



HIGHER AND FURTHER EDUCATION
OPPORTUNITIES & PERSPECTIVES
FOR SYRIANS



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"مدد" : الصندوق الائتماني الأوروبي

The Educational Challenge: Identifying Barriers and Seizing Opportunities in Higher Education for Syrian Refugees in Jordan. Policy Recommendations and Future Strategies

December 2018

Center for **Strategic** Studies
University of Jordan



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This project is funded by the European Union's Regional Trust Fund in response to the Syrian crisis, the "Madad Fund" under the scope of the regional programme HOPES implemented by the German Academic Exchange Service (DAAD) in partnership with the British Council, Campus France and Nuffic.

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Table of Contents

Preface	9
Introduction	10
Project Objectives	12
Research Methodology	12
The Population	13
Study Sample	14
Focus Groups	16
Polarization Criteria	18
Polarization Mechanism	19
Methods of Data Collection and Analysis	19
Ethical Considerations	20
Study Challenges	21
First: The Social, Economic, and Educational Characteristics of the Syrian Students in Public and Private Universities in Jordan	22
Age, Gender, and Marital Status	22
Place of Residence and Permanent Residence	23
Educational Characteristics	25
Family and Parents	26
Second: The Purposes for Pursuing University Education	28
Purposes for Enrolling in University Education	28
Purposes for Selecting a Major of Study in Which a Student Is Enrolled at	31
Third: The Difficulties and Obstacles Faced by Syrian Students	33
Admission and Registration Procedures upon Enrolling at University	33
Covering Expenses of Study	39
Mechanism to Access Information on Institutes of Higher Education and Donors	41
Enrolling at Universities	43
Providing Grants and Education Loans	47
Limited Study Grants and International Aid for University Education	48

Fourth: Satisfaction with the Education Process, Administrative Staff, and Academic Staff	49
Satisfaction with the Education Process	49
Social Adaptation	51
Practical Training	54
Nature of Relationship and Interaction with the Administrative and Academic Staff	54
Instructional Materials and Curricula	58
Medium of Instruction	58
Preparation for the Labor Market	62
Satisfaction with the University and Major of Study	64
Fifth: Interaction with Jordanian Students on Campus, and How They Address the Problems They Face	66
Participating Activities	68
Where Do Syrian Students Seek Help from When They Face Problems on Campus?	69
Efficient Academic Guidance for Students	73
Other Facilities	74
Sixth: Thinking About Future and Immigration	75
Trends in Searching for Job Opportunities in Jordan: The Reality and Challenges	78
Seventh: Recommendations	81
Appendix (1): Results—by Type of University, College, and Gender	84

List of Tables and Figures

Table (1): Number of Syrian Students Registered in Jordanian Public and Private Universities	14
Table (2): The Complete Sample Distribution—by University and Gender of the Respondents	15

Table (3): Focus Groups and Interviews Distribution	17
Table (4): In-depth Interviews—by Targeted Categories	18
Figure (1): Age Distribution of the Syrian Students	22
Figure (2): Marital Status and Gender of the Syrian Students	23
Figure (3): Place of Residence During the Study Period—and Place of Permanent Residence	24
Figure (4): Place of Residence in Syrian Refugee Camps and the Name of Camp They Lived in	24
Figure (5): Secondary School Certificate Stream and the Place of Study ²⁰	25
Figure (6): Education Level of the Parents	26
Figure (7): Number of Current Family Members per Household and the Average Monthly Income of Families	27
Figure (8): Primary Purpose for Enrolling in University Education	28
Table (5): Primary Purpose for Enrolling in University Education—by Type of University, College, and Gender	29
Figure (9): Primary Reasons for Selecting a Major of Study	31
Table (6): Primary Reasons for Selecting a Major of Study—by Type of University, College, and Gender	32
Figure (10): Facing Difficulties in the Certifying Process of Secondary School Certificates When Applying for Universities ²⁷	34
Figure (11): Facing Difficulties in Securing an Admission in University	35
Figure (12): Facing Difficulties in Courses Registration Procedures	35
Figure (13): Facing Difficulties in Courses Registration Procedures at the Beginning of Semesters—by Type of University and College	36
Figure (14): The Entity That Covers Education Expenses	39
Table (7): The Entity That Covers Education Expenses—by Type of University, College, and Gender	40
Figure (15): For the Respondents Who Answered with “Yes” for: “I Receive Grant(s) to Cover My Education Expenses”, How Did They Know About These Grant(s)?	41

Table (8): For the Respondents Who Answered with “Yes” for: “I Receive Grants(s) to Cover My Education Expenses”, How Did They Know About These Grant(s)?—by Type of University, College, and Gender	42
Figure (16): Difficulties Faced by Students, Before Enrollment at University, That Could Have Denied Them Admission 35	43
Table (9): Difficulties Faced by Students, Before Enrollment at University, That Could Have Denied Them Admission—by Type of University, College, and Gender	44
Figure (17): Difficulties That Result in the Syrian Students Being Denied an Admission—from the Student’s Perspective	45
Figure (18): Facing Difficulties in Covering Education Expenses—Tuition and Life Expenses	46
Figure (19): How Do Students Overcome Their Difficulties—Those Who Have Faced Difficulties Were 49%	46
Table (10): “During the University Academic Life, Students Interact with a Number of Academic Staff; e.g. Professors, Administration, Registration, and Others. What Is Your Answer That Expresses Your Opinion In:”	50
Figure (20): “During the University Academic Life, Students Interact with a Number of Academic Staff; e.g. Professors, Administration, Registration, and Others. What Is Your Answer That Expresses your Opinion in:” —by Type of University	51
Table (11): “Following Is a Set of Sentences Related to the Education Process, Please Express Your Feeling About the Answer Which You Agree with the Most”	52
Figure (21): “I Feel That the Education System at University Does Not Encourage Creativity (% of Respondents Who Answered with Yes)” —by Type of University, College, and Gender	53
Figure (22): “I Believe That the Curricula Is Insufficient to Prepare Students for Practical Life (% of Respondents Who Answered with Yes)” —by Type of University, College, and Gender	54

Figure (23): “I Feel That My Professors at University Treat Me Equally and the Rest of the Students”	55
Figure (24): Satisfaction with the Performance of the Admission and Registration Departments at University	56
Figure (25): Satisfaction with the Administrative Staff Performance at University	56
Figure (26): “In Your Opinion, Do You Think That the Curricula and Courses Which You Study Fit Your Academic Level?”	58
Figure (27): “Does the Major You Study Require Sufficient Knowledge in a Language Other Than Arabic?”	59
Figure (28): “Does the Major You Study Require Sufficient Knowledge in a Language Other Than Arabic?”—by Type of University and College	60
Figure (29): “Is the Non-Arabic Language, Used as Medium of Instruction, an Obstacle for You?”	60
Table (12): “Is the Non-Arabic Language, Used as Medium of Instruction, an Obstacle for you?”—by Type of University, College, and Gender	61
Table (13): “What Is Your Assessment for the Level and Quality of the Major You Study at University? in Terms of the Following:” 51	62
Table (14): “What Is Your Assessment for the Level and Quality of the Major You Study at University? in Terms of the Following:”—by University, College, and Gender; for Those Who Have Answered with “Yes”	63
Figure (30): Participation in Communication and Life Skills Courses on Campus	64
Figure (31): Satisfaction with Major of Study	65
Figure (32): Satisfaction with University	65
Table (15): Relationship Between Syrian and Jordanian Students on Campus	66
Table (16): Student Relationships in University	67
Figure (33): “Most of My University Friends are...”	67
Figure (34): “Most of My University Friends are...”—by Type of University	68

Figure (35): “If You Have a Problem on Campus Related to the Way You Are Being Treated by Other Students, Who Would You Seek Help from?”	70
Figure (36): “If You Have a Problem on Campus Related to the Way You Are Being Treated by One of Your Instructors, Who Would You Seek Help from?”	71
Figure (37): “If You Have a Problem on Campus Related to the Way You Are Being Treated by One of the Administrative Staff, Who Would You Seek Help from?”	71
Figure (38): “Have You Ever Had a Problem on Campus?”	72
Figure (39): “Who Did You Seek Help from to Solve the Problem?”	72
Figure (40): “Have You Ever Traveled Abroad for Work, Residence, or Study—Outside of Jordan and Syria?”	76
Figure (41): “What Do Syrian Students Think About Their Future After Graduation from Universities?”	76
Figure (42): “Have you Thought—Are You Thinking—About Living or Emigrating from Jordan?”	77
Figure (43): The Primary Reason Syrian Students Think About Living Outside Syria	77

0. Preface

This study came by an initiative from the Center of Strategic Studies as part of its contingency plan to the Syrian refugees crisis—of which education is an essential part. The Jordanian government and the international institutes have been careful to provide education opportunities for Syrian students in all levels. And according to the Ministry of Higher Education for the year 2016, there are approximately 16,000 Syrian students enrolled in the Jordanian universities in all majors, of which about two thirds—10,655—are enrolled in private universities and the rest are enrolled in public universities.

This study aimed to explore the main issues faced by Syrian students in accessing higher education in Jordan. It highlights the issues, obstacles, and major difficulties facing them during their education track and the extent to which these students adapt to their new environment. As well as social adaptation in Jordanian universities.

In this study, the Center for Strategic Studies used quantitative and qualitative research methodology. The quantitative approach is composed of field survey of a sample of 1,675 Syrian students in 18 Jordanian public and private universities, which accounted for more than 10% of the Syrian students population in Jordanian universities. The qualitative approach included seven focus groups—mostly Syrian students—and also included individuals and institutes related to higher education and educational policies. In addition to a number of in-depth interviews.

In the end, we hope that the outcomes of this study and the policy recommendations will get the attention it deserves by all the stakeholders.

Prof. Dr. Musa Shteivi

Center for Strategic Studies, Director

I. Introduction

The Syrian crisis has begun in 2011 and continued to date, with consequences that have affected Jordan economically, socially, educationally, as well as other areas. At the same time, this crisis has impacted millions of Syrians forcing many of them to emigrate to neighboring countries; i.e. Turkey and Iraq. According to the 2015 Census of Jordan, Jordan is currently hosting about 1.3 million Syrians, in which more than 600,000 are registered at the United Nations High Commissioner for Refugees (UNHCR). Approximately, only, 10% of these refugees reside in camps that are dedicated for them, while the rest of them live in urban and rural communities in all areas of Jordan.

In light of Jordan's commitment towards asylum and immigration issues, consecutive Jordanian governments have consistently sought to grant Syrian refugees an equal, and sometimes preferential, opportunity to access the services that would guarantee an adequate standard of living till the time of their return or immigration. The services which the consecutive Jordanian governments have given access to the Syrian refugees are particularly in the areas of: education, health care, and public services. Nevertheless, as the crisis deepened, Jordan's capacity has become saturated—where all available mechanisms for coping with the crisis were exhausted and have, unfortunately, reached a threshold.

For nearly seven years, Jordan has borne a burden of admitting Syrian refugees on its soil and providing them with support on behalf of the international community, unfortunately. Jordan's efforts have played a crucial role in mitigating a humanitarian and geopolitical impact of the crisis by providing the Syrian refugees with safe haven.

The governorate of Amman is currently hosting the largest number of Syrian refugees, followed by Mafraq, then Irbid, and finally Zarqa. The influx of Syrian refugees into Jordan has made it the world's biggest refugee hosting country—in terms of percentage of population. At present, Jordan is hosting about 2.8 million refugees registered in both the UNRWA and the UNHCR.

The situation in Jordan is specifically different, because it represents one of the most affected countries by the Syrian crisis and in which the large part of the hosted Syrian refugees are from youth. Estimations show that 20% of all the male Syrian refugees and 18% of all the female Syrian refugees are between the ages of 15 and 24, while the greatest part—28%—are children between the age of 5 and 14 years.

Estimations also show that 89% of the youth between the age of 19 and 24 do not participate in any kind of education or training (UNICEF, 2015). And according to Jordan's Ministry of Higher Education, there are 15,944 Syrian students officially enrolled in Jordanian universities in the academic year 2016-2017. Where nearly two-thirds of the students—10,665—are enrolled in private universities, while 5,279 students are enrolled at public universities (Ministry of Higher Education, 2017). This study aims to unveil the opportunities and difficulties faced by the Syrian students in Jordan. It also aims at highlighting an important but not yet effectively studied segment of the Syrian refugees in order to identify their reality, challenges, and opportunities—the segment of the Syrian students enrolled in Jordanian universities.

II. Project Objectives

This project aims at providing a broad knowledge about the Syrian students in Jordanian universities, and also aims at analyzing the current situation of the Syrian students enrolled at the institutes of higher education in Jordan. In addition to study the main difficulties faced by the Syrian students in continuing their education, as well as the main challenges that have faced, or could face them in future.

This study aims at achieving the following specific objectives:

1. Knowing the social, economic, and educational characteristics of the Syrian students in public and private universities in Jordan.
2. Identifying the issues related to enrollment at the institutes of higher education in Jordan.
3. Knowing the opinions of the Syrian students in the education system in the Jordanian universities.
4. Analyzing the purposes for enrollment at higher education institutes and the obstacles faced by the Syrian students in Jordan.
5. Knowing the nature of difficulties which are faced by the Syrian students in the Jordanian universities.
6. Defining a vision for the future and analyze the topic of immigration.

III. Research Methodology

In order to achieve the main objectives of this project, variety of research methodologies and methods (quantitative and qualitative) have been used. The quantitative research was a survey for a sample of the Syrian students in Jordanian universities. While the qualitative research

was based on a series of focus groups and in-depth interviews that were conducted with Syrian students. They were also conducted with academic staff in the higher education, administrative staff, international and local organizations, policy makers, and lastly, but not least, with experts in the education process.

First: The “Social Survey by Sample” methodology. Which was accomplished through developing a tailored survey, which later surveyed a representative sample of the Syrian students in Jordanian universities—in both the public and private sectors. The survey has covered the following subjects:

1. Social and economic characteristics of the Syrian students in Jordan.
2. Difficulties faced by the Syrian students in enrolling in universities.
3. Purposes of enrollment in universities.
4. The opinions of the Syrian students in the education system in Jordan’s universities.
5. The relationships of the Syrian students and the difficulties they face on campus.
6. The future of the Syrian students in Jordan and thinking about emigrating.

IV. The Population

This study population is the Syrian students at Jordan’s public and private universities, as well as the administrative and academic staff at these universities. Comparing the number of registered Syrian students—as per the lists that were requested from the public and private universities in Jordan—with the figures that have been observed in the Ministry of Higher Education, disparities in the numbers of students

were found. The following table illustrates the figures as per each university for the academic year 2016/2017.

Table (1): Number of Syrian Students Registered in Jordanian Public and Private Universities

University	Number of Registered Syrian Students (in 2016)	University	Number of Registered Syrian Students ((in 2016)
The University of Jordan	726	University of Petra	863
Yarmouk University	1167	Zarqa University	1147
Jordan University of Science and Technology	2469	Al-Zaytoonah University of Jordan	743
Hashemite University	242	Middle East University	249
Al al-Bayt University	152	Applied Science Private University	1215
German-Jordanian University	215	Jadara University	246
Irbid Private University	170	Jerash University	524
Al-Isra University	585	Al-Ahliyya Amman University	1765
Princess Sumaya University for Technology	136	Philadelphia University	2699
Grand Total		15313	

Source: Ministry of Higher Education & Scientific Research

1. Study Sample

To achieve the study objectives represented by measuring the opinions of the Syrian students in Jordan on subjects related to higher education, a sample size of 1,675 male and female students from 18 public and private universities was chosen—six public universities and 12 private universities. The sample was distributed as follows.

Table (2): The Complete Sample Distribution—by University and Gender of the Respondents

The University	Numbers		Total
	Males	Females	
The University of Jordan	13	59	72
Yarmouk University	65	71	136
Jordan University of Science and Technology	100	75	175
Hashemite University	27	35	62
Al al-Bayt University	33	30	63
German-Jordanian University	49	15	64
Irbid National University	18	42	60
Al-Isra University	38	26	64
Princess Sumaya University for Technology	40	19	59
University of Petra	38	47	85
Zarqa University	80	61	141
Al-Zaytoonah University of Jordan	37	39	76
Middle East University	39	25	64
Applied Science Private University	53	50	104
Jadara University	32	42	74
Jerash University	36	24	60
Al-Ahliyya Amman University	109	42	151
Philadelphia University	109	58	167
Grand Total	914	761	1675

Second: Qualitative Approach. The qualitative research was engaged to understand and analyze the nature of the relationships—between Syrian and Jordanian students, faculty members, and administrative staff—the impressions, and feelings which would explain this study's results more thoroughly and will help empower the objectives of the study. As well as to identify the real difficulties and challenges facing Syrian students, whether during their study at university or in their looking for job/life opportunities in the future.

Study Tools:

Focus groups were developed in order to reflect the study objectives in several categories: Students at public and private universities, decision makers and experts, and local and international organizations—all the categories are associated with the higher education system in Jordan. On the other side, interviews were directed to the teaching committee and the administrative committee who interact directly with Syrian students.

