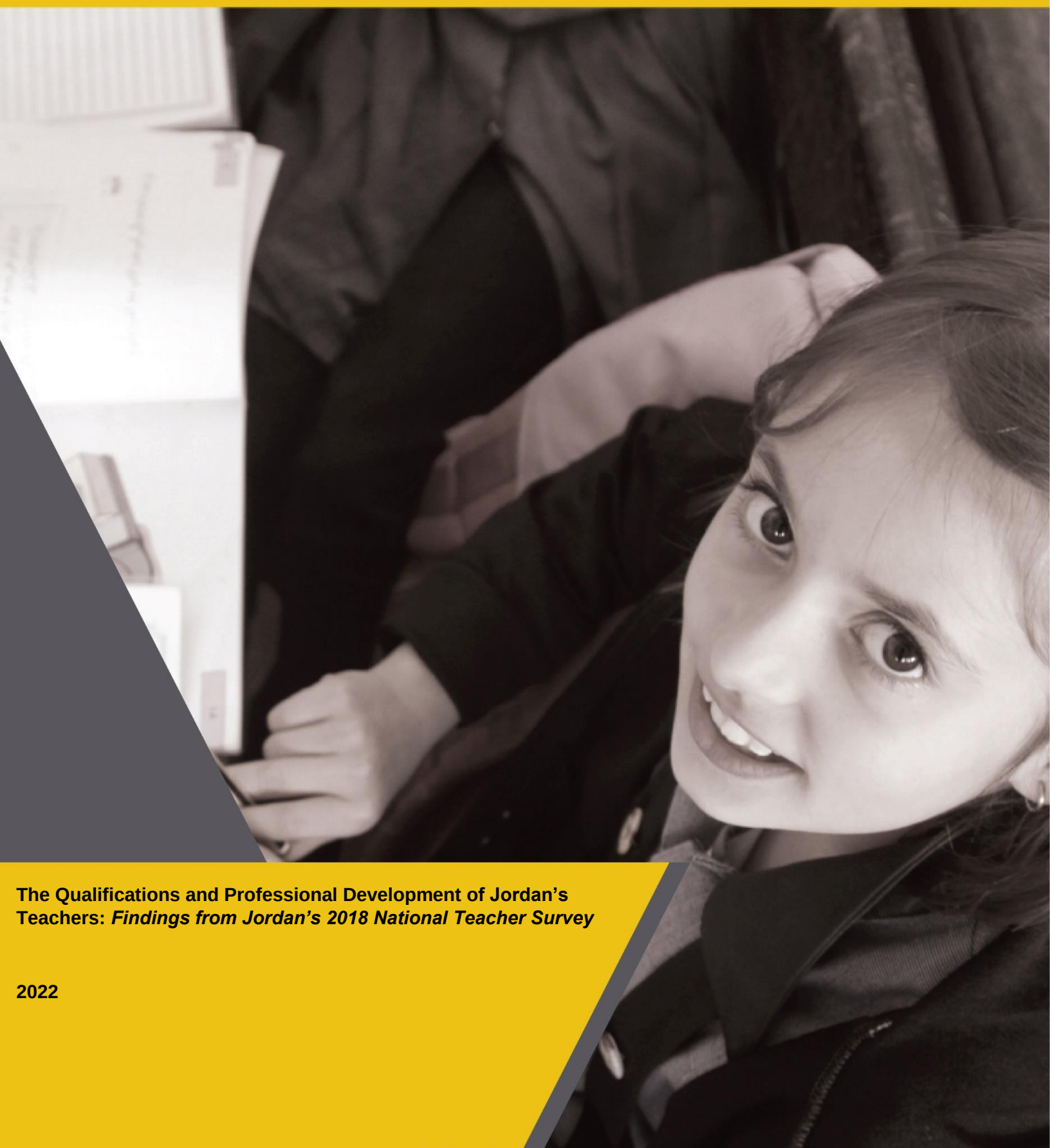

The Qualifications and Professional Development of Jordan's Teachers: *Findings from Jordan's 2018 National Teacher Survey*

2022

Authors

Ghalia Ghawi

Maysoon Massoud

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Disclaimer

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Key findings

Teachers have the most powerful influence on student learning. To maximize their positive impact, teachers need to (a) be prepared before they enter the classroom, and (b) develop their professional skills on an ongoing basis. This brief highlights the qualifications and professional development of Jordan's teachers as explored on the 2018 National Teacher Survey, the main findings of which are outlined below.

1. More than seven in 10 of Jordan's teachers earned a Bachelor's degrees or higher.
2. While the majority of teachers attained a bachelor's degrees, they were often not specialized in education; only slightly more than one in 10 grade 4-6 and 7-10 teachers reported holding degrees in Education.
3. Fewer than one in five of the teachers who did not specialize in education in their community college or bachelor's degrees, reported completing an additional pre-service teacher education program or diploma
4. Only one in four grade 4-6 and 7-10 teachers reported having a pre-service qualification in Education, compared to more than three in five grade 1-3 teachers.
5. UNRWA teachers were the most likely to report completing a pre-service education program (more than 55% of grade 4-10 teachers), while private school teachers were the least likely (17% for grade 4-10 teachers).
6. More than nine in 10 teachers, across all grade levels, reported participating in at least one form of professional development in the 12 months prior to the survey.
7. Professional development activities that relied on technology were more prominent in UNRWA and private schools (more than eight in 10), compared to MoE schools (seven in 10).
8. The top three barriers to participating in professional development activities were lack of incentives, lack of transportation and conflict of training time with work schedule for teachers across all school types.

I. Introduction

There is no greater influence on students' success than the quality of the teacher.[i] Teachers have the most direct and sustained contact with students, in addition to considerable control over the learning climate.[ii] Research suggests that student achievement is strongly correlated with teacher preparation and certification.[iii] High-quality teacher preparation programs are therefore important to equip teachers with the knowledge and skills needed to implement quality teaching in the classroom. It is also essential to continually provide in-service teachers with learning and development opportunities to improve their knowledge, skills and dispositions, consequently improving student achievement.

