



Early Grade Reading and Mathematics Initiative

KG Data for Decision-Making: Phase II National Survey of Families

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Abbreviations

HRD	Human Resource Development
KG	Kindergarten
MoE	Ministry of Education
PISA	Program for International Student Assessment
RAMP	Early Grade Reading and Mathematics Initiative
TIMSS	Trends in International Mathematics and Science Study
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East

1 Introduction: The Kindergarten Data for Decision-Making Study

The Kingdom of Jordan's Human Resource Development (HRD) Strategy mandates the universal provision of kindergarten (KG2) by 2025. The HRD Strategy emphasizes using partnerships between the Ministry of Education (MoE) and other governmental and nongovernmental actors to assure expanded provision of kindergarten services. The strategy further emphasizes the need to improve the quality of kindergarten services, while reaching every child. To fully understand how the MoE can increase access, improve quality, and assure equitable provision of KG¹ services, more accurate information is needed, especially about other, as yet, unrecognized service providers who may be offering KG or KG-similar services to five-year-old children. The MoE needs a more complete picture of the current provision of KG2 to determine the best strategy to achieve the HRD goal that every child in Jordan receives a high-quality kindergarten experience.

The first kindergartens in Jordan were established by the private sector, voluntary organizations, and religious schools more than a century ago. However, government commitment to providing kindergarten services as part of the public education system did not begin until the 1990s. In 1994, kindergarten was introduced as a stage of formal education, although it was not then and still is not now compulsory.² The Education Law No. 3 from 1994 further committed the MoE to establishing and expanding kindergarten services in stages, according to the availability of resources, where expansion is not limited to public KGs, but extends to private and voluntary KGs, as well. National strategies for expanding KGs have included giving priority to providing public kindergartens in poor and rural areas, licensing private providers to establish and manage KGs, supporting and encouraging the private and involuntary sector to establish KGs, all while striving to make services available at low cost.³

In keeping with the stated national strategies for expanding KG services provision, the MoE has requested that the USAID-supported Early Grade Reading and Mathematics Initiative (RAMP) help assess the supply and demand for KG2 services in Jordan. This report is part of a larger study designed to produce data for decision-making related to the expansion and improvement of kindergarten services in Jordan. The full study consists of four parts: Phase I involves gathering information on kindergarten or kindergarten-similar services being offered by other ministries or governmental agencies; Phase II (the current report) represents the part of the study that focuses on determining the current levels of supply and demand for kindergarten services across Jordan; Phase III involves creating profiles of types of kindergarten service providers across Jordan; and Phase IV has RAMP partnered with the UNICEF Jordan Country Office to conduct qualitative research on vulnerable families in the areas of Jordan where participation in kindergarten is lowest. Thus, in collaboration with the MoE and UNICEF, RAMP conducted a nationally representative survey of the parents of children enrolled in grade 1 in the present (2017–2018) school year, to ask these parents about their child's attendance in kindergarten 2 (KG2) in the previous school year (2016–2017). The RAMP study team decided to interview parents of grade 1 children because Jordan enjoys nearly universal grade 1 enrollment and, therefore, could efficiently obtain a representative sample of children who had been age-eligible for KG2 in the previous year.

¹ References to "KG" refer to both KG1 and KG2, except where otherwise noted.

² Education Law No.3, 1994, Article 7-A.

³ Most recently re-affirmed in the MoE's National Program for Early Childhood Development in Jordan – Second Action Plan (2009).

2 The Parent Survey

Through consultation with an advisory group composed of MoE colleagues and other key stakeholders, the RAMP study team developed a 10-question survey. Teams of enumerators were trained to administer the survey in December 2017 in an extremely large sample⁴ of families from all governorates. The survey questions included asking parents of children currently enrolled in grade 1 whether their child had attended KG2 in the previous year. If the answer was yes, the parent was then asked (1) what type of KG the child had attended, (2) how regularly that kindergarten had met, (3) the cost (if any) of their child attending the KG, (4) the factors that influenced a family's decision to enroll their child, and (5) why the family chose a particular kindergarten for their child to attend. Parents were also asked if the child had attended KG1. Those parents who responded that their child had not attended KG2 were asked (1) why they had decided not to enroll their child, and (2) what would have made it more likely that they would have enrolled their child. A full copy of the questionnaire is included as **Annex A** to this report.

The sample of families included in the survey was selected to be representative of rural and urban areas in each governorate of Jordan, as well as to be representative of a subset of districts from around the country, which UNICEF has identified as having high proportions of children considered “vulnerable” (more on this below). In addition, the sample included children currently attending United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)-affiliated primary schools. **Table 1** below shows the sample design.

