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# **The American University in Cairo**

**School of Global Affairs and Public Policy**

## ***The Perception of Encamped Refugees on the Value of Education: The Case of Zaatari Camp.***

**A Thesis Submitted to the  
Center for Migration and Refugee Studies**

**in partial fulfillment of the requirements for  
the degree of Master of Arts in Migration and Refugee Studies**

**by Sarah M. Nael**

**Under the supervision of Dr. Nagwa Megahed  
January 2017**

The American University in Cairo

School of Global Affairs & Public Policy (GAPP)

***The Perception of Encamped Refugees on the Value of Education: The Case of Zaatari Camp.***

A Thesis Submitted by

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In partial fulfillment of the requirements for  
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## ABSTRACT

In the light of the Syrian mass displacement, many children are finding refuge around the world. Taking Jordan as a host country to 655,365 Syrian refugees who reside in urban, rural areas or in camps. This thesis focuses on the educational aspect of Syrian refugee children in Zaatari refugee camp. A well-founded fear arises of having Syrian children become a lost generation amid the Syrian refugee crisis. Despite the establishment of nine schools in Zaatari camp, the enrolment rate is fifty percent of almost 30,000 school-aged children. This thesis aims at finding out the perception of parents on the value of education post refuge by asking three questions; 1. What are the perceptions of encamped parents in the Zaatari camp on education and its value to their children? 2. To what extent does parents' perception affect their children's participation in and attainment of education? 3. If parents' perception on education is the factor affecting the low enrolment, what affects the parents' perceptions? Can it be resolved? If perception is not a factor, what acts as a factor or factors leading to low enrolment in camps? The thesis aims at uncovering the reality of Zaatari camp from a refugee's perspective, develop a better understanding of parents' perception on camp education and encamped situations. It also aims at exploring refugee camp education in depth and analyzing refugees' perception regarding education provisions. In attempt that the findings from this research fill the literature gap on refugee education in Zaatari camp and contribute to the field of research of refugee education. This research could act as an available resource for international organizations and stakeholders involved in refugee education and the findings could be taken into consideration in the future for decision makers and involved parties when setting up new camps and providing education services for refugees. The literature review tackles different themes related to refugee education, the importance of education for vulnerable children, children in emergencies and refugee children. It also discussed refugee education in camps and the provision of education services and its quality. The fieldwork of this study was conducted in Zaatari refugee camp in Jordan. It included interviewing sixteen families, four school directors and seven teachers and teacher assistants, in addition to UNICEF personnel. The findings of this study discussed education challenges in Zaatari camp, these challenges included resolved and unresolved challenges. It is concluded that behind the perceptions of parents on the value of education, the quality of education appears as a major issue that deserves more attention and efforts in the field of refugee studies. Parent's perception on the value of education was not affected by the post refuge conditions, except for a few parents. Despite the parents' negative perceptions on the quality of education, parents still send their children to schools. This study is focusing on a crucial aspect of refugee education that scholars discussed regarding the quality of education being offered to refugees. The fact that Jordan and Syria share common aspects of language, culture and education system and syllabus, yet unresolved challenges remain. Are the same challenges that exist in Zaatari camp are faced outside the camp? Do these challenges extend beyond the Syrian refugee crisis? What is the situation and condition of refugees in other countries of the world? These are all questions emerged based on the findings of this study, thus could be examined by further research.

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## LIST OF ABBREVIATIONS

CRC	Convention on Rights of the Child
EU	European Union
ICESCR	International Covenant on Economic, Social and Cultural Rights
INEE	Inter-Agency Network for Education in Emergencies
IRB	Institutional Review Board
MOE	Ministry of Education in Jordan
NIH	National Institutes of Health
NGO	Non-Governmental Organizations
NRC	Norwegian Refugee Council
RI	Relief International
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Funds
WFP	World Food Programme

# Chapter 1

## *Research Framework*

### **1.1 Introduction**

Since the uprisings at the end of 2010, the Middle East and North Africa (MENA) region experienced unrest and conflict, dramatic increase in the influxes of refugees, and urgent need to provide social, health and educational services for refugee children. In this thesis, the term refugee is being used in its common everyday usage, as opposed to its legal meaning, to refer to someone who is forcibly displaced across an international border.<sup>1</sup> While refugees cross their country's border escaping from bloody violence and turmoil, they either settle in neighboring countries with the locals or in camps which get set up to accommodate their basic needs. The vast majority settle in with locals while encampment in Jordan is a relatively recent phenomenon adopted after the Syrian crisis commenced. The new situation comes with several hardships and lost privileges such as employment and education. This study focuses on education in refugee camps, particularly of Syrian refugees in the Zaatari Camp in Jordan.

To establish the research problem statement, this chapter will begin by discussing the context of Jordan as a host country to Syrian refugees with a focus on the provision of education services. An overall description of Zaatari Camp in terms of refugees' population will follow in an attempt to bring up the research queries followed by the purpose behind this research and its significance.

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<sup>1</sup> Legal definition of the term "refugee" in Article 1A of the 1951 Convention states that "Owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. <http://www.unhcr.org/3b66c2aa10>

## 1.2 Research Problem Statement

### 1.2.1 Jordan as a Hosting Country

Jordan has been hosting refugees ever since Al-Nakba back in 1948<sup>2</sup> and till our present day. It has hosted Palestinian, Lebanese and Iraqi populations fleeing unrest in their countries.<sup>3</sup> Jordan had become the second greatest country in terms ratio of refugees to citizens and the sixth largest country hosting refugee population in the world.<sup>4</sup> Since the outbreak of the unrest in Syria, Jordan has been one of the neighboring countries that hosts the influxes of Syrian refugees.

According to latest data provided by United Nations High Commissioner for Refugees (UNHCR), total population of Syrians registered in Jordan is 655,365.<sup>5</sup> Jordan hosts 513,961 (78 percent) Syrian refugees in urban, peri-urban and rural area<sup>6</sup> such as in Amman, Irbid, Mafraq and Jordan's poorest northern municipalities.<sup>7</sup> The remaining 141,404 (22 percent) settle in three camps set up across Jordan; Zaatari, Azraq and Emirati Jordanian camp.<sup>8</sup>

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<sup>2</sup> Ghassan Shabaneh, "Education and Identity: The Role of UNRWA's Education Programmes in the Reconstruction of Palestinian Nationalism." *Journal of Refugee Studies* 25, no 4 (2012): 491, 492

<sup>3</sup> Alexandria Francis. "Jordan's Refugee Crisis." *Washington DC: Carnegie Endowment for International Peace*, 2015. Accessed March, 2016.

[http://carnegieendowment.org/files/CP\\_247\\_Francis\\_Jordan\\_final.pdf](http://carnegieendowment.org/files/CP_247_Francis_Jordan_final.pdf), 5

<sup>4</sup> UNHCR, "Global Trends: Forced Displacement in 2015," 2015, Accessed December, 2016.

<http://www.unhcr.org/576408cd7.pdf>: 2, 3

<sup>5</sup> UNHCR, Syrian Regional Refugee Response. Accessed October, 2016.

<http://data.unhcr.org/syrianrefugees/country.php?id=107>

<sup>6</sup> Ibid

<sup>7</sup> Human Rights Watch. "Preventing a lost generation: Jordan. "We're afraid of their futures" Barriers to Education for Syrian Refugee Children in Jordan." 2016. Accessed September, 2016.

[https://www.hrw.org/sites/default/files/report\\_pdf/jordan0816web\\_0.pdf](https://www.hrw.org/sites/default/files/report_pdf/jordan0816web_0.pdf), 11

Alexandria Francis. "Jordan's Refugee Crisis." *Washington DC: Carnegie Endowment for International Peace*, 2015. Accessed March, 2016.

[http://carnegieendowment.org/files/CP\\_247\\_Francis\\_Jordan\\_final.pdf](http://carnegieendowment.org/files/CP_247_Francis_Jordan_final.pdf), 7

<sup>8</sup> UNHCR, Syrian Regional Refugee Response. Accessed October, 2016.

<http://data.unhcr.org/syrianrefugees/country.php?id=107>

Jordan has not signed the 1951 Refugee Convention or its additional 1967 protocol<sup>9</sup>, hence Jordan is under no international legal obligation to grant refugee rights under the 1951 convention or refugee status to asylum seekers within its borders.<sup>10</sup> Despite that fact, Jordan continues to host refugees and this in turn has strained Jordan's infrastructure and resources.

Jordan faced challenges before the influx of Syrian refugees regarding its resources, economic and social sectors.<sup>11</sup> With Jordan's generosity in hosting refugees, this led to more challenges stressing on host communities where Syrian refugees compete with Jordan's vulnerable population regarding Jordan's limited resources such as water scarcity, employment opportunities, healthcare, shelter and education.<sup>12</sup> This forces Jordan to rely greatly on foreign aid for its survival and given the refugee situation in the country, it capitalizes on international support in order to accommodate them.<sup>13</sup>

### **1.2.2 Education Provisions in Jordan**

Moving onto education services provided in host communities, Jordan's generous provision of free access to public schools to Syrian children has increased the pressure on primary schools. This resulted in public primary schools' classes becoming overcrowded and school resources strained which led to challenges affecting the quality of education. It also led to Jordanians enroll their children in private schools but later on dropping out due to financial

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<sup>9</sup>Alexandria Francis. "Jordan's Refugee Crisis." *Washington DC: Carnegie Endowment for International Peace*, 2015. Accessed March, 2016.

[http://carnegieendowment.org/files/CP\\_247\\_Francis\\_Jordan\\_final.pdf](http://carnegieendowment.org/files/CP_247_Francis_Jordan_final.pdf), 6

<sup>10</sup> Ibid, 6

<sup>11</sup> Ibid, 7

<sup>12</sup> Ibid, 7

<sup>13</sup> Ibid, 5

reasons.<sup>14</sup> When enrolling the children back to public schools, they found classrooms were full due to the increase in the enrolment of Syrians students.

Even before the Syria conflict, resources in Jordanian public schools were strained leading to having dozens of schools teach classes in two shifts; morning and afternoon in order to increase classroom spaces. Since 2011, the Ministry of Education in Jordan (MOE) has exerted efforts towards accommodating the new arrivals of Syrian refugee children and their educational needs.<sup>15</sup> These efforts included free public schools, second shifts in primary schools and hiring new teachers. Second shifts targeted nearly 98 primary schools in order to accommodate the increase in the number of students' enrolment and classrooms. In addition to the MOE planning on having 102 schools work on second shifts for 2016-2017 school year.<sup>16</sup>

Furthermore, Jordan's MOE regulations prohibit the enrolment of children who are three years older or more than their grade level. In order to find a solution to this issue, Jordan's MOE, UNICEF and foreign donors agreed on a "catch-up" program where two grades of materials would be taught in one school year.<sup>17</sup> This plan aims at boosting the enrolment of out of school children. However, this remains as a partial solution as eligible children are only those aged from 8-12 years old.

It shall further be noted that education provision in Jordan for Syrian refugees stretched to the refugee camps set up as well. Schools are brought to refugees and established within the parameters of refugee camps. The school system is accredited and classes are taught by Jordanian teachers.<sup>18</sup>

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<sup>14</sup> Human Rights Watch. "Preventing a lost generation: Jordan. "We're afraid of their futures" Barriers to Education for Syrian Refugee Children in Jordan." 2016. Accessed September, 2016.

[https://www.hrw.org/sites/default/files/report\\_pdf/jordan0816web\\_0.pdf](https://www.hrw.org/sites/default/files/report_pdf/jordan0816web_0.pdf), 3

<sup>15</sup> Ibid, 3

<sup>16</sup> Ibid, 3

<sup>17</sup> Human Rights Watch. "Preventing a lost generation: Jordan. "We're afraid of their futures" Barriers to Education for Syrian Refugee Children in Jordan." 2016. Accessed September, 2016.

[https://www.hrw.org/sites/default/files/report\\_pdf/jordan0816web\\_0.pdf](https://www.hrw.org/sites/default/files/report_pdf/jordan0816web_0.pdf), 3

<sup>18</sup> Ibid, 3

Syrian school-aged refugee children (5-17 years) registered with UNHCR amount to one third of the overall 655,365 registered Syrians in Jordan, which accounts to approximately 220,000 children.<sup>19</sup> According to Human Rights Watch report, around 145,000 Syrian children were enrolled in formal schools and this means that around 75,000 Syrian children were not enrolled in formal schools.<sup>20</sup>

Education services for Syrians vary depending on where they reside and Syrians are spread in many places in Jordan. On another scale, Syrian refugees are scattered and spread around many countries in the world. No matter where they go, refugees face different kinds of hardships. Do these hardships of refugeehood change their overall perceptions and priorities in life? For the purpose of this study, the focus is on the aspect of education of refugee children in Jordan. The reason behind this focus is the attention from UNHCR and UNICEF directed towards a fear of having a lost generation of Syrian refugee children around the world. This has led this study to focus on refugee children in encamped situation in Jordan's refugee camps and precisely in Zaatari camp.

Before elaborating on the choice of Zaatari camp and its education services for encamped refugee children for this study, an introduction of Zaatari camp is briefly given before raising the research questions.

### **1.2.3 Zaatari Camp**

Zaatari camp opened on July 28, 2012, it is located in the north of Jordan, 10 km east of Mafraq city.<sup>21</sup> It is divided into thirteen districts. It is the largest refugee camp in the Middle East. According to UNHCR, it currently hosts 79,901 Syrian refugees in which 37 percent are school-aged children which is around

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<sup>19</sup> Ibid, 1

<sup>20</sup> Ibid, 21, 22

<sup>21</sup> LIVED Project. "The Zaatari Refugee Camp." Accessed March 2016.  
<http://www.livedprojects.org/zaatari-refugee-camp/>

30,000.<sup>22</sup> As for schools, Zaatari camp has nine schools.<sup>23</sup> Fifty percent of the school-aged population are not enrolled in Zaatari camp's schools.<sup>24</sup> The abovementioned numbers and facts raise a well-founded fear of having the children of Syria becoming a lost generation.

Despite the availability of education services in Jordan's host communities and the opening of public schools to Syrian refugee children, there are challenges related to accessibility and financial hardships due to rent and other living expenses that limit their enrolment.<sup>25</sup> However, unlike host communities, refugee camps offer free shelter, electricity, water and other living expenses. Schools in Zaatari camp are available for every child and distributed among the districts which makes school accessible in terms of geographical proximity. Despite that, around 15,000 children (amounting to approximately 50% of Syrian school-aged children in Zaatari Camp) do not go to schools.

This leads to the main research queries in attempt to explore the reasons behind the low enrolment rate in Zaatari camp's schools. Do parents value education? Have parents revisited their priorities after refugeehood regarding education? What is their perception of the value of education being in an encamped situation?

### **1.3 Research Questions**

This study mainly aims at answering the following questions:

- 1- What are the perceptions of encamped parents in the Zaatari camp on education and its value to their children?

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<sup>22</sup> UNHCR, Syrian Regional Refugee Response. Accessed October, 2016. [http://data.unhcr.org/syrianrefugees/settlement.php?id=176&country=107&region=77#doc\\_2](http://data.unhcr.org/syrianrefugees/settlement.php?id=176&country=107&region=77#doc_2)

<sup>23</sup> Human Rights Watch. "Preventing a lost generation: Jordan. "We're afraid of their futures" Barriers to Education for Syrian Refugee Children in Jordan." 2016. Accessed September, 2016. [https://www.hrw.org/sites/default/files/report\\_pdf/jordan0816web\\_0.pdf](https://www.hrw.org/sites/default/files/report_pdf/jordan0816web_0.pdf), 24

<sup>24</sup> Ibid, 24

<sup>25</sup> Human Rights Watch. "Preventing a lost generation: Jordan. "We're afraid of their futures" Barriers to Education for Syrian Refugee Children in Jordan." 2016. Accessed September, 2016. [https://www.hrw.org/sites/default/files/report\\_pdf/jordan0816web\\_0.pdf](https://www.hrw.org/sites/default/files/report_pdf/jordan0816web_0.pdf), 3

- 2- To what extent does parents' perception affect their children's participation in and attainment of education?
- 3- If perception is the factor affecting the low enrolment, what affects the parents' perceptions? Can it be resolved? If perception is not a factor, what acts as a factor or factors leading to low enrolment in camps?

Moving onto the education situation of Syrian refugees in Zaatari Camp, this research focuses on the impact of encampment and refugeehood on the perception on the value of education that parents have. I want to find out how parents' perceptions impacts children's enrolment in schools of Zaatari camp? What is leading to the fact that 15,000 school-aged children (amounting to approximately 50% of Syrian school-aged children in Zaatari Camp) are not in school inside Zaatari camp? In order to find answers, this study was carried out by conducting interviews with refugees in Zaatari camp in Jordan.

The experience of being a refugee might make people revisit their priorities in life and the meaning of basic things in life could change. My hypothesis is that given the low enrolment rate in Zaatari camp schools, there is a change in the perception of parents on education in camps. However, towards which direction the change is taking, that is what I want to find out about.

Parents sending their children to school in order to secure a better future or education might no longer be a priority when living in a refugee camp. Parents might marry their daughters young for protection or simply to secure a dowry while their sons work to assist financially in the household, or send their younger to schools and older children work instead. Parents might still value education however they do not perceive the education in camp as beneficial for their predicament or goals. In order to explore and test my hypothesis, I want to look at and understand the perception on the value of education for parents' post refuge in refugee camps in particular.



## **1.4 Purpose and Significance**

This study aims at uncovering the reality of Zaatari camp from a refugee's perspective. It intends to develop a better understanding of the perception of refugee parents regarding education in camps. As well as to gain an insight of refugees' perspectives on education of their children in a refugeehood encamped situation. Especially since education is a critical factor for the future of refugees and refugee children.

This study also aims at filling the literature gap on education in Zaatari camp, thus contributes to the field of research on refugees' education. The findings of this study may help national authorities, international organizations, policy makers, donors, international organizations, scholars and other stakeholders who are involved in the field of refugees, particularly refugee education. Perhaps in the future, the findings from this study will be taken into consideration when planning and setting up more refugee camps. It could additionally help decision makers when deciding on strategies related to refugee education in camps.

## **1.5 Research Structure Overview**

In order to further discuss the aforementioned issue, chapter two of this research presents a literature review on a number of issues and themes related to refugees' education which are crucial to this research.

Chapter three explains the research methods of this study and the procedures taken before traveling to Jordan in order to conduct the field study including interviews in Zaatari Camp. It also provides the details for how the sample population were chosen, data collected and analyzed, and the challenges encountered throughout the research.

Chapter four presents the findings of the interviews conducted in Zaatari camp. To better research on my topic, interviews were conducted with every party

related to education; parents, school directors, teachers and assistants, in addition to UNICEF personnel whose work is related to education in camps. The chapter starts by giving an overall explanation of the educational services and the schooling structure available in the camp and further explaining the themes identified from the interviews that are needed for analysis in chapter five.