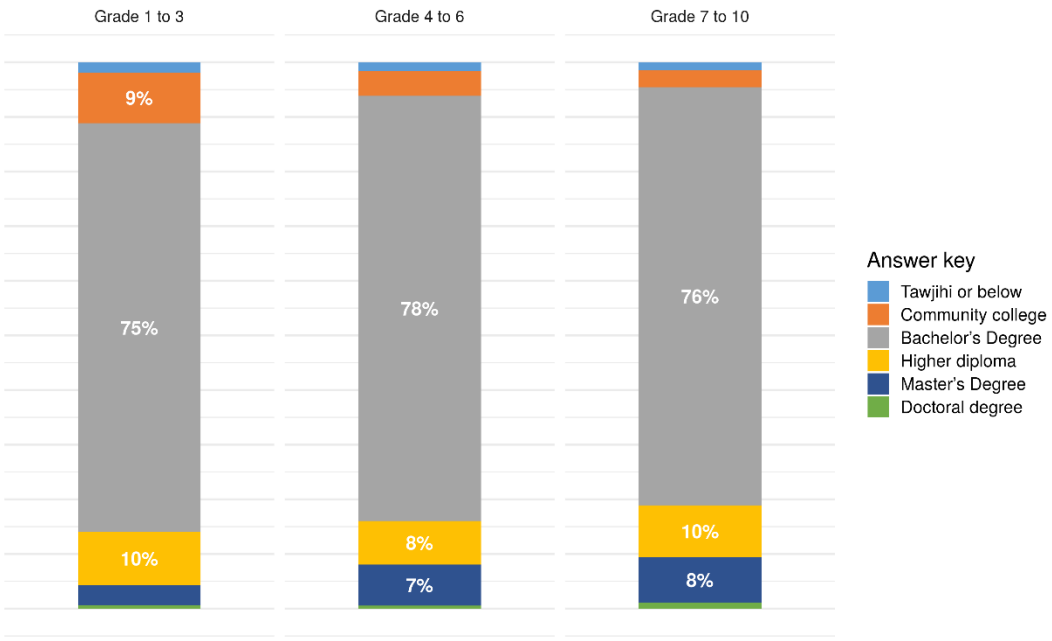
Jordan's Ministry of Education (MoE) has taken strides to improve teacher licensing, professional development opportunities and teacher-related policies over the past couple of years. However, many of the suggested policies had not yet been fully implemented in 2018 at the time of survey data collection. As such, this brief ***"The qualifications and professional development of Jordan's teachers"*** explores teacher qualifications and professional development from Jordan's 2018 National Teacher Survey, prior to the implementation of the Ministry's teacher licensing, qualification, career pathway and training policies.

II. Teachers' Qualifications & Training

The majority of Jordan's teachers held a Bachelor's degree.

On a national level, more than 75% of teachers reported completing Bachelor's degrees as their highest level of education (Figure 1). Nearly one in 10 reported completing a post-graduate higher diploma, and fewer than one in 10 reported completing a master's degree. At the time of conducting the survey, the majority of teachers would have passed the bylaw requirements to enter the teaching profession by obtaining at least a bachelor's degree.

Figure 1: Teachers' reported highest formal level of education completed

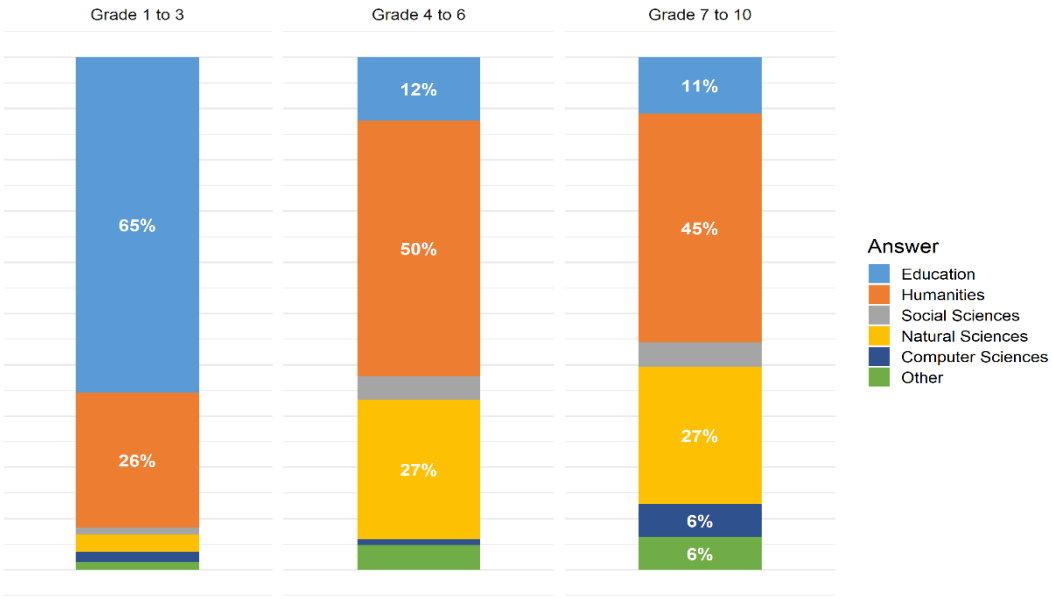


While the majority of teachers attained bachelor's degrees, the majority were not specialized in education.

Most grade 4-6 and 7-10 teachers do not hold a degree in education (Figure 2). Only slightly more than 10% of grade 4-6 and 7-10 teachers reported holding degrees in Education. Additionally, fewer than one in five of the teachers who did not specialize in education in their community college or bachelor's degrees, reported completing an additional pre-service teacher education program or diploma (14% of grade 1-3 teachers, 18% of grade 4-6 teachers and 19%

of grade 7-10 teachers). Analysis of the 2019 Trends in International Mathematics and Science Study (TIMSS) Jordan data showed that students taught by teachers who had a major in the education of a specific subject, had the highest average scores.[iv] This was compared to their peers who were taught by teachers with either subject degrees only, no formal education beyond secondary, other majors, and even teachers who had a subject education and subject degree.

Figure 2: Teacher reported field of study for their community college diploma or Bachelor's degree.



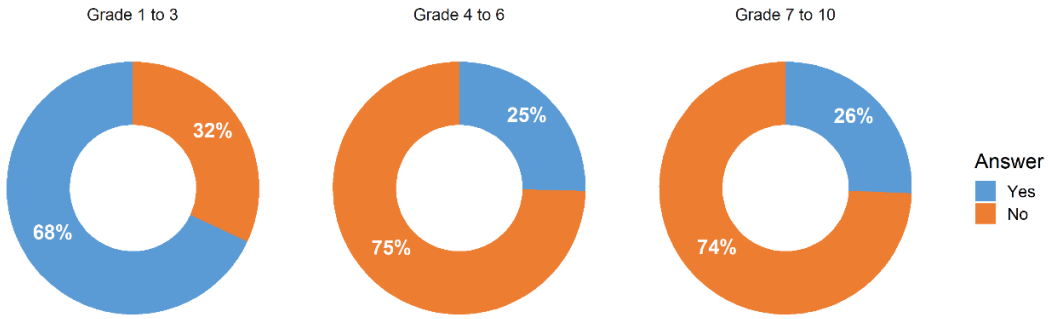
Teachers may be entering the profession without the sufficient knowledge and skills to perform their jobs to high standards.

