	0	1	5	66	25	2	0	100
Ajlun	0	0	10	12	12	66	0	100
Karak	0	2	10	23	5	60	0	100
Tafeila	0	0	3	5	8	75	9	100
Ma'an	0	0	4	7	5	63	21	100
Aqaba	2	9	35	14	0	35	5	100
Total	5	8	24	26	10	16	10	100

Private Secondary Schools Still For the Rich

Of those enrolled in secondary school, nine percent attend private institutions, while the rest go to government schools. Total household income has an even greater impact on choice of secondary school than at the basic school level as 17 percent in the highest income quintile attend private schools while only three percent in the three lowest income quintiles do the same. In the higher middle-income quintile seven percent attend private secondary.

Table 3.36 Supervising Authority in Secondary School by Yearly Household Income (quintiles)

Supervising Authority	Level of Household Income				
	Low	Lower middle	Middle	Higher middle	High
Government	96	97	97	93	83
Private	3	3	3	7	17
N	344	455	529	650	718

Urban Male Students repeat most in Secondary School

A completion of the Secondary School Certificate is the entry requirement to all institutions offering higher education or skilled vocational training in Jordan. A student who fails in one or more of the final exams can choose to retake the exams. The Ministry of Education introduced a new exams system in the school year 2003/2004 in the Secondary cycle. In the previous system, the students had only end of year exams, while in the new system there are exams in all subjects after each term.

The students in academic secondary have a choice between two streams, art and science. Each stream has five compulsory subjects and the same amount of voluntary subject. The students have to pass all compulsory exams after each semester to continue to the next, while failure in voluntary subjects does not prevent a student from continuing to the next semester. To graduate, a student must take the final Tawjihi exams where he/she has to pass all five compulsory exams and two voluntary exams. Same rules apply for students in the vocational stream.

Of all persons enrolled in secondary education, as many as 14 percent have ever repeated one year of school and three percent have repeated two or more years. Nearly one in five male students has repeated while 14 percent of female students have. Most repetition takes place in the second and final year. More than one in five students (22 percent) has repeated at this level.

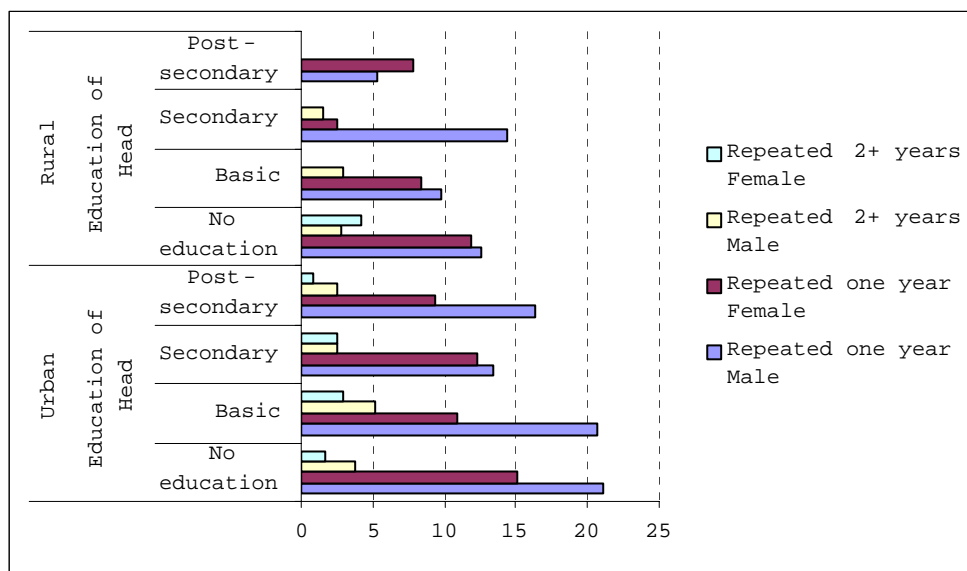
Table 3.37 Repetition Rate by Class and Sex Among Currently Enrolled in Secondary

Number of years repeated class	Class Currently Attending				Total
	1		2		
	Sex		Sex		
	Male	Female	Male	Female	
No repetition	98	94	71	79	83
Repeated one year	2	5	25	18	14
Repeated 2+ years	1	1	4	3	3
All	100	100	100	100	100
UWN	544	594	834	724	2696
N	469	542	811	638	2460

A male student residing in an urban area in a household where the head has no formal education is more prone to repeat a grade at school than students with other

characteristics. As many as one in four students in this category repeat one or more years. Students living in households where the head has secondary or higher education perform somewhat better, more so in rural areas than in urban ones. Female students repeat less than male students both in urban and rural areas regardless of the head's education. Only in rural areas where the head of household has no formal education do male students have a lower proportion of two or more years repetition than female students (Figure 3.15).