Chapter five discusses the interview findings and analyzes specific details that allow for a better understanding of the parents' perceptions. As well as analyzing these details in relation to the literature review research on refugee children's education. Further presenting the conclusion and recommendations based on my experience and what I have encountered on field.

## Chapter 2

### *Literature Review*

This chapter covers concepts related to education and refugee education. These include rights to education and its importance, education for vulnerable population and refugees and its related psychological consideration to conclude by the quality of education for encamped refugees.

#### **2.1 Right to Education**

Every child living in any part of the world has an inalienable basic right to education. The right of education for everyone is stated in article 26 of the Universal Declaration of Human Rights (UDHR)<sup>26</sup>, article 28 of the Convention on the Rights of the Child (CRC)<sup>27</sup> and article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR)<sup>28</sup>. The provisions of these previously mentioned articles is extended to every child on a non-discriminatory basis.

The right to education does not exclude nor discriminate between children; vulnerable children, children in conflicts nor refugees. However, policies and other factors do. Regardless of the status of children, the basic international human right to education always prevails.

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<sup>26</sup> UDHR, The United Nations. 1948. *Universal Declaration of Human Rights*. Accessed March 2016. <http://www.un.org/en/universal-declaration-human-rights/>

<sup>27</sup> CRC, The United Nations, 1898. "Convention on the Rights of the Child." Treaty Series 1577 (November): 3 Accessed March 2016. <http://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf>

<sup>28</sup> ICESCR, The United Nations General Assembly. 1966. "International Covenant on Civil and Political Rights." *Treaty Series* 999 (December): 171. Accessed March 2016. [http://www.ohchr.org/Documents/HRBodies/CESCR/OProtocol\\_en.pdf](http://www.ohchr.org/Documents/HRBodies/CESCR/OProtocol_en.pdf)

Margaret Sinclair emphasizes on the international law regarding education right for children, she mentioned that “The Convention reaffirms that children have the right to education as such (Article 28), supporting the fullest development of their personalities, talents and mental and physical abilities, and promoting peace and tolerance (Article 29). States party to the convention are required to promote and encourage international cooperation in matters related to education, to eliminate ignorance and illiteracy, and to help developing countries achieve better levels of education provision (Article 28) for all children within their jurisdiction regardless of status (Article 2).”<sup>29</sup> Hence, refugees do have the full right to education

Susan Nicolai et al. pointed out that “The 2010 UNGA resolution on The Right to Education in Emergency Situations reaffirms the right to education for all those affected by humanitarian crises, recalling the right as declared in numerous declarations and conventions.”<sup>30</sup> Sarah Dryden-Peterson added regarding the rights to education for refugees “Resolution 64/290 (July 2010) of the Human Rights Council of the United Nations General Assembly (UNGA) on the right to education in emergencies and in the draft resolution to the Human Rights Council on the right to education for refugees, migrants and asylum seekers.”<sup>31</sup> This reaffirms the right to every child refugee to education

## **2.2 Importance of Education**

Researching on refugee education, the literature on education of refugees and education in emergencies resulted in an abundance. However, attempting to find literature focused specifically on refugee education in camps hadn’t been as

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<sup>29</sup> Margaret Sinclair. "Education in Emergencies." *In Learning for the Future: Refugee Education in Developing Countries*. Ed Jeff Crisp, Christopher Talbot, and Diana Cipollone (Geneva: UNHCR, 2001): 11

<sup>30</sup> Susan Nicolai et al. “Education In Emergencies And Protracted Crises: Toward A Strengthened Response.” *London: Overseas Development Institute*, 2015. Accessed April, 2016: 8

<sup>31</sup> Sarah Dryden-Peterson. “Refugee Education: A Global Review.” *Geneva: UNHCR Policy and Development Evaluation Service*, 2011: 8

abundant given the importance of education for children refugee. The literature mainly discussed issues on the overall governance of general refugee education in camps with a very few studied focus on the daily life of refugee education being affected by refugeehood.

The importance of education is non-negotiable. Education is the pillar of the future. Its importance is a constant aspect for every child in this world. But unfortunately, not all children live a life with their rights being granted and respected. Poverty is a significant concern as it holds the tendency to affect children's development. Poverty and displacement become even a more significant concern when they affect children.

Children; either poor, vulnerable, displaced or refugee are exposed to a risk of educational interruption given their circumstance. The reasons vary, however the consequence more or less becomes a risk of a lost future if left unattended to matter. The following sections discuss the importance of education for vulnerable population, in emergency situations and for refugee children.

### **2.2.1 Education for Vulnerable Children**

Regarding education for children, particularly vulnerable children, Wendy Roberts explains that "Education, particularly in the early childhood context, can be a place and time of great influence but currently fails to achieve this, as shown by poor educational outcomes among vulnerable children."<sup>32</sup> Another important aspect she pointed a focus on is that there is a need for identifying education experience for vulnerable children differently than their peers who are not vulnerable nor in a state of emergency.<sup>33</sup> Their peers are not children at risk as vulnerable children are, so given their different situation and circumstances and

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<sup>32</sup> Wendy Roberts. "Enabling change through education for children and their families experiencing vulnerability and disadvantage: The understandings of early childhood professionals." *Australasian Journal of Early Childhood* 40, no 2 (2015): 49

<sup>33</sup> *Ibid*, 51

by offering education that is suitable for their case, this would contribute in prosperity for children at risk.<sup>34</sup> Another interesting point was brought up by Roberts when she mentioned that given their vulnerability status, vulnerable children should be allowed to have a voice, be a part of the society and engage actively in it.<sup>35</sup>

As for education in emergencies, it can not to be neglected especially in protracted crisis. Wingate et al pointed that “During emergencies, material and physical resources are stretched thin and the needs of those who need the most help namely the vulnerable populations, are left unmet.”<sup>36</sup>

Wayne Osgood et al. pointed out how the transition to adulthood regarding college bound middle class youth is smoother in comparison to the working class non college bound youth.<sup>37</sup> The transition could be a minefield for vulnerable population.<sup>38</sup> Education for vulnerable population in emergency situations is essential as it holds the keys to a pathway of earning a college degree in which it leads to more prestigious and higher paying jobs.<sup>39</sup> Hence, it holds a potential for a better future life. Thus in emergencies, vulnerable population require even the most assistance in all aspects since they are already in need of assistance during peacetime let alone in emergency situations. In addition to that, the need a society that provides assistance in tackling such issues and that suits vulnerable population’s circumstances.<sup>40</sup>

It is important to keep in mind that early childhood is a foundation for learning and development and it is even more essential for vulnerable children. By improving the services provided for them, it will result in improving their

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<sup>35</sup> Wendy Roberts. 50

<sup>36</sup> Martha S. Wingate “Identifying and Protecting Vulnerable Populations in Public Health Emergencies: Addressing Gaps in Education and Training.” *Public Health Reports* 122 (2007): 422.

<sup>37</sup> Wayne Osgood, E. Michael Foster and Mark E. Courtney “Vulnerable Populations and the Transition to Adulthood.” *The Future of Children* 20, no 1 (2010): 210.

<sup>38</sup> Ibid.

<sup>39</sup> Ibid.

<sup>40</sup> Osgood et al., 210, 220

educational experience.<sup>41</sup> Mwoma et Pillay are in agreement to that and stated that “A child who has access to quality primary schooling has a better chance in life. A child who knows how to read and write and do basic arithmetic has a solid foundation for continued learning throughout life.”<sup>42</sup> Martone also adds that “Providing educational services for children is a vital intervention during emergencies, chronic crises, and early phases of reconstruction.”<sup>43</sup> The form of educational services vary; non-formal education, basic literacy and numeracy, sports and recreation, health education, life skills, peace education and vocational training are examples for what could be offered.<sup>44</sup> Abdel Jabbar and Zaza are in agreement with Martone regarding the provisions of such educational services.<sup>45</sup>

### **2.2.2 Education for Refugee Children and Children in Emergencies**

Moving onto education for refugees, in regards to its importance, Mary Mendenhall et al. mentioned that, “Education is a priority for refugee families across the globe.”<sup>46</sup> Barbara Zeus confirms what Mendenhall said by stating that “Education is highly respected within the refugee community and the young generation puts much hope in being able to shape their country’s future as educated citizens. With few entertainment opportunities around, education also serves as a means.”<sup>47</sup>

Other scholars emphasized over and over education’s importance especially pertaining to refugees and in emergency situations. As well as pertaining to their

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<sup>41</sup> Ibid.

<sup>42</sup> Teresa Mwoma and Jace Pillay. “Educational Support for Orphans and Vulnerable Children in Primary Schools: Challenges and Interventions.” *Issues in Educational Research* 26, no. 1 (2016): 84

<sup>43</sup> Gerald Martone. “Educating Children in Emergency Settings: An Unexpected Lifeline.” Accessed March, 2016. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.423.337&rep=rep1&type=pdf>:1

<sup>44</sup> Ibid

<sup>45</sup> Sinaria Abdel Jabbar and Haidar Ibrahim Zaza. “Impact of Conflict in Syria on Syrian Children at the Zaatari Refugee Camp in Jordan.” *Early Child Development and Care* 184 no. 9-10 (2014): 1511

<sup>46</sup> Mary Mendenhall et al. “Quality Education for Refugees in Kenya: Pedagogy in Urban Nairobi and Kakuma Refugee Camp Settings.” *Journal on Education in Emergencies* 1, no 1 (2015): 93

<sup>47</sup> Zeus, B. “Exploring Barriers to Higher Education in Protracted Refugee Situations: The Case of Burmese Refugees in Thailand.” *Journal of Refugee Studies* 24, no. 2 (2011): 258

future development and construction, peacebuilding efforts, reducing poverty, and acting as a psychosocial support system developing the psychological aspect of refugee children.<sup>48</sup> In addition to that education holds the ability to protect children from violence and being exploited into sex industry, military recruitment, joining militias or seeking revenge.<sup>49</sup> Children belong to schools, learning and building up their life skills. Any disruption in this process is a risk for the child.

On the importance of education for refugees, Sinclair stated that “Education restores an element of hope.”<sup>50</sup> Refugees live in a predicament that wasn’t their choice are in dire need of a rope of hope. They have a strong incentive to cling onto education as it supports the wellbeing of children and youth for a better future and helps them overcoming displacement difficulties and challenges.<sup>51</sup> In addition, education gives meaning to life and brings hope for a better future life.<sup>52</sup> It can help in creating a sense of normalcy for refugee children who have encountered disruption in their life.<sup>53</sup> It can also help in protecting them from violence and exploitation.<sup>54</sup>

Emphasizing the importance of education in emergencies, Sinclair explains that “The victims of conflicts and emergencies are people who have been through heartbreaking, sometimes appalling, suffering. Yet in camps and settlements, villages and towns all over the world, they very often look to education as their major, or even their only, hope for a decent future. Schooling is their greatest hope for a life that will transcend the poverty that breeds violence, which in turn intensifies poverty. Education allows these people to overcome despair.”<sup>55</sup> So, the role of education in restoring normalcy through education has been emphasized

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<sup>48</sup> Mendenhall, 93. Dryden- Peterson, 8. Sinclair, 14

<sup>49</sup> Mendenhall, 93. Zeus 257-258. Sinclair, 8.

<sup>50</sup> Sinclair. 8

<sup>51</sup> Elizabeth Ferris and Rebecca Winthrop. “Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict.” *The Brookings Institute: Background paper prepared for the Education for All Global Monitoring Report*, 2010: 30-31

<sup>52</sup> Ibid

<sup>53</sup> Mendenhall, 93

<sup>54</sup> Ibid

<sup>55</sup> Margaret Sinclair. “Planning Education in and after Emergencies.” *Paris: United Nations Education, Scientific and Cultural Organization*, 2002: 17



by humanitarian aid advocacy and policy documents.<sup>56</sup> This proves the fact that education needs to become a priority in emergency and displacement situations rather than being treated as luxury and not as a humanitarian requirement.<sup>57</sup>

Nicolai et al. regarding the importance of education in emergency stated that “By providing safe spaces during crises, education is life-saving and provides vital psychosocial support, key to the longer-term development of children, youth and communities. It is also crucial to the success of interventions in other sectors, such as water and health. Education is vital for peace and stability of countries and is often identified as a high priority sector by affected communities themselves.<sup>58</sup> In agreement to what Dryden-Petersen mentioned regarding refugee's future<sup>59</sup>, countries neglecting education in emergencies for children and youth are not only denying them their future but also the future of societies they end up settling in.<sup>60</sup> Education benefits individuals and the nation they live in. This in turn results in social and economic development to the nation.<sup>61</sup>

Speaking of education as a humanitarian requirement rather than a luxurious provision, Sinclair stresses that fact by stating that “Some donors have taken the view that it is sufficient to keep emergency-affected people from dying and to look after their physical health: they do not consider education as part of humanitarian response. This attitude is changing as it becomes clear that education can be a part of the solution to such crises, and the absence of education will be destabilizing locally and may be a threat to regional and global security. Restoration of access to education is, moreover, one of the highest priorities of emergency-affected populations themselves, as it provides hope for the future. Education can thus be seen as an investment in solutions to crises, as well as

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<sup>56</sup> Dryden- Peterson,

<sup>57</sup> Zeus, 261-262

<sup>58</sup> Nicolai et al., 13

<sup>59</sup> Dryden-Peterson, 9

<sup>60</sup> Nicolai et al., 9

<sup>61</sup> Mwoma et Pillay, 84

being the fourth pillar of humanitarian response (alongside nourishment, shelter, health services.)”<sup>62</sup>

Moreover, the United Nations High Commissioner for Refugees (UNHCR) has regarded education as a fundamental operational aspect since the 1960s and a tremendous push has been witnessed in the last decades, in addition to highlighting the right to education for the excluded by the World Declaration on Education for All (EFA) that was adopted in 1990.<sup>63</sup> Barbara Zeus explained that this resulted in having education become the center of the international development agenda and onto governments’ priority list and thus regarding education as the ‘fourth pillar’ of humanitarian response.<sup>64</sup>

The importance of education for refugees is agreed upon by all scholars and no scholar disapproved of the fact. Education supports the wellbeing of children during emergencies, however the issue that arises is the funding of education in emergencies.<sup>65</sup> The importance of funding for education is not linked to their psychosocial support and protection hence the funding for education becomes limited and not prioritized in practice.<sup>66</sup>

Refugee camps become homes for refugees for a time more than anticipated. They are set out as a temporary solution, however, they tend to turn into protracted situation spending an average of 26 years in camps.<sup>67</sup> Refugees predicament should result in three durable solutions that UNHCR suggests; repatriation (which should be voluntarily), integration (local settlement into the country of first asylum) or resettlement (in a third country)<sup>68</sup>. However, given the situation and politics of the world today, local settlement and resettlement

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<sup>62</sup> Sinclair, 2002, 27 3-27

<sup>63</sup> Zeus, 258

<sup>64</sup> Ibid

<sup>65</sup> Sinclair 2002, 27 3 page 27)

<sup>66</sup> Ibid

<sup>67</sup> UNHCR, “Global Trends: Forced Displacement in 2015,”2015, Accessed December, 2016.

<http://www.unhcr.org/576408cd7.pdf>: 20

<sup>68</sup> Rebecca Napier-Moore. “Entrenched Relations and the Permanence of Long-Term Refugee Camp Situations.” *Sussex Migration Working Paper*, no. 28. Sussex: University of Sussex, 2005: 14. Sinclair, 25

opportunities are limited.<sup>69</sup> Especially due to the large numbers of refugees, 86 per cent of the world's refugees are being hosted in developing regions while more than 25 per cent are hosted in least developed countries<sup>70</sup> and 6.7 million refugees out of 23.1 million refugees are living in protracted situations (by the end of 2015)<sup>71</sup>, with 40 per cent of the world's refugee live in refugee camps.<sup>72</sup>

Another important political aspect to consider is regarding viewing refugees from the south as “Third World refugees” where they are no longer welcome in the north after the cold war ended.<sup>73</sup> Putting aside the justification that these new large in number asylum seekers abuse hospitality, the main reason is the rise of xenophobia.<sup>74</sup> Consequently, this puts more pressure on poor developing states to accommodate refugee needs with the help of UNHCR and other international organizations. Such states however, are often unwilling to integrate refugees into host countries nor assisting in large scale repatriation, leaving UNHCR dealing with encampment as a fourth de facto solution.<sup>75</sup>

Perhaps the advantage from protracted camps is that refugees are not repatriated which serves UNHCR mandate and jus cogens of non-refoulement.<sup>76</sup> In result, that leads to having refugees spend their excessive time in exile living in camps and being dependent on humanitarian aids for their basic needs without breaking free.<sup>77</sup> In some cases, this serves the best interest of the state where refugees are not allowed to integrate into host country while awaiting resettlement.<sup>78</sup> Refugees' basic rights and freedom are restricted during their long time spent in exile.<sup>79</sup> Napier-Moore stated that given their protracted situation,

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<sup>69</sup> Sinclair, 25

<sup>70</sup> UNHCR, “Missing Out: Refugee Education in Crisis,” 2016. Accessed September, 2016. <http://www.unhcr.org/57d9d01d0>: 4

<sup>71</sup> UNHCR 2016, 5

<sup>72</sup> Sarah Dryden-Peterson. “Refugee Education in Countries of First Asylum: Breaking Open the Black Box of Pre-Resettlement Experiences.” *Theory and Research in Education* (December 21), 2015: 12

<sup>73</sup>B.S. Chimni, “The Geopolitics of Refugee Studies: A View from the South.” *Journal of Refugee Studies* 11, no. 4 (1998): 357

<sup>74</sup> Ibid

<sup>75</sup> Napier-Moore, 14, 18

<sup>76</sup> Napier- Moore, 3

<sup>77</sup> Zeus, 258

<sup>78</sup> Napier- Moore, 3

<sup>79</sup> Zeus, 259

refugees have no action or agency of their own and they are left to be controlled by a refugee regime that feeds, helps, roots and heal.<sup>80</sup> Education might be viewed as the only remaining hope perhaps for eventual independence while refugees remain dependent and trapped in the “unfree” bubble.<sup>81</sup> This pours into acknowledging the importance of education by being perhaps the only hope for refugees amidst the policies and funding that control their fate.

## **2.3 Refugee Education in Camps**

Moving onto the education of refugees in camps, some issues and challenges arise. Especially related to refugee education lacking an effective framework and education protocol for refugee camps. The initial activities in emergencies is addressing relief regarding food assistance, shelter, water and health however education is not one of them.<sup>82</sup> So regarding protocols related to relief services, Martin-Rayó tackled on the point protocols related to feeding, clothing and sheltering of large numbers of displaced populations have turned out to become successful, however, regarding successful protocols for education, it continues to face serious difficulties.<sup>83</sup> The following sections discuss the importance of refugee education in terms of psychosocial support and psychological aspect and the quality of education provided in camps.

