



Ministry of Education

Jordan Nationwide Assessment in Public Schools for Strategic Planning



2015-2016

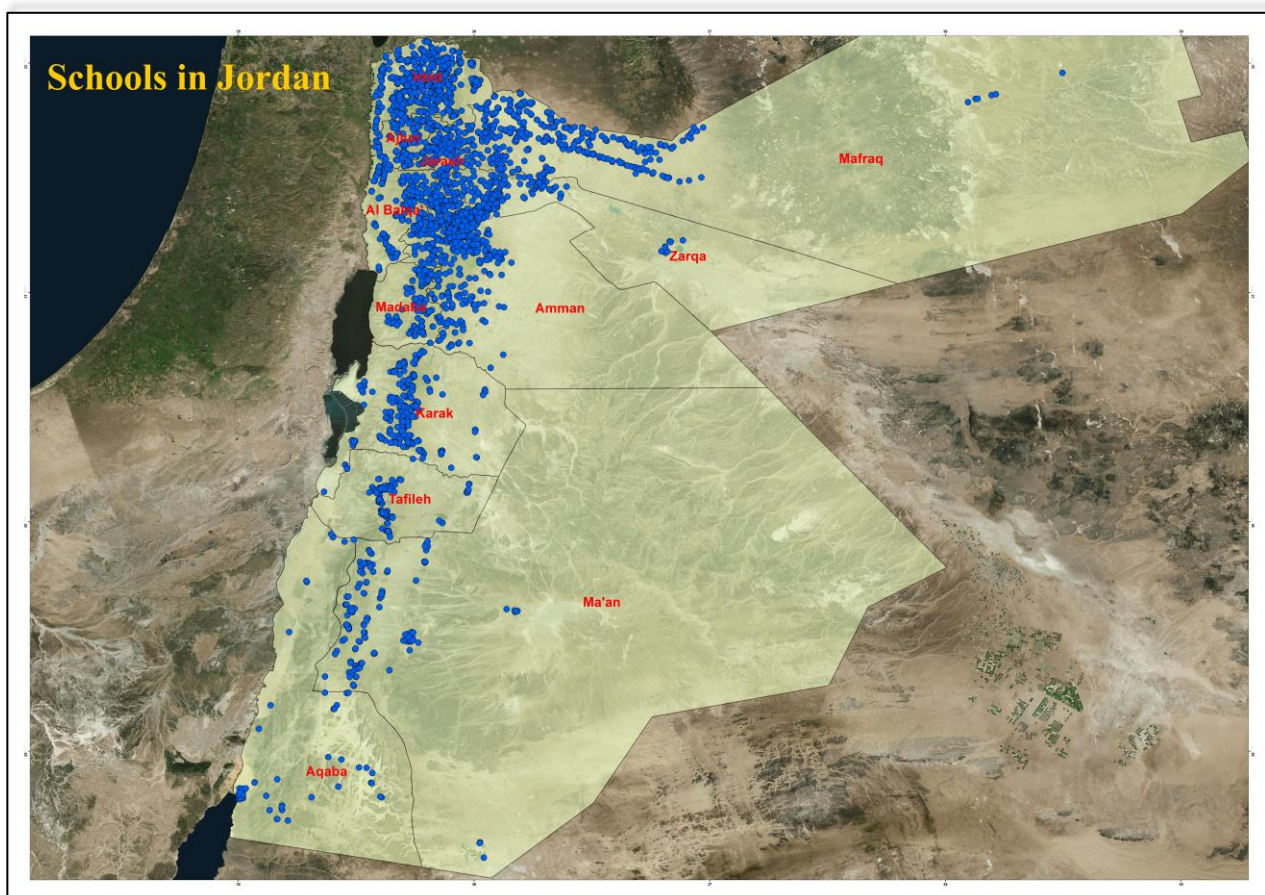
I. ACKNOWLEDGEMENT

Jordan, with a population of just over 6 million, has absorbed more than half a million Syrian refugees since 2011. Syrian children as well as Jordanian children are attending schools overstrained by the influx of Syrian students. According to the Ministry of Education more than 56 per cent of Syrian children, were not receiving formal schooling in 2015. In urban communities across Jordan, the Ministry of Education is still looking for a way to include more Syrian children. Overcrowding of the educational system has tremendous impact both on the infrastructure and the children and represents a major challenge for the Ministry of Education. Every year more and more children need to be accommodated in the already overcrowded conditions.

The nationwide mapping and assessment of public schools in Jordan was initiated and completed by the Ministry of Education (MoE), JEN and UNICEF. The objective of the assessment and mapping was to identify system-wide strengths, weaknesses and gaps in relation to international standards regarding the school structures, with the aim of guiding strategic actions to ensure favorable learning environment for children.

The results of this assessment take into account only the situation in 2015 and are based on internationally recognized standards for education in emergency and post-conflict situations. Absorption of children left out of the educational system and the increasing number of both Jordanian and Syrian children were not taken into consideration.

Some of the key findings include: structural gaps in school conditions regarding classroom space, water and sanitation, and accessibility; as well as soft components comprising child protection, social mobilization and capacity building.



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A List of Acronyms and Abbreviations

MoE:	Ministry of Education
DoE:	Directorate of Education
Basic:	Educational Level from grade 1 to grade 10
Secondary:	Educational Level from grade 11 to grade 12
Building Owner:	The Owner of the Building
Geographical Location:	Urban, Semi-Urban, and Rural
JEN:	Japan Emergency NGO
UNICEF:	United Nations Children's Fund
MoH	Ministry of Health
NGO:	Non-Governmental Organization
PTA:	Parent Teacher Association
WASH:	Water, Sanitation and Hygiene
WatSan:	Water and Sanitation

II. ASSESSMENT MODALITY

Target

This assessment targeted all public schools throughout Jordan. It covered all 89 districts in all 12 governorates. The list of schools in Jordan was provided by the MoE in collaboration with UNICEF. The original list contained 3,630 basic (Primary) and intermediate (Secondary) schools. During the field visits, the list was corrected and updated by the assessment process as some schools were closed, merged with others or newly established in 2015. As a result, the number of assessed schools reached 3,681 schools.

Assessment Methodology

The assessment was conducted from 11 December 2014 to 30 April 2015. Data was collected through surveyors' field inspection as well as in-person interview to school principals, based on the questionnaires. In order to ensure the quality of data collected, random verification visits were conducted in 5% of the schools in each governorate.

The database was designed and developed by School National ID which is unique to each school in Jordan. Microsoft Access was used to build the database and ArcGIS for mapping.

Table 1 Number of districts and schools by governorate

Region	Governorate	# of District	# of Schools
North	Ajlun	4	126
	Jarash	3	180
	Irbid	9	689
		16	995
North East	Zarqa	6	361
	Mafraq	14	480
		20	841
Central	Al Balqa Karak	8	247
	Amman	13	783
	Madaba	7	135
		28	1,165
South	Ma'an	8	192
	Karak	10	297
	Tafileh	3	123
	Aqaba	4	68
		25	680
Total		89	3,681

Main Topics Assessed

Assessment questionnaire form covers the following 7 categories:

1. **General Information:** Information about locations, gender, building ownership, number of students, classrooms and educational levels.
2. **Students:** Transportation information, school distance, support of children with special needs.
3. **Teachers:** information related to teachers training as subjects and provider, sharing the knowledge with other schools and teachers
4. **Parents and the Community:** Information of PTA, community contributions to schools
5. **Water, Sanitation and Hygiene:** General information related to water, wastewater, latrine facilities, numbers and condition of the water and sanitation (WatSan) facilities and hygiene promotion in schools
6. **School Facilities:** Information on the age of the school building, availability of space for construction/expansion and security measures such as walls and guards.
7. **Child Protection:** Schools' awareness of child protection, psychological and social support

Each category was assessed through a specific set of questions.

III. GENERAL INFORMATION AND DATA COLLECTED

1. Schools

The number of public schools in Jordan has gradually increased (Figure 1)¹. There were 3,694 schools in 2013/2014. The number of schools JEN assessed reached 3,681 schools, which is slightly lowered than that in 2013/2014 due to the elimination and merger of schools. Schools concentrate in Amman, 783 schools, 21% of total, in Irbid, 689 schools, 19% and in Mafrq, 480 schools, 13% (Figure 2).

In Jordan, public schools are culturally segregated by gender above third grade, which is also culturally supported and accepted by local communities. The number of girls' schools is less than half of boys' schools even though the population of girl students is slightly larger than that of boys as shown in the next section (Figure 3).



Figure 1 Number of schools for the past 10 years

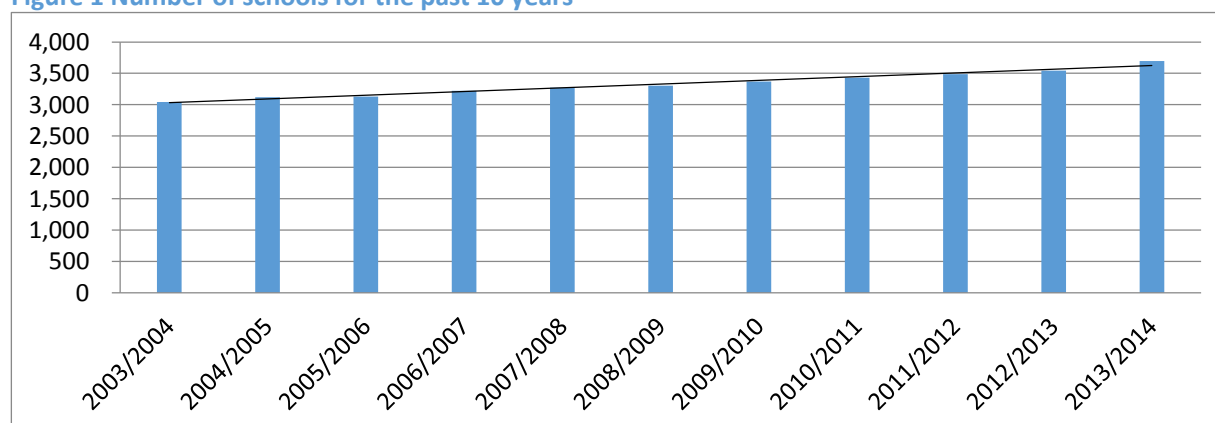


Figure 2 Number of assessed schools by governorate

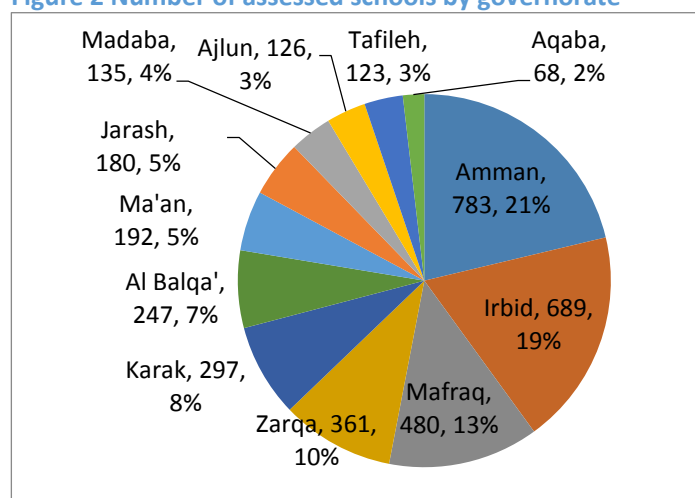
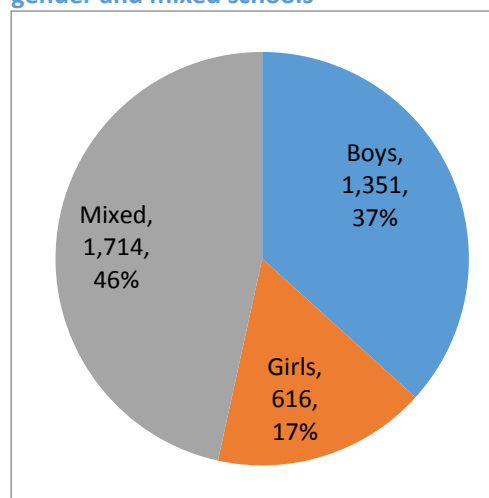


Figure 3 Number of assessed schools: Single gender and mixed schools



¹ MOE, Annual report

In Jordan, there are three types of school building ownership; one is MoE-owned schools whose buildings belong to MoE and buildings are built for an education purpose, the second one is rented schools which MoE rents commercial or residential buildings to use as schools. Owing to that, rented schools have several inadequate features as a school, such as different sizes of classrooms, inappropriate design of classrooms for learning, limited outside space for children, insufficient outdoor latrine facilities. The third type is MoE-owned but part of the school facilities are rented.

The number of rented schools has increased since 2011 as Figure 4 shows², and this assessment found that 21% of the schools are rented or partially rented (Figure 5). The proportion of rented schools is highest⁴ in Amman, Irbid and Mafraq where students are concentrated (Figure 6)

Figure 4 Number of rented schools 2011-2014

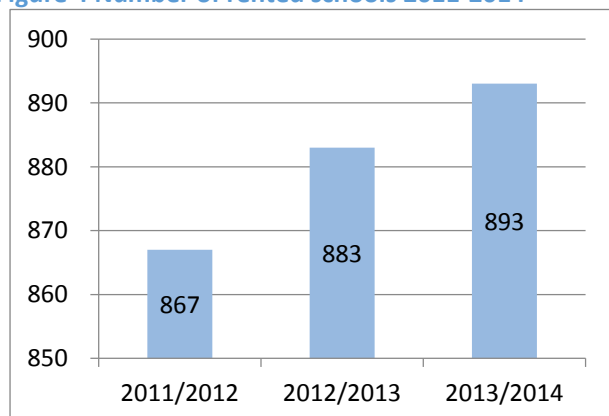


Figure 5 Number of assessed schools: School building ownership

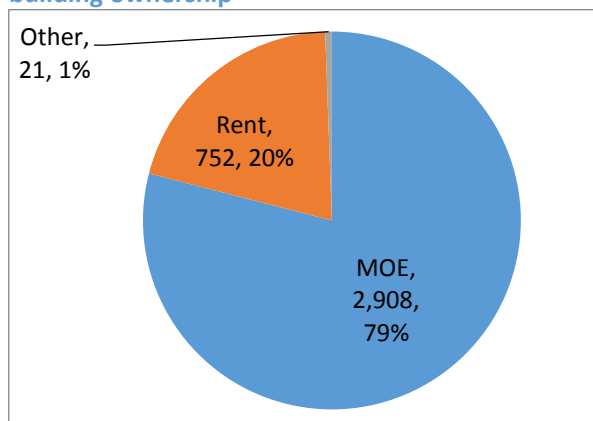
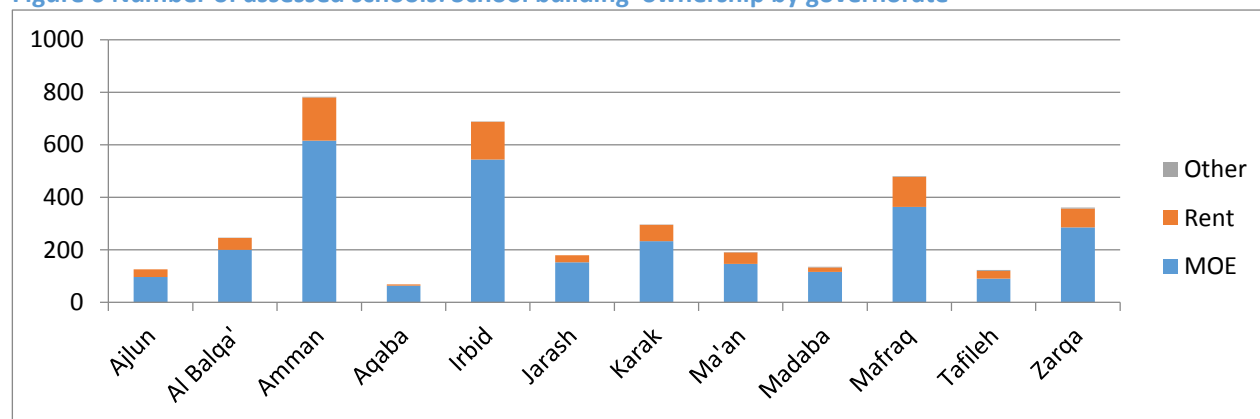


Figure 6 Number of assessed schools: School building ownership by governorate



The educational system in Jordan covers from Kindergarten to twelfth grade including basic and secondary schools. The basic school consists of grades 1-10 (6-16 years old). Basic schooling is free and compulsory for all Jordanian students. Secondary education (grades 11-12) comprises two major streams: comprehensive secondary (academic and vocational) and applied secondary. Secondary education is free but not compulsory. Basic schools account for 65% and secondary schools for 35% of total schools assessed (Figure 7). In Ma'an, Tafileh and Zarqa, secondary schools are less than 30% of the total number of schools. The advancement rate in secondary schools in those governorates might be affected.

² MOE, Annual report

Figure 7 Number of assessed schools:
Educational levels

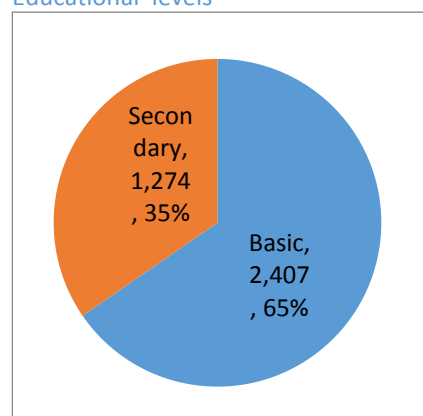
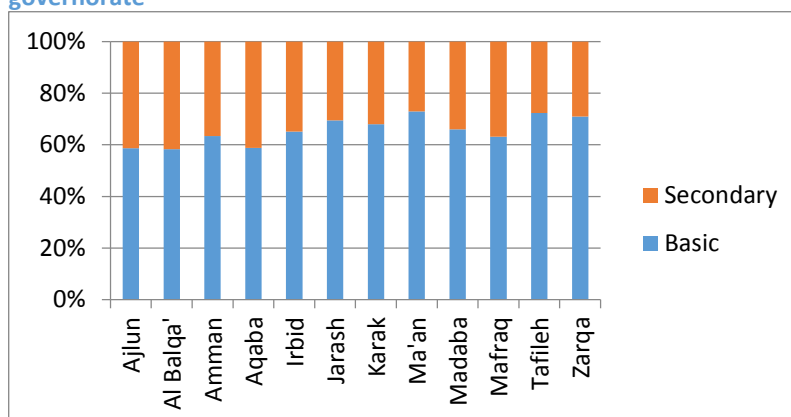


Figure 8 Percentage of assessed schools: Educational levels by governorate



The assessed schools were also categorized into three types of geographical classification: rural, semi-urban and urban. Rural areas are defined as an area where it is surrounded by rural or agricultural land with limited public facilities. Semi-urban areas are where all kinds of public facilities are available but smaller in size. Urban areas have high population densities and a full set of public facilities. The assessment found that schools are proportionately distributed, 34% in rural, 32% in semi-urban and 34% in urban areas (Figure 9).

As (Figure 10) shows, the proportion of mixed schools is higher in rural areas. One of the reasons might be that it is not financially feasible to have single-gender schools due to a small number of students in the areas. Given the small difference in the number of boys' schools among geographical classification, however, boys seem to be prioritized to have single-gender schools.

Figure 9 Number of assessed schools by geographical classification

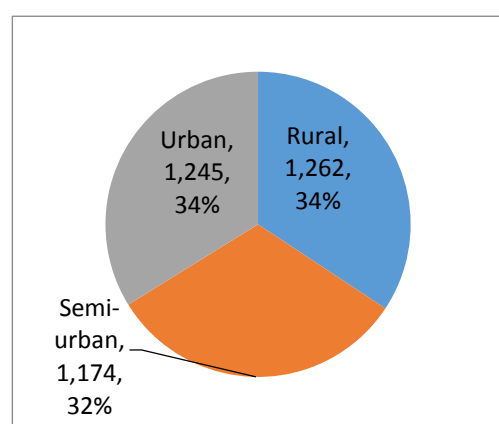
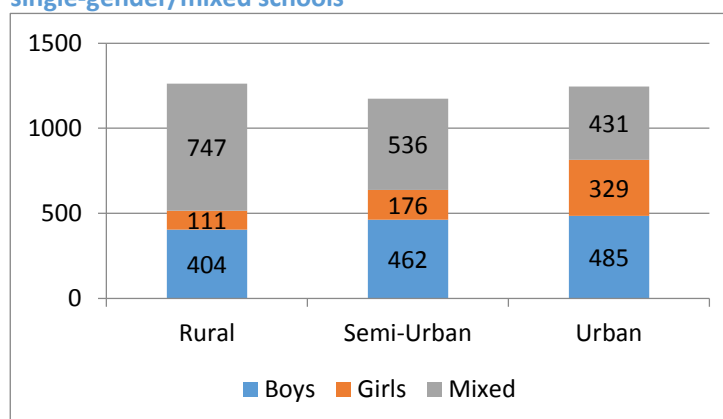


Figure 10 - Number of schools: Geographical classification and single-gender/mixed schools



One response to absorbing of a growing number of students, MoE has placed schools on double shifts. The number of double-shift schools has risen since 2011, as (Figure 11) shows³. This assessment recorded 356 double-shift schools, which is approximately 100 schools less than the number on the MoE data for 2013/2014. This might be caused by a time gap or insufficient data. Double-shift schools are concentrated in governorates which have a large number of students such as Amman, Irbid, and Zarqa.

³ MOE Annual Report

Figure 11 Number of double-shift schools: 2011-2014

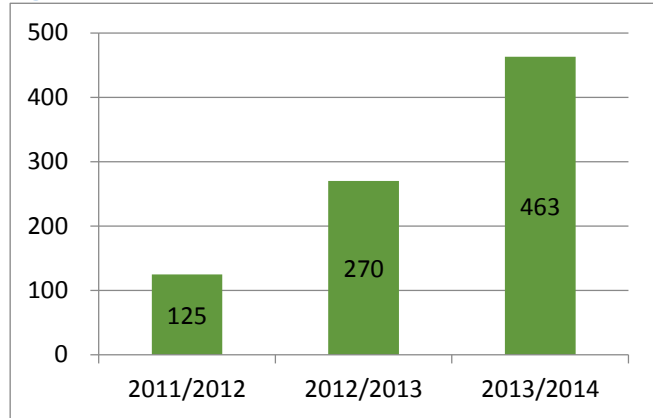


Figure 12 Number of assessed schools: School shifts

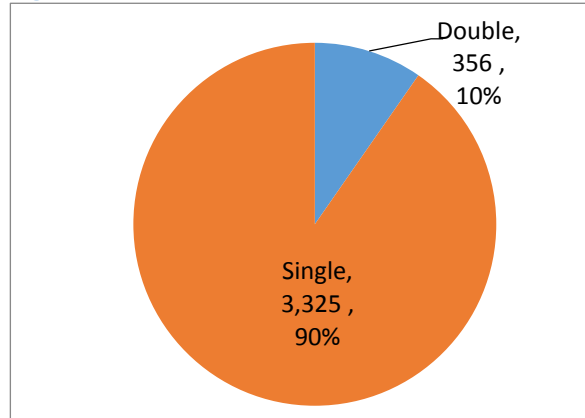
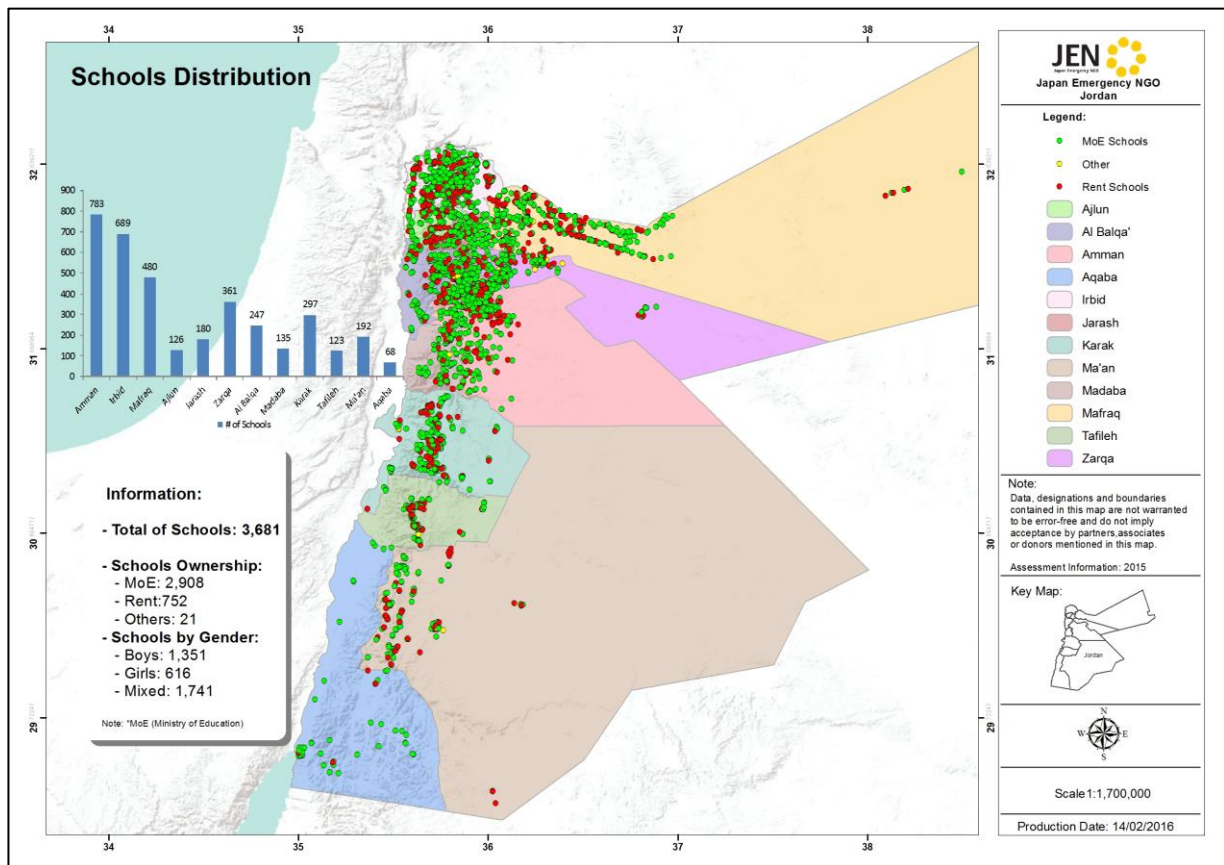
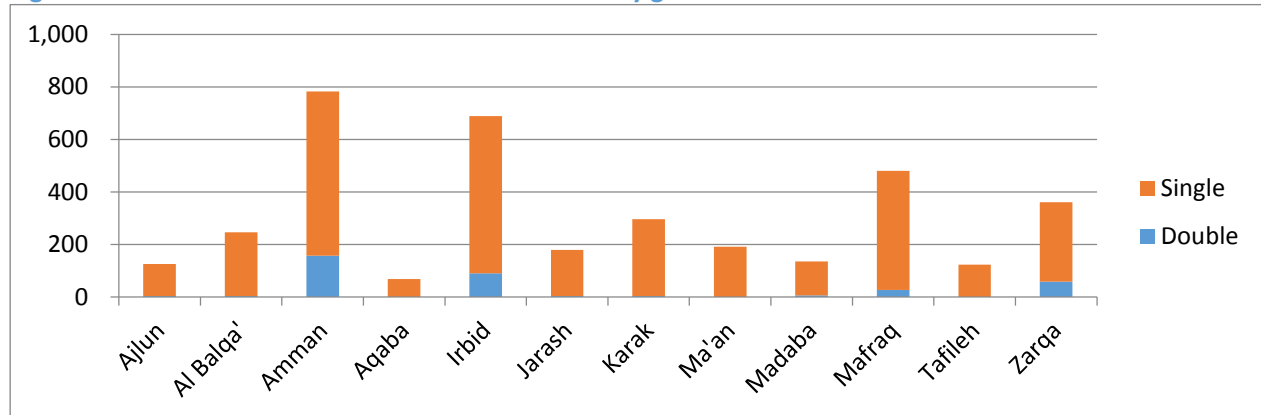


Figure 13 Number of assessed schools: School shifts by governorate



Map 1 Schools Distribution in Jordan

2. Students

As (Figure 14) shows, over the past 10 years; Jordan has experienced an average student growth rate of 1.81%, 1.43% for male students and 2.15% for female students⁴. In respect of gender balance, the share of female students is higher than that of male students. In this assessment (Figure 15), the total number of students in 3,681 schools reached 1,274,998 students. The trend for the past 10 years indicates a slightly higher number of girls than boys.

(Figure 16) presents school enrollment rates in each level of education. Single-gender schools were available for 78% of boy students, while for only 45% of girl students. In both basic and secondary schools, the percentage of female students who could attend single-gender schools is significantly less than that of male students.



Figure 14 Number of students for the past 10 years

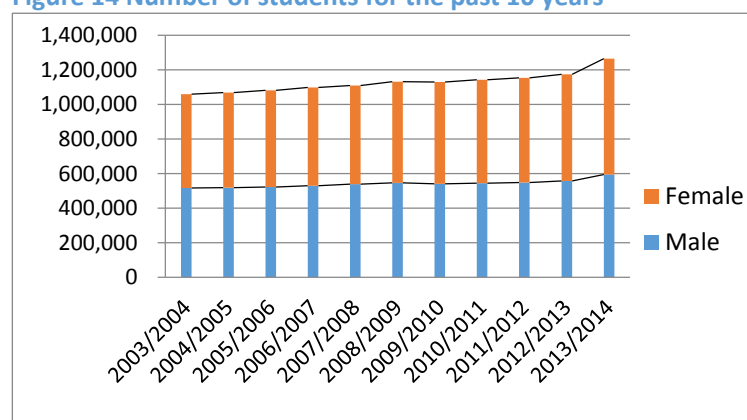


Figure 15 Number of students: Gender

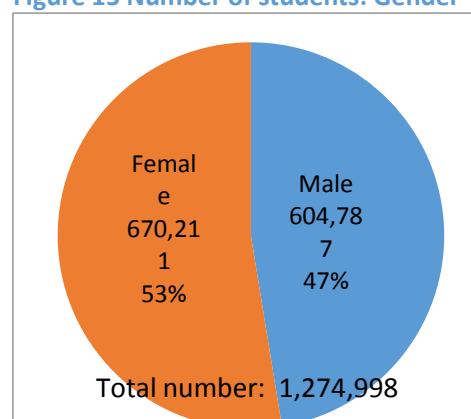
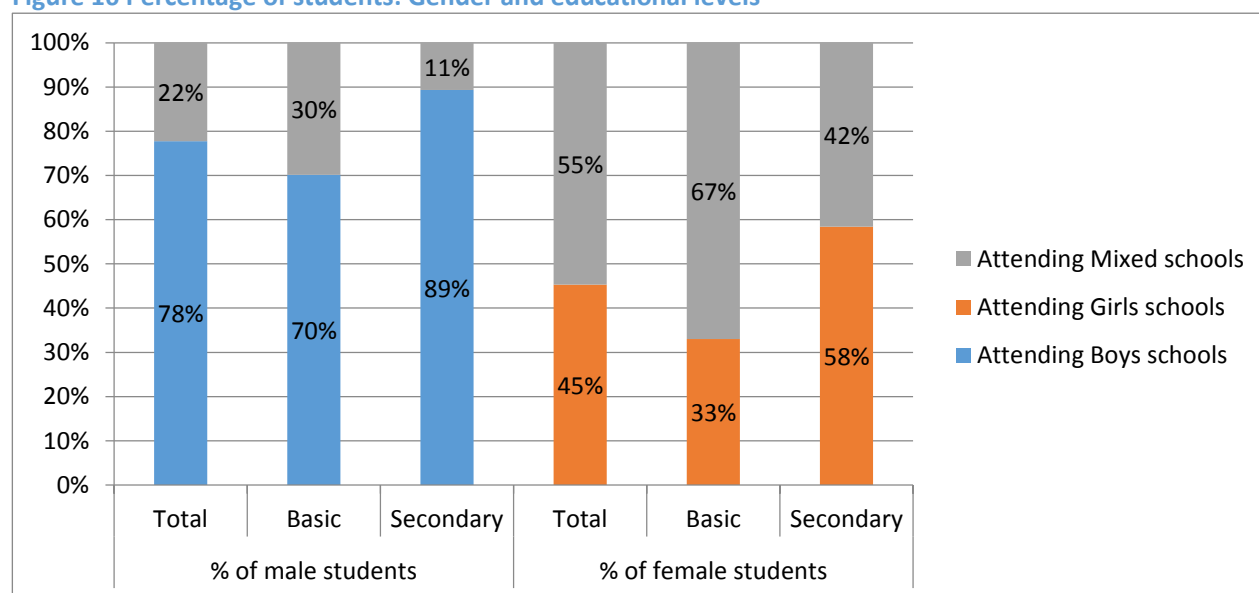


Table 2 Number of students in single-gender/mixed schools by educational level

Number of Boys Students in			% of students
Boys schools	Basic	258,312	78%
	Secondary	211,671	
Mixed schools	Basic	109,403	22%
	Secondary	25,401	
Total		604,787	
Number of Girls Students in			
Girls schools	Basic	114,545	45%
	Secondary	189,028	
Mixed schools	Basic	232,013	55%
	Secondary	134,625	
Total		670,211	

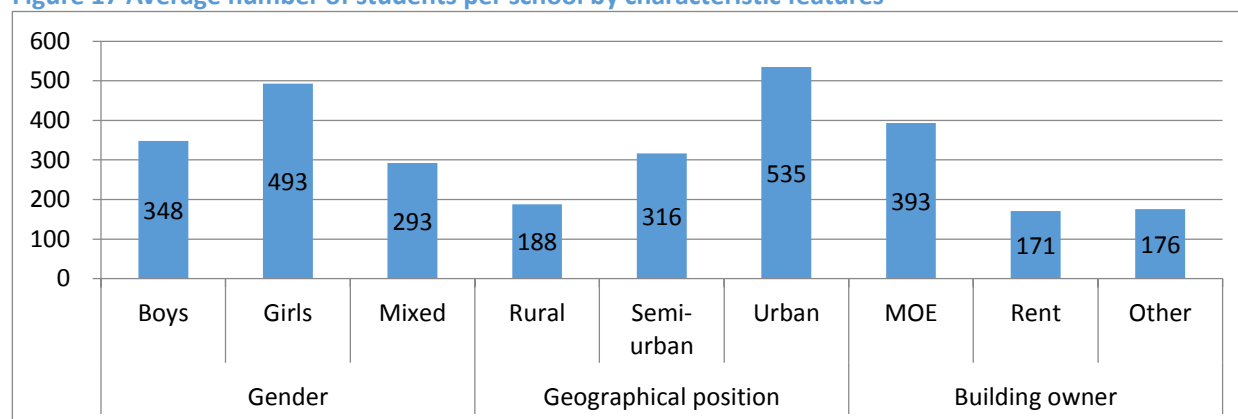
⁴ MOE, Annual report

Figure 16 Percentage of students: Gender and educational levels



The average number of students per school showed clear differences by three characteristic features (Figure 17). According to population density, the average school size was bigger in urban areas. Rented schools were smaller on the scale of student population than MoE-owned schools due to space restrictions. Noticeably, the average number of students per girls' school is 1.5 times that per boys' school, which reflects the fact that there are more boys' schools than girls' schools.

Figure 17 Average number of students per school by characteristic features



As (Figure 18) indicates, Syrian students accounted for 7% of the total number enrolled in public schools in Jordan. According to the UNHCR statistics on 14 March 2015⁵ at the time of assessment was conducted, the number of Syrian children of school age (5-17 year old) was 217,820. The assessment found that 41% of the Syrian children attended Jordanian public schools. The rest were considered to be out-of-school children or were children attending schools inside the camps or in private schools. The male-female ratio of Syrian children enrolled in public school in Jordan was 51% (boys) and 49% (girls) which is proportional to the gender ratio of all school-aged, Syrian children in Jordan, 51.5% for boys and 48.5% for girls. Syrian students were concentrated in urban or semi-urban areas (Figure 19). The highest proportion of Syrian refugee students was hosted by Irbid (32%), Amman (31%), Mafrqa (13%), and Zarqa (11%). The rest of governorates hosted 13% of enrolled Syrian students, which corresponds with the distribution of the total number Syrian refugee students by governorate (Figure 20).

