

**Ideal and Broken Humanitarian Supply Chains: Exploring Education
Network Design and Syrian Refugees' Experiences in Jordan**

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A thesis submitted for the degree of Doctor of Philosophy in Management Studies

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November 2024

Abstract

This thesis explores humanitarian supply chain networks for Syrian refugees living in urban Jordan, focusing on NGO, and government educational services, and refugee experiences of these services. The study addresses the gap between idealised networks for educational programs and services and the actual needs and lived realities of refugee families. Literature shows how ideal HSC networks, deployed in reports, plans, and professional discourse more broadly, contrast with broken HSC that exist around refugee families and their life experiences.

The research critiques traditional SC models historically rooted in commercial logistics and more recent HSC models that assume and promise rational, linear, bureaucratic solutions to humanitarian problems. These models, though logical in theory, do not fully explain or respond to complex refugee contexts and experiences. The study adopts Activity Theory (AT) as an approach to support the analysis of complex social, and technical relations between stakeholder groups, and presents these relations using the AT Systems' concepts, networks and contradictions. The methodology deployed is interpretative-qualitative, drawing on ethnographic fieldwork and 28 semi-structured interviews with stakeholders, including international NGOs, Jordanian ministries, and Syrian refugees.

Findings reveal complex HSC networks with various stakeholders, experiences, breakdowns, tensions, plans, and a marginalisation of human experience, obscured behind more tangible SC products and objects. One key finding shows that refugees feel pressured to leave education pathways to work and secure money and food for families. Another finding illustrates how educational SC split to provide additional services, but inadvertently result in community segregation and educational failures, rather than quality education and community integration.

The results suggest planned, ideal HSCs do not acknowledge actual, lived in, broken HSCs, and how the ‘human’ in ‘humanitarian’ becomes obscured. Such problematic results were not intended by stakeholders, but result from well-intentioned, yet broken SC configurations. All of this while the humanitarian supply chains witness a significant withdrawal from critical roles played by the international community and UN organisations in supporting educational initiatives in recent years, exacerbating the challenges faced by these supply chains and further marginalising the lived experiences of refugees.

This study provides two key contributions: it contrasts idealized HSC models with broken, lived-in HSC through AT as a novel framework, offering theoretical and practical insights, and it bridges HSC theory with AT to explore breakdowns in human and social experiences, expanding AT's application to humanitarian contexts. The findings are particularly relevant to researchers and professionals in humanitarian and refugee-related fields.

This work is dedicated to...

My precious parents, Etaf & Mohammad, whose guidance, and prayers have been my constant source of strength and encouragement throughout my life.

To my beloved husband, Malek, whose immeasurable love, unwavering belief in me, and steadfast support have made every challenge surmountable, inspiring me to thrive. Your partnership is truly invaluable.

And to my three wonderful children, Zain, Ibrahim, and Mesk, whose presence fills my days with boundless joy, purpose, and inspiration. You are the light that makes this journey worthwhile.

Thank you,

Haneen

Acknowledgement

I am forever grateful to my supervisor Dr Paul R Kelly, for your unwavering support, invaluable guidance, and belief in my potentials. I thank you for the hard, and the beautiful conversations we had, your encouragement gave me the confidence to continue writing and complete this research. I also extend my sincere thanks to my co-supervisors Dr Nicholas Beuret and Professor Rekha Rao-Nicholson for their great support and valuable presence throughout this journey.

A big thank you to my research participants including government representatives and humanitarian field workers, a special thank you goes to the refugee families, who welcomed me into their homes with incredible hospitality, and generously shared their time and stories. I hope this study will amplify your voices wherever you are.

To my big family back home, I am deeply grateful for the countless calls and messages, and knowing I was in your thoughts and prayers, meant the world to me.

To my husband, I am deeply grateful for your constant support, and love, which has sustained me every step of the way. To my children, thank you for being in my life, for the love and patience you gave me every day, and for making this journey unforgettable. This thesis is as much yours as it is mine.

Lastly, I would like to express my sincere gratitude to the German Jordanian University in Jordan, for funding my PhD through a full scholarship. Your generous support made this work possible.

LIST OF ABBREVIATIONS

AT	Activity Theory
GDP	Gross Domestic Product
HSC	Humanitarian Supply Chain
HSCM	Humanitarian Supply Chain Management
IDP	Internally Displaced Person
INGO	International Non-Governmental Organization
JIT	Just in Time Theory
JOD	Jordanian Dinar
JRP	Jordan Response Plan for Syria Crisis
KPI	Key Performance Indicator
LNGO	Local Non-Governmental Organization
MoE	Jordanian Ministry of Education
MoE	Jordanian Ministry of Exterior
MoH	Jordanian Ministry of Health
MoI	Jordanian Ministry of Interior
MoL	Jordanian Ministry of Labour
MoPIC	Jordanian Ministry of Planning and International Cooperation
NGO	Non-Governmental Organization
NRC	The Norwegian Refugee Council
NRP	National Resilience Plan
PTSD	Post Traumatic Stress Disorder
QRF	Queen Rania Foundation
RBV	Resource-Based View Theory

SC	Supply Chain
SCI	Supply Chain Integration Theory
SCM	Supply Chain Management
SSCM	Sustainable Supply Chain Management
TA	Thematic Analysis
TCE	Transaction Cost Economics Theory
TQM	Total Quality Management
TVET	Technical Education and Vocational and Training
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
UNRWA	United Nations Relief and Works Agency for Palestine Refugees in the Near East
USD	United States Dollar
WHO	World Health Organization

RESEARCH KEY TERMINOLOGIES

Some of the key concepts in this research require clarification in terms of the specific context in which they are explored.

EDUCATION

In this study, I explore the concept of education in the context of protracted displacement, adopting HSC perspective. In this approach I expand the focus beyond Syrian refugee children as students, to include their parents and the entire refugee family as key stakeholder of education programs. I was inspired by a conversation with a refugee friend who said: *“My child may have the opportunity to continue his education and get a degree, but its impact extends to the entire family..”* Building on this insight, I examine refugee education as a multifaceted experience deeply embedded in the social context of protracted displacement (Dryden-Peterson, 2016; Morrice & Salem, 2023). This exploration considers the specific challenges that arise in such situations, highlighting how refugee education is influenced and shaped by the dynamics of the broader environment in the lives of refugees.

SYRIAN REFUGEE

Syrian refugee, refugees or Syrians are used synonymy in this research referring to individuals who have fled the conflict in Syria and sought refuge in Jordan. This group primarily consists of Syrians who previously lived in Syria and have undergone multiple displacements due to the war, starting as internally displaced persons within Syria, before eventually crossing the border into Jordan and becoming a refugee according to the UN definition (UNHCR, 2010).

Upon arrival in Jordan, the majority of these refugees initially resided in designated refugee camps, such as Zaatari and Azraq. Over time, many left these camps, often through informal ways, including smuggling networks or unauthorised arrangements to settle in urban areas. This transition from camps was often restricted with challenges, including precarious legal status and economic instability.

Over time, these refugees underwent a process of rectification of their legal status, where they were issued refugee official documents by the authorities. This study highlights this group of protracted Syrian refugees living in protracted refugee situations (UNHCR, 2015) across host communities in cities and suburbs of Jordan, and explores their experiences with ideal and broken educational SCs.

HUMANITARIAN EDUCATION NETWORKS

Is labelled in this research to the coordinated system of entities engaged in delivering educational services to Syrian refugees in Jordan. This includes a diverse range of actors beyond the Jordanian Ministry of Education, such as international and local non-governmental organisations, United Nations agencies (notably UNHCR and UNICEF), and other members of the humanitarian hub operating within the country. These actors contribute directly or indirectly to the planning, funding, and implementation of education programs. The term is used throughout this study to reflect the collective efforts of these organisations, while maintaining the anonymity and neutrality requested by participants (Mackenzie et al., 2007). Rather than highlighting or critiquing specific institutions, this study centres on understanding how this complex network functions within the realities and constraints of Jordan's refugee education landscape.

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CHAPTER ONE: THE INTRODUCTION

BACKGROUND AND CONTEXT

The Syrian refugee crisis has been ongoing for over thirteen years, with over 1.3 million Syrian refugees¹ currently residing in Jordan (Achilli, 2015; Mayer, 2016). Of these, over 80% are integrated into host communities rather than refugee camps. Although such urban environments offer some advantages, refugees still face severe livelihood challenges, sometimes exacerbated by restrictions on access to employment opportunities and limited access to resources (Assaad et al., 2023).

Education remains a critical but problematic area for Syrian refugees, as it affects basic human rights and long-term social inclusion (Salem, 2021). Despite its importance, Jordan's education sector has been stretched beyond its capacity, with entrenched systemic issues preventing an adequate response to the unique needs of refugee students (Assaad et al., 2023; Bataineh & Montalbano, 2018).

Jordan, a developing country, has historically served as a refuge for displaced populations fleeing regional conflicts. Over the years, waves of refugees from Palestine, Iraq, and now Syria have transformed Jordan's demographic and economic landscape, while Jordan faces significant economic challenges (De Bel-Air, 2016; Francis, 2015). The COVID-19 pandemic has accelerated

¹ Refugee term: The 1951 Convention provides a unified definition of the term "refugee" in Article No1, focusing on safeguarding individuals from persecution based on political or other grounds, *"A refugee, according to the Convention, is someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion"*. UNHCR. (2010). *Convention and Protocol Relating to the Status of Refugees*. <https://www.unhcr.org/3b66c2aa10>.

these pressures, intensifying existing strains on the economy, social services, and public infrastructure (Al Jabery & Zumberg, 2008; Al-Balas et al., 2020).

Another critical issue affecting Jordan's refugee response is the decline in support from international donors and key funding organisations (Alshoubaki & Harris, 2018; Ghreiz, 2020; Lenner & Schmelter, 2016). At the onset of the crisis in 2011, international aid played a significant role in supporting refugee needs and Jordan's infrastructure, which serves both refugees and host communities (Bataineh & Montalbano, 2018). However, recent withdrawals of financial support have severely impacted Jordan's ability to maintain a robust humanitarian system. Education programs established to support Syrian refugee students, particularly those within host communities, are particularly vulnerable, with funding cuts posing significant threats to their sustainability. Consequently, given limited national resources, Jordan is increasingly struggling to sustain these initiatives without consistent international support (Adem et al., 2018).

For Syrian refugee students, the rigidity of Jordan's education system poses additional challenges. The standardised curriculum often fails to address the unique circumstances, traumas, and learning gaps experienced by these students, stemming from years of conflict and displacement (Earnest et al., 2010; Onsando & Billett, 2009; Salem, 2021).

The structure that is applied to all in Jordanian public schools, through the implementation of the double-shift system to accommodate refugee students, does not adapt to the unique cultural needs, social realities, or economic challenges that refugees face (Dryden-Peterson et al., 2019). As a result, refugee students are often marginalised and excluded from a meaningful educational experience that connects to their lived experiences, because of these fragmented school systems (Krafft et al., 2022). These challenges are particularly critical in contexts of protracted

displacement, where educational planning remains short-term despite the protracted nature of displacement. The dissonance between international policy frameworks and educational realities often results in limited integration opportunities for refugees, moreover complicating their ability to achieve a sense of stability (Freeman & Schuller, 2020). For refugee children, the uncertainty surrounding their educational and future prospects only exacerbates the instability they have already experienced in their lives.

RESEARCH PROBLEM AND GAP

While the Syrian refugee crisis has received significant attention across various disciplines in the academic research, much of the published research focuses on immediate humanitarian needs or high-level policy frameworks, often neglecting how education services are functioning on the ground. Although education is a key component of long-term integration and resilience, the specific mechanisms, what this study refers to as refugee' education networks which encompass the planning, delivery, and organization of refugee education remain underexplored. Particularly absent are studies that examine these systems from the perspective of service-based education supply chains, which integrate refugees lived experiences. This research fills this gap by analysing how various actors coordinate or fail to coordinate education provision for Syrian refugees in Jordan, and how these efforts intersect with a set of challenges, including funding dynamics, policy constraints, and systemic fragmentation.

This research direction is influenced by my professional experience working with refugees through a UN agency, where I observed significant gaps between the humanitarian planning and the lived realities of those being served. this positionality as an insider to humanitarian work and the

academia, this study's main aim, which to bring refugee voices into the foreground of analysis and question the assumptions embedded in humanitarian education networks. By bridging theoretical critique with empirical evidence, this study hopes to contribute to a more humane, responsive, and sustainable model of educational provision in protracted crises.

The challenges in HSCs, such as inconsistent funding cycles (Kraft & Smith, 2019; Libal & Harding, 2011), limited local engagement (Freeman & Schuller, 2020), and the exclusion of refugee perspectives (Ergin & Wit, 2020; Kagan, 2011; Ward, 2014), have significant implications for service delivery, particularly in education programs for refugees. These issues lead to fragmented efforts that fail to address the real needs of refugee communities. To explore these challenges, this study focuses on key research questions examining the design, implementation, and regulation of education programs for Syrian refugees in Jordan, aiming to uncover the factors that influence their effectiveness.

While HSC management concepts provide a basic framework, their direct application to humanitarian issues may be insufficient; the unique context of the humanitarian field justifies its distinction as a separate field. In the early years of HSCM, theories and models were largely borrowed from SCM, but ignored the distinct social and human elements at the heart of humanitarian contexts (Blecken & Tatham, 2010; Tatham & Houghton, 2011; Van Wassenhove, 2006; Yáñez-Sandivari et al., 2021).

This research uses AT, a framework that examines the dynamic interactions between individuals, their activities, and the broader social and cultural systems in which they operate (Engeström et al., 1999). Unlike traditional SC frameworks, which primarily focus on material flows, AT locates the human and societal dimensions that shape these systems (Karanasios, 2018). This makes it

particularly relevant for addressing the challenges in HSCs, such as power imbalances, exclusion of refugee voices, and fragmented service delivery.

By using AT, this study seeks to uncover the tensions and contradictions within the design and delivery of refugee education programs, offering a deeper understanding of how diverse stakeholders: refugees, governments, and humanitarian organisations interact to shape outcomes.

To achieve this, a triangular perspective is adopted, including three key actors: the host government, humanitarian organisations, and urban based Syrian refugees. The following research questions guide this exploration:

- RQ1: What key factors influence the design and implementation of education supply chains for Syrian refugees in host communities?
- RQ2: To what extent are the perspectives and experiences of Syrian refugees integrated into the development of educational programs?
- RQ3: How does the Jordanian government shape and regulate education supply chains provided to Syrian refugees?
- RQ4: How have educational programs influenced Syrian refugees' lives after over a decade of displacement in Jordan?

RESEARCH SIGNIFICANCE AND CONTRIBUTION

This research leverages AT, a framework initially rooted in psychology, where it emerged in the 1920s and 1930s to explore human cognition, behaviour, and social interaction. Over time, AT has enriched several fields, including education, human-computer interaction, information systems, and organisational studies, where it is used to understand complex relationships and interactions among individuals, tools, and broader social systems (Engeström, 1987; Engeström et al., 1999).

AT has recently been applied to supply chain management, providing new insights into interactions in areas such as sustainable supply chain hubs, with a particular focus on understanding interactions between different agents by (Malik et al., 2019), the role of blockchain in information systems and SCM by (Sultana et al., 2023), agricultural and food SCs, particularly how farmers and other stakeholders interact within a ‘cyber-physical-social’ system by (Lioutas et al., 2019), collaborative logistics, utilising AT to understand and model the flexible, and adaptive nature of collaborative logistics operations through an ontology-based framework by (Wang et al., 2019), and innovation within the healthcare sector through cloud-based services and big data applications, and to understand complex relationships within healthcare services by (Li et al., 2018).

Additionally, AT has seen applications in fields such as aid, development, and ICT4D, research by (Karanasios,2014; Karanasios,2018; Karanasios,2013; Kelly,2018; Kelly,2019; Kontinen,2013) offers valuable frameworks for understanding interactions within these contexts. It has also been utilised in studies of non-profit and civil society organisations, such as (Wagg, 2022) examination of digital inclusion challenges in UK communities by policy stakeholders. These examples underline the versatility of AT in analysing and addressing complex challenges within humanitarian and developmental frameworks, as well as within civil society and non-profit structures.

This study applies AT to service-based humanitarian networks, focusing on the educational programs provided to Syrian refugees in Jordan, an area largely unexplored through this lens. By examining refugee education systems within HSCM, this research highlights the unique challenges, tensions, and dynamics within services-oriented SC networks, especially those supporting vulnerable populations. It offers a fresh perspective on the educational programs in these systems

and expands the literature by addressing the often-tense interactions between influential and vulnerable stakeholders within traditional-based SCM structures. Furthermore, this study provides a foundation for future research in HSC services, not only in refugee education but also in healthcare and protection services, where AT can bring clarity to complex, human-centred operations.

Additionally, this research makes a significant contribution to understanding HSCs by documenting their structures as they pertain to refugee education services, identifying where they are broken, where they envisioned ideally, and where the human element fits within humanitarian work. The research findings offer theoretical contributions to the study of HSCs and provide justifications based on the lack of prior research on Syrian refugees' experiences with educational services. The documentation of HSC structures and the lived experiences of refugees also contributes to the broader field of refugee studies, particularly with a focus on Syrian refugees in urban areas within the Jordanian context. This research thus bridges gaps in understanding the complex dynamics of humanitarian education services while offering a novel theoretical and practical perspective on HSC systems.

STRUCTURE OF THE THESIS

This research thesis is divided into seven chapters, beginning with this introduction chapter that lays out the study's background and context, research problem, and its significant contributions. The following chapters offering detailed insights and analysis into the education landscape, nature, and challenges for Syrian refugees in Jordan within the HSCs frameworks.

The second chapter is the literature review, reviews the literature on Jordan's humanitarian response, focusing on the challenges of supporting refugees, particularly after the prolonged Syrian crisis. Jordan's history as a major host for displaced populations has strained its resources and infrastructure, shaping its policies and approaches to education and aid (Salameh et al., 2020). The chapter highlights the evolution of the educational initiatives, including the double-shift schools, which absorb both Jordanian and Syrian students despite the significant resource constraints, and the international withdrawal impact (Sieverding et al., 2018).

However, persistent challenges, such as funding shortages and structural limitations, hinder reliable refugee education as part of the national system (Al Jabery & Zumberg, 2008; Al-Balas et al., 2020). Jordan's broader response, coordinated through the Jordan Response Plan (JRP), relies on partnerships among government, international, and local organisations but is hampered by short-term funding, political constraints, and inequities among humanitarian staff (MoIPC, 2020).

This chapter concludes by emphasizing the need for sustainable, long-term approaches to address the ongoing demands of refugee support, particularly in urban areas. It aims to bridge gaps in the literature by exploring educational challenges for urban Syrian refugees and providing insights into Jordan's humanitarian service delivery in protracted crises.