### **2.3.1 Education for Psychosocial and Psychological Support**

Education in crises holds the great importance of lessening the psychosocial impact of trauma and displacement. In addition, UNHCR (2002) states that it

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<sup>80</sup> Napier- Moore, 9

<sup>81</sup> Zeus, 259

<sup>82</sup> Nicolai et al., 13

<sup>83</sup> Francisco Martin-Rayó. “Countering Radicalization in Refugee Camps: How Education Can Help Defeat AQAP.” Dubai Initiative, Belfer Center for Science and International Affairs, 2011. Accessed March, 2016: 8

provides a vehicle for rebuilding children's lives. Sinclair pointed out "Education provides opportunities for students, their families and communities to begin the trauma healing process, and to learn the skills and values needed for a more peaceful future and better governance at local and national levels."<sup>84</sup> In order to lessen the psychological impact, education comes in as a mean.<sup>85</sup> Depression for parents and children adds to the importance of structured activities such as education.<sup>86</sup> She adds that the importance of education then is not a 'luxury' rather than a humanitarian requirement proving the previous philosophy wrong regarding education being of a luxury to refugees and emergencies.<sup>87</sup> The psychological trauma from war and conflicts have damaging effects on children such as nightmares, panic attacks, aggressive behavior and violence.<sup>88</sup> Abdel Jabbar and Zaza stated that "Research in different contexts shows that wars and internal violence carry negative consequences on children, including heightened aggression and violence, revenge seeking, insecurity, anxiety, depression, withdrawal, post-traumatic stress and somatic complaints, sleep disorders, fear and panic, poor school performance and engagement in political violence."<sup>89</sup> The aforementioned examples explain psychological issues that refugees suffer from.

The importance of education for refugees has stressed the crucial role of education in providing psychosocial and psychological protection.<sup>90</sup> Ferris and Winthrop mentioned that the importance of education for children and youth is often cited act as an important approach in supporting their psychosocial well-being during conflict and displacement.<sup>91</sup> Since children are in a developmental stage, Sinclair notes that providing large scale psychosocial support in structured

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<sup>84</sup> Sinclair, 2

<sup>85</sup> Sinclair, 7

<sup>86</sup> Sinclair, 9

<sup>87</sup> Ibid.

<sup>88</sup> Abdel Jabbar and Zaza, 1508

<sup>89</sup> Abdel Jabbar and Zaza, 1508-1509.

<sup>90</sup> Zeus, 257

<sup>91</sup> Ferris, Elizabeth, and Winthrop, Rebecca. "Education and Displacement: Assessing Conditions for Refugees and Internally Displaced Persons affected by Conflict." *The Brookings Institute: Background paper prepared for the Education for All Global Monitoring Report*, 2010: 30

group activities in the form of educational means is the best way for their development process.<sup>92</sup>

Lin et al. explained how education can be used as a catalyst for facilitating communication about trauma and better integration of the meaning familial trauma for students from refugee backgrounds. She further explains this by which refugee students could contribute to the education of other students to positively affect their empathy and understandings as well as their ability to understand individuals, families and communities who have experienced trauma.<sup>93</sup> Mwoma et Pillay also mentioned that “USAID and CRS (Catholic Relief Services) maintain that school attendance helps children affected by trauma to regain a sense of normalcy and to recover from the psychosocial impact of their experiences and disruptive lives.”<sup>94</sup>

Many scholars agree that psychosocial support in the picture of education is a beneficial approach for improving the lives of refugees.

### **2.3.2 Quality of Education in Refugee Camps**

Providing education services to refugees should ensure quality in order to fulfil its objectivity. However, in the field of refugee education, quality education is an unresolved issue. This section discusses some of the important issues that affect the quality of education for encamped refugees.

Since refugees are “trapped” living in exile in refugee camps for years and often decades before resettlement,<sup>95</sup> those years lost while waiting for a durable solution should be well-invested in the life of a refugee. Given limitations of employment opportunities for refugees living in almost confined camps,

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<sup>92</sup> Sinclair, 14

<sup>93</sup> Nancy J, Lin, Karen L. Suyemoto and Peter Nien-chi Kiang. “Education as Catalyst for Intergenerational Refugee Family Communication about War and Trauma.” *Communication Disorders Quarterly* 30, no 4 (2009): 204

<sup>94</sup> Mwoma at Pillay, 84

<sup>95</sup> Dryden-Peterson, 2015, 6

educational opportunities when available in camps could act as a current durable solution in a refugee predicament. However, this is not usually the case.

Dryden-Peterson stated that UNHCR Education Strategy for 2012-2016 focuses on expanding access to education for primary and secondary levels while guiding the provisions of education in which it ensures the quality of education by training teachers as a step towards that objective.<sup>96</sup> However, the quality of education for refugees and in refugee camps has been described by top UNHCR staff members and refugees as ultimate disappointment.<sup>97</sup>

Many scholars agree that refugee education lacks the quality needed to become beneficial. Quality could be affected by the factor of teachers lacking experience or skills relating to refugee education.<sup>98</sup> In some other cases, the curriculum and language of instruction difference contribute as factors as well.<sup>99</sup> When the integration of refugees' education in a nation is linked to the national curriculum, the host country's language of instruction prevails.<sup>100</sup> The cases differ, for example similar language of instruction for Iraqis in Jordan however extremely different as Congolese in Uganda.<sup>101</sup> Mendenhall et al. brings up how refugees in Kenya struggled with Kiswahili, a mandatory subject and one of Kenya's national languages, especially for older students who were newly introduced to the Kenyan curriculum.<sup>102</sup> Regarding relevance of curriculum to students, social studies was a subject that was not understood and a number of refugee teachers felt at loss for having to teach a subject about historical periods, geographical features and culture they had never experienced.<sup>103</sup> Mendenhall et al. added to that "Teachers identified a number of key factors that they perceived as constraining their instructional practice: limited resources including low funding, significant

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<sup>96</sup> Dryden-Peterson, 8

<sup>97</sup> Dryden-Peterson, 28

<sup>98</sup> Mendenhall et al., 93

<sup>99</sup> Mendenhall et al., 118,119. Dryden-Peterson, 32

<sup>100</sup> Mendenhall et al. 96

<sup>101</sup> Ibid.

<sup>102</sup> Mendenhall et al. 118

<sup>103</sup> Mendenhall et al., 118

overcrowding, a dearth of teaching and learning materials; a lack of pedagogical training; the curriculum; and the existing language policy.”<sup>104</sup>

There is a paradox that arises with education between nation and state in terms of curriculum.<sup>105</sup> Since refugees become stateless once they crossed their national borders for protection, they lose their state’s privileges including their national curriculum, this arises the issue of curriculum and pedagogy for refugee education.<sup>106</sup>

Waters and LeBlanc brought up interesting examples regarding education programs for refugees. They stated that: “Thus in Thailand, English instruction was closely tied to programs to settle refugees in third countries. Meanwhile, the Thai language instruction that refugees received probably facilitated the de facto integration of at least some refugees into the Thai countryside, whether legally or not. In Pakistan, the funding of schools organized by mujahideen political parties reinforced the power of conservative Muslim leaders, who promoted the religious and political rationale for war. In Tanzania, meanwhile, emphasis on Tanzanian Swahili instruction for Burundian refugees in the 1980s contributed to the resettlement of refugees in Tanzania itself. Insistence on Rwandan, Burundian, and Congolese instruction in the 1990s focused more attention on eventual return, whether through voluntary repatriation, involuntary repatriation, or perhaps even violent return. Finally, in the case of Somalia in the 1990s, with the debilitated Ministry of Education weakened by chronic crises, United Nations (UN) organizations and Non-Governmental Organizations (NGOs) worked together to assume roles normally reserved for the state.”<sup>107</sup> This raises the issue of host state’s ulterior motives in teaching refugees. Provisions should serve towards refugees’ best interest. This is an important aspect to be put into consideration in order to better the quality and ensure the benefits of education for refugees are being delivered.

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<sup>104</sup> Mendenhall et al., 113

<sup>105</sup> Tom Waters and Kim LeBlanc. “Refugees and Education: Mass Public Schooling Without a Nation-State.” *Comparative Education Review* 49, 2 (2015): 144

<sup>106</sup> Waters and Leblanc: 130-131

<sup>107</sup> Waters and LeBlanc: 145-146



Paulson brings up the issue of teaching history to refugees fleeing their nation where the question arises of which syllabus should be taught; their host country (state) or their nation's? If their nation's syllabus is to be taught, does the recent conflict become part of the curriculum?<sup>108</sup>

History education is a part of a citizen's identity.<sup>109</sup> Should refugees lose a part of their national identity by not learning the history of their country? Shabaneh takes on this point and explains how Palestinians in refugee camps have preserved their identity through remaining in a closed community reciting poetry, music, short stories, traditional dances and other cultural aspects.<sup>110</sup> Regarding Palestinians who integrated in other societies with other nationalities, taking Egypt for example, he added that they had slight knowledge of their family's history arising the question of whether they still preserve their history, knowledge of towns, leaders and traditions.<sup>111</sup>

Uprooted refugees, especially younger children and newly born in refugee settlements are exposed to a new culture and traditions, could this possibly in addition to the different curricula they study affect their national identity? In the case of Palestinian refugees, UNRWA hires teachers and administers from the refugee in the community.<sup>112</sup> But this is not the case in other refugee communities.

History education, language of instruction, syllabus and teachers' recruitment should be important factors in structuring the educational framework in order to ensure the quality of education services provided for refugees.

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<sup>108</sup> Julia Paulson. "“Whether and How?” History Education about Recent and Ongoing Conflict: A Review of Research.” *Journal on Education in Emergencies* 1, no. 1 (2015): 15

<sup>109</sup> Ibid.

<sup>110</sup> Ghassan Shabaneh. “Education and Identity: The Role of UNRWA’s Education Programmes in the Reconstruction of Palestinian Nationalism.” *Journal of Refugee Studies* 25, no 4 (2012): 492

<sup>111</sup> Ghassan Shabaneh. “Education and Identity: The Role of UNRWA’s Education Programmes in the Reconstruction of Palestinian Nationalism.” *Journal of Refugee Studies* 25, no 4 (2012): 495

<sup>112</sup> Ibid, 493

Shuayb pointed out the Palestinian refugees experience living in camps in Lebanon.<sup>113</sup> They face an inclusive exclusion in the education system where they are forced into learning the Lebanese curriculum and at the same time forced into the periphery of the society due to Lebanon's discriminatory laws and regulations.<sup>114</sup> What future does education hold for future and how does it impact their lives? It is important to consider this critical point to ensure education services provided are of worth and not squandered.

Education taking a human right's approach should be realized and cultivated under any situation including crises and it can only fulfil its objectivity if it's of high quality. Dryden-Peterson adds to the meaning of high quality in this context "that it is available, accessible, acceptable and adaptable."<sup>115</sup> What she mentioned aligns consistently with UNHCR fundamental mandate.<sup>116</sup> However, as she adds, it does not align with current practice especially regarding the quality of education provided.<sup>117</sup>

Dryden-Peterson states that "The quality of education involves the teaching and learning that takes place once children are enrolled in and in attendance at school. The Education Strategy 2010-2012 identifies quality as being "at the heart of education" and defines a quality education as one that "satisfies basic learning needs and enriches the lives of learners and their overall experience of living."<sup>118</sup> She also adds that if education is of no quality then it is not meaningful or useful to refugee individuals and their society.<sup>119</sup> UNHCR supports that by pointing out that quality education has a protective effect and is the anchor that will keep children in school and encourage them to pursue education and finish secondary school.<sup>120</sup>

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<sup>113</sup> Maha Shuayb. "The Art of Inclusive Exclusions: Education The Palestinian Refugee Students in Lebanon." *Refugee Survey Quarterly* 33, no. 2 (2014): 21

<sup>114</sup> Ibid

<sup>115</sup> Dryden-Peterson, 9.

<sup>116</sup> Ibid

<sup>117</sup> Ibid

<sup>118</sup> Dryden-Peterson, 27

<sup>119</sup> Dryden-Peterson, 61

<sup>120</sup> UNHCR 2016, 11

The importance of quality education is agreed upon by many scholars and UNHCR. So where is the loophole in providing quality education? Mendenhall et al. pointed out that “Educational quality depends heavily on teachers and their pedagogical decisions, and yet at present the quality of education available to refugees is very poor. Moreover, pedagogy in refugee educational contexts has not received sufficient attention; it is, as Michele Schweisfurth notes, “a neglected priority.””<sup>121</sup> Hence, this negligence greatly affects an important aspect in the life of refugees.

There are minimum standards regarding education in emergencies. These standards were developed by the Inter-Agency Network for Education in Emergencies (INEE).<sup>122</sup> They provide a framework for education in emergencies and a subfield for refugee education.<sup>123</sup> The INEE defines quality education where teachers are competent, well trained and knowledgeable in the subject matter and pedagogy.”<sup>124</sup>

Regarding the challenges of hiring refugee teachers, Mendenhall et al. mentioned that refugee teachers who are eligible to teach refugees tend to face government policies that do not allow them to be hired or hire them with low and unpredictable payment.<sup>125</sup> Another challenge is that new teachers hired lack teaching experience and moreover they are teaching refugee students, which makes it more challenging.<sup>126</sup> Kirk and Winthrop on the other hand interestingly had a different stance, they stated that “Despite teachers’ lack of confidence, professional qualification and experience, in many other ways these teachers are highly qualified for the job they do. The fact that they belong to the community in which they are teaching can often be a more important qualification than a

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<sup>121</sup> Mendenhall et al., 93

<sup>122</sup> Mendenhall et al., 94-95

<sup>123</sup> Ibid

<sup>124</sup> Ibid

<sup>125</sup> Mendenhall et al., 95

<sup>126</sup> Shelly Culbertson and Louay Constant. Education of Syrian Refugee Children: Managing the Crisis in Turkey, Lebanon, and Jordan. *Santa Monica: Rand Corporation*, 2015. Accessed March, 2016: 65

teaching certificate.”<sup>127</sup> Their opinion contradicts with the fact that teaching experience or a teaching pedagogy is a requirement. They based their qualifications on the fact that they belong to the community. Dryden-Peterson adds that teachers are the most single factor that matters regarding the quality of learning as they are the central aspect of refugee education.<sup>128</sup> She added that an investment is needed in order to have more quality teachers since it is a critical factor in achieving the quality objective in UNHCR Education Strategy.<sup>129</sup> This should lead to finding a definition to what constitutes as a qualified teacher and quality teacher in the refugee context.

The availability of schools with the lack of effort ensuring the quality standard of education and teachers results in negative outcomes for refugees and their present and future life wellbeing. Since it is agreed upon that education is considered the fourth pillar of humanitarian aid, a quality in delivering its provisions should be mandatory. More efforts should be directed towards studying these challenges in order to better the quality of education.

Martin-Rayo brought up another issues such as how education of encamped Somalis in Yemen had been corrupted and biased towards Yemeni students in schools where they both in the same classroom.<sup>130</sup> He also tackled how education had an impact on the issue of radicalization of Somali refugees in which it prevented future generation from luring towards radicalized groups, lessening their radicalized thoughts and straying away from radicalized influence as well as enlightening their perspective on religion.<sup>131</sup> An emphasis was added on the importance and the role of well-rounded education in camps by teaching all subjects that are normally taught in urban schools during peacetime in reducing

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<sup>103</sup> Kirk, Jackie and Winthrop, Rebecca. “Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia.” *International Rescue Committee*, 2007: 19-20

<sup>128</sup> Dryden-Peterson, 54

<sup>129</sup> Ibid

<sup>130</sup> Martin-Rayo, 9

<sup>131</sup> Martin-Rayo, 9

radicalization and terrorist recruitment in crisis situations.<sup>132</sup> In which education had proved to changing perceptions for Somali children.

Regarding the importance of education in exile, Martin-Rayó brought the light on how Afghani female refugees became committed to education and pursuing it after repatriation.<sup>133</sup> That was due to the change in perception of families when they experienced education outside the Afghan borders.<sup>134</sup> The aforementioned examples act as a proof to the importance of education of refugees regarding in bettering the negative perceptions refugee previously had.

## **2.4 Future Prospects of Education**

In addition, regarding the prospect of higher education for refugees, refugees face a deadlock situation when their freedom of movement is restricted.<sup>135</sup> Given the quality of education provided in camps, reaching the level higher education becomes a challenge from one angle. From another angle, refugee youth's higher educational needs are neglected so as their freedom of movement.<sup>136</sup> Dryden-Peterson stressed that "Higher education for refugees is not a luxury. It is important both for individuals and for society in terms of rebuilding lives and fostering leadership in both protracted settings and post-conflict reconstruction."<sup>137</sup> Higher education is a part of the education cycle. Zeus adds by stating that "The neglect of the higher educational needs of refugee youth represents a grave impairment of the effective opportunities and freedoms of those young people to develop to their fullest potential, and a serious gap in the field of Education in Emergencies and Protracted Crisis Situations."<sup>138</sup>

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<sup>132</sup> Martin-Rayó, 8

<sup>133</sup> Martin-Rayó, 12

<sup>134</sup> Martin-Rayó, 12

<sup>135</sup> Zeus, 257

<sup>136</sup> Zeus, 257-259

<sup>137</sup> Dryden-Peterson, 52

<sup>138</sup> Zeus, 259

Refugee youth who arrive to camps face the challenge of pursuing their higher education due to the lack of opportunities for university enrolment. International aid dynamics view a refugee as a passive victim, this perception is unfair towards refugees when education is not available and in quality, providing education and particularly opportunities for higher education might act us as a tool to reverse this perception.<sup>139</sup>

To conclude this chapter, educational status is an important indicator of children's wellbeing and future life opportunities. Their future contribution does not only benefit them but the societies they live in. This happens by providing education and specifically quality education so refugee education can become a productive factor in a society rather than a dependent one.

The literature available on education in refugee studies has been concerned mainly with what is provided to refugees under different circumstances and situations, however, regarding the people affected, there is very little that is actually known about their perceptions and opinions on the overall education provisions and services. Listening to the thoughts, perceptions and perspectives of refugee families could act as an added value to policy reconstruction. It could help learn more regarding whether their predicament has changed their perception on education or the education services provided has been a factor affecting the perception on education in refugeehood.

It has been supported and agreed upon that education is of a vital importance during crisis and emergencies, for vulnerable children, considering refugees are in an emergency situation and vulnerable population and in support of Mendenhall, refugee education should thus be a top priority. Host communities are not the biggest fans of hosting refugees in many cases, however, if their policies and contribution are directed more towards effectively educating refugees and not limiting the focus on basic provisions, they allow the refugees to become educated and independent. This will in turn allow them to become a productive factor rather than a dependent person on aids while maintaining burden on the

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<sup>139</sup> Zeus, 272

host country. The above discussion of these concepts would enable the interpretations of research findings in relation to literature.