Only one in four grade 4-6 and 7-10 teachers reported the completion of a formal certified pre-service education program, in comparison to more than three in five of grade 1-3 teachers (There is already evidence of initiatives to tackle this gap. USAID is supporting the government of Jordan through its Preservice Teacher Education in Jordan 5-year initiative, which consists of a partnership with Jordanian universities to develop and implement preservice programs for teachers of grades 4 to 10.
Figure 3). For this analysis, pre-service education programs included bachelor's degrees or community college diplomas in Education, the UNRWA Institute of Education program, a postgraduate teacher education program or any other teacher education program.

Considering the lack of extensive pathways to qualify subject specific teachers with education programs, it is unsurprising that nationally, the majority of grade 4-6 and 7-10 teachers have not completed any pre-service teacher education program or training. Jordan's universities offer undergraduate education programs for teachers of early grades – i.e. up to grade three - to qualify them as classroom teachers. However, no education degree programs are offered to cater for teachers of higher grades. Given the importance of teacher preparedness and skills for

improving student outcomes, it is essential for universities to begin offering education programs for teachers of higher grades. This is especially essential as the new teacher licensing bylaw will mandate that teachers complete a pre-service qualification prior to entering the profession. This places great urgency on expanding university programs and pre-service diplomas. There is already evidence of initiatives to tackle this gap. USAID is supporting the government of Jordan through its Preservice Teacher Education in Jordan 5-year initiative, which consists of a partnership with Jordanian universities to develop and implement preservice programs for teachers of grades 4 to 10.[v]

Figure 3: Teacher reported completion of a pre-service training program on a national level, by grade level.



Teachers of grades 4 to 6 and 7 to 10 with more years of experience were more likely to report having completed a pre-service program compared to their counterparts with fewer years of experience.

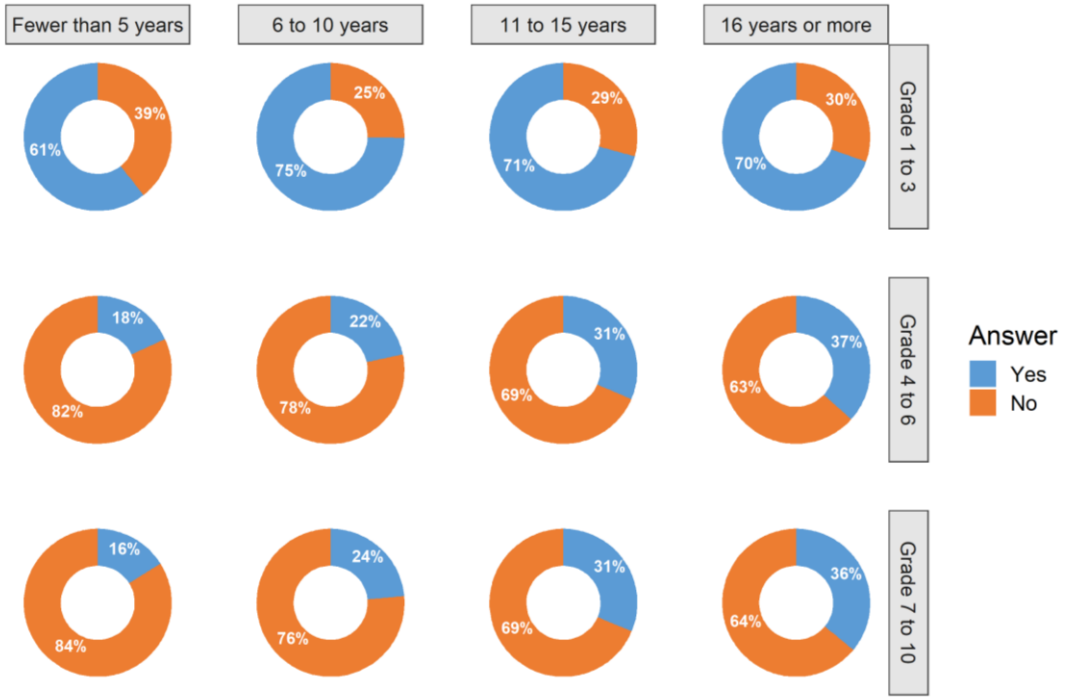
More than one in three grade 4-10 teachers with 16 years of experience or more, and 3 in 10 teachers with 11 to 15 years of experience reported completing a pre-service program. Meanwhile, fewer than two in 10 grade 4-10 teachers with fewer than five years of experience reported completing a pre-service program (Figure 4). This disparity may be a result of the change in the availability of certification programs in the Kingdom. Teacher education programs were offered to cater for teachers of grades 4-12 up until 2002, but were then suspended.[vi] The availability, or lack thereof, of such programs may limit prospective teachers' abilities to obtain education degrees and garner the skills needed to deliver impact in the classroom.

However, while teachers of grades four and above with 11 or more years of experience reported higher rates of pre-service when compared to teachers with fewer years of experience, the percent of teachers who completed pre-service training was still not high. This may suggest that it is not only the availability of the teacher education programs that might limit teachers' pursuit of pre-service programs.

Interestingly, grade 1-3 teachers with fewer than five years of experience were the least likely to report completing a pre-service teacher education program, when compared to grade 1-3 teachers with more than five years of experience. This is despite the stability in universities offering a classroom teacher bachelor's degree. This may further suggest that availability is not the only factor impacting completion of pre-service. A recent study by USAID showed that the Jordanian public did not view the teaching profession as having high status or prestige. In fact,

the teaching profession was perceived as having the lowest status compared to other professions by the Jordanian public.[vii] The general public also indicated that career advancement opportunities and teacher compensation were not attractive features of the profession. These factors combined, may limit individuals from wanting to pursue education degrees and consequently a career in teaching.

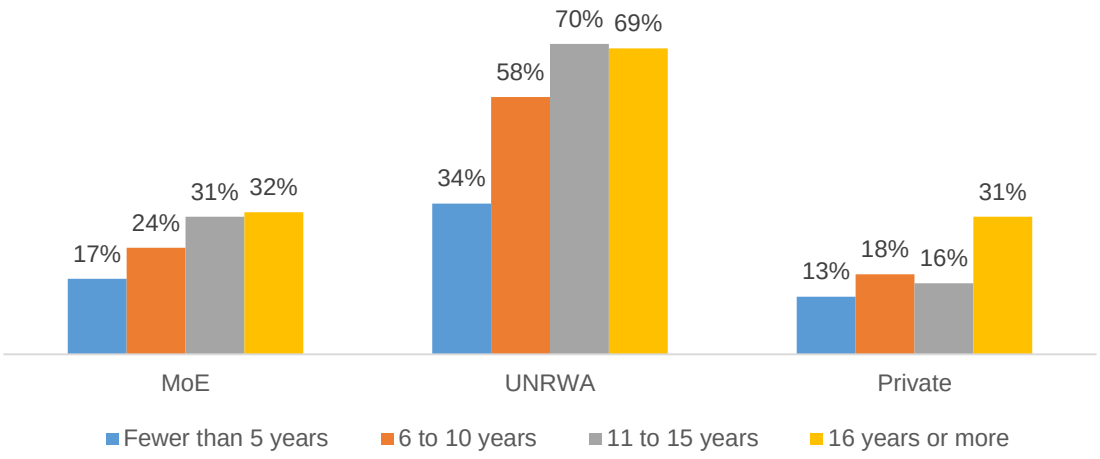
Figure 4: Teacher reported completion of a pre-service teacher education program, by years of experience



The variation in certification among teachers with different years of experience was highest among UNRWA school teachers.