The following chapter is the methodology chapter, this chapter explains the approach followed in the investigation of Syrian refugees' educational experiences in Jordan, focusing on the interactions and structures within HSC that shape their accessibility, and experiences. Confronted with such complex social and logistical dynamics, the refugee support describes a qualitative, inductive approach to include the perspectives of multiple stakeholders: refugees, governmental officials,

and humanitarian workers. The study uses thematic analysis to interpret data, revealing patterns and insights into the research topic.

The chapter begins by defining the research objectives and questions, focusing on the design, implementation, and regulation aspects of refugee education programs in Jordan, as well as the impact these programs have had after over a decade of displacement. The constructivist and interpretivist philosophies steer the study, allowing for a detailed examination of the refugees' education provision as a core HSCs service as they are experienced by refugees (Borgström, 2012).

A qualitative research design was considered essential, as it aligns with the study's focus on the lived experiences of refugees within a complex social system. This approach is enhanced by using semi structured interviews, followed by thematic analysis, both of which enable the researcher to capture rich, varied insights into refugee education and the roles played by humanitarian workers and government bodies (Sekaran, 2016). This chapter build a rigorous framework for understanding the Syrian refugees' educational experiences within the HSC model, preparing for the research data analysis and discussion.

Moving to the theory chapter, this chapter provides a theoretical foundation for understanding HSCM by examining traditional SCM theories and exploring how they can be adapted to humanitarian contexts. The chapter begins with an overview of how conventional SCM theories, which are originally intended for profit-driven environments, are reinterpreted to meet the specific needs of the humanitarian sphere, where goals shift from profit to providing urgent aid, emphasizing agility and social impact.

The discussion proceeds with an analysis of popular SCM theories frequently applied in humanitarian contexts, such as Transaction Cost Economics (TCE) (Altman et al., 2007; Ketokivi & Mahoney, 2020), Resource-Based View RBV (Rishi et al., 2022), Institutional Theory (Beal Partyka, 2022; Kauppi, 2013), Integrated Supply Chain Systems (ISCS) (Meysam Maleki & Virgílio Cruz-Machado, 2013; Mukhtar & Azhar, 2020), and Just-in-Time (JIT) (Kannan & Tan, 2005) (Masudin et al., 2018; Ye et al., 2022). The chapter critiques each theory's limitations when applied to HSCs, particularly in terms of their focus on efficiency, and cost reduction, rather than human and social considerations. This analysis underscores the distinct nature of HSCM, which must prioritise human needs, perspectives, background, and experiences, over traditional profit motives.

In critiquing the absence of a human-centred element in HSCs, the chapter asks: 'Where is the human in humanitarian supply chains?' and introduces AT as an alternative framework that better captures the human and societal elements in HSCs. AT is presented as an approach that values the experiences and roles of all involved participants in certain 'systems' (Kelly, 2018). This study particularly focuses on including refugees, beside other powerful players, and emphasises the dynamic interactions between these parties, and consider their social and cultural contexts. This theoretical shift aims to better understanding of HSCs, paving the way for more effective, humane, and sustainable interventions in crisis situations (Karanasios, 2018; Kelly, 2018).

The fifth chapter is the findings chapter, dives into the lives of Syrian refugee families in Jordan, looking at how educational programs have shaped their everyday experiences, their ability to make a living, and their dreams for the future. It investigates interview data from all sides: mainly Jordan's MoE, MoPIC, humanitarian organisations, and the refugee families, including the school

aged refugee children and their parents, to better understand what's really happening, and what's at stake, in the education of Syrian children.

When the refugee influx began, MoE responded with the 'double-shift' schools (Krafft et al., 2022), giving Syrian children the chance to attend school in the afternoons while Jordanian students went in the morning. This system, born out of necessity, has brought a measure of stability to many refugee families, offering them a sense of belonging and routine. But behind the scenes, MoE has faced a constant struggle with limited resources and waning international support. Ministry officials express an urgent need for a plan that can fully bring Syrian children into the mainstream Jordanian school system, one that guarantees education access for everyone, sustainably.

Generally, this chapter shows how the efforts of the MoE, MoPIC, and humanitarian organisations have helped Syrian refugees gain vital access to education, while also highlighting the precariousness of these gains as international aid fades. Education has become a crucial source of hope and structure for Syrian families in Jordan, but the continuation of these programs is uncertain.

The sixth chapter, is the discussion chapter, examines the role and impact of education programs for Syrian refugees in Jordan, focusing on the various dynamics shaping these initiatives. It examines the perspectives of key stakeholders, including Jordan's MoE, the MoPIC, international NGOs, UN agencies, and Syrian refugee families, and considers the successes and limitations of the educational support provided in urban host communities. Using AT, the chapter highlights the tensions and systemic contradictions that emerge within the educational frameworks designed for refugees.

The discussion highlights the tough realities of running educational programs for Syrian refugees, focusing on the obstacles that make these efforts so difficult to sustain. Funding cuts, bureaucratic rules, and logistical obstacles often undermine both the quality and continuity of these programs (Alshoubaki & Harris, 2018; Ghreiz, 2020; Lenner & Schmelter, 2016). For example, double-shift schools, which split school days between Jordanian students in the morning and Syrian students in the afternoon, offer a practical solution to limited space but also come with significant challenges. The crowded classrooms and stretched resources leave teachers overworked and can make it hard for Syrian students to thrive academically or feel fully integrated.

Through the lens of AT, the chapter identifies contradictions within the system, particularly the conflict between the humanitarian ideal of inclusive support and the practical limitations of resource-driven programming. It also critiques the bureaucratic processes that delay timely access to education for refugees (Kunz & Reiner, 2016). These contradictions reveal that while Jordan's education programs aim to support Syrian refugees, structural inefficiencies and a lack of systemic flexibility frequently limit their effectiveness.

Lastly, the concluding chapter, summarises the research findings and discusses their implications for practice, and future research. It emphasises the need for a sustainable, long-term approach to refugee education in Jordan, highlighting how inclusive frameworks can create a more effective education system that addresses the real needs of Syrian refugees. Recommendations are made for policymakers, humanitarian organisations, and future researchers, urging a focus on funding stability, refugee participation, and the use of Activity Theory as a tool for analysing complex humanitarian issues.

CHAPTER TWO: THE LITERATURE REVIEW - CONTEXT AND HUMANITARIAN RESPONSE TO REFUGEES IN JORDAN

INTRODUCTION

We need to research contemporary refugee context because their impacts have become one of the most defining issues of our time (Knox & Kushner, 1999), reshaping societies and straining the capacities of host states around the world. Regionally, Jordan stands as a crucial example, a country that has repeatedly opened its doors to waves of displaced populations from neighbouring regions (Betts & Collier, 2016). The Syrian crisis, now entering its thirteenth year, has further intensified this reality, making Jordan one of the largest hosts of refugees per capita (Achilli, 2015; Mayer, 2016). HSCs, particularly in education programs, remain a key service pillar, an area that requires further exploration (Kovács et al., 2011). Jordan provides a compelling case for investigating how the public education system has addressed the challenges posed by massive refugee movements.

This chapter lays the foundation for exploring the humanitarian education networks serving Syrian refugees in Jordan. Specifically, it responds to the study's aim of investigating how educational services are designed, delivered, and regulated within a complex humanitarian system, and how these processes reflect, or fail to reflect the lived experiences of urban-based Syrian refugees. By reviewing relevant literature on refugee movements, Jordan's historical role as a hosting country, in addition to the structure of its education and humanitarian systems, this chapter supports the research questions that examine the design of education SCs, refugee perspectives in education planning, government regulation, and the longer-term impact of these programs on refugee lives. The chapter relies on both academic and grey literature to highlight the challenges, contradictions,

through the lived realities that shape humanitarian education responses, particularly in protracted urban displacement settings.

Grey literature, particularly from major non-profit organisation, such as UNs, World Bank, and Queen Rania Foundation (QRF), deeply engaged in early relief efforts during the crisis's initial years. These sources provide insights based on direct experience with refugees and highlight the response priorities during the emergency phase. As the crisis has developed, academic literature has increasingly focused on Jordan's humanitarian sector, examining its response mechanisms, policy evolution, and ongoing constraints, offering critical insights into the macro-level functioning of the humanitarian system in Jordan. However, there is limited academic and scholarly literature on the plight of urban-living Syrians in Jordan (Al-Krenawi, 2019; Wells et al., 2016) especially, regarding the specific experiences of the urban-living Syrian refugees. Therefore, this study is expected to contribute significantly to the literature, offering a critical academic perspective on underexplored areas related to service-based HSCs and education for refugees.

To begin, the literature on forced migration highlights the broader historical context of global refugee waves. From the mass displacements of World War II to recent movements driven by regional conflicts, Jordan's experience is unique yet reflective of larger patterns in humanitarian response. Understanding these historical shifts is essential to appreciating the complex forces at play in Jordan's current situation. This chapter focuses on Jordan's specific encounters with displacement, especially from Palestine, Iraq, and Syria (Chatelard, 2010; Haynes, 2016), and examines how each wave has shaped the country's social and political landscape (Salameh et al., 2020).

Additionally, this chapter explores Jordan's educational response, a crucial part of the national refugee strategy. Education has emerged as both a lifeline and a substantial challenge for Jordan, as schools and communities stretch to accommodate the growing number of refugee children. Through innovative approaches like double-shift schools, Jordan has shown resilience in adapting its educational resources, though funding and infrastructure limitations continue to complicate these efforts. This section discusses the unique educational needs of refugees, the strategies implemented to meet those needs, and the obstacles that remain.

Finally, the chapter addresses humanitarian work in Jordan, including the key roles of humanitarian organisations and government ministries. The unique partnerships that have formed around Jordan's response plan reveal both strengths and tensions within the country's humanitarian system. As we will see, the sustainability of these efforts is often challenged by political pressures, shifting donor priorities, and short-term funding cycles. By analysing the literature on these various aspects, this chapter aims to provide a comprehensive understanding of the challenges Jordan faces in supporting refugees.

This research, by focusing on HSCs in the context of education for Syrian refugees in Jordan, makes a novel contribution to the literature. The scarcity of research on experiences of educational services by urban-based Syrian refugees in complex, resource-limited settings highlight the need for expanded exploration. This literature chapter, therefore, aims to shed light on the specific challenges experienced by urban refugee communities as they navigate educational services, contributing to a more nuanced understanding of humanitarian service delivery in protracted refugee crises.

HISTORICAL AND REGIONAL CONTEXT OF REFUGEE MOVEMENTS AND EDUCATION IN JORDAN

HSCs, whether ideal and functioning well, or broken, and the experiences of these refugees reliant on these services, are not issues limited to Jordan and Syria. These challenges accompany some of the largest waves of forced migration in modern history. The mid-20th century marked some of the largest waves of forced migration in modern history, driven by global conflicts, oppressive regimes, and shifting national borders. This subsection examines key moments in global displacement, from World War II to more recent conflicts in Palestine and Iraq and others. By understanding these global patterns, we gain a foundation for how refugee experiences have evolved and how international response on displacement and humanitarian support have developed.

HISTORICAL BACKGROUND OF GLOBAL REFUGEES' WAVES IN MODERN TIMES

The mid-20th century marked some of the largest waves of forced migration in modern history. Weiner (1996) indicates that while interstate wars have traditionally displaced massive numbers, more recent refugee flows are increasingly the outcome of internal conflicts, such as ethnic strife and civil wars. Knox and Kushner (1999) expand on this, discussing how the communal and governmental responses to refugees have been formed by factors like nationalism, xenophobia, and wider political dynamics throughout the years. Their analysis examines events from the displacement of European Jews fleeing Tsarist Russia to conflicts in former Yugoslavia, highlighting how refugee experiences and the policies surrounding them have evolved.

During the period of the second world war, the global displacement reached unprecedented levels, with an estimation of 65 million individuals uprooted by political violence (Betts & Collier, 2017a; IWM; UNESCO, 2022). In Nazi Germany, enforced work programs displaced countless civilians,

while Stalin's oppressive Soviet regime pushed millions to flee. The reshaping of the European borders post-war led to dramatic forced migrations and demographic shifts (DePillis et al., 2015). To tackle these crises, the United Nations established the High Commissioner for Refugees (UNHCR) in 1950. Its mission was to provide essential humanitarian aid and protection to those displaced by conflict and persecution. Initially, the organisation focused on addressing the needs of post-World War II refugees in Europe, but it soon expanded its mandate to assist displaced populations worldwide, evolving into a key agency in global refugee response efforts (Loescher, 2001, 2013).

In Asia and Africa, similar displacement patterns emerged as Western imperial powers withdrew. For example, India's partition in 1947 resulted in the forced relocation of approximately 14 million people (Knox & Kushner, 1999). Throughout the 1950s, decolonization movements across regions such as Nigeria, Congo, and Algeria sparked further migrations, as citizens fled the conflicts associated with these transitions to independence (DePillis et al., 2015). Then, the Cold War era added another layer to these conflicts. During the 1970s and 1980s, the Horn of Africa and Afghanistan saw large-scale migrations driven by proxy wars fueled by major global powers (Weiner, 1996).

The collapse of the Soviet Union in 1991 triggered further displacement, as nationalist and ethnic independence movements in countries like Azerbaijan, Tajikistan, Armenia, and Georgia led to mass displacement (Knox & Kushner, 1999). This period also saw large numbers of Russians returning from these former Soviet states. More recently, the Iraq War, beginning in 2003, displaced millions, with an estimated 3 million Iraqis forced to leave by 2005. Additionally, the rise of ISIS displaced more than 6 million people internally (Farag, 2020).

And by the end of 2023, UNHCR reported that global displacement has now exceeded 117 million people, with nearly 43.4 million of them being refugees, notably around 40 percent of these refugees are under the age of 18, reflecting the severe impact of displacement on young populations worldwide (UNHCR, 2024b). This unprecedented figure highlights the significant challenges faced by refugees and displaced individuals worldwide, underscoring the urgent need for international humanitarian and policy responses.

JORDAN: GENERAL OVERVIEW AND REFUGEE INFLOWS' HISTORY

Jordan, the core geographic area in this research project, officially named the Hashemite Kingdom of Jordan, a country located in the Levant region of western Asia, spans approximately 39,500 square miles “*a little bigger than Portugal*” as Raphael Patai (2015) described in *The Kingdom of Jordan*. Jordan is situated east of the Jordan River and the Dead Sea, covering the area historically known as Transjordan until the annexation of the West Bank after the 1948 Palestine conflict. It shares borders with Syria to the north, Iraq and Saudi Arabia to the east, and Israel surrounds the entire West Bank. Jordan’s geographical location has shaped its economic landscape and challenges. Although landlocked, Jordan has one port in the south, the Gulf of Aqaba, on the Red Sea, where its import and export capabilities are restricted (De Bel-Air, 2016).

Jordan, home to millions of regional refugees, is not a resource-rich nation (Kumaraswamy & Singh, 2017), considered as the fourth driest state all over the world with severe water supply shortage, as most of water resources are non-renewable (Salameh et al., 2018). Speaking about extracted resources, Jordan suffers from the lack of natural resources, like oil, or coal, relying heavily on imports to meet its energy needs (Al-Hamamre et al., 2017) .

As of 2024, Jordan's population stands at 11,687,753 (DoS, 2024), with foreign nationals constituting over three million people (WHO, 2023). This demographic reflects Jordan's status as a major host country for migrants, with the highest refugee-to-population ratio worldwide: one in three residents is a refugee. Jordan also ranks fifth globally in the absolute number of refugees it hosts (UNHCR, 2024b). These refugees, largely displaced by regional conflicts, include 2.1 million Palestinians registered with (UNRWA) and 689,880 under UNHCR's mandate; primarily Syrians, Iraqis, and others such as Yemenis and Sudanese nationals (UNHCR, 2024d).

Moreover, Jordan is also a labour-exporting country, with around 10 percent of Jordanians, estimated 700,000 to 800,000 working abroad, particularly in the Gulf States (De Bel-Air, 2016). Historically, Jordan's socio-political context has shaped its migration policies, encouraged Arab solidarity and advocated for Palestinian refugees' right of return, Jordan naturalized Palestinian refugees following the 1948 Arab-Israeli conflict. This move significantly transformed its demographic tapestry and reinforced a regional role aligned with the Hashemite dynasty's vision for Arab unity (De Bel-Air, 2016; Robins, 2019; Tiltne & Zhang, 2013).

The 1990-1991 Gulf War brought approximately 350,000 returnees to Jordan, primarily Jordanian nationals of Palestinian origin coming back from the Gulf. This movement aligned with the government's political priorities, as remittances helped fuel Jordan's consumption-driven economy. This economic model led to a surge of low-skilled immigrants, mainly from Egypt and Southeast Asia, further transforming Jordan's demographic and economic profile. These open-door policies have been essential to Jordan's resilience, demographic makeup, and regional political strategy (De Bel-Air, 2016).

According to recent reports, Jordan faces significant social and economic pressures, intensified by the high numbers of refugees within its borders and the severe impact of COVID-19. Even before the Syrian crisis, Jordan served as a refuge for those escaping regional conflicts, including Palestinians and Iraqis who found safety through international assistance (Francis, 2015). Despite its consistent commitment to aiding displaced populations, Jordan is one of the few countries that has not signed the 1951 Geneva Convention ² on refugee status (Naseh et al., 2020; Zuntz, 2021). Today, increasing demands further strain Jordan's infrastructure and economy, compounding these challenges.

At the onset of the Syrian crisis, the rapid Syrian refugee movements into Jordan have made all 'non-Syrian' refugee issues marginalized (Ghreiz, 2020; Mayer, 2016; Thynat, 2018). By 2014, the Jordanian government announced it was working on the National Resilience Plan (NRP), to counterbalance the impact of the Syrian crisis on the national economy. One critical focus was education, as many Syrian refugees were under 18, presenting significant challenges to integrating them into the school system (Saa'da, 2017).

However, the mismanagement and uneven geographical distribution of Syrian refugees have created additional challenges for the government, particularly concerning limited resource allocation to support both refugees and Jordanian citizens living within the same communities. According to recent statistics, more than two-thirds of Syrians in urban areas live below the poverty line, which indirectly impacts Jordanians as well (Hanmer et al., 2020). The population increase

² 1951 Geneva Convention: This is a major international treaty signed by 196 countries. This treaty defines the term "refugee" and establishes legal protection and basic rights for refugees, such as the right to housing, work and education, and ensures that they will not be forcibly returned to a country where they face danger -the principle of non-refoulement. The UNHCR acts as the guardian of this treaty. *UNHCR. (2010). Convention and Protocol Relating to the Status of Refugees. <https://www.unhcr.org/3b66c2aa10>*.

due to the Syrian crisis has strained public services across the country, especially in the northern governorates, where the concentration of Syrians is higher (Stave & Hillesund, 2015). Effective humanitarian aid, delivered in coordination with the Jordanian government, is essential to meet the prolonged needs of Syrian refugees, especially given their long-term presence in Jordan (Saa'da, 2017; Zuntz, 2021).

