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**Teachers of Refugees: *Findings from
Jordan's 2018 National Teacher Survey***

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Disclaimer

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Teachers of Refugees: *Findings from Jordan's 2018 National Teacher Survey*

Key findings

1. The majority of Jordan's Ministry of Education (MoE) teachers teach refugee students of any nationality; with more than 6 in 10 grade 1-6 and 7 in 10 grade 7-10 teachers reporting teaching refugee students.
2. Teachers in Syrian camp and Syrian second shift schools were very young and had few years of experience; 5 in 10 were aged between 21-30 years, and more than 6 in 10 reported having fewer than 5 years of experience.
3. Teachers in Syrian camp and Syrian second shift school teachers were most likely to report receiving in-service training in the past two years compared to teachers in regular MoE and host-community schools.
4. The topic teachers in Syrian camp and Syrian second shift schools received most training on was psychosocial support for students; with 76% and 63% of grade 1-6 teachers reporting receiving such training, respectively.
5. Syrian camp and second shift school teachers were most likely to report choosing the profession as a result of passion for teaching (more than 5 in 10), compared to regular MoE (36%-38%) and host-community school teachers (approximately 40%).
6. Teachers in Syrian second shift schools were more likely to report refugee-specific challenges when compared to teachers in host-community schools.

General introduction

Protracted crises influence the lives of many. The Syrian civil war has displaced 5.6 million individuals since 2011, 45% of whom were children below 17 years of age missing on crucial years of education.ⁱ Some of these children have had the opportunity to enroll in host communities' education systems, as is the case for Syrian refugees in Jordan. More than 6 in 10 UNHCR registered Syrian refugees are receiving education in Jordan in Syrian refugee camp schools,ⁱⁱ second shift schools opened specifically to serve Syrian refugees or regular host community schools where Syrian refugees are integrated in the classrooms.

This brief highlights the main findings from the National Teacher Survey around teachers of refugees in MoE schools across host community, Syrian second shift and Syrian camp schools (including Al-Za'atari and Al-Azraq refugee camps).ⁱⁱⁱ The findings are imperative as there has been no exploration of the teachers of these refugees to date.^{iv}

The majority of Jordan's MoE teachers are in fact teachers of refugees.

Six in 10 grade 1-6 and 7-10 MoE teachers, across all MoE school types, reported teaching at least one refugee student, of any nationality. Zooming in on teachers in host community schools, 71% of surveyed grade 1-6 and grade 7-10 teachers reported teaching at least one refugee student. These findings are



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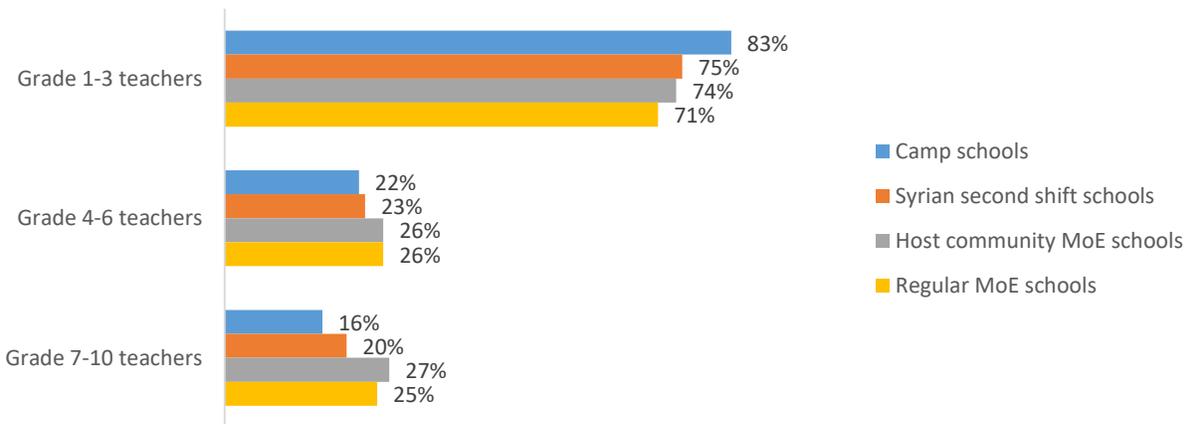
unsurprising given what is known about the UNHCR-registered Syrian refugee population in Jordan; 84% live outside of camps in Jordan's urban areas.^v More host community school teachers may actually be serving refugee students than reflected above, considering 17% of grade 1-6 and 19% of grade 7-10 host community MoE teachers were unsure whether there were any refugee students in their classroom. Insights from focus groups with teachers reveal this may be a result of the time refugee students have been in Jordan and that their accents have become similar to those of Jordanian students. Teachers in focus groups also highlighted that classroom teachers, who have student information files, are the only ones who can identify for certain whether a student is a refugee or not.^{vi}