While such variation was evident among teachers in all school types, the differences in reported completion of pre-service education programs by years of experience was much greater among UNRWA teachers (Figure 5). More than twice as many teachers with 11 years of experience or more reported completing a pre-service education program, compared to teachers with five years of experience or fewer. This difference may be a result of UNRWA's education reform that was undertaken in Jordan from 2011 to 2015,[viii] in addition to a teacher policy implemented in 2013. These efforts resulted in the implementation of blended and self-learning school-based in-service professional development (PD) through the School-Based Teacher Development program.[ix] It is unclear, however, how these reforms link to the two UNRWA institutions offering pre-service qualifications for teachers.

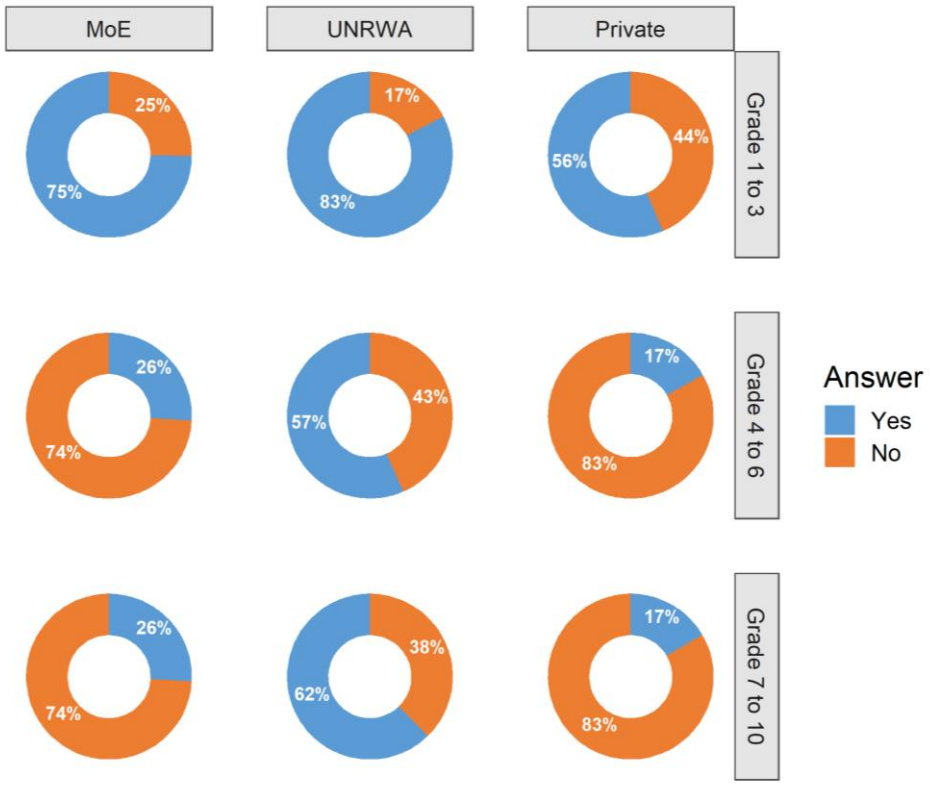
Figure 5: Grade 7-10 teacher reported completion of a pre-service teacher education program, by years of experience and school type[x]



UNRWA teachers were the most likely to report completing a pre-service education program, while private school teachers were the least likely.

Variation in reported pre-service education was evidenced not only based on grade level taught and years of experience, but also the school type teachers worked in (Figure 6). The difference between MoE and UNRWA teachers in reported pre-service completion was narrow at grade 1-3, but widened when comparing the former school types with private schools. Slightly more than half of grade 1-3 private school teachers reported completing a pre-service education program, compared to more than three in four UNRWA and MoE school teachers. The gap was even wider between school types at the higher grade levels. More than half of UNRWA grade 4-6 and 7-10 teachers reported completing pre-service education, compared to only 26% and 17% of their counterparts in MoE and private schools, respectively.

Figure 6: Teachers reported completion of preservice education program, by grade level and school type



The most common providers of the pre-service programs differed based on school type.

Universities provided a large proportion of the pre-service education programs completed by MoE and private schools teachers across the different grade levels (

Figure 7). This was also true for grade 1-3 UNRWA teachers (at 63%). MoE and private school teacher reports showed that post-graduate programs were the second most common providers of pre-service teacher education. Qualification through post-graduate programs was much less commonly reported by UNRWA teachers across all grade levels. Unsurprisingly however, UNRWA grade 4-6 and 7-10 teachers were most likely to have received their pre-service qualification from UNRWA's Institute of Education.

Teacher reports revealed that fewer than one in 10 MoE grade 4-6 and 7-10 teachers were qualified through the Queen Rania Teacher Academy's (QRTA) Teacher Education Professional Diploma (TEPD). This could be due to the fact that the TEPD was established in 2016 and had graduated only two cohorts of teachers up to the date of conducting the survey. With that being said, the TEPD is now being rolled into the offerings of four public universities, as an initial teacher education program.

Figure 7: Pre-service education program providers as reported by teachers, by grade level and School type