## Chapter 3

### *Research Methods*

This chapter further explains the research methodology used in conducting interviews for this study. It includes discussion of the ethical consideration, challenges and limitations encountered carrying out the research.

#### **3.1 Research Approach and Planning for Fieldwork**

I followed a qualitative approach for this research.<sup>140</sup> The research addresses an unknown variable related to the perception of parents on education in encamped situations where there is a need to explore given the very minimal literature on their education life aspect. I have found reports and news article on this issue fearing the loss of a generation due to the lack of education for many Syrian children. In order to further expand the research and find out more about the subject in due absence of scholarly articles and limited available data on this field of study in that particular camp, I recognized the need to conduct qualitative fieldwork research interviewing targeted population and decided to go to Jordan and visit Zaatari camp.

Before proceeding with the research for this study, I first contacted a friend who worked with WFP in Jordan and inquired about the possibility of obtaining an entry permit to the camp for my thesis and research purpose. She mentioned that due to high security measures, the necessary permit is becoming more challenging. She added that I need to contact Save the Children- Jordan and/or UNICEF Jordan to learn more about the requirements to obtain access to the camp. I had contacted Save the Children and they had mentioned that UNICEF

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<sup>140</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 16



handles such procedures and advised me to contact them. I called UNICEF Jordan and I was transferred to two personnel before being transferred to a third person of whom after explaining the purpose of my research and thesis topic mentioned to me that he would be able to help obtaining the aforementioned permit and identifying the targeted population. Accordingly, I started expanding my research on the thesis topic, knowing that travelling to Jordan and interviewing parents was a doable mission. Meanwhile I corresponded for months with my UNICEF contact in order to finalize research related procedures.

In order to conduct interviews with any individual, an approval from the AUC Institutional Review Board (IRB) is obligatory and needed. In addition to taking an online training course in “Protecting Human Research Participants” with National Institutes of Health (NIH) and successfully pass it before submitting the application for IRB. Any interviews conducted and data collected without the said approval are not allowed to be used in any academic context. The online course was successfully completed, IRB application submitted and procedures for approval from the IRB took about two months. Once I received the IRB approval letter second half of May, I started finalizing my travel plans and dates.<sup>141</sup>

Before travelling, the UNICEF contact informed me that UNICEF will not be able to obtain the camp-entry permit for me given the strict security measures however, once I get inside Zaatari camp, research process logistics will be taken care of. Not being able to access the camp would have jeopardized the whole research and reaching a dead end. I contacted the Ministry of Interior in Jordan and inquired about the possibility of acquiring a permit through them to access Zaatari camp and the response was affirmative.

### **3.2 Research Tools**

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<sup>141</sup> IRB Approval Form: Appendix 5

### 3.2.1 Structured and Semi-Structured Interviews

Interviews were conducted in Zaatari camp in Jordan. The research was carried out by interviewing parents regarding their perception on the value of education in a refugee camp. As well as interviewing teachers to learn more about their perspectives on refugee children's education in order to complement my research objectives and ensure the validation of its findings. The process for interviewing teachers turned out to include interviewing teachers' assistants that worked in collaboration with teachers in class. While being in Zaatari camp, interviewing school directors was an opportunity that has resulted in richer and valuable information for my research. Having school teachers and school directors to complement data obtained from parents helped in employing the "triangulation" of data source suggested by Creswell in order to validate findings of qualitative research.<sup>142</sup> I had planned beforehand on interviewing NGO staffs that work with refugees in the field and area of education. I was able to interview UNICEF personnel on the education system and education opportunities provided and available for refugees in Zaatari camp. All interviews were conducted using structured and semi-structured questions. I had prepared three sets of questions for each of the three different interviewees category.<sup>143</sup>

All interviews were conducted in Arabic, my mother language. No hardships were encountered in communication with any of the interviewees given the different dialects and vocabulary, except for extremely few words that I didn't know from Jordanians who I interviewed, for example the word "now" in its Jordanian dialect. Other than that, all words used in the interviews were understood by both parties. In case of any help that was needed, another synonym was used or the gatekeepers would convey the meaning of the word but that was barely needed.

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<sup>142</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 259

<sup>143</sup> Research Questions: Appendices 1-3

### **3.2.2 Sampling Strategy**

My sample strategy at first aimed at interviewing parents from different districts since at the beginning of my research, schools were not established in every district and I had to put into consideration that distance might have been a factor for whether children go to school or not. However, after discussing the sampling strategy with the first gatekeeper (UNICEF personnel), the sampling strategy aimed at interviewing families whose children go to school and families whose children do not go to school or have dropped out. "Purposive sampling" strategy and "snowball technique" were the most appropriate to identify and select participants for the interviews.<sup>144</sup>

The sampling strategy for interviewing the school directors, teachers and assistants to teachers included the snowball technique. My UNICEF contact referred me to the first school director who eventually referred me to one teacher and two assistants and a second school director who in turn referred me to one teacher and one assistant. Regarding two more school directors that weren't planned during my first day in addition to one teacher and one assistant, a second gatekeeper put me in contact with the school directors whom one of them referred me to the teacher and assistant.

School directors and teachers were appointed by the Ministry of Education in Jordan (MOE) thus they were all Jordanians. However, the assistant teachers were Syrians. Per Jordanian labor laws, hiring of Syrian teachers is illegal. Syrian assistants were volunteers who were paid for their volunteer work by international organizations

### **3.3 Data Collection**

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<sup>144</sup> John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research* (Boston: Pearson, 2012), 45

Interviews for this research were conducted over a period of three days in June 2016 during the month of Ramadan. Interviews were conducted with sixteen families, four school directors, three teachers, four assistants and UNICEF personnel.

Interview with UNICEF personnel was conducted in the first day. Interviews aimed at gaining an insight on the overall education system in Zaatari camp since the establishment of the camp. The main purpose of the interview was to gain a deeper knowledge of what has been and is offered to Syrian refugees in Zaatari camp in terms of formal and non-formal education services to better comprehend and structure questions for the interviews with the families.

All participants; Syrian parents, Jordanian school directors, Jordanian teachers, Syrian assistants and UNICEF personnel were informed that I am a graduate student at the American University in Cairo conducting fieldwork research for my thesis. I was introduced prior to the interviews by my three gatekeepers and by referral with interviews conducted using the snowball technique sampling strategy. Consent forms for each category of interviewees<sup>145</sup> were given prior to the interviews explaining the purpose of the research.

I started my interviews by handing the interviewees the consent form and allowing them time to read it. In addition to summarizing the consent form and briefly explaining the purpose of the interviews, the anonymity aspect of all participants, the right to discontinue the interview process as well as the refraining from answering questions they do not wish to answer especially to those who were willing to take part in the interview without fully reading the consent forms and signing it once it was given to them as I had been previously introduced by the gatekeeper. A few of the family participants when explained to them the purpose and anonymity of the research commented by saying that's the least of our concern given our situation.

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<sup>145</sup> Consent forms : Appendices 6-8

All participants were very cooperative, signed the consent forms and agreed to have all the interviews recorded when asked if their interviews could be recorded. I emphasized that no other person would have access to the recordings and it would be destroyed right after graduation. All the questions were answered and in some interviews, more valuable information to my research was being provided beyond the scope of my questions.

All sixteen interviews with the families were conducted in their private homes (caravan). Twelve families were from Daraa, three families were from Damascus and one family was from Idlib. Not every member of the family household was present during the interviews; some families had only the mother present for the interview, or only the father, other families had both and few families had all their members present. The interviewed families during the first day were identified by the first gatekeeper (UNICEF personnel) who is engaged with Zaatari camp in his fieldwork. During the second day, I was referred to a second Syrian gatekeeper through the first gatekeeper who accompanied me during the interviews with the families. The second gatekeeper referred me to a third Syrian gatekeeper for the third day. Due to their work schedule, none of the gatekeepers were able to accompany me for the three full days. However, the three gatekeepers knew each other and each one helped in identifying the targeted population the day in which they accompanied me during the interviews.

During the interviews with the families, I started by asking them to briefly talk about themselves in order to learn about their background. Questions regarding the education of their children in Syria prior to arriving to Zaatari camp were asked first then questions regarding education of their children in Zaatari camp followed. Learning about their backgrounds and how they had perceived education in Syria is crucial for the purpose of this study especially in cases where education might have not been a priority back in Syria. In order to better answer

and analyze my thesis questions, I needed to learn about their past, present and future perceptions on the value of education.

As previously mentioned, interviews for this research were also conducted with four school directors of two schools and took place in the schools. Each school has two shifts, a morning shift for girls and a noon shift for boys, totaling four shifts. From each shift, I interviewed the school director in charge. On the second day, I was referred to the school director of the girls' middle school through the UNICEF contact who in turn referred me to the school director of the boy's middle school. Interviews were conducted with the two school directors, two teachers from each shift and two assistants from the morning shift and one assistant from the noon shift. On the third day, I interviewed the female director of the girls' elementary school and a male director of the boys' elementary school of the second school. Due to time constraints, interviews were only conducted with one teacher and one assistant from the morning shift of the second school since by the time I was able to meet with the noon shift school director, teachers and assistants had all left given that school was over and it was only time for students to collect their reports.

The initial plan was to interview two directors from the first school I had been to on the second day in Zaatari Camp. However, during the interviews conducted in the second day with the families, I encountered different opinions on education from the families I had interviewed in my first day. The families lived in different districts, thus their children go to different schools. I spoke with my second Syrian gatekeeper about interviewing the school directors of the school where most of the children of my second day interviews go to, so we requested a permission from the first gatekeeper (UNICEF personnel) to conduct interviews with them and he gladly permitted it. The second Syrian gatekeeper coordinated for the interviews. None of the gatekeepers were present during my interviews in the schools.

On my last day, during the interviews with the school director of the girls' elementary school and after interviewing a Jordanian teacher, a Syrian assistant offered to help expanding the horizon of the research by putting me in contact with other teachers who work in the non-formal education sector of the camp provided by international organizations. It wasn't possible due to time constraint as I had to leave to Egypt in seven hours and had a number of family interviewees awaiting me. She gladly proposed to have questionnaires with questions I planned to ask emailed to her, she offered to distribute them among her connections and mail them to me after completion. In which she did. I received seventeen questionnaires<sup>146</sup> from non-formal teachers who work and deal with Syrian children outside of schools.

The purpose behind interviewing school directors and teachers was to get an insight on how children deal in schools in order to learn more about how education services impact a parent's perception on the value of education in Zaatari camp.

### **3.4 Data Analysis**

The process for data analysis started by transcribing and translating all interviews that were conducted in Arabic. Data collected from interviews totaled seven hours and thirty-six minutes. Sixteen copies of a template sheet that was structured with the sequenced questions asked to families in order to better present the transcribed information in interviews to further assist in identifying themes. Three other template sheets were structured regarding each crucial aspect of the interview. First template summarized in four columns the number of children who go to school, do not go to school for each family, reasons for not going to school and dropping out, and my analysis to the situation. A second template sheet divided into three columns; perception on the value of education in Syria, in Zaatari, and changed perceptions on the value of education. A third

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<sup>146</sup> Questionnaires : Appendix 4

template covered in three columns; opinions on education, challenges, and aspirations. The abovementioned templates dissected the valuable information and better presented themes for analysis.

The transcription of the interviews conducted with the UNICEF personnel, schools' directors, teachers and assistants took a narrative form of transcription. The narratives of their interviews was transcribed and translated simultaneously amounting to twenty-two-word document pages. A template sheet was structured for all interviews. It consisted of two columns; students' issues and teachers' challenges, the two main themes identified after transcribing the interviews. Another template sheet included the information provided by the interviewees describing the education services provided in the camp and the educational system in the schools.

The process of transcribing all interviews and further creating template sheets identifying themes for analysis required listening to each interviews multiple times. Transcribing interviews needed to be done solely while listening to the interview. Analyzing the data and themes required another two or more replays to the interviews. And finally, selecting the most powerful and relevant quotes required another replay of the interviews.

### **3.5 Ethical considerations**

During my interviews with refugee families, questions' format and paraphrasing were a crucial matter in order to ask questions reflecting the purpose of the research in an objective manner without bringing up any emotional distress. Comments and notes from IRB emphasized that matter and showed extreme concern regarding the protection of vulnerable population and ensuring the questions' structure prevented triggering any psychological disturbances.



### **3.6 Challenges**

A number of challenges occurred. The first challenge I faced was when my UNICEF contact informed me that UNICEF is unable to obtain my entry permit. Strangely enough, I used Google to learn more about the obtaining permits to Zaatari camp. I found a forum on Travel Advisor where it was advised contacting the Jordanian Ministry of Interior for obtaining permits to the camp. My second challenge was the number of families I had confirmed the day prior to my first day in Zaatari camp. A number of four families were identified. However, being referred to other gatekeepers opened doors to more interviews opportunities with families. The third challenge presented itself during the interviews. Some interviewees seemed like trying to provide the perfect answer regarding the importance of education, which could have affected the outcome and the added value to the research. Asking indirect questions relating to the importance of education was one way to confirm my doubts on their shared input to the interview. Providing an example, one of the interviews spoke out about the importance of education all along. When asked certain questions about education services in camps, she admitted she didn't know about such services. She had eight children with a newborn which she pointed out that she is engaged with taking care of her newborn and toddlers. On her doorstep, I found a torn school book. In her case, it might affect the credibility of her interview that education is not as important.

### **3.7 Limitations**

This study focuses on one camp and based on interviews conducted with a relatively small sample of sixteen families. Due to the permit to access the camp issued by Jordan's Ministry of Interior, the duration of fieldwork was limited to two days. I was able to extend it for one more day. The purposive sampling was limited to the families the gatekeepers knew and we able to set up interviews with

them. The findings reflect the perceptions of population interviewed. So the findings apply to the context of this study, although it might be applicable to similar situations based on the research .

## Chapter 4

### *Research Findings*

In this chapter, the research findings are presented and discussed in the following sequence. First, the structure of the camp is explained in terms of education services and challenges related to the establishment of schools since the startup of Zaatari camp. Second, past challenges faced by interviewed parties regarding education services and how they were resolved. Third, the chapter discussed the current challenges of education that are yet being faced in the camps. Lastly, the findings from the questionnaires related to the challenges being faced in the non-formal education sector in the camp.

#### **4.1 Structure of Schools in Zaatari Camp**

Before getting into the detailed analysis of the research findings and in order to better explain the findings and use them for further analysis, based on my interviews with the UNICEF personnel and the four school directors, I shall briefly start by explaining the structure of Zaatari camp in terms of education from the day it started to date.

At the beginning in 2012, Syrian refugee students arrived from a conflict zone. They were mostly from Daraa. They have been in Zaatari camp for a period of three to four years now. When refugees arrived, there had been an educational gap period because of the armed conflict, what they witnessed back home and the interruption caused by the armed conflict to their school days back in Syria. The educational services back then focused on psychosocial support. This focus was planned first in order to get the students back to their normal psychological state, behavior and life.

UNICEF spoke with the MOE regarding schools' establishment. Schools were established then with Jordanian staff who were hired by the MOE. In 2012 and 2013, it was a recession time for the world and Jordan, along with the refugees' influx into Jordan, the country with limited resources and ability faced more economic pressure.

When refugees settled in Zaatari, at the beginning they didn't send their kids to school thinking that they will be here for a couple of months or a year, then they will be able to go back to their home country. Regardless, UNICEF also encouraged and advised parents to send their kids to school even for a day even if they are going back to Syria the next day. UNICEF encouraged parents to enroll their children to schools in order to create a normal family atmosphere in which they go to school and go back home do their homework, play and create a monotony of life that is as close to a normal childhood for their children.

A number of challenges were faced by UNICEF in the process of establishing schools. Schools establishment started by establishing a temporary school built from tents. It was built next to the construction site of the first school (Bahraini school, which got its name being built with donations from Bahrain) in order to encourage education. When the school year started, classrooms were extremely over-crowded. The Bahraini school is considered the mother school of the camp being the first school in Zaatari camp, in addition to its strategic location by the start of the camp and in the heart of all commercial shops where the population is condensed around. The school was open to 2300 students distributed among eighteen classes, which was a lot of pressure on the school and teachers.

A semester later the second school had been established (Saudi school, built with donations from Saudi), and then the third school got established afterwards (Qatari school, built with donations from Qatar). UNICEF operated and administered these three schools for a long period despite the crowdedness of the classrooms that could reach up to hundred students per class. During that time, the

quality of education was an issue. Time and years passed, UNICEF was able to attract more funds from donor countries and now Zaatari camp has nine schools and two more schools are planned to open for the next school year 2016-2017 serving 80,000 refugees in which around 50 percent are children and around one third of them are school-aged children.

The pressure on the Bahraini school lessened when other schools opened and so the transfer and distribution of students took place to other schools. The Bahraini school in 2016 has around 660 students enrolled and distributed among eighteen classes. It still hosts the majority number of students given its location but with a huge decrease in the overcrowded classrooms.

The schools operate on two shifts; a morning shift for girls and an afternoon shift for boys. In each school they have an elementary school starting from grade one to grade four and a middle/high school serving grade five up till grade twelve. UNICEF worked on increasing its non-formal education services with other non-formal education facilities and offering takweya classes (remedial education programs) to subjects that students study in schools. These non-formal education services operate in two shifts as well, a morning shift for boys and an afternoon shift for girls. The school shift is 3 hours a day; from 8:00 am to 11: 00 am for girls and from 11:45am to 14:45 for boys. However, a school day in schools outside Zaatari is more than 3 hours. There are 98 schools in Jordan that work on two shifts as well, but the duration of these two shifts are longer outside the camp.

Education system in Zaatari camp started up by the MOE offering the Jordanian syllabus, however the education system was under UNICEF supervision and administration. Almost two years ago, the MOE became in charge of schools and formal educational programs in Zaatari camp. Their policies, rules, system, examination and decisions are applicable to schools in Zaatari camp as they are applicable to schools all over Jordan. UNICEF and MOE

jointly cooperate to supervise and facilitate the education system and services in Zaatari camp schools.

Regarding the hiring of teachers, MOE is in charge of providing teachers to teach in Zaatari camp. They work on an extra time basis meaning that they are not officially employed along with the school directors. Teachers hired are newly graduates who still haven't been offered a governmental appointment in the education sector. Those newly graduates start up by being temporary teachers filling in for a sick teacher or a teacher on maternity leave or an increase in demand of schools. When their turn in government employment comes and they receive a permanent appointment, they are to leave Zaatari camp and relocate where they have an assigned fixed position. It is a more stable job for them. So many newly graduated teachers did not have teaching experience prior to teaching in Zaatari camp however they have been teaching for four years in Zaatari camp. Regarding payment of salaries, the European Union (EU) pays for the salaries of the Jordanian teachers and Jordanian school directors.

