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NONSTATE & LOW-COST PRIVATE PRIMARY SCHOOLS IN JORDAN

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This report was prepared independently by Dr. Andrew Epstein, Dr. Lee Rensimer, Ms. Maymoona Abuomair, and Ms. Mariam Khalaf, with support from Dr. Amy Porter, Ms. Mariam Vadria, Ms. Katya Fink, and Mr. Jackie Chen for Social Impact, Inc. at the request of the United States Agency for International Development.

Nonstate & Low-Cost Private Primary Schools in Jordan

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Monica Villanueva, Contracting Officer's Representative
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ACRONYM LIST

CBO	Community-based Organization
COR	Contracting Officer's Representative
COVID-19	SARS-CoV-2 (severe acute respiratory syndrome coronavirus 2)
CS	Classroom Size
DFID	Department for International Development; currently known as United Kingdom Agency for International Development (UK AID)
DOS	United States Department of State
EMIS	Education Management Information System
ESMP	Enhancing School Management and Planning
FGD	Focus Group Discussions
GIS	Geographic Information System
HIES	Household Income and Expenditure Survey
IRB	Institutional Review Board
JOD	Jordanian Dinar
KII	Key Informant Interviews
LCP	Low-cost private
MENA	Middle East and North Africa
MOE	Ministry of Education
NGO	Non-governmental Organization
NCHRD	National Center for Human Resources Development
NSS	Nonstate Schools
OECD	Organization for Economic Cooperation and Development
PISA	Program for International Student Assessment
PPP	Public-Private Partnership
PPT	Microsoft PowerPoint
PRIMR	Primary Math and Reading
PTR	Pupil-Teacher Ratio
QRC	Queen Rania Center
SI	Social Impact Inc.
SOW	Scope of Work
SQ	Study Question
ST	Study Team
STEM	Science, Technology, Engineering, and Mathematics
TIMSS	Trends in International Mathematics and Science Study
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works for Palestine Refugees
USAID	United States Agency for International Development
USD	US Dollar

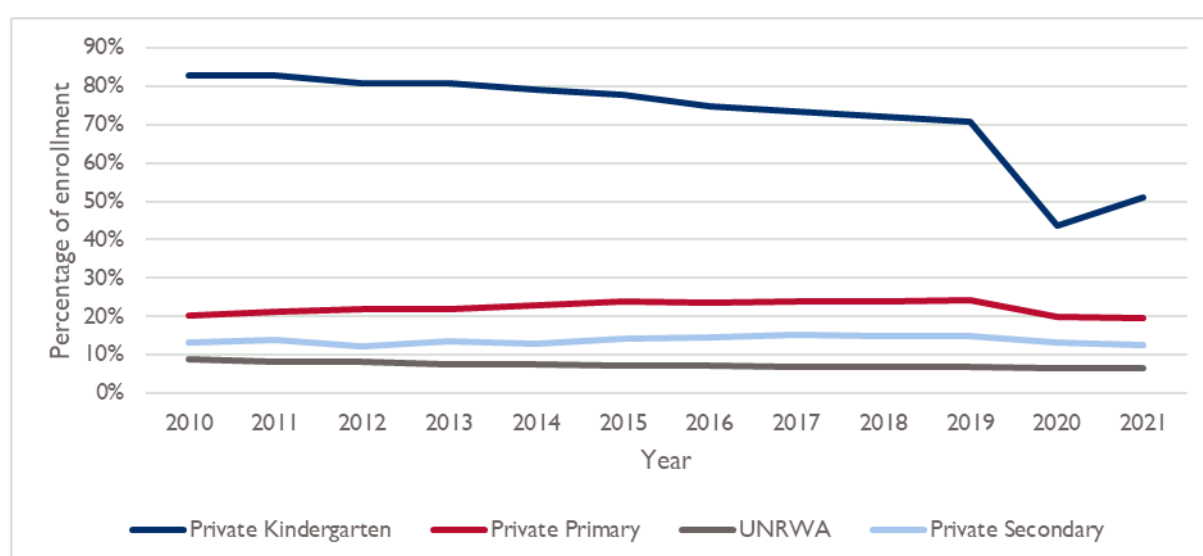
EXECUTIVE SUMMARY

The United States Agency for International Development (USAID) Middle East Bureau and the USAID Mission in Jordan commissioned this study on nonstate schools (NSSs) and low-cost private (LCP) schools through the Middle East Education, Research, Training, and Support (MEERS) program as a continuation of similar research completed across the Middle East and North Africa (MENA) in 2019 and 2020.¹ It is intended to assist the Jordan Ministry of Education (MOE) in describing the conditions of NSSs and LCP schools across the country, and examine their relationship to the public system and their role in advancing national and international development goals.

“Nonstate” schools are schools that are owned, financed, or managed by a nonstate actor, including refugee schools. “Private” schools are a sub-category of nonstate schools and include only schools entirely owned by a nonstate actor such as an individual, group of individuals, or for- or non-profit organization. The Study Team (ST) collected and examined multiple secondary data sets including the Education Management Information System (EMIS) and a private School Teachers Union Survey as well as primary data from teachers, administrators, and owners from 17 LCP primary schools distributed across Northern, Central, and Southern regions.

While the number of pupils enrolled in nonstate schools have increased over the last decade, the proportion of all pupils in Jordan who are enrolled in NSSs has remained nearly constant until the 2020 global pandemic, at around 30 percent (dropping to 26% thereafter). **Figure 1** shows the proportion of pupils enrolled in nonstate schools broken down by school level and United Nations Relief and Works for Palestine Refugees (UNRWA).

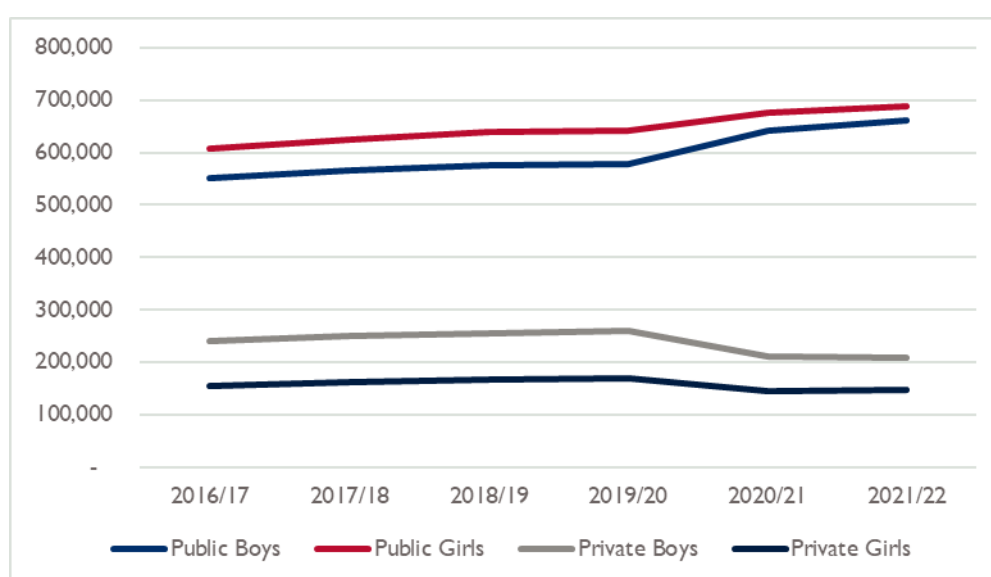
Figure 1: Proportion of Pupils Enrolled in Private and UNRWA Schools by Level in Jordan 2010–2021



The effects of the COVID pandemic can be seen in the above figure. According to the Jordan Open EMIS data, both the public and private school system enrollments were growing at an average of about three percent per year over the few years prior to the COVID pandemic. **Figure 2** below illustrates the primary and secondary enrollment trends between the 2016/2017 and 2020/2021 school years.

¹ USAID (2021) [Nonstate Schooling in the Middle East & North Africa](#).

Figure 2: Public and Private School Enrollment, 2016-2022



Between the 2019/2020 and 2020/2021 school years however, 73,279 pupils left private primary and secondary schools, which represent a 17 percent drop. Of those, 70 percent—nearly 50,000—were boys. The public system, however, grew nine percent between those years, adding nearly 100,000 new pupils. Rural private primary schools closed at a higher rate than urban private primary schools, losing one quarter of enrollments while urban schools lost 15 percent of enrollments. The gender gap in public schools appeared to have narrowed as well, likely due to the 50,000 boys leaving private schools in 2020.

The ST also addressed four study questions regarding the identification and conditions of “low-cost” private schools. The questions, outlined below, together with the team’s conclusions, asked about the identification, numbers and locations, conditions of teaching and learning, and access to LCP schools in Jordan.

1. Based on the available data, what definitions of LCP schools can be calculated in different governorates in Jordan, how are they distributed across the country, and what are its subtypes or variants?
 - Based on the Household Income and Expenditure Survey (HIES) household spending data, the Shamsieh Directory, and confirmed by our LCP primary School sample, the ST has **defined LCP Schools as schools that are owned by a nonstate actor and charges between JOD 400–1000 (\$564–\$1,410 USD) annually in tuition.** The average household monthly income in Jordan is around JOD 875 (\$1,235 USD).
 - Reliable and relatively up-to-date private school tuition data are not available in Jordan, nor nearly anywhere across the region. This hampers research on LCP schooling and deeper understandings about the relationship between the private and public education sectors.
 - While a considerable amount of data are collected by the MOE through the EMIS system about private schooling—except for tuition and other pupil costs—they are generally not shared with or accessible by relevant Ministry departments and directorates.
2. What is currently known about the primary schools that meet the definition of LCP schools developed under SQI?

- Most private primary schools in Jordan are LCP schools, so, while the Jordan EMIS does not collect tuition information, the general statistics on all private schools provide much information about LCP schools as well. Private schools are unsurprisingly concentrated mostly in and around Amman and Irbid. Smaller clusters are seen in and around Jerash and Karak.
 - There is no indication that private schools serve locations that are not served by public schools, especially in villages and more rural areas; however, there may be some private schools in inner-urban locations that fit this description, largely because of overcrowding in existing public schools.
 - Most LCP primary schools are run as for-profit businesses and rely on pupils' tuition as the main source of income. However, some receive public subsidies, such as from the Ministry of Social Development, while others depend on nonprofit organizations to subsidize operations and keep tuition low.
3. What are the variety of teaching and learning conditions found at LCP primary schools in Jordan and how do they compare to state schools, where data is available?
- Most LCP primary schools are owned by an individual or group of individuals. However, some are owned by religious or other nongovernmental organizations (NGOs); these tend to be more resilient to economic, pandemic, and other challenges.
 - In addition to perceptions of higher quality, parental perceptions of safety and proper supervision are prominent factors in distinguishing private schools from public schools.
 - While most LCP schools use the national curriculum, teachers and administrators of LCP primary schools claim they have more learning resources, such as computers, science labs, and extra-curricular offerings.
 - Private and public sector teachers report roughly similar levels of current education and training, with around 80 percent of teachers earning bachelor's degrees in both sectors.
 - There is a huge wage gap between men and women across both the government and private education systems: on average men make 52 percent more than women in the public system and 47 percent more than women in the private education market.
 - One of the primary ways LCP schools keep costs low is by hiring almost entirely female faculty, who are paid considerably less than men, and considerably less (including benefits) than most teachers in the public system.
4. What factors do Jordanian families consider when deciding to send their children to LCP primary schools and what role if any do these schools play in increasing educational access to lower-income and underserved communities in Jordan?
- Parents—according to school staff—send their children to private schools for many reasons, but the primary ones are quality of teaching, quality of facilities and learning resources, and safety and supervision. Affordability was reported by school staff as the most common measure when distinguishing between different private schools in places where families have a choice.
 - Household income alone does not appear to predict private or public school enrollment rates except at the very lowest and very highest income bands. Although families that send at least one child to a private school have slightly higher incomes by roughly JOD 300 (\$423 USD) annually on average than families that do not, there do not appear to be any objective predictors with a few very weak exceptions: gender, location, and grade. For instance, a boy in Grade 6 in Amman is far more likely to go to a private primary school than a girl in Grade 6 in Ma'an. Many factors influence private school enrollment rates.

- LCP schools mainly serve families from the middle and lower middle class and working poor. Very few serve the upper middle class and very poor. In addition to public schools, the latter group appears to be served by private schools owned by non-profit organizations which subsidize tuition.
- Public school pupils live closer to their schools than private school pupils. Significantly more private school pupils (87%) use non-foot transportation than government pupils (26%). Nearly two-thirds of the former are provided transport by the school and one in five are driven in a private car; three-quarters of public school pupils walk to school.
- Boys remain in private schools longer as they get older while girls are sent to public schools in much higher numbers as they advance through the primary grades. Because there is decreasing space in the upper primary grades of private schools, fewer and fewer pupils can be accommodated in the private sector as they get older. This forces families to choose which child(ren) to keep in private schools, and the data shows families choose boys more often than girls.

KEY OBSERVATIONS

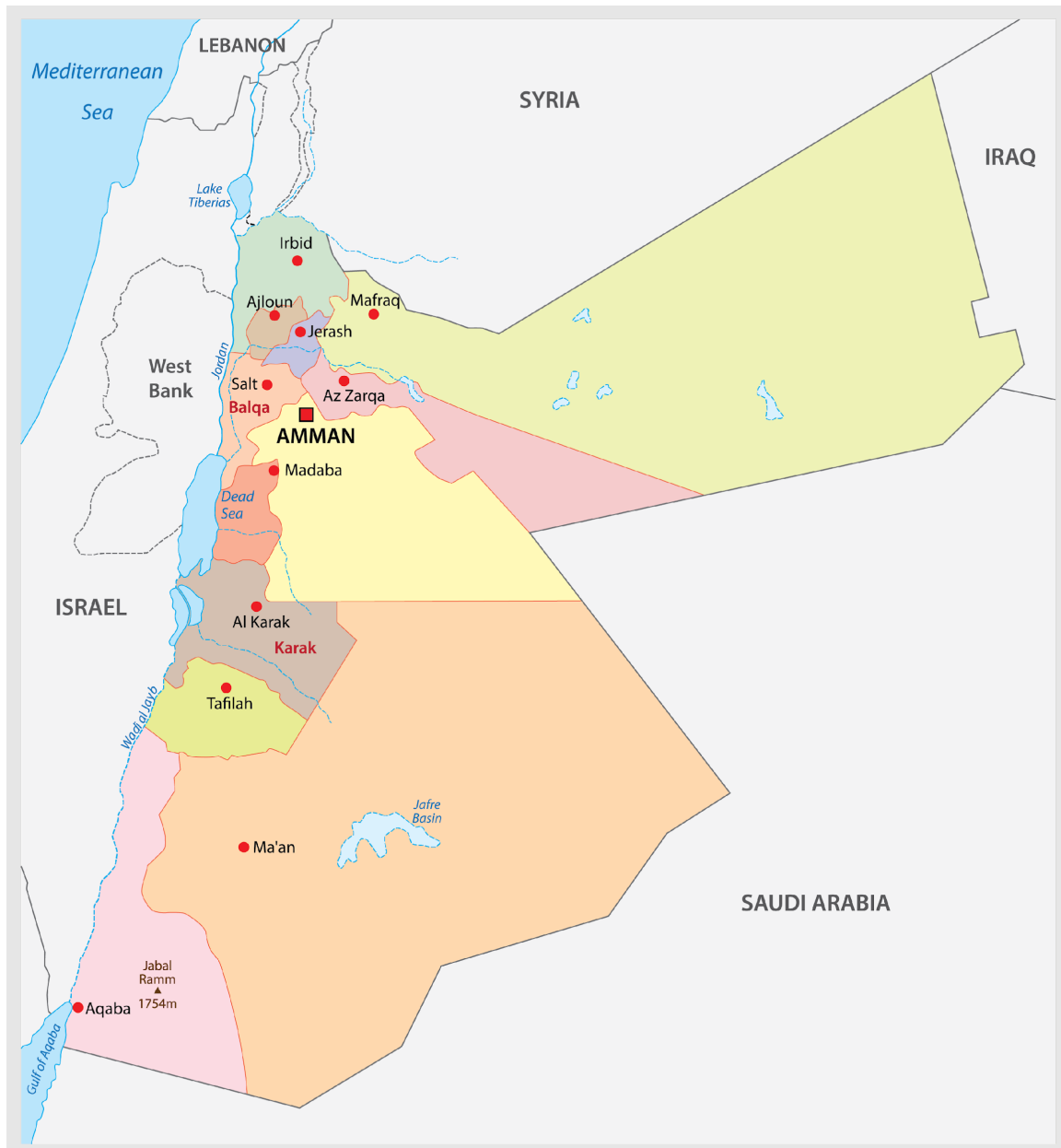
- Most private schools in Jordan, and likely throughout the region, are low-cost. This means most Jordanian pupils attending private schools attend LCP schools.
- Studies of LCP schooling require tuition data from a representative sample of schools and to be disaggregated by locality to effectively establish sub-national definitions of LCP schools (multiple definitions within the same country are key to understanding regional differences) and study them independent of elite private schools. Neither tuition information nor teacher salary information are collected from private schools in Jordan.
- While a significant amount of data about private schools (except tuition and teacher salaries) are collected through the EMIS system, the data are not shared with, nor easily accessible to Jordanian policy makers. Additionally, while a considerable amount of information is required by multiple Government Ministries annually to register and accredit a private school, this information is not entered, stored, or accessible where the ST could find.
- Analyses of household expenditure, affordability, and school fees must take into account the “Amman effect,” which strongly skews figures upward due to its larger population, greater number of private schools, higher participation in private schools, and generally higher fees.
- Private schools, most of which are low-cost in Jordan, are generally perceived by parents who send their children there, to be higher quality than public schools. They are also perceived to be safer and better at supervision, as well as have higher quality and more dedicated teachers, and better facilities and classroom resources.
- A quite striking gender gap was exposed by this study, both for pupils and teachers. Not only are boys sent to private schools in larger numbers, but girls who are sent to private schools tend to get transferred to public schools as they advance through the upper primary grades. Households with income available for private schooling will tend to be spent on boys before girls.
- Similarly, male teachers are paid on average one and half times more than female teachers, which is perhaps why 90 percent of private school teachers are female, though it was also reported that families perceive women to be better primary school teachers in general. It appears to be a main way that LCP schools keep costs low.
- Schools that are owned by nonprofit organizations like NGOs or religious organizations and which subsidize tuition and costs appear to serve the poorest pupils and more resilient to

economic and other crises because these organizations may tend to increase subsidies in hard times. This somewhat addresses a major problem with the private education sector; service providers can enter and exit the market at will and do not have to take difficult-to-serve pupils.

- One of the original intentions of this research was to explore opportunities for development partnerships between USAID and the private education sector. The ST cautions USAID and other donors about entering partnerships with private schools, primarily because of market and peer effects.
- Considering these cautions, should USAID choose to pursue partnerships with the private sector, the ST recommends that low-cost and free private schools owned by a non-profit organization, and which serves the very poor and other marginalized communities poorly served by the government system such as inner-urban areas, show the best promise to contribute effectively to national and international educational development goals.

MAP OF JORDAN

Figure 3: Map of Jordan



I. INTRODUCTION

The United States Agency for International Development (USAID) Middle East Bureau and the USAID Mission in Jordan commissioned this study on Nonstate Schooling and Low-Cost Private Schools through the Middle East Education, Research, Training, and Support (MEERS) program as a continuation of similar research completed across the Middle East and North Africa (MENA) in 2019 and 2020.² It is intended to assist the Jordan Ministry of Education (MOE) in describing the conditions of nonstate schools and low-cost private schools across the country, and examine their relationship to the public system and their role in advancing national and international development goals.

“Nonstate” schools (NSSs) are a very broad category; these are schools that are owned, managed, or financed by a nonstate actor, and include public-private hybrid forms and schools run by nongovernmental organizations (NGOs) like those for refugees. The term “nonstate” is used in contrast to “public,” “government,” or “state” schools, which, in the case of Jordan, includes not only MOE schools, but also schools run by other branches of government such as the Ministries of Defense, Social Development, Higher Education, and Islamic Endowments. Furthermore, “private” schools in this report do not include hybrid, refugee, and other humanitarian schools, and refer rather to schools that are wholly owned, financed, and operated by a private actor or group, and is thus a sub-category of nonstate schools. Finally, “low-cost private” (LCP) schools—which in Jordan are most private schools—are defined in this report as those that charge between JOD 400 and 1,000 (\$564 and \$1,410 USD) in tuition annually. To put this in context, in 2018, the year for which the Study Team (ST) has the most recent data, the average monthly income of households in Amman was JOD 980 (\$1,380 USD) while in the rest of the country excluding Amman was JOD 800 (\$1,127 USD).³ This is in contrast to more elite private schools, which can charge between JOD 4,000 and 20,000 (\$5,641 and \$28,209 USD) annually, and “free” schools, which charge very little to no tuition which in Jordan tend to be supported by the United Nations Relief and Works Agency for Palestine Refugees (UNRWA) or other humanitarian and charitable organizations. The data and calculations for this definition of low-cost is presented in **Section V. Study Design and Methodology** of this report.

When examining state and international aid to the private education sector, several arguments should be considered that caution against a reliance on nonstate actors to achieve universal basic education goals, especially for poor or nonconforming pupils: (i) that basic education is a human right that only states can deliver; (ii) that owners profit from extracting scarce public revenue; (iii) that claims of greater efficiency can only be true under conditions of informed choice, accountability, and an effective regulatory framework; (iv) that no Organization for Economic Cooperation and Development (OECD) country has depended on non-government schooling to achieve universal basic schooling; (v) that shifting public education resources to private schools can undermine the public system and leave; (vi) that private schools will never be able to or will simply choose not to accommodate the poorest households or neediest pupils; and (vii) that privately owned schools are not obligated to accept any pupil or remain open when times get tough.⁴ Finally, “brain drain” from the public system is a result of the combination of low quality public schooling and a robust private sector; recent research on peer effects in Chile and India has shown that governments have an interest in keeping higher performing pupils in the public system.⁵

² USAID (2021) *Nonstate Schooling in the Middle East & North Africa*.

³ Ministry of Education Department of Statistics Household Income and Expenditure Survey (HIES), 2017-2018. The income of households that spend money on private education is unsurprisingly much higher. This data is presented in Section IV in this report.

⁴ See Heyneman, et al., (2013), Ibid

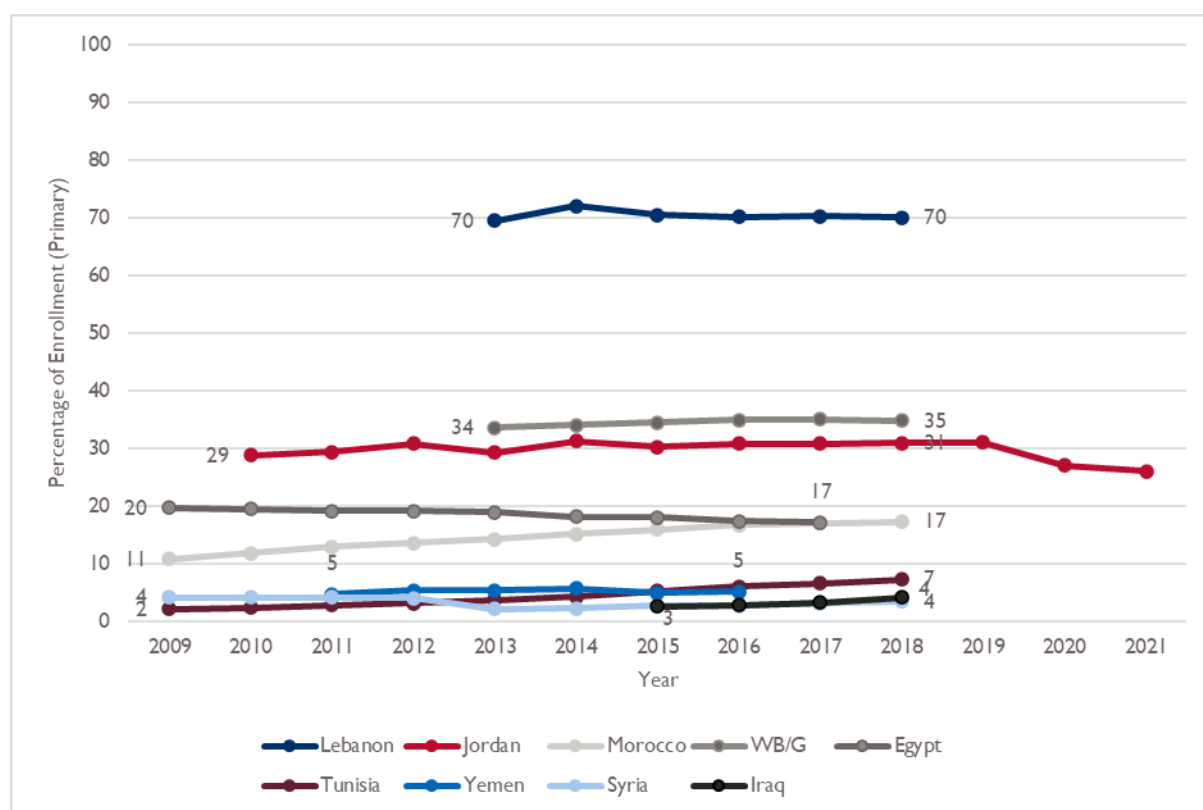
⁵ Summers and Wolfe, 1977; Zimmer and Toma, 2000; Rao 2018

The nonstate schooling sector is prominent in many countries in the MENA region despite these cautions, especially in Lebanon and Jordan. The reasons for this are entirely contextual, depending on a country's history, economy, government stability, and social practices. Lebanon has a very high proportion of pupils in private schools largely because of the structure of their constitution; to bring an end to the civil war in 1990, the constitution guaranteed the right of each religious and ethnic group to provide its own education. Chile has a very high proportion of pupils in private schools because of a government voucher system, shifting public monies to the private sector. While Jordan's high proportion of pupils has much to do with the public's perception of Jordan's public education system, which is deeply stressed by the influx of Syrian refugees and problems with school facilities. Notwithstanding private schooling's elitist reputation, most NSSs are low-cost and serve the middle class and the working poor. This is consistent with the findings the ST presents in this report. But before examining LCP schooling, the authors first present the general picture of nonstate schooling in Jordan. This includes all private, semi-private, or humanitarian and refugee schools.

II. NONSTATE PRIMARY SCHOOLING IN JORDAN

In the recent NSS regional report, Jordan had the third largest nonstate schooling sector among the ten study countries in the MENA region,⁶ after Lebanon and the Palestinian Territories.⁷ The nonstate sector has been expanding and attracting an increasing number of students over the last decade, but so has the public sector. While the overall number of pupils have increased, the proportion of all pupils in Jordan who are enrolled in NSSs has remained nearly constant until the 2020 global pandemic, at around 30 percent (dropping to 26% thereafter, see **Section III. COVID Effects on state and nonstate schools in Jordan.**). This is the case in most countries in the region (**Figure 4**). It is not yet known the role that LCP schools play in this dynamic, and how the COVID pandemic affected other countries.

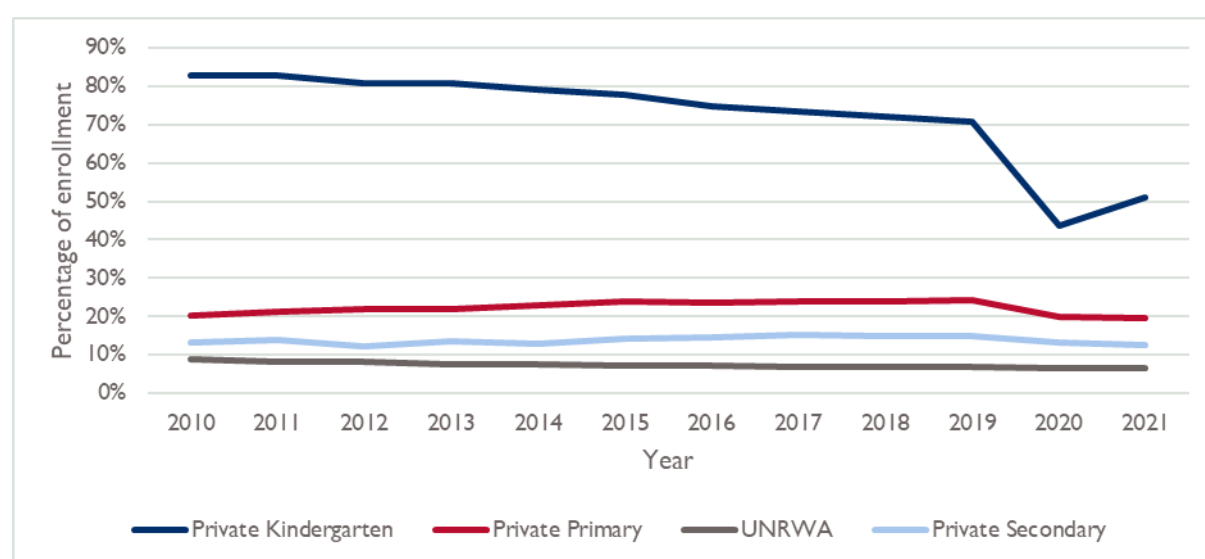
Figure 4: Proportion of Pupils Enrolled in Nonstate Primary Schools 2009–2021



⁶ Including Morocco, Tunisia, Libya, Egypt, Lebanon, Jordan, Syria, West Bank and Gaza, Iraq, Yemen.