2. Focus Groups

Seven focus groups were held with a group of the target categories and as follows:

Five focus groups with Syrian students at their universities and in the center and north governorates in order to understand the opportunities and challenges they faced in their university life.

One focus group was held with representatives of local and international organizations in order to listen to their view on the topic of the Syrian students at universities and donors.

One focus group was held with policy makers and representatives from public and private universities in order to understand the processes and procedures that govern the Syrian students' registration. That is in addition to understanding the processing of security clearances and supporting documents—government documents. This focus groups was help to also understand the majors and courses offered for the Syrian students at universities.

Finally, nine in-depth interviews were conducted with a group of administrators and academics in order to identify their views in the field of research.

Table (3): Focus Groups and Interviews Distribution

Focus Groups	Targeted Category	Number of Focus Groups
Hashemite University and University of Jordan	Syrian Students	1
Applied Sciences University	Syrian Students	1
Zarqa University	Syrian Students	1
Yarmouk University	Syrian Students	1
Jordan University of Science and Technology	Syrian Students	1
Local and International Organizations	Representatives from Local and International Organizations	1
Decision Makers and Policy Makers	Representatives from Relevant Ministries and Government Agencies	1
Total		7

Table (4): In-depth Interviews—by Targeted Categories

Interviews	Targeted Category	Number of Interviews
Dean of Student Affairs	Administration	1
Administrative Staff in the Registration Department	Administration	1
Administrative Staff in the Deanship of Student Affairs	Administration	1
Director of the Refugees, Displaced Persons, and Forced Migration Studies Center (RD-FMSC)	Administration	1
Administrative Staff in the Registration Department	Administration	1
Academic	Academics	1
Academic	Academics	1
Academic	Academic	1
Academic	Academics	1
Total		9

3. Polarization Criteria

The following polarization criteria was determined for the participants specified in the sample accordance with the study objectives, the groups, and the entities that are relevant to the education process at the levels of: bachelor's, master's, and doctoral degrees in the Jordanian universities:

The Jordanian universities: Public and private.

Universities geographical distribution: North, Central, and South.

Majors: Science and Humanities.

Academic year: Academic level.

Gender: Males and females.

4. Polarization Mechanism

Polarization was built on the characteristics of the participants which were specified in the sample. The adopted polarization mechanism was as follows:

- Contact a number of designated entities to nominate candidates having the characteristics and specifications of the target group, and who are also very relevant to the reality which the Syrian students live in the Jordanian universities—based on the criteria of polarization.
- Review the proposed lists and select participants by gender, university, and by organization providing education services and grants.
- Inform the participants of the session location and meeting time.
- Implement the session after receiving confirmations of attendance, and after matching the names of candidates.

5. Methods of Data Collection and Analysis

The dialogue was conducted in focus groups across the agreed-upon axes in the discussion guide, and based on the main questions. The discussion guide gave the opportunity to expand the ideas presented by the participants. The same goes to the interviews, which were conducted in specific interview schedule. The dialogue was, sometimes, recorded after the interviewees' permission, in addition to notes that were taken

by “the supervisor”—a team member according to the approved roles distribution.

A preliminary summary session was held immediately after the focus group, during which the team members notes were taken—an interlocutor and a supervisor—followed by writing down the recorded transcripts. The following methods were used in the analysis of the collected information:

Coding: Transcripts were categorized by main subjects, codes were assigned to each group of answers and were linked to the study questions.

Matrices: Transcripts were sorted after being categorized into tailored matrices, expressing the compatibility and variation of answers, and representing it through specific variables.

Gradient: Answers were given relative weights based on the degree of frequency, compatibility, and variation.

6. Ethical Considerations

The research team has taken strict measures to guarantee that the research complies with ethics standards in order to ensure the quality of the research and its data credibility. The following qualitative methods were used:

- **In-field Participation and Supervision:** by informing the team of researches with the questions and then taking the participants consent to record the discussion, while ensuring them the confidentiality of the records and that they will not be disclosed except for scientific research purposes.

- Triangulation: intended to gather information by more than one tool—focus groups and interviews—and by more than one researcher—a team of researchers; quantitative and qualitative—as well as the use of several sources of information.
- Asking Peers where a third-party individual give their opinion in the study. In addition to intense and rich description of focus groups, interaction of individuals during interviews or meetings. Also, a description for the place and the general atmosphere if possible as well as recording and documenting of meetings.

7. Study Challenges

- Difficulty in attracting participants due to their attendance schedule in classes or participation with different university activities.
- Choosing appropriate time and location for the work groups and interviews; considering the far distance of some sessions and the participants residence place.
- Unwillingness of some students to participate in the study due to considerations to the security situation of the Syrians, and sometime the unwillingness of participants to engage in public debates regarding the challenges that face them.

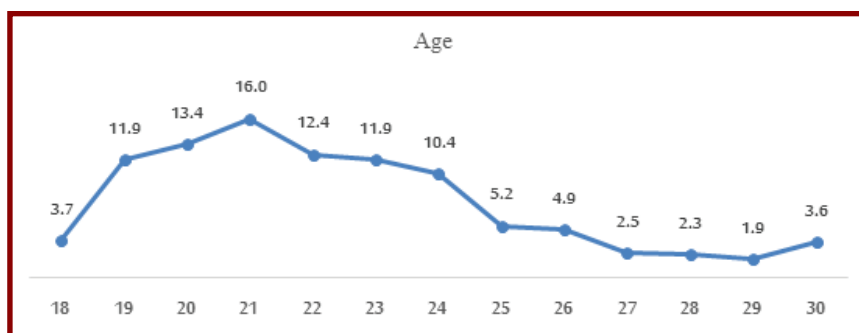
Study Results

V. First: The Social, Economic, and Educational Characteristics of the Syrian Students in Public and Private Universities in Jordan

1. Age, Gender, and Marital Status

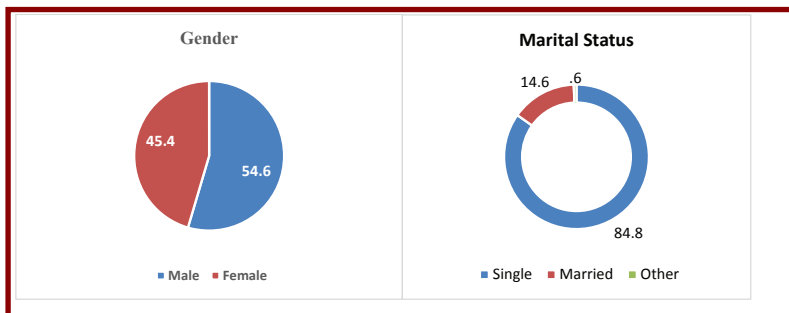
Age distribution of Syrian students in Jordanian universities was between 18 and 22 years. 57% of Syrian students were in this age group. while 28% were in the 23-25 age group, and 15% of Syrian students were in 26-30 age group. By comparing the age of students with the national averages of Jordanian students, it can be noted that there is an increase in the percentage of students over the age of 23 years old, which is a result of the postponement of education or education discontinuity in Syria and completion in Jordan, and a result of new situation(s) resulted from pursuing asylum.

Figure (1): Age Distribution of the Syrian students



55% of the Syrian students are males and 45% are females. 85% of them are unmarried and 15% are married. Which is a higher percentage when compared to the marital status of Jordanian students.

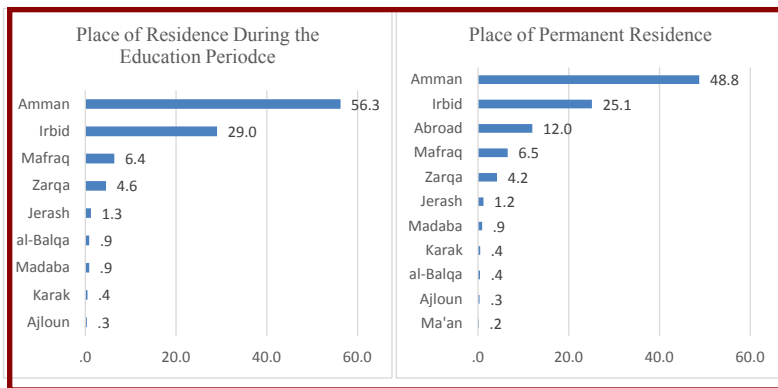
Figure (2): Marital Status and Gender of the Syrian Students



2. Place of Residence and Permanent Residence

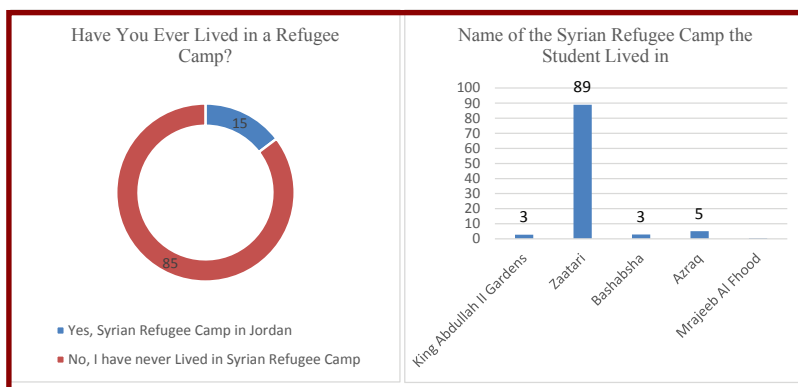
During their education period, more than half of the Syrian students reside in the capital Amman 56%, while 29% reside in Irbid Governorate, 6% in Mafraq Governorate, and 5% only in Zarqa Governorate. However, when asked about their permanent residence, results show that 49% live in Amman, 25% in Irbid Governorate, 12% outside Jordan, 7% in Mafraq Governorate, and only 4% in Zarqa Governorate.

Figure (3): Place of Residence During the Study Period—and Place of Permanent Residence



15% of the Syrian students said that they had previously lived in a Syrian refugees camp, while 85% reported that they had never lived in a Syrian refugees camp. While most of the students who had lived in a refugees camp were in al-Za'tari Camp (89%), only 5% of the students were in al-Azraq Camp.

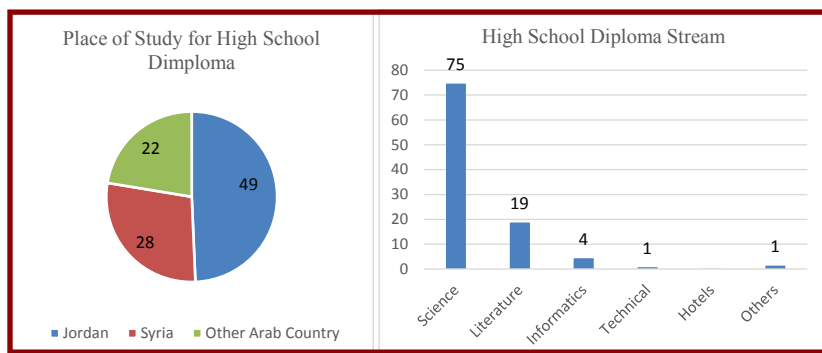
Figure (4): Place of Residence in Syrian Refugee Camps and the Name of Camp They Lived in



3. Educational Characteristics

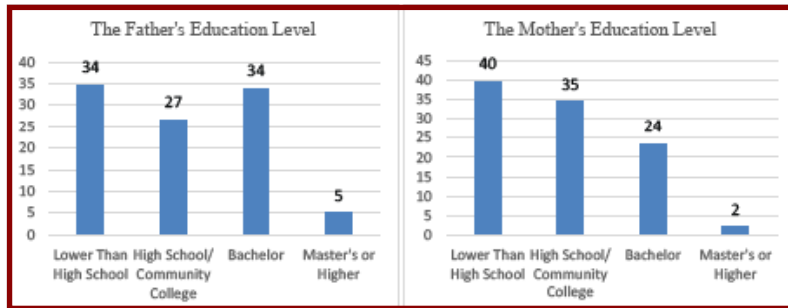
49% of the Syrian students received a secondary school certificate from Jordan, 28% received it from Syria, and 22% received a secondary school certificate from Arab countries other than Jordan or Syria. When asked about the stream of secondary school certificate they received, 75% of the students answered with “science stream”, 19% answered with “literature stream”, and only 4% answered with “informatics stream”.

Figure (5): Secondary School Certificate Stream and the Place of Study



As for the parents' education level, more than one-third, 34%, of the Syrian students reported that the education level of their parents is bachelor, compared to 24% who reported that the education level of their mothers is bachelor. In contrast to that, more than one-third, 34%, said that their parents' education level is below the secondary school level, so did 40% regarding their mothers.

Figure (6): Education Level of the Parents

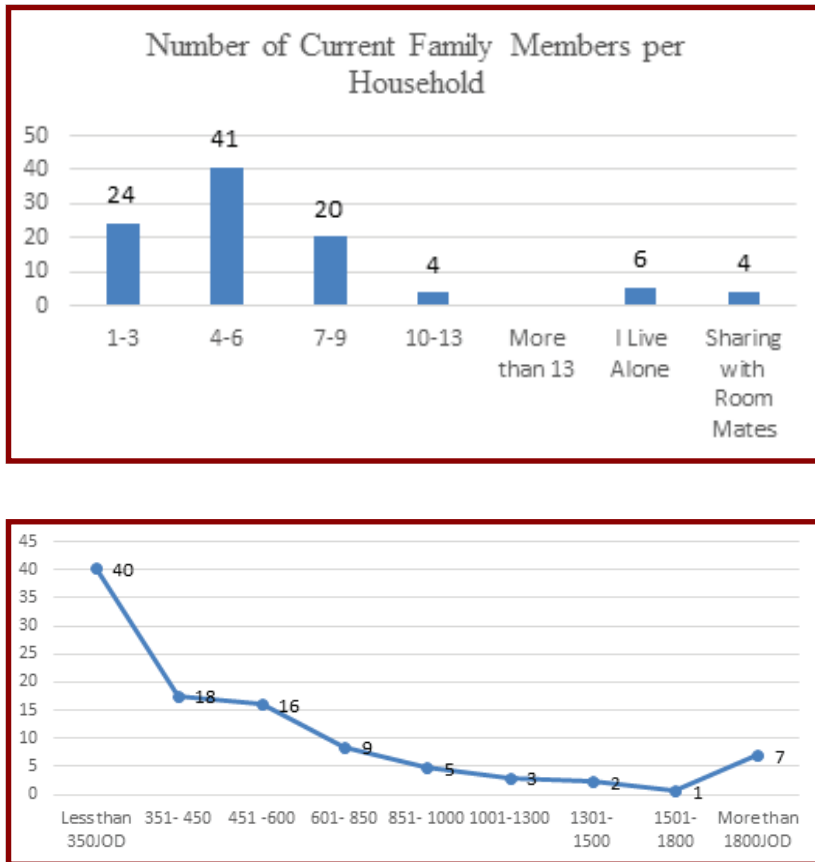


4. Family and Parents

The majority of the Syrian students' families in Jordanian universities have four to six family members. While 24% of the students' families consist of one to three family members, 20% have seven to nine family members, and 4% of the families have of 10 to 13 family members.

As for income levels of the Syrian students' families, the data indicate clear diversity in income levels. While 40% of the households have income less than 350 dinars per month, more than a third (34%) have monthly incomes of 351-600 dinars. On the other side, the data show that 13% of the families have an of more than 1000 dinars and the same percent of families reported that their incomes are between 601 and 1000 dinars.

Figure (7): Number of Current Family Members per Household and the Average Monthly Income of Families



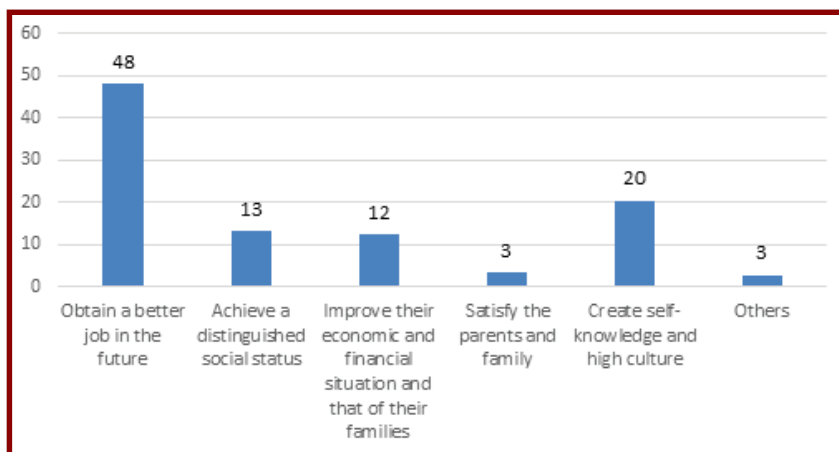
VI. Second: The Purposes for Pursuing University Education

This section addresses the most important reasons that led the Syrian students to enroll in universities. In addition to addressing the nature of the procedural, legal, and administrative difficulties—if there were any—encountered in the registration procedures in universities, as well as their arrangements to cover their study expenses.