Therefore, given these pressures and the limited resources in Jordan, it makes Jordan an interesting and relevant location for better understanding HSCs, the limits of humanitarian educational services, and how this impacts the life experiences of refugees there.

EDUCATION SYSTEM IN JORDAN

Before Jordan's independence in 1946, education was only accessible to those who could afford it. The establishment of the education ministry (MoE) in 1956 marked a significant shift, making education compulsory and free until the sixth grade. This was later extended to ninth grade in 1964, and by 1987, Jordan's education system underwent a major transformation, modernising its structure and policy, increasing compulsory education to ten years, and emphasising accessibility and equity MoE.

Regionally, the Jordanian education system is viewed as one of the strongest educational systems in the region (Al-Hassan, 2018), while achieving one of the highest literacy rates in the world at 98.42% (Statista, 2022). This favorable reputation serves as the primary catalyst for the flourishing of educational tourism in Jordan, annually attracting tens of thousands of Arab and international students for study purposes. Recent surveys indicate that the proportion of international students

reaches 14% of the total enrolment in various Jordanian higher education institutions (MOHE, 2020).

Jordan allocates a significant portion of its annual budget to the education sector, amounting to 3.2% of its GDP by 2022, a proportion comparable to that of other developed countries such as Qatar, and higher than that of Ireland and Bahrain (WorldBank, 2024a). Despite this, the country's GDP growth has been sluggish over the last decade, typically below 2.5% (WorldBank, 2024b), leaving it highly susceptible to external pressures, such as rising oil prices, and ongoing regional conflicts, and not forgot the COVID-19 pandemic which led Jordan to one of the world's longest school closures, affecting student engagement and learning outcomes (Al-Rahamneh et al., 2021; Alsoud & Harasis, 2021).

Considering the age distribution of the population, Jordan is characterized as having a youthful society, with nearly half of its inhabitants being under 18 years old. This demographic reality translates into an educational landscape that enrolls over two million students including refugee students (JordanStrategyForum, 2023; MoE, 2023). The below figure shows the structure of the national education system according to the International Standard Classification of Education.

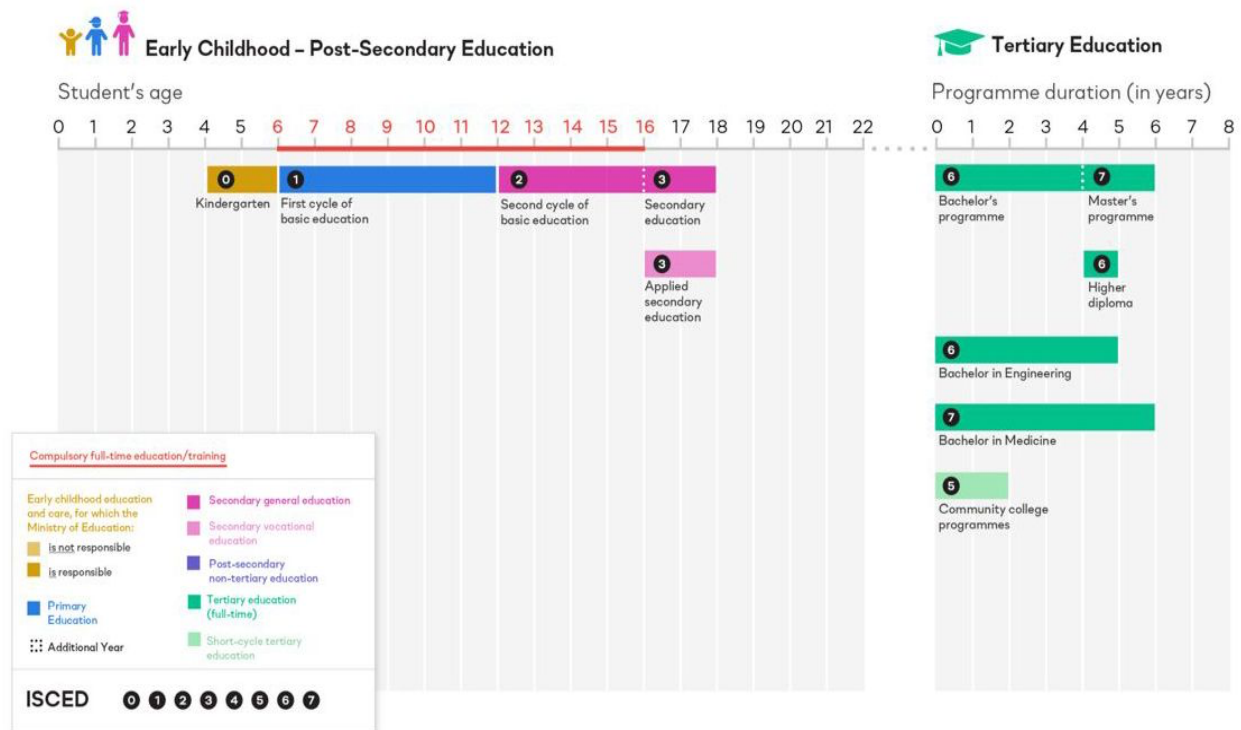


FIGURE 1: EDUCATION SYSTEM IN JORDAN
(UNESCO, 2024)

In general, Jordan's national education system consists of four stages: pre-primary or kindergarten level which lasts for two years at most, primary level which last for ten years, and secondary level which lasts for two years, then tertiary education. While compulsory education is enforced until the tenth grade, the majority of students continue their secondary education (MoE).

Among the sectors encompassed by the national education system are the private education sector, in addition to the schools provided by the UNRWA for Palestinian refugees since 1950s (UNRWA, 2023), and government schools, which collectively enroll more than one hundred thousand students in Jordan.

The academic calendar applied in Jordanian public schools is divided into two semesters, the fall semester, which begins in September and ends in January, and the spring semester, which runs from February to June (MoE). Understanding the span of the academic calendar is essential for recognising how time becomes a segregating factor in the implementation of the double-shift program as the main solution for meeting the increased demands for refugee education. This program accommodates Syrian refugee children in the same schools as their Jordanian peers, sharing classrooms, learning tools, and even teachers. However, Syrian children are assigned to the afternoon shifts, while the morning shifts are exclusively reserved for Jordanian students. According to the percentages appears in the following figure, there has been a centralisation of school enrolment under the MoE, reinforcing the Ministry's role as the main provider of education for both Jordanians and refugees.

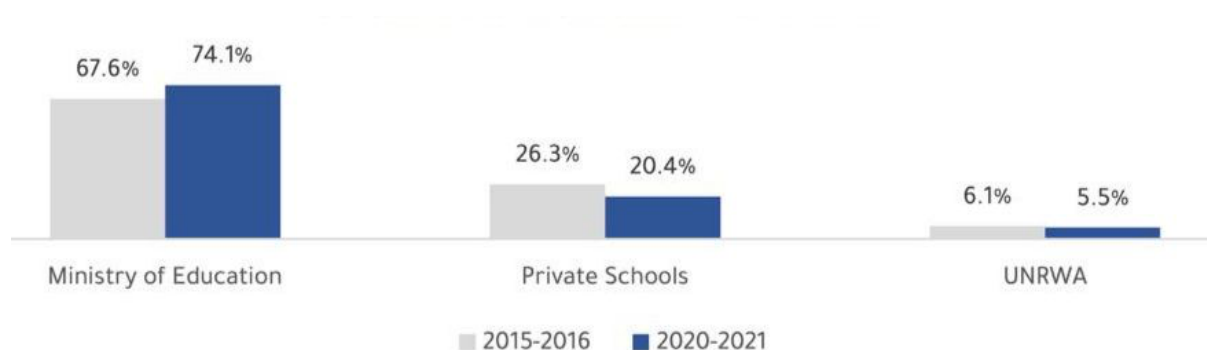


FIGURE 2: DISTRIBUTION OF STUDENTS IN JORDANIAN PUBLIC, PRIVATE, AND UNRWA SCHOOLS BETWEEN 2015-2022

(JORDANSTRATEGYFORUM, 2023)

Despite these advancements, the contemporary educational landscape in Jordan faces significant challenges, particularly for urban-based Syrian refugees. HSCs designed to support education often fail to align with the lived realities of refugees, as systemic breakdowns, segregation, and resource scarcity hinder their effectiveness. Refugee families, caught between idealised HSC frameworks

and broken, lived-in HSCs, are frequently pressured to prioritise work over education to meet basic needs.

Recognising the education sector as one of the most robust sectors in the Jordanian state, it is important to note that it faces severe challenges, akin to those encountered in other sectors. These challenges predominantly stem from a shortage of financial resources, which hampers the sector's ability to keep pace with advancements and update the educational process (Al Jabery & Zumberg, 2008). Moreover, there exists a deficit in educational and supervisory competencies, limited educational infrastructure that fails to accommodate the significant annual increase in student numbers, a lack of readiness in supporting educational resources, and the deterioration of educational facilities and their contents, including furniture and equipment (Alazam, 2019). The infrastructure deteriorated further post COVID-19 pandemic, exacerbating complexities and exacerbating challenges (Al Jabery & Zumberg, 2008; Al-Balas et al., 2020).

These challenges have become more complex with the inclusion of a large number of registered Syrian students in government schools, who are entitled to join the educational system under MoE umbrella. According to the Minister of Education, the total number of students in the Kingdom reaches 2,250,000, of whom 250,000 are non-Jordanian. Among them, 165,000 Syrian refugees, and 95,000 are refugees from other nationalities (Alghad, 2024). A 35% increment since 2010, that is a year before the Syrian crisis began (Petra, 2024).

THE SYRIAN CRISIS MANAGEMENT AND THE JORDANIAN RESPONSE

The Syrian crisis has led to one of the most significant and prolonged refugee movements in modern history, creating a humanitarian challenge that has deeply affected Syria's neighbouring

countries. Jordan, a principal host nation, has faced mounting pressures since the onset of the crisis, managing both immediate needs and long-term impacts of integrating a large refugee population. This section explores Jordan's multifaceted response to the Syrian crisis, covering the historical scope of displacement and the specific challenges facing Syrian refugees within Jordan's borders. It also discusses the strategies within the Jordan Response Plan (JRP), a coordinated national and international effort aimed at supporting refugees while bolstering the resilience of Jordan's infrastructure and services. Through examining these elements, this section highlights the complex interplay between humanitarian aid, host-country stability, and evolving regional dynamics.

THIRTEEN YEARS OF DISPLACEMENT: THE ONGOING CRISIS

It has now been over thirteen years since the start of the Syrian crisis, during which the world has witnessed one of the largest waves of displacement and refuge in modern history. The Syrian conflict began on March 15, 2011, with peaceful protests by young people in the southern city of Dara'a, demanding governmental reform. These protests were part of the broader, social media-driven 'Arab Spring' that swept the region. Soon, the movement spread across Syria, and people begin to suffer under brutal crackdowns carried out by the regime forces. This violence led to the death of hundreds of thousands of civilians, slashed the nation into shreds, and set back the living conditions by decades, and rendered the country as a fragile yet dangerous place to live. Moreover, creating a protracted emergency among surrounding countries by spilling millions of people. (Montaser, 2020; Willekens et al., 2016; Yazgan et al., 2015).

According to (UNHCR, 2023) more than fifteen million Syrians have been affected by this crisis, including 5.2 million civilians registered with UNHCR in neighbouring countries and 6.8 million were internally displaced. This leaves over half of the country's population, approximately 15

million people needing humanitarian aid and protection. unfortunately, half of those impacted by the Syrian crisis are children (Taleb et al., 2015).

After successive rounds of the war, the health care system, education facilities, water and sewerage systems were all damaged, even the astonished historical, religious monuments and the crowded markets were crushed and replaced by debris, the continued fight has produced economic despair and deprivation. Besides the fact that, family heads were unable to secure their basic needs from food and making living, they become at risk to a real concern regarding children protection, including their ability to get education, whereas the parents find themselves obliges to stop sending their children to schools, simply because they can't afford the fees, or afraid to. On the other side, teachers were no longer receiving their wages (Alhaffar & Janos, 2021; Elsafti et al., 2016; Taleb et al., 2015; Van Dam, 2017).

The Syrian conflict has had a devastating effect on education, leaving behind a 'lost generation' of students who have been unable to continue their studies (Kamyab, 2017). Ongoing violence and conflicting curricula have alienated displaced children (Zeno, 2021). Refugee students struggle to access education in Syria and in host countries as well, facing language barriers, cultural disparities, and financial difficulties (Aras & Yasun, 2016; Zeno, 2021). The conflict has also taken a toll on public health, with many children lacking access to clean water, proper sanitation, and essential healthcare services (Elsafti et al., 2016).

The COVID-19 pandemic has made life even more difficult for refugees, intensifying and prolonging their poverty and taking away what little work they had. An official joint report by the World Bank and the UNHCR (WorldBank, 2020) showed that there were more than a million Syrians have been driven into extreme poverty as a result of the pandemic in its first period. Among

them are refugees in host communities in Jordan, Lebanon, and Iraq, who left to struggle to meet their most basic needs, with limited work structures and limited resources to survive (Kheireddine et al., 2021; Kikano et al., 2021; Seyidov, 2021).

In Syria, the situation was already grim before the earthquake hit in February 2023, which hit a population already fighting to survive, whereas this natural disaster worsened an already tragic reality, deepening the socioeconomic crisis and increasing the vulnerabilities of those affected (Mavrouli et al., 2023). Even though millions of refugees inside Syria and in host communities are still in urgent need, the world's focus has shifted away from this crisis. It remains the largest displacement crisis worldwide, yet it dropped out of the international scene, and the financial decreased significantly, despite the increasing demands (Jabbour et al., 2021).

In neighbouring countries such as Lebanon and Turkey, where Syrian refugees have been welcomed for over ten years, life isn't much easier. These host nations are grappling with their own economic problems and urgently need the international community's help to keep providing safety and shelter for the refugees (Anholt, 2020; Khawaldah & Alzboun, 2022).

SYRIAN REFUGEES EXPERIENCES: CURRENT STATUS AND MAIN CHALLENGES

This section highlights the challenges Syrian refugees face in Jordan, including life in refugee camps, urban living conditions, access to humanitarian assistance, work permits, housing difficulties, and education. It also examines the limitations humanitarian organisations encounter under government policies and the wider impact of short-term aid strategies on refugee integration and future development.

The Syrian crisis has resulted in a prolonged emergency, leading to mass migration of Syrians to neighbouring countries and beyond. Jordan has taken in a significant portion, around 1.3 million refugees, many of whom still face harsh living conditions, and meeting their needs has placed a heavy burden on Jordan's resources and has had a substantial impact on the country's capacity (MoFAE, 2023).

Where this huge influx has strained Jordan's infrastructure, economy, and security, transforming a humanitarian crisis into political and security challenges as indicated by many researchers (Ababsa, 2015; Achilli, 2015; Alrababa'h et al., 2021; Alshoubaki, 2018; Francis, 2015; Salameh et al., 2020) Jordan plays a crucial role in hosting Syrian refugees, offering shelter in both formal camps and urban areas to over a million displaced people. Despite these efforts, the country faces significant challenges, including bureaucratic inefficiencies, rigid legislation, and chronic funding shortages (Alshoubaki & Harris, 2018; Ghreiz, 2020; Lenner & Schmelter, 2016). The following figure visualise the geographical distribution of the Syrian refugees, both urban and camp-based populations, highlighting the concentration of refugees across different governorates.

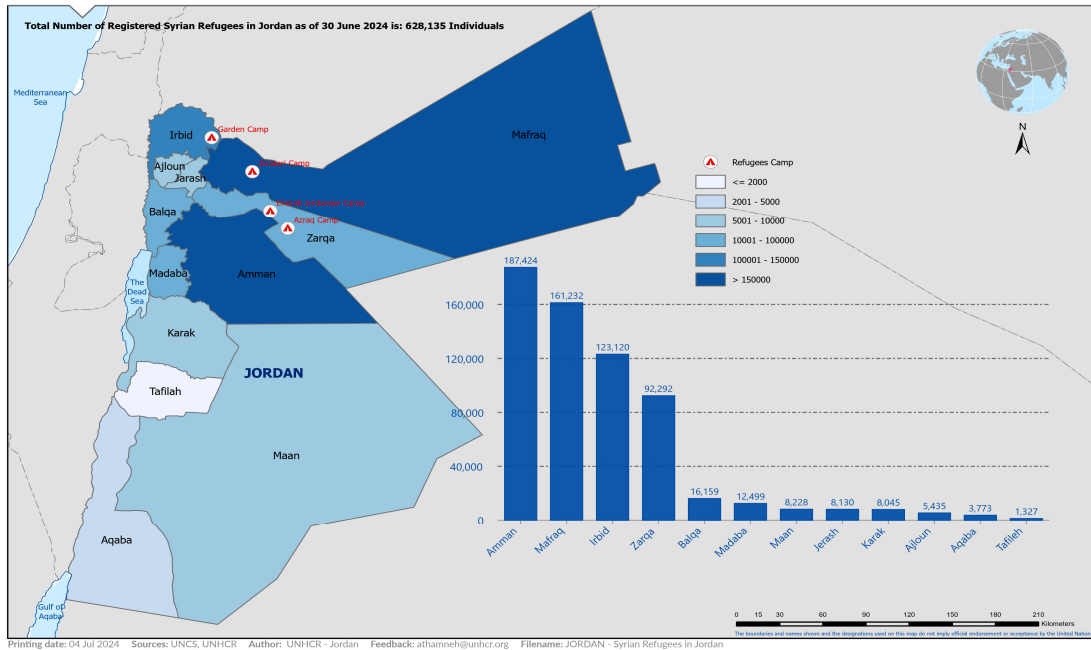


FIGURE 3: DISTRIBUTION OF SYRIAN REFUGEES IN JORDAN: CAMPS AND URBAN AREAS
(UNHCR, 2024F)

Syrian refugees in Jordan mainly reside in four official camps. The first is the Zaatari camp, opened in 2012 and became a symbol of Syrian displacement in the region, this camp located near the Syrian border, currently shelters over 78,000 refugees, and over half of them are children (UNHCR, 2024e). The second is the Emirati-Jordanian camp, established in 2013 with full funding from the United Arab Emirates to help ease the burden on the Jordanian government as refugee numbers grew. This camp is situated on the eastern side of Zarqa governorate, northern Amman, accommodating around 5,000 people, including highly vulnerable individuals, including widows with children and the elderly, many of whom were transferred from Zaatari (Alshawawreh et al., 2017; Charles, 2021). The third is the Azraq camp, also located in Zarqa governorate, which host approximately 18% of all Syrian refugees living in Jordan (UNHCR, 2024c). Finally, the Garden

camp, previously known as King Abdullah Park, located in Irbid governorate, consists of over 800 refugees, mostly Palestinians and Syrians (UNHCR, 2024c).

