Educator Perspectives on Suggested Changes to the Jordanian Education System as a Result of the Syrian Refugee Crisis

Sara Sydney Caplan

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EDUCATOR PERSPECTIVES ON SUGGESTED CHANGES TO THE JORDANIAN EDUCATION SYSTEM AS A RESULT OF THE SYRIAN REFUGEE CRISIS

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Sara Sydney Caplan 5/16/2019
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### Table of Contents

Title and Cover Page........................................................................................................1
Copyright Permission........................................................................................................2
Acknowledgements..........................................................................................................4
Abstract............................................................................................................................5
Terminology.....................................................................................................................6
Introduction......................................................................................................................8
  *Theory*.........................................................................................................................9
  *Expected Outcome*....................................................................................................10
Literature Review.............................................................................................................12
  *Figure 1: Reasons parents gave for their children not attending formal education*……12
  *Figure 2: Reasons Syrian youth gave for not wanting to integrate*.........................15
Methodology....................................................................................................................18
  *Research Obstacles*....................................................................................................19
Findings and Results.......................................................................................................21
  *Interview Results*.......................................................................................................21
  *Material Culture Results*..........................................................................................32
Discussion and Conclusions............................................................................................35
  *Study Limitations*.......................................................................................................37
  *Further Studies*...........................................................................................................37
References......................................................................................................................39
Appendix.........................................................................................................................41
  A: *Amman Governance School Schedule*...............................................................41
  B: *Jordan Education Sector Working Group: The Meeting Minutes of ESWG*
  *Coordination Meeting, Sept. 10, 2018*.................................................................42
  C: *Jordanian Education Sector Working Group Workplan 2016*.............................44
  D: *Education Sector: Inter-Agency Financial Tracking – Jordan (Jan-Dec 2016)*......46
  E: *Interview Guide*......................................................................................................47
  F: *English Informed Consent Form*...........................................................................49
  G: *Arabic Informed Consent Form*............................................................................51
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Abstract

The research investigates the question: How do teachers believe the Jordanian education system should change in order to best meet the needs of all students given the recent influx of Syrian refugees? The researcher interviewed seven teachers in Amman and Madaba, Jordan to gather qualitative data on their perspectives on the current Jordanian education system. Educators interviewed represented a vary of different school populations, grade levels, environments, resources and subject areas. Teachers interviewed and material culture demonstrated that the current education system is in need of multifaceted reform. The primary issue raised by many interviewees is enhanced discrimination and inequitable distribution of resources as a result of the double shift system. They point to the segregation of Syrian and Jordanian students as a critical component of continued tension between the groups. However, the Jordanian school system is currently over capacity and the double shift system in an ingenious response to effectively use limited resources to provide an education to all students within Jordan. The researcher suggests moving to an integrated double shift system. This proposal suggests large-scale systematic reform and that could only happen over a long period of time. At present, this reorganization would be too overwhelming to students, families, teachers and the larger system. Therefore, the researcher also recommends incremental change in the form of an overlapping double shift system. The overlapping system would entail keeping Jordanian and Syrian students separate for the majority of the school day and integrated in the middle of the day, in classes where needs are generally similar, particularly for classes that encourage social cohesion. The overlapping double shift system is a stepping stone to eventually fully integrating the Jordanian school system.

Key Words: Curriculum and Instruction, Multicultural Education, Education: Administration
Terminology

This paper discusses the education of Syrian refugee students in the context of the Jordanian education system. The term most integral to this paper is, of course, refugee. According to the United Nations High Commission for Refugees (UNHCR), refugees are defined as “people who have fled war, violence, conflict or persecution and have crossed an international border to find safety in another country.”

With respect to refugee education in Jordan specifically, there are important distinctions that must be made between different pathways to education offered to Syrian refugees by the Jordanian government and independent organizations. There are four primary means of receiving access to academics for members of this group. The first alternative is attending a fully integrated government public school. Jordanian and Syrian students learn side by side in classrooms and resources are divided evenly to all students in the institution. These schools follow a government mandated curriculum.

Many Syrian refugee students are also assigned to second shift—also known as double shift—schools. These schools operate in a way that attempts to make up for the lack of classroom space and academic resources. The schools have two full school schedules, one in the morning for Jordanian students, and one in the afternoon for Syrian students. Although these schools attempt to provide an equitable education to both Jordanian and Syrian students, it can be hard to properly distribute resources equitably when student need is both diverse and segregated.

In theory, this education, follows a government mandated curriculum identical to fully integrated schools. However, Syrian students who attend afternoon classes often receive fewer lessons or school supplies. This is the case even though they must be tested on the same material as their Jordanian peers in order to meet the graduation requirements.

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The third form of schooling occurs through supplementary programing provided by independent organizations like local and international NGOs. Organizations such as the Queen Rania Foundation and Save the Children offer weekend and after-school programing for Syrian refugee students to provide extra assistance with their school work as well as other academic activities. The programs offered by these NGOs are not subject to government academic standards and are formed independently with the help of teachers and other experts within the organizations. Programing provided by independent organizations cannot replace formal, mainstream schooling, and, therefore, is meant only to be offered in addition to a legally recognized school and curriculum. Finally, students with the financial means many chose to enroll in Jordanian private schools. However, few families have the economic wherewithal to provide this option to their school-age children.

These forms of education are the primary options offered to Syrian refugee students. While this paper will focus on education offered by government schools—not independent organizations or private schools—it is critical to recognize that other forms of education are a significant part of the educational experience of Syrian refugees in Jordan.
Introduction

Education is a fundamental component of overcoming socioeconomic insecurity and associated challenges. In school, education can provide social and emotional stability as well as access to academic and non-academic resources such as wellness and health care. The completion of school equips individuals to participate in the job market, pursue further education, and transfer their academic, economic and social resources to their family and peers. However, education is often not prioritized in times of conflict and strife. When school age children flee their country as refugees, safety and security understandably move to the top of the hierarchy of needs and longer-term objectives like education are deprioritized.

This is tremendously true for those affected by the Syrian Civil War. The conflict began in 2011 as a result of an oppressive government regime headed by President Bashar al-Assad, with a number of additional internal and external players joining as the conflict progressed. As hostilities and violence became more extreme, millions of Syrians were forced to flee their homes. Many individuals driven from their communities remained inside of Syria, others were pressured to leave their country, seeking safety across international boarders, taking on the legally recognized title of refugee. One of Syria’s bordering nations, the Hashemite Kingdom of Jordan, absorbed millions of those fleeing the crisis, many of them children.

Almost 226,000 Syrian children are now in Jordan in need of an education. Jordan is taking extraordinary steps to meet the needs of this new student population. The Jordanian Ministry of Education has hired new teachers, allowed free public school enrollment for all Syrian children and instituted second shift schools. Second shift schools offer two full school

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2 “We’re afraid for their future” barriers to education for Syrian refugee children in Jordan. (2016, August 16).
3 Ibid.
days, asking teachers to instruct Jordanian students in the morning and Syrian students in the afternoon, attempting to make up for a lack of resources and space. However, despite all of Jordan’s initiatives, it is not enough. Even with Jordan’s formidable efforts to accommodate the massive influx of Syrian refugee students, only a fraction of those students are attending school. Further, the education of Jordanian students is suffering as well. Due to scarce resources, both Syrian and Jordanian students are not receiving the education they need and deserve. Something must be done.

As the front line of the educational system, teachers are in a unique position to identify potential changes to better meet the need of their students. While the Jordanian education system has taken many critical steps, and made wide-ranging accommodations, to meet the needs of Syrian students, there are still unmet needs that must be addressed to fully provide both Syrian and Jordanian students with the education they deserve. The research question is, therefore, as follows: How do teachers believe the Jordanian education system should change in order to best meet the needs of all students given the recent influx of Syrian refugees?

Theory

Disadvantaged youth around the world face innumerable challenges, including poverty, malnutrition, inadequate health care and cultural biases. While there are many important programs that target these critical issues, they often are designed to address immediate problems such are hunger, medical needs and shelter. These programs do not craft lasting solutions to the conditions that give rise to socioeconomic crises. Instead, these measures address the life and death issues that arise as a result of crises. Education is a critical long term answer to key socioeconomic problems. Education can provide a scaffolding on which individuals can move past the challenges they face. Education as a resolution to socioeconomic strife is recognized on
a global scale by both government institutions and private organizations. A plethora of global
standards for human rights and support of refugee communities, such as the Sphere Handbook,
articulate the importance of education as one of the long term solutions to the instability and
other challenges faced specifically by refugee children. Suggestions include establishment of
schools in refugee camps, education programs focused on social cohesion and cultural exchange
and baseline standards for education achievement, among many others. Obviously, the solutions
are far from easy, but there can be no doubt that improving educational opportunities for Syrian
refugee youth is a critical step in laying a foundation that will allow children ultimately to create
stability for themselves and their families. Whether Syrian students return to Syria, relocate to a
third country, or stay in Jordan for an extended period of time, while these young people find
themselves within the boarders of Jordan, they must receive access to schools and academic
resources. Education gives students the tools to be resilient in the face of challenges and is an
urgent priority for both themselves and the environment in which they live.

