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Date of Graduation (Month Year): **June 2019**

School and Department: **Graduate School of Education
Department of International & Comparative Education**

Thesis Advisor: **Dr. Gihan Osman**

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This is to inform you that I reviewed your revised research proposal entitled "Understanding the Experiences of K-12 ESL Teachers Teaching Refugees in Cairo: The Case of Sudanese and Syrian Community Schools" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

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Dr. Atta Gebril
IRB chair, The American University in Cairo
2046 HUSS Building
T: 02-26151919
Email: agebril@aucegypt.edu

Institutional Review Board
The American University in Cairo
AUC Avenue, P.O. Box 74
New Cairo 11835, Egypt.
tel 20.2.2615.1000
fax 20.2.27957565
Email: aucirb@aucegypt.edu

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Thesis Supervisor:

Name: Dr. Gihan Osman
Title: Assistant Professor
Department: International & Comparative Education
Institution: AUC
Signature: *Gihan Osman* Date: 13/5/2019

First reader:

Name: Dr. Thomas Wolsey
Title: Assistant Professor
Department: International & Comparative Education
Institution: AUC
Signature: *Thomas Wolsey* Date: 13/5/2019

Second reader:

Name: Dr. Ibrahim Karkouti
Title: Assistant Professor
Department: International & Comparative Education
Institution: AUC
Signature: *Ibrahim Karkouti* Date: 13/05/2019

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**Understanding the Experiences of K-12 ESL Teachers Teaching Refugees in Cairo:
The Case of Sudanese and Syrian Community Schools**

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
Masters of Arts in International and Comparative Education

By Diane J. Lakah

Under the supervision of Dr. Gihan Osman

The American University in Cairo
Graduate School of Education

Spring 2019

Abstract

The refugee crisis has become a global crisis and concern. Refugees flee their country of origin and seek refuge in host countries, where they need to survive in a new society and culture. English language is an international language and refugees in Egypt aspire to resettle in a developed country like the United States of America or Canada where English language is a necessity for them to communicate and find job opportunities to advance their socio-economic standard. The purpose of this study is to explore and understand in depth the aspects that shape the experiences, perceptions, and roles of English as Second Language teachers of kindergarten through twelve (K-12) for Sudanese and Syrian refugees in Cairo. This study is a qualitative multi-case study that was conducted in two community learning centers in Cairo, one for Sudanese and the other for Syrians. Semi-structured interviews were conducted face to face with the participants of both learning centers as well as the researcher's non participant observations. The study critically examines the challenges and problems the ESL teachers face with their refugee students in these two learning centers, their attitudes and the approaches they use to deal them. In addition, it compares and contrasts between the two case studies. Findings of this research have shed light on the vital importance of preparing the pre-service and in-service ESL teachers with refugee education so that they can support and help their students to overcome their psychological traumas and ensure their emotional well-being in order to achieve academic advancements. Furthermore, the study sheds light on the vital importance of enhancing peace education and global education and multiculturalism through the education sector to enhance the harmony between the natives of the host country and the refugees.

EXPERIENCES OF ESL TEACHERS OF REFUGEES IN CAIRO

Keywords: Refugees, Education, Syrian Refugees, Sudanese Refugees, ESL Teachers

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List of Abbreviations

CAPMAS: Center Agency for Public Mobilization and Statistics

CBE: Calgary Board of Education

CRS: Catholic Relief Services

CRT: Culture Relevant Teaching

ECTE: Early Childhood Teaching Education

ESL: English as a Second Language

HCC: Heliopolis Community Church

ID: Internally Displaced

IRB: Institutional Review Board

K-12: Kindergarten through twelve

KG: Kindergarten

LEAD: Literacy, English, and Academic Development

LLRB: Low Literacy Refugee-background

MDGs: Millennium Development Goals

NGO: Non Governmental Organization

OAU: Organization of African Unity

RAS: Refugee Action Support Program

RITeS: Refugee Into Teaching in Scotland

SDCLC: The Sudanese Displaced Children Learning Center

TDH: Terres Des Hommes

TESOL: Teaching English to Speakers of Other Languages

EXPERIENCES OF ESL TEACHERS OF REFUGEES IN CAIRO

UNHCR: United Nations High Commissioner for Refugees

UNICEF: United Nations International Children's Emergency Fund

Chapter 1. Introduction

The twenty-first century is an era where violence is constantly growing; merciless violations of human rights, relentless ethnic conflicts, nuclear warfare threat, ruthless exploitation of children and an increasing gap between the poor and the rich (Kirkwood-Tucker, 2014). The refugee crisis has become one of those current global concerns; the forcibly displaced populations have increased by 2.9 million globally from 2016 to 2017 (UNHCR, 2018). In 2017, the number of new people forced to flee their homes was equivalent to an average of 44,400 persons per day. By the end of 2017, 3.1 million asylum-seekers were waiting for approval of their legal papers (UNHCR, 2018). Around half of them are in developing regions that had already hosted 16.9 million people, which is 85 percent of the world's refugees under the UNHCR's mandate (UNHCR, 2018). This has caused an enormous impact and burden on the neighboring countries. For instance, Syrian refugees in Lebanon constitute four million, which is more than twenty five percent of Lebanon's population. Other countries are closing their borders to new arrivals as a result of these enormous numbers (Martin, 2016).

There are many forms of solidarity among countries to support the global refugee crisis, among which are financial, geographical and political responsibilities. First, countries share the financial burden of the countries that host refugees by humanitarian aid system organized by international agencies, such as the UN High Commissioner for Refugees (UNHCR) and nongovernmental organizations (NGOs). Second, geographical solidarity responsibility is shared by countries that physically host refugees and provide asylum to those who cross international borders. Finally, political solidarity responsibility is expressed when countries participate together trying to solve the root of the large-scale displacement which is intervening in conflicts that caused the mass displacement (Martin, 2016). Nevertheless, these solidarities may be currently decreasing or even lacking due to the increasing massive crisis, whether due to war, conflict or natural disasters, that the world has seldom seen in history (Martin, 2016).

Refugees are forced to flee from their countries and seek refuge in host countries where they struggle to survive, find jobs to support their families, register their children

in schools, adapt to the new country's environment, culture, weather, language and socialize with their new community in order to become integrated.

Statement of the Problem

As a result of their circumstances, refugee students are very often disadvantaged by interrupted and limited prior schooling, by their psychological trauma, by their low first language literacy as well as by their physical health problems. Due to the lack of enrollment in schools, many refugee children might also know little about school disciplines, rituals, organizational skills, time management or socialization with others. These deficiencies create major problems for them, for their teachers, for their schools and ultimately for the communities they belong to (Clifford, Rhodes, & Paxton, 2014; Smolen, Zhang, & Detwiler, 2013). Furthermore, refugee students in the same classrooms of the host country arrive from different countries and thus exhibit differences in academic levels, ethnicity, religion, culture and the horrific past experiences of war, conflict, natural disasters or discrimination that had forced them to flee from their own countries and struggle to find refuge in another country. This situation is very challenging for their teachers who have to cater teaching strategies to diverse learners (Gichiru, 2012). Besides, the language barrier in the host country is a great challenge that can impede their academic advancement.

Purpose of the Study

This study is intended to explore and better understand the factors that shape the experiences, roles, and perceptions of teachers of kindergarten through twelve (K-12) who teach English as a second language (ESL) for Sudanese and Syrian refugees in Cairo. One of the objectives of this research is to examine these teachers' skills, qualifications, years of teaching experience and their knowledge about the critical situation of their refugee students.

Another objective is to identify and critically analyze the challenges the ESL teachers face with their refugee students, their attitudes, and the strategies they use to deal with such challenges. Finally, the research also aims at comparing, and contrasting between the two educational experiences that ESL teachers face with Sudanese and

Syrian refugee students in order to find means to help resolve the challenges these ESL teachers face.

No studies were found in the literature review that tackled the factors which shape the roles and experiences of ESL teachers who teach K-12 Sudanese and Syrian refugees in community learning centers in Cairo. Hence, this study sheds light on their experiences.

Significance of the Study

In light of the current political crises in many parts of the world, refugee children and adults find themselves displaced in foreign countries and have to struggle with new demands in order to survive. English is a global language, and thus being able to communicate effectively in English is a necessity for refugees to help them adapt, assimilate, and integrate into a new society where the English language is a necessity. Learning English, in this case, increases the chances for the refugees to pursue education, to have better opportunities in the labor markets, and to advance their social and economic levels. A large number of the younger refugee students have low English literacy levels, and due to their circumstances, they might also have had interrupted schooling. This problem represents a great challenge for the host country if the English language is required, for the educational sector, for the teachers as well as for the refugees themselves (Clifford, Rhodes & Paxton, 2014; Smolen, Zhang & Detwiler, 2013).

In Egypt, English language is an important part of the Egyptian education national curriculum; however, many refugee students lack adequate English skills to pursue their studies. Moreover, sometimes refugee adults want to teach other refugees from their own community English in the refugee community schools, but their English language proficiency is weak (Wachob & Williams, 2010).

Teachers who teach ESL to refugees have to deal with various problems that ESL teachers for other students do not have to deal with. The reason is that refugees are forced to leave their countries in very tormenting circumstances that leave severe effects on their psychological state and consequently have negative impacts on their academic achievements. Thus exploring the factors that shape the experiences and roles of ESL

teachers for refugee students will give valuable insight for all educators, school personnel, social workers, education psychologists and all the education community to understand the challenges and struggles these teachers go through and try to find good practices and solutions while dealing with their refugee students. Frequently refugee students arrive to the host country with disrupted schooling; poor English linguistic abilities or they may not have ever been enrolled in a school. ESL teachers need to receive constant professional support to raise their awareness about the cultural background of the refugees and pedagogical knowledge to enable them to meet the needs of their refugee students.

This study aims to better understand the reality of what shapes the experience of ESL teachers and their roles with their Sudanese and Syrian refugees in Cairo as well as the challenges they face.

Overview of the Methodology

This is a qualitative, multi-case study, which seeks to understand and explore the factors that shape the experiences and roles of K-12 teachers who teach ESL for Sudanese and Syrian refugee students in two different learning centers in Cairo. The study's aim is not to generalize the findings to the rest of the population, but rather to explore individual experiences (Yin, 2003). It involves two learning contexts. A Sudanese independent center, named The Sudanese Displaced Children's Learning Center, including kindergarten, junior and senior levels, and a Syrian community center named Syria Elghad Learning Center for KG1 and KG2 primary and preparatory levels.

The sample is a purposeful sampling targeting ESL K-12 teacher, the principal of each school, and two parents of refugee students from each learning center. The data collection included visits to the learning centers, unstructured class observations and face to face semi-structured interviews that have open-ended ones to enable the flow of the conversation (Yin, 2003).

Researcher Positionality

The interest in conducting this research stems from the profession of the researcher as an instructor of English as a Second Language at the American University in Cairo where the researcher encounters a diversity of adult students as well as high

school students (grades eleven and twelve) including refugee students. Based on experience, the researcher realizes that teaching refugee students is different from teaching other students. There is an urgent need to better understand the past histories of refugee students whether academically, socially and even psychologically in order to customize the lesson plans to be relevant to them and meet their needs. For instance, the writing assignments would be more beneficial if the topics are related to their lives or their future hopes and aspirations, thereby making learning motivating and significant to them. The oral communication sessions where discussions, debates, role plays, and presentations are practiced need to be an opportunity for the refugee students to freely express their views, ideas and talk about their home countries, culture, interests or even their past experiences.

Moreover, learning a second language can be very frustrating and embarrassing for refugee students because of their critical situation of being refugees. However, when learning is customized, and meets the needs of the diverse students including the refugees by making the material relevant to their needs and culture, students become motivated. Besides, what they learn becomes significant to them so that academic and linguistic improvement is achieved. Finally, refugee students may have different purposes for learning English; some of them want to improve their language for academic reasons, others to find a better job opportunity and improve their socio-economic level, some others need the English language for immigration purposes.

In the light of all these reasons, the researcher believes that the way teachers perceive, react, and deal with diverse students and specifically refugee students can have a great impact on their motivation to learn, on their personalities, self-confidence, self-esteem, academic progress, and their whole future career. Therefore, this study is part of the researcher's professional interest that inquiries into what educators can learn from individual experiences of ESL teachers who teach refugees. This study can also help other educators in raising their awareness of the refugee students' needs while learning a new language and what is required in order to meet these needs.

Definitions of Terms Used in the Study

Main terms in this study are “literacy,” the “United Nations High Commissioner for Refugees (UNHCR)”, and “refugees.” Thus, it is important to present definitions as employed in this study.

Literacy.

The term “literacy” has been evolving throughout the years and has developed from a set of tangible skills related to the cognitive skills of reading and writing to include numeracy and calculations. The skill-driven concept evolved to using these skills in ways that contribute to socio-economic development and developing the capacity for social awareness and critical reflection as a basis for social and personal change. The concept of literacy as a skill does not only include reading, writing and oral skills as in past years, but it has become also applying and practicing these skills in “relevant” ways. In other words, literacy is “functional” and this emphasizes the impact of literacy on socio-economic development. Moreover, as individuals learn, they become literate and thus literacy is an active learning process and not a product of a limited, focused intervention. Finally, literacy is to be able to understand texts which are diverse in subject, genre, complexity of language used and content (UNESCO, 2006).

In addition, there are various kinds of literacy, for instance computer literacy, critical literacy, visual literacy, media literacy and culture disciplinary literacy. Therefore, literacy is a way to learn and to participate in the world (Fuller, 2016).

The United Nations High Commissioner for Refugees (UNHCR).

The United nations High Commissioner for Refugees is a United Nations program with the mandate to protect the forcibly displaced people physically, politically and socially. Its objectives are to resolve their problems and assist in their resettlement to a third country. It also assists in their integration in the host country or their voluntary repatriation. Its main goal is to ensure their well-being and rights as refugees.

One of the important responsibilities of UNHCR is to support refugees and internally displaced (IDs) people and enable them to rebuild their lives through durable solutions. Furthermore, its mandate is to provide humanitarian assistance to refugees like for instance, water, food, and shelter, as well as education (UNHCR, 2018). It aims at

improving the quality of education for refugees by training teachers, ensuring a safe learning environment in the schools of the refugee students and integrating them into the national education systems wherever possible. This is accomplished in coordination with the governments of countries where the refugees reside. Therefore refugee education depends on policies, laws and practices in place in each national context (Dryden-Peterson, 2016).

Refugee.

According to the 1951 Convention Relating to the Status of Refugees, and its Protocol in 1967 (UNHCR, 2010), the definition of a refugee is:

“Any person who, owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside of the country of his nationality and is unable, or owing to such fear, is unwilling to avail himself to the protection of that country” (Convention Relating to the Status of Refugees, 1951, p.14).

Organization of the Study

Chapter one provides the background of the research, including its significance, rationale, and context. Chapter two is a literature review of the refugees' global crises and its global effects on the refugees, and on the host countries' educational systems as well as examples of international good practices in the education sector for refugees. Chapter three illustrates the methodology of the study and the research design. The findings of the study are mentioned in chapter four, and chapter five tackles the discussions of these findings. It also includes the limitations of the study, further research needed, recommendations, and conclusion.

Chapter 2. Literature Review

Education empowers the upcoming generations and engages them to resolve local and global problems. In fact, education goes beyond developing knowledge as it includes cultural, social, political, environmental and economic dimensions (Kopish, 2016).

Education also transforms the individual's status from passive to active and enhances self-efficacy, self-confidence and motivation to pursue education and advance. This opens work opportunities that advance the individual's socio-economic status (Hiegemann, 2013).

Refugee Education

The importance of education for refugees.

Education is an important aspect that plays a huge role the economic growth and stability of any society. It is vital in the modern, industrialized world. Besides, people need education to be able to advance their socio-economic personal lives. In most societies, refugees are considered a disadvantaged and marginalized group and this also applies for the education sector. However, education for refugees can enable them to become integrated locally in the host countries, resettle to another state or even voluntarily repatriate. It is the key to improving their socioeconomic status. It thereby also reinforces their self-dignity and they become productive citizens in the new host country (Naidoo, 2012).

Moreover, education for refugees need to be prioritized because it is every child's right. Hence, it is the duty of all the national, international organizations, host governments, as well as the international community to help refugee children access their right to education (Save the Children, 2018). Education is the power for change, and through knowledge refugees will develop mentally and become productive citizens in the host country (Save the Children, 2018). Moreover, education helps them to cope in their new environment, communicate with the natives of the host country, feel safe, and hope for a better future life (Save the Children, 2018).

Legal framework.

The Convention Relating to the Status of Refugees preceded other human rights conventions, and the importance and role of education has been globally acknowledged. The right to education in the international refugee law recognizes the significant role that education plays. Among these rights are children's right to education (Mweni, 2018). The 1948 Universal Declaration of Human Rights, The United Nations Convention Relating to the Status of Refugees of 1951, in addition to the United Convention on the Rights of a Child distinctly provide the right to every individual to access educational opportunities and to have free elementary education (Mweni, 2018).

Article 22 of the 1951 Convention states the right to education is for all children, including refugees (UNHCR, 2010). These rights are also socio-economic, political and physical protection rights that impose obligations on member states of the Refugee Convention and the host states (Mweni, 2018). Accordingly, all countries that sign this convention should grant refugees the same treatment that they accord to their nationals with respect to elementary education. Moreover, these countries should give refugees their rights including education besides the elementary education (Dryden-Peterson, 2016).

In 2015, UNHCR provided 11,920 African and Iraqi refugee and asylum-seeking students in Egypt educational grants and they were supported in their access to public, private, and refugee community schools in partnership with the Egyptian government. Besides, UNICEF and other implementing partners collaborate with UNHCR in Egypt to support refugee children from grade 1 to grade 12 with education grants in order to assist their enrolment. Moreover, vulnerable families receive additional support to be able to pay for the school uniforms, school supplies and transportation. Besides, education grants are also being granted by UNHCR to children with disabilities to cover their special school fees and needs (UNHCR, 2016).

Challenges of Educating Refugee Children

Despite the human right protections granted under the international laws and the right to access education for everyone, frequently refugee children face substantial challenges to engage education and social integration in schools (Dryden-Peterson,

2016). Refugee children are in a very dangerous and precarious situation as they face the vulnerability of being children and refugees at the same time (Mweni, 2018). Moreover, they are required to adapt to their new environment, new schools, new language, new culture and cope with any discrimination, bullying, and even segregation from their classmates at school (Hart, 2009). Some of these challenges are explained further below:

Literacy issues.

Some refugee students may have had interrupted schooling and others might not have ever had the opportunity to go to school due to the unrest and conflict in their own countries. Consequently, their literacy proficiency is very poor, and they find great difficulties to cope and communicate in the new community and society. Besides, the lack of qualifications required for employment opportunities, the lack of knowledge of the country's workplace, and of the culture are major obstacles that refugees face in the new society (Naidoo, 2012).

Psychological traumas.

Refugees including adults, young people and children experience various forms of traumas which impact their psychological as well as emotional functioning. The refugee children arrive in the host country with traumatic past experiences that they could have witnessed or experienced themselves, some of which might have been extreme stress, fear, violence, persecution, and loss of family members in their own country of origin. In addition, they go through traumas during migration and on arrival to the new country of refuge. These dreadful experiences have adverse impact on their psychological development that frequently hinder their adaptation to their new environment and academic advancement and might frequently result in psychological disorders of post-traumatic stress and post-traumatic stress disorders. Symptoms may result for instance, anxiety, depression, disorganization, agitated behavior, nightmares, intense fear, helplessness, horror, flashbacks and disturbing thoughts. Moreover, memory and concentration are also affected and thus reflected in the children's poor achievements in schools (Hart, 2009).

