

Jordan baseline survey 2017/2018

School module

Baird, S., Hicks, J., Jones, N., Kilburn, K., Małachowska, A. Muz, J.,
and the GAGE consortium

December 2019

Acknowledgements

The authors are grateful for the contributions of Bassam Abu Hamad, Wafa Al Amaireh, Jude Sajdi, Anastasia Gage, Pauline Rose, Naila Kabeer, Berk Ozler, Zulfiqar Bhutta, George Patten, Sonia Livingstone, Lucinda Platt, Ernestina Coast, Sylvia Chant, Kathryn Yount, Henrietta Moore and Pilar Domingo to the preparation of this survey.

Thanks to the team based at Mindset, especially Anas Al Masri, Nada Shannak and Majd Haddad for their feedback and adaptations to the Jordanian context.

We also wish to gratefully acknowledge the continuous support of UNICEF Jordan staff, including their suggestions and inputs into research instruments, and we would also like to thank the Office of the United Nations High Commissioner for Refugees in Jordan (UNHCR) for their feedback on the research design.

We sincerely acknowledge all the adolescent girls and boys and their families, as well as teachers and service providers, in Jordan for sharing their experiences, without whom the study would not have been possible. The authors also gratefully acknowledge the editorial and publications support from Anna Andreoli and design and layout support from Jojoh Faal Sy.

Suggested citation:

Baird, S., Hicks, J., Jones, N., Kilburn, K., Małachowska, A. Muz, J., and the GAGE consortium (2019) *Jordan baseline survey 2017/2018. School module*. London: Gender and Adolescence: Global Evidence

GAGE BASELINE SURVEY (2018/19)
COVERSHEET FOR JORDAN SCHOOL QUESTIONNAIRE

GAGE school survey will target school principals and teachers and will be carried out in schools nearby Makani centres where the main quantitative study takes place (both in formal camps and host communities in Amman, Irbid, Mafrq, Zarqa and Jerash). This questionnaire is administered to a key school official for selected schools in the community. The survey will involve up to 200 school principals/teachers and will not last longer than 45 mins. Personal data of respondents, their responses are considered confidential.

COMMUNITY IDENTIFICATION

1a. School ID: [] [] []	1b. QN Number [] []
2 GAGE Country: (Use R1 codes) [] []	
3. Location of Enumeration Area: <i>Jordan</i>	
a. Governorates/ Muhafazah [] [] [] []	
b. District/Liwa [] [] [] []	
c. Sub-District/qda/qada [] [] [] []	
4. Is this an Urban or Rural Area?	
Urban..... 1	
Rural..... 2	
5. Interviewer ID: [] [] [] []	
6. Interviewer's full name: _____	

QUESTIONNAIRE VERIFICATION (for paper surveys only)

	a. SUPERVISOR:	b. CHECKED BY:	c. ENTERED BY:
7. ID Code:	[] [] [] []	[] [] [] []	[] [] [] []
8. Initials:	_____	_____	_____
9. Date (Gregorian dd/mm/yy):	[] [] / [] [] / [] []	[] [] / [] [] / [] []	[] [] / [] [] / [] []

COMMENTS:

Start of Interview Information								
1.	Date of interview (Gregorian dd/mm/yy):	[] [] / [] [] / [] []						
2.	Start time (24-hour clock; hh:mm):	[] [] : [] []						
2a. Record a GPS reading of the interview location.								
<table border="1" style="width: 100%;"> <tr> <td>Elevation</td> <td>[] [] [] [] [] [] m</td> </tr> <tr> <td>N / S (Circle one)</td> <td>[] [] o [] [] . [] [] []</td> </tr> <tr> <td>E / W (Circle one)</td> <td>[] [] o [] [] . [] [] []</td> </tr> </table>			Elevation	[] [] [] [] [] [] m	N / S (Circle one)	[] [] o [] [] . [] [] []	E / W (Circle one)	[] [] o [] [] . [] [] []
Elevation	[] [] [] [] [] [] m							
N / S (Circle one)	[] [] o [] [] . [] [] []							
E / W (Circle one)	[] [] o [] [] . [] [] []							
3.	Respondent's name	_____						
4.	Respondent's position	Head teacher 1 Deputy head teacher 2 Principal 3 Other (<i>specify</i>) -96						
5.	Respondent's gender	Male 1 Female 2						
6.	Ask respondent: What is your age?	[] [] years old						
Basic Information								
7.	Does this school have children that are enrolled in the Hajati cash transfer programme?	Yes 1 No 2 Refused -97 Don't know -99						
7a.	What is the level of your school?	Primary [G1-10] 1 Secondary [G11-12] 2 Primary and Secondary [G1-12] 3						
7b.	Which of the following would you say defines your school's population?	Co-educational [mixed] 1 Boys only 2 Girls Only 3						
8.	As of [<i>current month and year</i>], what time do school day classes begin?(hh/mm)	[] [] / [] []						
9.	As of [<i>current month and year</i>], what time do school day classes end ? (hh/mm)	[] [] / [] []						
10.	As of [<i>current month and year</i>], how many teachers are at this school?	[] [] teachers						
10a.	As of [<i>current month and year</i>], how many of these teachers are female ?	[] [] female teachers						
10b.	As of [<i>current month and year</i>], how many of these teachers have certifications ?	[] [] teachers						
10c.	As of [<i>current month and year</i>], how many of these teachers have certifications relevant to the subjects they are teaching?	[] [] teachers						
10d.	As of [<i>current month and year</i>], out of the teachers who have certifications, how many have:	Post-secondary diploma/course [] [] teachers Bachelor or equivalent [] [] teachers Master or equivalent [] [] teachers						
11.	Does this school have a [<i>Primary School</i> : School Management Committee / <i>Secondary School</i> : Board]?	Yes 1 No 2 Refused -97 Don't know -99 } >>Q12						
11a.	How active is this [<i>Primary School</i> : School Management Committee / <i>Secondary School</i> : Board]?	Not very active 1 >>Q12 Somewhat active 2 Very active 3 Refused -97 >>Q12 Don't know -99 >>Q12						

11b. What activities has [Primary School: School Management Committee / Secondary School: Board] been involved in? Read options aloud. Select all that apply	Solving issues by coordinating with the school principal/teachers 1 Strengthening the relationship between the school and the community 2 Coordinating with other outside services (e.g. health clinics) 3 Providing suggestions for the development of school 4 Contributing to school activities and celebrations 5 Fundraising 6 Other (specify) _____ 7 Refused -97 Don't know -99
12. In what year was this school established (yyyy)?	[][][][]
13. At the start of the [current year] school year, the outer walls of the main building were made predominately of what material?	Cement 500 Caravan/shipping container 501 Tent/ fabric 502 Other (specify) _____ -96
14. At the start of the [current year] school year, the roof of the main building was predominately made of what material?	Cement 500 Caravan/shipping container 501 Tent/ fabric 502 Other (specify) _____ -96
15. At the start of the [current year] school year, the floor of the main building was made predominately of what material?	Cement 500 Earth / sand 501 Carpet 502 Ceramic tiles 503 Other (specify) _____ -96
16. Does this school have running (piped) water?	Yes 1 No 2 Refused -97 Don't know -99 } >> Q17
16a. Can the students drink this water? (e.g., is it potable and do they have access to it?)	Yes 1 No 2 Refused -97 Don't know -99
17. Does this school have any soap?	Yes 1 No 2 Refused -97 Don't know -99
18. Does this school have toilets or latrines?	Yes, toilets 1 Yes, latrines 2 } >> Q20 Yes, both 3 No, neither 4 Refused -97 } >> Instr. Bef. Q24 Don't know -99
19. How many toilets does this school have?	[][]
If School is Boys ONLY AND Q18 == 3 >> Q20	
If School is Boys ONLY AND Q18 == 1 >> Instr. Bef. Q21	
19a. How many of these toilets do girls have access to?	[][] if Q18 == 1 >> Instr. Bef. Q21
20. How many latrines does this school have?	[][]