⁷ Not including pre-primary education such as pre-kindergarten preschools, nursery schools, head start-type programs, or day care centers. This study will focus only on primary schools, most of which include kindergartens.

Figure 5: Proportion of Pupils Enrolled in Private and UNRWA Schools by Level in Jordan 2010–2021



An analysis of the 2021–22 Jordan Education Management Information System (EMIS) data⁸ reveals that private schools constitute the largest category of NSSs at 91 percent of all NSSs and 29 percent of all schools (state and non-state) in Jordan.⁹ The proportion that can be described as LCP is not known.¹⁰ While enrollments in private kindergartens slowly declined between 2010 and 2019 due to increasing public provision, enrollments in private primary and secondary schools (**Figure 5**) rose steadily, from 20 to 24 percent of all enrollments for primary and 13 to 15 percent for secondary. The 2020 coronavirus pandemic severely impacted enrollments in the private sector, causing a 6 percent drop in private sector enrollments across all levels¹¹ between 2019 and 2020 (explored in further detail in **Section III. COVID Effects on state and nonstate schools in Jordan**). By level, this was most pronounced among private kindergarten enrollments, which dropped 49 percent in 2020 before partially recovering in 2021 (with the public sector kindergartens sharply increasing enrollments at the same time). This drop is likely the effect of both COVID-related practices and a simultaneous heavy investment in expanding public pre-schools and kindergartens by the Jordan Ministry of Social Development.¹² Private primary and secondary school enrollments, in comparison, only dropped 17 and 3 percent respectively in 2020.

Humanitarian and refugee schooling provided by UNRWA make up a small, but institutionalized, nonstate system of schooling for Palestinian refugee communities, providing primary schooling (Grades 1–10) exclusively. UNRWA schools have consistently enrolled around 117,000 students per year with little fluctuation. As a result of the private and public sector schools growing each year, the proportion of primary enrollments in UNRWA schools has gradually decreased from nine to seven percent over the 11 years of data analyzed. It should be noted that nearly all Syrian refugees are served by state schools.

EMIS data published by the Jordanian MOE are useful insofar as it identifies geographic concentrations of private providers and private school students, which can be compared against analogous figures in the public sector. Their utility for this study is limited as the data aggregate all variants of private schools into a single category without regard to tuition or other distinctions like tax status (for- or

⁸ Jordan MOE, published yearly reports and OpenEMIS data

⁹ excluding kindergartens not integrated with primary schools

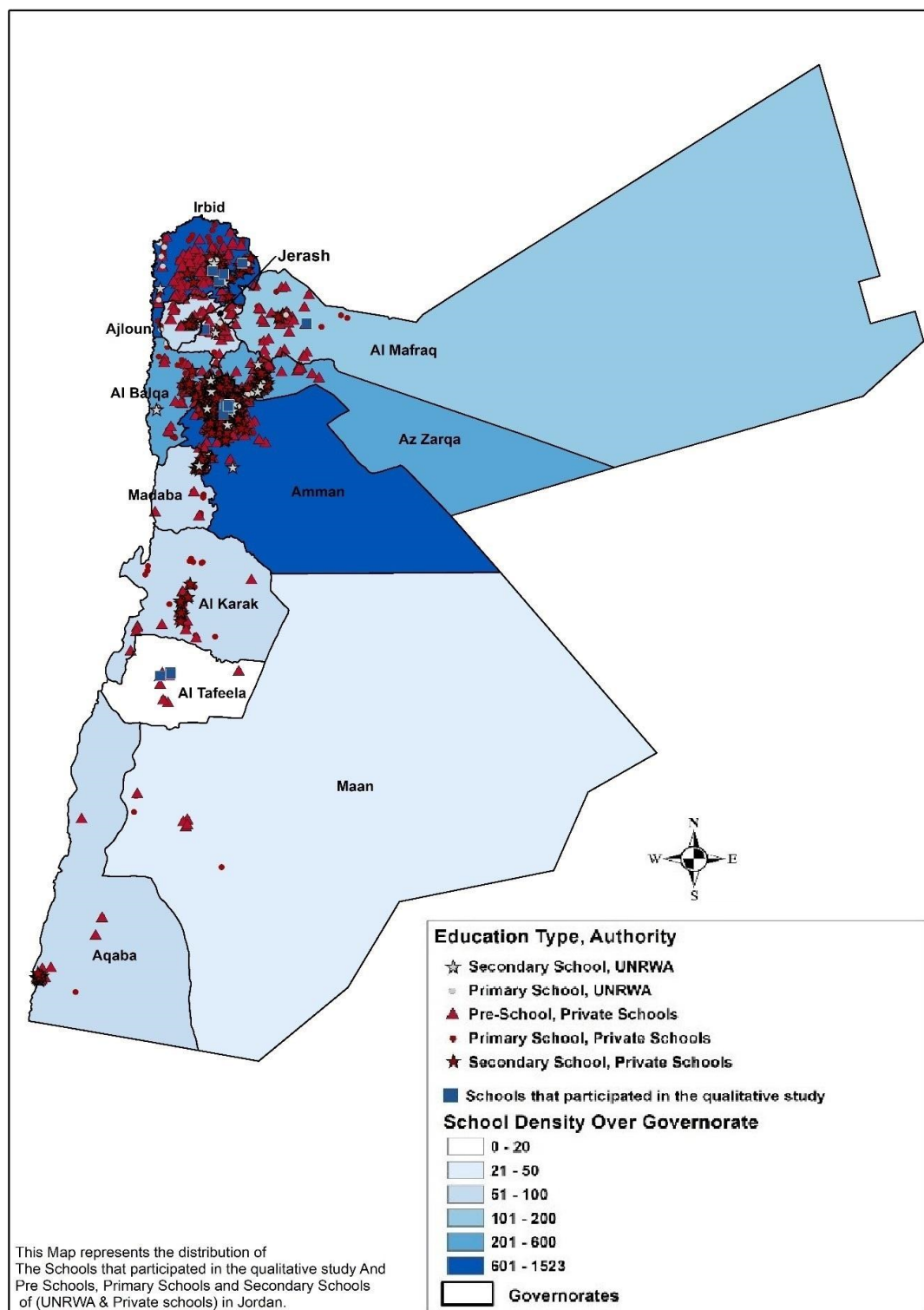
¹⁰ The Jordan EMIS used for these statistics do not include tuition

¹¹ Including kindergarten enrollments

¹² Further investigation into Preschools and Kindergartens was outside the scope of this research.

non-profit), language of instruction, or types of curriculums (national, International Baccalaureate, etc.). **Figure 6** below shows the geo-distribution of all private schools in Jordan, disaggregated by level.

Figure 6: Geolocation of Nonstate Schools, by Level



The Amman and Irbid metropolitan areas have the highest concentrations of private schools followed by Jerash and Karak. Like most countries in the region and around the world, most pre-

schools are private. But unlike most countries, about one-quarter of pupils attend private primary schools and 15 percent attend private secondary schools.¹³

Table I below outlines the size of each school type in Jordan by school counts and enrollments and provides indicators on gender ratios, class size (CS) and pupil-teacher ratios (PTRs). The school counts are inclusive of primary and secondary schools as the physical division of schools between primary and secondary grade levels is highly variable by school.¹⁴ The enrollments for each type are inclusive of primary grades only (Grades 1 to 10). The largest provider of education, both in terms of schools and enrollments, is the Jordanian government. Most are overseen by the MOE, but there are also a small number of schools managed by other government agencies, including the Ministries of Defense, Social Development, Higher Education and Awqaaf and Islamic Affairs (clustered below under “Other Governmental”). UNRWA schools are also part of the schooling landscape, serving exclusively Palestinian refugees¹⁵. Refugees from other neighboring countries (e.g., Syria and Iraq) attend MOE schools where spaces are available, usually during the second of double shifts.

Table I: Schools and Enrollments by Sector for 2021–22

Type	Primary and Secondary Schools			Pupils (Grades 1-10)					Indicators	
	Subtype	Count	Proportion	M	F	Totals	Proportion	% Female	CS	PTR
Non-State	Private sector	1,756	29%	208,699	148,048	356,747	19.6%	41%	18.4	11.8
	UNRWA schools	169	3%	61,396	57,789	119,185	6.5%	48%	36.4	27.9
State	Ministry of Education	3,986	67%	646,898	685,558	1,332,456	73.0%	51%	28.9	15.0
	Other Governmental	48	0.1%	13,933	2,395	16,328	0.9%	15%	31.9	9.3
		5,959		930,926	893,790	1,824,716				

As highlighted in **Table I**, there are 1,197 private primary schools (Grades 1 to 10) which cater to 92 percent of all pupils in the private sector (Grades 1 to 12). As stated earlier, enrollments in private primary schools constitute one-quarter (23.3%) of enrollments at the primary level across all schools in Jordan. The CS and PTRs for private schools are generally lower than MOE schools; however, the difference varies by governorate and grade level, so these nationally aggregated figures are somewhat crude indicators. CS and PTR are used here as very imperfect proxies for quality, given that there are no national exams or assessments at the primary level. Research on the relationship between class size or pupil-teacher ratio and pupil achievement are mixed, and by themselves do not necessarily

¹³ It should be noted that Jordanian primary schools are asymmetrically structured meaning there are no standard number of grade levels under the term “primary.” Some go to grade three while others can go to grade 10. This makes statistics like these difficult for use in comparing regions within Jordan much less with other countries.

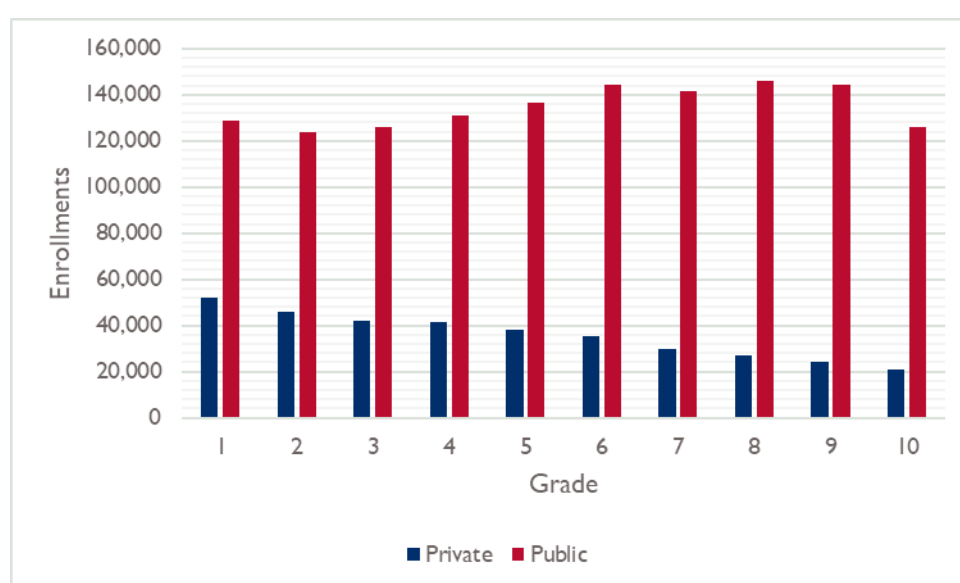
¹⁴ There are many public and private schools in Jordan that offer pre-primary, primary and secondary grade levels at a single location. School counts in Table I are schools which offer any primary or secondary grade levels.

¹⁵ UNRWA enrollment data and indicators in Table I and in this report are from 2020-21 due to their incomplete reporting in the 2021-22 OpenEMIS data.

predict educational outcomes.¹⁶ It can be argued however, that lower CS and PTR remain draws for parents contemplating spending scarce resources on their children's education. Other indicators of primary school pupil performance are not available through EMIS open data.

Enrollments in private schools as an aggregate figure can be misleading, as they conceal a discernible trend across grade levels. When analyzed by grade, private sector enrollments appear to decline at an average rate of 10 percent per year from Grade 1 and 10 (shown in **Figure 7**). There are 52,190 private school enrollments at Grade 1 and only 20,871 at Grade 10, so in effect, only two in five pupils who begin private schooling in Grade 1 remain in the private sector by Grade 10. At the same time, public school (MOE) enrollments generally increase each year by grade level, likely absorbing the gradual attrition from the private sector. MOE school enrollments drop in the final year, possibly resulting from increasing dropout and repetition rates in the higher grades.

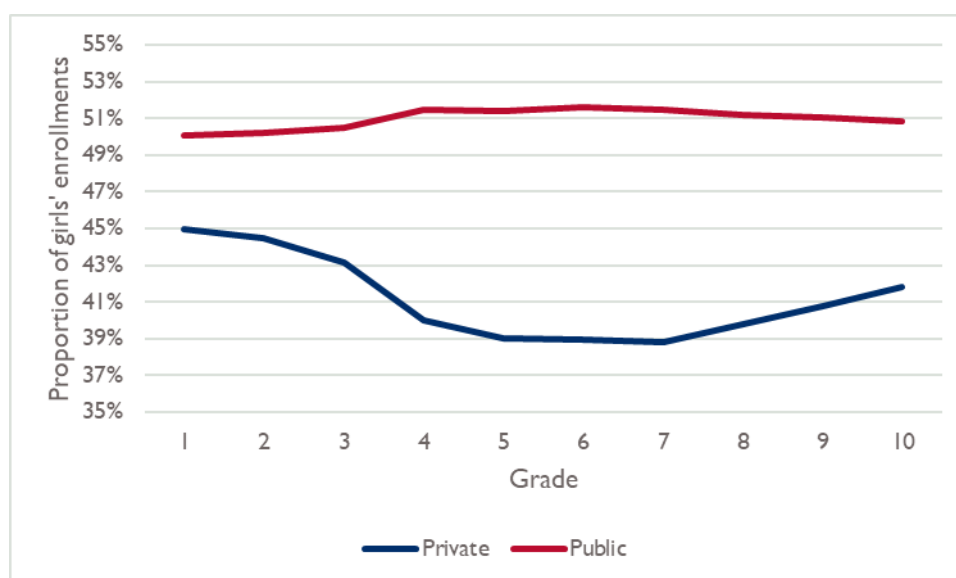
Figure 7: Grade Level Enrollments by Primary School Type, 2021–22



These inter-grade enrollment dynamics also have a strongly gendered dimension. (See **Figure 8**). As private school enrollments decline by grade, female pupils disproportionately leave the private system through the first six grades and appear to be picked up by the public sector. This trend reverses in the later grades, possibly because of boys disproportionately leaving school altogether. Boys already make up a significantly higher proportion than girls enrolled in private school.

¹⁶ Urquiola (2006), Urquiola and Verhoogen (2009), Battaglia and Lebedinski (2015), Duflo, Dupas, and Kremer (2015), Anderson, Gong, Hong, and Zhang (2016)

Figure 8: Gender Ratios in Private Versus Public Schools, 2021–22



There may also be an additional explanation: Primary schools in Jordan do not conform to a standard set of class levels or grades. Some primary schools will offer only two or three grades while others up to 10 grades. In fact, most offer lower grades, and with each additional year of schooling, there are fewer and fewer private primary schools serving these pupils. Public sector primary schools, while also asymmetrical in grade structure, are paired with other primary schools with complementary grade levels nearby, enabling a full range of grades. This explains the gradual decline in enrollments in the private primary sector and an increase in the public. **Figure 8** suggests that girls are more likely than boys to be the first to leave the private education market when families are faced with fewer choices.

Another issue which poses challenges for this study is accounting for the number of unlicensed private schools, which vary by year but are a frequent subject of media coverage on private schools. Licenses must be renewed annually and entail a complicated process with five separate departments within the MOE, according to the Association of Private School Owners.¹⁷ The issue appears to concentrate less among rogue start-ups and more among previously licensed schools unable to comply with changing MOE regulations, including a major change in 2015 to the amount of physical space required per pupil.¹⁸ Non-compliance and MOE enforcement of regulations leads to the closure of private schools and forced transfer of pupils to comparable, licensed schools in the vicinity, and appears to be a continuous source of disruption within the sector.¹⁹

¹⁷ Suzanna Goussous (2015). Eight unlicensed private schools threatened with closure, The Jordan Times. Accessible at: <http://www.jordantimes.com/news/local/eight-unlicensed-private-schools-threatened-closure>

¹⁸ Laila Azzeq. Private school owners, teachers syndicate dismayed by ministry regulations, The Jordan Times. Accessible at: <http://www.jordantimes.com/news/local/private-school-owners-teachers-syndicate-dismayed-ministry-regulations>

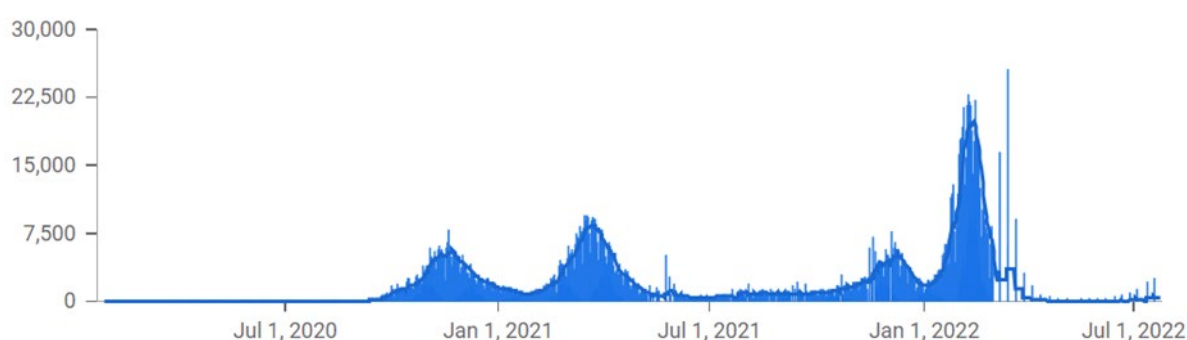
¹⁹ Suzanna Goussous (2015)

III. COVID EFFECTS ON STATE AND NONSTATE SCHOOLS IN JORDAN

In this section, the ST takes a closer look at the few years before and during the COVID pandemic. The pandemic did not impact Jordan with high case numbers until October of 2020. Since then, according to the Johns Hopkins University Center for Systems Science and Engineering (JHU CSSE) COVID-19 Data Repository, 1.71 million cases and 14,070 deaths have been reported in Jordan.

As part of a nation-wide shutdown, schools closed completely in March of 2020. In September of the same year, schools were re-opened after Jordan was able to largely avoid COVID, only to be closed again a month later as cases began to surge. Schools again reopened on February 7, 2021 beginning with a gradual resumption of in-person teaching, with kindergarteners returning first. This was supposed to be followed by first graders and general secondary students, then other grades by March 7. However, the second phase of school reopening was put on hold by authorities in late March as surges in cases continued. Schools again re-opened in September of 2021, but due to the Omicron variant, went into an extended holiday in November and reopened again in March of 2022. **Figure 9** below illustrates the number of COVID cases in Jordan from 2020 to the present.

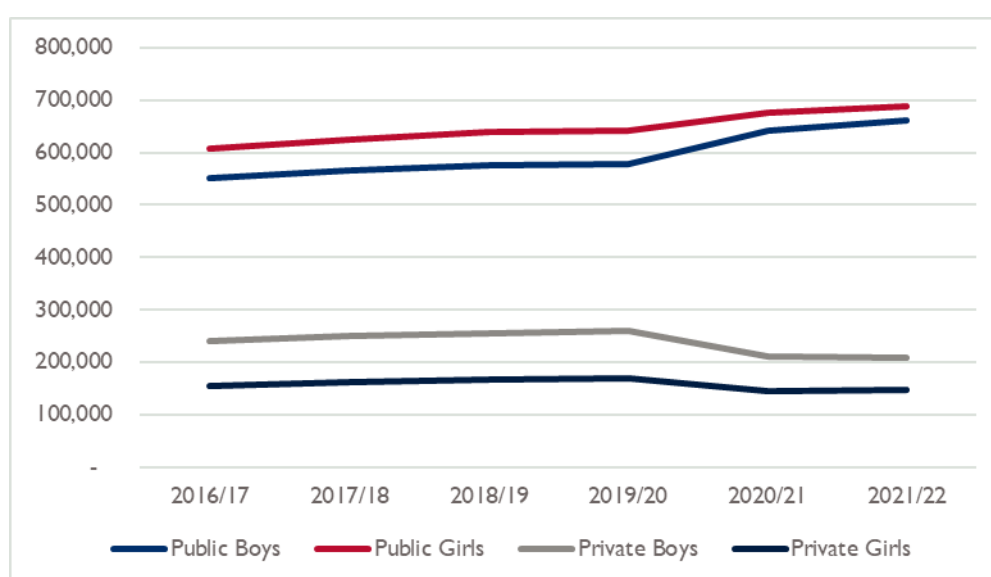
Figure 9: COVID Cases in Jordan, 2020-Present²⁰



According to the Jordan Open EMIS data, both the public and private school system enrollments were growing at an average of about three percent per year over the few years prior to the COVID pandemic. **Figure 10** below illustrates the primary and secondary enrollment trends between the 2019/2020 and 2020/2021 school years.

²⁰ Johns Hopkins University Center for Systems Science and Engineering (JHU CSSE) COVID-19 Data Repository

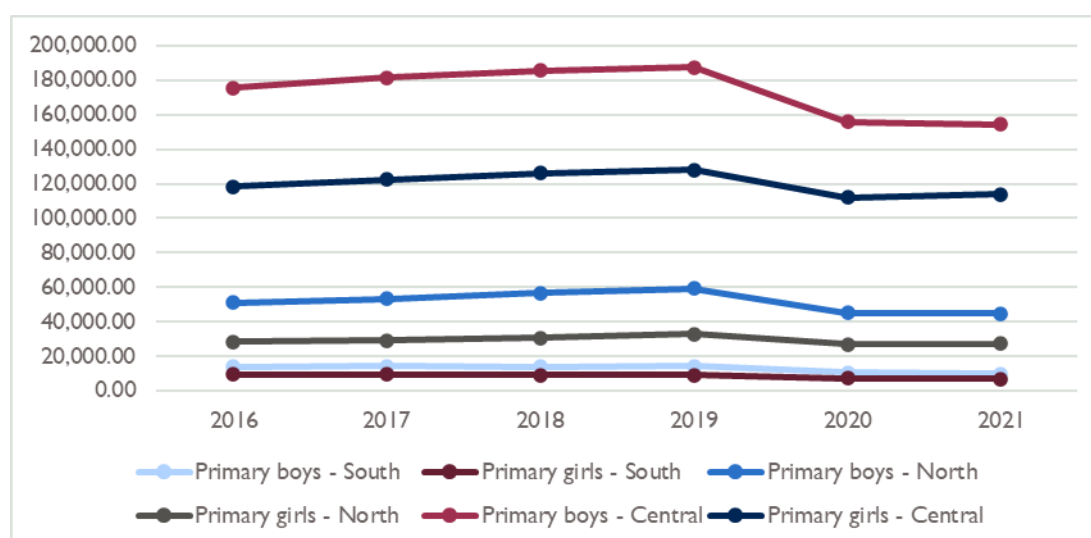
Figure 10: Public and Private School Enrollment, 2016-2022



Between the 2019/2020 and 2020/2021 school years however, 73,279 pupils left private primary and secondary schools, which represent a 17 percent drop. Of those, 70 percent—nearly 50,000—were boys. The public system, however, grew nine percent between those years, adding nearly 100,000 new pupils. Rural private primary schools closed at a higher rate than urban private primary schools, losing one quarter of enrollments while urban schools lost 15 percent of enrollments. The gender gap in public schools appeared to have narrowed as well, likely due to the 50,000 boys leaving private schools in 2020.

Enrollment in private primary schools in the central region is by far the largest since the central region hosts by far the largest number of private schools (see **Figure 6**). Differences in enrollment by gender in each region over the last 5 years are shown in **Figure 11** below.

Figure 11: Private Primary School Enrollment by Region, 2016 to 2022, by Gender



Despite having the largest private school enrollment in the country, the Central region had the smallest proportional drop in private school enrollments between 2019 and 2020, at 15 percent. By contrast, private primary school enrollments dropped in the North by 21 percent, and in the South by 24

percent. By contrast, public school enrollments in each region rose approximately eight percent in all three regions.

Figure 12: Percentage Decrease in Private Primary School Enrollment in 2020, by Governorate

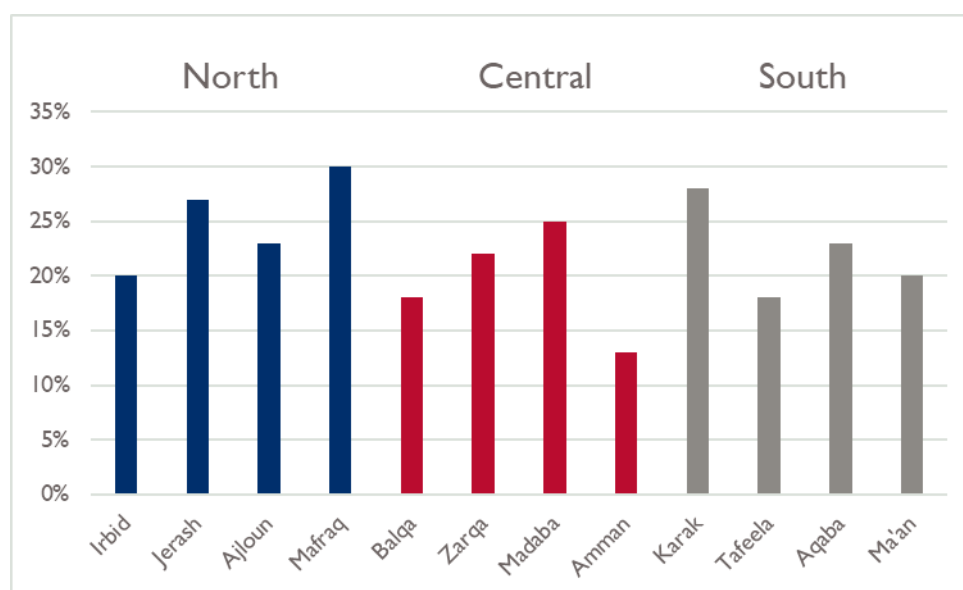
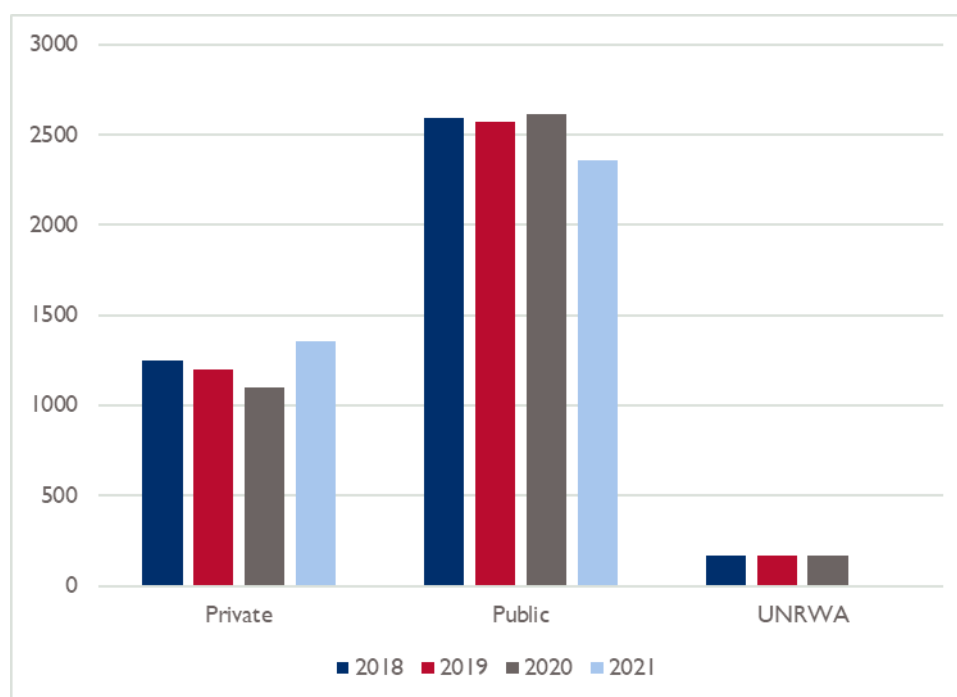


Figure 12 above examines the percentage drop in private primary school enrollment by governorate. While Mafrq and Karak governorates had the highest decrease in private primary school enrollment, Amman, Tafeela, and Barqa governorates were the only ones to decrease less than 20 percent between the last and current school year. The reasons why these governorates had higher or lower decreases are only speculative and likely multivariate. A combination of private school density, the economy, and available space in the public schools are all potential influences. For example, Amman may have seen the smallest drop in private primary school enrollment because the public schools there are already overcrowded and likely struggled to absorb new pupils.