Teacher characteristics across refugee school types were not homogenous. Teachers in camp and Syrian second shift schools were very young; with more than 5 in 10 grade 7-10 teachers aged between 21-30 years. Similarly, for grade 1-6 teachers 58% of camp school and 63% of Syrian second shift teachers were aged between 21-30. Teachers of host community and regular MoE schools (with virtually no Syrian refugees) were older on average. This is also reflected in the teachers' total years of teaching experience; with teachers of camp and Syrian shift schools having very few years of experience. On average, 67% of grade 7-10 camp school and 61% of grade 7-10 Syrian second shift teachers reported having fewer than 5 years of experience. Meanwhile, only 20% of host community and 27% of regular MoE school teachers reported having fewer than 5 years of experience. The trends were similar for grade 1-6 teachers, who were slightly less experienced than their counterparts teaching grade 7-10 students. While teachers of refugees' years of experience may seem low, it is expected considering they are contract teachers, newly hired to serve the influx of Syrian refugees.

Despite few years of experience, teachers of refugees were either qualified with teacher education programs through their pre-service training or were widely targeted with in-service trainings.^{vii viii}

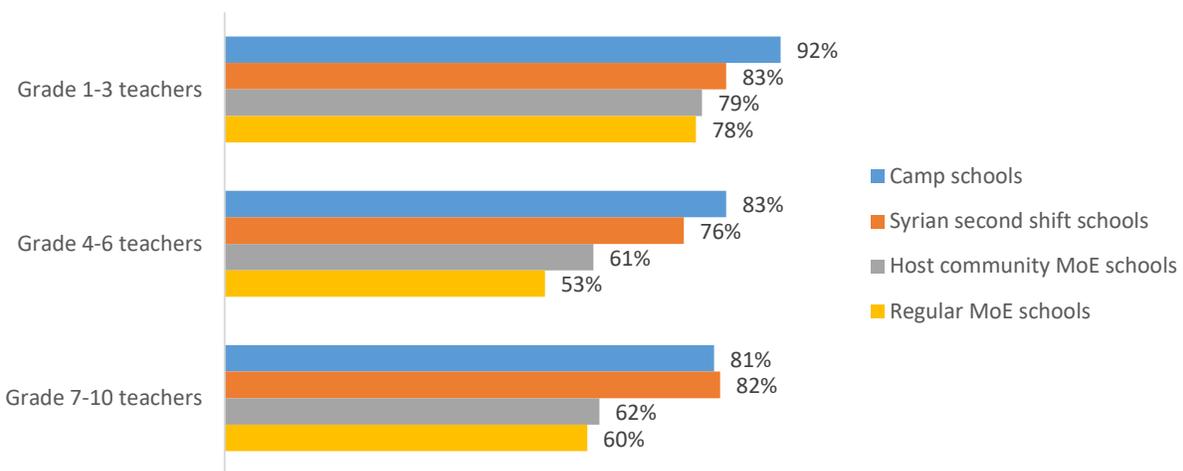
Grade 1-3 camp school teachers were most likely to report holding pre-service qualifications; at 83%. Three in 4 Syrian second shift and host community school grade 1-3 teachers also reported receiving a pre-service qualification. Teachers in schools with no Syrian refugee students were the least likely to report holding pre-service qualifications, at 71%. These trends were not consistent among teachers teaching higher grade levels. In fact, camp and Syrian second shift school teachers of higher grades reported were the least likely to report holding a pre-service qualification (Figure 1).