Jordan is a notably urbanized country, and successive waves of refugees have been a significant driver of both urbanization and state-building (Gutkowski, 2022; Haysom, 2013). Nearly 80% of Syrian refugees in Jordan now live in urban areas, with their living situations shaped by financial resources and family or social networks, some of which were established before the war. According to (UNHCR, 2022), more than half of Syrian refugee households' income comes from work, 45% from humanitarian assistance, and 3% from remittances. Around 60% of their expenses go toward food and rent. Notably, there is a trend of decreasing humanitarian assistance, both in the number of households receiving aid and, in the amount, provided, as the findings suggest. The refugees who lived within host communities may enjoy wider freedom of movement, lower levels of restriction on job searches, but did not benefit from humanitarian assistance to the same extent as refugees within camps (Betts et al., 2017).

Although Syrian refugees have been issued work permits by Jordan's MoL, the severe economic conditions, exacerbated by high unemployment, dependency on foreign labour, and the effects of COVID-19, make finding formal jobs difficult (Al-Mahaidi, 2021; Arij agarah, 2020). As a result, many refugees are left with no choice but to take informal or illegal work, often in unstable and unsafe environments. If caught working without proper permits, they risk imprisonment, being sent back to camps, or even deportation. Syrian refugees are also often willing to accept lower wages and harsher working conditions than Jordanians (Brun, 2016).

For housing, Syrian refugees in urban areas primarily rent their homes, but many struggle to afford rent, especially as their savings from Syria dwindle and work opportunities remain scarce. While

there is limited documentation on the movement patterns of these refugees, humanitarian workers confirm that they frequently move in search of cheaper housing or job opportunities. The mobility of urban Syrian refugees, like other urban refugees, makes them less visible and harder to track, posing challenges for providing consistent assistance (Brun, 2016; Fábos & Kibreab, 2007).

Syrian refugees in Jordan continue to face extremely challenging living conditions, especially those residing outside the official camps. Although Syrian refugees make up the majority of the refugee population in Jordan, the response to their needs has been disproportionately lower for those living outside the camps. While their quality of life is often perceived as better than that of refugees within the camps, it remains lower than the average socioeconomic status of Jordanians. They continue to face significant challenges in accessing education and employment opportunities (Abdo et al., 2019; Krafft et al., 2018; Obi, 2021). And although various humanitarian organisations have used Jordan as a base to launch initiatives and programs primarily aimed at assisting Syrian refugee households, yet many substantial needs remain unmet. These efforts also extend to supporting other vulnerable groups within the local Jordanian community (Al-Qdah and Lacroix, 2017; Adem *et al.*, 2018).

Humanitarian organisations in Jordan, operating in urban areas and working towards meeting refugees' needs, often face considerable challenges related to the context of the state. As the findings chapter shows, the government assigns them specific neighbourhoods to work with Syrian refugees, in addition to dividing the aid between local communities and refugees. While this helps promote social cohesion, limited funding makes it difficult to address deeper urban issues like infrastructure, education, and employment (Brun, 2016). Moreover, many humanitarian workers lack experience in urban settings, coming from rural or camp-based contexts, making it hard to

adapt their core activities to urban needs (Harroff-Tavel, 2010). Lastly, an increasingly restrictive policy environment in Jordan has led to heightened protection challenges for Syrian refugees, especially around registration issues. Rising host fatigue has also caused tensions, with Syrians being blamed for pre-existing national problems (Francis, 2015).

In Jordan, the temporary nature of the situation significantly influences humanitarian assistance. Humanitarian actors work within the constraints set by the government, aligning with humanitarian principles. Jordan has become a regional hub for international organisations, operating under the framework of what is called a 'humanitarian cause', which is a form of agreement between the government and these organisations (Alshoubaki & Harris, 2018; Brun, 2016). Within this context, humanitarian projects are limited to short-term relief efforts, preventing a shift towards long-term development for Syrian refugees.

Syrian refugees in Jordan have faced limitations in accessing education and employment, largely due to the assumption that their stay would be temporary and their return imminent (Achilli, 2015). Despite the presence of many international humanitarian organisations operating in Jordan, these providers primarily focus on emergency relief, treating refugees as objects of immediate assistance. This approach emphasises short-term survival while overlooking refugees' long-term experiences and needs. This critique aligns with Edwards and Hulme (1996), who argue that donor-driven agendas often lead humanitarian organisations to prioritise on the short-term, quantifiable results, at the expense of addressing deeper, and systematic challenges, ultimately impacting NGOs' operations, legitimacy, and performance.

Similarly, Brun (2016) highlights humanitarian system's failure to include refugees' lived experiences and future aspirations, instead limiting its focus to the biological and emergency needs.

She argued that such approaches are often decontextualizes the refugees' biographical lives, experiences, and futures particularly in situations of protracted displacement. Brun points out, prioritizes addressing refugees' basic biological needs, often at the expense of considering their personal stories, aspirations, and potential futures. As a result, refugees are left "stuck" in the present, with little opportunity for future development or integration.

JORDANIAN RESPONSE PLAN

The current Syrian refugee crisis places immense pressure on Jordan because of the huge number of displaced Syrians. As a result, in 2015, JRP was launched by the Jordanian government, a coordinated response led by MoPIC, along with various other ministries and international partners (MoIPC, 2020). JRP shall look toward addressing the refugees' humanitarian needs while supporting Jordan's economic and social stability (MoPIC, 2021). The following section describes the key ministries' role in the implementation of JRP, and reports on challenges and achievements in refugee crisis management.

This section explores the critical role of five Jordanian ministries in implementing JRP and managing the Syrian refugee crisis. Among these, MoE, and MoPIC are given particular focus in this study due to their relevance to service-based HSCs, in terms of the study's objectives, and methodology.

At the forefront of the JRP is the Ministry of Planning MoPIC, which plays a crucial role in aligning efforts with the national priorities. MoPIC coordinates with ministries, government institutions, UN agencies, international organisations, and relevant partners to secure funding for the Jordanian response plan, taking into account the country's ongoing economic challenges. The plan addresses

the impact of hosting refugees while supporting host communities and the national treasury. It is designed to complement existing national strategies, align with the sustainable development goals, and adhere to the global compact for refugees. The plan follows a resilience-based approach, integrating both humanitarian and development needs across various sectors, alongside a dedicated focus on the treasury's needs (MoPIC, 2021).

The Ministry of Interior (MoIPC) is another key player in the response plan, particularly in its focus on the security and management of Syrian refugees. As the authority overseeing national security and policing, the MoI has established security units to manage safety within refugee camps (Ali, 2023). By 2015, the ministry became responsible for issuing biometric service cards, to re-register Syrian refugees, including those not listed in UNHCR's system. This effort was aimed at producing an accurate refugee census to substantiate Jordan's funding requests from the international community (Al-Hamamre et al., 2017).

As of the most recent update in 2023, the plan remains focused on supporting host communities, building institutional capacity, and addressing the needs of refugees. Key sectors include education, healthcare, water and sanitation, social protection, justice, shelter, public services such as municipal governance, energy, transportation, environmental projects, and economic empowerment initiatives, particularly those related to food security and livelihoods. However, only 29% of the total financial requirements for the Jordan Response Plan have been met, amounting to \$2.28 billion (MoPIC, 2023). Further discussion regarding the management and documentation efforts will be found in the findings and the discussion chapters.

Additionally, The Ministry of Health (MoH) plays a key role in JRP, particularly in managing the healthcare needs of Syrian refugees. Over the past decade, the government's policy on healthcare

access for Syrian refugees has evolved. Initially, the Jordanian government provided free access to public healthcare services for Syrian refugees as the same rate as the insured citizens. In 2014, this changed, allowing them access at the same rates as non-insured Jordanian citizens, where Syrian refugees were required to pay 20% of the rates paid by foreign persons at MoH facilities (WHO, 2023).

However, Jordan faces the challenge of addressing the healthcare needs of a large population of refugees and its own citizens, in February 2018, the policy was revised again, requiring Syrian refugees to pay 80% of the rates charged to non-Jordanians at MoH facilities. Despite this, the government exempted Syrian refugees from fees for maternity and childhood services provided at MoH-affiliated centres (WHO, 2023).

As a result, many refugees find these costs to be a significant financial burden, often beyond their ability to pay. In cases of urgent surgeries or severe illness requiring expensive treatments, refugees frequently seek financial assistance from humanitarian organisations. However, securing such support is often a lengthy process involving extensive communication and is not guaranteed due to frequent funding shortages (Krafft et al., 2018).

In terms of mental health, Syrian refugees of all ages are facing psychological crises, with many having lost family members or friends during the war or having loved ones detained. This has left them with trauma, including hopelessness, nightmares, sleep disorders, and frustration, often without access to psychological treatment (Amro, 2020; Hendrickx et al., 2020; Naseh et al., 2020; Sijbrandij et al., 2017). Humanitarian aid providers, including the UN, have noted resilience among refugees, likely due to their focus on meeting basic family needs, leaving mental health treatment as a lower priority (Gammouh et al., 2015; Krafft et al., 2018).

Furthermore, JRP includes the Ministry of Labour (MoL), which is responsible for regulating the presence of non-Jordanian workers in the Jordanian labour market, including Syrian refugees. The ministry plays a key role in coordinating efforts to address the situation of refugees. The MoL has worked to ease work restrictions by signing a mutual agreement with Syria that grants citizens from both countries free movement and residency, though without full access to the labour market, as the Jordanian economy cannot support an additional workforce due to high unemployment rates. Despite these limitations, the compact successfully secured over 230,000 work permits (ILO, 2021) across various sectors. This initiative also helped Jordan meet the requirements of the European Union EU and World Bank (Panizzon, 2018).

The refugees who lived within host communities may enjoy wider freedom of movement, lower levels of restriction on job searches, but did not benefit from humanitarian assistance to the same extent as refugees within camps (Betts & Collier, 2017b).

Research indicates that Syrian refugees in Jordan face substantial barriers to formal employment, leading to their confinement in low-skilled sectors such as agriculture and construction, a situation shaped by both MoL regulations and broader employment constraints (MoL, 2024). The COVID-19 pandemic has exacerbated these challenges, resulting in significantly lower job opportunities and higher separation rates for Syrian refugees compared to Jordanian citizens, particularly for those working in informal sectors (El-Abed & Shabaitah, 2020; Wahby & Assaad). Furthermore, many economies emerged from lockdowns with high unemployment rates, leaving refugees with limited prospects. A recent UNHCR survey found that only 35% of Syrian refugees in Jordan had jobs to return to after the lifting of pandemic restrictions (Alemi et al., 2020).

As there is a huge imbalance in employment opportunities and job accessibility, one must assume that there is also going to be some educational differences between Syrians and Jordanians. Whereas Jordanians typically would seek out employment in sectors that require higher levels of education, Syrian refugees often find themselves relegated to agricultural and construction fields- niche areas that do not require advanced levels of education. Therefore, Syrians are resilient by making use of the limited job opportunities available to them, because formal employment opportunities are still very inaccessible due to different administrative and practical barriers.

The last key contributor to JRP, related to this research is MoE which played a crucial role in JRP by integrating Syrian children into the Jordanian education system, with an initial focus on refugee camps. While the Jordanian government took significant steps to ensure that Syrian children had access to public education , it took considerable time for these efforts to be fully extended to the majority of Syrian refugees living in host communities (Assaad et al., 2023).

Since April 2012, education has been provided to Syrian refugees through the public system, theoretically free of charge (Sieverding et al., 2018). However, it was only in 2017 that MoE also exempted Syrian children from tuition and textbook fees as announced in Brussels II Conference 2018 (Brussels Conference, 2018). To manage the increasing influx of Syrian refugee students, MoE implemented a number of strategic interventions. The most notable measure was the establishment of *double-shift schools*, where existing public schools operated in two shifts: a morning shift for Jordanian students and an afternoon shift primarily for Syrian students. This system allowed the MoE to accommodate more students without overburdening the infrastructure of public schools. Over half of the Syrian students were placed in the evening shifts, which helped

alleviate overcrowding in classrooms and minimized the direct competition between Jordanian and Syrian students for educational resources (QRF, 2017; Salem, 2020, 2021; Sieverding et al., 2018).

The creation of these double-shift schools was financially supported by international donors, including UNICEF (Bataineh & Montalbano, 2018), ensuring that education remained free of charge for Syrian students. The MoE, with assistance from international organisations, also established schools within refugee camps, though the majority of Syrian students, estimated 89% were enrolled in public schools across host communities (Assaad et al., 2018, 2023).

Additionally, the Ministry addressed concerns related to the quality of education by hiring new teachers specifically for the second shifts. Initially, the length of class sessions was reduced, from 45 minutes to 30 minutes, to accommodate both shifts within the same school day. However, the Ministry gradually increased class time over the years, reaching 40 minutes per session by 2016. In some cases, Syrian students were also brought to school on Saturdays to further address the time constraints (Assaad et al., 2023; Bataineh & Montalbano, 2018).

It is appropriate to mention that there were a few educational initiatives for Syrian children's refugees at different urban areas, such providing financial assistance to cover the school fees, some offer out of school educational programs to encourage the children to return to schools. Yet, these programs were scale limited, and subject to fund availability, mostly on a semester basis, which affecting NGOs ability to put educational plans for the long run, and sometimes forced to cut off the programs due to funding ceases (Naseh et al., 2020).

While the MoE's official policy aimed at integrating Syrian children into the formal education system, several challenges arose. Enrolment priority was given to Jordanian students, and in some

cases, Syrian students were denied enrolment due to limited space in nearby schools (Krafft et al., 2022; Krafft et al., 2018; Sieverding et al., 2018). Additionally, before 2016, Syrian students were required to possess a service card documenting their refugee status to gain admission, and those significantly behind in their academic progression were not allowed to enrol in regular public schools (Assaad et al., 2023).

Despite these barriers, the MoE's efforts were seen as successful. By 2016, about 75% of Syrian children between the ages of 6 and 17 were enrolled in Jordanian schools, a figure that highlights the success of MoE's management of the crisis in terms of educational inclusion. Moreover, enrolment levels for Syrian children had largely recovered to pre-conflict levels, demonstrating the effectiveness of the Ministry's response in collaboration with international donors and organizations (Assaad et al., 2023).

it is a challenging process for the Jordanian government to balance its management of the Syrian refugee response without disrupting its status quo in terms of finance, economy, security, and international relations. This involves both preventing Syrians from competing with Jordanians, who were already facing economic challenges before the Syrian crisis and ensuring the continued flow of international assistance. This delicate balance helps explain some of the Jordanian government's decisions on refugee-related projects, which may appear to contradict Jordanian interests.

Ali (2023) explores the complexities of Jordan's response to the Syrian refugee crisis, revealing that the approach is largely driven by the desire to maintain political stability, avoid the permanent settlement of Syrians, and secure external funding. Other scholars, such as Brun (2016) and Francis (2015) have also noted similar motivations in Jordan's refugee policies. Initially, the host

government was well-prepared to manage the crisis during its emergency phase. However, as the situation persisted, restrictions became necessary due to bureaucratic challenges, reduced external funding, ongoing economic difficulties, limited resources, and global uncertainties.

In line with this shift, humanitarian organisations like UNHCR reduced the amount of cash assistance provided to refugee households, attempting to incentivize their return to camps. However, many refugees did not view returning to camps as a viable option due to the lack of privacy, the restricted access to telecommunications and internet services, and the heightened security measures imposed by the Jordanian government on entering and leaving the camps (Naseh et al., 2020). These constraints further underscore the difficulty Jordan faces in managing the crisis while trying to maintain stability, security, and international partnerships.

In conclusion, MoE has been instrumental in Jordan's response to the Syrian refugee crisis, playing a critical role in integrating Syrian children into the national education system (Assaad et al., 2023). Through initiatives like the establishment of double-shift schools and collaboration with international organisations, the MoE has provided essential access to education for refugee students while alleviating pressure on the existing public-school infrastructure. However, these efforts have often prioritised logistical solutions over a deeper understanding of the unique needs and experiences of refugee children, focusing more on operational efficiency than on the human and emotional dimensions of their educational journey.

For this research, MoE has been a key player in Syrian refugee education under Jordan's education system through programs like the double-shift schools. MoPIC serves as the central body for coordinating external funding and refugee-related aid programs. Meanwhile, the MoL's was partially included to gain further understanding of the refugee's livelihood conditions related to

their work opportunities, and broader economic restrictions that affect their educational experiences, providing critical context for understanding the challenges faced by the urban-living Syrian refugees in Jordan. These three ministries were therefore primarily considered in the research design and methodology, given their relevance to the study's focus and objectives.

Given education as a dominant provision, this research aims to investigate the educational SCs for urban-living Syrian refugees. By exploring this area, the study analyses the interactions among multiple stakeholders in shaping these fragmented SCs, highlighting the resulting clashes, tensions, and contradictions within the socio-constructive environments that influence refugees' educational experiences. The following chapters will delve into the complexities and contradictions of refugee education, offering insights into both the successes and ongoing struggles within the system.

JORDAN'S HUMANITARIAN SECTOR

This section examines the challenges faced by HSCs in Jordan, emphasising how various constraints; political, funding-related, and sustainability issues impact their effectiveness and capacity for long-term support. Humanitarian work in Jordan, particularly in the context of the ongoing refugee crisis, requires navigating complex logistics to meet the needs of both refugees and host communities. This section explores four main constraints impacting HSCs in Jordan: political, funding, sustainability, constraints, hierarchies and inequities within humanitarian organisations.

HUMANITARIAN WORK IN JORDAN: REFUGEE INFLUX AND DEVELOPMENT STRAINS

According to the MoPIC, the humanitarian efforts in Jordan are primarily led by the government and showcase a strong partnership with the international community. More than 450 local and

international humanitarian organisations have offices in Jordan (Times, 2017), actively engaging in programs and initiatives that serve various groups of beneficiaries both within the country and across the region (MoPIC, 2021). This section aims to provide an overview of the humanitarian sector operating in Jordan, as well as the challenges it faces, including political influences, funding constraints, sustainability concerns, and perceptions among refugees.

- **Political Constrains**

Political factors play the dominant role in Jordan's NGOs and networks (Jaskolski et al., 2023), as well as in shaping humanitarian collaborations (Adem et al., 2018). The Jordanian government keeps refugee policies in their control, and only a few of the refugees are provided access to employment, especially for the Syrians. All this culminates into dependence on international aid instead of self-reliance. Furthermore, funding by international donors themselves is highly vulnerable to geopolitical contexts. For example, global crises like the war in Ukraine have diverted attention and financial resources away from the Syrian crisis (McCloskey, 2022; Rami Qawariq, 2023). This ultimately reduces support for refugees and limits opportunities to address broader urban challenges (Brun, 2016).