*Expected Outcome*

The researcher hypothesizes that teachers will believe that the double-shift education
system is not fully effective and that, in the optimal structure, Syrian students should be
integrated into mainstream classrooms. Separate education systems are never truly equitable and
the only way to guarantee that Syrian students have full access to educational resources is to
integrate Syrians and Jordanians into one classroom. Further, it is hypothesized that more
schools must be opened and existing schools must receive an increase in funding and resources
to accommodate the increased number of students. Another expected finding is that the burden
currently placed on teachers to, in essence, double their workload, is unrealistic and
unsustainable. Teacher retention rates will likely drop if this system continues to be
implemented. However, despite the researcher’s inclination towards particular research outcomes, this study is qualitative in nature and is fully dependent on the individual perceptions presented by Jordanian educators. The researcher has no hypothesis with regard to suggested changes to the Jordanian education system.
**Literature Review**

Too many Syrian refugee children of school age in Jordan do not attend school. There are many barriers to this lack of participation, including financial burdens, paperwork burdens, and family responsibilities that prevent Syrian youth from enrolling and consistently attending school. In 2015, it was shown that “61.6% of school-aged Syrian refugee children across Jordan were attending formal education, amounting to 63.5% of school-aged girls and 59.8% of school-aged boys.” While the participation rates are highly commendable in these extraordinary circumstances, unfortunately the number falls well below full enrollment. This means that thousands of Syrian youth are not receiving the necessary tools to increase their ability to support themselves, their families and the Jordanian community in which they now live.

**Reasons parents gave for their children not attending formal education**

![Graph showing reasons for children not attending school](image)

*Figure 3: Study conducted by UNICEF on the education needs of Syrian refugee children and youth in Jordan host communities*

There are a number of reasons why such a large percentage of Syrian youth do not attend school. However, “three most common reasons why children were not attending school were: never having attended school;…not having resources to pay for school materials; and having to work to

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5 Ibid. p.48.
earn money for the household.” Specifically, the financial burdens placed on refugee families can often drive youth away from viable education options. “Increasingly in debt, lacking adequate humanitarian support, and at risk of arrest for working, around 60 percent of Syrian families in host communities rely on money earned by children, who consequently drop out of school to work.” External financial burdens place on Syrian families as a result of seemingly unrelated challenges facing them as a result of their refugee status, force Syrian youth out of schools to seek employment.

Along with individual barriers to education, it is simply not realistic to expect that the Jordanian system, on its own, can properly educate all of the Syrian youth in need of a school. “Responding to this unmatched demand for educational spaces has had detrimental effects on Jordan, including its resources, stability, and quality of services.” The Jordanian Ministry of Education and other major organizations have attempted to formulate new programs to redistribute limited space, supplies and human resources. One of the most significant parties in this restructuring process is the Education Sector Working Group (ESWG). The ESWG is a Jordanian coordination forum that works with “all relevant stakeholders [to] collaborate to support the public education system in current and future emergencies.” The critical role of the group “is to plan and implement a response strategy which ensures continued access to quality public education, in a safe and protective environment, for all vulnerable children.” One of the most notable responses implemented by the Jordanian Ministry of Education in collaboration with the ESWG is the double shift system. Many Jordanian public school have adopted a double-

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6 Ibid. pp.2-3.
7 “We're afraid for their future” barriers to education for Syrian refugee children in Jordan.
10 Ibid. p.2.
shift system, housing Jordanian students in the morning and Syrian students in the afternoon. “As of 2016-2017, around 340 [Ministry of Education] school buildings operated in two shifts during a school day receiving two separate groups of students. While the majority of these schools served Jordanians, the [Ministry of Education] dedicated 200 shifts to Syrian students.”

Along with the double shift program, the Ministry of Education, ESWG and independent non-profits such as the Queen Rania Foundation are attempting to provide supplemental teacher training to “improve teachers’ abilities to create a safe and effective learning environment within the context of the refugee crisis [with the hope that this will] contribute powerfully to social cohesion in Jordanian…host communities.” These training programs aim at “interrupting the cycle of conflict and isolation of Syrian students and providing a recognized safe space for students of both nationalities to interact and form positive relationships.” However, despite the efforts to improve the educational experience for Syrian refugee students, there are still unmet needs.

The double-shift system is not sustainable, long-term solution. The system “resulted in reduced number of school hours for all children – Jordanian and Syrian. These factors, in addition to overworked teachers, have raised concerns about the quality of education for children in Jordan.” Additionally, supplemental teacher training cannot be properly implemented in classrooms if educators lack the necessary resources and appropriate classroom sizes to effectively use newly-learned cohesion strategies. Syrian students still feel uncomfortable, may be unwilling to integrate with their Jordanian peers and, therefore, may not consistently attend

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13 Ibid. p.93.
school. The table below lists some of the stated reasons why Syrian youth do not desire integration into Jordanian schools.

**Reasons Syrian youth gave for not wanting to integrate**

<table>
<thead>
<tr>
<th>Governorate</th>
<th>District</th>
<th>Reasons given to not integrate with Jordanians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zara</td>
<td>Zara Qasabah District</td>
<td>• Prefer to avoid contact (neutrality)</td>
</tr>
<tr>
<td>Ajoun</td>
<td>Ajoun Qasabah District</td>
<td>• Different customs and traditions</td>
</tr>
<tr>
<td>Madaba</td>
<td>Madaba Qasabah District</td>
<td>• Mistreatment</td>
</tr>
<tr>
<td>Karak</td>
<td>Karak Qasabah District</td>
<td>• Different customs and traditions</td>
</tr>
<tr>
<td>Tafila</td>
<td>Bsinur District</td>
<td>• Neutrity about integration</td>
</tr>
<tr>
<td>Aqaba</td>
<td>Quairun District</td>
<td>• Mistreatment</td>
</tr>
<tr>
<td>Giria</td>
<td>*Al Jizah or Qasmeh district</td>
<td>• Parents not allowing engagement</td>
</tr>
<tr>
<td>Amman (girls)</td>
<td>*Al Jizah or Qasmeh district</td>
<td>• Insecurity</td>
</tr>
</tbody>
</table>

*Figure 4: Study conducted by UNIEF on the education needs of Syrian refugee children and youth in Jordan host communities [15]*

Jordan is also facing a teacher shortage, and teachers themselves face very real challenges. Jordanian teachers employed in refugee camps or in other areas populated by Syrian refugees “said they found it difficult to teach some Syrian children who showed clear signs of trauma,”[16] as providing quality education in these circumstances is distinctly difficult. Teacher relationships with students are a fundamental component of a successful educational experience and successful integration into a host community. As most teachers are members of the Jordanian community “teachers’ relationships with their Syrian students [have] a particularly serious impact on those students’ (and their families’) perceptions of Jordanians, as well as Syrians’ access to education and their isolation from contact with Jordanians.”[17]

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ensuring that there is an adequate population of well-qualified Jordanian teachers is important on various cultural levels. On the other hand, increasing the number of Syrian educators working with the refugee community could both help address the basic need for more teachers and also serve to increase the degree of comfort and confidence of Syrian youth. Unfortunately, many Syrians who have previous experience as educators in Syria or other countries are not being utilized, due to a lack of paperwork and Jordanian employment restrictions. “Qualified Syrian teachers who fled to Jordan represent an untapped resource: they could lower student-teacher ratios and help Syrian students cope with shared traumatic experiences.”18 In a minuscule attempt to employ Syrian teachers, “Jordan has allowed around 200 Syrian refugees to act as “assistants” in overcrowded classes in schools in the refugee camps, but not host communities; non-citizens are banned from teaching in public schools and from registering with the Teachers’ Association.”19 An absence of Syrian educators, the legal and financial barriers to school, a lack of resources and need for trauma support training, all contribute to significant unmet needs on the part of Syrian refugee youth. “Syrians in Jordan are struggling with a variety of issues which create barriers to enrolment attendance and retention.”20

Syrian students have very straightforward hopes for their education. “The main desires for the future expressed by youth (aged 18-24)…were to continue studying… go back to Syria…or obtain employment.”21 The Ministry of Education, ESWG, administrators, teachers, students and their families all have suggestions on how to reconfigure the education system to provide a better education for Syrian youth. “The most common suggestions put forward by

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18 “We're afraid for their future” barriers to education for Syrian refugee children in Jordan.
19 Ibid.
21 Ibid. p.3.
parents to enable children to attend included provision of educational training courses (remedial/catch-up classes) for children; of aid or support; and of schools catering exclusively to Syrian children.”22 These are just a few of the numerous proposals to improve the educational experience for Syrian refugees students.