⁵ UNHCR, External Statistical Report on Registered Syrians in Jordan as 14 March 2015

Figure 18 Proportion of Syrian students

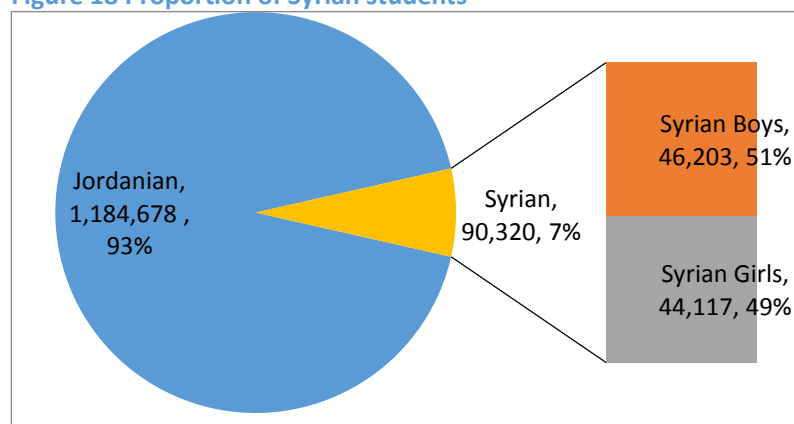


Figure 19 Distribution of Syrian students by geographical classification

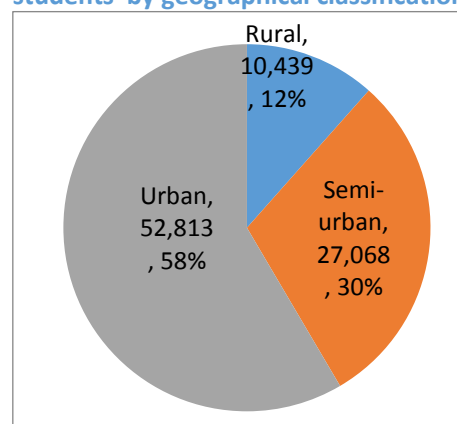
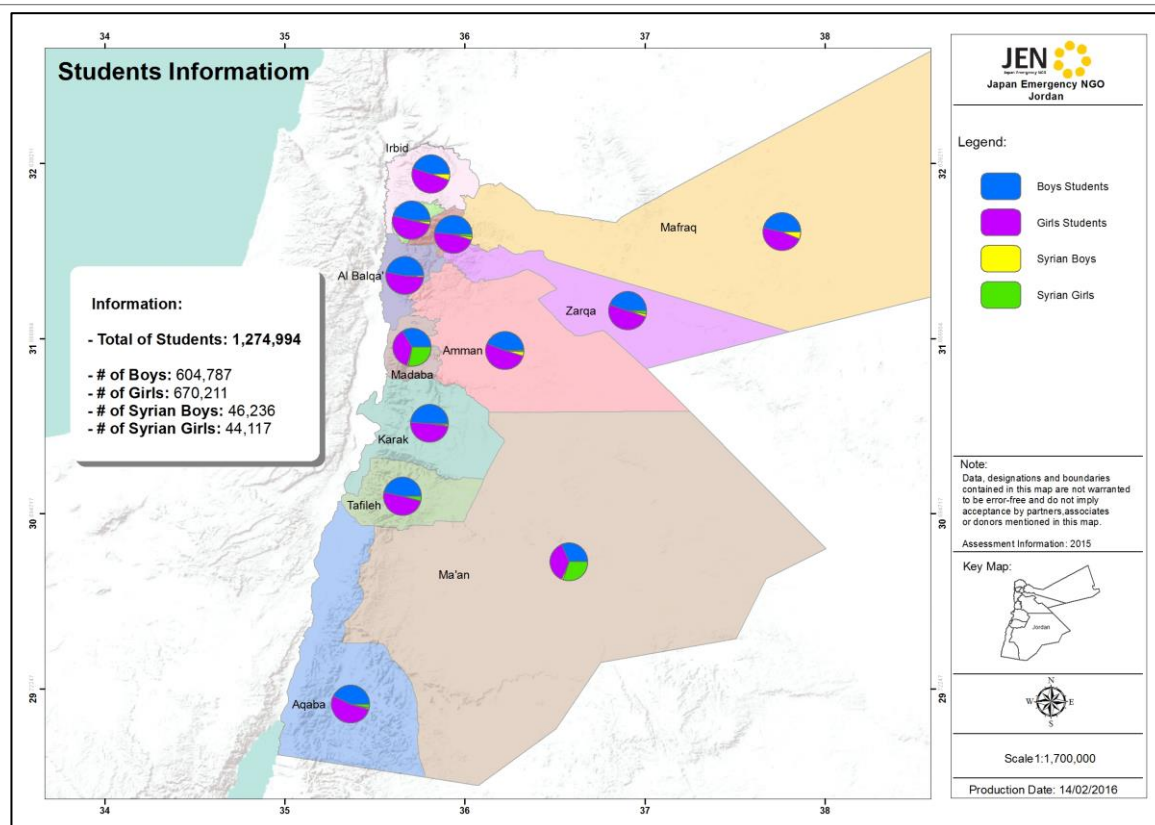
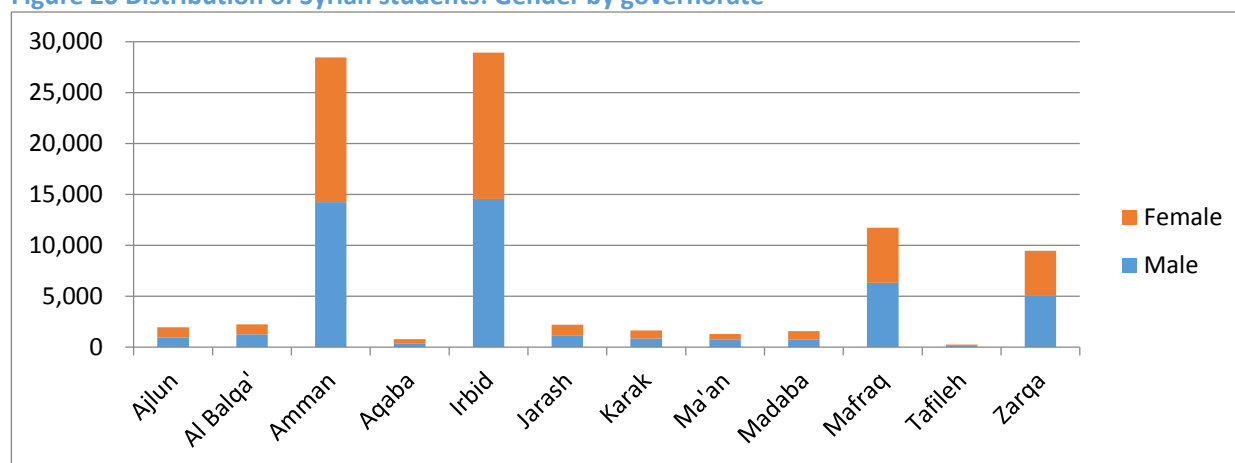


Figure 20 Distribution of Syrian students: Gender by governorate



Map 2 Students distribution by governorate

3. School Facilities

Classrooms

Lack of learning spaces should be specifically emphasized in Jordan especially since the Syria crisis. It affects the quality of education and in the worst case it leads to inaccessibility to school for children. Several cases were reported that some schools denied enrollment to Syrian children, placed Syrians on a waiting list for a long time or transferred Syrians to schools faraway. Not even all Jordanian children are able to enroll in public schools. All these cases result from inadequacy of learning space to absorb an increasing number of students. The results of this assessment give a brief insight into the current situation of overcrowding in public schools.

MoE defines 1.3 m² per child as a requirement for learning space in classrooms of MoE-owned schools. USAID Jordan has built classrooms, targeting 1.4 m² per child. Less than 0.8 m² is considered to be severely crowded⁶. Compared with the requirements in Iraq and Japan as shown in the table below, it is assumed that the Jordanian standard is within the acceptable range at the international level.

Basic Education	Jordan	Iraq ⁷	Japan ⁸
Maximum # of students per class	36	40	27
Space per student (m ²)	1.3	1.1 - 1.7	1.65

Only 42% of the classrooms met the standard while 55% of the total number of classrooms had less than 1.3 m² per child (Figure 21). This indicates that 861,575 students have been forced to learn in overcrowded classrooms. Overcrowding in classrooms is prominent in schools in urban areas as well as in rented schools (Figure 22). The overcrowding problem is not critical in schools in rural areas in comparison with schools in semi-urban and urban areas. Schools are scattered in rural areas. If the nearest school denies enrollment to a child, usually the child would not go to any school rather than go to an assigned school far from home. Children in rural areas are culturally affected more than those in other areas from the effects of the shortage of classroom space.

Figure 21 Space requirements per child in classrooms

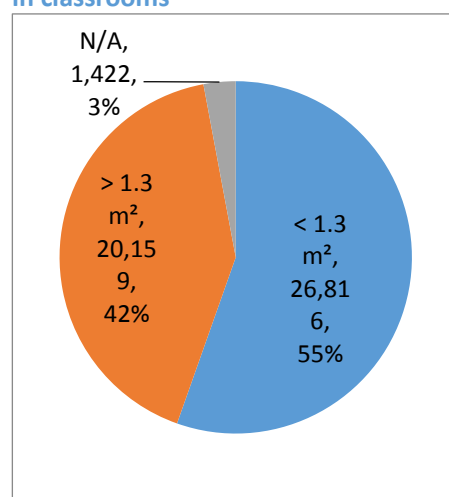
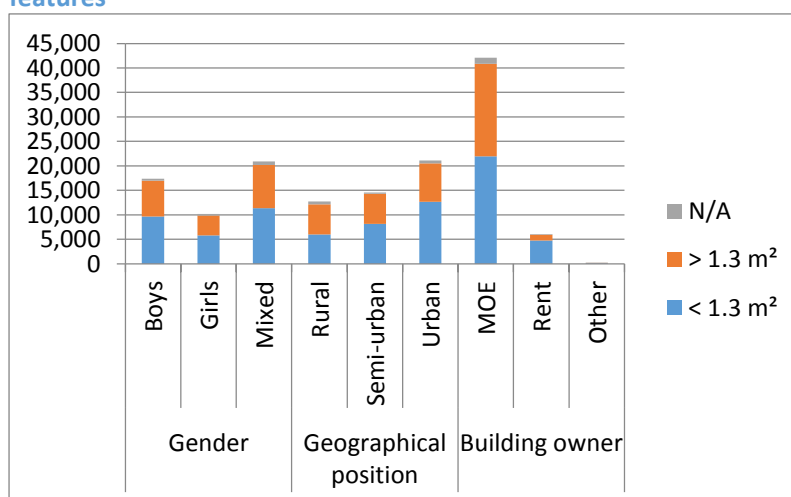


Figure 22 Classrooms space requirements per child by characteristic features

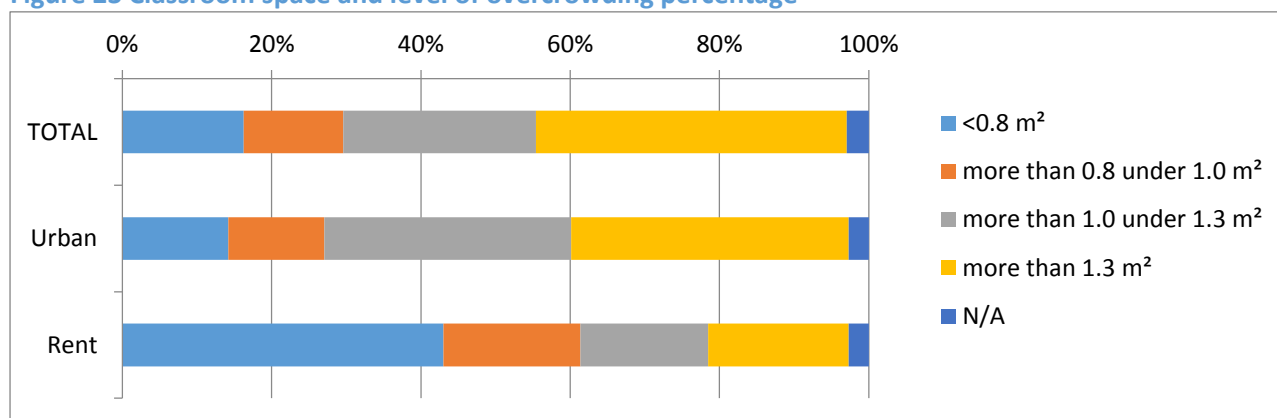


⁶ CHECK NCHRD

⁷ Ministry of Education in Iraq (2006), Criteria and Standard for Child Friendly Schools

⁸ OECD

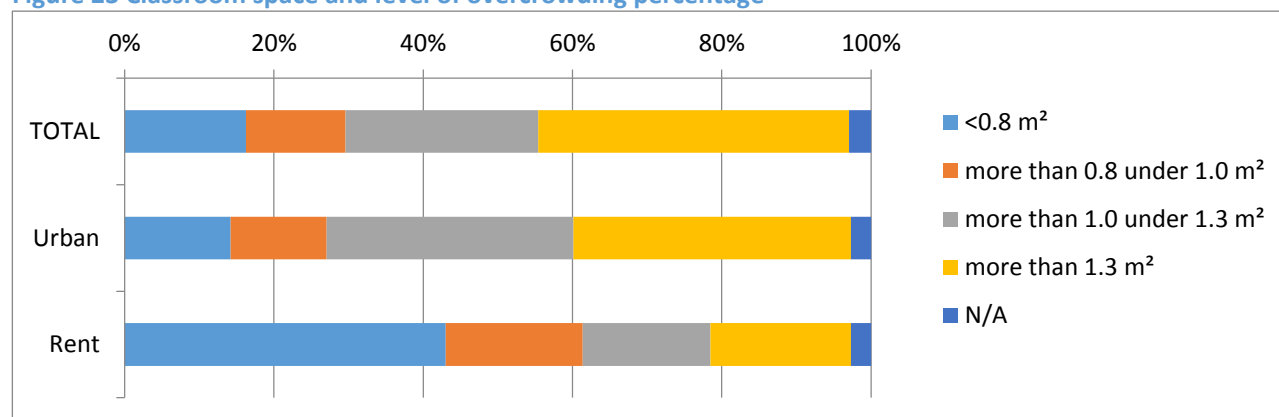
Figure 23 Classroom space and level of overcrowding percentage



As shown, schools in urban areas had a high proportion (33%) of classrooms with space greater than 1.0 but less than 1.3 m². Concerning severely crowded classrooms with space less than 1.0 m², there is little distinction in schools according to geographical areas. This indicates that schools in urban areas are crowded. However, there is still enough space to accommodate additional children if a standard as low as 1.0 m² per child is accepted. Relatively crowded classrooms in schools in urban areas, however, are rather difficult to solve in practice. Classroom education is divided by grade level and therefore, the number of students and their grade levels should be considered when classrooms are required to accept the students.

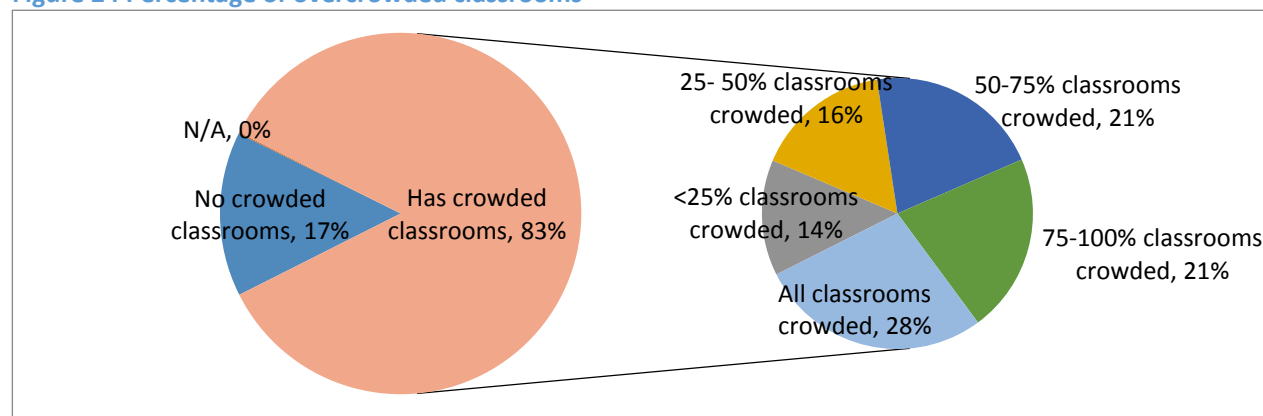
In rented schools, the situation is different and this space requirement is not necessarily applied. Classrooms with under 0.8 m²/ child accounted for 43% of the classrooms.

Figure 23 Classroom space and level of overcrowding percentage



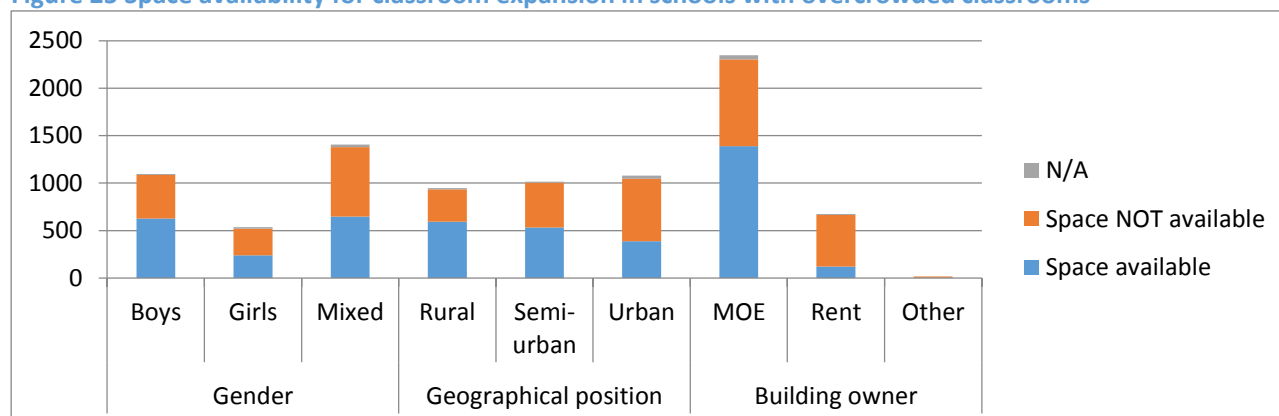
83% of the schools had at least one overcrowded classroom. The degree of overcrowding in classrooms was different between the schools (Figure 24). This indicates that an individual development plan is required based on the extent of overcrowding. From that perspective, schools with fewer overcrowded classrooms might be able to reallocate classrooms depending on the student enrollment by grade; grades with larger enrollment would use the larger size classrooms in the school. Solutions for schools with many overcrowded classrooms may include construction of larger-scale classrooms. Construction of a new school could also be considered. However, it is difficult to construct an additional building or classrooms in rented schools as the owner of the school buildings do not belong to the MoE.

Figure 24 Percentage of overcrowded classrooms



Regardless of the degree of overcrowding, the key element of a strategic plan is the availability of empty space in schools. In this assessment, space availability was observed for at least one classroom. Out of 3,039 schools, only 50% has enough available space for students. It is remarkable especially in schools in urban areas, 45.9%, where reducing overcrowding is crucial.

Figure 25 Space availability for classroom expansion in schools with overcrowded classrooms



The following presents estimated costs of additional classrooms in schools where space is available. In this assessment schools were considered to have available space if they had space to construct at least one classroom. However, not all schools requiring more than one classroom will have sufficient space for the full number of required classrooms. Therefore, further survey effort may be required for actual planning.

Cost estimation 1: Classroom expansion

Priority	Criteria	Targeting Schools	# of required classrooms	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - MoE- owned schools - Overcrowded classrooms - Space available for a new classroom 	1,390	2,834	70,850,000
TOTAL		1,390	2,834	70,850,000

Conditions of estimation:

- ✓ Classroom size: 48 m² (8m x 6m) for 36 students
- ✓ Corridor and stair inclusive, classroom furniture exclusive
- ✓ Average costs per classroom: JD25,000
- ✓ # of required classrooms is calculated by:
 - Additional classroom space required: 132,607 m² =(Actual # of students per classroom x 1.3 m² - actual classroom size)

- ❑ Required # of classrooms: $132,607 \text{ m}^2 / 46.8 \text{ m}^2$ ($1.3 \text{ m}^2 \times 36$ students)

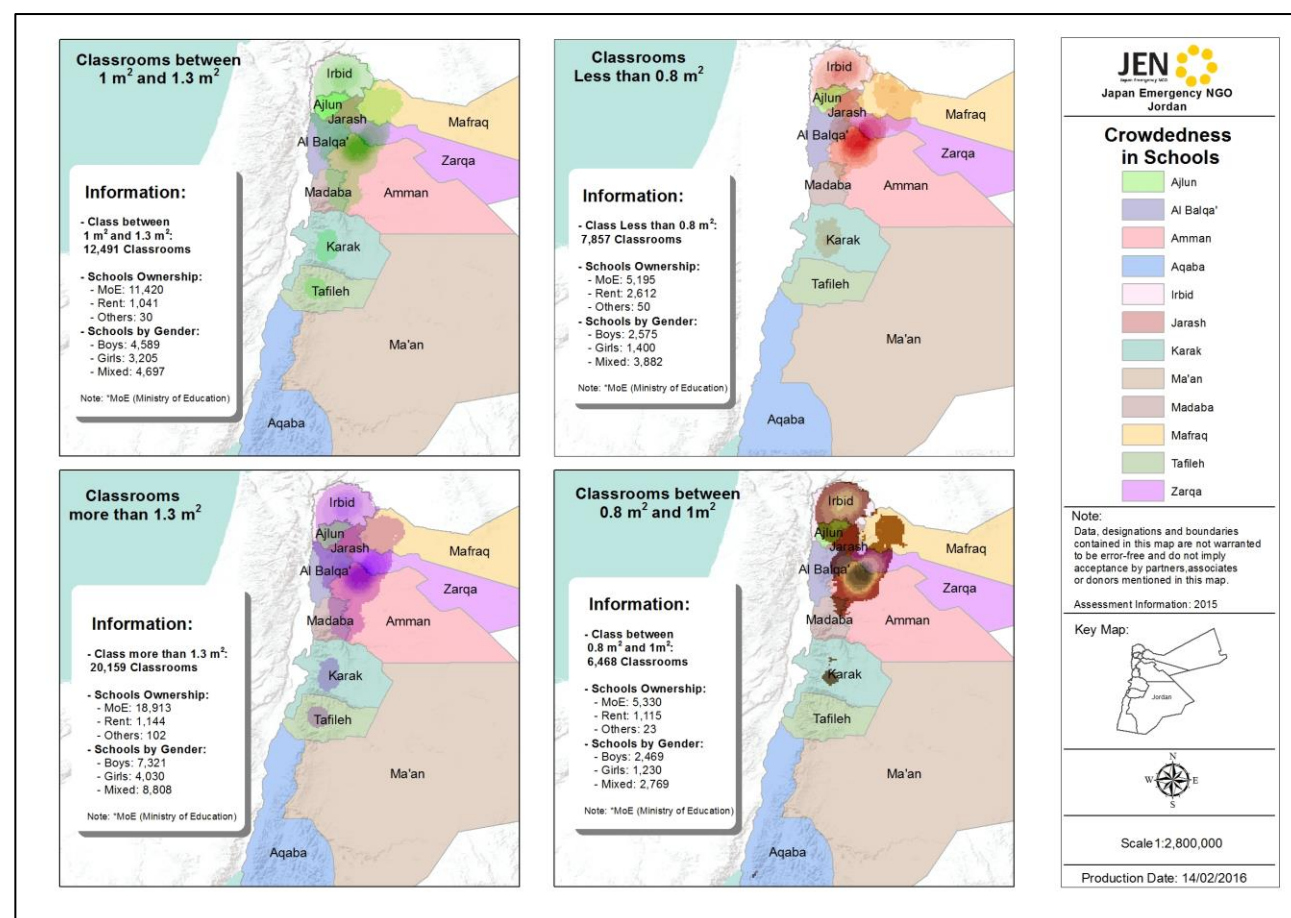
The following shows estimated costs of building new schools to accommodate the overflow of students in schools with no space for building even one classroom.

Cost estimation 2: New school construction

Priority	Criteria	# of required new schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - MoE-owned schools - Overcrowded classrooms - No space available for building a new classroom 	179	253,464,000
TOTAL		179	253,464,000

Conditions of estimation:

- ✓ # of classrooms per school: 12-15 classrooms
- ✓ # of students per school: 500 students
- ✓ Average costs per school: JD1,416,000
- ✓ # of schools is calculated by:
 - ❑ Additional space required to accommodate actual number of students: $116,059 \text{ m}^2 = (\text{Actual \# of students per classroom} \times 1.3 \text{ m}^2 - \text{actual classroom size})$
 - ❑ Required # of schools: $179 = (116,059 \text{ m}^2 / 1.3 \text{ m}^2 / 500 \text{ students per school})$



Map 3 Crowdedness in Classrooms

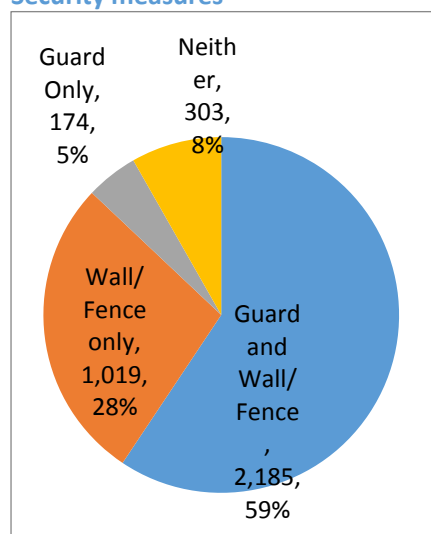
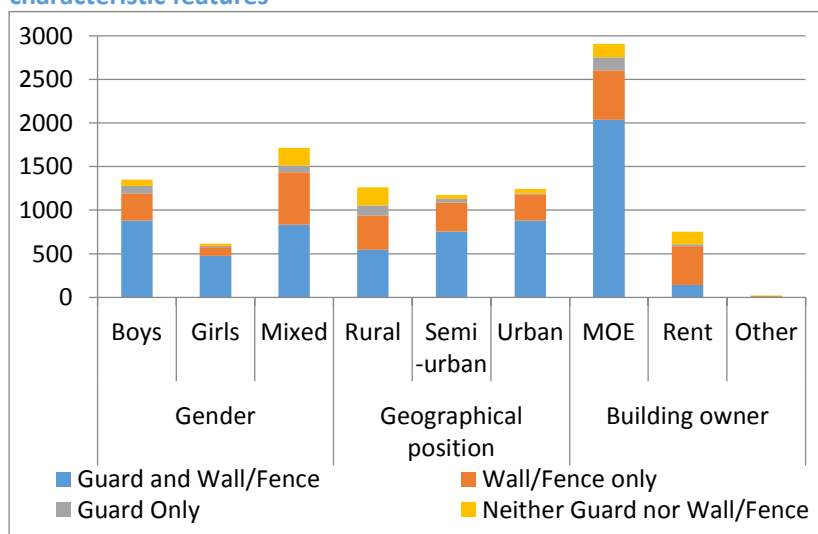
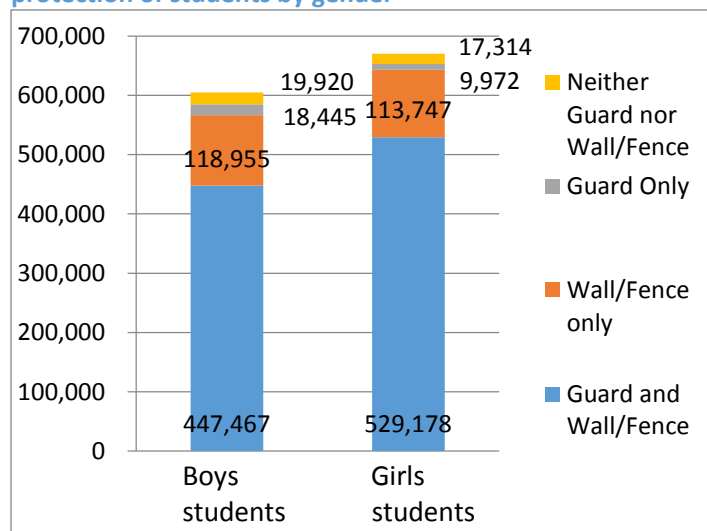
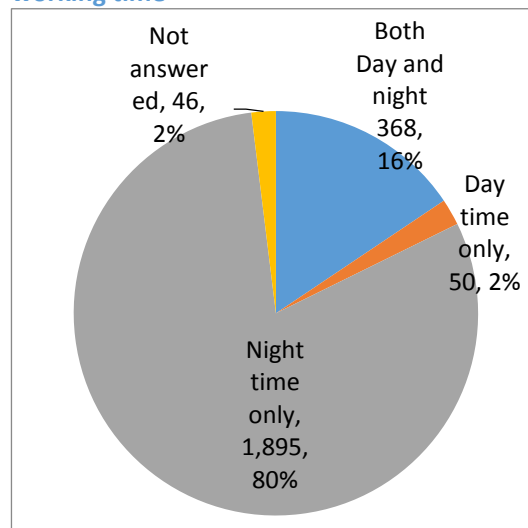


Safe School Environment

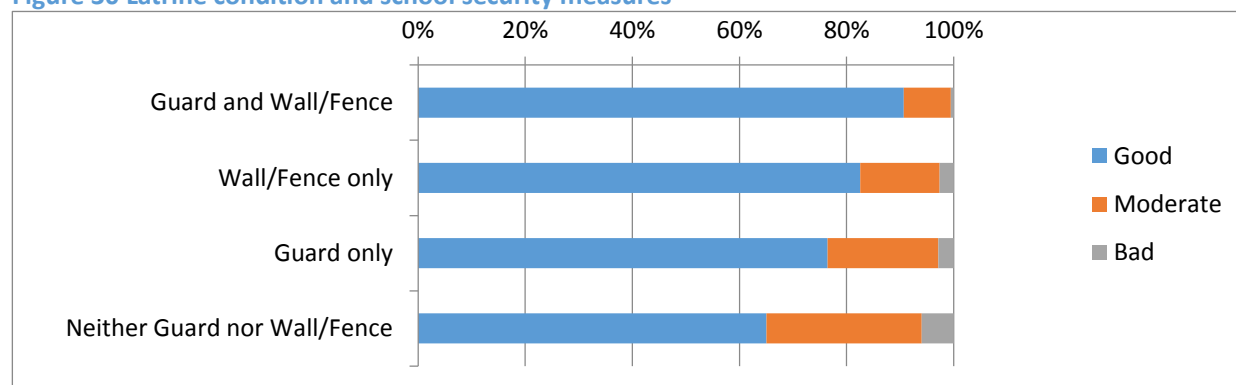
School premises should be protected in order to avoid break-ins or vandalism of school facilities by outsiders and to ensure a safe learning environment for children. Unsafe and insecure learning environments would affect school attendance especially for girls and younger children.

In Jordanian schools walls, fences and guards are common safety measures taken to create a safe school environment. As (Figure 26) shows, 59% of the schools have both a guard and a wall/fence, 28% had only a wall/fence only, 5% had a only a guard, and 8% had neither a guard nor a wall/fence. Compared with boys' and mixed schools, girls' schools have taken more security measures. However, due to lack of security measures in mixed schools there is no significant difference in the number of students exposed to the security risk by gender (Figure 28).

19,920 boy students and 17,314 girl students were studying in the 8% (303) of schools without any wall/fence or guard provided. Schools in urban areas were generally better protected by security measures, than schools in rural areas. It is assumed that rural areas are considerably safer than urban areas. Rented schools also tend to have fewer security measures as well. Among the schools with guards, 96% of the schools have a guard during the night and 18% also have a guard during the day (Figure 29). Even in schools without a wall but with a guard, the working time of a guard is mostly during the night. The presence of a guard at night enhances security.

Figure 26 Number of assessed schools: Security measures**Figure 27 Number of assessed schools: Security measures by characteristic features****Figure 28 Number of students: Security measures and protection of students by gender****Figure 29 Number of assessed schools: Guard working time**

The availability of security measures might be linked to the conditions of school facilities. When correlating school latrine conditions and security measure, fewer schools without a guard and a fence maintain latrines in good condition. Enhancing school security could also contribute to the maintenance of school facilities.

Figure 30 Latrine condition and school security measures

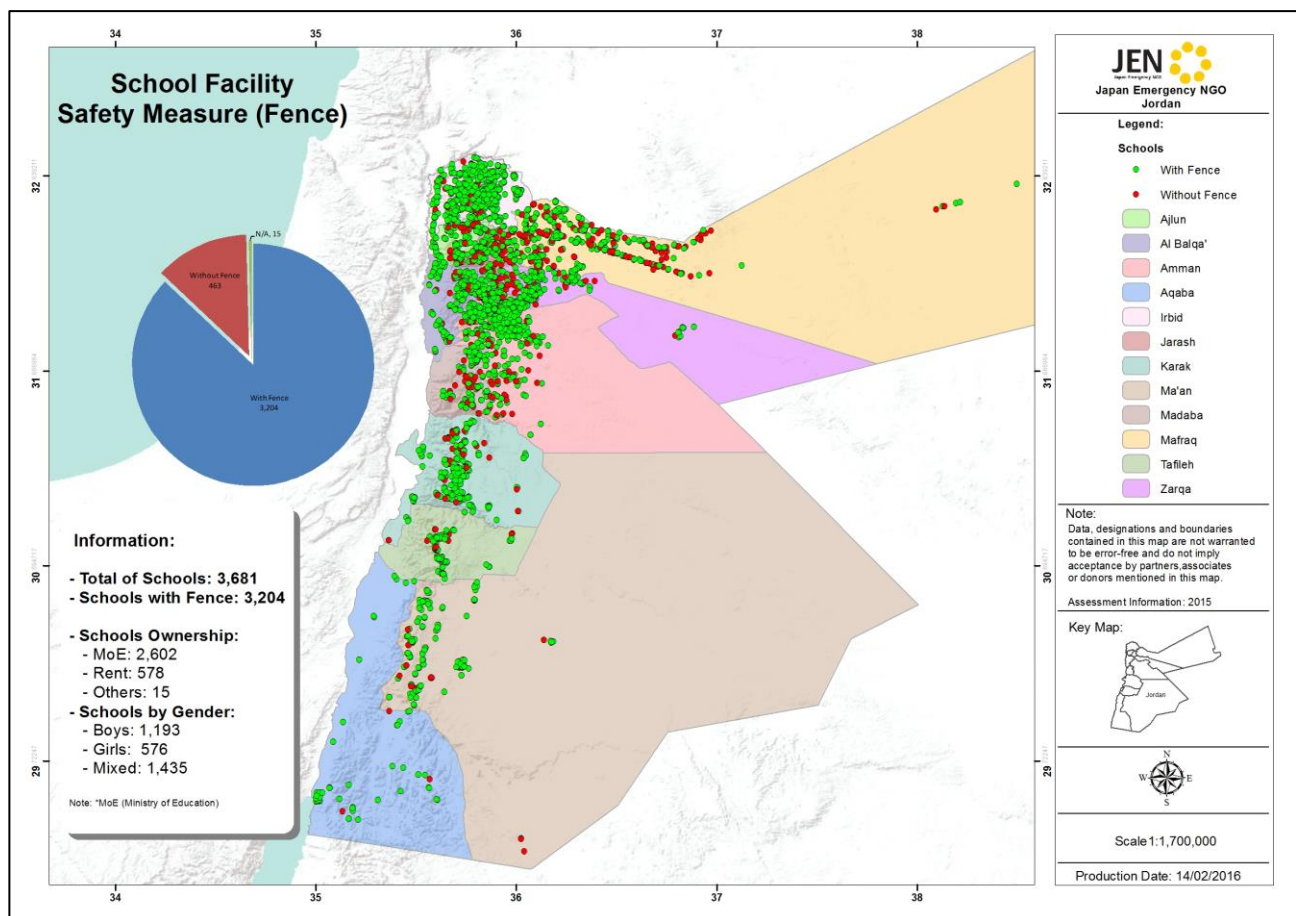
To improve security in schools, costs of installation of protection walls are estimated as follows.

Cost estimation 3: Installation of a protection wall

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	- MoE-owned schools	154	7,700,000
	- No wall/fence		
	- No guard	152	7,600,000
	- MoE- owned schools		
	- No wall/fence		
	- Presence of a guard		
TOTAL		306	15,300,000

Conditions of estimation:

- ✓ Size: Height 2 m x Thickness 0.30 m
- ✓ Materials: Hollow blocks
- ✓ Average perimeter of a school without a wall/fence: 250 m
- ✓ Costs per school: JD 50,000 (JD 200 per meter x 250 m)



Map 4 Safety Measure (Fence) in Schools

Playground

The availability of a playground was observed by the JEN surveyors. In this assessment, playground is defined as enough outdoor space to offer children fresh air, space to meet friends, space to exercise and where it is paved by asphalt. 45% (1,646) of the schools have no playground (Figure 31). The unavailability of a playground/yard has two different causes; lack of space and lack of pavement.

The proportion of schools without a playground is highest in rented/partially-rented schools; 81% of rented/partially-rented schools lack the space for a playground. Most of these schools use family houses as the school buildings, which is the reason that space is limited.

Fewer schools in rural areas face a crisis over the lack of play space. Therefore, the main reason for the unavailability of a playground in schools in rural areas is associated with a lack of pavement.

