Exploring Jordan's schools: *Findings from Jordan's 2018 National Teacher Survey*

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Disclaimer

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Executive summary

This brief highlights some of the main findings from Jordan's 2018 National Teacher Survey around Jordan's schools, based on principal reports. Findings are presented either on a national level, or disaggregated by school type and principal gender. The main findings of the analysis are outlined below.

Human Resources

1. Grade 1-6 principal reports revealed that UNRWA schools seemed to be the most well-staffed, whereas private schools were the most resourced among grade 7-10 schools.
2. Principal reports revealed that grade 7-10 private schools had the highest average number of total staff (55), while UNRWA had the lowest (31).
3. MoE and private grade 1-6 schools had a lower average of reported number of **teachers** (20 and 23, respectively) compared to grade 7-10 schools (25 and 30, respectively). This is expected as grades 1-3 typically have classroom teachers, while grades 4 and above require a teacher for each subject.
4. Despite UNRWA schools having a higher percentage of teachers when compared to their MoE and private school counterparts, the average student to teacher ratios in UNRWA schools (28:1 for grade 7-10) were much higher than in grade 7-10 MoE (17:1) and private schools (15:1).
5. More than half of principals nationally, across both grade levels, reported that a shortage of qualified teachers hindered quality instruction "to some extent" or "a lot".

Physical Resources

6. MoE schools seemed to be the least well off in terms of physical resources compared to UNRWA and private schools.
7. UNRWA school principals were the least likely to report shortage of library materials as an issue that hinders quality provision compared to their counterparts; 83% of UNRWA grade 1-6 school principals reported the lack of library materials affected their schools' provision "not at all" or "very little", compared to 34% and 69% of MoE and private school principals, respectively.
8. Internet access was nearly ubiquitous across all school types. This was especially true for UNRWA schools; all UNRWA principals reported having internet access across both school levels.
9. Meanwhile, wi-fi provision was less common across all school types. However, private school principals were much more likely to report having wi-fi (more than 80%), compared to principals at MoE schools (25%) and UNRWA schools (fewer than 20%).
10. Principal reports revealed quality instruction was more likely to be hindered by issues related to technology in grade 1-6 schools compared to grade 7-10 schools.

Makeup of the Student Body

11. Private schools were the most likely to have students whose first language differs from language of instruction, when compared to MoE and UNRWA schools.

12. Principal reports revealed that MoE and UNRWA schools were more likely to have students from socio-economically disadvantaged homes [1] compared to private schools.
13. Principal reports showed that UNRWA schools had the highest proportion of students with special needs[2], while private schools had the lowest.

[1] refers to homes lacking the basic necessities or advantages of life, such as adequate housing, nutrition, or medical care.

[2] cover for those for whom a special learning need has been formally identified because they are mentally, physically, or emotionally disadvantaged. Often they will be those for whom additional public or private resources (personnel, material, or financial) have been provided to support their education.

Exploring Jordan's schools: Findings from Jordan's 2018 National Teacher Survey

I. Introduction

It is of utmost importance to ensure that students in schools are given the opportunity and resources to succeed and perform well. Students will not be able to perform well if not given access to qualified and knowledgeable teachers. Teaching staff are an important educational resource at a school; it is important to have a sufficient number of high-quality teachers to meet student needs (OECD, 2020).[3] Additionally, access to resources is also essential. The OECD's Program for International Student Assessment (PISA) showed that there is an association between reading scores and shortages of educational materials, where fewer resources were linked with lower scores.[4]

As such, it is important to understand the local context and whether schools are equipped to teach and support their students' learning. This paper, **"Exploring Jordan's Schools"** aims to offer a better understanding of Jordan's schools in terms of their human resources, physical resources, and the make-up of the student body. Findings around Jordan's schools are based on principal reports from across Jordan's Ministry of Education (MoE), private and United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) schools.

II. Human resources

Grade 1-6 principal reports revealed that UNRWA schools seemed to be the most well-staffed, whereas private schools were the most well-staffed among grade 7-10 schools.

UNRWA principals reported the highest average number of total staff (43) among grade 1-6 schools, while the MoE reported the lowest (36).[5] Whereas grade 7-10 private school principals reported an average total number of 55 staff members in their school, while UNRWA principals reported an average of 31 (Table 1). Unsurprisingly, teachers made up the largest proportion of the staff among all school types and grade levels (Figure 1); especially among UNRWA schools, where they made up 60% of the grade 1-6 staff, and 81% of grade 7-10 staff. These results are expected, given principal reports that showed UNRWA schools had the largest average number of students when compared to their MoE and private school counterparts (Table 1).