Refugee children are frequently not given the opportunity to talk about their distressing past experiences and this aggravates their emotional situation and

development. They have to struggle alone to try to understand and become aware of what is happening in their lives, which leads to more anxiety. They are forced to leave their countries and thus leave behind their schools and friends. Also, they are not aware of or in control of all the decisions being made regarding their future (Hart, 2009).

Another factor that might add negatively to the gravity of the refugee children's situation is when their teachers are not understanding or supportive. They might sometimes not give much attention to the students' psychological well-being because they might be more focused on the academic aspects (Hart, 2009). The teachers may also not have any background knowledge about the crisis in the various homelands of all the refugee students in their class or about the reasons that led them to become forcibly displaced to the host country. Another factor may be that the teachers may not have the skills to deal with the critical situation of refugee students. Furthermore, the teachers themselves may be biased against the global refugee crisis in general because they believe it to be a burden on the economy of their own country. Therefore, the teachers' lack of understanding, knowledge, perceptions, expectations and subjective opinions are reflected in their attitudes in class with the refugee students and negatively affect the relationship between them. These may be some of the causes for the refugee children's poor performance.

Culture and language barriers.

Language is an important component in any culture. It does not only play a vital role in it but it is also shaped and influenced by it. It is a symbolic representation of the people because it encompasses their historical and their cultural backgrounds which are exhibited in the way they live and think. We can learn about and understand the culture of people through their language. Everything people say in their language has meanings, designative or connotative or denotative (Jiang, 2000).

Language of instruction in the host country is one of the major problems that refugees encounter when they settle in there. In schools of the host country, the refugee students' academic performance is very much related to the extent they are competent in using and understanding this new language. This language of instruction barrier not only affects their academic advancement but it also affects their cultural integration and

communication with their teachers and classmates because they might feel frustrated or embarrassed (McBrien, 2005). It is a great challenge not only for refugee students who arrive to new countries with limited mother tongue literacy, low proficiency in the language of the host country or the language of instruction in the schools, but also for their teachers who teach and deal with them (Windle & Miller, 2012).

Since language is related to culture refugees need to adapt to their new environment and change in order to integrate in the society. They may adopt the new culture of the host country and merge it with their own original one and this is called acculturation. This is because of the fact that they need to become accepted and integrated in the new society and among the natives; while at the same time, they do not want to dissolve in this new society and its new culture and lose their own identity and culture which includes their customs, traditions, beliefs and values that may be in contradiction with that of the host country. This dilemma and conflict causes them stress, depression and anxiety (McBrien, 2005).

Discrimination and bullying.

Refugee students might suffer from prejudice and discrimination because of race, religion, ethnicity from their teachers, classmates or natives of the host country. Being refugee students in a school in a host country makes them a target for bullying from their peers in school. Consequently, bullying will result in lasting effects on the refugee students' self-confidence, self-efficacy, self-perception, social interactions, achievements, motivations and might end up with an identity crisis. Besides, they themselves may become aggressive towards others, disruptive to the school discipline, or grow to become violent in the future (McBrien, 2005).

Having refugees and new immigrants in a host country can often be regarded as a threat to its resources, different value systems, and even to its security as a response to global terrorism (Lim & Hoot, 2015). This can often result in bullying from natives of the host country. Victimization is an extremely distressing experience, and is worst when the victim is a refugee because bullying might be based on the refugee's ethnic or racial identity (Lim & Hoot, 2015). Ethnic bullying is based on differences in cultural identity or ethnic backgrounds. It is expressed through "direct aggression" like mocking, insults,

offensive references to specific cultural customs, or “indirect aggression” like exclusion from a mainstream group or peers of ethnic differences (Lim & Hoot, 2015). Responses towards bullying can be passive where the victim does not react in a visible manner to the bullying situation; or the defendant can be a non-passive victim and in this case defend himself/herself by reporting to a higher authority when bullied (Lim & Hoot, 2015). Therefore maintaining a safe school environment is of extreme importance as this is directly related to the academic performances of the students (Lim & Hoot, 2015).

Unfamiliar pedagogy.

Despite the fact that student-centered and active learning are the global current teaching approaches, the pedagogical approach and refugee education in many low and middle-income countries is teacher-centered. Teachers lecture the students who are passive receivers and rely on memorizing facts delivered to them by their teachers (Dryden-Peterson, 2016). When refugees from developing countries settle in developed countries and are mainstreamed they are not familiar with the student-centered approach and this represents a great challenge for them (McBrien, 2005).

Academic discrimination and marginalization in school settings.

Frequently refugee students suffer from discrimination or marginalization in the schools of the host countries. The teachers’ lack of differentiated instruction may be the reason for their marginalization. The instructional content of what they learn in the host countries can be difficult to relate to or it can be highly discriminatory and politicized (Dryden-Peterson, 2016).

Teachers are required to provide instruction to ethnically and culturally diverse refugee students in the same class. These students arrive from their country of origin with various levels of competence, academic levels, and learning styles (Aydin, Ozfidan, & Carothers, 2017). Nowadays, the traditional instruction is no longer efficient, therefore, differentiated curriculum need to offer programs to tackle social and emotional needs of these diverse students and at the same time meet their academic needs (Aydin, Ozfidan, & Carothers, 2017).

The Different Types of Refugee Education

Education for refugee children is of extreme importance; it provides security, stability, social support as well as emotional well-being.

This section excludes emergency education for refugees in camps because the main focus of this thesis is on formal education of refugee students in host countries.

Formal education.

Formal education in any country is classroom based, learning is structured and planned. It is usually delivered by trained teachers, especially in developed countries. This is not necessarily always in developing countries, especially in emergency situations, such as refugee influx in substantial numbers into society, such as in the case of Jordan and Lebanon with the Syrian refugee crisis (Save the Children, 2018).

Refugee students who are formally ascribed the status of refugees by the UNHCR in a host country that has signed the 1951 Convention receive formal education in it. The national government of this host country is being regarded responsible according to the agreement. Besides, some private organizations may also cooperate together with the national government to support the refugee education (Dryden-Peterson, 2016). In such cases the refugees receive their formal education in schools by trained teachers through formal programs that are recognized by the host country's authorities.

Inclusive education means integration of refugees in national schools of host countries means using the national curriculum of the country as well as its language for instruction and having the refugees physically present together with the nationals of the country in the same classrooms (Peterson, 1991).

Non-formal education.

Non-formal education for refugee children as well as adults is provided by voluntary groups and private businesses while the national governments play a minor role. In countries of first asylum where refugees' rights are limited, refugee communities are initiated, and these are important sites for refugees to access education. These informal community schools are suitable for the refugee parents who desire a specific kind of education for their children and thus have control on the curriculum being taught

and ensure smaller class sizes. In many cases these curriculums substitute the formal education (Dryden-Peterson, 2016).

Good Practice Strategies for Refugee Education

Teaching immigrant students is different in some important aspects than teaching refugee students. The former tends to immigrate for various reasons for instance to look for better job opportunities or for studies; whereas the latter experience forced expulsion from their homelands in traumatic circumstances.

In the light of the universal refugee crisis, the world needs globally competent teachers who are capable of facilitating the development and skills of young people to become knowledgeable, engaged and globally competent citizens (Kopish, 2016). This highlights the importance and necessity of understanding that educators teaching refugee students have to take into consideration that their students' refugees have experienced extremely harsh living conditions from violence and wars in their own countries (Berumen& Silva, 2014).

Restorative teaching practices.

Language is usually the main barrier for refugee students. In the “restorative teaching practices,” therefore the curriculum taught to the students needs to be relevant to their present life circumstances and responsive to their altering needs in the host country. It basically enhances relationship building between teachers and refugee students (Fuller, 2016).

“Restorative teaching practices” are specific practices that have been successfully practiced in New Zealand and in Canada to help refugee students acquire the host country’s language. “Restorative teaching practices” develop empathy for both teachers and students as they enable the teachers to teach and live well with the students from refugee contexts by building positive relationships, recognizing and addressing their diverse needs. They include three practices: “teatime”, “morning pages” and “home visits” for refugee students. These practices are a curriculum that meets the needs of the refugee students and makes them engaged and motivated to freely express their feelings about their refugee status (Fuller, 2016).

“Teatime” is one of the “Restorative teaching practices” and is a whole class activity that takes place between 20 and 40 minutes every day. The students and their teacher communicate freely in a small group. It is a very democratic educative means where opinions, ideas and learning modalities of refugee students are held equal to those of the dominant native students. Students talk freely while enjoying drinking tea in a circle. Topics for discussions are not prepared in advance but come up through discussions between the teacher and the students. This activity provides a chance for all the students to share their ideas and tell stories about their past experiences. It enables the teacher to recognize the academic, emotional, psychological and social needs of the students and accordingly meet their needs (Fuller, 2016).

“Morning pages” is another practiced task in the “Restorative teaching practices” and is an individual activity that takes 20 minutes at the beginning of every day. Each student writes in his/her journal to the teacher directly and privately in English, which is the language of instruction of the host country. The objective of this task is to create a bond of trust and confidence between each student and the teacher. In addition, “morning pages” develops literacy fluency, creative writing, self-reflection and freedom in writing. At the same time the teachers also benefit from this activity because they learn about their students and their past histories (Fuller, 2016).

“Home visits” is the third practice in the “Restorative teaching practices program. The “home visits” are broader in scope as it connects the student’s family and his/her community into discussion and relationship with the teacher through social interaction and communication. “Home visits” last from 30 minutes to one hour. Translators are often present to enhance linguistic connections and this enables the teachers to better understand the culture of their students. The topics discussed are not structured but are usually initiated by the families and the students, and are usually topics they find important and related to education. “Home-visits” objective is to bring the home culture of the refugee students, their expectations of learning and the educational planning into a more inclusive and culturally-responsive setting. Its objective is also to engage the parents of the refugee students, their extended families and the community in the academic planning and direction of their children’s learning. Furthermore, “home visits”

are an effective restorative tool that allows the teacher to better understand the histories and home life of the students and how their families and community can become better integrated into the school experience. This enables better school engagement as the students' needs and ways are being supported both at home and at school (Fuller, 2016).

“Restorative Teaching Practices” can help the refugee students re-imagine their future to be something more than being refugees. It goes beyond the classroom setting and the practice becomes a way of living. These practices also allow the refugee students to gain self-confidence, security, and learn when they are allowed to freely express themselves and their culture in their learning process. In other words, the classrooms should not be based on performance but rather on learning, and trying new things without fear of judgment. A learning classroom for refugees should provide them with endless attempts and endless support which will motivate the students to try to learn. Teachers should implement these supports with tolerance and love. Therefore, Restorative Teaching Practices are an empowering tool as they encourage students to build self-determination and have their voices heard, discover their new identity while finding the support to come to terms with their own past personal histories (Fuller, 2016).

Culturally relevant teaching.

According to Erik Erikson (2010, as cited in Berumen& Silvia, 2014), education is related to culture. Culture is dynamic, interactive, and complex, and it has a major impact on people's lives. Thus, in order to enhance learning effectively, teachers must understand and have knowledge about the background of the various cultures of their diverse students (Berumen& Silva, 2014).

Practical opportunities need to be provided to prepare teachers to become engaged beyond the classrooms by working more closely with communities of global cultures in order for them to develop critical global approaches and perspectives (Kopish, 2016).

In order to develop cultural sensitivity in a classroom, the identity of every student in the class needs to be recognized and valued by all the other members of the learning community. This creates an environment of student equality and every student in the class feels secured, self-confident, and eager to learn (Fuller, 2016).

Many educators suggest culture relevant teaching (CRT) that is based on the concept that people learn differently across cultures and that previous experiences are fundamental for knowledge construction. Gay (2010) outlines six significant features for CRT. First, CRT is validating and affirming as it recognizes the legitimacy of all cultures and at the same time considers home and community experiences meaningful for learning construction. Second, CRT is also comprehensive since it deals with all the aspects of child development. Third, it is multidimensional because it includes the different dimensions of students' learning for instance the curriculum content, the school environment, the classrooms, the assessments and the extracurricular activities. Fourth, CRT is empowering because students develop skills and compete to achieve academic success and thus gain self-confidence. Five, CRT is also transformative as it moves away from the conventional teaching strategies and encourages creativity and it includes as part of learning the life experiences of diverse students. Finally, CRT is emancipator because students are liberated from the mainstream stereotypes (Berumen& Silva, 2014).

Being culturally sensitive in education is not only about having diverse students work together in the class, but it is mainly about sharing similarities and differences in a supportive and safe way. This is multicultural education which is frequently referred to as intercultural education. Cultures evolve and change through interaction and this can happen through interaction among students in a variety of classroom activities. These activities ought to support the student identity and create culture awareness for all the other classmates (Fuller, 2016).

Presence of immigrant teachers and refugees in education.

Cultural base and understanding of diverse students in schools can be positively broadened by the presence of the immigrant and refugee teachers in education. The reason is that diversity will be positively built and the life of all the students in the school can be enriched and enhanced (Kum, Menter, & Smyth, 2010).

Moreover, when host countries invest in refugee teachers they enable them to become agents in finding new solutions and insights to their refugee students' learning and life experiences. Refugee teachers can play an important role in modifying instructional strategies to address the needs of their students. They can thus help them

overcome certain obstacles in the educational system of the host country like social, pedagogical, linguistic, and curricular obstacles that might impede their students' learning (Karam, Kibler, & Yoder, 2017).

When refugee teachers work in the education sector and teach refugees, they understand the psychological confusions and traumas of their students and deal with them out of their own experiences. The reason is that they themselves have experienced leaving their countries of origin and are struggle in the host country trying to adapt, find a job and integrate in the society. The refugee students in such a situation may relate better with their refugee teachers and this may enhance their academic achievements.

In-service Teacher Preparation Development Programs that Support Refugees

There have been many international programs preparing ESL pre-service teachers as well as ESL in-service teachers to teach refugees. Here below are some mentioned by the researcher and for detailed prescription of these programs please refer to Appendix E.

Approaches used by teachers working with LLRB students and ESL students in Victorian Secondary Schools in Australia.

In partnership with the Victorian Department of Education and Early Childhood Education and supported by the Australian Research Council teachers are prepared to use new current approaches and teaching strategies to enhance language and literacy with low literacy refugee-background (LLRB) students in Victorian Secondary Schools. Teachers are trained to use visuals and multimedia presentations in order to improve their teaching strategies. The main focus and goal are for teachers to learn to apply teaching approaches where they engage students' prior knowledge and their past experiences by creating a classroom context in which the cultural knowledge of the students is being shared and expressed through discussions and writing activities. Besides, the students relate the material they read in their lessons to their own experiences, analyze issues, problems, draw inferences and draw generalizations (Windle& Miller, 2012).

As a result, the students become motivated, the new language and concepts become more meaningful to them. At the same time, their teachers get to learn more about the culture and life of their refugee students. A second approach that teachers learn to use is linguistic awareness and comprehension. The teachers are required to simplify,

interpret and modify the texts and the mainstream topics to achieve comprehension for their students. Moreover, teachers learn teaching strategies that to provide the opportunity for the refugee students to develop vocabulary through meaning and language-focused learning and practice. Also, to help them relate the texts required to their own experiences, analyze issues, problems, draw inferences and draw generalizations. Texts are constructed in a way to achieve a given purpose. A third focus in teachers' approach in teaching is scaffolding. Through this teaching strategy, the students transform what they have learned into different form and use this in a new context. Also scaffolding can be achieved through discussions between students and their teachers for knowledge construction. Students need to talk about themselves and express their opinions, feelings and ideas so discussions are also promoted in pairs as well as group work (Windle& Miller, 2012).

The Refugee Action Support Program (RAS).

As a School–University–Community partnership model in Greater Western Sydney the Refugee Action Support Program (RSA) offered in disadvantaged areas a program of partnership between school, community and university and creates a context within the school to enhance a more individualized and specialized approach for the refugee students. The RAS program central work focus is on students who are so called “marginal” in schools (Ferfolja& Vickers, 2010). It was authorized and supported by the University of Western Sydney with the policy of moving away from the “one-size fits all” approach in teaching (Naidoo, 2012). The program thus focuses on the recognition of the diversity of refugees as well as the barriers they face in education access. It supplies resources for the engagement of the staff (schools and universities) that help refugee and teachers to implement suitable strategies and maximize the students' retention in the secondary schools. It also gives opportunities for the parents to support, participate and become involved in the school. In addition, it aims at linking the refugees' community members with their institution; provide them with tutors, English language and literacy trainings in order to help them in their future career (Naidoo, 2012).

The RAS program provides cultural awareness for both the refugees and their educators. Besides, schools support the status of multilingual students in the class by

giving them an opportunity to share with their peers and teachers aspects of their culture, background and experiences as well as the opportunity to demonstrate their skills. As a result, the students gain self-confidence, self-esteem, become motivated, engaged in learning and more social with their peers (Naidoo, 2012). The administrative staff, teachers and students get a good opportunity to better understand other cultures when an inclusive curriculum through school-community partnership is developed. Universities also play a unique and major role being community partners as they offer professional development and can bring expertise that help in the formal evaluation of school-community initiatives. Moreover, the school-university-community partnerships raise the awareness and appreciation of the school personnel of other languages and cultures. It also provides pre-service teachers to forge their personal perceptions about refugees and increase their understanding, awareness and relationship with their refugee students. This is a reciprocal learning gain for both teachers and students (Naidoo, 2012).

The Refugees into Teaching in Scotland (RITeS) project in Scotland.

To enhance inclusion and integration of the newly arrived refugees and meet their needs and the needs of refugee teachers, the Refugees into Teaching in Scotland (RITeS) project was funded by the European Refugee Fund and the Scottish government in 2006. Its goal was to offer support for refugee teachers who settled in Scotland. They were also taught interview techniques, job search, and access to retraining in universities. Having refugee teachers in the education workforce broadens the cultural base and deepens positively the understanding of diversity as well as enriches and enhances the life of all in the schools (Kum et al., 2010).

Refugee teachers have experienced the traumas of fleeing their country of origin to seek refuge in a host country. They suffer the struggles of integrating into the new society. Therefore, they can often better understand the emotional confusions and the psychological traumas of their refugee students and can frequently deal with them from their own experiences.

Early Childhood Teaching Education (ECTE) diploma in Urban Alberta.

In urban Alberta, Canada, immigrant and refugee women find that training in Early Childhood Teaching Education (ECTE) field is a good chance for them and their

families to advance their socioeconomic state. Many of these refugee women have had their own experiences gained as teachers, mothers, siblings, grandmothers and aunts in their own home countries. Although these refugee women face a lot of challenges when they seek to increase their qualifications by enrolling in a certificate program or in an Early Childhood Teacher Education (ECTE) diploma and this is a good job opportunity for them that increases their economic standard and that also enables them to better integrate in the new society (Massing, 2015).

The LEAD program in Canada.