Figure 31 Number of assessed schools: School playground and space availability

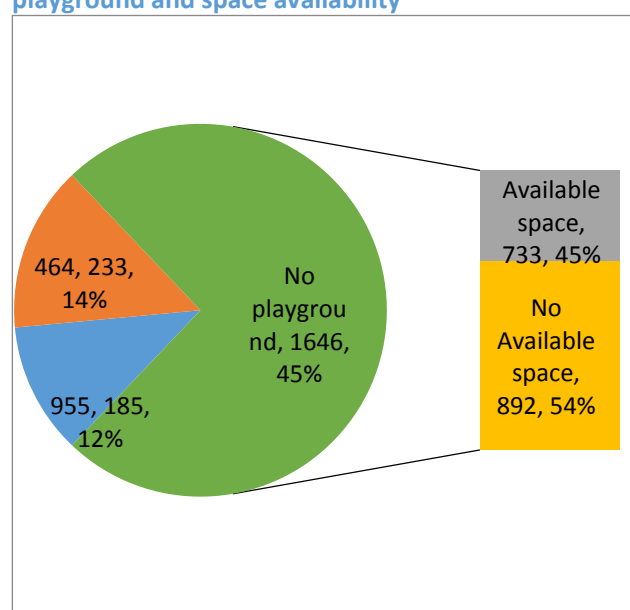
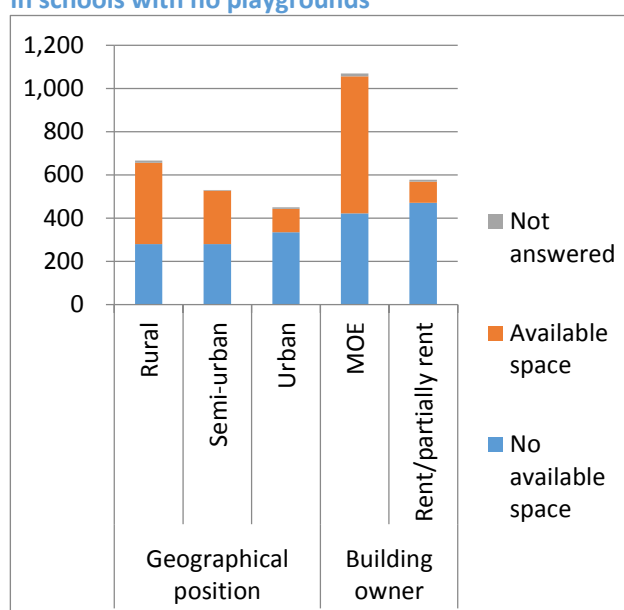


Figure 32 Availability of space for building classrooms in schools with no playgrounds



To improve the school environment, costs of playground construction is estimated as follows. Concerning schools where there is little space for expansion of classrooms, new school construction could be an option.

Cost estimation 4: Construction of a playground

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - MoE-owned schools - Empty space available - No playground 	754	67,860,000
TOTAL		754	67,860,000

Conditions of estimation:

- ✓ Size of playground: 1,056 m² (44 m x 24 m)
- ✓ Specifications: Asphalt-paved
- ✓ Estimated costs per playground: JD 90,000
- ✓ The exact size of space available for construction has not been measured in each school.

School principals were asked about the availability of a multi-purpose space. A multi-purpose room maybe used as a vocational training room, drawing room and kitchen etc. where students could learn through

hands-on activities. Secondary schools are proportionally more likely to have a multi-purpose room than primary schools.

Figure 33 Number of assessed schools: Availability of multi-purpose rooms

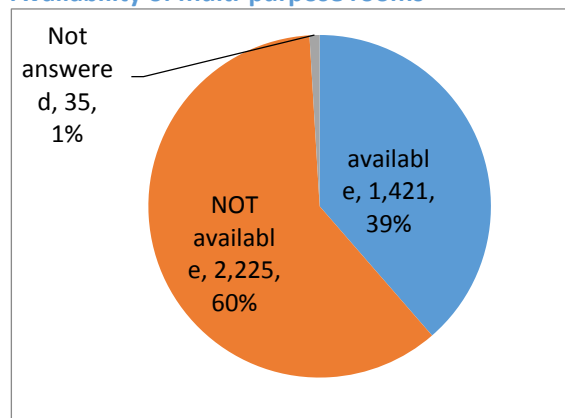
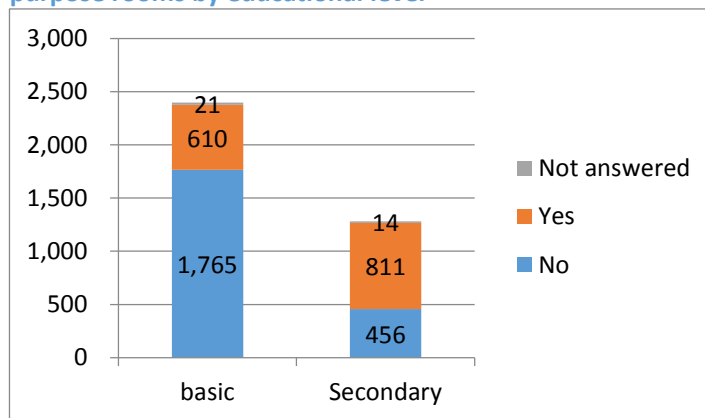


Figure 34 Number of assessed schools: Availability of multi-purpose rooms by educational level



Sports equipment was available in 77% of the schools and the most common item was sports balls. Schools in rural areas are not as well equipped. In addition to being less likely to have playground space, schools in rural areas might not prioritize sports equipment due to limited financial resources or teachers.

Figure 35 Number of assessed schools: Availability of sports equipment by characteristic features

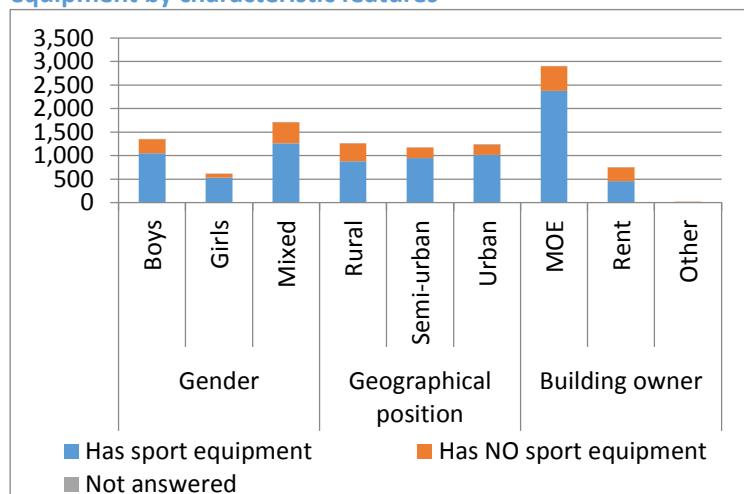
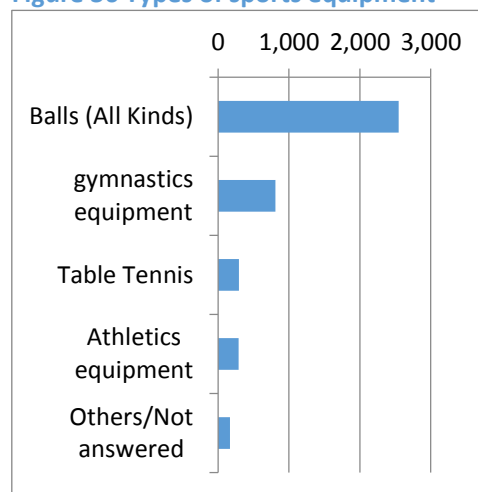
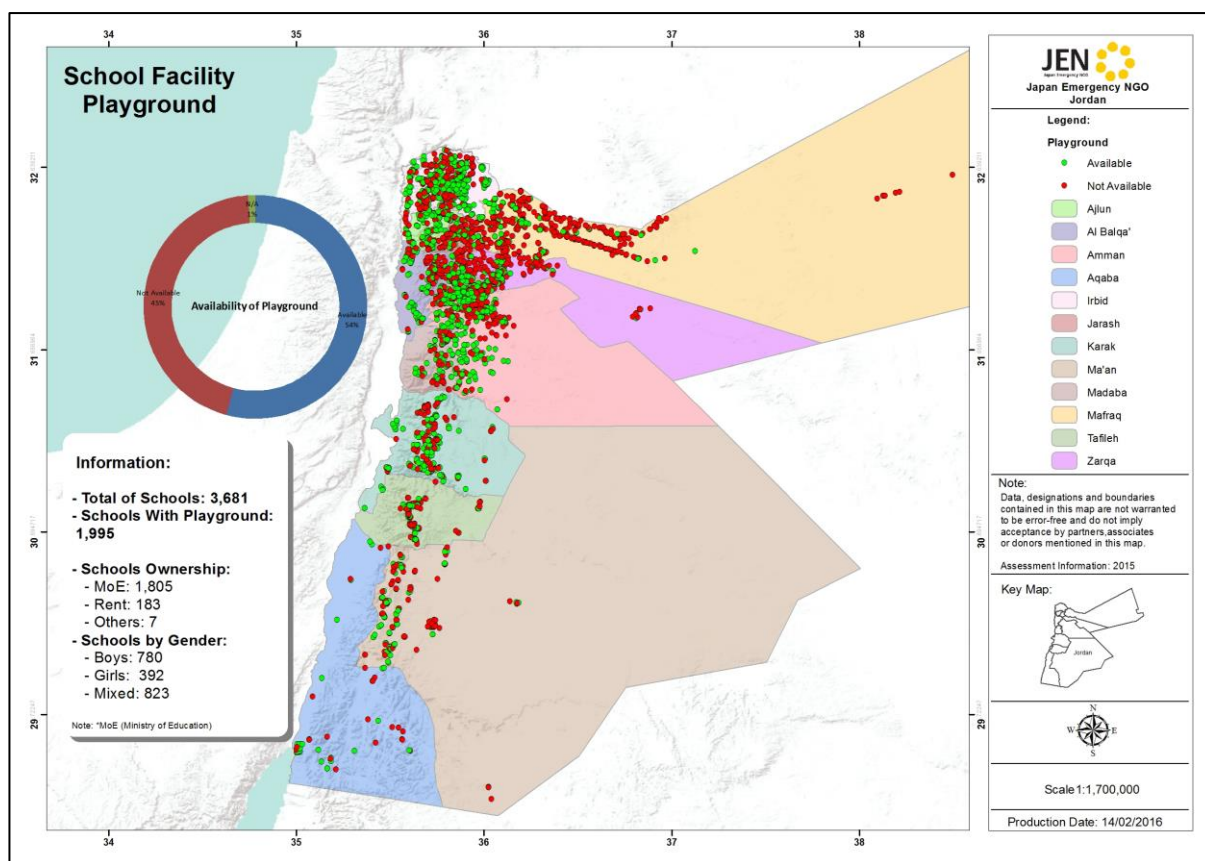


Figure 36 Types of sports equipment





Map 5 Playground in Schools

School Premises and Equipment

The age of school buildings varies; 16% of the schools were built less than 10 years ago, 34% of the schools were constructed 10-30 years ago, 32% were built 30-50 years ago and 16% were constructed over 50 years ago.

The availability of fire extinguishers and first aid kits is 82% and 90% respectively.

Figure 37 Number of assessed schools: Construction years of the school buildings

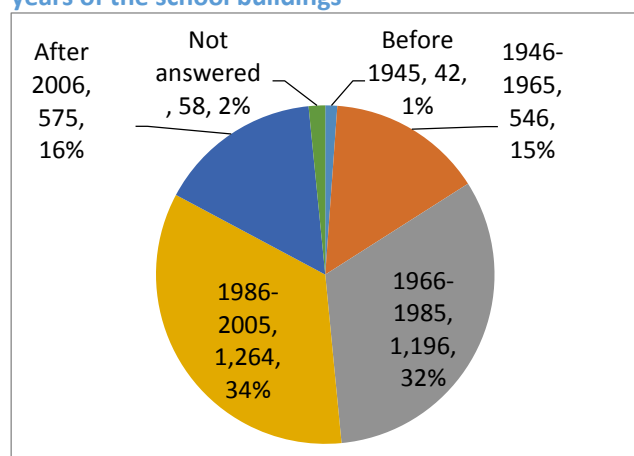
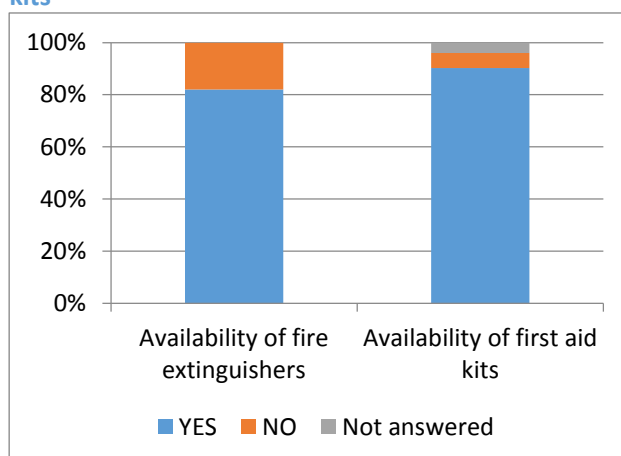


Figure 38 Availability of fire extinguishers and first aid kits



Latrines

The Jordanian minimum student-to-latrine compartment ratio differs by gender: 45 students per seat in girls' schools, 75 students per seat in a boys' schools and 60 students per seat in a mixed school. 35% (1,287) of the schools, fail to meet these standards and it is assumed that 649,979 students, approximately half of all public school students suffer due to insufficient latrine facilities.

As (Figure 41) shows, 63% or 388 girls' schools fall below the standard for number of seats. 29% or 392 boys' schools and 29%, or 497 mixed schools also do not meet the standards. By geographical classification, 48%, (598) of schools located in urban areas faced inadequate latrines mainly because of the high concentration of students and lack of space. There is little difference in the latrine status between MoE-owned schools and rented schools. The number of female students in schools which fell below the standards is 1.6 times higher than that of male students in the same category (Figure 40).

Figure 39 Number of assessed schools: Status of latrines

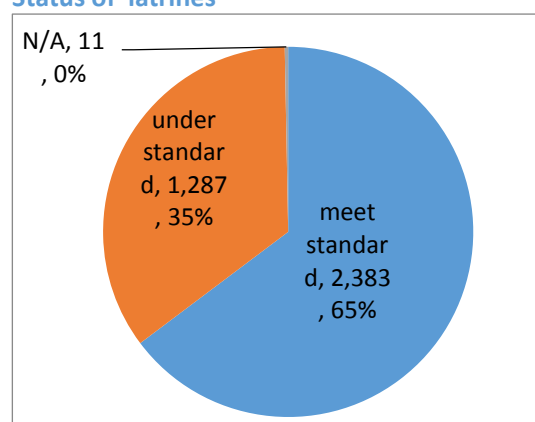


Figure 40 Number of students: Status of latrines and gender implications

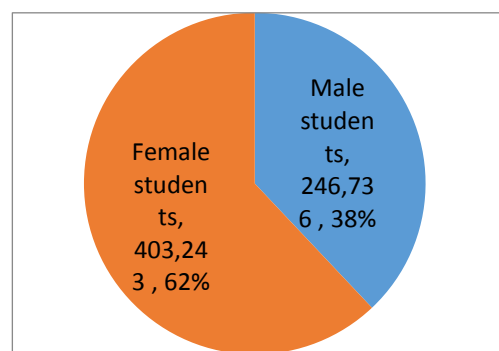
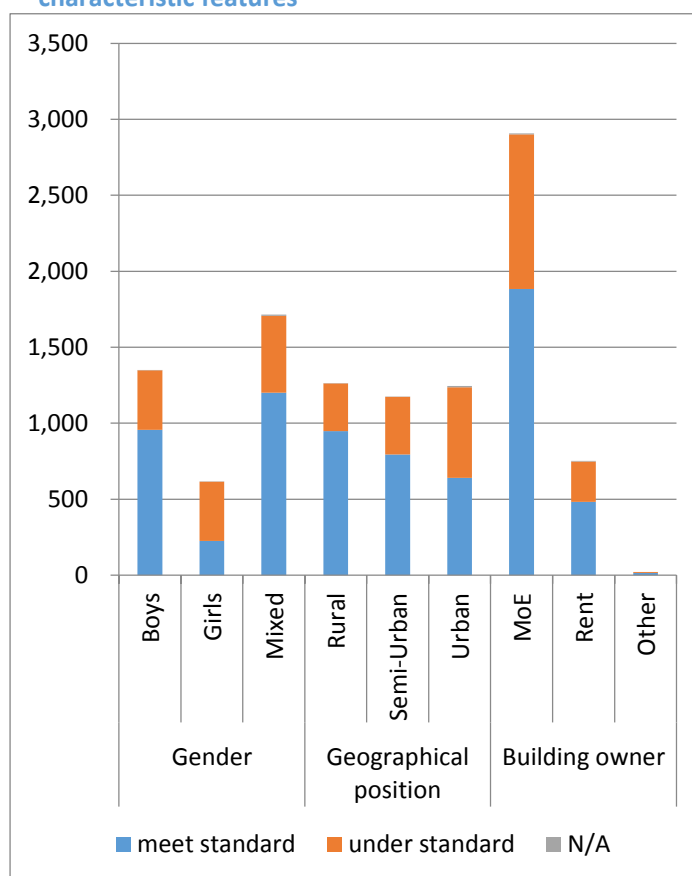


Figure 41 Number of assessed schools: Status of latrines by characteristic features



The inadequacy of seats is caused not only by the shortage of latrine seats but also by a large number of unusable latrine seats. 17% of the existing latrine seats, 5,107 were not usable (Figure 42). As (Figure 43) shows, the percentage of unusable latrine seats is high in girls' schools and also in schools in urban areas, which is one of the reasons that the percentage of the schools falling below minimum standards is high in those schools. Making these unusable latrines functional, would reduce the number of schools below the minimum standards from 1,287 to 929 schools (Figure 44). The costs of rehabilitation of one seat are around one fifth of the costs of construction of a new latrine; therefore, rehabilitation should be completed first.

Out of the 1,032 schools with unusable seats, 480 schools have an adequate number of usable seats in which repairing of usable latrines is not a priority. However, it should be taken as a second priority in case of classroom expansion.

Figure 42 Number of latrine seats and accessibility

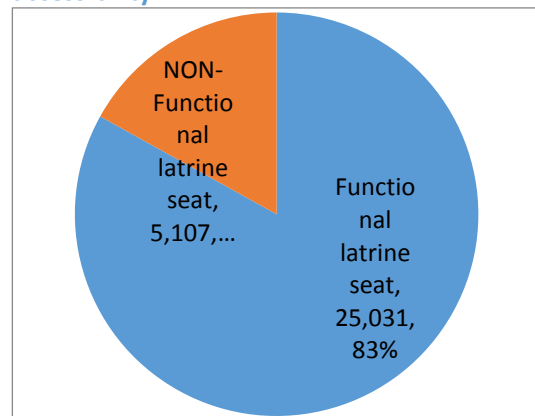


Figure 43 Number of latrine seats and accessibility by characteristic features

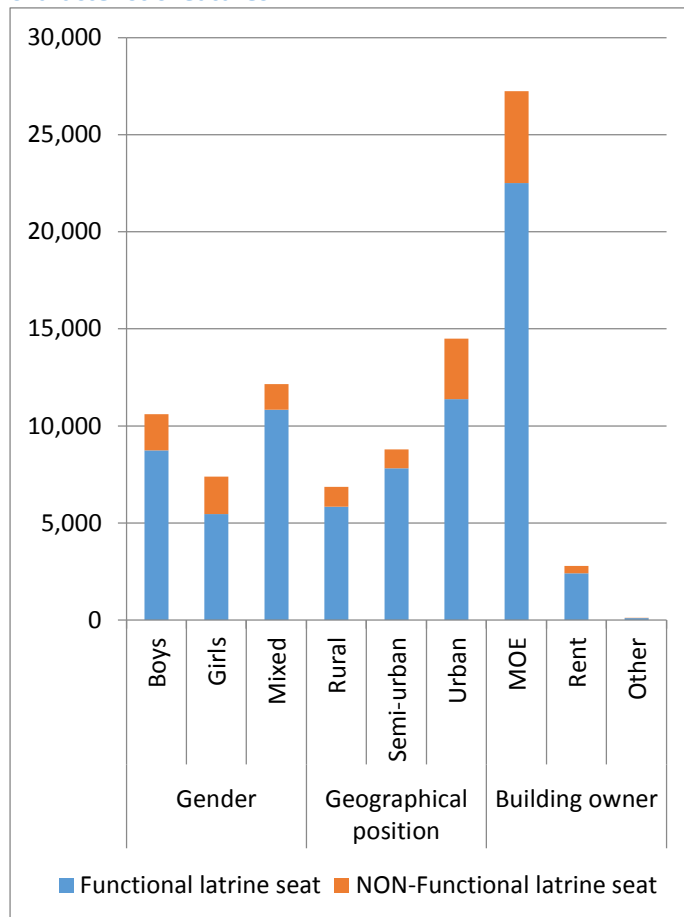
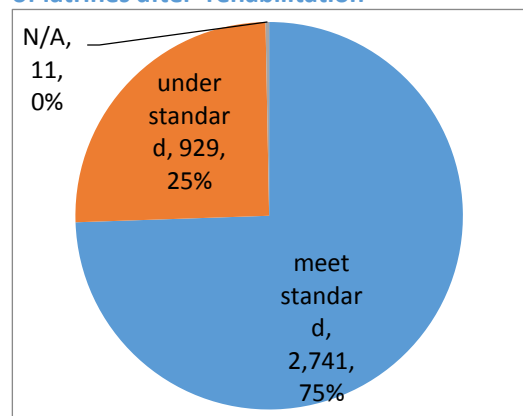


Figure 44 Number of assessed schools: Status of latrines after rehabilitation



To improve the access to latrines, costs of rehabilitation of unusable/broken/damaged latrines are estimated as follows.

Cost estimation 5: Rehabilitation of unusable/broken/damaged latrine seats

Priority	Criteria	# Targeted Schools	# latrine seats	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools There are unusable/broken/damaged latrine seats Student-to-latrine compartment ratio is below the minimum standards 	549	2,439	1,829,250
SECOND priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools There are unusable/broken/damaged latrine seats Student-to-latrine compartment ratio is above the minimum standards 	481	1,446	1,084,500
TOTAL		1,030	3,885	2,913,750

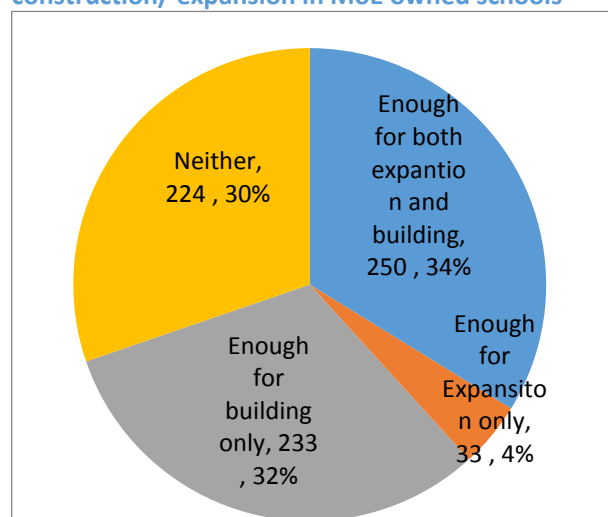
Conditions of estimation:

- ✓ Main items of rehabilitation work comprise as follows: Replacement/maintenance of eastern latrine seats, tiles, lights, doors, water tanks, waste water network and wall painting.
- ✓ Costs per seat: 750 JD

Even if all possible unusable/broken/damaged latrines are rehabilitated, 929 schools would still be classified as falling below the minimum standards. In those schools, the expansion of existing latrines or construction of new latrine blocks is required. Rented schools will not be targeted for construction as the facilities do not belong to MoE. Therefore, merely 740 MoE-owned schools are considered viable for the plan. Expansion requires space around existing latrines, while construction needs empty space within the school compound. However, empty space is not necessarily close to the existing latrines.

Out of the 740 MoE-owned schools, 224 schools have neither space for expansion nor for construction in (Figure 45). For those schools, there is no solution except for decreasing the number of students or converting other rooms into latrines. Decreasing the number of students would require new schools to accommodate overflow children and should be considered as a part of new schools construction plan. On the other hand, converting other rooms into latrines would not be complex as long as such space is not already being used in schools. In JEN's WASH in schools program, there were several cases of schools converting an unused room such as a storage closet into a latrine. This possibility should be taken into consideration.

Figure 45 Availability of space for latrine construction/ expansion in MoE owned schools



The following shows estimated costs for expanding current latrines or construction of new latrine blocks in schools where there is enough space. Due to lack of information, the possibility of converting other rooms into latrines is excluded from the cost estimation.

Cost estimation 6: Construction of additional latrine facilities

Priority	Criteria	Targeting Schools	# of latrine seat	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - MoE-owned schools - There is a space either for expansion or for construction - Student-to-latrine compartment ratio is below minimum standard even after unusable seats are fully rehabilitated 	516	1,927	6,359,100
TOTAL		516	1,927	6,359,100

Conditions of estimation:

- ✓ Size of one latrine seat: 1.20 meters X 1.50 meters
- ✓ Costs per seat: 3,300 JD

Latrines separated by gender are essential in mixed schools. However, latrines in 61% (1,040) of the mixed schools are not segregated. It is prominent in rural areas as well as in rented schools.

As (Figure 48) shows, the number of female students with no access to segregated latrines is triple the number of male students, which reflects the gender ratio in the mixed schools, 27% for male students and 73% for female students. Therefore, the main reason female students have less access to segregated latrines is likely due to the lower opportunity for females to attend girls' schools.

Figure 46 Availability of gender-segregated latrines in mixed schools

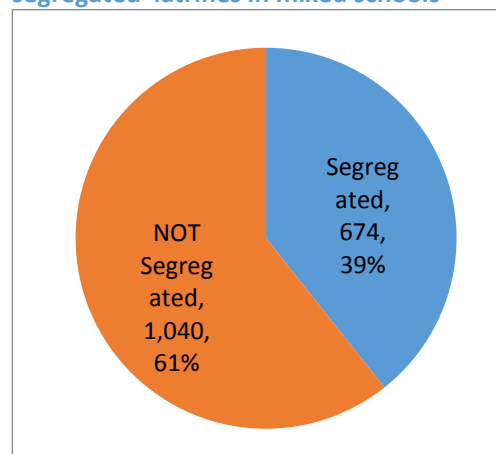


Figure 47 Availability gender-segregated latrines in mixed schools by characteristic features

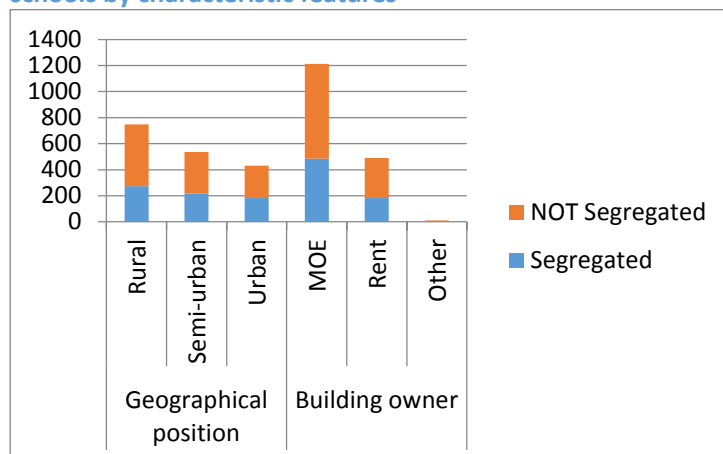
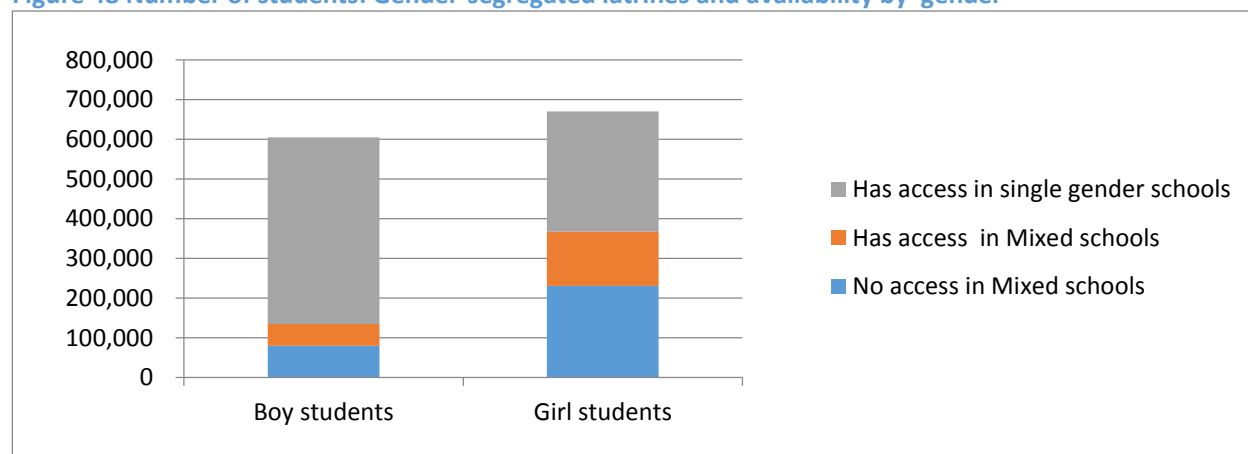


Figure 48 Number of students: Gender-segregated latrines and availability by gender



To improve the girls access to segregated latrines in mixed schools, costs of installation of partitions in unsegregated latrines is estimated as follows.

Cost estimation 7: Installation of a partition

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - Both MoE-owned and Rented/partially-rented schools - No gender-segregated latrines 	1,040	691,600
TOTAL		1,040	691,600

Conditions of estimation:

- ✓ Size of a partition: Length 6m x Height 2.8m x Width 0.15m
- ✓ Materials: Blocks, plaster and paint, door, sink
- ✓ Costs per partition: JD 665

The physical condition of latrine facilities was evaluated by examining the condition of walls, floors, seats, doors, water pipes, drainage pipes, ceiling and washbasins and others.

As (Figure 49) shows, no particular part in the assessment was seen as a main cause of bad conditions of latrines among those parts. Around 400 schools reported that washbasins and lights are unavailable. Approximately 70% of those schools are rented schools (Figure 50). In rented schools, it is not uncommon that only latrine stalls are constructed, not latrine blocks/buildings, without washbasins, electrical wire connections and doors in the worst case.

Figure 49 Percentage of assessed schools: Student latrine conditions

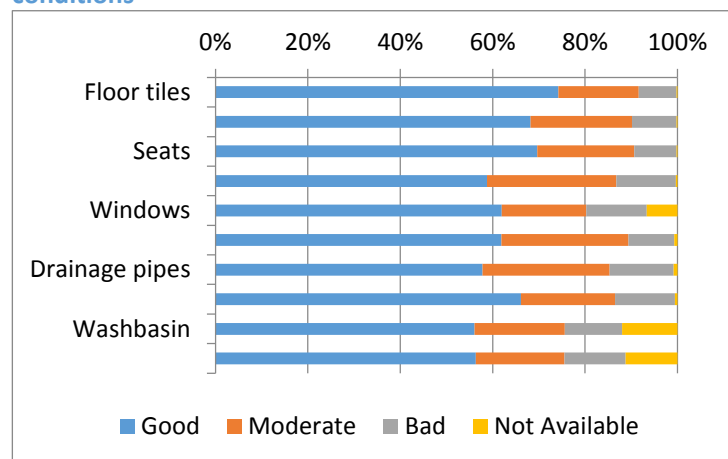
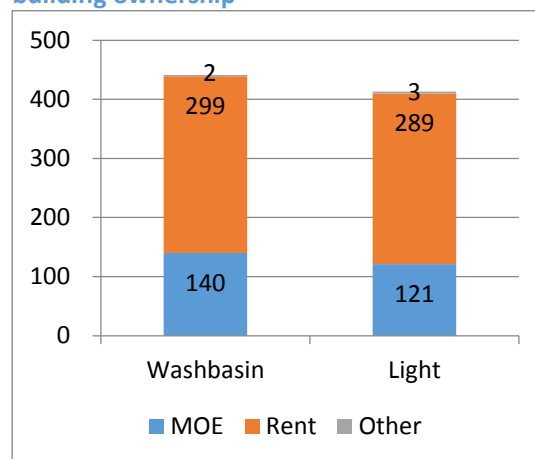


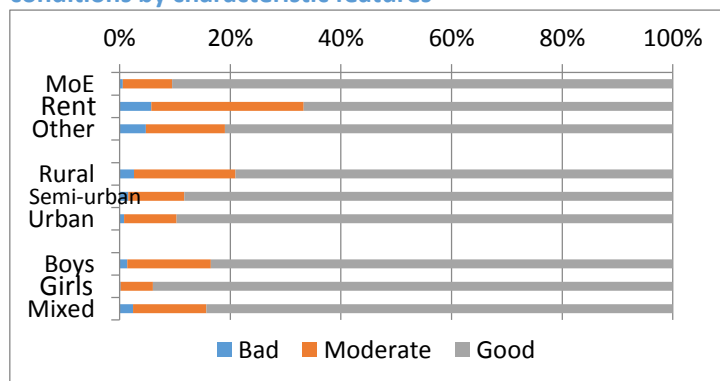
Figure 50 Number of assessed schools: Availability of washbasins and lights by building ownership



In evaluation of latrine facilities as a whole, each part was assigned a score out of a maximum weighted score. The score of each part was summed up, which is used to categorize the overall latrine condition into good, moderate and bad.

When looking into latrine conditions by characteristic features (Figure 51), rented school latrines are more likely to be in bad or moderate condition. Latrine facilities in girls' schools are in better condition than boys' and mixed schools.

Figure 51 Percentage of assessed schools: School latrine conditions by characteristic features



Children's willingness to use school latrines could be affected by the level of maintenance as well as the cleanness of latrines. In most Jordanian public schools, cleaning is conducted by MoE-hired school cleaners. As (Figure 52) shows, in 82% of the schools facilities are cleaned more than once per day. The frequency of cleaning in girls' schools and in schools in urban areas is higher than others.

86% of the schools have one or two cleaners. Out of the 261 schools without cleaners, 94%, 246 schools, have less than 500 students (Figure 53). Assignment of cleaners seems to depend on the number of students and the sizes of the school.

Figure 52 Frequency of cleaning per week

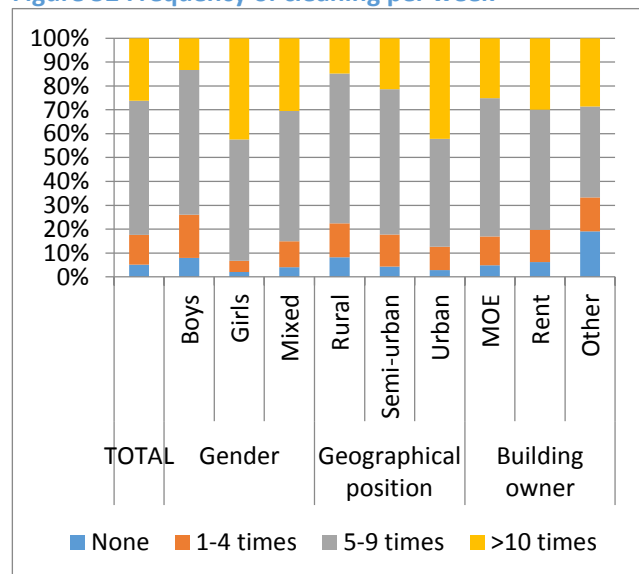
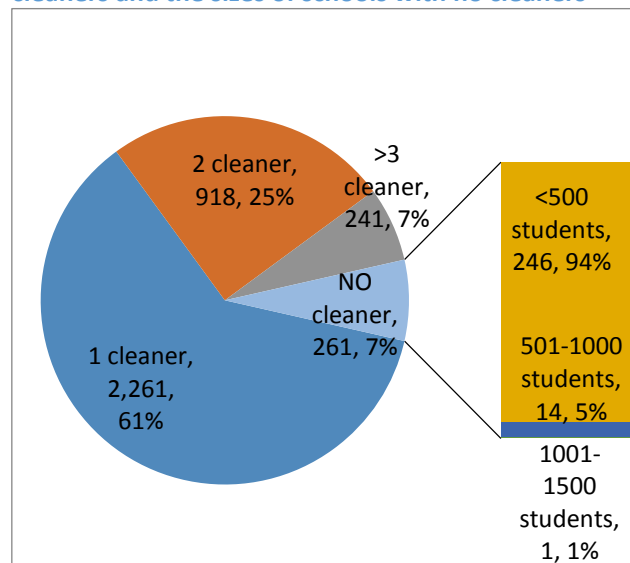


Figure 53 Number of assessed schools: Availability of cleaners and the sizes of schools with no cleaners



Based on the surveyors' direct observation, schools were categorized as clean or not-clean. 16% of the schools were classified as not-clean (Figure 54). As Figure 55 shows, facilities in boys' schools tend to become filthy based on the condition of school latrines. Around a quarter of boys' schools lack cleanliness.