Figure 1: Percent of teachers who reported completing pre-service training, by refugee setting and grade levels taught



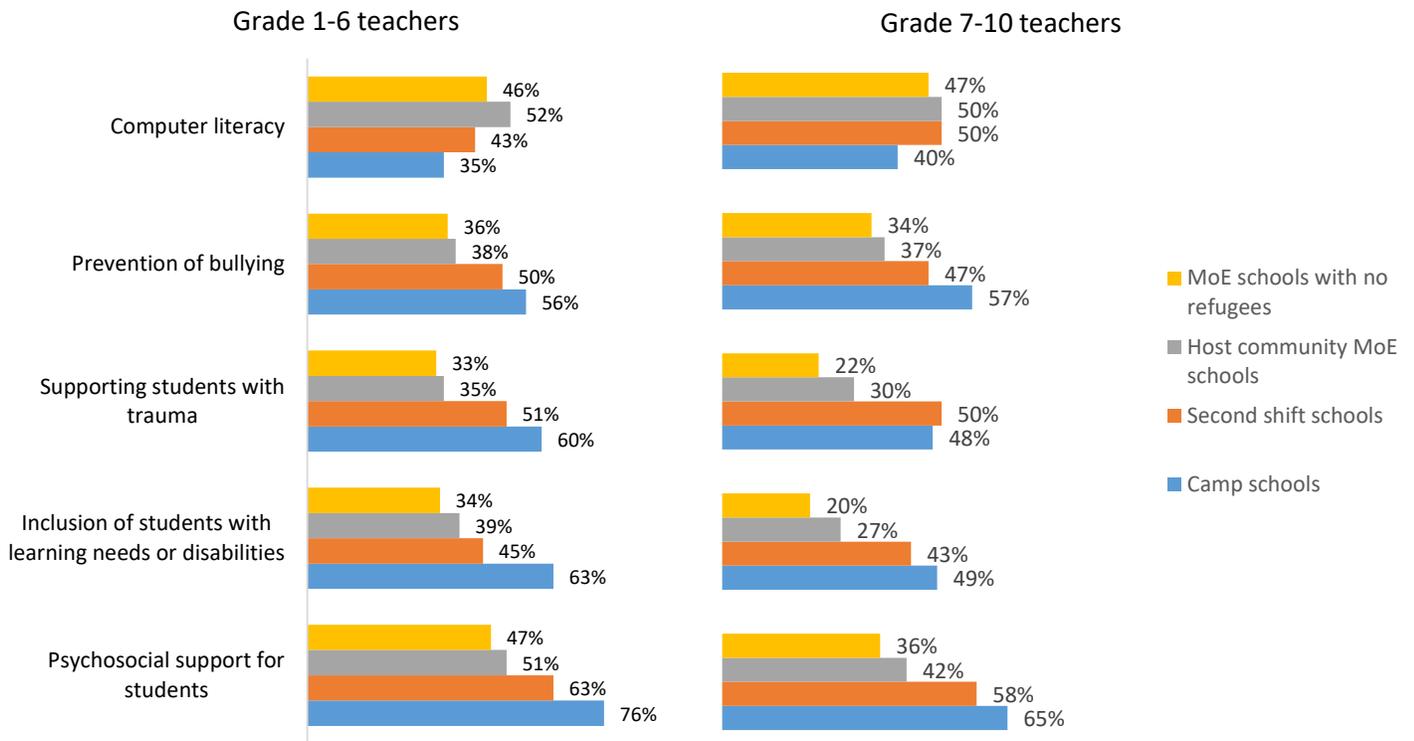
Though pre-service qualifications varied across grade levels for teachers of refugees, variation was lower in their reported in-service training and was generally high across the board. Grade 1-3 camp school teachers were the most likely to report receiving in-service training; more than 9 in 10 reported receiving in-service training within the past 2 years (Figure 2). The least likely to report receiving in-service training were grade 4-6 teachers from schools with no Syrian refugees (53%). These results may suggest that limited resources in Jordan may have been strategically allocated to support schools and teachers serving a larger proportion of vulnerable groups.

Figure 2: Percent of teachers who reported receiving in-service training in the past two years, by refugee setting and grade levels taught



Strategic resource allocation may also be evidenced in the training topics teachers of refugees were receiving. For camp school teachers, there was a higher focus on training around psychosocial support for students, inclusion of children with learning needs or disabilities, supporting students with trauma, and less training around topics such as computer literacy (Figure 3).

