



QUEEN RANIA  
FOUNDATION  
مؤسسة الملكة رانيا

# QRF FACT SHEET

## **PARENTAL AWARENESS AND INVOLVEMENT IN JORDAN**

November 2017

### **THE CURRENT LANDSCAPE**

- As of 2015, more than 1 million of Jordan's population were aged 0-4.<sup>[1]</sup>
- A representative survey of mothers in 2015 found that only 3% of children under 4 were enrolled in formal education (nursery or Kindergarten (KG1)). When asked why they did not enroll their children, 56% of mothers said they perceived formal early childhood education a non-essential luxury.<sup>[2]</sup>
- Parental engagement in early years is consistently linked with children's future academic attainment. On average, parenting programs contribute to four additional month's progress on learning over the course of a year.<sup>[3]</sup>

One of the strategic objectives of the National Human Resource Development (HRD) Strategy 2016-2025 is "mobilizing families to support learning, health, nutrition and social protection at home and school, through expanding parenting programs and conducting continuous awareness campaigns and outreach activities."

### **THE NATURE AND LEVEL OF PARENTAL INVOLVEMENT**

#### **ENGAGEMENT WITH SCHOOL:**

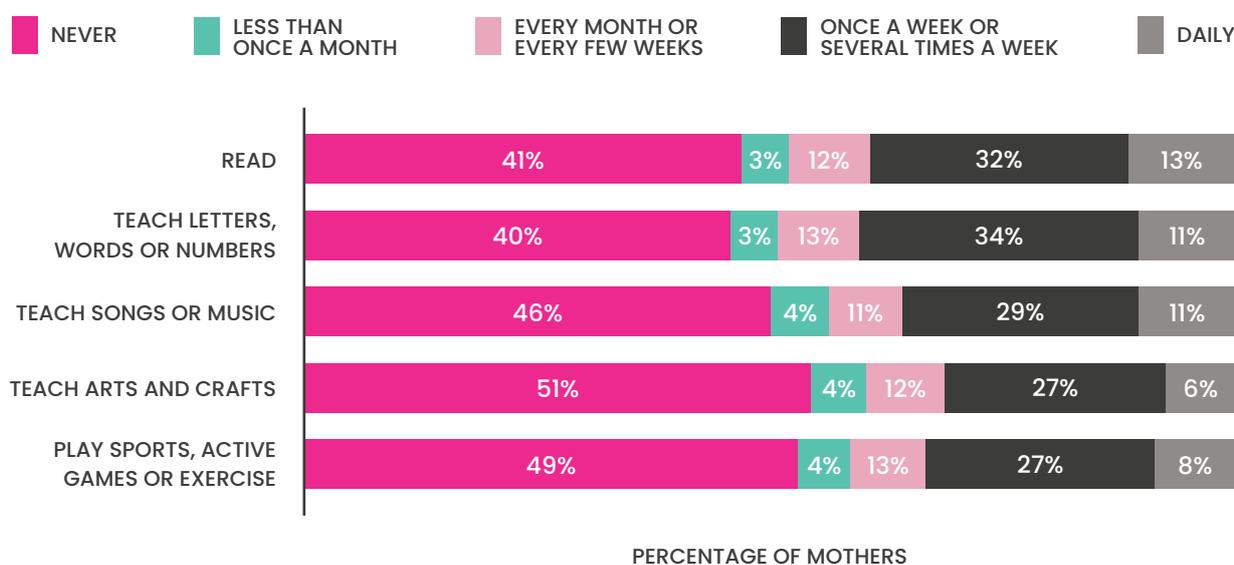
- Around 83% of kindergarten directors, 82% of public nursery administrators, and three in four private nursery administrators reported receiving support from parents in their schools in 2015. According to kindergarten and nursery directors, the most common form of parental involvement was attending events.<sup>[4]</sup>

- According to PISA 2012, 57% of Jordanian parents discussed their child’s behavior or progress with their teachers. 14% volunteered in extracurricular activities at school, and 31% participated in local school government (e.g. parent council or school management committee).<sup>[5]</sup>

## ENGAGEMENT AT HOME:

- In 2015, around 41% of mothers of children under 5 reported they never read to their children. Figure 1 highlights Jordanian mothers’ self-reported engagement in a range of educational activities.<sup>[6]</sup>

**FIGURE 1: JORDANIAN MOTHERS' REPORTED ENGAGEMENT IN EDUCATIONAL ACTIVITIES WITH THEIR CHILDREN AGED 0–5, 2015:**



Source: QRF 2015 National Early Childhood Development (ECD) Survey

## CHILD DISCIPLINE

- Time-out, reasoning, and away-from-the-moment discussions are among the most effective techniques of child discipline.<sup>[7]</sup> Positive parenting skills can include positive reinforcement, effective limit setting and response cost strategies.<sup>[8]</sup>
- As of 2012, around 90% of Jordanian children between the ages 2 and 4 were subject to violent discipline, according to a World Bank report.<sup>[9]</sup>
- The two most common forms of child discipline reported by mothers in Jordan were explaining why the behavior was wrong (89%), and shouting or screaming at the child (82%).<sup>[10]</sup>
- Nearly 75% of Jordanian mothers “totally” or “somewhat” disagreed with the statement that in order to raise a child properly, the child must be physically disciplined.<sup>[11]</sup>

