Education Interrupted: Enrollment, Attainment, and Dropout of Syrian Refugees in Jordan

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Supplemental material

Details on qualitative methods

The qualitative interviews were designed to complement the 2016 JLMPS. The interview guide adopted a modified life-history approach,[i] beginning with a brief discussion of respondents' lives in Syria and their experience of arrival to Jordan. Then, respondents were asked about each location in which they had lived since their arrival to Jordan and their experiences with schooling, employment, and marriage in each location. The qualitative fieldwork was conducted in two Jordanian governorates that host the highest percentage of registered Syrian refugees living in host communities (UNHCR, 2018). Mafraq is located in the North near the Syrian border and contains the Zaatari refugee camp, through which most refugees entered Jordan. The second site was in Eastern Amman, on the outskirts of the capital city. Interviews were conducted in November 2017.[ii] We adopted a purposive sampling strategy based on gender, age group, and youths' experiences of the transition to adulthood in terms of education, marriage and employment. Within the 15 – 18 (N=33) age group, we sampled for

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youth who were in and out of school. Within both the 15 – 18 and 19 – 29 (N=38) age groups, we aimed to capture diversity in youth's employment and marital status.

The field team transcribed the interviews verbatim in their original language (the Syrian and Jordanian dialects of Arabic). To develop the thematic codebook, the authors separately coded a small subset of interviews using an open coding approach in which codes were derived from the data. We then reviewed the initial codebook together to identify common codes across the interviews, discuss a common understanding of codes, and group codes into families and themes. We proceeded to code the full set of interviews in Dedoose, adding codes as needed until saturation was reached.

We also used memos to summarize the life story of each respondent from the time of their arrival in Jordan. In order to compare trajectories across respondents, we kept an Excel sheet tracking each residential move the respondent made while in Jordan and their school, work, and marital status in each location. Using these summaries, we further analyzed the educational trajectories of respondents by age group and gender in order to account for the differential impact of conflict and displacement on sub-groups of youth.

Retrospective questions

Migration

- How many times did you move? (1-15; 98 if don't know) [repeat following questions for each move]
- Did you move inside or outside Jordan?
- When did you move (1900-2016; 9998 if don't know)?

Personal biography – education

- What year did you start your education for the first time? (starting grade 1) (** the interviewer should select N/A in case the individual did not go to school at all. Dropdown menu (1930-2016) Don't know: 9998, Not applicable: 9999)
- How old were you when you started your education for the first time? Age: (*If don't know, 98)
- Did you discontinue your education for a period longer than 6 months and then resume? (1. Yes 2. No 98. Don't know)
- What year did you discontinue your education for the first time? (1930-2016, if don't know: 9998)
- What year did you resume your education after the first break? (1930-2016, if don't know: 9998)
- What year did you complete or leave your education? (1930-2016, Don't know: 9998)
- How old were you when you completed your education?   Age: (*If don't know, 98)

Education section – details by level

- Do (or did) you go to school? (1. never been, 2. have been to school in the past, 3. studying at present)
- What is the highest level of schooling you entered and what grade did you complete successfully in that level?
- What year did you complete your post graduate degree? (1930-2016, don't know: 9998, N/A 9999; check against personal biography)
- How old were you when you completed your post graduate degree? Age: (15-90, 98 if don't know, N/A 99)
- What year did you start your university or intermediate diploma education? (1930-2016, 9998 if don't know)
- How old were you when you started your university or intermediate diploma education? Age: (15-90, 98 if don't know)

- What year did you complete your university or intermediate diploma education? (1930-2016, 9998 if don't know, N/A 9999)
- How old were you when you completed your university or intermediate diploma education? Age: (15-90, 98 if don't know, N/A 99)
- What year did you complete your vocational or secondary education? (1930-2016, 9998 if don't know, N/A 9999)
- How old were you when you completed your vocational or secondary education? Age: (15-90, 98 if don't know, N/A 99)
- What year did you complete your basic education? (1930-2016, 9998 if don't know, N/A 9999)
- How old were you when you completed your basic education? Age: (15-90, 98 if don't know, N/A 99)

If an individual has never attended school, we impute that their grade zero occurred during the calendar year they were 6 years old. We assume individuals progressed annually from their start year and then adjust their end year of levels where we have end data, if the dates differ from annual progression. If there was an interruption of schooling (the data capture interruptions of about six months or longer) the starting and ending years that the individual experienced an interruption from school were used to adjust the calendar year corresponding to subsequent grades.