Despite UNRWA schools having a higher percentage of teachers when compared to their MoE and private school counterparts, the average student to teacher ratios in UNRWA schools were much higher than in MoE and private schools. For instance, there was a 28:1 ratio of students to teachers in grade 7-10 UNRWA, compared to a 17:1 student-to-teacher ratio in MoE schools and a 15:1 student-to-teacher ratio in private schools.

Principal reports also revealed that MoE schools had the highest average number and proportion of pedagogical support personnel (seven and eight across grades 1-6 and 7-10, respectively), when compared to their UNRWA and private school counterparts. Meanwhile, grade 7-10 UNRWA schools had the lowest number of pedagogical support personnel; an average of one.

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[3] OECD (2020), *PISA 2018 Results (Volume V): Effective Policies, Successful Schools*, PISA, OECD Publishing, Paris, https://doi.org/10.1787/ca768d40-en

[4] Ibid.

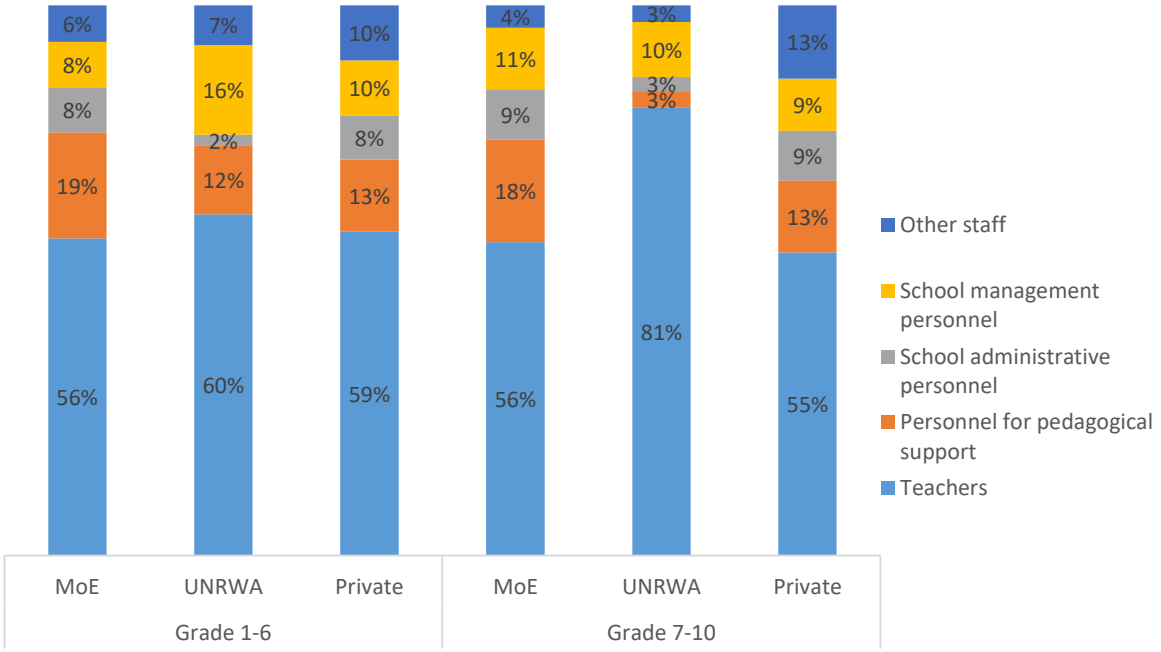
[5] The total number of staff includes teachers, personnel for pedagogical support, school administrative personnel, school management personnel, and other staff members.

Additionally, despite UNRWA schools having the largest average number of students across both school levels, UNRWA principals reported the lowest average number of school administrative personnel (1) among all school types in both school levels. MoE and private school principal reports revealed that these school types only had a marginally higher average number of administrative personnel. It may be essential to increase the number of administrative personnel in schools, considering teacher reports revealed that nearly 20% of lesson time is dedicated to performing administrative tasks (Queen Rania Foundation & Ministry of Education, 2021).[6]

Table 1: Average number of staff and students, by type of school and school level

	Grade 1-6			Grade 7-10		
	MoE	**UNRWA**	**Private**	**MoE**	**UNRWA**	**Private**
Teachers	20	26	23	25	25	30
Personnel for pedagogical support	7	5	5	8	1	7
School administrative personnel	3	1	3	4	1	5
School management personnel	3	7	4	5	3	5
Other staff	2	3	4	2	1	7
Total number of staff	**36**	**43**	**39**	**45**	**31**	**55**
Total number of students	**381**	**753**	**352**	**429**	**701**	**449**
Average student-to-teacher ratio	19:1	29:1	15:1	17:1	28:1	15:1