If School is Boys ONLY >>Instr.Bef.Q21	
20a. How many of these latrines do girls have access to?	[] []
If School is Girls or Boys Only (School is not Co-ed) >> Q22	
21. Does this school have separate toilet facilities for boys and girls?	Yes 1 No 2 Refused -97 Don't know -99
22. Are the toilet facilities clean? Please rate on a scale from 1 to 5, where 1 is very clean and 5 is very dirty.	Very clean 1 Somewhat clean 2 Neither clean nor dirty 3 Somewhat dirty 4 Very dirty 5 Refused -97 Don't know -99
23. Do caretakers come in to clean in between shifts or at the end of the day?	Between shifts 1 At the end of the day 2 Refused -97 Don't know -99
If No girls at school >> Q25	
24. Does this school provide sanitary pads for girls?	Yes 1 No 2 Refused -97 Don't know -99
25. Does this school have any computers that students can use?	Yes 1 No 2 Refused -97 Don't know -99
25a. How often are the students able to use the computers?	Never 1 Hardly ever 2 At least every week 3 Daily or almost daily 4 Several times each day 5 Almost all the time 6 Do not read aloud: Refused -97 Do not read aloud: DK -99
If No girls at school >> Instr. Bef. Q27	
26. In <i>[last calendar year]</i> , what was the main reason <u>girls</u> dropped out of this school?	Early marriage 1 Parental attitude towards education 2 Older brother's attitude towards education 3 Lack of uniform 4 Peer influence 5 Needed to help out around house/farm 6 Needed to work to support household 7 Death of a parent 8 Illness of parent 9 Illness of a child 10 Local conflict/unrest/insecurity (unsafe to go to school) 11 Deportation (forced to leave the country) 12 International migration (left Jordan) 13 Moving within Jordan 14 Other (<i>specify</i>) -96 No drop outs -95 Don't know -99
26a. In <i>[last calendar year]</i> how many girls dropped out? If the respondent is unsure, please ask him/her to estimate. (Refused =-97)	[]

>> instr before Q26

26b. In [last calendar year] approximately what percentage of girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0%	1
	1-9%	2
	10-19%	3
	20-29%	4
	30-39%	5
	40-49%	6
	50-59%	7
	60-69%	8
	70-79%	9
	80-89%	10
	90-99%	11
	100%	12
26c. In the [last calendar year] approximately what percentage of Jordanian girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0%	1
	1-9%	2
	10-19%	3
	20-29%	4
	30-39%	5
	40-49%	6
	50-59%	7
	60-69%	8
	70-79%	9
	80-89%	10
	90-99%	11
	100%	12
	No Jordanians in School	-98
26d. In the [last calendar year] approximately what percentage of Syrian girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0%	1
	1-9%	2
	10-19%	3
	20-29%	4
	30-39%	5
	40-49%	6
	50-59%	7
	60-69%	8
	70-79%	9
	80-89%	10
	90-99%	11
	100%	12
	No Syrians in School	-98
26e. In the [last calendar year] approximately what percentage of Palestinian girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0%	1
	1-9%	2
	10-19%	3
	20-29%	4
	30-39%	5
	40-49%	6
	50-59%	7
	60-69%	8
	70-79%	9
	80-89%	10
	90-99%	11
	100%	12
	No Palestinians in School	-98

26f. In the [last calendar year] approximately what percentage of other nationality girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12 No other nationalities in School -98
26g. At which grade do girls most commonly drop out?	<input type="text"/> grade
If No boys at school >> Q28	
27. In [last calendar year] , what was the main reason <u>boys</u> dropped out of this school?	Early marriage 1 Parental attitude towards education 2 Older brother's attitude towards education 3 Lack of uniform 4 Peer influence 5 Needed to help out around house/farm 6 Needed to work to support household 7 Death of a parent 8 Illness of parent 9 Illness of a child 10 Local conflict/unrest/insecurity (unsafe to go to school) 11 Deportation (forced to leave the country) 12 International migration (left Jordan) 13 Moving within Jordan 14 Other (specify) -96 No drop outs -95 Don't know -99
27a. In the [last calendar year] how many boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	<input type="text"/>
27b. In the [last calendar year] approximately what percentage of boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12
27c. In the [last calendar year] approximately what percentage of girls dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12

<p>27d. In the [last calendar year] approximately what percentage of Jordanian boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)</p>	<p>0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12 No Jordanians in School -98</p>
<p>27e. In the [last calendar year] approximately what percentage of Syrian boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)</p>	<p>0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12 No Syrians in School -98</p>
<p>27f. In the [last calendar year] approximately what percentage of Palestinian boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)</p>	<p>0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12 No Palestinians in School -98</p>
<p>27g. In the [last calendar year] approximately what percentage of other nationality boys dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)</p>	<p>0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12 No other nationalities in School -98</p>
<p>27h. At which grade do boys most commonly drop out?</p>	<p><input type="text"/> grade</p>