Further, hosting and integration of refugees for the longer-term exact significant challenges to the Jordanian host communities whose economic livelihoods are already under threat from water scarcity, food insecurity, unemployment, and moreover affect climate change (Farishta, 2014; Hussein et al., 2020). Some of the policies of Jordan's government may aim at encouraging refugees to go back to their native countries, therefore limiting the scope for long-term livelihood support (Brun, 2016). This kind of political stand interferes with the immediate need for humanitarian

balance and integrating the refugees into the local economies, thus stifling overall potential success of humanitarian and development work (Jaskolski et al., 2023).

On the other hand, just as these humanitarian organisations is influenced by the social, economic, environmental, and political contexts of the environment in which they operate, ... Farah (2020) sees that these INGOs themselves exert political influence that feeds into their surroundings and is manifested through creating new forms of social and political capital and exclusion, such as funding competition or elite class formation; hence, it influences the nature of the humanitarian scene.

In other words, humanitarian efforts across Jordan have been widespread, with political constraints and segregation amongst sectors preventing the transition to long-term, sustainable solutions for displaced populations.

- **Funding Constraints**

The Jordanian government, in its management of refugees, cooperates closely with humanitarian organisations, with both relying heavily on donor funding to support refugee programs. This cooperation is often facilitated by a complex networks of non-state intermediaries operating at international, national, and local levels (Kraft & Smith, 2019; Libal & Harding, 2011).

Despite the large number of humanitarian networks operating in Jordan, including 59 organisations directly involved in JRP (UNHCR, 2014), the allocation of financial resources reveals a significant imbalance. Local and national actors receive only a small fraction of direct humanitarian funding, making them heavily dependent on larger multilateral UN agencies and INGOs, which receive the majority of financial support (UNHCR, 2014). In 2019, the Development Initiatives reported that

a mere 2.1% of all humanitarian funding went directly to local NGOs (DI, 2019), highlighting the limited financial autonomy of local organisations within the humanitarian sector.

This funding disparity exacerbates a lack of coordination among these networks, as studies show that poor communication and competition are common challenges in the humanitarian sector (Akl et al., 2015; Culbertson et al., 2016; Ghreiz, 2020; Tigist, 2016). Many organisations work independently, often providing similar aid to the same group of beneficiaries, which leads to duplication of programs and an oversupply of certain resources, while other critical needs remain unmet (Adem et al., 2018).

For example, prior to the COVID-19 pandemic, many humanitarian organisations focused on providing cash assistance and supported the Jordan response by promoting short-term ‘cash-for-work’ projects. These initiatives, accompanied by extensive publicity, encouraged refugees to join informal labour opportunities. As the number of participants in such projects grows, refugee labour remains informal and precarious. Moreover, these organisations do not provide refugees with the opportunity to participate in managing their own livelihoods, which would allow them to earn a sustainable living wage (Farah, 2020).

- **Sustainability Constraints**

The lack of long-term, predictable funding often hampers humanitarian networks' ability to maintain continuous and sustainable programs. This funding shortfall frequently results in fragmented efforts, undermining both long-term development objectives and the capacity of humanitarian projects to contribute sustainably (Besiou et al., 2021; Haavisto & Kovács, 2014; Kunz & Gold, 2017). In Jordan, short-term funding cycles and limited financial resources often

fragment aid efforts, challenging NGOs' ability to sustain long-term initiatives. This funding limitation also constrains collaboration between INGOs and LNGOs, affecting the continuity and effectiveness of their programs in Jordan (Adem et al., 2018).

Because disasters are often large in scale relative to the short lifespan of funded projects, most INGOs struggle to maintain a lasting presence in countries experiencing a refugee crisis (Carins, 2012). In their work on the Iraqi refugee crisis in Jordan, Libal and Harding (2011) found that limited international donor support and an annual funding cycle constrain long-term planning, leading to fragmented and inconsistent services in response to the Iraqi refugee crisis. This lack of sustained funding challenges both INGOs and LNGOs in Jordan, affecting their ability to provide continuous support to the refugee community and potentially undermining the sustainability of their networks' efforts. Similarly, in their study on the relationship between INGOs and LNGOs during the Syrian refugee crisis in Jordan, Adem et al. (2018) found that even when pre-designed programs align with refugees' needs, they are typically short-term, often lasting only up to one year, forcing LNGOs to continuously seek new donors to sustain their work.

In the vicious cycle that humanitarian organisations experience to fund their projects Krause (2014) argues in her book *The Good Project: Humanitarian Relief NGOs and the Fragmentation of Reason* that, humanitarian organisations primarily focus on satisfying donors at the expense of beneficiaries, tailoring projects to appeal to funders rather than focusing solely on providing aid to those most in need. She also contends that humanitarian organisations are often incentivised to help those who are easiest to assist, rather than those most challenging to reach, to ensure the 'success' of their projects. As a result, the poorest individuals are made to compete against one another to become 'projects' that can lend legitimacy to NGOs and their donors. This capitalist philanthropy

model aligns with (Morvaridi, 2012), often prioritising donor and corporate interests over the needs of beneficiaries, emphasising market-based solutions and the commodification of aid, which can lead to competition among beneficiaries and a commodification of aid SCs.

Jordan's humanitarian projects, particularly those assisting Syrian refugees, continue to grapple with severe funding shortages. Despite Jordan's commendable approach in welcoming refugees, funding uncertainty coupled with restrictive legislation have made their situation increasingly tenuous (Lenner & Schmelter, 2016). While Jordan's focus on humanitarian diplomacy has bolstered its diplomatic standing, current funding remains insufficient to meet the growing needs of its refugee population (Ayasreh, 2023). This funding shortfall is not new; Jordan has faced the challenge of balancing limited resources with donor requirements and aligning aid with cultural considerations of its communities for years (Talal, 2004).

In conclusion, the persistent lack of sustained funding significantly limits the capacity of humanitarian networks in Jordan to provide continuous, effective support to refugee populations. Short-term funding cycles hinder long-term planning, collaboration, and program sustainability. Addressing these structural funding issues is essential for improving both the stability and impact of humanitarian efforts in Jordan, especially in light of the decline in momentum around the Syrian crisis and the emergence of other crises regionally and globally (Aleassa, 2024; Lenner, 2020).

- **Hierarchies and Inequities Constraints**

INGOs face significant internal challenges related to power imbalances within their workforce, particularly between expatriate staff and local or refugee workers (Lemay-Hébert et al., 2020; McWha, 2011; Mukasa, 1999; Shevchenko & Fox, 2008). In her research on labour and mobility

dynamics within Jordan's humanitarian sector, (Farah, 2020) discovered significant disparities in roles and opportunities among expatriates, local staff, and refugees, highlights that expatriates from the global north enjoy greater professional mobility and are often placed in leadership, and advisory positions, while local workers and refugees are relegated to lower-level roles. This hierarchical structure is reinforced by cultural and racial biases, where expatriates are perceived as having higher status or more valuable skills, often attributed to their Western education or experience in other crisis zones (Bian, 2022; Pallister-Wilkins, 2021).

Consequently, local workers are largely confined to supportive or liaison roles with limited opportunities for advancement. Refugees, despite their essential role in the humanitarian mission, are frequently employed on precarious, short-term contracts that offer minimal opportunities for professional growth. This framework perpetuates a colonial mindset within humanitarian work, positioning Western-led initiatives as 'saviours' while restricting local agency and long-term capacity building(Pallister-Wilkins, 2021).

The inequality in salaries between expatriates, local workers, and refugees exacerbates these internal issues. Expatriates typically receive significantly higher pay, compensations and benefits, even when performing similar roles as their local counterparts (Berry & Bell, 2012; Bian, 2022). While this disparity is justified within INGOs as compensation for the perceived hardship of relocating to conflict zones, it ultimately excludes local staff from similar benefits and may lead to resentment, distress, and frustration among them (Farah, 2020; Peters, 2016). Moreover, as Larner (2007) discusses, states view this approach as an opportunity; governance strategies that leverage expatriate expertise without requiring physical return foster a form of transnational citizenship. This reinforces a system in which expatriates contribute to economic objectives from abroad, often

receiving greater recognition and compensation than those working locally to support the same goals.

In terms of the local workers, who are essential for navigating the cultural and social landscape of host countries, find themselves underpaid and undervalued (Bian, 2022; Pascucci, 2019). Refugees, who face legal and structural barriers to employment, are often left with no choice but to accept lower wages for the same or more difficult work. This unequal compensation structure not only undermines the morale of local and refugee workers but also reinforces a colonial mindset within the humanitarian sector (Berry & Bell, 2012; Farah, 2020; Redfield, 2012).

These internal inequalities in power and salary can have a direct impact on the effectiveness of humanitarian efforts. When local and refugee workers feel marginalised and undervalued, it limits their engagement and commitment to the mission (Farah, 2020; Lemay-Hébert et al., 2020; Pascucci, 2019). Furthermore, the diversion of a significant portion of funding to expatriate salaries reduces the resources available for direct aid to refugee communities. The hierarchical structure within INGOs can also lead to a disconnect between expatriates, who manage programs, and local workers or refugees, who have a deeper understanding of the on-the-ground realities. As a result, humanitarian programs may be less responsive to local needs and more aligned with external agendas, ultimately limiting the long-term success of these initiatives (Berry & Bell, 2012; Peters, 2016; Redfield, 2012).

In Jordan's humanitarian sector, these inequalities in compensation and status create a stark divide that not only alienates local and refugee workers but also weakens the sector's capacity to respond effectively to local needs. With a significant portion of funding diverted to cover the high salaries of expatriate staff rather than directly benefiting the intended recipients, INGOs risk reinforcing

systemic inequities and compromising their mission, ultimately limiting the sustainable impact of humanitarian efforts in the region.

CONCLUSION

In conclusion, this chapter has offered a multi-layered review of Jordan's role in responding to humanitarian crises, particularly in the context of regional forced migration. By previewing the historical and dynamics of displacement in the Levant, the chapter highlights how Jordan's legacy as a host nation despite the volatile region, has shaped its humanitarian and educational strategies especially as it faces the ongoing challenges of the Syrian refugee crisis. Jordan's education system, represented by interventions like double-shift schools, demonstrates both adaptability and the severe strains placed on public services in confined environments.

Drawing on both grey and academic literature, the chapter traced the evolution from short-term emergency responses to more systemic but still fragmented education provisions for refugees. It also exposed persistent issues of funding volatility, political constraints, and structural inequalities within the humanitarian sector. Importantly, it situates these challenges within the broader framework of HSCs, shedding light on how such systems function in urban, protracted crisis settings.

By situating these elements, the chapter directly supports the research objectives of this study: to investigate the education networks design, implementation, and regulation of refugee education programs, and to understand how urban-based Syrian refugees experience and navigate these systems.

The chapter spots a critical gap in current literature, where is a lack of focus on the operationalisation of educational services within humanitarian networks and the perspectives of the refugees they aim to serve. This research aims to bridge that gap by centring human experiences within fragmented education networks and offering insights into how diverse actors shape educational outcomes.

The following is the theory chapter, it lays the foundation for a deeper understanding of HSCM by examining traditional SCM theories to address the specific needs of humanitarian contexts, the chapter also offering a critique of the absence of the human element in humanitarian networks adopting those traditional frameworks. The chapter introduces the Activity Theory as a key theoretical lens for subsequent analysis of research findings, providing a new framework that takes into account the human element to explain the challenges and contradictions associated with educational services experienced by refugees.

CHAPTER THREE: THE THEORY - LOCATING THE “HUMAN” FROM SUPPLY CHAIN THEORY TO ACTIVITY THEORY

INTRODUCTION

Building upon the literature review, which examined the historical, political, and educational responses to Syrian refugees in Jordan, this chapter introduces the theoretical lens through which the research is analyzed. The literature identified key gaps in how humanitarian service chains (HSCs), particularly in education networks, which fail to reflect the lived realities of urban refugee in their host communities. To explore these challenges more deeply, this chapter preview a set of theories that help conceptualize both the operational dynamics of HSCs and the marginalization of the human experiences within them. This theoretical grounding allows for a more nuanced interpretation of the findings by linking the structural issues discussed in the literature with a human-centered, systemic analysis, and paves the way for introducing a new lens to examine the human element within these humanitarian networks.

This chapter provides a theoretical foundation for understanding HSCM by examining relevant theories from traditional SCM and their adaptation to the humanitarian context. The main goal is to provide a comprehensive framework that bridges the gap between established SCM theories and the unique demands of HSCM.

First, I explore the context in which HSCM theories are situated. This involves examining how commonly borrowed theories from SCM are justified and adapted for humanitarian purposes. These theories often originate from commercial and profitable contexts and are modified to suit

the nature of humanitarian work, which often prioritizes urgency, agility, and social development over profit (Blecken & Tatham, 2010; Tatham & Houghton, 2011; Van Wassenhove, 2006). Here, I previewed five popular traditional frameworks: transaction cost theory, resource-based view theory, institutional theory, SC integrated theory, and just-in-time theory. I also previewed these theories in the table below to highlight the differences between the traditional mainstream SC theories and AT, emphasising the shift toward human-centric and adaptive approaches.

Next, I delve into the main practices and measurements that define HSCs. This section highlights the unique operational challenges and metrics used to evaluate the effectiveness and efficiency of humanitarian logistics and SC activities. Here, I previewed key practices utilized in HSCM: coordination and collaboration, flexibility and agility, information sharing, performance, and ethics and sustainability.

Then, a critical examination follows, addressing the question ‘Where is the human in humanitarian supply chains?’ this critique focuses on the often-overlooked human element in HSCM, emphasizing the need for more human-centric approaches. To address this gap, I introduce an alternative theory that integrates the human and the societal elements into HSCM. AT is presented as a framework that offers a more holistic understanding of the complex interactions within service-based HSCs, particularly education networks as examined in this research.

Finally, I summarize the key lessons emanated from the application of such new theory like the AT to HSCM area. These lessons highlight the limitations of traditional models that exclude human factors, the importance of considering both human and non-human elements, and the potential for growing HSCs in addressing power dynamics and refugee representation.

This chapter sets the stage for a deeper exploration of these concepts, providing a structured approach to understanding and improving HSCM through robust theoretical frameworks.

CONTEXT

Theories play a pivotal role in deepening our understanding and navigating the complex realm of HSCM. Despite its growing importance, HSCM has been criticised for lacking a robust theoretical foundation, essential for its development as a distinct discipline. The field must embrace and adapt existing theories, as well as innovate new ones, to advance knowledge and practice in SCM. SCM, as a broad and well-established science, connects various concepts and frameworks across multiple disciplines, often surpassing the scope of what has been scientifically explored (Silva et al., 2022). HSCM, as an emerging field, expands these boundaries further.

However, the disciplines and research streams underpinning HSCM are not always clear. Terms like "*humanitarian logistics*" and "*humanitarian operations*" cover a broad spectrum of research traditions. Yet, a significant gap exists between the theoretical literature on HSCs and the practical actions undertaken by organisations to address needs arising from natural disasters or conflicts. These organisations, whether international, local, or charitable, develop programs demanding substantial effort, time, organisation, and resources. These initiatives fundamentally rely on SCM principles as their core framework. Nonetheless, there is a lack of thorough examination of these practices as essential components of the field (Altay et al., 2023; Jabbour et al., 2019; Paciarotti et al., 2021).

The limited application of theoretical concepts in HSCs raises critical concerns. This gap is one of the most pressing challenges in HSCM, particularly the absence of theories that adequately address

human and social dimensions. The unique complexities of humanitarian logistics are often exacerbated by the reliance on commercial concepts without proper adaptation to the humanitarian context (Maghsoudi, 2016; Tabaklar et al., 2015).

Despite advancements, there is still a notable lack of exploration of broader theoretical perspectives within humanitarian logistics. The human, societal, and community aspects are often overlooked, indicating a critical gap. The limited deployment of diverse theories restricts a comprehensive understanding of the complexities in humanitarian logistics, such as stakeholder dynamics, cultural factors, and community resilience.

Current research heavily focuses on operational efficiency and cost reduction, often at the expense of addressing the nuanced human and societal impacts of humanitarian efforts. This focus may result in strategies that, while efficient, do not fully consider the broader implications for affected communities, such as social cohesion and long-term recovery. Thus, this research seeks to fill the existing gap by emphasising and incorporating the perspectives of refugees and their communities, which are crucial for a more comprehensive understanding of their contributions and impacts in the design and execution of education-focused humanitarian initiatives (Anderson et al., 2012; Wallace et al., 2006).

MAINSTREAM VIEWS IN SUPPLY CHAINS

Based on the service, goals, and context of organisations in the field of SCM, numerous theories have gained widespread acceptance. These encompass, managerial theories such as transaction-cost economics (TCE) which is mainly a management theory of competent governance of transactions, and make-or buy decisions (Altman et al., 2007; Ketokivi & Mahoney, 2020),

resource based-view theory (RBV) which revolves around an organisation's competitive advantage emanated from its internal resources and capabilities (Rishi et al., 2022), RBV is normally used in conjunction with institutional theory, which offers a theoretical framework that explores the factors behind organisational isomorphism and presents an alternative perspective on the implementation of strategies and practices in the management of operations and SCs (Beal Partyka, 2022; Kauppi, 2013). There is also Integrated Supply Chain System (ISCS) is another theory that emphasise the need to closely integrate SCM and the execution of manufacturing plans in a plant (Meysam Maleki & Virgilio Cruz-Machado, 2013; Mukhtar & Azhar, 2020). Finally, there is just-in-time (JIT) theory as management philosophy that promotes the importance of efficiency and reduction of waste, becomes a paradigm in SCM in the manufacturing phases, aiming to minimise logistical costs, and enhance customer service experience (Kannan & Tan, 2005; Masudin et al., 2018; Ye et al., 2022).

This section aims to provide an in-depth examination of the most utilized theories in HSC, highlighting how these business-based concepts have been adapted to align with the specific nature of humanitarian work.

TRANSACTION COST ECONOMICS THEORY

As first example of an approach which underpins mainstream SC theories, is Transaction Cost Economics, was first introduced by Ronald Coase in 1937 in his seminal work '*The Nature of the Firm*' (Vargo & Lusch, 2016). Coase argued that firms arise to reduce transaction costs, which include the expenses involved in negotiating, monitoring, and enforcing contracts within a market context (Williamson, 1989, 1998). Oliver Williamson later expanded and refined TCE in the 1970s and 1980s, focusing on governance structures and the make-or-buy decision. Williamson's analysis

emphasised that the choice of governance structure depends on factors such as investment levels, asset specificity, transaction frequency, and uncertainty. Over time, TCE has been widely applied in various fields, including supply chain management, procurement, and antitrust law (Hardt, 2009).