Figure 1: Average principal-reported proportion of staff within each school type, by grade level

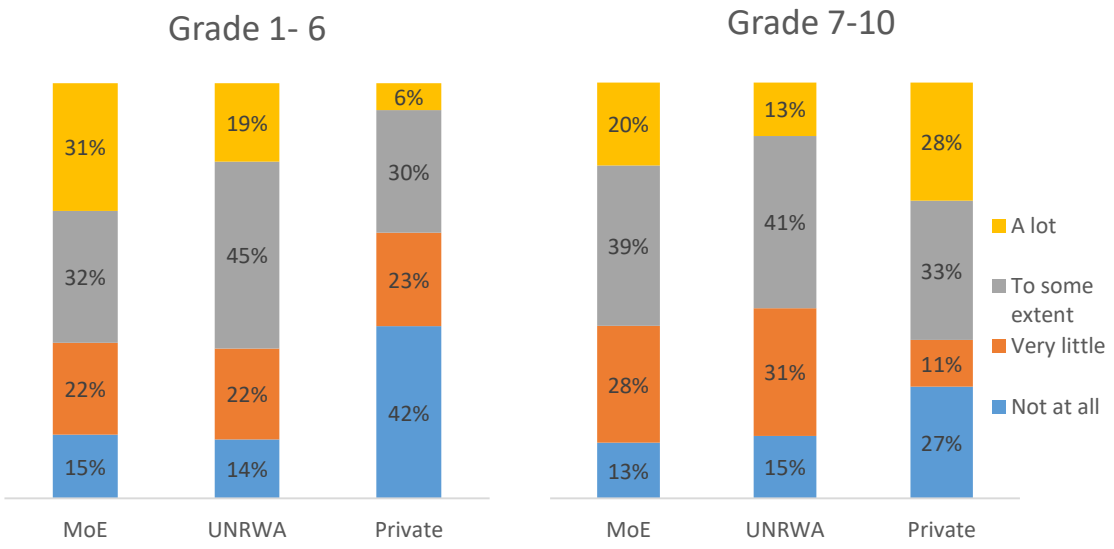


[6] Queen Rania Foundation & Ministry of Education (2021). Data exploration tool – Jordan National Teacher Survey 2018: Teacher Data. Accessed on: https://qrfsurveys.shinyapps.io/NTS_teachers_EN/

Across both grade levels nationally, more than half of principals reported that a shortage of qualified teachers hindered quality instruction "to some extent" or "a lot".[7]

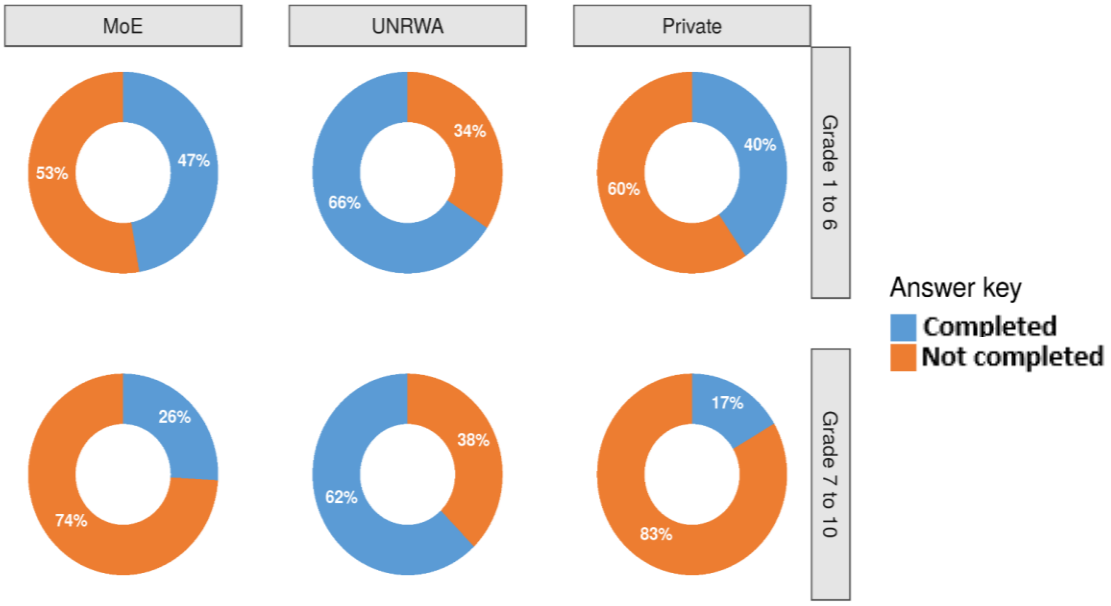
The majority of principals across all school types and grade levels, except grade 1-6 private schools, reported that a shortage of qualified teachers hindered quality instruction (Figure 2). Exploration of the qualifications of grade 1-6 private school teachers revealed that there is no apparent difference in their qualifications when compared to their UNRWA and MoE grade 1-6 counterparts (Figure 3). However, grade 1-6 teachers were more likely to have completed a pre-service teacher education program when compared to their grade 7-10 counterparts, which could explain the difference in principal reports between private schools across the grade levels.