Figure 54 Number of assessed schools: Cleanliness in schools

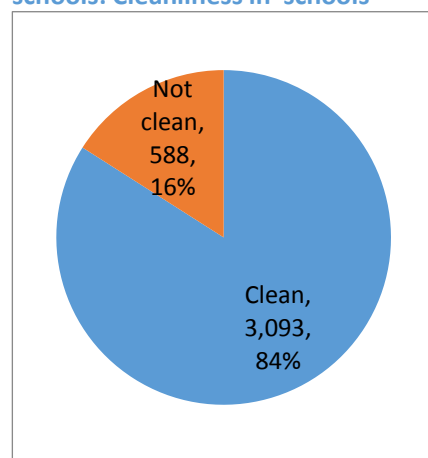
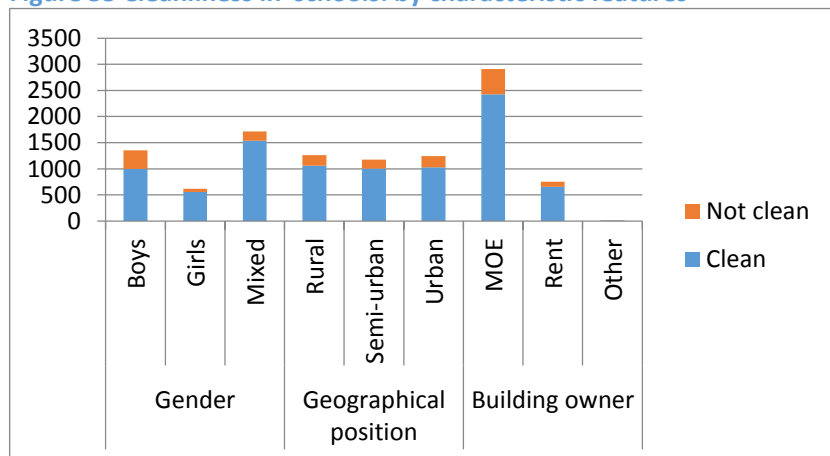


Figure 55 Cleanliness in schools: by characteristic features



The cleanliness of schools is not necessarily linked to the frequency of cleaning or the number of cleaners. Out of the schools categorized as not-clean, 79% have regular cleaning (Figure 56) and 88% have more than one cleaner (Figure 57). On the other hand, the proportion of schools with poor latrine condition is higher in schools which were classified as unclean (Figure 58). This indicates that cleanliness could depend on correct behavioral practices of children rather than cleaning frequency.

Figure 56 Number of unclean schools and the frequency of cleaning per week

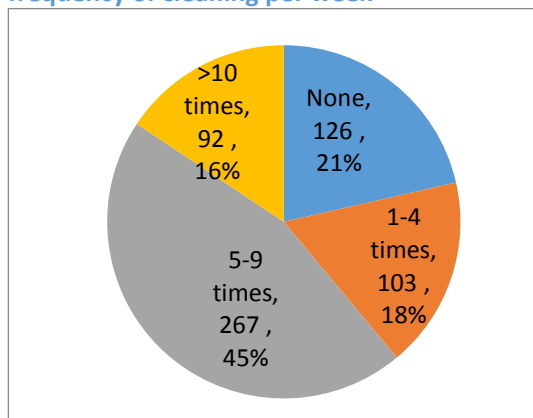


Figure 57 Number of unclean schools and the number of cleaners

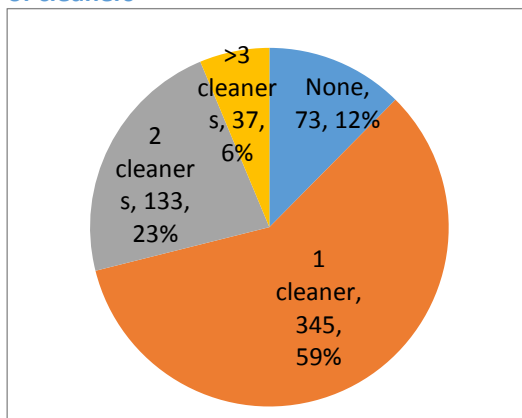
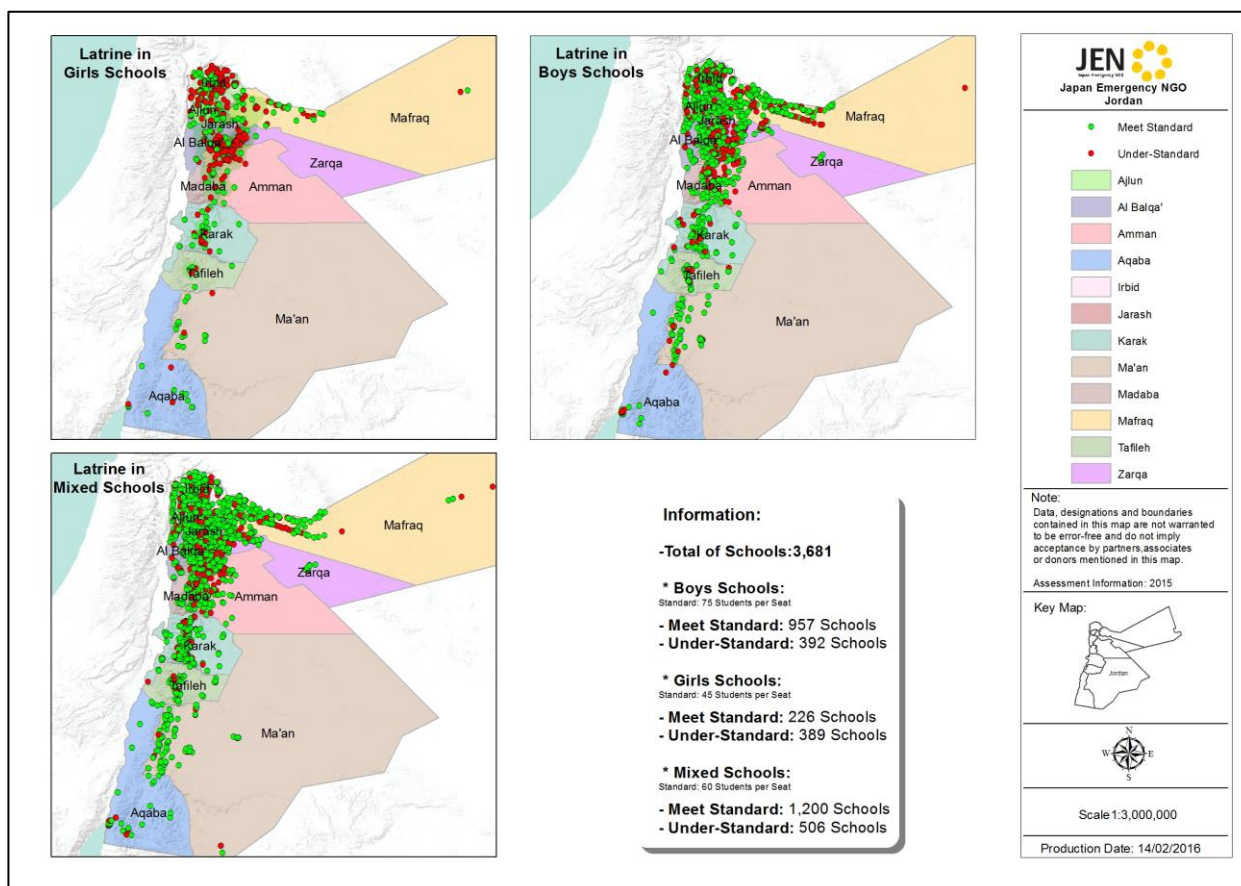
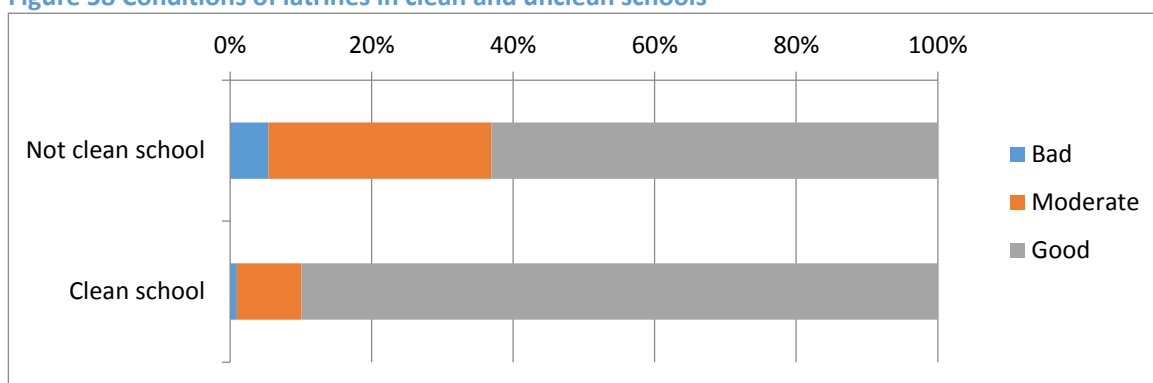


Figure 58 Conditions of latrines in clean and unclean schools



Map 6 Latrine distribution by gender

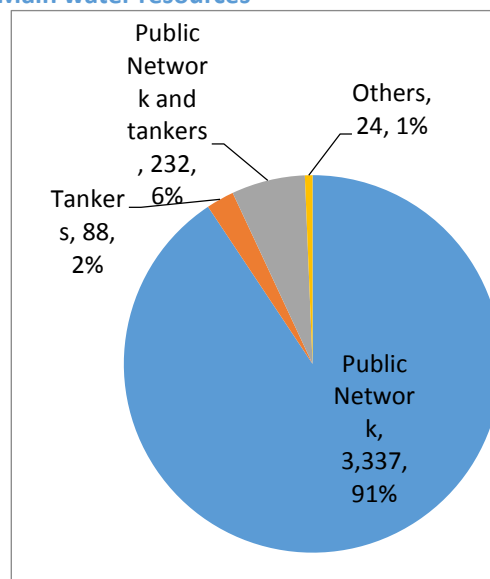
Water

It is important to ensure availability and sustainable management of water for students and to maintain a hygienic environment for all. In Jordanian public schools, water is delivered through public water networks or by water tankers. Public water is not delivered daily and the frequency of water delivery differs by the area. Therefore, schools need to have the capacity for storing an adequate amount until the next water delivery. In the areas where public water networks are not connected to the schools, schools have to rely on water tankers which usually come to fill water tanks upon request.

Only 2% (88) of the schools are not connected to public water networks and rely on water tankers, 62 of these 88 schools are owned by the MoE. 232 schools have access to public water networks and also purchase water from water tankers when needed. 3,337 schools consume water from public networks alone.

To ensure regular access to a sufficient quantity of water, costs of connection of schools to public water networks are estimated as a follow.

Figure 59 Number of assessed schools: Main water resources



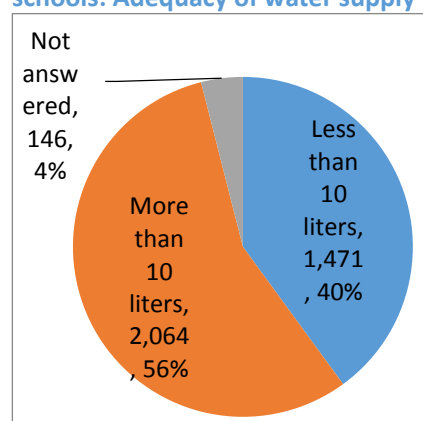
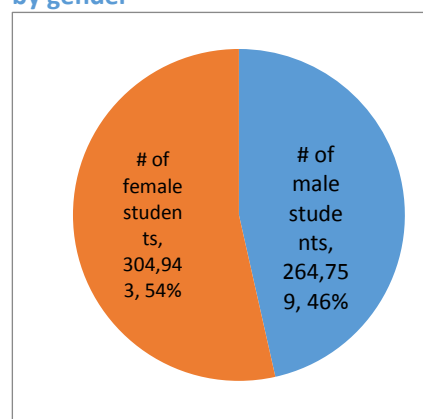
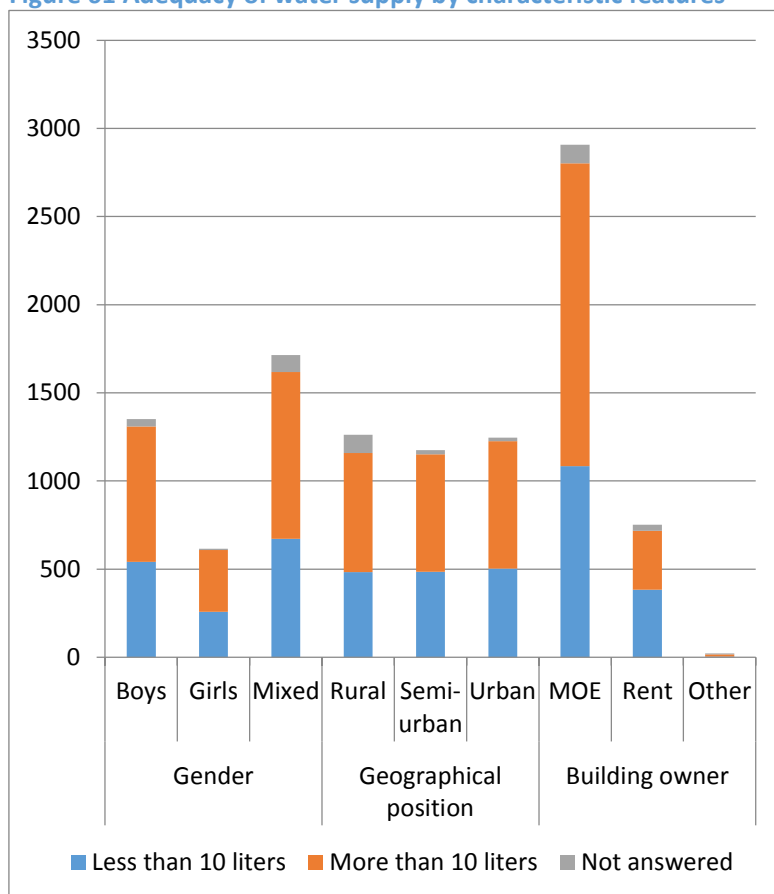
Cost estimation 8: Connection to a public water network

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - MoE-owned schools - No connection to public water networks 	62	434,000
TOTAL		62	434,000

Conditions of estimation:

- ✓ Types of Pipes: H.D.P.E (High Density Polyethylene) with Nominal Diameter 32 ml - 63 ml
- ✓ Roughly-estimated distance from the main line of public water networks to school: 100 m
- ✓ Costs per school: JD 7,000 (70 JD per meter * 100 m)

Sphere Standards set minimum quantities of water in schools as 3 liters per pupil per day for drinking and handwashing, 1-2 liters per user for handwashing and 2-8 liters per cubicle per day for latrine usage. Quantity of water available per child depends on the frequency of water delivery and the capacity of water storage. Frequency of water delivery from public water networks is decided by area and the average frequency in assessed schools was 5 times per month. Therefore, it cannot be said that those schools connected to the public network have enough water quantity. As water delivery cannot be changed to being upon request from schools; the main solution would be to install additional water tanks. In 40% (1,471) of the schools, 569,702 students did not have access to a sufficient quantity (10 liters per day) of water (Figure 60). As (Figure 61) shows, approximately half of the rented schools as well as about a third of MoE owned schools fall below the standards, which might be associated with the insufficient number of water tanks as well as lack of space to install additional water tanks. The number of female students who could not access a sufficient quantity of water was slightly higher than male students (Figure 62).

Figure 60 Number of assessed schools: Adequacy of water supply**Figure 62 Number of students: Daily water usage under 10 liters per day by gender****Figure 61 Adequacy of water supply by characteristic features**

To ensure the access to a sufficient quantity of water for students, costs of installation of additional water tanks are estimated as follows. Generally water tanks are installed on the rooftops of buildings. As the space availability of the roof was not assessed, the cost estimation below is calculated on the assumption that targeted schools have enough space for installation of water tanks.

Cost estimation 9: Installation of additional water storage tanks

Priority	Criteria	# Targeted Schools	# Required water tanks	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools Availability of water supply per child per day is less than 10 liters 	1,471	6,847	1,711,683
TOTAL		1,471	6,847	1,711,683

Conditions of estimation:

- ✓ Type of water tank: Metric 2,000 liters
- ✓ Costs per tank: 250 JD
- ✓ # of required water tanks is calculated by
 - ☐ Lack of enough water supply in each school: Actual water quantity per month - Required water quantity per month. (7 liters per child/day as the minimum)
 - ☐ Required number of water tanks in each school: Lack of water supply in each school / 2,000 liters

Conditions of water tanks as well as those of internal water networks were observed by the JEN surveyors. If internal water networks or water tanks are in disrepair, it would affect the quantity and the quality of water available for children. Only 3-4% of all the schools had water storage tanks or internal water networks in bad condition (Figure 63).

Well-maintained water taps are important for children to wash their hands after playing or before eating meals or drinking water. Generally water taps are installed in the school-yard, outside the main school buildings. Therefore, they are exposed to risks of vandalism. The proportion of schools with water taps in poor condition is high at 23% of all the schools compared with the conditions of water storage tanks or water networks. It is also worth noticing that water taps are not available in 9% of the schools. In addition, around 39% of taps were broken or missing (Figure 64). Non-functional taps were more common in boys' schools at 47% than girls' or mixed schools (Figure 65). In addition, rented schools were most likely to have functional taps while just over half of taps at MoE owned schools were functional. To avoid vandalism or looting of taps, some schools have taps inside the buildings or install grilles surrounding taps to secure them with pad locks.

Figure 63 Condition of water tanks, internal networks and water fountains

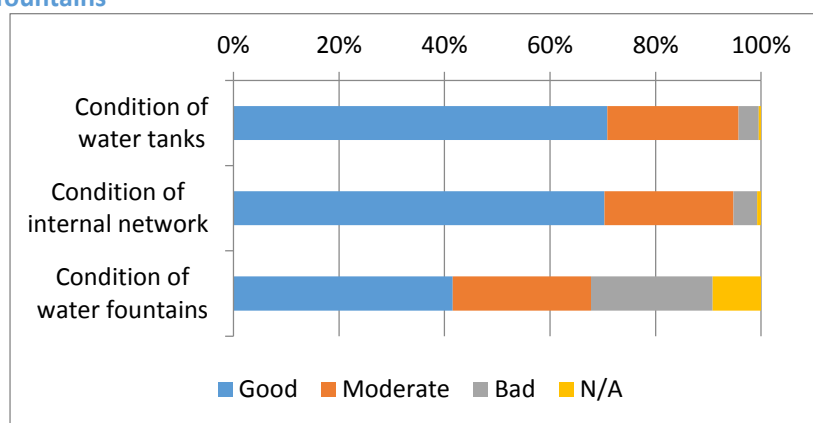


Figure 64 Accessibility and number of taps

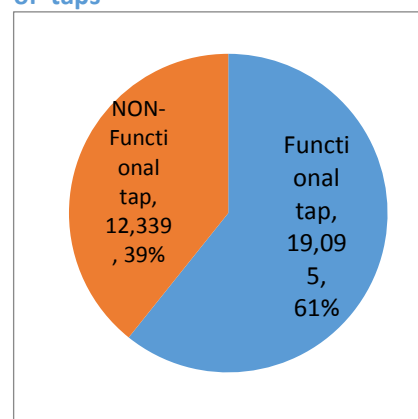
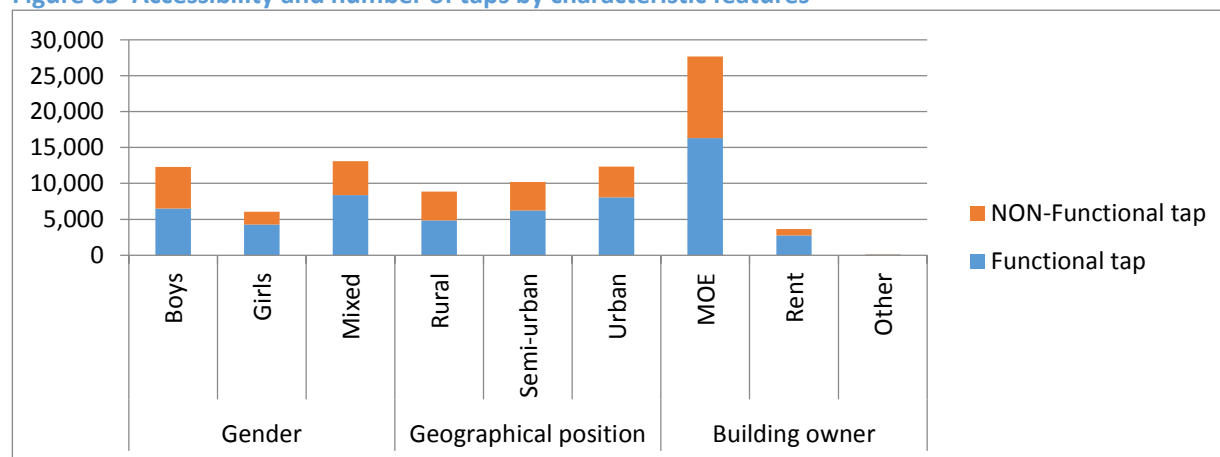


Figure 65 Accessibility and number of taps by characteristic features



In order to prevent any contamination or water-borne diseases, it is essential to conduct regular water testing. According to our school principal interviews, 86% of the schools had water testing conducted during the last academic year (Figure 66) and the most of them successfully passed the test (Figure 67). The percentage of schools where water testing was not conducted is highest in rural areas at 21%. There is a possibility that some schools might be neglected due to difficulties associated with access and other reasons. Though schools' water usually passed water testing regular cleaning and disinfection of water

storage tanks is likely to decrease the risk of contracting water-borne diseases. This exercise was found in 98% of the schools as (Figure 68) shows.

For the 17 schools which failed to conduct water testing and 56 schools where disinfection of water storage tanks was not conducted, further investigation is required in order to find out a cause and to address it. Overall, ensuring water quality is relatively well managed and implemented.

Figure 66 Number of assessed schools: Frequency of water testing

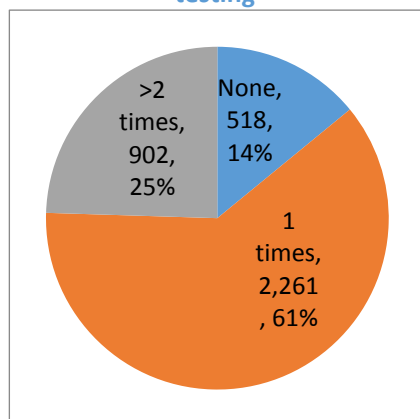


Figure 67 Number of assessed schools: Results of water testing

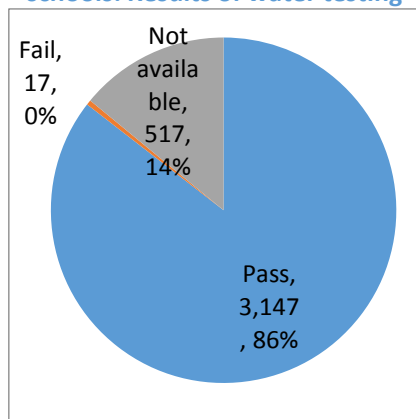
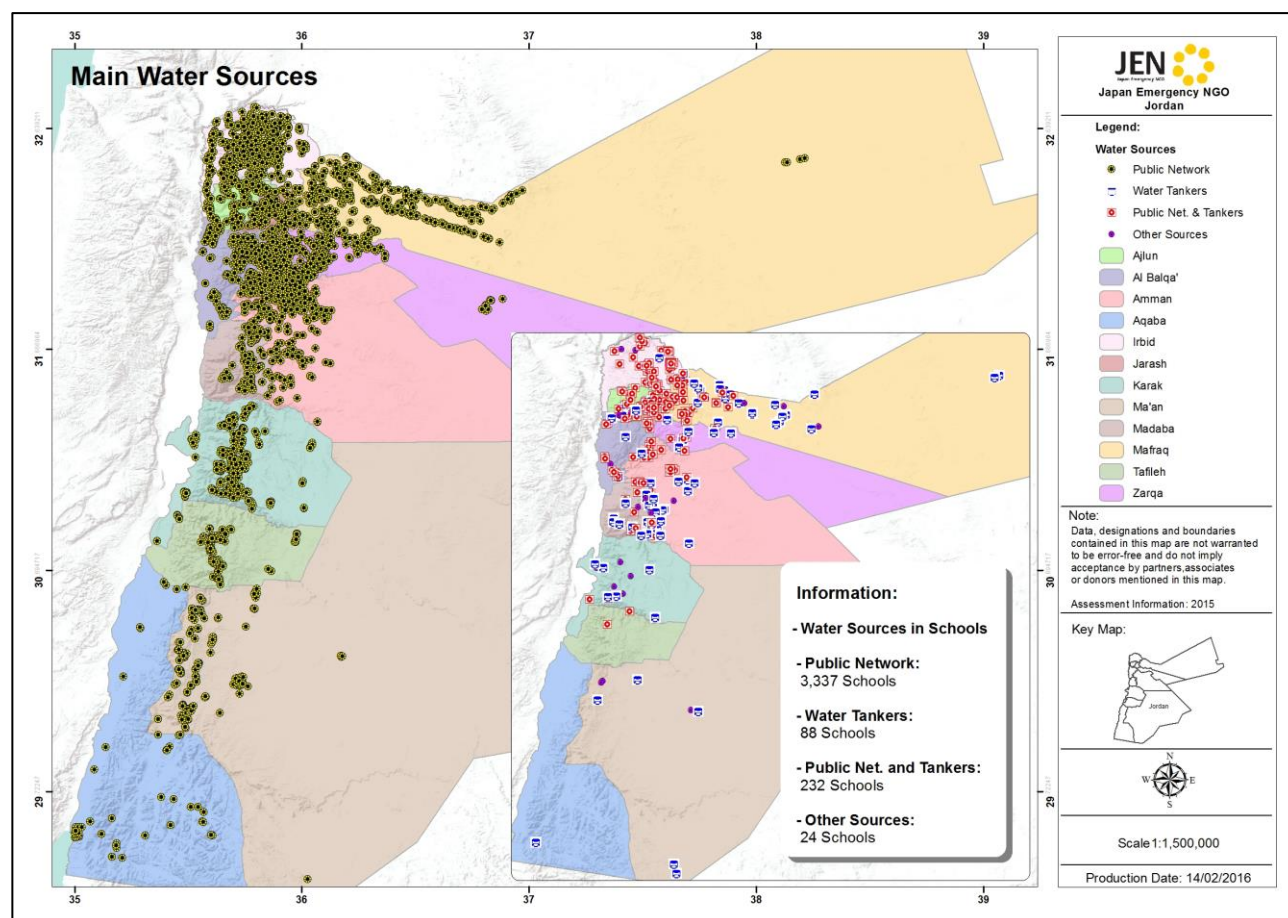
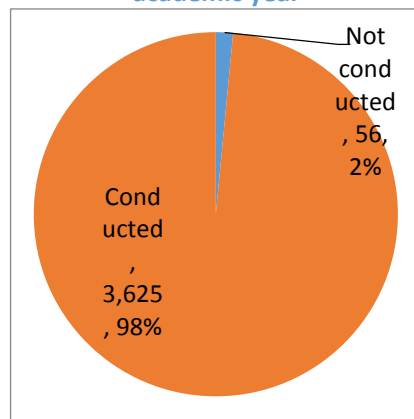


Figure 68 Number of assessed schools: Cleaning and disinfecting water storage tanks during academic year



Map 7 Different water sources of schools

Waste Water

Concerning waste water, the number of schools which are connected to public waste water networks is very low. 68% of the schools are not connected (Figure 69).

95% of the schools in rural areas have no public sewer connections. As long as the septic tanks are in good condition and desludging of septic tanks is regularly conducted, the lack of waste water connections would not be a big problem even though the recurrent costs might be kept high.

Out of the 2,519 schools without connections, in (Figure 70), 33 schools had both septic storage tanks and an internal network system in bad condition, 54 schools with septic storage tanks in poor condition and 110 schools had internal networks in poor condition. For these 197 schools with internal sewage problems, connecting to a public sewer would be a priority.

Figure 69 Number of assessed schools: Connection to public sewers by geographical classification

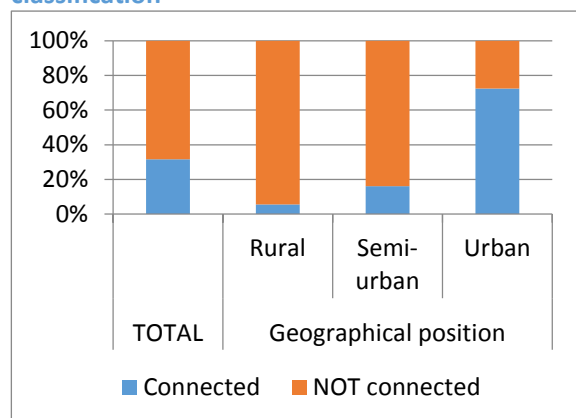
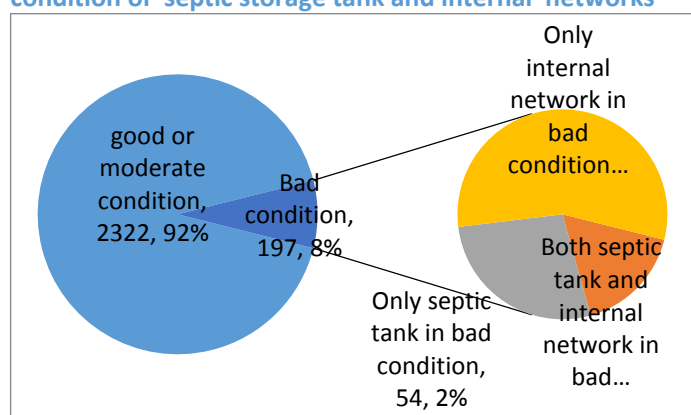


Figure 70 Schools with no public sewer connection and condition of septic storage tank and internal networks



To improve a sewage system in schools, costs of connection to sewage networks are estimated as follows.

Cost estimation 10: Connection to a public sewage network

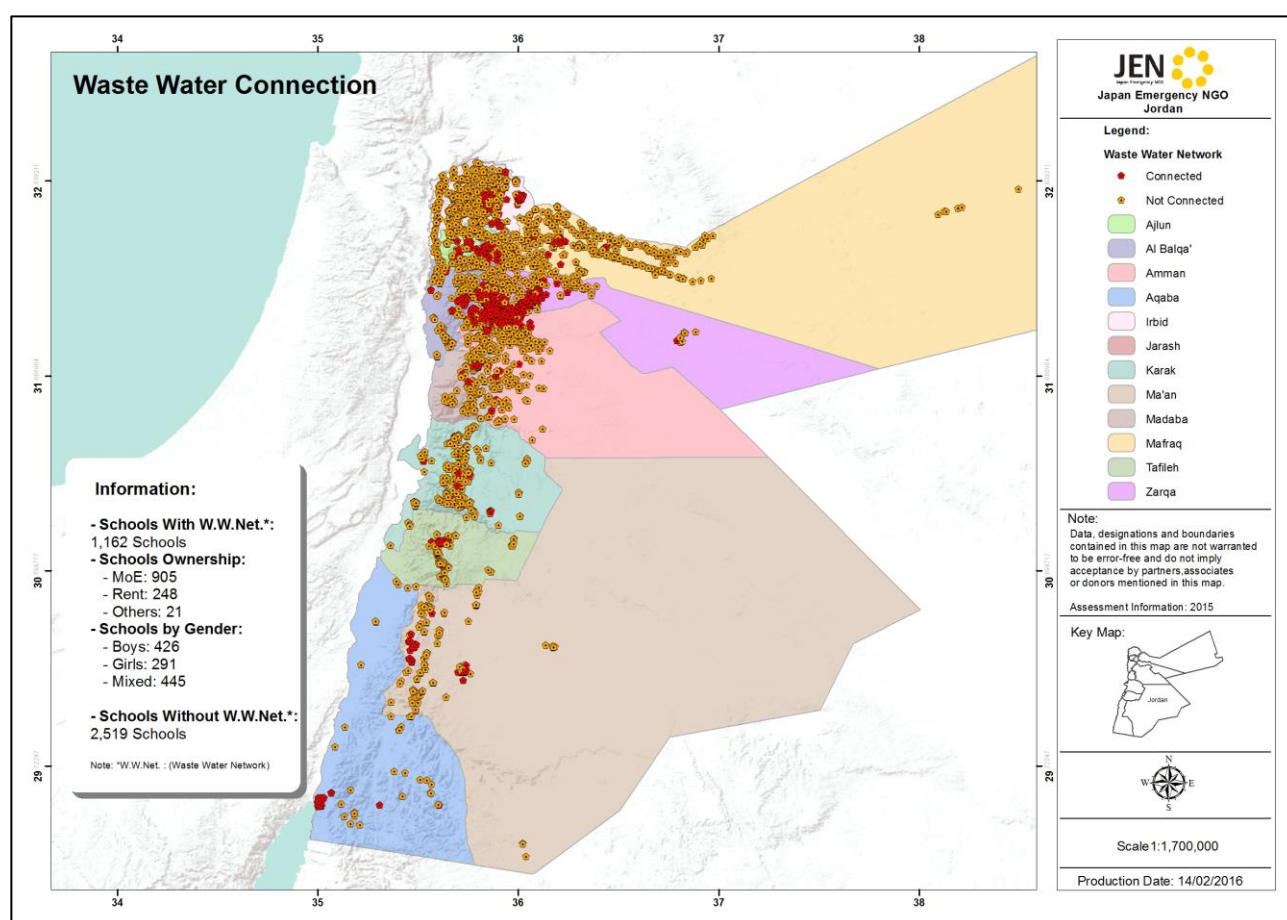
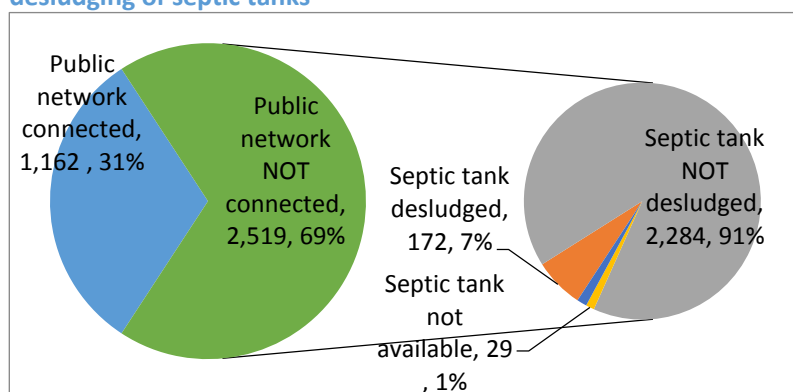
Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	- MoE-owned schools - No connection to public waste water network system - Has internal sewage system in bad condition	135	1,417,500
SECOND priority	- MoE-owned schools - No connection to public waste water network system - No internal sewage system in bad condition	1,868	19,614,000
TOTAL		2,003	21,031,500

Conditions of estimation:

- ✓ Type of pipe: Plain Concrete with Nominal Diameter 150 mm - 200 mm
- ✓ Estimated distance from the main line of public waste water network to school: 100 m
- ✓ Costs per school: 10,500 JD ([80 JD per meter X 100 m] + [5 manholes X 500 JD])

As shown in (Figure 71), 91% of the schools were not connected to public sewers and none of them have desludged septic storage tanks in the last two academic years. This percentage seems high, however, it is very rare to find septic storage tanks overflowing in schools. It is assumed that some substances septic storage tanks contain have been absorbed into ground. Detailed investigation is required for this.

Figure 71 Number of assessed schools: Public sewer connection and desludging of septic tanks



Map 8 Connectivity to waste water network

Solid Waste

School waste disposal is an important issue to keep school environments clean and hygienic. The mismanagement of solid waste could result in outbreaks of insects and increased risks of diseases. In this assessment the situation of outdoor waste disposal containers was assessed. All school solid waste is collected and stored in these containers until a public waste disposal vehicle collects the waste.

50% of the schools have no waste disposal containers. In schools equipped with waste disposal containers, the number of containers varies (Figure 72). However, the size of these containers was not observed in the assessment and therefore, it is difficult to confirm whether each of those schools has enough capacity to store all school waste. 73% (2,698) of the schools, however, answered that the existing capacity of the containers are insufficient to keep all waste in the public waste collection cycle as shown in (Figure 73). This indicates that even schools equipped with waste disposal containers will need additional storage capacity for collecting all waste.

In the public waste collection cycle shown in (Figure 74), school solid waste is not collected regularly in 48% (1,755) of the schools, out of which, 1,479 schools have no waste disposal containers. It is assumed that those schools are rather not counted as a waste collection point than public waste collection service is unavailable.

Schools without solid waste management practices burnt trash on the school premises or just left it scattered in and around the school yards.

Figure 72 Number of assessed schools: Availability of waste disposal containers

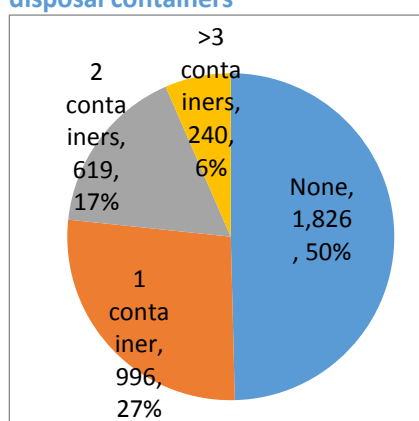


Figure 73 Number of assessed schools: Adequacy of waste disposal containers

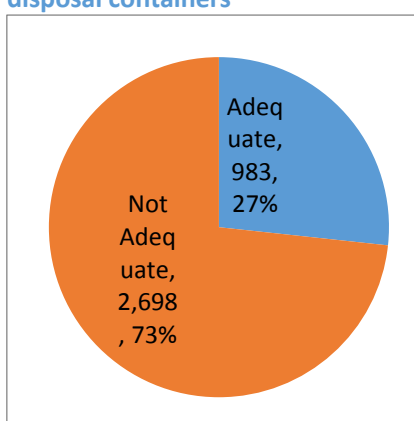
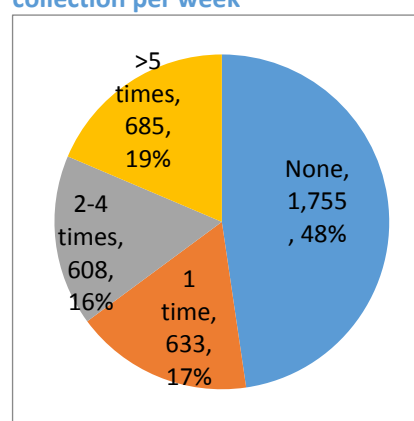


Figure 74 Number of assessed schools: Frequency of public waste collection per week



To improve solid waste management, estimated costs of provision of waste disposal containers is as follows.