The survey found that:

- 84% of all children in grade 1 in the current school year (2017–2018) had attended kindergarten (KG2) in 2016–2017;
- Jordanian children had attended at an even higher rate (92%);
- enrollment in kindergarten for Syrian children was lowest—only 52%;
- essentially, all children who were in KG2 in the previous year, attended a full-time, full-year program;
- 63% of children had attended some form of non-public KG2 in 2016–2017; and
- public kindergartens are doing a good job of meeting some of the demand in rural parts of targeted governorates.

Table 1: Sample design

Categories		Number of Study Schools	Number of Parents Interviewed per School	Total Number of Parents
12 Governorates	Urban	20	20	4,800
	Rural	20	20	4,800
Vulnerable Districts	As one group	20	20	400
UNWRA Schools	As one group	20	20	400
Total				10,400

⁴ This survey sample included more than 10,000 families. By comparison, the Trends in International Mathematics and Science Study (TIMSS) and the Program for International Student Assessment (PISA) studies conducted by international education agencies in Jordan in 2015 had sample sizes of about 7,500.

The actual number of family members surveyed in each of the sample categories is shown in **Table 2** below.

Table 2: Number of family members surveyed in each governorate

Governorate	Urban	Rural	Total
Irbid	510	439	949
Balqa	398	446	844
Zarqa	428	361	789
Tafileh	405	400	805
Aqaba	403	394	797
Karak	387	424	811
Mafraq*	437	538	975
Jerash	475	433	908
Ajloun	429	378	807
Amman*	609	439	1,048
Madaba	436	412	848
Ma'an*	510	491	1,001
Total	5,427	5,155	10,582

*Governorates with schools in districts identified as “vulnerable.”

The total of 10,582 family members surveyed includes 388 family members from schools in districts identified as “vulnerable” in Mafraq, Amman, and Ma’an.⁵ For the purposes of this study, the designation of a district as being “vulnerable” is based on the five districts with the highest multidimensional child vulnerability index, as per a UNICEF study conducted in 2016. The index includes indicators related to education, nutrition, health, child protection, shelter, access to water and sanitation, and hygiene.

The total sample also includes 383 family members of students in UNWRA schools: from Amman (176), Irbid (104), Zarqa (42), Jerash (41), and Balqa (20).

To survey family members of children currently attending grade 1, schools were randomly selected from the MoE database, which includes public primary schools and registered private primary schools. Within each sampled school, 20 children in grade 1 were then randomly selected. The schools were contacted and asked to invite the

parents/ guardians of those students to be at school on a given date when the survey team would be present. Teams of trained assessors visited each school on the designated date and conducted the short 10-question survey. Parents who did not attend the meeting in person were interviewed by telephone. A total of 1,883 people (18% of the sample) completed the survey over the phone.

The results of the survey are organized around three questions of interest. First, what proportion of children in Jordan—of all nationalities—attended KG2 in the 2016–2017 school year? Second, what was the nature of the KG2 experience of those children who were in kindergarten in the previous year? Lastly, what factors influenced families’ decision-making about KG2 enrollment?

3 What Proportion of Children Attended KG2 in 2016–2017?

The survey of 10,582 family members reveals that the vast majority of children who are in grade 1 this year attended KG2 last year. This finding is surprising, because current MoE estimates of national KG2 enrollment are much lower. The discrepancy between the

⁵ The districts with the highest vulnerability index are Ma’an, Huseiniya, Shobak, Qasabah, Petra, and Rwaished.

survey results and the MoE estimates suggests that the MoE may have incomplete information about KG2 enrollment throughout the country. Survey results also suggest that achieving the goal of universal KG2 enrollment is not as distant as previously thought. As can be seen in **Table 3** below, **84% of children went to kindergarten last year**, and there is no appreciable difference between urban and rural enrollment in KG2, nor between enrollment of boys and girls.⁶

Table 3: Percentage of students currently in grade 1 who attended KG2 in 2016–17

Category	Percentage
Overall	84%
Urban	84%
Rural	86%
Boys	81%
Girls	86%
Jordanian	92%
Syrian	52%
Others	82%

When considering the nationalities of children, the results showed a disparity of access to KG2 between those who are citizens of Jordan and others. **Enrollment of Jordanian children is highest—92% attended KG2 in 2016–2017. The much lower rate of participation in kindergarten among Syrian children (52%) is of concern.**

The sample design allows disaggregation of data by urban and rural areas within each governorate, as shown in **Figure 1**. The figure is arranged so that governorates to the right of the chart had the highest participation rates, Ajloun, Karak, Jerash, etc. Interestingly in those governorates, enrolment rates were equally high in both urban and rural areas. In contrast, the governorates with lower rates of participation overall (to the left) had more variation between urban and rural areas. Mafraq overall had the lowest participation in KG2, especially in the rural areas. In contrast, Madaba, which also had a lower rate than the rest of the country, had higher participation in its rural districts than in its urban ones.

⁶ Although the total percentage of girls is 86% compared to 81% for boys, the difference between those values is not statistically significant.