Figure 2: The percent of principals who reported that a "Shortage of qualified and/or teachers who perform well" hinders quality instruction to varying degrees, by type of school and level



[7] Compared to the OECD average of 33%. For the full findings around benchmarking Jordan's data against the TALIS data, please refer to the brief: Ghawi, G., AlQbeilat, N. (2020). Jordan's Teachers in a Global Landscape. Ministry of Education – Queen Rania Foundation: Amman. Retrieved from: https://www.qrf.org/sites/default/files/2021-01/jordans_teachers_in_a_global_landscape.pdf

Figure 3: *The proportion of teachers who reported completing a pre-service teacher education program, by grade level*



Overall, these findings are surprising given what is known about student achievement in Jordan; students in non-public (UNRWA and private) schools outperform their public school counterparts on international assessments (Ghawi & Dahdah, 2020).[8] However, a similar proportion of principals in public and non-public schools reported a shortage of qualified teachers who perform well. It is worth noting that the construct of "quality instruction" may differ from one school type to another, and one principal to another. Nonetheless, these findings raise several questions; is there an issue with qualifying teachers to enter the profession? Is there an issue with retaining qualified teachers? Are individuals not attracted to the teaching profession? Or are there issues with compensation and accountability that do not motivate teachers to perform well? These questions require further research to better understand what is hindering the recruitment, retention, and effectiveness of qualified teachers.

III. Physical resources

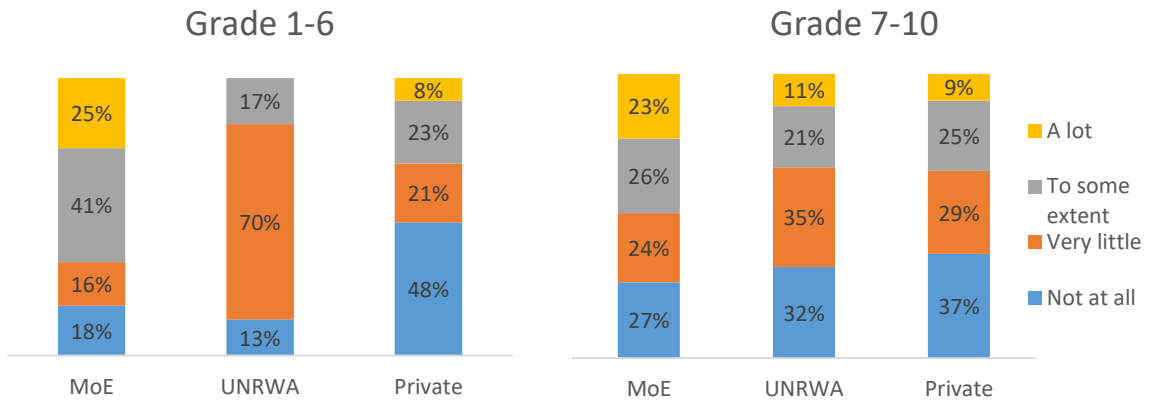
MoE schools seemed to be the least well off in terms of physical resources compared to UNRWA and private schools.

UNRWA school principals were the least likely to report a shortage of library materials as an issue that hindered provision of quality instruction when compared to MoE and private school counterparts. Eighty-three percent of UNRWA grade 1-6 school principals reported that a "shortage or inadequacy of library materials" hindered quality instruction to a "very little" extent or "not at all", compared to 34% of MoE and 69% of private school principals (Figure 4). This may suggest that UNRWA grade 1-6 schools had higher access to library materials, which may facilitate the provision of quality instruction. Alternatively, teachers may be finding alternate, innovative ways to

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

compensate for the lack of resources, hence the availability of library materials may not be a factor impacting quality provision.

Figure 4: Extent to which a "Shortage or inadequacy of library materials" hindered quality instruction according to principal reports, by school level and type



Internet access was nearly ubiquitous across all school types.