1. Purposes for Enrolling in University Education

Almost half of the Syrian students, 48%, intend to enroll in university education in order to obtain a better job in the future. Where the university degree is considered one of the main tracks to obtain a job. While 13% said that their goal of university education is to achieve a distinguished social status, while the goal of 12% was to improve their economic and financial situation and that of their families.

Figure (8): Primary Purpose for Enrolling in University Education



The results also show that enrolling in university education in order to obtain a better job, as a main reason, was higher among public university students than in private universities. On the other side, the results show that achieving a distinguished social status and improving the economic and financial situation were higher among private university students than that of public universities. Table (4).

Table (5): Primary Purpose for Enrolling in University Education—by Type of University, College, and Gender

	Type of University (%)		College (%)		Gender (%)		Total (%)
	Public	Private	Science	Humanities	Male	Female	
Obtain a Better Job in the Future	52	46	48	47	48	48	48
Achieve a Distinguished Social Status	11	14	13	13	11	15	13
Improve the Economic and Financial Situation and that of the Family	8	14	11	15	13	11	12
Satisfy the Parents and Family	5	3	4	1	4	2	3
Create Self-Knowledge and High Culture	21	20	20	22	20	21	20
Others	2	3	3	2	3	2	3
Total	100	100	100	100	100	100	100

The focus groups discussions show that the desire to continue university education is there for all the Syrian students regardless of the crisis—or other factors that have affected their lives. The students have shown a determination to survive is represented by continuing their education and developing themselves in order to develop their knowledge and life experiences and to get better opportunities. Some pointed out that

despite their desire for education, their life conditions in Jordan contributed to their pursuance for university education—especially their master's and doctoral degrees--due to scarcity of available employment opportunities resources. Which was one of the most important reasons for continuing their graduate and doctoral studies. Small number showed high level of intelligence and excellence to motivate them towards graduate studies and towards further research and scientific progress.

It was clear in most of the universities that the students continue their university education in order to develop knowledge and experiences that improve their living standards. As in regards to employment opportunities, the students have agreed that employment opportunities are small and of many challenges in Jordan. The focus groups discussions at the Jordan University of Science and Technology and at the Hashemite University, specifically, focused on the desire of students to study because they were outstanding in academic achievement during their school years and they did not want to miss the opportunity to employ their excellence despite the challenges of the stage they are going through.

As in regards to the female students, there were no significant differences in terms of the purposes behind enrollment in university education, but some sought self-empowerment as a primary purpose and some pursued their study as an alternative to staying unemployed at home.

The prevailing belief among the Syrian communities—that migrated to Jordan—has a tendency to encourage the females to stay home which is considered a way to protect and take care of them more.

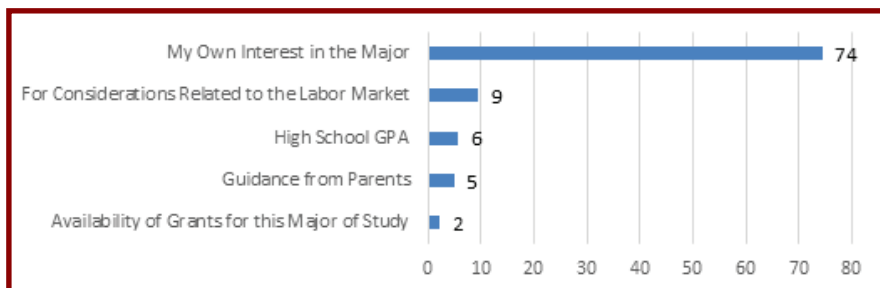
It is worth mentioning here that there is a large gap between the number of students who are eligible to enroll in higher education and the number of students who are capable of pursuing higher education, both academically and financially. That conclusion was reached during the focus groups discussions with the local and international organizations.

The Representative Office of the Syrian Interim Government pointed out that less than 5% only enroll in Jordanian universities, which he described as “a collective punishment for those who have been unable to pursue an academic education.” One representative of a local organization, working on a project funded by the UNESCO, pointed out that their project was designed for a category of students that have not been able to earn a university degree. By providing scholarships dedicated in occupational diplomas where the student is eligible, afterwards, to continuing a bachelor degree at a university—if they wish to do so.

2. Purposes for Selecting a Major of Study in Which a Student Is Enrolled at

The results showed that the primary reason for selecting a major, for a majority of three quarters of the students or 74%, was their educational desire, 9% of the students selected their major of study based on the labor market considerations, 6% of the students were enforced to a study major based of their GPA, and 5% of the students reported that their current major of study was a result of their parents guidance.

Figure (9): Primary Reasons for Selecting a Major of Study



The results also showed that the primary reason for selecting a major, a major currently being studied, as being “for considerations related

o the secondary school GPA” was higher among students in public universities than among their counterparts in private university. On the other hand, students among private universities selected their major of study “for considerations related to the labor market” at a higher rate than their counterparts in public universities—detailed in table (5).

Table (6): Primary Reasons for Selecting a Major of Study—by Type of University, College, and Gender

	Type of University (%)		College (%)		Gender (%)	
	Public	Private	Science	Humanities	Male	Female
Availability of Grants for this Major of Study	1	3	2	4	1	3
Guidance from Parents	5	5	6	4	5	5
Secondary School GPA	9	4	6	4	4	8
For Considerations Related to the Labor Market	6	11	9	11	10	9
My Own Interest in the Major of Study	75	74	76	71	76	72
Others	4	3	2	6	4	3
Total	100	100	100	100	100	100

The discussions with students in the focus groups showed that the majority of students selected a major of study that meets their ambition and achieve their personal goals for the future, while some others indicated that they had to accept a particular major of study because they did not meet the requirements of another major they targeted.

“Upon my registration in a grant for aeromechanics engineering major, I was told to select another major otherwise I would lose the grant because this major was very costly. I was told to select a humanities major which I completely rejected. I lost the grant and selected an engineering major”—Engineering student at the Jordan University of Science and Technology.

Also, a small number of students—who had to drop out of university in Syria and migrate to Jordan—indicated a change in major of study due to financial insecurity or due to the absence of a matching major that meets the university prerequisites in Jordan.

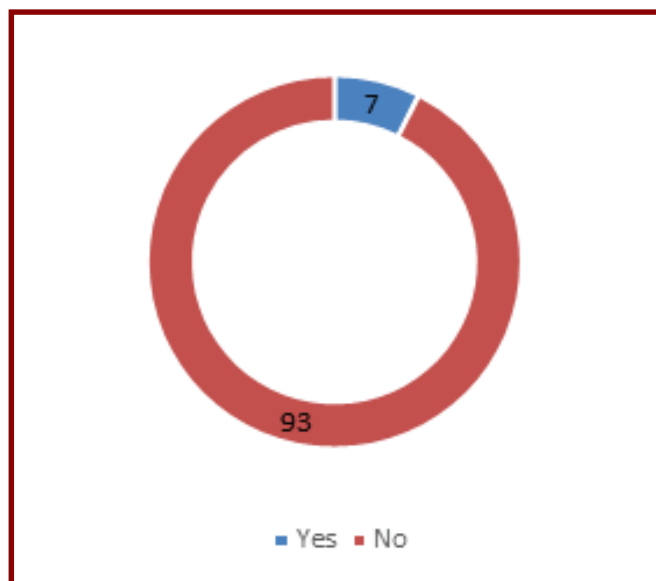
VII. Third: The Difficulties and Obstacles Faced by the Syrian Students

In this section, we discuss the difficulties and obstacles which the Syrian students might have faced in any stage through their education process, starting with the enrollment process—including admission—and passing by the academic study with all its academic and social dimensions, and ending by the difficulties and obstacles related to their to their future.

1. Admission and Registration Procedures upon Enrolling at University

The results of the study indicate that 7% of the Syrian students have faced difficulties in the accreditation process of their secondary school certificates when applying for admission in the Jordanian universities. While 93% answered that they had no difficulties in this regard. The results did not show any variations—in regards to the accreditation of the secondary school certificates—that were related to the quality of the university or the gender of the student. Actually, variations have emerged between colleges—where the difficulties faced by students enrolled in humanities colleges were higher than those of the students enrolled in science colleges.

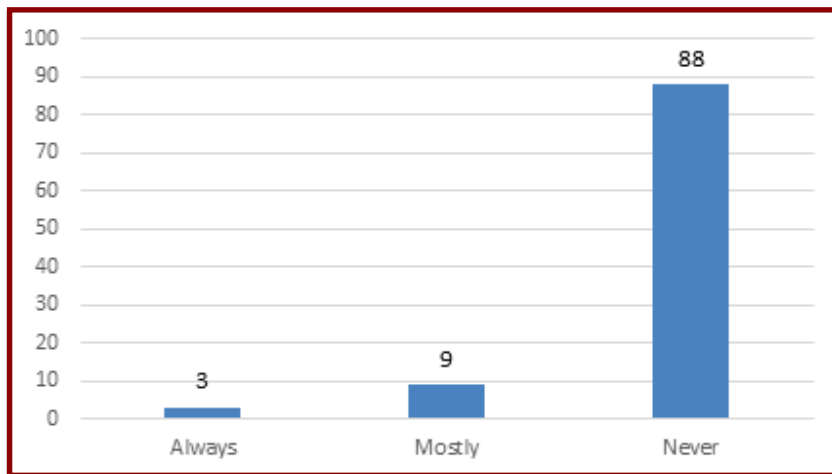
Figure (10): Facing Difficulties in the Certifying Process of Secondary School Certificates When Applying for Universities



The majority of students, 88%, have not experienced any problems related to the admissions and registration procedures—which are specifically related to obtaining an admission acceptance at university. While 3% of the students reported that they have experienced this kind of problems continuously during their study period, and 9% of them were exposed to some problems. The results of this study have not found any indication for difficulties that resulted from the gender of the student or the type of university or college they are studying.

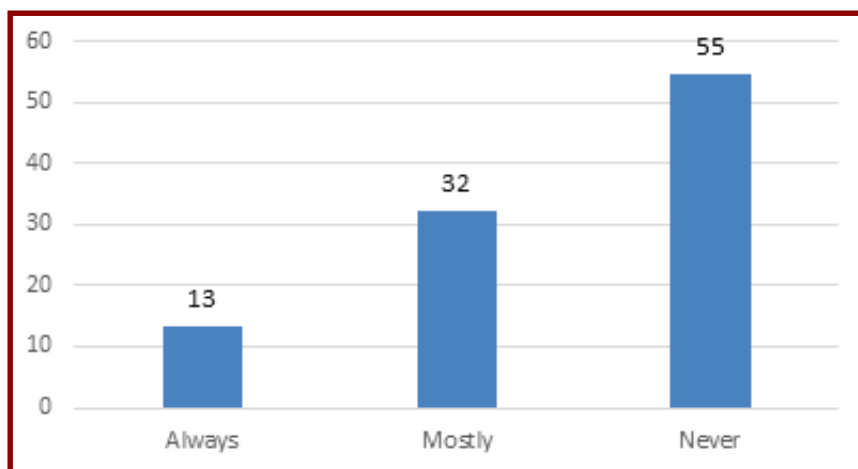
The same was confirmed by focus group discussions and by most students, where special facilitations and grace periods were granted to the students until the completion of the accreditation of their secondary school certificates.

Figure (11): Facing Difficulties in Securing an Admission in University



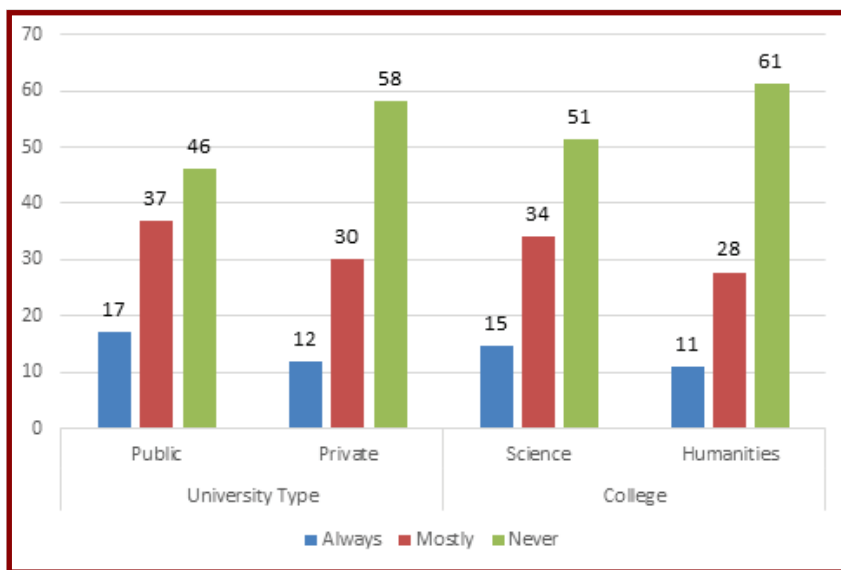
In addition to that, 13% of the students reported that they have experienced continuous problems in regards to the courses registration procedures at the beginning of each semester, while 55% of the respondents reported that they have not experienced any problems, and 32% of the respondents have experienced problems in regards to the courses registration procedures.

Figure (12): Facing Difficulties in Courses Registration Procedures



When comparing the students' frequency of experiencing difficulties—in regards to the courses registration procedures at the beginning of each semester—between the public and private universities, the results show that students in public universities were more exposed to these difficulties than their counterparts in private universities. The results also show that students of science colleges were more exposed to difficulties in regards to the courses registration at the beginning of each semester than their counterparts in humanities colleges.

Figure (13): Facing Difficulties in Courses Registration Procedures at the Beginning of Semesters—by Type of University and College



It is clear from the focus groups that there is disparity between universities in regards to the procedures and pre-requisites for admission and registration. In most universities, the procedures were regular and clear, except for one struggle. That struggle was on how to bring the required documents from Syria, formal documents that are usually issued by the Syrian government, and how to certify them. Although this is consid

ered as un-controllable factors which the universities in Jordan can not intervene to facilitate any procedure, it resulted in delay and sometimes loss in applying and obtaining students grants or loans. However, few have encountered some obstacles in the extent to which Jordanian universities responded to conditions that hinder the availability of certain pre-requisites or providing formal documents.

A number of measures have been taken by the Directorate of Refugee Affairs in order to facilitate the obtaining of formal documents from Syria, especially with regard to the issuance of the security clearance—which is considered the basis of any application in Jordan by the Syrian refugees. This has had a negative impact on the admission and registration of students in universities.

“(There were) no difficulties! The procedures were straight forward. I registered online and got the admission easily. I filled the application (afterwards) and certified my (secondary school) certificate and the passport in the embassy, and such, then I registered (for courses) at the university” –Student at a private university.

The interviews with representatives of Jordanian universities have revealed that there is considerable coordination between the administrations of the public and private universities and the security bodies, with the aim to provide the necessary facilities for the Syrian students and secure their right to complete their education.

The students have assured that the difficulties in the procedures are very often due to non-availability of passports for many Syrian students and the difficulty of obtaining the pre-requisite formal documents from Syria.

The representative of the Directorate of Refugees Affairs pointed out—in regard to the issuance of the special service document for Syrians

in Jordan—that this document is an identify card issued by the security centers deployed in all governorates in Jordan. This document is in two categories: 1) Registered UNHCR refugees, and 2) Unregistered Syrian refugees.

The statistics of the Syrian Refugee Directorate show about 1.4 million Syrian refugees in Jordan. For which 650,000 of them are registered with the UNHCR, and the rest are unregistered. The procedures for issuing this document vary according to their category. The representative of the Directorate for Refugee Affairs stated that the formal documents that are needed for the refugees who entered Jordan formally are a passport and a proof for the place of residence. While the refugees who entered Jordan through informal ways—e.g. crossing borders—are given a refugee the special service document from the “Rabaa al-Sarhan Reception Center”, where the refugees new place of residence in camps is determined.

As for the students living in the camps, they have special procedures governing their entry and exit from the camp. Where the student is given a monthly leave from the camp that allows him to leave the camp and then return to the camp to prove his residence. The student can repeat this process multiple times.

The representative of the Directorate of Refugee Affairs pointed out to a number of facilities that were granted in 2015, and included:

- 1- Privileges in issuing health certificate: Fees were reduced from JD 30 to JD5 for Syrian refugees.
- 2- Certified lease contract: It was noticed during this period that the landlords refused to certify lease contract of the Syrians from certain agencies, because it results in additional fees and taxes according to the revisions of Jordanian law. Where the related facilities came in three directions:

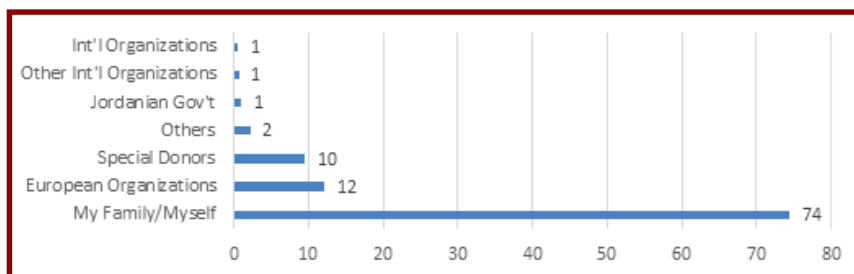
- First: a lease signed by the landlord without his certification.
- Second: A written affidavit signed by the landlord and the tenant at a security center where the landlord states the tenant's residence his property.
- Third, a written certificate from the UNHCR confirming the place of residence of its registered refugees.