Figure 1: Percentage of students attending KG2 in 2016–2017 in urban and rural areas of each governorate.

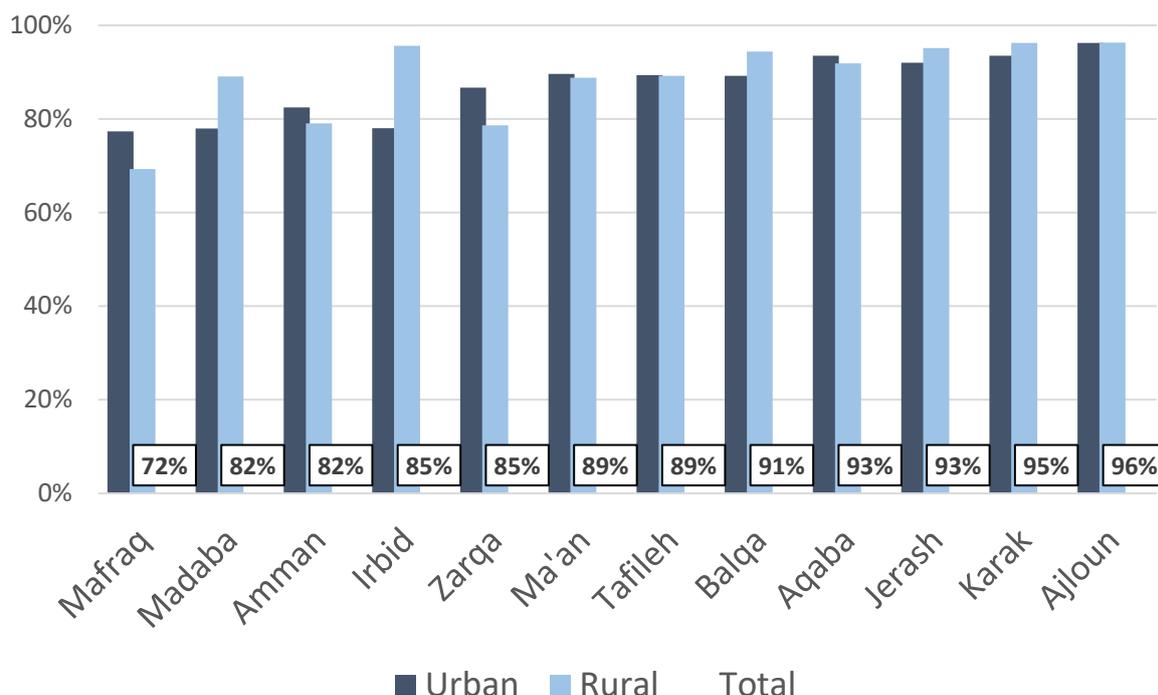
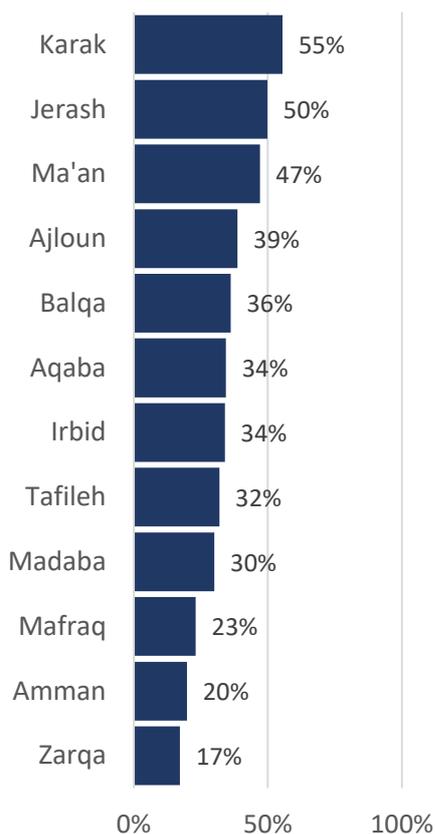


Figure 2: Enrollment in KG1, by governorate



The study team also examined the data to see if there were any significant differences in the rate of participation of children in vulnerable districts (as defined above) and for those currently attending UNWRA schools. **There was no statistically significant difference in KG2 enrollment for students in vulnerable districts nor for those attending UNWRA schools.**

While enrollment in KG2 is high, enrollment in KG1 is considerably lower. The survey team asked respondents whether their child in grade 1 in 2017–2018 had attended KG1 two years ago (in school year 2015–2016): only 35% had. Of those who had attended KG2, 39% had also attended KG1. Many fewer Syrian children (only 15%) had attended KG1 in 2015–2016. There was considerable variation across governorates in KG1 attendance, as can be seen in **Figure 2**.