Providing educational opportunities to the hundreds of thousands of Syrian youth in Jordan is an urgent priority on multiple levels. Importantly, it is not simply about providing proper socioeconomic and cultural integration while Syrian youth find themselves within in the country’s borders. Jordan is carrying more than just the weight of the future of these Syrian youth. Jordan is also positioning the future of the Syrian state. Many of the Syrian youth in Jordan will, one day, return to Syria and “be looked upon to rebuild Syria after the war, rendering their attainment of education of crucial importance.”23 The impact of the successes and failures of the education system made available to Syrian refugees in Jordan has a much wider reach. “Improving attendance rates is essential to avert a generational gap in the education of Syrian refugees which could set the country back years in recovery efforts.”24 Meeting the educational needs of Syrian refugee students in Jordan is critical for the well-bring of Jordan, Syria, and, arguably, the stability of the Middle East more broadly.

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22 Ibid. p.48.
23 Ibid. p.4.
24 Ibid. p.4.
Methodology

The researcher interviewed seven teachers in Amman and Madaba, Jordan to gather qualitative data on their perspectives on the current Jordanian education system. Educators interviewed represented a vary of different school populations, grade levels, environments, resources and subject areas. School types included double-shift— with some teachers working during the morning shift with Jordanian students, and some working in the afternoon with Syrian students—and fully integrated. Interviewees were from both Jordan and Syria. They were asked to reflect on their school and the broader educational opportunities offered by Jordanian government schools and how the system has adapted to meet the needs of Syrian refugees while maintaining a standard of education for Jordanian students as well.

Interviews took place in both the homes of educators and community centers. The location of interviews was decided by teachers based on the location that was most convenient for them and where they felt most comfortable. One interview was conducted in English with an interviewee who is fluent in English and works as an English teacher. For the remaining six, pre-written questions were translated from English to Arabic and the interview was conducted in Arabic with the help of a translator. Interviews lasted between thirty minutes and one hour. With the informed consent of the interviewee, interviews were recorded and transcribed at a later date.

Interviews were chosen as the principal form of data collection. This method was selected because the primary purpose of the study is to collect the perspectives of educators in Jordan and direct, in-person, communication is the most effective way to accumulate in-depth perspectives as direct human interaction best facilitates trust and honesty. The researcher is also extroverted and enjoys meeting new people with lends itself well to interviewing as a form of data collection.
Material culture was collected and analyzed in the context of the perspectives offered by Jordanian educators. Material culture includes a school class schedule, financial report and ESWG work plan and meeting minutes. Material culture was obtained through the assistance of interviewees and the project advisor. Material culture was chosen as the secondary form of date collect to provide tangible insight into educator’s suggestions and concerns and the broader perspectives held by the Ministry of Education and other governing bodies is a way that published literature cannot.

Information was collected and synthesized to form a written account of educator perspectives. This paper will compare and contrast the dominant challenges faced by the Jordanian education system as presented by interviewees and will summarize and compile suggestions given by teachers on how to remedy these issues to best meet the needs of both Syrian and Jordanian students. The nature of the final piece of work heavily depends on the perspectives collected over the course of the interviews and collection of material culture.

Research Obstacles

The major challenge encountered by the researcher was a loss of depth in conversation through translation. Communication through a translator broke the direct line of conversation between the researcher and interviewee. This, in turn, made it more difficult to build a discussion with a natural flow that might lend itself to further provision of information and perspectives. However, despite this difficulty, the information provided by individuals that required a translator was fascinating and well worth the somewhat lessened degree of depth caused by the language barrier. Additionally, the researcher, coming from a Western country, with purely academic knowledge of education in Jordan, also brings an incomplete understanding of
education issues and will have to take care to acknowledge and respect the different perceptions of educational issues in the present state of the Jordanian education system.
Findings and Results

Interviewee #1

The first interviewee is a Jordanian English and art teacher in Amman, Jordan. She teaches art “because in the public school they don’t have teachers for art, so they give any teacher [these] subjects, like art and sports.” She teaches Jordanian students in first through twelfth grades in the morning shift of a public school. Before her current position, she taught in an UNERWA school and private school. Her classes have, on average, 48-50 students. She explained that this class size is completely unmanageable, referring to this structure as “a volcano; it is a disaster.”

She studied at a university in Jordan before going to the Queen Rania Center for supplemental teacher training. At the center, her classes included topics such as how to create opportunities for critical thinking, facilitate dialogue between students and develop respectful student relationships. However, despite the lessons she learned at Queen Rania, she “can’t apply anything in public school, only little things.” When asked why, she simply responded, “huge numbers.” She followed up by commenting that “Queen Rania tried to train the teachers but all of the teachers struggled because the whole organization did not change.” She has the training but lacks the resources, time and space to implement her lessons. Dejectedly, she reflected that the training taught her “that the poor people cannot be critical thinkers because they don’t have money…and the rich people, they can be scientists and critical thinkers because they have money.” This complication of experiences is why she concludes that she does not enjoy being a teacher. “After discovering the true meaning of education at Queen Rania [she] was defeated to go to the public school system.” However, she did add the comment: “I cannot deny it, I enjoy my students, I learn so much from my students.”
Her suggestions are a response to her frustrations with the Jordanian education system mentioned above. She believes that there need to be more schools to accommodate the growing number of students. Along with this tangible proposal, she also offers a more conceptual desire. Simply put, she hopes that the Jordanian school system can “get teachers the resources [they need so that they can] love their career.”

Interviewee #2

The second interviewee is an Arabic and English teacher at a government school in Madaba, Jordan. She teaches a total of 300 students, from first to sixth grades. There are, on average, 50 students in each class. Due to the wide range of ages she and her few colleagues are expected to teach, she often has to combine up to three grade levels in one classroom to make teaching and distribution of materials more manageable. Her students are predominantly Syrian (30%) and Jordanian, with a few hailing from Iraq and Egypt. All of her classes are a mix of all nationalities. She, herself, is from Syria and studied math in her home country before the start of the civil war. She began her bachelor’s degree in computer science, but changed the direction of her studies after moving to Jordan due to instability in Syria. She trained as a teacher at Red Crescent and began teaching in 2014.

She really enjoys being a teacher, especially when she can see the tangible effects of her teaching on her students. However, she does acknowledge that there are many hard moments as well. She specifically cites working with Syrian students as a particular hardship as they are often exceedingly traumatized from the war and isolate themselves from their peers. This is difficult because the experiences of each student and their home environments directly influence their performance and comfort in the classroom. She comments that “some of them are really well treated at home and some of them deal with domestic violence… it is hard to deal with all of
these environments at the same time. When you are working with a student you are working with their whole environment.”

She cites the double-shift system as a partial answer to providing more suitable education to Syrian refugees, especially those who have experienced trauma and, therefore, often need additional assistance. She believes that “two shifts have been really successful,” as schools that are fully integrated are clearly over capacity and cannot give students individualized attention. She also notes that when classrooms are overcrowded, it often gives rise to tensions between Jordanian and Syrian students competing over resources.

In addition to classroom sizes, in her eyes the biggest failure of the Jordanian education system is not imparting assistance to Syrian students as they shift from the Syrian to the Jordanian education system. According to the interviewee, the English curriculum in Syria was very weak in comparison to the Jordanian program. Therefore, Syrian students who previously thrived in the Syrian education system are failing in the Jordanian English program. Similarly, final Jordanian high school exams place an emphasis on French and Islamic Studies and many Syrians have not gained extensive exposure to these academic topics in their previous schools. Therefore, many Syrian students are not performing satisfactorily, which hinders their ability to gain admission to first-rate universities. Further, she also mentions that many Syrians had to pause their academic endeavors when fleeing from the conflict. When they returned to school they were obligated to attend classes with younger students which can be very harmful to their confidence and overall mental health. Consequently, the interviewee believes that the lack of empathy of the Jordanian education system towards Syrian refugees is inadvertently hurting students solely because they have been forced to switch school systems.
Given these challenges, the interviewee makes a few key suggestions to improve the experience of Syrian refugee students. On an individual level, she believes that Syrians should be offered supplemental help in the form of tutoring or extra class time to make up for time lost to the war and academic challenges created by an introduction to a new curriculum. She believes that teachers also need additional training so they are better prepared to meet the needs of traumatized Syrian refugee students. Specifically, she suggests that the Jordanian Ministry of Education or an alternative organization offer summer training sessions. On a structural level, she believes that more schools must be built as the current physical space available is not nearly enough to properly serve all students.

Interviewee #3

The third interviewee studied English literature in Syria and then went on to teach for five years before fleeing the country because of the civil war. She commented that “before the crisis everything was so good, everything was so simple.” Now in Jordan, she has joined the Jordanian school system as an administrative assistant for the evening shift at a government school. She predominantly manages the psychological support for Syrian students. The evening shift at her school has a total of 364 students—all Syrian. She believes this number is completely manageable, especially in comparison to the morning shift of over 1000 Jordanian students. In general, the Syrian students get more individualized attention and more resources as there are substantially fewer students.