In addition to teachers, Syrian assistants are hired to assist Jordanian teachers in administering and following up with the students in the classroom, acting as social workers as well. Over crowdedness in classrooms had been an issue raising up to a hundred student in class. With the establishment and opening of new schools, the number has decreased to forty students which is still a big number for one class teacher. According to Jordanian law, Syrians refugees cannot legally work in the country. Their work in schools is regarded as volunteer work where UNICEF pays them per hour and day in return of their volunteer work.

Students in schools are not given only books but are provided with stationary, sometimes uniforms and school bags to encourage them to go to school. There is another optional education system in the school which is called "E'telaf." This system allows the Syrian student to study the Syrian high school curriculum in

Zaatari camp. There are people who enroll and study this curriculum however it is not accredited meaning that despite receiving high grades, they won't be able to apply to a Jordanian university in Jordan as it is different from the Jordanian certificate.

For students who lost years of education and it is impossible for them to go back to school, UNICEF offered and guaranteed other education services such as "Makani" centers which offers psychosocial support, life skills to build their character, self-confidence as well as offering them a chance to build their skills for the labor market.

There are other non-formal education services provided by international organizations such as Relief International (RI), Norwegian Refugee Council (NRC) offering various education services among them the "takweya classes" remedial education programs to subjects that students study in schools.

UNICEF also has "markaz al tefl" (Kid's center) and other centers where educational opportunities are offered. It could be regarded as a gateway to education where teachers teach in another way; no exams just a placement test for level evaluation, no crowdedness in classrooms or pressure on kids to achieve certain academic goals. It is regarded as non-formal education.

Some students enroll and go to these centers to help them understand better what they do not fully understand in school as well, takweya lessons. So these non-formal educational centers are open to all groups of students, those who are already enrolled in schools and those who are not enrolled in schools and dropped out for any reason.

In the future, UNICEF aspires to have these centers transfer and change their status from being non-formal education centers to formal educational centers with the MOE. This is what UNICEF is trying to find a way working out a solution to

education. In addition to trying to reach out parents and students to make them aware and encourage them to pursue education and hold a certificate. And that is better for the future generation of Syria and instead of dropping out of school for work. Students could then pursue the labor markets after graduation while having a certificate in hand. This approach is aimed at changing the way they think about education and the attitude they take for their future. UNICEF does not want to lose a generation that will go back to Syria and rebuild it. And without education, their contribution in building their country again will be lost.

## **4.2 Challenges Regarding Education in Zaatari Camp**

All concerned parties taking part in education services in Zaatari camp whether they are the providers (UNICEF, school directors, teachers, or assistants) or recipients (parents and children) have faced a number of challenges at the beginning and they continue to face more challenges and issues that arise and tend to become a pivotal factor in the education life of a student.

This section focuses on and discusses the challenges that had been faced in the early days of the establishing schools in the camp and how these challenges based on the interviews with parents might have affected the future of enrolment of students in schools. UNICEF and other international organizations had put these challenges into consideration and worked on resolving it. The following section further discussed the current challenges and issues that education services providers as well as other concerned parties are yet still facing.

### **4.2.1 Resolved Challenges**

Based on my interviews with the UNICEF personnel, school directors, teachers, assistants and parents, the challenges faced (previous and current) are categorized into three main themes;



- Enrolment issues
- Quality of education
- Psychological issue

### **Enrolment Issues**

When Zaatari camp was established it first started by having only one school, the Bahraini school. First issue with enrolment was the distance of the school. The schools were far away, the camp was set up with unnumbered tents where children could easily get lost, no paved roads making safety a concern for parents. A meeting point was agreed upon where teachers would pick up the students and accompany them to schools. The distance issue was eventually resolved after the establishment of more schools in Zaatari camp distributed around the camp given proximity to the residents of all thirteen districts. That in turn allowed for an increase in the enrolment rates. In addition to the living conditions; living in tents and the process of settling in a new environment didn't allow many parents to send their kids to school thinking they would only be in Zaatari camp for a couple of months or a year. Now tents are replaced by a number of caravans (two to three) creating a one story home, in addition to being numbered and streets named.

The second issue with enrolment was the type of education that is provided. The syllabus taught was the Jordanian syllabus under the supervision of UNICEF. The accreditation of certificates was a concern to parents thinking that education was useless. But the fact was that certificates were accredited however, when education became under the MOE, parents started to trust the education system.

Future prospects of education was an enrolment third issue. The lack of available higher education opportunities gave no meaning to pursuing education and graduating high school. Older students told younger students that they have left university in Syria and there are no opportunities of pursuing higher education

in Jordan. UNICEF requested from funding countries and UNHCR to support university level education by granting scholarships to students who graduate from high school. UNICEF's request was fulfilled and student who graduate with scores that allow them to apply and go to university are offered scholarships. UNICEF agreed with universities in the north of Jordan for geographical proximity convenience, students apply for an "igaza" which is a permission to leave Zaatari camp. They use transportation to go to their classes and return back again.

Another enrolment concern was the lack of documents available when enrolling students to schools. Due to the lack of documents regarding their past education; school reports or birth certificates that shows the date of birth and help in estimating their education level, students were placed in grades by their word of mouth. That resulted in students jumping a couple of grades which in turn affected their academic abilities and resulted in facing difficulties in reading, writing, learning and education generally. MOE was made aware of this issue and schools started asking for any documents that help identifying their age. UNHCR requires every refugee in the camp to have an identity document (ID) with the date of birth included so every refugee in the camps has an ID in which schools depend on in the cases where academic documents are unavailable hence placing the students in the suitable grade for them. All students enrolled in schools no longer lack academic documents.

The provisions of meals as well was an issue regarding enrolment at the beginning where the unavailability of meals discouraged students from going to schools. UNICEF spoke to World Food Programme (WFP) about that issue and WFP started to offer nutritional biscuits with protein to kids who go to school during school time.

Regarding the difficulty of high school level education, it is a decisive year for students and a stepping stone to university education. An international

organization called Relief International (RI), offers remedial education program classes for grade 11 and 12 in which it helps high school students with the subjects they learn in school in order to reach better academic results and assist them in what they do not understand in school. These classes are offered in the afternoon during school days and during school off days.

What affected the enrolment at the beginning for girls was the fear and concern for girls being lost. Since most refugees in Zaatari camp arrived from Daraa, their cultural norms, traditions and social life environment is of a conservative nature. Girls marry early in Daraa and this tradition was brought to Zaatari camp. However, schools allowed married girls to pursue their education and in cases, teachers took care of a student's baby till she finishes her exam so they do not lose a student where a plausible solution could be offered to them.

### **Quality of Education**

Regarding the quality of education challenges; firstly, the classroom suffered from over crowdedness where at times a classroom held up to one hundred students. The quality of education was negatively affected since a teacher had to teach her lesson in a classroom of one hundred students in thirty-five minutes. When more schools got established, more classrooms were available and students were distributed and this issue was resolved

Another challenge was regarding the teachers having to teach refugee children coming from a war stricken country. That required the teachers to have the certain skills of dealing with students who suffered from psychological issues and not use strictness with them. Training of teachers in psychosocial support helped in resolving this challenge at the beginning.

### **Psychological Issues**

Moving on to the psychological aspect, teachers faced challenges with dealing with students who suffer from psychological issues. The environment where the students came from was a difficult one. Dealing with family issues in camps, boys being injured from the war, and students being violent with each other and with the teachers in addition to boys vandalizing properties was a challenge teachers faced. UNICEF started a program with the MOE that would help in changing the attitude and behavior of the students. These programs aimed at using motivation and encouragement as a tool. Along with program developed by a local organization called “Sharek” aimed at changing their attitude and improving their discipline by motivating them to become better individuals. For example, those who came to class unorganized and not in time, would interrupt the teaching and learning process in a classroom, so teachers took time away from the lesson duration in a classroom to deal with such incidents. The aim was an attitude oriented one and not an academic objective.

UNICEF started a pilot to this program that has started in 50 schools in Amman and it lasted for a month and a half, the teachers noticed a root change in students respecting classroom rule, school uniform and general appearances. This have reflected positively on their academics. If a student is conscious and aware of being representable, organized and punctual, he can focus on other school related things and can achieve a better academic outcome subconsciously. In return, teachers were able to teach and pass on the lesson in less time and without unnecessary interruption. What they can teach in 35 minutes which is the duration of a lesson, they could teach in 30 minutes, so it gives them a more efficient use to their time in a classroom.

These challenges and issues affected the students’ overall enrolment to schools. To what extent or degree this had led to students dropping out of school is difficult to calculate since Zaatari camp had been established, a lot of families had arrived and left Zaatari whether they returned back to Syria or settled outside the camp.

However, based on the interviews with parents on their perception on the value of education and analyzing the reasons why students had dropped out, I can calculate that 8 students out of the 14 school-aged students in my targeted population dropped out of formal schools and are no longer attending them for reasons attributed to the abovementioned challenges that had been resolved.

#### **4.2.2 Unresolved Issues**

After discussing the resolved past challenges, this section discussed the current challenges. Moving to discussing the current challenges of education services that arise and are faced in Zaatari camp based on my interviews with the UNICEF personnel, school directors, teachers, assistants and parents, the same categorization of themes is used for discussion;

- Enrolment
- Quality of education
- Psychological issues

#### **Enrolment Issues**

Current enrolment issues in Zaatari camp could be summarized in the following challenges. Starting with attendance and dropping out rates, regarding girls, Girls drop out of school at a later educational stage starting from the age of 15. The general reason behind them dropping out is marriage. Since marriage is a cultural thing that had accompanied families to Zaatari camp, husbands do not allow the girls to pursue their education in many cases. Even though school day is a three-hour long part of the day, husbands tend to still not allow them to pursue their education. And in some cases the girl herself has no desire to continue.

Regarding boys mainly and girls included especially at an older age, they drop out to work and support their families. Cases differ, some families lost or left behind in Syria their breadwinner member; a father or an older brother. This would result in younger siblings to drop out school to meet their families' needs. Dropping out come as a result of families returning back to Syria or moving out of Zaatari camp and to other cities as in Jordan as well.

Other students do not fully drop out but their attendance is not consistent due to helping out in the household, Parents need to go to work outside Zaatari on a seasonal basis or where they need to go to the medical center and leave a sibling to baby sit and take care of other siblings at home. Another reason as mentioned previously is regarding family issues at home and poverty, parents need their kids to work to help in providing for their families.

Parents who are unaware of the education services provided in Zaatari camp assume that the certificate is not accredited or that there are no available higher education opportunities and scholarships. They lack the knowledge and awareness thus ignorance of some parents is hazardous.

Parents noted that girls' school are stricter and more supervised than boys' school. In some cases, they allow the girls to pursue while their perception on the boys' education is not as important so they let them work to help out financially.

### **Quality of education**

Quality of education is the greatest challenge Zaatari camp is facing. Based on the interviews with parents, great dissatisfaction was common. Parents showed anger and frustration regarding the quality of education their kids were getting in schools.

Regarding teachers, parents strongly noted that there was no follow-up and supervision regarding studying or giving homework and following up with the student's' academic progress. They show carelessness despite available resources and a good syllabus to teach. Parents claim that teachers are unqualified and not strict with students in term of teaching in the classroom, studying and homework. They let the students loose in class without control of having them attentive to them. They give grades much higher than what students deserve, so parents who follow up with their children notice that their children are receiving high grades in subjects they barely know about. One parent said that “Her son told her that the answers to the exam were written on the board for them to copy. There is no education” Another said they succeed without studying.

This in turn fueled parents' perception that education is a joke in Zaatari camp. While teachers' intention in giving out these grades is for a motivational concern and being empathetic with their refugee students and their living conditions. A parent said that, “Using more tenderness in dealing with students is affecting the learning process and the educational level of the student. Teachers are harming the students.”

Based on my interviews with teachers, they mentioned numerous challenges with their students regarding the learning process, in order to keep them in school given their weak academic level, they allow them to succeed and pass by giving them these motivational grades. One teacher said that, “Students are weak in English at a higher grade since they lack the seven years prior to that for establishing the basis of the language.” This results in receiving very low grades while attaining high grades in other subjects taught in Arabic.

Another teacher said that “We lack scientific teaching materials for experiments and labs that would help me in passing along physics to my students. So physics become a theoretical subject. So I give them higher grades for motivation since it is not their fault such teaching materials are unavailable and

affect their learning quality.” A school director brought up this issue as well and said, “Another problem that we are facing is regarding science subjects. The unavailability of laboratories for conducting experiments makes education not useful. You cannot sense and feel what is taught especially in physics and chemistry and you also do not have samples and examples for biography and geology classes.”

Another concern regarding the quality of education was the lack of electricity in Zaatari camp since electricity is only available from 7:00 pm to 4:00 am. This issue affects children’s studying hours when the sun sets out early and it becomes dark before 7:00 pm in Zaatari camp. It also leads to schools operating with no electricity where the use of computers could have been an assisting teaching aid and a teaching material to compensate the lack of tangible teaching materials. The duration of a school shift which is three hours was an issue to one of the parents regarding the quantity of education his children receive in such a short period in comparisons with other schools and students outside Zaatari camp. He said that, “Three hours of schooling a day does not nourish nor satisfy the needs of the students.”

Few parents commented on the syllabus being different in terms of content especially for history and geography. An interviewed teacher mentioned that students found geography to be a difficult subject since students only know of Jordan its camp in the desert and have never been outside the Zaatari camp. One parent noted that schools and non-formal education services such as takweya (remedial education program) are a load on the student who attend these two types of education services. A school director emphasized on this matter and requested a better coordination between both education services.

From the providers of education services’ perspective, the challenges affecting the quality of education lie under a number of reasons. Electricity was a main issue. Teachers were working in a school with no electricity. In addition to that,



the weather conditions in Zaatari camp could reach to freezing temperature in the winter and extreme heat during the summer. Teachers shared that classrooms made of caravans are not equipped for this kind of weather and students are affected by the extreme weather conditions. This in turn affects their ability to learn and hence the quality of education becomes affected as well.

Not all teachers are qualified. Some teachers are newly graduates who got their first job in Zaatari camp. Other teachers are unqualified and lack the qualifications needed to teach a certain subject. This becomes a pivotal factor in delivering quality education to refugee students.

Based on interviews with a teacher teaching elementary age students, the ignorance and illiteracy of the mother particularly and parents generally was the biggest issue and challenge she suffers from. It makes it difficult for her to follow up on what she taught in the classroom the following lessons. Elementary students need a strong basis and lacking the study companion and assistant to the teacher at home strongly affects the development of the student in her classroom.

### **Psychological Issues**

Psychological issues play a dangerous role regarding students who lack interest in pursuing education any more. Some parents when something happens in the camp, they worry to send their children to schools. Rumors spread fast in the camp, so when two neighbors fight or any issue arises in the camp that might hold safety concerns, parents worry especially coming from a war torn country.

Students suffered psychologically from losing parents, witnessing the death of a family members in front of their eyes. One teacher said that: “I have 12 girls (out of 40) in my class who still suffer from psychological problems. Girls who saw dead bodies back in Syria. One girl witnessed her father being shot and killed in front of her. Some other psychological issues like fear. Planes pass above us

since we have an aviation training center nearby. So when a plane passes over, the girls get scared and tremble.”

### **4.3 Questionnaires**

As previously mentioned, my encounter with a Syrian teacher assistant who offered to help out by sending out my questionnaire to Syrian teachers who work in international organizations (non-formal education service) resulted in more data collected for my research. I summarize the findings of 16 questionnaires using four themes:

1. Differences spotted in attitude of students in regards to previous teaching experience in teaching non-refugee students
2. Enrolment rate
3. Syllabus concern
4. Challenges

Putting into consideration, these findings reflect the perspective of teachers working with international organizations. The population of students is unknown, however that is not the objective from the questionnaire. A qualitative approach is intended to learn about the challenges faced in non-formal education centers in Zaatari camp.

Regarding the differences spotted by teachers in their interaction with refugee students in Zaatari camp, most questionnaires pointed out carelessness as being a major issue. Carelessness and not being committed to class and school rules acted as an important issue in addition to showing no desire in learning.

As for enrollment and the fluctuation in attendance, weather conditions acted as a factor, as well as distance and lack of transportation services to the non-formal education centers. Family conditions, poverty, family level of education

and awareness of its importance in addition to their overall awareness and attentiveness to their children affected the enrolment rate of students. The will to go back to their country acts as another factor, perhaps in my opinion, a psychological issue affecting their hope in education. Unqualified teachers contributed to the factors affecting enrolment. These issues became challenges for teachers as well.

Regarding the syllabus that is being taught, all questionnaires agreed that the Jordanian syllabus is a good syllabus. However, the unavailability of teaching materials was noted as the only issue faced regarding the syllabus aspect.

Finally, as for the challenges that teachers face, they are numerous. Carelessness and lack of follow-up from parents at home in addition to the living conditions and poverty affected the teaching and learning process. Students showed distraction and lack of focus in class, dyslexia, handicap students' reasons were also mentioned in addition to having unsolved homework and lack of studying of children at home. Another challenge was the lack of communication between parents and teachers. Non-formal education centers faced the issues of dropping out for marriage and work reasons especially when parents commit to seasonal work outside the camp and taking their children along. As well as the inability to work and study simultaneously. In addition to students having to stay at home and help their parents when needed. Psychological issues were brought up as well. Weather conditions and the fact that classrooms weren't equipped for severe weather conditions.

Unqualified teachers were another challenge as well as lack of teaching materials facing the teachers in regard to having students not fully educated in general. The lack of care from teachers in educating refugees. High school education was widely recognized as a challenge for student due to its difficulty and being a tough stage in education. In addition to the inability to pursue higher education. I am uncertain whether these challenges were attributed to formal

education consequences and non-formal education teachers were affected by it or these challenges are related to non-formal education services.

The downside of the questionnaire was the lack of elaboration on the answers despite the fact that questions were asked aiming at learning in detail about the challenges and issues faced. The answers came in short bullet points phrases rather than explanatory sentences. However, the information gathered from the questionnaires reaffirms the findings from the interviews.

## Chapter 5

### *Discussion and Analysis*

This chapter brings the research findings to discussion and analysis in attempt to answer the research questions regarding parents' perceptions. It starts by discussing and analyzing the perception of parents on the value of education before arriving to Zaatari camp and post refuge in order to reach a conclusion presenting the answers of the research questions.

#### **5.1 Profiling of Children of Interviewed Families**

In order to better analyze my research findings, I will discuss the data relevant to my thesis questions using the following tables. Table 1 provides the number of children of interviewed families to include those who attend formal schools and those who do not attend formal schools. And table 2 describes the profile of those children by gender.

Firstly, I interviewed a number of 16 families, total number of children of interviewed families is 86 children. A total number of 47 children go to formal schools in Zaatari camp and a total number of 18 children who were school aged when they first arrived to Zaatari camp either dropped out of or didn't go to formal schools in the camp. A total number of 21 children are either under four years or above 18 years, these young children and youth are outside the scope of this analysis.