4 Some Characteristics of the Kindergartens That Students Attended

Those 84% of children who had attended KG2 in the previous year had a range of experiences with different types of service providers. In this section, RAMP considers the types of kindergartens that students were attending, whether students attended full- or part-time, and the cost to families for KG services.

4.1 Types of kindergartens children were attending

Parents were asked to identify the type of service provider of the KG their child attended, with options including public, private, society, cultural center, club, and UNRWA or home-based. However, during data collection, our quality assurers observed that most parents were not able to say confidently what type of service provider operated the KG their child attended. For that reason, the survey team merged the data on types of KG attended into the public and other (“non-public”) categories shown in **Table 4** below.

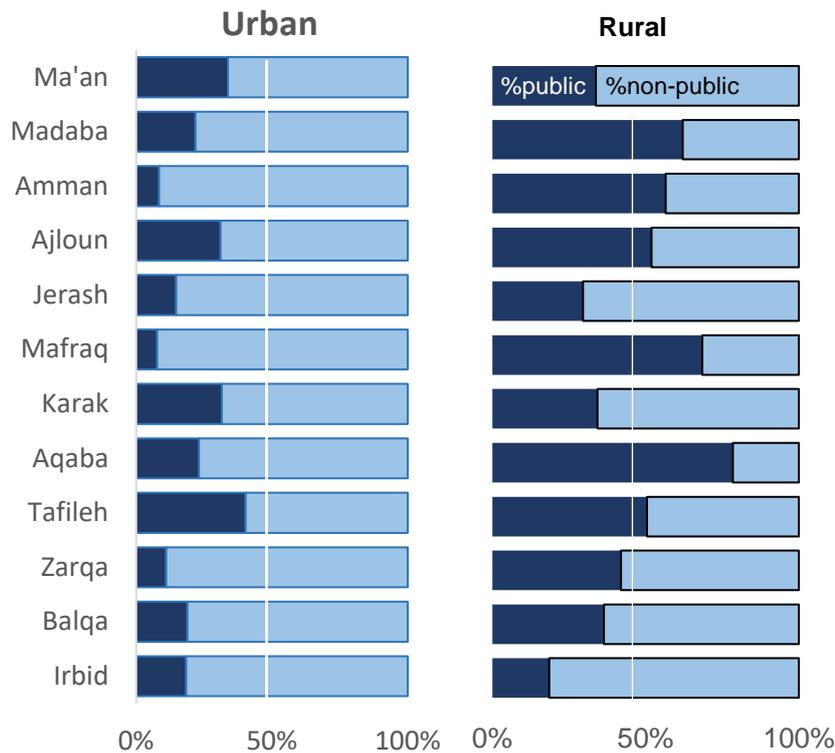
Table 4: Percentage of children who attended public or other (non-public) kindergartens in 2016–2017

	Public	Non-Public	Non-Public Includes:	
			Private/Commercial	Other*
Overall	37%	63%	49%	14%
Urban	21%	79%	63%	16%
Rural	46%	54%	41%	13%
Jordanian	38%	62%	50%	12%
Syrian	24%	76%	38%	38%
Others	15%	85%	64%	21%

*Other: UNWRA-affiliated, society run, cultural centers, clubs, or home-based KGs.

Overall, almost twice as many students attended a non-public KG2 as attended a public one, which was even more the case in urban areas and for non-Jordanians (as shown in **Table 4**). This result confirms that most of the current KG2 coverage in Jordan is not being provided by the MoE. These data indicate that various private sector and civil society service providers are responding to the high demand that exists across the Kingdom for access to kindergarten (KG2). Data also show that public sector resources are being targeted to assure access to KG2 in rural areas (as evidenced by the higher proportion of children in public KGs), which has been the MoE’s policy. Although, in general, there is a greater share of KG2 enrollment in public KGs in rural areas and a lower share in urban ones, there are some governorates where that is not the case, as can be seen in **Figure 3**.

Figure 3: Percentage of students enrolled in public versus non-public KGs in rural and urban areas of each governorate



As **Figure 3** shows, in the urban areas of all governorates, higher percentages of students were enrolled in non-public KGs than were in public ones. This result suggests that the private sector and civil society have responded strongly to the demand for KG2 access in urban districts. This response may be because private sector and civil society actors are more concentrated in urban areas and may also reflect difficulties the MoE has had in identifying suitable space for adding KG2 classrooms to public school facilities in urban areas (where space is more constrained). Regardless of the cause, these findings demonstrate that the private sector and civil society actors have moved to meet demand that has been unmet by the public schools.

In contrast, public provision is higher in rural areas, especially in Madaba, Amman, Ajloun, Mafraq, Aqaba, and Tafileh, where the majority of students attended public KGs. Notably, in rural Aqaba, almost 80% of students attended a public KG in 2016–2017. **That in the rural areas of these governorates the majority of enrollment was in public KG, indicates that the MoE policy of targeting rural areas has been effective at meeting the demand for KG2 among those rural families.**

In contrast, in rural parts of Irbid, Balqa, Jerash, and Ma'an, more students attended private or other kinds of KGs than public ones. Enrollment in non-public KGs was highest for students currently attending UNWRA schools—only 4% of them were enrolled in a public KG last year.