LOGIC AND USES IN SUPPLY CHAINS

The concept of transaction costs in TCE differs from traditional neoclassical economics. It encompasses the costs related to establishing, utilizing, maintaining, modifying, and governing an organization's key economic activities within a market context (Garfamy, 2012). TCE is a prominent framework in operations and supply chain management, providing insights into the effective management and governance of transactions both individually and within broader exchange interactions (Ketokivi & Mahoney, 2020). It helps organisations understand the challenges and opportunities in SCM, including how contracting methods can enhance managerial systems and improve overall outcomes (Rosen et al., 2000; Wever et al., 2012).

In SCM, typical transaction costs include search and information costs, which involve finding and assessing potential suppliers, negotiation costs, which involve reaching agreements on transaction terms, contracting costs, which involve creating and applying contract terms, monitoring and enforcement costs, which involve ensuring compliance with contract terms, and adjustment costs, which involve modifying contracts or relationships (Garfamy, 2012). TCE is used to analyse SC effectiveness by examining contractual relationships and the impact of transaction costs on vertical coordination within SC activities (Rosen et al., 2000; Wever et al., 2012).

One of TCE's main goals is to minimize transaction costs by identifying favourable governance structures based on transaction characteristics and mutual reliance among parties. It also

emphasises the importance of information sharing to reduce transaction costs and enhance overall performance (Garfamy, 2012; Ketokivi & Mahoney, 2020).

CHALLENGES OF IMPLEMENTING TCE IN SUPPLY CHAIN MANAGEMENT

While TCE provides a useful framework for evaluating contractual structures within SCs, it has several limitations. Firstly, TCE does not offer precise measurements, leading to potential subjectivity or bias in assessments. Additionally, inter-organisational power dynamics can complicate accurate evaluations (Dow, 1987; Glavee-Geo, 2016). Secondly, the nature of relationships within SCs often involves multiple parties with varying levels of power, participation, and interests, making it difficult to apply a one-size-fits-all governance structure (Glavee-Geo, 2016). Furthermore, TCE-based governance structures may not be suitable for all transactions, requiring more flexible or adaptable approaches to meet specific organisational needs. Finally, implementing TCE can demand significant investments in acquiring, sharing, and controlling information, which can be time-consuming and costly (Berghuis & den Butter, 2017; Garfamy, 2012).

CRITIQUE OF TCE IN THE HUMANITARIAN CONTEXT

TCE theory has not been widely adopted in HSCM for several key reasons. Firstly, the unique context of HSCs poses significant challenges for applying TCE. Humanitarian operations often occur in highly uncertain and complex environments, dealing with sudden-onset disasters or prolonged crises. These conditions differ markedly from the relatively stable commercial settings where TCE is typically applied. The unpredictability and variability in humanitarian contexts make it difficult to implement the structured, transaction-based framework that TCE advocates (Cohen, 2017; Oloruntoba et al., 2019).

Secondly, the objectives of HSCs contrast sharply with those of commercial SCs. While commercial SCs focus on cost minimization and profit maximization, HSCs prioritise the effectiveness of saving lives and alleviating suffering. This fundamental difference in goals makes the direct application of TCE principles problematic, as TCE's focus on economic efficiency may not adequately address the urgency and ethical considerations inherent in humanitarian efforts (Duddy et al., 2019).

Additionally, TCE presupposes the existence of market mechanisms and competition among suppliers, which are often disrupted or non-existent in disaster-affected areas. The assumption of functional markets is integral to TCE, but in many humanitarian contexts, market structures break down, rendering TCE's reliance on market-based governance structures less applicable (Cohen, 2017).

Time pressure in humanitarian operations further complicates the use of TCE. Humanitarian responses require rapid action, leaving little room for the detailed cost analyses and contract negotiations that TCE suggests (Oloruntoba et al., 2019). The immediacy of needs in humanitarian crises demands quick decision-making and flexibility, which TCE's methodical approach does not readily support.

Moreover, the complexity of relationships in HSCs also poses a challenge for TCE; humanitarian operations involve intricate interactions among multiple stakeholders, including donors, NGOs, governments, and beneficiaries (Duddy et al., 2019). Whereas these relationships often extend beyond the simple transactional interactions that TCE describes, involving significant collaboration, negotiation, and shared objectives that are not easily captured by TCE's transaction-based framework.

Despite these challenges, there is a growing recognition that TCE could offer valuable insights for HSCM, particularly in areas such as outsourcing decisions and establishing long-term partnerships. As the field evolves, researchers are beginning to explore how TCE principles might be adapted to enhance efficiency and effectiveness in humanitarian operations (Cohen, 2017). However, significant modifications and considerations are required to tailor TCE to the unique demands of the humanitarian context.

RESOURCE-BASED VIEW THEORY

A second example of an approach which underpins mainstream SC theories, is Resource-Based View theory was initially conceptualized by Edith Penrose in her 1959 seminal work *'The Theory of the Growth of the Firm'*. Penrose proposed that a firm comprises a set of unique internal resources and capabilities that distinguish it from other firms. However, it was Birger Wernerfelt in 1984 who provided a comprehensive articulation of this theory, endorsing Penrose's perspective and introducing resource product metrics to evaluate firms based on their resources rather than their products. This approach facilitated the emergence of the resource perspective in management (Barney, 1991; Montgomery & Collis, 1995; Wernerfelt, 1984).

LOGIC AND USES IN SUPPLY CHAINS

RBV theory posits that a firm's competitive advantage lies in its unique resources and capabilities, which create value and are difficult for competitors to replicate. These resources can be tangible or intangible and are protected by isolating mechanisms. RBV emphasises the importance of utilizing these distinctive resources and capabilities effectively to maintain a competitive edge (Augusto et al., 2015; Zahra, 2021). Additionally, RBV highlights the significance of firm heterogeneity and path dependence, shaped by historical experiences and decisions (Uddin et al., 2023).

RBV is widely used to establish a firm's competitive advantage in various fields, including business management and education, by enhancing service quality, honing capabilities, and strengthening internal competencies (Augusto et al., 2015). In the context of SCs, RBV serves as a foundation for models analysing the factors impacting firm performance and identifying the success and failure factors in SCM (Rishi et al., 2022). Moreover, RBV can be applied to develop coordination models for SCM, and to understand the economic impacts on SC dynamics (Stock & Boyer, 2009).

CHALLENGES OF IMPLEMENTING RBV IN SUPPLY CHAIN MANAGEMENT

Despite its strengths, the RBV theory has several limitations. First, it does not comprehensively explain how firms can acquire or develop resources that are valuable, rare, inimitable, and non-substitutable (Wade & Hulland, 2004). A study by Assensoh-Kodua (2019) highlighted that RBV fails to provide a clear understanding of how firms can sustain their competitive advantage over long periods. Furthermore, RBV overlooks the influence of the external environment on a firm's resources and capabilities and does not offer guidance on effectively allocating resources across various business units. Lastly, RBV assumes that resources remain static over time, which is often not the case.

CRITIQUE OF RBV IN THE HUMANITARIAN CONTEXT

Implementing RBV in HSCM presents several significant challenges. Firstly, the unique context and objectives of humanitarian operations complicate the direct application of traditional RBV concepts. HSC operate in highly uncertain and complex environments, focusing on saving lives and alleviating suffering rather than profit maximisation. This fundamental difference makes it difficult to apply RBV, which was developed for commercial SC with profit-oriented goals (Dubey et al., 2024).

Resource scarcity and constraints are also prevalent in humanitarian networks, which often face limited funding, personnel, and equipment. This scarcity challenges the development and maintenance of the valuable, rare, inimitable, and non-substitutable resources central to RBV. The dynamic and unpredictable nature of humanitarian crises further complicates the creation of sustainable competitive advantages. Resources and capabilities that are valuable in one crisis may not be effective in another, undermining the RBV principle of sustainable advantage (Dubey et al., 2024).

Coordination and information alignment in humanitarian operations involve multiple stakeholders with diverse objectives and capabilities. Implementing RBV in this context requires effective coordination and alignment, which can be challenging due to the complex and often chaotic nature of humanitarian crises (Dubey et al., 2024). Measuring performance and value is another difficulty. Unlike commercial SC, where performance can be quantified using financial metrics, assessing the value and impact of resources in humanitarian operations is more complex and subjective (Jiang et al., 2023; Lu et al., 2016).

Moreover, adapting RBV to the non-profit humanitarian sector necessitates significant modifications and reinterpretations of key concepts originally developed for profit-oriented organisations. HSCs must balance operational efficiency with the imperative to respond effectively to urgent needs. This dual focus complicates the application of RBV principles, which traditionally emphasize efficiency (Arda et al., 2021).

Technology integration, while potentially beneficial, presents additional challenges. Implementing and integrating emerging technologies like Blockchain BCT for improving information alignment and coordination is complex. Finally, the effectiveness of RBV in HSCM depends on factors such

as intergroup leadership and organisational culture, which are difficult to develop and maintain in the dynamic humanitarian context (Dubey et al., 2024).

In summary, while RBV offers valuable insights for understanding competitive advantage in stable, commercial environments, its application in HSC is limited by the unique challenges and objectives of the humanitarian milieu.

INSTITUTIONAL THEORY

A third example of an approach underpinning mainstream SC theories is Institutional theory is a sociological perspective that explores the influence of institutions on individual and organisational behaviour. It posits that institutions are established and maintained by social actors. Influential works such as (Berger & Luckmann) in '*The Social Construction of Reality*' (Berger & Luckmann) and (Olson) in '*The Logic of Collective Action*' (Olson) have significantly contributed to this field. Additionally, DiMaggio and Powell (1983) 1983 paper, '*The Iron Cage Revisited: Institutional Isomorphism and Collective Rationality in Organizational Fields*' is widely recognised as a seminal contribution to institutional theory (Scott, 1987).

Institutional theory provides a framework for understanding social interaction and decision-making processes. It considers both formal and informal rules, norms, and values that guide behaviour, examining their creation, maintenance, and evolution over time. Variants of institutionalism, including sociological, historical, and political institutionalism, offer diverse theoretical and methodological perspectives, contributing to research advancements and analytical challenges (Kelly, 2019).

LOGIC AND USES IN SUPPLY CHAINS

In SCM, institutional theory is utilised to understand the adoption of strategies and practices in operations and SCM. By examining the causes of isomorphism within organisations, institutional theory offers an alternative viewpoint to the rational decision-making approach prevalent in the field (Kauppi, 2013). It has been applied to measure the institutional pressures faced by shippers and logistics service providers in embracing green SCM practices (Jazairy & von Haartman, 2020). While the application of institutional theory in SCM has primarily focused on topics like quality management and the adoption of electronic tools, there remain many unexplored avenues for research that could enhance our understanding of how institutional factors operate in this domain (Fogaça et al., 2022; Kauppi, 2013).

CHALLENGES OF IMPLEMENTING INSTITUTIONAL THEORY IN SUPPLY CHAINS

Although institutional theory has been instrumental in exploring the factors contributing to organisational isomorphism and the adoption of strategies and practices, its application in SC research has faced limitations. The intricate nature of SC networks, which involve multiple actors subject to institutional pressures for adopting green practices, complicates its application (Jazairy & von Haartman, 2020). The varying responses of shippers and logistics service providers to these pressures, based on their distinct roles within the SC, add to this complexity.

Munir (2019) argued that institutional theory struggles to explain social and political change, lacks uniformity and coherence in defining and empirically identifying institutional logics, and often attempts to construct grand theories that connect micro, meso, and macro levels of analysis (Alvehus & Hallonsten, 2022). Additionally, institutional theory falls short of having an emancipatory agenda and frequently overlooks larger structures of domination, focusing instead

on more manageable issues. This oversight can lead to complicity in the reification and legitimisation of oppressive structures (Farrell, 2018).

CRITIQUE OF INSTITUTIONAL THEORY IN THE HUMANITARIAN CONTEXT

Implementing institutional theory in HSC presents several significant challenges. The complex and uncertain environments in which HSCs operate, often responding to disasters and crises, make it difficult to establish stable institutional structures and norms. The involvement of numerous stakeholders, including donors, governments, NGOs, and beneficiaries, each with their own institutional logics and expectations, further complicates the application of institutional theory. Balancing these diverse interests poses a significant challenge (Karuppiyah et al., 2021).

Humanitarian organisations are heavily reliant on donations and external funding, which creates institutional pressures and limits their autonomy in decision-making. Additionally, the lack of centralised authority and coordination mechanisms in HSC makes it challenging to establish shared norms and practices across different organisations (Bobek & Horvat, 2023). The dynamic nature of humanitarian operations also hampers the institutionalisation of knowledge and best practices, making it difficult to capture, share, and apply lessons learned across different contexts.

Furthermore, institutional pressures for accountability and efficiency can sometimes conflict with the humanitarian imperative to save lives and alleviate suffering, creating tensions in decision-making. The need to adapt practices and norms to fit local contexts, given the diverse cultural and institutional settings in which HSCs operate, adds another layer of complexity (Alam, 2022; Karuppiyah et al., 2021). The lack of standardised metrics and the difficulty in quantifying social impact pose additional challenges in evaluating the effectiveness of institutional arrangements in HSC.

Finally, the rapid pace of technological change in SCM creates difficulties in institutionalising practices, as organisations must constantly adapt to new tools and systems. Implementing institutional theory in humanitarian contexts also raises ethical questions about imposing external norms and structures on vulnerable populations, which may conflict with local institutions and practices (Karuppiah et al., 2021).

These challenges underscore the complexity of applying institutional theory HSC and highlight the need for flexible, context-specific approaches that balance institutional pressures with the unique demands of humanitarian operations.

SUPPLY CHAIN INTEGRATION THEORY

A fourth example of an approach underpinning mainstream SC theories is the supply chain integration theory focuses on combining various elements of the SC, both internally and externally, to enhance overall performance (Meysam Maleki & Virgilio Cruz-Machado, 2013). Internal integration involves harmonising the internal functions of different firms, while external integration entails aligning firms with external partners such as suppliers and customers. This theory underscores the importance of coordinating activities across various functions within the value chain network, enabling them to co-create value (Mukhtar & Azhar, 2020). It also emphasises integrating different SC partners within the network, positing that SCs characterised by integrated value chains and strong co-creation capabilities ultimately enhance the overall competitiveness of the entire SC (Arredondo & Alfaro Tanco, 2021; Mukhtar & Azhar, 2020).

LOGIC AND USES IN SUPPLY CHAINS

The primary goal of SCI theory is to improve and communicate effective management practices throughout the SC, encompassing all stakeholders and spanning from simple to complex SC. The theory revolves around the interplay between internal and external integration, introducing the concept of SCI (Meysam Maleki & Virgilio Cruz-Machado, 2013).

Discussions on integration in the literature are typically divided into two main aspects, the first aspect is the external integration, which focuses on the integration between firms and their external partners, and the second aspect is the internal integration, which pertains to the integration of various functions within a firm. Scholars such as “Henry” Jin et al. (2013) Horn et al. (2014) Koufteros et al. (2005) and Ralston et al. (2015) argue that internal integration is a precursor to external integration, as it enhances SC agility (Leite et al., 2017). SCI theory suggests that competitive SCs are formed by well-integrated value chains with strong value co-creation capabilities. The foundation for SC competitiveness lies in the ability of individual value chains within an integrated SC to engage in high-value co-creation activities (Dzogbewu et al., 2021; Meysam Maleki & Virgilio Cruz-Machado, 2013).

CHALLENGES OF IMPLEMENTING SCI THEORY IN SUPPLY CHAINS

The literature on SCI is still developing, and further research is needed to better understand its principles and applications (Thoo et al., 2017). Leite et al. (2017) note that there is often confusion between the core principles of SC theory and their practical application, posing challenges for newcomers. Hoeyi (2019) also highlights the difficulty in differentiating between fundamental SC principles and applied practices, contributing to this confusion.

SCI theory also faces significant challenges, particularly in collaboration across complex partner networks and technology and data integration, as SCs become increasingly global and complex,

coordinating activities and information flows across diverse partners and facilities around the world becomes extremely difficult. Achieving end-to-end visibility and real-time coordination across these expansive networks is a major hurdle(Chen et al., 2011).

On the other hand, integrating different IT systems, databases, and processes across multiple organisations within a SC to enable seamless information sharing and coordination is technically challenging. Ensuring data accuracy, security, and real-time availability across the network is crucial but complex. Sharing data and coordinating activities smoothly among extensive networks adds to these challenges (Sabir & Muhammad, 2014).

CRITIQUE OF SCI IN THE HUMANITARIAN CONTEXT

Implementing SCI theory in HSCs presents several significant challenges. This could be due to the unpredictable nature of humanitarian crises where this intrinsic attribute complicates the demand forecasting and SC planning, making it difficult to integrate processes and coordinate activities among various actors. Additionally, humanitarian networks often operate with constrained budgets and limited resources, hindering investments in the necessary technology, infrastructure, and personnel for effective SC integration (Costa et al., 2012).

The humanitarian sector involves numerous stakeholders, including NGOs, government agencies, donors, and local communities, where each party holds varying degrees of importance, making the supply chain more complex and introducing greater uncertainty., which complicates coordination and integration efforts across these diverse actors. Effective SC integration relies on seamless information flow, but technological limitations, language barriers, and organisational silos often impede information sharing in humanitarian contexts (Atnafu, 2018; Perdana et al., 2019).

Moreover, building trust and commitment among all stakeholders is crucial but challenging. Each actor, with varying priorities and levels of commitment, adds to the complexity. This lack of trust and commitment can hinder coordination and information sharing, both of which are essential for successful integration (Atnafu, 2018).

Lastly, humanitarian networks frequently face limited funding and resource availability, restricting their capacity to invest in essential infrastructure and technology for supply chain integration. The disparity between available funding and the growing demands of humanitarian operations further exacerbates this challenge and contributes to additional constraint to incorporate sustainability into their operations. Balancing the urgent need for immediate relief with sustainable practices presents a significant challenge. Many humanitarian organisations lack decision support systems and a culture of sustainability, which impedes the integration of sustainable practices into the supply chain (Salvadó, 2018). As such, TCE offers limited value for constructing HSCs.

JUST IN TIME THEORY

A fifth example of an approach underpinning mainstream SC theories is Just-in-Time is a methodology aimed at reducing waste and boosting efficiency by producing or acquiring exactly what is needed, precisely when it is needed, and in the required quantity (Kannan & Tan, 2005). This concept emerged in response to demand uncertainties and the need for organisations to quickly respond to customer needs to maintain a competitive edge (Green et al., 2019). Since its introduction to U.S. manufacturing industries in the 1970s, JIT has significantly impacted various logistics aspects, advanced the competitiveness of the manufacturing sector (Groenevelt, 1993; Liker & Wu, 2006) and extending its influence to service-based domains such as healthcare (Jarrett, 2006).

