

Beyond Access and Enrolment:

Understanding the Voices and Well-Being of Syrian Refugee Students in Jordan

Jordan: the Hosting Nation

- Holds the world's second-highest number of refugees per capital (87 per 1,000 inhabitants)
- 80% of Syrian refugees live outside camps:
 - Pressure on economy, resources, infrastructure
- Limited number of job permits have been issued to Syrian refugees
 - 90% families living under national poverty line
 - 60% rely on income earned by children

Responding to the Syrian Refugee Crisis

- Grants over \$12 billion and loans of over \$41 billion were pledged to Syria and its neighbouring countries in 2016 to expand educational and work opportunities
- Short-term emergency education planning:
 - 64% of Syrian refugee students now enrolled in formal schools
 - 98 existing + 102 new additional double-shift schools
 - Syrian refugee students mainly attending segregated, “evening” school shift
 - Non-formal and informal educational
- Varying educational experiences, attendance, and dropout rates across settings

Research Aim: Understanding Beyond Access

- Understand reported experiences and challenges through a more in-depth, qualitative approach
 - What happens after access to school is made possible?
- What are Syrian refugee students' experiences in segregated, double-shift school systems in Jordan?
 - What dimensions of these schools do students perceive as negative or positive to their well-being, ability to learn, and ability to aspire?
 - How do factors around and outside school interact with these dimensions and affect the ways students to navigate their schooling experiences?

Focusing on Well-Being

- Listening to student voice to understand their experiences and perceptions
- Understanding well-being by looking at whether students are able to have the freedom to:
 - Learn, aspire, participate in society, build friendships, remain safe, be free from exploitation, be respected, belong, and move beyond the past

Research Methods

- Visual-based diaries
- Interviews and discussions with 80 students across four (two boys' and two girls') schools
- Students aged 13-16
- Additional methods:
 - Interviews with teachers and classroom observations



This Diary Belongs to:



About Me:

عني أنا

عمري _____ سنة

أنا في هذه المدرسة من _____ سنة

بلدي هو _____

عندما أقضي وقت مع أصدقائي، أحب أن نذهب إلى _____

أعز أصدقائي هم _____

٣ من هواياتي المفضلة:

What makes a good school? What makes a bad school?

عمر مدرسة!

ما هي الأشياء التي تجدها في:

المدرسة السيئة؟ المدرسة الجيدة؟

المدرسة السيئة؟			المدرسة الجيدة؟		
الإختانات المفاجئة	معاملة المعلمين الطلاب	لا يوجد فرصة للتفريق بين الطرائق الجيد	عدم المخالفات	المعلمات الجيدات	رحلات للطلاب
الاصطفاء	عدم التدريس الجيد	التفريق بين الطرائق الجيد	عدم فصل الطالبات	فحص الصفوف	الإذاعة المدرسية
تنظيف المدرسة	منع دخول الرياضه	لا يوجد موبائلات	عدم تنقيص علامات الطلاب	نشاطات للطلاب	التدريس الجيد
الدوام يوم البيت	دوام المسائي لا يوجد رحلات	دوام المسائي لا يوجد رحلات	عدم التفريق بين الطلاب	الروام الصباحي	الفرصة للأكل والترفيه
الصفوف الواسعة	في الفات	الجمامات الشنة	نظافة طلبة	أصدقائي	عدم حمل العقاب للبريع

My Current and Future Well-Being:



Within School: Discrimination and Needed Encouragement

“The teachers only like the good girls. ‘She’s pretty, she’s Jordanian, she has good marks.’ They don’t help the bad girls because they think we’re lazy.” *Alma*

“I don’t feel encouraged here. They keep saying things like ‘there’s no hope or use in these girls.’” *Reem*

“There are teachers here who hurt their students with their words. They make us feel like something is wrong with us, even if we haven’t done anything wrong. Like, they tell us that we smell bad and that just upsets me so much and makes me want to stay home.” *Sarah*

“They always hit us. Some teachers here who don’t like Syrians. They teach during the evening shift so they can release their anger on Syrians.” *Alaa*

School Structure, Segregation, and Lack of Belonging:

- “I’m thinking this is my last year in school unless I move to a different school. I wanted to become a surgeon one day, but I’m done with school. I can’t handle it anymore. We don’t belong.” Sami
- “I can’t think about the future right now. There’s no sense of stability when you’re not in your country. Everyone reminds you of this every day.” Haya
- “It’s difficult to feel hopeful or content. I don’t know any Jordanians. The students leave the morning school tell us “nobody wants you here”. We’re reminded every day.” Talal

School Structure:

“We are not allowed to go on trips, but Jordanian students are. There are no drawings or posters drawn by Syrians on the walls of this school, but *look!* - look at all these drawings by Jordanian students.”

“When I walk to go to school at 12 PM, everyone knows I’m Syrian. Only Syrians go to school at this hour.” Judi

“Jordanians get to go home early and spend time with their families. They don’t have to come to school on Saturday either. I don’t get to see my parents anymore. We never joke like we used to, we never have time to talk like we used to.” *Alia*

External Factors and their Interactions: Limited Resources

- “The teachers in the morning shift are better paid. They don’t give our teachers much money for the evening shift so the teachers don’t explain things to us. They treat the morning students better and give better lessons.” Tayseer
- “I don’t feel hopeful about the future. I don’t hate studying, I like it and I want to become something in the future... but there are things that make you hate studying. Like that they make us clean the floors and the school because we’re the second shift.” Akram

School and its Relationship with External Factors

- “What is the point to my education? I don’t understand what I am learning and there is no future for Syrians. Syrians are not allowed to work here. We are just guests.” Basem
- “If Jordanians with degrees can’t find jobs, what is going to happen to us?” Sami
- “My mum always wanted me to study and not to get married early like she did. But lately, she’s changed. She’s very worried because boys harass us Syrian girls around schools every day. I am changing too. My childhood feels over”. Salma

Positive Strategies:

“I didn’t know any Jordanians last year. I was scared and didn’t like coming to school. But my school started a new programme where do arts and activities with Jordanian students for two hours on a Wednesday. They say hi to me now in the morning now and I don’t feel as worried anymore.” Sara

The Importance of Listening to Student Voice:

- “Thank you for coming here to talk to us. No one has asked me how I am in five years. I now know that I love to express myself.” *Student, 14*
- “You have given us the chance to think about our lives and goals. I feel more hopeful. I am thinking about what I want to do with my future.” *Student, 14*
- “In this diary I have written everything, all my secrets. This is the first time I have ever told anyone how I feel, and I feel physically and emotionally better.” *Student, 15*
- “I have started to think about my future. Maybe I even want to become a researcher.” *Student, 16*

THANK YOU

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