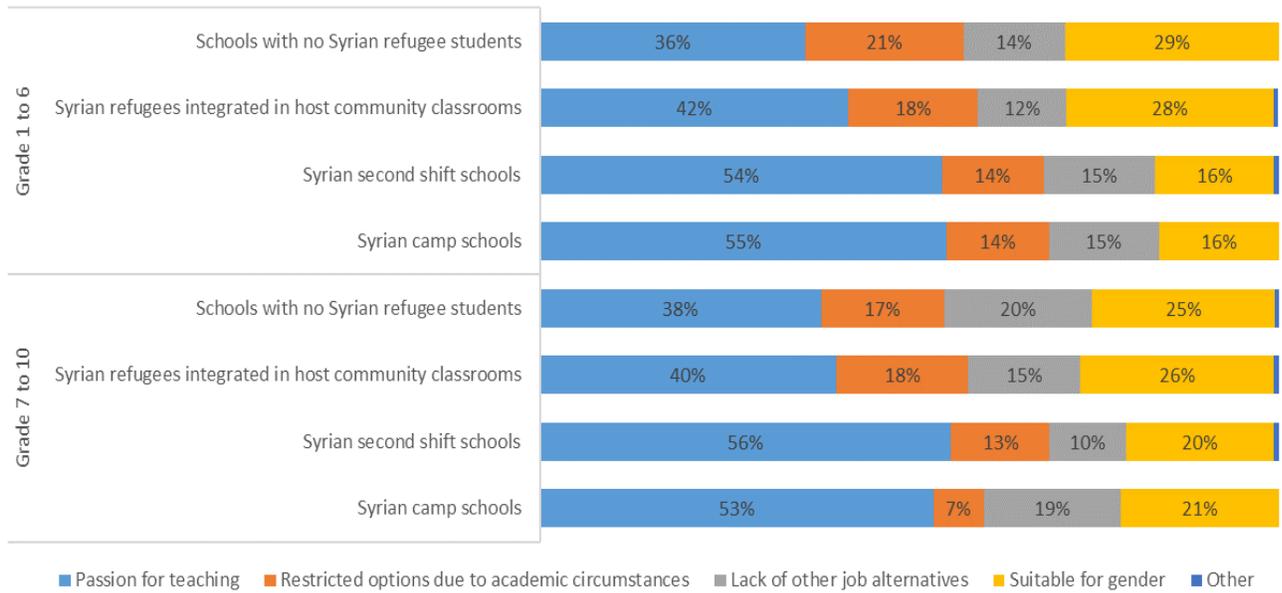
Figure 3: Percent of teachers who reported receiving in-service training around several topics in the past 5 years, by refugee setting and grade level



Teachers in schools with a higher proportion of Syrian refugees were the most likely to report choosing the profession due to a passion for teaching.

Syrian camp and second shift school teachers were the most likely to report choosing the profession as a result of passion for teaching, compared to teachers in the MoE host-community or regular schools (Figure 4).

Figure 4: MoE teacher reported reasons for joining the profession, by refugee setting and grade level