This was especially true for UNRWA schools; all UNRWA principals reported having internet access across both school levels. Meanwhile, grade 7-10 MoE and private school principals were more likely to report having internet access compared to their grade 1-6 counterparts. Eighty-six percent of MoE and 95% of private grade 7-10 school principals reported having internet access, as opposed to 73% of MoE and 80% of private grade 1-6 school principals (Figure 5). This appears in line with past data from the MoE which indicates 79% of all schools in 2015 had internet access then. However, the MoE's previous statistics also highlighted that a majority of schools with internet access faced issues with low connection speeds (MoE, 2015).[9]

In the past decade, Jordan's MoE has promoted the use of internet technology as a means for improving and innovating in education. However, while schools in Jordan have focused on providing information communication technology, most schools have not been able to integrate such technology in classroom instruction (National Committee for Human Resources Development, 2016).[10] These results are evidenced among teachers reports, where the most commonly reported use of computers or the internet was to carry out administrative tasks, rather than pedagogical tasks (Khalayleh, Ghawi, & Al-Qawasmeh 2020).[11] This, however, may be linked to the availability of technology infrastructure in classrooms. For example, of all the schools that reported having internet access, wi-fi provision was less common for MoE and UNRWA schools (Figure 5), which may suggest connectivity is not as high in classrooms. Indeed, across all school types, principal reports revealed

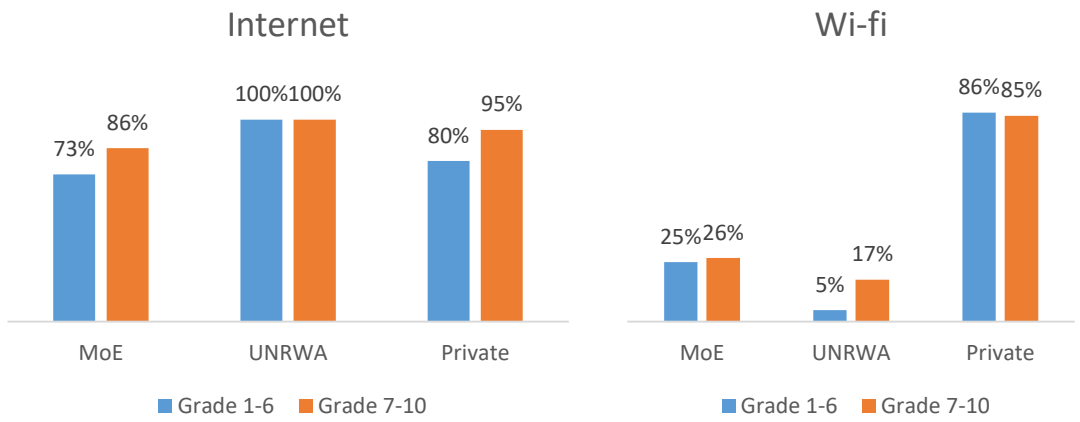
[9] Ministry of Education (MoE). (2015b). Information Technology at the Ministry of Education: Status quo. PowerPoint presentation, June. As cited in National Committee for Human Resources Development. (2016). Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025. Retrieved from https://www.hrd.jo/nationalstrategy.

[10] National Committee for Human Resources Development. (2016). Education for Prosperity: Delivering Results. A National Strategy for Human Resource Development 2016-2025. Retrieved from https://www.hrd.jo/nationalstrategy

[11] Khalayleh, A., Ghawi, G., Al-Qawasmeh, A. (2020). EdTech in Jordan's Schools: Findings from Jordan's 2018 National Teacher Survey. Ministry of Education – Queen Rania Foundation: Amman. Retrieved from: https://www.qrf.org/sites/default/files/2021-01/edtech_in_jordans_schools_findings_from_jordans_2018_national_teacher_survey.pdf

that classrooms were the least likely to have internet access. Only 18% and 17% of grade 1-6 and 7-10 principals, respectively, reported that classrooms had internet access (Table 2).

Figure 5: Principal reported internet and wi-fi access, by school level and type



Availability of internet in different school rooms varied by school type. Private school principals were substantially more likely to report that their schools offer internet access in classrooms, compared to their MoE and UNRWA counterparts. Half of grade 7-10 private school principals reported having access to the internet in classrooms, compared to 6% of UNRWA and MoE principals (Table 2). Internet access in classrooms should be an area of focus for all types of schools. Classrooms are the primary educational hubs in schools. Not only should access to high-speed internet be increased among schools, but the introduction of digitized solutions for education should be considered as well. Introducing digitized solutions in education is always a challenge in communities where technology is not common across all socioeconomic classes. As such, student backgrounds and socio-economic class should always be taken into consideration (World Bank, 2016).[12]

Meanwhile, UNRWA and private school principals were substantially much more likely to report having access to the internet in a variety of rooms compared to MoE principals. For example, among grade 1-6 schools, 100% of UNRWA and 99% of private school principals reported internet access in the principal/school leader's office, compared to 89% of MoE principals. Similarly, 95% of UNRWA and 98% of private school principals reported internet access in computer labs, compared to 74% of MoE principals. A similar trend was seen across teacher/meeting rooms as well as libraries/study rooms.