Cost estimation 11: Provision of waste disposal containers

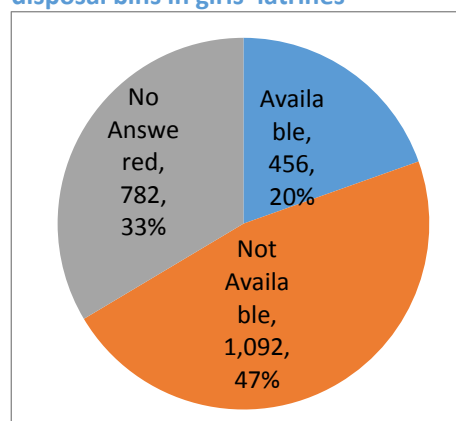
Priority	Criteria	Targeting Schools	Required # of containers	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools No waste disposal containers available 	1,826	10,783	1,347,869
SECOND priority	<ul style="list-style-type: none"> Both MoE- owned and rented/partially rented schools There are waste disposal containers but they are not enough 	872	6,291	786,341
TOTAL		2,698	17,074	2,134,210

Conditions of estimation:

- ✓ Type of a container: Metric 250 liters with wheels
- ✓ Costs per container: 125 JD
- ✓ # of required waste disposal containers is calculated by
 - Estimated total quantities of solid waste in each school: Number of students x 1.8 liters per day x 2.5 days (collection cycle)
 - Required No. of waste disposal containers in each school: Estimated total quantities of waste in each school / 250 liters

In addition to outdoor trash containers, the availability of sanitary disposal bins in female latrines was assessed. As the idea is not culturally common in Jordan, one third of the schools left this question unanswered. However, out of the 1,548 schools which answered the question, 71% of the schools have no sanitary disposal bins (Figure 75). No provision of sanitary bins in schools is likely to affect girls' school attendance.

Figure 75 Availability of sanitary disposal bins in girls' latrines



4. Hygiene and Health

Hygiene promotion should be regularly conducted to remind students of the importance of hygiene as well as to promote children's sustainable behavior change. Questions were asked relating to active involvement of schools in hygiene promotion, the frequency of hygiene promotion activities or events, the availability of trained staff on hygiene promotion, health clubs, management committees and soap at the latrine units.

As shown in (Figure 76), 93% (3,406) of the schools had activities or events associated with hygiene and health. The most popular activities are extracurricular activities such as morning assemblies and "all-hands" events with students. In most of the Jordanian schools, assembly is held daily for 15 minutes twice a day. It is effective to continuously share hygiene-related topics with children on a daily basis. Hygiene activities or events for the students are provided by many actors as well as teachers, school health clubs and school management /health committees such as MoE, MoH, medical doctors from public health clinics and NGOs. Health clubs consisted of students, school management, health committees formed by teachers, parents and community members. 86.9% of the schools had either a health club or a school management/health committee. However, types of activities they do to promote hygiene might be different in schools and therefore, further assessment is required to identify the impact of these activities.

Despite the fact that activities or events are being organized in most of schools, only 54% of all schools have trained staff on hygiene promotion. In addition, hygiene promotion sessions have been provided in 69% of the schools only (Figure 77).

Figure 76 Number of assessed schools: Participation in hygiene promotion

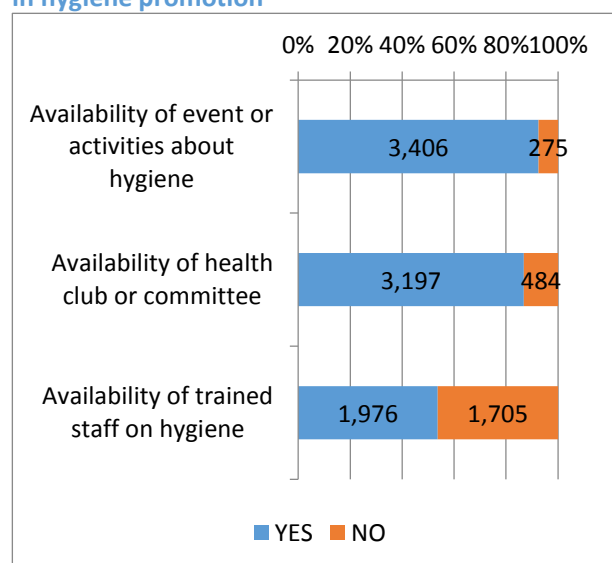
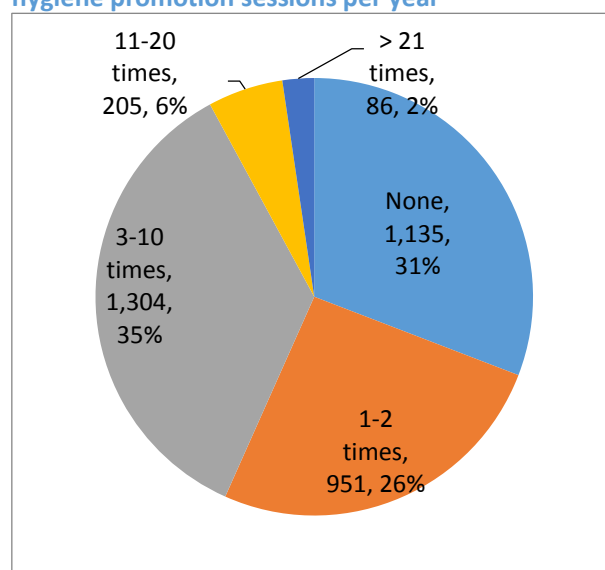


Figure 77 Number of assessed schools: Frequency of hygiene promotion sessions per year



To increase the awareness of hygiene, the cost of provision of training to teachers on hygiene promotion is estimated as a follow.

Cost estimation 12: Provision of training to teachers

Priority	Criteria	Targeting Schools	# of staff to be trained	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools No trained staff on hygiene promotion 	1,705	17,050	852,500
TOTAL		1,705	17,050	852,500

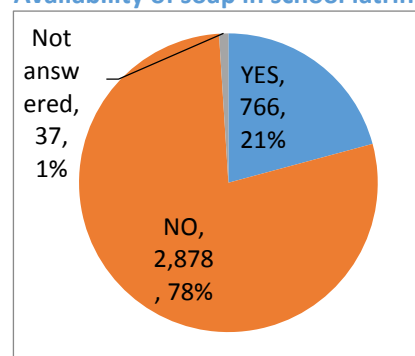
Conditions of estimation:

- ✓ # of staff to be trained per school: 10 teachers
- ✓ Hygiene training includes mobilization of school principals, one-day training of trainers (ToTs) to teachers, one-day hygiene session to students.
- ✓ Costs per school for hygiene training: 500 JD, 50 JD/staff member
- ✓ Costs includes allowance and transportation for public health specialist and hygiene materials for teachers.

79% of the schools have no soap at the latrine units (Figure 78), which would reduce the impact of hygiene promotion since children cannot practice behaviors they learn. Some schools claimed that they had no budgets for purchasing soap. Others stopped placing soap in school latrines because children played with it and lost it within a few days. Knowing the importance of using soap at critical times, some of the school principals suggested provision of liquid soap bottle which is fixed on a wall near the tap. In newly-built schools, wall-mounted liquid soap dispensers are available.

To improve the sanitary environment at school, estimated costs of provision of soap is as a follow.

Figure 78 Number of assessed schools: Availability of soap in school latrines



Cost estimation 13: Provision of soap

Priority	Criteria	Targeting Schools	Required QTY of soap	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - Both MoE-owned and rented/partially rented schools - No soap at latrines 	2,878	7,526,880	612,204
TOTAL		2,878	7,526,880	612,204

Conditions of estimation:

- ✓ Costs per 80 g piece of soap : 0.082 JD
- ✓ # of required soap per month is calculated: (Total # of students in 2,878 schools X 50 g per person per month X 12 months) /80 g piece of soap

In 15% (548) of the schools, personal hygiene kits were distributed during the school year (Figure 79). Main providers of hygiene kits are NGOs. There are also cases that hygiene kits were provided by private companies, communities, schools and MoE/DoE. The distribution of hygiene kits, containing more than a piece of soap should make it easier for NGOs, health committees and teachers to draw the attention of children to their activities. However, taking into consideration the relatively high standard of living in Jordan, cost-effectiveness of programs and relatively low impact of hygiene kit distribution, aid organisations may consider ceasing distribution of hygiene kits.

In this assessment, some schools suggested a need for provision of hygiene sessions on menstruation for adolescent girl students. (Figure 80) shows that girls are not sufficiently provided with information on menstruation. Also, some school principals of boys' schools requested for daily personal hygiene sessions for teenage boys.

Figure 79 Number of assessed schools: Hygiene kits distributed

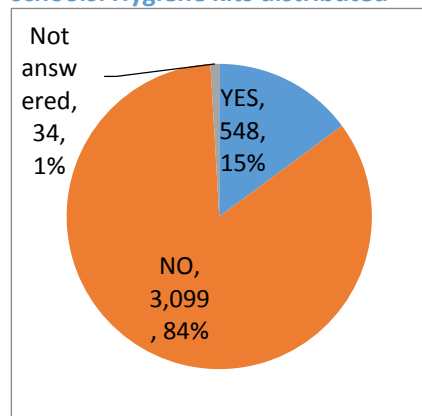
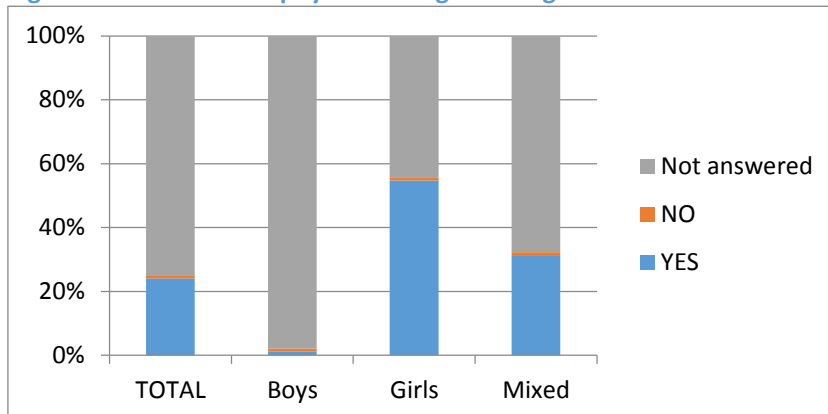
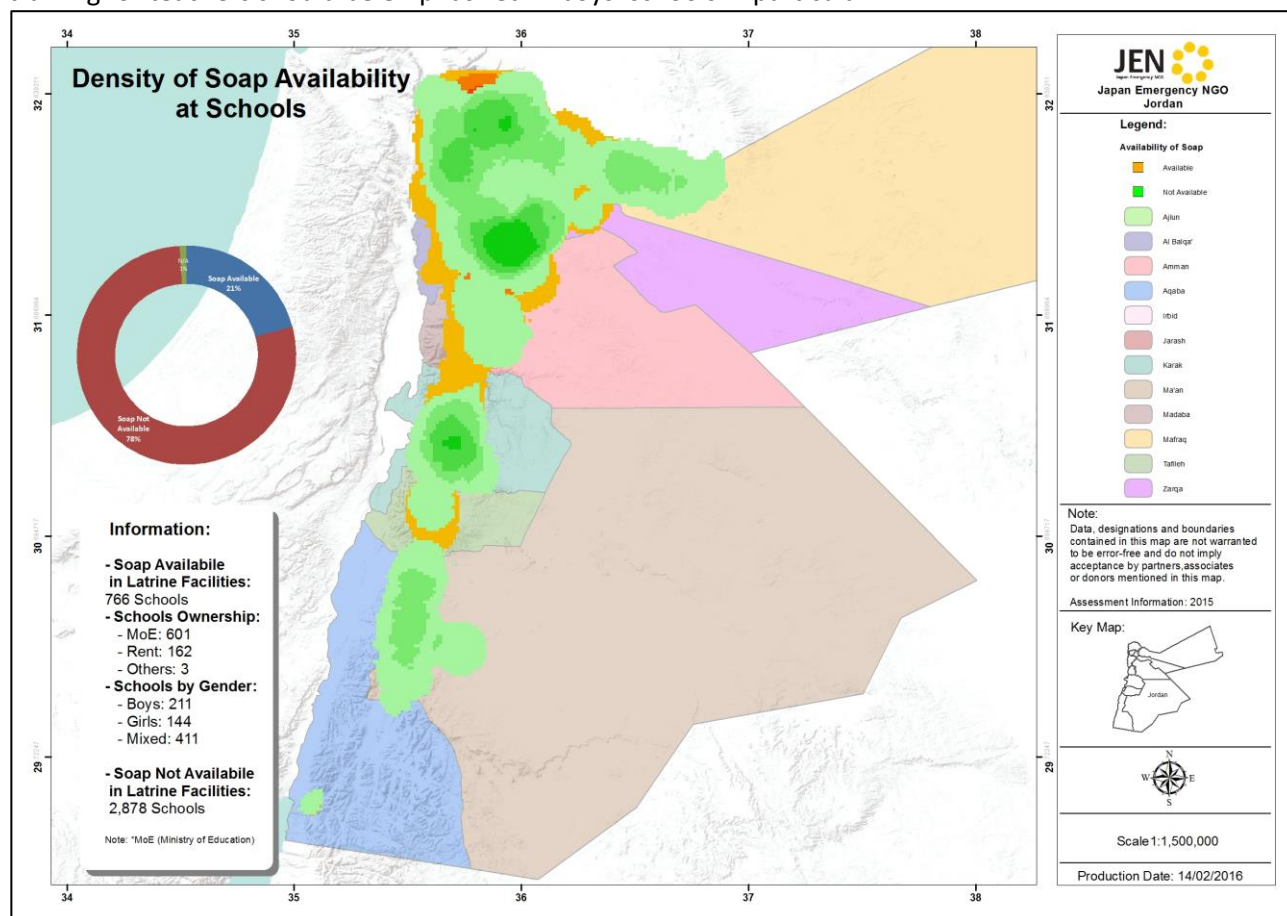


Figure 80 Education on physical changes during adolescence



Overall, the following figures indicates a general trend that girls' schools and schools in urban areas are more active in hygiene promotion and boys' schools and schools in rural areas are less active. There is a possibility that hygiene is not considered as an important subject in rural communities. Increasing community awareness of hygiene might help improve their awareness by involving community members in hygiene-related events at school. In boys' school JEN found difficulties conducting hygiene promotion at times due to children's aggressive behaviors as well as to uncooperative teachers. Hygiene promotion training for teachers should be emphasized in boys' schools in particular.



Map 9 Availability of soap

Figure 81 Availability of hygiene events and activities in schools by characteristic features

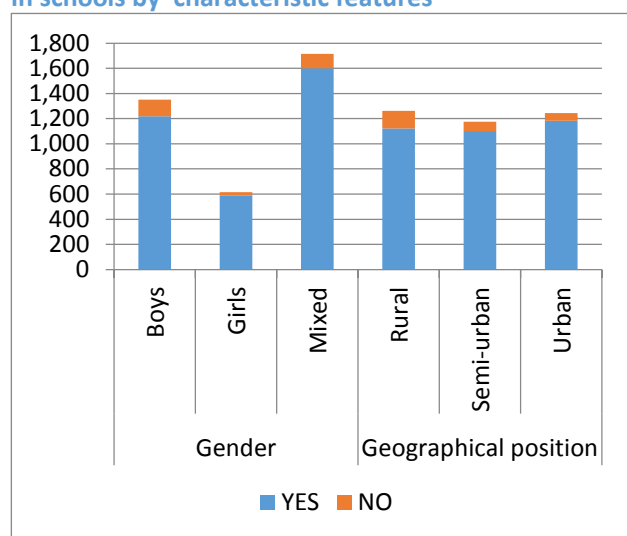


Figure 82 Availability of health clubs and committees in schools by characteristic features

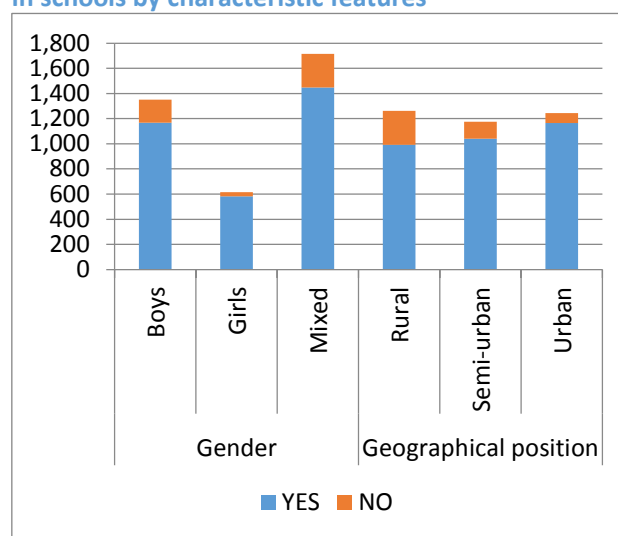


Figure 83 Availability of trained staff on hygiene in schools by characteristic features

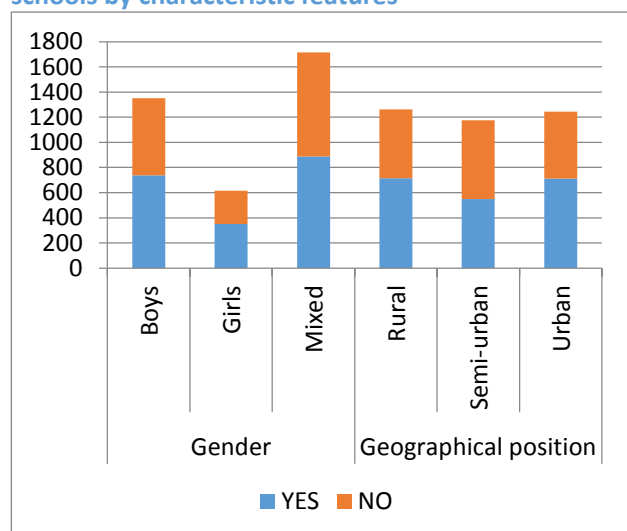
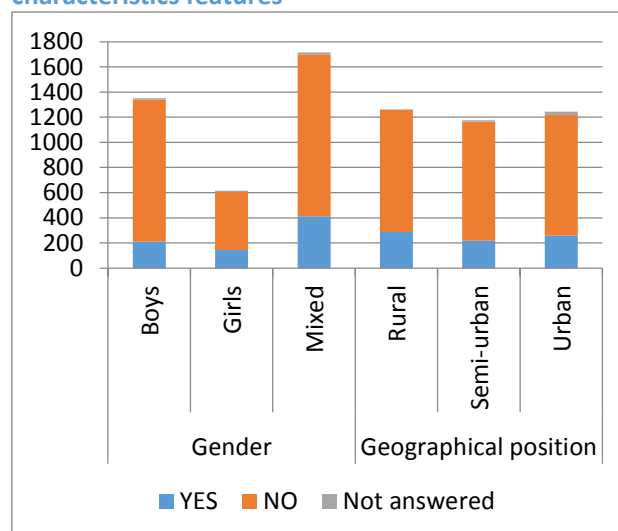


Figure 84 Availability of soap in school latrines by characteristics features



(Figure 85) shows that the relation between schools' active participation in hygiene promotion and the school latrine condition. Schools with latrines in good condition are more active in organizing hygiene activities or events, having soap available at latrine units and keeping a health club or school management/health committee active than those with latrines in bad condition. Providing that schools are actively involved in hygiene promotion, they tend to keep the school environment clean. Increasing hygiene awareness could also have contributed to the appropriate use and maintenance of school facilities.

Surprisingly, the availability of trained staff is inversely proportional to the condition of latrines. The percentage of schools which have trained staff members with latrines in poor condition is higher than those which have trained staff with latrines in good condition. The possible causes are that hygiene education training was not provided by applying appropriate methodologies to improve teachers' motivation or understanding on hygiene promotion or that participatory monitoring and evaluation was not appropriately conducted.

In the assessment JEN assessors asked school principals for the number of students who contracted hygiene related diseases in the last academic year. In response to these questions, 11% of all students were infected with diseases in the last academic year. 25% (902) of the schools responded that there were no students at all infected. As this seems unlikely there are doubts about the extent to which school principals pay attention to students' health condition or it is possible the question was not well understood. For accurate analysis, further assessment is required.

Figure 85 Hygiene promotion activities in schools and condition of schools latrines

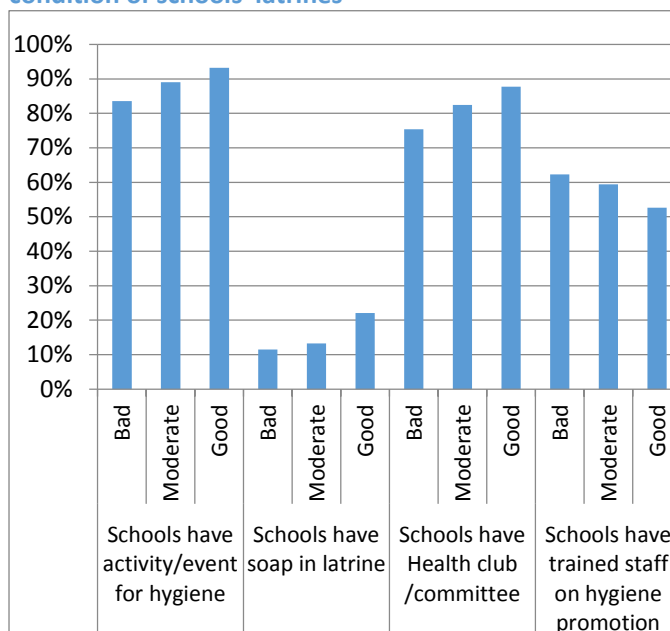


Figure 86 Number of students infected with diseases

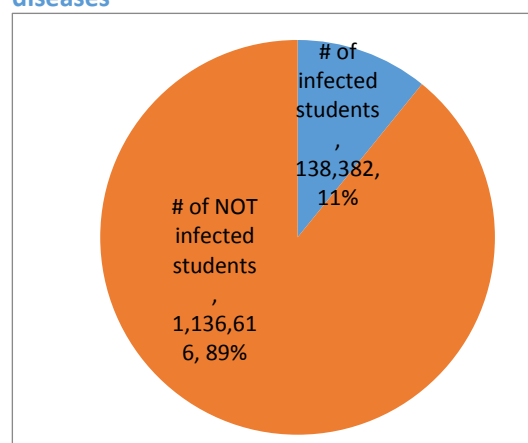


Figure 87 Number of assessed schools: Schools with students infected with diseases

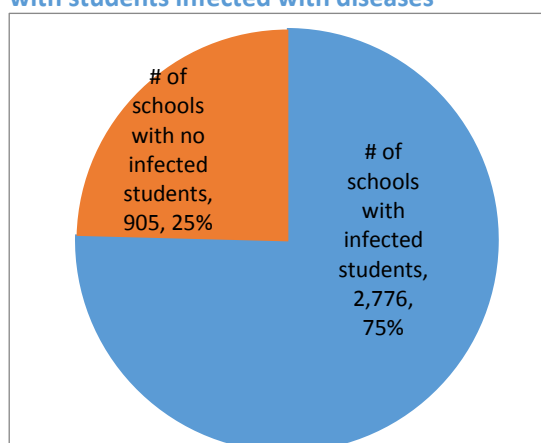
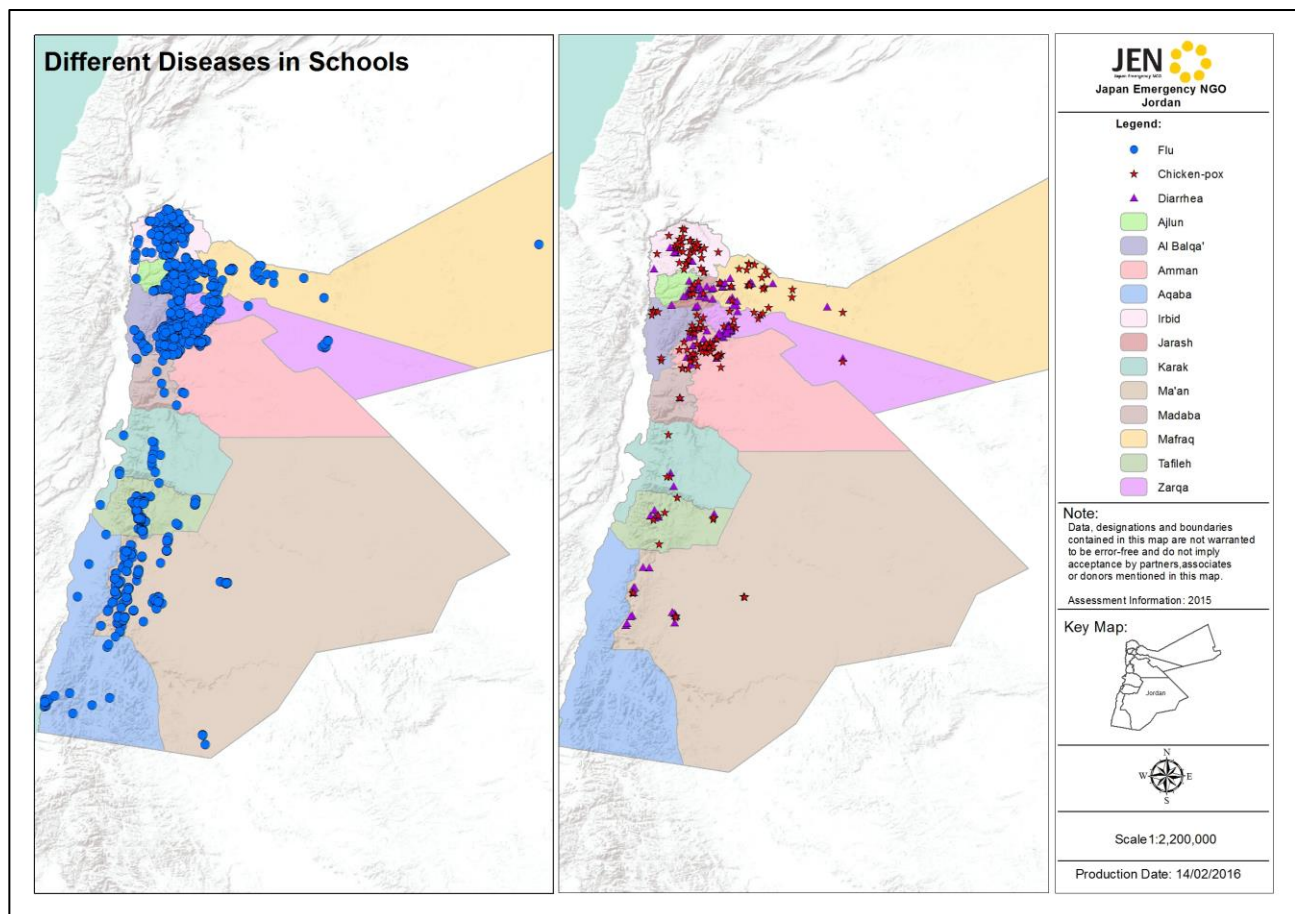
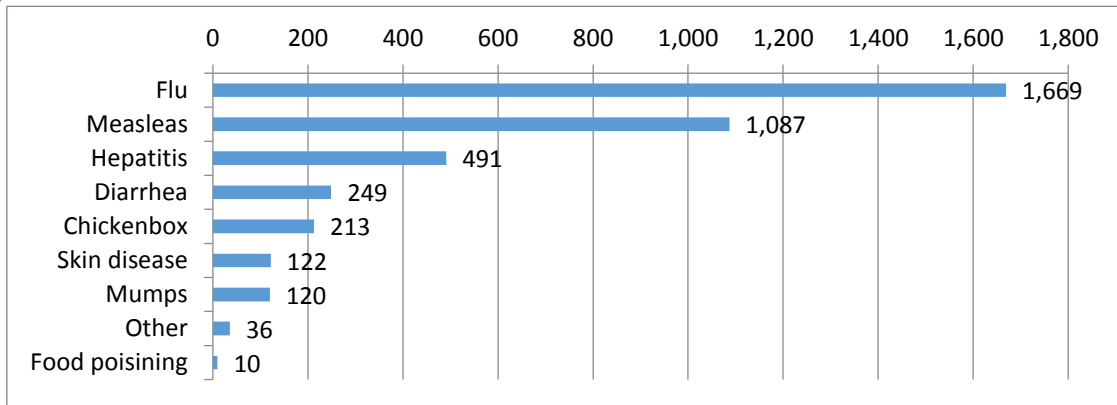


Figure 88 Infectious diseases in shcools



Map 10 Diseases related to hygiene

5. Parents and the Community

PTA

In most of the schools (98%), a PTA has been established (Figure 89). However, the level and extent of activities varies in schools. As (Figure 90) shows, PTA meetings are held regularly in 94% of the schools. In the frequency of the meetings once a year or once per school term accounts for 35% and more than once per school term for 59%. The percentage of schools which do not hold regular meeting is slightly higher in urban schools, 105 schools. Out of them, 75% were in Amman.

Figure 89 Number of assessed schools: Formation and presence of PTA

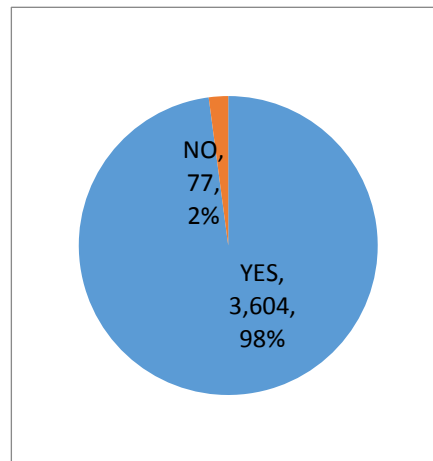
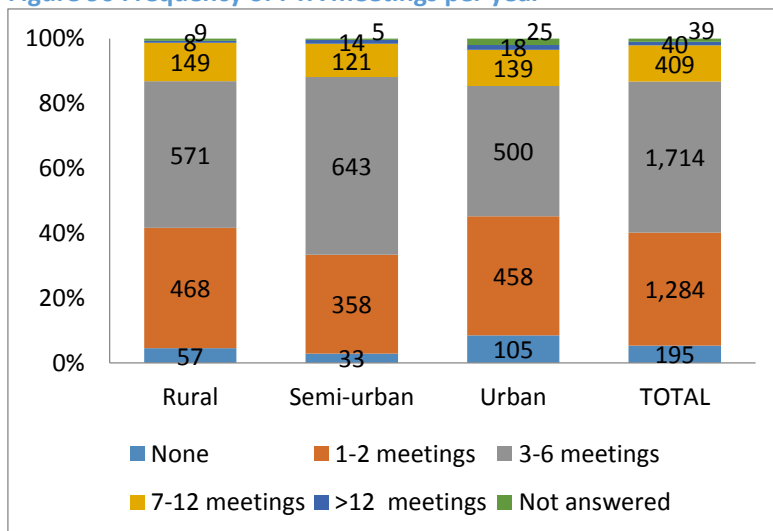
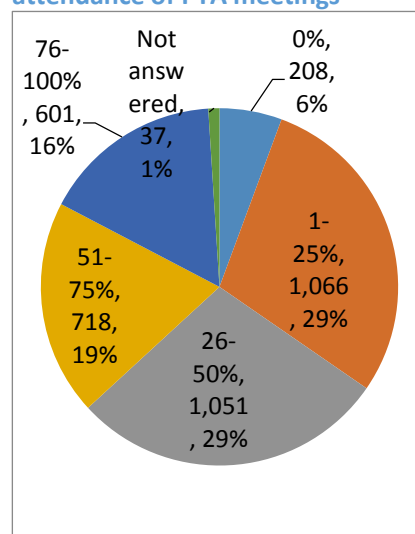
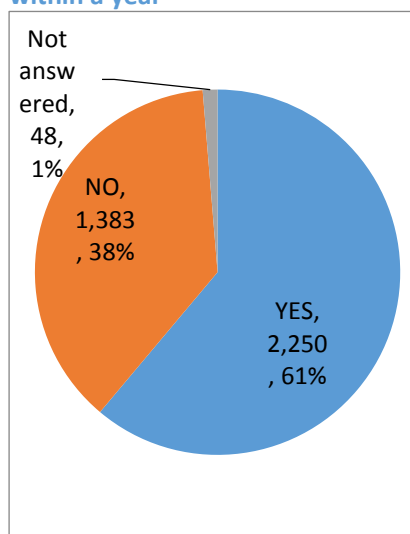
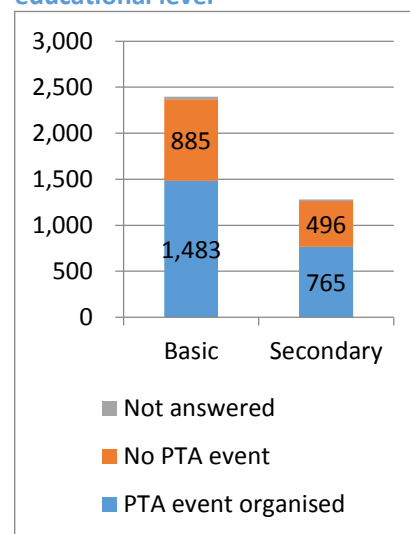


Figure 90 Frequency of PTA meetings per year



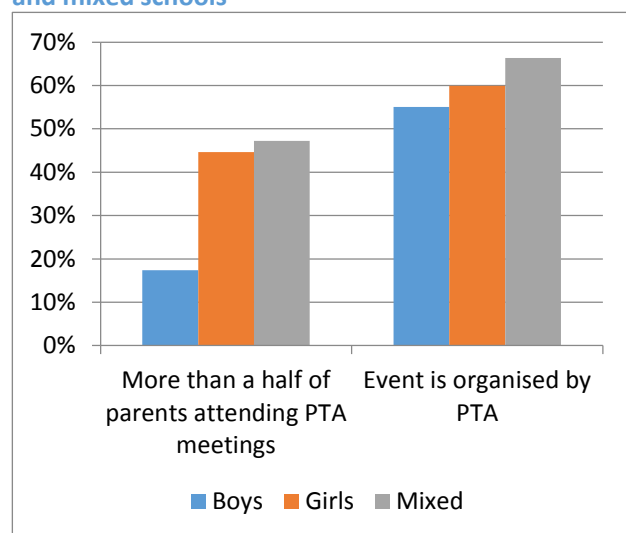
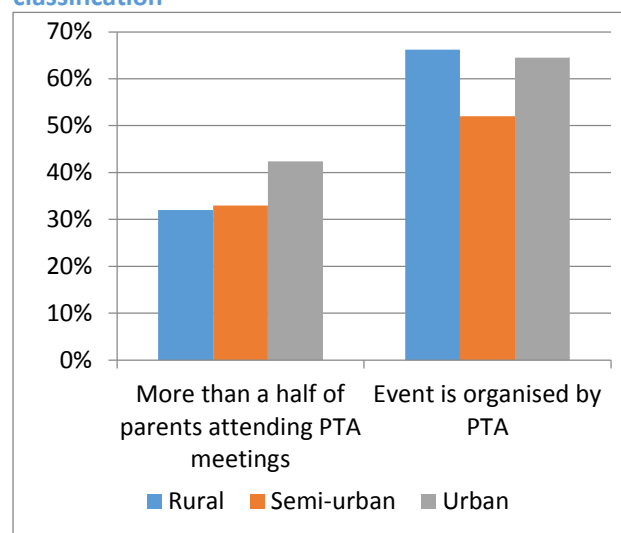
The number of parents attending PTA meetings was determined by interviewing the school principals. As the assessment did not include detailed parent attendance rates, the result might be affected by school principals' memories. However, it provided at least a brief overview of PTAs' commitment. In 57% of the schools less than a half of the parents participate PTA meeting, while in 36% more than a half of the parents participated (Figure 91).

61% of the schools had activities/events of any kind organized by PTA (Figure 92). Types of the events varied from national celebrations, promotional events for awareness of health, education, cleanliness etc., school bazaars, to meetings for discussing affairs of students and the school. It was expected that basic schools and parents are more active in this regard. The proportion of schools by educational level, however, showed PTA events is nearly the same rate at 62% in basic schools and at 60% in secondary schools (Figure 93).