While she is delighted to be a teacher, the hardest moments for her are struggling to integrate students with different educational experiences, perspectives and backgrounds. She believes that having both Jordanian and Syrian students in one classroom is substantially better than dividing them between the two shifts. She commented that “when they separated [Syrians
and Jordanians] into two shifts it is not good because [the Jordanians] do not treat [the Syrian] shift very well.” The morning shift will lock away the science labs and other tools so they are inaccessible in the evening in adherence with administrative requirements. She also drew attention to the potential for harmful teacher biases. It is paramount that Jordanian educators treat Syrian and Jordanian students equally. However, that is not always the case. Therefore, her biggest suggestion for changes to the Jordanian education system is to improve the training and quality of teachers. But it is not just the Jordanian educators who must progress. Her fundamental point was that “all [educators] need to change. We always need to work to be better [and improve] in parallel with the times and the technology.”

Interviewee #4

The fourth interviewee started teaching in 2006 in Damascus, Syria. In Syria, she primarily taught physical education along with Arabic. She taught in Damascus for seven years before moving to Jordan as a result of the civil war in 2013. She started teaching again in 2017. Today she is a physical education teacher who works in the countryside outside of Madaba, Jordan. She attended both high school and college in Syria. However, when she arrived in Jordan, she took a host of supplementary courses provided by an independent nonprofit including courses in child interaction, English, life coaching, communication skills, sewing, handicrafts and self-development.

Her classroom is split evenly between Syrian and Jordanian students and spans sixth through twelfth grade. Each class has around 30 students which she believes is very hard to manage in such an active setting. She commented that if there “were less [students] it would be so much easier to manage.” However, despite the difficulty with overcrowding, she is incredibly happy to be a teacher. She stated: “I am really happy to be a teacher because I am sharing
happiness [with my students]. Specifically, [I am happy] because I get to teach Syrian students in Physical Education and they have been in a really bad situation, so I am so happy to be in the position where I can be their teacher.” Despite the happiness she feels, she did admit that hard moments do exist, especially when she can see the trauma that many of Syrian students grapple with.

This distress does nor appear to have led to needed changes. The interviewee believes that the education system has largely remained the same since the beginning of the Syrian crisis. She clearly stated that in the past nine years “nothing changed.” The only noticeable difference is the double shift system. She believes this structure is more successful than integrated schools because “it allows teachers to focus on [the needs of] Syrians in the afternoon.” Before this approach, she commented that the school system “was a mess, some students would stand or sit on the floor because there were not enough chairs.” She also noted that this system also allows Syrian students to work in an environment without the distraction of pervasive discrimination from their Jordanian peers. Simply put, the interviewee “Thank[s] God for the two shifts.”

The combination of trauma arising from past experiences and challenges—from both sides—as well as interaction with Jordanian students put Syrian students in an exceedingly vulnerable position. However, according to the interviewee, physical education offers a partial solution to that problem. Her class provides a unique experience that encourages Jordanian and Syrian students to work together and cooperate to achieve a common goal. While games in physical education can often be competitive, the interviewee always makes sure that each team is comprised of both Syrians and Jordanians and have a focus on teamwork.

Similar to other interviewees, she also believes that Syrians need extra courses to properly participate in the Jordanian education system. She believes that Syrian students “need to
get academically stronger before they can interact with Jordanians in the same classroom.” She notes that because most of the Syrian students are refugees, they need to focus on basic needs, including food, water and housing, and generally do not have the financial leeway to get tutors or other forms of academic help. Therefore, the formal education system must provide additional support to fill this gap.

Along with additional support, she also believes that the teachers in the Jordanian education system need additional training and support to meet the needs of Syrian students. Teachers must be focused on the unique challenges faced by refugee students and the curriculum and teaching methods must be adjusted accordingly. The fact that students come from different educational backgrounds also should be acknowledged. The material in Jordan is much more difficult, making it all the more arduous for Syrians to meet the demands of their new education system, a reality that teachers must recognize and address. Therefore, she makes a unique suggestion: “Let the Syrian teachers teach the Syrian students. Let the Jordanian teachers teach the Jordanian students.”

Interviewee #5

The fifth interviewee started teaching third, fourth, seventh and eighth grade Arabic in Jordan in 2017. Each of her classes has around 50 students. She feels that this size is overwhelming and would prefer that her classes are capped at 25. Her classes are an equal mix of Syrian and Jordanian students. Before coming to Jordan, she taught Arabic in Syria as well, starting in 2011, but had to pause her teaching carrier because of the civil war. However, continuing her role was a top priority when she left Syria. When she fled Syria the first two things she thought of were her kids and her teaching certifications. In Syria she also received a college diploma in Arabic. In addition to her time at a Syrian university, she also received
training from the Syrian Ministry of Education. She pointed out that there were few education NGOs in Syria before the civil war because the Ministry was able to supply most guidance and materials. In Jordan, this is not the case. She believes that, due to a lack of resources and other factors, additional assistance is critical to supplement the Jordanian Ministry of Education.

In Jordan she is “happy being a teacher… [She is] the happiest when [she can] see [her] effect on [her] students.” Specifically, she noted that she loves her role as primary school teacher as “they can build their whole future on [the education she provides].” However, despite her love for her profession, the interviewee admitted that there are many challenges as well.

She commented that the Arabic language materials provided to her for instruction are weak. The books are quite dense and contain a plethora of exercises but often neglect to clarify the main grammar or language rule. She also mentioned the clear dichotomy between these materials and the materials provided in Syria. She believes that Jordanian textbooks focus on quantity of exercises but lack sufficient quality. In Syria, in her view, there was less information and fewer assignments but the quality of instruction and resources were much better. Further, the Jordanian system assigns a sixth grade curriculum to fourth graders so students are unable to fully absorb the material. She also mentions an even bigger issue:

“When I first came from Syria to Jordan everything was okay and manageable because they did not classify the morning shifts and the evening shifts. The disaster happened when they went to two different shifts… [Other educators] say the huge number of students is the main challenge, but for me the class is the class, the material is the material… The most challenging thing is the classifying between Jordanians and Syrians. The two shifts are so bad.”

Her biggest issue with the double shift system is what she seems as a lack of motivation of behalf of Jordanian teachers to teach Syrian students. She asserts that, for some, the second shift is simply an extra job, and they do not approach Syrian classrooms with the same focus or enthusiasm, leaving Syrian students without adequate support. Her biggest suggestion, along
with the removal of the double shift system, is to “just to make the teachers more qualified. [The Jordanian Ministry of Education] need[s] to be sure that the teacher is qualified when they step into a classroom.” Only when students have qualified teachers, focused on students’ unique needs, will they truly be able to thrive in school.

*Interviewee #6*

The sixth interviewee is a Jordanian educator currently teaching Islamic studies to Syrian students for the evening shift of her school. Before Islamic studies, she taught social studies as well. She teaches six grade levels, from sixth through twelfth grade. On average, she has 15-25 students per class. This is a much more manageable number than the morning shift, that is composed of 35-45 students. Prior to the Syrian refugee crisis in Jordan, she studied Islamic studies in Amman, Jordan and then began work as a part-time teacher. However, the crisis opened up more opportunities for employment, and she was able to become a full-time educator. She commented that while, of course, the Syrian civil war was horrific, “a bad thing for other people can be a great thing for us.” Along with increased job possibilities, both the Ministry of Education and NGOs increased teacher training and supplementary courses.

The interviewee loves teaching. She stated: “I treat my students how I treat my daughters.” However, much like all other interviewees, she acknowledges that teaching is an incredibly difficult occupation. The hardest moments for her are grappling with many of her students’ substandard living situations and how it materializes in the classroom. She believes her students need more support than their Jordanian peers. They need additional physiological, social an academic support in succeed in the classroom, and currently, they are not receiving those resources. Students in the evening shift at her school receive even fewer materials than those who attend the morning shift. Many of the academic tools and spaces offered by the school are
under the custody of the morning shift and are inaccessible to Syrian students, and this needs to change. However, she believes that the current inequality should be remedied by educators, not the Ministry of Education. From her perspective, it is the role of the teachers to facilitate positive relationships between Syrian and Jordanian students. Therefore, she suggests that teachers work within their schools to generate a more equitable distribution of resources.

Along with this logistical and social suggestion, she offered critical advice on reform to the fundamental Jordanian curriculum. When asked if there are any notable differences between the Islamic studies curriculum in Jordan and Syria, she said that the subject was generally the same but there is a huge disparity between the Jordanian and Syrian social studies curriculum. Topics covered in Social studies include geography, government structure, the Hashemite family lineage, and general history, all within the context of Jordan. Before arriving in Jordan, Syrian students studied exclusively Syrian social studies, making the transition to the Jordanian curriculum overwhelming and unfamiliar. She noted that there is clear resistance to the Jordanian social studies curriculum by her students, commenting that “even now you can still feel their loyalty to their country, …[in] assembly they are always talking about the national celebrations of Syria, they are always taking about something in Syria.” Instead of questioning her student’s patriotism, she is sympathetic and believes that Syrian students should have the opportunity to study their country and its history, especially students at a primary level who have little memory of their home. “They should be taught about Syria so they feel connected to their country.”