Between the 2019/2020 and 2020/2021 school years, 90 private primary schools closed for good, displacing over 9,000 students and accounting for some of the nearly 100,000 new enrollments in public primary schools. In terms of proportion of the private primary school market in each governorate, closures were hardest in Karak (14 percent of its private primaries closed), Mafrq (12 percent), Balqa (11 percent) and Jerash and Madaba (9 percent each). Amman experienced the greatest number of closures (29 schools), although this was only 6 percent of the market in the capital city.

However, 79 new private primary schools opened for the 2021/2022 school year, enrolling nearly 4,000 students, even though there was a small drop in the overall number of private primary school enrollments (1,174) in that year. Most of the new schools opened in Amman, Balqa, Zarqa and Irbid (more than ten in each).

Figure 13: Number of Private, Public, and UNRWA Schools, 2018–2021²¹



Over the three years prior to the pandemic, the number of private primary schools was decreasing by about 75 schools per year, while the number of public primary schools remained constant. While 100,000 more pupils enrolled in public schools in the 2021 school year, there were only 36 additional schools in the public system to accommodate them. While the MOE has instituted a teacher hiring surge in 2021 and 2022 in response, this reflects the ongoing and increasingly severe public school facilities crisis in Jordan, stressed further by the continued influx of Syrian refugees who use the public education system in contrast to Palestinian refugees who attend UNRWA schools. Additionally, while just over 73,000 pupils left private primary schools in 2020, there were 79 more private primary schools in 2021.

The relationship between the number of schools and enrollments can be misleading; school enrollments can fluctuate wildly even without school closures, new school building, or expansions. Private school enrollments can grow and still the same schools can close if they are not at least breaking even, or a school with declining enrollments may have an owner who will support the school financially until enrollments recover. Perhaps more consequential is the way that schools are counted in the EMIS from year to year. Former kindergartens are re-classified as primary schools once they begin offering Grade I and more, which many do. Similarly, many primary schools get re-classified as high schools once they begin offering secondary level grades, even though they offer primary schooling. This limited the ability of the ST to examine further the relationship between number of schools and trends in enrollment between the public and private sectors.

²¹ Data for UNRWA schools in 2021 was not available at the time of publication.

IV. STUDY QUESTIONS AND ANALYTIC FRAMEWORK

The objective of this study is to assist the Jordan Ministry of Education in describing the conditions of nonstate schools and low-cost private schools across the country and examine their relationship to the public system and their role in advancing national and international development goals.

STUDY QUESTIONS

This study addresses the following Study Questions (SQ), drafted in the initial Scope of Work (SOW), and finalized by the ST in collaboration with USAID:

1. Based on the available data, what definitions of LCP schools can be calculated in different governorates in Jordan, how are they distributed across the country, and what are its subtypes or variants?
2. What is currently known about the primary schools that meet the definition of LCP schools developed under SQ1, including:
 - a. Number and locations of LCP primary schools and their subtypes.
 - b. Enrollment and trends over time including COVID effects.
 - c. Communities and demographic groups they serve,
 - d. How they are owned and financed, and
 - e. How are they managed administratively?
3. What are the variety of teaching and learning conditions found at LCP primary schools in Jordan and how do they compare to state schools, where data is available, with regards to:
 - a. Facilities and equipment
 - b. Teacher training and qualifications,
 - c. Curriculum and pedagogy,
 - d. Measures (where available) and perceptions of quality and learning outcomes
 - e. Supervision and regulation
 - f. Serving communities such as refugees, children with disabilities, or those located in rural or crisis areas?
4. What factors do Jordanian families consider when deciding to send their children to LCP primary schools and what role if any do these schools play in increasing educational access to lower-income and underserved communities in Jordan?

ANALYTIC FRAMEWORK

To answer these questions, the ST, in close consultation with the USAID Mission in Jordan and the USAID Middle East Bureau, made informed decisions about the boundaries and definition of LCP schooling, and about which themes or aspects of this topic should be investigated. With regards to how LCP primary schools are defined in this study, the ST adopted their definition from the Jordan context where primary schools broadly serve children and youth in Grades 1 through 10, not including kindergartens or pre-schools. The rest of our definition must tackle the two remaining dimensions of the concept: private and low-cost, which are examined below.

NONSTATE AND PRIVATE SCHOOLS

A conceptual framework of private schooling was developed in the previous, regional study on nonstate schooling in MENA in 2021. **NSSs are defined as any school that is owned, managed, or financed by a nonstate actor such as an individual, group, or non-profit or religious organization.**

Table 2: State and Nonstate Schooling by Provider and Financing Source

	State Financed	Nonstate Financed
State-owned	Fully government-funded public schools	Private grants, matching funds, adopt-a-school.
Nonstate-owned, Non-profit	Religious, community, and charter schools, and state vouchers	Philanthropic, religious, UNRWA, and Non-Governmental Organization (NGO) schools
Nonstate-owned, For Profit	Charter schools and state vouchers	Low fee, international, franchise, and independent private schools.

The area in light blue indicates where the LCP schools included in this study fall. LCP schools are defined as a sub-set of NSSs: these schools are wholly owned by a nonstate actor and charge tuition that is lower cost in comparison to other private schools in the same location.

LOW-COST SCHOOLS

Defining this aspect of the concept is considerably more difficult for one reason: the lack of data on tuition. Multiple variables determine what is considered low-cost, including local and national market forces, wealth, perceptions, and practices of the local community, funding sources, and regulations. It is also highly geographic; what is low-cost in Amman is not considered the same elsewhere in the country. Many private schools are run in a way to gain competitive advantage over other public and private schools; some offer superior staff, curricula, and facilities and most offer competitive tuition rates to serve most Jordanian families who cannot afford the most elite schools.

The competition for their children and tuition is theoretically supposed to lead to innovation and diversification of educational services, in addition to lower costs, as many who would advocate for market-driven solutions to educational problems would argue.²² While this may be true, an underlying profit motive is common; most often this is found in teacher salaries and benefits, as will be shown in **Section IX. SQ 4: Accessing LCP Schools**. For this research project, the ST had limited data to calculate the tuition range that would constitute low-cost.²³ This is because tuition data are not collected by the MOE, the only institution with a comprehensive accounting of private schools. The ST instead relied on a private school teacher survey conducted by the Private School Teachers Union,

²² Asen (2021)

²³ A private school survey was developed by the ST for use by the Jordan MOE Private Education Office to distribute to all private schools and collect information not contained in the EMIS such as tuition, salaries, and facilities. The content of the survey has been approved, but its distribution has not, and remains in a bureaucratic stalemate. Annex X contains the survey and instructions should it be approved for distribution.

household education spending data collected by the MOE Department of Statistics, qualitative data collected from 17 LCP schools as part of this study, and word-of-mouth from parents and teachers.

As such **we have defined LCP Schools as schools that are wholly owned by a nonstate actor and charge between JOD 400–1000 (\$564–\$1,410 USD) annually in tuition.** The details of our calculations are presented in **Section V. Study Design and Methodology.**

V. STUDY DESIGN AND METHODOLOGY

The ST used a mixed methods study methodology combining reviews of secondary quantitative data sets, documentary and archival sources, and multiple sources of primary quantitative and qualitative data obtained from 17 LCP primary schools and their staff. These are described in detail below. It should be noted that the COVID pandemic had a significant impact on this study. A sample of 40 schools, 160 school staff, and multiple focus groups of parents were planned. Unfortunately, the pandemic kept schools closed during a large part of the planned data collection period, forcing a reduction in the scope of our primary data collection.

The methods for secondary data collection are presented first, followed by the methods and final sample for primary data collection.

SECONDARY DATA COLLECTION AND ANALYSIS

The study commenced secondary data collection by first reaching out to stakeholders identified by technical staff at USAID Jordan who were presumed to collect and keep data on NSSs, building support for the research, ensuring their relevance to local needs, and requesting stakeholder assistance in providing data and recommending staff to be interviewed. The organizations that the team reached out to and consulted include:

- MOE Managing Directorate of Private Education
- MOE Foreign Programs Department
- MOE Planning and Educational Research Department
- Queen Rania Center (QRC) for Education and Information Technology
- National Center for Human Resources Development
- Ministry of Labor
- Private School Owners Association
- General Union of Workers in Private Education
- Shamsieh Educational Directory
- USAID Geospatial Technology and Analytics Program
- USAID Enhancing School Management and Planning (ESMP) Activity

Table 3 below outlines the sources of secondary data the ST attempted to access and of those, which data sets were obtained.

Table 3: Sources of Secondary Data

Data Type	Sources	Utility and Limitations
Raw EMIS data	MOE Statistical Report for the 2019/2020 Academic Year	Openly published basic and pre-tabulated figures were used to construct descriptive statistics of primary schools, including enrollments by grade, by gender and schools by governorate. The pre-tabulated figures limit fuller use of the data.

Data Type	Sources	Utility and Limitations
	MOE OpenEMIS	<p>Raw EMIS data were acquired and used to update national statistics up to 2022 and calculate distributions of students and teachers by their geographic location, school size, nationality, authority, and grade level.</p> <p>The OpenEMIS data do not distinguish private schools by their fee cost, curriculum, or language of instruction.</p>
School databases or directories	Shamsieh Educational Directory	<p>The Shamsieh Directory is a publicly accessible web resource for private education consumers to look up private providers for information on fees, services, curricula, accreditations, location, contact details and reviews.</p> <p>The data are incomplete, as private providers are invited to register their schools and self-report data which is said to be verified against e-government records (although no government records on fees exist to our knowledge). Registration is voluntary, the directory claims to list 79 percent of private providers in Jordan.</p>
	OpenEMIS Mini Dashboard	<p>The MOE holds up-to-date lists of actively operating schools with names, MOE ID codes, and GIS coordinates. The ST used a March 2022 list of 1,252 private primary schools to produce maps of school geo-locations and corroborate locations of schools selected for primary sampling.</p>
Household Expenditure (on tuition fees and related costs)	Department of Statistics Household Income and Expenditure Survey (HIES), 2017–2018	<p>The HIES raw dataset (n=19,216) provided robust data on household expenditure on private education (fees, books, and other costs), enrollments by sector, household income, and a host of demographic data which enabled a clearer understanding of how much is spent on private schools across the Kingdom and by whom.</p> <p>The data were collected in 2017–2018 so it does not reflect the systemic impact of the COVID-19 pandemic on the private sector or on household income and expenditure.</p>

Data Type	Sources	Utility and Limitations
Teacher salaries and qualifications	General Union of Workers in Private Education	<p>The General Union of Workers in Private Education labor union collects data on its private school teacher membership through member surveys. The data used in this report were collected in February 2022 and contained self-reported data on salaries, levels of education and qualifications, roles, demographics, and labor conditions.</p> <p>The survey sample (n=811) was completed voluntarily by members, many who had complaints or experienced violations of labor law, so findings derived from this source need to be placed in this context.</p>
National and international learning assessments	Program for International Student Assessment (PISA); Trends in International Mathematics and Science Study (TIMSS); National Assessment for Knowledge Economy (NAfKE) study; <i>Tawjihi</i> National Quality Assurance exams	<p>The ST received raw data for PISA 2018 and TIMSS 2019 international assessments from the National Center for Human Resources Development (NCHRD). The number of private schools and students participating in the assessments is too low to form robust inferences on their relative performance. It was possible to retrieve school data from these datasets and cross-reference them with other sources (e.g., Shamsieh) to provide some context on their collective outcomes.</p> <p>Other assessments such as the NAfKE, National Quality Assurance exams, and <i>Tawjihi</i> contained either exclusively public schools, secondary schools, or had miniscule samples.</p>
Survey	Private school survey designed by the ST for this study.	<p>The survey content has been approved (see Annex E) and written into open data kit (ODK) code for use on digital survey platforms such as SurveyCTO. It is designed to collect information on private schools not contained in the EMIS, such as tuition and salary information.</p> <p>The survey has not been distributed pending resolution within the MOE about paper versus digital distribution.</p>

SECONDARY DATA ANALYSIS

Datasets collected from the sources above were analyzed using descriptive statistical techniques, cross-tabulations, and simple regressions to test for significance between key variables. The data were analyzed and visualized through Excel and Stata.

The HIES data were received as two separate raw datasets from the 2017–2018 survey: one with demographic, income, and educational expenditure responses at the household level, and the second with demographic and educational data on each individual within households. The two datasets were paired using the assigned household ID numbers. The individual level data responded to questions about individuals' ages, gender, their current educational activity (private or public sector, level, grade) as well as mode of transportation and distance to/from school. The household level data reported households' collective income and expenditure on educational items including private school fees, private tuition, university fees (public and private), and international study. The individual and household datasets were combined in Excel and new variables were created to count private primary school enrollments at the household level, with additional variables for children's gender, age and grade. One hundred and fifty-nine households reported paying private primary school costs but had no primary school-aged children enrolled in private education, and vice versa, 249 households reported having at least one child in private education but did not report paying any costs;²⁴ both were removed from the sample, leaving a subsample of 1,873 households which both paid private primary school expenses and had children enrolled in private schools. The data were then analyzed through Excel pivot tables to explore, calculate, and visualize trends and relationships between each key variable.

Data for the General Union of Workers in Private Education survey (n=811) required extensive cleaning as the survey was conducted with mostly open-text fields. Key variables were therefore converted into categorical (e.g., closed-ended education levels rather than a description of qualifications) or numerical responses. Additional variables were created to describe respondents' key roles (e.g., as teachers, as teachers with additional roles, or exclusively as an administrator or manager). Some survey respondents were unemployed at the time of surveying and reported no salary; these responses were removed from salary-related calculations but kept in the sample where we analyzed other relevant variables if respondents had previously worked in private education sector. The data were then checked for distributive sampling issues (i.e., most of the sample came from Amman) and basic regressions were applied to test relationships between key variables. The data were then cross-tabulated using Excel pivot tables to calculate and visualize descriptive statistical findings.

Raw OpenEMIS data for six academic years (2016–2022) was retrieved from the QRC, with most of the data variables pertaining to variations in student enrollments. Basic teacher counts by level were also included. The 2021–22 dataset contained 160 schools with missing ("null") data; no explanation for the missing values was given from the QRC. A closer examination found that these missing values had little impact on private primary enrollments as most of the schools were private kindergartens. Only 13 private primary schools could not be matched to schools in the previous year, indicating that only 375 primary school enrollments (notwithstanding the change between 2020–21 and 2021–22) were missing from the data. Separately, the UNRWA figures for 2021–22 were severely reduced across all of its schools, suggesting it had not completed reporting for the academic year. UNRWA figures were therefore not useable but given how little UNRWA schools and enrollments change year on year, the 2020–21 figures provide a reasonable indication of 2021–22 figures. After identifying

²⁴ This could be either an error in reporting (as HIES responses are all self-reported and recorded by an enumerator) or the result of a multi-household configuration (e.g., a household pays expenses but the child lives with a separate household). As it was not possible to interpret these entries, they were cleaned from the sample.

missing or incomplete values, the data were analyzed using Excel pivot tables to calculate and visualize descriptive statistical findings pertaining to enrollments and teacher distributions by sector, grade level, gender, region, urban/rural, and governorate.

PRIMARY DATA COLLECTION AND ANALYSIS

A small sample (36) of LCP primary school staff were interviewed by the ST to fill in some information about these schools not contained in the EMIS or reliably in other sources. Key informant interviews (KII) using a mixed-method (qualitative and quantitative) approach were conducted with LCP primary school owners, teachers, and administrators in 17 schools proportionally distributed across the North, Center, and South between April and June of 2022. Conducted remotely at first, and then in-person after Jordanian schools re-opened in March after an extended holiday. Officials from the Private School Owners Syndicate and the General Union of Workers in Private Education were also interviewed.

The demographic and geographic distributions of pupils and schools in Jordan concentrate in the Central region including Amman, its suburban periphery, and neighboring cities, with 73 percent of all private school enrollments and 60 percent of all private primary schools. The regional proportions were based on an analysis of EMIS data, outlined in **Table 4** below.

Table 4: Private Schools by Region and Population Density (2019–2020 Jordan EMIS Data)

Region	Private Primary Schools	Urban School Proportion ²⁵	Regional Proportion
Central	721	93%	60%
North	396	67%	33%
South	80	60%	7%
Total	1,197		

Table 5 outlines the details of the final school sample. The table does not include the many consultations and informal interviews the team conducted with government officials.

Table 5: Distribution of KIIs

PARTICIPANT	METHOD	CENTER	NORTH	SOUTH	TOTAL
School Interviews (Representing 17 schools)					
Administrators	On-site	6	1	0	13
Administrators	Remote	0	3	3	
Teachers	On-site	7	2	0	18
Teachers	Remote	0	4	5	
Owners	On-site	1	2	0	5
Owners (one per school)	Remote	0	0	2	
Total	On-site:21 Remote 21	14	12	10	36

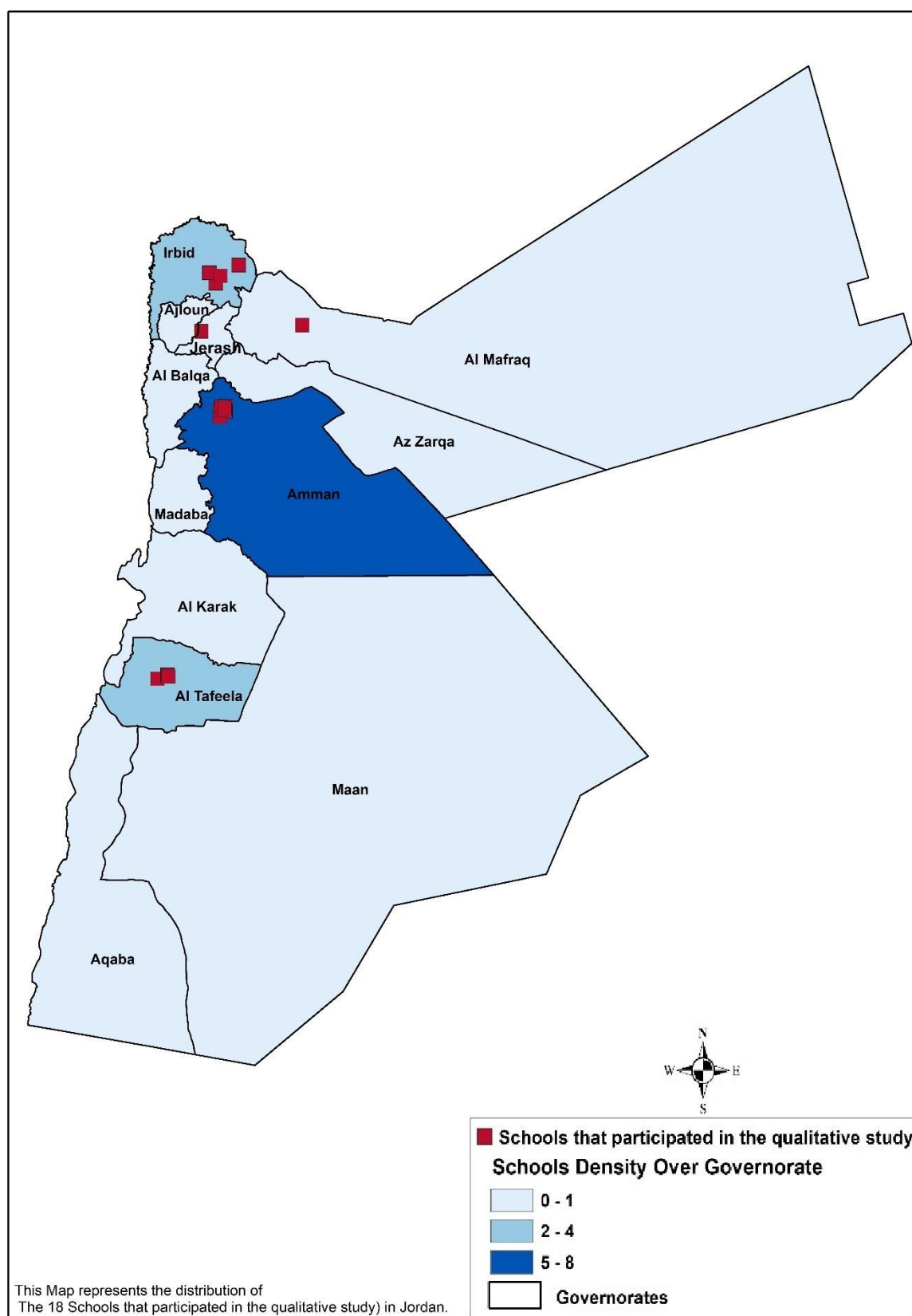
²⁵ The proportions in this column are based on all private schools, including kindergartens (n=3441), as the published MOE statistics could not be disaggregated by area type and school level. The proportional weighting of all urban and rural private schools is not expected to be dissimilar to that of only private primary schools.

PARTICIPANT	METHOD	CENTER	NORTH	SOUTH	TOTAL
Other Interviews					
Private School Owners Syndicate	Remote				1
General Union of Workers in Private Education	Remote				1
Total KIs					38

Because Jordanian schools did not re-open until March of 2021, the very limited time for research prevented the team from pursuing a larger sample, as well as include more owners and parents as part of primary data collection. The sample here is thus not only nonrepresentative, but also only expresses the perceptions of the participants, which may or may not reflect reality. There is likely to be bias toward private schools as well. The ST acknowledges these research limitations formally in **Table 6** below, but also throughout the narrative where needed.

Figure 14 below shows the geographic distribution of the 17 sampled schools across Jordan. The names of the participating schools and staff interviewed are not provided as a measure of confidentiality to get the most honest answers from informants.

Figure 14: Geographic Distribution of Sampled LCP Primary Schools in Jordan



DATA COLLECTION TOOLS

KEY INFORMANT INTERVIEWS

The ST used a mixed method survey tool with school staff and owners. This tool combines closed ended questions with open-ended follow-up and probing questions. Separate tools were developed for teachers, administrators, and owners. These tools can be found in **Annex D: Data Collection Protocols**. The ST conducted the mixed-method survey on digital tablets using SurveyCTO which recorded the quantitative answers, as well as on paper notebooks recording handwritten notes during open ended responses.

ANALYSIS

Data collected through SurveyCTO were downloaded into Microsoft Excel, and basic frequencies were generated disaggregated by gender, location, and staff type (owner, administrator, teacher). These were reviewed by the ST and further cross tabulations and regressions were examined to explore relationships between variables.

Qualitative notes from interviews were transferred to recording sheets the very same day of the interview. The sheets were organized by research question and team members together expanded on the notes expanding on details while the interviews were still fresh in their memories. A sample of the recording sheets were then reviewed by the ST to develop a code book for analysis. The codes were thus generated largely by the content of what research participants told the team, grounding the analysis in the perspectives of school staff. The full set of 36 recording sheets were then coded. Codes were tallied, disaggregated, and triangulated to generate the range and depth of answers participants gave to the interview questions.

LIMITATIONS AND BIASES

The study was limited by many factors, including the COVID-19 pandemic conditions, the school sample size, the lack of tuition data, and other factors. These are detailed below in **Table 6**.

Table 6: Study Limitations and Mitigation

Limitation	Mitigation Strategy
COVID-19: The pandemic caused limitations to in-person visits to schools at the beginning of field work.	<ul style="list-style-type: none">• Remote interviews were conducted until the Jordanian government altered its pandemic policies in March 2022.• When conducting in-person research activities, the ST wore masks when indoors but attempted to first conduct interviews outside.
Non-representative sample: The sample of schools examined in this study is not statistically representative, thus generalizations about all LCP primary schools in Jordan is not possible.	<ul style="list-style-type: none">• The study had proposed to conduct data collection starting in November 2021, but schools remained closed until March 2022 requiring a reduction in the scope of data collection resulting in fewer schools and school owners, and no parents.• The sample included 36 participants representing 17 schools stratified (proportionally divided) by region. The ST interviewed several types of respondents in each instance and triangulated the responses with each group as well as external interviews with other stakeholders, and the literature.• Throughout the narrative, the ST acknowledges that the findings from this data set represent only <i>perceptions</i>, and not reality, and that they are likely biased toward private schools.

Limitation	Mitigation Strategy
<p>Confirmation Bias: Participants will tend to paint their school or organization in a good light and avoid revealing less-flattering information.</p>	<ul style="list-style-type: none"> ● Informed consent was obtained for all participants which included confidentiality measures. Names and schools were separated from data collection documents and findings were detached from specific schools and study participants including quotes. Qualitative follow-up questions were added to most survey questions to probe for consistency and press participants for details.
<p>Data Availability: No government data on private school tuition or teacher salaries was available. EMIS data was shared with the ST at a very late date.</p>	<ul style="list-style-type: none"> ● The ST established a relationship with MOE EMIS coordinators and statisticians and investigated other ministries and organizations for data. All written authorizations from the MOE and QRC were obtained from by the ST. The delay was an unfortunate and unforeseen development that has severely limited the ability of the ST to make deeper analyses of the COVID effects on the education system, such as individual pupil flows between the private and public sectors. ● Limited tuition data from the Shamsieh database as well as from the 17 schools in the school sample was collected and use to estimate a low-cost tuition range.
<p>Parents: No parents were interviewed for this study even though this was a planned activity.</p>	<ul style="list-style-type: none"> ● The pandemic complicated plans to reach parents, requiring a reduction in the data collection scope. ● Most schools were reluctant to recommend parents for interviews despite confidentiality measures.

VI. SQ 1: DEFINING LOW-COST

The ST calculated a range of what tuition constitutes low-cost by examining four data sources:

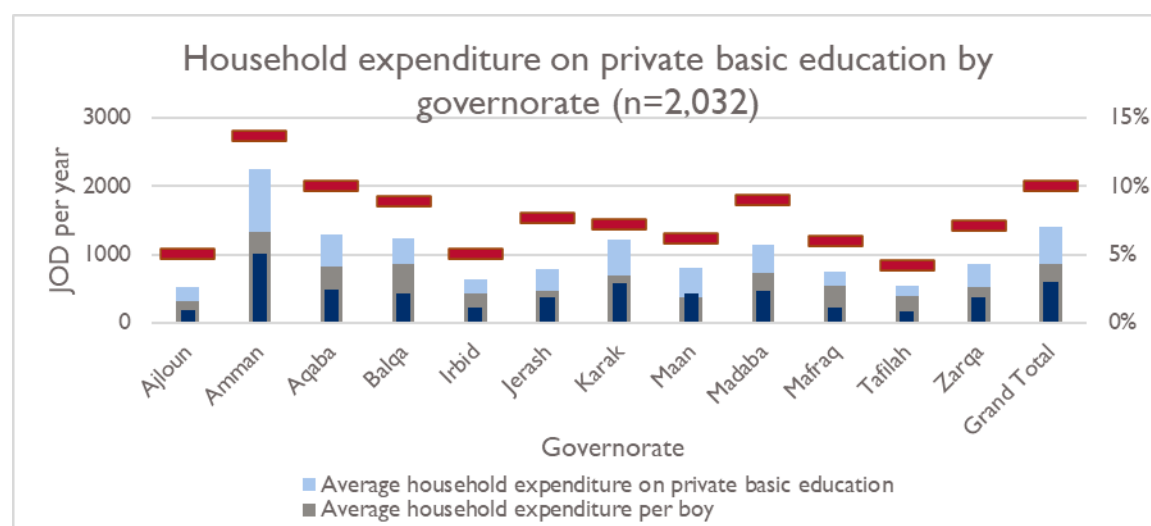
1. The HIES conducted by the Jordanian Government Department of Statistics
2. Stakeholder Interviews
3. Shamsieh Directory
4. LCP Primary School Sample

DATA SOURCE 1: HIES

The initial source of information for defining LCP schools came from the HIES conducted by the Jordanian Government Department of Statistics. The most recent survey was conducted in 2017–2018, so does not provide insight into the systematic impact of the COVID-19 pandemic on labor and consumption patterns across the Kingdom.²⁶ However, its robust sampling of 19,216 households and the depth of questions enable the ST to calculate with confidence several key figures pertaining to household expenditure on private education. The figures provided a baseline indication of the approximate average cost of private primary school fees at the time of survey, which can be subsequently adjusted to account for inflationary effects.