Figure 3.15 Distribution of Repetition in Secondary School by Head of Household's Highest Education and Urban/Rural



Drop-out of Secondary Education

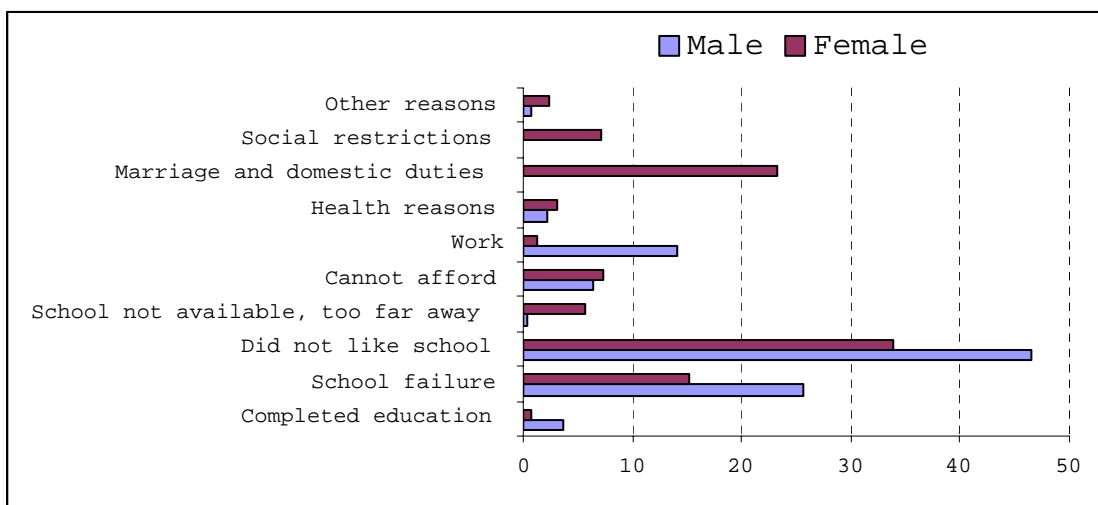
After the age of 16, a lot of youth drop out of school, and the main reasons why are the same as for younger students in the basic cycle. Figure 3.16 shows that only one percent of female and four percent of male students quit school because they have completed their desired educational level. For both sexes, the reason 'did not like school' is referred to as the most common one followed by 'school failure' for boys and 'marriage and domestic duties' for girls. When almost three out of four male students and nearly half of the female students who dropped out of school did so due to either dislike of school or school failure, there is reason to question the educational system. Secondary school is considered to be hard, and the vocational stream very theoretic. As

the survey didn't go more into depth regarding why students didn't like schools, we can only speculate about what makes school so undesirably for a large group of students.

Recent reforms have stressed the importance of more student involvement in the teaching process instead of the traditional lecture based education where fact based knowledge has been more important than analytical skills (Towards a Vision for a New Educational System, 2002:30). If teachers and school management are able to implement these changes, more students will hopefully stay longer in school.

For the reasons less common, we see some considerable gender differences. Although, not among the most common reasons for quitting school, "school not available, or too far away" is mainly reported by females, as is "social restrictions". This shows that girls to a much larger extent than boys are taken out of school because it is seen inappropriate to let girls out on their own, even if the aim is to get an education. Together with "marriage and domestic duties" which alone account for 23 percent of dropout among females, these three reasons explain 36 percent of total dropout for females in this age group. "Work", however, is much more common reason for males. "Affordability" is more evenly stated as a reason between the sexes, as seven percent of females and six percent of males report that they dropped out of school because they couldn't afford it.