Table 1: Profile of Children's School Attendance of Interviewed Families

Families Interviewed (F)	Total number of children of interviewed families	Children enrolled in formal schools	Children who do not go to formal school	Children < 4 years	Children > 18 years
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16	86	47	18	14	7
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Table 2: Gender of Children of Interviewed Families

	Total number of children of interviewed families	Children enrolled in formal schools	Children who do not go to formal school	Children < 4 years	Children > 18 years
Boys	42	17	14	7	4
Girls	44	30	4	7	3

## 5.2 Children Who Do Not Attend Formal Schools

To further analyze the reasons for why 18 children are no longer enrolled in formal schools in Zaatari camp, table 3 further dissects the unenrolled children in formal schools into seven categories. The main categories are the children who go and do not go to non-formal education centers, children who dropped out of school in Zaatari camp and who dropped out before reaching Zaatari camp and last category is of children who stopped going to school in Syria before the conflict started. These categories are based on my interviews' findings and needed to further reflect on the perception of parents and children on the value education in Zaatari camp. They are also an important factor that allows further understanding and explanation to the findings in terms of reasons behind the children not pursuing formal education.

Table 3: Profile of Children Who Do Not Attend Formal Schools

Children who do not go to formal school	Boys	Girls	Children who attend to non-formal education	Children who do not attend to non-formal	Children who dropped out of school in Zaatari	Children who did not attend to school in Zaatari	Children who stopped going to school in Syria

			centers	school	Camp	Camp (stopped in Syria)	before the war
18	14	4	6	12	10*	6	2

Children above 18 (not school-aged) are excluded from the following table.

\*6 children dropped out and go to non-formal education centers

### 5.2.1 Children Who Attend Non-Formal Education Centers

Regarding the children who dropped out of school and are enrolled and go to non-formal education centers in Zaatari camp, they are 6 children; five boys and one girl. One boy (15 years, F2) dropped out of school when his mother enrolled him due to the strictness of teachers when he first arrived and went to school. His psychological status was affected given the transition to a camp life and being a refugee. He was always stressed and in addition to the lack of psychosocial support from the teachers and their strict attitude towards him, he stopped attending school as he did not want to go to school anymore. His mother enrolled him in a tailoring workshop in order to at least have a skill he could pursue as a profession.

A second boy (13 years, F5) dropped out of school due to his lack of interest, desire and motivation in pursuing any kind of education. He does not love to learn and his dad commented that he will become a worker just like him, marry and have children. However, his mother enrolled him in a non-formal education center to take away his illiteracy. Three other brothers (13, 12, 12 years, F7) left school temporarily and are enrolled in the Norwegian Refugee Council (NRC) center for takweya classes. Their mother enrolled them in the NRC in order to improve their educational level to a standard where they can learn the basics of education which they have lack in their educational level and is affecting their progress in school. She adds that when they become ready and would be able to pursue education in formal schools, she will then enroll them again.

As for the sixth girl (15 years, F13), she dropped out of school after failing the year and no longer wishes to pursue her education. In attempt to have her in any form of schooling, her mother enrolled her in the NRC takweya classes in hope that she would pursue her formal education when she catches up on what she does not understand and become capable of joining the formal system in the future.

### **5.2.2 Children Who Do Not Attend Non-Formal School**

Moving onto the children who do not go to any non-formal education centers, one girl (16 years, F7) enrolled in school and stopped when she reached the eighth grade. She did not want to pursue schooling given the lack of quality of education in her school. She complained about having no real education given that all students succeed whether they study or not. Hence, she did not find that there was true education in her school and dropped out completely.

Another boy (14 years, F15), dropped out as well shortly after being enrolled in school due to the violence he faced in his school from other students and teachers who would hit him. He left Syria when he was 10 years knowing how to read and write, his mother mentioned that due to the hardships they had faced and psychological issues resulted from his unfortunate experience, he no longer knows how to read and write. He does not love to learn anymore and is no longer interested in learning any skills or doing any activities despite that he has three other younger siblings who go to school and are doing good. He does not work instead he runs errands for the family and fetches food and water for them. His mother wishes that he could pursue his education at least to learn again how to read and write. His mother added that he should at least know how to read and write in his life to get by the everyday life that requires the mere basic knowledge of reading and writing. She shared that she would feel guilty if she dies and he is yet illiterate.

Three brothers (16, 14, 12 years, F6) for psychological reasons do not wish to pursue education since they were in Syria. They stopped going to school due to



the war. Ever since they arrived to Zaatari camp, they lost interest and do not love to learn anymore nor wish to pursue their education. They did not go to any form of schooling, neither formal nor non-formal.

One boy (16 years, F10) did not enroll when he arrived in Zaatari camp as he does not want to learn anymore. He was in still school in Syria despite failing his classes. His parents opened up a small kiosk for him and he currently works in it. His sister (18 years, F10) faced the challenge that school was far away three years ago when they arrived. She later got married and was pregnant at the time I interviewed her parents.

Another boy (17 years, F13) dropped out of school in Zaatari camp stating that there is no real education in his school. His mother mentioned that answers to the exam were written on the board during examination. In addition to the lack of follow-up and care for their education from teachers. He no longer has the motivation to learn and he currently works as well.

Another young boy (8 years, F14) does not love school nor learning. He does not want to go to any non-formal schooling as well. His father mentioned that he does not love school as he did not comprehend nor understand anything adding to that, he does not know how to read or write. He only wants to play day and night in the dirt. Two of his brothers (17, 11 years) stopped going to school in Syria, the eldest stopped even before the war. A sister (18 years, F14) of his also stopped going to school back in Syria. She arrived to the camp three years ago and did not enroll in any form of schooling. Their father is illiterate and only one girl out of the seven siblings goes to school. In terms of the family valuing education, that was absent.

### 5.3 Perception on Education

In order to answer the research questions regarding the parents’ perception, this section discusses the perception of parents on the value of education back in Syria then following the discussion on their perception on the value of education in Zaatari camp. The findings on the perception of parents regarding the value of education resulted in an unprecedented category of perception. This new category brings to focus the perception on the quality of education which reveals the significance of this issue to this research.

#### 5.3.1 Perception on the Value of Education in Syria

During my interviews with the parents, I attempted to gain perspectives on how they perceived education back in Syria. A background knowledge to that perception is essential and pivotal in order to better analyze the current perception on the value of education in Zaatari camp. Table 4 provides the number of parents who have a positive, neutral and negative perception on the value of education back in Syria.

Table 4: Perception on the Value of Education before Zaatari Camp

	Perception on the Value of Education before Zaatari Camp (In Syria)		
Perception	Positive	Neutral	Negative
Number of Families	11	4 (Regarding the girls of a family)	2 (Regarding the education of boys of a family)
Number Codes for Families (F)	2, 3, 4, 7, 8, 9, 11, 12, 13, 15, 16	1, 5, 6 (girls), 10	6 (boys), 14

A total number of eleven families shared that education in Syria held a great importance in their lives and the lives of their children. Four families stated that education was of some sort of importance; reaching a basic literacy level. One

family is counted twice under “neutral” and “negative,” as it accounts for the value of education for girls being more important than the value of education for boys. This family holds the opinion that education for girls is more important by reasoning that boys could take care of themselves when they grow up by getting to do any kind of job. Another family did not view education of importance back in Syria and that was regarding all of their children.

### 5.3.2 Perception on the Value of Education in Zaatari Camp

In order to explore more on whether the perception of parents was affected by their state of refugeehood in Zaatari camp, table 5 explains in number the number of parents who have a positive, neutral and negative perception on the value of education in Zaatari camp.

Table 5: Perception on the Value of Education in Zaatari Camp

Perception	Perception on the Value of Education in Zaatari Camp		
	Positive	Neutral	Negative
Number of Families	10	4	3
Number Codes for Families (F)	2, 3, 4, 7, 9, 11, 12, 13, 15, 16	1, 5, 6 (girls), 8	6 (boys), 10, 14

The perception on the value of education maintained its stance for ten families of the previously mentioned eleven families given their current circumstances of refugeehood in Zaatari camp. Education for their children didn’t topple down in their hierarchy of needs and it still maintains its priority and the same level of importance as when they were back in Syria. One family’s (F8) perception on the value education became less important given their refugeehood situation. The change in their perception on the value of education was due to the lack of quality education in Zaatari camp as compared to the quality of education in Syria.

However, their perception has changed without affecting the enrolment of their children in schools.

Another family's (F10) perception on the value of education has changed to become negatively perceived in Zaatari camp changing from a neutral perception back in Syria. The change in perception was a result of the lack of quality education they have experienced in Zaatari camp. The mother described that "If a boy does not go to school (in Syria), they take his family to prison. But here, the boy goes or does not go, it's a normal thing." The value of education under the current circumstances is no longer prioritized since it lacks the quality and students pass in school without studying, however the parents leave the free will to their children to decide whether they want to pursue their education or not. The family mentioned that other priorities have taken place. Two of their school-aged children dropped out, the girl is married and pregnant. As for the boy, he works in the kiosk his family set up for him. The other children are in school despite the negative perception, one girl aspires to become a journalist in the future.

Linking the perception analysis to the enrolment analysis of children who are enrolled in non-formal education and children who are not enrolled in non-formal education, as previously discussed above per interview findings, four out of the six students who dropped out and are enrolled in some sort of a non-formal education have the intention to go back to school. Their temporarily drop out is related to the lack of quality education needed for them to continue in their appropriate school year. If we were to analyze the situation in terms of perception on the value of education, it is to be concluded that the value of education in Zaatari camp is still of importance despite the fact that the mothers of those four students perceive the quality of education negatively. The remaining two students dropped out due to psychological reasons. Hence, the dropping out of formal schooling is not linked to the perception on the value of education in Zaatari camp

Regarding the three of the twelve students' families who had dropped out of school, they continue to have a positive perception on the value of education in Zaatari camp. However, to further analyze, the drop out reasons were due to the lack of quality education and psychological issues. Regarding the nine other students, their parents did not initially have a positive perception on the value of education back in Syria except for one family "F10". However, at the time of interviewing them, the family had perceived the value of education negatively in Zaatari camp. To conclude that matter, those nine students out of the 65 school-aged children stopped receiving any kind of education due to the negative perception on the value of education in Zaatari camp. And for one family of two students of the nine, this negative perception resulted from the lack of quality of education in Zaatari and not from mainly having their hierarchy of needs change due to refugeehood.

However, it is extremely important to note that the perception on the **value** of education is distinct from the perception on the quality of education in Zaatari camp. I shall explain this thoroughly in order to reach a conclusion to my thesis questions.

### 5.3.3 Perception on the Quality of Education in Zaatari Camp

This section discusses the perception of parents in Zaatari camp have regarding the quality of education. As previously discussed, most parents continue to value education post-refuge, however, the main issue they faced was regarding the quality of education. Table 6 provides the number of parents whose view education is positive, neutral or negative.

Table 6: Perception on the Quality of Education in Zaatari Camp

	Perception on the Quality of Education in Zaatari Camp			
Perception	Positive	Neutral	Negative	Null
Number of Families	4	3	9 (Regarding the	2 (No one goes to school except

			education of a boy of a family)	1 girl of a family of 7. Parents have no knowledge on the quality of education and the girl wasn't present during the interview (They responded by "Ask her."))
Number Codes for Families (F)	1, 2, 3, 15 (girls)	5, 6 (girls), 9	4, 7, 8, 10, 11, 12, 13, 15 (boy), 16	14, 6 (boys)

After thoroughly analyzing the data collected deciphering the key themes for my research from the interviews, the issue of the change in the perception on education in Zaatari camp as presented in the previous tables did not stem from the change of the parents' perception on the value of education. But rather lies on the perceptions' change resulted from the quality of education services provided in Zaatari camp in comparison to the education services they enjoyed back in Syria. Thus being a pivotal factor in generating negative perception on the quality of education clearing out that the change in perception on education is related to the perception on the value of education. Hence, concluding that the main issue that is affecting the perception on education in Zaatari camp is the quality of education. To better discuss this, I shall point out the main challenges affecting the quality of education and explain the reasons behind the minority positive perceptions found amongst the majority negative perceptions.

Five families (4, 8, 11, 12, 16) who had negative perception on the quality education do and still send all their children to formal schools. The remaining four families have siblings who are still enrolled and attend formal schooling while

older siblings have dropped out completely or pursuing their education in non-formal education centers as previously discussed.

The challenges these nine families faced that resulted in their negative perception are mainly related to the quality of teachers and teachings. The schools are available; the syllabus is good but the teaching is not and the teachers are not doing their job in the best way. There is lack of follow-up and supervision from the teachers and carelessness despite the availability of the basic resources. One parent said that “Education is acceptable given their current situation but not acceptable given the basic standards of education.” Another parent adds that education in the camp is acceptable however, it is of less quality. The teachers lack the expertise to teach certain subjects while some parents commented that teachers do not give homework. In addition to the duration of the school day, parents do not find two hours and a half enough school time for their children. Three parents do appreciate the efforts in providing education services however they felt that they are obliged to accept the quality of what is being offered with mouth shut.

As for the parents who have a positive perception on the quality of education, education services have improved drastically since they first arrived four years back. The quality of teaching is better, over crowdedness in classrooms have lessened since more schools opened around the camp. In addition to non-formal education services that complement formal education services by the takweya classes and other skills and activities that children could take a part in. They opened up clubs for sports, workshops for different skills and classes teaching skills related to professions such as tailoring, agriculture, welding, electricity and haircuts. They are aimed to equip youth with skills that would allow them to seek labor professions in case they dropped out of school. One parent noted that education and good teachers are available but children might not be good. In addition to that, education is free and schools offer for free as well copybooks,

books, stationary and bags. In addition to teaching more subjects like religion and English with vocational classes starting from grade one.

In order to understand the variation between the positive perception on the quality of education and the negative perception, there is an uncommon crucial factor to be considered. The interviewed parents were from different districts; hence their children went to different schools. Children are mainly enrolled in the school closest to their district. That is because Zaatari camp is huge and it is very challenging due to lack of transportation services to go to a school in a different district, unless a school is on the border between two districts. However, this is not the main focus of analysis but an important factor that is related to enrolment in schools. The children of parents who shared a positive perception on the quality education all go to the same school. And commonly, most of the children of parents who shared a negative perception on the quality of education go the same school as well.

What confirms this fact is while interviewing one mother who shared negative perceptions and complained about the quality of education and where her children go to in the presence of a student and a family friend who attends a different school from her children. This student shared her positive experience contradicting what the mother was sharing regarding her experience. This student goes to the school where the parents who shared their positive perception on education send their children.

It is also important to note that all parents who have their children go to non-formal education centers have agreed that education in NRC and Relief are much better than formal schools. These centers work on the foundation of education in order to help and equip the student comprehend the basics to be able to further understand the appropriate lessons for their level. One more point that was tackled upon by two parents, non-formal education centers hire Syrian teachers in which



it had been commented by parents that Syrian teachers are better than Jordanian teachers who taught in formal schools.

### 5.3 Education of Refugees

Having analyzed and discussed the challenges faced by parents of Zaatari camp regarding education quality and how it is primarily linked to the quality of teachers, the issue and the challenge of providing quality education in a refugeehood setting is not a new challenge in the field of refugee education. Many scholars have pointed out on the lack of quality education and emphasized on the need to better the quality of refugee education.

Mary Mendenhall confirms on this issue by pointing out that in refugee education, the educational quality highly depends on teachers. She adds that teachers lack the experience and skills related to teaching refugees and this in turn leads to poor quality education for refugees. Moreover, newly hired teachers lack teaching experience and starting up by teaching refugee students makes their job more challenging.<sup>147</sup> This is also affecting education's quality in Zaatari camp.

Sarah Dryden-Peterson stressed that teachers are the most single factor that matters regarding the quality of learning. She adds that teachers are the central aspect of refugee education<sup>148</sup> and that investment is needed in order to have more quality teachers for refugees in order to achieve the quality objective in UNHCR Education Strategy.<sup>149</sup> Comparing this to the situation in Zaatari camp, the poor quality of education is an outcome of teachers who lack experience or lack quality in their teaching. She also noted that if education is of no quality then refugee will not find it meaningful to them nor to their society.<sup>150</sup>

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<sup>147</sup> Shelly Culbertson and Louay Constant. Education of Syrian Refugee Children: Managing the Crisis in Turkey, Lebanon, and Jordan. *Santa Monica: Rand Corporation*, 2015. Accessed March, 2016: 65

<sup>148</sup> Dryden-Peterson, 54

<sup>149</sup> Ibid

<sup>150</sup> Dryden-Peterson, 61

Looking into a different perspective, there was a unanimous positive perception on the quality of education in non-formal education services where Syrian teachers are hired. Factual reasons were not identified, perhaps Syrian teachers understand better Syrian students, where they come from and share more or less a common background of culture, traditions and hardships. However, Mendenhall pointed out that eligible refugee teachers tend to face governmental policies that do not allow them to be hired. In the case of Zaatari camp, this is a fact since Jordanian law restricts the hiring of Syrians teachers, hence Syrian teachers only teach in non-formal education centers funded by international organizations.

Kirk and Winthrop brought up another interesting perspective on hiring teachers from the refugee community, they stated that the fact they belong to the community can be a more important qualification than a teaching certificate.”<sup>151</sup> I firmly believe that teaching is first a talent of passing along knowledge in an adjustable and clear method depending on the targeted person. In my questionnaires aimed at teachers at international agencies, many of them had years of teaching experience back in Syria. However, they are only confined to working in the non-formal schooling system. Another important aspect to consider, the fact that Jordan and Syria share geographical proximity and same language of instruction, in addition to Syrian teachers already helping out in takweya lessons in non-formal education centers, one recommendation to consider is to aim at hiring Syrian teachers in formal schools. A qualification test could be a requirement needed to hire them, but an experienced Syrian teacher is an asset to the refugee education.

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<sup>103</sup> Kirk, Jackie and Winthrop, Rebecca. “Promoting Quality Education in Refugee Contexts: Supporting Teacher Development in Northern Ethiopia.” *International Rescue Committee*, 2007: 19-20

## **5.4 Findings Summary**

I cannot assert that the quality of education in all Zaatari camp schools is subpar and that they lack the quality of teaching and qualified teachers. However, I can assert that through analyzing the interviews of the families and collecting information from school directors and teachers, that there is a relation between the lack of quality in teaching and certain schools. In which I can link that the families who were dissatisfied from the lack of quality of education sent their children to the same schools.

In order to research more on the issue, my decision to interview school directors and teachers of another school on my last day stemmed from the amount of negative perception on the quality of education interviewed parents have expressed regarding a particular school. The challenges parents experienced with quality of teaching were confirmed by the teachers and school directors of that particular school. The school director confirmed that some unqualified teachers are being hired and do lack teaching experience. To conclude, the negative perceptions of parents were not subjective but objective.