In the analysis of the HIES data, the average expenditure on private primary schooling reported by households with children enrolled in the private sector was found to be JOD 1,446 (\$2,040 USD) per year²⁷ nationally, which comes to JOD 898 (\$1,267) per year per enrolled child. This figure varies considerably by the location of households, with the highest expenditure in Amman at JOD 1,398 (\$1,972 USD) per child (n=692) and lowest in the governorates in the northern and southern parts of the Kingdom, notably Irbid at JOD 448 (\$632 USD) per child (n=251) and Ajloun at JOD 345 (\$487 USD) per child (n=127). These variations in household expenditure are illustrated in **Figure 15**.

Figure 15: Household expenditure on private basic education by governorate and gender in 2017–2018 (n=2,032)



²⁶ The HIES is being conducted again currently and is a valuable opportunity to update some of the findings produced from this survey when the new data becomes available.

²⁷ Based on a subsample of 1,873 households which reported paying for private primary education (inclusive of fees and other costs) and reported having at least one child enrolled in a private primary school.

It should be noted that the heavy sampling of households in Amman in the HIES skews expenditure upward as most Jordanian households participating in private education are in Amman, where the school fees are considerably higher. Without applying any weights to the data, the national average expenditure per child drops from JOD 898 to 605 (\$1,267 to \$853 USD) per year when Amman households are removed from the sample. This suggests that while there may be relatively LCP schools in Amman, there are distinct markets in and outside of the capital, with household expenditure available for private education considerably lower in other governorates across the Kingdom. For this reason, the ST suggests future studies use multiple, localized estimates of fee ranges for LCP schools wherever possible rather than a single national figure.

Figure 15 also illustrates private education expenditure as a proportion of total household income (shown in the line chart). In Amman, where participation in private education and private school expenditure is highest, the average proportion of household income spent on private education is 14 percent. The proportion is predictably lower in governorates, where private education participation and average expenditure are lower.

Also evident in these expenditure calculations are the stark disparities in spending on boys' education versus girls' education. The average national expenditure on boys is 36 percent (n=1873) higher than that on girls. A few social practices may combine to explain this finding: 1) a greater willingness of families to invest scarce resources in educational opportunities for their male children, 2) violence and safety issues in the public schools, and 3) a broadly held perception that female teachers are more effective primary school teachers.²⁸ This pupil gender disparity is lower in Amman, with a difference of 28 percent (n=692) between expenditure on boys and girls, and significantly higher in Ajloun and Irbid governorates, at 55 percent and 61 percent respectively (n=127 and 251).²⁹ The disparate and correlated relationship between boys' and girls' enrollments in private and public schools is explored further in **Section VIII. SQ 3: Teaching and Learning Conditions at LCP schools**.

This analysis of the HIES data points to a number of important trends in household consumption of private education across the Kingdom and enables a statistically-informed baseline expenditure on private primary schools by governorate and income band (explored further in **Section VIII. SQ 3: Teaching and Learning Conditions at LCP schools**). Expenditure on education may not necessarily be the same as tuition fees charged, as expenditure may be interpreted by survey respondents to include auxiliary costs (e.g., uniforms, books, registration fees, transportation, meals, etc.) and may be a rough estimation rather than a carefully calculated response. Nevertheless, the rough approximation of costs, of which tuition fees are the largest expense, provides a general indication of households' financial commitments to private schooling and does so at a statistical scale, which is sufficiently reliable. It therefore can be interpreted as a proxy for private school costs generally and tuition fees specifically. Using these figures, the ST can approximate a relative position on what is 'low-cost' by analyzing the average expenditure per child (mean) and distribution (median) and interpreting the mean as an indicative threshold between low- and high-cost.

²⁸ Indeed, a finding of this study is that there are far more female teacher in private primary schools than there are in public primary schools.

²⁹ Proportional difference figures appear to be even higher in other governorates, but sample sizes were below 100 households, making their calculations less reliable. The overall lower expenditure by gender in those governorates may also exaggerate the proportional differences by gender when the gross difference is relatively small.

DATA SOURCE 2: STAKEHOLDER INTERVIEWS

The ST conducted inquiries with MOE and government staff to help identify and collect any existing data on LCP primary schools. These included:

- The Department of Research and Educational Planning – MOE
- The Managing Directorate of Private Education – MOE
- The Department of Statistics (DOS)

Along with tuition, the ST asked for information on the different types of private schools across the Kingdom, their prevalence by governorate, school size, tuition, and other sources of data. These departments had no data whatsoever and referred the ST to the QRC. The QRC confirmed that tuition data are not collected by the MOE. The ST made a point of noting the lack of access to data by MOE departments and directorates.

DATA SOURCE 3: SHAMSIEH DIRECTORY

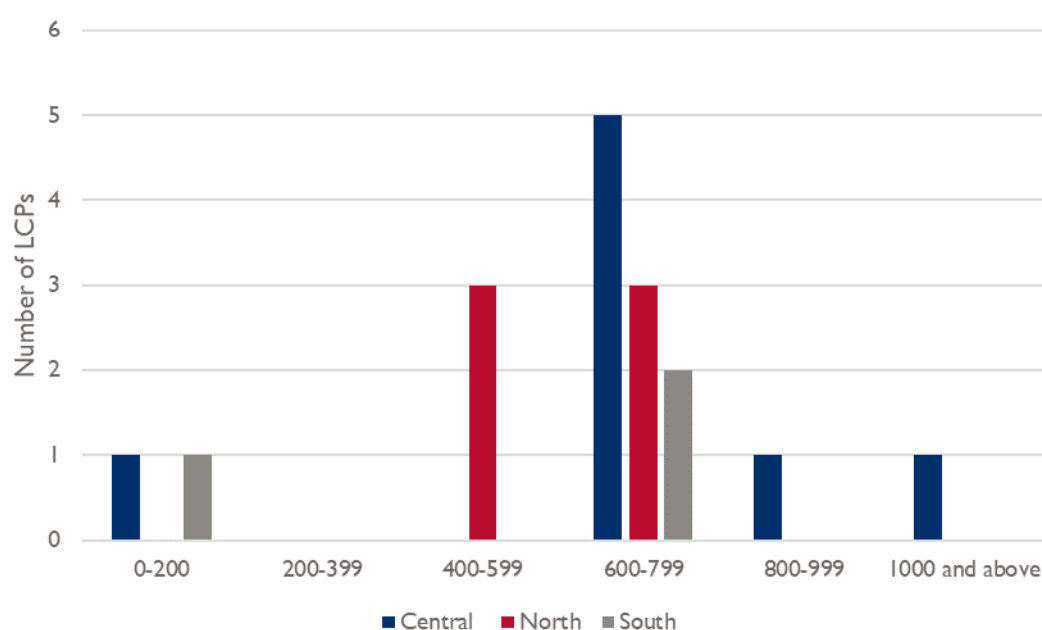
Shamsieh is a searchable directory of private schools aimed at parents who are in the process of choosing a private school for their children. Schools enter their information, whereupon families can search for schools nearby.

The Shamsieh Directory has filters to search for private schools and kindergartens by municipality in every governorate in Jordan, including filters that allowed the ST to view the schools with the lowest tuition in each municipality. The Directory, however, is not updated regularly and is not comprehensive; only schools who chose to enter information into the Directory are represented, so it is an incomplete and biased sample.

DATA SOURCE 4: LCP SCHOOL SAMPLE

The 17 schools sampled by the ST reported annual tuition most commonly in the JOD 600 to 800 (\$846 to \$1,128 USD) range. Schools in Amman however tend to be in the upper range, reaching just above JOD 1,000 (\$1,410 USD) annually, while those outside Amman tended to average lower, including a few schools who charge between JOD 400–600 (\$564–\$846 USD) annually. By comparison the most elite schools in Jordan charge between JOD 4,000–20,000 (\$5,642–\$28,209 USD) annually. **Figure 16** below shows the number of schools from the LCP primary school sample reporting tuition rates disaggregated by region.

Figure 16: Annual Tuition of the LCP Primary School Sample, in Jordanian Dinars



The ST found that schools that charge less than JOD 400 (\$564 USD) are of course also low-cost, but these schools tend to be highly subsidized by an international or religious organization and are better described as free rather than low-cost.

SUMMARY CONCLUSIONS

Study Question 1: Based on the available data, what definitions of LCP schools can be calculated in different governorates in Jordan, how are they distributed across the country, and what are its subtypes or variants?

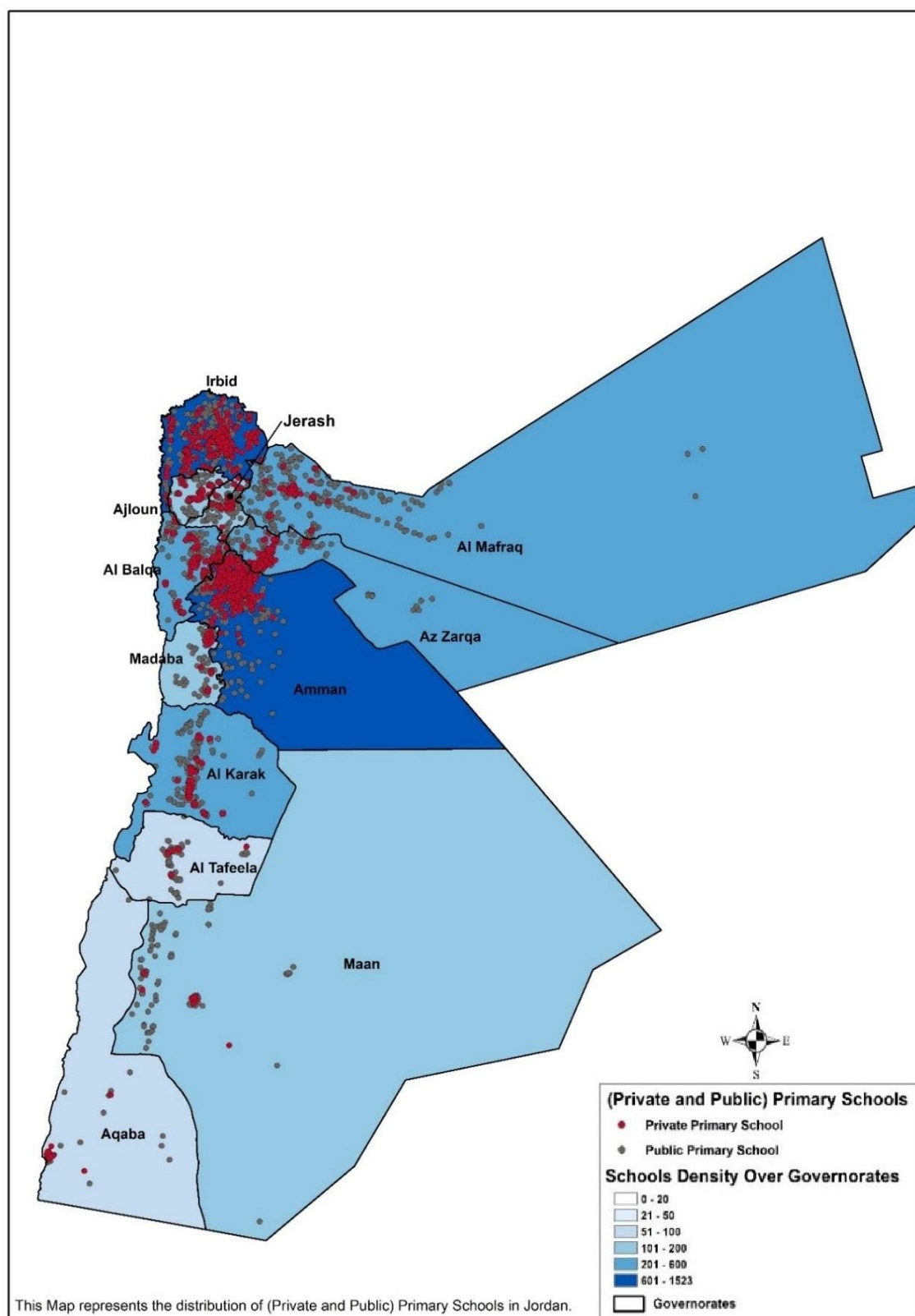
- Based on the HIES household spending data, the Shamsieh Directory, and confirmed by our LCP primary School sample, the ST has **defined LCP Schools as schools that are owned by a nonstate actor and charges between JOD 400–1000 (\$564–\$1,410 USD) annually in tuition.**
- Reliable and relatively up-to-date private school tuition data are not available in Jordan, nor nearly anywhere across the region. This hampers research on LCP schooling and deeper understandings about the relationship between the private and government education sectors.
- While a considerable amount of data is collected by the MOE through the EMIS system about private schooling—except for tuition and other pupil costs—it is generally not shared with or accessible by relevant Ministry departments and directorates.

VII. SQ 2: LOCATING & DESCRIBING LCP SCHOOLS

The data for this section are drawn from the OpenEMIS system for geolocation and from the LCP primary school sample of 17 schools visited by the ST. The ST was able to generate geolocation maps of private schools across Jordan and compare them to the locations of public schools. Without tuition data, however, the ST is unable to geolocate only LCP schools. Since most private schools are low-cost, the bias in this case is minimal. The team was also unable to draw enrollment and other statistics about LCP primary schools; general nonstate schooling statistics for Jordan are presented in **Section II. Nonstate Primary Schooling in Jordan** above.

Figure 17 below shows the locations of public schools in brown and private schools in red, based on geolocation data from the Jordan EMIS system.

Figure 17: Geo-locations of Public and Private Primary Schools in Jordan³⁰

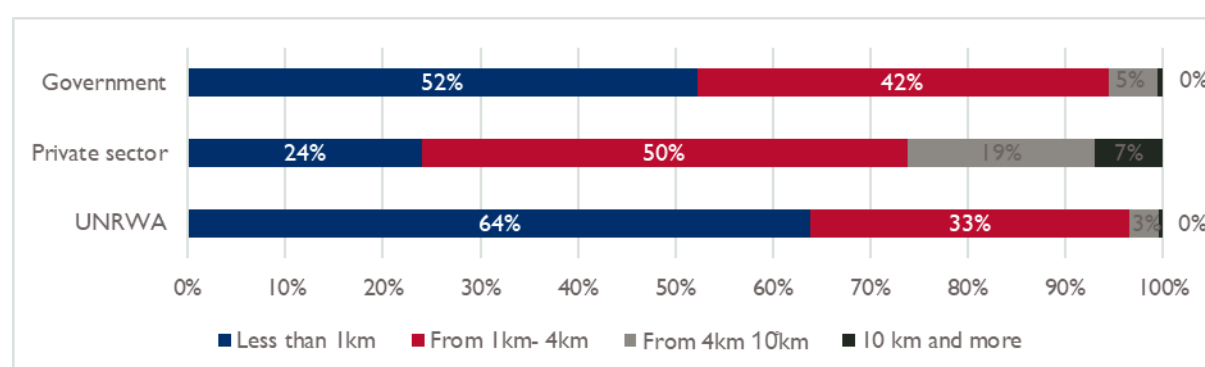


Private schools are unsurprisingly most concentrated in and around Amman and Irbid. Secondary clusters are seen in and around Jerash and Karak. There is no indication that private schools serve locations that are not served by public schools. In fact, public schools reach out to the most rural and

remote communities by public mandate; private schools do not likely find lucrative markets in these locations unless they are nonprofit and subsidized by a nonprofit organization like an NGO, charitable foundation, or religious organization.

Nearly all LCP school staff who were interviewed as part of this study reported that recently, enrollment in LCP primary schools had decreased primarily because of economic crisis that accompanied the pandemic. Twenty out of 36 respondents reported that the decrease was also caused by the general economic hardships that Jordanians face. Nine out of 14 respondents from the Center reported that many LCP pupils transferred to public schools. “Covid-19 affected enrollment rates drastically, we had over 200 students, but during the pandemic, we lost over 100 students because their parents moved them to public schools,” one administrator from the Center said. This major loss of pupils is confirmed by the Open EMIS data. However, five out of ten of the staff from the South reported an increase in LCP primary school enrollment and pointed to a deterioration of the safety and quality of local public schools as the primary reason. Although analyzing pupil flows was not within the scope of this study, it is entirely possible that many families sought other private schools as well as private tutors as private schools closed during the pandemic. “This year is the first for my son in a public school and I felt the difference between public and private schools in Jordan. Private schools provide the safety and quality that is lacking in public schools” a teacher said. Twenty-nine out of 36 participants reported that LCP primary schools serve the local community of the school. The HIES data show that public school pupils live closer to their schools than private school pupils, although this figure does not distinguish different types of private primary schools.

Figure 18: Average Pupil Distance from School, by School Type (n=22,193)

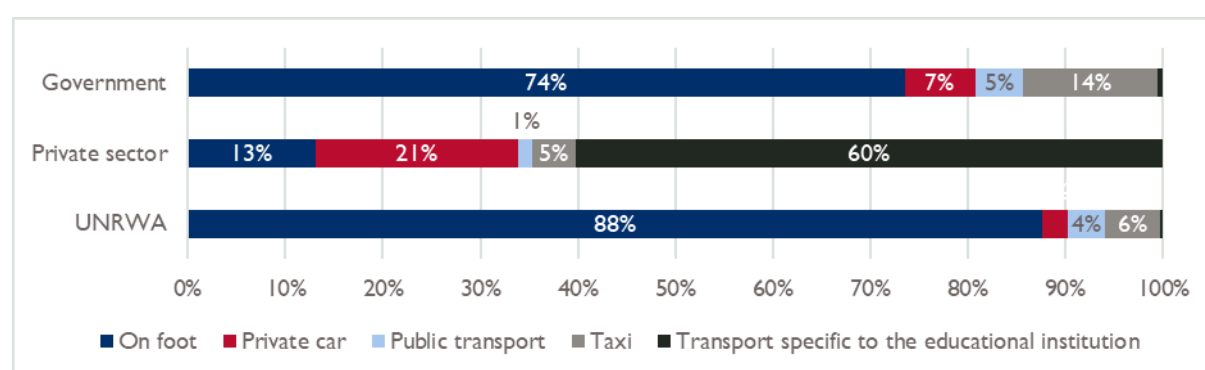


However, 87 percent of private school pupils use non-foot transportation, nearly two-thirds are provided transport by the school and one in five are driven in a private car; whereas three-quarters of public school pupils walk to school.

87% of private  school pupils use non-foot transportation

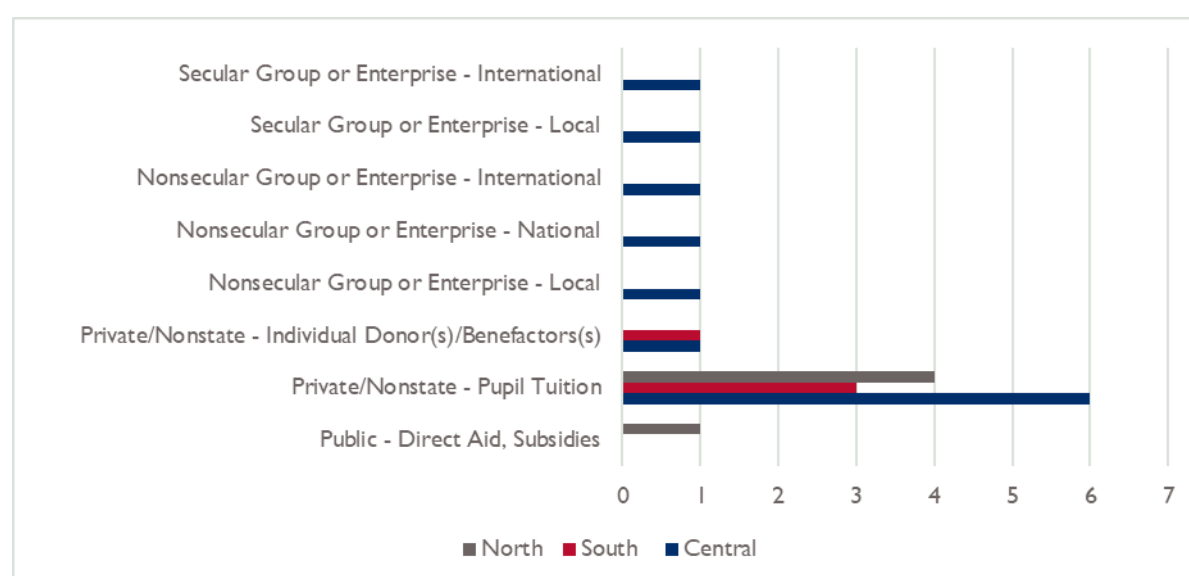
³⁰ Ministry of Education (MOE) – OpenEMIS Accessed March 2022

Figure 19: Pupil Transportation to School, by School Type (n=22,204)



Out of 36 participants, 20 reported that most LCP primary schools were for profit; 27 out of 36 report that their schools relied on pupils' tuition as the main source of income. However, some LCP schools receive public subsidies while others depend on non-profit organizations to subsidize operations and keep tuition low or free. The school owners' own money as well as funding from other individual donors were also reported by school staff as secondary sources of income.

Figure 20: LCP Primary School Revenue Sources Reported by Administrators, by Region

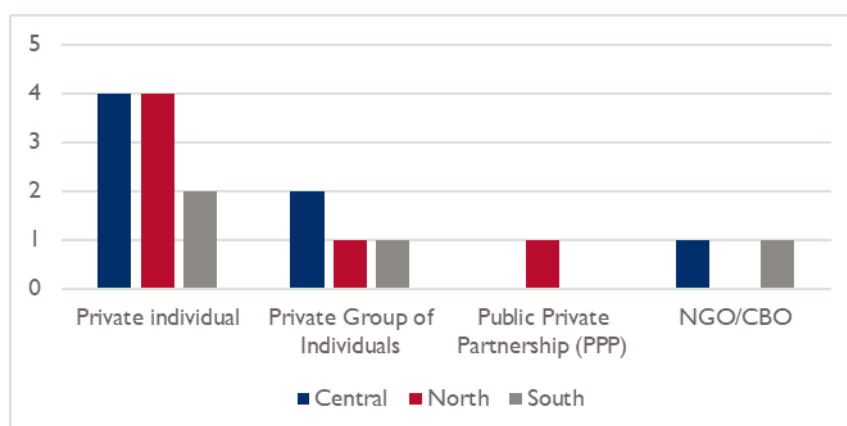


The schools that reported income from secular and non-secular nonprofit organizations also reported the least disruption during COVID and were reported to be more stable in economic and other crises. When asked how LCP primary schools keep costs low, teacher salaries and facilities were the most cited source of savings. "They [Owners] are going through a very difficult time, we can understand them and we empathize" one administrator said.

The 17 schools in the sample were owned mostly by individuals, with a few owned by a group of individuals, a nonprofit organization, or a local community group who secured a public source of support. Nonprofit LCP schools are divided into two categories: non-secular (Christian or Muslim)

schools, and schools supported by the Ministry of Social Development;³¹ those schools do not have particular “owners” but rather function under “institutions.”

Figure 21: Ownership Types of Sampled LCP Primary Schools



All schools in the sample were managed by a single administrator and a secretary, and some administrators were also owners. Of the 17 schools in the sample, five reported having an internal board that assisted in managing the school. Several administrators reported difficulties obtaining licensing and certification from the MOE, which enables them to replace and hire new teachers. They complained of a complex, multi-Ministry process that requires scarce time and resources to complete annually. A few stated that extra government red tape/bureaucracy and contradictory policies from the MOE pose a challenge to their daily operations. Some reported the need for governmental connections to ensure smooth operations. “One thing that I do not understand is why licenses should be renewed annually, but inspection by the Ministry [of Education] rarely happens. What is more important for quality; paying registration fees or supervising the schools?” asked one of the owners.

SUMMARY CONCLUSIONS

Study Question 2: What is currently known about the primary schools that meet the definition of LCP schools developed under SQL.

- Most private primary schools in Jordan are LCP schools, so while the Jordan EMIS does not collect tuition information, the general statistics on all private schools will illuminate a good deal about LCP schools as well. Private schools are unsurprisingly concentrated most in and around Amman and Irbid. Smaller clusters are seen in and around Jerash and Karak.
- There is no indication that private schools serve locations that are not served by public schools, especially in villages and more rural areas; however, there may be some inner-urban locations that fit this description, largely because of overcrowding in existing public schools.
- Most LCP primary schools are run as for-profit businesses and rely on pupils’ tuition as the main source of income. However, some receive public subsidies, such as from the Ministry of Social Development, while others depend on nonprofit organizations to subsidize operations and keep tuition low.

³¹ The MSD is responsible for regulating all kindergarten 1 (KG1/nursery) providers, all of which are nonstate schools. Kindergarten 2 (KG2) is made up of some state providers, which are regulated by the Ministry of Education and some nonstate providers which are regulated by the MSD. However, the state-run KG2 institutions are generally instated for government employees and school staff members, meaning that they are not open for public enrollment. As such, all KG1 and KG2 institutions that are open to the public are nonstate institutions regulated by the MSD. Some private primary and secondary schools receive funds from the MSD to serve pupils with special needs, and in some cases, like one of the schools in this sample, is entirely funded by the MSD, but run by a local board of parents and teachers.

VIII. SQ 3: TEACHING AND LEARNING CONDITIONS AT LCP SCHOOLS

FINDINGS

This section presents the reports of 36 LCP primary school teachers, administrators, and owners on the conditions of facilities, curricula, and learning resources in their schools and other LCP schools they worked in or to which they sent their children. This section also describes the perceptions of these same participants on how their schools compare to public schools. Finally, the education, training, and salaries of LCP primary school teachers are described and contrasted with public schools.

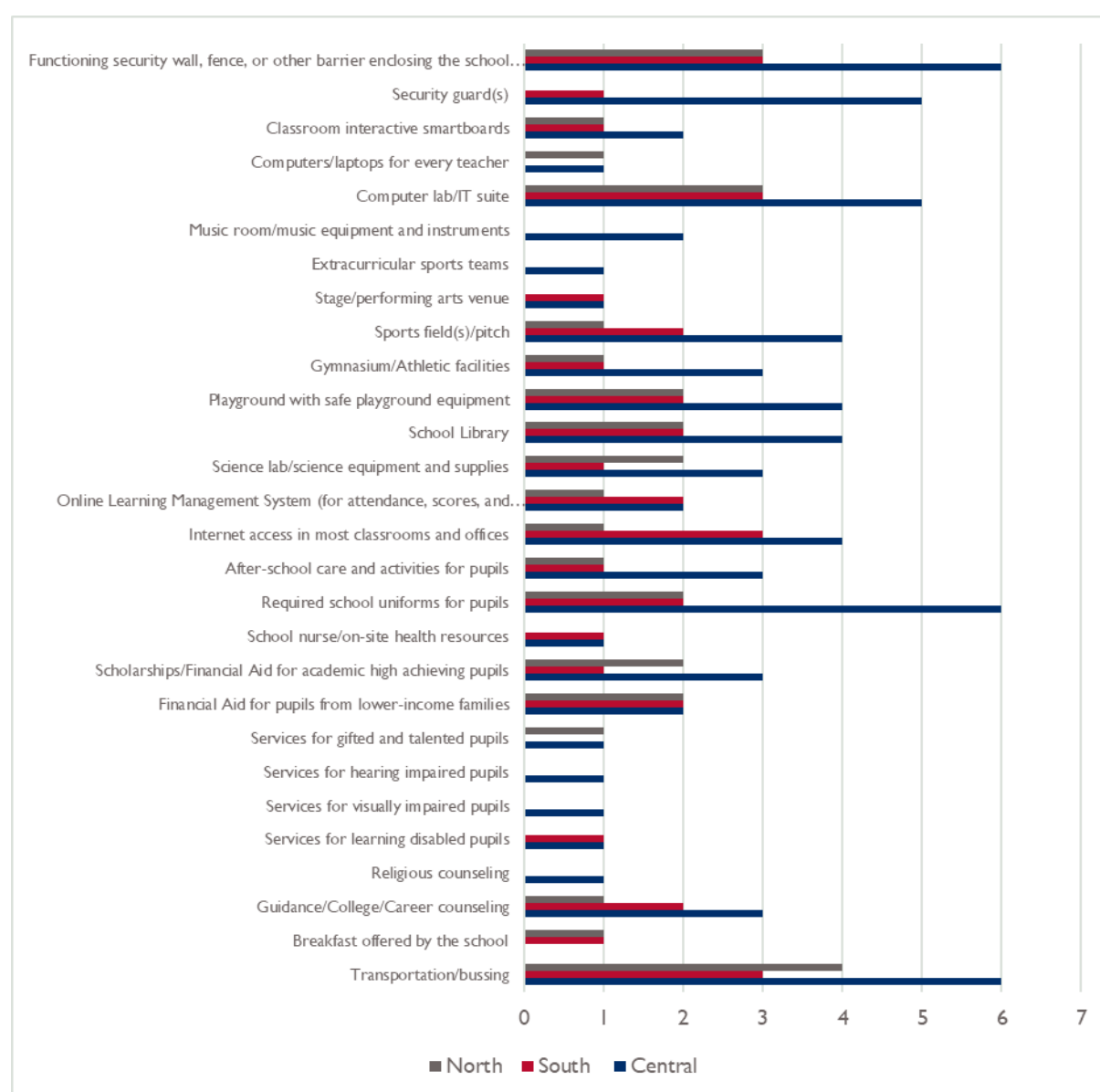
It should be noted here that although the data drawn from the LCP primary school sample are from a diverse sample geographically, the data are not statistically representative. The range of responses to the ST interview questions is reported rather than the most common ones as most answers can potentially be significant in a non-representative sample. The findings are presented in most cases as perceptions of our participants rather than reality, and the most significant findings are triangulated across respondent types and locations, the secondary data, and the literature. Finally, participants were guaranteed confidentiality and participating schools are not listed to increase frankness.