III. Induction programs

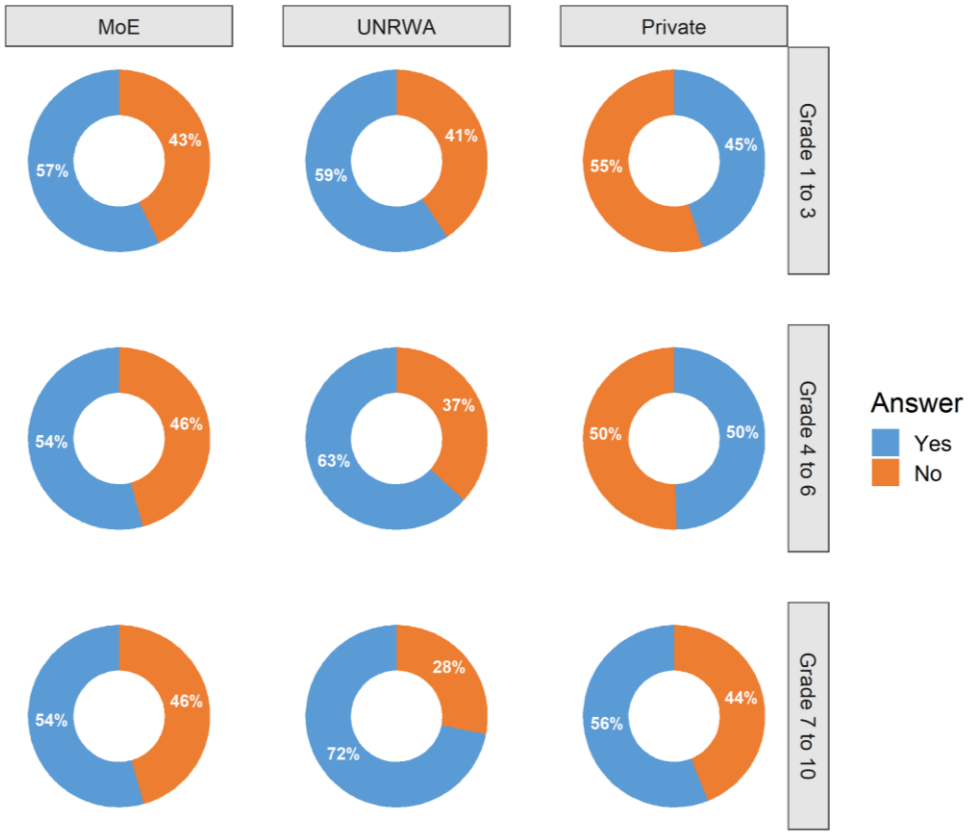
Many teachers may be beginning their employment without sufficient in-school support.

Fewer than three in five MoE and private school teachers reported participation in any formal induction program in their first regular employment as a teacher. UNRWA school teachers were most likely to report participation in a formal induction program (Figure 8). The absence of a quality induction program has several implications. It can impact a teacher's ability to adapt to the school system and culture in their first year, or their ability to master basic instructional techniques. It can also have a negative impact on teacher retention, as research shows that new teachers who participate in induction programs are nearly twice as likely to stay in the profession as those who do not.[xi]

While these results reveal slight variations in the proportion of teachers who reported receiving induction training across school types, it is essential to note the questionnaire recorded the type of school which teachers are currently in. So, asking them to reflect on their induction training in their first instance of regular employment may relate to a different school type. Hence, these

results may not be entirely reflective of the extent to which the different school types provide induction training activities, but rather reflect how well prepared teachers within different school types are.

Figure 8: Teacher reported participation in an induction program in their first regular employment as a teacher, by grade level



Few teachers reported participating in informal induction activities. Fewer than 40% MoE teachers across all grade levels reported participation in any informal induction activities in their first regular employment as a teacher, while more than 40% of private and UNRWA teachers reported participating in such activities.

More than nine in 10 teachers, across all grade levels, reported participating in at least one form of professional development in the 12 months prior to the survey.

UNRWA and MoE teacher reports showed that the most common form of professional development they took part in was courses and workshops (

	MoE			UNRWA			Private		
	G1-3	G4-6	G7-10	G1-3	G4-6	G7-10	G1-3	G4-6	G7-10

Courses/workshops	82%	69%	70%	86%	82%	87%	62%	59%	68%
Learning through peer mentorship and shadowing/observing other teachers	73%	65%	67%	82%	81%	84%	70%	68%	72%
Reading research, books or academic articles related to teaching, teaching strategies, teaching instruction, etc.	60%	63%	63%	69%	71%	71%	64%	69%	75%
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	62%	56%	60%	71%	67%	73%	64%	65%	67%
Participation in a network of teachers formed specifically for teacher PD	50%	42%	46%	46%	40%	49%	41%	39%	48%
Individual or collaborative research on a topic of interest to you professionally	43%	42%	40%	52%	55%	52%	51%	51%	58%
Education conferences or seminars	48%	39%	39%	47%	50%	52%	43%	42%	49%
Observation visits to other schools	45%	35%	36%	42%	39%	42%	38%	31%	37%

Table 1). Meanwhile, peer mentorship and reading of materials were the most common forms of professional development among private school teachers. These forms of professional development were also highly common among MoE and UNRWA teachers.

More generally, teachers across all school types were more likely to report participating in in-house professional development activities, when compared to out of school activities. For example, 65%-84% of teachers reported that they participated in peer mentorship and shadowing/observing other teachers inside their schools in the past 12 months. Meanwhile, 31%-45% of teachers reported participating in observation visits to other schools. These results are positive considering high-quality school-based professional development activities, especially those which are collaborative in nature, have shown to be more effective in developing pedagogy and student outcomes.[xii]

	MoE			UNRWA			Private		
	G1-3	**G4-6**	**G7-10**	**G1-3**	**G4-6**	**G7-10**	**G1-3**	**G4-6**	**G7-10**
Courses/workshops	82%	69%	70%	86%	82%	87%	62%	59%	68%
Learning through peer mentorship and shadowing/observing other teachers	73%	65%	67%	82%	81%	84%	70%	68%	72%
Reading research, books or academic articles related to teaching, teaching strategies, teaching instruction, etc.	60%	63%	63%	69%	71%	71%	64%	69%	75%
Mentoring and/or peer observation and coaching, as part of a formal school arrangement	62%	56%	60%	71%	67%	73%	64%	65%	67%
Participation in a network of teachers formed specifically for teacher PD	50%	42%	46%	46%	40%	49%	41%	39%	48%
Individual or collaborative research on a topic of interest to you professionally	43%	42%	40%	52%	55%	52%	51%	51%	58%
Education conferences or seminars	48%	39%	39%	47%	50%	52%	43%	42%	49%

Observation visits to other schools	45%	35%	36%	42%	39%	42%	38%	31%	37%

Table 1: Percent of teachers who reported participating *in the following professional development activities in the 12 months prior to survey administration, by grade level and school type*

Professional development activities that relied on technology were more prominent in UNRWA and private schools than MoE schools.