## **5.5 Conclusion**

This research addresses the question on the perception of parents on education in Zaatari camp, the extent this perception is affecting their children's participation and attainment of education and whether a new perception has been gained that could lead to a change in the meaning of education for refugees. This research aims to find out how their perception might impact education decisions of their children in an encamped situation.

The data and the analysis of the fieldwork research revealed that parents in Zaatari camp continue to value education given their refugee status in an

encamped setting. However, the main issue that is affecting the perception on education is the quality of education. And that parent's perceptions were linked to the quality of certain schools and the quality of teaching in them. The state of refugeehood did not have a pivotal role on the perception on the value of education, nor did it affect the participation in and attainment of education for refugee children given the number of children of interviewed parents who attend schools whether formal or non-formal in Zaatari camp. The cases where refugeehood played a pivotal role in changing perceptions on the value of education were extremely few in the targeted population. Hence, not affecting parents' decision in having their children attain and pursue education.

Parents yearn for provisions of quality education where the return of education is an added value to their children's future. In turn, this will hold a chance to positively affect their life by improving their socioeconomic prospects especially given their refugee predicament and unknown future prospects.

My hypothesis before visiting Zaatari camp was constructed around the fact that the low enrolment rate in Zaatari camp was related to the change in the perception on the value of education in camps. In addition to being a refugee would topple down education as a priority in their children's life. Given the population sample I interviewed, only one family's perception devalued education in camps and in their case, one girl is married and pregnant, a boy works and two other younger siblings are still enrolled in school. Given the 65 school-aged children, only four children in one family do not go to school due to the negative perception on the value of education before arriving to Zaatari camp. The children who dropped out of schools faced challenges in the quality of education that is being offered that in turn might have devalued the purpose of education.

## **5.6 Beyond the Scope of Zaatari Camp**

The representations of the findings of this study reflect the perceptions of the interviewed population in Zaatari camp. However, these perceptions may be found in similar cases of Syrian refugees in Jordan, around the world and perhaps other non-Syrian refugees living in camps and outside camps. The aforementioned unresolved challenges may not be restricted to refugee camps. Thus, future research may build on the findings of this study and may address these unresolved challenges in different contexts and for refugees from different countries (not only Syrian refugees). In the case of Zaatari camp in Jordan for Syrian refugees one would anticipate less challenges as the two countries are similar in terms of language, culture and education system and curriculum. However, many challenges are being faced, which could be even more with different cultures and languages. Are the same challenges that exist in Zaatari camp exist outside the camp? Do these challenges extend beyond the Syrian refugee crisis? What is the situation and condition of refugees in other countries of the world? These are all questions emerged based on the findings of this study, thus could be examined by further research.

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# Appendices

## Appendix 1. Questions asked to Parents (Arabic and English)

- Where from Syria are you?
- What degree do you hold?
- What was your profession before arriving to Zaatari camp?
- How many children do you have?
- What is the gender and age of your children?
- Which grade were your children enrolled in when you left Syria?
- How important do you perceive the role of education in your children's life before you left Syria?
- Did you use to help your children with their homework back in Syria?
- What were your academic expectations for your children back in Syria?
- What were your aspirations for your children back in Syria?
- When did you arrive to Zaatari?
- What are the challenges you are facing in the camp?
- Are all your children enrolled in schools in Zaatari camp?
- Which grades are your children enrolled in?
- Do you help your children with their homework now?
- Do you think the education your children are receiving is beneficial?
- How many of your children are not enrolled in school?
- Who of your children are not enrolled in schools? (female and male- one of the hypothesis is that females are married young for protection and males tend to work for financial support)
- Why are not your children enrolled in schools in Zaatari camp?
- Would you send your children to school if the reasons behind not going got fixed?
- How important is the role of education to you in your children's life in Zaatari camp in the present time?
- Do you know about the drop in centers in Zaatari camp?
- Do your children join the drop in centers?
- Why are not they joining the drop in centers?
- What are your priorities for each of your children now?
- How do your children perceive their life in camps?
- What in your opinion do your children mostly need?
- What are your academic expectations for your children now?
- What are your aspirations for your children's future?
- Do you think education is important for your children's future?

- من أي بلد أنت/ أنتي في سوريا؟
- ما هو مؤهلك الدراسي؟
- ماذا كنت تعمل في سوريا؟
- كم طفل لديك؟
- كم عمرهم و ما جنسهم؟
- في أي صف كانوا عندما تركتوا سوريا؟
- ما أهمية التعليم بالنسبة لكم عندما كنتم في سوريا؟
- هل كنتم تساعدون أطفالكم في مذاكرتهم في سوريا؟
- ما هي طموحاتكم وتوقعاتكم بالنسبة للتعليم لأطفالكم في سوريا؟
- متى جئتما إلى مخيم الزعتري؟
- ما هي التحديات التي تواجهونها في المخيم؟
- هل كل أطفالكم ملتحقين بالمدارس في المخيم؟

- في أي صف يدرسون؟
- هل تساعدون أطفالكم في مذاكرتهم الآن؟
- هل تعتقدون ان التعليم في المخيم مفيد؟
- كم طفل لديكم ليس ملتحق بالمدرسة؟ كم عددهم ومن هم؟
- لماذا لا يذهبون إلى المدرسة؟
- إذا تم حل الأسباب، هل سيلتحقون بالمدرسة؟
- ما أهمية التعليم بالنسبة لكم هنا في مخيم الزعتري؟
- هل عندكم علم بالdrop in centers ؟ هل أطفالكم يذهبون هناك؟
- ما هي أولوياتهم لأطفالك الآن؟
- كيف يزور أطفالكم الحياة في المخيم؟
- في رأيكم، ما أكثر شيء يحتاجونه أطفالكم؟
- ما هي طموحاتكم وتوقعاتكم بالنسبة للتعليم لأطفالكم الآن؟
- هل تعتقدون أن التعليم مهم بالنسبة لمستقبل أطفالكم الآن؟

## Appendix 2. Questions asked to School Director/Teachers (*Arabic and English*)

- Where are you from?
- How long have you been teaching in Zaatari camp school?
- Where were you teaching before?
- What subject/subjects do you teach?
- Which grade do you teach?
- In your school, what is the school system?
- Who administers the school?
- What education level does your school offer: Primary education, lower secondary (middle school), upper secondary (high school)?
- What is the origin of the curricula/syllabus you teach?
- How are the curricula structured?
- If your past teaching experience was outside Zaatari camp, do you spot any differences between the children's education experience in Zaatari and your previous students?
- Does the enrolment rate in your class change/fluctuates?
- Do you see more or less enrolment?
- In your opinion, why do you think the enrolment rate fluctuates (for less and more)?
- If the enrolment rate is low, what do you think could be done to increase the enrolment rate?
- Do you find any challenges for your students in learning? If yes, what are the challenges?
- Are they common between students in your class?
- How engaged are students with you in class?
- What are your students' aspiration for the future? Do they share their future goals and aspirations with you?
- Do the curricula qualify them to pursue education outside Zaatari camp (If they resettle somewhere else or go back to Syria)?
- Do you know of students in your class who are also working?
- What is the enrolment percentage of female-to-male in your class?
- What are the challenges (if any) you know of that children in Zaatari camp face regarding education and pursuing education?
- من أي بلد أنت/ أنتي؟
- منذ متى وأنت/ أنتي تدرس في مدارس مخيم الزعتري؟
- ما هي خبراتك التدريسية السابقة؟
- ما هي المواد التي قمت/ قمتي بتدريسها سابقاً؟
- لأي صفوف دراسية قمت/ قمتي بالتدريس سابقاً؟
- ما هو النظام التعليمي المتبع في مدرستك؟

- ما هي الجهة القائمة على إدارة المدرسة؟
- ما هي مراحل التعليم المتاحة في مدرستك؟ (أساسي/ توجيهي)
- من أين تأتي (ما هو أصل) المناهج الدراسية التي تقوم/ تقومين بتدريسها؟
- ما هو المضمون والهيكلي الخاص بالمناهج الدراسية سالف الذكر؟
- في حال امتلاككم لخبرات تدريسية سابقة خارج مخيم الزعتري، هل تلاحظ/ تلاحظين أية اختلافات فيما بين تجربة تعليم التلاميذ في المخيم وتلك المتعلقة بتعليم التلاميذ الآخرين في تجربتكم المسبقة؟
- ما مدى ثبات معدل الالتحاق (التسجيل) في الصفوف التي تقوم/ تقومين بتدريسها؟
- هل يتزايد معدل الالتحاق (التسجيل)؟
- في رأيك الشخصي، ما هي الأسباب والدوافع التي تؤثر في معدلات الالتحاق (التسجيل)، سواء بالسلب أو بالإيجاب؟
- في حالة انخفاض معدلات الالتحاق (التسجيل)، ما هو تصوركم لإعادة رفعها مرة أخرى؟
- هل تواجه/ تواجهين تحد أو تحديات معينة فيما يتعلق بقدرة الأطفال على التعلم والاستيعاب؟ في حالة الإجابة بنعم، يرجى ذكر أهم تلك التحديات؟ بالإضافة لمدى شيوع تلك التحديات بين التلاميذ؟
- هل تواجه/ تواجهين تحد معين فيما يتعلق باستكمال التلاميذ للتعليم (الخروج من التعليم، عدم انتظام في الحضور....)؟ في حالة الإجابة بنعم، يرجى ذكر أهم تلك التحديات؟ بالإضافة لمدى شيوع تلك التحديات بين التلاميذ؟
- ما هي نسبة مشاركة التلاميذ في العملية التعليمية / الأنشطة في الفصل الذي تقوم/ تقومين بتدريسه؟
- ما هي أهم المطموحات، الأهداف و/أو الأحلام المستقبلية لتلاميذكم؟ وهل يقومون بإشراككم فيها؟
- هل تؤهل المناهج التعليمية التي يتم تدريسها في مخيم الزعتري التلاميذ لاستكمال دراستهم خارج المخيم (وذلك في حالة إعادة توظيفهم في مكان آخر، أو في حال عودتهم إلى سوريا)؟
- هل تملك/ تملكين معلومات عن أي من التلاميذ (في الفصل الذي تقوم/ تقومين بتدريسه) والذين يعملون بجانب الدراسة؟ في حالة الإجابة بنعم، يرجى تحديد الجنس والعمر.
- ما هي نسبة التحاق التلاميذ الذكور للبنات في الفصل الذي تقوم/ تقومين بتدريسه (ذلك في حالة كون ذلك الفصل مشتركاً)؟
- ما هي أهم التحديات التي قد يواجهها الأطفال في مخيم الزعتري، وخصوصاً فيما يتعلق بالعملية التعليمية وفيما يتعلق باستكمالهم/ استكمالهن لتعليمهم؟

### Appendix 3. Questions asked to UNICEF Personnel (Arabic and English)

- What is the education policy in the camp's schools camp?
- What formal education system is there in Zaatari camp?
- What non-formal education system is there in Zaatari camp?
- What educational activities are there in Zaatari camp?
- What are the challenges that you face regarding the education system?
- What are the challenges you know of for the enrolment rate of children in formal education?
- What are the challenges (if any) you know of that children in Zaatari camp face regarding education and pursuing education?
- education?
- ما هي سياسة التعليم في مدارس المخيم؟
- ما هو النظام التعليمي الموجود في مدارس المخيم؟
- ما هو النظام التعليمي الغير رسمي في المخيم؟
- ما هي الأنشطة التعليمية الموجودة في مخيم الزعتري؟
- ما هي التحديات التي تواجهونها بالنسبة للتعليم؟
- ما هي التحديات التي تواجهونها بخصوص نسب التحاق الطلاب في المدارس؟
- ما هي التحديات التي تواجهها الأطفال في المخيم بخصوص التعليم ما هي أهم التحديات التي قد يواجهها الأطفال في مخيم الزعتري، وخصوصاً فيما يتعلق بالعملية التعليمية وفيما يتعلق باستكمالهم/ استكمالهن لتعليمهم؟

### Appendix 4. Questionnaires (Arabic and English)

- Where are you from?
- How long have you been teaching in Zaatari camp school?
- Where were you teaching before?
- What subject/subjects do you teach?
- Which grade do you teach?
- In your school, what is the school system?
- Who administers the school?
- What education level does your school offer: Primary education, lower secondary (middle school), upper secondary (high school)?
- What is the origin of the curricula/syllabus you teach?
- How are the curricula structured?
- If your past teaching experience was outside Zaatari camp, do you spot any differences between the children's education experience in Zaatari and your previous students?
- Does the enrolment rate in your class change/fluctuates?
- Do you see more or less enrolment?
- In your opinion, why do you think the enrolment rate fluctuates (for less and more)?
- If the enrolment rate is low, what do you think could be done to increase the enrolment rate?
- Do you find any challenges for your students in learning? If yes, what are the challenges? Are they common between students in your class?
- Do you find any challenges for your students in continuing their education where you teach? (Dropout, attendance, etc). If yes, what are the challenges? Are they common between students in your class?
- How engaged are students with you in class?
- What are your students' aspiration for the future? Do they share their future goals and aspirations with you?!
- Do the curricula qualify them to pursue education outside Zaatari camp (If they resettle somewhere else or go back to Syria)?
- Do you know of students in your class who are also working? If yes, please specify gender and age.
- What is the enrolment percentage of female-to-male in your class?

What are the challenges (if any) you know of that children in Zaatari camp face regarding education and pursuing education?

- من أي بلد أنت/ أنتي؟
- منذ متى وأنت/ أنتي تدرس في مدارس مخيم الزعتري؟
- ما هي خبراتك التدريسية السابقة؟
- ما هي المواد التي قمت/ قمتي بتدريسها سابقاً؟
- لأي صفوف دراسية قمت/ قمتي بالتدريس سابقاً؟
- ما هو النظام التعليمي المتبع في مدرستك؟
- ما هي الجهة القائمة على إدارة المدرسة؟
- ما هي مراحل التعليم المتاحة في مدرستك؟ (أساسي/ توجيهي)
- من أين تأتي (ما هو أصل) المناهج الدراسية التي تقوم/ تقومين بتدريسها؟
- ما هو المضمون والهيكل الخاص بالمناهج الدراسية سألقة الذكر؟
- في حال امتلاككم لخبرات تدريسية سابقة خارج مخيم الزعتري، هل تلاحظ/ تلاحظين أية اختلافات فيما بين تجربة تعليم التلاميذ في المخيم وتلك المتعلقة بتعليم التلاميذ الآخرين في تجربتكم المسبقة؟
- ما مدى ثبات معدل الالتحاق (التسجيل) في الصفوف التي تقوم/ تقومين بتدريسها؟
- هل يتزايد معدل الالتحاق (التسجيل)؟
- في رأيك الشخصي، ما هي الأسباب والدوافع التي تؤثر في معدلات الالتحاق (التسجيل)، سواء بالسلب أو بالإيجاب؟
- في حالة انخفاض معدلات الالتحاق (التسجيل)، ما هو تصوركم لإعادة رفعها مرة أخرى؟
- هل تواجه/ تواجهين تحد أو تحديات معينة فيما يتعلق بقدرة الأطفال على التعلم والاستيعاب؟ في حالة الإجابة بنعم، يرجى ذكر أهم تلك التحديات؟ بالإضافة لمدى شيوع تلك التحديات بين التلاميذ؟

- هل تواجه/ تواجهين تحد معين فيما يتعلق باستكمال التلاميذ للتعليم (الخروج من التعليم، عدم انتظام في الحضور.....)؟ في حالة الإجابة بنعم، يرجى ذكر أهم تلك التحديات؟ بالإضافة لمدى شيوع تلك التحديات بين التلاميذ؟
- ما هي نسبة مشاركة التلاميذ في العملية التعليمية / الأنشطة في الفصل الذي تقوم/ تقومين بتدريسه؟
- ما هي أهم الطموحات، الأهداف و/أو الأحلام المستقبلية لتلاميذكم؟ وهل يقومون بإشراككم فيها؟
- هل تؤهل المناهج التعليمية التي يتم تدريسها في مخيم الزعتري التلاميذ لاستكمال دراستهم خارج المخيم (وذلك في حالة إعادة توطينهم في مكان آخر، أو في حال عودتهم إلى سوريا)؟
- هل تملك/ تملكين معلومات عن أي من التلاميذ (في الفصل الذي تقوم / تقومين بتدريسه) والذين يعملون بجانب الدراسة؟ في حالة الإجابة بنعم، يرجى تحديد الجنس والعمر.
- ما هي نسبة التحاق التلاميذ الذكور للبنات في الفصل الذي تقوم / تقومين بتدريسه (ذلك في حالة كون ذلك الفصل مشتركاً)؟
- ما هي أهم التحديات التي قد يواجهها الأطفال في مخيم الزعتري، وخصوصاً فيما يتعلق بالعملية التعليمية وفيما يتعلق باستكمالهم/ استكمالهن لتعليمهم؟

## Appendix 5. IRB Approval

CASE #2015-2016-171



THE AMERICAN UNIVERSITY IN CAIRO  
INSTITUTIONAL REVIEW BOARD

This approval letter was issued under the assumption that you have not started data collection for your research project. Any data collected before receiving this letter could not be used since this is a violation of the IRB policy.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Amr Salama. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

Thank you and good luck.

Dr. Atta Gebril IRB chair, The American University in Cairo 2046 HUSS Building T: 02-26151919 Email: [agebril@aucegypt.edu](mailto:agebril@aucegypt.edu)

Atta Gebril

## Appendix 6. Consent form for Parents (*Arabic and English*)



### Documentation of Informed Consent for Participation in Research Study

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**Project Title:** Education of Children Refugees in Zaatari Camp: The Perception on the Value of Education for Encamped Refugees.

**Principal Investigator:** Sara Mohamed Nael Abdelmoneim

**Email:** [sara.aem7@aucegypt.edu](mailto:sara.aem7@aucegypt.edu)

**Mobile number:** 00201006699448 (Jordanian number to be added)

The purpose of the research is to learn about the role education plays in the life of children living in Zaatari camp with a focus on the changes in perception towards education from the parent's perspective after finding refuge in Zaatari camp. The purpose of the research is to find out how the perception in education from the parents' perspective has changed, the reasons and causes behind that change in concerning the enrolment of children to school and their education. One of the purpose is to learn about the aspirations of the interviewed parents' children.

I am going to ask you questions that are related to education. The questions are about your overall thoughts on education in Zaatari camp for your children and how you envision education for your children now and in the future.

This is the research topic of my master's thesis requirement to graduate. My master's degree is on Migration and Refugee Studies and I am doing my master's program at the American University in Cairo.

The findings of this research will be presented and defended in front of my thesis committee and thesis readers as well as other interested invitees. It might be further used as a reference in an academic context as the research topic is of a recent issue and it would add to the missing literature on the topic.