Figure 91 Percentage of parents attendance of PTA meetings**Figure 92 PTA-organized events within a year****Figure 93 PTA-organized events by educational level**

When looking into differences between single-gender schools and mixed schools in (Figure 94), PTA commitment and participation is weakest in boys' schools. It is assumed that boys' parents pay less attention to the learning environment compared with girls' parents. Active involvement of PTA in mixed schools could be explained by the large portion of female students in mixed schools.

By geographical classification as shown in (Figure 95), in rural areas there is a big gap in interests of parents between attending a PTA meeting compared to organizing events with the PTA. Parents in these areas seems to be less interested in attending PTA meetings, whereas they are eager to organize events. Given that school events are considered as part of community events in rural areas, schools may be a good platform for community mobilization in rural areas.

Figure 94 Active participation of PTA in single-gender and mixed schools**Figure 95 Active participation of PTA by geographical classification**

To improve PTA involvement, costs of holding a regular hygiene-related event at school is estimated as follows. Other types of participation and contribution by community are also required.

Cost estimation 14: Allowance for organizing events and activities

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> Both MoE-owned and rented/partially rented schools PTA have organized no events within one year 	1,383	553,200
TOTAL		1,383	553,200

Condition of estimation:

- ✓ Costs per event: JD 200
- ✓ Frequency of events: 2 times a year

Communities

27% of the schools have received support or contribution from communities (Figure 96). As (Figure 97) indicates, types of community contributions vary with in-kind and financial donations being more popular. Donation of cash or non-cash items would be helpful for school operation. However, this kind of contribution seldom creates a community-school partnership and generates collective power for community participation. It is recommended that schools work together to drive the implementation of community participation in activities forward such as daily cleaning and routine maintenance of school facilities for a healthy school environment. As it was seen in the same as PTA involvement, boys' schools and schools in rural areas receive less contribution from communities.

Figure 96 Number of assessed schools: Community contributions to schools

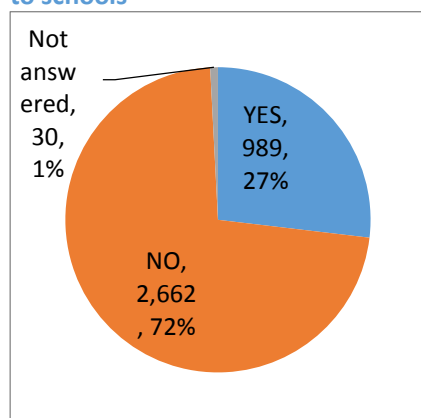
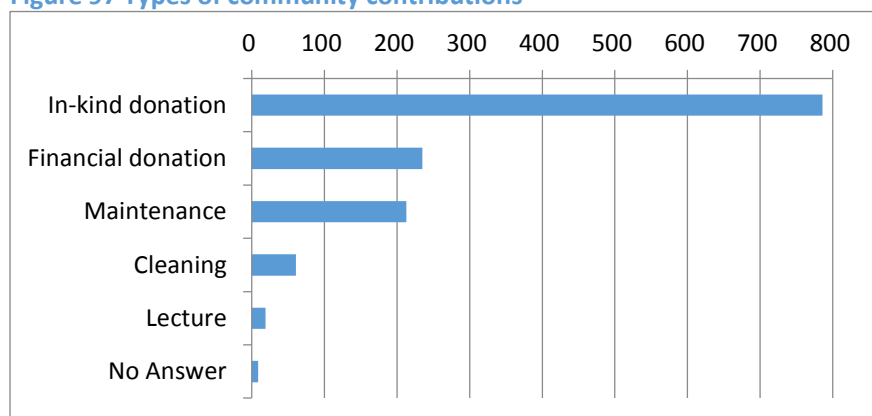


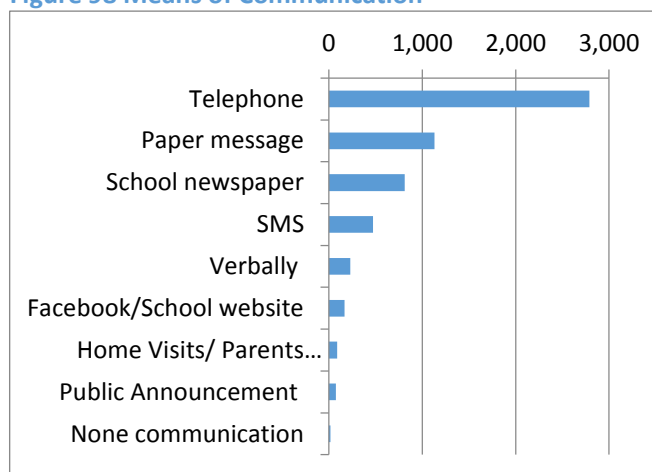
Figure 97 Types of community contributions



A strong partnership between schools and families should be established. The effective school-home communication can help not only to deal with emergency cases but also to encourage parents to be involved in their children's learning and schooling. Through various technology-enabled initiatives, contact can be established with parents.

According to (Figure 98), telephone is the most common way for schools to contact parents at 76%. It is useful merely to convey messages quickly and

Figure 98 Means of Communication



successfully as telephone communication is two-way. Newsletters enable educators and children to share children's experience, good practices and pleasant episodes in schools with families. School newsletters have been introduced in 22% of the schools.

Facilities of around one third of the schools are used for non-school activities such as sports, training, meetings, celebrations and elections in non-school hours (Figure 99) and (Figure 100). Schools traditionally have been the centers of their communities. Encouraging the community use of school premises would enable schools and communities to educate children together and also bring a sense of ownership among communities. Proper guidelines for the use of the facilities should be provided.

Figure 99 Number of assessed schools: Non-school use of public school facilities

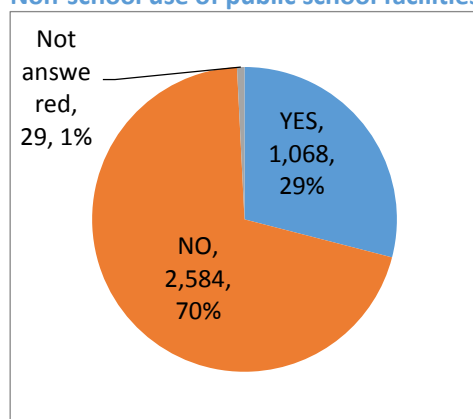
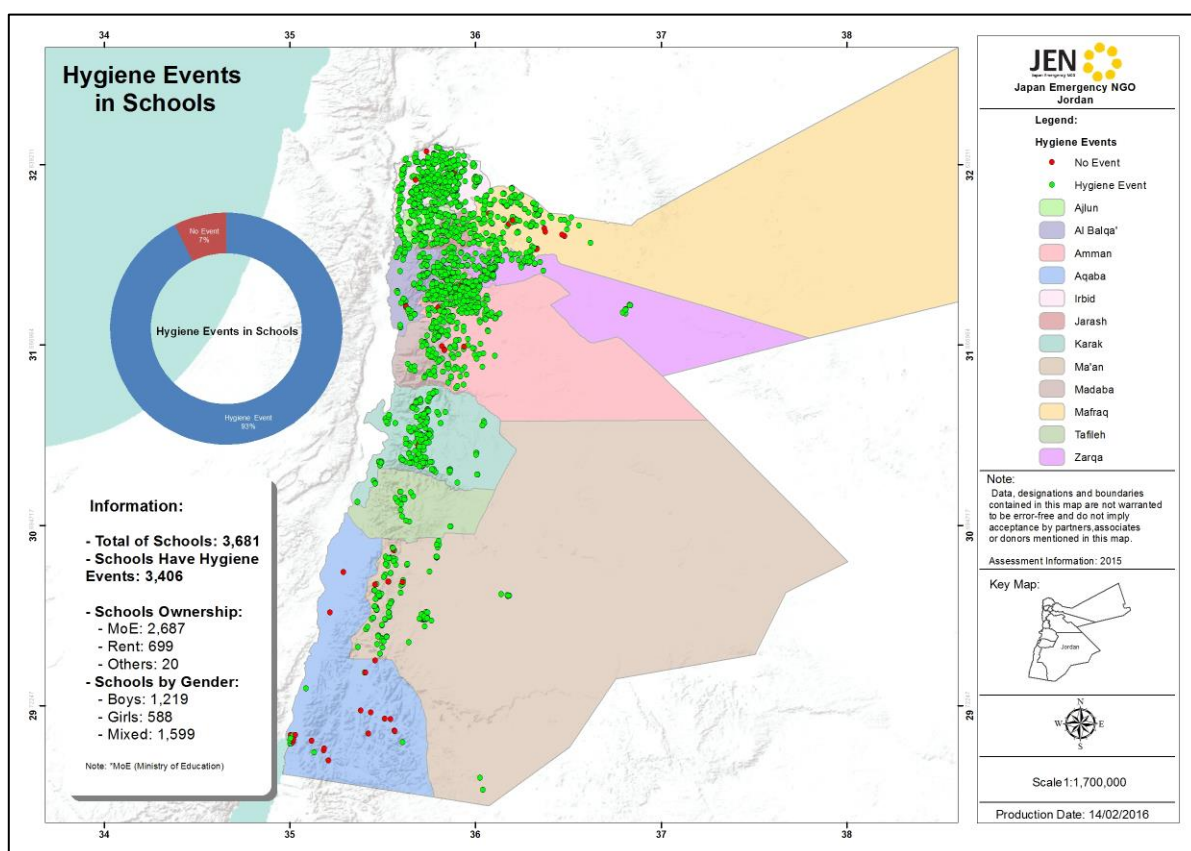
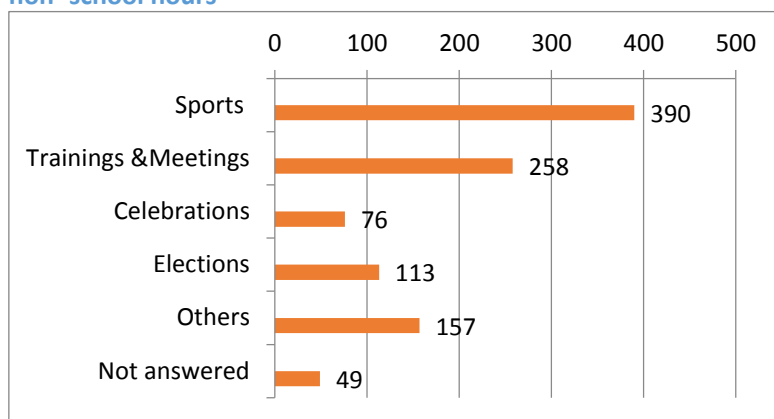


Figure 100 Number of schools and purpose of facilities usage in non-school hours



Map 11 Hygiene events in schools

6. Teachers

A student-school staff ratio by country as (Figure 101) shows. Jordan's ratio compares favorably with that of Japan and other Middle East countries as well. Although the number of school staff per school was assessed, the school staff includes not only teachers but support staff such as administrators, cleaners and guards. Therefore, the assessment results do not show an exact student-teacher ratio.

There are comparisons of the ratio by characteristic features. Due to population density in urban areas, the student-school staff ratio in schools in urban areas is high, 14.5 students per staff (Figure 102).

Figure 101 Student – school staff ratio by country

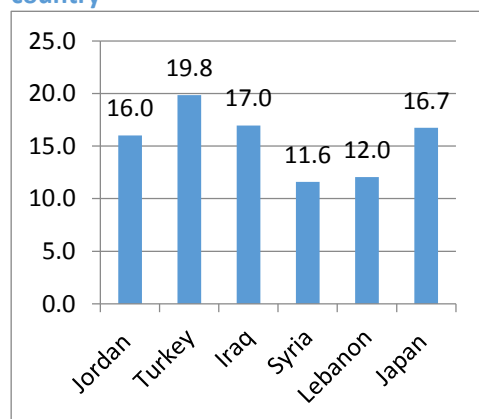
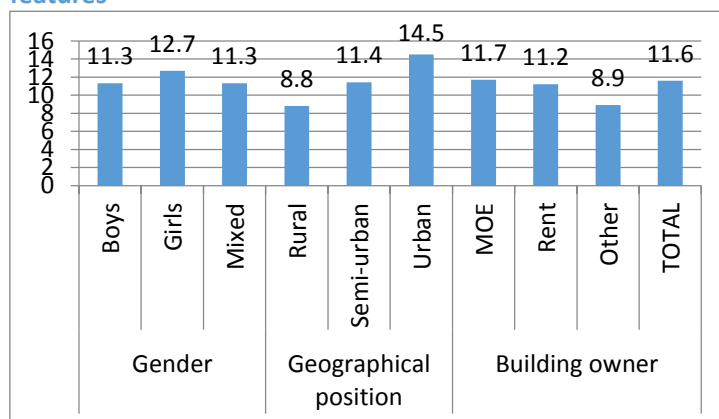
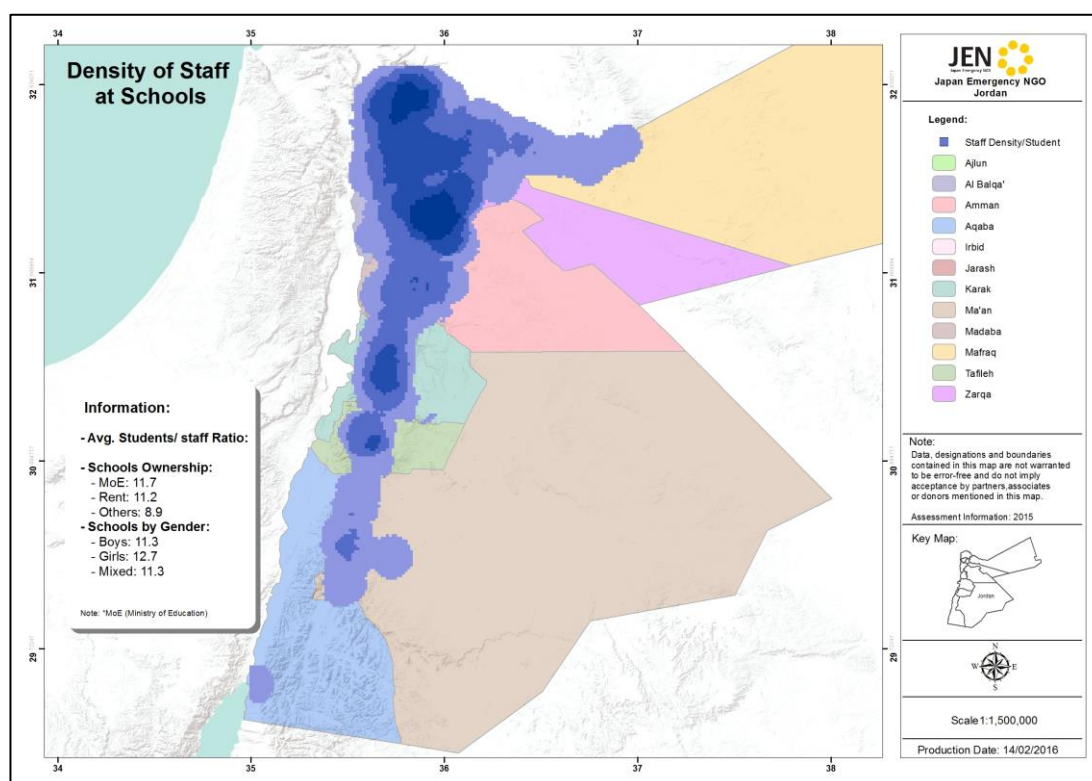


Figure 102 Average student-school staff ratio by characteristic features

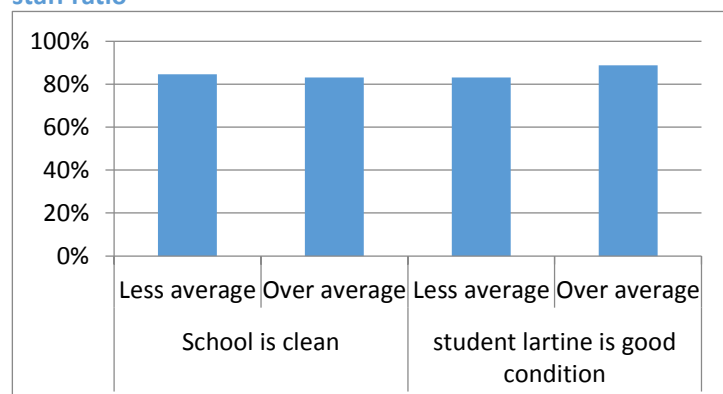
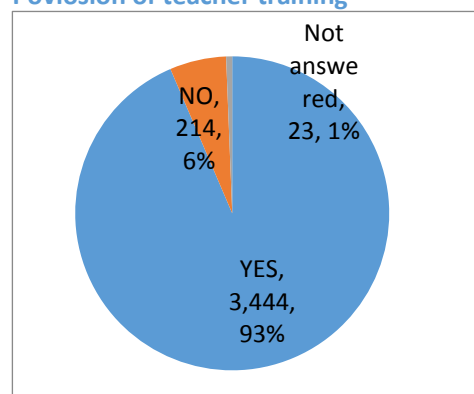
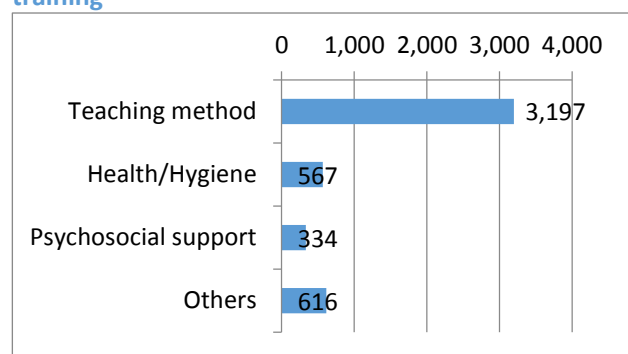
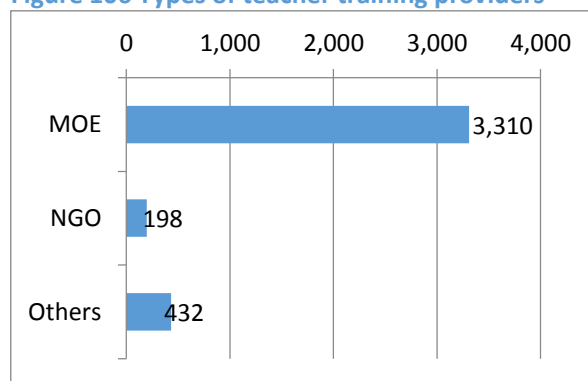


The ratio of students to school-staff indicates how resources for education are allocated and will affect the quality of education. As the topic of quality of education was not covered in the assessment, the relationship between the student to school-staff ratio and a school learning environment was not analyzed. It is assumed that creating or keeping an appropriate leaning environment such as cleanliness in schools and the condition of latrines is not affected by the ratio. (Figure 103).

Teacher training has been provided in most of the schools (94%), mainly by the MoE. The common type of training is on teaching methods, which 87% of the schools have received.



Map 12 Teachers density by schools

Figure 103 Schools facilities condition and per student-school staff ratio**Figure 104 Number of assessed schools: Poviosion of teacher training****Figure 105 Number of assessed schools: Types of teacher training****Figure 106 Types of teacher training providers**

Information sharing and peer education among teaching staff may encourage teachers to improve school learning environments or to collaborate on schools affairs, academic affairs and students affairs. 63% of the schools indicated that they have an opportunity to exchange ideas or experience with teachers from other schools (Figure 107). As (Figure 109) indicates, the best opportunities for interpersonal interactions are created at MoE organized meetings and teacher association meetings.



Figure 107 Number of assessed schools: Experience-sharing opportunities among teachers

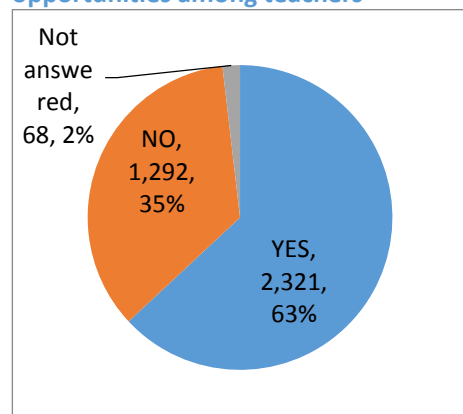


Figure 108 Experience sharing opportunities among teachers and gender

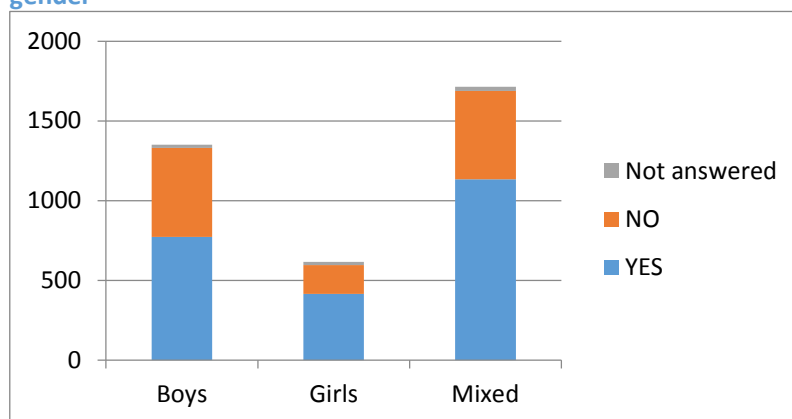
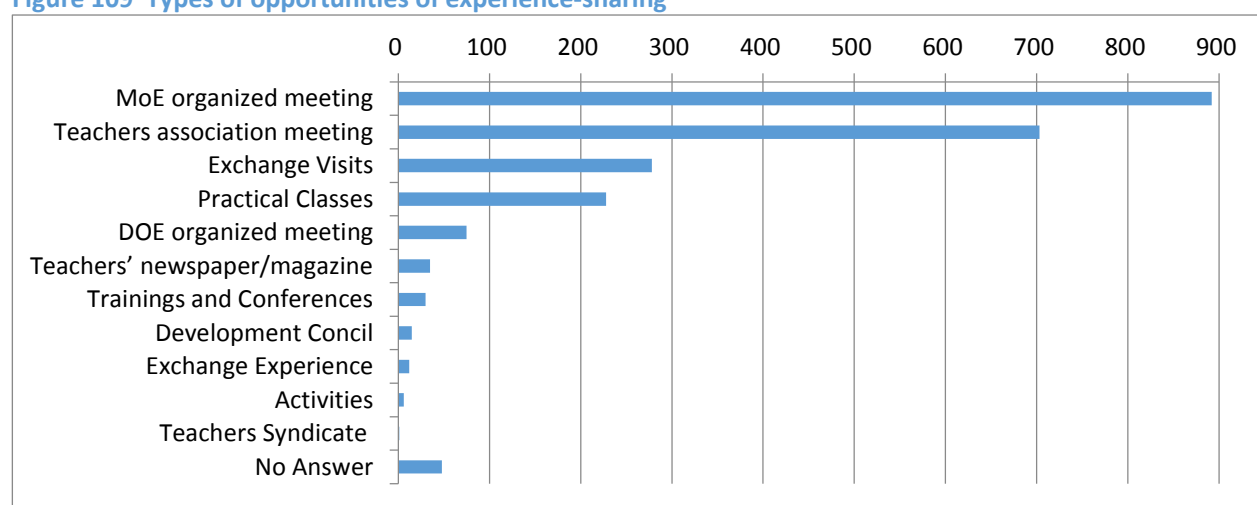


Figure 109 Types of opportunities of experience-sharing



An Facebook profile was created for WASH-in-School activities⁹ in Jordan to introduce our activities on rehabilitation, expansion and construction of WASH facilities and hygiene promotion activities in schools. This also allows JEN to interact with these schools and to widely share their good practices, transformation and difficulties and to monitor school hygiene promotion activities. Therefore, it is made available to the public.

⁹ <https://www.facebook.com/pages/%D9%85%D9%86%D8%B8%D9%85%D8%A9-%D8%B7%D9%88%D8%A7%D8%B1%D8%A6-%D8%A7%D9%84%D9%8A%D8%A7%D8%A8%D8%A7%D9%86-JEN-Jordan-Hygiene-Promotion-Activities/441061676015627>

7. Child Protection

Children with special needs

In this assessment, the definition of “children with special needs” is limited to those who have physical constraints and are hindered from using the school latrines. On that account, it was found that the number of students with special needs was very low, 1,601 or 0.1% of the total number of students. They are scattered in 746 (20%) of the schools. Some Jordanian schools have special classes for children with hearing and visual impairments. However, this figure does not include them. For developing a situation analysis on children with special needs, further and more detailed research will be required.

Support for children with special needs is provided only in 9.5% of the schools. Of the 746 schools which accommodate children with special needs, special support is available only in 28% (Figure 110). Most common type of assistance available and provided for these children was counseling (Figure 111) and (Figure 112).

Education specialists, or special education teachers who are licensed to teach special needs children in a public school, are available in 2,065 (56%) schools (Figure 113). Compared to the number of special support teacher schools, the coverage of education specialist is higher. It is high especially in schools in urban areas since the number of children with special needs concentrates in those areas.

Figure 110 Number of assessed schools: Provision of special support

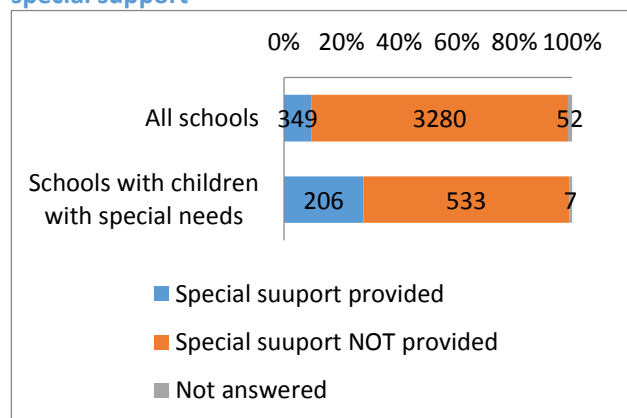


Figure 111 Types of special support

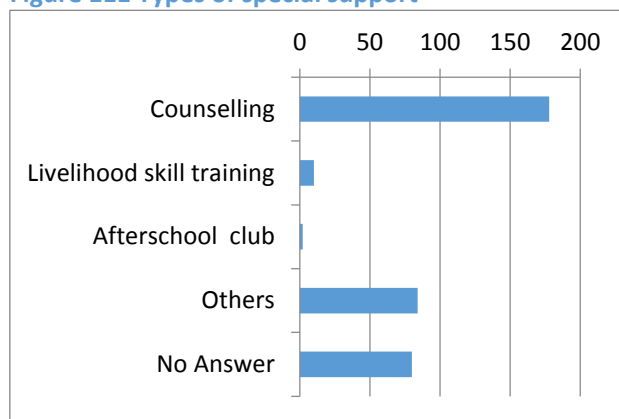


Figure 112 Providers of special support

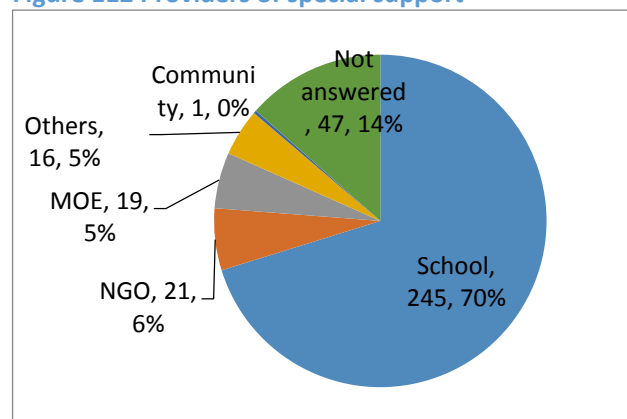
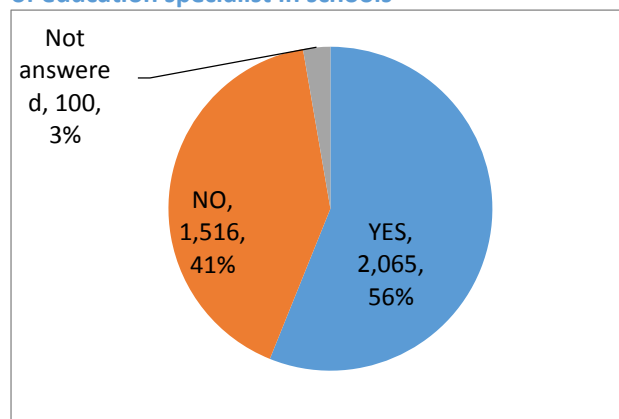
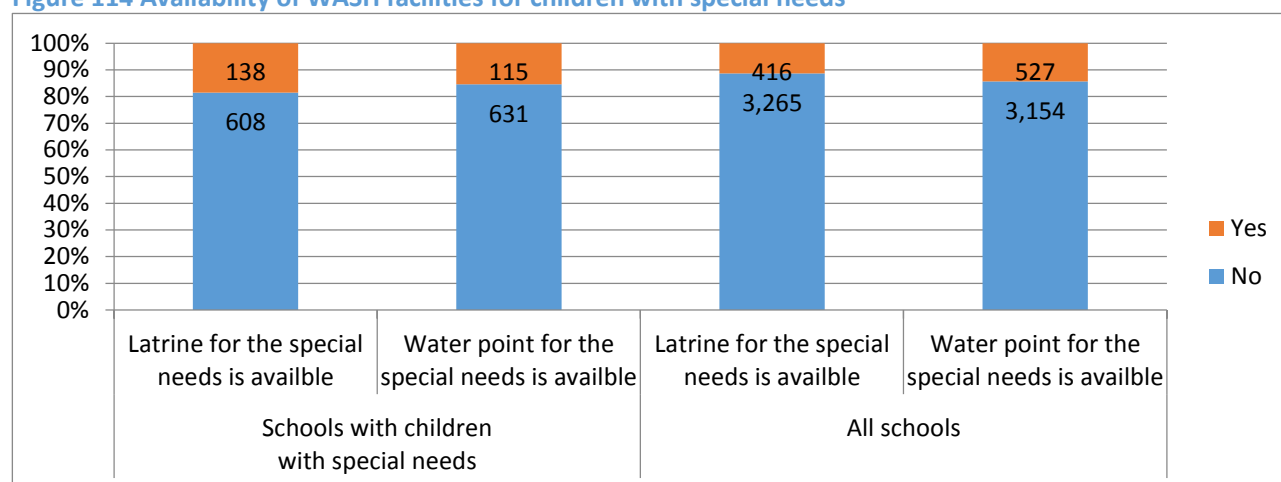


Figure 113 Number of assessed schools: Availability of education specialist in schools



The availability of accessible WASH facilities for children with special needs in schools was observed by the JEN surveyors. 11% of the schools had latrines adapted to help children who need assistance and 14% had water points for those children. Among the 746 schools where there are children with special needs, only 15 and 18% of them have latrines and water points designed for those children.

Figure 114 Availability of WASH facilities for children with special needs



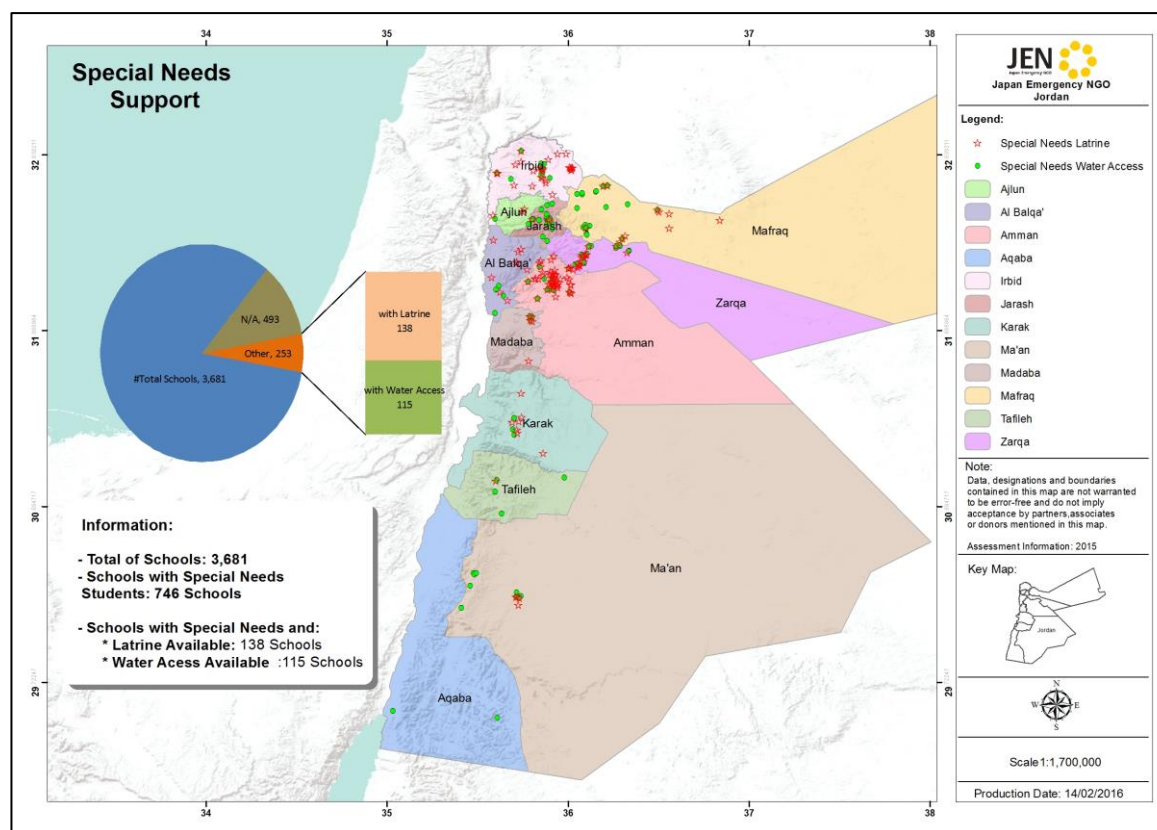
To help improve access to latrines for children with special needs, costs of upgrading one cubicle to a western latrine seat are as follows.

Cost estimation 15: Upgrade of latrines for children with special needs

Priority	Criteria	Targeting Schools	Total Cost JD
FIRST priority	<ul style="list-style-type: none"> - Both MoE-owned and rented/partially rented schools - There are children with special needs - No latrines ad special needs 	608	194,560
SECOND priority	<ul style="list-style-type: none"> - Both MoE-owned and rented/partially rented schools - No children with special needs - No latrines adapted for special needs 	2,657	850,240
TOTAL		3,265	1,044,800

Conditions of estimation:

- ✓ Costs per cubicle: JD 320
- ✓ Work includes: Removal of the old eastern latrine seat, installation of a new western latrine seat with a flushing system and overflow, chrome operating handle, chrome water lock, water shower, arm rail, and door etc.



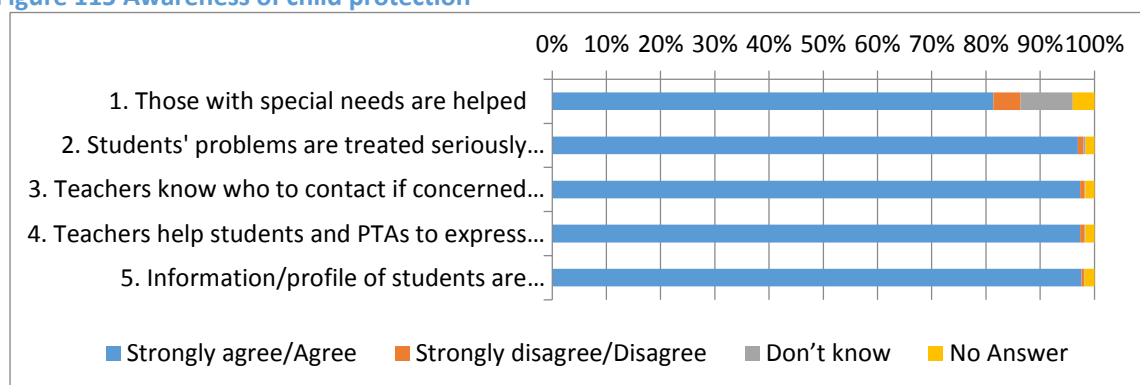
Map 13 Special needs students in schools

Awareness of Child Protection

To learn the level of awareness regarding child protection issues in schools, five opinion-based survey questions (Figure 115) were presented to school principals and they were asked to what extent they agree with them. These questions were answered from the perspective of the school principals and sources of evidence to answer the questions were unidentified.

Most (97%) of the school principals who responded strongly agree/agree that ‘Students' problems are treated seriously and respectfully’, ‘Teachers know who to contact if concerned for a student's matter’, ‘Teachers help students and PTAs to express their views’ and ‘Information/profile of students are available and updated to be used in emergencies’. However, regarding the question ‘Those with special needs are helped’, school principals who agreed to it dropped to 81%. Around 10% of the respondents answered that they did not know. The awareness of providing support for children with special needs may be raised and widely shared among school principals.

Figure 115 Awareness of child protection



Students Transportation

The assessment found out how far and with what means of transportation students in Jordan commute to school. Questions were answered by school principals, not by all students and therefore, the assessment results might not be completely accurate. It gives an overview of children's school commuting situation in Jordan.

If students live out of commuting distance, they may encounter difficulty attending classes, which are easily accessible for local students. Long commutes to school for children could have an impact on access to education and also have an impact on the lives of the families financially and socially.