Table A3. Sample by single year of age, nationality, and data source

Age (in years)	Jordanians 2016	Syrians in Jordan 2016	Syrians 2009
6	554	93	3,653
7	557	82	3,254
8	604	79	3,191
9	647	100	3,392
10	627	84	3,185
11	572	88	3,131
12	551	78	3,063
13	561	65	3,284
14	573	61	2,921
15	547	76	3,034
16	572	52	2,837
17	567	44	2,796
18	558	40	2,743
19	585	55	2,412
20	601	48	2,513
21	615	31	2,382
22	614	44	2,339
23	552	34	2,354
24	597	35	2,318
Total	11,054	1,189	54,802

Source: Authors' calculations based on JLMPS 2016 and PAPFAM 2009

Figure A1. Proportion in school by grade and on time start year, Syrians in Jordan in 2016, aged 6-24
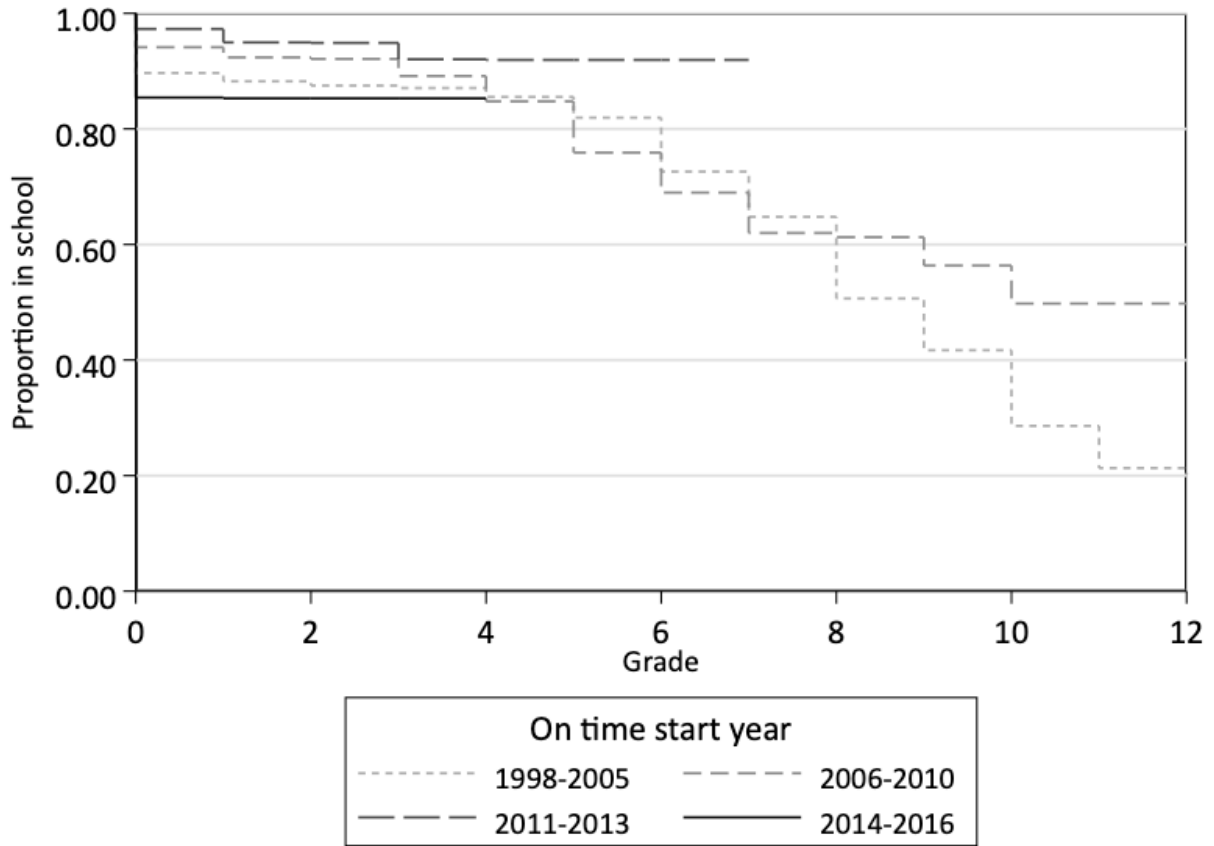
Notes: Showing through grade 12 based on ages 6-24 in 2016. Based on Kaplan-Meier survivor function. On-time start year is the year a child would have entered school if she entered on time (age six). For example, a child born in 2000 would have an on time start year of 2006.
Source: Authors' calculations based on JLMPS 2016

References

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[i] For more information see Sieverding et al. (2018).
[ii] For more information on recruitment and ethical approvals see Sieverding et al. (2018).