The expected duration of your participation is the duration of the interview; an hour (or less) up till two hours.

The interview for this research will be conducted by getting access into Zaatari refugee camp through a UNICEF communication specialists and interviewing parents using a knocking door and snowball method. It will be conducted as a face-to-face interview using voice recording and documenting by writing responses of the participants. At the end asking the parent's child or children one question under the assent of their parents about what they would like to become in the future.

There will not be any risks. The identity and the names of the participants will be anonymous. The names will be coded and pseudonym would be used in the writing of the thesis since the focal point of the interview is the participant's added information and not their identity. The voice recording tapes are to be put in a safe place and locked with a key that I only possess.

Your input to the research question would be of a valuable and new knowledge in the studies of children refugees' education in camps and the challenges of life affecting education, particularly to the literature of education in Zaatari camp. The literature on refugee camps education is scarce.

The data you provide will be confidential. The information you provide for purposes of this research is not confidential as the information participants share is for my master's thesis research that I will have to submit to the thesis committee and chosen reader/s to follow up the progress of my thesis. I will also have to defend my thesis in front of a thesis committee. However, your identity would remain confidential.

If you have pertinent questions about the research and research subject's rights or any other inquiries regarding this research, questions should be directed to Sara Mohamed Nael Abdelmoneim at 00201006699448. (I will add a Jordanian number once I reach to Jordan as it won't let refugees burden an international call to reach me).

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

**Signature** \_\_\_\_\_

**Printed Name** \_\_\_\_\_

**Date** \_\_\_\_\_

## الجامعة الأمريكية بالقاهرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

**عنوان البحث:** تعليم الأطفال اللاجئين في مخيم الزعتري: إدراك قيمة التعليم بالنسبة إلى اللاجئين في المخيمات

**الباحث الرئيسي:** سارة محمد نائل عبد المنعم

**البريد الإلكتروني:** sara.aem7@aucegypt.edu

**الهاتف:** 00201006699448 (و رقم أردني يتم إضافته عند الوصول)

الغرض من هذا البحث هو معرفة الدور الذي يلعبه التعليم في حياة الأطفال الذين يعيشون في مخيم الزعتري بالتركيز على معرفة التغيير في إدراك أهمية التعليم من وجهة نظر الأهالي بعد أن وصلوا إلى مخيم الزعتري. وأيضاً الغرض من هذا البحث هو معرفة درجة وكيفية تغيير هذا الإدراك من وجهة نظر الأهالي وأسباب لهذا التغيير وإن كان هناك تحديات وصعوبات قد تواجه الأهالي بالنسبة إلى التحاق أطفالهم بالمدارس والتعليم. يوجد هدف آخر وهو معرفة ما هي طموحات أطفال الأهالي الذين تم مقابلتهم.

سوف تكون الأسئلة متعلقة بالتعليم والأسئلة محوراً سيكون حول معرفة أفكاركم العامة عن التعليم المتاح لأولادكم في مخيم الزعتري وحول معرفة رؤيتكم نحو تعليم أطفالكم الآن و في المستقبل.

هذا الموضوع موضوع بحثي لرسالة الماجستير لحصولي على شهادة التخرج. برنامج الماجستير الذي أدرسه هو عن الهجرة واللاجئين. أدرس برنامج الماجستير في الجامعة الأمريكية في القاهرة.

المعلومات الناتجة من هذا البحث سوف تكون محور رسالتي للماجستير. سوف يتم قرائتها من قبل لجنة الإشراف على رسالة الماجستير وقرأ أكاديميون مختارون لمتابعة تطور رسالة الماجستير وإعطاء النصائح لتحسين كتابة رسالة الماجستير. سوف أقوم بالدفاع عن هذا البحث أمام لجنة الإشراف على رسالة الماجستير مع احتمال دعوة قراء رسالة الماجستير وأشخاص مهتمين بموضوع البحث. من الجائز استخدام هذا البحث كمرجع دراسي في إطار أكاديمي حيث لا يوجد معلومات كافية في الأدب عن هذا الموضوع.

سنتراوح مدة المقابلة ما بين ساعة (أو أقل) إلى ساعتين.

يتم مقابلة أهالي الأطفال اللاجئين عن طريق الطرق على الأبواب وترشيح الأهالي الذين تم مقابلتهم لأشخاص آخرين وذلك بمساعدة مسئول التواصل باليونيسيف في الأردن لدخول المخيم لإجراء المقابلات. المقابلة سوف تتم عن طريق التسجيل الصوتي وتدوين لبعض نقاط المقابلة بالكتابة. في النهاية، من الجائز طرح سؤال واحد لأولادكم بعد موافقتكم، عن ما الذي يريدون أن يصبحوا في المستقبل.

لا يوجد أي مخاطر إذا أرادوا الإشتراك في المقابلة لأن أسماء الأشخاص وهويتهم ستكون مجهولة. سوف يستخدم كود بدل من الأسماء في تدوين الكتابة واسم مستعار في رسالة الماجستير لأن محور البحث هو آراء ووجهة النظر لدي المشاركين وليست هويتهم. سوف يتم الاحتفاظ على شرائط التسجيل الصوتي في مكان آمن ويقفل عليه بقل لا يوجد مفتاحه إلا معي.

مشاركتهم في البحث سوف تقوم بإضافة معلومات قيمة وجديدة عن اللاجئين في المخيمات في نطاق التعليم المتاح لهم وذلك لقلّة الأدب عن موضوع التعليم في المخيمات وبالأحرى في مخيم الزعتري حيث بالكاد يوجد دراسات عن تعليم الأطفال اللاجئين في مخيم الزعتري.

المعلومات التي ستدلى بها في هذا البحث سوف تكون سرية وأسماء الأشخاص وهويتهم ستكون مجهولة. المعلومات الناتجة من هذا البحث سوف تكون محور رسالتي للماجستير. سوف يتم قرائتها من قبل لجنة الإشراف على رسالة الماجستير وقرأ أكاديميون مختارون لمتابعة تطور رسالة الماجستير وإعطاء النصائح لتحسين كتابة رسالة الماجستير. سوف أقوم بالدفاع عن هذا البحث أمام لجنة الإشراف على رسالة الماجستير مع احتمال دعوة قراء رسالة الماجستير وأشخاص مهتمين بموضوع البحث. من الجائز استخدام هذا البحث كمرجع دراسي في إطار أكاديمي.

أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها أو عند وجود أي استفسارات أخرى يجب ان توجه الى سارة محمد نائل عبد المنعم و الإتصال على 00201006699448 (و رقم أردني يتم إضافته عند الوصول)

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي حيث أن الامتناع عن المشاركة لايتضمن أي عقوبات أو فقدان أي مزايا تحقق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

.....: الامضاء:

.....: اسم المشارك:

...../...../.....: التاريخ:

## Appendix 7. Consent form for School Director and Teachers (Arabic and English)



### Documentation of Informed Consent for Participation in Research Study

**Project Title:** Education of Children Refugees in Zaatari Camp: The Perception on the Value of Education for Encamped Refugees.

**Principal Investigator:** Sara Mohamed Nael Abdelmoneim

**Email:** sara.aem7@aucegypt.edu

**Mobile number:** 00201006699448 (Jordanian number to be added)



The purpose of the research is to learn about the role education plays in the life of children living in Zaatari camp with a focus on the changes in perception towards education from the parent's perspective after finding refuge in Zaatari camp. The purpose of the research is to find out how the refugee situation and living in a refugee camp is affecting the children and their learning ability in your classroom from the experiences you encounter from your perspective. Also to learn the degree of their interactions and responsiveness in a classroom set in a refugee camp.

This is the research topic of my master's thesis requirement to graduate. My master's degree is on Migration and Refugee Studies and I am doing my master's program at the American University in Cairo.

The findings of this research will be presented and defended in front of my thesis committee and thesis readers as well as other interested invitees. It might be further used as a reference in an academic context as the research topic is of a recent issue and it would add to the missing literature on the topic.

The expected duration of your participation is the duration of the interview; an hour (or less) up till two hours.

The interview for this research will be conducted by interviewing teachers by going to schools after being introduced by a UNICEF communication specialist. It will be conducted using voice recording and documenting by writing responses of the participants.

There will not be any risks. The identity and the names of the participants will be anonymous. The names will be coded and pseudonym would be used in the writing of the thesis since the focal point of the interview is the participant's added information and not their identity. The voice recording tapes are to be put in a safe place and locked with a key that I only possess.

Your input to the research question would be of a valuable and new knowledge in the studies of children refugees' education in camps and the challenges of life affecting education, particularly to the literature of education in Zaatari camp. The literature on refugee camps education is scarce.

The data you provide will be confidential. The information you provide for purposes of this research is not confidential as the information participants share is for my master's thesis research that I will have to submit to the thesis committee and chosen reader/s to follow up the progress of my thesis. I will also have to defend my thesis in front of a thesis committee. However, your identity would remain confidential.

If you have pertinent questions about the research and research subject's rights or any other inquiries regarding this research, questions should be directed to Sara Mohamed Nael Abdelmoneim at 00201006699448. (I will add a Jordanian number once I reach to Jordan as it I won't let refugees burden an international call to reach me).

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

**Signature** \_\_\_\_\_

**Printed Name** \_\_\_\_\_

**Date** \_\_\_\_\_

الجامعة الأمريكية بالقاهرة 

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

**عنوان البحث:** تعليم الأطفال اللاجئين في مخيم الزعتري: إدراك قيمة التعليم بالنسبة إلى اللاجئين في المخيمات

**الباحث الرئيسي:** سارة محمد نائل عبد المنعم

**البريد الإلكتروني:** sara.aem7@aucegypt.edu

**الهاتف:** 00201006699448 (و رقم أردني يتم إضافته عند الوصول)

الغرض من هذا البحث هو معرفة الدور الذي يلعبه التعليم في حياة الأطفال الذين يعيشون في مخيم الزعتري بالتركيز على معرفة التغيير في إدراك أهمية التعليم من وجهة نظر الأهالي بعد أن وصلوا إلى مخيم الزعتري. الغرض أيضاً هو معرفة تأثير موقف اللاجئين والصعوبات التي مروا بها على الأطفال و على حياتهم في مخيم اللاجئين و انعكاسه في الفصل و تأثير ذلك على قدرتهم التعليمية من وجهة نظر المدرس. وأيضاً معرفة درجة تواصلهم وتجاوبهم مع المدرس في فصل في مدرسة أنشأت في مخيم لاجئين.

هذا الموضوع موضوع بحثي لرسالة الماجستير لحصولي على شهادة التخرج. برنامج الماجستير الذي أدرسه هو عن الهجرة واللاجئين. أدرس برنامج الماجستير في الجامعة الأمريكية في القاهرة.

المعلومات الناتجة من هذا البحث سوف تكون محور رسالتي للماجستير. سوف يتم قرائتها من قبل لجنة الإشراف على رسالة الماجستير وقراء أكاديميون مختارون لمتابعة تطور رسالة الماجستير وإعطاء النصائح لتحسين كتابة رسالة الماجستير. سوف أقوم بالدفاع عن هذا البحث أمام لجنة الإشراف على رسالة الماجستير مع احتمال دعوة قراء رسالة الماجستير وأشخاص مهتمين بموضوع البحث. من الجائز استخدام هذا البحث كمرجع دراسي في إطار أكاديمي حيث لا يوجد معلومات كافية في الأدب عن هذا الموضوع.

سنتراوح مدة المقابلة ما بين ساعة (أو أقل) إلى ساعتين.

يتم مقابلة المدرسين في المدارس بمساعدة مسئول التواصل باليونيسيف في الأردن لدخول المخيم لإجراء المقابلات. المقابلة سوف تتم عن طريق التسجيل الصوتي وتدوين لبعض نقاط المقابلة بالكتابة.

لا يوجد أي مخاطر إذا أرادوا الإشتراك في المقابلة لأن أسماء الأشخاص وهويتهم ستكون مجهولة. سوف يستخدم كود بدل من الأسماء في تدوين الكتابة واسم مستعار في رسالة الماجستير لأن محور البحث هو آراء ووجهة النظر لدي المشاركين وليست هويتهم. سوف يتم الاحتفاظ على شرائط التسجيل الصوتي في مكان آمن ويقل عليه بقل لا يوجد مفتاحه إلا معي.

مشاركتهم في البحث سوف تقوم بإضافة معلومات قيمة وجديدة عن اللاجئين في المخيمات في نطاق التعليم المتاح لهم وذلك لقلّة الأدب عن موضوع التعليم في المخيمات وبالأحرى في مخيم الزعتري حيث بالكاد يوجد دراسات عن تعليم الأطفال اللاجئين في مخيم الزعتري.

المعلومات التي ستدلى بها في هذا البحث سوف تكون سرية وأسماء الأشخاص وهويتهم ستكون مجهولة. المعلومات الناتجة من هذا البحث سوف تكون محور رسالتي للماجستير. سوف يتم قرائتها من قبل لجنة الإشراف على رسالة الماجستير وقراء أكاديميون مختارون لمتابعة تطور رسالة الماجستير وإعطاء النصائح لتحسين كتابة رسالة الماجستير. سوف أقوم بالدفاع عن هذا البحث أمام لجنة الإشراف على رسالة الماجستير مع احتمال دعوة قراء رسالة الماجستير وأشخاص مهتمين بموضوع البحث. من الجائز استخدام هذا البحث كمرجع دراسي في إطار أكاديمي.

أي أسئلة متعلقة بهذه الدراسة أو حقوق المشاركين فيها أو عند وجود أي استفسارات أخرى يجب ان توجه الى سارة محمد نائل عبد المنعم و الإتصال على 00201006699448 (و رقم أردني يتم إضافته عند الوصول)

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي حيث أن الامتناع عن المشاركة لايتضمن أي عقوبات أو فقدان أي مزايا تحقق لك. ويمكنك أيضاً التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

الإمضاء: .....

اسم المشارك: .....

التاريخ: ...../...../.....

## Appendix 8. Consent form for UNICEF Personnel (Arabic and English)

**Documentation of Informed Consent for Participation in Research Study**

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**Project Title:** Education of Children Refugees in Zaatari Camp: The Perception on the Value of Education for Encamped Refugees.

**Principal Investigator:** Sara Mohamed Nael Abdelmoneim

**Email:** [sara.aem7@aucegypt.edu](mailto:sara.aem7@aucegypt.edu)

**Mobile number:** 00201006699448 (Jordanian number to be added)

The purpose of the research is to learn about the role education plays in the life of children living in Zaatari camp with a focus on the changes in perception towards education from the parent's perspective after finding refuge in Zaatari camp.

The purpose of the research is to learn about the formal and non-formal education offered to the children in Zaatari camps and the education related policies in camps. As well as, to find out how the refugee situation and living in a refugee camp is affecting the children and their education from your perspective and if there are challenges that are facing children and their education journey that you know of and deal with in your work field.

This is the research topic of my master's thesis requirement to graduate. My master's degree is on Migration and Refugee Studies and I am doing my master's program at the American University in Cairo.

The findings of this research will be presented and defended in front of my thesis committee and thesis readers as well as other interested invitees. It might be further used as a reference in an academic context as the research topic is of a recent issue and it would add to the missing literature on the topic.

The expected duration of your participation is the duration of the interview; an hour (or less) up till two hours.

The interview for this research will be conducted by interviewing teachers by going to schools after being introduced by a UNICEF communication specialist. It will be conducted using voice recording and documenting by writing responses of the participants.

There will not be any risks. The identity and the names of the participants will be anonymous. The names will be coded and pseudonym would be used in the writing of the thesis since the focal point of the interview is the participant's added information and not their identity. The voice recording tapes are to be put in a safe place and locked with a key that I only possess.

Your input to the research question would be of a valuable and new knowledge in the studies of children refugees' education in camps and the challenges of life affecting education, particularly to the literature of education in Zaatari camp. The literature on refugee camps education is scarce.

The data you provide will be confidential. The information you provide for purposes of this research is not confidential as the information participants share is for my master's thesis research that I will have to submit to the thesis committee and chosen reader/s to follow up the progress of my thesis. I will also have to defend my thesis in front of a thesis committee. However, your identity would remain confidential.

If you have pertinent questions about the research and research subject's rights or any other inquiries regarding this research, questions should be directed to Sara Mohamed Nael Abdelmoneim at 00201006699448. (I will add a Jordanian number once I reach to Jordan as it I won't let refugees burden an international call to reach me).

Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature \_\_\_\_\_

Printed Name \_\_\_\_\_

Date \_\_\_\_\_

## الجامعة الأمريكية بالقاهرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

**عنوان البحث:** تعليم الأطفال اللاجئين في مخيم الزعتري: إدراك قيمة التعليم بالنسبة إلى اللاجئين في المخيمات

**الباحث الرئيسي:** سارة محمد نائل عبد المنعم

**البريد الإلكتروني:** sara.aem7@aucegypt.edu

**الهاتف:** 00201006699448 (و رقم أردني يتم إضافته عند الوصول)

الغرض من هذا البحث هو معرفة الدور الذي يلعبه التعليم في حياة الأطفال الذين يعيشون في مخيم الزعتري بالتركيز على معرفة التغيير في إدراك أهمية التعليم من وجهة نظر الأهالي بعد أن وصلوا إلى مخيم الزعتري.

الغرض من هذا البحث هي معرفة نظم التعليم المنهجي في المدارس وأنشطة التعليم المتاح في خارج إطار المدارس للأطفال في مخيم الزعتري ومعرفة سياسة التعليم في المخيمات. وأيضاً معرفة إذا يوجد تحديات في رحلة التعليم تواجه الأطفال بحكم عملك. بالإضافة للمعرفة تأثير موقف اللاجئين والصعوبات التي مروا بها على الأطفال وعلى حياتهم في مخيم اللاجئين وانعكاسه على رحلتهم التعليمية من وجهة نظر.

هذا الموضوع موضوع بحثي لرسالة الماجستير لحصولي على شهادة التخرج. برنامج الماجستير الذي أدرسه هو عن الهجرة واللاجئين. أدرس برنامج الماجستير في الجامعة الأمريكية في القاهرة.

المعلومات الناتجة من هذا البحث سوف تكون محور رسالتي للماجستير. سوف يتم قرائتها من قبل لجنة الإشراف على رسالة الماجستير وقراء أكاديميون مختارون لمتابعة تطور رسالة الماجستير وإعطاء النصائح لتحسين كتابة رسالة الماجستير. سوف أقوم بالدفاع عن هذا البحث أمام لجنة الإشراف على رسالة الماجستير مع احتمال دعوة قراء رسالة الماجستير وأشخاص مهتمين بموضوع البحث. من الجائز استخدام هذا البحث كمرجع دراسي في إطار أكاديمي حيث لا يوجد معلومات كافية في الأدب عن هذا الموضوع.

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الامضاء: .....

اسم المشارك: .....

التاريخ: ...../...../.....