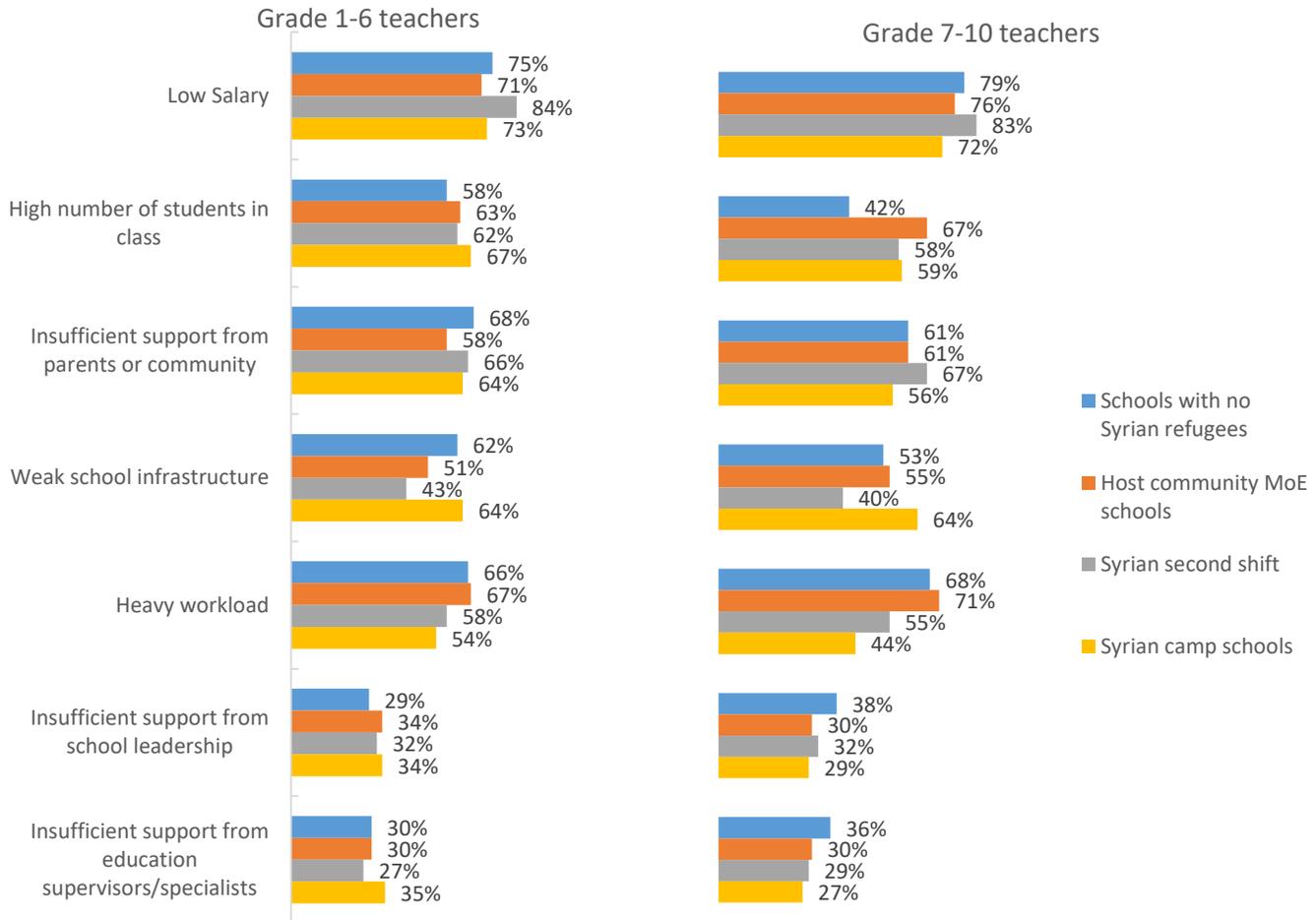
Syrian camp school and second shift teachers were also slightly less likely to report plans to leave the teaching profession in the next 5 years when compared to other MoE teachers. Commonly for all MoE teachers, low salary was one of the main reported reasons for planning to leave the profession. A lack of career progression was also frequently reported by teachers as a reason to leave. However, some variations were observed in reasons to leave the profession based on refugee setting. Grade 1-6 Syrian camp school teachers were the most likely to report inadequate job benefits as a reason to leave the profession, while grade 7-10 Syrian camp teachers were most likely to report a lack of professional development. These findings are somewhat surprising. For grade 1-6 camp school contract teachers, these findings are expected as they do not receive the full benefits of regular MoE teachers. However, grade 7-10 camp school teachers' reports of in-service training received in the past 2 years are high (Figure 2). Therefore, it is surprising that nearly 50% of teachers who were planning on leaving the profession reported no professional development as a reason to leave. Exploring teachers' perceptions on the nature of professional development reveals grade 7-10 camp school teachers' reports of training were not very positive. More than 6 in 10 teachers agreed no relevant professional development is offered to them and 1 in 3 reported that a lack of professional development poses a challenge for them "quite a bit" or "a lot". Further research should explore the nature and topics of professional development being offered, to ensure topics are meeting their needs.

Teacher reported challenges did not vary greatly according to refugee setting.

The highest reported challenge was low salary for teachers across all refugee settings. More than 7 in 10 camp school and more than 8 in 10 Syrian second shift teachers reported that low salary posed a challenge to them "quite a bit" or "a lot". Other challenges prominently reported included a high number of students in the classroom and insufficient support from parents or community. The factors

that least posed a challenge to teachers across refugee settings were insufficient support from education supervisors or specialists and insufficient support from school leadership (Figure 5).