2. Covering Expenses of Study

In this section, Syrian students were asked about the entity that cover their current study expenses, and how they overcome the difficulties that are related to their study expenses.

The results show that nearly three-quarters of the students, 74%, get no external financial support and they, themselves, cover their study expenses or get financial support from within their families. 12% answered that European organizations cover their study expenses, and the rest 10% get financial support from other donors.

Figure (14): The Entity That Covers Education Expenses



The results indicate that the European organizations cover more students expenses in public universities than in private universities, and the European organizations support more students in humanities

colleges than in science colleges. The results showed no variations based on the gender of student or whether they partially cover their study expenses. Illustrated in table (6).

Table (7): The Entity That Covers Education Expenses—by Type of University, College, and Gender

	University Type		College		Gender		Total
	Public	Private	Science	Humanities	Male	Female	
My Family/Myself	72	76	78	68	76	72	74
European Organizations	14	11	10	16	12	13	12
Private Donors	10	9	9	11	9	10	10
Others	2	2	2	2	2	3	2
Other Donors ((Int'l & Local	2	2	1	3	2	2	3
Total	100	100	100	100	100	100	100

“Dropout (from university) to work is one way to get financial support and cover the university fees.”

“I was a third-year Chemistry major in Syria and I dropped out of school there... and when I came to Jordan I had to wait for three years to get a grant from Edu Syria.”

Study discontinuity and looking for a guarantee to have education stability is a difficulty facing many students. As a result of high university fees and limited grant opportunities, it is necessary to drop out of university, for work, in order to secure education expenses.

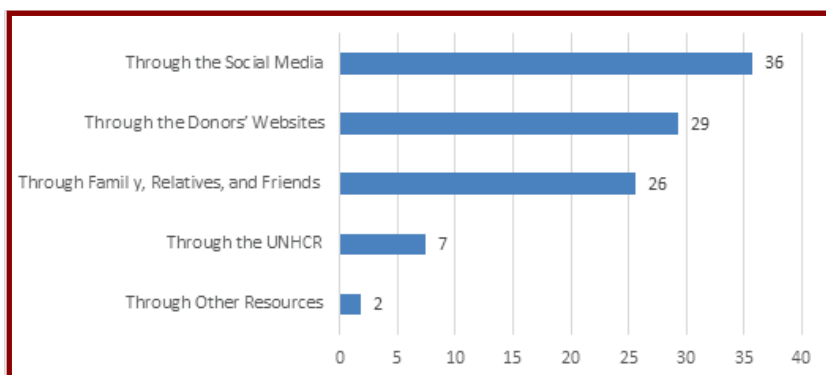
Education discontinuity was the biggest challenge for the majority of students. After their arrival to Jordan, the education of the majority of

them were interrupted for various periods—sometimes up to four years. The reasons of interruptions were psychological conditions after their arrival and their belief that returning to Syria would be soon. While the biggest obstacle was financial, many students could not accredit many of their credit hours in Syria. Some had to drop out of school until they get grants.

3. Mechanism to Access Information on Institutes of Higher Education and Donors

The forms of methods to access information about the offered scholarships have varied. The students receiving scholarships—25% of the students—were asked how they knew about the these grants. The results showed that 36% of them became aware of these grants through the social networks platforms. While 29% of the students knew about the grants through the official website of the donor providing the grant(s), and 26% knew through their families, friends, and relatives. Lastly, only 7% of the Syrian students knew about the offered grants through the UNHCR.

Figure (15): For the Respondents Who Answered with “Yes” for: “I Receive Grant(s) to Cover My Education Expenses”, How Did They Know About These Grant(s)?



The students of public universities are more dependent on the donors' websites to obtain information on scholarships than the students of private universities. Actually, it was found that the students of private universities are more dependent of their families, relatives, and friends to obtain an information on scholarships than those of public universities. As illustrated in table (7).

Table (8): For the Respondents Who Answered with "Yes" for: "I Receive Grants(s) to Cover My Education Expenses", How Did They Know About These Grant(s)—by Type of University, College, and Gender

	Type of University (%)		College (%)		Gender (%)		Total
	Public	Private	Science	Humanities	Male	Female	
Through Other Resources	0	3	2	1	3	1	2
Through the UN-HCR	9	7	7	8	7	8	7
Through Family, Relatives, and Friends	22	27	25	27	27	24	26
Through the Donors' Websites	34	27	30	27	26	33	29
Through the Social Media	34	36	35	37	37	34	36
Total	100	100	100	100	100	100	100

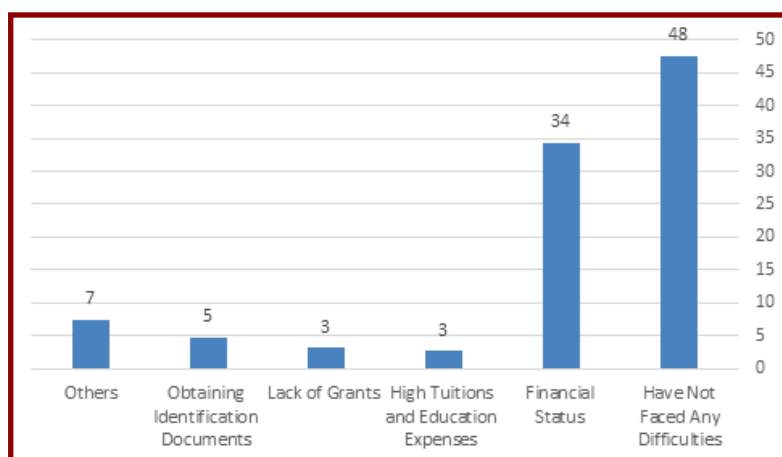
The results of analysis for the focus groups showed that the majority of students from various public and private universities, and regardless to their study major of their gender, depend on social media platforms, WhatsApp groups, Google search engine, and other online tools as their primary source of information; followed by Jordanian acquaintances, friends, and neighbors.

When the focus groups discussions were analyzed, unanimity about the social media platforms and chat applications are being the primary source of information. They agreed that these tools are the most used and the most effective. And varies, afterwards, between family, friends and through announcements in the international organizations—including UNHCR—which is in harmony with the results of the table above.

4. Enrolling at Universities

The Syrian students were asked whether they have face difficulties prior to their enrollment at university that could have denied them admission. Half of the students answered that they have not faced any difficulties, 34% said that the financial conditions was one of the difficulties, and 5% said that obtaining their identification documents was one of the difficulties. One of the difficulties that were studied in this policy paper, 6% reported that the lack of grants and the high tuitions and education expenses were one of the difficulties they encountered.

Figure (16): Difficulties Faced by Students, Before Enrollment at University, That Could Have Denied Them Admission



It is clear that students of private universities have experienced difficulties related to their financial status that would have prevented them from enrollment in university more than their counterpart students of public universities. Female students were more financially challenged than male students. Table (7).

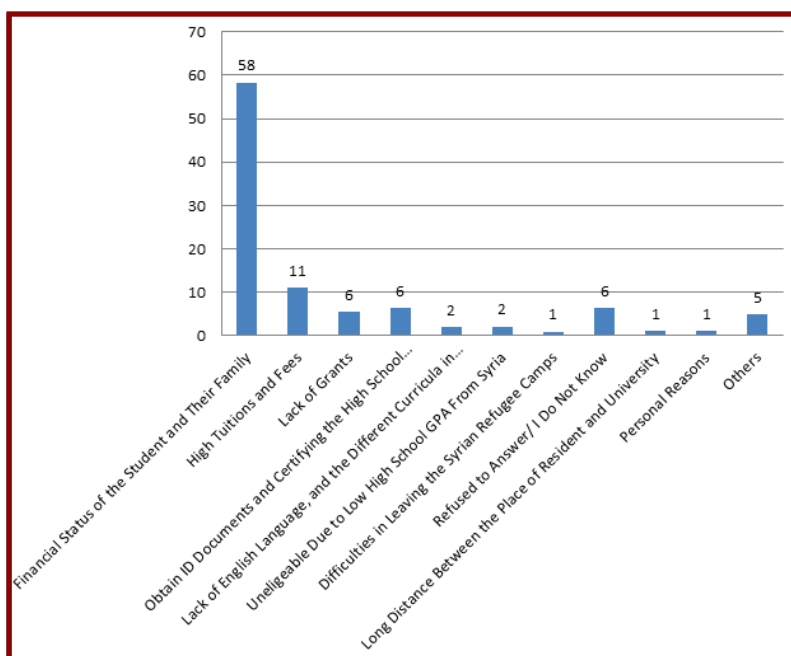
Table (9): Difficulties Faced by Students, Before Enrollment at University, That Could Have Denied Them Admission—by Type of University, College, and Gender

	Type of University		College		Gender		Total
	Public	Private	Science	Humanities	Male	Female	
Have Not Faced Any Difficulties	50	47	52	40	49	45	48
Financial Status	28	37	33	38	32	37	34
High Tuitions and Education Expenses	4	2	3	3	3	3	3
Lack of Grants	4	3	2	5	2	4	3
Obtaining Identification Documents	6	4	4	5	5	4	5
Others	7	8	7	9	9	6	7
Total	100	100	100	100	100	100	100

As for the obstacles and difficulties that prevent the Syrian students from enrolling in higher education institutes in Jordanian universities, 58% reported that the primary obstacle was the financial situation of the students and their families. 12% reported that high tuitions is the most prominent of these obstacles, 6% answered that the difficulty of accrediting their secondary school certificate and obtaining their identification documents is one of the obstacles, and the same percentage—6%—reported that the main obstacle is the lack of sufficient scholarships and grants to cover the expenses of their study. The results did not show variations in the students opinions about the “difficulties faced by them that could have denied them admission in university” to the type of university, college, or gender.

Figure (17): Difficulties That Result in the Syrian Students Being Denied an

Admission—from the Student's Perspective



Almost half of the students encountered difficulties in covering their study expenses (university tuition and other expenses), while the other half reported that they had no difficulty in covering their study expenses. When asked the substitute methods to overcome the difficulty of covering their study expenses, 26% reported that they covered the deficit through loans and checks deferred. The same percentage covered the deficit through family, friends and relatives financial support. 23% reported that they covered the deficit through work or through increasing working hours, and 8% had to postpone their education. 5% applied for grants and scholarships, and 5% of the students reported that they have not yet overcome the difficulties related to covering the expenses of their studies. The results of this study have not showed any variations in these difficulties based on university, college, or gender.

Figure (18): Facing Difficulties in Covering Education Expenses—Tuition and Life Expenses

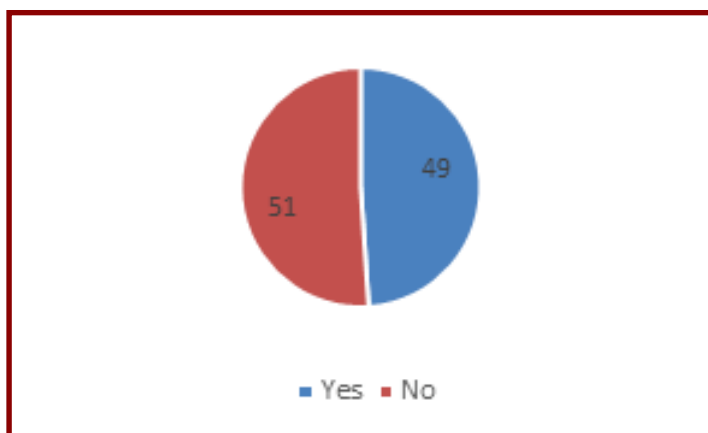
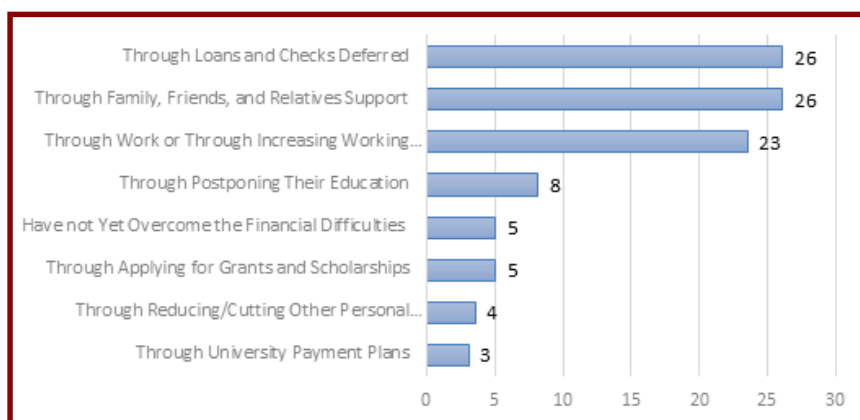


Figure (19): How Do Students Overcome Their Difficulties—Those Who Have Faced Difficulties Were 49%



The majority of the students involved in the focus groups affirmed that the study expenses are very high when compared to the free education in Syrian universities. In addition, they considered their living condition in Jordan bad which was also their greatest challenge. In some cases,

“(When) I came to Jordan, I did not know what DAFI scholarship was. I did not know about grants. I had thought that no financial support existed in Jordan. Tuitions were high so I asked colleges for support. Only then I applied for scholarships and also knew about Turkey grants and I applied for them all. At that time, Turkey did not admit many students—including myself. Afterwards, I applied for DAFI scholarship 2016 and I was finally accepted” –Student at a private university.

the Syrian students even take breaks in some academic semesters to work and save some money for the following semester. Some others had to work night shifts in order to cover their expenses.

It should be pointed out that the loans and grants offered by international organizations, to continue university education, have loans and grants that are limited in numbers and granted under certain circumstances—from the point of view of students. This view was shared between students from all universities.

In an interview with a university representative, she said that the university she is working for is considering providing the Syrian students with financial facilities to help them cover their tuition—either through installments or through certain conditional discounts.

5. Providing Grants and Education Loans

The mechanism for accessing information on grant and loan instruction was one of the issues that appeared on the difficulties and obstacles side. Although the grants were limited, most of the students in the focus groups indicated that the instructions on grant and loan were published exclusively in the donors websites or in some universities' websites, which could not be accessed in the early days of the crisis because subscription to internet services required fees and skills in using technology. In addition, the advertisements were published in English, which was not the medium of instruction in Syrian schools and universities.

In this regard an input from the Director of the Education Project at HOPES

The Director of the Education Project at HOPES—and which is specialized in Master's degrees—said that the Foundation conducts periodic field visits to the residents of the Syrian refugee students, e.g. Al-Zaatari Refugee Camp, to increase the awareness of the available education grants and to support any activity related to education initiatives that work on empowering the students' capabilities and motivating them to continue their education.

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6. Limited Study Grants and International Aid for University Education

It is noteworthy that most of the assistance offered to Syrian refugees in the field of education was directed to the basic education. Knowing the large numbers of children who fled to Jordan with their families, where the assistance was directed to the schools infrastructure, offer opportunities for education, and provide the appropriate education environment. But today, and after about seven years of the crisis, the number of children is the same as the number of young people looking for university education opportunities, which compromises a risk to their future.

VIII. Fourth: Satisfaction with the Education Process, Administrative Staff, and Academic Staff

This section deals with the nature of the interaction of Syrian students with the academic and administrative staff at the university, in addition to their opinions on the education process, curricula, teaching methods, and qualifying students to the labor market. The students were also asked how satisfied they were with the major of study they are studying and the university in general.

1. Satisfaction with the Education Process

Overall, there was a great satisfaction with the education process, but the satisfaction varies according to the subject. The highest was “offering coexistence” by 80% and the lowest was “dependence on indoctrination in lectures” by 56%.

A majority of two-thirds of students agreed with the availability of courses materials in terms of references, instruments, and laboratories. While 28% pointed out that there is weakness in the courses material—references, instruments, and laboratories. 37% of the students agreed that teaching at their university depends on indoctrination, while only half of the students—56%—think so. 15% of the students agree that they do not have sufficient opportunity for discussion and dialogue during the lecture, while 80% of the students do not agree to that.