Table 2: School rooms with internet access based on principal reports, by school type and level

	Grade 1-6				Grade 7-10			
	National	**MoE**	**UNRWA**	**Private**	**National**	**MoE**	**UNRWA**	**Private**
Principal's or school leader's office	93%	89%	100%	99%	93%	91%	100%	98%
Computer lab	82%	74%	95%	98%	93%	90%	100%	100%

[12] World Bank. 2016. World Development Report 2016: Digital Dividends. Washington, DC: World Bank. doi:10.1596/978-1-4648-0671-1.

Teachers' room or meeting room	41%	26%	100%	64%	36%	16%	96%	79%
Library or study room	31%	12%	82%	65%	31%	16%	86%	62%
Classroom	18%	10%	18%	35%	17%	6%	6%	50%

Aiming to facilitate the use of technology in education, the MoE has worked on an Education Technology (EdTech) Strategy.[13] The strategy includes six priority areas covering activating EdTech development and monitoring; the professional development of MoE staff, teachers and administrators; decision-making throughout all levels of the Ministry; digital content; digital assessment and skills. It may be essential to explore the nature of technology use following the launch and implementation of this strategy, to identify whether broader uses of technology are being practiced.

Principal reports revealed quality instruction was more likely to be hindered by issues related to technology in grade 1-6 schools compared to grade 7-10 schools.

A greater proportion of grade 1-6 principals reported that a "shortage or inadequacy of computers for instruction" hindered quality instruction "to some extent" or "a lot", compared to grade 7-10 principals (61% compared to 51%, respectively). Similar trends were also observed for "insufficient internet access" and "shortage or inadequacy of computer software for instruction" (Table 3).

A gap is observed when it comes to technology-related limitations in offering quality instruction by school type. Principal reports revealed that MoE schools, across both levels, were much more likely to be affected by such shortages. More than 70% grade 1-6 MoE school principals reported that shortage or inadequacy of computers for instruction, insufficient internet access, technology hardware and software hindered quality instruction "to some extent" or "a lot", compared to more than two in five UNRWA and more than one in three private school principals (Table 3).

Table 3: Percent of principals who reported technology shortages hindered quality instruction "to some extent" or "a lot", nationally, by school level and type

	Grade 1-6				Grade 7-10			
	National	**MoE**	**UNRWA**	**Private**	**National**	**MoE**	**UNRWA**	**Private**
Shortage or inadequacy of computers for instruction	61%	74%	56%	31%	51%	57%	26%	35%
Insufficient internet access	62%	74%	47%	36%	52%	60%	30%	35%
Shortage or inadequacy of computer software for instruction	68%	79%	40%	44%	52%	57%	47%	39%

[13] Laucnhed in December 2021.

IV. Make-up of the student body

Private schools were the most likely to have students whose first language differs from language of instruction, when compared to MoE and UNRWA schools.

Twenty-two percent of grade 1-6 and 25% of grade 7-10 private school principals reported that at 1%-10% of students had a first language different from the language(s) of instruction or from a dialect of these languages (Table 4). MoE school principals reported a high proportion as well; 14% and 17% of grade 1-6 and grade 7-10, respectively. UNRWA principals were the least likely to report having students whose first language differed from the language of instruction.

Table 4: Percent of principals who reported on the proportion of students whose first language or dialect is different from the language or dialect of instruction, by school level and type

	Grade 1-6			Grade 7-10		
	MoE	**UNRWA**	**Private**	**MoE**	**UNRWA**	**Private**
None	85%	90%	78%	83%	96%	75%
1% to 10%	10%	10%	21%	15%	4%	25%
11% to 30%	4%	0%	0%	0%	0%	0%
31% to 60%	0%	0%	1%	2%	0%	0%
More than 60%	0%	0%	0%	0%	0%	0%

These results are aligned with data from the Education Management Information Systems (EMIS) for the academic year (2017-2018),[14] which showed that private schools had the highest number of students whose nationality was not Jordanian, Palestinian, Syrian, Iraqi or Egyptian (at 5,848 students), while UNRWA had the lowest (18 students) (Table 5). Meanwhile, MoE schools had the highest number of students from Iraqi, Syrian, Palestinian and Egyptian nationalities when compared to UNRWA and private schools. Language is crucial for efficient classroom instruction. In developing countries, disadvantaged children are most often the ones with low proficiency in the school language (Nag, Chiat, Torgerson, & Snowling , 2014).[15] It is essential to explore to what extent students whose first language is not Arabic – or whose dialect differs from the Jordanian dialect – are disadvantaged in the classroom.