Figure 3.16 Reasons for Drop-out by Sex (Persons 16-19 Years Old) (n=1154)

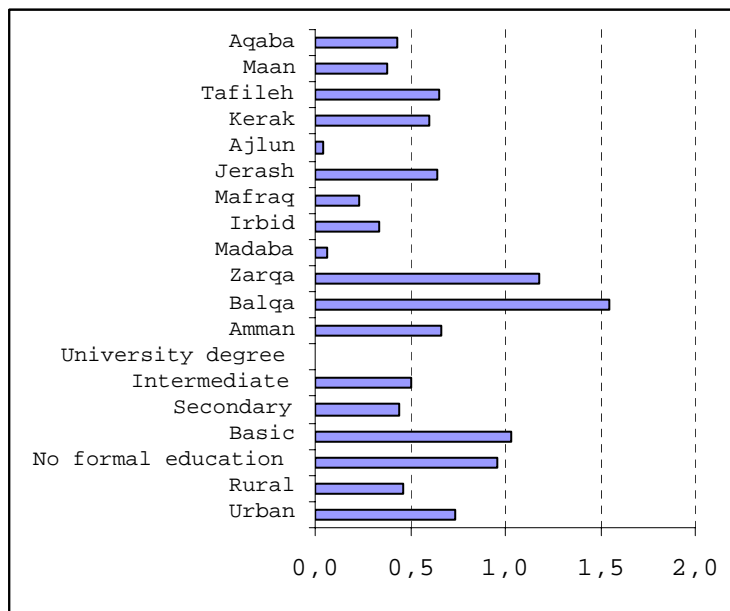


3.6 Enrolment in Vocational Training – Males only

Vocational training in Jordan sorts under the authority of the Vocational Training Corporation (VTC) whose main roles are, (1) to provide vocational training opportunities for technical workforce preparation, upgrade workforce in different programs and vocational training levels (non-academic); (2) to provide assistance for the small and medium enterprises; and (3) to regulate the occupational work by classifying workplaces and workers (Vocational Training Corporation, Annual Report 2003:3). Training is provided in 45 centres around the Kingdom, offering five different programs in addition to upgrading programs within each field. All programs have different entry requirement. The semi-skilled level only require the participants to be minimum 16 years old, while the skilled level also require that students have completed ten years of basic schooling. Training at craftsman level is a longer program and requires a completed Secondary School Certificate. Students can also choose to enrol in the Applied Secondary Education Program, which prepares manpower to the skilled level. This is a 24 months program and requires completed ten years basic school. Graduates receive a certificate in Applied Secondary Education. The fifth program is a Safety Supervisors Program, which prepares participants to work as vocational safety supervisors in work places according to the requirements and safety instructions issued by the Ministry of Labour. This program requires a completed Secondary School Certificate. Upgrading programs in different fields aim to upgrade participants' skills in their occupations.

In addition to these vocational training courses under the auspices of the VTC, there is also a wide range of shorter training courses at the educational market both within the private and public sector. Only 0.7 percent of the enrolled population, and four percent in the age group 16-18, were enrolled in vocational training at the time of the survey. This is a very insignificant number and shows how little interest there is among students within this field. One reason for this lack of interest is that students have not been able to bridge this type of education with higher education, and in today's society students aim for higher qualifications that can help them obtain a well-paid job. Among the few students of vocational training, the majority resides in Balqa and Zarqa as the Figure 3.17 shows. Madaba and Ajlun are the governorates with the fewest students in this field.

Figure 3.17 Percent Distribution of Current Enrolment in Vocational Training by Governorate, Head of Household's Highest Education Attained and Urban/Rural



A larger proportion of students come from urban areas compared to rural areas, and the educational level of the head of household has a slight effect as a higher proportion of students with a household head with no formal or only basic education are enrolled in vocational education compared to their peers living in households headed by better-educated persons. However, household income does not have any effect as the same proportion from all income groups are enrolled in vocational training.

All enrolled in vocational training were between 15 and 20 years of age at the time of the survey, but the majority belongs to the age group 16-18 years. Among them, eight percent of males and 0.3 percent of females were enrolled in vocational training. More males in urban areas are enrolled in this type of education than in rural areas.