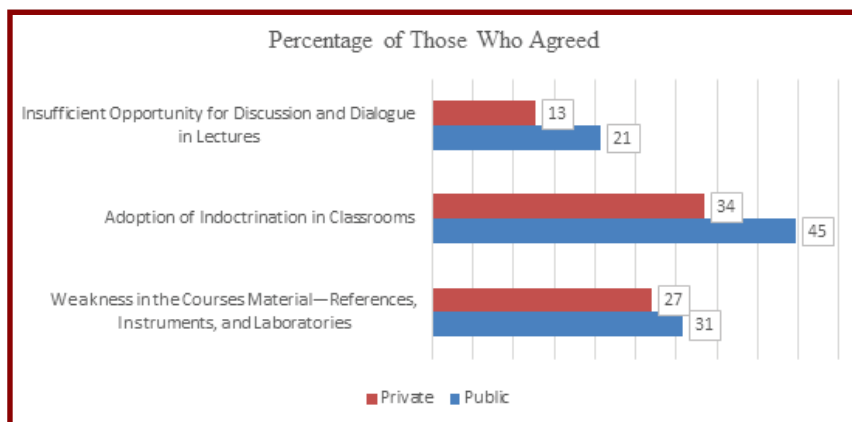
Table (10): “During the University Academic Life, Students Interact with a Number of Academic Staff; e.g. Professors, Administration, Registration, and Others. What Is Your Answer That Expresses Your Opinion In:”

	I agree (%)	I Disagree (%)	Not Sure (%)	Total (%)
Weakness in the Courses Material—References, Instruments, and Laboratories	28	65	7	100
Adoption of Indoctrination in Classrooms	37	56	7	100
Insufficient Opportunity for Discussion and Dialogue in Lectures	15	80	5	100

The results also showed clear variations between public and private universities in regards to the adoption of indoctrination in classrooms. While 45% of the public universities students agreed to that, only 34% of the students in private universities thought that their universities adopt indoctrination in classrooms.

Twenty-one percent of students in public universities also agree that there is not enough opportunity for discussion and dialogue in lectures, while only 13% of private university students agree to that.

Figure (20): “During the University Academic Life, Students Interact with a Number of Academic Staff; e.g. Professors, Administration, Registration, and Others. What Is Your Answer That Expresses your Opinion in.” —by Type of University



The students were also asked about their opinions in a set of expressions related to the education process. The results show that 57% of the students agree that “the university teaching system encourages creativity”, and 34% of the students agreed that “the teaching system at university does not encourage creativity”. Almost half of the students, 53%, believe that the education process focuses on developing the cognitive aspect at the expense of other aspects of the student’s personality.

2. Social Adaptation

Most students, 88%, do not have difficulties in dealing with the opposite sex, and more than three-quarters of students do not feel that students’ behavior on-campus is different to them. Also, 73% of the students do not feel that they are constrained to express their views frankly about various social issues. While half of the students, 51%,

believe that the curricula is insufficient to prepare them for practical life. 83% of the students do not agree that achieving the minimum scores to pass a course is satisfying, while only 15% of the students agree to that.

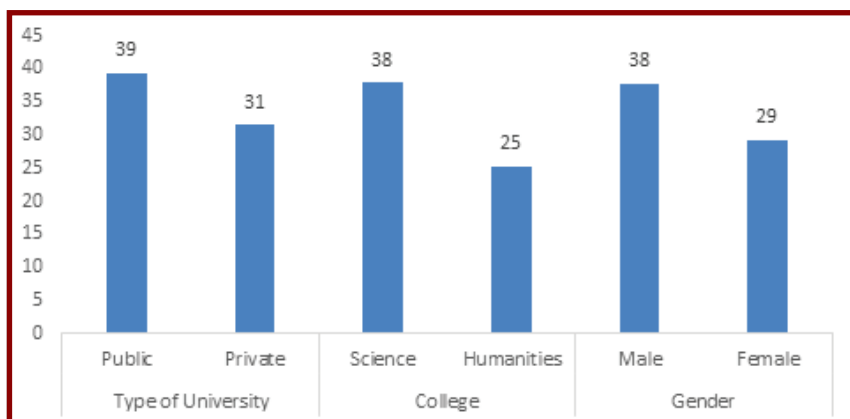
Table (11): “Following Is a Set of Sentences Related to the Education Process, Please Express Your Feeling About the Answer Which You Agree with the Most”

	I agree (%)	I disagree (%)	I am not-sure (%)	Total (%)
I feel that the teaching system” at university does not encourage “.creativity	34	57	9	100
I think that the education pro-” cess focuses on the development of cognitive skills at the expense of other aspects of the students “.personality	53	42	5	100
I have difficulty in dealing with” “.the opposite sex	11	88	1	100
I feel that students’ behavior on-” “.campus is different to me	19	77	4	100
I feel constrained to express” my views frankly about various “.social issues	23	73	4	100
I think that the curricula is in-” sufficient to prepare students for “.practical life	51	44	5	100
I make sure I achieve the mini-” “.mum grade to pass a course	15	83	3	100

When analyzing the results thoroughly, variations among students of public universities and students of private universities were noticed and the extent of their agreement that the teaching system does not encour

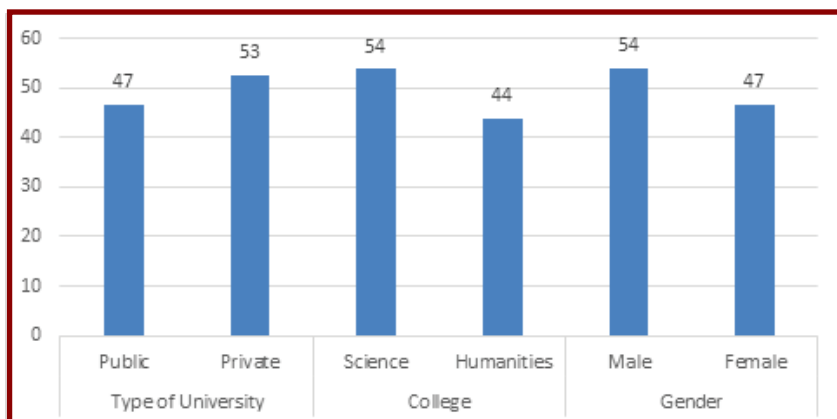
age creativity. Where 39% of students in public universities agree with this, compared to 31% of students in private universities. And for 38% of the students in science colleges who agreed, only 25% of the students in humanities colleges did. Lastly, 38% of males and 29% of females agree that the teaching system does not encourage creativity.

Figure (21): “I Feel That the Education System at University Does Not Encourage Creativity (% of Respondents Who Answered with Yes)”—by Type of University, College, and Gender



The results showed that private universities students were more agreeable that the curricula was insufficient to prepare students for practical life (53%), compared to 47% of the students in public universities. The results also showed that students in science colleges (54%) were more agreeable that curricula is insufficient to prepare students for practical life, compared to 44% of the students in humanities college who agreed to that. Male students were also found to be more agreeable than female students.

Figure (22): “I Believe That the Curricula Is Insufficient to Prepare Students for Practical Life (% of Respondents Who Answered with Yes)”—by Type of University, College, and Gender



3. Practical Training

Through the focus groups discussions, a challenge has been identified as one of the most important challenges faced by students represented in completing the requirements of some disciplines that include practical training and thus their ability to engage in the labor market. The challenge of being accepted in a practical training program as a graduate requirement in science colleges. This challenge could be listed under the curricula requirements but was listed alone for its importance. In other cases, Jordanian laws and regulations prohibit that. Which is in the medical majors of study. Where foreign students are generally allowed practical training in all government and private hospitals.

4. Nature of Relationship and Interaction with the Administrative and Academic Staff

This part of the study addresses the students satisfaction with a range of the education process dimensions, such as the treatment of the students

by their instructors, the process of admission and registration and interacting with the administrative body.

The vast majority of students (95%) feel that they are treated equally by university professors, that is, there was no sense of discrimination against them by faculty members.

30% were very satisfied, 52% were fairly satisfied with their university's admission and registration department, and 7% were dissatisfied.

Also, 32% of the students were very satisfied with the administrative body at their university, 43% were fairly satisfied, and 4% were dissatisfied. 14% reported that they had never interacted with the administrative body at their university.

Moreover, the results showed that the students of private universities were more satisfied (85%) with the admission and registration department than their counterparts of public universities (76%).

Figure (23): "I Feel That My Professors at University Treat Me Equally and the Rest of the Students"



Figure (24): Satisfaction with the Performance of the Admission and Registration Departments at University

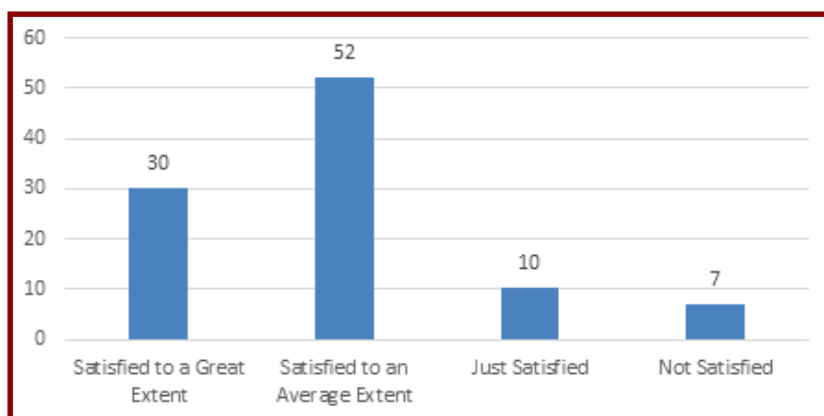
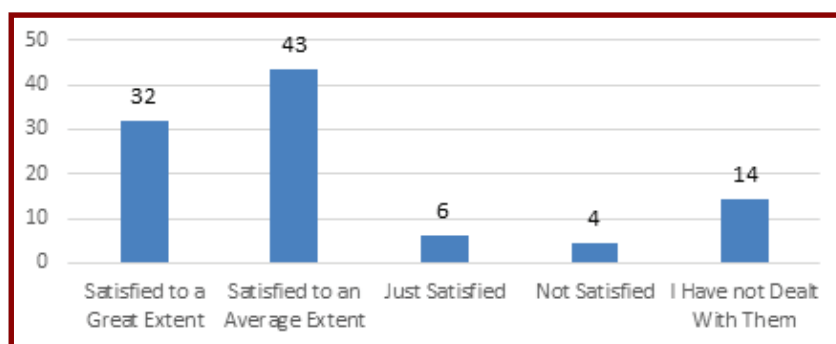


Figure (25): Satisfaction with the Administrative Staff Performance at University



The results of focus groups came to confirm the data that was collected in the field survey. Discussions of the focus groups showed that the universities—where the majority of the Syrian students’ major of study is science related major—tend to show more integration of the Syrian students with their local counterparts as well as with the academic staff on campus. Those universities also show more tendency towards participation in activities, celebrations, and committees ... etc. Considering the fact that some of those universities, in the first

“At first, there was social problems or relations problems with male and female students because of the nature of society and environment. Problems of “getting somebody’s opportunity” at university. When the Syrian crisis started, Syrian students were not socially accepted in universities, but now this discrimination is loosing up.”

place, admits students from the many nationalities—especially the private universities—which resulted in more-smooth acceptance and integration in the university body.

Social Adaptation (Opinion from an institution): The Director of Yarmouk Refugee Center pointed out that at the beginning, Syrian students had faced difficulty in integrating and merging with the student body, which had negatively reflected in turn on their participation in university activities. The Deanship of Student Affairs sought to seek solutions to increase their social adaptation by increasing the number of activities and field trips that they could participate in. The Director indicated that preliminary evaluation indicates the success of this mechanism.

Social Adaptation (Opinion from a female student): «Honestly, we never had a problem. We are a group of Jordanian and non-Jordanian female students and we established a research club and we are working to seek formal recognition from our University. We are also welcomed to participate in all extracurricular activities...” to be cont’d.

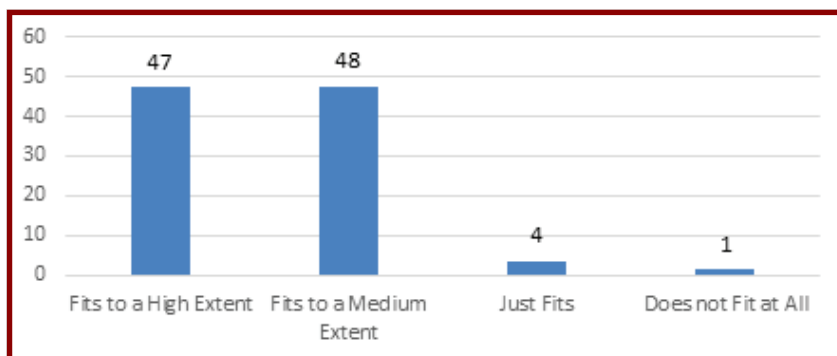
cont’d. “...inside the university. Jordanian and non-Jordanian discrimination does not exist. No, I honestly have not felt discrimination. The academic staff is even sympathizing with Syrian students. I did not have Internet and electricity shuts down sometimes, so went to the head of my department and told him; he sympathized and gave me priority in registration over all the other students.»

5. Instructional Materials and Curricula

In regards to the extent to which the curricula is aligned with the academic level of students. 47% of the students believe that the curricula and courses they study are very much proportional to their academic level, while 48% believe that the curricula and courses they study are—to a medium extent—proportional to their academic level, and only 1% believe that the curricula and courses they study at university do not fit at all with their academic level.

The results did not show any variations in the fitness of the curricula level and the type of university they study in—whether public or private—or the college they are enrolled in—whether science or humanities colleges.

Figure (26): “In Your Opinion, Do You Think That the Curricula and Courses Which You Study Fit Your Academic Level?”

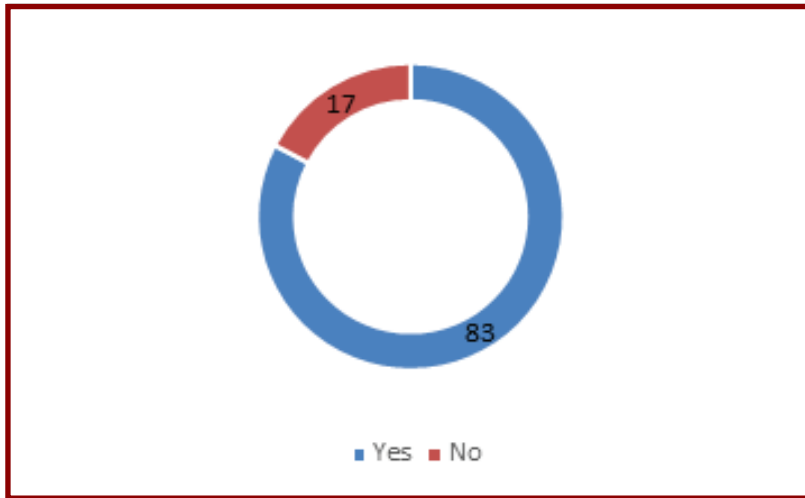


6. Medium of Instruction

The majority of the majors of study, where 83% of the Syrian students are enrolled in, require knowledge of a language other than Arabic, specifically English. Because of the lack of English syllabus in Syria, students were asked whether this was an obstacle to their education in the Jordanian universities. The results showed that the non-Arabic medium

of instruction is, sometimes, an obstacle for 35% of the students, and an obstacle in many cases for 7% of the students, and not at all an obstacle for 58% of the students.

Figure (27): “Does the Major You Study Require Sufficient Knowledge in a Language Other Than Arabic?”



There were no variations in knowing a language other than Arabic as a prerequisite for courses between public and private universities, while there were significant variations between students of science colleges (94%) and humanities colleges (59%).

Figure (28): “Does the Major You Study Require Sufficient Knowledge in a Language Other Than Arabic?”—by Type of University and College

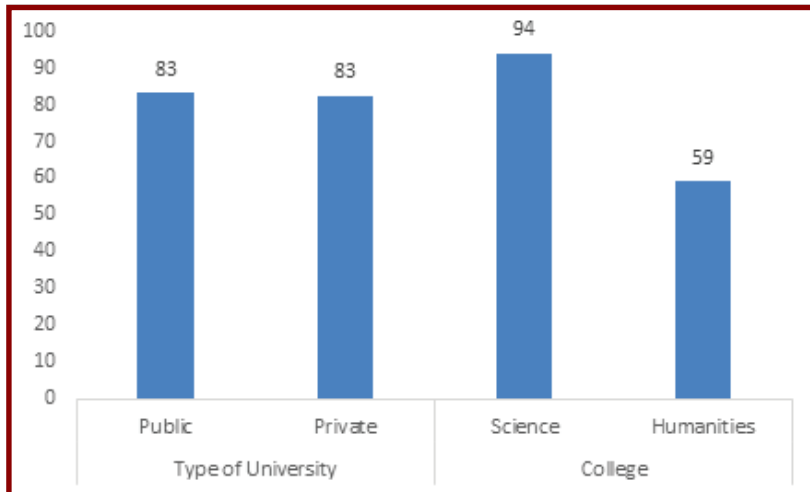
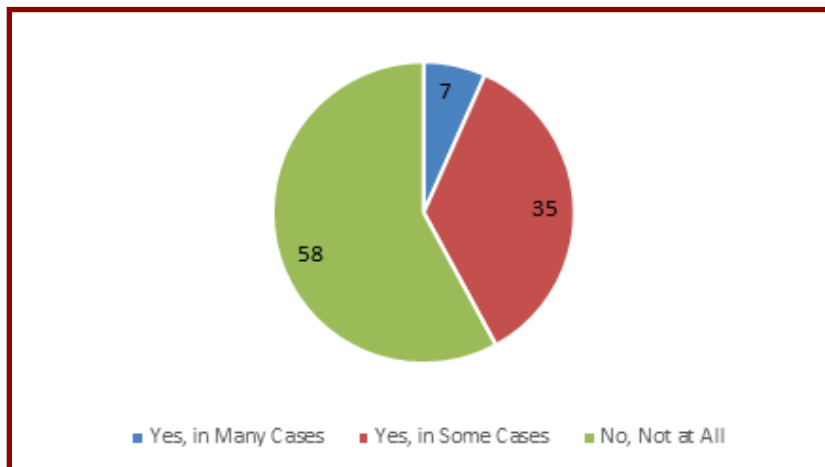


Figure (29): “Is the Non-Arabic Language, Used as Medium of Instruction, an Obstacle for You?”