As (Figure 116) and (Figure 117) show, the main transportation means for students are on foot at 72% and by school bus at 18%. Girls' schools have a higher tendency to use school buses or private cars, probably for reasons of safety and cultural and social norms rather than a long distance to school. In schools in rural areas, the proportion of students travelling to school on foot is higher than in schools in other geographical areas. In Jordan fees for school bus transportation in public schools are paid by the parents of children, not by schools or the government. If the cost becomes a financial burden for families, there will be a lower demand for school bus services.

Approximately 60% of students live 3km or less from school and 75% live 5 km or less from school. Students attending rural and semi-urban tend to live slightly further from their school.

Figure 116 Average percentage: Transportation of students to schools by characteristic features

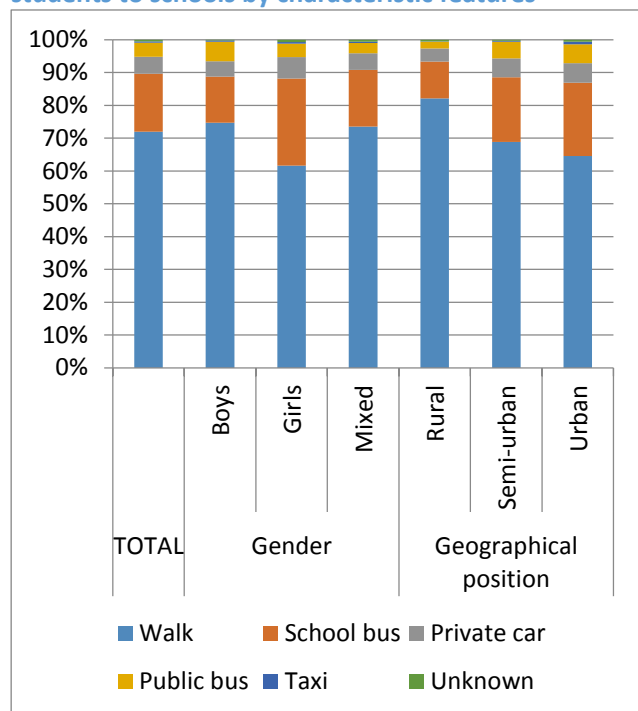
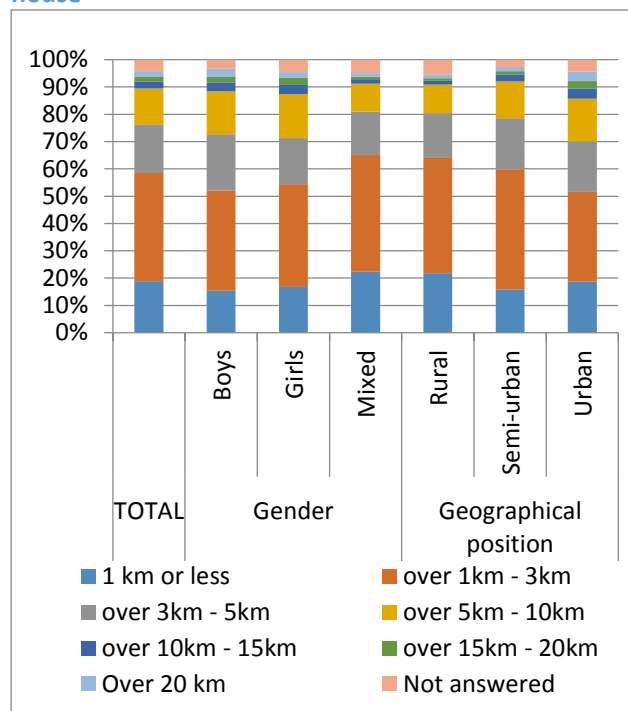


Figure 117 Farthest distance from school to students' house



8. NGO Involvement

NGOs have made significant contributions to assist schools in Jordan, especially those affected by the Syrian crisis which began in 2011. During the assessment period, NGOs were actively working or planning activities in 37% of the schools. (Figure 118). Due to a larger influx of Syrian refugees, Irbid, Amman and Mafrq governorates received more support from NGOs (Figure 120). Looking into the situation by gender, about half of all girls' schools have drawn attention from NGOs. However, by raw numbers, more boys' and mixed schools have received attention from NGOs. MoE-owned schools received more assistance from NGOs than rented schools. .

Figure 118 Number of assessed schools: Provision of assistance to shcools from NGOs

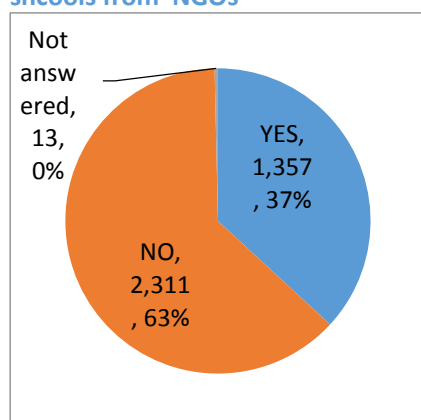


Figure 119 Provision of assistance to shcools from NGOs by characteristic features

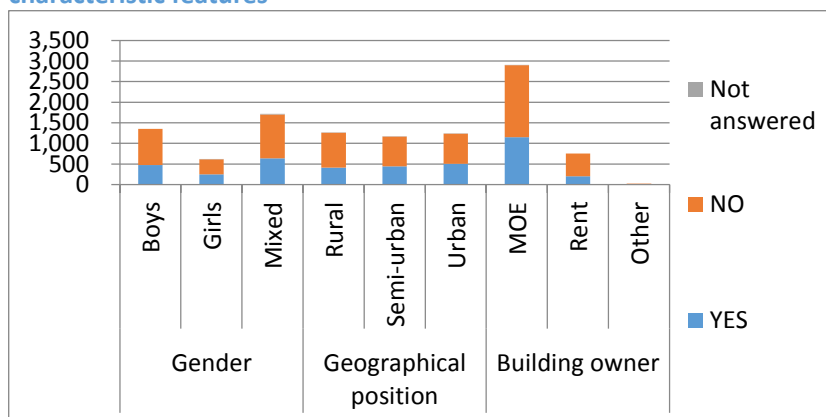
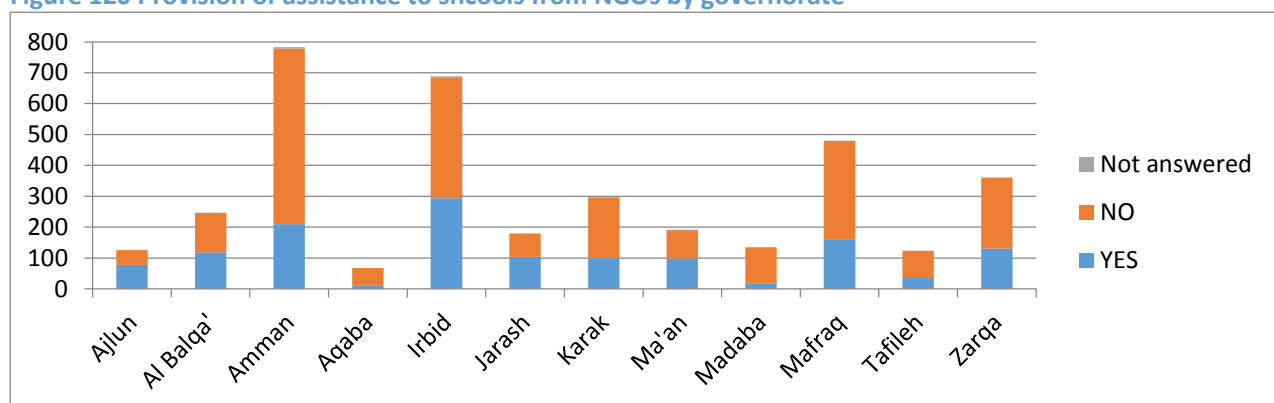
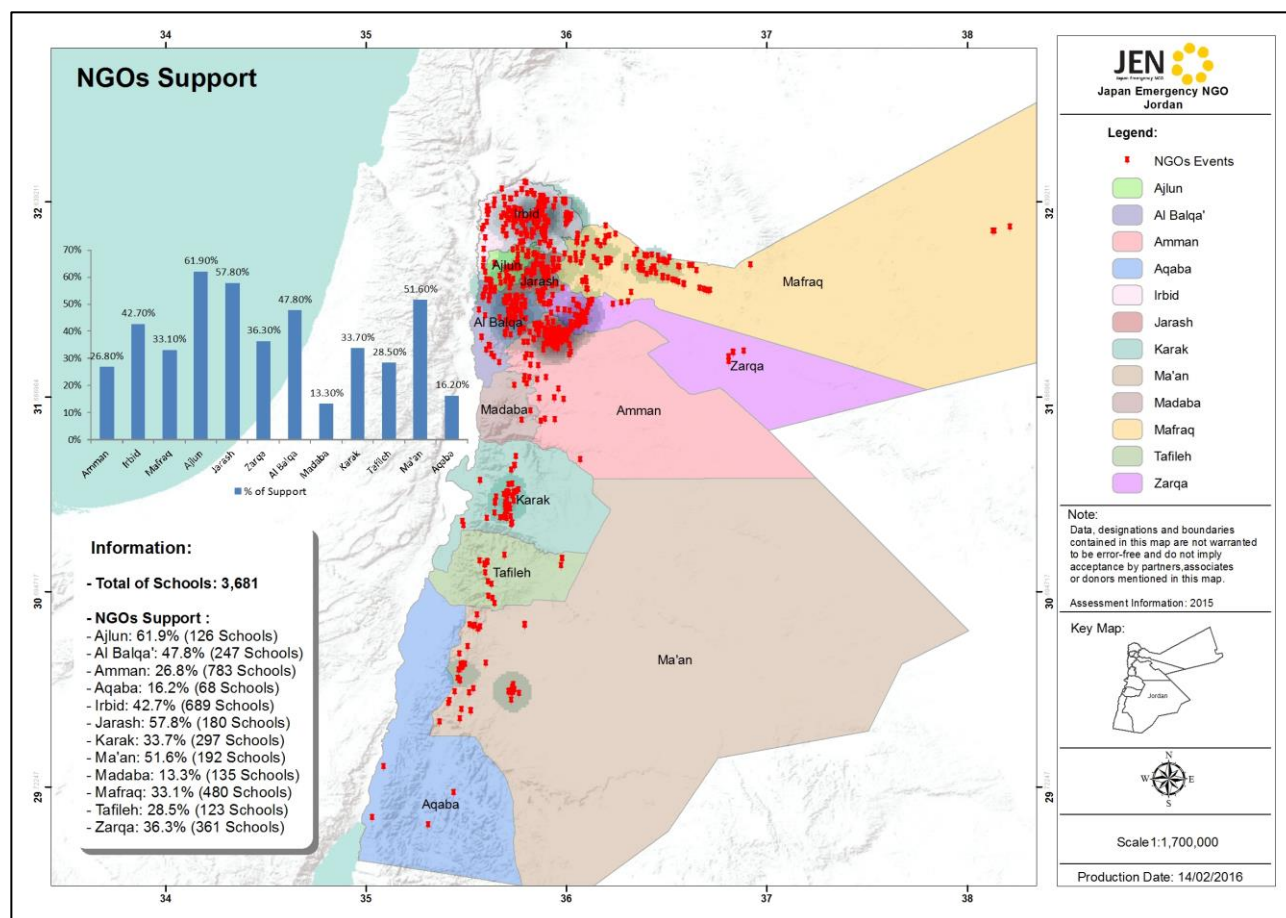
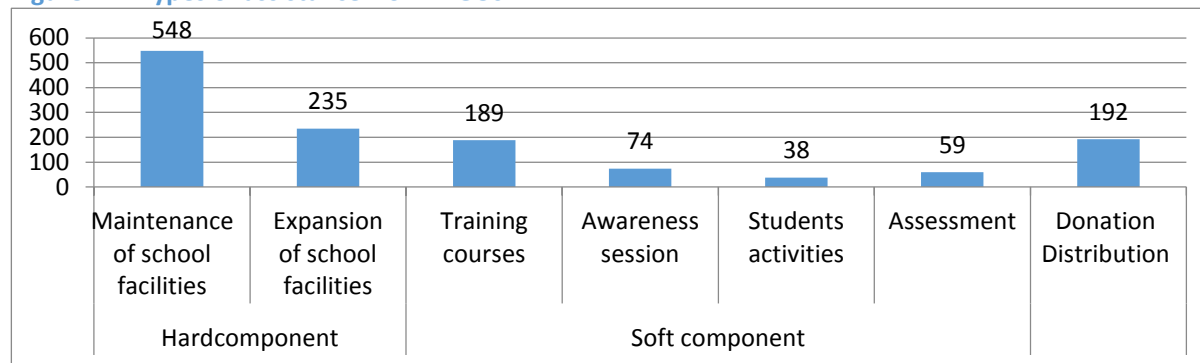


Figure 120 Provision of assistance to shcools from NGOs by governorate



Types of support provided by NGOs was divided into three categories; hardware components including expansion or maintenance of school facilities (58% of assisted schools), software components including teacher training etc. in (41% of assisted schools) and donation/distribution in 33%.

Figure 121 Types of assistance from NGOs



Map 14 NGOs involvement

IV. CONCLUSION AND RECOMMENDATIONS

Total Costs Estimated

The following table represents the total estimated costs for improvement of a school environment in reference to each cost estimated in the previous sections. Priorities were set in ways that promote cost based on cost-effectiveness.

Category		Work	Target	# of targeting schools	Cost (JD)
Hardware Components	Classroom	Classroom expansion	MoE-owned schools	1,265	51,775,000
		New school construction	MoE-owned schools	142	201,072,000
	Safe school Environment	Construction of a protection wall	MoE-owned schools	306	15,300,000
	Playground	Construction of a playground	MoE-owned schools	754	67,860,000
	Latrine	Rehabilitation of unusable/ broken/ damaged latrine seats	MoE-owned and Rented schools	1030	2,913,750
		Construction of additional latrine facilities	MoE-owned schools	516	6,359,100
		Installation of a partition	MoE-owned and Rented schools	1,040	691,600
	Water	Connection to a public water network	MoE-owned schools	62	434,000
		Installation of additional water tanks	MoE-owned and Rented schools	1,471	1,711,683
	Waste Water	Connection to a public sewage network	MoE-owned schools	2003	21,031,500
	Solid Waste	Provision of waste disposal containers	MoE-owned and Rented schools	2,698	2,134,210
Software Components	Hygiene and Health	Provision of soap	MoE-owned and Rented schools	2,878	612,204
		Provision of training to teachers	MoE-owned and Rented schools	1,705	852,500
	Parents and the Communities	Allowance for organizing events/activities	MoE-owned and Rented schools	1,383	553,200
	Child Protection	Upgrade of latrines for children with special needs	MoE-owned and Rented schools	3265	1,044,800

SUB-TOTAL COST	374,345,547
Estimated administrative cost (20% of total cost)	74,869,110
GRAND TOTAL COST	449,214,657

Cross-Cutting Recommendations

1. Consider indirect effects of intervention

The availability of protection walls as well as the level of activeness regarding hygiene promotion are linked with the level of maintenance of facilities. This indicates the possibility that such interventions being bundled together would synergize to reduce the budget of school facilities maintenance.

2. Target a large number of schools

Multiple problems are experienced in a large number of schools. It is recommended to target a common problem in a large number of schools..

3. Target both urban and rural

There are more problems in urban schools than that in rural schools mainly because of the large number of students and the lack of space in urban areas, however, due to the scattered location of schools in rural area, the lack of learning space and malfunctioning facilities could have larger impact on the inaccessibility to education for children in rural areas. Therefore, schools in rural areas should not be left out.

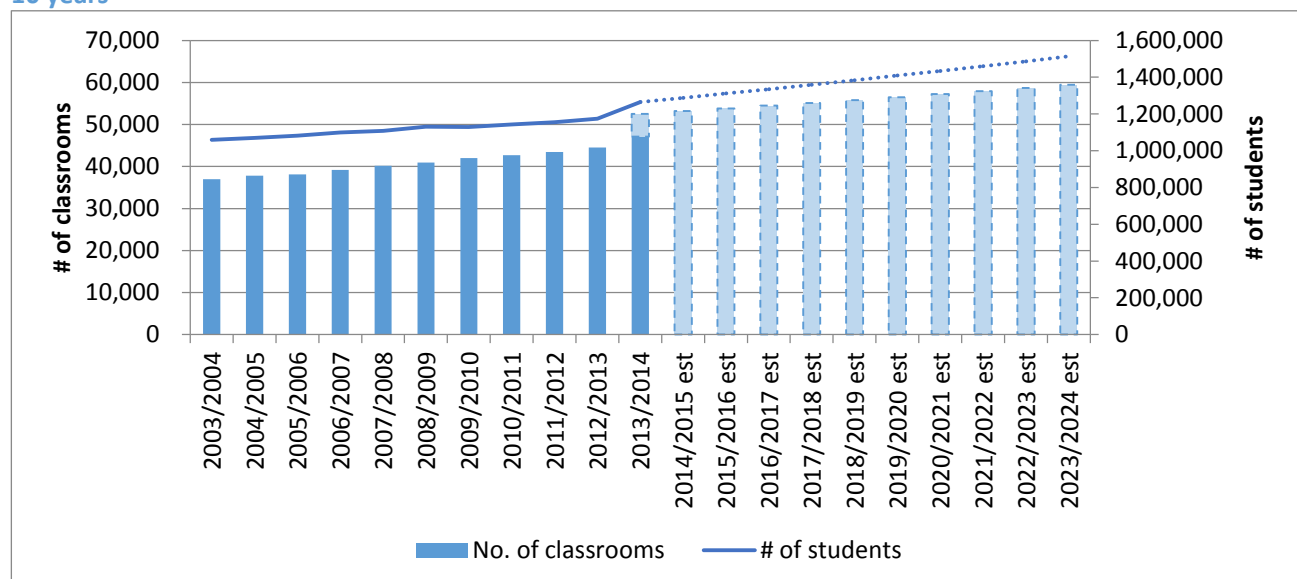
4. Prioritize new spaces

Rented schools have a lower priority than MoE-owned schools in terms of maintenance and improvement due to the restriction of interventions and the ineffectiveness of working on any facilities which will not become MoE's asset.

Most rented schools are basic schools, which imply that younger children have been exposed to risks due to malfunctioning facilities. As the above-mentioned cost estimates show, most hardware work cannot be target toward rented schools. In this sense, the total cost estimated (JD 506,898,566) would not resolve problems in rented schools and the 132,016 children attending rented schools would be excluded from benefiting from the work.. The only way to resolve the inappropriate facilities in rented schools would be to construct new schools and reallocate students from the rented schools to the new schools.

In addition, approximately half of overcrowded schools have no available space to construct even one additional classroom. Considering the average increase in student populations over the past 10 years, an additional 6,886 classrooms, or/at 529 schools are required in next 10 years based on the MOE standard space per children.

Figure 122 Expected number and growth of students in Jordan and required number of classrooms in the next 10 years



Conclusion

To continue its effort, in this direction JEN is planning in partnership with MoE, UNICEF and UNESCO to conduct update of the assessment in mid-2016 taking into account lessons learned from this assessment with the objective to improving capacities in data processing, storage, analysis as well as providing updates of educational management information in order to facilitate and promote the use of relevant information by various agencies and individuals at all levels for more effective educational planning, implementation and management and to streamline the flow of information for decision-making by reducing duplications as well as filling in information gaps.



ANNEX: DATA COLLECTED

1. Schools

Table 3 Number of schools by governorate

# of Schools per governorate		Ajlun	Al Balqa'	Amman	Aqaba	Irbid	Jarash	Karak	Ma'an	Madaba	Mafraq	Tafilah	Zarqa	Total	%
Gender	Boys	44	86	298	19	269	73	100	60	47	175	41	139	1,351	36.7%
	Girls	16	22	172	14	155	26	33	15	14	50	7	92	616	16.7%
	Mixed	66	139	313	35	265	81	164	117	74	255	75	130	1,714	47.3%
	TOTAL	126	247	783	68	689	180	297	192	135	480	123	361	3,681	100%
Geographical classification	Rural	97	73	148	4	145	98	189	26	71	322	18	71	1,262	34.3%
	Semi-urban	24	108	155	27	397	45	68	88	36	112	58	56	1,174	31.9%
	Urban	5	66	480	37	147	37	40	78	28	46	47	234	1,245	33.8%
	TOTAL	126	247	783	68	689	180	297	192	135	480	123	361	3,681	100%
Building ownership	MoE	96	200	616	64	544	153	233	147	116	363	90	286	2,908	79.0%
	Rent	30	45	164	4	144	27	62	43	17	115	30	71	752	20.4%
	Other	0	2	3	0	1	0	2	2	2	2	3	4	21	0.6%
	TOTAL	126	247	783	68	689	180	297	192	135	480	123	361	3,681	100%
Level	Basic	74	144	496	40	449	125	202	140	89	303	89	256	2,407	65.4%
	Secondary	52	103	287	28	240	55	95	52	46	177	34	105	1,274	34.6%
	TOTAL	126	247	783	68	689	180	297	192	135	480	123	361	3,681	100%

2. Students

Table 4 Number of total students and Syrian students

# of students		Boys	Girls	TOTAL	Syrian Boys	Syrian Girls	Syrian TOTAL	% of Syrian
Gender	Boys	469,983	0	469,983	31,060	0	31,060	6.6%
	Girls	0	303,573	303,573	0	13,787	13,787	4.5%
	Mixed	134,804	366,638	501,442	15,143	30,330	45,473	9.1%
	TOTAL	604,787	670,211	1,274,998	46,203	44,117	90,320	7.1%
Geographical classification	Rural	115,377	121,785	237,162	5,540	4,899	10,439	4.4%
	Semi-urban	179,871	191,603	371,474	13,771	13,297	27,068	7.3%
	Urban	309,539	356,823	666,362	26,892	25,921	52,813	7.9%
	TOTAL	604,787	670,211	1,274,998	46,203	44,117	90,320	7.1%
Building ownership	MoE	542,665	600,317	1,142,982	41,721	38,316	80,037	7.0%
	Rent	60,564	67,766	128,330	4,459	5,684	10,143	7.9%
	Other	1,558	2,128	3,686	23	117	140	3.8%
	TOTAL	604,787	670,211	1,274,998	46,203	44,117	90,320	7.1%

Table 5 Number of students by governorate

Governorate	Total # of students				# of Syrian students			
	Boys	Girls	TOTAL	%	Boys	girls	TOTAL	%
Ajlun	16,888	18,553	35,441	2.8%	936	1,008	1,944	2.2%
Al Balqa'	38,429	42,084	80,513	6.3%	1,236	991	2,227	2.5%
Amman	177,782	206,125	383,907	30.1%	14,236	14,193	28,429	31.5%

Aqaba	12,400	15,067	27,467	2.2%	377	406	783	0.9%
Irbid	121,477	134,123	255,600	20.0%	14,531	14,388	28,919	32.0%
Jarash	22,730	22,051	44,781	3.5%	1,161	1,014	2,175	2.4%
Karak	32,460	32,417	64,877	5.1%	840	785	1,625	1.8%
Ma'an	15,022	17,385	32,407	2.5%	698	572	1,270	1.4%
Madaba	17,263	18,838	36,101	2.8%	736	824	1,560	1.7%
Mafrq	48,124	49,152	97,276	7.6%	6,320	5,391	11,711	13.0%
Tafileh	11,843	12,542	24,385	1.9%	116	111	227	0.3%
Zarqa	90,369	101,874	192,243	15.1%	5,016	4,434	9,450	10.5%
Total	604,787	670,211	1,274,998	100.0%	46,203	44,117	90,320	100.0%

3. School Facilities

Table 6 Level of classroom overcrowding

# of classrooms		<0.8 m ²	more than 0.8 under 1.0 m ²	more than 1.0 under 1.3 m ²	more than 1.3 m ²	N/A	TOTAL	Average size of classroom (m ²)	% of classrooms under 1.3 m ²	# of students learning under 1.3 m ²
Gender	Boys	2,575	2,469	4,589	7,321	400	17,354	34	55.51%	315,453
	Girls	1,400	1,230	3,205	4,030	300	10,165	37	57.40%	203,754
	Mixed	3,882	2,769	4,697	8,808	722	20,878	30	54.35%	342,368
	TOTAL	7,857	6,468	12,491	20,159	1,422	48,397	34	55.41%	861,575
Geographical classification	Rural	2,208	1,517	2,249	6,163	568	12,705	25	47.02%	154,272
	Semi-urban	2,651	2,243	3,264	6,153	285	14,596	32	55.89%	249,503
	Urban	2,998	2,708	6,978	7,843	569	21,096	39	60.13%	457,800
	TOTAL	7,857	6,468	12,491	20,159	1,422	48,397	32	55.41%	861,575
Building ownership	MoE	5,195	5,330	11,420	18,913	1,254	42,112	35	52.11%	743,588
	Rent	2,612	1,115	1,041	1,144	162	6,074	19	78.50%	115,722
	Other	50	23	30	102	6	211	23	48.82%	2,265
	TOTAL	7,857	6,468	12,491	20,159	1,422	48,397	26	55.41%	861,575

Table 7 Proportion of overcrowded classrooms

# of schools		0%	under 25%	more than 25% under 50%	more than 50% under 75%	more than 75% under 100%	100%	N/A	TOTAL
Gender	Boys	251	145	177	234	238	303	3	1,351
	Girls	79	78	79	122	122	135	1	616
	Mixed	307	197	236	279	290	404	1	1,714
	TOTAL	637	420	492	635	650	842	5	3,681
Geographical classification	Rural	314	154	187	207	177	222	1	1,262
	Semi-urban	158	146	160	199	225	284	2	1,174
	Urban	165	120	145	229	248	336	2	1,245
	TOTAL	637	420	492	635	650	842	5	3,681
Building ownership	MoE	556	392	447	550	509	449	5	2,908
	Rent	76	27	42	80	138	389		752
	Other	5	1	3	5	3	4		21
	TOTAL	637	420	492	635	650	842	5	3,681

Table 8 Availability of space for additional classrooms

# of schools		Yes	No	N/A	TOTAL	% of YES
Gender	Boys	628	458	11	1,097	57.2%
	Girls	240	278	18	536	44.8%
	Mixed	646	733	27	1,406	45.9%
	TOTAL	1,514	1,469	56	3,039	49.8%
Geographical classification	Rural	592	342	13	947	62.5%
	Semi-urban	533	471	10	1,014	52.6%
	Urban	389	656	33	1,078	36.1%
	TOTAL	1,514	1,469	56	3,039	49.8%
Building ownership	MoE	1,390	913	44	2,347	59.2%
	Rent	121	543	12	676	17.9%
	Other	3	13		16	18.8%
	TOTAL	1,514	1,469	56	3,039	49.8%

Table 9 Security measures

		# of schools				
		Guard and Wall/Fence	Wall/Fence only	Guard Only	Neither Guard nor Wall/Fence	TOTAL
Gender	Boys	879	314	84	74	1,351
	Girls	475	101	13	27	616
	Mixed	831	604	77	202	1,714
	TOTAL	2,185	1,019	174	303	3,681
Geographical classification	Rural	547	392	113	210	1,262
	Semi-urban	757	328	47	42	1,174
	Urban	881	299	14	51	1,245
	TOTAL	2,185	1,019	174	303	3,681
Building ownership	MoE	2,039	563	152	154	2,908
	Rent	142	445	22	143	752
	Other	4	11		6	21
	TOTAL	2,185	1,019	174	303	3,681

Table 10 Guard working time

# of schools per guard working time		Both Day time and night time	Day time only	Night time only	Not answered	TOTAL
Gender	Boys	117	16	808	22	963
	Girls	101	13	369	5	488
	Mixed	150	21	718	19	908
	TOTAL	368	50	1,895	46	2,359
Geographical classification	Rural	106	13	525	16	660
	Semi-urban	88	9	687	20	804
	Urban	174	28	683	10	895
	TOTAL	368	50	1,895	46	2,359
Building owner	MoE	354	42	1,753	42	2,191
	Rent	14	7	139	4	164
	Other		1	3		4
	TOTAL	368	50	1,895	46	2,359

Table 11 Availability of playground

# of schools		YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	780	563	8	1,351	57.7%
	Girls	392	209	15	616	63.6%
	Mixed	823	874	17	1,714	48.0%
	TOTAL	1,995	1,646	40	3,681	54.2%
Geographical classification	Rural	589	666	7	1,262	46.7%
	Semi-urban	636	530	8	1,174	54.2%
	Urban	770	450	25	1,245	61.8%
	TOTAL	1,995	1,646	40	3,681	54.2%
Building ownership	MOE	1,805	1,069	34	2,908	62.1%
	Rent	183	564	5	752	24.3%
	Other	7	13	1	21	33.3%
	TOTAL	1,995	1,646	40	3,681	54.2%

Table 12 Availability of multi-purpose space

YES	NO	Not answered	TOTAL	% of YES
569	774	8	1,351	42.1%
338	264	14	616	54.9%
514	1,187	13	1,714	30.0%
1,421	2,225	35	3,681	38.6%
319	939	4	1,262	25.3%
486	682	6	1,174	41.4%
616	604	25	1,245	49.5%
1,421	2,225	35	3,681	38.6%
1,376	1,502	30	2,908	47.3%
42	705	5	752	5.6%
3	18	0	21	14.3%
1,421	2,225	35	3,681	38.6%

Table 13 Availability of sports equipment

# of schools		YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	1,049	300	2	1,351	77.6%
	Girls	535	78	3	616	86.9%
	Mixed	1,262	447	5	1,714	73.6%
	TOTAL	2,846	825	10	3,681	77.3%
Geographical classification	Rural	883	378	1	1,262	70.0%
	Semi-urban	947	226	1	1,174	80.7%
	Urban	1,016	221	8	1,245	81.6%
	TOTAL	2,846	825	10	3,681	77.3%
Building ownership	MoE	2,375	525	8	2,908	81.7%
	Rent	457	293	2	752	60.8%
	Other	14	7	0	21	66.7%
	TOTAL	2,846	825	10	3,681	77.3%

Table 14 Types of sports equipment

# of schools and types of sports equipment		Balls (All Kinds)	gymnastics equipment	Table Tennis	Athletics equipment	Others	Not answered	TOTAL
Gender	Boys	955	185	132	109	11	53	1,445
	Girls	464	233	63	60	4	42	866
	Mixed	1,127	392	98	119	17	40	1,793
	TOTAL	2,546	810	293	288	32	135	4,104
Geographical classification	Rural	795	213	75	110	13	15	1,221
	Semi-urban	869	271	90	93	9	21	1,353
	Urban	882	326	128	85	10	99	1,530
	TOTAL	2,546	810	293	288	32	135	4,104
Building ownership	MoE	2,120	667	280	270	30	112	3,479
	Rent	414	139	11	17	2	22	605
	Other	12	4	2	1	0	1	20
	TOTAL	2,546	810	293	288	32	135	4,104

Table 15 Construction years of school buildings

# of schools		Before 1945	1946-1965	1966-1985	1986-2005	After 2006	Not answered	TOTAL
Gender	Boys	29	265	454	411	181	11	1,351
	Girls	8	115	204	220	51	18	616
	Mixed	5	166	538	633	343	29	1,714
	TOTAL	42	546	1,196	1,264	575	58	3,681
Geographical classification	Rural	8	174	440	411	218	11	1,262
	Semi-urban	12	203	372	384	187	10	1,168
	Urban	22	169	384	469	170	37	1,251
	TOTAL	42	546	1,196	1,264	575	58	3,681
Building ownership	MoE	38	481	1,057	912	377	43	2,908
	Rent	4	63	130	344	196	15	752
	Other	0	2	9	8	2	0	21
	TOTAL	42	546	1,196	1,264	575	58	3,681

Table 16 Availability of fire extinguishers

# of schools		YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	1,068	282	1	1,351	79.1%
	Girls	561	55	0	616	91.1%
	Mixed	1,388	325	1	1,714	81.0%
	TOTAL	3,017	662	2	3,681	82.0%
Geographical classification	Rural	909	353	0	1,262	72.0%
	Semi-urban	967	206	1	1,174	82.4%
	Urban	1,141	103	1	1,245	91.6%
	TOTAL	3,017	662	2	3,681	82.0%
Building ownership	MoE	2,488	418	2	2,908	85.6%
	Rent	511	241	0	752	68.0%
	Other	18	3	0	21	85.7%
	TOTAL	3,017	662	2	3,681	82.0%

Table 17 Availability of first aid kits

YES	NO	Not answered	TOTAL	% of YES
1,215	92	44	1,351	89.9%
558	14	44	616	90.6%
1,548	108	58	1,714	90.3%
3,321	214	146	3,681	90.2%
1,113	121	28	1,262	88.2%
1,091	62	21	1,174	92.9%
1,117	31	97	1,245	89.7%
3,321	214	146	3,681	90.2%
2,628	153	127	2,908	90.4%
673	60	19	752	89.5%
20	1	0	21	95.2%
3,321	214	146	3,681	90.2%

Table 18 Number of schools and students and usable latrine seats

Usable latrine seats only						# of students below standard		
# of schools		meet standard	below standard	N/A	TOTAL	Male	Female	TOTAL
Gender	Boys	957	392	2	1,351	187,017	0	187,017
	Girls	226	389	1	616	0	229,750	229,750
	Mixed	1,200	506	8	1,714	59,719	173,493	233,212
	TOTAL	2,383	1,287	11	3,681	246,736	403,243	649,979
Geographical classification	Rural	948	313	1	1,262	31,060	56,261	87,321
	Semi-Urban	794	379	1	1,174	65,794	99,489	165,283
	Urban	641	595	9	1,245	149,882	247,493	397,375
	TOTAL	2,383	1,287	11	3,681	246,736	403,243	649,979
Building ownership	MoE	1,884	1,016	8	2,908	220,351	360,570	580,921
	Rent	483	266	3	752	26,085	41,367	67,452
	Other	16	5		21	300	1,306	1,606
	TOTAL	2,383	1,287	11	3,681	246,736	403,243	649,979

Table 19 Number of latrine seats and their status

		Usable latrine seat	Unusable latrine seat	TOTAL
Gender	Boys	8,739	1,860	10,599
	Girls	5,459	1,924	7,383
	Mixed	10,833	1,323	12,156
	TOTAL	25,031	5,107	30,138
Geographical classification	Rural	5,833	1,035	6,868
	Semi-urban	7,813	970	8,783
	Urban	11,385	3,102	14,487
	TOTAL	25,031	5,107	30,138
Building ownership	MoE	22,514	4,717	27,231
	Rent	2,411	372	2,783
	Other	106	18	124
	TOTAL	25,031	5,107	30,138

Table 20 Number of schools and latrine seats status

meet standard	below standard	N/A	TOTAL
1,121	228	2	1,351
283	332	1	616
1,337	369	8	1,714
2,741	929	11	3,681
1,075	186	1	1,262
897	276	1	1,174
769	467	9	1,245
2,741	929	11	3,681
2,160	740	8	2,908
562	187	3	752
19	2		21
2,741	929	11	3,681

Table 21 Availability of space in schools which have latrines below standards

		Space for expansion of existing latrines			
# of schools		Yes	No	N/A	TOTAL
Gender	Boys	91	129	8	228
	Girls	99	211	22	332
	Mixed	143	220	6	369
	TOTAL	333	560	36	929
Geographical classification	Rural	98	87	1	186
	Semi-urban	97	175	4	276
	Urban	138	298	31	467
	TOTAL	333	560	36	929
Building ownership	MoE	283	430	27	740
	Rent	49	129	9	187
	Other	1	1		2
	TOTAL	333	560	36	929

Space for building new latrines			
Yes	No	N/A	TOTAL
147	69	12	228
178	132	22	332
217	141	11	369
542	342	45	929
132	52	2	186
178	91	7	276
232	199	36	467
542	342	45	929
483	219	38	740
58	122	7	187
1	1		2
542	342	45	929

Table 22 Availability of gender-segregated latrines in mixed schools

# of mixed schools		YES	NO	TOTAL	% of not segregated
Geographical classification	Rural	274	473	747	63.3%
	Semi-urban	217	319	536	59.5%
	Urban	183	248	431	57.5%
	TOTAL	674	1,040	1,714	60.7%
Building ownership	MOE	486	726	1,212	59.9%
	Rent	183	307	490	62.7%
	Other	5	7	12	58.3%
	TOTAL	674	1,040	1,714	60.7%

Table 23 Number of schools and condition of student latrines

	# of schools				%			
	Good	Moderate	Bad	Not Available	Good	Moderate	Bad	Not Available
Floor tiles	2,734	640	301	6	74.3%	17.4%	8.2%	0.2%
Walls	2,512	810	352	7	68.2%	22.0%	9.6%	0.2%
Seats	2,567	772	334	8	69.7%	21.0%	9.1%	0.2%
Doors	2,166	1,029	474	12	58.8%	28.0%	12.9%	0.3%
Windows	2,283	673	483	242	62.0%	18.3%	13.1%	6.6%
Water pipes	2,279	1,012	366	24	61.9%	27.5%	9.9%	0.7%
Drainage pipes	2,127	1014	510	30	57.8%	27.5%	13.9%	0.8%
Ceiling	2,437	750	477	17	66.2%	20.4%	13.0%	0.5%
Washbasin	2,064	719	457	441	56.1%	19.5%	12.4%	12.0%
Light	2,074	708	486	413	56.3%	19.2%	13.2%	11.2%