The dramatic situation of the refugees in Canada motivated ESL teachers in the Calgary Board of Education (CBE) to propose and develop a specialized two-year pilot program called “ESL Beginner Literacy” to address the specific needs of the refugee students. This program helped the students in CBE high school develop literacy and numeracy skills, which later enabled them to be successfully integrated into accredited ESL programs and content-area high school classes. In 2002, this pilot program was officially adopted and over time it evolved into what is known as LEAD program: Literacy, English, and Academic Development needs (Miles & Bailey-McKenna, 2017).

The LEAD teachers are required to learn about the lives of their students outside their classrooms. In other words, the teachers need to visit their students’ homes, families, talk with them about their life experiences, home language and immigration history. The teachers also receive professional development on trauma-informed practice, learn how to become culturally responsive to the refugees situation and to make learning personal and significant to the refugees’ situation (Miles & Bailey-McKenna, 2017).

On the other hand, the teachers also help the refugee students who have never had formal education to understand what it means to be a student and how to succeed in a Canadian school context. They support their students to gain skills required for successful integration by personalizing instruction. Moreover, LEAD students need intensive explicit English language to be able to communicate and build knowledge in the content areas of math, social studies, science and computer literacy and thus the teachers focus on making the students acquire the English language. Literacy and numeracy are also integrated into all the areas of learning (Miles & Bailey-McKenna, 2017).

The above models are useful and inspiring to institutions, policy makers and educators implementing strategies and practices to support teachers who teach refugees across the nation. Teachers have a huge role and impact on the future of their refugee students' hence, investing in their education, knowledge and training needs to be prioritized.

Refugees in Egypt

Throughout history, Egypt has always enjoyed being a cosmopolitan attractive country for diverse populations from across the globe. It has also received many refugees population including Armenians who fled massacre under the Ottomans in 1915, Palestinians after 1948 and Sudanese after 1983. Moreover, Cairo was host for many other refugees in the 1950s and 1960s from liberation movements across Africa and the Middle East. In the 1990s a further influx of refugees arrived in Egypt as a result of wars in the Horn of Africa, in particular from Sudan, Somalia, Eritrea, and Ethiopia (Grabska, 2006). Refugees and asylum seekers find refuge in Egypt whether as a transit country or they settle in it and they live mostly in urban areas. The Department of Refugee Affairs and the Ministry of Interior coordinate closely and constantly with the UNHCR office (Grabska, 2006).

Egypt signed the 1951 Convention and its 1967 Protocol as well as the 1969 Organization of African Unity (OAU) Convention and thus it has undertaken international obligations with regard to providing protection, asylum and guarantee rights for the refugees who are on its territory (Grabska, 2006).

Nevertheless, Egypt as a host society has innumerable problems which prevent it from being able to fully integrate the continuous flow of refugees. It is categorized as a lower middle-income country and it suffers from a population explosion as well as high rates of illiteracy, in addition to many other problems like unemployment (Grabska, 2006).

Some of the national development plans of Egypt and the strategy to reach the Millennium Development Goals (MDGs) are to reduce poverty, increase job opportunities and gain access to quality education. However, there are several constraints linked to realizing these objectives, which are mainly the lack of both financial and

human resources. Refugees living in Egypt have to face the same challenges as Egyptians (Grabska, 2006).

Education of refugees in Egypt.

In regards to the right to education for refugees and asylum-seekers in Egypt, UNHCR and its partners support education in urban settings. This includes primary, preparatory and secondary education. UNHCR works closely with the Egyptian Ministry of Education and supports it to ensure a successful integration of refugees and asylum-seekers. It also assists public education institutions through material support and capacity-building. In efforts to support access to education, UNHCR has provided 37,000 students with education grants, which partially covers the school fees, uniforms, transportation and school supply to asylum seeker and refugee student. At present, both Sudanese and Syrian refugees can access public education; whereas, other nationalities need to rely on private and community schools and on home schooling (UNHCR Fact Sheet, 2018).

In Egypt, Sudanese and Syrian refugee children are admitted in the state Egyptian schools and treated like nationals. English language is required in the Egyptian curriculum and these refugee students could be placed in their suitable academic grade level but their English language proficiency might be poor or absent. In Egypt, there are numerous non-governmental organizations (NGOs) that collaborate with UNHCR to provide educational services for the refugees that include language classes, skills training and school registration and grants (Wachob& Williams, 2010).

This study focuses on two populations: The Syrian population and the Sudanese population.

The Syrian Refugee Population

Overview of the crisis.

The Syrian crisis is considered to be the most dramatic crisis that the whole world has faced since World War II. It started in the beginning of the Arab Spring when many demonstrations prevailed across Syria between the summer season and the autumn season of 2011 and a civil war kept escalating causing destruction and mass displacements

(Elshokeiry, 2016). Over six million Syrians were forced to leave their country and Egypt is among 125 countries that hosted Syrians as asylum seekers (UNHCR, 2018).

Overview of status of Syrian refugees in Egypt.

Egypt has always played an important role for Syrian people. The peak of the Egyptian-Syrian relations was in 1958 when Egypt and Syria became one country by the United Arab Republic referendum with President Gamal Abdel Nasser, former Egyptian president, as its president. Despite the fact that the United Arab Republic does not exist anymore, many Syrian descendants are living in Egypt and are maintaining ties with their homeland. Bilateral relations and historic context explain the reason why Syrians immigrated and sought refuge in Egypt in 2011 when the conflict in their country started (Amelia, 2015).

The pull factors to Egypt are various among which are Egypt's geographical location, the low cost of living in comparison to other developed countries and most importantly the absence of refugee camps there. At the end of 2011, due to the Syrian crisis, Syrians fled from their country to find refuge in Egypt and the rate of their arrival reached its peak in April 2013. They represent the largest percentage of refugees registered in UNHCR in Egypt (Amelia, 2015).

The Syrians refugees' number kept on increasing in Egypt until 2013 which marked the ouster of President Morsi, former president of Egypt, who belonged to the Muslim Brotherhood. President Morsi had maintained an open-door policy regarding the Syrians entry to Egypt. However, this rate declined when the political regime changed. New travel restrictions and regulations have been enforced on Syrians coming to Egypt. They have to apply for a tourist, three months visa to enter the country and are required to have a security clearance from Egyptian National Security. This has caused the influx of Syrian refugees to decline (Amelia, 2015). The anti-Syrian exaggeration from the Egyptian media has also created a negative impact on the Syrians' economic activities and their access to critical services (Ayoub & Khalaf, 2014). According to the June 2018 UNHCR report, there are 129,507 Syrian refugees registered in Egypt (UNHCR Fact Sheet, 2018).

Education of Syrian refugee children in Egypt.

Although the Egyptian Government allows Syrian children to have access to Egyptian schools and universities as though they are nationals, Syrian refugees face challenges in educating their children in Egypt (Ayoub & Khalaf, 2014). Syrian parents are afraid of the aggression that their children may face at their schools. The reason is that after the overthrow of Egypt's Muslim Brotherhood government, the Egyptian media adopted a negative public opposition against the Syrian Muslim Brotherhood. This was reflected in public perception of the Syrian refugees and has a negative impact on the Syrian students in Egypt (Dryden-Peterson, 2016). Syrian refugee students often face discrimination, harassment, and xenophobia in the Egyptian national schools. For these reasons, Syrian refugees prefer to enroll their children in NGO refugee schools that provide them with a safe learning environment and educational services (Soliman, 2016).

Furthermore, other difficulties related to enrolling Syrian refugee children in Egyptian public schools are related to problems in the Egyptian education system. The quality of education, the number of students in the classes, the infrastructure of the schools and universities and the inadequate school facilities and resources are within the context of the Egyptian educational situation that also Egyptian students face (Ayoub & Khalaf, 2014).

Private lessons are the common solution that Egyptian families resort to help their children pass their exams. However, when Syrian families are unable to cover the costs of these private lessons, their children either fail or leave school. In addition, many refugee students end up repeating two or three school years as a result of the lack of documentation from their previous schools in Syria and the lack of equivalency certifications in establishing the student's grade level. Syrian students frequently fear harassment and security issues on their way to and from school (Ayoub&Khalaf, 2014).

Furthermore, there is a difference between the Egyptian and the Syrian school curricula, which is the reason that leads many Syrian students to fall behind their classmates. Consequently, many school-aged Syrian children are increasingly out of school and working in low-level jobs at supermarkets or as street vendors in order to improve the limited income of their families (Ayoub & Khalaf, 2014).

The Sudanese Refugee Population

Overview of the crisis.

Sudan has always been considered to be one of the largest geographical countries in Africa and it is characterized by its diversity and complexity. It is an ethnically and religiously diverse country and its residents are classified into 50 ethnic groups that are also subdivided into 65% ethnically African and 35% ethnically Arab. Since Sudan gained its independence in 1956, it has been ruled by a series of unstable governments that have always focused on North Sudan where the ethnic group in power resides and “Sudanese” identity was declared Arabic and Muslim. The South and the rest of the regions have been ignored (Mahmoud, 2011).

Due to the prolonged-standing wars, ethnic and religious conflicts, the Sudanese people flee from detention, and frustration from discrimination and racism to seek asylum in Egypt (Mahmoud, 2011). According to the June 2018 UNHCR report, there are 37,416 refugees from Sudan registered and living in Egypt (UNHCR Fact Sheet, 2018).

Overview of status of Sudanese refugees in Egypt.

The existence of Sudanese refugees in Egypt is the result of multiple long-lived wars in their home country. They flee from Sudan from ethnic and religious conflicts and seek temporary asylum in Egypt hoping to be resettled to a third country (Mahmoud, 2011).

Throughout history, there have been many different Egyptian-Sudanese agreements like the 1976 Nile Valley Agreement that allowed the freedom of movement across the Egyptian- Sudanese borders of both people and products (Soliman, 2016). The Sudanese refugees were treated like nationals, and they did not need to obtain a visa. Nevertheless, this policy changed in 1995 due to the assassination attempt from the alleged Islamic fundamentalists who were supported from the Sudanese government on President Hosny Mubarak, the former Egyptian president. The Sudanese refugees since then need to obtain visas to enter Egypt and are required to be registered with the UNHCR in order to receive their rights as refugees in Egypt (Soliman, 2016). However, in 2004, the Four Freedoms, an important agreement regarding the Sudanese in Egypt,

gave the Sudanese refugees some rights once again like the freedom of movement, residence and education (Soliman, 2016).

There have been two waves of influx into Cairo; the first was during the civil war between 1955 and 1972 and the second started as a result of the civil war that started in 1983. Sudanese people temporarily seek asylum in Egypt escaping from persecution or because of famine in the hope of being resettled to a third country; however, this is frequently never the case. They are a heterogeneous group of people from different age groups, ethnic backgrounds and social classes and reside in Cairo in groups under poor conditions. When their visas expire, they stay illegally until their refugee status is determined by the UNHCR, or they live under the threat of being deported (Mahmoud, 2011).

Education of Sudanese refugee children in Egypt.

Like most refugee population, the Sudanese regard education for their children as the only way to escape from poverty and have a better future. Despite the fact that Sudanese children are allowed to be enrolled in the Egyptian state schools and be treated like nationals, the Sudanese refugee students face a lot of discrimination, abuse and bullying there. Furthermore, the teachers may ignore them in class and the school principals and authorities may not be interested to take any action to support the Sudanese students. Besides, this abuse could also turn into violence which makes it very difficult for them to integrate with the Egyptian students (Miranda, 2018). For these reasons, the Sudanese parents are reluctant to have their children enrolled neither in the Egyptian public schools nor in the private ones. They resort to community-run NGOs Sudanese schools that are supported by the Catholic Relief Services (CRS) after being accredited. These schools follow the North Sudanese national curriculum and the students sit for their exams in the North Sudanese embassy in Cairo (Miranda, 2018).

Another obstacle that makes it difficult for Sudanese refugees to become locally integrated is that they prefer English-language teaching, even if the opportunities are few, because they hope to resettle in English-speaking countries in the West in the future (Zohry, 2003).

In summary, education for refugees is a human right, it is the door to a brighter future, and has become a global concern. Refugee children are very vulnerable and they arrive to host countries with their families or are frequently separated from them. They have psychological traumas, physical and educational needs. There are many challenges in refugee education that teachers face and need to be qualified, educated and trained to help their refugee students. Therefore, many development programs in different countries have been prepared to support teachers who teach refugees to enable them to help their students overcome all their horrific past experiences and advance in their academic achievements. Although Egypt is a developing country, it has always been a host country for refugees including Syrian and Sudanese refugees. Those need an education system that ensures a safe learning environment and qualified teachers to help them integrate into the national education system.

Chapter 3. Methodology

The researcher conducted a qualitative multi case study (Creswell, 2012). It investigated in depth and within real life contexts the factors that shaped the experiences of teachers who teach ESL to Sudanese and Syrian refugee K-12 students in Cairo in two different refugee community learning centers, one Sudanese and another Syrian. The intention of the study was not to generalize to a population but to explore and better understand the personal experiences of the ESL teachers, their awareness and attitude towards the refugee students' critical situation, their teaching experiences and preparations, the support they receive, and their coping mechanisms for dealing with the different challenges and opportunities of teaching in such contexts.

Research Questions

The study sought to explore the possible factors that shaped the experiences of ESL teachers with K-12 Sudanese and Syrian refugee students. Thus the research aimed to answer the main research question below:

What shapes the roles and the experiences of K-12 teachers who teach ESL for Syrian and Sudanese refugee students in Cairo?

There are also several sub questions that helped enhance a comprehensive understanding of the issue investigated:

How do the environment, actors, tools and outcomes influence the experiences of ESL teachers in the two learning centers?

What other issues other than the four factors play a direct or indirect role in shaping ESL teachers in the two learning centers?

Conceptual Analytical Framework

The conceptual framework was inspired by the work of Brown (2001) where it was used to study the case of a high-quality successful education Bhutanese program for refugees in Nepal. Brown (2001) divided the conceptual framework into four major components: the environment, actors, tools, and outcomes. He further divided this framework into separate categories to explain the educational attainments of refugees in Nepal. For the purpose of this study, the researcher adapted the conceptual framework and only used the four major elements of this conceptual framework: environment,

actors, tools and outcomes to serve as a guide to inform the design, interview protocols, data collection and data analysis of this study.

The rationale behind the researcher's choice for this framework model illustrated in the figure below is that it seems to comprehensively include different possible elements that affect teachers and gives a holistic understanding for what shapes their roles and experiences with refugee students. The four factors are: the environment, the actors, the tools, and the outcomes (Brown, 2001).

The first factor of Brown's (2001) conceptual framework that the researcher adapted to serve this study is the *environment* of the learning centers, internally and externally, regarding the background and history of each learning center. This gave a comprehensive overview of the working environment that is believed to affect the roles of the ESL teachers, directly or indirectly.

The second factor is represented in the *actors* of the learning centers who are crucial in shaping the roles of the ESL teachers. These actors believed to be of relevance are the two refugee communities, the NGOs supporting the two learning centers, the ESL teachers, the parents of the refugee students, the principals of the two learning centers, the refugee students. It was important to inquire about the ESL teachers regarding their nationalities, their educational background, their years of experience with refugee students, as well as their pedagogical knowledge about refugees' traumas. This shed light on the teachers' academic and professional experience. The background and demographic factors are equally important to understand the motivations and attitudes included for consideration in this study.

Third, the *tools* in the conceptual framework used in this study helped explain the roles of the teachers. These tools included the resources and facilities that the learning centers provide to the teachers as well as the professional development and trainings given to the teachers in the learning centers. The more the teachers are aware and knowledgeable of refugees' critical situation, and are provided with the suitable resources and facilities, and updated with the necessary teaching strategies that promote the twenty first century skills, the better learning environment they will provide for their students.

Furthermore, the tools also included the curriculum being taught at the school, whether it's the national curriculum of the host country or the curriculum of the country of origin.

Finally, the *outcome* factor in the conceptual framework of this study was represented in such elements as the student examination results, the average number of graduating students from the schools, and their enrollment in higher education. This provided an authentic view about teachers' experiences in the two learning centers under study.

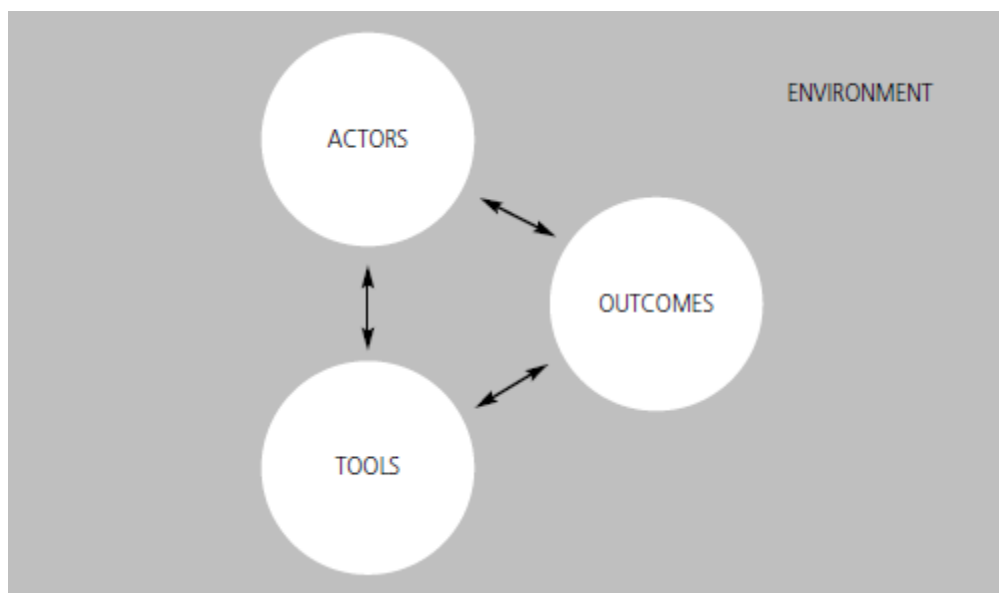


Figure 1. Conceptual Framework for Refugee School Quality (Brown, 2001, p.120)

Context of the Research

This research targeted both Sudanese and Syrian refugee populations in particular and is significant for several reasons. First, they represent the highest percentage of refugees in Egypt. Second, the researcher is an ESL instructor at The American University in Cairo and teaches in the Continuing Education ESL general and conversation classes. These classes frequently include Sudanese and Syrian refugees. This gave the researcher a peek through discussions and conversations conducted with these students, as well as through their writing assignments about the horrific past experiences of these refugees in their home country, the perils they went through while

fleeing to find refuge elsewhere and their struggles to survive in the host country. Furthermore, all the refugee students stressed the importance of learning the English language because it is a global language and will enable them to have better job opportunities in Egypt or if they resettle in a developed country where English language is required.

One of the most prominent topics students in those classes often talked about was the school experiences they, their siblings, and children go through, and the impact that these experiences had on their aspirations and future opportunities.

The researcher decided to conduct a multiple case study in two refugee learning centers in Cairo, one for the Sudanese refugee students and the other for the Syrian refugee students to better understand the learning environment, the schools and the ESL teachers' experiences and roles with the refugee students.

Research Design

The research is a qualitative multiple case study in a real-life context in two learning centers for Sudanese and Syrian refugees in Cairo. Qualitative research explores participants' opinions, feelings and experiences regarding a certain phenomenon or problem (Creswell, 2012). Besides, it facilitates exploring the phenomenon to be studied from multiple perceptions in its real context (Baxter & Jack, 2008). Thus, the qualitative methodology was the most appropriate method to investigate the research questions. This method enabled the researcher to be a non-participant observer in the center of the fieldwork (Baxter & Jack, 2008). The researcher observed the participants and the context of the two learning centers under study without taking an active role so as not have any influence on the research results. These observations also helped the researcher in the data analysis in explaining the results.