The medium of instruction is an obstacle in many cases among the students in private universities (45%) and which is more their counterparts students in public universities (37%).

Table (12): “Is the Non-Arabic Language, Used as Medium of Instruction, an Obstacle for you?”—by Type of University, College, and Gender

	Type of University		College		Gender		Total
	Public	Private	Science	Humanities	Male	Female	
Yes, in Many Cases	4	8	7	7	6	8	7
Yes, in Some Cases	33	37	35	37	35	36	35
No, Not at All	63	56	58	56	59	56	58
Total	100	100	100	100	100	100	100

The challenge of different curricula, and especially the medium of instruction in curricula, was a prominent area during the focus groups discussions. Where it is known that the medium of instruction in Syria’s schools and universities is Arabic while the majority of the courses taught in Jordan are in English specially the science courses. The majority of students had difficulty, while others had not. In both cases, the students were able to overcome the language barrier by taking courses in language centers, by learning online, and by participating in free courses held by many local and international organizations and universities.

«At the beginning, I found it difficult because it was a new university, but afterwards I felt that study here was easier. I mean, studying in Syria had a lot of difficulty. But here, I had a lot of space to register courses of my choice and programs of my interest. In Jordan, I studied for one year then my education was interrupted for two years. However, I preserved the credit hours I passed and continued my education from there.”

«When I was a freshman, I registered for a free English course at the Deanship of Student Affairs. They offered free courses and I registered in two sessions. It was for all-Syrian and Jordanian students.”

7. Preparation for the Labor Market

One of the main objectives of this study is to measure the extent to which this study will be used to help Syrian students qualify for the labor market in future.

85% of the students rated the major of study they are enrolled in as “good” in terms of preparing and qualifying them for the labor market. And 81% of the students rated their major of study as “good” in terms of teaching them life and communication skills with others outside the academic framework. Moreover, 58% of the students rated the major of study they are enrolled in as “good” in terms of offering training sessions related to writing their resumes, searching for jobs, and preparing for interviews.

Table (13): “What Is Your Assessment for the Level and Quality of the Major You Study at University? in Terms of the Following:”

	Good (%)	Bad (%)	I Do Not Know (%)	Total (%)
Preparing and Qualifying Students for the Labor Market.	85	12	3	100
Teaching Students Life and Communication Skills with Others Outside the Academic Framework.	81	16	3	100
Providing Courses Related to Writing Resumes, Searching for Jobs, and Preparing for Interviews.	58	29	13	100

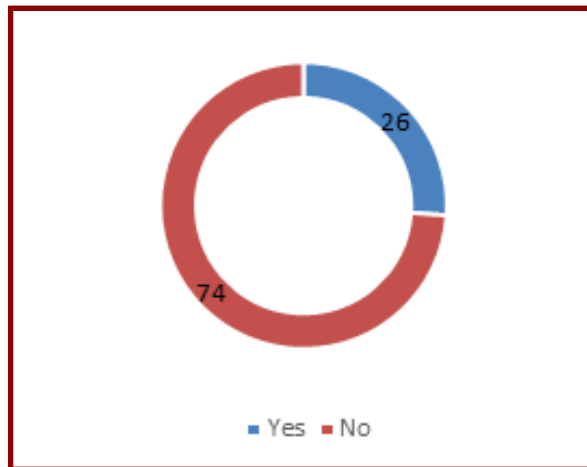
Clear variations were noticed between the opinion of students of public and private universities in regards to offering courses that are related to the skills of writing resumes, job search, and preparation for interviews. Where 50% of the students in public universities said that such courses are pretty available, compared to 62% of the private university students who believe so.

Table (14): “What Is Your Assessment for the Level and Quality of the Major You Study at University? in Terms of the Following:”—by University, College, and Gender; for Those Who Have Answered with “Yes”

	Type of University (%)		College (%)		Gender (%)		Total (%)
	Public	Private	Science	Humanities	Male	Female	
Preparing and Qualifying Students for the Labor Market.	86	84	84	86	83	87	85
Teaching Students Life and Communication Skills with Others Outside the Academic Framework.	78	82	80	83	79	83	81
Providing Courses Related to Writing Resumes, Searching for Jobs, and Preparing for Interviews.	50	62	58	59	59	57	58

The results showed that 26% of the students participated in life and communication skills courses and on campus and outside the university, while 74% of the students have not participated in any of these courses.

Figure (30): Participation in Communication and Life Skills Courses on Campus



8. Satisfaction with the University and Major of Study

The majority of the students are satisfied, to varying extents, with the major of study they are enrolled in. That is also the case for the absolute majority of the students who are satisfied with the university they study in. Actually, “significantly high” extent of satisfaction is the highest and exceeded one half of the students. While “absolute dissatisfaction” either with the university or with the major of study did not exceed 2% and 3%, respectively.

Figure (31): Satisfaction with The Major of Study

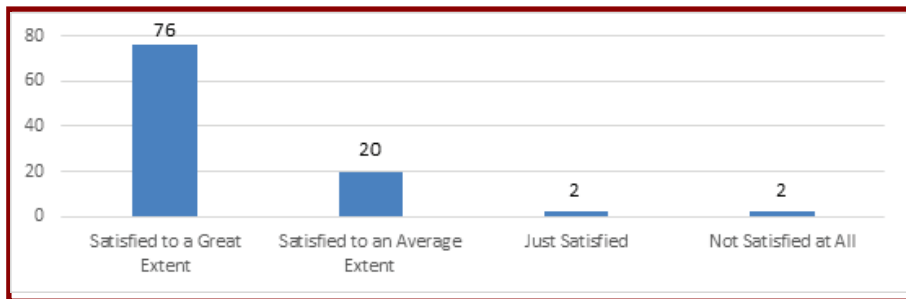
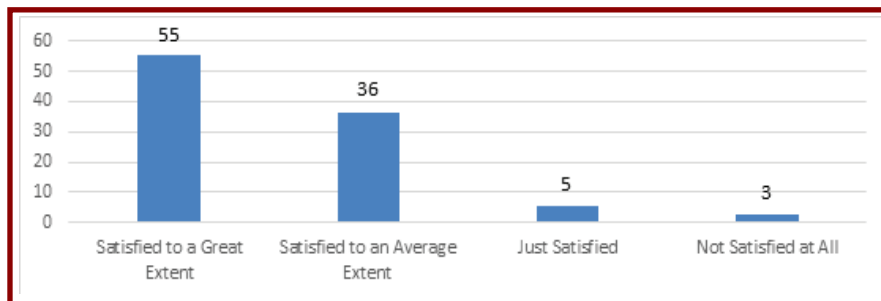


Figure (32): Satisfaction with The University



IX. Fifth: Interaction with Jordanian Students on Campus, and How They Address the Problems They Face

In this section, the interaction of the Syrian students with other students, especially Jordanians, within the university is discussed. In addition to that, the entities to which the students go to if they encounter problems within the university are identified.

When asked about their general view about the interaction of the Syrian students with their Jordanian counterparts at their designated universities, the results showed that 83% of the Syrian students interact continuously with the Jordanian students, while 72% of the Syrian students answered that the Jordanian students do not perceive them with as “different” at all, while 26% believe that this happens sometimes. However, the majority of the Syrian students, 86%, indicated that there are no quarrels between them and the Jordanian students and that their relations are normal.

Table (15): Relationship Between Syrian and Jordanian Students on Campus

	Always (%)	Some-times (%)	Never (%)	Total (%)
Do the Syrian Students Interact with Jordanian Students?	83	15	2	100
Do the Jordanian Students Perceive Syrian Students Differently?	2	26	72	100
Are There Conflicts Between the Jordanian Students and the Syrian Students?	1	13	86	100

When asked about the type of relationship between the Syrian and Jordanian students, the results showed that 93% of the Syrian students interact directly with Jordanian students. While 78% of the Syrian students interact—always—with other Syrian students. No quarrels have even happened between the Syrian students and the Jordanian students as indicated by 93%.

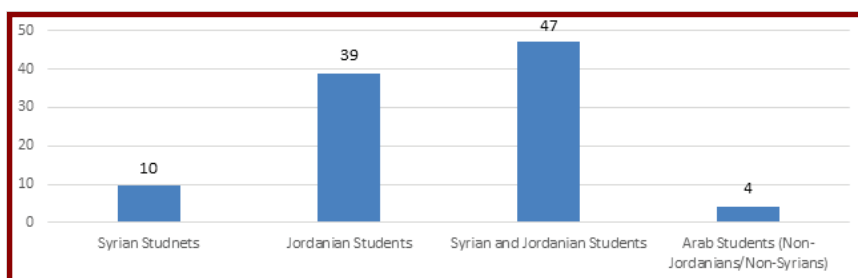
Table (16): Student Relationships in University

	Always (%)	Sometimes (%)	Never (%)	Total (%)
Do You Interact with Jordanian Students?	93	7	1	100
Do You Interact with Syrian Students?	78	18	4	100
Do You Get in Quarrels with Jordanian Students?	1	5	93	100

47% of the Syrian students answered that most of their friends at their designated university are a mixture of Syrian and Jordanian students. While 39% of the students answered that most of their friends are Jordanian students, and 10% answered that most of their friends are Syrian students. 4% answered that most of their friends are non-Jordanian and non-Syrian Arab students.

These results indicate that there is healthy interaction and communication between the Jordanian students and their counterparts Syrian students, and that there is no tension or problems between them. A status of very high adoption and integration.

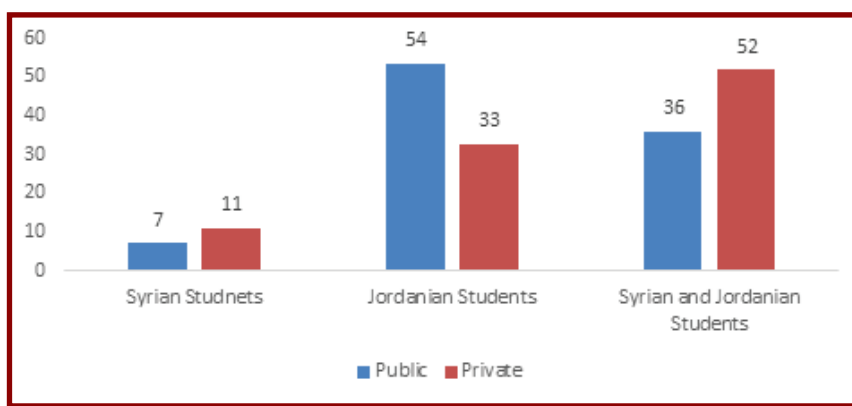
Figure (33): "Most of My University Friends are..."



When comparing these results based on the type of university, the results showed that the Syrian students at public universities had most of their friends from Jordanians (54%), while 33% only of the students in

private universities answered with that. Moreover, 52% of the Syrian students at private universities answered that most of their friends were Jordanian and Syrian students, compared to only 36% of the Syrian students in public universities who answered with that.

Figure (34): “Most of My University Friends are...”—by Type of University



1. Participating Activities

The majority of students at universities emphasized the good relations that bring them together with the student body on campus. They expressed their satisfaction with the students' interaction with them, their cooperation, and their integration with everyone. The Syrian students participate in various exhibitions and activities at their universities, just like the Jordanians. They also interact with activities carried out by the Syrian community. A vice-dean at a university pointed out that, in some cases, there are restrictions on running some activities—of the Syrian community—separately, and Syrian students are directed to implement them through the Students Council.

The results showed that the majority of students participate in the activities carried out by the universities on their campus, but some pointed out that their universities refuse to form Syrian activities on campus and

reject some of the proposals of activities. The majority of students also showed their discomfort at not allowing the Syrian students to participate in students elections.

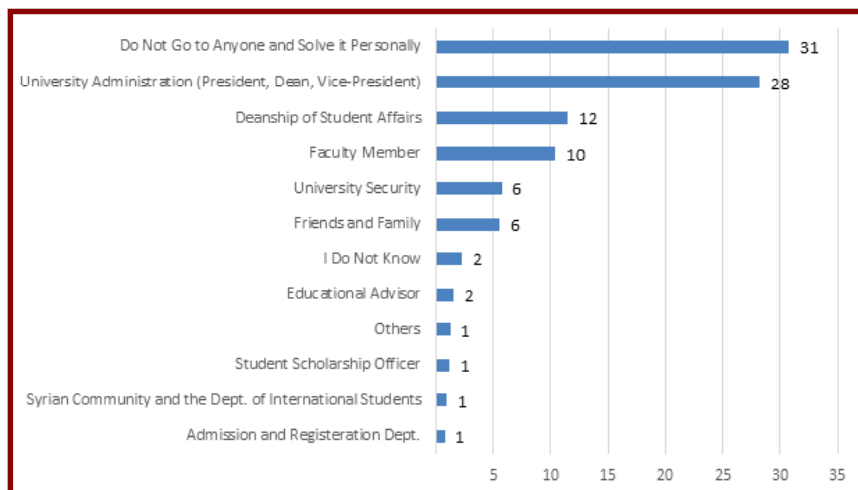
Some pointed out that the Syrian community has great effectiveness inside campuses and significant activity in some universities while the opposite appeared in other universities. In other universities, the students considered the lack of support to the Syrian community a core reason that limits their activities and forces them to bear financial burdens in order to carry out certain activities.

“I used to sometimes cover the university celebrations and I was honored by my university’s president because my major of study is journalism and media. And I loved it”. “I volunteer in many activities; such as: “Injaz”, “I participate”, and “Winter Cloths Initiative”. I volunteer in my free time and that has good return on me.”«In Hopes project as a master’s thesis in which I and other students along with our professor supervisor are working in and now we are in the second stage. A stage that qualifies you to become a Master’s student where you register in preparation courses.”

2. Where Do Syrian Students Seek Help from When They Face Problems on Campus?

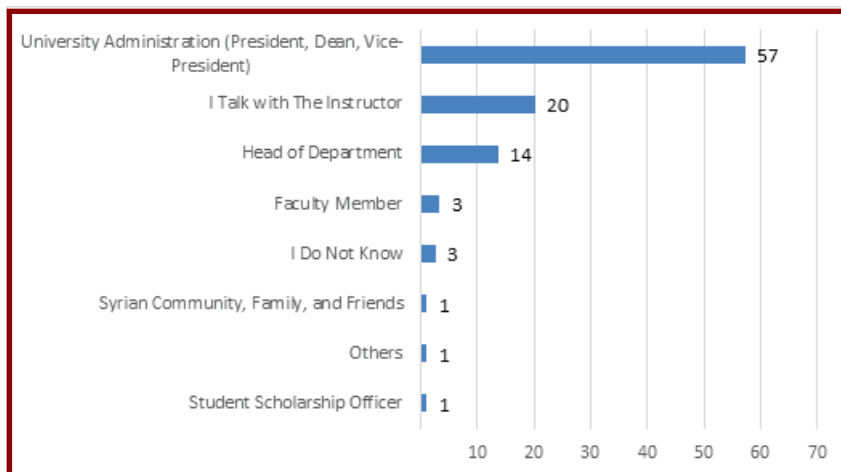
When asked about the entity they seek help from in case they face problems related to interacting with other students, the results showed that 31% of the students were not able to solve their problems personally, while 28% of them answered that they go to the university administration—President, Dean, Vice President, and 12% said that they go to the Deanship of Student Affairs. 10% of the Syrian students in Jordanian universities said that they would go to an academic staff. e.g. faculty member, and lastly, 6% answered that they would go to their university security and the same percentage answered that they would seek help from friends and family.

Figure (35): “If You Have a Problem on Campus Related to the Way You Are Being Treated by Other Students, Who Would You Seek Help from?”