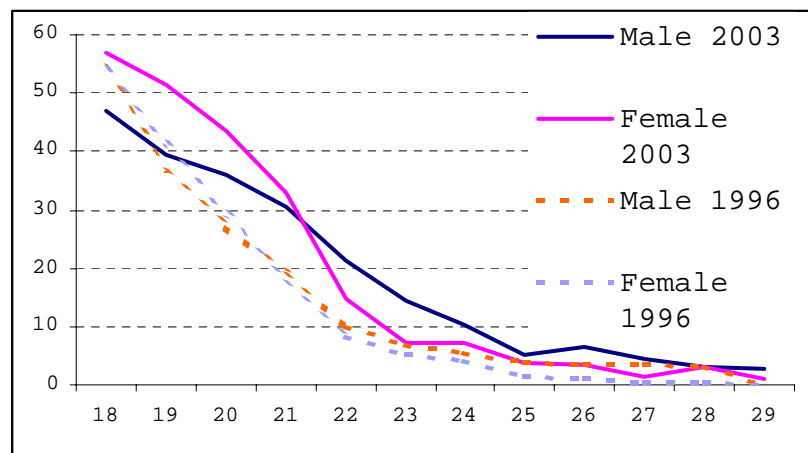
3.7 Enrolment in Higher Education

There were 21 universities in Jordan in the school year 2002/2003, out of which the government ran eight. Around 22 percent of persons aged 18 to 29 were at the time of the survey enrolled in any kind of education. This is a six percent increase from 1996 (JLCS). Although fewer male 18 years old are enrolled today compared to 1996, male

students overall have five percent higher enrolment rates today than seven years ago. Enrolment among female students has increased by seven percent in the same period.

It is especially the young women who contribute to the increase in enrolment. As Figure 3.18 shows, there is a change in the pattern between the sexes. While enrolment rates more or less followed the same curve for males and females in 1996, the situation in 2003 is very different as ten percent more women in the youngest age group (18 to 21) are enrolled in education compared to males in the same age. However, among those aged 21 and above more males are enrolled than females. For males the enrolment rates drop quite steadily until the age of 25, while female enrolment has a steep drop already from age 18 to 23 before it stabilises at a lower level among the older in this age group.

Figure 3.18 Percent Enrolment in 1996 and 2003 by Age and Sex
(Persons 18-29) (n=13,236 in 2003) and (n=8,609 in 1996)

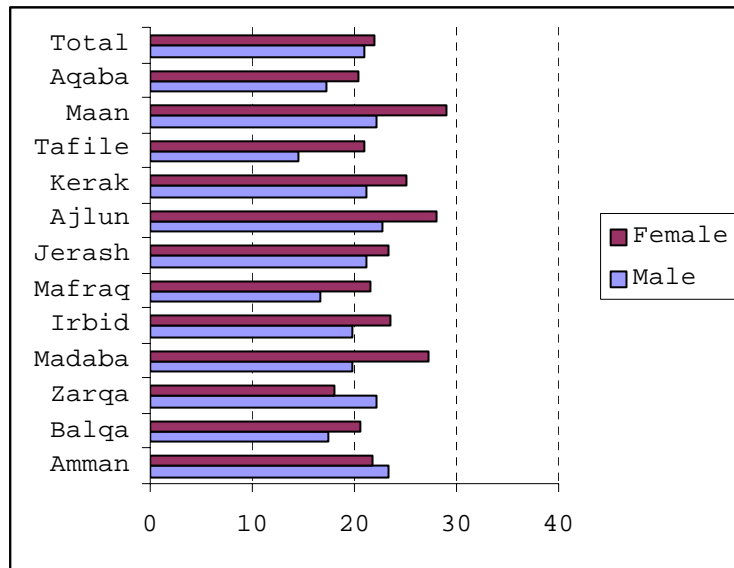


Enrollment in Higher Education by Governorate

One might believe that enrolment in higher education is somewhat related to availability of higher educational institutions, as universities and community colleges. Jordan's 22 universities are situated in all parts of the Kingdom, giving youth in all regions a fair chance to enroll in some kind of education. However, in higher education, distance to an educational institution is of less importance than socio-economic background. Figure 3.19 shows that there are some differences between the governorates

in regard to enrolment rates in the age group 18 to 29. Tafila, Mafrq, Balqa and Aqaba all have less than 20 percent enrolment, while Ajlun and Ma'an have 25 percent of its youth in this age group enrolled. All governorates except Zarqa and Amman have more women enrolled than men.