The research design was to obtain data through interviews with the participants of the study, which included the ESL teachers, the principals and the parents of the refugee students in the two learning centers. It was decided not to solicit the participation of students in this study due to their vulnerability. The study focused on K-12 Sudanese ESL teachers and their Sudanese refugee students in the Sudanese Displaced Children

Learning Center, and Egyptian ESL K-12 teachers in Syria Elghad Learning Center with their Syrian refugee students.

Sites' Description

The Sudanese Displaced Children Learning Center.

The Sudanese Displaced Children Learning Center (SDCLC) is a Sudanese community learning center located in the 10th district in Nasr City, in Cairo. The center is officially under the supervision of the Heliopolis Community Church (HCC), a thirty-eight-year-old ministry for expatriates in Cairo. SDCLC is an old building in an alleyway in a slum district where the streets are extremely narrow, bumpy and not entirely paved so access to the center by cars is almost impossible. The auto rickshaw, “toktok”, is the best means of transport in this area.

SDCLC has three academic stages according to the Sudanese national education system. It offers only one year for kindergarten (KG), junior stage till grade 8 and senior stage till grade 11. The principal and teachers are all Sudanese refugees and the students enrolled are mostly Sudanese. SDCLC follows the educational system of North Sudan and the curriculum being taught there is the national North Sudanese curriculum. The students sit for the Sudanese final exams in the North Sudanese Embassy in Cairo twice: after the junior stage, and after they finish the senior stage. They graduate with the Sudanese certificate and can have access to Egyptian universities.

Although Sudanese refugees have the right to be registered in the Egyptian national schools and to graduate with the Egyptian national high school certificate, “Thanaweya Amma”, the Sudanese principal explained that the learning center offers the North Sudanese curriculum rather than the Egyptian national curriculum.

The center offers two study shifts per day. The morning shift is for the KG and junior stages and an afternoon shift for the senior stage. The teachers, the principal, the parents, and the students in SDCLC are Sudanese refugees from North and South Sudan. They all had to flee their country due to the unrest and the political situation and seek refuge in Egypt.

Syria Elghad Learning Center.

Syria Elghad Learning Center is a Syrian center that is located in Obour City, in Cairo. It is one of three Syrian educational centers of the NGO Syria Elghad Foundation. It is under the supervision of the ministry of Social Solidarity. The center has two venues close to each other in Obour City. One is located on the second floor of a well-known supermarket for KG1, KG2, and the primary stage. Boys and girl are together in the KG classes and the primary stage until grade 4. Then they are separated and there are classes for girls and others for boys. The learning center rents a part of a hotel for the preparatory stage; this venue is very close to the first one. The infrastructures of the two venues are very simple. The classes are separated by plywood panels so the voices of the teachers and the students are clearly heard in the next classes. Only the two KG stages have a small play area, but there is no playground for the primary or the preparatory stages. The center has a canteen and a library where the students can borrow books.

Syria Elghad Learning Center was founded to serve mainly the Syrian students, but there are also few Egyptian students and refugees from other nationalities. The learning center follows the national Egyptian curriculum and education system. Syria Elghad Learning Center includes the following educational stages: 1) kindergarten; 2) primary, from grade one till grade six; and 3) preparatory stage, from grade seven to grade nine. There are no classes for the secondary stage.

All the students in Syria Elghad Learning Center are registered in the Egyptian national schools where they only sit for their official midterm and final Egyptian national exams every year. However, the students attend regular classes from morning till 1:30 pm in Syrian Elghad Center. Later, these students have access to Egyptian national universities when they finish the Egyptian national certificate” ThanaweyaAmma”.

All the teachers who teach in the center are Syrian refugees except for the English language teachers who are Egyptians because they more competent than the Syrian ones in the English language and are better aware of the Egyptian English language national exams.

Due to Syria Elghad Learning Center’s lack of financial resources and the high salaries of the Egyptian secondary stage teachers, the center does not offer academic

classes for the secondary stage. Besides, the secondary stage needs academically specialized, reputable and qualified teachers to prepare the students for the Egyptian national secondary exams of the “Thanaweya Amma”.

Sampling

The sample of this study was a purposive sample. Subjects and sites were intentionally selected in order to understand the central phenomenon and provide useful information about it (Yin, 2003). The sample targeted K-12 teachers who teach the English language in the different stages, the principal of each learning center, and parents of refugee students from the two learning centers. The sample consisted of six ESL teachers, one for each academic stage from the two learning centers, the two principals, one of each center, and four parents of refugee students, two from each learning center (See Table 1). The criterion of including specific participants was based on their involvement and position as actors according to Brown’s framework. All the participants were made aware of the voluntary basis of their participation in any research efforts beforehand, and were also informed of their rights and privileges as research participants before starting any interviews.

In order to ensure trustworthiness, credibility and validity, the data collection was through triangulation (Yin, 2003). Data collection was gathered by interviewing participants in different positions like the principals, the ESL teachers, and the parents of the students, in order to reach consistency across the data, and capture different dimensions of the same phenomenon.

Data Collection

The data collection was gathered in the context of the study through face to face semi structured interviews with the participants and the researcher’s unstructured observations.

The semi-structured interviews conducted with the participants had open-ended questions. The semi-structured nature of these interviews was beneficial because it did not restrict the participants in the discussion but rather enabled them to freely express their views and go into deep discussions about various topic dimensions, while consistently covering the points examined in the research (Yin, 2003). The interviews

aimed at eliciting responses used as data to answer the main research question as well as sub questions. (The detailed protocol questions are mentioned in Appendix D).

Interviews with ESL teachers, principals, and refugee students' parents of each learning center were guided by the main research question as well as the sub questions. The aim was to explore and better understand the factors that shape the experiences of ESL teachers who teach Sudanese and Syrian refugees in these learning centers. The interviews were expected to elicit information on a number of areas including the following: 1) the current challenges that teachers face in teaching refugee students and how they deal with these challenges; 2) teachers' experiences with refugee education prior to joining their current position; 3) teachers' preparation and qualifications in general and with reference to refugee education in particular; 4) instructional and behavioral strategies that they use in response to the particular nature of their teaching context; 5) the effectiveness of ESL instruction in the refugee school; 6) the support the teachers receive from the school community and the refugee community beyond the school.

The interviews were conducted either in English or in Arabic language as some of the participants preferred to express themselves in the Arabic language due to their poor English language foundation. These were the Syrian principal as well as the four parents interviewed from the two learning centers. Each interview lasted for thirty minutes. They were all audio-taped, transcribed, and the Arabic interviews were translated into English by the researcher. The researcher contacted the participants several times after having conducted the interviews for further clarifications.

Data collection for the study also included unstructured observations where the researcher was a non-participant (Yin, 2003). The researcher attended one class session in each learning center that lasted for 30 minutes but had no active role during the session. This unstructured observation helped the researcher to better understand the relationship between the teachers and their students, which is a crucial factor in shaping the experience of the teachers (Yin, 2003). From the informal visits and observations of the researcher to the learning centers, the researcher was able to construct general impressions about the environment of the learning centers like for instance the buildings,

the classrooms, and the learning centers' teaching resources which represented factors that helped to better understand the experiences of the teachers. The informal visits allowed the researcher to build trust and a friendly casual social interaction with the participants, which encouraged the interviewees to freely express their views during the formal interviews (Yin, 2003). During the entire study, the researcher kept a journal to determine general observations and impressions. This helped the researcher in the data analysis to better understand the learning environment, resources, and the relationship between the teachers and their students.

Several approvals were obtained before collecting any data. These documents included the Institutional Review Board at the American University in Cairo (IRB), the Central Agency for Public Mobilization and Statistics (CAPMAS) and the approval of the two schools' principals. Next, permissions from the schools' authorities to conduct interviews with the participants for the research were taken. An informed written consent, whether in English or Arabic, was signed by all the participants prior to the interviews; the form explained the participants' right to withdraw from the study at any time and informed them of the confidentiality of their responses.

Participants

The targeted interviewees were four ESL teachers from the different stages, kindergarten, junior, preparatory, and senior stages for SDCLC, and kindergarten, primary and preparatory stages for Syria Elghad Learning Center. Also interviews were conducted with two parents and one principal from each learning center (see table 1).

Table 1 Number of Interviewed Participants in each Learning Center

Learning Center	Number of ESL teachers	Number of parents	Principal
Sudanese			
Displaced Children Learning	4	2	1

EXPERIENCES OF ESL TEACHERS OF REFUGEES IN CAIRO

Center (SDCLC)			
Syria Elghad Learning Center (SELC)	4	2	1

To maintain confidentiality, the participant ESL teachers as well as the parents of the two learning centers were coded as T1, T2, P1, P2, etc. in both learning centers; the Sudanese and the Syrian (see Table 2).

Table 2 Teachers and Parents Coded by Learning Center

Learning Center	ESL Teacher	Nationality	Stage	Parent
Sudanese Displaced Children Learning Center (SDCLC)	T1	Sudanese	KG	
	Junior T2	Sudanese	2, 3, 4.	P1,P2
	Junior T3	Sudanese	8	
	Senior T4	Sudanese	11	

Syria Elghad	Primary T1	Egyptian	5,6	
Learning	Primary T2	Egyptian	4,5	
Center	Preparatory T3	Egyptian	8,9	P1,P2
(SELC)	Preparatory T4	Egyptian	7,8,9	

Data Analysis

The researcher engaged in both deductive and inductive analysis of the data. The deductive codes originated from Brown's (2001) conceptual framework that was used as an analytical device. Inductive codes come from reading the data and identifying the issues shared by the participants. As Hennick, Hutter, and Bailey (2011) suggest, it is not advisable to only have deductive codes "because this would mean missing the unique issues raised by the participants themselves, which may indicate new processes, explanations, or types of behavior unanticipated by the researcher" (p.218).

All the transcripts were read for an overall understanding of some outstanding issues or patterns. After that the transcripts were scanned for text relevant to the four factors adapted (Brown, 2001), namely: the environment, the actors, the tools, and the outcomes. All the relevant text was categorized by the four factors, then coded by some factors, and emerging ideas within each factor. Because the interviews were semi-structured and based on Brown's factors, most of the text was relevant to the deductive codes.

Table 3. Deductive codes based on Brown (2001)

- **Environment:** Broad context in which the teacher works with refugees
 - External: data related to teachers' or students' experience outside the premises of the learning center. This could be related to elements of the surroundings such as streets, transportation, but also people
 - Internal: data related to general characteristic of the learning center premises. This could include elements such as infrastructure, general behaviors such as cleanliness, but also general organizational culture
- **Actors:** data that sheds light on actors' background, perceptions, and behaviors

-
- Teachers: professional and academic experience with teachings and refugee education
 - Students: their educational background, language proficiency, behaviors, motivations, and mental states.
 - Parents: parents' socio economic background, education, values, and motivation
 - Principal: principal's background, qualifications, leadership style, and beliefs
 - NGOs: external bodies' involvement with the center in terms of providing support as well as resources
 - Refugee communities: the values and general behaviors and priorities of people pertaining to this group
- **Tools**: This is related mainly to teaching related resources such as technologies, books, activities, etc as well as the curriculum, and the teacher professional development provided to the teachers
 - **Outcomes**: This is data that focused on outcomes of the teaching processes such as student examination results, the average number of graduating students from the schools, and their enrollment in higher education.
-

Text under each sub-factor was coded according to issues. Emerging codes were compared within each transcript but also across transcripts within each setting (case), namely the Sudanese learning center and the Syrian learning center, separately. Emerging issues and repeating ideas were also compared across the two cases examined in this thesis.

After that, data was recorded irrespective of the factor identified Brown (2001). In the process some of the existing codes were revised. Similar codes were grouped under categories. Once these categories were established, and compared, the researcher looked at the data as whole to reach an overall understanding of the phenomenon under study. These issues are identified in Table 4 below, and are discussed in terms of implication in Chapter 5.

Table 4. Inductive categories emerging from the data

Nurturing environment: This refers to the organizational culture of the centers examined. Both centers embrace values and practices that focus on enhancing the experience of the student as human being and learner, exhibiting full awareness of the challenges and traumas that young refugees are dealing with. These involve no punishment, positive encouragement, prayer, extracurricular activities, encouraging peaceful living and harmony, and motivating the students

to think about the future.

School as a second home: The central role of the school strongly emerged by examining the relationships between repeating ideas. Given the unavailability of parents, their limited resources, and their weak educational backgrounds, the school takes on vital roles in these students' lives, not only providing them with education, but with moral values, coping strategies, nutrition, as well as a sense of belonging and identity.

Teacher readiness: This emerging issue focused on teachers' professional and psychological preparation. It involved such ideas such as formal qualification, professional development, but also empathy and understanding of refugees and their cultures, experience with refugees, as well as refugee teaching strategies

The complexity of integration: This covered ideas such as the push for remaining rooted in the fatherland, and looking forward to the future, acculturating to society, dealing with rejection and discrimination.

Support for teachers: This category looked at support from a larger perspective, including traditional elements such as guidance, supervision, and professional development, but also encompassing issues such engagement with the parents and the community.

Challenging students: This category addressed students in a more holistic fashion as outcomes of their circumstances, but also as reactors to those conditions, making decisions about their learning, their teachers, their host society, and future.

The researcher constantly checked her coding, understandings, and interpretations with peers and her supervisor, and often contacted different interviews to check her explanations and ask for further clarification to understand the relationships between the different concepts and issues identified.

The researcher constantly moved up and down the spiral of analysis outlined by Dey (1993) from "description to explanation of data" and returning to data for validating understandings.

The researcher analyzed the data from her field notes and reflective journal for descriptions of the internal and external environments, as well as any other data that might help understand the relationships between concepts.

Chapter 4. Findings

This chapter discusses the results of the research that reveal the factors that shape the experiences of ESL teachers who teach Sudanese and Syrian refugees in two learning centers in Cairo. Moreover, the results shed light on many factors that might help improve the education of the Sudanese and Syrian refugees in these centers, and might have implications for refugee education in general. The researcher used the four main factors of the framework of Brown (2001), previously mentioned, and adapted it to serve this study. These factors are: environment, actors, tools, and outcomes. The data was also coded inductively for issues and repeating ideas identified by participants. This chapter first presents the phenomenon through Brown's framework, and then presents the emerging categories or themes and aims at exploring the relationship between them.

The Environment

The Sudanese Displaced Children's Learning Center (SDCLC).

External environment outside the SDCLC within the Egyptian society.

The learning center is located in an overcrowded slum area and this exposes the Sudanese students to a lot of troubles, as the Sudanese principal explained. He added that the Sudanese refugee students face a lot of problems in the Egyptian society outside the learning center. Parents need to go to their work early in the morning and they leave their children walk to school unaccompanied, which exposes them to various dangers from the Egyptian people in the streets. For instance, Egyptian kids in the streets frequently throw pebbles at the Sudanese students, beat them, sometimes even throw water on them, and verbally harass them regarding their skin color. Moreover, the Sudanese mothers interviewed complained that they also confront such verbal harassments while picking up their children from school. Both Sudanese parents interviewed complained that they hear phrases like "Ya Souda", you black one, or "what are you doing here in our country? Go back to your country."

In addition to this, the Sudanese principal reported that after the school hours, when the mothers are still at work, the Sudanese students play in the streets with other street children and they learn bad manners from them. This has negative influences on their behavior, attitudes and academic achievements. Sudanese P1 complained:

I do my best at home to teach my children ethics and good manners, but unfortunately, the negative influence of the street children on the Sudanese students is very strong. I totally refuse that my children socialize with their peers in SDCLC even though they are Sudanese; because there is a huge gap between home and the learning center's environment. However, my children resist this, and I struggle a lot with them.

She added: "In Sudan all the people in the neighborhood know each other and the extended family plays an important role in the upbringing of the children. However, in Egypt the situation is totally different because here we are refugees living in a strange society with strangers."

The Sudanese Senior T4 explained: "Sudanese students face a lot of difficulties in Egypt." He explained:

Adolescents are sometimes threatened, even mugged and forced to join the street thugs and gangs, which have vicious, dangerous influences on their behaviors. Unfortunately, parents cannot control this situation and eventually such students are forced to quit school. Therefore, in order to protect my students from falling into this trap, I encourage them to pursue their studies and I give them a lot of homework to keep them busy and focused on their education. In other words, I try to fill their leisure time with useful issues.

The Sudanese principal reported that the financial problem is one of the major problems that most Sudanese students face. The family's income is insufficient; which results in the absence of both parents all day from home. This situation exposes the

Sudanese students to the dangers of playing and socializing in the streets after school hours with street children.

Internal environment within the SDCLC.

The classrooms are in the rooms of the apartments that are on the different floors of the building. The researcher observed that there is no playground so there are no sports classes and the students simply stand in front of their classrooms during their break period. The SDCLC has an old library and the researcher observed a few old books on the shelves and the students have access to them anytime.

Most of the refugee students come from low economic standards as the Sudanese principal explained: “The students often come to the center dressed inappropriately, or they may suffer from health problems. Therefore, the center offers a free breakfast sandwich every morning for all the students in the KG stage and those from grade one till grade six. These students are also given once a week a yoghurt and a fruit.”

Based on the researcher’s observations, the Center seems to be a safe, friendly learning environment; for example, the students were laughing together and were smiling and welcoming the researcher. Sudanese P 2 explained: “I am satisfied because all the students and the teachers in the center are Sudanese, so my child does not feel alienated or disfavored. My child socializes with his peers and is happy.” The mother also explained that the teachers treat all the children well, and they never beat any student because one of the main SDCLC rules is never to beat the students for punishment. However, Sudanese P2 complained that her child faces a lot of problems outside the school.

However, there were exceptions to this impression of safety. In contrast, Sudanese P1 complained:

I am not satisfied at all with the center’s environment because there is a great gap between the way I raise my children at home, and the bad manners they learn from their peers in the center. Here the students are violent and very aggressive and my children learn from them bad language and insults.

The SDCLC principal explained that at school certain ethics and morals are being taught to the students to help them survive and integrate in the new society. The main focus is teaching them not to get into troubles and fights whenever they are being bullied. He said: “Refugees need to understand the new society and the new culture of the host country, and they should try to integrate into it instead of being hostile.” He added that the SDCLC teachers never beat the students because the aim is to bring up and graduate successful students who will have positive impact on their society. Teachers at SDCLC reform students’ misbehaviors by different punishments. Sudanese Junior T2 said: “I let the disobedient student stand in the corner of the classroom with his/her hands raised up high or do an extra writing assignment. If the student is from South Sudan originally, I let him/her write in Arabic, which he/ she hates, because he/she is not proficient in the language. Sometimes I would have a “prison chair” in the corner of the classroom where the disobedient student has to sit on for 15 minutes.”

Regarding corrective measures for students in higher grades, Senior T4 reported:

I always like to talk to the student individually and try to understand the reasons behind the misbehavior. Finally, if any serious troubles arise, like the student’s constant absence or lack of interest to study or to do the homework, I refer the student to the counselor or the principal of the center.