Table 5: Number of students in private, UNRWA, and MoE schools, by nationality as classified by the EMIS 2017-2018 data

	Private		UNRWA		MoE	
	Number	Percent	Number	Percent	Number	Percent
Jordanian students	478,026	91.5%	68,414	94.9%	1,200,514	87.2%
Iraqi, Syrian, Palestinian and Egyptian students	38,577	7.4%	3,688	5.1%	172,271	12.5%

[14] MoE (2017-2018). Education Management Information Systems.

[15] Nag S, Chiat S, Torgerson C, Snowling MJ (2014) Literacy, Foundation Learning and Assessment in Developing Countries: Final Report. Education Rigorous Literature Review. Department for International Development

Students of other nationalities	5,848	1.1%	18	0.02%	4,589	0.3%
Total number of students	522,451	100%	72,120	100%	1,377,374	100%

MoE and UNRWA school principals were more likely to report that their schools have students from socio-economically disadvantaged homes compared to private schools.

More than nine in 10 MoE and UNRWA school principals reported that at least 1-10% of students come from disadvantaged homes (Table 6). Meanwhile, more than 40% of private school principals reported that none of their students come from socio-economically disadvantaged homes. Research suggests that students' socio-economic background is a significant predictor of student achievement (Hanushek & Woessmann, 2010).[16] Although UNRWA schools had a high proportion of students from disadvantaged backgrounds, national and international assessments show UNRWA students perform well, and even outperform their counterparts from private and MoE schools (Universalia Management Group, 2010; Abdul-Hamid, Husein, Patrinos, Reyes, Kelcey, & Varela, 2016).[17] [18] This could be attributable to the performance of UNRWA schools in other areas. It would be worth exploring what factors are driving this overperformance in UNRWA schools despite difficult circumstances, to apply similar policies and practices to the wider education system.

Table 6: Percent of principals who reported on the proportion of students who come from socioeconomically disadvantaged homes, by school level and type

	Grade 1-6			**Grade 7-10**		
	MoE	**UNRWA**	**Private**	**MoE**	**UNRWA**	**Private**
None	4%	0%	41%	3%	0%	49%
1% to 10%	22%	36%	31%	17%	5%	29%
11% to 30%	30%	27%	19%	45%	51%	18%
31% to 60%	28%	25%	0%	19%	32%	0%
More than 60%	16%	12%	9%	16%	12%	4%

UNRWA schools had the highest proportion of students with special needs, according to principals, while private schools had the lowest.

More than 7 in 10 UNRWA school principals reported that at least 1%-10% of their students have special needs (Table 7). MoE school principals reported having a lower proportion of students with special needs; 56% of grade 1-6 and 61% of grade 7-10 MoE principals reported that at least 1%-10% of their students had special needs. Meanwhile, 56% of grade 1-6 and 50% of grade 7-10 private

[16] Hanushek, E. A., & Woessmann, L. (2010). The Economics of International Differences in Educational Achievement

[17] 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

[18] 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.

school principals reported that **none** of their students had special needs. It is important to note though that the actual proportion of students with special needs may be over- or under-reported, given that there may be inaccuracies in identifying whether some students have special needs or not.

UNRWA and MoE have specific policies and/or strategies to support the learning of students with special needs. UNRWA has developed a policy on the inclusion of students with disabilities in their schools in 2010 (UNRWA, 2016),[19] and the MoE has developed a 10-year strategy on inclusive education, which emphasizes the importance of including students with disabilities in schools (HCD, 2020).[20] It is unclear, however, whether these strategies and policies were implemented as a result of having a high proportion of students with special needs, or whether the presence of these policies and strategies has encouraged parents to enroll their children in either UNRWA or MoE schools, leading to a higher number of students with special needs in these school types when compared to private schools.