Figure 3.19 Distribution of Enrolment by Governorates and Sex,
(Persons aged 18-29) (n=13,236)



Studies at Bachelor Level Dominate Higher Education - Few Enrolled at Higher Levels

Among all enrolled in the age group 18 to 29, 83 percent are enrolled in higher education, which is either studies at academic universities or Balqa applied university (community colleges). The Applied university offers two years of academic or vocational education and the students graduate with an Intermediate Diploma. The top ten percent of the graduates may bridge their education over to other universities that offer academic studies at Bachelor, High Diploma, Master or Doctorate level.

The majority of students (82 percent) are enrolled in Bachelor studies, and for the school year 2002/2003 there were a total of 150,039 undergraduate students at

universities in Jordan (DOS, Statistical Yearbook 2003, Table 11.2.3:118). The second largest group studies for Intermediate diploma (14 percent), and more female than male students are enrolled at the applied university. Whereas there are approximately as many women as men in this age group that study at the Bachelor level, only half as many young females study at Master level compared to men. Overall, very few are enrolled at any higher level. We have seen that the female educational pattern is to study for either a four-year bachelor degree or for a two-year Intermediate Diploma, which explains the drastic decrease in enrolment rate around the age of 21. On the other hand, more male students take longer education than females (Table 3.38).

Table 3.38 Current Enrolment by Stage and Sex
(Persons aged 18-29)

Stage currently attending	Sex		Total
	Male	Female	
Intermediate Diploma	11	16	14
Bachelors	82	81	82
Higher Diploma	0	0	0
Master	6	3	4
Doctorate	0	0	0
All	100	100	100
UWN	1073	1249	2322
N	1117	1174	2291

The most popular subject at universities for under graduate female students is Educational Sciences & Teacher Training, and as many as 80 percent of all students within this field were women in the school year 2002/2003 (DOS, Statistical Yearbook 2003, Table 11.2.3:118). These women constitute 23 percent of all enrolled female undergraduate university students, and more than ninety percent of them studied at public universities. Only one in ten female university students at this level are enrolled at private universities, while the corresponding figure for male students is one in five (ibid.).

Commercial and Business Administration is the subject that attracts most male undergraduate students as one in four (18,763) were enrolled at such studies in 2002/2003. Female students in Commercial and Business Administration constitute 11 percent of total female enrolment at undergraduate level (ibid.).

Better Access to Higher Education in High Income Groups

According to World Bank report (15 June 2002), student tuition fees account for almost 30 percent of public universities' recurrent expenditures, which gives Jordan one of the highest levels of cost-recoveries in the world. (World Bank 1994a) (p.3). This implies at the same time that university studies are quite expensive. Students pay their tuition fees in the beginning of each semester. The fees at public universities vary according to the number of lessons a student signs up for and according to faculty. Minimum hours of tuition at the bachelor level are 130, and with rates that vary between 15 to 43 JD per hour, a bachelor degree costs between 1950 to 5590 JD. This cost is distributed throughout the four years of study. A student can choose to take more than the minimum required hours of lessons, and will pay accordingly. Tuition fees at Master and Doctorate level are as high as 80 JD per hour, and they require a minimum of 30 and 50 hours of lessons respectively.

High tuition fees obviously pose a problem for many in low income households in spite of existing quotas for specified groups. There are quota programs for children of employees in the Ministry of Education, for children of employees in the military services, for refugees and others, but even though, enrolment in higher education is highly dependent on household income. Only ten percent of students from low-income households are enrolled, while the enrolment rate increases with income. In the highest income quintile as many as 30 percent in the age group 18 to 29 are enrolled.