4.2 How formal were the kindergarten classes children were attending?

The data from this survey reveal that almost all students who attended KG2 in 2016–2017 did so for a full year, for at least five days per week, as shown in Table 5, and for three or more hours each day. These results are a clear indication that both supply and demand are focused on formal kindergarten services following an academic calendar and schedule, aligned with the public KG2 model, and not on non-formal or ad hoc child care.

Table 5: The majority of students attended KG2 for a full year

Duration of attendance	Percentage
Full year	94%
More than half of the year	2%
Less than half of the year	3%
One month or less	1%

It is important to note that **there was no difference across governorates nor between urban and rural areas in full-year versus partial-year attendance in KG2.** In both cases, 94% of children attended for a full year.

Table 6 shows that the duration of attendance for some Syrian children compared to Jordanian was shorter: 67% of Syrian children attended for a full year; 27% for less than half a year.

Table 6: Duration of attendance, by student nationality

Nationality	Attendance			
	Full year	More than half of the year	Less than half of the year	One month or less
Jordanian	95%	2%	2%	1%
Syrian	67%	7%	23%	4%
Other	93%	3%	3%	1%

In addition to attending for the full year, 91% of children attended a KG2 that met for five days each week, and another 8% attended three or four days per week. Only less than 1% attended for one or two days. Again, Syrian children attended full-time KG at a slightly lower rate—82% for five days per week, with 15% going three or four days per week.

Lastly, when looking at the length of the school day, most students attended KG2 that met for five hours or more per day—61%. Additionally, 38% attended KG2 that met for three to four hours per day. Note that public KG2 schedules are roughly four to five hours per day, so really **99% of students, across all settings, were attending a KG day that is similar to what is offered in public KG2.**

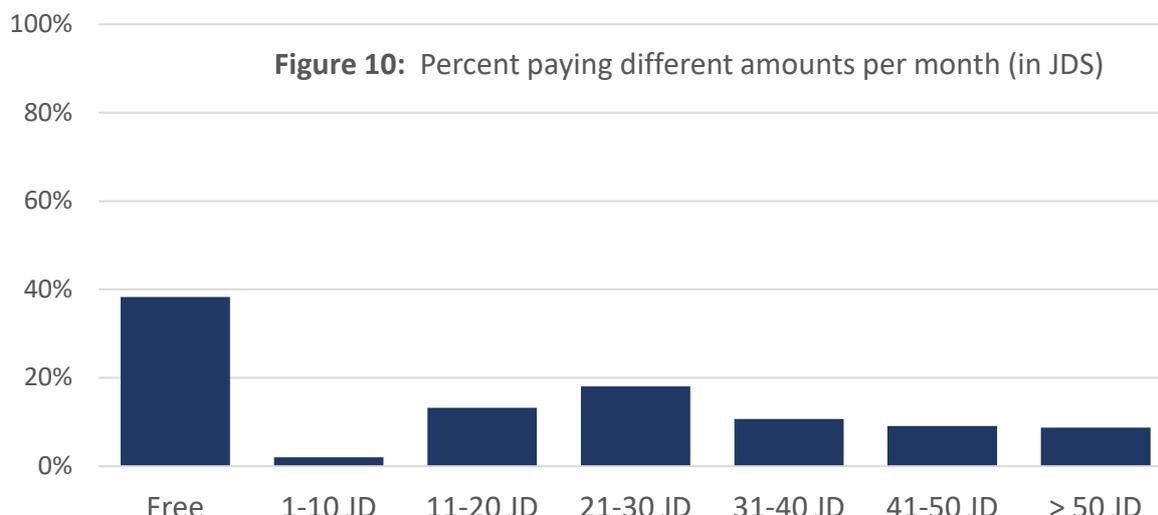
For Syrian children, these percentages were different: 43% attended for five hours or more, 51% attended a KG2 that was for three to four hours per day. The remaining 5% attended for less than three hours per day.

4.3 How much did parents pay for their children to attend KG2?

Given that public kindergarten is available to families for free, survey results showed that a similar percentage of parents that indicated their child attended a public KG2 also indicated that parents paid nothing. **Figure 4** shows the percentages of respondents who paid different amounts per month for their child's enrollment in KG2 in 2016–2017. In addition to the 38% of parents who paid nothing (likely because their child attended a public KG), the

remainder of respondents show a distribution across a range of costs, mostly from 11–20 Jordanian dinars (JD) per month to 50 JD per month, or higher.