SCHOOL FACILITIES

Twenty-one out of 36 respondents, mostly teachers and administrators, reported that safety is one of the biggest draws for private schools. Many remarked that public schools are increasingly identified with an inability to control pupil behavior and attendance. This was reported by teachers for both genders; for girls, sexual violence was a common theme while for boys, street violence and crime were the common themes. Public school children are “seen out on the streets during school hours,” according to multiple participants; private schools are seen by parents as alternatives to unruly public schools. Those interviewed report their low-cost schools have better safety resources including school walls and security personnel, transportation, and better supervision of pupils than public schools. Finally, LCP administrators interviewed reported better discipline in private schools because their behavior and attendance rules are stricter. “We do provide higher teaching quality, but parents are also very happy with our facilities, reliable transportation and the fact that we ensure the discipline of students inside and outside the classroom” one teacher said.

LCP school staff reported better facilities than public schools particularly in the areas of computers and internet, playgrounds, security fences, transportation, counseling, libraries, recreation, the arts, and classroom technology. None of the schools in the sample reported providing housing for pupils or staff, school lunch, alternative diplomas (such as the International Baccalaureate or International General Certificate of Secondary Education (IGCSE)).

Figure 22: Conditions of Facilities at Sampled LCP Primary Schools



CURRICULUM

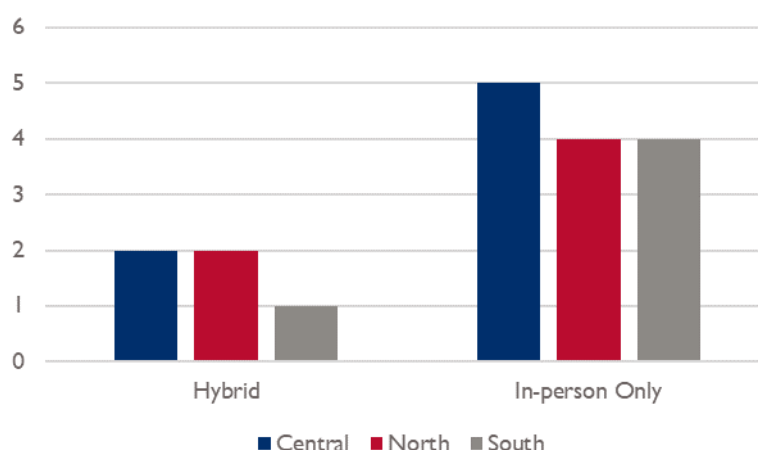
All LCP primary schools reported using the national curriculum. There were few that reported additional curricular elements or enhancements. As shown in the previous section, the condition of facilities and equipment appear to determine curricular and extracurricular advantages. As will be shown later in this report, private and government teachers have roughly similar education and training.

Eight participants did report that many LCP schools in the Center offer intensive English classes to be competitive for pupils. Many boasted that their schools offered math and science in English. Most participants stated that teachers at LCP schools work harder and are much more committed than teachers in public schools, which they based on their offering more individual attention to students and staying after school to give extra help. Seventeen out of 36 participants reported that teachers at LCP schools use different educational methods to engage students in the classroom, such as the use of manipulatives in math and civic engagement. “Our teachers are dedicated and rely on innovative teaching methods and strategies to ensure better student engagement, during the pandemic our teachers were extremely committed and adapted quickly to online teaching” one administrator said.

Six out of 36 participants reported that teachers at LCP schools are stricter and monitor students' attendance more closely than public school teachers. All schools in the sample reported that they followed the MOE's lead with regard to in-person closures during the pandemic. Four of the 17 schools reported offering remote and hybrid instruction during the pandemic. Three of those schools still offer some form of pandemic-related, online learning. The ability for pupils to access remote instruction and its effectiveness were not investigated by the study team.

As illustrated in **Figure 23** below, most of the schools in the sample had returned to in-person only instruction over the last few months. Some still offered hybrid instruction; none remained online only.

Figure 23: Current Instructional Modality

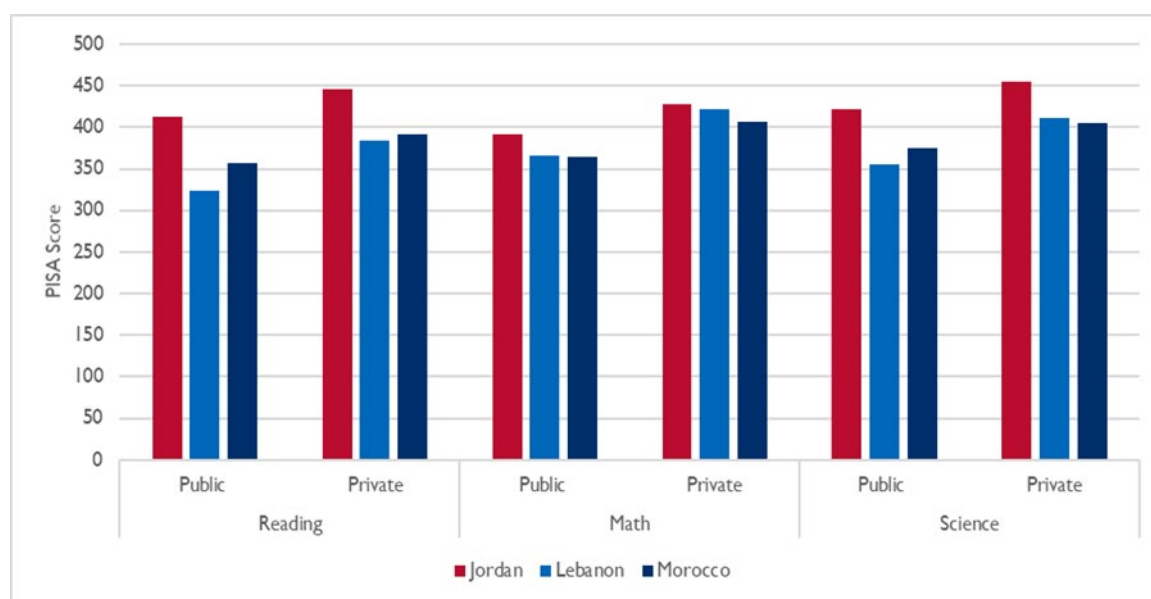


OUTCOMES AND PERFORMANCE

Nearly all respondents perceived the quality and learning outcomes at LCP schools to be better than public schools in Jordan, and most claimed this was especially true for the perceptions of most parents of LCP primary school pupils. Most participants stated that students at LCP schools were engaged in the classroom, that teachers were committed, and that they enjoyed a better relationship with parents and students. Six out of 36 participants particularly in the North stated that LCP schools conduct more intensive exams, most of which are developed by each school. There are currently no national exams for primary pupils in Jordan.

The comparative quality and learning outcomes for private schools is evidenced at the national level in largescale assessment data, including international assessments such as PISA and TIMSS. These exams both invite participation from a small sample of private schools; however, they do not distinguish participating schools by tuition fee cost or location. According to data from the 2018 PISA, Jordanian private schools outperformed public schools across all three subjects: reading, math, and science (**Figure 24**). They also outperformed private school analogues in Morocco and Lebanon, two countries in the region with significant or expanding private education sectors.

Figure 24: PISA Results by Country, Sector and Subject 2018



While it is not possible to draw statistical inferences due to the low number of participating private schools, the ST's analysis of raw PISA data provides some further context on where participating schools in Jordan are based, how much they cost to attend, and therefore who attends them. According to the PISA data, which the ST cross-referenced with fee data from the Shamsieh website, one-quarter of participating schools³² charged an average tuition fee below JOD 1,000 (\$1,410 USD) per year.³³ These seven schools were equally distributed across the Kingdom. In terms of provisions, all seven followed the national curriculum and only two offered instruction in a language other than Arabic. In contrast, the other three-quarters of schools together charged an average of JOD 2,740 (\$3,865 USD) per year and were almost entirely in Amman. There was also greater variation in their curricular options and language of instruction.

TEACHERS

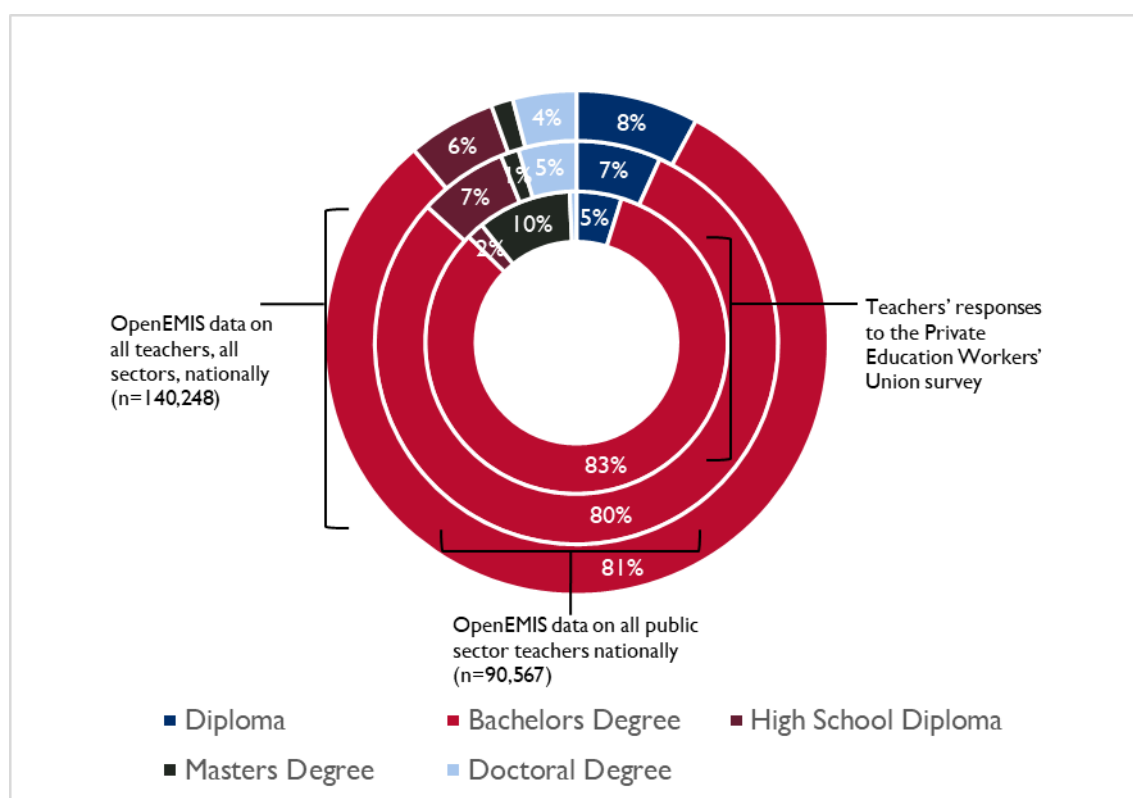
Twenty-one out of 36 participants stated that teachers at LCP schools were regularly evaluated by other teachers or administrators. While some participants reported that their schools offered in-service training to teachers, a small number nonetheless, particularly in the North, reported that they never receive any in-service training.

Participants' training and qualifications broadly mapped to other indicators of teacher qualifications in the private sector and across all education sectors in Jordan. The Union survey found qualifications among private sector teachers to be somewhat similar to those teaching in public schools, in that they have the same proportion of teachers with Bachelor's degrees with 83 and 80 percent respectively. Differences emerge at the lower and higher education levels, with twice the proportional amount of teachers with master's degrees in the private sector but far more teachers with doctorates in the public sector. There are more than three times the proportional amount of teachers with only high school diplomas in the public sector compared to the private. The proportions outside the bachelors degreed group are comparatively small; these differences are not likely to impact pupil performance (Figure 25).

³² Thirty-two private schools participated in the 2018 PISA; however, our team could only retrieve fee data for 28 of these schools.

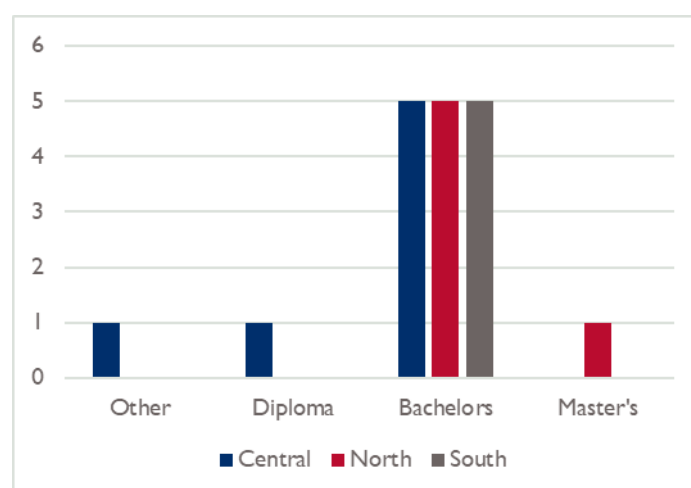
³³ Calculated by averaging the reported tuition fee of the lowest and highest grade year offered at each school.

Figure 25: Teacher Education Levels



The LCP private school sample reflects similar proportions to the Union survey.

Figure 26: Teacher Education Level, LCP Private School Sample

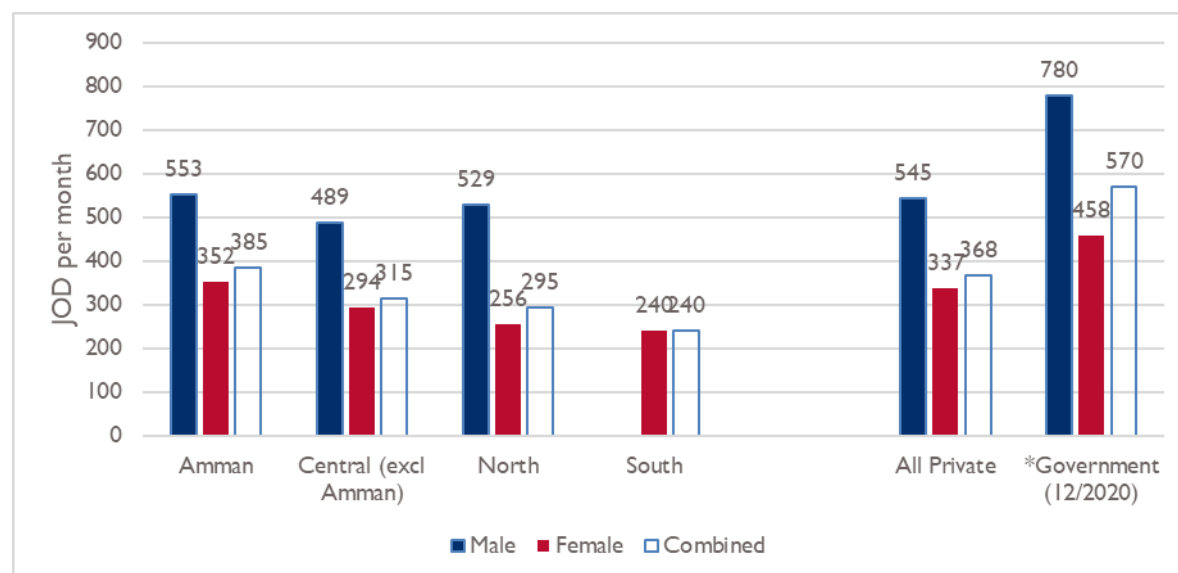


While 23 out of 36 participants reported that they feel supported by their administration, almost all teachers and administrators reported that they are on the Jordanian Civil Service Bureau waiting list and look forward to future employment opportunities at public schools, as most are aware the pay is considerably higher. “My colleagues and I are all on the waiting-list of the bureau. My number is still the same since 2013, it did not move despite that there are teachers who got jobs in public schools since then,” said a teacher. Despite the similarities in education and training, private school teachers make considerably less money than public school teachers. (**Figure 27**).

This latter assertion is confirmed by the data. Based on data drawn from the Union survey and the Jordanian Social Security Corporation, which provide indications of average salaries in the private and

government sectors respectively, private school teachers in Amman make around JOD 50–100 (\$71–\$141 USD) more than those outside Amman, who make roughly the same across the rest of Jordan. The South is a possible exception where salaries were reported to be JOD 50–100 (\$71–\$141 USD) lower than the average; however, the sample included only eight teachers. The reported government sector teacher salary is a national average from December 2020 but suggests that government sector salaries are potentially 43 percent higher, notwithstanding the 14 months between the two data sources.

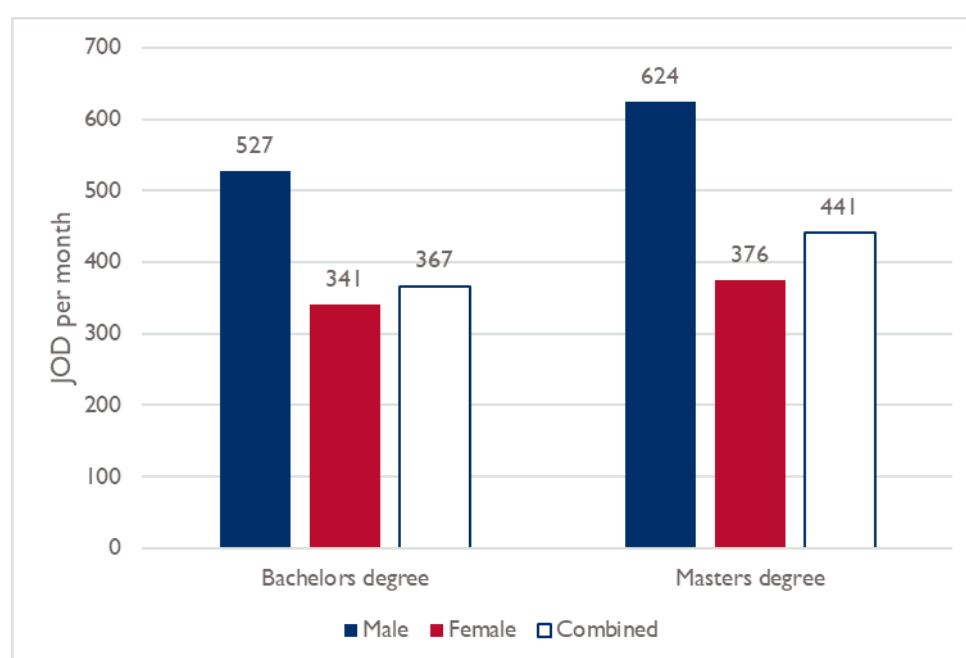
Figure 27: Private & Public Education Teachers' Self-Reported Salaries by Region and Gender (n=535)



What is starker in **Figure 27**, however, is the difference in pay between male and female teachers in both sectors. In private schools, male teachers receive roughly JOD 200 (\$282 USD) (47%) more per month than women, whereas the disparity is even greater at over JOD 300 (\$423 USD) (52%) more in the government sector. According to OpenEMIS teacher statistics, 62 percent of government teachers are female (63% in primary schools), while 90 percent of teachers in the private sector are female (89% in primary schools). As illustrated above, the education levels of private and public school teachers are roughly similar, and the differences do not appear to be significant enough to explain this disparity.



Figure 28: Private Education Teachers' Self-Reported Salaries by Gender and Education Level



As female teachers are paid considerably less in both sectors across the Kingdom, the far higher proportion of women in the private sector partly explains the overall lower salaries across the private sector. It also reveals one of the main ways LCP primary schools keep costs low, as noted in **Section II. Nonstate Primary Schooling in Jordan** of this report.

Two-thirds of LCP school staff interviewed claim that LCP private school teachers must have more than one job to compensate for low salaries and that the majority are waiting in line for public school jobs. A teacher said, “I finish teaching at the school at 2PM and then start giving tutoring sessions at 4PM until 8PM; it’s exhausting but there’s no other solution”. Many also complained that LCP primary school teachers were there because they lack the proper government connections to land public school jobs. Ten out of 14 respondents from the Center complained that private schools have not increased salaries to meet the high inflation and economic problems in Jordan, in effect decreasing their pay. One teacher particularly complained about the school she works at cutting her and her colleagues’ salaries off by more than 50 percent during COVID, but they stayed because they needed the money even if it was so little.

SUMMARY CONCLUSIONS

Study Question 3: What are the variety of teaching and learning conditions found at LCP primary schools in Jordan and how do they compare to state schools, where data is available?

- Most LCP primary schools are owned by an individual or group of individuals, however, some are owned by religious or other nongovernmental organizations; these tend to be more resilient to economic, pandemic, and other challenges to falling revenue.
- In addition to perceptions of higher quality, parental perceptions of safety and proper supervision are prominent factors in distinguishing private schools from public schools.
- While most LCP schools use the national curriculum, teachers and administrators of LCP primary schools claim they have more learning resources, such as computers, science labs, and extra-curricular offerings.
- Private and public sector teachers report roughly similar levels of current education and training, with around 80 percent of teachers earning bachelor’s degrees in both sectors.

- Government teachers make considerably higher salaries than private school teachers, and male teachers make almost one and a half times the salary women make across both government and private schools.
- There is a huge wage gap between men and women across both the government and private education systems: on average men make 52 percent more than women in the public system while and 47 percent more than women in the private education market.
- One of the primary ways LCP schools keep costs low is by hiring almost entirely female faculty, who are paid considerably less than men, and considerably less (including benefits) than most teachers in the public system.

IX. SQ 4: ACCESSING LCP SCHOOLS

FINDINGS

LCP primary school staff reported that parents send their children to LCP primary schools because of perceptions of higher quality teaching and learning, affordability, safety and security, better resourced classrooms, and more involved teachers. The heat map below shows all the different answers interviewees gave the ST when asked why parents choose to send their children to LCP primary schools.

Figure 29: Reasons Parents Send Children to LCP Primary Schools, Heat Map

				TOT	M	F	NORTH	CENTRAL	SOUTH	Teacher	Admin	Owner
			N	36	3	33	12	14	10	17	14	5
		Quality of teaching		31	3	28	10	13	8	15	13	3
		Quality of the curricula		15	1	14	1	11	3	5	9	1
		Better resources/equipment for classrooms		14	3	11	1	8	5	5	7	2
		Support outside school hours		7	0	7	1	5	1	4	3	0
		More involved teachers		18	1	17	5	10	3	7	10	1
		More involved parents		9	0	9	2	6	1	4	4	1
		Safety/Security		21	2	19	6	9	6	9	9	3
		Class sizes		11	0	11	0	8	3	7	4	0
		Facilities		10	0	10	1	8	1	4	6	0
		Transportation		20	0	20	5	12	3	9	9	2
		Ethics/Values		5	0	5	1	3	1	1	4	0
		Location		13	1	12	2	7	4	7	6	0
		Reputation		8	0	8	1	5	2	3	5	0
		Affordability		27	3	24	6	13	8	13	12	2
		Female teachers		7	1	6	1	1	5	3	2	2
		Discipline		11	1	10	3	6	2	4	6	1
		Treat pupils as individuals		5	0	5	1	3	1	2	3	0
		Flexible tuition payment schedules		11	0	11	3	6	2	4	6	1
		Allowing students to stay after school hours		2	0	2	0	2	0	1	1	0

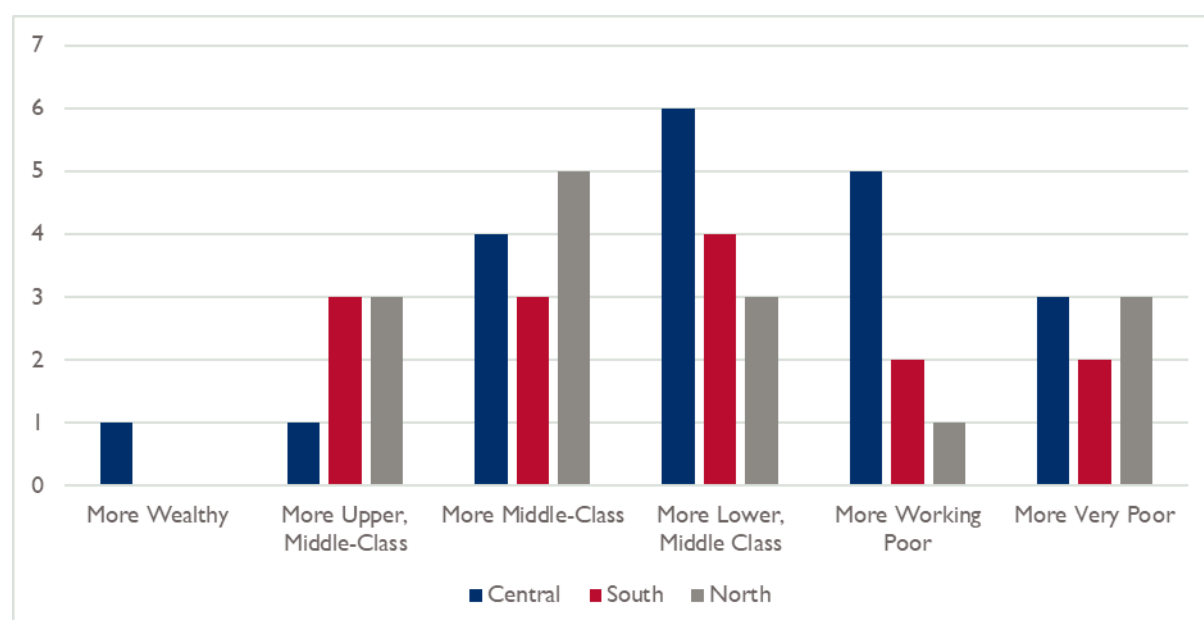
Respondents in the Center spoke of quality of the curricula, better resources/equipment for classrooms, class sizes, facilities, and location as influential factors as well as flexible tuition payment schedules. Staff from the North identified some facilities problems with LCP primary schools and so were not aligned with staff from other regions who report better physical conditions. Respondents in the South echoed what appears to be a common assumption across the whole Kingdom; that female primary school teachers are more effective than male ones, even though female teachers with the same experience and training are paid far less than male teachers. “I would rather hire female staff; they are more efficient and have patience for education” one administrator who was also the owner of the school said. He continued, “female teachers accept lower salaries because they usually have a provider, a father or a husband, and their salaries would be like a bonus.”

While nearly all staff reported that their schools serve local communities or neighborhoods, statistics presented in **Section IV. Study Questions and Analytic Framework** of this report show that private school pupils live further away from their schools than public school pupils and take transportation—often provided by the school—much more often. Some stated that their schools support underserved communities, mainly orphans, the very poor working poor, and refugees. A quarter reported serving children with disabilities, however few specialized in serving a particular kind of pupil.

According to the HIES data, participation in and expenditure on private primary education increases by reported household income level. The percentage of households with primary school-aged children enrolled in government, private and UNRWA schools is broken down by income level in **Figure 29**. This chart indicates a higher rate of participation in UNRWA and government primary schools in the

lower income bands and higher participation in private primary schools in the upper income bands starting at households receiving JOD10,000–12,500 (\$14,105–\$17,630 USD) per year or more. According to the same data, the average household income at the national level is JOD 13,884 (\$19,583 USD) per year for households with one or more children in private primary education (n=2122), JOD 9,409 (\$13,271 USD) per year for households with children exclusively in government primary schools (n=7337), and JOD 7,373 (\$10,399 USD) per year for households with children exclusively in UNRWA primary schools (n=541)³⁴. These differences are important in respect to which households participate in private education, considering the higher degree of affordability among households participating in the private sector. Staff interviewed as part of the LCP primary school sample reported their schools serving families primarily from the middle and lower middle classes, and the working poor. Some reported serving the very poor, or more upper middle-class families. While what is considered “middle class” may vary from region to region, there does not appear to be significant geographic differences, as shown in **Figure 30** below.