The Sudanese principal explained that: “Teachers may report the students’ misbehavior to their parents and try to understand the reasons behind such behaviors in order to help the students. In rare cases, the misbehaving student might be expelled from school for a couple of days.”

Teachers try to focus on talents, and try to discover and develop the students’ hobbies and talents through the school activities that the students enjoy like drama, music, and debates. The Sudanese principal explained: “To motivate the students to learn, weekly competitions between classes are being held. Every Monday, one class has to

present before the whole students in the center what they have learned in their science, history or geography curriculum.”

Syria Elghad Learning Center.

External environment outside Syria Elghad Learning Center within the Egyptian society.

The Syrian students are registered in the Egyptian state schools where they sit every year for their midterm and final exams to get their certificate. However, Syrian parents are very reluctant to send their children there because they feel that the educational environment in the national school is problematic, and unsafe for many reasons. First, Syrian students face bullying in general from their Egyptian classmates as Syrian P1 complained: “Egyptian students often make fun of their Syrian classmates for their Syrian Arabic dialect and their fair skin. This is very frustrating and annoying for my children. Besides, the Egyptian teachers in the national schools use beating for punishment.” In addition, the number of students in the Egyptian national schools’ classrooms is huge and this makes it very hard for the teachers to control the class discipline, class management or give special individual attention to each student.

Egyptian ESL Primary T2 in Syria Elghad explained: “Teachers are frequently absent from the Egyptian national schools, and might force the students to buy extra exercise sheets from them or else they threaten to fail them. This is a burden on the Syrian family’s budget.” Also Egyptian ESL Primary T1 in Syria Elghad added: “When the Syrian students sit for their exams in the Egyptian state schools they are traumatized because the Egyptian teachers are extremely strict and frequently use a rod or a ruler to beat the students. Sometimes, the teachers tell the students the answers during the exam and this is very shocking for the Syrian students.”

Internal environment within Syria Elghad Learning Center.

The researcher observed that the two venues of Syria Elghad Learning Center are very clean including the principal’s room, the classrooms, the bathrooms, and the play area of the KG. There are colorful charts all along the place with educational, ethical and moral quotes, poems and pictures of the students. This created a warm and cheerful school environment in the center. The Syrian community and the learning environment in

the center are very pleasant and friendly, according to the researcher's observation. Supervisors are everywhere and the principal is constantly around, going back and forth between the two venues for the learning center. The teachers are friendly with the students because the researcher could hear laughing voices as well as students clapping as positive reinforcements for the ones who answer the teacher's questions correctly.

All the Syrian parents as well as the Syrian principal interviewed agree that the Syrian refugee students feel safe learning within their own cultural environment. Syrian P1 explained, "The Syrian community and learning environment in the center are very pleasant, friendly and safe so my children feel like home. My children integrate perfectly in the center's community; socialize with their classmates and peers." Similarly, Syrian P2 also expressed her satisfaction about the Syrian community in the learning center and said:

In this center, my children are being raised and learn within the Syrian community and culture to which they belong. All their classmates, the principal and almost all the teachers, except for the ESL ones, speak the same Syrian Arabic dialect. I am scared to send my children to the Egyptian national schools because I hear that Syrian refugees there face a lot of problems like beating and bullying from their peers so they may feel alienated or discriminated against.

ESL Egyptian teachers all confirmed their satisfaction working in the center within the Syrian community because they find the other Syrian teachers and the Syrian principal friendly. They also reported that they resort to the principal whenever they encounter any difficulty or challenge that they cannot handle with their students like disobedience or students who do not want to participate in class due to emotional problems or students who never do their homework.

The Syrian principal also confirmed that Syrian community makes the learning environment for the students relaxing, secure and this reflects positively on the students' emotional well-being, their performance and academic advancement. She explained:

This is contrary to the environment in the Egyptian national schools where the Syrian refugee students feel strangers, are sometimes isolated and even bullied by their classmates. They find difficulties to make friends with their peers. Furthermore, the number of students in the classrooms in the Syrian center is lesser than in the Egyptian national schools so the students can understand better their lessons and can interact with their teachers.

The Syrian principal reported that rules, classroom discipline as well as punishment for the disobedient students are written on a chart in every classroom. Some examples of punishments, as reported by the Primary T1, are doubling the homework, writing several times a lot of vocabulary words, demoting a student in a lower grade class for 30 minutes or excluding the student from sharing in a game. No beating punishment is allowed in the school and serious problems are being referred to the principal and the psychologist.

The Syrian principal explained that there is an emphasis on talents, in Syria Elghad Learning Center. Students have art lessons that develop their talents and hobbies. Sports are also encouraged and students go with their Syrian teachers to play football at the Plaza Club, which belongs to Plaza Hotel and to which the school belongs. Moreover, the center offers trips like going to the zoo and Family Park, with very low fees.

The center provides the students with two months summer activities. Some of these activities include ballet lessons, cooking lessons, swimming and playing sports which are played in the Plaza club with low fees that the students' parents have to pay for. There is also a football coach in the club who trains the center's students' football team for competitions with other clubs. Reading competitions among students are also held to develop self-learning and lifelong learning. The Syrian principal explained that

these activities are entertaining, engaging, and motivating, and give the students the opportunity to socialize with peers and overcome the emotional problems resulting from their current refugee status. Accordingly, students become more motivated to learn, expense their energy and this is reflected in their attitudes in class with their teachers.

Actors

The Sudanese Displaced Children's Learning Center (SDCLC).

Non-governmental organizations (NGOs) and other external actors.

Several national as well as international NGOs play a major role to support the teachers at SDCLC. The Sudanese principal explained that The United Nations International Children's Emergency Fund (UNICEF) and the Christian Relief Service (CRS) offer the Sudanese teachers trainings and workshops about child psychology, class management, teaching children through games, differentiated instruction, and punishment methods based on non- violence. Sometimes these trainings are for a couple of weeks and would include all the Sudanese teachers from all the different Sudanese schools in Cairo. The Sudanese principal explained that the trainings given are based on the needs of the teachers, which are always being discussed during the SDCLC weekly staff meetings.

Volunteers and missionaries also support the teachers by trainings. The researcher observed a session about lesson objectives being given to the teachers by an American missionary who goes to the SDCLC monthly to train the teachers with updated teaching strategies. The Sudanese teachers were all eager and happy to attend and they explained to the researcher that they find such workshops very useful as they help them improve their teaching strategies.

ESL teachers.

All the teachers in SDCLC, including the ESL ones, are Sudanese refugees who have experienced the trauma of the political unrest in their country of origin and had to flee from their country under dangerous conditions. Some of them lived in camps, and one of them worked as a teacher in one of the camps. All the teachers interviewed confirmed that they have learned how to cope with their own traumas and the Sudanese Junior T3 said: "I have lived as a refugee in camps in the Nouba Mountains for three years, and that is why I can deal with my students' psychological traumas out of my own

experience.” He added: “I perfectly understand the traumas of my refugee students, their struggles and the problems they go through daily in this new society so I give them advice from my own experience.”

The ESL teachers interviewed as well as the Sudanese principal explained that they encourage their students to focus on their future. Sudanese Senior ESL T4 said: “I always stress the fact that education is the door to a better future, so I tell my students, never let your past experiences hinder you from looking forward to a better optimistic future.”

Sudanese ESL KG T1 and Junior ESL T2 only finished their senior studies in Sudan and hence they are not academically qualified as teachers. However, they reported that their lack of qualification was not a problem because they taught out of their personal experience. Sudanese Junior ESL T2 teaches English, Science, Arabic and Christian religion for grades two, three and four. She is a refugee herself who couldn't pursue higher education due to financial problems as well as the political unrest in South Sudan. She has no previous experience in education or in refugee education, and has been working as an ESL teacher in SDCLC for 5 months. She explained:

My husband is a specialist in social development and he always advises me how to deal with my students' challenging behaviors in class, especially how to deal with shy students to help them overcome their shyness. He tells me in order to build self confidence and self-esteem to shy students I need to ask them questions which they already know their answers.

However, she added that she sometimes faces problems with students that she does not know what to do about. For example, she said that she has in class one girl who always sits alone and does not want to participate in any class activity. She does not know what to do to help her so she seeks help from the principal.

On the other hand, the Sudanese ESL Junior T3 and ESL Senior T4 have high education and past experiences in teaching. Senior ESLT4 explained:

Experienced teachers usually train the new teachers and there are continuous peer observations. Teachers exchange their experiences together during the weekly staff meetings and the experienced teachers support and guide the novice ones about teaching strategies, and ways to deal with the students' class discipline and behavior. The experienced teachers also help the new ones with sites from the Internet to get free worksheets and materials to assist them in their teaching and improve their students' academic development.

Parents.

Sudanese P1 and P2 explained that most Sudanese parents of the refugee students in SDCLC are extremely busy at work to meet the financial needs of their families and do not have time to look after their children. Moreover, the Sudanese principal reported that many of the refugee students' mothers in SDCLC are not qualified to help their children with their studies.

Sudanese ESL KG T1 said that the parents should become more involved and engaged in their children's learning process. The reason is, as she explained: "I teach the students certain ethics and morals at school but at home and on the street the children are confronted with totally different matters. Therefore, I recommend that pedagogical courses be offered to the parents so that they would become engaged in their children's learning process."

Sudanese P1 explained:

There is a great difference between accommodation in Sudan and Egypt. In Egypt, people live in high buildings where there are many apartments and neighbors who do not know each other; whereas, in Sudan, where we

used to live, the houses are one floor and there is a closed yard where children can play safely and all the neighbors are helpful and friendly with each other. The young Sudanese children in Egypt are scared to be on the streets on their own because they people often grab or push them by force, insult them or throw stones on them.

Principal.

The SDCLC principal is a male Sudanese refugee from North Sudan. Hewas appointed in SDCLC by the board committee of the Heliopolis Community Church two months ago. He has previous experience with refugees as he worked for four years at St Andrew Refugee Services, founded by St Andrew’s United Church in Cairo, where he was a teacher, then a supervisor and finally a program manager.

The Sudanese principal explained that he holds weekly meetings with all the teachers in the center. The objectives of these meetings are to discuss the teachers’ agendas, the problems they face with their students and teachers exchange experiences with each other. Twice a month class visits are conducted by the principal, the vice principal or an experienced teacher to observe the performance of the teachers and guide them for better teaching strategies. The ESL teachers reported that they always found the feedback very beneficial.

Sudanese principal explained that when he recruits teachers in SDCLC, they are always being asked about their past experiences in dealing with refugees. Next, they are given an orientation to explain to them the school system, the school discipline, the school environment, the critical situation of the refugee students and how to deal with them. Moreover, it is always clearly stated that beating misbehaving students is not allowed at all in SDCLC. However, other punishments like having the disobedient student stand up all the class period or stay out of class for the whole period and in severe cases the student may be expelled from school of a couple of days.

Students.

The students were not interviewed in this study but the results in this section were from the interviews conducted with the other participants of the research. Many of the young Sudanese students in the center were born in Egypt, so they did not experience the hardships that their parents went through in Sudan. However, this is different for the older students.

Fear is an embedded emotion that these students have. Sudanese P2 explained:

The Sudanese children are afraid of the bullying they face all the time from the Egyptians outside the learning center. They are being continuously intimidated for their Sudanese Arabic dialect, their skin color, insulted, thrown with pebbles, and often labeled ‘monkeys’.

KG ESL T1 and Junior ESL T2 find it very hard to discipline and control the class. They complained that students are very noisy, restless, tough, and aggressive; they hit each other and show indifference to any punishment. Junior T2 added:

Some students cry for no valid reason, daydream a lot, do not concentrate in class, they sometimes sleep or eat in the class during the lessons and some of them are frequently absent for no valid reasons. Consequently, this is reflected in their poor performance in the exams.

Junior ESL T3 complained that the students are often reluctant to talk about the problems that bother them so he refers them to the principal who tries to talk with the students’ parents. But unfortunately, the parents are often not free to listen because they are so busy trying to meet the financial needs of their families.

Junior ESL T3 explained that the students have a poor foundation in education. They are weak in the English language skills like reading, writing, spelling and speaking. This is a great challenge that the ESL teachers face, so they try to give the students story books to read or extra individual writing assignments. All ESL teachers reported that, they downloaded videos on their mobiles and shared them with their students in the class sessions to facilitate teaching and enhance their students’ listening skills.

Senior ESL T4 explained: “Due to peer pressure, many students often drop out at grade 10 and stay idly at home or may hang out in the streets with street peers and get into troubles. The parents cannot force them to go back to school to pursue their education.” He added that the students are harmfully influenced by their street peers outside the center. Some of negative attitudes are reflected in the way the dress, the way they talk and their lack of cooperation with their classmates. Consequently, this affects negatively on their academic performance and advancement. The peer pressure and the thugs might frequently force some of the students to drop out of school and join the gangs. The Senior ESL T4 as well as the Sudanese principal reported that they always warn the parents about this serious problem and talk to the students about the dangers and consequences of following these gangs, but the students are not always ready to obey or listen.

Sudanese P1 who works in SDCLC and Junior T2 explained that using bad language, disrespect to teachers and misbehavior of students in the school rarely happens in Sudan because the society’s rules are very strict. Children cannot do whatever pleases them. They have to conform to their society’s norms and obey their parents. Besides, their extended families will not allow them to live as they want. However, living in a new society away from the extended family aggravates the situation of the Sudanese students especially that the parents are so busy to earn money and cannot control their children.

Another serious problem that Senior ESL T4 reported:

My Sudanese teenager students become very envious, jealous and frustrated when they see on Facebook pictures uploaded by their Sudanese colleagues who finally left Egypt and settled in destinations like Europe showing their new comfortable life. These pictures provoke them, depress them and make them angry as they are still waiting endlessly for their papers. These disappointing feelings are reflected as negative attitudes in class, indifference to learn and frequently these students’ academic achievements decrease and some of them drop out.

He reported that he always encourages his students to study because education will enable them to have a better future and better chances in life, and job opportunities. Moreover, he reported that he always tells them that he himself is a refugee and is able to have a job because he has always focused on his future and how to improve his education.

When Sudanese students finish senior grade eleven, they sit for their final Sudanese national exams in North Sudan Embassy in Cairo. A great challenge that the Sudanese students might face is that many of them cannot afford the fees of these final exams. Furthermore, although the Egyptian government supports the Sudanese refugees, they still have difficulties to pursue their higher studies in the Egyptian national universities due to the lack of their official documents, passports or financial matters.

Syria Elghad Learning Center.

Non-governmental organizations (NGOs) and other external actors.

National and international NGOs support Syria Elghad Learning Center and provide workshops for teachers to train them about teaching strategies. The Plan Organization offered a 40 hours course twice a week to teach the teachers fundamentals in teaching and those who attended received an accredited certificate by the Plan International Organization at the end of the course. Another teacher from St Andrew's Refugee Services gave training to the teachers about teaching strategies. A health course about protection against diseases was offered to the teachers by United Nations International Children's Emergency Fund (UNICEF) with financial incentives to encourage teachers to attend the course. Egyptian ESL Primary T 2 explained that she found this course very beneficial and she taught her students in class about it.

Save the Children also gives lectures to the teachers about ways to deal with the children and how protect themselves against violence, sexual abuse, bullying and verbal harassment. Egyptian ESL teachers reported that they found these lectures very useful as they shed light on serious problems in the society. Thus, they not only become aware of them but they can also warn their students about them. In addition, Save the Children also organizes a ten-day summer camp where the Syrian students enjoy different activities, competitions and play sports. Egyptian ESL T3 explained that trips and camps

relieve the emotional stress of the refugee students and thus they become calmer in the class.

At the beginning and end of each school year teachers at Syria Elghad Learning Center are provided with trainings and workshops by a qualified Syrian physician who works in an HR position at Syria Elghad Foundation NGO. He trains the teachers about general teaching strategies, and linguistic programming

The Syrian principal explained: “The students’ psychological problems are being dealt with by a psychologist who is being sent weekly to school through TerresDesHommes (TDH), a Swiss NGO, and who follows up special cases.”

ESL teachers.

Despite the fact that all the teachers in Syria Elghad Education Learning Center are Syrians, the ESL teachers are Egyptians. The English language foundation of the Syrian teachers is poor and thus they are not competent to teach the national Egyptian English language curriculum. The Egyptian ESL teachers in Syria Elghad Learning Center are all university graduates in majors other than English. None of the Egyptian ESL teachers has any past experience, knowledge or qualifications in teaching refugees or dealing with them.

All Egyptian ESL teachers expressed great appreciation about the professional development opportunities provided at the center. Although they are all university graduates, they did not graduate from a faculty of education. Thus, the workshops and the trainings they receive in the center are very useful for them.

On the other hand, whenever they have any emotional or psychological problem regarding the situation of their students being refugees, they resort to the Syrian principal, whom they find very supportive, to handle the situation.

The Egyptian ESL teachers in Syria Elghad Learning Center try to update and develop themselves academically on their own to improve their teaching skills. Some download videos that they use during their lessons, others surf the Internet for extra worksheets. However, none of the ESL teachers interviewed mentioned trying to read about the psychological problems that refugees might be suffering from. Egyptian ESL Primary T2 explained: “The Syrian principal always reminds us of the difficult life

circumstances of the refugee students in Cairo and the traumas they might have gone through with their families before leaving Syria.”

Classroom discipline is a problem that all the Egyptian ESL teachers interviewed complained about. Primary T2 said:

Students do not want to listen. They are nervous, noisy and aggressive with each other. In addition, they forget very easily what they have learned. A lot of them have psychological problems due to the traumas they experienced in their homeland. I have a student in my class who is very anxious and he talked to me about his brother who was killed. I feel very sorry for him and I try to always praise him in class and engage him in discussions and class activities.

Another Egyptian ESL Preparatory T4 seemed not to realize that any Syrian student in her class has any psychological problem and added: “My students never talk about their problems or their refugee status.”

On the other hand, the Egyptian ESL Preparatory T4 reported that she deals with the Syrian students in her class in the center exactly as she does with the Egyptian students she teaches in another national language school. In other words, she reported, she is fair and not biased against the Syrians; besides, she is conscientious in explaining the lessons in both schools.

Parents.

Most Syrian mothers of the refugee students in Syria Elghad Learning Center are housewives and their main concern is to look after their children. They are very keen that their children receive a good education because they feel that this is the door for a better future for any refugee. The Syrian girls in certain Syrian communities, and to which these mothers belong, as expressed by Syrian P2: “In our Syrian community back home in Syria, girls get married after grade 9 and do not pursue their education.” Consequently, such mothers are unable to assist their children with their homework, especially in the

English language because they do not even speak it. Thus, the refugee students' only source of learning is their teachers in the center. This is a challenge for the ESL teachers.

Moreover, Syrian P1 explained: "Due to the political unrest in Syria, many of us did not have the opportunity to have any basic education before getting married. We had to flee our country and seek refuge in Egypt." Therefore, she finds an urgent need for the parents to receive free courses in the English language and Math in order to be able to assist their children with their studies at home.

Syrian principal reported: "Many mothers of the students are unable to help their children with their studies and especially the English language, which was not being taught in Syrian school before the Syrian war until grade seven." The Syrian principal explained that the economic status of the Syrian refugee parents is their major struggle that impedes their children's academic advancement.

Principal.