Table 3.39 Current Enrolment by Household Income (quintiles) (Persons aged 18-29) (n=13,236)

Currently or ever enrolled including KG	House ranking by annual total household income					Total
	Divided in 5 equal sized groups (household quintiles)					
	1	2	3	4	5	
Currently Enrolled	10	15	19	24	30	22
Ever Enrolled	87	84	81	75	69	77
Never Enrolled	3	1	1	1	0	1
All	100	100	100	100	100	100
UWN	1902	2255	2489	3176	3414	13236
N	1694	1913	2343	3036	3757	12744

3.8 Parent's Expectations about Children's' Education

Most parents with children in basic education expect them to finish this stage successfully, to make further education possible. The survey chose a randomly selected person aged 15 and above from each household, and if this selected person was a parent with a child enrolled in basic schooling, he or she responded to questions about their child's education, like their expectations and preferences for the child's further schooling and about school quality. About 96 percent of male's parents and 97 percent of female's parents expect that their children will complete the basic stage. This is actually a little lower than the net enrolment rate in basic. To increase this percentage even further, there is a need to raise social awareness about the importance of learning to prevent social problems such as poverty, unemployment and illiteracy.

Highest Expectations in the South, Lowest in Refugee Dominated Governorates

Parents' expectations about their children's fulfilment of basic education differ from one society to another according to the demographic characteristics and the population structure, and from one governorate to another due to social, economical and other factors. In general, most parents expect their children to complete their basic education. Irbid and Ma'an governorates rank highest among the governorates concerning parents' expectations for their children's completion of the compulsory education (98.3 percent). Tafiela governorate ranked second with 98.2 percent followed by Aqaba (98 percent). This means that parents in the three southern governorates were the most optimistic about their children's future compared to parents in other regions. Due to lack of employment opportunities and available training, parents in these governorates insist on directing their children into education to help them succeed in their future.

Balqa and Zarqa governorates scored lowest among the governorates concerning parents' expectation for their children's fulfilment of basic education with 94.5 percent and 95.1 percent respectively. Balqa governorate contains the largest refugee camp in Jordan (Baq'a Camp), which to a large degree determines its demographic, social and economical structure. High concentration of refugees living in a densely populated area with apparent poverty is not an environment that gives hopes for the future and that encourages people to put emphasis on education when the need for immediate income is more crucial. Zarqa governorate is considered an industrial centre in which families suffer from high economical burdens, and more parents here than elsewhere prefer to

direct their children to working and to learn a profession to help them participating in family economy.

Most Parents Expect Their Child to Continue with Secondary Education

Despite the government’s efforts to encourage students to choose vocational training, around 95 percent of parents believe that their child will continue to secondary school after finishing basic education. The data shows that parents have high expectations for the children’s future. Since 1996, there is an increase in the number of parents who expect the children to continue with academic learning. In 1996, 91 percent of parents in urban areas and 90 percent in rural areas expected their children to continue to secondary education. These percentages increased in 2003 by five and four percentage points respectively. Fewer parents expect their children to start working after basic education in 2003 than in 1996, which probably is due to increased emphasis on learning and less job opportunities for those without higher education than basic. Most people believe that academic studies will help the children to establish a good social position and provide them with employment opportunities with higher economical benefits than what would have been possible without education after basic level.

Table 3.40 Parents Expectations of what the Child will do after Completions of Basic Education by Urban-Rural, 1996 and 2003

Parents’ Expectations	1996		2003	
	Urban	Rural	Urban	Rural
Proceed to Secondary	90.5	89.8	95.6	93.6
Start Working	2.1	3.8	0.9	0.9
Vocational Training	4.8	1.4	1.8	1.7
Married	0.8	1	0.5	0.6
Armed Forces	0.4	1.2	0	0.6
Others	1.4	2.9	0	0.3
Total	100	100	100	100

Improvement in Parents’ Evaluation of School

There has been a clear improvement in parents’ view of the different aspects of school quality. In 1996 about 49 percent of parents thought that the school quality was good. This percentage increased in 2003 to 54 percent. The proportion of parents that believe that their children receives excellent quality increased by 4 percentage points in 2003 as compared to 1996 (from 27 percent to 31 percent), which implies that there has

been improvement in educational quality in all fields. The enrichment of teachers' capabilities and experience, upgrading of school buildings, classrooms, fields and yards, curriculum development, and the entrance of computer to the educational process are all factors that have improved parents' image of school.

Table 3.41 Parent's Evaluation of the Quality of Education Received by Their Children in Basic School, 1996 & 2003

Education Quality	1996	2003
Excellent	27.2	31.1
Good	49.3	54.2
Fair	13.3	9.5
Weak	7.4	3.4
Very weak	1.9	1.2
Don't Know	0.9	0.7
Total	100	100