Figure 30: Wealth of Families Sending Children to LCP Primary Schools, Teacher Reported Sample

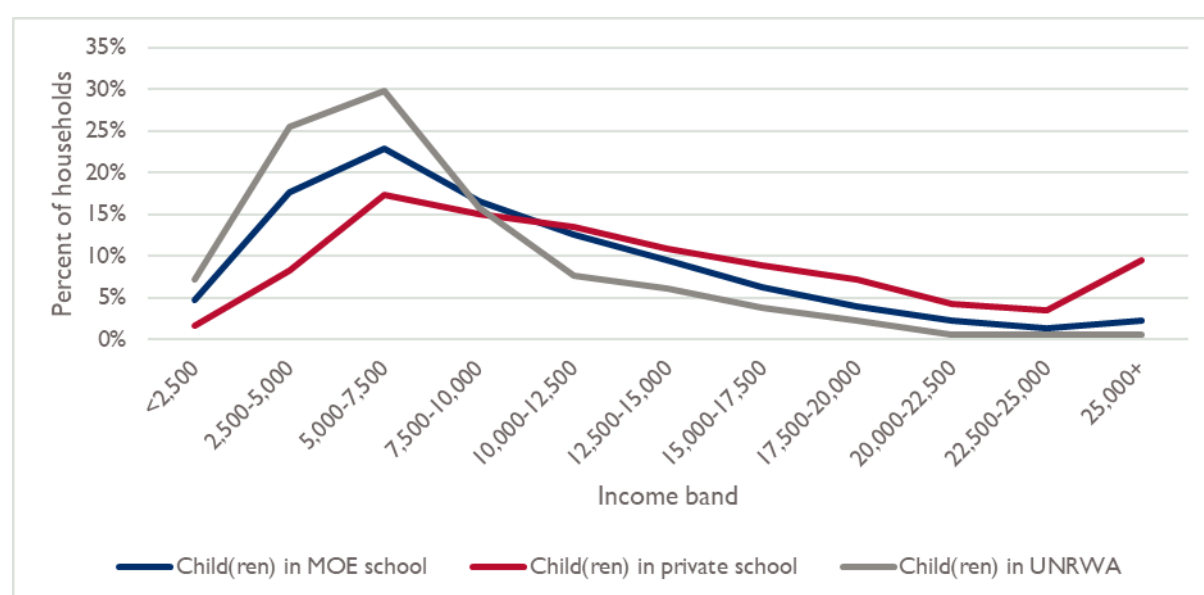


When examining household income statistics, there is considerable variation in household income figures when parsed by governorate (as shown in **Figure 15, Section V. Study Design and Methodology**), with the average income for households with one or more children in a private primary school in Amman at JOD16,274 (\$22,954 USD) per year, which is 26 percent higher (approximately JOD 3,800 or \$5,360 USD) than the average income for households elsewhere in the rest of the Kingdom with children in private primary schools.

While these figures reveal notable differences between households, **Figure 31** importantly illustrates that participation across the three sectors is not exclusive to either end of the income spectrum. Rather, it shows that some households in the lower income bands can afford the cost of private primary education, and this likely points to lower cost private schools.

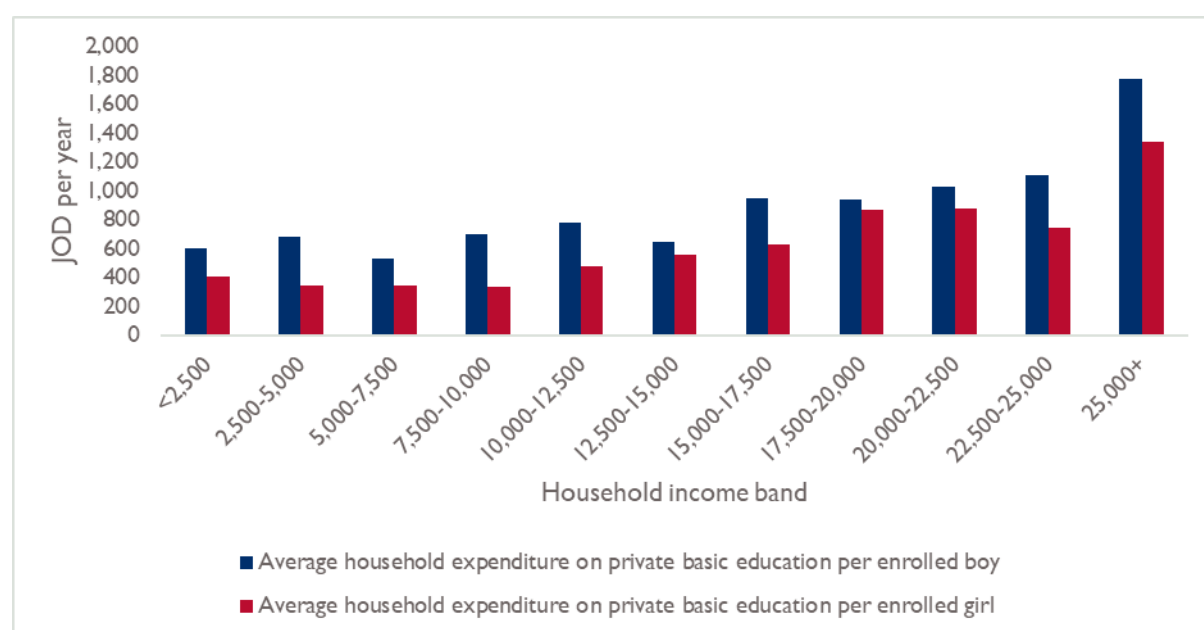
³⁴ Exclusive categories have been used here for simplification purposes; however, there are a minority of ‘hybrid’ households in the data with children enrolled across government, private and UNRWA sectors.

Figure 31: Children Enrolled in Primary Schools by Household Income Band (n=10,074)



Looking at the levels of expenditure on private primary education by households across the income spectrum, the ST also sees an increase in expenditure with increases in income (**Figure 32**). It is worth noting that one-third of the households in **Figure 32** are in Amman, and that when removed from the calculation (not shown), the average household expenditures are on average 28 percent less for the lower half of income bands and 49 percent less for the upper income bands, again illustrating the considerable gravity of the Amman private education market within the wider Kingdom.

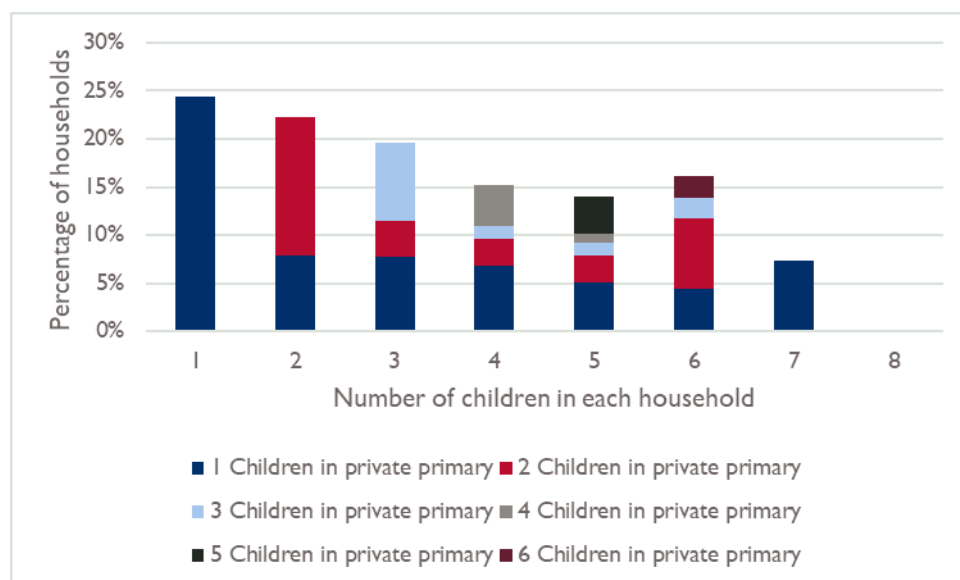
Figure 32: Expenditure on Private Primary Education by Household Income Band (n=2032)



There is also an expected negative correlation between participation in private primary education and the number of children enrolled in any primary school in each household. This corresponds with a household's ability to afford private school fees (**Figure 33**). For households with one primary school-aged child, an average of one out of four (24%) are enrolled in private primary schools. For households of two or more primary school-aged children, rates of participation in private education decline;

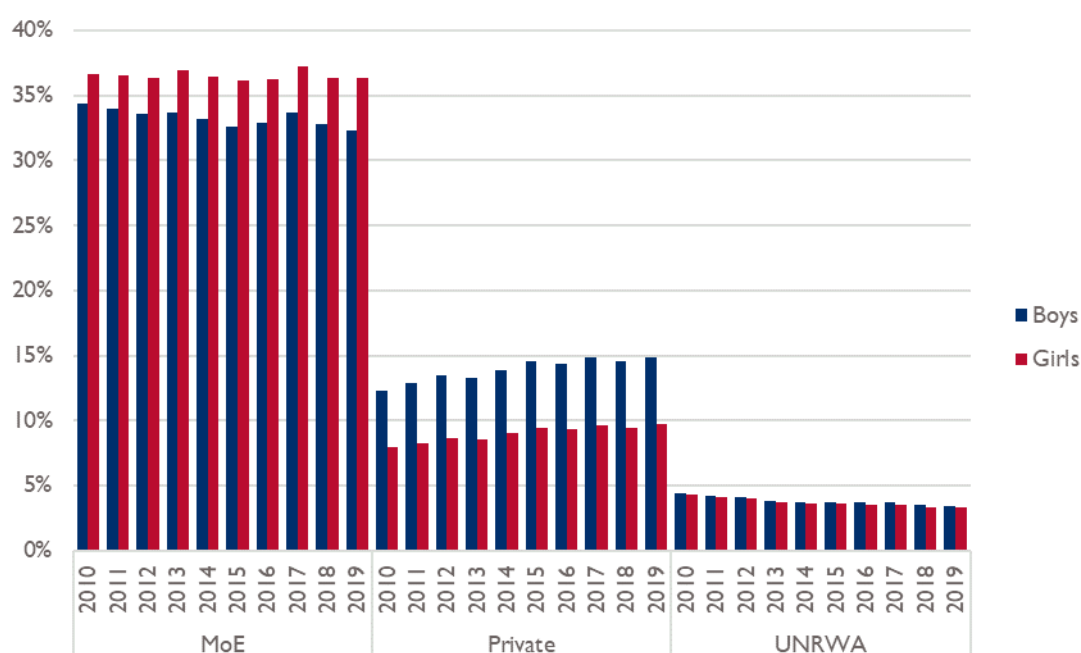
however, the picture is more nuanced, with households appearing to enroll some of their children in public schools and others in private schools.

Figure 33: Rate of Enrollment in Private Primary Schools by Number of Primary School-Aged Children per Household



The findings in **Figure 34** show the outcome of differential spending on boys' and girls' private education in terms of enrollments. Seen in relation to the public sector and UNRWA schools, the enrollments in private schools proportionally increased for boys and girls by two to three percent of overall primary school enrollments between 2010 and 2019. However, the rate of increase is evidently higher for boys over this period, further widening the enrollment gap between boys and girls in the private sector.

Figure 34: Distribution of Basic Education Enrollments by Provider and Gender, 2010–2019



A third of the school staff in the LCP primary school sample reported that having mostly female teachers in private school encourages parents to put their children in private schools, especially boys, because public schools for boys only have male teachers. The irony here is that while female teachers are considered more effective primary school teachers, they are paid far less than male teachers. "I don't think a male teacher would accept the salary I used to receive during COVID" said a female teacher whose salary was reduced from JOD 220 (\$310 USD) to JOD 90 (\$127 USD) during the pandemic. She continued: "he [the male teacher] would've simply quit but I couldn't since I had to help provide for my family".

SUMMARY CONCLUSIONS

Study Question 4: What factors do Jordanian families consider when deciding to send their children to LCP primary schools and what role if any do these schools play in increasing educational access to lower-income and underserved communities in Jordan?

- Parents—according to school staff—send their children to private schools for many reasons, but the primary ones are quality of teaching, quality of facilities and learning resources, and safety and supervision. Affordability was reported by school staff as the most common measure when distinguishing between different private schools in places where families have a choice.
- Household income alone does not appear to predict private or public school enrollment rates except at the very lowest and very highest income bands. Although families who send at least one child to a private school have slightly higher incomes by roughly JOD 300 (\$423) annually on average than families who do not, there do not appear to be any objective predictors with a few very weak exceptions: gender, location, and grade. For instance, a boy in Grade 6 in Amman is far more likely to go to a private primary school than a girl in Grade 6 in Ma'an. Many factors influence private school enrollment rates.
- LCP schools mainly serve families from the middle and lower middle class and working poor. Some serve the upper middle class and very poor. The latter group is likely served by schools run as nonprofit businesses owned by non-profit organizations which subsidizes tuition.
- Public school pupils live closer to their schools than private school pupils. However significantly more private school pupils (87%) use non-foot transportation than government pupils (26%). Nearly two-thirds of the former are provided transport by the school and one in five are driven in a private car; three-quarters of public school pupils walk to school.
- Boys remain in private schools longer as they get older while girls are sent to public schools in much higher numbers as they advance through the primary grades. Because there is decreasing space in the upper primary grades of private schools, fewer and fewer pupils can be accommodated in the private sector as they get older. This forces families to choose which child(ren) to keep in private schools, and the data shows families choose boys more often than girls.

X. KEY OBSERVATIONS

- Most private schools in Jordan, and likely throughout the region, are low-cost. This means most Jordanian pupils attending private schools attend LCP schools. And in Jordan, where 30 percent of pupils attend private schools, the lack of knowledge about these schools means a lack of knowledge about the conditions of schools for a significant number of Jordanian children.
- Studies of LCP schooling require tuition data from a representative sample of schools and to be disaggregated by locality to effectively establish sub-national definitions of LCP schools (multiple definitions within the same country are key to understanding regional differences) and study them independent of elite private schools. Neither tuition information nor teacher salary information are collected from private schools in Jordan.
- Analyses of household expenditure, affordability and school fees must take into account the “Amman effect,” which strongly skews figures upward due to its larger population, greater number of private schools, higher participation in private schools, and generally higher fees. While a governorate or local-level analysis is optimal for understanding expenditure patterns, national figures with and without Amman also give proximal indications as expenditure outside Amman is roughly similar across governorates.
- Private schools, most of which are low-cost in Jordan, are generally perceived by parents who send their children there, to be higher quality than public schools. They are also perceived to be safer and better at supervision, as well as have higher quality and more dedicated teachers, and better facilities and classroom resources.
- A quite striking gender gap was exposed by this study, both for pupils and teachers. Not only are boys sent to private schools in larger numbers, but girls who are sent to private schools tend to get transferred to public schools as they advance through the upper primary grades. On the one hand, this is further evidence that LCP primary schools are perceived to be higher quality than public schools. On the other, it exposes a clear gender bias among Jordanian families; income available for private schooling will tend to be spent on boys before girls. Similarly, male teachers are paid on average one and half times more than female teachers, which is perhaps why 90 percent of private school teachers are female, even though families perceive women to be better primary school teachers in general. Private schools that seek to be low-cost take advantage of this severe inequality and it appears to be a main way that LCP schools keep costs low.
- Schools that are owned by nonprofit organizations like NGOs or religious organizations and which subsidize tuition and costs appear to serve the poorest pupils, and be more resilient to economic and other crises because these organizations may tend to increase subsidies in hard times. This somewhat addresses a major problem with the private education sector; service providers can enter and exit the market at will.

ANNEX A: RESEARCH TEAM

Dr. Andrew Epstein, Team Leader: Dr. Epstein has over 20 years' experience leading, designing, and conducting studies in international education and youth. Dr. Epstein holds a PhD in Educational Policy Studies and Cultural Anthropology, with a specialization on International and Comparative Education, from the University of Wisconsin-Madison. Currently, Dr. Epstein is serving in leading technical and management capacities for several youth and education development projects under the Middle East Education Research, Training, and Support contract.

Dr. Lee Rensimer, Team Member: Dr. Rensimer has nine years' experience conducting research on education in the MENA region, supplemented with eight years in professional roles in international education and consultancy in the charity sector. Dr. Rensimer holds a PhD in Educational Policy Studies, with a concentration on International and Comparative Education, from the University of Wisconsin-Madison. He has previously worked with SI on a USAID project mapping the NSS actor landscape across the MENA region. Dr. Rensimer is trained in both qualitative and quantitative research methods and employs both strategies in his published work.

Mariam Khalaf, Team Member: Ms. Khalaf has over seven years' experience in designing, planning, and managing humanitarian, and gender-related projects in Jordan and the region. While managing a project aimed at combatting violence against women and girls Ms. Khalaf worked closely with the head of the Gender Unit at Jordan's Ministry of Education, the unit focuses on spreading gender awareness across the education system. Ms. Khalaf holds a master's degree in Gender Studies from the SOAS, University of London. Most recently, Ms. Khalaf served as a researcher on several projects focused on youth and the juvenile justice system in Jordan.

Maymoona Abuomair, Team Member: Ms. Abuomair has been involved in Development for over five years between volunteerism, apprenticeship, and employment. Ms. Abuomair is a certified Institutional Review Board (IRB) Social and Behavioral Researcher, and throughout her career, she has served as a youth and research specialist on multiple projects around Youth Empowerment and Leadership and Positive Youth Development.

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ANNEX C: LITERATURE REVIEW

Defining “private” schools alone is not straightforward. They are often seen as everything that is not government operated, and are referred to as non-state, non-government, and non-public. They could be for profit or not, run by any private body including a community, foundation, faith-based organization, NGO, private proprietor, or private enterprise. However, from the financing aspect, private schools could be on a continuum of receiving state financing or provision (or not), alongside non-state financing, coupled with fees – varying between none, low, or at market rate (Steer et al., 2015).

The diversity of definitions and models of private schooling also makes the task of defining LCP schools challenging as there is no one way to look at them. LCP schools, also referred to as low-fee, affordable, or budget private schools, started emerging in developing countries from the late 1990s (Tooley and Dixon 2003). In an earlier definition, LCP schools referred to unsubsidized private school, financed entirely by tuition fees with a monthly tuition fee at the primary level not exceeding the daily wage of a laborer (Alam, Andaleeb, and Tiwari, 2021). In a Kenya-based Primary Math and Reading (PRIMR) Initiative, LCP schools were defined as those registered with a Kenyan government agency, charging less than \$12 USD per month per pupil, and enrolling more than 10 pupils in both Grade 1 and Grade 2 (Zuilkowski et. al, 2020). While efforts are made to draw boundaries and monetary limits on what constitutes LCP schools, most definitions are loose, making no reference to the cost but instead as a privately run school that is not solely dependent on government finance. Most relevant studies refer to LCP schools as privately owned, potentially financed with multiple sources, but always including pupil tuition. In the past decade, they have started receiving heightened interest from a policy and investment perspective from governments, development partners, philanthropists, and private sector organizations. Studies focused on South Asia and Africa give evidence to the landscape, demand, outcomes, short falls, and policy needs of LCP schools.

DEMAND FOR LCP SCHOOLS

In some cases, LCP schooling have been represented in the literature as a market need which may not be met by the state and public schools. Factors driving or explaining demand for LCP schools include:

Absence or incapacity of government provision: An absence of public schools in certain conditions and areas encourages setting up LCP schools (Mousumi and Kusakabe, 2019). Using examples from Uganda and Kenya, the demand for schools, especially in slum areas, has been much higher than the public supply, creating an opportunity for LCP schools to absorb excess demand by emphasizing their accessibility (Monk, 2019).

Low quality state schools: Failure of public schools to provide quality learning experiences (Mond and Prakash 2019). An analysis of school choice in rural Kenya found that decisions were not solely related to the lack of spaces, but instead were also influenced by quality-related factors, such as the student–teacher ratio in the local public school (Nishimura and Yamano, 2013).

Hidden costs of state schools: Public education is not always free. In Kenya, although public primary schooling has technically been free since 2003, hidden fees for items such as required uniforms, books, and examinations can make public education expensive for poor families (Heyneman and Stern, 2014)

Parental preferences and perceptions: Generally, parents believe there are shortcomings in public schools such as poor national assessment results, overcrowding in classrooms, teacher absenteeism, and unengaged teachers. And thus, want other affordable options (Heyneman and Stern, 2014). Parents perceive quality of private schools (in terms of teaching, teacher attendance, school performance, small class size, discipline) to be better compared to that of state schools (Ashley et. al, 2014). They also believed that English-language instruction was better in private schools, a needed factor for future opportunities. Parents prefer better school quality over cost and geographical proximity concerns.

Research in Nairobi asked for parents' preference in choosing public or LCP schools. Both groups of parents described public schools and LCP schools in similar ways, suggesting that parents had mixed feelings about both kinds of schools. Parents selecting LCP schools and those choosing public schools—were largely driven by different concerns. LCP school parents were primarily concerned with school quality, as defined by teaching and other visible indicators—such as textbook availability, the number of students in classrooms, and student performance. While parents who preferred and sent their children to public schools were largely concerned with cost and geographic proximity at higher rates than were LCP school parents (Zuilkowski et. al, 2018).

Flexible curricula and professional requirements: LCP staff are less likely to be protected by unions or government regulations. Consequently, schools have less teacher absenteeism, as school administrators can easily fire their staff (Ngware et al., 2014; Tooley et al., 2007). The curriculum and activities in LCP schools can be more agile and innovative since they are more flexible than public schools, being accountable to parents and private organizations (Zuilkowski et. al, 2018; Global Education Series, 2017). Evidence indicates that competition and choice themselves can help to ensure quality (Nambissan 2012; Nambissan and Ball 2010).

ARGUMENTS AGAINST LCP SCHOOLS

While LCP schools meet and have potential to meet education demands in certain geographies and socioeconomic class, there are several arguments against LCP discussed within literature, summarized below.

Often unregulated and lacking accountability: LCP schools are not always held to the same standards of accountability by government regulatory bodies, and whether they are 'off the radar' entirely or simply subject to less scrutiny, LCP schools may not meet the same measures of quality, equity or outcomes. Low-fee non-government schools in Kenya, Ghana, Tanzania, are often not in compliance with government regulations, and/or are unregistered, and/or often not included in the national education statistics. Regulations related to curriculum, teacher training, attendance, teacher salaries, safety in schools, and other government policies which may help improve school standards need not always apply to LCP schools. Due to minimal government data collection on LCP schools, the evidence on academic performance is dependent on schools self-reporting, preventing direct comparison with public school performance. In some cases where efforts are made to monitor and regulate LCP schools, regulations are often enforced selectively or ineffectively, which is found in numerous cases to facilitate rent-seeking and bribery by state regulators (Harma and Adefisayo, 2013; Stern and Heyneman, 2013).

Less rigorous teacher training: Teachers may be less likely to be absent in LCP schools, but they are also less likely to be trained (Srivastava, 2007). For example, one study found that in Bihar, India, just 1 percent of "private non-government funded" school teachers had any pre-service training, compared to 68 percent of public school teachers (Mehrotra and Panchamukhi, 2007).

Reinforcing gender divides: There is rigorous evidence, largely from Pakistan and India, that private schooling is not equally accessed by boys and girls. Specifically, where poor households cannot afford to send all their children to private schools, they are more likely to select boys (Harma, 2011). However, research from Pakistan also reveals, if given a chance to attend LCP schools, female students academically outperform the male counterparts. The research further points to the fact that educated parents chose LCP schools and the father's level of education has a stronger impact on the choice of schooling (Sikander, 2020).

Increasing access but not equity: growth of private education markets has enabled access to education for millions more children across the globe (Tooley, 2013). However, LCP schools may not be a viable route to reach the poorest children as few children in the poorest economic quintile are enrolled in private schools. In Kampala, proprietors of LCP schools were asked which two main socioeconomic groups attend their school. While the majority reported they serve the poor, less than

20 percent stated they serve the poorest (Harma, 2017). This is consistent with most scholarship, which shows that their impact on aiding the poorest of the poor is relatively weak (Day Ashley, 2014). Financial constraints are a key factor limiting or preventing poorer households from enrolling their children in private schools. Where children of poorer households do attend private schools, research indicates that welfare sacrifices are made, and continued attendance is difficult to sustain (United Kingdom Agency for International Development (formerly DFID) study). Children who are differently abled, even those from families with some financial means, are often excluded from LCP private schools because of schools' lack of necessary accommodations or training around special educational needs. The concept of 'choice' therefore does not apply in all contexts, or to all groups in society, partly because of limited affordability (which excludes most of the poorest) and other forms of exclusion related to social status and ability.

Ambiguous quality of provision and educational outcomes: Given their heterogeneity, it is misleading to generalize about the quality of private schools. While some rigorous evidence finds students attending them are achieving better results than their government counterparts even after their social background is considered (Akmal et al, 2019; Alcott and Rose, 2016), other studies find the opposite. Akmal et. al (2019) estimate that the actual impact of private schools drops sharply after controlling for family background, and the real-world size of these impacts is in fact negligible. The quality of teaching and learning, as signaled by levels of teacher absence, pupil to teacher ratios and teaching activity, is also found to be better in LCP schools than in public schools only in some countries.

Cost-effectiveness and financial (un)sustainability: Initial evidence suggests that private schools operate at low-cost through outside subsidies and/or keeping teacher salaries and other costs low, but their financial situation may be precarious where they are reliant on fees from low-income households. These schools are susceptible to economic swings and unlike public schools, are not obliged to stay in the market when times are tough, creating "private school refugees" who flood into the government system. This appears to be the case because of the COVID-19 pandemic. Certain kinds of educational provision are also not considered cost-effective businesses such as schools for the differently abled, refugees and internally displaced peoples, and crisis affected communities.

FUTURE OF LCP SCHOOLS

United Nations Educational, Scientific and Cultural Organization (UNESCO) data reported that non-state schools already enroll nearly 12 percent of primary school-age students in low-income countries and 27 percent in lower-middle income countries in 2020 (UNESCO, 2020). With private school enrollment on the rise, LCP schools are expected to continue rising steadily as well.

However, a number of underlying factors make LCP schools highly vulnerable to shocks, particularly from the COVID-19 pandemic: (i) they are not usually included in governmental crises response measures, (ii) they are heavily reliant on schools fees which parents have found difficult to pay during business closures in pandemic times, (iii) and their lack of participation in regulatory environment (by choice or numerous barriers) is an obstacle for them to access financial support. Private schools overall have faced high drop-out rates during COVID-19. In the Philippines alone, only 2 million out of a former 4.3 million students in private schools had re-enrolled at the beginning of the academic year 2020-2021 (UNICEF, 2021). In India, Mexico, and Pakistan, private schools are already reporting reductions in current and anticipated enrollment of 20 to 30 percent (UNICEF, 2021). Studies have reported an exodus of students from private to public schools during these times, putting significant strains on public schools which are already resource strapped in developing countries.

Both prior to COVID-19 and now with school closures, policy makers have begun conversations about the potential of LCP schools, and how they can be better supported. Researchers and policy makers have made some suggestions which require further understanding and data evidence. Some of these suggestion include ensuring registration of all schools so they can be part of all support and improvement measures, making government registration guidelines clear and less cumbersome for

LCP schools register, making efforts to increase LCP registration, applying professional requirements on LCP school teachers (e.g., minimum number of years of education, training), and distinguishing between for-profit and non-profit LCP schools so that relevant policy measures can be applied. Overall, academics and practitioners looking into LCP schools encourage considering policy measures which introduce good governance to the LCP school sector and enable an environment that alleviates credit constraints for them. At the same time, there is need for further research to directly assess the sustainability of LCP schools, given the arguments against them, and evaluate which policy measures can be most useful to them.

GAPS IN THE LCP SCHOOLING LITERATURE

This literature review identified the following gaps in literature, on which the Jordan NSS Case Study may consider collecting primary data to better inform programming needs of USAID in Jordan.

1. Limited data available for the MENA region and Jordan LCP schools: Existing evidence is geographically weighted to South Asia and Africa. For information available on non-state schools, the demarcation between low-cost non-state and other schools is not clear. However, local authorities and MOE may have detailed information, albeit not publicly accessible.
2. Limited understanding of whether LCP schools help equity: It is impossible to settle the debate of whether LCP schools extend education access to previously underserved rural areas or whether they are confined to urban areas, with any certainty given the deficiencies in our knowledge of the scale and coverage of LCP schools in developing countries, including Jordan. There is no information publicly available about the administrative regulations or requirements for these LCP schools, their prevalence, locations, or enrollment.
3. Limited understanding of why and how parents choose LCP schools for their children, other than the more obvious factors of cost and geography. There is a need for research to track the total costs of LCP schooling over a sustained period on lower-income household expenditure, to identify the extent and types of welfare and other sacrifices households make to pay private school fees, and to assess the value of the trade-offs households make. This will also help assess the need and sustainability of LCP schools.
4. Mixed and limited view on what LCP schools needs of support are: While these schools do not fall in the traditional regulatory framework, the popular view is that they are helping fulfill governments' overarching goal of meeting the educational needs of citizens. In that spirit, further research is needed to understand what the needs of LCP schools are and what opportunities exist for development partners and MOE to support thriving environments for LCP schools in terms of access, quality, administration, and outcomes.