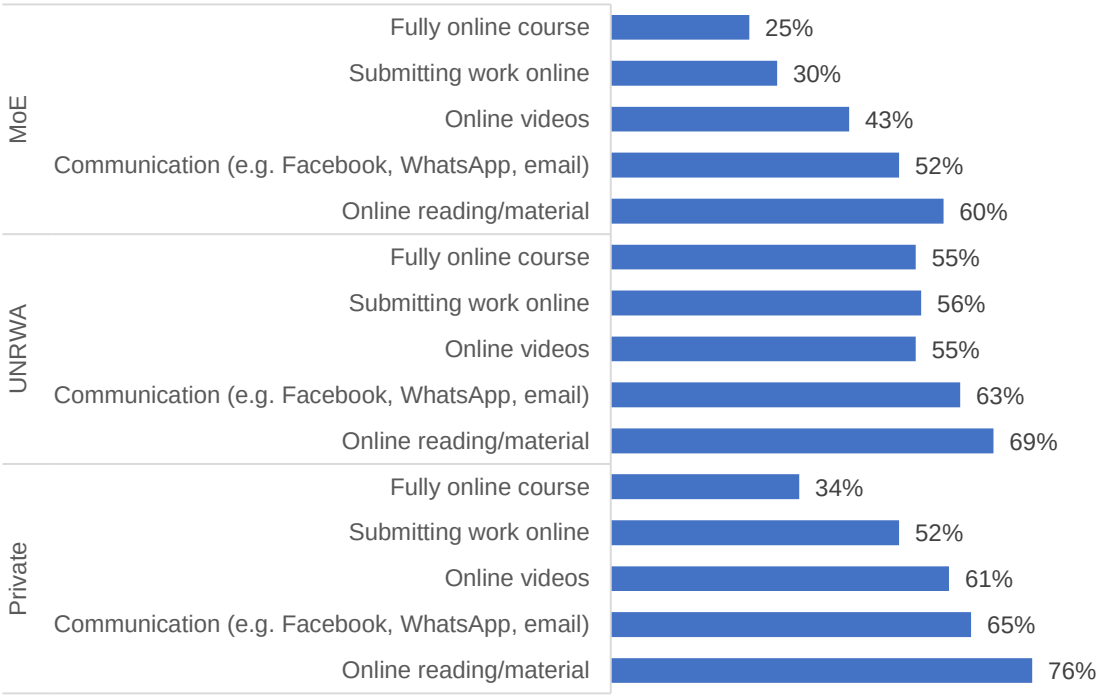
Seven in 10 MoE teachers reported taking part in at least one sort of training that relied on technology, compared to more than eight in 10 private and UNRWA school teachers. Professional development that utilizes technology can have several benefits, including flexibility, the possibility for teachers to connect with one another, scalability and follow up.[xiii]

The most common utilization of technology in professional development activities was through reading online materials, across all school types (Figure 9). The majority of teachers reported taking part in a training that included online reading; grade 7-10 private school teachers were the most likely to report such participation (76%), followed by UNRWA (69%) and MoE (60%) teachers.

Communication via social networking applications (Facebook or WhatsApp) or email was the second most commonly reported form of technology use in professional development. Such communication may support teachers in developing a community with other teachers, for sharing ideas, problems or learning. Communication may also be used as a tool for follow-up, discussions or reflection, which can support teachers in reaping the benefits of the professional development more effectively.[xiv] Since the survey did not explore the nature of this communication, it would be interesting for future research to explore for what purposes such communication channels exist in courses, and whether they are effective in achieving their purposes.

The least commonly reported form of technology utilization for professional development was completing a fully online course. However, there was variation among school types in the reported likelihood of teachers completing such a course. Only one in four grade 7-10 MoE teachers reported completing a fully online course in the 12 months prior to survey administration (Figure 9), while UNRWA teachers were more than twice as likely to report completing an online course. Online courses are useful as they limit transportation costs, and can be flexible in terms of teachers' schedules, workloads and needs.[xv] It is important to note that these data are prior to the COVID-19 pandemic, hence estimates may be slightly underreported considering the use of online training platforms during the pandemic.

Figure 9: The percent of grade 7-10 teachers who reported participating in professional development that included technology in the 12 months prior to survey administration, by school type[xvi] [xvii]



Teacher reports showed that UNRWA school teachers were the most likely to train in a variety of topics when compared to MoE and private school teachers.

Grade 7-10 UNRWA teachers were almost twice as likely to report participating in trainings around prevention of bullying, providing remedial support to students who have missed out on schooling and inclusion of students with disabilities within the five years prior to the survey, when compared with MoE teachers (**Error! Reference source not found.**). UNRWA focused heavily on the reform of teacher professional development in the last eight years in its education reform strategy. While the MoE has also set teacher policies at the heart of their reform efforts, as noted in the National Human Resource Development Strategy[xviii] and the Education Strategic Plan,[xix] their policy interventions had not fully been implemented at the time of survey data collection. This may explain some of the differences in amount of training received, and the content on which teachers were trained. It would be interesting to explore the trends in teacher preparation and professional development within MoE schools following the implementation of the planned policies and licensing system.

The most frequently reported type of training MoE and private school teachers took part in in the five years prior to survey administration was using technology in the classroom. More than five in 10 MoE and nearly seven in 10 private school teachers reported completing this form of training (**Error! Reference source not found.**). Despite this being the area MoE teachers were most trained on, they were still less likely to report receiving such training when compared to their UNRWA and private school counterparts. Meanwhile, the most frequently reported type of training for UNWRA school teachers was prevention of bullying and providing psychosocial support for students (more than 3 in 4 reported receiving such trainings in the 5 years prior to

the survey). MoE and private school teachers were much less likely to report receiving training in these areas.

Among the least frequently reported trainings received among grade 4-6 and 7-10 MoE teachers was inclusion of students with disabilities or special learning needs, at 29% for grade 4-6 and 26% for grade 7-10 teachers. Grade 4-6 and 7-10 private school teachers were slightly more likely to report receiving such training (37% and 40%, respectively). Meanwhile, the majority of UNRWA teachers reported taking part in such training (68% and 76%, respectively). The principal survey showed that UNRWA school teachers were more likely to work in schools where students with disabilities or special learning needs were enrolled.[xx] UNRWA had also implemented an Inclusive Education policy in 2013,[xxi] which aimed to create a comprehensive framework and strategy to ensure inclusiveness. This included raising awareness and capacity by integrating an inclusive approach into several areas of their education system, including teacher training.[xxii] The MoE has similarly launched a 10-year inclusive education strategy in 2019, one goal of which is to enhance the skills and knowledge of education professionals to meet the needs of students with disabilities or learning needs.[xxiii] This is promising and suggests more resources will be allocated to ensure inclusive education and capacity building in this regard are a priority within MoE schools.