<p>28. In [last calendar year], what was the main reason <u>Syrians and other refugees</u> dropped out of this school?</p>	<table border="0"> <tr><td>Early marriage</td><td>1</td></tr> <tr><td>Parental attitude towards education</td><td>2</td></tr> <tr><td>Older brother's attitude towards education</td><td>3</td></tr> <tr><td>Lack of uniform</td><td>4</td></tr> <tr><td>Peer influence</td><td>5</td></tr> <tr><td>Needed to help out around house/farm</td><td>6</td></tr> <tr><td>Needed to work to support household</td><td>7</td></tr> <tr><td>Death of a parent</td><td>8</td></tr> <tr><td>Illness of parent</td><td>9</td></tr> <tr><td>Illness of a child</td><td>10</td></tr> <tr><td>Local conflict/unrest/insecurity (unsafe to go to school)</td><td>11</td></tr> <tr><td>Deportation (forced to leave the country)</td><td>12</td></tr> <tr><td>International migration (left Jordan)</td><td>13</td></tr> <tr><td>Moving within Jordan</td><td>14</td></tr> <tr><td>Other (specify)</td><td>-96</td></tr> <tr><td>No drop outs</td><td>-95</td></tr> <tr><td>Don't know</td><td>-99</td></tr> </table>	Early marriage	1	Parental attitude towards education	2	Older brother's attitude towards education	3	Lack of uniform	4	Peer influence	5	Needed to help out around house/farm	6	Needed to work to support household	7	Death of a parent	8	Illness of parent	9	Illness of a child	10	Local conflict/unrest/insecurity (unsafe to go to school)	11	Deportation (forced to leave the country)	12	International migration (left Jordan)	13	Moving within Jordan	14	Other (specify)	-96	No drop outs	-95	Don't know	-99
Early marriage	1																																		
Parental attitude towards education	2																																		
Older brother's attitude towards education	3																																		
Lack of uniform	4																																		
Peer influence	5																																		
Needed to help out around house/farm	6																																		
Needed to work to support household	7																																		
Death of a parent	8																																		
Illness of parent	9																																		
Illness of a child	10																																		
Local conflict/unrest/insecurity (unsafe to go to school)	11																																		
Deportation (forced to leave the country)	12																																		
International migration (left Jordan)	13																																		
Moving within Jordan	14																																		
Other (specify)	-96																																		
No drop outs	-95																																		
Don't know	-99																																		
<p>28a. In the [last calendar year] how many Syrians and other refugees dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97, Don't know=-99)</p>	<p style="text-align: right;">[]</p>																																		
<p>28b. In the [last calendar year] approximately what percentage of Syrians and other refugees dropped out? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)</p>	<table border="0"> <tr><td>0%</td><td>1</td></tr> <tr><td>1-9%</td><td>2</td></tr> <tr><td>10-19%</td><td>3</td></tr> <tr><td>20-29%</td><td>4</td></tr> <tr><td>30-39%</td><td>5</td></tr> <tr><td>40-49%</td><td>6</td></tr> <tr><td>50-59%</td><td>7</td></tr> <tr><td>60-69%</td><td>8</td></tr> <tr><td>70-79%</td><td>9</td></tr> <tr><td>80-89%</td><td>10</td></tr> <tr><td>90-99%</td><td>11</td></tr> <tr><td>100%</td><td>12</td></tr> <tr><td>No Syrians/other refugees in school</td><td>-98</td></tr> </table>	0%	1	1-9%	2	10-19%	3	20-29%	4	30-39%	5	40-49%	6	50-59%	7	60-69%	8	70-79%	9	80-89%	10	90-99%	11	100%	12	No Syrians/other refugees in school	-98								
0%	1																																		
1-9%	2																																		
10-19%	3																																		
20-29%	4																																		
30-39%	5																																		
40-49%	6																																		
50-59%	7																																		
60-69%	8																																		
70-79%	9																																		
80-89%	10																																		
90-99%	11																																		
100%	12																																		
No Syrians/other refugees in school	-98																																		
<p>28c. At which grade do Syrians and other refugees most commonly</p>	<p style="text-align: right;">[] grade</p>																																		
<p>If Q7 = 2 (NOT a Hajati School) >> Q30</p>																																			
<p>29. How helpful has Hajati been in reducing dropouts ?</p>	<table border="0"> <tr><td>Very helpful.....</td><td>1</td></tr> <tr><td>Somewhat helpful.....</td><td>2</td></tr> <tr><td>Not very helpful</td><td>3</td></tr> <tr><td>Refused</td><td>-97</td></tr> <tr><td>Don't know.....</td><td>-99</td></tr> </table>	Very helpful.....	1	Somewhat helpful.....	2	Not very helpful	3	Refused	-97	Don't know.....	-99																								
Very helpful.....	1																																		
Somewhat helpful.....	2																																		
Not very helpful	3																																		
Refused	-97																																		
Don't know.....	-99																																		
<p>If NOT a Primary School >> Q31</p>																																			
<p>30. In general, to which secondary schools did most of your students go as of the start of the [current year] school year? List up to four schools beginning with the school which most students went to. Also list the distance from your school, for each secondary school. (Refused=-97; DK=-99)</p>	<table border="0"> <tr> <td>_____</td> <td style="text-align: right;">Amount</td> </tr> <tr> <td>_____</td> <td style="text-align: right;">[] Km</td> </tr> <tr> <td>_____</td> <td style="text-align: right;">[] Km</td> </tr> <tr> <td>_____</td> <td style="text-align: right;">[] Km</td> </tr> <tr> <td>_____</td> <td style="text-align: right;">[] Km</td> </tr> </table>	_____	Amount	_____	[] Km	_____	[] Km	_____	[] Km	_____	[] Km																								
_____	Amount																																		
_____	[] Km																																		
_____	[] Km																																		
_____	[] Km																																		
_____	[] Km																																		
<p>30a. In the [last calendar year] how many girls did not transition to secondary school? (Refused=-97; DK=-99)</p>	<p style="text-align: right;">[] girls</p>																																		