ANNEX D: DATA COLLECTION PROTOCOLS

KEY INFORMANT INTERVIEWS

TEACHER INTERVIEW

1. Gender:

_____ Male

_____ Female

2. Age:

_____ 20-30

_____ >50

_____ 31-40

_____ 41-50

3. Highest degree earned:

_____ High school

_____ Diploma

_____ Bachelors

_____ Master's

_____ PhD

(Subject: _____)

4. Years of experience with this school:

_____ 0-1

_____ >10

_____ 2-5

_____ 6-10

5. Total years of teaching experience

_____ 0-1

_____ 11-20

_____ 2-5

_____ >20

_____ 6-10

6. How many other public and private schools have you worked at?

_____ Public

_____ Private

7. Salary range here at this school:

_____ Below 100 JD

_____ 100 – 260JD

_____ 260-500 JD

_____ 500-1000 JD

_____ Above 1000JD

_____ I prefer not to answer

A. Do you receive benefits? If so, what kinds?

_____ Vacation

_____ Sick leave

_____ maternity leave

_____ Paid Holidays

_____ Health

_____ Social Security

_____ Housing

_____ Meals/Per Diem

_____ Other: _____

B. On a scale of 1-6, with 1 being very dissatisfied and 6 being very satisfied, how satisfied are you with your pay and benefits at this school?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- C. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
 D. As far as you know, how does your salary compare to other LCP schools?
 E. As far as you know, how does your salary compare to other public schools?

8. What subject(s) do you teach?

_____ Arabic (Reading/Writing)	_____ Religion
_____ English (Reading/Writing)	_____ Arts & Culture
_____ Maths	_____ Physical education/sports
_____ Science	_____ Other:
_____ Social Studies	

9. What grades do you teach?

_____ K	_____ 5	_____ 10
_____ 1	_____ 6	_____ 11
_____ 2	_____ 7	_____ 12
_____ 3	_____ 8	
_____ 4	_____ 9	

10. How many students on average do you have in a single classroom?

_____ 1-10	_____ 26-30	_____ 46-50
_____ 11-15	_____ 31-35	_____ 50 and over
_____ 16-20	_____ 36-40	
_____ 21-25	_____ 41-45	

11. How would you describe the wealth of most of the families who send their children to this school? (Check all that apply, and assign approximate %):

_____ More wealthy	_____ More lower, middle-class
_____ More upper, middle-class	_____ More working poor
_____ More Middle-class	_____ More very poor

A. Tell us more about the groups you have checked. How do you know pupil's families belong to these groups?

12. Does this school specialize in serving any of the following types of children or concentrations? (Check all that apply):

_____ High-performing, gifted	_____ Athletes
_____ Lower-achieving or scoring, non-special education	_____ Non-academic, vocational/trades
_____ Special needs or learning disabilities	_____ Visual or performing arts
_____ Physically disabled	_____ STEM (science, technology, engineering, math)
_____ Refugees/IDPs	_____ Public school dropouts
_____ Islam	_____ Tawjihi re-preparation (for second time or more)
_____ Christianity	_____ Other:

13. On a scale of 1-6, with 1 being not well and 6 being very well, how would you rate how well trained the teaching staff is here at this school?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
 B. Tell us about the different backgrounds of the teachers here?
 C. Do some teachers here meet the requirements to work in public schools? If so, why do you think they choose to work in a private school instead?

14. How often is in-service training available for teachers at this school per school year?

_____ Never _____ Less than once _____ Once
 Twice Three times or more

- A. Tell me about the training you've received through this school; what was the subject(s), and how effective to you think it was?

15. On a scale of 1-6, with 1 being much lower and 6 being much higher, how would you compare the quality of the teaching here at this school to that of the local public schools?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
 B. What do you believe are the differences?

16. On a scale of 1-6, with 1 being much lower and 6 being much higher, how would you compare the quality of the facilities and resources here at this school to that of the local public schools?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
 B. What do you believe are the differences?

17. Based on your experience, why do parents send their children to this school (Check all that apply, and assign approximate %)?

_____ Higher teaching quality	_____ Affordability
_____ Better facilities/resources	_____ Reputation/success of graduates
_____ Better location/convenience	_____ Values/Morals
	_____ Other:
_____ Programs/services/opportunities (not available in local public or other schools)	

- A. What are some of the things that parents like best about this school?

B. What are some of the things that parents find most challenging about this school?

18. What are the *most common* reasons why some students leave this school before finishing/graduating (Check all that apply, then assign approximate %)? Explain any differences between boys and girls.

<input type="text"/> Cost	<input type="text"/> School closure/lack of accreditation
<input type="text"/> Economic conditions/poverty	<input type="text"/> Poor/decreased quality
<input type="text"/> Distance/moves away	<input type="text"/> Poor facilities/resources
<input type="text"/> Fails classes/exams or learning needs not met	<input type="text"/> Went to more elite/competitive school
<input type="text"/> Physical/access needs not met	<input type="text"/> Broke rules/discipline
<input type="text"/> Health	<input type="text"/> Other: <input type="text"/>
<input type="text"/> Marriage/pregnancy	<input type="text"/>
<input type="text"/> Family/social pressure on girls	<input type="text"/>
<input type="text"/> Family/social pressure on boys	<input type="text"/>

19. What do you like about working in this school?

A. Why not teach in a public school?

20. What are the biggest challenges working in a school like this one?

21. How does a school like this keep costs low for pupils?

A. What are the trade-offs?

22. Have you worked in any other LCP schools?

A. If yes, in what ways were they different from this school?

B. How did they keep costs low for pupils?

23. Referrals: We are interested in visiting other LCP primary schools in Jordan that serve less wealthy families or those not close to urban areas. If you are aware of any school like this in the region, would you please tell us about them?

LEAD ADMINISTRATOR INTERVIEW

1. Gender:

Male

Female

2. Age:

20-30

above 50

31-40

41-50

3. Highest degree earned:

High school

Bachelors

Master's

Diploma

PhD

(Subject:)

4. Years of experience with this school:

_____ 0-1 _____ 11 or more _____ 2-5 _____ 6-10

24. Total years of teaching experience

_____ 0-1 _____ 11-20 _____ 2-5 _____ 6-10
 _____ >20

25. How many other public and private schools have you worked at?

_____ Public _____ Private

5. Salary range at this school:

_____ Below 100 JD _____ 100 – 260 JD
 _____ 260-500 JD
 _____ 500-1000 JD _____ Above 1000 JD
 _____ I prefer not to answer

A. Do you receive benefits? If so, what kinds: (vacation time, paid holidays, sick leaves, maternity leaves, health insurance, social security fee)?

_____ Vacation _____ Sick leave _____ maternity leave
 _____ Paid Holidays _____ Health _____ Social Security
 _____ Housing _____ Meals/Per Diem
 _____ Other: _____

B. On a scale of 1-6, with 1 being very dissatisfied and 6 being very satisfied, how satisfied are you with your pay and benefits at this school?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

C. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?

D. How do you think your salary compares to teacher salaries at other LCP schools?

E. How do you think your salary compares to teacher salaries at other public schools?

6. From the list below, identify the main sources of revenue and financing for the school. (Check all that apply, indicate approximate %)

Public	_____ Pupil tuition
_____ Direct aid, subsidies	_____ Individual donor(s)/benefactor(s)
_____ Vouchers	_____ Community/Local NGO or CBO
_____ Contract for services	_____ Nonsecular Group or Enterprise
_____ Tax credits/advantages	_____ Local
_____ Other: _____	_____ National
_____	_____ International
Private/Nonstate	_____ Secular Group or Enterprise

☐ Local
☐ National
☐ International
☐ Franchise

☐ Secular
☐ Nonsecular
☐ International NGO
☐ Foreign Government

- A. What are the advantages of this/these source(s) of revenue?
- B. What are the disadvantages of this/these source(s) of revenue?
- C. What is the tuition for this school, and how is this determined?
- D. What other costs in addition to tuition do families pay at this school, such as books, uniforms, lab fees, etc.)
- E. Does this school offer financial assistance to families? If so, how many families and under what conditions?

7. How is this school managed?

☐ Independent
☐ Franchise
☐ Private management company
☐ Public

☐ Other: _____

A. What management structures currently function at this school (click all that apply):

☐ Local governing board
☐ Non-local governing board
☐ School committees
☐ Parent-Teacher Association

☐ External supervisors/inspectors
☐ Other: _____

B. Tell us more about each of the management structures you indicated above.

C. How often do you receive management training per year?

☐ Never ☐ Less than once ☐ Once ☐ Twice ☐ Three times or more

D. What are the advantages of this kind of school management?

E. What are the disadvantages?

8. Who owns this school (Check all that apply)?

☐ Private individual
☐ Private Group of Individuals
☐ Private Business/Corporation
☐ Public Private Partnership (PPP)

☐ NGO/CBO
☐ Other: _____

A. Have there been other or additional owners in the past? If so, describe them.

B. What role does/do the owner(s) play in the operation of the school?

9. Describe the process for complying with government laws, rules, and policies regulating private schools, including:

- Registration
- Accreditation
- Taxes
- Health and Safety
- Employment and Labor
- Insurance
- Other: _____

- A. In what ways do these regulations and processes help and hinder this school?
10. Does this school interact with the Ministry of Education or other local public schools in any other ways not mentioned above, such as testing, sports, or in-service training?
11. In what ways, if any, does this school interact with local public schools?
12. In what ways do you work with other private schools?
13. How does a school like this keep costs low or affordable for pupils?
- A. What are the trade-offs?
14. On a scale of 1-6, with 1 being much lower and 6 being much higher, how would you compare the quality of the teaching here at this school to that of the local public schools?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
- B. What are the differences?
- C. Are teachers here formally evaluated and provided with feedback for improvement? If so, who does this and how often?
- D. Are teachers provided with in-service training? If so, who does this, in what subjects, and how often?
15. On a scale of 1-6, with 1 being much lower and 6 being much higher, how would you compare the quality of the facilities and resources here at this school to that of the local public schools?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
- B. What are the differences?
16. How would you describe the wealth of most of the families who send their children to this school? (Check all that apply, and assign approximate %):

_____ More wealthy	_____ More lower, middle-class
_____ More upper, middle-class	_____ More working poor
_____ More Middle-class	_____ More very poor

- A. Tell us more about the groups you checked: How do you know the pupil's families are from these groups?
- B. Does this school make any attempts to increase the number of pupils from less wealthy or minority/marginalized families? If so, how and have they been successful?
17. Based on your experience, why do parents send their children to this school (Check all that apply, and assign approximate %)?

_____ Higher teaching quality	_____ Better location/convenience
_____ Better facilities/resources	

_____ Programs/services/opportunities
(not available in local public or
other schools)
_____ Affordability

_____ Reputation/success of graduates
_____ Values/Morals
_____ Other:

- A. What are the characteristics of the families and children who this school serves best?
- B. What are the characteristics of families and children who this school is not able to serve well? Such as:
- Girls
 - Boys
 - Physically disabled
 - Learning disabled
 - Gifted
 - Refugees/IDPs
 - Public school dropouts

18. Of all the families that apply to enroll their children in this school, approximately what percentage are accepted, and approximately what percentage of those accepted eventually enroll?
- A. What are your acceptance requirements and why are some children not accepted for enrollment?
19. What other kinds of support does this school offer to pupils, such as:
- _____Transportation _____Special education (Physical or Cognitive)
- _____Breakfast _____Support for parents (such as language, literacy, or social services)
- _____Lunch _____Health resources
- _____Guidance/Personal counseling _____Housing
- _____Religious counseling _____Other:
- A. What kinds of academic programs and extracurricular activities does this school provide that the public schools do not?
- B. What kinds of academic programs and extracurricular activities do public school provide that this school does not?
20. In what ways did the following events affect this school (in terms of enrollment, revenue, staffing, and classroom resources) and how did you attempt to respond?
- A. Economic recession
- B. COVID-19 pandemic
- C. National Education Strategic Plans
- D. Teacher strike
- E. Closure of the teacher's union
21. What do you like about working in this school?
- A. Why not work in a public school?
22. What are the biggest challenges working in a school like this one?
23. Have you worked in any other LCP schools?
- A. If yes, in what ways were they different from this school?
- B. How did they keep costs low for pupils?
24. Referrals: We are interested in visiting other LCP primary schools in Jordan that serve less wealthy families or those not close to urban areas. If you are aware of any school like this in the region, would you please tell us about them?

FOCUS GROUP DISCUSSIONS

PARENT FOCUS GROUP (DESIGNED FOR EITHER IN-PERSON OR REMOTE FACILITATION)

- I. Raise your hand if you attended a PUBLIC primary school when you were a child?
- A. Choose a hand: What do you remember most fondly about public school?
- B. Choose another: same question.
- C. Does anyone with their hands up have other good memories of public school?
- D. Choose another hand: When you were in public school, what did you think about private schools and the children who went there?

- E. Choose another hand: How about you: same question.
- F. Does anyone with their hands up have other memories about private schools and the kids who attended them?
2. Now, please raise your hand if you attended a PRIVATE primary school when you were a child.
 - a. Choose a hand: What do you remember most fondly about your school?
 - b. Choose another: same question.
 - c. Does anyone with their hands up have other good memories of private primary school?
 - d. Choose another hand: When you were in private school, what did you think about public schools and the children who went there?
 - e. Choose another hand: How about you: same question.
 - f. Does anyone with their hands up have other memories about public schools and the kids who attended them?
3. In what ways have public primary schools changed since you were in primary school? Does anyone remember things differently?
4. In what ways have private primary schools changed since you were in primary school? Does anyone remember things differently?
5. I'd like everyone to think about the reasons why you sent your child to this school rather than a public school and then choose your #1 reason. Everybody ready?
 - A. Choose someone who has not yet contributed or contributed least: What is your top reason?
 - B. Now everybody who had this very same #1 reason, raise your hand. (Note if there are many or few hands).
 - C. If few hands, address the same person: Why is this reason important to you?
 - D. If many hands, address the group: why is this reason so important?
 - E. Repeat steps a-d two more times, asking for a reason not yet mentioned.
6. Raise your hand if you have children in both public and private schools:
 - A. Choose a hand: How do you decide which child to send to which school?
 - B. How about others with their hands raised: Do you have different ways to decide?
7. How did the COVID-19 pandemic and economic recession effect this school, and the education of your children?
8. Do you know about families who have removed their children from private schools and enrolled them in public schools? If so, what were the reasons?
9. Do you consider this school to be "low-cost?" In this area, what tuition is considered "low-cost" or "affordable"? Are there private schools that serve families with less wealth? If so, tell us about them; how do these schools survive?
10. Please raise your hand if you know of families or communities in this area who do not send their children to private schools.
 - A. Choose someone: The people you know, why don't they send their children to private schools?
 - B. Now raise your hand if your family or community is the same as the one just described.
 - C. Choose someone without their hand raised: What is your family or community like?
 - D. Repeat a-c once more.
11. Should private schools like this one receive financial help from the public system? Why or why not?

PRIVATE SCHOOL OWNERS SYNDICATE INTERVIEW

1. Gender:

_____ Male _____ Female

2. Age:

_____ 20-30 _____ 31-40 _____ 41-50 _____ above 50

3. Highest degree earned:

_____ High school _____ Diploma _____ Bachelors
_____ Master's _____ PhD
(Subject: _____)

4. Years of experience with the Private Schools Association:

_____ 0-1 _____ 2-5 _____ 6-10 _____ 11 or more

5. What is your title and role at the Private Schools Association?

6. What is the mission of the Private Schools Association?

- A. What are the membership requirements?
- B. What are the benefits of membership?
- C. Tell me about its founding and important events in its history.

7. How many schools are registered with the Private Schools Association? _____

A. Approximately how are your member schools distributed across Jordan's regions (indicate %)

_____ Northern Governorates
_____ Central Governorates
_____ Southern Governorates

B. Why is it distributed this way?

8. Does the Private Schools Association collect information or data from member schools? _____

A. If no, where/how do you get information about your member schools?

B. If yes, check all that apply:

_____ Contact information (phone, address)
_____ Staff information
_____ Pupil background information
_____ Facilities information
_____ Staff information
_____ Enrollment
_____ Tuition
_____ Other school fees (books, uniforms, etc.)

C. Do you have information on non-members? Why are some schools not members? Please describe any outreach and recruitment activities the Association sponsors.

9. Describe the experience private schools have with the following governance topics:

- A. What is the **registration** process like with the Ministry of Education? Do private schools have to register with any other Ministries?
- B. Are there unregistered schools? If so, why?
- C. Are private schools **accredited** (inspected) by the MOE? By any other organization(s)? How often do schools fail to be accredited? Are there unaccredited schools in operation? If so, why?
- D. Describe any local and national **taxes** for-profit private schools pay? What about non-profit schools? Do private schools receive any tax benefits or incentives from the government?

- E. Are private schools required to meet local/national **health and safety** standards? If so, how are these standards enforced? Are there schools operating without having met these standards? If so, why?
- F. Are private schools required to meet local/national **employment and labor** standards? If so, how are these standards enforced? Are there schools operating without having met these standards? If so, why?
- G. Do private schools purchase **insurance**? Why and kinds? How much on average do private schools pay for insurance annually? What happens when a child is injured at a private school or private school sponsored event?
- H. Does the Association assist with any of the above? If so, how?

10. We are particularly interested in the concept of “low-cost” private schools?

- A. What range of tuition would you say falls into the category of “low-cost?” Name a range for each of the three regions. Why are these ranges “low-cost?” Would parents in these regions agree with you? If not, what would they consider low-cost?
- B. What are the ways LCP schools keep tuition low? Explain for each that apply:

_____ Teacher salaries
 _____ Facilities
 _____ Pupil materials (workbooks, notebooks, writing utensils, chalk...)
 _____ Teaching materials (teacher guides, readers, posters, manipulatives...)
 _____ Classroom furnishings (chalkboard, desks, chairs...)
 _____ External financing
 _____ Donations/Benefactors
 _____ Public subsidies
 _____ Other:

- C. Are there LCP primary schools that serve poor communities in Jordan, including refugees and minorities? If so, tell us about them.

15. Based on your experience, why do parents send their children to LCP schools (Check all that apply)?

_____ Higher teaching quality
 _____ Better facilities/resources
 _____ Better location/convenience
 _____ Programs/services/opportunities (not available in local public or other schools)
 _____ Affordability
 _____ Reputation/success of graduates
 _____ Values/Morals
 _____ Other:

16. In your opinion, what are the biggest challenges that LCP schools face and how should each be addressed?

17. On a scale of 1-6, with 1 being very low and 6 being very high, how cooperative is the MOE with the Association?

_____ 1 _____ 2 _____ 3 _____ 4
 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?

B. What are the biggest challenges?

18. According to MOE figures, there are about 1200 private primary schools in Jordan today, nearly double the figure ten years ago when there were 750. What do you believe are the causes of this steady increase? In what other ways has private schooling in Jordan changed over the last 10 years? Do you believe LCP schools have also grown over this time and changed? If so, how?
19. Referrals: We are interested in visiting LCP primary schools in Jordan that serve less wealthy families or those not close to urban areas. If you are aware of any school like this in the region, would you please tell us about them?

PRIVATE SCHOOL TEACHER UNION INTERVIEW

1. Gender:

_____ Male _____ Female

2. Age:

_____ 20-30 _____ 31-40 _____ 41-50 _____ above 50

3. Highest degree earned:

_____ High school _____ Diploma _____ Bachelors
_____ Master's _____ PhD
(Subject: _____)

4. Years of experience with the General Union of Workers in Private Education:

_____ 0-1 _____ 2-5 _____ 6-10 _____ 11 or more

5. What is your title and role at the Private Schools Association?

A. What is your experience working in public or private schools?

6. What are the activities of the General Union of Workers in Private Education? (Check all that apply, and estimate % of time and resources):

- _____ Represent Workers in Private Education in disputes with the MoE
_____ Represent Workers in Private Education in disputes with Private Schools
_____ Resolve workplace issues in Private Schools
_____ File legal or civil actions on behalf of Workers in Private Education
_____ Provide legal counsel
_____ Collective bargaining
_____ Legislative and legal reform
_____ Public information and advocacy
_____ Monitor or inspect Private School working conditions
_____ Provide professional development/in-service training
_____ Provide financial assistance or services to members
_____ Other:

A. In addition to the above activities, what benefits do members receive?

7. How many workers are registered with the Private Schools Association? _____

A. Approximately how are your members distributed across Jordan's regions (indicate %)

_____ Northern Governorates
_____ Central Governorates
_____ Southern Governorates

B. Why is it distributed this way?

8. What dues and other costs are required for membership?

9. Does the union collect information or data from members? _____

A. If no, where/how do you get information about your members?

B. If yes, describe what information is collected such as contact info, employment history, education background, etc.

C. Why are some private school teachers and workers not members? Please describe any outreach and recruitment activities the Union sponsors.

10. We are particularly interested in the concept of "low-cost" private schools?

A. What range of tuition would *parents* consider "low-cost?" Name a range for each of the three regions. Why are these ranges "low-cost?"

B. What are the ways LCP schools keep tuition low? Explain for each that apply:

_____ Teacher salaries
_____ Facilities
_____ Pupil materials (workbooks, notebooks, writing utensils, chalk...)
_____ Teaching materials (teacher guides, readers, posters, manipulatives...)
_____ Classroom furnishings (chalkboard, desks, chairs...)
_____ External financing
_____ Donations/Benefactors
_____ Public subsidies
_____ Other:

C. Are there LCP primary schools that serve poor communities in Jordan, including refugees and minorities? If so, tell us about them.

11. Based on your experience, why do parents send their children to LCP schools (Check all that apply)?

_____ Higher teaching quality
_____ Better facilities/resources
_____ Better location/convenience
_____ Programs/services/opportunities (not available in local public or other schools)
_____ Affordability
_____ Reputation/success of graduates
_____ Values/Morals
_____ Other:

12. On a scale of 1-6, with 1 being much worse and 6 being much better, how would you rate the quality of the teaching at LCP schools to that of the local public schools?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
- B. What are the differences? What is the role of the General Union of Workers in Private Education? (Check all that apply, and assign approximate %):

_____ Help resolve issues between MOE and Workers in Private Education
 _____ Help resolve issues between Workers in Private Education and Private Schools
 _____ Help resolve workplace issues in Private Schools
 _____ Monitoring Private Schools
 _____ Bargaining with Private Schools on behalf of Workers in Private Education
 _____ Advocating for legislative protection
 _____ Accompany and support teachers in legal disputes
 _____ Raise requests and complaints on behalf of Workers in Private Education
 _____ Other:

13. Please explain: _____ On a scale of 1-6, with 1 being very poor and 6 being very good, how would you describe the Union's relationship with the MOE?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?

14. On a scale of 1-6, with 1 being very poor and 6 being very good, how would you describe the Union's relationship with private school owners?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?

15. How have the following events affected the union and LCP school teachers in particular?

- A. Economic recession
 B. COVID-19 pandemic
 C. Education Strategic Plans
 D. Teacher strike
 E. Closure of the teacher's union

16. On a scale of 1-6, with 1 being much lower and 6 being much higher, how strong of a voice does the General Union have in professional and educational matters?

_____ 1 _____ 2 _____ 3
 _____ 4 _____ 5 _____ 6

- A. Why did you choose this number? Why not (a lower number)? Why not (a higher number)?
- B. What are the biggest challenges?

17. From your experience should the MOE further regulate private schools?

18. Referrals: We are interested in visiting LCP primary schools in Jordan that serve fewer wealthy families or those not close to urban areas. If you are aware of any school like this in the region, would you please tell us about them?

SCHOOL INFORMATION COLLECTION TOOL (NOT ULTIMATELY USED)

A. SCHOOL FACILITIES & EQUIPMENT

School Features			
Teaching Classrooms	How many		
Does the school have?	Mark Yes or No	If Yes,	
Gymnasium physical education space?			
Arts studio or dedicated art classroom?			
Computing/IT suite?		How many computers?	
Stage/auditorium			
Playground		Is the playground exclusively used by school, or shared?	
Canteen/cafeteria/dining facility?		How many pupils can it accommodate?	
		Are meals provided or brought by pupils?	
Interactive smart board		How many in the school?	
Dedicated learning management system for pupils?		Which?	
Transportation (e.g., busses)?		Do these services come with fees?	
Required school uniform?			
Access facilities for pupils with disabilities?		What facilities are provided? Which disabilities are accommodated (physical and/or cognitive)?	

B. TEACHER TRAINING & STAFF QUALIFICATIONS:

PERSONNEL COUNT:

Role	M	F	Avg monthly salary
Governing board			
Headmaster/Principal			
Deputy/Assistant Head			
Teachers (full-time)			
Teachers (part-time)			
Teaching assistants			

Role	M	F	Avg monthly salary
Administration			
Nurse/physician			
Counselor (career, emotional support)			
Maintenance/janitor			
Security			

Teaching staff					
	Secondary (Tawjihi/IB)	Bachelors	Masters	Other graduate	Doctorate
Qualification level					
	Bachelors	Masters	Religions	Other	
Teaching qualification					
	1-3	4-6	7-9	10-15	15+
Teaching experience (in years)					
	1-3	4-6	7-9	10-15	15+
Time in employment at this school					

QUALIFICATIONS AND EXPERIENCE:

C. CURRICULUM & PEDAGOGY:

AVERAGE HOURS OF INSTRUCTION PER WEEK:

Subject	Grade:									
	1	2	3	4	5	6	7	8	9	10
Arabic language & literature										
English language										
Other foreign language										
Religious education										
Social studies / civics										
Mathematics										
Science (including biology, chemistry, physics, geology, etc.)										
Geography										
Arts										
Music education										
Physical education										

D. QUALITY & LEARNING OUTCOMES DATA:

IF SCHOOL HAS LESS THAN 10 GRADES

Promotion to:		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Other Private Primary	M					
	F					
MoE Primary	M					
	F					
Leave school	M					
	F					
Unknown	M					
	F					

Promotion to		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Secondary (Academic - Scientific)	M					
	F					
Secondary (Academic - Literary)	M					
	F					
Secondary (Sharia)	M					
	F					
Secondary (Vocational - IT)	M					
	F					
Secondary (Vocational - Health)	M					
	F					
Secondary (Vocational - Agricultural)	M					
	F					
Secondary (Vocational - Industrial)	M					
	F					
Secondary (Vocational - Hotel/Tourism)	M					
	F					
Secondary (Vocational - Home Economics)	M					
	F					
Leave school	M					
	F					
Unknown	M					
	F					

IF SCHOOL OFFERS GRADES 1-10 ONLY

IF SCHOOL OFFERS GRADES 1-12

Promotion to		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
University	M					
	F					
Apprenticeship	M					
	F					
Other	M					
	F					

Promotion to		2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Unknown	M					
	F					

E. EQUITY AND ACCESS (ENROLLMENT & MATRICULATION) DATA:

Grade	Classes / Divisions	Average classroom time (hours per week)	Gender	Enrollments	Refugees	Disabilities	Promoted from previous grade	Repeaters	Transferred into school	Transferred out of school	Dropped out
KG1			Male								
			Female								
KG2			Male								
			Female								
1			Male								
			Female								
2			Male								
			Female								
3			Male								
			Female								
4			Male								
			Female								
5			Male								
			Female								
6			Male								
			Female								
7			Male								
			Female								
8			Male								
			Female								
9			Male								
			Female								
10			Male								
			Female								
11			Male								
			Female								
12			Male								
			Female								

ANNEX E: PRIVATE SCHOOL SURVEY

Private School Survey

1. What is the name, address, and current working phone number of this school?
(three open-text fields)

1. ما هو اسم وعنوان ورقم هاتف هذه المدرسة؟

2. What is the name and current working phone number of the current lead school administrator or primary point of contact for the school?
(two open-text fields)

2. ما هو اسم ورقم هاتف العمل الحالي لمدير المدرسة الحالي أو نقطة الاتصال الأساسية للمدرسة؟

3. What year was this school founded?
(one open-text field)

3. متى تم تأسيس هذه المدرسة؟

4. Indicate which class levels are currently offered at this school. Then for each, please indicate the current enrollment for boys and girls.

Pre-school / Nursery

Kindergarten

1

2

3

4

5

6

7

8

9

10

11

12

4. يرجى تحديد الصفوف الموجودة حاليًا في هذه المدرسة. بعد ذلك، يرجى تحديد نسبة التسجيل الحالية للبنين والبنات لكل منها.