The principal of Syria Elghad Learning Center is a female Syrian refugee. She has been working as the principal of Syria Elghad Learning Center for three years. She graduated from Damascus University, Faculty of Sharia and Law, major Islamic Sharia. She worked as an Arabic teacher for three years in a secondary school in Syria and had to flee her country with her little girl due to the war and dangers in Syria. She is very sympathetic with the Syrian teachers, parents and the students and perfectly understands their needs and the struggles they are going through in their new society. The researcher noted the extreme enthusiasm that the Syrian principal has and her positive attitude to improve the learning center's resources to help advance the academic level of the refugee students. She is also very keen to develop the refugee students' hobbies, talents, social and emotional well-being.

The Syrian principal's policy also focuses on cultural aspects, identity and integration of the Syrian refugee students in the Egyptian society. She explained her philosophy and said: "Syrian refugees have to adapt to the Egyptian society, integrate in it and appreciate the advantages and safety in Egyptian host country. This is an important point that I always stress when I talk with the students or with their parents. At the same time, it is very important to remind the refugees of their native country and culture so that

they feel proud of their origins and their identity. This develops in them self-confidence, self-esteem and help them to confront any difficulties or bullying they might experience in their new society.” Therefore, she explained: “A midterm celebration is held in the center every year and Syrian plays are acted by students, Syrian songs are played, films and pictures about Syria’s landmarks are projected and displayed. Also Syrian food is offered by the refugee parents who are also invited and everybody shares and enjoys this day.”

The principal also reported that she always reminds the Syrian teachers and the Egyptian ESL teachers to include composition assignments that target issues related to the situation of the students being refugees. For instance, one of these assignments would be: “Write an email to any Syrian citizen in Syria “or “Write about your experiences and opinions about life in Cairo”. Prizes are given as incentives for the best writer. Besides, students are encouraged through competitions to write short stories and poems. These activities develop their talents and help them express their feelings and improve their English language proficiency at the same time. Egyptian ESL T3 reported that such assignments related to the refugee students’ situation often motivates students to write because they never like to talk with her about their emotional problems.

The Syrian principal explained that one of the challenges she faces is that often the Egyptian ESL teachers resign after having received a lot of trainings in the center. The reason they leave is that they find another job with a better salary. Besides, there is no official contract to make them committed.

Students.

Interviews were not conducted with the Syrian refugee students in the learning center in this study, and the results are from the interviews conducted with the participants of the research.

Most Syrian refugee students, who lived in Syria before fleeing to Egypt, have experienced psychological traumas there due to the political unrest. This affects their academic achievements and concentration in class. Syrian Principal explained: “Some psychological problems are fear that resulted from loud noises of the bombs, the shootings and many have even witnessed the death of family members.”

Egyptian Primary T1 is specialized in special education and she reported:

I believe that refugees are also students with special needs; they daydream a lot and lack concentration. I try to give each student special attention and make them all engaged so I try to use teaching instructions that will motivate them. For example, I use games and competitions.

She added:

I have a girl in grade 5 who is very disturbed by the loud noises and she puts her hands on her ears all the time. I assume that this is probably due to a past traumatic experience that she might have gone through. I try to get her engaged as much as I can.

Egyptian ESL Preparatory T3 reported:

Unfortunately, the Syrian refugee students have no foundation in the English language and do not receive any support at home because the mothers themselves have no foundation in the language and most of them do not even know the English alphabet. Therefore, the students have pronunciation and sentence structure problems. And they do not care to learn English as much as they care about other subjects like Arabic, math, and religion.

She added that Syrian refugee students do not like to study English language because they find it very difficult. This is a great challenge for her and does her best to motivate them but that is very hard. Some of them always want to change their Syrian Arabic dialect and adopt the Egyptian Arabic one in order to please me or maybe out of fear of being disfavored by me.”

The Egyptian ESL Preparatory T3 complained that Syrian students behave weirdly in class and laugh for no reason; they do not have respect for the Egyptian teachers in

comparison to the respect they show to the other Syrian teachers in the school. In fact, she does not understand the reasons behind their attitudes and feels very frustrated because as she explained she exerts a lot of efforts to help her students like the English language. Egyptian students, in her opinion, are more disciplined. To deal with this situation, she simply ignores it, talk to the misbehaving student on individual basis or in serious situations that she cannot handle she refers the misbehaving student to the principal.

The Egyptian ESL Preparatory T4 complained about the carelessness of the Syrian students and their indifference to learn and this is a major problem and challenge that she faces. She added that she does her best to make the students realize the importance of education. She said: “The Syrian students have no sense of responsibility towards their education, their exams and their future life. The Syrian student’s attitude towards education is totally different from that of the Egyptian student.” She explained that the last year in the Egyptian national preparatory stage, grade 9, is a very important one because according to the grades of the final exams, the student’s future academic path is decided whether to pursue the Egyptian national high school certificate, “Thanaweya Amma”, which will enable him/her to pursue higher education later on; or if the student does not score the required grades, he/she will have to pursue a career in a vocational or technical school. She added: “Egyptian students are aware of the importance of this stage in their lives; whereas, the Syrian refugee students do not realize the importance of this school year and always have in mind to return back to Syria.” She believes that Syrian students are also careless with their pocket money and spend most of it on trivial issues; whereas the Egyptian students are more cautious.

The Egyptian ESL Preparatory T3 also added that frequently, the Syrian refugee students face problems with the Egyptian teachers in the national schools because they are registered in the Egyptian national schools and are absent except during the mid-term and final exams. Thus, they are being threatened that grades will be taken off in their reports due to their absence and lack of participation in class activities. This affects their final grades and they might consequently fail the school year. Furthermore, Syrian P1 complained that sometimes the Egyptian teachers of the national schools force the Syrian

refugee students, who attend classes in Syria Elghad Education Center, to take private lessons with them in order not to take off grades and compensate for their absence in the Egyptian national schools. Syrian P1 added: “This is a serious challenge and a financial burden on us because we are struggling in a new country with financial problems and we prefer that our children learn in the Syrian community.”

Syrian students sit for the Egyptian national final high school exams, “Thanaweya Amma”, in the Egyptian national schools.

Tools

The Sudanese Displaced Children’s Learning Center (SDCLC).

The learning center’s resources.

Simple instructional materials are provided to the teachers to assist their teaching like pictures, flash cards and charts. The Sudanese principal explained that examples from the Sudanese culture are always being used because frequently the material in the curriculum books is different from the Sudanese culture. This helps the students to feel that learning is personalized.

The center has only one digital projector that all the teachers for all the grade levels and all the subjects taught share to project videos or pictures while explaining their lessons in the class. Although the school has four computers, they are outdated and there is no Internet in the school. Therefore, the teachers rely on their own personal work to download videos or pictures from their personal mobiles or lap tops at home and use the school’s projector in class. ESL teachers interviewed complained that this situation is very frustrating because it’s a burden on their financial budget. The Sudanese ESL KG T1 complained that more books are needed because there is only one copy of the school book, so she has to photocopy the lessons for all the students. This is a lot of effort for her.

On the other hand, the Sudanese ESL Junior T2 said: “I use a lot of drawing in the English classes but I need realia to help me in the science lessons. Children love the drawing and the music classes and are eager to learn lyrics.” Since SDCLC belongs to the Heliopolis Community Church, the CRS provides them with religious education and the students love to sing the hymns.

All the ESL teachers interviewed expressed their urgent need for more school books, charts, dictionaries as well as storybooks to encourage the students to read and improve their English language skills. More digital projectors are also required to enable the teachers to better demonstrate their lessons. Furthermore, a playground is needed for the students to enjoy their break and play sports and enable the students to play football with their colleagues instead of playing in the streets with the street children after the center's hours.

Sudanese Senior T4 explained: "Nowadays, students need to learn computer skills so computer labs and Internet are an urgent need to teach the students computer skills which will help them become engaged in their learning process, and lifelong learners."

Whereas Sudanese Junior T3 said: "Having both recreational and educational trips for all the students will help them become more interested and motivated to study and pursue their education."

Music and fine art classes do not exist in the school program. They are very important to develop the students' hobbies and they are a means of expressing their feelings and an outlet for their psychological stress as Junior T2 reported. Moreover, she highlighted the importance of having CDs for learning English through games because this motivates students at this young age.

Professional development.

The professional development training and workshops given to the ESL teachers, whether by the NGOs, volunteers or the school specialist are all general trainings about teaching strategies, lesson plans, time management, punishment methods, lessons' objectives and protection from diseases. However, nobody mentioned any sessions related to the refugees' psychological traumas or problems.

Sudanese ESL Senior T4 said: "At the end of every school year, all the teachers attend a mandatory retreat for three days where we receive training about teaching strategies, computer skills, class control and management. I learned about Bloom Taxonomy theory in these retreats."

Knowledge and experience with refugees.

All the SDCLC teachers deal with their students' psychological traumas by themselves because they are the best ones to understand these issues since they have gone through the same experiences and are still struggling as refugees in a new country, a new society and a new culture. However, the school has a counselor that takes over when the case is serious. Every Thursday all the staff has a meeting and the teachers exchange experiences, an activity that all the teachers interviewed find very beneficial and efficient. After every meeting a report is written with the results of the meeting and presented to the principal.

Syria Elghad Learning Center.

The learning center's resources.

The school has movable screens that are shared among the teachers to help them project their lessons while teaching. In addition, simple designs made out of foam or wood, flash cards or realia are also supplied. The school also has a library that contains references and books for lesson preparation.

The Syrian principal said: "A digital projector and a fixed screen are needed in every class to enable the teachers to better perform their lessons. Many other needs are also important like visual aid equipment, diagrams, maps, lab equipment to help the teachers explain their lessons and for the students to better understand science, biology, chemistry, geography and other subjects."

She also explained that despite the fact that there are only 30 to 35 students in every class, the sizes of the classrooms are very small. The students need more space to move in the classrooms and a playground where they can spend their break and play sports. Besides, music classes are also a need because this will motivate students and help them discover their talents.

The students in Syria Elghad Learning Center pay very low fees and the center needs financial support in order to pay the salaries of the teachers to maintain a good academic standard for the students and provide the teachers with efficient trainings. Frequently, the financially disadvantaged refugee students who might have lost the father during the Syrian crisis or the father might have been imprisoned do not pay fees at all.

Professional development.

Teachers' academic performance and attitudes are daily supervised by supervisors and the students are continuously assessed and disciplined. Every teacher is required to give weekly reports about the achievements of the students to the principal.

One of the school's main goals is the educational and professional development of the teachers. However, according to the findings from the interviews conducted with the Egyptian ESL teachers as well as the principal, all the professional development trainings conducted by the NGOs or provided by the school specialist focus on academic teaching strategies and updating teachers with the 21st century teaching skills. Furthermore, as the principal mentioned during the interview, specialists from NGOs come on regular basis to assist specific students who are struggling with psychological disturbances. No trainings regarding the refugees' status or psychological well-being are given to the teachers to help them deal with these cases in their classroom. The Syrian teachers deal with such issues out of their personal experiences. As for the Egyptian ESL teachers some of them are not aware of any psychological problems with their students and others refer any difficult case that they cannot handle to the principal.

Knowledge and experience with refugees.

All the Egyptian ESL teachers in Syria Elghad Education Center are Egyptians and have no background or experience in teaching refugees.

The Syrian principal explained that Muslim religion classes and prayers are being taught to the Muslim Syrian students at a very young age and students are encouraged to study and recite verses from the Holy Quran. As for the Christian students, she reported, they also have Christian religion classes. This is a way of helping and teaching the students to resort to prayers to overcome any hardships they may be going through.

Outcomes

The Sudanese Displaced Children's Learning Center (SDCLC).

The principal explained that around 15-17 students out of 22 graduate from high school from SDCLC. The Sudanese principal explained that two or three students from every class stage usually drop out for various reasons. Some of the reasons are that the family moves to another country, the school might be far from the student's home and the

parents prefer a closer school to where they live, the bullying that the students face on the street on their way to school, the students' lack of desire to pursue their studies or some students fail frequently.

Syria Elghad Learning Center.

According to the principal most students pass in their final exams and it is very rare that a student would fail or have a summer make up. According to the Syrian principal some students drop out from school due to financial problems, due the situation of the family that has to travel to another country or for other various reasons. The principal complained that this year 30 students out of 800 left the center because their parents enrolled them in another learning center that offers classes for Syrian students without paying fees.

Chapter 5. Discussion

The aim of this study was to better understand the factors that shape the experiences of ESL teachers who teach K-12 Sudanese and Syrian refugee students in two different education learning centers in Cairo, the Sudanese Displaced Children's Learning Center (SDCLC) and Syria Elghad Learning Center. The discussion in this chapter demonstrates the elements that affect the roles and perceptions of the ESL teachers in the two learning centers and also compares and contrasts between the two case studies. In addition, the discussion relates the findings of the study to the literature.

The roles and experiences of ESL teachers in this study emerged as substantially challenging, and a byproduct not only of who those teachers were in terms of background, experience, preparations and qualifications, but also as a result of the larger system in which they function as educators. Indeed, the four factors identified by Brown (2001), namely environment, actors, tools and outcomes all seemed to play a vital role in shaping the experiences of these teachers - unsurprisingly.

The ESL teachers interviewed in this study worked in centers catering to less privileged refugee communities, suffering from lack of financial resources and a strong educational background. As such some of the results of this study are definitely particular to similar socio-economic and educational conditions. However, other issues that emerged as relates to holding on to national identity and culture might have implications for the broader refugee populations. One story that emerged as closely related to experiences of teaching and schooling was complexity of integration, finding roots or moving on.

Challenges of Teaching ESL to Refugees

The ESL teachers portrayed in this study varied in background and qualifications across the two settings. In the Sudanese center, ESL teachers were mostly refugees from the Sudan; some of these were educated and even formally trained as teachers, while others had not completed their studies because of war. In the Syrian context, ESL teachers were Egyptian, since Syrian teachers within this community did not have the English language proficiency and experience to teach English according to the Egyptian national curriculum. However, although these Egyptian teachers were graduates of

faculties of education, they were specialized in teaching other subjects, and were working at the Syrian learning center part-time to enhance their income. In both settings to varying degrees the ESL teachers seem to be an emergency solution, very far from the ideal.

The role of NGOs, volunteers or missionaries in providing much needed professional development to ESL is strongly evident in these studies. These opportunities focus on general teaching skills and practices such as classroom management, lesson plans and objectives of the lessons. All ESL teachers interviewed reported that they benefit from the continuous professional development workshops. However, in neither center did these opportunities entail refugee education. Hart (2009) stressed the gravity of the past experiences that refugee students might have witnessed or experienced in their country of origin and which are reflected as troublesome behaviors in the classrooms. Some of these reactions are fear, stress, aggression, agitated behavior and disorganization. Also, Hart (2009) highlighted the point that teachers sometimes do not understand these emotional and psychological disturbances and consequently, are not supportive to their students. Egyptian teachers in the Syrian learning center for example do not seem to understand what it means to be a refugee, and how past and present experiences involved might impact students mental state, motivation, and behavior in the classroom and towards school. They approach Syrian students as they do local Egyptian and have similar expectations of them. However, what they often witness is rebellious misbehavior, daydreaming in class, lack of concentration, anxiety, class discipline, aggression, indifference and lack of motivation to learn. Encountered with different realities, the teachers express bafflement and even indignation at behaviors they cannot sympathize with. To these teachers, Syrian students come across as ungrateful and indifferent to the opportunity they are given to get an education. In the Sudanese center, refugee teachers resort to their own trauma for empathy and for strategies to help students cope.

These realities underscore two important practices supported in the literature for refugee education. The first of these is the importance of raising awareness about the complexities associated with being a refugee as part of pre-service and in-service

education in host countries. The literature review chapter of this thesis presents several international programs that aim at building the connection between teachers, refugee students, and their families. The current finding further suggests the importance of these strategies. The current study also underscores specialized training as essential to help teachers support and encourage refugees in order bring up a generation that has a psychologically stable, healthy, positive, and constructive. The second practice that is supported by the results of this study is the viability of empowering and preparing refugees to enter the teaching profession, especially in contexts that have a substantial refugee population. The literature suggests that the presence of refugee teachers in education provides a safe learning environment in the schools (Kum et al., 2010). In both learning centers of the study, the two principals as well as the Sudanese ESL teachers interviewed confirmed that refugee teachers can deal with some of the psychological problems of the refugee students in class because they themselves have experienced the same traumas of the war and the hardships.

Another difficult challenge to the teachers is the poor literacy foundation of the refugee students as well as the variation in their language proficiency (Naidoo, 2012). Similar findings in this study indicated that Sudanese and Syrian refugee students arrive to Egypt with poor literacy. There are many reasons for this situation, like the political unrest that resulted in lack of schools and many refugees had to live in camps or flee their countries under difficult circumstances. Not only do they have to attend to the literacy needs of higher diverse group of students, but they become almost solely responsible for getting those students on track and enhancing their literacy, thereby providing them with skills necessary for a more affluent stable future.

This responsibility is compounded by the absence of the parent as a source of support - both educational and psychological. Sudanese and Syrian students lack support from the parents in two distinct ways, with the situation being more serious for students from Sudan. Parents from both nationalities seem to lack the educational background to support their kids due to their own limited schooling for reasons of war, poverty, as well as cultural expectations for early marriage in the case of Syrian mothers. Additionally, Sudanese parents seem too busy attending to financial security for them to take care of

their children, subjecting the latter to all kinds of dangers on their way to and from school, and being unavailable to provide them with the moral guidance needed. All these factors increase the role played by the school, and the teachers, in the lives of those children and adolescents. The school almost constitutes a life vest for these students, attempting to bring them up as well as developing them academically. The role of the school at the senior level seems to predominantly prevent students from dropping out and joining street gangs.

Identity also emerged as crucial in the decisions that students, teachers, parents, and the principals make regarding learning, teaching, and schooling in general. It definitely helps ESL teachers that the language of instruction at the Sudanese center is English, and that English is regarded positively by the internal and external community. It seems that for the Sudanese population there English does not clash with their identity; the center which is Christian and affiliated to South Sudan, a former British colony regards English as a way to the future - to a better life - probably in western English-speaking country like Canada or the USA. English on the other hand does not play a substantial role in the Syrian reality. The teachers indicated that students did not care for English classes. Teachers in the current study were convinced that Syrian students wanted to go back home, a place where English has not been associated with increased opportunities.

The Complexity of Integration: The Strain between Rejection and Gratitude

Refugee education is often rooted in discourse about integration in the host country. Integration emerged as a strong side story in both cases, manifesting a push to live harmoniously within the host country, and a pull to stay deeply grounded in the roots of fatherland. Rejection from the host community also played an important role in compounding the importance of the school as a safe haven, and a cause for resisting integration and a stress acculturation on behalf of the students

English is not the official language of Egypt, and as such it could not be regarded as a tool for integration. As mentioned earlier, students in both communities are not looking to settling in Egypt. The accounts of teachers and principals imply that their time in Egypt is regarded as a step towards another destination. However, principals and

teachers at both centers regard their time in school as important for that future, but find it difficult to project that conviction to the students, who by virtue of their young age, might find it difficult to engage in long-term planning and gratification. This discrepancy in goals seems to create substantial challenges for student engagement.