Figure 4: Percentage of respondents paying different amounts per month (in JDs) for KG services



A somewhat higher percentage (46%) of children of Syrian families attended a free KG2, compared to 38% of children of Jordanian families. And a larger percentage of Syrian families than Jordanian or other families paid 20 JDs per month or less for their children to attend KG. When looking at reasons for choosing a particular KG (discussed later in this document), it is evident that Syrian families' choices are driven more by price than others' choices. In cases where the cost is around 11–20 JDs per month, Syrian families may simply be choosing not to send their child to kindergarten.

In contrast to Syrian families, other non-Jordanian nationalities, on average, were paying more for their children to attend KG2, with only 14% of children of other non-Jordanian nationalities attending KG2 that was free, and 41% paying 30 JDs per month or more (compared to 29% of Jordanians and 13% of Syrians paying that much).

Table 7 shows the differences between what urban and rural families paid for kindergarten services, with more urban families, on average, paying higher fees than rural families, and about twice as many rural families able to have their children attending KG2 for free. As was seen earlier, this result seems to directly stem from public KG provision being targeted to rural areas in some governorates.

Table 7: Amounts paid per month for KG2 services

Amount (in JD)	Urban Families	Rural Families
Free	24%	46%
1–10	1%	3%
11–20	10%	18%
21–30	21%	17%
31–40	16%	7%
41-50	14%	5%
> 50	14%	5%

A very low percentage of families are paying between 1 to 10 JD per month for kindergarten. This percentage indicates that providers who are charging tuition fees are needing to charge above 10 JD per month to

be able to cover their operating costs. This is useful information when considering how to help stimulate greater (and better) private provision as one strategy for expanding access.

The difference between what rural and urban families pay for KG2 is particularly pronounced in some governorates, for example:

- In the urban districts in Aqaba, 70% of families are paying more than 30 JD per month, and 48% are paying more than 50 JD per month.
- In contrast, in rural districts in Aqaba, 75% of families are not paying anything.
- In urban districts in Amman and Madaba, more than 60% of families are paying more than 30 JD per month.
- Whereas in rural districts in Amman and Madaba, only 20% of families pay that much.

Very few of the families of students enrolled in UNWRA schools in 2017-2018 paid nothing for KG2 in the previous year. Most paid in the ranges of 11–20 JD, 21–30 JD, or 31–40 JD per month (55% paid in those ranges).

The fact that nationally the majority of parents paid for KG2 services for their children indicates a strong demand for kindergarten. This strong demand is especially true for urban families, where access to public KG is limited. Of those urban families who paid for KG, 44% paid more than 30 JD per month.

5 What Factors Influence Household Decisions Regarding Kindergarten?

The survey team asked parents, who said their child was in KG2 in 2016–2017, why they chose the kindergarten that their child attended. The survey team also asked the parents, who said their child was not in KG2 last year, why they elected to not enroll their child. And the survey team also asked those parents, who had not enrolled their child in KG, to name some factors that would increase the likelihood that they would choose to enroll their child in KG2. For each of these questions, respondents were able to select two reasons. **Table 8** shows the responses that were most frequently given.

Table 8: Percentage of parents reporting reasons for choosing a KG

Reasons for Choice	Percentage
Good education quality	34%
Close to home	26%
Neighbors, relatives, or family members recommended it	11%
Free	9%
Religious values	9%
No other available choices	6%
Inexpensive	5%
Schooling hours at the KG	1%
Provided services for children with disabilities	0%

While there was no one response that was given by the majority of family members, it is interesting to note that “good education quality” was the most important reason given by 34% of respondents.

Another interesting finding is that only 6% of respondents said they chose a KG because there were no other available choices. This response suggests that there are at least a few choices available to many families who can choose among those options. Supply is meeting demand for many families; lack of access may not be the most urgent challenge for Jordan.

Across the governorates, most parents had similar responses, except for Aqaba, where the percentage saying they chose a KG because no other choices were available was three times higher than the overall average (18%). Other notable outliers are Ma'an and Karak, where 16% and 14%, respectively, said they chose a KG because it reflected their religious values.

Reasons given by parents in rural and urban areas did not significantly differ, but a higher percentage of parents in vulnerable districts and whose children attend an UNWRA school said closeness to home was a reason for choosing a KG (34%, both vulnerable and UNRWA).

Family members who reported that their child had not attended KG2 in the previous year were asked to give a reason why. Overall, two responses were more frequently given: **(1) 38% of respondents said they did not enroll their child because they could not afford the tuition;** and **(2) 14% said there was no KG available near their home.** Any other reasons were given by less than 10% of respondents. Among non-Jordanian families, an even higher percentage stated that they did not enroll their child in KG2 in the previous year because they could not afford the tuition (45% of Syrian and of other nationality respondents).

