

Tailoring Research and inclusion Strategies for vulnerable migrant contexts

*The RAISD co-expert and
actor-oriented approach*



International conference

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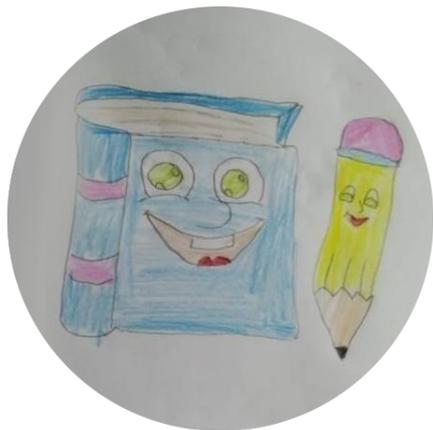
This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 822688



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Dr. Naima Al-Husban
Arab Open University - Jordan

“Young Female
Refugees’ Education:
from Policies to
Pedagogical Practices”



Dreams

Challen
ges

Refugee Girls' voices

The research questions

The current research tries to answer the following questions :

- Do the national response plans guarantee education for refugee females whether they are living in camps or in the host community?
- How have statistics of refugee girls' education developed over the previous few years?
- What are the perceptions of specialists in education in emergencies and teachers of why education of refugee girls is not a priority?
- What is the future roadmap for policy makers in the field of education in emergencies to leverage the level of refugee girls

Methodology

This research is based on the following data resources:

- Secondary data derived from the policy documents issued by the national authorities to formulate education of refugees especially in the previous decade. Besides, statistics of education of refugees and their implications in the near future.
- Primary data collected from 15 interviews conducted in Jordan, five of them conducted remotely with Syrian teachers in camps, and 5 interviews conducted face to face with Jordanian teachers of refugees, and another 5 interviews conducted with specialists in education in emergencies . The objective of the study was to formulate a comprehensive view about the education of refugee girls from the point of view of the main stakeholders working with refugees.

Findings

- Q1: The Education Sector Working Group has ensured a link between humanitarian and resilience education programming in line with the Jordan Response Platform (JRP). Now, over the previous decade, Jordan has entered a period of transition from primarily humanitarian and resilience interventions towards more development-oriented interventions that include the needs of refugees, host communities and other vulnerable groups. Given the shifting landscape in this sector, one of the ESWG's roles going forward is to bridge humanitarian, resilience and longer-term development efforts to advance inclusive and equitable quality education for all children, adolescents and

Q2: Following refugee students over grades from 2017 to 2021

Grade	2017		2018		2019		2020		2021	
Grade	M	F	M	F	M	F	M	F	M	F
Kg2	840	1225	2346	2256	2491	2629	3106	2966	2877	2787
Grade1	10935	9855	10990	10054	9486	8899	8587	8141	7240	6930
Grade2	9520	8768	10989	10495	9760	9036	8622	8113	7649	7432
Grade3	9048	8534	9639	9206	10094	9855	8928	8338	7700	7437
Grade4	8128	8087	9353	8748	8828	8423	9183	8990	8011	7709
Grade5	5452	5339	8256	7874	8582	8039	8003	7685	8332	7355
Grade 6	4505	4078	5425	5412	7271	7143	7560	7170	7233	7228
Grade 7	3996	3481	4397	4262	4767	4770	6297	6259	6954	6784
Grade 8	3107	3022	3829	3728	3639	3802	3948	4063	5631	5897
Grade 9	2529	2050	2980	2225	3145	3420	2979	3232	3543	3777
Grade 10	1920	1353	2217	2138	2428	2715	2507	2814	2696	2986
Grade11	1322	1218	1653	1518	1771	2151	2012	2293	2260	2640
Grade 12	993	807	1254	1100	1427	1764	1453	1772	1700	2077

The table shows male access is more than female in some years. Likewise, the number of females is decreasing over grades , the older they get , the more chances they drop out.