30b. In the [last calendar year] approximately what percentage of girls did not transition to secondary school? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12	
30c. In the [last calendar year] how many boys did not transition to secondary school? (Refused=-97; DK=-99)		_____ girls
30d. In the [last calendar year] approximately what percentage of boys did not transition to secondary school? If the respondent is unsure, please ask him/her to estimate . (Refused =-97)	0% 1 1-9% 2 10-19% 3 20-29% 4 30-39% 5 40-49% 6 50-59% 7 60-69% 8 70-79% 9 80-89% 10 90-99% 11 100% 12	
31. Does this school have school counselors?	Yes 1 No 2 Refused -97 Don't know -99	} >> Q35
32. Are the school counselors trained to deal with refugee populations?	Yes 1 No 2 Refused -97 Don't know -99	
33. Do school counselors make referrals to more specialized services (e.g., e.g., psychiatric services, legal aid, child protection services)?	Yes 1 No 2 Refused -97 Don't know -99	
33a. How many referrals have been made in 2019?		____ ____

School Policies	
35. Do students at this school have access to scholarships for tuition, books, or uniforms? <i>(Read response options aloud. Select all that apply)</i>	Tuition 1 Books 2 Uniforms 3 None 4 Refused -97 Don't know -99
35a. From which funder(s) does this school have access to scholarships for tuition, books, or uniforms? (Refused=-97, DK=-99, None=-98) <i>(List All Funders)</i>	Funder 1: _____ Funder 2: _____ Funder 3: _____ Funder 4: _____
36. What types of punishments and/or sanctions are used for disciplinary purposes? Read response options aloud. Select all that apply.	Whipping 1 Caning 2 Hit with Ruler 3 Hit with rubber (hosepipe) 4 Hit or beat 5 Kick 6 Pinching/twisting ears 7 Make them bend over with hands through legs.. 8 Kneel 9 Stand on a bench 10 Kick out of class 11 Physical activity (e.g., run laps) 12 Verbal insults/shouting 13 Detention 14 Suspension from school 15 Expulsion from school 16 Other _____ -96 Refused -97 None -98 Don't know -99
No girls at school >> Q40	
37. During the [current year] school year, were there any girls at your school who had gotten married, seperated or divorced and remained in school?	Yes 1 No 2 Refused -97 Don't know -99 } >> Q39
38. From your experience, during the [current year] school year, out of every 10 girls who got married, seperated or divorced how many remained in school? If unsure, please estimate.	[] (0-10)
39. At the start of the [current year] school year, did this school have any specific policies in place to help retain girls in school who had recently been married, pregnant or had delivered a child?	Yes 1 No 2 Refused -97 Don't know -99
40. During the last 5 days that school was in session, how many hours was the average classroom (with students in it) left unattended during school hours? If unsure, please estimate	[]