Interviewee #7

The seventh interviewee is a Jordanian educator who graduated from university in 2013. She started teaching three years ago, first with Jordanian students for a year and now with Syrian students in the evening shift for the past two years. She works at a primary school level and is
responsible for teaching all subjects with the exception of English. Her class is only 20 students which she believes is a manageable number.

Like many other interviewees, the hardest moments for her as an educator of Syrian refugees are when their past traumas visibly stunt their abilities in the classroom. Many of her students lost one or both of their parents in the conflict, and lack stable and loving adult relationships. However, despite these pervasive challenges, she enjoys teaching, especially when she "can see that [her] students are motivated to learn."

She believes that the two shift system in which she teaches is highly problematic as it "enhances the individual differences between Jordanians and Syrians. It is enhancing the discrimination." She described the disorder and filthy state in which Jordanian students purposefully leave her classroom, as they claim that Syrian students deserve to clean and pick up Jordanian rubbish. The trauma and discrimination faced by her student, lead to a lack of academic and social confidence. She asserted that they need to be told to "talk, talk about yourself, show your perspective, present you ideas, talk about your opinion, it is okay to give your opinion."

The additional needs of Syrian students put considerable pressure on teachers, including the interviewee. She feels more comfortable teaching Jordanians because when she is teaching Syrians she needs "to consider everything." She explained that many caregivers of her students do not want their children to be pushed academically or pressured into extensive studying because of their trauma, which is a challenging request, especially when students are not meeting academic requirements. Along with pressure from students, caregivers, and the larger education system, she also feels challenged by Syrian teachers competing for the jobs of Jordanian educators.
Though she faces many personal challenges as a teacher, her primary suggestions for changes to the Jordanian education system remain focused on a successful experience for her students. She believes that the double shift system, much like many of her peers, is troublesome and proposes that Jordanian and Syrian students be integrated into the same shift. Currently, the double shift system in her school creates “pure discrimination.” In order to overcome prejudice between the two groups, the interviewee asserts that the Ministry of Education must abolish the present school structure.

**Material Culture: Amman Governance School Schedule**

This schedule was provided by the first interviewee. It demonstrates an important challenge faced by both educators and students alike. The double shift system has shortened the school day for both Syrian and Jordanian students. Further, there is no break between classes which is exhausting for all parties, and makes it very challenging to maintain student energy and maintain focus by the end of the day. The schedule also highlights a fundamental inequality. The morning classes are 45 minutes for Jordanians while the evening class are only 35 minutes for Syrians. There are also more classes offered in the morning. Syrian students are both receiving fewer hours of instruction and fewer classes. The lack of breaks also leads to tensions between the morning and afternoon shift. The interviewee commented that “the afternoon shift comes and knocks on our doors while we are teaching. Especially the last class. The last class is a disaster.”

**Material Culture: Jordan Education Sector Working Group: The Meeting Minutes of ESWG Coordination Meeting, Sept.10, 2018**

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25 Appendix p.41.
26 Appendix p.42.
The document is the minutes from a meeting conducted by ESWG, attended by 22 organizations, including Mercy Corps, UNICEF, UNHCR and the IRC to discuss the Jordanian education system, its English Language Development Program, and suggested future changes to the system to be implemented by independent NGOs and ESWG. The primary issue raised in the meeting is that, in September of 2018, in the midst of the Syrian refugee crisis, the “JRP [Jordan Response Platform] secretariat for the education sector [was] still vacant. Whist UNICEF, UNHCR, UNESCO work closely to play a secretariat role, it [was] suggested that the ESWG members select four NGOs to participate in the JRP task force.”

A fundamental position related to the organization of education efforts in Jordan was unfilled. However, the minutes also demonstrated the committee’s understanding of the need for change within the system. While the minutes do not include suggestions offered by the organizations present, they did highlight the fundamental question posed to the group. In the final planning session, “Partners split into sub-groups and discussed the theory of changes and came up with big ideas for the coming three years and answered the question: why is change needed and how to develop a strategy in the sector?” This question demonstrates critical self-reflection on behalf of the ESWG.

**Material Culture: Jordanian Education Sector Working Group Workplan 2016**

This document contains a work plan for the Jordanian Education Sector Working Group (ESWG) as well as a work plan for cross sector collaboration. Specifically, ESWG’s key areas of work include strengthening coordination; capacity development; advocacy and resource mobilization; information management, monitoring and reporting; and planning and strategy

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28 Ibid. p.2.
29 Appendix p.44.
development. Key areas of work for cross sector collaboration include health and nutrition; Emergency Preparedness; and Sanitation. The document covers a wide range or topics including programing specific to refugee needs. These topics fall under the category of advocacy “with the Ministry of Education for all refugee nationalities.” However, there is no specific mention of Syrian refugees within this broader category. Further, many of the challenges address are relevant to all students within Jordanian education system and not are specific to refugees. This language around the Jordanian education system is critical to understanding that the education barriers faced by Syrian refugees are often barriers faced by all students, and that their identity as a refugee is just one facet of their complex and varied identities.

*Material Culture: Education Sector: Inter-Agency Financial Tracking – Jordan (Jan-Dec 2016)*

This 2016 financial report focuses on the money donated by NGOs to the Jordanian Education Sector. The data of primary importance that 123% of requested funds were received, raising a total of $103,041,763. This achievement is well beyond the set goal of $83,770,387. This capital is of critical importance because it demonstrates the finical support and power of independent NGOs within the Jordanian education system and its resources. It also indicates that, to some degree, there are fund that can be allocated to teacher trainings, supplemental materials, and psychological support for Syrian refugee students who suffered traumas prior to their arrival in Jordan.

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30 Appendix p.46.
Discussion and Conclusions

As clearly demonstrated by the educators interviewed and the material culture presented, the current education system is in need of multifaceted reform. The primary issue raised by many interviewees is enhanced discrimination and inequitable distribution of resources as a result of the double shift system. They point to the segregation of Syrian and Jordanian students as a critical component of continued tension between the groups. Further, many of the materials, tools and spaces accessible to Jordanian students in the morning, are withheld from Syrian students who arrive later that day. Syrian students also frequently have fewer classes and a shorter lesson time. The perspectives offered by educators demonstrate that this form of two-shift schooling is inequitable, divisive and unsustainable. However, a handful of interviewees point to the positive aspects of the double shift system, which cannot be overlooked.

The Jordanian school system is currently over capacity and the double shift system in an ingenious response to effectively use limited resources to provide an education to all students within Jordan. Therefore, to return to a single shift school system would cripple teachers, school buildings and students because of overwhelming class sizes. This would stunt a teacher’s ability to provided individualized instruction and meet the need of each student within his or her classroom. The physical classroom would also not be large enough to house that number of students. Accordingly, to maintain smaller classroom sizes and overcome the issues tied to segregated classes, the researcher suggests moving to an integrated double shift system. Students of all nationalities, including Syrian and Jordanian, attend class together. Maintain a morning shift and an afternoon shift, however, the participants of each shift would be decided on a lottery system, and individuals who have specific time needs would be able to apply for a specific schedule.
This proposal suggests large-scale systematic reform and that could only happen over a long period of time. At present, this reorganization would be too overwhelming to students, families, teachers and the larger system. Further, as demonstrated by interviewees, Syrian and Jordanian students currently have differing academic needs. All interviewees who work with Syrian students touched on how trauma from the Civil War negatively impacts their academic performance. Teachers also mentioned that many Syrians had to take time off in the process of moving from Syria to Jordan which presents another major set back to academic success, as well as adjusting to a new curriculum and Jordanian academic standards. Therefore, through an amalgamation of interviewee perspectives, the researcher also recommends incremental change in the form of an overlapping double shift system to be implemented in the near future.

The overlapping system would entail keeping Jordanian and Syrian students separate for the majority of the school day, especially in classes where student need is notably different. However, Jordanian and Syrian students would be integrated in the middle of the day, in classes where needs are generally similar, particularly for classes that encourage social cohesion such as physical education. This system would improve relations between Syrian and Jordanian students, while still ensuring that students receive individualized attention based on need. The overlapping double shift system is a stepping stone to eventually fully integrating the Jordanian school system. Additionally, clear inequalities currently present in the school system, including unequal class times and distribution of academic resources would be amended as fast as possible. This intermediary change in the school day may would also result in auxiliary time, which would allocate time for minor breaks between classes, allowing students to regain focus and give teachers a critical recess to reset and prepare for the following lessons.
Study Limitations

Due to the limited scope of the study and the sample interviewed, the perspectives collected were not representative of the greater population. Further, the national background of each educator, either Syrian or Jordanian, greatly affected their perspectives toward the Jordanian education system. Therefore, the data collected compiled the perspectives of a range of nationalities. Analysis of data collected that separates these two groups could lead to different result than presented here and would be integral to fully understanding the suggestions presented by the educators as well as uncovering potential tensions that may exist between the two groups of teachers.