The principals in both locations talked about the importance of living peacefully among the host community. McBrien (2005) as well as Windle and Miller (2012) highlight the importance of acculturation which is another challenge for the refugee students who try to adopt the new culture of the host country and merge it with their own original one. Acculturation often causes emotional stress and fear for the refugee students. Findings in this study revealed similar challenges that the Sudanese and Syrian refugees face in the Egyptian society outside the learning center. Syrian students in this study were also exposed to standard practices of corruption that all Egyptians face, such as private lessons and the like; practices that scared students and constituted a huge financial burden on their parents. Although Sudanese and Syrians are Arabs and speak the Arabic language, refugee students face bullying and verbal harassment regarding their race and skin color, whether black or fair, and their Sudanese or Syrian Arabic dialect that is different from the Egyptian Arabic dialect. This was a surprise to the researcher, and her advisor. It might be that Egyptians, even ESL teachers, already suffering from poverty, unemployment and lack of resources regard the influx of refugees as further aggravating their economic problems and further burdening an already struggling educational system.

For students and parents the center was therefore a safe haven from a hostile and unfamiliar environment. The internal environment in both learning centers is welcoming and pleasant, as reported in the interviews with the participants and observed by the researcher. This impacted policies regarding the punishments that teachers could use and an integration philosophy that advocated non-violence and passive acceptance of the society students lived in. This was true of both settings. No violent punishment is exercised with the students in either learning center, which helps the refugee students to feel secure, according to the parents interviewed in both centers. It is of great importance to have a safe learning environment for refugee students to enable their ESL teachers to

enhance the students' academic advancement. Refugee students' might have experienced or heard from their parents about the traumas of the political unrest in their country of origin and the difficulties they had to face to flee to Egypt. In addition, they might have been detached from their family members, their extended families, their neighbors and their school friends. This results in a lot of psychological instability, stress and anxiety throughout the different developing phases of the refugee children and is a great challenge for their teachers.

The center was also a home away from home, replacing the warmth and guidance of extended families, and most importantly reminded students of their homeland. One Sudanese mother described as a "second home for my children". The Sudanese and Syrian parents interviewed are extremely annoyed and worried that their children are being brought up in a strange society and surrounded by strangers. Family ties in the Sudanese and Syrian culture are very strong. Refugees had to leave behind in their country of origin their extended families which play a vital supporting role in the upbringing of the children. It was obvious, especially in the Sudanese setting that the school and teachers were in a way replacing the relatives and neighbors left behind.

Both centers celebrated that native culture constantly through resources, activities, and events. The preservation of culture was approached more drastically in the Sudanese case, where the national Sudanese curriculum is followed by the center. Although the latter emphasize the national identity of these students, their culture, and their history, it puts them at a great practical disadvantage. However, the North Sudanese curriculum is being taught in SDCLC and the students often cannot pay the high tuition fees for their senior exams or the Egyptian state universities because they graduated with the Sudanese diploma and are considered "*wafedeen*", roughly translated to non-Egyptian. The Sudanese principal explained that all Sudanese refugees hope to resettle in their final destination in USA or Canada, so it is essential that they learn about their country of origin through the Sudanese curriculum in spite of all the obstacles that they might face later in pursuing their education. He added that the Sudanese students need to feel proud of their origins, heritage and culture. Besides, if they do not learn about their history,

traditions and heritage through their Sudanese national curriculum, they will dissolve in the future in societies of the host countries.

Good Practices

The results of this study pointed out that ESL teachers are not the only ones that need to expand their awareness and skills to deal with refugees as other culturally diverse students. As part of this ecosystem, students and the communities they belong to and interact with need to learn living with the other. The research has indicated many similarities with the literature regarding international good practices. One of these is multi-culturalism. The refugee crises and globalization have created multiculturalism. Nowadays countries have people from different nationalities with different cultures, customs and traditions living in the same society together. They need to integrate, assimilate and cooperate with each other in the host countries to become productive citizens. This is a positive perspective when looking at the situation on long term as it may advance the economy of the country and develop the society. Intercultural education is very important especially that currently there are students from different backgrounds in the same classroom, whether natives, immigrants or refugees. Students need to enrich their knowledge about different countries and different cultures in order to learn how to collaborate and cooperate with their colleagues. Intercultural education supports every student's identity and this develops the students' self-esteem, helps them to advance academically and creates a stable emotional well-being environment among classmates. Therefore, raising awareness of people about the importance of multiculturalism is crucial. This can be achieved through education and mass media that will enrich knowledge about different countries and cultures, and reinforce tolerance and acceptance of differences which enable natives and refugees to live in harmony together (Fuller, 2016).

In Canada, anti-racism education is being advocated besides multiculturalism and identity education. The main aim of anti-racism education is to deconstruct the bias, the prejudice, discrimination and authority of power in order to reform the understanding of how the multicultural and intercultural needs should become in the Canadian society. Therefore working with refugees and teaching them require an anti-prejudice attitudes

and beliefs from the educators (Fuller, 2016). Another very useful concept within that regard is peace education. Peace education need to be highlighted in the education sector and exhibited practically especially that the refugee crisis has become a global concern. Peace education is a basic element for citizenship education, which promotes preparing active and engaged citizens who are responsible and willing to maintain and achieve peace and social orders at all levels (Kirkwood-Tucker, 2014). Peace building education is concerned with repairing the fractured social relations, inequities underlying violence and intergroup friction. Integrating global education into the teaching education programs and in the future teachers' preparation curriculum is an effective solution for the new millennium (Kirkwood-Tucker, 2014). This will help the refugees and the natives to live in harmony. Besides, it is very positive, constructive and helpful as it encourages refugee students to accept and adapt to their new status, cope with their problems and focus on their present and future life. Furthermore, it creates social harmony with Egyptians especially that many refugee families might not return to their countries of origin and settle in Egypt.

Areas That Require More Research

More research is needed in order to explore more Sudanese and Syrian refugee community schools and learning centers in Cairo in order to better understand the various factors that shape the experiences of the ESL teachers in Cairo.

Limitations of the Study

The researcher is focusing on two community learning centers for refugees in Cairo, one for the Sudanese refugees and the other for Syrian ones. Thus, the results cannot be generalized to all the Sudanese and Syrian community learning centers in Egypt because the sample is limited to the two learning centers under study. Also, the answers of participants interviewed regarding their education qualifications, customs and traditions of their country of origin cannot be generalized to the whole Sudanese or Syrian society.

A second limitation of the study is that Syria Elghad Education Learning Center does not offer classes for the secondary stage due to lack of financial resources, as

mentioned in the results' chapter; whereas, in the Sudanese learning center students graduate from senior stage after grade 11. Consequently, the researcher interviewed four ESL teachers in Syria Elghad Learning Center, two from the primary stage and two from the preparatory stage. This limitation affects the results because the lack of interviews with the teachers of the secondary stage does not reveal the challenges that the Egyptian ESL teachers might face that would shape their experiences with the critical adolescent stage of the Syrian refugee students in the secondary stage.

A third limitation in the study is that the students in both learning centers were not interviewed. The findings of the interviews were based on the interviews of the ESL teachers, the principals, and the refugee parents. Therefore, the research does not give a holistic view regarding the students' opinions about their situation of being refugees in a host country and the impact of their learning process in these two community learning centers.

Recommendations

Refugee education presents a great challenge for educators. Refugees have socio-economic, psychological and educational needs that would enable them to integrate in the host country, pursue their education and eventually find jobs that will enable them to develop their socio-economic levels. The teachers are assigned to provide high quality education to the diverse refugee students, who come from multiple language bases and might have limited formal education, little or no English language and who suffer from histories of grief, losses and traumas.

This complex task often requires a multidisciplinary team approach to support the teachers and meet the needs of the students (Miles & Bailey-McKenna, 2017). The researcher presented several recommendations to enhance the ESL teachers' experiences and roles with their refugee students.

First, it is imperative to prepare academic programs for refugee education for the pre-service and in-service ESL teachers. This will enable them to become knowledgeable about their refugees' background education, cultures, and experiences as well as the struggles refugees go through in the host country. In addition, they will be able to deal

with the various challenges they meet with their refugee students and meet their diverse needs.

Second, ESL teachers as well as administrators need to apply a pedagogy that is culturally sensitive so that their refugee students feel motivated and engaged. Otherwise failure is very likely to occur.

Third, it is very important that the ESL teachers be in contact with the parents of their refugee students and to engage them in the learning process of their children. This strategy will bond the refugee families and the teachers, which will enhance the academic achievements of the refugee students.

Fourth, integrating multiculturalism, peace education, global education and anti-racism education in the Egyptian education is an effective solution for the refugee discrimination in the Egyptian society. Global citizenship education is urgently required to implement global peace building citizenship that advocates human dignity, social justice, multilateral communications, cross-cultural understanding and finding solutions to all the global issues (Kirkwood-Tucker, 2014).

Finally, engaging school students and university students in community service and preparing them for lifelong commitment to develop their society and their country is a necessity.

Conclusion

English language is a global language and an important means of communication on an international scale. Learning English is considered a necessity for refugees who hope to settle in a developed country where the first language is English. It enables them to communicate and integrate in the new society, find job opportunities and improve their socio-economic status. Therefore ESL teachers have a major role and impact on their refugee students. Quality education is required to all refugee children and is a worldwide concern. Hence, investing in teachers needs to be a priority. Teachers who teach refugees need to receive ongoing specialized professional development to help them implement effective teaching strategies in their classrooms.

. The psychological well-being of refugee students has a great impact on their capacity to learn and progress academically, and teachers have a major role to play in

their psychosocial recovery. Teachers who teach refugees need to be well-prepared and supported by psychosocial support programs, as well as social and emotional learning approaches to enable them to overcome all the psychological challenges they may face with their refugee students.

Educators need to work together globally to develop the skills of the pre-service and in-service teachers to support this particular population and improve their educational outcomes and experiences across national contexts, whether children or adults. This requires a successful collaboration between various players and comprehensive approaches. International organizations, national non-governmental organizations (NGOs), the government, school districts, civil society, community-based organizations, teachers, parents of the refugee students as well as the students themselves need to work together to support and help the refugees to settle, adapt and integrate in their new environment and society so that they become productive and useful individuals (Ficarra, 2017).

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Appendix A: IRB Approval

CASE #2018-2019-077



This is to inform you that I reviewed your revised research proposal entitled "

" and determined that it required consultation with the IRB under the "expedited" category. As you are aware, the members of the IRB suggested certain revisions to the original proposal, but your new version addresses these concerns successfully. The revised proposal used appropriate procedures to minimize risks to human subjects and that adequate provision was made for confidentiality and data anonymity of participants in any published record. I believe you will also make adequate provision for obtaining informed consent of the participants.

Please note that IRB approval does not automatically ensure approval by CAPMAS, an Egyptian government agency responsible for approving some types of off-campus research. CAPMAS issues are handled at AUC by the office of the University Counsellor, Dr. Ashraf Hatem. The IRB is not in a position to offer any opinion on CAPMAS issues, and takes no responsibility for obtaining CAPMAS approval.

This approval is valid for only one year. In case you have not finished data collection within a year, you need to apply for an extension.

AHA egypt



Appendix B: CAPMAS Approval


الجهز المركزي للتعينة العامة والإحصاء

الموضوع : القيد : ١٧٧٢

المرفقات : التاريخ : ١٩ / ٤ / ٢٠١٩

السيد الأستاذ الدكتور/ مستشار الجامعة الأمريكية بالقاهرة

تحية طيبة وبعد ،،،

بالإشارة لكتاب سيادتكم ومرفقاته الوارد للجهز في ٢٠١٩ / ٢ / ١٤ بشأن طلب الموافقة على قيام الباحثة / ديان جوزيف خليل لكح - المسجلة لدرجة الماجستير/ قسم التعليم الدولي المقارن كلية الدراسات العليا للتربية / الجامعة الأمريكية بالقاهرة - بإجراء دراسة ميدانية بعنوان : (فهم خبرات معلمي تدريس اللغة الانجليزية (K-12) لتعليم الاجنبي في القاهرة : حالة المدارس الأهلية السورية والسودانية) .

وذلك وفقا للإطار المعد لهذا الغرض .

يرجى التكرم بالإحاطة بأن الجهز المركزي للتعينة العامة والإحصاء يوافق على قيام الباحثة / ديان جوزيف خليل لكح - بإجراء الدراسة الميدانية المشار إليها بعالية وفقا للقرار رقم (١٣٣ -) لسنة ٢٠١٨ / ٢٠١٩ اللازم في هذا الشأن وعلى إن يوافق الجهز بنسخة من النتائج النهائية كاملة فور الانتهاء من إعدادها طبقا للمادة رقم (٧) من القرار .

وتفضلوا بقبول فائق الاحترام

٢٠١٩
١٣٣٣
مجدى محمد جاد
القائم بأعمال
مدير عام الإدارة العامة للأمن



جمهورية مصر العربية



الجهاز المركزي للتعينة العامة والإحصاء

قرار رئيس الجهاز المركزي للتعينة العامة والإحصاء
بالتفويض

رقم (٨٧ -) لسنة ٢٠١٨ / ٢٠١٩

في شأن قيام الباحثة/ ديان جوزيف خليل لكح - المسجلة لدرجة الماجستير/ قسم التعليم الدولي المقارن كلية الدراسات العليا للتربية / الجامعة الأمريكية بالقاهرة - بإجراء دراسة ميدانية المشار إليها بعنوان : (فهم خبرات معلمي تدريس اللغة الإنجليزية (K-12) لتعليم اللاجئين في القاهرة : حالة المدارس الأهلية السورية والسودانية) .

رئيس الجهاز

- بعد الإطلاع على القرار الجمهوري رقم (٢٩١٥) لسنة ١٩٦٤ بشأن إنشاء الجهاز المركزي للتعينة العامة والإحصاء .
- وعلى قرار رئيس الجهاز رقم (٢٣١) لسنة ١٩٦٨ في شأن إجراء الإحصاءات والتعدادات والاستفتاءات والاستقصاءات.
- وعلى قرار رئيس الجهاز رقم (١٣١٤) لسنة ٢٠٠٧ بشأن التفويض في بعض الاختصاصات .
- وعلى كتاب الجامعة الأمريكية بالقاهرة - الوارد للجهاز في ٢٠١٩ / ٢ / ١٤

ق

مادة ١: تقوم الباحثة / ديان جوزيف خليل لكح - المسجلة لدرجة الماجستير /قسم التعليم الدولي المقارن كلية الدراسات العليا للتربية / الجامعة الأمريكية بالقاهرة - بإجراء الدراسة الميدانية المشار إليها عالية .
مادة ٢: تجرى الدراسة على عينة حجمها (١٢) أثنى عشر مفردة من الجنسيات السورية والسودانية موزعة على الفئات كالتالي : ٦ مفردة من المدرسين ، ٢ مفردة من مديري المدارس ،
٤ مفردة من أولياء أمور اللاجئين السوريين والسودانيين .

وذلك بمركز سوريا الغد التعليمي التابع (لمؤسسة نور المستقبل) بمدينة العور تحت إشراف وزارة التضامن الاجتماعي وكذا مركز تعليم الأطفال السودانيين بالكيلو ٤.٥ بحافظة القاهرة وتابع (كنيسة مجتمع هليوبوليس) والتابع لمفارة شمال السودان .

مادة ٣: تجمع البيانات اللازمة لهذه الدراسة بموجب الاستمارة المعدة لذلك وعدد صفحاتها صفحة واحدة معتمدة بخاتم الجهاز المركزي للتعينة العامة والإحصاء.

مادة ٤: تقوم وزارة التضامن الاجتماعي وكذا الجهات المستهدفة - وتحت إشراف إدارة الأمن بكل منها - بتيسير اجراء هذه الدراسة الميدانية مع مراعاة الضوابط الخاصة بتقسيم درجة سرية البيانات والمعلومات المتداوله مسبقا بمعرفة كل جهة طبقا لما جاء بخطة الأمن بها .

مادة ٥: يراعى موافقة مفردات العينة والمسؤولين بالجمعية المستهدفة- وسرية البيانات الفردية طبقا لقانون الجهاز رقم (٣٥) لسنة ١٩٦٠ والمعدل بالقانون رقم (٢٨) لسنة ١٩٨٢ وعدم استخدام البيانات التي يتم جمعها لأغراض أخرى غير أغراض هذه الدراسة .

مادة ٦: يجري العمل الميداني خلال أربعة أشهر من تاريخ صدور هذا القرار .

مادة ٧: يوافق الجهاز المركزي للتعينة العامة والإحصاء بنسخة من النتائج النهائية لهذه الدراسة .

مادة ٨: ينفذ هذا القرار من تاريخ صدوره .

صدر في: ٢٠١٩ / ٢ / ٢٠

مجندي محمد جاد
مقام باعمال
مدير عام الإدارة العامة للاص



Appendix C: Consent Forms

الجامعة الأمريكية بالقاهرة

استمارة موافقة مسبقة للمشاركة في دراسة بحثية

عنوان البحث : فهم خبرات معلمي تدريس اللغة الإنجليزية كلغة أجنبية (K-12) لتطعيم اللاجئين في القاهرة: حالة المدارس الأهلية السودانية والسورية

الباحث الرئيسي: ديان جوزيف لكح
البريد الإلكتروني: dianelakah@aucegypt.edu
الهاتف: 01222307240

انت مدعو للمشاركة في دراسة بحث. الغرض من البحث هو استكشاف وفهم العوامل التي تشكل الخبرات ودور معلمي اللغة الإنجليزية كلغة ثانية للصفوف الدراسية الابتدائية والأعدادية والثانوية للاجئين السودانيين والسوريين في القاهرة ، ويمكن نشر النتائج وعرضها. نتائج البحث ستنتشر في دوريه متخصصه أو مؤتمر علمي أو ربما كليهما

المدة المتوقعة للمشاركة في هذا البحث ثلاثون دقيقة

اجراءات الدراسة تشمل ملاحظات غير هيكلية ، اجراء مقابلات وحديث مع المشاركين في البحث

لا توجد أي مخاطر من المشاركة في هذه الدراسة

الاستفادة المتوقعة من المشاركة في البحث: ستكون هناك فوائد للباحث من هذا البحث حيث يعمل الباحث في قطاع التعليم كمدرس للغة الإنجليزية كلغة ثانية للبالغين وطلاب المدارس الثانوية ولديه العديد من اللاجئين في الصفوف. هناك حاجة ملحة لفهم التاريخ الماضي للطلاب اللاجئين سواء أكاديميًا واجتماعيًا وحتى نفسيًا من أجل تخصيص خطط الدروس لتكون ملائمة لهم وتلبي احتياجاتهم

السرية واحترام الخصوصية: المعلومات التي ستدلى بها في هذا البحث سوف تكون سرية

ان المشاركة في هذه الدراسة ماهي الا عمل تطوعي. حيث أن الامتناع عن المشاركة لايتضمن أي عقوبات أو فقدان أي مزايا تحق لك. ويمكنك أيضا التوقف عن المشاركة في أي وقت من دون عقوبة أو فقدان لهذه المزايا.

الامضاء:

اسم المشارك :

التاريخ :/...../.....

EXPERIENCES OF ESL TEACHERS OF REFUGEES IN CAIRO

 THE AMERICAN UNIVERSITY IN CAIRO
INSTITUTIONAL REVIEW BOARD

Documentation of Informed Consent for Participation in Research Study

**Project Title: Understanding the Experiences of K-12 ESL Teachers Teaching Refugees
in Cairo: The Case of Sudanese and Syrian Community Schools**

Principal Investigator: Diane Joseph Lakah.