LOGIC AND USES IN SUPPLY CHAINS

The main principle of JIT in SCM is to reduce inventory levels, decrease lead times, and improve quality by aligning production with demand. This demand-driven approach promotes flow-type production, simplifying the manufacturing system to quickly identify issues and drive continuous improvement (Kannan & Tan, 2005). A highly efficient logistics system underpins JIT SCs, with transportation playing a critical role compared to traditional multi-echelon supply chains (Wang & Sarker, 2006). Additionally, JIT emphasises the importance of supplier relationships and communication to ensure timely delivery of materials and components (Chapman & Carter, 1990; Newman, 1988). Organisations often integrate Total Quality Management (TQM) practices with JIT to enhance overall performance in both manufacturing and service industries, significantly influencing cost management (Agyabeng-Mensah et al., 2021; Kannan & Tan, 2005).

CHALLENGES OF IMPLEMENTING JIT IN SUPPLY CHAINS

JIT theory is widely used to reduce costs and improve customer service, but its application can be difficult, especially in long-distance and global SCs. The reliance on highly efficient logistics systems means that any failure in the logistics process can create bottlenecks and hinder the expected efficiency of JIT systems (Cheng, 2011; Waters-Fuller, 1995). JIT systems are also vulnerable to large-scale disruptions, such as those caused by the COVID-19 pandemic, which revealed significant drawbacks when facing global shocks (Jiang et al., 2021; Kannan & Tan, 2005; Lee & Kim, 1995). Additionally, the expansion of supply chains from local to global scales requires significant modifications to the original JIT framework to accommodate longer distances and more complex logistics (Cheng, 2011). Efficient and integrated distribution centres are crucial in a JIT SC, yet achieving this coordination can be particularly challenging, especially on a global scale (Cheng, 2011; Kreng & Wang, 2005; Mistry, 2005).

CRITIQUE OF JIT IN THE HUMANITARIAN CONTEXT

Applying JIT theory in HSCs presents unique challenges due to the inherent nature of humanitarian operations. The unpredictable and volatile environments in which these SCs operate make it difficult to apply JIT principles effectively. Sudden-onset disasters and emergencies cause rapid fluctuations in demand, complicating the maintenance of lean inventories (Waters, 2011). Accurate forecasting, a critical element for successful JIT implementation, becomes extremely challenging in such unpredictable contexts (Nawazish et al., 2023).

Additionally, Resource scarcity and constraints further complicate the application of JIT in HSCs. Humanitarian networks often operate with limited capacities, which hinder the establishment of the robust infrastructure necessary for JIT (Anjomshoae et al., 2023). In resource-scarce environments, these organisations may prioritise maintaining buffer stocks over lean inventories to ensure they can respond promptly to sudden needs (Nawazish et al., 2023).

Furthermore, the complexity of coordination and collaboration among various stakeholders adds another layer of difficulty. HSCs involve multiple actors, including local and international NGOs, governments, and private sector entities, which complicates coordination efforts. The lack of standardised processes and information systems across different organisations impedes the smooth flow of information and materials essential for JIT (Anjomshoae et al., 2023).

Long lead times and infrastructure issues are also significant obstacles. Humanitarian operations often take place in areas with poor infrastructure, leading to extended lead times for procurement and transportation. These conditions contradict the quick response times required by JIT. Additionally, unreliable transportation networks and damaged infrastructure in disaster-affected areas make it difficult to ensure timely deliveries (Waters, 2011).

Another significant challenge in implementing JIT in HSCs is balancing efficiency and effectiveness. While JIT aims to minimise waste and reduce costs, the primary goal of HSCs is to save lives. This priority often conflicts with the JIT principle of maintaining minimal inventory (Shaheen et al., 2023). As a result, humanitarian networks may need to prioritise responsiveness over efficiency, which can be at odds with JIT's focus on cost reduction (Nawazish et al., 2023). As such JIT theory does not align with the HSC context utilised in this study, as the focus is on service SCs, exploring the realities of Syrian refugees' educational experiences in a protracted displacement context.

THE EVOLUTION OF HUMANITARIAN SUPPLY CHAIN MANAGEMENT

HSCM emerged as a distinct research field in the early 2000s, sparking considerable interest among scholars and practitioners due to its potential to alleviate human suffering during disasters. Since then, there has been a notable increase in publications on humanitarian logistics and SCM (Cozzolino & Cozzolino, 2012; Nunes & Pereira, 2022). Recent literature defines HSCs as *'the design and management of processes involved in planning, sourcing, transporting, and delivering aid to people affected by disasters or crises'* (Oloruntoba & Gray, 2006; Van Wassenhove, 2006). According to Thomas and Mizushima (Thomas & Mizushima), *'Humanitarian logistics is the process of planning, implementing, and controlling the efficient, cost-effective flow and storage of goods and materials, as well as related information, from the point of origin to the point of consumption to meet the end beneficiary's requirements'*.

The relationship between SCM and HSCM lies in their shared focus on planning, coordinating, and executing processes to transport goods and services from suppliers to end-users. However, the HSC

specifically centres around providing aid to individuals affected by disasters or crises (Beamon & Kotleba, 2006; Rameshwar, 2022). While traditional SCM aims for efficiency, profitability, cost reduction, and customer satisfaction, HSC address the unique challenges of disaster response, such as urgency, uncertainty, and limited resources. Collaboration with various stakeholders, including governmental bodies and private sector partners, is crucial for the timely and effective delivery of aid (Goldschmidt & Kumar, 2016).

HSCM has emerged as a response to the need to manage the consequences of humanitarian disasters, whether natural or human-made (Tabaklar et al., 2015). Consequently, humanitarian organisations have become key actors in providing necessary assistance, mitigating the impact of emergencies, and working towards the rehabilitation of affected areas (Oloruntoba & Gray, 2006; Van Wassenhove, 2006). Notable humanitarian organisations, such as UN agencies, have flourished significantly towards the end of the last century. These organisations, including UNHCR and UNICEF, have gained legitimacy and support to address various international issues, such as preserving lives, safeguarding rights, and promoting the welfare of children (Loescher, 2001). Another prominent organisation is Amnesty International, dedicated to advancing human rights globally and challenging oppressive actions by governments and other entities (Ashman et al., 2011; Power et al., 2013; Thakur, 1994).

As humanitarian crises have become more widespread and the number of affected people has grown, independent humanitarian organisations have also emerged. For instance, 'Oxfam' is an international non-governmental organization committed to combating poverty and injustice by mobilising the power of individuals (Maskrey, 1989). These organisations rely on traditional SC practices to provide relief from their warehouses to distribution points near affected populations

(de Camargo Fiorini et al., 2022; Yu et al., 2015). They draw on established concepts while developing models, tools, and programs tailored to specific emergencies, considering factors such as available resources, types of resources needed, the number of affected people, and the extent of damage (de Camargo Fiorini et al., 2022). Financial support for these efforts primarily comes from donations from states, institutions, corporations, and individuals.

KEY PRACTICES AND MEASUREMENTS UTILISED IN HUMANITARIAN SUPPLY CHAINS

The practices and measurements employed in HSCs are pivotal to ensuring the effective and efficient delivery of services during crises. These practices, which emphasise coordination, flexibility, information sharing, performance measurement, and sustainability, are particularly relevant in addressing complex humanitarian challenges.

In recent years, the importance of measuring the performance of HSCs has become increasingly evident. Effective performance measurement is crucial for ensuring that aid operations function smoothly and deliver the intended impact during crises (Abidi & Scholten, 2015). The implementation of comprehensive performance measurement systems that incorporate both qualitative and quantitative key performance indicators (KPIs) is essential. Such systems enhance decision-making, resource allocation, and accountability in humanitarian efforts (Santarelli et al., 2015). Moreover, utilising tools like workshops and technical sheets is critical for the design and implementation of performance measurement projects, particularly when integrated with IT solutions.

This section aligns with the research's core argument by examining how these practices contribute to service-oriented SCs, specifically in the educational sector for Syrian refugees. The analysis

demonstrates how these strategies underpin the effectiveness of humanitarian efforts and their applicability to improving educational outcomes in protracted displacement contexts. The discussion builds on the foundational work of (Caplice & Sheffi, 1995) on evaluating logistics performance measurement systems and continues with the contributions of (Abidi et al., 2020) (Klumpp et al.)

COORDINATION AND COLLABORATION

Effective coordination and collaboration among various stakeholders, including government agencies, non-governmental organisations NGOs, and international bodies, is crucial for the success of HSCs. This involves establishing clear communication channels, sharing resources, and aligning objectives to ensure timely and efficient aid delivery (Thomas & Fritz, 2006).

In HSCs, the Indicators for measuring coordination effectiveness include the number of collaborative initiatives, the frequency of inter-agency meetings, and the level of resource sharing (Jahre & Heigh, 2008).

In the educational context, coordination can be seen in initiatives such as the ‘Global Education Cluster’, which coordinates educational responses in humanitarian crises. For example, during the Syrian refugee crisis, UNESCO, UNICEF, and local NGOs collaborated to establish temporary learning spaces, ensuring continuous education for displaced children (Web, 2016). These collaborations demonstrate how coordinated efforts can significantly enhance the delivery of educational services during emergencies. This level of coordination is directly relevant to the study’s focus on refugee education, as it emphasises the importance of aligning multiple stakeholders to address gaps in service delivery effectively.

FLEXIBILITY AND AGILITY

Flexibility and agility in HSCs refer to the ability to adapt quickly to changing conditions and demands. This includes flexible transportation options, adaptable warehousing solutions, and responsive procurement processes (Christopher et al., 2011).

For this aspect, the KPIs include lead time variability, responsiveness rate, and the percentage of supply chain disruptions successfully managed (Karl et al., 2018; Scholten et al., 2014).

Analysis: Flexibility and agility are crucial in educational interventions during crises. For instance, during the COVID-19 pandemic, many educational institutions swiftly transitioned to online learning platforms. Organisations like ‘Save the Children’ provided digital learning materials and supported remote education initiatives in various affected regions (SavetheChildren, 2020). This rapid adaptation illustrates how agility in logistics can support uninterrupted educational services during global disruptions (Wieland et al., 2013). This example highlights the importance of agility in maintaining education SC flow during crises, resonating with the research’s aim to explore adaptive practices in service SCs for education.

INFORMATION SHARING AND TECHNOLOGY UTILIZATION

Information technology boosts humanitarian efforts by streamlining activities and delivering precise data for performance assessment and management. Robust IT systems aid crisis management by utilizing decision support systems DSS and information networks that enhance coordination and aid distribution (Pettit et al., 2009). The use of advanced information systems, such as Management Information Systems (MIS), Geographic Information Systems (GIS), and real-time technologies enhances both the visibility and the coordination in SCs. At a more advanced level, the use of Big Data and Predictive Analytics BDPA further strengthens the transparency,

coordination, and strategic decision making of HSCs as examined by (Dubey et al., 2018) in their study of 205 INGOs.

Performance in HSCs can be measured through indicators such as the accuracy and timeliness of information, the degree of technology adoption, and the reduction in information asymmetry across stakeholders.

In educational settings, technology has been used to ensure continuity and quality of education. For instance, the use of the Kobo Toolbox by humanitarian organisations for data collection and monitoring in educational projects has improved the planning and execution of educational programs in refugee camps (Kiguru et al., 2019). The use of technology can strengthen the delivery of educational services in displacement settings, making HSCs more effective.

PERFORMANCE MEASUREMENT AND EVALUATION

Developing and implementing robust performance measurement systems to assess the efficiency and effectiveness of SC operations. This includes defining relevant KPIs, conducting regular performance reviews, and using feedback for continuous improvement (Beamon & Balcik, 2008; Kovács et al., 2009).

Indicators such as delivery accuracy, beneficiary satisfaction, cost efficiency, and time to recovery are essential for evaluating performance (Iakovou et al., 2014).

Performance measurement in educational networks -in displacement contexts- can be seen in programs like the Education in Emergencies (Ergun et al.) initiative, which uses various KPIs to assess the impact and reach of educational interventions during crises. Metrics include the number of children accessing education, retention rates, and educational outcomes (INEE, 2012). These

metrics help organisations refine their strategies and improve educational outcomes in challenging environments.

SUSTAINABLE AND ETHICAL PRACTICES

Historically, sustainability and social responsibility have received less focus in HSCs compared to commercial ones. This oversight has led to significant human, societal, and environmental costs being neglected. Recently, some operational and impact evaluations have begun to highlight these issues, indicating that the costs could be substantial (Karuppiyah et al., 2021). While sustainability typically emphasises economic performance, it also includes social and environmental aspects. Traditional HSCM primarily addresses alleviating human suffering, focusing on the social dimension. However, incorporating economic and environmental aspects can enhance the stability of HSCM activities (Pagell & Wu, 2009; Seuring & Müller, 2008).

Incorporating sustainability and ethical considerations into SC practices involves ensuring environmentally friendly operations, ethically sourced materials, and high standards of social responsibility. Key indicators for the environmental dimension include reducing carbon footprints, following ethical sourcing guidelines, and assessing community impact (van Kempen et al., 2016).

In the realm of education, sustainable practices can be observed in initiatives like the Green Schoolyards program, which promotes environmental education and sustainable infrastructure in schools affected by disasters. For example, after the 2010 Haiti earthquake, organisations like Plan International integrated sustainability into their school reconstruction projects (International, 2011). These efforts ensure that rebuilding efforts not only restore education but also foster long-term resilience and sustainability. These practices are particularly relevant to this research, as they

underscore the importance of aligning educational interventions with broader goals of resilience and sustainability, ensuring that services provided to refugees have long-term benefits.

In conclusion, despite advancements in performance measurement, HSCs face ongoing challenges. Issues such as customs regulations in relief areas, financial constraints, and the unpredictability of demand during crises pose significant hurdles (Abdifatah, 2012). Nonetheless, adopting performance management practices from the commercial sector shows considerable potential for improving the efficiency and responsiveness of humanitarian logistics (Abidi et al., 2020).

WHERE IS THE HUMAN IN THE HUMANITARIAN SUPPLY CHAINS?

The potential role of the human element in achieving SC excellence has often been overlooked in supply chain management. In the context of HSCs, the expertise, dedication, and willingness of individuals to accept significant risks in delivering aid to affected communities are acknowledged (Dubey et al., 2022). However, despite the belief that the human factor could be a significant driver of efficiency and performance in the challenging environment of HSC, its potential remains largely underutilized (Mishra et al., 2020). Research exploring this aspect is still in its early stages and needs further development.

HUMANITARIAN WORKERS: DEFINING THE HUMAN ELEMENT IN SUPPLY CHAINS

The human element is fundamental to HSCs, playing a crucial role in shaping and managing humanitarian networks. Studies have predominantly focused on a few key areas. One such area is the examination of the role of human resources in humanitarian operations, emphasizing the need to enhance workers' skills and competencies to manage and respond to emergencies effectively,

which is often achieved through professional training within these networks. Researchers have highlighted the importance of investing in professionalising HSCs and logistics through such training and education, noting its positive impact on emergency response and the overall effectiveness of humanitarian efforts (Bölsche et al., 2013; de Camargo Fiorini et al., 2022; Klumpp et al., 2014; Starr & Wassenhove, 2014).

On the other hand, some research has emphasized the importance of protecting workers in HSCs from the risks they may encounter while performing their duties. These risks include personal safety threats, poor health conditions, and significant psychological trauma, particularly in conflict zones (Redwood-Campbell et al., 2014). To mitigate these risks, it is essential to provide necessary training, appropriate equipment, and psychological support, as well as to enforce safety standards. The effectiveness of these safety measures largely depends on the surrounding institutional and regulatory environment (James et al., 2014). However, these studies were limited to the healthcare provision.

In addition to that, the significance of the human element can be further amplified by fostering partnerships and connections between humanitarian organisations and the private sector; strengthening relationships and building networks within and between organisations are critical factors that can enhance the capabilities of available human resources, integrating their skills and experiences into humanitarian operations. Collaborative efforts and partnerships among diverse stakeholders in the humanitarian field not only expand the expertise of the workforce but also make it more adaptable and resilient, qualities essential for navigating unpredictable scenarios (Agostinho, 2013; Tomasini & Van Wassenhove, 2009; Van Wassenhove, 2006).

While research has examined the human element in HSCs in the shape of humanitarian workers, there is still an urgent need to expand the understanding of the human element in HSCs to include beneficiaries, who are a fundamental part of these operations. Beneficiaries, those who rely on relief, protection, and assistance provided by multiple players in the humanitarian provision, must be central to the focus, analysis, and planning of HSCs. Incorporating their perspectives is crucial for ensuring that the aid provided truly meets their needs and achieves meaningful outcomes.

Beneficiaries, such as Syrian refugees in urban areas of Jordan who are examined in this research, face significant challenges, including limited access to essential services like education. These difficulties are further compounded by poverty and social integration issues. Despite existing research on the human element in HSCs, there remains a significant gap in recognizing beneficiaries, and societal factors as active participants with an impact, in academic studies. This research aims to address this gap by highlighting and including refugee perspectives, and their refuge communities, which are essential for gaining a deeper understanding of their role and influence in design and implementation of education-based humanitarian networks (Anderson et al., 2012; Wallace et al., 2006).

HUMANIZING EDUCATION SUPPLY CHAINS: CAN REFUGEES BE AT THE HEART OF THE HUMANITARIAN WORK?

In the field of education, integrating refugees as a core part of HSCs faces complexities, particularly regarding the development of the educational sector within the UN system, specifically under the mandate of the UNHCR. The UNHCR is responsible for the political, social, and physical protection of refugees (Kelley et al., 2004). However, there is often a disconnect between the frameworks advocated by the UNHCR and the policies implemented by the host countries.

This disconnect arises because the global frameworks promoted by UN agencies, including the UNHCR, often conflict with the policies of host countries. These conflicts stem from the differing aspirations of human rights, such as the right to education championed by these global institutions, and the practical challenges of implementing these rights within the local environments of host countries. This mismatch creates significant challenges in providing the quality and inclusive education that global policies aspire to achieve for refugee children. Whereas refugee education was mainly driven by policy through agentic organisations without representing refugees to influence or analyse the made policies (Betts & Collier, 2017a; Dryden-Peterson, 2016).

One major reason for these challenges is that 86% of the world's refugees have sought refuge in neighbouring countries that are themselves politically and economically unstable, with weak educational systems (Dryden-Peterson, 2016). Another contributing factor is that these countries, struggling to manage the crisis of hosting large numbers of refugees, particularly face difficulties in supporting the citizenship rights of these refugees. This often results in restrictions on refugees' movement, employment, and access to national education systems, further depriving them of educational opportunities and affecting their future prospects (Dryden-Peterson, 2016) (Dryden-Peterson et al., 2019).