Further Studies

Both the immediate and long term proposals for the Jordanian school system are a complication of a small sample of educator perspectives and material culture. Much more research is needed to determine the best course for the future of education in Jordan. However, the suggestions put forward by this study produced one clear piece of information which is crucial for future investigation into the Jordanian education system. The teachers interviewed, speaking of behalf of educators at their schools and the system more broadly, feel unheard. Those who spend their time within school walls every day are not currently at the forefront of decision making for the larger system. As demonstrated by the document Inter-Agency Financial Tracking, the document Jordanian Education Sector Working Group Workplan, and by the frustration of interviewees toward the current organization of the education system, a substantial portion of funds for the system are controlled by external groups and allocated by external
groups. Predictably, these decisions often do not result in social and academic success for students within Jordanian schools. As the first interviewee so plainly stated, teachers “have needs [and] no one understands [them].” Future research must work to understand how to meet the needs of teachers, if it every hopes to meet the needs of students.
References


*Education Sector Working Group.*


Inter-Agency Financial Tracking - Jordan (Jan-Dec 2016) [Chart]. (n.d.).


"We're afraid for their future" barriers to education for Syrian refugee children in Jordan. (2016, August 16). Retrieved from Human Rights Watch website:

[https://www.hrw.org/report/2016/08/16/were-afraid-their-future/barriers-education-syrian-refugee-children-jordan](https://www.hrw.org/report/2016/08/16/were-afraid-their-future/barriers-education-syrian-refugee-children-jordan)

What is a refugee? (n.d.). Retrieved from UNHCR: The UN Refugee Agency website:

[https://www.unhcr.org/what-is-a-refugee.html](https://www.unhcr.org/what-is-a-refugee.html)
Appendix
A: Amman Governance School Schedule

<table>
<thead>
<tr>
<th>موعد الانتهاء</th>
<th>بداية من</th>
<th>ترتيب الحصة</th>
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<tr>
<td>12:00</td>
<td>11:30</td>
<td>الأولى</td>
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<tr>
<td>12:00</td>
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<td>الثانية</td>
</tr>
<tr>
<td>1:25</td>
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<td>الثالثة</td>
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<td>2:00</td>
<td>الاستراحه</td>
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<td>4:00</td>
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<td>الخامسة</td>
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<td>3:25</td>
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<td>السادسة</td>
</tr>
<tr>
<td>4:00</td>
<td></td>
<td>السابعة</td>
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Clock Schedule:

- **Saturday**: 6:2, 6:3, 5:5, 6:2, 6:3, 6:6, 5:2, 6:9
- **Sunday**: 6:9, 6:6, 6:2, 6:6, 6:6, 6:9
- **Monday**: 6:9, 6:6, 6:2, 6:6, 6:9
- **Tuesday**: 6:9, 6:6, 6:2, 6:6, 6:9
- **Wednesday**: 6:9, 6:6, 6:2, 6:6, 6:9
- **Thursday**: 6:9, 6:6, 6:2, 6:6, 6:9
B: Jordan Education Sector Working Group: The Meeting Minutes of ESWG Coordination Meeting, Sept. 10, 2018

**The Meeting Minutes of ESWG Coordination Meeting**
At 12:00 – 15:00 hours, Sep 10th 2018
UNHCR Jordan Office
Chaired by Tomoya Senoda and Co-Chaired by Curtis Tyler, Questscope

**AGENDA:**
- Introduction and previous action point by Coordinator – 5 minutes
- Presentation by the British Council - English Language Development Programme - 40 minutes
- 3rd Planning Session - Theory of Change, Priorities and Roles - 120 minutes
- AOB - 5 minutes

**ATTENDEES:** 22 participants from 22 Organizations representing: NRC, WFP, PCA, RI, WC-UK, CARE, Interos, Mercy Corps, MARAM, WJ, Japan, UNICEF, QBI, Right to Play, VDI, BC, BSF, AVSI, LWF, PI-Jordan, Caritas Jordan, UNESCO, UNHCR, MECC, IRC

<table>
<thead>
<tr>
<th>Updates and Key Discussions</th>
<th>Action Point</th>
<th>Timelines/Status</th>
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<tbody>
<tr>
<td><strong>Presentation by the British Council - English Language Development Programme</strong></td>
<td>Presentation and detailed Theory of change to be circulated to partners.</td>
<td>With MOM</td>
</tr>
</tbody>
</table>

UNICEF and co-chair guided all the partners during the meeting to initiate the 2019 JRP process in accordance with the guidance and template. The scope of JRP process should be a ‘light’ review of the existing JRP narrative and Project budget, and share the timeline.

As JRP secretariat for the education sector is still vacant. Whilst UNICEF, UNHCR, UNESCO work closely to play a secretariat role, it is suggested that the ESWG members to select four NGOs to participate in the JRP planning task force. MOPIC was also informed of the arrangement in advance.

**The criteria for nomination to represent the ESWG is as follows:**
- The organization’s expertise in the domain which it implements projects.
- The organization’s years of experience working in Jordan.
- The organization’s commitment to participate in all task force meetings.

Each domain represented in the ESWG met and discussed the criteria, nominated qualified NGOs, and voted to select one (1) NGO to represent the ESWG. The domains represented are:
1. Early Childhood and Development (ECED)
2. Formal education
3. Certified NFE
4. Post Basic & Higher education

Following the consultative process, the ESWG members agreed on the selection of four NGOs by unanimous consent:

- FCA – Jehan Zaben – jehan.zaben@kua.fl
- Plan International – Ibtisam Amara – ibatisam.amara@plan-international.org
- NRC – Julie Chimney - julie.danielle.chimney@nrc.no
- Relief International Dr. Ahmad Rababa’a – ahmad.rababa@ri.org

<table>
<thead>
<tr>
<th>3rd Planning Session - Theory of Change, Priorities and Roles</th>
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</table>

As for the final planning session, Partners split into sub-groups and discuss the theory of changes and came with big ideas for the coming three years and answer the question: why change is needed and how to develop a strategy in the sector?

All the PPT to be circulated with the partners

With MOM

<table>
<thead>
<tr>
<th>The Next Meeting will be organized on Oct, 2018. Final meeting details will be confirmed through email invitation.</th>
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# Jordan Education Sector Working Group Workplan 2016

<table>
<thead>
<tr>
<th>Key Areas of Work</th>
<th>Activities</th>
<th>Expected Output</th>
<th>Q1</th>
<th>Q2</th>
<th>Q3</th>
<th>Q4</th>
<th>Comment/Rationale</th>
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<tbody>
<tr>
<td><strong>Strategic Planning and Coordination</strong></td>
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<tr>
<td>Review of WATD for 2016 to specify key roles and responsibilities of sectors/levels</td>
<td>WATD 2015 is revised for 2016 with new roles and responsibilities of all stakeholders</td>
<td>x</td>
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<tr>
<td>Strengthen the co-lead role</td>
<td>Co-lead role will be identified and notified by the Finance committee</td>
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<tr>
<td>Improve the last deployment in coordination for effective transition of the role</td>
<td>MOF will be the role of coordination</td>
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<tr>
<td>Nomination of focal point by MOE for coordination role</td>
<td>Focal point identified and trained by technical assistance teams, also transferred to MOE</td>
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<tr>
<td>Capacity building of focal points through Global Education Cluster and training on monitoring</td>
<td>MOE focal point capacity developed to take the lead</td>
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<tr>
<td>Functional Strategic Advisory Group established</td>
<td>Timely strategic inputs incorporated in implementation plan</td>
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<tr>
<td>Strengthen alignment between WATD, MEE and EISW</td>
<td>1. Alignment meeting held in January 2016. 2. Weekly meetings held in MEE to address key issues (updated government)</td>
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<tr>
<td>Strengthen coordination with key sub-sectors</td>
<td>1. Integration of this with other strategic frameworks (such as EAT, Woven, PLE)</td>
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<tr>
<td>Strengthen documentation and coordination</td>
<td>2. Meetings held to address key issues. These should be followed up by an experience and challenges agenda feeds to implementation project</td>
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<tr>
<td>Strengthen intersectoral coordination</td>
<td>Home Security is strengthened</td>
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<tr>
<td>Strengthen institutional coordination</td>
<td>A draft of the MOE’s end-of-year report is developed.</td>
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<tr>
<td>Installation of NED with MOE</td>
<td>Key stakeholders will be involved with the MOE in support of EAT/PEI activities</td>
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<tr>
<td>EISW training</td>
<td>Options for initial and advanced training identified.</td>
<td></td>
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<tr>
<td>Concrete training for WATD personnel at different levels</td>
<td>1. At least two training sessions planned for 2016. 2. Training for new members.</td>
<td></td>
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<tr>
<td>Capacity building for Newcomer members including CP and WASH sector personnel</td>
<td>At least 10 members trained in WASH sector areas</td>
<td></td>
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<tr>
<td>Follow-up training for WATD training</td>
<td>These sessions conducted with already trained individuals to identify the challenges for the upcoming session</td>
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<tr>
<td>Influence sector commitment to Gender and Inclusion through technical cooperation and collaboration</td>
<td>A work plan is developed to ensure that Gender and Inclusion are incorporated in technical cooperation (especially information management, monitoring and evaluation, and other sector activities) and that all UNICEF members create gender and inclusion sensitivity</td>
<td></td>
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<tr>
<td>Strengthen sector understanding of the Country Humanitarian Workplan for Accessibility in Affected Populations (APAP)</td>
<td>Orientation training delivered, with working groups conducted to address needs and strengthen understanding of CHW in practice, strategies, and overall work processes. Work plan developed that addresses Griffiths’ areas of accessibility related to APAP</td>
<td></td>
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<tr>
<td>Rapid assessment, WATD and information management training with the support from UNRWA</td>
<td>At least 20 members trained in Rapid Assessment and Information Management</td>
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<tr>
<td>Advocate with donors, other actors and key stakeholders to improve education, as a priority, to ensure accessibility to displaced populations</td>
<td>Education is seen as a priority for UNRWA’s donors, other key stakeholders and the government in the context of a comprehensive strategy for the nation’s priorities</td>
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</tr>
<tr>
<td>Advocate with MOF to address barriers to access for education for all children in a forthcoming national education plan (OFP)</td>
<td>Develop strategies to address accessibility, a priority for UNRWA’s donors, other key stakeholders and the government in the context of a comprehensive strategy for the nation’s priorities</td>
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</tr>
<tr>
<td>Advocate for the eradication of all forms of violence against women and children</td>
<td>Establish a forum for advocacy and enforces effective advocacy for access to education for all children</td>
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<tr>
<td>Advocacy role of ODT/Wpf and UNHCR</td>
<td>Establish a forum for advocacy and enforces effective advocacy for access to education for all children</td>
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<tr>
<td>Advocacy role of DCS/SHW sector</td>
<td>Critical needs of EE are integrated as part of the advocacy framework as well as advocacy materials would be funded, additional funds to support advocacy materials</td>
<td></td>
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<tr>
<td>Advocacy with sectors to incorporate the recommendations/advocacy feeds into school DBA and work with the Education Sector Working Group</td>
<td>Some advocacy activities are incorporated into work of Education Sector WGP, relevant strategies related to advocacy feeds to Education Sector WGP</td>
<td></td>
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<tr>
<td>Advocacy to the High-level political commitment for the Education Sector Working Group</td>
<td>Some advocacy activities are incorporated into work of Education Sector WGP, relevant strategies related to advocacy feeds to Education Sector WGP</td>
<td></td>
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</tbody>
</table>