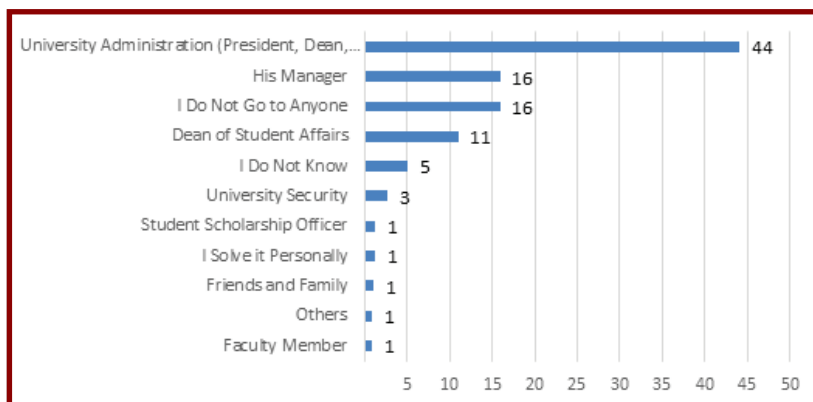
And when asked about the entity they would seek help from in case they face problems related to an instructor dealing with them, 57% of the students said they would go to the university administration—e.g. President, Dean, Vice President, 20% said they would solve it personally with the instructors themselves, and 14% said that they would resort the problem to the head of department.

Figure (36): “If You Have a Problem on Campus Related to the Way You Are Being Treated by One of Your Instructors, Who Would You Seek Help from?”



In the cases where the student encounters a problem related to the treatment of one of the administrative staff, 44% said that they refer to the university administration—e.g. President, Dean, Vice-President. While 16% would refer it to their—the administration staff’s managers. And 16% said that they would not go to anyone, and 11% said they would go to the Dean of Student Affairs.

Figure (37): “If You Have a Problem on Campus Related to the Way You Are Being Treated by One of the Administrative Staff, Who Would You Seek Help from?”



As to whether students were exposed to actual problems in their academic life within the university, the results showed that 6% of them were exposed to problems within the university. Of these students, 54% chose the university administration to solve those problems—e.g. President, Dean, Vice President. While 12% resorted the problem to one of their instructors to it, and 7% talked to friends and students within the university. Only 6% sought their university's security, and 18% of them did not talk to anyone to solve their problems.

Figure (38): “Have You Ever Had a Problem on Campus?”

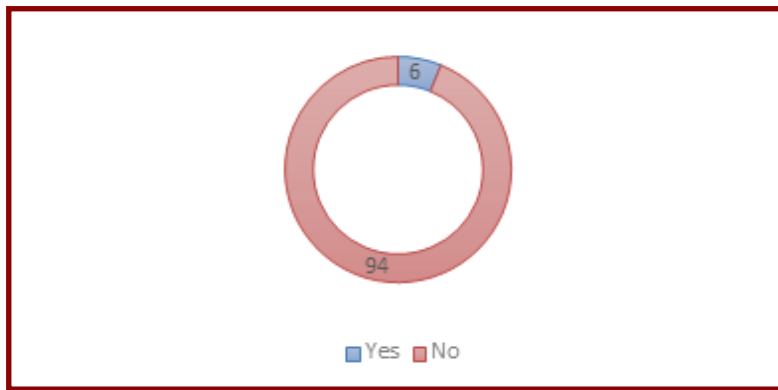
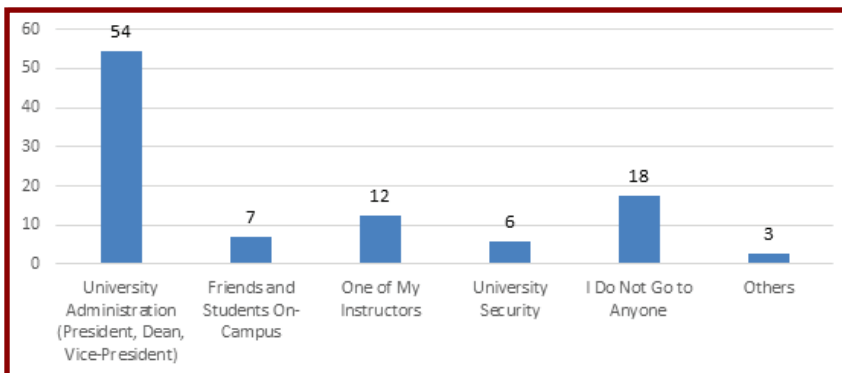


Figure (39): “Who Did You Seek Help from to Solve a Problem?”



The students agreed that there are no specialized centers or departments within the university that could be approached in the events of problems that are related to registration, curricula, or others. While some other

“In cases of problems, [the students] complain to the Ministry of Higher Education because there is no other entity that would solve to our problems in our university”. “I am surprised that there is no department at the Ministry of Higher Education where we could directly complain. I have not faced any problem, but if I had, I would go directly to the Head of Department”. “I, once, had a course which I dropped and I went to the office of the Head of Department and he refused to register me in again. The Deanship of Student Affairs gives him authority to register students in. So I had to go to my instructor who solved it and everything worked out.”

universities provided a complaints dropbox, or an online page to evaluate the faculty members every semester. The majority talked about solving any problems by communicating with the head of the department or the dean of their departments and colleges, while showing their frustration of the ineffectiveness of their complaints in solving any problem. It was found through the focus groups that this reality reflects the suffering of both the Syrians as well as the Jordanian students.

3. Efficient Academic Guidance for Students

Academic counseling was one of the issues that emerged through the focus groups. It was considered one of the factors influencing the providing of a supportive environment for the student. It contributes to guiding them towards proper planning during their education years. It was, also, discussed how academic counseling contributes to future employment opportunities. The weakness of the role of academic guidance in most Jordanian universities, and the inclusion of the academic counseling for first year students only, in addition to the inclusion of academic guidance in presenting the majors of studies available and

the locations of colleges, facilities, and services only without providing a mechanism for receiving the students' notes on issues they face, and may limit their ability to integrate and adapt to the regulations of their designated university.

4. Other Facilities

Students at the focus groups agreed that the education grants that were offered to—although they were limited—were a kind of facilitation that

“For the incomplete documents, and if a student had a paper or two documents incomplete, he was able to register courses at the university while pledged that they would complete the rest of the documents or during the year, and they were at least given a chance”—A student at a private university.

help them overcome many challenges. As for the facilities offered by the universities, it has been shown two clear directions. The first assured that the university administration has contributed in solving some of the problems they encountered during admission and registration—for example admitting them to university and allowing them to start their study while processing their official documents. That was clear in private universities. The other direction pointed to the strictness in the following the instructions without taking into consideration the student's living conditions.

A staff member at a public university said the university granted Syrian students a grace period of no more than two semesters to provide supporting documents as part of improving relations and showing appreciation to the outstanding students. One of the deans of student affairs pointed out that their university helped one of the Syrian students to join a conference abroad through coordination with the security

authorities as an appreciation for their excellence in study. Noting that all students confirmed their access to health care and health care insurance as a right for the student in all universities.

“As for the issue related to identification documents, we do not put pressure on them and we give them a grace period of more than two semesters in order to provide us with the required official documents. For example, if the student was studying in the University of Damascus or the University of Aleppo and after the crisis they came to Jordan as refugees, we give them grace period to bring their passes courses’ grades from their universities until we evaluate his profile and study plans to find out if something does not fit or if something else could be offered”

X. Sixth: Thinking About Future and Immigration

In this section, the students were asked about the future, the issues of emigration outside Jordan, and the return to Syria.

38% of the students reported that they traveled to countries other than Jordan and Syria for residency, work, and study; while 62% of them did not.

The results also emphasized that a high percentage of the students, 44%, are thinking of staying in Jordan after graduation either to work or to complete their graduate studies—23% of the students are thinking of completing their graduate education in Jordan and 21% of the students are considering to work in Jordan after completing their studies—and 19% of the students are thinking about continuing their education outside Jordan, and 15% of the students are considering working outside Jordan in the future. Lastly, 15% of the students have not decided what they will do in the future, while 5% of the students only answered that they are thinking of returning back to Syria to work there.

Figure (40): “Have You Ever Traveled Abroad for Work, Residence, or Study—Outside of Jordan and Syria?”

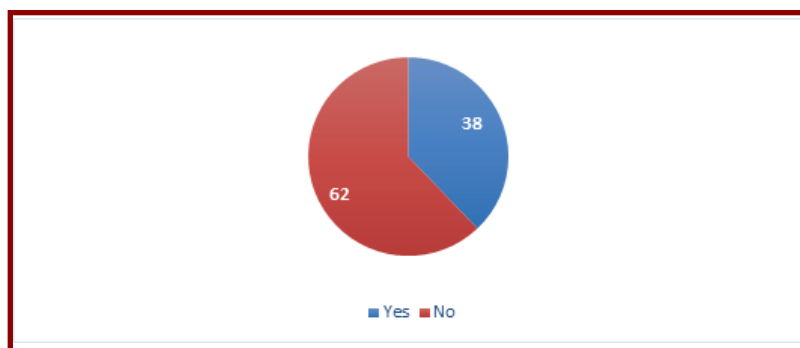
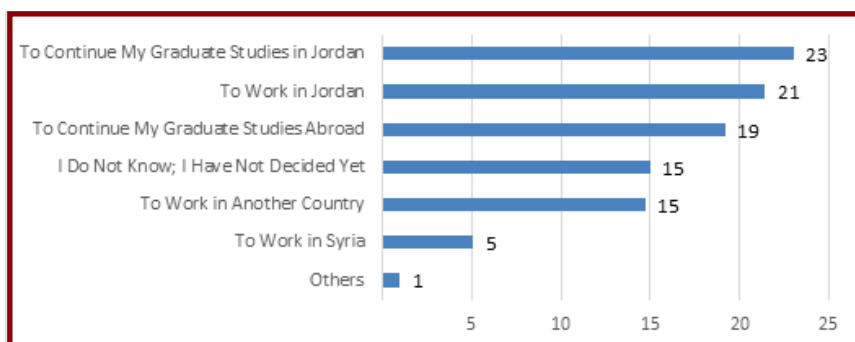


Figure (41): “What Do Syrian Students Think About Their Future After Graduation from Universities?”



40% of the students answered they are thinking of living or immigrating permanently in a European country, 12% of them are considering living or immigrating to an Arab country, and 5% are thinking of returning back to Syria. While 38% of the students said that they are not thinking about living or migrating outside Jordan.

When they were asked about the primary reason behind their consideration for living outside Syria or immigrating—for the students who already answered that they are thinking of living outside of Syria or

immigrating—60% said they are thinking about it because of security reasons, while 17% said they are thinking about it for economic reasons. 11% answered that the main reason for thinking about living outside Syria is for family reasons, and 9% said that the primary reason is education.

Figure (42): “Have you Thought—Are You Thinking—About Living or Emigrating from Jordan?”

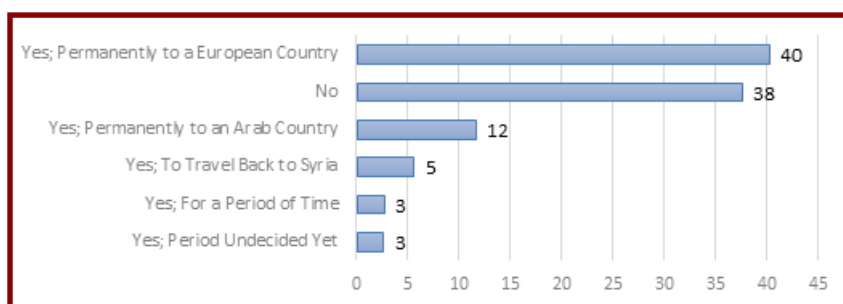
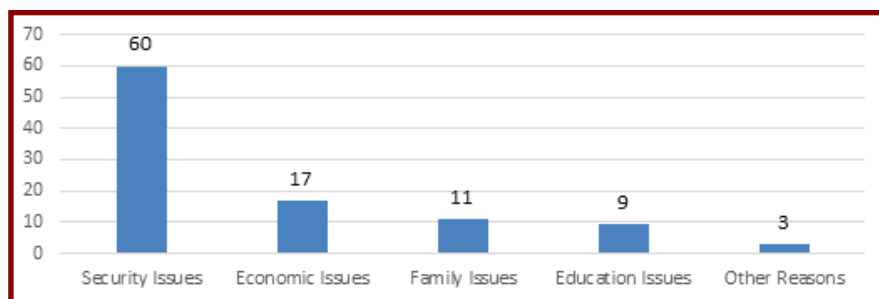


Figure (43): The Primary Reason Syrian Students Think About Living Outside Syria



Most students’ expectations for the future are mixed with frustration by all the focus groups, who see job searching as difficult if not impossible, which makes them consider travelling abroad. Some students expressed their desire to complete their graduate studies.

“There are no work opportunities here. Many had graduated since years and they are still looking for jobs and they have not found any. We say: If the Jordanians are not finding jobs, how would we?”

“We have phobia of the labor market. I visited our Association to get a membership, but the answer was that you do not have the right of membership as a Syrian except if you get the approval of the Labor Office.” “The Gulf States are our only hope.” “Any job you approach becomes impossible, one they know you are Syrian.”

1. Trends in Searching for Job Opportunities in Jordan: The Reality and Challenges

Discussions in all focus groups show that there is a desire to utilize the major of study by students in their careers in order to improve their life quality. As most majors of study tend to science; such as medicine, engineering, pharmaceuticals, and laboratories. Which makes it difficult to find jobs that are not related to these majors of study.

The representative of the Ministry of Planning and International Cooperation pointed out that work in Jordan is governed by regulations and that cannot be crossed. And by decisions from the Prime Minister’s office and several ministries and entities. She added that there are two categories of professions: Open professions, and others that are regulated in accordance with the requirements of the labor market in Jordan.

She also pointed out that the issues of work permits are the responsibility of the Ministry of Labor, and secondly, the Ministry of Planning and International Cooperation has the authority to grant work permits within the open professions category only. And in regards to the grants

which were provided for a purpose of employing Syrian refugees and creating jobs for them and helping them start small projects, there is still a problem about their applicability represented in allowing them only inside the camps.

The inputs of the representative and specialists above show that integrating the Syrian refugees in society by offering them job opportunities, is governed by laws and regulations, and limited jobs on top of that. The majority of the Syrians work in various professional and services sectors, and what they actually need is organization through appropriate work permits that comply with the Jordanian laws. The grants from international organizations invests in the Syrians' skills and professions, and offers opportunities to exchange experiences between the Syrian and Jordanian labors, and thereby achieve a beneficial impact on both the Jordanian and Syrian parties.

This unemployed youth has a situation similar to the Jordanian youth in terms of weak employment opportunities in the Jordanian market in general, and the restrictions imposed on the Syrian refugee in particular. It should be noted that the Jordanian government, although not ratified by the Convention Relating to the Status of Refugees—the Refugee Convention—Jordan signed a memorandum of understanding covering most of the terms in the agreement. Which requires reconsideration for the working conditions of the Syrian refugees in line with the needs of the Jordanian market for technical and vocational skills that is not available in Jordanian labor. The private sector, especially in the food and restaurants sector, witnessed a surge where a widespread and dense number of Syrian employers, factories, and small projects that are widely accepted by the Jordanian consumer—assured by most of the participants in the focus group designated for policy makers.

Hence, it seems that the dream of university education is almost impossible for most of the Syrian refugee students; only for the few that

sought and insistently searched for opportunities with perseverance to obtain them. But the most important question remains: What about finding a job that is in alignment with their major of study that matches their competencies. It remains a concern that has been brought up in all of the focus groups discussions and was expressed in concerns and fears of the future.

XI. Seventh: Recommendations

- **Government Entities:**

1. Unify of the instructions for residency, entry, and exit procedures for Syrian students. And to provide privileges that would assure them with a suitable environment for residence and education
2. Reconsider the work of the Syrians of academic specialties, through a well-thought-out and conditional work system which would ensure balance in employment opportunities between the Syrians and Jordanians.
3. Commitment to the response plan of the Syrian crisis in alignment with adapting and improving the opportunities of education and employment

- **Security Services:**

1. Facilitate the procedures for dealing with students in relation to the documents required to get the certificate, especially the passport.
2. Set clear guidelines for the Syrian students that clarify the mechanisms and procedures of transactions and the issuance of various documents.

- **International Organizations:**

1. Increase the financial allocations for aid related to education grants to universities, clarify their procedures and requirements, and facilitate the students access to these grants.

2. Implement targeted and organized training programs that contribute to the creation of real job opportunities both inside and outside Jordan.
3. Design targeted programs that help graduates to find jobs, and in coordination with the Jordanian government and according to the market requirements.

- **Local Assemblies:**

1. Allocate programs to university students in order to enable them to achieve integration and social adaptation through the various activities and events.
2. Provide support and guidance to university students through the providing of specialized centers in this field.

- **Universities:**

1. Review the system of tuition and fees, specially the Parallel Program and the International Program for the Syrian students. And to provide student discounts and payment plans—specially for the outstanding students.
2. Design a system that ensures that the students with qualifying GPAs for admission are eligible for the General Competition program just like the Jordanian students—in terms of tuition, fees, and the allocation of seats for the Syrian students in public universities.

3. Guarantee a non-discrimination between students, based on nationality, in the universities grants and scholarships and under conditions determined by the designated universities.
4. Syrian students should not be treated as foreigners in the Jordanian universities, and founding specialized centers within the universities that provide support and organized guidance to the students.