Reasons for not enrolling in KG2 differed markedly between urban and rural areas. In urban districts, 49% of families stated the reason for not enrolling was inability to afford the cost, whereas in rural areas, only 28% gave that reason. In rural areas, 26% of families stated that the lack of a KG near their home was the reason they did not enroll their child, compared to only 6% of urban families that gave that reason. These responses align with the findings reported above, that the private sector and civil society have higher levels of KG services provision in urban areas, but they charge fees for those services. Families in urban areas likely have access to an array of KG2 providers, but some may not be able to afford them.

Sixty-six percent of parents of children in UNWRA schools who did not attend KG2 in the previous year said they did not enroll their child because they could not afford the tuition. Clearly, access to affordable kindergarten for the children being served by UNWRA primary schools is a concern.

The survey team also asked parents, whose children did not attend KG2 in the previous year, what would have encouraged them to or increased the likelihood for them to enroll their child. The responses shown in **Table 9** below were most frequently cited.

Table 9: Percentage stating what would have encouraged them to enroll their child in KG2*

Reasons for Enrollment	Overall	Urban	Rural
If it is free	35%	41%	28%
If it is close to home	21%	15%	28%
If it is inexpensive	11%	13%	9%
If it provides better quality services	10%	10%	13%

*Numerous other reasons were given by less than 5% of respondents.

Obviously, overall cost is an issue with 46% of families stating that if KG were either free (35%) or less expensive (11%), they would have enrolled their child. This issue is especially the case in urban areas, where 54% of families stated one of these two reasons that have to do with cost. In rural areas, cost is still important but for less families (37%); however, in those areas, more families said proximity was a determining factor—28% of

rural respondents compared to only 15% of urban ones. It is also interesting to note that only 10% of families reported that improved quality of services would have changed their minds. It may be that families believe the quality is satisfactory; it may also be that unaffordability simply surpasses quality (even if families do have concerns about quality).

6 Conclusions

The most important conclusion from this survey of families is that a much higher percentage of children are enrolling in and attending KG2 than the MoE's official statistics show. The official enrollment rate is 60%, but this national survey found that 84% of children in grade 1 this year had attended KG2 in 2016–2017.⁷ Government statistics are only accounting for public and registered private kindergartens. **This survey shows that there is significant additional KG2 provision coming from other unrecognized sources.**

The study was designed to understand the different types of kindergarten services available—whether they are being offered by private businesses, civil society or international NGOs, by charity organizations, by other governmental ministries or agencies, and so on. However, it was apparent to the survey team that parents or family members who responded to this survey were not able to make those distinctions. Respondents tended to think of any institution that was not public as private. Therefore, the survey team did not get reliable data on the types of kindergartens, other than to distinguish between two categories of public and non-public. However, the next phase of the overall study will look closely at the quality and profile of a variety of different types of kindergarten service providers.

By looking at urban and rural areas within each governorate, the study was able to show important differences in how demand for kindergarten is being met in different parts of the Kingdom. For example, the survey team found that public kindergartens are the principle source of supply in many rural areas. This finding indicates that the MoE targeting of public resources to certain rural districts has been effective at meeting the demand for kindergarten services. Future strategies should consider what kind of targeting (of public and private provision) may be best suited to help meet the pockets of localized demand that are currently unmet.

Overall, non-public kindergartens are meeting the demand of most families. Supply that is assured by a variety of actors has the advantage of being driven by market forces (and thus being more responsive to families' demands) and is inherently more flexible and responsive. Consideration should be given to how existing rules, policies, and requirements (de jure and de facto) may be discouraging non-public suppliers from being officially recognized. A viable public-private strategy for expansion of kindergarten services will need to revisit how policy can better stimulate high quality KG2 supply that is local, responsive, and demand driven.

For those families that did not send their children to kindergarten in 2016–2017, cost was a major issue. Some consideration of how to make fees lower for families (including subsidizing the cost of operating a recognized non-public KG) will be important in formulating strategies for public-private collaboration.

In addition to cost, parents are concerned about the quality of the KG services being offered and prefer sending their child to a KG that is close to their home. Therefore, an issue going forward will be the need to meet local demand. Building a public kindergarten that is expected to draw from a large catchment area may not be an effective strategy. Stimulating local, non-public provision that can be smaller and more responsive to localized demand for KGs located nearer to families may be a better approach.

⁷ Enrollment rate is based on The National Strategy for Human Resource Development (2015). <http://www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf>

Finally, Syrian children are attending KG2 at a much lower rate than Jordanians and others. This is true for families living in refugee camps and for those living among the Jordanian population. Cost is a major factor constraining access for Syrian families. Strategies for making affordable KG options available in the areas where Syrian families are concentrated should be considered.

Annex A: Data Collection Instrument

KG Mapping Data Collection Tool

My name is_____. I work with the *Early Grade Reading and Mathematics Initiative (RAMP)*. I would like to thank you for showing up today. We are working on collecting information about the official and unofficial kindergarten (KG2) services in the kingdom. The objective of this survey is to identify the services available for the children, collect the number of children who have enrolled in any kind of kindergarten, and identify the reasons behind enrolment or non-enrolment.