**Notes:**
- C: Jordanian Education Sector Working Group Workplan 2016
- MOE: Ministry of Education
- WATD: Working Association of Training
- EISW: Education Information System
- APAP: Accessibility in Affected Populations
- UNRWA: United Nations Relief and Works Agency
- CP: Child Protection
- WASH: Water, Sanitation, and Hygiene
- DCS/SHW: Disability, Child and Women’s Affairs
- ODT/Wpf: Outreach and Development Team/Welfare Program
- OFP: Office of the Foreign Affairs
- EE: Education Level
- CHW: Community Health Workers
- DBA: Developmental Base Assessment
## Jordan Education Sector Working Group Workplan 2016

<table>
<thead>
<tr>
<th>Key Area of Work</th>
<th>Activities</th>
<th>Expected Output</th>
<th>01</th>
<th>02</th>
<th>03</th>
<th>04</th>
<th>Comments/Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactive Management, Planning &amp; Reporting</strong></td>
<td>Update Service Directory with agency progress and challenges</td>
<td>Active services and UWG referrals services updated regularly</td>
<td></td>
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<tr>
<td></td>
<td>Conduct joint education needs assessment in selected areas in WC and Z and incorporate in comprehensive work plan</td>
<td>Comprehensive needs assessment is conducted in WC and Z and used</td>
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<tr>
<td></td>
<td>Effective data management and updating for the Education sector, including internal mechanisms and pathways for data management</td>
<td>Effective data management system established</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td></td>
<td>Capacity building of partners on data collection, analysis, response planning and monitoring</td>
<td>Information sharing on pathways for data collection and analysis is provided and regular updates are updated</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Conduct impact evaluation and monitoring, and in-depth analysis on impact of OE interventions in Jordan, using results to contextualise country-specific OMSA activities</td>
<td>Sector Working Group plans are oriented on the impact of OE interventions in Jordan, using results to contextualise country-specific OMSA activities</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Support the Disability Task Force in developing technical guidelines for quality special education programmes for children with disabilities</td>
<td>Collaborative work for disabilities enhanced the quality special education programmes for children with disabilities</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Improve efficiency of existing referral pathways</td>
<td>Improved efficiency of existing referral pathways</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Increase awareness about CP and education among all stakeholders</td>
<td>Improved awareness about CP and education among all stakeholders</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Consultation with all sector members for WP appeal process and members contribution</td>
<td>Education appeal process and members contribution</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td><strong>Planning and Strategy Management</strong></td>
<td>Effective Tracking of targets as achievement benchmarks</td>
<td>Targets included in Appeal process for 2016</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td></td>
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<tr>
<td></td>
<td>Developing sector response plan and sector strategy</td>
<td>Target identified for all sector education services</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>WP annual review for the response plan</td>
<td>WP annual review for the response plan</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>WP strategy draft agreed and signed with main stakeholders</td>
<td>WP strategy draft agreed and signed with main stakeholders</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Improved CP and OMSA planning process based on lesson learnt</td>
<td>Improved CP and OMSA planning process based on lesson learnt</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td><strong>CP</strong></td>
<td>Support resource building solutions on Child Protection for WPAS members on CP risks, ISS, WP, CP and GSR and referral systems</td>
<td>Education planning and support on Child Protection for WPAS members</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Quarterly joint meeting with OP and CP sector meetings</td>
<td>Quarterly joint meeting with OP and CP sector meetings</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Joint Taskforce for education and CP to address the common interest points specifically in the schools</td>
<td>Joint Taskforce for education and CP to address the common interest points specifically in the schools</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Students awareness campaigns for education and CP issues in schools</td>
<td>Students awareness campaigns for education and CP issues in schools</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Orientation on MFM for education partners</td>
<td>Orientation on MFM for education partners</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Awareness activities to engage the children in safe environment</td>
<td>Awareness activities to engage the children in safe environment</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>WASH</strong></td>
<td>Identify minimum package for each organization</td>
<td>Children remain engaged in safe and protective environment</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Develop capacity building plan (2) for the sector</td>
<td>Protection of school supplies, HP and financial resources</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td>Provide guidance notes on WASH standards in schools/UNICEF sites for sector and WPAS partners</td>
<td>Provide guidance notes on WASH standards in schools/UNICEF sites for sector and WPAS partners</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Develop and support key messaging / WASH in schools school materials for UNICEF sites</td>
<td>Develop and support key messaging / WASH in schools school materials for UNICEF sites</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Provide key messages on nutrition education in schools/TLG and TF</td>
<td>Provide key messages on nutrition education in schools/TLG and TF</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Provide key messages on health education in schools/TLG and TF</td>
<td>Provide key messages on health education in schools/TLG and TF</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Health and Nutrition</strong></td>
<td>Health and Nutrition</td>
<td>Health and Nutrition</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Provide guidance notes on WASH standards in schools/UNICEF sites for sector and WPAS partners</td>
<td>Provide guidance notes on WASH standards in schools/UNICEF sites for sector and WPAS partners</td>
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<td>Provide guidance notes on nutrition education in schools/TLG and TF</td>
<td>Provide guidance notes on nutrition education in schools/TLG and TF</td>
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<td></td>
<td>Provide guidance notes on health education in schools/TLG and TF</td>
<td>Provide guidance notes on health education in schools/TLG and TF</td>
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<td>x</td>
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<tr>
<td></td>
<td>Engage with WP for school food program</td>
<td>Engage with WP for school food program</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Package</strong></td>
<td>Package possible interventions in adolescent girls in schools to address violence and bullying practices</td>
<td>Package possible interventions in adolescent girls in schools to address violence and bullying practices</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<td></td>
<td>Strengthen collaboration and communication with other sectors</td>
<td>Strengthen collaboration and communication with other sectors</td>
<td>x</td>
<td>x</td>
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</tr>
</tbody>
</table>
Student: Sara Caplan

Interview Questions:

What subject do you teach? Have you taught other subjects in the past?
ما هي المادة التي تدرسها، هل درست مواد أو مواضيع أخرى من قبل؟

How long have you taught?
منذ متى امتهنت التحليم/ التدريس؟

Where are your students/their families from?
من أي يأتي(الوجهة- الأصول) طلابك أو عائلتهم؟

How many students do you have?
كم عدد طلابك الحاليين؟

Is this a manageable number of students?
هل هذا عدد إدارته (بالنسبة لك)؟

How many of them are Syrians?
كم عدد الطلاب السوريين؟

What are the qualifications that you have to become a teacher?
ما هي المؤهلات التي تملكها، والتي جعلت منك أستاذ؟

Do you enjoy being a teacher?
هل أنت سعيد كونك معلم؟

What are some of the most enjoyable moments?
ما هي أسعد اللحظات بالنسبة إليك (كمعلم)؟

What are some of the hardest moments?
ما هي أصعب التي واجهتها كأستاذ مدرسة؟

Were you a teacher before the start of the Syrian refugee crisis?
هل كنت تعمل كأستاذ مدرسة قبل الأزمة السورية؟
What did the education system look like then?