Number of school refugee children dropout in Jordan

Students' age	Number of out of school	
	M	F
Syrian (6-11)	11692	12440
Syrian (12-15)	12280	14230

it is clear the dropout rate among females is higher than among males. It is due to several reasons, for example, culture and social norms that devalue education and prefer marrying girls at early age, and financial and psychological factors

Statistics of non-formal education of refugees

Non-formal education program	2018	2019	2020	2021
Adult literacy program – total				
Male	301	306	306	328
Female	1029	1517	1650	1797
Home Studies Program				
Male	1613	2182	4025	4050
Female	1104	1409	1925	2165
Catch-Up Program (9-12)				
Male	1367	1801	1120	635
Female	1133	1334	805	469
Graduates from Drop-Out Program				
Male	227	530	780	839
Female	173	270	420	478
illiteracy percent				
Male	2.9%	3.1%	3%	3%
Female	7.5%	7.2%	7.3%	7.3%

As shown in the table that the females out of school are more than males, that is why the illiteracy percent among females is more than among males. The bright side is females try to enrol in non-formal education programs as male do, and the number is increasing over years except in catch-up programs.

Q3: Perceptions of Jordanian teachers of refugees of the challenges that refugee females face

Female refugees did not stay at schools even over grades, even the MoE guarantees a high percent of access because of the following reasons:

- Family culture of refugee students.
- Some aspects of violence and bullying in both camps and host community .
- Limited opportunities of enrolling in higher education.
- Poor physical and emotional environment
- Difficult curriculum in which students could not cope with
- Poor level of students in math, science, and English language.

Q3: Perceptions of Syrian teachers of refugees of the challenges that refugee females face

Female refugees did not stay at schools even the MoE guarantees a high percent of access because of the following reasons:

- Education is not in line with students' culture, that refugee students and their parents are not satisfied, and that it is not of good quality.
- No training on psychosocial support skills for traumatized students
- Limited opportunities of enrolling in higher education.
- Curriculum and the teaching materials are not in line with students' needs.

However, its level is so difficult

- Difficult curriculum in which students could not cope with, students did not have previous requirements.
- Limited use of technology due to the unprepared technological environment.

Q3: Perceptions of specialists in EiE of the challenges that refugee females face

Female refugees did not stay at schools even the MoE guarantees a high percent of access because of the following reasons:

- The learning time in each day is very short either in camps or in the double shift schools with poor learning environment.
- Families devalue education due to the limited financial resources they have.
- Selection, training, and monitoring teachers
- Limited opportunities of enrolling in higher education
- Retention and drop out, and hidden traumatizing cases

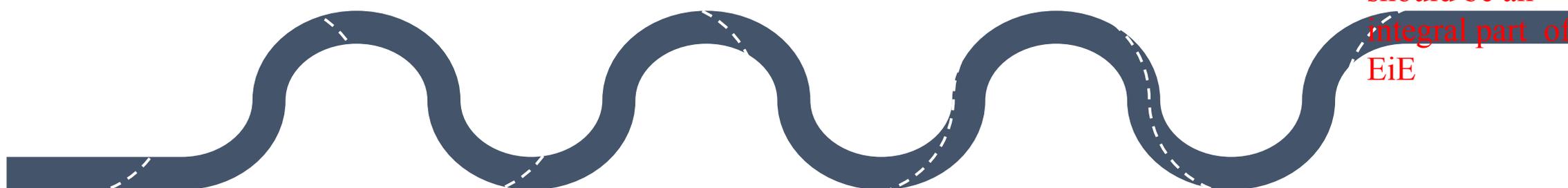
A proposed future Roadmap to leverage the level of education of refugee females in Jordan

Review of current policies by reformulating it cooperatively to translate it into actions easily.

Teachers' Selection and Rehabilitation & acquiring curriculum adaptability skills

Entrepreneurship, technical, and vocational tracks should be integrated in the education system to create motivation towards studying

To reach the end of the road successfully, monitoring by trained experts should be an integral part of EIE



ACCESS and QUALITY are outcomes not targets.

Community outreach & Raising their awareness of the importance of education

Start thinking of social cohesion

www.raisd-h2020.eu



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