The findings of this survey will assist the Ministry of Education to make decisions such as where to expand the provided services and the possibility of establishing partnerships with the private sector. This interview will not benefit you personally, but the information you provide would benefit all children in Jordan. Please make sure to provide accurate information to enable this survey to be successful. Again, thank you.

- Do you agree to participate in the survey?
 - a- Yes
 - b- No

- Governorate:

- Field directorate:

- The area's category:
 - a- Urban
 - b- Rural

- The school reports to:
 - a- Ministry of Education
 - b- Private sector
 - c- Ministry of Defense/Military Culture
 - d- UNRWA
 - e- Ministry of Higher Education
 - f- Ministry of Social Development

- School's code — sample number:

- Name of school:

- Method of interview:
 - a- Face to face
 - b- Phone

- Are you the guardian/provider of a grade 1 child at this school?
 - a- Yes
 - b- No

- What is your relationship with the child?
 - a- Father
 - b- Mother
 - c- Sibling
 - d- Grandparent
 - e- Other

- Child's gender
 - a- Male
 - b- Female

- Child's nationality
 - a- Jordanian
 - b- Syrian
 - c- Iraqi
 - d- Other

- 1- Did your child go to KG2, or any other KG-like service or early childhood programs, last year?
 - a- Yes
 - b- NO

(If your answer is “yes”, proceed with number 2; if your answer is “no,” skip to question number 8.)

- 2- What was the duration of your child's enrolment in KG last year?
 - a- Full year
 - b- More than half a year
 - c- Less than half a year
 - d- One month or less

- 3- How many days per week did your child go to kindergarten last year?
 - a- 1-2 days
 - b- 3-4 days
 - c- 5 days or more

- 4- How many hours per day did your child spend in the kindergarten?
 - a- Less than three hours

- b- 3-4 hours
 - c- 5 hours
- 5- If you did pay any tuitions to the kindergarten, how much money did you pay?
- a- I did not pay any KG tuitions at all
 - b- 1-10 JOD per month
 - c- 11-20 JOD per month
 - d- 21-30 JOD per month
 - e- 31-40 JOD per month
 - f- 41-50 JOD per month
- 6- What type of KG2 did your child go to last year?
- a- Public
 - b- Private/Commercial
 - c- Society
 - d- Cultural center
 - e- Club
 - f- UNRWA
 - g- Home-based kindergarten
- 7- What are the most important reasons that made you choose the KG2 your child went to last year? (Choose the two most important reasons.)
- a- Because it was close to home
 - b- Because it was free
 - c- Because it was of good education quality
 - d- Because it was inexpensive
 - e- Because there was a bus that transported the children
 - f- Because it provided services for children with disabilities
 - g- Because it addresses religious values
 - h- Because there were no other available choices
 - i- Because one of the neighbors, relatives, or family members recommended it
 - j- Because of the schooling hours at the KG
- 8- Did your child also go to KG1, or any other early childhood education program, last year?
- a- Yes
 - b- No

For those who answered the first question with “no,” please proceed with the questionnaire. (Those who answered the first question with “yes,” please do not proceed — the questionnaire has ended.)

- 9- Why did you decide not to enroll your child in KG2, or any other early childhood program, last year? (You may choose more than one option)
- a- I could not afford the tuitions.
 - b- There were no kindergartens available near home.

- c- There was no place for the child in the kindergarten.
- d- The quality of the nearby kindergartens is bad.
- e- No transportation is available.
- f- The child does not want to go to kindergarten.
- g- I believe it is better for children to stay at home until the beginning of the first semester.
- h- The distance is too far/no transportation is available.
- i- The school is not safe.
- j- The area is not safe.
- k- There is a need for the child to stay at home to provide assistance.
- l- The child's health condition
- m- The child has a disability.
- n- My family relocates constantly.
- o- There are many other children of different nationalities, which affects my child.
- p- There are some private family circumstances.
- q- Other family members intervened to prevent me from enrolling the child in the kindergarten.
- r- Other

10- What would encourage you to enroll, or increase the possibility of enrolling, your child in kindergarten or some other early childhood programs? (Choose all that apply — ask this question without providing the options.)

- a- If it is free
- b- If it is inexpensive
- c- If it is close to home
- d- If I know the individuals running the KG
- e- If the KG days and hours suit my agenda
- f- If what the KG offers is in line with my beliefs or culture (or something like that)
- g- If it provides better quality services
- h- If it is characterized by the standards of safety and security
- i- If someone I trust urges me to enroll my child
- j- If it provides services that consider children with disabilities
- k- Other

- Parents' phone number:
- Any other remarks or comments you have for us:

End of the questionnaire