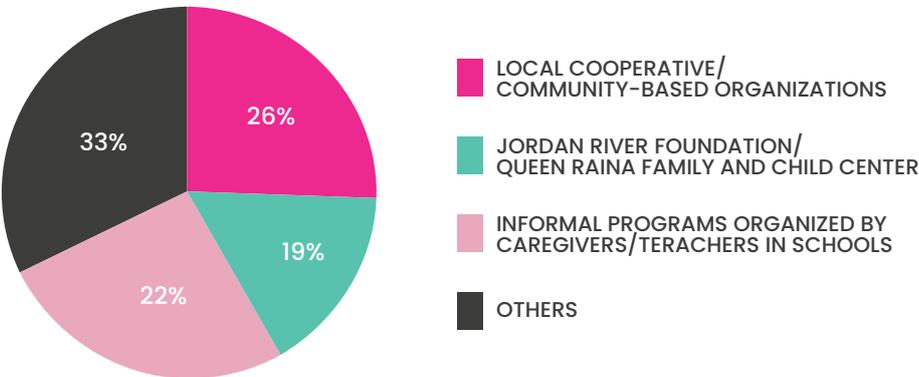


A study by the National Council for Family Affairs (NCFA) which covered 15 different hotlines combating child abuse in Jordan found that more than half operate around the clock.

## PARENTING PROGRAMS

- In 2015, 7% of mothers of children aged 0–5 reported having ever attended a parenting program. Of those who attended parenting programs, the majority reported participation in programs run by community-based organizations.<sup>[12]</sup>

**FIGURE 2: PARENTING PROGRAM ATTENDANCE BY PROVIDER TYPE, AS REPORTED BY MOTHERS, 2015**



Source: QRF 2015 National ECD Survey

- Around 55% of mothers reported a need for additional programs.<sup>[13]</sup>

UNICEF and government and civil society partners have developed the Better Parenting Program (BPP) aimed at equipping parents with the knowledge and skills to support the psychosocial, cognitive and physical development of children aged 0–8.

## PARENTAL PERCEPTIONS AND ATTITUDES

- Over half of mothers (55%) “totally” or “somewhat” believe that parental care at home has limited impact on a child’s learning outcomes, and 79% “totally” or “somewhat” agree that the role of nursery/kindergarten education is more important than their role at home.<sup>[14]</sup>



- Although scientific research has found that 85% of intellect and skills are developed during the first five years of life,<sup>[15]</sup> around 70% of Jordanian mothers “totally” or “somewhat” agree that what children learn in the nursery/kindergarten stage is minimal compared to what they learn in other education stages.<sup>[16]</sup>

QRF’s Massive Open Online Course (MOOC) platform, Edraak, offers free courses in child mental health and parenting that aim to increase awareness of parents about effective child-rearing practices.



## REFERENCES

**[1] Department of Statistics. (2015).**

Main Results of the General Census of Population and Housing.

<http://dosweb.dos.gov.jo/product/main-results-of-the-general-census-of-population-and-housing-2015/>

**[2] QRF National ECD Survey 2015.**

Unpublished raw data.

**[3] Education Endowment Foundation. (2017).**

Early Years Toolkit: Parental Engagement.

<https://educationendowmentfoundation.org.uk/resources/early-years-toolkit/parental-engagement/>

**[4] QRF. (2015).**

**[5] OECD. (2013).**

PISA 2012 Results: What Makes Schools Successful (Volume IV): Resources, Policies and Practices.

<https://bit.ly/2GxDcTH>

**[6] QRF. (2015).**

**[7] Nieman, P. & Shea, S. (2004).**

Effective Discipline for Children. Paediatrics & Child Health, 9(1), 37–41.

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2719514/>

**[8] UNICEF. (2010).**

Child Disciplinary Practices at Home: Evidence from a Range of Low- and Middle-Income Countries.

[https://www.unicef.org/protection/Child\\_Disciplinary\\_Practices\\_at\\_Home.pdf](https://www.unicef.org/protection/Child_Disciplinary_Practices_at_Home.pdf)

**[9] El-Kogali, S. & Krafft, C. (2015).**

Expanding Opportunities for the Next Generation: Early Childhood Development in the Middle East and North Africa. Directions in Development--Human Development. World Bank Group.

<https://openknowledge.worldbank.org/bitstream/handle/10986/21287/9781464803239.pdf?sequence=1&isAllowed=y>

**[10] QRF. (2015).**

**[11] QRF. (2015).**

**[12] QRF. (2015).**

**[13] QRF. (2015).**

**[14] QRF. (2015).**

**[15] Wisconsin Council on Children & Families. (2007).**

Brain Development and Early Learning.

[https://larrycuban.files.wordpress.com/2013/04/brain\\_dev\\_and\\_early\\_learning.pdf](https://larrycuban.files.wordpress.com/2013/04/brain_dev_and_early_learning.pdf)

**[16] QRF. (2015).**