- **Students:**

1. Promote integration into society through participation in various activities and events and empowering them with various skills.
2. Look towards the future with optimism and seek opportunities that consider the environment, capabilities, laws, and circumstances of the hosting countries.
3. Direct the students to move away from selecting majors of study that are saturated in the labor market locally or within the countries where the Syrian students study.

XII. Appendix: Results—by Type of University, College, and Gender

Have You Ever Lived in Syrian Refugee Camps?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes, Syrian Refugee Camp in Jordan	16	14	11	22	14	15	15
No, I have Never Lived in Syrian Refugee Camp	84	86	89	78	86	84	85
Total	100	100	100	100	100	100	100

Kindly Mention the Name of the Camp You Lived in.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
King Abdullah II Gardens	0	4	3	3	4	1	3
Zaatari	98	85	94	83	91	86	89
Bashabsha	2	3	1	4	0	6	3
Azraq	0	8	1	10	3	7	5
Mrajeeb Al Fhood	0	1	1	0	1	0	0
Total	100	100	100	100	100	100	100

Where Did You Earn Your Secondary School Certificate?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Jordan	51	48	49	51	43	57	49
Syria	23	31	22	41	29	27	28
Other Arab Country	26	21	29	8	28	16	22
Other Non-Arab Country	0	0	0	0	0	0	0
Total	100	100	100	100	100	100	100

What Was Your Secondary School Certificate Stream?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Science	75	74	95	31	82	66	75
Literature	20	18	1	56	11	27	19
Informatics	3	5	2	8	4	5	4
Technical	0	1	1	0	1	0	1
Hotels	0	0	0	1	0	0	0
Others	1	2	0	4	1	2	1
Total	100	100	100	100	100	100	100

What is the Number of Your Current Family Members—per Household?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
01-03	21	26	26	21	26	22	24
04-06	38	42	37	48	38	44	41
07-09	22	20	19	23	17	24	20
10-13	4	4	4	3	3	5	4
More than 13	0	0	0	0	0	0	0
I Live Alone	7	5	7	3	9	1	6
Sharing with Roommates	8	3	6	1	6	2	4
Total	100	100	100	100	100	100	100

The Father's Education Level							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Lower Than Secondary School	35	34	30	45	32	37	34
Secondary School/ Community College	25	27	25	30	27	26	27
Bachelor	36	33	40	21	34	33	34
Masters or Higher	4	5	6	4	6	3	5
Total	100	100	100	100	100	100	100

The Mother's Education Level							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Lower Than Secondary School	36	42	34	51	39	41	40
Secondary School/ Community College	35	34	36	31	35	34	35
Bachelor	27	22	27	16	23	24	24
Masters or Higher	2	2	2	2	3	1	2
Total	100	100	100	100	100	100	100

Average Monthly Income of Family—From All Sources; e.g. Rents, Real State, Commerce... etc.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Less than 350 JOD	40	40	35	52	38	43	40
351- 450	19	17	17	20	17	18	18
451 -600	13	17	17	14	17	15	16
601- 850	10	8	10	5	7	10	9
851- 1000	4	5	5	3	5	4	5
1001-1300	1	4	4	2	4	2	3
1301- 1500	2	2	3	1	2	2	2
1501- 1800	1	1	1	1	1		1
More than 1800 JOD	10	5	9	3	9	4	7
Total	100	100	100	100	100	100	100

The Primary Reasons for Selecting a Major of Study							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Availability of Grants for this Major of Study	1	3	2	4	1	3	2
Guidance from Parents	5	5	6	4	5	5	5
Secondary School GPA	9	4	6	4	4	8	6
For Considerations Related to the Labor Market	6	11	9	11	10	9	9
My Own Interest in the Major	75	74	76	71	76	72	74
Others	4	3	2	6	4	3	3
Toal	100	100	100	100	100	100	100

Have You Faced Difficulties in the Certifying Process of Secondary School Certificates When Applying for Universities?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	8	7	6	10	7	8	7
No	92	93	94	90	93	92	93
Total	100	100	100	100	100	100	100

Do You Currently Have a Paid Job?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes, on Weekdays-Sunday to Thursday	3	6	4	6	8	2	5
Yes, During the Weekend-Friday and Saturday	2	4	3	4	5	2	4
Yes, Sometimes on the Weekdays and Some Other Times During the Weekends	4	7	7	5	9	2	6
Yes, Every Weekend	4	6	4	7	8	2	5
No, I Do Not Work at All	88	77	81	78	70	92	80
Total	100	100	100	100	100	100	100

Who Covers Your Education Expenses?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
My Family/ Myself	72	76	78	68	76	72	74
European Organizations	14	11	10	16	12	13	12
Private Donors	10	9	9	11	9	10	10
Others	2	2	2	2	2	3	2

Jordanian Government	0			1			1
Other Int'l Organizations—Any NGOs from Countries Other than Europe	1	1	1	1	1	1	1
Int'l Organizations; e.g. UNDP, UNESCO	1	1	0	1	1	1	1
Total	100	100	100	100	100	100	100

For the Respondents Who Answered with “Yes” for: “I Receive Grant(s) to Cover My Education Expenses”, How Did They Know About These Grant(s)?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Through the Social Media	0	3	2	1	3	1	2
Through the Donors' Websites	9	7	7	8	7	8	7
Through Family, Relatives, and Friends	22	27	25	27	27	24	26
Through the UNHCR	34	27	30	27	26	33	29
Through Other Resources	34	36	35	37	37	34	36
Total	100	100	100	100	100	100	100

I Feel That My Professors at University Treat Me Equally and the Rest of the Students.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	95	94	94	96	94	96	95
No	4	4	4	3	4	3	4
I Do Not Know	0	2	2	1	2	1	1
Total	100	100	100	100	100	100	100

Satisfaction with the Performance of the Admission and Registration Departments at University.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Satisfied to a Great Extent	25	33	29	33	30	30	30
Satisfied to an Average Extent	51	53	52	52	52	53	52
Just Satisfied	13	9	11	8	11	10	10
Not Satisfied	11	6	8	6	8	6	7
Total	100	100	100	100	100	100	100

Satisfaction with the Administrative Staff Performance at University.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Satisfied to a Great Extent	30	33	30	36	31	32	32
Satisfied to an Average Extent	41	44	44	41	42	45	43
Just Satisfied	6	6	7	5	7	6	6
Not Satisfied	4	5	5	4	7	2	4
I Have Not Interacted with Them	19	12	15	13	13	15	14
Total	100	100	100	100	100	100	100

Primary Purpose for Enrolling in University Education.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Obtain a Better Job in the Future	52	46	48	47	48	48	48
Achieve a Distinguished Social Status	11	14	13	13	11	15	13

The Educational Challenge

Improve the Economic and Financial Situation and That of the Family	8	14	11	15	13	11	12
Satisfy the Parents and Family	5	3	4	1	4	2	3
Create Self-Knowledge and High Culture	21	20	20	22	20	21	20
Others	2	3	3	2	3	2	3
Total	100	100	100	100	100	100	100

Difficulties Faced by Students, Before Enrollment at University, That Could Have Denied Them Admission.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Have Not Faced Any Difficulties	50	47	52	40	49	45	48
Financial Status	28	37	33	38	32	37	34
High Tuition and Education Expenses	4	2	3	3	3	3	3
Lack of Grants	4	3	2	5	2	4	3
Obtaining Identification Documents	6	4	4	5	5	4	5
Others	7	8	7	9	9	6	7
Total	100	100	100	100	100	100	100

Difficulties That Result in the Syrian Students Being Denied an Admission—from the Student's Perspective.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Financial Status of the Student and Their Family	57	59	58	59	59	57	58
High Tuitions and Fees	14	11	13	9	11	13	12
Lack of Grants	7	5	5	8	5	6	6
Obtain Identification Documents and Certifying the Secondary School Certificate	6	7	6	8	7	6	6
Lack of the Student's English Language, and the Different Curricula in Syria	2	2	3	1	2	2	2
Ineligible Due to Low Secondary School GPA From Syria	3	2	2	2	2	3	2
Difficulties in Leaving the Syrian Refugee Camps	0	0	0	1	0	0	0
Refused to Answer/ I Do Not Know	7	6	7	6	7	6	6
Long Distance Between the Place of Resident and University	1	1	1	1	1	1	1
Personal Reasons	1	1	1	1	1	1	1
Others	3	6	5	4	5	4	5
Total	100	100	100	100	100	100	100

Facing Difficulties in Covering Education Expenses—Tuition and Life Expenses.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	47	50	48	51	50	48	49
No	53	50	52	49	50	52	51
Total	100	100	100	100	100	100	100

How Do Students Overcome Their Difficulties?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Through University Payment Plans	0	4	4	1	1	5	3
Through Reducing/ Cutting Other Personal Expenses	4	3	4	2	3	4	4
Through Applying for Grants and Scholarships	6	4	4	6	5	4	5
Have not Yet Overcome the Financial Difficulties	2	6	5	5	5	5	5
Through Postponing Their Education	14	6	7	10	6	10	8
Through Work or Through Increasing Working Hours	19	25	22	26	30	15	23
Through Family, Friends, and Relatives Support	34	22	27	23	23	29	26
Through Loans and Checks Deferred	21	29	25	28	25	27	26
Total	100	100	100	100	100	100	100

In Your Opinion, Do You Think That the Curricula and Courses Which You Study Fit Your Academic Level?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Fits to a High Extent	49	46	47	47	45	50	47
Fits to a Medium Extent	48	48	48	47	50	45	48
Just Fits	2	4	3	5	4	3	4
Does not Fit at All/ Extremely Difficult	1	2	2	1	1	2	1
Total	100	100	100	100	100	100	100

Does the Major You Study Require Sufficient Knowledge in a Language Other Than Arabic?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	83	83	94	59	87	78	83
No	17	17	6	41	13	22	17
Total	100	100	100	100	100	100	100

Is the Non-Arabic Language, Used as Medium of Instruction, an Obstacle for You?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes, in Many Cases	4	8	7	7	6	8	7
Yes, in Some Cases	33	37	35	37	35	36	35
No, Not at All	63	56	58	56	59	56	58
Total	100	100	100	100	100	100	100

Most of My University Friends are...							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Syrian Students	7	11	10	8	9	10	10
Jordanian Students	54	33	38	41	41	36	39
Syrian and Jordanian Students	36	52	46	48	45	50	47
Arab Students; Non-Jordanians/ Non-Syrians	3	5	5	3	5	4	4
Total	100	100	100	100	100	100	100

If You Have a Problem on Campus Related to the Way You Are Being Treated by Other Students, Who Would You Seek Help from?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Admission and Registration Department	1	1	1	0	1	1	1
Syrian Community and the Dept. of International Students	2	0	1	1	1	0	1
Student Scholarship Officer	1	1	1	2	1	2	1
Others	1	1	1	1	1	1	1
Educational Advisor	1	2	2	0	1	2	2
I Do Not Know	4	2	2	2	2	3	2
Friends and Family	7	5	6	6	6	5	6
University Security	7	5	6	4	7	4	6
Faculty Member	8	12	8	16	6	15	10
Deanship of Student Affairs	9	13	11	12	13	9	12
University Administrative; e.g. President, Dean, Vice-President	24	30	28	29	27	29	28
I Do Not Go to Anyone and Solve it Personally	35	29	33	26	33	28	31
Total	100	100	100	100	100	100	100

If You Have a Problem on Campus Related to the Way You Are Being Treated by One of Your Instructors, Who Would You Seek Help from?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Student Scholarship Officer	1	1	1	1	0	1	1
Others	2	0	1	0	1	1	1
Syrian Community, Family, and Friends	2	1	1	2	1	2	1
I Do Not Know	4	2	3	2	3	2	3
Faculty Member	3	4	3	3	4	3	3
Head of Department	16	13	12	16	14	14	14
I Talk with The Instructor	27	17	20	20	19	22	20
University Administrative; e.g. President, Dean, Vice-President	46	62	58	56	59	56	57
Total	100	100	100	100	100	100	100

If You Have a Problem on Campus Related to the Way You Are Being Treated by One of the Administrative Staff, Who Would You Seek Help from?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Faculty Member	0	1	1	1	1	1	1
Others	1	1	1	1	1	1	1
Friends and Family	2	1	1	1	1	1	1
I Solve it Personally	3	1	1	1	1	1	1
Student Scholarship Officer	2	1	1	1	1	2	1
University Security	3	3	3	3	2	3	3
I Do Not Know	8	4	5	5	4	6	5
Dean of Student Affairs	9	12	12	8	13	9	11
I Do Not Go to Anyone	17	16	16	16	15	17	16
His Manager	20	14	16	15	17	14	16
University Administrative; e.g. President, Dean, Vice-President	37	47	42	48	44	44	44
Total	100	100	100	100	100	100	100

Have You Ever Had a Problem on-Campus?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	4	7	7	4	7	5	6
No	96	93	93	96	93	95	94
Total	100	100	100	100	100	100	100

Who Did You Seek Help from to Solve the Problem?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
University Administrative; e.g. President, Dean, Vice-President	27	62	59	37	56	53	54
Friends and Students on Campus	23	3	7	8	4	12	7
One of My Instructors	15	12	12	14	13	11	12
University Security	0	7	7	0	8	2	6
I Do Not Go to Anyone	30	14	11	39	19	15	18
Others	5	2	3	2	1	6	3
Total	100	100	100	100	100	100	100

Participation in Communication and Life Skills Courses on Campus.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	28	25	27	25	27	25	26
No	72	75	73	75	73	75	74
Total	100	100	100	100	100	100	100

What Is Your Assessment for the Level and Quality of the Major You Study at University? In Terms of: Preparing and Qualifying Students to the Labor Market.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Very Good	35	28	30	29	28	32	30
Good	51	56	54	57	54	55	55
Bad	10	10	11	9	12	8	10
Very Bad	2	2	2	2	3	2	2
I Do Not Know	2	4	3	3	3	3	3
Total	100	100	100	100	100	100	100

What Is Your Assessment for the Level and Quality of the Major You Study at University? In Terms of: Teaching Students Life Skills and Dealing with Others Outside the Academic Framework.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Very Good	23	26	24	26	24	26	25
Good	55	57	56	57	55	58	56
Bad	16	10	13	9	15	9	12
Very Bad	4	4	4	4	4	3	4
I Do Not Know	2	4	3	4	2	5	3
Total	100	100	100	100	100	100	100

What Is Your Assessment for the Level and Quality of the Major You Study at University? In Terms of: Providing Courses Related to Writing Skills, Job Search, and Preparations for Interviews.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Very Good	14	18	17	18	17	17	17
Good	36	43	41	41	42	39	41
Bad	23	20	21	20	21	20	21
Very Bad	11	7	9	7	9	8	8
I Do Not Know	16	12	13	13	11	15	13
Total	100	100	100	100	100	100	100

What Do Syrian Students Think About Their Future After Graduation from Universities?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Others	1	0	0	1	0	0	1
To Work in Syria	5	5	5	5	5	5	5
To Work in Another Country	16	14	17	10	19	10	15
I Do Not Know; I have Not Decided Yet	13	17	16	16	18	14	15
To Continue My Graduate Studies Abroad	21	19	22	14	22	16	19
To Work in Jordan	19	23	20	24	18	26	21
To Continue My Graduate Studies in Jordan	26	22	19	31	18	29	23
Total	100	100	100	100	100	100	100

Have You Ever Traveled Abroad for Work, Residence, or Study?—Outside of Jordan and Syria.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes	38	38	43	26	46	28	38
No	62	62	57	74	54	72	62
Total	100	100	100	100	100	100	100

Have you Thought—Are You Thinking—About Living or Emigrating from Jordan?							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Yes; Period Undecided Yet	3	3	3	1	3	2	3
Yes; for a Period of Time	2	3	2	3	2	3	3
Yes; to Travel Back to Syria	4	6	5	6	6	5	5
Yes; Permanently to an Arab Country	14	11	13	8	13	10	12
No	39	37	35	43	30	46	38
Yes; Permanently to a European Country	38	41	41	38	45	34	40
Total	100	100	100	100	100	100	100
The Primary Reason Syrian Students Think About Living Abroad.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Security Issues	55	62	57	67	59	61	60
Economic Issues	24	14	19	13	18	16	17
Family Issues	13	10	13	6	9	14	11
Education Issues	6	11	9	11	11	7	9
Other Reasons	2	3	3	3	4	1	3
Total	100	100	100	100	100	100	100

Satisfaction with The Major of Study.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Satisfied to a Great Extent	79	74	78	72	77	75	76
Satisfied to an Average Extent	18	21	19	22	19	21	20
Just Satisfied	1	3	2	3	3	1	2
Not Satisfied at All	2	2	1	4	1	3	2
Total	100	100	100	100	100	100	100

Satisfaction with The University.							
	Type of University		College		Gender		Total
	Public	Private	Sciences	Humanities	Male	Female	
Satisfied to a Great Extent	64	52	55	56	53	58	55
Satisfied to an Average Extent	30	39	37	36	37	36	36
Just Satisfied	4	6	5	5	6	4	5
Not Satisfied at All	2	3	2	3	3	2	3
Total	100	100	100	100	100	100	100