Figure 5: Percent of teachers who reported these factors pose a challenge to them “quite a bit” or “a lot” in their work, based on refugee setting and grade level^{ix}



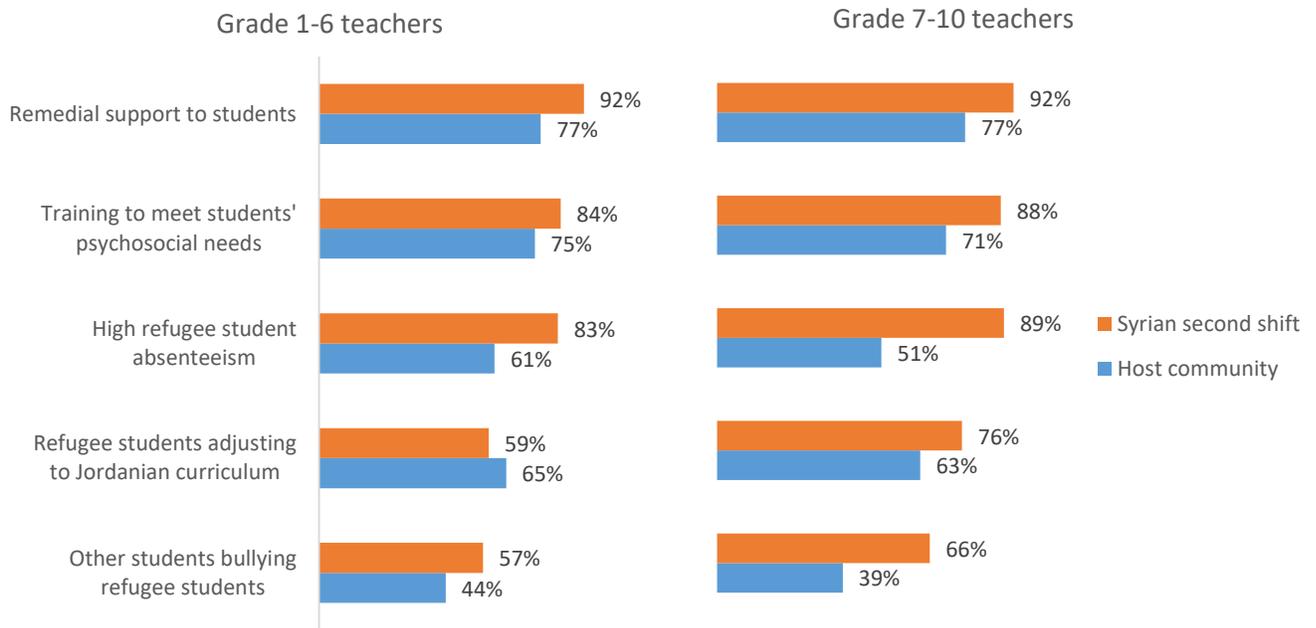
Interestingly, teachers in schools with no Syrian refugees were reporting the same degree of challenge for some factors as Syrian camp school teachers; the most striking of which was regarding weak school infrastructure. However, it is expected that infrastructure needs differ among these two groups; Syrian camp schools’ may require more electricity, heating and cooling systems, while schools with no Syrian refugees may need more technology infrastructure or desks. Further research could investigate this more extensively to better understand the nature of the required infrastructure.

Integrating students in host community schools may be more beneficial than segregating them.

Fewer host community school teachers reported refugee-specific challenges than teachers in Syrian second shift schools (Figure 6). Differences are especially striking among grade 7-10 teachers’ reports of refugee student absenteeism and bullying of refugee students. Approximately 9 in 10 teachers in Syrian second shift schools reported student absenteeism is an issue, compared to only 50% of host community school teachers. Additionally, more than 6 in 10 teachers in second shift schools reported

bullying is an issue compared to 4 in 10 host community teachers. Though Jordanian and Syrian students are segregated in morning and evening shifts; respectively, there is a time where both nationalities coincide at the school during shift changes where bullying may occur. These findings suggest that more work needs to be done to increase the social cohesion between the host community and refugee populations.^x

Figure 6: Percent of Syrian second shift and host community teachers who reported that these factors posed a challenge to them to any extent, by grade level



Further questions

1. What are the trainings that teachers of refugees specifically need?

Some of the findings around teacher training were contradictory. Although a high percentage of teachers of refugees reported receiving in-service training, many teachers reported that the lack of in-service training was still a challenge to them. It could be that the nature and topics of training are not meeting teachers' needs. However, this issue lends itself to the question of, what are the trainings that teachers of refugees are most in need of?