Table 24 Number of washbasins and status

# of washbasins		Usable	Unusable	TOTAL	% of Unusable
Gender	Boys	3,945	1,834	5,779	31.7%
	Girls	3,103	479	3,582	13.4%
	Mixed	6,080	1,121	7,201	15.6%
	TOTAL	13,128	3,434	16,562	20.7%
Geographical classification	Rural	3,052	781	3,833	20.4%
	Semi-urban	4,117	900	5,017	17.9%
	Urban	5,959	1,753	7,712	22.7%
	TOTAL	13,128	3,434	16,562	20.7%
Building ownership	MoE	12,278	3,218	15,496	20.8%
	Rent	788	206	994	20.7%
	Other	62	10	72	13.9%
	TOTAL	13,128	3,434	16,562	20.7%

Table 25 Frequency of cleaning latrine facilities per week

Number of schools		None	1-4 times	5-9 times	>10 times	TOTAL
Gender	Boys	107	246	818	180	1,351
	Girls	13	29	313	261	616
	Mixed	71	184	937	522	1,714
	TOTAL	191	459	2,068	963	3,681
Geographical classification	Rural	104	180	791	187	1,262
	Semi-urban	51	157	715	251	1,174
	Urban	36	122	562	525	1,245
	TOTAL	191	459	2,068	963	3,681
Building ownership	MoE	140	354	1,682	732	2,908
	Rent	47	102	378	225	752
	Other	4	3	8	6	21
	TOTAL	191	459	2,068	963	3,681

Table 26 Number of cleaners

None	1 cleaner	2 cleaner	>3 cleaner	TOTAL
86	859	325	81	1,351
18	306	229	63	616
157	1,096	364	97	1,714
261	2,261	918	241	3,681
145	882	185	50	1,262
75	710	309	80	1,174
41	669	424	111	1,245
261	2,261	918	241	3,681
158	1,653	861	236	2,908
99	593	55	5	752
4	15	2	0	21
261	2,261	918	241	3,681

Table 27 Cleanness in schools

# of schools		Clean	Not clean	TOTAL	% of not clean
Gender	Boys	998	353	1,351	26.1%
	Girls	557	59	616	9.6%
	Mixed	1,538	176	1,714	10.3%
	TOTAL	3,093	588	3,681	16.0%
Geographical classification	Rural	1,063	199	1,262	15.8%
	Semi-urban	1,002	172	1,174	14.7%
	Urban	1,028	217	1,245	17.4%
	TOTAL	3,093	588	3,681	16.0%
Building ownership	MoE	2,426	482	2,908	16.6%
	Rent	654	98	752	13.0%
	Other	13	8	21	38.1%
	TOTAL	3,093	588	3,681	16.0%

Table 28 Main water sources

# of schools		Public Network	Tankers	Public Network and tankers	Others	TOTAL
Gender	Boys	1,227	25	92	7	1,351
	Girls	572	5	39	0	616
	Mixed	1,538	58	101	17	1,714
	TOTAL	3,337	88	232	24	3,681
Geographical classification	Rural	1,111	67	69	15	1,262
	Semi-urban	1,047	15	106	6	1,174
	Urban	1,179	6	57	3	1,245
	TOTAL	3,337	88	232	24	3,681
Building ownership	MoE	2,641	62	194	11	2,908
	Rent	683	24	37	8	752
	Other	13	2	1	5	21
	TOTAL	3,337	88	232	24	3,681

Table 29 Available water quantities per student per day

		Below 10 liters	Above 10 liters	Not answered	TOTAL
Gender	Boys	541	768	42	1,351
	Girls	258	350	8	616
	Mixed	672	946	96	1,714
	TOTAL	1,471	2,064	146	3,681
Geographical classification	Rural	483	676	103	1,262
	Semi-urban	485	666	23	1,174
	Urban	503	722	20	1,245
	TOTAL	1,471	2,064	146	3,681
Building ownership	MoE	1,084	1,718	106	2,908
	Rent	383	334	35	752
	Other	4	12	5	21
	TOTAL	1,471	2,064	146	3,681

Table 30 Number of students below 10 liters

# of male students	# of female students	TOTAL
202,693	0	202,693
0	133,915	133,915
62,066	171,028	233,094
264,759	304,943	569,702
55,822	66,296	122,118
77,890	84,101	161,991
131,047	154,546	285,593
264,759	304,943	569,702
226,956	263,766	490,722
37,339	40,652	77,991
464	525	989
264,759	304,943	569,702

Table 31 Condition of water tanks

# of schools		Good	Moderate	Bad	N/A	TOTAL
Gender	Boys	910	363	69	9	1,351
	Girls	437	161	17	1	616
	Mixed	1,262	391	55	6	1,714
	TOTAL	2,609	915	141	16	3,681
Geographical classification	Rural	917	292	51	2	1,262
	Semi-urban	788	335	45	6	1,174
	Urban	904	288	45	8	1,245
	TOTAL	2,609	915	141	16	3,681
Building ownership	MoE	2,048	747	102	11	2,908
	Rent	549	162	39	2	752
	Other	12	6	0	3	21
	TOTAL	2,609	915	141	16	3,681

Table 32 Condition of internal networks

Good	Moderate	Bad	N/A	TOTAL
905	358	77	11	1,351
434	166	14	2	616
1,248	378	74	14	1,714
2,587	902	165	27	3,681
900	269	80	13	1,262
776	344	43	11	1,174
911	289	42	3	1,245
2,587	902	165	27	3,681
2,048	724	119	17	2,908
524	174	44	10	752
15	4	2	0	21
2,587	902	165	27	3,681

Table 33 Condition of water fountains

		Good	Moderate	Bad	Not Available	TOTAL
Gender	Boys	477	363	399	112	1,351
	Girls	311	170	84	51	616
	Mixed	742	431	366	175	1,714
	TOTAL	1,530	964	849	338	3,681
Geographical classification	Rural	452	315	337	158	1,262
	Semi-urban	489	353	253	79	1,174
	Urban	589	296	259	101	1,245
	TOTAL	1,530	964	849	338	3,681
Building ownership	MoE	1,229	756	696	227	2,908
	Rent	295	204	148	105	752
	Other	6	4	5	6	21
	TOTAL	1,530	964	849	338	3,681

Table 34 Condition of taps in water fountains

Functional tap	NON-Functional tap	TOTAL
6,491	5,812	12,303
4,254	1,781	6,035
8,350	4,746	13,096
19,095	12,339	31,434
4,829	4,043	8,872
6,212	4,004	10,216
8,054	4,292	12,346
19,095	12,339	31,434
16,280	11,378	27,658
2,754	909	3,663
61	52	113
19,095	12,339	31,434

Table 35 Frequency of water testing during academic year

# of schools		None	1 times	>2 times	TOTAL
Gender	Boys	212	776	363	1,351
	Girls	49	401	166	616
	Mixed	257	1,084	373	1,714
	TOTAL	518	2,261	902	3,681
Geographical classification	Rural	265	745	252	1,262
	Semi-urban	139	698	337	1,174
	Urban	114	818	313	1,245
	TOTAL	518	2,261	902	3,681
Building ownership	MoE	393	1,743	772	2,908
	Rent	122	505	125	752

Table 36 Results of water testing

Pass	Fail	Not available	TOTAL
1,132	8	211	1,351
565	2	49	616
1,450	7	257	1,714
3,147	17	517	3,681
990	7	265	1,262
1,031	4	139	1,174
1,126	6	113	1,245
3,147	17	517	3,681
2,501	15	392	2,908
628	2	122	752

Other	3	13	5	21
TOTAL	518	2,261	902	3,681

18	0	3	21
3,147	17	517	3,681

Table 37 Frequency of cleaning and disinfection of water tanks during academic year

# of schools per F	None	1-3 times	4-6 times	7-9 times	10-12 times	TOTAL
Gender						
Boys	26	1,258	53	9	5	1,351
Girls	2	599	12	0	3	616
Mixed	28	1,650	33	1	2	1,714
TOTAL	56	3,507	98	10	10	3,681

Geographical classification						
Rural	32	1,168	55	3	4	1,262
Semi-urban	17	1,117	28	7	5	1,174
Urban	7	1,222	15	0	1	1,245
TOTAL	56	3,507	98	10	10	3,681

Building owner						
MoE	38	2,766	87	10	7	2,908
Rent	15	724	10	0	3	752
Other	3	17	1	0	0	21
TOTAL	56	3,507	98	10	10	3,681

Table 38 Connection of public sewer

# of schools	YES	NO	TOTAL
Gender			
Boys	426	925	1,351
Girls	291	325	616
Mixed	445	1,269	1,714
TOTAL	1,162	2,519	3,681

Geographical classification			
Rural	70	1,192	1,262
Semi-urban	190	984	1,174
Urban	902	343	1,245
TOTAL	1,162	2,519	3,681

Building ownership			
MoE	905	2,003	2,908
Rent	248	504	752
Other	9	12	21
TOTAL	1,162	2,519	3,681

Table 39 Condition of septic tanks

# of schools	Good	Moderate	Bad	Not Available	TOTAL
Gender					
Boys	808	99	34	410	1,351
Girls	281	41	11	283	616
Mixed	1,108	147	48	411	1,714
TOTAL	2,197	287	93	1,104	3,681

Geographical classification					
Rural	1,042	106	48	66	1,262
Semi-urban	847	135	29	163	1,174
Urban	308	46	16	875	1,245
TOTAL	2,197	287	93	1,104	3,681

Building ownership					
MoE	1,782	211	56	859	2,908
Rent	405	74	36	237	752
Other	10	2	1	8	21
TOTAL	2,197	287	93	1,104	3,681

Table 40 Condition of internal networks

Good	Moderate	Bad	Not Available	TOTAL
793	312	92	154	1,351
381	137	24	74	616
1,045	368	109	192	1,714
2,219	817	225	420	3,681

716	296	83	167	1,262
664	251	72	187	1,174
839	270	70	66	1,245
2,219	817	225	420	3,681

1,768	632	166	342	2,908
436	182	56	78	752
15	3	3	0	21
2,219	817	225	420	3,681

Table 41 Number of waste disposal containers in schools

Number of schools		None	1 container	2 containers	>3 containers	TOTAL
Gender	Boys	739	384	177	51	1,351
	Girls	266	137	136	77	616
	Mixed	821	475	306	112	1,714
	TOTAL	1,826	996	619	240	3,681
Geographical classification	Rural	630	416	177	39	1,262
	Semi-urban	543	327	228	76	1,174
	Urban	653	253	214	125	1,245
	TOTAL	1,826	996	619	240	3,681
Building ownership	MoE	1,280	826	577	225	2,908
	Rent	529	169	41	13	752
	Other	17	1	1	2	21
	TOTAL	1,826	996	619	240	3,681

Table 43 Adequacy of existing containers

# of schools		Adequate	Not Adequate	TOTAL
Gender	Boys	335	1,016	1,351
	Girls	176	440	616
	Mixed	472	1,242	1,714
	TOTAL	983	2,698	3,681
Geographical classification	Rural	338	924	1,262
	Semi-urban	303	871	1,174
	Urban	342	903	1,245
	TOTAL	983	2,698	3,681
Building ownership	MoE	798	2,110	2,908
	Rent	178	574	752
	Other	7	14	21
	TOTAL	983	2,698	3,681

Table 42 Frequency of public waste collection per week

None	1 time	2-4 times	>5 times	TOTAL
736	194	213	208	1,351
241	75	133	167	616
778	364	262	310	1,714
1,755	633	608	685	3,681
587	328	194	153	1,262
568	219	211	176	1,174
600	86	203	356	1,245
1,755	633	608	685	3,681
1,283	518	521	586	2,908
457	114	84	97	752
15	1	3	2	21
1,755	633	608	685	3,681

Table 44 Availability of sanitary disposal bins in latrines in girls' schools/mixed schools

Available	Not Available	No Answered	TOTAL
-	-	-	-
192	319	105	616
264	773	677	1,714
456	1,092	782	2,330
117	400	341	858
131	354	227	712
208	338	214	760
456	1,092	782	2,330
417	881	437	1,735
38	206	337	581
1	5	8	14
456	1,092	782	2,330

4. Hygiene and Health

Table 45 Availability of activities on hygiene

# of schools		YES	NO	TOTAL
Gender	Boys	1,219	132	1,351
	Girls	588	28	616
	Mixed	1,599	115	1,714
	TOTAL	3,406	275	3,681
Geographical classification	Rural	1,121	141	1,262
	Semi-urban	1,102	72	1,174
	Urban	1,183	62	1,245
	TOTAL	3,406	275	3,681
Building ownership	MoE	2,687	221	2,908
	Rent	699	53	752
	Other	20	1	21
	TOTAL	3,406	275	3,681

Table 46 Types of hygiene-related events

Out classroom	In-classroom	material	Others
1,098	358	264	72
563	181	154	35
1,472	502	401	85
3,133	1,041	819	192
997	358	273	97
1,001	331	206	52
1,135	352	340	43
3,133	1,041	819	192
2,480	813	677	162
634	222	136	30
19	6	6	0
3,133	1,041	819	192

Table 47 Availability of health club/committee

YES	NO	TOTAL
1,167	184	1,351
582	34	616
1,448	266	1,714
3,197	484	3,681
991	271	1,262
1,041	133	1,174
1,165	80	1,245
3,197	484	3,681
2,558	350	2,908
622	130	752
17	4	21
3,197	484	3,681

Table 48 Availability of trained staff on hygiene

# of schools		YES	NO	TOTAL
Gender	Boys	738	613	1,351
	Girls	351	265	616
	Mixed	887	827	1,714
	TOTAL	1,976	1,705	3,681
Geographical classification	Rural	715	547	1,262
	Semi-urban	548	626	1,174
	Urban	713	532	1,245
	TOTAL	1,976	1,705	3,681
Building ownership	MoE	1,609	1,299	2,908
	Rent	358	394	752
	Other	9	12	21
	TOTAL	1,976	1,705	3,681

Table 49 Frequency of hygiene sessions per year

None	1-2 time	3-10 times	11-20 times	>21 times	TOTAL
482	358	427	55	29	1,351
123	157	264	52	20	616
530	436	613	98	37	1,714
1,135	951	1,304	205	86	3,681
464	311	417	55	15	1,262
317	367	410	60	20	1,174
354	273	477	90	51	1,245
1,135	951	1,304	205	86	3,681
867	749	1,052	169	71	2,908
260	202	242	35	13	752
8	0	10	1	2	21
1,135	951	1,304	205	86	3,681

Table 50 Availability of soap in latrines

# of schools		YES	NO	Not answered	TOTAL
Gender	Boys	211	1,130	10	1351
	Girls	144	460	12	616
	Mixed	411	1,288	15	1714
	TOTAL	766	2,878	37	3681
Geographical classification	Rural	287	972	3	1262
	Semi-urban	219	947	8	1174
	Urban	260	959	26	1245
	TOTAL	766	2,878	37	3681
Building ownership	MoE	601	2,273	34	2908
	Rent	162	588	2	752
	Other	3	17	1	21
	TOTAL	766	2,878	37	3681

Table 51 Hygiene kits distribution

YES	NO	Not answered	TOTAL
158	1,184	9	1351
129	474	13	616
261	1,441	12	1714
548	3,099	34	3681
122	1,137	3	1262
188	980	6	1174
238	982	25	1245
548	3,099	34	3681
432	2,445	31	2908
113	636	3	752
3	18	0	21
548	3,099	34	3681

Table 52 Person who taught on menstrual/physiological phenomenon

# of schools		Parent s	Teacher s	Person from outside	Not answered	TOTAL
Gender	Boys	3	12	13	1,323	1,351
	Girls	113	229	21	274	637
	Mixed	184	360	29	1,157	1,730
	TOTAL	300	601	63	2,754	3,718

Geographical classification	Rural	91	174	32	980	1,277
	Semi-urban	76	247	8	858	1,189
	Urban	133	180	23	916	1,252
	TOTAL	300	601	63	2,754	3,718

Building ownership	MoE	270	536	59	2,076	2,941
	Rent	29	63	4	660	756
	Other	1	2	0	18	21
	TOTAL	300	601	63	2,754	3,718

Table 53 Education on physical change during adolescence

YES	NO	Not answered	TOTAL
17	12	1,322	1,351
337	5	274	616
534	20	1,160	1,714
888	37	2,756	3,681

266	13	983	1,262
312	3	859	1,174
310	21	914	1,245
888	37	2,756	3,681

796	34	2,078	2,908
89	3	660	752
3	0	18	21
888	37	2,756	3,681

Table 54 Number of students infected with diseases

		# of infected students	Total # of students	% of infected students
Gender	Boys	42,310	469,983	9.0%
	Girls	30,626	303,573	10.1%
	Mixed	65,446	501,442	13.1%
	TOTAL	138,382	1,274,998	10.9%

Geographical classification	Rural	26,114	237,162	11.0%
	Semi-urban	37,022	371,474	10.0%
	Urban	75,246	666,362	11.3%
	TOTAL	138,382	1,274,998	10.9%

Building ownership	MoE	121,457	1,142,982	10.6%
	Rent	16,381	128,330	12.8%
	Other	544	3,686	14.8%
	TOTAL	138,382	1,274,998	10.9%

Table 55 Number of schools with infected students

# of schools with infected students	Total # of schools	% of schools with infected students
919	1,351	68.0%
520	616	84.4%
1337	1,714	78.0%
2,776	3,681	75.4%

759	1,262	60.1%
927	1,174	79.0%
1,090	1,245	87.6%
2,776	3,681	75.4%

2,193	2,908	75.4%
568	752	75.5%
15	21	71.4%
2,776	3,681	75.4%

Table 56 Types of diseases

# of schools		Waterborne				Airborne					Direct contact	
		Diarrhea	Hepatitis	Food poisoning	Other	Flu	Chicken pox	Mumps	Measles	Other	Skin disease	Other
Gender	Boys	91	132	2	5	640	66	54	332	9	46	5
	Girls	53	109	1	2	334	47	24	211	2	28	1
	Mixed	105	250	7	4	695	100	42	544	6	48	2
	TOTAL	249	491	10	11	1,669	213	120	1,087	17	122	8

Geographical classification	Rural	45	154	2	2	352	53	29	265	5	36	3
	Semi-urban	52	184	7	7	549	84	41	387	4	24	3
	Urban	152	153	1	2	768	76	50	435	8	62	2
	TOTAL	249	491	10	11	1,669	213	120	1,087	17	122	8

Building owners	MoE	213	392	9	10	1,373	179	101	841	15	103	5
	Rent	36	97	1	1	286	33	19	241	2	19	3

hip	Other		2			10	1		5			
	TOTAL	249	491	10	11	1,669	213	120	1,087	17	122	8

5. Parents and the Communities

Table 57 Availability of PTA

# of schools		YES	NO	TOTAL
Gender	Boys	1,325	26	1,351
	Girls	610	6	616
	Mixed	1,669	45	1,714
	TOTAL	3,604	77	3,681

Geographical classification	Rural	1,232	30	1,262
	Semi-urban	1,150	24	1,174
	Urban	1,222	23	1,245
	TOTAL	3,604	77	3,681

Building ownership	MoE	2,860	48	2,908
	Rent	723	29	752
	Other	21	0	21
	TOTAL	3,604	77	3,681

Table 58 Frequency of PTA meetings per year

None	1-2 MTG	3-6 MTG	7-12 MTG	>12 MTG	Not answered	TOTAL
78	656	528	72	12	5	1,351
32	152	313	99	7	13	616
85	476	873	238	21	21	1,714
195	1,284	1,714	409	40	39	3,681

57	468	571	149	8	9	1,262
33	358	643	121	14	5	1,174
105	458	500	139	18	25	1,245
195	1,284	1,714	409	40	39	3,681

134	1,032	1,338	334	36	34	2,908
60	245	367	72	4	4	752
1	7	9	3	0	1	21
195	1,284	1,714	409	40	39	3,681

Table 59 Percentage of parents attending PTA

# of schools		0%	1-25%	26-50%	51-75%	76-100%	Not answered	TOTAL
Gender	Boys	90	673	347	151	84	6	1,351
	Girls	31	112	183	159	116	15	616
	Mixed	87	281	521	408	401	16	1,714
	TOTAL	208	1,066	1,051	718	601	37	3,681

Geographical classification	Rural	62	426	363	194	210	7	1,262
	Semi-urban	40	380	363	206	181	4	1,174
	Urban	106	260	325	318	210	26	1,245
	TOTAL	208	1,066	1,051	718	601	37	3,681

Building owner	MoE	144	901	840	552	437	34	2,908
	Rent	63	159	206	164	157	3	752
	Other	1	6	5	2	7	0	21
	TOTAL	208	1,066	1,051	718	601	37	3,681

Table 60 Events organized by PTA within a year

YES	NO	Not answered	TOTAL
744	596	11	1,351
369	228	19	616
1,137	559	18	1,714
2,250	1,383	48	3,681

836	419	7	1,262
611	553	10	1,174
803	411	31	1,245
2,250	1,383	48	3,681

1,768	1,097	43	2,908
467	280	5	752
15	6	0	21
2,250	1,383	48	3,681

Table 61 Availability of community contributions

# of schools		YES	NO	Not answered	TOTAL
Gender	Boys	276	1,063	12	1,351
	Girls	231	382	3	616
	Mixed	482	1,217	15	1,714
	TOTAL	989	2,662	30	3,681

Geographical classification	Rural	273	982	7	1,262
	Semi-urban	353	816	5	1,174
	Urban	363	864	18	1,245
	TOTAL	989	2,662	30	3,681

Table 62 Types of community contributions

Financial donation	In-kind donation	Maintenance	Cleaning	Lecture	No Answer
68	213	60	13	6	4
45	188	53	21	5	2
122	385	100	27	8	3
235	786	213	61	19	9

68	216	48	16	4	0
80	305	73	12	4	7
87	265	92	33	11	2
235	786	213	61	19	9

Building owners hip	MoE	803	2,078	27	2,908	196	628	179	46	14	8
	Rent	177	572	3	752	37	151	32	15	5	1
	Other	9	12	0	21	2	7	2	0	0	0
	TOTAL	989	2,662	30	3,681	235	786	213	61	19	9

Table 63 Means of communication

# of schools by Means of Communication		Telephone	Paper message	School newsletter	SMS	Verbally	Facebook/School website	Home Visits/Parents Meeting	Public Announcement	None communication
Gender	Boys	1,065	386	264	160	63	62	44	40	8
	Girls	484	172	168	83	45	34	9	3	0
	Mixed	1,241	572	381	230	122	71	35	33	7
	TOTAL	2,790	1,130	813	473	230	167	88	76	15
Geographical classification	Rural	936	420	218	114	131	40	38	44	2
	Semi-urban	882	350	371	169	48	38	25	20	8
	Urban	972	360	224	190	51	89	25	12	5
	TOTAL	2,790	1,130	813	473	230	167	88	76	15
Building ownership	MoE	2,220	871	655	360	181	142	66	67	12
	Rent	555	250	156	111	46	23	21	8	3
	Other	15	9	2	2	3	2	1	1	0
	TOTAL	2,790	1,130	813	473	230	167	88	76	15

Table 64 Use of school facilities in non-school hours

# of schools		YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	459	880	12	1,351	34.0%
	Girls	219	393	4	616	35.6%
	Mixed	390	1,311	13	1,714	22.8%
	TOTAL	1,068	2,584	29	3,681	29.0%
Geographical classification	Rural	267	989	6	1,262	21.2%
	Semi-urban	348	817	9	1,174	29.6%
	Urban	453	778	14	1,245	36.4%
	TOTAL	1,068	2,584	29	3,681	29.0%
Building ownership	MoE	982	1,902	24	2,908	33.8%
	Rent	83	664	5	752	11.0%
	Other	3	18	0	21	14.3%
	TOTAL	1,068	2,584	29	3,681	29.0%

6. Teachers

Table 65 Number of student- school staff ratio

		# of school staff	Average Student-staff ratio
Gender	Boys	38,875	11.3
	Girls	22,979	12.7
	Mixed	40,125	11.3
	TOTAL	101,979	11.6

Table 66 Availability of teacher training

YES	NO	Not answered	TOTAL	% of YES
1,260	88	3	1,351	93.3%
577	27	12	616	93.7%
1,607	99	8	1,714	93.8%
3,444	214	23	3,681	93.6%

Geographical classification	Rural	25,458	8.8
	Semi-urban	31,672	11.4
	Urban	44,849	14.5
	TOTAL	101,979	11.6

1,154	108	0	1,262	91.4%
1,117	53	4	1,174	95.1%
1,173	53	19	1,245	94.2%
3,444	214	23	3,681	93.6%

Building ownership	MoE	90,681	11.7
	Rent	10,889	11.2
	Other	409	8.9
	TOTAL	101,979	11.6

2,733	153	22	2,908	94.0%
691	60	1	752	91.9%
20	1	0	21	95.2%
3,444	214	23	3,681	93.6%

Table 67 Types of training for teachers

	# of schools	Teaching method	Health/H ygiene	Psychosocial support	Others	TOTAL
Gender	Boys	1,166	199	138	211	1,714
	Girls	527	143	74	95	839
	Mixed	1,504	225	122	310	2,161
	TOTAL	3,197	567	334	616	4,714

Table 68 Types of training providers for teachers

MoE	NGO	Others	TOTAL
1,219	78	132	1,429
550	41	91	682
1,541	79	209	1,829
3,310	198	432	3,940

Geographical classification	Rural	1,093	173	86	164	1,516
	Semi-urban	1,032	137	76	225	1,470
	Urban	1,072	257	172	227	1,728
	TOTAL	3,197	567	334	616	4,714

1,106	54	121	1,281
1,074	67	132	1,273
1,130	77	179	1,386
3,310	198	432	3,940

Building ownership	MoE	2,538	472	282	504	3,796
	Rent	642	90	50	108	890
	Other	17	5	2	4	28
	TOTAL	3,197	567	334	616	4,714

2,624	166	366	3,156
666	32	61	759
20	0	5	25
3,310	198	432	3,940

Table 69 Availability of opportunity of experience-sharing among teachers

	# of schools	YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	772	558	21	1,351	57.1%
	Girls	415	181	20	616	67.4%
	Mixed	1,134	553	27	1,714	66.2%
	TOTAL	2,321	1,292	68	3,681	63.1%

Geographical classification	Rural	852	395	15	1,262	67.5%
	Semi-urban	746	411	17	1,174	63.5%
	Urban	723	486	36	1,245	58.1%
	TOTAL	2,321	1,292	68	3,681	63.1%

Building ownership	MoE	1,840	1,014	54	2,908	63.3%
	Rent	467	271	14	752	62.1%
	Other	14	7	0	21	66.7%
	TOTAL	2,321	1,292	68	3,681	63.1%

Table 70 Type of opportunity of experience-sharing

# of schools		MoE organi zed meet ing	Teach ers associ ation meet ing	Exchan ge Visits	Practic al Classe s	DOE organi zed meet ing	Teach ers' newsp aper/ magazi ne	Trainin gs & Confer ences	Develo pment Counci l	Exchan ge Experi ence	Activi ties	Teach ers Syndic ate	No Answ er
Gender	Boys	314	238	76	52	35	13	6	7	4	4	1	19
	Girls	147	142	34	48	13	5	9	3	4	0	0	14
	Mixed	431	323	168	128	27	17	15	5	4	2	0	15
	TOTAL	892	703	278	228	75	35	30	15	12	6	1	48
Geographi cal classificati on	Rural	352	195	132	107	33	14	15	4	2	3	1	9
	Semi-urban	239	252	89	98	28	10	10	8	4	0	0	12
	Urban	301	256	57	23	14	11	5	3	6	3	0	27
	TOTAL	892	703	278	228	75	35	30	15	12	6	1	48
Building ownership	MoE	726	564	211	158	58	26	25	13	8	0	1	42
	Rent	157	136	66	69	17	9	5	2	4	0	0	6
	Other	9	3	1	1	0	0	0		0	6	0	0
	TOTAL	892	703	278	228	75	35	30	15	12	6	1	48

7. Child Protection

Table 71 Students with special needs

# of schools		# of students with special needs	Total # of students	% of students with special needs	# of schools with the special needs	Total # of schools	% of schools with the special needs
Gender	Boys	535	469,983	0.1%	307	1,351	22.7%
	Girls	332	303,573	0.1%	143	616	23.2%
	Mixed	734	501,442	0.1%	296	1,741	17.0%
	TOTAL	1,601	1,274,998	0.1%	746	3,681	20.3%
Geographical classification	Rural	392	237,162	0.2%	195	1,262	15.5%
	Semi-urban	433	371,474	0.1%	245	1,174	20.9%
	Urban	776	666,362	0.1%	306	1,245	24.6%
	TOTAL	1,601	1,274,998	0.1%	746	3,681	20.3%
Building ownership	MoE	1,402	1,142,982	0.1%	648	2,908	22.3%
	Rent	192	128,330	0.1%	93	752	12.4%
	Other	7	3,686	0.2%	5	21	23.8%
	TOTAL	1,601	1,274,998	0.1%	746	3,681	20.3%

Table 72 Provision of special support

# of schools		YES	NO	Not answered	TOTAL
Gender	Boys	122	1,217	12	1,351
	Girls	84	515	17	616
	Mixed	143	1,548	23	1,714
	TOTAL	349	3,280	52	3,681
Geographical classification	Rural	61	1,186	15	1,262
	Semi-urban	138	1,025	11	1,174
	Urban	150	1,069	26	1,245
	TOTAL	349	3,280	52	3,681

Table 73 Types of special support

Counse lling	Liveliho od skill training	Afterschool club	Others	No Answer
57	1	1	39	24
41	4	1	14	27
80	5	0	31	29
178	10	2	84	80
33	3	1	13	14
62	4	1	31	41
83	3	0	40	25
178	10	2	84	80

Building ownership	MoE	302	2,565	41	2,908	161	9	1	71	62
	Rent	46	696	10	752	17	1	1	13	17
	Other	1	19	1	21	0	0	0	0	1
	TOTAL	349	3,280	52	3,681	178	10	2	84	80

Table 74 Availability of education specialist in schools

# of schools		YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	827	493	31	1,351	61.2%
	Girls	466	128	22	616	75.6%
	Mixed	772	895	47	1,714	45.0%
	TOTAL	2,065	1,516	100	3,681	56.1%
Geographical classification	Rural	490	751	21	1,262	38.8%
	Semi-urban	681	465	28	1,174	58.0%
	Urban	894	300	51	1,245	71.8%
	TOTAL	2,065	1,516	100	3,681	56.1%
Building ownership	MoE	1,869	953	86	2,908	64.3%
	Rent	189	551	12	752	25.1%
	Other	7	12	2	21	33.3%
	TOTAL	2,065	1,516	100	3,681	56.1%

Table 75 Child protection awareness

# of schools		1. Those with special needs are helped						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No Answer	TOTAL
Gender	Boys	301	815	50	25	109	51	1,351
	Girls	101	410	15	8	55	27	616
	Mixed	393	976	56	29	192	68	1,714
	TOTAL	795	2,201	121	62	356	146	3,681
Geographical classification	Rural	311	702	38	21	132	58	1,262
	Semi-urban	223	750	34	19	113	35	1,174
	Urban	261	749	49	22	111	53	1,245
	TOTAL	795	2,201	121	62	356	146	3,681
Building ownership	MoE	640	1,745	90	43	265	125	2,908
	Rent	148	447	30	18	88	21	752
	Other	7	9	1	1	3	0	21
	TOTAL	795	2,201	121	62	356	146	3,681
# of schools per awareness of protection		2. Students' problems are handled seriously and respectfully						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No Answer	TOTAL
Gender	Boys	541	782	7	3	5	13	1,351
	Girls	225	363	8	0	2	18	616
	Mixed	724	934	16	3	8	29	1,714
	TOTAL	1,490	2,079	31	6	15	60	3,681
Geographical classification	Rural	567	663	9	1	3	19	1,262
	Semi-urban	447	695	15	2	3	12	1,174
	Urban	476	721	7	3	9	29	1,245
	TOTAL	1,490	2,079	31	6	15	60	3,681

Building ownership	MoE	1,206	1,619	20	4	10	49	2,908
	Rent	274	452	8	2	5	11	752
	Other	10	8	3	0	0	0	21
	TOTAL	1,490	2,079	31	6	15	60	3,681

# of schools		3. Teachers know who to contact for students in case a problem occurs						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No Answer	TOTAL
Gender	Boys	508	818	10	0	1	14	1,351
	Girls	232	363	4	0	1	16	616
	Mixed	750	913	15	1	2	33	1,714
	TOTAL	1,490	2,094	29	1	4	63	3,681

Geographical classification	Rural	584	645	10	1	1	21	1,262
	Semi-urban	447	704	11	0	0	12	1,174
	Urban	459	745	8	0	3	30	1,245
	TOTAL	1,490	2,094	29	1	4	63	3,681

Building ownership	MoE	1,197	1,636	20	0	3	52	2,908
	Rent	282	448	9	1	1	11	752
	Other	11	10	0	0	0	0	21
	TOTAL	1,490	2,094	29	1	4	63	3,681

# of schools		4. Teachers facilitate students and PTAs to express their opinions						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No Answer	TOTAL
Gender	Boys	438	885	6	1	5	16	1,351
	Girls	196	400	3	1	1	15	616
	Mixed	643	1,021	17	1	1	31	1,714
	TOTAL	1,277	2,306	26	3	7	62	3,681

Geographical classification	Rural	500	727	10	2	1	22	1,262
	Semi-urban	385	769	8	1	2	9	1,174
	Urban	392	810	8	0	4	31	1,245
	TOTAL	1,277	2,306	26	3	7	62	3,681

Building ownership	MoE	1,009	1,821	19	2	6	51	2,908
	Rent	259	473	7	1	1	11	752
	Other	9	12	0	0	0	0	21
	TOTAL	1,277	2,306	26	3	7	62	3,681

# of schools		5. Information/profile of students is available and updated in case of emergencies						
		Strongly agree	Agree	Disagree	Strongly disagree	Don't know	No Answer	TOTAL
Gender	Boys	528	792	2	3	1	25	1,351
	Girls	257	347	4	0	1	7	616
	Mixed	770	899	6	2	2	35	1,714
	TOTAL	1,555	2,038	12	5	4	67	3,681

Geographical classification	Rural	560	662	5	4	2	29	1,262
	Semi-urban	474	675	5	0	1	19	1,174
	Urban	521	701	2	1	1	19	1,245
	TOTAL	1,555	2,038	12	5	4	67	3,681

Building ownership	MoE	1,237	1,602	9	3	2	55	2,908
	Rent	306	429	2	1	2	12	752
	Other	12	7	1	1	0		21
	TOTAL	1,555	2,038	12	5	4	67	3,681

Table 76 Average percentage of means of commuting to school for students

		Walk	School bus	Private car	Public bus	Taxi	Unknown	TOTAL
Gender	Boys	74.7%	14.0%	4.7%	6.0%	0.4%	0.2%	100%
	Girls	61.6%	26.5%	6.5%	4.1%	0.5%	0.7%	100%
	Mixed	73.5%	17.3%	5.1%	3.1%	0.4%	0.6%	100%
	TOTAL	71.9%	17.6%	5.2%	4.3%	0.4%	0.5%	100%

Geographical classification	Rural	82.1%	11.2%	4.0%	2.1%	0.1%	0.5%	100%
	Semi-urban	68.8%	19.7%	5.7%	5.1%	0.3%	0.3%	100%
	Urban	64.5%	22.3%	5.9%	5.8%	0.8%	0.6%	100%
	TOTAL	71.9%	17.6%	5.2%	4.3%	0.4%	0.5%	100%

Building ownership	MoE	70.4%	18.3%	5.4%	4.9%	0.5%	0.5%	100%
	Rent	78.0%	15.0%	4.3%	2.0%	0.1%	0.6%	100%
	Other	62.6%	23.3%	12.1%	2.4%	0.2%	-0.7%	100%
	TOTAL	71.9%	17.6%	5.2%	4.3%	0.4%	0.5%	100%

8. NGO Involvement

Table 77 Assistance to schools from NGO

	# of schools	YES	NO	Not answered	TOTAL	% of YES
Gender	Boys	475	876	0	1,351	35.2%
	Girls	246	366	4	616	39.9%
	Mixed	636	1,069	9	1,714	37.1%
	TOTAL	1,357	2,311	13	3,681	36.9%
Geographical classification	Rural	415	846	1	1,262	32.9%
	Semi-urban	439	730	5	1,174	37.4%
	Urban	503	735	7	1,245	40.4%
	TOTAL	1,357	2,311	13	3,681	36.9%
Building ownership	MoE	1,149	1,746	13	2,908	39.5%
	Rent	202	550	0	752	26.9%
	Other	6	15	0	21	28.6%
	TOTAL	1,357	2,311	0	3,681	36.9%
Governorate	Ajlun	78	48		126	61.9%
	Al Balqa'	118	128	1	247	47.8%
	Amman	210	569	4	783	26.8%
	Aqaba	11	57		68	16.2%
	Irbid	294	391	4	689	42.7%
	Jarash	104	76		180	57.8%
	Karak	100	197		297	33.7%
	Ma'an	99	91	2	192	51.6%
	Madaba	18	117		135	13.3%
	Mafrq	159	320	1	480	33.1%
	Tafileh	35	88		123	28.5%
	Zarqa	131	229	1	361	36.3%
	TOTAL	1,357	2,311	13	3,681	36.9%

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