إذا كانت الإجابة نعم، كيف كان يبدو نظام التعليم آنذاك (قبل الأزمة السورية)؟

How has the education system changed since then?

كيف تغير نظام التعليم من آنذاك وحتى يومنا هذا؟

Do you think the education system has responded properly to the recent influx of Syrian refugee students?

هل تعتبر أن النظام التعليمي قد استجاب بشكل صحيح للتدفق الأخير للطلبة اللاجئين السوريين؟

What has been successful?

ما الذي نجح؟

What has not been successful?

ما الذي لم ينجح؟

Have you taught Syrian refugee students?

هل قمت بتدريس طلاب سوريين؟

Do their needs differ from Jordanian students?

هل تختلف احتياجاتهم عن الطلاب الأردنيين؟

If so, how?

إذا كانت الإجابة نعم، كيف؟

What are some of the biggest challenges the Jordanian education system faces because of the recent influx of Syrian refugee students?

ما هي أهم التحديات التي يواجهها نظام التعليم الأردني بسبب التدفق الأخير للطلبة اللاجئين السوريين؟

How do you think the education system needs to change to best meet the needs of all students, both Syrian and Jordanian?

كيف تعتقد أن النظام التعليمي يحتاج إلى التغيير ليقوم بتبليبة احتياجات جميع الطلاب بشكل أفضل، سواء السوريين أو الأردنيين؟

How do Jordanian students feel about sitting beside Syrian students?

كيف يشعر الطلاب الأردنيون بالجلوس والتفاعل مع الطلاب السوريين؟

What the opportunities for Jordanian and Syrian students to interact?

ما هي الفرص المتاحة للطلاب الأردنيين والسوريين للتفاعل؟
My name is Sara Caplan. I am a student with the SIT Jordan: Refugees, Health, and Humanitarian Action program.

I would like to invite you to participate in a study I am conducting (for partial fulfillment of my part of the SIT Study Abroad program in refugee, health, and humanitarian action). Your participation is voluntary. Please read the information below, and ask questions about anything you do not understand, before deciding whether to participate. If you decide to participate, you will be asked to sign this form and you will be given a copy of this form.

PURPOSE OF THE STUDY
The purpose of this study is to collect the perspectives of Jordanian teachers and establish the ways in which the Jordanian education system needs to change to best support both Syrian and Jordanian students.

STUDY PROCEDURES
Your participation will consist of an interview on your experience as a teacher and your thoughts on how the Jordanian education system has dealt and should deal with Syrian refugee students and will require approximately 60 minutes of your time. With your consent, you will be audio-recorded. If you do not wish to be audio-recorded, you can still participate in this research study.

POTENTIAL RISKS AND DISCOMFORTS
There are no foreseeable risks to participating in this study and no penalties should you choose not to participate; participation is voluntary. During the interview you have the right not to answer any questions or to discontinue participation at any time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY
Participants will have access to the final written paper on teacher perspectives on required changes to the Jordanian education system as a result of the Syrian refugee crisis.

CONFIDENTIALITY
Any identifiable information obtained in connection with this study will remain confidential. Data will be recorded and analyzed on the personal devices of the researcher. These devices will be locked at all times. When the results of the research are published or discussed in conferences, no identifiable information will be used.
**PARTICIPATION AND WITHDRAWAL**

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

“I have read the above and I understand its contents and I agree to participate in the study. I acknowledge that I am 18 years of age or older.”

**Participant’s signature _________________________________ Date __________**

**Researcher’s signature _________________________________ Date __________**

**Consent to Quote from Interview**

I may wish to quote from the interview with you in the presentations or articles resulting from this work. A pseudonym (fake name) will be used in order to protect your identity.

Initial one of the following to indicate your choice:

_____ (initial) I agree to…

_____ (initial) I do not agree to…

**Consent to Audio-Record Interview**

Initial one of the following to indicate your choice:

_____ (initial) I agree to…

_____ (initial) I do not agree to…

**RESEARCHER’S CONTACT INFORMATION**

If you have any questions or want to get more information about this study, please contact me at ssaplan@bowdoin.edu or my advisor Dr. Adel Tannous at a.tannous@ju.edu.jo

**RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION**

In an endeavor to uphold the ethical standards of all SIT proposals, this study has been reviewed and approved by an SIT Study Abroad Local Review Board or SIT Institutional Review Board. If you have questions, concerns, or complaints about your rights as a research participant or the research in general and are unable to contact the researcher please contact the Institutional Review Board at:

School for International Training
Institutional Review Board
1 Kipling Road, PO Box 676
Brattleboro, VT 05302-0676 USA
irb@sit.edu
802-258-3132
نموذج موافقة على المشاركة في بحث

عنوان البحث: وجهات نظر المعلمين حول التغييرات المطلوبة في نظام التعليم الأردني نتيجة أزمة اللاجئين السوريين.

أود أن أدعوكم للمشاركة في دراسة أقوم بها (لاغياء استكمال مطالعات برنامج الدراسة في الخارج في مجال اللاجئين والصحة والعمل الإنساني). مشاركتك طوعية، يرجى قراءة المعلومات الواردة أدناه، وطرح أي أسئلة حول أي شيء لا تفهمه، قبل اتخاذ قرار بشأن المشاركة. إذا قررت المشاركة، سطلب منك التوقيع على هذا النموذج لتصبح على نسخه من هذا النموذج.

اسم الباحث: ساره كابلان

الهدف من هذه الدراسة:

الغرض من هذه الدراسة هو جمع وجهات نظر المعلمين الأردنيين وتحديد الطرق التي يحتاج النظام التعليمي الأردني إلى تغييرها لدعم الطلاب السوريين والأردنيين على أفضل وجه.

الخصوصية والسرية:

كل المعلومات التي سيتم جمعها ستعمل بسرية تامة من قبل الباحثة ولن يطلع على البيانات إلا الباحثة نفسها. بالإضافة إلى ذلك سيتم اتلاف البيانات فور الانتهاء من الدراسة وتحليل النتائج.

حقوق المشاركين:

المشاركة في البحث طوعية ومحمية مختبرك. لا يتطلب الاشتراك في البحث ذكر الاسم أو ما يدل عليه وما إذا كانت اجابتك أو رأيك في هذه الاجابات والأراء لن تؤثر بأي شكل على وضعك. كما أنه لديك الحق بعدم المشاركة في البحث إذا شئت، وإذا ما غيرت رأيك وقررت الانسحاب بعد المشاركة فيمكنك الانسحاب كذلك، ومن حقك رفض السماح للباحثة باستخدام بيانات الدراسة في أي دراسات أخرى ستقوم بها الباحثة الرئيسية.

المعايير الأخلاقية لمؤسسة التعليم الأمريكية:

أ. الخصوصية - كل المعلومات سيتم تسجيلها وحمايتها كما ستعمل بسرية تامة. من حقك رفض تسجيل مقابلة وذلك من خلال الباحث الرئيسي.
ب. عدم الكشف عن الهوية - لا يتطلب الاشتراك في البحث ذكر الاسم أو ما يدل عليه إلا إذا اختار المشارك خلاف ذلك.

ج. السرية - إن جميع الأسماء ستبقى سرية تماما ومحمية بالكامل من قبل الباحث.

من خلال التوقيع أدناه، فإنك تعطي الباحثة المسؤولية الكاملة لحفظ هذا العقد ومحتوياته. كما سيتم توقيع نسخة من هذا العقد وإعطائها للمشارك.

5. اقرار موافقة:

من خلال التوقيع أدناه، فإنك توافق على استخدام ردودك على أسئلة الاستطلاع في دراسة بحثية بعنوان (واقع خدمات الرعاية الصحية النفسية المتكاملة للطلاب السوريين اللاجئين: دراسة استطلاعية لعينة من مدارس عمان). كما أن توقيعك يعني أنك لا تمانع باستخدام ردودك على أسئلة الاستطلاع خلال هذه الدراسة في دراسات مستقبلية على مواضيع مماثلة. وعلاوة على ذلك، توقيعك يعني فهمك الكامل لحقوقك أثناء المشاركة في هذه الدراسة.

وافق على تسجيل المقابلة علما بأن المقابلة سيتم اتلافها خلال شهر عند الانتهاء من تحليل المعلومات.

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نعم لا

توقيع المشتركة: ____________________________

الناشر: ____________________________

التاريخ: ____________________________

6. اقرار سرية:

من خلال التوقيع أدناه، فإنك ملزم بحفظ المعلومات المقدمة من قبل المشاركين في الدراسة بسرية في جميع الأحوال. وهذا يشمل هوياتهم، اجوبتهم على الأسئلة، أو أي معلومات أخرى.

توقيع الباحثة: ____________________________

التاريخ: ____________________________

توقيع المترجم: ____________________________

التاريخ: ____________________________