2. How do learning outcomes of students in integrated versus Syrian second shift schools differ?

The findings showed greater reports of challenges from Syrian second shift school teachers compared to host-community school teachers. It would be interesting to explore whether these challenges are impacting students' learning outcomes, and whether students in host-community schools are outperforming their counterparts in Syrian second shift schools.



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Policy recommendations

- Considering most teachers in Jordan serve refugee students, efforts to support teachers of refugees should not be limited to camp and Syrian second shift schools. More resources should be directed towards teachers serving refugees in host community schools, to ensure both they and their students are receiving the required support.
- Future efforts to provide professional development to teachers should be based on a needs analysis.

The 2018 National Teacher Survey (NTS) is a comprehensive nationally representative survey, conducted through a partnership between Jordan's Ministry of Education (MoE) and the Queen Rania Foundation for Education and Development (QRF), with funding from the Foreign, Commonwealth and Development Office (formerly the Department for International Development) and Global Affairs Canada. The survey design and instruments were aligned with the Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS), allowing comparisons to be made with other TALIS-participating countries. Approximately half of the questions of the survey were borrowed from the TALIS trend questions. The remainder were tailored to Jordan's context.^{xi}

The survey explored Jordanian teachers' educational backgrounds, experience, training, attitudes, pedagogical practices, challenges and experiences serving refugee students in various contexts. School and classroom climates were also explored. To explore these areas, 5,722 teachers of basic-level education (i.e. grades 1-10) were surveyed, along with their school principals from 361 MoE, private and United Nations Relief and Works Agency (UNRWA) schools. The sample was specific to the International Standard Classification of Education (ISCED) level 2 to allow for comparison with TALIS. This was achieved by disaggregating schools into two groups: schools serving grades 1-6 (ISCED level 1) and those serving grades 7-10 (ISCED level 2). The sampling also allowed exploration of teachers serving in various refugee contexts, including Syrian refugee camps, Syrian second shift schools, schools with Syrian refugees integrated in host community classrooms, and UNRWA schools serving Palestine refugee children.

ⁱ UNHCR. (2020). Syria Regional Refugee Response. Retrieved from https://data2.unhcr.org/en/situations/syria#_ga=2.248402372.291692014.1564311839-1972033210.1537703551

ⁱⁱ UNHCR. (2020). Syria Regional Refugee Response. Retrieved from https://data2.unhcr.org/en/situations/syria#_ga=2.248402372.291692014.1564311839-1972033210.1537703551

ⁱⁱⁱ The survey did not cover teachers serving in non-formal education centers.

^{iv} Richardson, E., MacEwen, L., & Naylor, R. (2018). Teachers of refugees: a review of the literature. Retrieved from <https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/8e/8ebcf77f-4fff-4bba-9635-f40123598f22.pdf>

^v UNHCR. (2019). Jordan Fact Sheet. Retrieved from <https://reliefweb.int/sites/reliefweb.int/files/resources/71536.pdf>

^{vi} Details regarding these focus groups are available in the methods document.

^{vii} Findings for this section were further disaggregated by teacher grade level, resulting in 3 groups of teachers: teachers of grades 1-3, teachers of grade 4-6 and teachers of grades 7-10. This is because there is a "Classroom teacher" bachelor's degree that typically qualified grade 1-3 teachers. Additionally, grade 1-3 were all targeted



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with the Early Grade Reading and Math Projects, so their reports on training widely differ from grade 4-10 teachers.

^{viii} Pre-service programs included a Bachelor's degree in Education, community college diploma in Education, the Queen Rania Teacher Academy Teacher Education Diploma Program, the UNRWA Institute of Education degree, or other post-graduate qualifications in Education.

^{ix} For the full list of challenges, an interactive data exploration tool will be published on the QRF website.

^x As part of the Evidence Driven Results in Learning program; a partnership between QRF and the Ministry of Education, the University of Sussex was contracted to explore social cohesion in Jordan's schools among the host community and refugee populations. Findings from the study will be available online in the coming months.

^{xi} Information regarding the full survey methodology can be found on the QRF website.