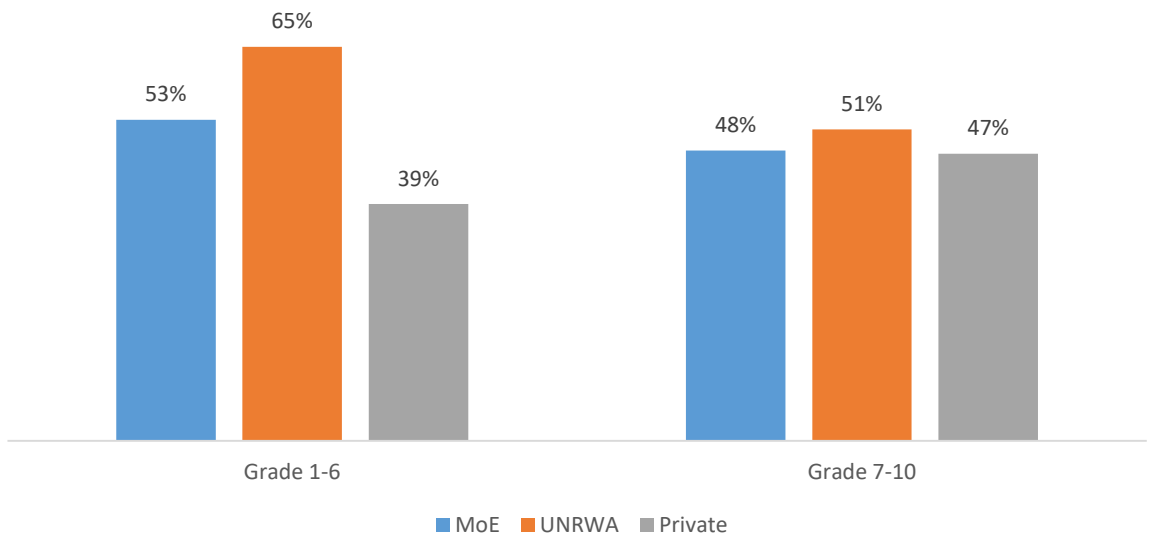
Table 7: Percent of principals who reported on the proportion of students who have special needs in their school, by school level and type

	Grade 1-6			Grade 7-10		
	MoE	**UNRWA**	**Private**	**MoE**	**UNRWA**	**Private**
None	44%	21%	56%	39%	26%	50%
1% to 10%	52%	71%	43%	52%	60%	46%
11% to 30%	3%	8%	1%	6%	14%	4%
31% to 60%	1%	0%	0%	3%	0%	0%
More than 60%	0%	0%	0%	0%	0%	0%

Despite UNRWA schools having a set policy in place for the inclusion of students with disabilities, UNRWA school principals were the most likely to report that a shortage of special education teachers hindered quality instruction. This was especially true among grade 1-6 UNRWA schools. More than 6 in 10 UNRWA grade 1-6 principals reported that a "shortage of teachers with competence in teaching students with special needs" hindered quality instruction "to some extent" or "a lot" (Figure 6). It may be essential to further explore what gaps exist in teachers' skills, training, and knowledge to build teachers' competence in supporting students with special needs.

[19]The United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) (2016). Supporting Persons with Disabilities.
https://www.unrwa.org/sites/default/files/content/resources/disability_programme_fact_sheet.pdf
[20]The Higher Council for the Rights of Persons with Disabilities (HCD). (2020). The 10-Year Strategy for Inclusive Education. 38.

Figure 6: Principals who reported that a "Shortage of teachers with competence in teaching students with special needs" hinders quality instruction "to some extent" or "a lot", by school level and type



V. Further questions

1. **To what extent are shortages in qualified teachers impacting student outcomes in Jordan?**
   Many principals reported that there is a shortage of qualified teachers, especially at UNRWA and private schools. These results are surprising given that students in non-public (UNRWA and private) schools outperform their public school counterparts on international assessments. However, a similar proportion of principals across all school types reported difficulty in recruiting enough with high-quality teachers. It would be interesting to explore the potential impact of such shortages on student achievement and school performance.

2. **How do principals define "quality instruction"?**
   A number of items relating to factors that may influence quality instruction were addressed to principals. The construct of "quality instruction" may differ from one school type to another, and one principal to another. For example, to some, quality instruction could mean a teacher's ability to effectively engage students in the learning process and communicate relevant knowledge. To others, it can mean the use and incorporation of research and evidence to modernize pedagogy practices. As such, it may be useful for future studies to explore what principals define as quality instruction, to better understand how the challenges they noted are affecting instruction.

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 Foreign, Commonwealth and Development Office (formerly the Department for International Development) and Global Affairs Canada. The survey design and instruments were aligned with the Organization for Economic Cooperation and Development's (OECD) Teaching and Learning International Survey (TALIS), allowing comparisons to be made with other TALIS-participating countries. Approximately half of the questions of the survey were borrowed from the TALIS trend questions. The remainder were tailored to Jordan's context.[21]

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.

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