Table 2: The percent of teachers who reported that they received training on the following topics in the five years prior to survey administration, by grade level and school type

	MoE			UNRWA			Private		
	G1-3	**G4-6**	**G7-10**	**G1-3**	**G4-6**	**G7-10**	**G1-3**	**G4-6**	**G7-10**
Using technology in the classroom	58%	53%	52%	77%	71%	75%	73%	68%	73%
Computer literacy, including ICDL	54%	47%	49%	67%	62%	65%	52%	47%	52%
Psychosocial support for students	63%	42%	41%	78%	78%	80%	58%	56%	60%
Prevention of bullying	37%	39%	37%	77%	78%	79%	54%	51%	55%
Teaching in a multicultural setting	46%	37%	36%	50%	47%	53%	51%	50%	54%
Supporting students who have experienced trauma	43%	31%	29%	57%	52%	56%	45%	40%	43%
Providing remedial support to students who are behind in school	49%	37%	29%	64%	62%	56%	60%	55%	43%
Inclusion of students with disabilities or special learning needs	52%	29%	26%	68%	68%	76%	37%	37%	40%

Training on providing remedial support to students who are behind in school was also not commonly reported among MoE school teachers (**Error! Reference source not found.**). The Program for International Student Assessment (PISA) data from 2018 showed that one in every 10 students in Jordan reported repeating at least one grade, and students who repeated a grade performed substantially below their counterparts.[xxiv] Research suggests that providing remedial support or one-to-one tuition to struggling students can improve their performance, and is more effective than grade repetition.[xxv] [xxvi] It is therefore important to consider replacing grade repetition with remedial support and instruction, as this may have implications on whether the MoE should prioritize providing teacher training in this area.

Grade 1-3 MoE teachers were slightly more likely to report participating in a range of topics when compared to their grade 4-10 counterparts. For example, grade 1-3 MoE teachers were twice as likely to report taking part in a training on the inclusion of students with disabilities or special learning needs in the 5 years prior to the survey when compared to their grade 7-10 counterparts. They were also more likely to report participating in trainings around providing remedial support to students who are behind in school and providing psychosocial support to students.

The top three barriers to participating in professional development activities were lack of incentives, lack of transportation and conflict of training time with work schedule.

Lack of transportation was most prominent among MoE teachers (Table 3). Nearly seven in 10 grade 7-10 MoE teachers reported it as a barrier, compared to 53% of UNRWA and 55% of private school teachers. These results are slightly surprising for MoE teachers, considering parts of transportation costs are typically covered by the MoE. It may be that the costs are higher than expected, which may suggest the MoE needs to reconsider the amount given to cover teachers' transportation costs to attend training. Another explanation of this could be that MoE teachers were less likely to complete online courses (Figure 9). Further analysis suggests that teachers who were less likely to report receiving online courses, were more likely to report issues with lack of transportation. UNRWA also offers school-based "in situ" professional development,[xxvii] which can explain why UNRWA teachers were less likely to report this as an issue compared to their MoE counterparts. The introduction of on-site professional development and promoting online or blended courses may be possible ways of alleviating this barrier. Surprisingly, while both the aforementioned were common among UNRWA teachers, lack of transportation was still a barrier to more than half of grade 4-10 teachers. It would be essential to explore what other potential solutions exist with this regard.

A lack of incentives was also more prominently reported by MoE teachers when compared to their UNRWA and private school counterparts. This may be linked to the nature of teachers' career progression opportunities within the MoE system at the time of survey data collection. The more time spent in-service was the main factor influencing whether teachers progress in their careers.[xxviii] This structure may not motivate teachers to participate in trainings and advance their knowledge and skills, considering it will unlikely advance their careers.

Notably, a fewer percentage of UNRWA school teachers reported that a lack of relevant professional development was a barrier to their participation, when compared to MoE and private school teachers. This is unsurprising considering UNRWA teachers were most likely to report receiving a variety of trainings (**Error! Reference source not found.**).

Slightly over half of teachers across all school types and grade levels reported that professional development was too expensive/unaffordable. This is surprising, considering the professional development activities MoE and UNRWA school teachers receive are typically funded by the authority or partner agencies. Transportation and meal costs are often also covered by the authority. Teachers could have been referring to indirect costs associated with the trainings, such as any additional transportation costs or the cost of missing on another job. Further research is required to understand the nature of this barrier.

Table 3: The percent of teachers who agreed or strongly agreed with the following statements regarding barriers to participating in professional development, by grade level and school type

	MoE			UNRWA			Private		
	G1-3	G4-6	G7-10	G1-3	G4-6	G7-10	G1-3	G4-6	G7-10
Lack of transportation hinders my ability to participate in PD	68%	70%	69%	43%	53%	53%	57%	45%	55%
There are no incentives for participating in PD	64%	67%	69%	48%	53%	57%	58%	49%	54%
PD conflicts with the my work schedule	63%	63%	63%	33%	51%	46%	57%	50%	54%
There is a lack of employer support[xxix]	55%	63%	64%	38%	43%	42%	54%	44%	52%
Do not have time because of family responsibilities	66%	57%	57%	34%	42%	47%	41%	40%	45%
There is no relevant PD offered	54%	58%	59%	34%	33%	30%	50%	37%	48%
PD is too expensive/unaffordable	52%	53%	54%	37%	36%	37%	53%	43%	55%
Do not have the prerequisites	15%	14%	13%	13%	10%	5%	15%	10%	13%

IV. Further questions

1. **What is the quality of in-service training received?**
   Though the survey gave insight on the amount of in-service training teachers received, it did not explore the quality of these trainings and how relevant they were to teachers' professional needs and the priorities for improving student learning outcomes in Jordan. After all, ultimately it is the latter that matters. Future studies should explore whether the quality and topics of training teachers receive are sufficient and address teachers' needs and development goals for them – and, most importantly, their students.

2. **What barriers do MoE teachers have with regards with the cost of the training?**
   A substantial proportion of teachers reported that the cost of trainings was a barrier to their participation in professional development. These findings are surprising, given that the MoE offers free trainings for their teachers, and covers meal and transportation costs. Teachers could be referring to indirect costs of training, such as additional transportation costs, or the cost of missing another part-time job. Teachers may also be referring to trainings that are not provided by the MoE, which are of interest to their professional development. Future research is required to better understand what kind of costs are incurred for teachers' participation in trainings, to support the MoE in taking the necessary actions to alleviate these barriers.

3. **What influence does the teacher preparedness and continuous professional development of UNRWA teachers have on their students?**
   The data highlighted in this brief suggests that UNRWA school teachers were the most likely to be prepared for the profession, and the most likely to develop their skills within the profession through in-service professional development. Student achievement data

from national and international assessments have shown that UNRWA students outperform their MoE and private school counterparts.[xxx] [xxxi] It is essential to explore if and to what extent teacher preparation and skills are contributing to student performance in UNRWA schools, and what can be learned and adapted from the UNRWA system.

V. Policy recommendations

Upon the recommendation of the National Human Resource Development (HRD) Strategy 2016-2025, the Ministry of Education (MoE) is currently developing a licensing system for teachers to ensure teaching standards and training requirements feed into the improvement of teaching quality in schools.