School Programs	
41. Does this school have any clubs about social integration (i.e. recreational activities that pro-actively bring together adolescents of different nationalities) (e.g. Generation for Peace)?	Yes 1 No 2 Refused -97 Don't know -99
If No girls at school >> Instructors before Q43	
42. Does this school have any clubs exclusively for girls?	Yes 1 No 2 Refused -97 Don't know -99
} >> Q43	
42a. Out of 10 girls, how many girls participate in these clubs? (Refused=-97; DK=-99)	[] girls
If School is Not coed >> Q44	
43. Does this school have any gender clubs (i.e., clubs that include membership of boys and girls)?	Yes 1 No 2 Refused -97 Don't know -99
} >> Q44	
43a. Out of 10 girls, how many girls participate in these clubs? (Refused=-97; DK=-99)	[] girls
43b. Out of 10 boys, how many boys participate in these clubs? (Refused=-97; DK=-99)	[] boys
44. Does your school offer financial literacy classes?	Yes 1 No 2 Refused -97 Don't know -99
45. Does your school offer a curriculum on reproductive health, either as part of the life skills program or otherwise?	Yes, part of life skills 1 Yes, but not part of life skills 2 No 3 Refused -97 Don't know -99
} >> Q47	
46. Are the teachers at this school specifically trained in reproductive health related topics?	Yes, all 1 Yes, some 2 No 3 Refused -97 Don't know -99
47. Does this school have special needs education classes (i.e. for children with different types of disabilities)?	Yes 1 No 2 Refused -97 Don't know -99
} >> Q50	
48. How many teacher teach special needs education classes? If respondent is unsure, please prompt to estimate.	[] teachers
48a. How many of these teachers are female? If respondent is unsure, please prompt to estimate.	[] female teachers
49. How many boys and girls are enrolled in these special needs education classes at the start of the school year? If respondent is unsure, please prompt to estimate.	Answer only for the specific grades of the school If School is Not Co-ed >> Only ask for the gender that a. Grade 1: [] boys [] girls b. Grade 2: [] boys [] girls c. Grade 3: [] boys [] girls d. Grade 4: [] boys [] girls e. Grade 5: [] boys [] girls f. Grade 6: [] boys [] girls g. Grade 7: [] boys [] girls h. Grade 8: [] boys [] girls i. Grade 9: [] boys [] girls j. Grade 10: [] boys [] girls k. Grade 11: [] boys [] girls l. Grade 12: [] boys [] girls

<p>50. Which sorts of disabilities are catered to? Please select all that apply.</p>	<p>Sight 1 Hearing 2 Physiscal/Mobility 3 Cognitive 4 Other Disability (Specify) 5 None 6</p>
<p>51. How many boys and girls with disabilities are enrolled each grade at this school at the start of the school year? If respondent is unsure, please prompt to estimate.</p>	<p>Answer only for the specific grades of the school If School is Not Co-ed >> Only ask for the gender that attends this school</p> <p>a. Grade 1: [] boys [] girls b. Grade 2: [] boys [] girls c. Grade 3: [] boys [] girls d. Grade 4: [] boys [] girls e. Grade 5: [] boys [] girls f. Grade 6: [] boys [] girls g. Grade 7: [] boys [] girls h. Grade 8: [] boys [] girls i. Grade 9: [] boys [] girls j. Grade 10: [] boys [] girls k. Grade 9: [] boys [] girls l. Grade 10: [] boys [] girls m. Grade 11: [] boys [] girls n. Grade 12: [] boys [] girls</p>
<p>52. What types of services are there for children with disabilities? Please select all that apply.</p>	<p>Ramps 1 Lifts to get to upper floors 2 Braille typewriters, voice recognition laptops 3 Teachers with specialist skills - e.g. sign language, ability to teach braile 4 No services 5 Other service (Specify) -96 Refused -97 Don't know -99</p>
<p>53. Are children with disabilities included in sports activities?</p>	<p>Yes 1 No 2 Refused -97 Don't know -99</p>
<p>54. Does this school advertise any Makani programs?</p>	<p>Yes 1 No 2 Refused -97 Don't know -99</p>
<p>55. Does this school teach any Makani content?</p>	<p>Yes 1 No 2 Refused -97 Don't know -99 } >> Q56</p>
<p>55a. Which content areas? Select all that apply</p>	<p>Life skills 1 PSS 2 WASH 3 Other (Specify) 4 Refused -97 Don't know -99</p>
<p>56. Does the school refer children to the makani?</p>	<p>Yes 1 No 2 Refused -97 Don't know -99</p>