الحضانة

الروضة

1

2

3

4

5

6

7

8

9

10

11

12

5. What is the primary language of instruction?

Arabic

English

French

Other:

5. ما هي لغة التدريس الأساسية؟
العربية
الإنجليزية
الفرنسية
آخر:

6. Who is the primary owner of this school (EXCLUDING building/property)?

Individual
Group of individuals
Business or Corporation
Religious Organization
Community-based organization
Public-Private Partnership
International organization or institution
Foreign government
Other: _____

6. من هو المالك الأساسي لهذه المدرسة (باستثناء المبنى / الممتلكات)؟
فرد
مجموعة من الأفراد
أعمال أو شركة
منظمة دينية
منظمة مجتمعية
شراكة بين القطاعين العام والخاص
منظمة أو مؤسسة دولية
حكومة أجنبية
آخر:

7. Is this school run as a For-Profit or Nonprofit business?

FOR PROFIT NONPROFIT

7. هل يتم إدارة هذه المدرسة كعمل تجاري هادف للربح أو غير ربحي؟
ربحي غير ربحي

8. Does this school receive any public money or subsidies from the national or provincial governments in Jordan (NOT including public monies from foreign governments)?

YES NO (Skip to Q10)

8. هل تتلقى هذه المدرسة أي أموال عامة أو مساعدات من القطاع العام المحلي أو الإقليمي في الأردن (لا تشمل الأموال العامة من الحكومات الأجنبية)؟
نعم لا (الذهاب إلى السؤال رقم ١٠)

9. If YES, what kind?

Direct aid, subsidies
Vouchers
Contract for services
Tax credits/advantages
Other: _____

9. إن كانت الإجابة نعم، ما نوع هذه المساعدات؟
مساعدات مباشرة وإعانات

قوائم
عقود خدمات
الإعفاءات الضريبية / المزايا
آخر:

10. Among the choices below, identify the largest three sources of income and revenue received by this school annually, and then rank them from 1 to 3, with 1 being the largest proportion of income/revenue and 3 the smallest:

- Pupil tuition and fees
- Owner's funds (individual or organization)
- Individual donor(s) and benefactor(s) (other than owner)
- Parent donations
- Local Business(es)
- Local/National nonsecular charity
- Secular/Religious Group(s) (other than owner)
- International organization(s) (other than owner)
- Foreign Government (other than owner)
- Other: _____

10. من القائمة أدناه، حدد/ي أكبر ثلاثة مصادر للدخل والإيرادات التي تحصل عليها هذه المدرسة سنوياً، من خلال ترتيبها من 1 إلى 3، حيث يمثل 1 أكبر نسبة من الدخل / الإيرادات و 3 هو الأصغر:

أقساط الطلاب والرسوم
أموال المالك (فرد أو منظمة)
متبرعين أفراد أو مجموعات (غير المالك)
تبرعات من أهالي الطلاب
أعمال محلية
جمعية خيرية محلية / وطنية دينية
جماعة (مجموعات) غير دينية أو مدنية / دينية (غير المالك)
منظمة (أو منظمات) دولية (غير المالك)
حكومة أجنبية (غير المالك)
آخر:

11. In addition to academic or religious classes, indicate in the list below what other kinds of resources and support are *currently* available at this school (check all that apply):

- _____ Transportation/bussing
- _____ Breakfast offered by the school
- _____ Lunch offered by the school
- _____ Guidance/College/Career counseling
- _____ Religious counseling
- _____ Services for learning disabled pupils
- _____ Services for visually impaired pupils
- _____ Services for hearing impaired pupils
- _____ Services for gifted and talented pupils
- _____ Support for parents (such as language, literacy, or social services)
- _____ Financial Aid for pupils from lower-income families
- _____ Scholarships/Financial Aid for academic high achieving pupils
- _____ Scholarships/Financial Aid for athletes and sports
- _____ School nurse/on-site health resources

_____	Required school uniforms for pupils
_____	Housing for pupils
_____	Housing for teachers
_____	After-school care and activities for pupils
_____	Internet access in most classrooms and offices
_____	Online Learning Management System (for attendance, scores, and administration)
_____	Science lab/science equipment and supplies
_____	International Baccalaureate diploma
_____	IGCSE diploma
_____	American Diploma/SAT
_____	School Library
_____	Playground with safe playground equipment
_____	Gymnasium/Athletic facilities
_____	Sports field(s)/pitch
_____	Stage/performing arts venue
_____	Extracurricular sports teams
_____	Art studio/art equipment and supplies
_____	Music room/music equipment and instruments
_____	Performing arts opportunities (drama, dance, orchestra/band, chorus)
_____	Computer lab/IT suite
_____	Computers/laptops for every teacher
_____	Classroom interactive smartboards
_____	Security guard(s)
_____	Functioning security wall, fence, or other barrier enclosing the school grounds
_____	Other:

11. بالإضافة إلى الصفوف الأكاديمية أو الدينية، حدد/ي من القائمة أدناه الأنواع الأخرى من الموارد والدعم المتوفرة حاليًا في هذه المدرسة (حدد/ي كل ما ينطبق):

_____	الوسائل المواصلات والنقل / الحافلات
_____	وجبة الإفطار مقدمة المدرسة
_____	وجبة الغداء مقدمة من المدرسة
_____	الإرشاد والتوجيه فيما يتعلق ب / الكليات والجامعات / أو الإرشاد المهني
_____	الاستشارة الدينية
_____	خدمات لتعليم التلاميذ من ذوي الإعاقة
_____	خدمات التلاميذ من ذوي الإعاقة البصرية
_____	خدمات التلاميذ من ذوي الإعاقة السمعية
_____	خدمات التلاميذ الموهوبين والمتفوقين
_____	دعم الوالدين (مثل محو الأمية أو القراءة والكتابة أو الخدمات الاجتماعية)
_____	المساعدات المالية للتلاميذ من الأسر ذات الدخل المنخفض
_____	منح دراسية / مساعدات مالية للطلاب المتفوقين أكاديميا
_____	المنح الدراسية / المساعدات المالية للرياضيين والرياضيات
_____	ممرضة المدرسة / الموارد الصحية في المدرسة
_____	الزبي المدرسي المطلوب للتلاميذ
_____	سكن للطلاب/اب
_____	سكن للمعلمين/ات
_____	رعاية وأنشطة ما بعد المدرسة للطلبة
_____	توفر الإنترنت في معظم الفصول الصفية الدراسية والمكاتب
_____	نظام إدارة التعلم عبر الإنترنت (للحضور والنتائج والإدارة)
_____	مختبر العلوم / معدات ولوازم العلوم
_____	دبلوم البكالوريا الدولية
_____	IGCSE
_____	الدبلوم الأمريكي / SAT
_____	مكتبة المدرسة
_____	ملعب مع معدات ملعب آمنة
_____	صالة للألعاب الرياضية / مرافق رياضية

_____ الملاعب الرياضية الخارجية / ملعب
 _____ مسرح / فنون الأداء
 _____ الفرق الرياضية اللامنهجية
 _____ استوديو فني / معدات ولوازم فنية
 _____ غرفة الموسيقى / المعدات والأدوات الموسيقية
 _____ الفنون المسرحية (الدراما، الرقص، الأوركسترا / فرق أو الكورال)
 _____ مختبر كمبيوتر / جناح تكنولوجيا المعلومات
 _____ أجهزة كمبيوتر / أجهزة كمبيوتر محمولة لكل معلم
 _____ اللوحات الذكية التفاعلية للفصول الدراسية
 _____ حراس أمن
 _____ جدار الأمان أو السياج أو أي حاجز آخر يحيط بأرض المدرسة
 _____ آخر: _____

12. From the list below, choose the **TWO MOST COMMON** monthly salary ranges among the *full-time* teachers at this school, and then rank them from 1 to 2, with 1 being the largest group:

Below 200 JD
 200-299 JD
 300-399 JD
 400-499 JD
 500-599 JD
 600-699 JD
 700-799 JD
 800-899 JD
 900-999 JD
 1000 or above JD

12. من القائمة أدناه، حدد/ي المتوسطين الاثنين الأكثر شيوعاً للراتب الشهري بين المعلمين/ات بدوام كامل في هذه المدرسة، من خلال ترتيبها من 1 إلى 2، حيث يمثل 1 النسبة الأكبر.

أقل من 200 دينار
 200-299 دينار
 300-399 دينار
 400-499 دينار
 500-599 دينار
 600-699 دينار
 700-799 دينار
 800-899 دينار
 900-999 دينار
 1000 دينار فأكثر

13. From the ranges below, choose the **LOWEST** monthly salary a *full-time* teacher earns at this school:

Below 200 JD
 200-299 JD
 300-399 JD
 400-499 JD
 500-599 JD
 600-699 JD
 700-799 JD
 800-899 JD
 900-999 JD
 1000 or above JD

13. من القائمة أدناه، حدد/ي أقل راتب يحصل عليه المعلمين/ات بدوام كامل في هذه المدرسة:

أقل من 200 دينار
200-299 دينار
300-399 دينار
400-499 دينار
500-599 دينار
600-699 دينار
700-799 دينار
800-899 دينار
900-999 دينار
1000 دينار فأكثر

14. From the ranges below, choose the HIGHEST monthly salary a *full-time* teacher earns at this school:

Below 200 JD
200-299 JD
300-399 JD
400-499 JD
500-599 JD
600-699 JD
700-799 JD
800-899 JD
900-999
1000 or above JD

14. من القائمة أدناه، حدد/ي أعلى راتب شهري يحصل عليه المعلمين/ات بدوام كامل في هذه المدرسة:

أقل من 200 دينار
200-299 دينار
300-399 دينار
400-499 دينار
500-599 دينار
600-699 دينار
700-799 دينار
800-899 دينار
900-999 دينار
1000 دينار فأكثر

15. Select from the list below any benefits that this school provides to full time teachers as a regular part of their contracts:

Sick leave
Maternity leave
Health insurance
Housing
Meals/Per Diem
Professional development/ in-service training
Preparation periods (non-class time during the school day for planning and scoring)
Other: _____

15. من القائمة أدناه، حدد/ي أي مزايا تقدمها هذه المدرسة للمعلمين/ات بدوام كامل كجزء منتظم من عقودهم:

إجازات مرضية
إجازة أمومة

تأمين صحي
سكن
وجبات/بدلات
التطوير المهني / التدريب أثناء الخدمة
فترات التحضير (وقت خارج الصفوف الدراسية خلال اليوم الدراسي للتخطيط والتصحيح)
آخر:

16. What is the current (2021/2022 school year), annual school tuition required for one pupil to attend THIS SCHOOL? (Display subset of fields below based on answer to Q4):

_____ KG1
_____ KG2
_____ Lower primary (1-4)
_____ Upper primary (5-8)
_____ Lower Secondary (9-10)
_____ Upper Secondary (11-12)

16. ما هي الأقساط السنوية للعام الدراسي الحالي (٢٠٢٢/٢٠٢١) للطالب الواحد في هذه المدرسة؟

_____ KG 1 (الروضة)
_____ KG 2 (التمهيدي)
_____ الأساسي الأدنى (1-4)
_____ الأساسي العلوي (5-8)
_____ المرحلة الثانوية الدنيا (9-10)
_____ المرحلة الثانوية العليا (11-12)

17. What was last year's (2020/2021 school year) annual school tuition required for one pupil to attend THIS SCHOOL? (Display subset of fields below based on answer to Q4):

_____ KG1
_____ KG2
_____ Lower primary (1-4)
_____ Upper primary (5-8)
_____ Lower Secondary (9-10)
_____ Upper Secondary (11-12)

17. ما هي الأقساط السنوية للعام الدراسي الماضي (٢٠٢١/٢٠٢٠) للطالب الواحد في هذه المدرسة؟

_____ KG 1 (الروضة)
_____ KG 2 (التمهيدي)
_____ الأساسي الأدنى (1-4)
_____ الأساسي العلوي (5-8)
_____ المرحلة الثانوية الدنيا (9-10)
_____ المرحلة الثانوية العليا (11-12)

18. How much on average do pupils spend per school year on non-tuition fees and expenses, such as uniforms, books, exams, etc.?

18. ما هو متوسط ما ينفقه الطلبة في العام الدراسي على الرسوم والنفقات غير الدراسية، مثل الزي المدرسي والكتب والامتحانات وما إلى ذلك؟

19. From the list below, choose the TWO MOST COMMON age ranges of the *full-time* teachers at this school, and then rank them from 1 to 2, with 1 being the largest group:

- 18 – 29
- 30 – 39
- 40 – 49
- 50 and older

19. حدد/ي من القائمة أدناه، الفئتين العمريتين الأكثر شيوعاً للمعلمين بدوام كامل في هذه المدرسة، من خلال ترتيبها من 1 إلى 2، حيث يمثل 1 النسبة الأكبر.

- 18 - 29
- 30 - 39
- 40 - 49
- وما فوق

20. From the list below, choose the TWO MOST COMMON home financial situations that best describes MOST of the families who send their children to this school, and then rank them from 1 to 2, with 1 being the largest group:

- Very difficult (can barely afford basic things such as food, shelter, or proper clothing)
- Difficult (can afford food, basic shelter, and proper clothing, but not much else)
- Neither easy nor difficult (most basic needs are met, and have only a few luxuries like cars or smartphones)
- Easy (lives in a nicer house or apartment, and can afford most luxuries like cars and smartphones)
- Very easy (Among the wealthiest families in the community)

20. من القائمة أدناه، يرجى اختيار اثنين من الحالات المادية الأكثر شيوعاً لمعظم العائلات التي ترسل أطفالها لهذه المدرسة، بعد ذلك، يرجى ترتيبها من 1 إلى 2، حيث 1 يمثل النسبة الأكبر.

- صعبة جداً (بالكاد يستطيعون تأمين الحاجيات الأساسية مثل الطعام أو المسكن أو الملابس المناسبة)
- صعبة (يستطيعون تأمين الحاجيات الأساسية مثل الطعام أو المسكن أو الملابس المناسبة، لكن ليس أكثر من ذلك)
- ليست سهلة ولا صعبة (يستطيعون تلبية معظم الحاجيات الأساسية، ولا يوجد سوى عدد قليل من الكماليات مثل السيارات أو الهواتف الذكية)
- سهلة (يعيشون في بيوت أو شقق أفضل، وبإمكانهم تحمل معظم الكماليات مثل السيارات والهواتف الذكية)
- سهلة جداً (ضمن أكثر العائلات ثراءً في المجتمع)

21. From the list below, choose the three most common reasons (you may choose fewer) why most parents send their children to this school instead of a public school or another private school, and then rank them from 1 to 3, with 1 being the top reason.

- Quality of the teachers
- Quality or rigor of the curriculum
- Better facilities or resources
- Better location/convenience
- Programs or services not available in other schools:
- Affordability
- Success/reputation of graduates
- Values/Morals
- Scholarships/Financial Aid
- Lack of other options

Other:

21. من القائمة أدناه، يرجى تحديد الأسباب الثلاثة الأكثر شيوعاً (بإمكانك اختيار أقل من 3) التي تجعل معظم الأهالي يرسلون أطفالهم إلى هذه المدرسة بدلاً من مدرسة حكومية أو مدرسة خاصة أخرى، يرجى بعد ذلك ترتيبها من 1 إلى 3، حيث 1 يمثل السبب الأقوى:

- جودة الكادر التدريسي
- جودة أو قوة المناهج الدراسية
- موارد ومرافق أفضل
- الموقع/سهولة الوصول
- البرامج والخدمات الغير متوفرة في مدارس أخرى
- الأسعار الجيدة
- نجاح/سمعة خريجي المدرسة الجيدة
- القيم/الأخلاق
- المنح الدراسية/المساعدات المالية
- عدم توفر خيارات أخرى
- أسباب أخرى:

ANNEX F: SCOPE OF WORK

INTRODUCTION

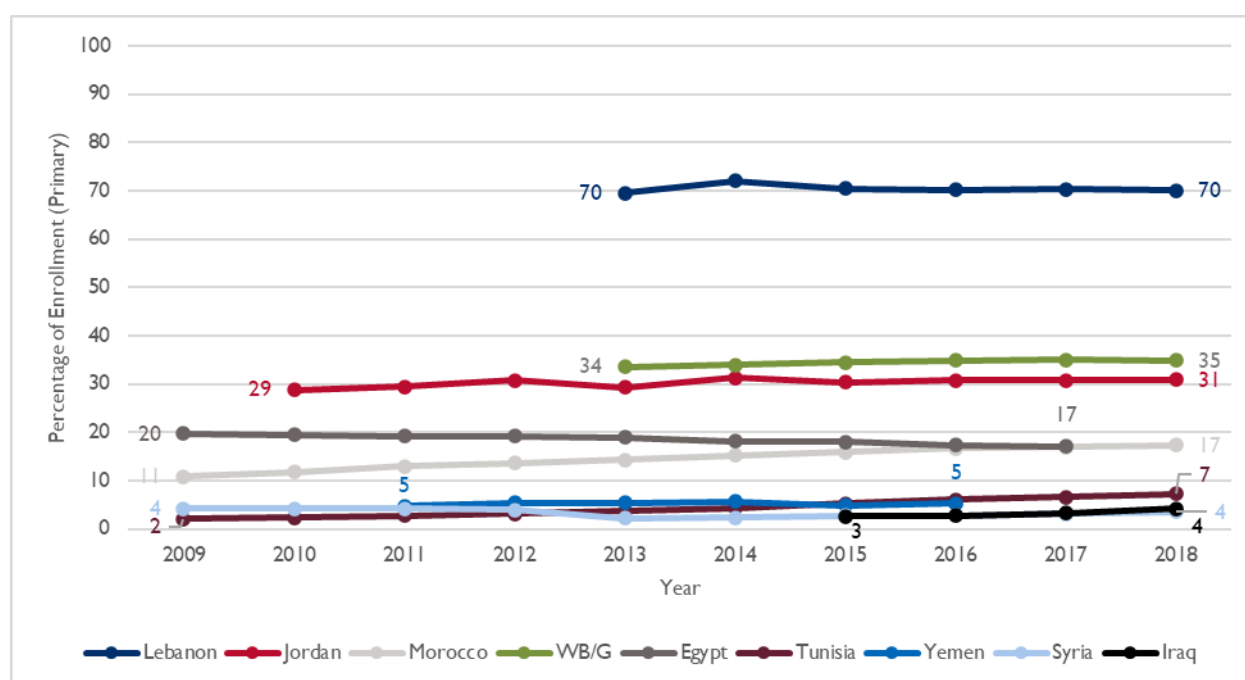
USAID and other donor institutions around the world, in their efforts to support increasing self-reliance for their government partners, have recently included the private sector in the search for opportunities and partners in these endeavors, especially around efforts to guarantee universal basic education and meet global educational development goals. Recent guidance suggests that opportunities for USAID to partner with the nonstate schooling sector are located at the intersection of these schools and the most marginalized and vulnerable populations. In the MENA region, these have been identified as humanitarian and refugee schools, and LCP schools.

According to Heynman, et al., several arguments have been used against a reliance on NSSs to achieve universal basic education especially for the poor: (i) that basic education is a human right that only states can deliver; (ii) that non-subsidized providers depend on extracting scarce community revenue; (iii) that claims of greater efficiency can only be true under conditions of informed choice, accountability, and an effective regulatory framework; (iv) that no OECD country depended on non-public schooling to achieve universal basic schooling; (v) that relying on private schools can undermine the public system; (vi) that LCP schools will never be able to accommodate the poorest households or neediest pupils; and (vii) that since privately owned schools are not obligated to remain in the market, investments and subsidies are high risk.

The nonstate schooling sector remains prominent in the MENA region and in most countries throughout the world nonetheless, and despite private schooling's elitist reputation, NSSs have been found to serve some of the most vulnerable communities, primarily through humanitarian and refugee schooling, and LCP schools. In the MENA region, this latter category is most prominent in Lebanon, where more than two-thirds of primary school pupils attend NSSs, a large portion of which could be described as LCP schools. Outside of Lebanon, however, the knowledge about LCP schools is scarce as these schools are rarely identified in state education management systems. This is the case in Jordan, where about 30% of primary school children attend NSSs, among the highest in the region.

Jordan has the second largest nonstate schooling sector in the MENA region after Lebanon, when accounting for both primary and secondary education. The non-state sector has been expanding and attracting an increasing number of students over the last decade, but it is not known what proportion of this growth is due to LCP schools. There is likely to be a variety of curricula and pedagogy in LCP primary schools because, unlike secondary schools which must prepare all students for the Tawjihi exam, primary school curricula are likely to be influenced by the variety of secondary school tracks for which it prepares pupils. This in turn allows for more freedom and flexibility to cater to certain communities. For these reasons, LCP primary schools are the focus of this study.

Percentage of enrollment in nonstate PRIMARY education 2009 – 2018^{35, 36}



An analysis of the Jordan EMIS data in 2018-2019 revealed that non-state schools constitute 47 percent of all schools in Jordan and almost 30 percent of the total student population. Private and international schools constitute the largest category of NSSs at 95 percent of all NSSs and 45 percent of all schools in Jordan, but again, the proportion that can be described as LCP is not known. Humanitarian and refugee schooling provided by UNRWA make up a small, but institutionalized, nonstate system of schooling for Palestinian refugee communities. It should be noted that nearly all Syrian refugees are served by state schools.

LOW-COST PRIVATE SCHOOLS

LCP schools are privately owned and managed schools with multiple sources of financial support, but always includes some pupil tuition. Tuition is kept “low” through government, charitable, religious, or private investment, and often lower teacher salaries, that offset costs. Defining LCP primary schools and their various subtypes, and what constitutes “low-cost” in Jordan, is an objective of this study.

Though their scale and coverage are not reliably documented, and many go unrecognized by government, research³⁷ suggest these schools are expanding across Asia, Africa, and the Middle East. This growth is variably attributed to excess and/or differentiated demand. However, there are ongoing questions about what this growth implies for:

Equity: Concerns that the growth in LCP schooling is exacerbating or perpetuating existing inequalities in developing countries – specifically between urban and rural populations, lower- and (relatively) higher-income families and girls and boys – are widely found in the literature. Findings are that LCP

³⁵ EMIS data does not have a consistent, grade level cut-off for primary. For West Bank/Gaza “primary” includes ALL grade (originally 1-10). For Lebanon primary includes both primary (1-6) and middle school (7-9). For Jordan it is inclusive of basic (1-10).

³⁶ 2009 – 2012 in Syria is represented by UIS data. The remaining years are pulled from EMIS data.

³⁷ Nonstate Schooling in the Middle East and North Africa (2020). USAID: Washington DC.

schools are reaching at least some low-income families, although often in relatively small numbers compared with higher-income families. There is evidence that girls are underrepresented, especially in Jordan.

Quality of provision and educational outcomes: Given their heterogeneity, it is misleading to generalize about the quality of private schools. While some rigorous evidence finds students attending them are achieving better results than their government counterparts, even after their social background is taken into account, other studies find the opposite. Quality of teaching and learning, as signaled by levels of teacher absence, pupil to teacher ratios and teaching activity, is found to be better in LCP schools than in public schools only in some countries.

Choice and affordability for the poor: Irrespective of incentives to get children into public schools, parents sometimes choose private schools because of perceptions of better-quality teaching and facilities, and a preference for English language instruction. Nevertheless, the concept of ‘choice’ does not apply in all contexts, or to all groups in society, partly because of limited affordability (which excludes most of the poorest) and other forms of exclusion, related to social status.

Cost-effectiveness and financial sustainability: Initial evidence suggest that private schools operate at low-cost through outside subsidies and keeping teacher salaries low, but their financial situation may be precarious where they are reliant on fees from low-income households. These schools are susceptible to economic swings and unlike public schools, are not obliged to stay in the market when times are tough, creating “private school refugees” who flood into the government system.

OBJECTIVES AND STUDY QUESTIONS

The objective of this study is to provide USAID Jordan and the Jordan MOE with information about LCP schooling in Jordan in order to better understand the nonstate schooling sector and identify potential opportunities to partner with this sector to achieve national educational development goals.

STUDY QUESTIONS

1. What are definitions of LCP schooling in Jordan, what are its subtypes or variants, which should be (or is) adopted by the Jordan MOE, and what is currently known about these schools including:
 - a. Existing research on LCP primary schools in Jordan and the MENA region
 - b. How many LCP primary schools there are in Jordan
 - c. Current enrollment and trends over time,
 - d. What communities and demographic groups they serve,
 - e. How they are owned and financed, and
 - f. How they are managed administratively.
2. What are the variety of teaching and learning conditions found at LCP primary schools in Jordan and how do they compare to state schools, where data is available, with regards to:
 - a. Facilities and equipment,
 - b. Teacher training and qualifications,
 - c. Curriculum and pedagogy,
 - d. Quality and learning outcomes,
 - e. Supervision and regulation,
 - f. Equity and access for under-served communities such as refugees, children with disabilities, or those located in rural or crisis areas
3. What factors do Jordanian families consider when deciding to send their children to LCP primary schools in Jordan?

4. What are the potential roles for LCP primary schools in USAID's and the Jordan MOE's mission to meet national and global educational development goals and challenges?

METHODS

Step 1: Desk research, definitions, and analytic frame development: Existing data and research will be collected and reviewed, a working definition of LCP primary schools will be developed based on the literature, an analytic frame will be developed for tools development and data analysis, and a study design report will be submitted detailing the sampling approach, qualitative and quantitative methods, analysis plan, work plan, and draft data collection tools.

Deliverable: Study Design Report

Step 2: Data Collection & Analysis

Step 2a: Secondary Quantitative Data Analysis and Jordan NSS Data update: The ST will engage with the USAID Jordan Mission, the Jordan MOE, and other relevant government and civil society partners to identify and collect any existing data on NSSs and LCP primary schools in order to update and add to existing data on NSSs in Jordan, and construct a sample of LCP primary schools to include in the qualitative study phase.

Deliverable: Updated Jordan NSS data set and figures

Step 2b: Qualitative and Primary Quantitative Data Collection: The ST will construct a sample from data collected in Phase 2 and engage with LCP primary school owners, managers, funders, teachers, and parents through a school data survey, semi-structured interviews, and focus group discussions. Whether these are conducted in-person or remotely is TBD at the time of field work.

Deliverable: Fieldwork Debrief and Initial Findings Presentation

Step 2c: Data Analysis: The ST will clean and further analyze the data collected in phases 2 and 3 using open and focused coding, and basic frequencies and multi-variate cross tabulations.

Step 3: Reporting & Dissemination: A draft report will be submitted and revised based on Mission and Jordan MOE feedback. The ST will also produce a PPT presentation on the findings, conclusions, and recommendations of the report as well as other materials by request of the Mission of MOE and be prepared to present to a stakeholder group.

Deliverable: Draft Report, Final report, PPT presentation, and other dissemination materials

STUDY TEAM

Team Lead (SI Head Quarter/Remote; Level of Effort Estimate: 34 days)

The team lead will oversee the design, implementation, and dissemination of the study, ensure team members are well trained and prepared for their roles, produce or supervise the production of all technical output and deliverables, meet contractual deadlines, conduct high quality qualitative and quantitative analysis, and are fully engaged in the writing process. The TL will ensure clear and regular communication with the client and PM and work together with the PM and PD to ensure all client deliverables meet SI quality assurance standards.

Sr. Education Specialist (Remote; Level of Effort Estimate: 20 days)

The Sr. Education Specialist will contribute expertise in nonstate schooling and education systems in the MENA region to the design, implementation, and dissemination of the study, work with the data analyst to oversee quantitative data collection, storage, cleaning, analysis, and visualization, work with the Sr. Research Specialist to communicate with the MOE and other stakeholders over efforts to collect data and gather information, and develop significant portions of the analysis documents and final report.

Sr. Research Specialist (Jordan Based; Level of Effort Estimate: 32 days)

The Sr. Research Specialist will contribute expertise in conducting education research in Jordan, assist with research design and sampling, and serve as the primary technical contact with the Jordan MOE and other local stakeholders as well as with schools and research participants. This person will also help train and a Jr. Researcher.

Jr. Research Specialist (Jordan Based; Level of Effort Estimate: 28 days):

The Jr. Research Specialist will assist the Sr. Research Specialist and Sr. Education Specialist design, implement, and disseminate the study, and participate in training, data collection, qualitative coding, and report writing.

Data Analyst (SI Head Quarter/Remote; Level of Effort Estimate: 10 days)

The data analyst will clean and analyze new data collected from the Jordan MOE and other sources and integrate it with our existing data on nonstate schooling in Jordan. This person will also support quantitative analysis and data visualization for reports and PPTs.

Program Manager: Natalie Provost

Program Assistant: Felipe Rangel

Program Director: Catherine Villada

WORKPLAN

Step 1: Desk Research, Definitions, & Analytic Frame Development: **August 2021**

Deliverable: Study Design Report
08/31/2021

Step 2: Data Collection & Analysis

September-November 2021

Deliverable: Updated Jordan NSS data set and figures
11/30/2021

Deliverable: Fieldwork Debrief and Initial Findings Presentation 11/30/2021

Step 3: Reporting & Dissemination

January 2022

Deliverable: Draft Report, Final report, PPT presentation, other TBD 1/31/2022