Recommendations:

1. Licensing system to consider – in coordination with the Ministry of Higher Education – reviving and developing high-quality teacher education programs that combine subject matter content, pedagogical approaches and practicum experience.
2. Potentially incorporate a pedagogical teaching course in university degrees that are content specific for aspiring subject teachers. Aspiring teachers who complete bachelor's degrees in fields other than education can complete this course to qualify as teachers.
3. Promote in-service continuous professional development, career progression and allowances to be aligned closely with professional development plans and activities. This approach may incentivize teachers to participate in professional development.
4. The MoE to establish a system to regularly assess teachers' professional development needs to ensure relevance and that the skills required in the classroom are being developed and honed.
5. An increase in the provision of in-service training relating to supporting students with special learning needs or disabilities in MoE schools to be considered.
6. UNRWA's education reform strategy aimed to align pre-service and in-service training. This approach could also be adopted by the MoE in order to ensure complementarity and continuity in the trainings MoE teachers receive.
7. A school-based professional development program, as implemented by UNRWA, could be an essential model to adopt in MoE schools.

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

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

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[i] Strong, James. Effective Teachers=Student Achievement: What the Research Says. Routledge, 2017.
[ii] King, B., and Newman, F.M. 2000. "Will Teacher Learning Advance School Goals?" *Phi Delta Kappan 81*(8): 576.
[iii] Darling-Hammond, L. (2000). Teacher Quality and Student Achievement: A Review of State Policy Evidence Previous Research. *Education Policy Analysis Archives*, *8*(1), 1–44.
[iv] Only descriptive analysis was run on the data. Further inferential analysis is required to determine whether these differences are significant.
[v] USAID (2020). Fact sheet: Pre-service Teacher Education in Jordan. Retrieved from: https://www.irex.org/sites/default/files/PRESTIJ%20FactSheet-%20July%202020.pdf
[vi] This includes Field-Teacher Education Programs and Educational Science Programs in Jordan's universities
[vii] USAID (2020). USAID pre-service teacher education in Jordan: National survey on public perceptions of the teaching profession.
[viii] UNRWA (2016). Education Strategy Reform Report. Retrieved from: https://www.unrwa.org/sites/default/files/content/resources/2016_education_reform_report_final.pdf
[ix] UNRWA (2015). UNRWA launches School Based Teacher Development (SBTD) II programme schools – press release. Retrieved from: https://www.unrwa.org/newsroom/press-releases/unrwa-launches-school-based-teacher-development-sbtd-ii-programme-schools
UNRWA (2016). Education Strategy Reform Report. Retrieved from: https://www.unrwa.org/sites/default/files/content/resources/2016_education_reform_report_final.pdf
[x] Similar trends are evidenced among teachers of grades 4-6. For a full exploration of the data, please refer to this online tool.

[xi] Attracting and Keeping Quality Teachers, Teacher Shortage. National Education Association (NEA). http://www.nea.org/teachershortage/index.html **in** Kaufmann, Jeanne (2007). Teaching Quality/Induction Programs for New Teachers. Education Commission of the States (ECS) Retrieved from: https://www.ecs.org/clearinghouse/76/65/7665.pdf

[xii] Stoll, L., Bolam, R., McMahon, A. *et al.* Professional Learning Communities: A Review of the Literature. *Journal of Educational Change 7*(4)**,** 221–258 (2006). https://doi.org/10.1007/s10833-006-0001-8

[xiii] National Research Council 2007. *Enhancing Professional Development for Teachers: Potential Uses of Information Technology: Report of a Workshop*. Washington, DC: The National Academies Press. https://doi.org/10.17226/11995.

[xiv] Margo C. O'Sullivan (2002) Effective follow-up strategies for professional development for primary teachers in Namibia, Teacher Development, 6:2, 181-203, DOI: 10.1080/13664530200200164

[xv] Ibid xi.

[xvi] The question asked to teachers was "During the last 12 months, did you participate in any professional development programs that used technology?" with the options in Figure 9 presented as items below the question.

[xvii] There were no major differences in grade1-6 teacher reports on the professional development activities that relied on technology. To see the full data, please refer to this online tool.

[xviii] National Center for Human Resource Development (2016). Education for prosperity: delivering results. A National Human Resource Development Strategy 2016-2025. Retrieved from: https://c0b5bd85-9d6a-41f6-beeb-bbf7fabc6b07.filesusr.com/ugd/176e64_5ad5680491ba47deb1579b450950ac46.pdf

[xix] Ministry of Education (2018). Education Strategic Plan 2018-2022. Amman. Retrieved from: http://www.unesco.org/new/fileadmin/MULTIMEDIA/FIELD/Amman/pdf/ESP_English.pdf

[xx] Sixty-five percent of grade 7-10 UNRWA teachers worked in schools where between 1%-10% of its student population had disabilities or special learning needs, compared to 53% of MoE and 55% of private school teachers. Additionally, 11% of UNRWA grade 7-10 teachers worked in schools where at least 11% of the student population had special needs, compared to 8% of MoE and 3% of private school teachers.

[xxi] UNRWA (2013). Inclusive education strategy. Retrieved from: https://www.unrwa.org/sites/default/files/unrwa_inclusive_education_strategy_2013.pdf

[xxii] UNRWA (2013). Inclusive Education Policy in Brief. Retrieved from: https://www.unrwa.org/sites/default/files/2013052933931.pdf

[xxiii] Ministry of Education & the Higher Council for the Rights of Persons with Disabilities (2019). The 10-year strategy for inclusive education. Amman, Jordan. Retrieved from: https://www.moe.gov.jo/sites/default/files/the_10-year_strategy_for_inclsuive_education.pdf

[xxiv] Ghawi, G., Dahdah, S. (2020). PISA 2018: Exploring Jordan's performance. Queen Rania Foundation.

[xxv] Education Endowment Foundation. (2018). Repeating a year: teaching and learning toolkit. Retrieved from: https://educationendowmentfoundation.org.uk/pdf

[xxvi] Education Endowment Foundation. (2018). One to one tuition: teaching and learning toolkit. Retrieved from: https://educationendowmentfoundation.org.uk/pdf

[xxvii] UNRWA (2015). UNRWA launches School Based Teacher Development (SBTD) II programme schools – press release. Retrieved from: https://www.unrwa.org/newsroom/press-releases/unrwa-launches-school-based-teacher-development-sbtd-ii-programme-schools

[xxviii] Ibid xvii.

[xxix] The term "employer" was not defined in the survey. As such, respondents may have been considering their own schools, principals or the governing authority in which they work in their responses.

[xxx] Universalia Management Group. (2010). The Quality of Education in UNRWA. Retrieved from https://www.unrwa.org/sites/default/files/universalia_report_on_quality_of_education.pdf

[xxxi] Abdul-Hamid, Husein, Harry Anthony Patrinos, Joel Reyes, Jo Kelcey, and Andrea Diaz Varela. 2016. Learning in the Face of Adversity: The UNRWA Education Program for Palestine Refugees. World Bank Studies. Washington, DC: World Bank. doi:10.1596/978-1-4648-0706-0. License: Creative Commons Attribution CC BY 3.0 IGO.

[xxxii] Information regarding the full survey methodology can be found here.