Activites	
57. What types of facilities does this school have for leisure activites? Read options aloud . Select all that apply	Playground 1 Sports field 2 IT or science lab 3 Drama or music theater 4 There is no facility 5 Other (specify) -96 Refused -97 Don't know -99
If No girls at school>> Q58	
57a. Do girls use the sports field?	Yes 1 No 2 Refused -97 Don't know -99
57b. Until what grade can girls use the sports field?	[] [] grade Refused -97 Don't know -99
58. Is there a school cateen or shop?	Yes 1 No 2 Refused -97 Don't know -99
58a. Does the school canteen or shop offer healthy options (e.g. fruit, vegetables, sandwiches)?	Yes 1 No 2 Refused -97 Don't know -99
59. Is there a school feeding program?	Yes 1 No 2 Refused -97 Don't know -99
60. Are snacks provided at school for free?	Yes 1 No 2 Refused -97 Don't know -99
60a. Are the following snacks provided at the school for free. Select all that apply. Read Options Aloud.	Sandwiches 1 Fruit 2 Cookies/Biscuits 3 Juice 4 Other (specify) 5 Refused -97 Don't know -99
Enrollment and Exam Scores for Primary Schools	
61. Complete the following table about enrolment by grade, sex, and age at the start of the [current year] school year . Only fill in grades and genders that the school has. (Refused=-97; DK=-99)	
a. Grade 1: [] [] boys [] [] girls b. Grade 2: [] [] boys [] [] girls c. Grade 3: [] [] boys [] [] girls d. Grade 4: [] [] boys [] [] girls e. Grade 5: [] [] boys [] [] girls f. Grade 6: [] [] boys [] [] girls g. Grade 7: [] [] boys [] [] girls h. Grade 8: [] [] boys [] [] girls i. Grade 9: [] [] boys [] [] girls j. Grade 10: [] [] boys [] [] girls k. Grade 11: [] [] boys [] [] girls l. Grade 12: [] [] boys [] [] girls	
If School does not have Grades 11 and 12 >> end survey	
Exam Scores for Secondary Schools	
62. What was the average pass rate on the Tawiji Secondary School Certificate exam, by gender? Please give the percent of students who passed the exam. Response should range from 0 to 100. Only fill in genders that the school has.	
Tawiji Exam (G?)	Total [] [] [] Male [] [] [] Female [] [] []



GAGE Programme Office

Overseas Development Institute
203 Blackfriars Road
London SE1 8NJ
United Kingdom
Email: gage@odi.org.uk
Web: www.gage.odi.org

About GAGE

Gender and Adolescence: Global Evidence (GAGE) is a nine-year longitudinal research programme generating evidence on what works to transform the lives of adolescent girls in the Global South. Visit www.gage.odi.org.uk for more information.

Disclaimer

This document is an output of the Gender and Adolescence: Global Evidence (GAGE) programme which is funded by UK aid from the UK government. However, views expressed and information contained within do not necessarily reflect the UK government's official policies and are not endorsed by the UK government, which accepts no responsibility for such views or information or for any reliance placed on them.

Copyright

Readers are encouraged to quote and reproduce material from this report for their own non-commercial publications (any commercial use must be cleared with the GAGE Programme Office first by contacting gage@odi.org.uk). As copyright holder, GAGE requests due acknowledgement and a copy of the publication. When referencing a GAGE publication, please list the publisher as Gender and Adolescence: Global Evidence. For online use, we ask readers to link to the original resource on the GAGE website, www.gage.odi.org

© GAGE 2019 This work is licensed under a Creative Commons Attribution – NonCommercial-ShareAlike 4.0 International Licence (CC BY-NC-SA 4.0).

ISBN: 978-1-912942-71-8

Front cover: Girls at school in Jordan © Ingrid Bertrams/GAGE 2019