Email: dianelakah@aucegypt.edu

Mob: 01222307240

*You are being asked to participate in a research study. The purpose of the research is to explore and better understand the factors that shape the experiences, roles, and perceptions of teachers of kindergarten through twelve (K-12) who teach English as a second language (ESL) for Sudanese and Syrian refugees in Cairo, and the findings may be published and presented. The expected duration of your participation is 30 minutes.

The procedures of the research will be as follows: unstructured observations, semi-structured face to face interviews using open ended questions

*There will not be any risks or discomforts associated with this research.

*There will be benefits to the researcher from this research as the researcher is in the education sector working as English as a Second Language instructor for adults and high school students and has many refugees in the classes. There is an urgent need to better understand the past histories of refugee students whether academically, socially and even psychologically in order to customize the lesson plans to be relevant to them and meet their needs

*The information you provide for purposes of this research is confidential and the names of the participants will not be mentioned in order to make them feel free to express their experiences and challenges they face with their refugee students.

*Participation in this study is voluntary. Refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may discontinue participation at any time without penalty or the loss of benefits to which you are otherwise entitled.

Signature _____

Printed Name _____

Date _____

Appendix D: Interview Questions

Section 1: ESL Teachers

1. What is your nationality?
2. Describe your educational qualifications and previous teaching experiences with refugees.
3. Do you currently receive any training specific to refugee education in the refugee school you are currently working?
4. What kind of support do you receive from the school?
5. Do you have any pedagogical knowledge about the refugees' traumas?
6. Do your students talk with you about their situation being refugees in Egypt?
7. What professional development or other forms of professional support do you receive throughout your teaching?
8. What are the challenges you face regarding classroom discipline, management, resources and students' behavior?
9. What are your future needs and aspirations to improve the learning environment at school?
10. Is there anything that you would like to talk about or even recommend?

Section 2: Principals of Sudanese and Syrian Schools

1. What is your nationality?
2. What resources, training, professional development, and pedagogical knowledge does the school provide the teachers with?
3. What is the percentage of the graduating students?
4. What is the percentage of the dropouts of students?

Section 3: Parents of Refugee Students

1. What are your feedback regarding the schools system and the school environment?
2. Are you satisfied with your child's academic achievements and specifically the English language?

3. What is your feedback regarding your child's social integration and emotional well-being?
4. Would you like to recommend anything to improve the learning experience of your child?

إسم الباحث: ديان جوزيف لكح

أسئلة البحث

القسم الأول: مدرسون اللغة الإنجليزية كلفة ثانية

- (1) ما هي جنسيتك؟
- (2) ما هي مؤهلاتك التعليمية وخبراتك التعليمية السابقة مع اللاجئين؟
- (3) هل تتلقى حالياً أي تدريب خاص بتعليم اللاجئين في مدرسة اللاجئين التي تعمل بها حالياً؟
- (4) ما هي التدريبات والدورات التعليمية التي تقدمه لك المدرسة لتحسين قدراتك التعليمية؟
- (5) هل لديك أي معرفة تربوية حول كيفية التعامل مع صدمات أو ماضي اللاجئين؟
- (6) هل يتحدث الطلاب معك عن وضعهم كلاجئين في مصر؟
- (7) ما هو التطوير المهني أو أشكال الدعم المهني الأخرى التي تتلقاها طوال فترة تعليمك؟
- (8) ما هي التحديات التي تواجهها فيما يتعلق بالانضباط في الفصول الدراسية والإدارة والموارد وملوك الطلاب؟
- (9) ما هي احتياجاتك وتطلعاتك المستقبلية لتحسين بيئة التعلم في المدرسة؟
- (10) هل هناك أي شيء ترضع في التحدث عنه أو حتى التوصية به؟ أرجو التوضيح.

القسم الثاني: مديري المدارس السودانية والسورية

- (1) ما هي جنسيتك؟
- (2) ما الموارد والتدريب والتطوير المهني والمعرفة التربوية التي توفرها المدرسة للمدرسين؟
- (3) ما هي نسبة الطلاب المتخرجين؟
- (4) ما هي النسبة المئوية للمدرسين من الطلاب؟



القسم الثالث: آباء طلاب اللاجئين

- (1) ما هي ملاحظتك فيما يتعلق بنظام المدرسة والبيئة المدرسية؟
- (2) هل أنت راض عن الإجازات الأكاديمية لطفلك وتحديداً اللغة الإنجليزية؟
- (3) ما هي ملاحظتك بخصوص إدماج طفلك اجتماعياً وعاطفياً؟
- (4) هل ترضع في التوصية بأي شيء لتحسين تجربة التعلم لطفلك؟



Appendix E: Some examples of international programs for ESL teachers who teach refugees

Australia: Approaches Used by Teachers Working with LLRB Students and ESL Students in Victorian Secondary Schools

Australian schools have been receiving a huge number of refugee students from various countries of persecution and conflict with disrupted or non-existing prior schooling (Windle & Miller, 2012). These refugees experience difficulties to adjust to their new environment, society, culture and schools in particular (Naidoo, 2012). There is a large number of them who falls under the term 'low literacy refugee-background' (LLRB) because many of them are unable to read and write even in their first languages; others are totally unfamiliar with the routines, working and disciplines of schools due to interrupted or non-existent prior schooling. This is besides the increasing number of refugees English as a Second Language (ESL) entering primary and secondary schools. This presents for them major obstacles to access all other subjects in the curriculum, the school texts, including mathematics and science (Windle & Miller, 2012). The new comers LLRB and ESL students receive twelve months of intensive English language classes in separate schools before being admitted in mainstream schools. However, their level is frequently below the required level. Such refugees also have not had the opportunity to develop cultural and social understanding. In addition, they have neither metacognitive skills nor learning strategies. All these problems cause them emotional, psychological and social problems (Windle & Miller, 2012).

In partnership with the Victorian Department of Education and Early Childhood Education and supported by the Australian Research Council teachers are prepared to use new current approaches and teaching strategies to enhance language and literacy with LLRB students in Victorian Secondary Schools. Teachers are trained to use visuals and multimedia presentations. The main focus and goal is for teachers to learn to apply teaching approaches where they engage students' prior knowledge and past experiences by creating a classroom context in which the cultural knowledge of the students is being shared and expressed through discussions and writing activities. As a result, the students become motivated, the new language and concepts become more

meaningful to them. At the same time, their teachers get to learn more about the culture and life of their refugee students. A second approach that teachers learn to use is linguistic awareness and comprehension. The teachers are required to simplify, interpret and modify the texts and the mainstream topics to achieve comprehension for their students. Moreover, teachers learn teaching strategies that to provide the opportunity for the refugee students to develop vocabulary through meaning and language-focused learning and practice. Also, to help them relate the texts required to their own experiences, analyze issues, problems, draw inferences and draw generalizations. Texts are constructed in a way to achieve a given purpose. A third focus in teachers' approach in teaching is scaffolding. Through this teaching strategy, the students transform what they have learned into different form and use this in a new context. Also scaffolding can be achieved through discussions between students and their teachers for knowledge construction. Students need to talk about themselves and express their opinions, feelings and ideas so discussions are also promoted in pairs as well as group work (Windle& Miller, 2012).

Greater Western Sydney: The Refugee Action Support Program (RAS) As a School–University–Community Partnership Model

The Refugee Action Support (RAS) partnership program began in 2007 as a partnership between school, university and community. It was implemented by the Australian Literacy and Numeracy Foundation, the University of Western Sydney and the New South Wales (NSW) Department of Education and Training, the program is based on school-based tutoring centers that use pre-service teachers as tutors. The RAS program central work focus is on students who are so called “marginal” in schools (Ferfolja& Vickers, 2010). It was authorized and supported by the University of Western Sydney with the policy of moving away from the “one-size fits all” approach in teaching (Naidoo, 2012).

The increasing educational and economic barriers and challenges that refugee students face when settling in a country are unfortunately perpetuated if these students are merged and mainstreamed in a “one-size-fits all” school system. Consequently, there

is high probability that they would never reach higher education. Also, the schools are unable on their own to deliver the forms of learning support needed by the refugee students without additional assistance (Naidoo, 2012).

RSA offered in disadvantaged areas a program of partnership between school-community and university and created a context within the school to enhance a more individualized and specialized approach for the refugee students. It focuses on the recognition of the diversity of refugees as well as the barriers they face in education access. Besides, the RSA program gives opportunities for the parents to support, participate and become involved in the school. In addition, it aims at linking the refugees' community members with their institution; provide them with tutors, English language and literacy trainings in order to help them in their future career (Naidoo, 2012).

The RAS program provides cultural awareness for both the refugees and their educators. It supplies resources for the engagement of the staff (schools and universities) that help refugee and teachers to implement suitable strategies and maximize the students' retention in the secondary schools. Besides, schools support the status of multilingual students in the class by giving them an opportunity to share with their peers and teachers aspects of their culture, background and experiences as well as the opportunity to demonstrate their skills. As a result, the students gain self-confidence, self-esteem, become motivated, engaged in learning and more social with their peers (Naidoo, 2012). The administrative staff, teachers and students get a good opportunity to better understand other cultures when an inclusive curriculum through school-community partnership is developed. Universities also play a unique and major role being community partners as they offer professional development and can bring expertise that help in the formal evaluation of school-community initiatives. Moreover, the school-university-community partnerships raise the awareness and appreciation of the school personnel of other languages and cultures. It also provides pre-service teachers to forge their personal perceptions about refugees and increase their understanding, awareness and relationship with their refugee students. This is a reciprocal learning gain for both teachers and students (Naidoo, 2012).

According to Pierre Bourdieu's theory of social and cultural capital the habitus of the underprivileged and marginalized students is supposed to hinder their success in education; however, the success of the RSA program is a genuine example that illustrates that a person's habitus can change. This after-school tutoring program where the pre-service secondary students in education in the University of Western Sydney act as tutors for the African refugee students of secondary schools has succeeded to facilitate their inclusion into the Australian society (Naidoo, 2009). The success of the program is also the result of the parents, students' choice in education as well as their inclusion in activities through people like community liaison officers who provide bilingual and bicultural support for parents and school personnel. Moreover, the pedagogies and teaching strategies adopted by the tutors were also one of the major factors for the success of the program. This led the refugee students to obtain cultural capital and language power. The RSA program gave the refugees the opportunity to learn and thus overcome the challenges and barriers of cultural and symbolic capital and thus improved their economic capital (Naidoo, 2009).

Scotland: The Refugees into Teaching in Scotland (RITeS) Project

In 2001, the "Recruitment of Ethnic Minorities into Teaching" (REMIT) project was enabled by the Scottish Funding Council and Anniesland College, a Glasgow education institute, was one partner in the REMIT project. The REMIT project's goal was to increase the number of ethnic minority teachers in the teaching profession in Scotland so that a more representative teaching workforce is established (Kum, et al., 2010). Like most European countries, Scotland's demography and society is changing because of the continuous increased European Union mobility as well as the increasing flow of people coming from various unstable political countries who seek asylum in Scotland. However, the ethnic and cultural profile of the teaching profession does not serve that of all these newly settled population (Kum et al., 2010).

Therefore, in order to enhance inclusion and integration of the newly arrived refugees and meet their needs and the needs of refugee teachers, the Refugees into Teaching in Scotland (RITeS) project was funded by the European Refugee Fund and the Scottish government in 2006. Its goal was to offer support for refugee teachers who

settled in Scotland. Besides, having refugee teachers in the education workforce will broaden the cultural base and deepen positively the understanding of diversity as well as enrich and enhance the life of all in the schools (Kum et al., 2010).

The refugee teachers faced many challenges trying to enter and adapt to the new Scottish education system. First, many of their education qualifications were missing and thus they needed to undertake courses in education program, which they considered frustrating, de motivating and humiliating. Second, their pedagogical past teaching experience skills were different from those required in order to work as teachers in Scotland which was “child-centered”. More challenging skills were the dealing with classes of mixed abilities and special educational needs, coping with class management and discipline and the use of modern technology in the classrooms. In Scotland, there are child protection legislations which the refugee teachers found challenging for class discipline. Also the interference of the parents was a great challenge because the teachers had to justify every action they take. Besides, the command of the English language which many of them lacked was also a major challenge. Therefore for the refugee teachers to enter the teaching profession in Scotland, they needed more than “re training”, because they needed major cultural reorientation which required professional and personal struggle (Kum et al., 2010).

On the other hand, the RITeS believes in the importance of work to all teachers in Scotland who have arrived as forced migrants or refugees and thus it offered many positive successful benefits for the refugee teachers. The educational systems, curricula as well as pedagogies between Scotland and the countries of origin of these refugee teachers were studied and the importance of overcoming these challenges in order to reach a more culturally and linguistically diverse teaching profession in Scotland (Kum et al., 2010). RITeS has played a major part in the lives of many refugee teachers as it guided them towards the General Teaching Council for Scotland (GTCS) registration, placements, and work as shadow teachers in schools, interview techniques, job search, access to retraining in universities and upgrading and ESOL courses in colleges. Furthermore, the availability of rich resources in the Scottish classrooms and their connection with the teaching methodology and strategy gave the refugee teachers an

opportunity to learn and to become updated with modern technology of the classroom (Kum et al., 2010).

Urban Alberta: Early Childhood Teaching Education (ECTE) Diploma

The diversity of the immigrants and refugees is continuously increasing in Canada and accordingly it is a necessity to recruit educators who represent these diverse groups. The reason is that cultural knowledge and life experiences are needed for working with children as well as families from similar backgrounds. Immigrant and refugee women find that resorting to Early Childhood Teaching Education (ECTE) field is a good chance for them and their families. Many of them have had their own experience gained as teachers, mothers, siblings, grandmothers and aunts in their own home countries. Immigrant and refugee women come to the host country with their preexisting beliefs about learning and teaching. This is the result of their personal theories, histories, and past experiences as students in their own country's school system as well as their past experiences in the teaching field. Their cultural background has an impact on their beliefs and practices as teachers. In other words, their cultural background plays a fundamental and vital role in shaping their practices and beliefs (Massing, 2015). When these refugee women seek to increase their qualifications by enrolling in a certificate program or in an Early Childhood Teacher Education (ECTE) diploma they face a lot of challenges specifically in field placements (Massing, 2015). They experience radical differences between their own cultural beliefs, experiences, values and knowledge and the Euro-North-American content and expectations of the ECTE program (Massing, 2015).

The ECTE programs require the professional educators to be bound and abide to the authoritative discourse and thus marginalizing the educators' own practical knowledge and past experiences (Massing, 2015). The Western child development theory in the ECTE field has for a long time been regarded as the authoritative knowledge base. This is processed in the policies, regulations, texts, standards and programs that have developed into a set of fixed and rigid ways of being with, teaching and caring for young children (Massing, 2015).

In Alberta, ECTE is perceived as a mutual engagement of its members in a joint enterprise in order to develop a collective repertoire of practice that includes artifacts,

language and actions. In other words, the ECTE is based on the concept of “communities of practice”. Any new member needs to actively share with others and gain access to the community’s historically developed resources in order to fully understand and become a legitimate participant. ECTE instructors together with the field placement supervisor need to train the new students enrolling in the program so that they would fit into the ECTE community and develop the knowledge, skills required for their future employment in ECTE setting (Massing, 2015).

The newcomers are confronted with challenges and they experience a disjuncture between the authoritative discourse and their own personal culture, past experiences and beliefs. For instance, the ECTE program advocates the theory of “learning through play”; whereas, many newcomers are unfamiliar with this concept because playing for them should be outdoors and learning is in the classroom setting. This is a total different perception for the immigrant and refugee women as playing for them is child centered and in the ECTE program, it is adult centered. Therefore, they are compelled to adopt the program’s expectations at the expense of their own beliefs. Furthermore, they are required to learn the social language of communication with the members of the ECTE community while their English language has not yet been mastered. This generates in them frustrating feelings, stress and tension. The power of the authoritative discourse in the community does not allow them to negotiate or contribute to the terms of membership. As a result, the immigrant and refugee women experience conflicts and feel repressed, marginalized, vulnerable and powerlessness. In some cases, this leads some of them to leave the profession (Massing, 2015).

Canada: The LEAD Program

Canada has been for a very long time a refuge for immigrants, asylum seekers and refugee families. It has hosted a huge number of displaced people from Southeast Asia, from Eastern European due to the conflict and persecution in Bosnia and Serbia and lately in 2016, Canada received 59,400 refugees, including families and children who escaped hardships, persecution and global conflicts and sought haven in Canada (Miles & Bailey-McKenna, 2017).

All refugees arrive with socio-economic, psychological and educational needs. They need an educational system and teachers who are well prepared and knowledgeable about their refugees' background education, cultures, and experiences in order to meet their diverse needs. Moreover, many of the refugee students come from multiple language bases and might have limited formal education, little or no English language. This complex task often requires a multidisciplinary team approach to support the teachers and meet the needs of the students. (Miles & Bailey-McKenna, 2017).

The dramatic situation of the refugees in Canada motivated ESL teachers in the Calgary Board of Education (CBE) to propose and develop a specialized two-year pilot program called "ESL Beginner Literacy" to address the specific needs of the refugee students. This program helped the students in CBE high school develop literacy and numeracy skills which later enabled them to be successfully integrated into credited ESL programs and content-area high school classes. In 2002, this pilot program was officially adopted and over time it evolved into what is known as LEAD program: Literacy, English, and Academic Development needs (Miles & Bailey-McKenna, 2017).

The LEAD program is based on three fundamental approaches to foster successfully the inclusion of the refugee students. First the English language development, second the trauma-informed practice and finally the cultural responsiveness. It provides a short-term opportunity for students to improve their learning in a learning environment that is trauma-sensitive, and a comprehensive environment where they become qualified for successful transition to more advanced English language learning (ELL) courses or content area classes (Miles & Bailey-McKenna, 2017).

The LEAD teachers are required to learn about the lives of their students outside their classrooms. This includes their home, families, life experiences, home language and immigration history. The teachers also help the refugee students who have never had formal education to understand what it means to be a student and how to succeed in a Canadian school context. They support the students to gain skills required for successful integration by personalizing instruction. Moreover, LEAD students need intensive explicit English language to be able to communicate and build knowledge in the content

areas of math, social studies, science and computer literacy. Literacy and numeracy are also integrated into all the areas of learning (Miles & Bailey-McKenna, 2017).

The ELL program in the LEAD program is founded on culture responsiveness that recognizes values and builds on language, experiences and culture of the students. This learning strategy makes learning relevant and significant for the students as they see themselves reflected in the curriculum and this motivates the students and empowers them as learners. The LEAD teachers in the CBE are well acquainted in ELL pedagogy and are provided with trainings (Miles & Bailey-McKenna, 2017).

LEAD program provides professional development trauma-informed practice to the staff as well as the teachers to support the students overcome their overwhelming stressors. They focus on assisting each student and reducing any traumatizing element in the school and classroom environment (Miles & Bailey-McKenna, 2017).

The LEAD staff and teachers prioritize the students' needs which might be basic needs like food and shelter, social-emotional needs like social support and self-regulation. They place the importance of mental health needs before any communicative and academic language learning and core subjects' curriculum. LEAD teachers also consult with ELL specialists and LEAD psychologists to help identify suitable referral for mental health (Miles & Bailey-McKenna, 2017).

Finally, the LEAD staff is like an link between the students and the mainstream population. CBE students, school staff, families and communities all reap benefits from this program (Miles & Bailey-McKenna, 2017).