The economic and social challenges faced by refugee children significantly impact their access to education, as mandated by international organisations like the UNHCR in partnership with host countries' governments. These traditional methods, which have been in place since the 1980s, not only limit refugees' access to national education systems but also negatively affect the quality of education they receive. Given the poor living conditions that surround these educational

opportunities, the ability of this education to pave the way for advanced learning or employment opportunities remains questionable (Dryden-Peterson, 2016; Dryden-Peterson et al., 2019).

This exclusion ignored by the policies of international organisations, which oversee refugee crises and education, stems from a failure to incorporate the individual refugee's perspective into their frameworks. This issue is compounded by the overall weakness of the host countries' systems. In response, refugee communities strive to support their children's education as a counterforce, but these efforts are often hindered by the harsh living conditions and the various political, economic, and social challenges that refugees face in their host communities (Bellino & Dryden-Peterson, 2019; Karanja, 2010).

ADDRESSING THE GAPS: INCORPORATING REFUGEES' PERSPECTIVES IN HUMANITARIAN SUPPLY CHAIN MODELS

When beginning this research, I conducted an extensive search for theoretical frameworks or models that have been applied in the context of HSCs, specifically approaches that focus on incorporating and representing the perspectives and experiences of beneficiaries in the analysis and delivery of humanitarian service networks, especially in the education area (Dryden-Peterson et al., 2019) However, the results were not promising. What I found was that the current theoretical frameworks guiding humanitarian interventions, particularly in service-based SCs like education for refugees, reveal a fundamental flaw, whereas these interventions often fail to incorporate the perspectives and the actual needs of the beneficiaries, the very people these interventions are designed to help. This issue extends beyond the delivery of these services and into the theoretical frameworks that underpin them.

Decision-making in humanitarian interventions is frequently centralized, with authorities often far removed from the realities on the ground. This top-down approach can overlook the specific challenges faced by local communities, leading to interventions that are poorly aligned with the actual needs of the beneficiaries (Kontinen, 2013; Kruke & Olsen, 2012; Ramalingam, 2013; Rodríguez-Espíndola et al., 2018). As a result, these programs often lack relevance and effectiveness in achieving their intended goals. For instance, in the context of prolonged refugee situations, such as those experienced by Syrian refugees in urban areas of Jordan, the absence of frameworks that include the voices of the refugees themselves means that educational initiatives often miss the mark or face sustainability challenges, as seen in the findings related to the double-shift schooling program for Syrian refugees applied in the Jordanian governorates (Wallace et al., 2006).

Humanitarian organisations, while working with MoE to address urgent challenges faced by the refugee community, often treat these issues in isolation from the broader social, economic, and political contexts affecting refugee students, their families, and their refugee communities located within the host society. These factors inevitably have a direct and indirect impact on refugees' access to the equitable education advocated by international organisations, particularly the UNHCR (Bellino & Dryden-Peterson, 2019; Ferguson, 1994).

This critique is supported by recent literature in the field. For example, Altay et al., in their paper titled *'Innovation in Humanitarian Logistics and SCM: A Systematic Review'* identified significant gaps in the literature, particularly the limited discussion of beneficiary contributions in HSCs (Altay et al., 2023). These omissions highlight a broader issue within the field, where the needs

and insights of those directly affected by crises are often excluded from planning and decision-making processes.

Similarly, the article "*Sustainable Humanitarian Supply Chains: A Systematic Literature Review and Research Propositions*" points out the lack of theoretical frameworks that integrate social sustainability factors, including the perspectives of beneficiaries, into HSCM (Anjomshoae et al., 2023). This gap in the literature underscores the need for more comprehensive models that not only focus on logistical and operational aspects but also consider the human dimensions of sustainability, which are crucial for the long-term success of humanitarian interventions.

Furthermore, (Kovács et al., 2011) in their paper titled "*Trends and Developments in Humanitarian Logistics – A Gap Analysis*" discussed the disconnect between humanitarian logistics research, education, and practice, emphasizing the need for a more integrated approach that bridges these gaps, between the humanitarian organisations side and the beneficiaries side, stressing the impact of the broader challenges in aligning academic research with practical needs in the field.

Finally, although there is a significant amount of research on HSCM in response to refugees, there remains a noticeable scarcity of studies specifically focused on refugees as the main context (Seifert et al., 2018). While these studies do not directly address the need for incorporating beneficiaries' perspectives into educational programs, they reinforce the broader critique that the field lacks sufficient theoretical models to guide effective humanitarian interventions.

Rethinking and redesigning these frameworks present an opportunity to develop services that are better tailored to the needs of the beneficiaries and more effective in achieving their intended goals. In complex, long-term refugee scenarios, such a shift is not just an improvement, it is essential.

Without it, humanitarian interventions will continue to struggle with relevance and impact, highlighting the urgent need for more developed theoretical models that prioritize the inclusion of beneficiaries' perspectives in HSCs, particularly in education and healthcare services.

ACTIVITY THEORY

Given that this research relies on multiple perspectives and inputs formed and exchanged within a social community framework, and more specifically, within the structure of a humanitarian network, it considers three main groups of stakeholders: Syrian refugees living outside camps in Jordan, humanitarian organisations represented by humanitarian workers in education programs and initiatives, and the Jordanian government represented by the ministry of education. A suitable theoretical framework was sought to analyze the data collected from these groups. This framework will guide my trial for discussing the findings later in the discussion chapter.

AT was thoughtfully chosen for its relevance to this research, following a comprehensive review of its origins, development, and the theoretical frameworks that have been applied in recent studies. The investigation also considered the use of AT in various humanitarian contexts, such as education, though its direct application to HSCs, or humanitarian logistics remains limited. AT is particularly valuable for its focus on understanding human activity within social environments, emphasizing the dynamic interactions between individuals and their broader context, including factors such as rules, norms, ideas, emotions, and experiences (Karanasios, 2014, 2018). By integrating these elements into the analysis, this research aims to offer a deeper and more nuanced understanding of HSCs, addressing gaps that are often overlooked in existing literature (Kelly, 2018).

BACKGROUND

AT, also referred to in some literature as Cultural-Historical Activity Theory (Chatelard, 2010), is a cross-disciplinary framework designed to study how humans purposefully transform both natural and social realities, including themselves, within a culturally and historically situated, materially and socially mediated process (Roth et al., 2012). Drawing from dialectical psychology, AT transcends traditional dichotomies such as macro and micro perspectives, thoughts and actions, interventions and observations, and qualitative and quantitative methods. It integrates three core views: the objective, the ecological, and the sociocultural (Engeström et al., 1999). Other scholars have noted that AT provides a robust framework for examining the dynamics within complex social contexts, revealing both obvious and hidden elements (Dhuieb et al., 2015; Karasavvidis, 2009).

AT has its roots in the work of Russian psychologists Lev Vygotsky, Aleksei Leontiev, and Alexander Luria, who explored the deep connection between individuals and their environments and the crucial role of mediation in human activity. This theory posits that people are continually influenced by their surroundings; a process known as internalization, while simultaneously shaping and altering those surroundings through externalization (Engeström et al., 1999). This means that individuals are not just passive recipients of environmental influences but actively engage with and transform their social and cultural context. AT emphasizes the idea that the relationship between individuals and their environment is one of mutual influence and ongoing interaction, portraying individuals as active agents who are both shaped by and contribute to shaping their world (Sannino & Engeström, 2018).

AT was first developed by Aleksei Leontiev in the 1930s and has been further developed and refined by scholars over the years. A significant contribution came from Finnish scholar Yrjö

Engeström, who in 1999 introduced a systematic model of AT as a framework for studying transformation and learning processes within work activities and organisations. Today, AT is applied across various fields, including education, healthcare, and cultural studies, offering valuable insights into the complex interactions between individuals and their environments (Frambach et al., 2014; Vandebrouck, 2018).

Engeström expanded on Vygotsky's model by introducing societal and contextual dimensions, deepening the understanding of activity systems by connecting them to the concept of 'context.' He emphasized that contexts are not just backgrounds for activity but are 'activity systems' themselves (Engeström et al., 1999). The core idea of AT is that individual actions are shaped by three essential factors: the tools available, the community in which the activity takes place, and the division of labour within that community.

ACTIVITY SYSTEM CONTRADICTIONS

In Engeström's AT, contradictions serve as the fundamental drivers of transformation and development within an activity system. These contradictions are not simply problems or conflicts but represent deeper, embedded tensions that emerge from the interaction of elements within and across activity systems. Rather than viewing contradictions as obstacles, they should be considered as *"historically accumulating structural tensions within and between activity systems"* (Engeström, 2001, p. 137) This perspective highlights the dynamic nature of activity systems and positions contradictions as key opportunities for learning, innovation, and systemic evolution.

Engeström (1987) building upon concepts originally introduced by Leontiev in the 1930s, identified four types of contradictions that can occur both within and between activity systems, as outlined below in table 1.

TABLE 1: TYPES OF CONTRADICTIONS IN ACTIVITY SYSTEM

(Karanasios et al., 2017)

Types of contradiction	Description
Level 1: Primary Contradiction	These arise within a single element of the activity system, such as within a tool.
Level 2: Secondary Contradiction	These contradictions occur between different components of the activity system, such as between the rules and the community.
Level 3: Tertiary Contradiction	These contradictions occur between an activity and a culturally more advanced form of the central activity, such as comparing the activity in its pre, and post altering stages.
Level 4: Quaternary Contradiction	These occur between the central activity system and neighbouring systems. For example, contradictions may arise between the educational system and the labour market system.

AT examines individual practices by analyzing activities as the primary unit of analysis. Engeström's model 1987, which has been applied in fields such as operations and logistics networks, views an activity as a 'systemic whole' made up of interconnected elements that work together to achieve a desired outcome (Kuutti, 1996). These key elements include the subject '*the individual or group involved in the activity*', the object '*the goal or focus of the activity*', the instruments '*tools or mediating artefacts used*', the community '*the social group within which the activity takes place*', the rules '*the norms and regulations guiding the activity*', and the division of labour '*the distribution of tasks and responsibilities within the community*'.

The "*subject*" refers to the individual, or group engaged in performing the activity. The "*object*" is the goal toward which the activity is directed, whether this goal is a tangible item or an abstract concept. The "*instrument*" includes the tools or resources used to mediate the activity. considering that activities are inherently social and collaborative, the concept of "*community*" is included to represent all other groups participating in the activity. The "*division of labour*" represents how roles and responsibilities are distributed within the community. Lastly, the "*rules*" refer to the norms, conventions, and social relations, both explicit and implicit, that steer the activity. The below figure shows Engeström's (Engeström,1987) model of the human activity system, visualizing its interconnected elements that make up any human activity:

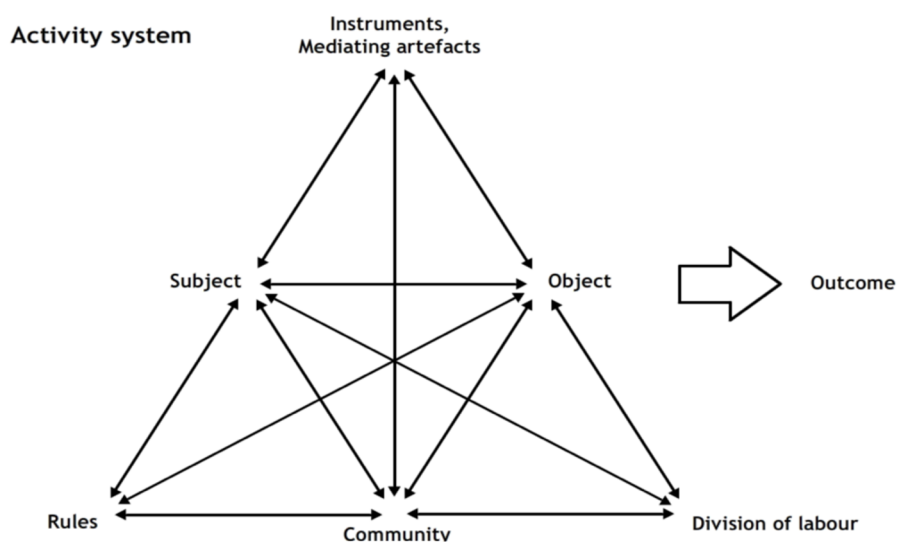


Figure 4: the structure of the human activity system (Engeström, 1987)

An activity's existence is driven by the process of transforming the object into a desired outcome through a series of interconnected tasks. These tasks can be broken down into actions, each with its own specific sub-goals, which are motivated by the overarching objective. Additionally, each action is composed of operations, routine steps carried out in response to specific conditions. This

hierarchical structure of operations and actions underpins the organisations of each activity (Kuutti, 1996).

ACTIVITY THEORY APPLICATIONS IN SUPPLY CHAINS AND LOGISTICS

AT is a versatile framework that examines how individuals purposefully modify their surroundings and themselves within a socio-cultural and historical context. Initially developed in psychology, this interdisciplinary theoretical framework has found applications in diverse fields such as human-computer interaction, education, and organisational studies. AT emphasises understanding the social and cultural factors that influence human behaviour and the role of tools and artefacts in shaping actions. When applied to the domain of SCs and logistics, AT provides valuable insights into how human actors, such as supply chain managers and workers, influence the design and management of SCs.

Although AT has only recently been introduced into this field, several key studies have adopted it as a theoretical foundation. Notably, scholar Yan Ye and colleagues have applied AT to examine ontology-based semantic models for SCM. They proposed a solution in the form of SC ontologies to address the challenges posed by inconsistent knowledge exchange between SC stakeholders, ultimately enhancing the reusability and ease of maintenance of these systems (Ye et al., 2007).

Another study by Ellington, uses Engeström's AT to model and evaluate the activities and processes within an agricultural SCs in the southeastern United States. The study specifically focuses on the planting, harvesting, transportation, and ginning activities involved in a cotton supply chain, aiming to better understand the material flows, information flows, and the interaction

and collaboration between SC partners. The models developed are then used to analyse the SC activities and identify areas for improvement within the processes (Ellington, 2017).

An additional study examines the Finnish organic food SC using the AT model. The researchers aimed to identify the underlying reasons for the food SC's failure to adequately meet the production and consumption targets established by authorities. Additionally, they proposed the AT model as a tool to enhance the quality and performance at various points within SC (Nuutila & Kurppa, 2015). In the same area of agrifood SCs, particularly, how farmers and other stakeholders interact within a 'cyber-physical-social' system by (Lioutas et al., 2019).

Furthermore, research by Malik and colleagues, published in 2019, explores the varying effects of different agents on sustainable SCM. Using AT as their primary framework, they discovered that external agents play a significant role in motivating and facilitating SSCM practices, while internal agents mainly assist in implementing these practices (Malik et al., 2019).

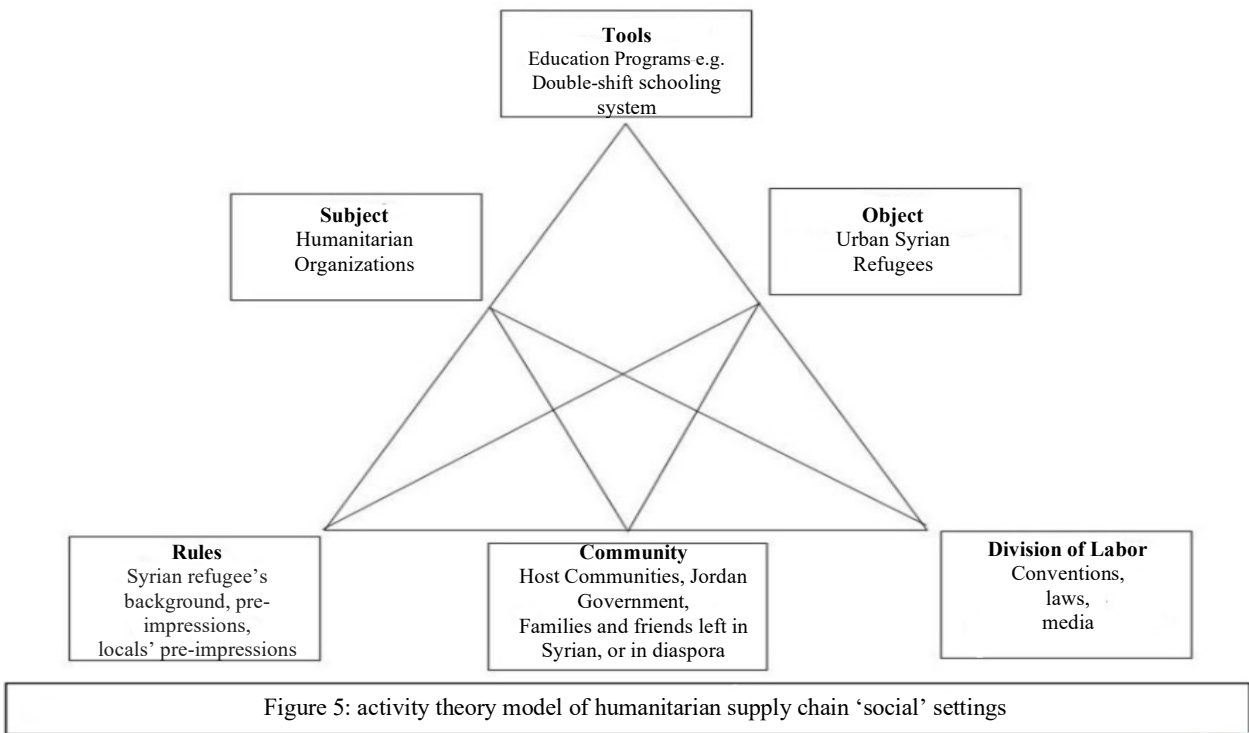
Finally, the role of blockchain in information systems and SCM has been explored by (Sultana et al., 2023), While (Wang et al., 2019) applied activity theory to study and model the flexible and adaptive characteristics of collaborative logistics processes using an ontology-based framework.

In conclusion, AT remains relatively underutilised in the field of SCM, yet its applications provide clear evidence of its efficiency and adaptability across this broad domain. AT's emphasis on understanding social interactions within culturally and contextually driven environments aligns seamlessly with the complexities of supply chain systems, particularly those in humanitarian contexts.

By incorporating AT into the study of HSCs, researchers can better understand the intricate roles and activities within systems, particularly in the context of HSCs. By focusing on the dynamic interactions between humans as subjects, their objectives, and the tools and artifacts they use, AT brings to light the often-overlooked social, cultural, and contextual factors that drive human behaviour. This makes AT especially valuable in understanding and improving HSCs, where the human element; encompassing the labour, community, and broader societal structures plays a critical role. The theory's ability to integrate these human dimensions into the analysis of SC processes not only highlights the challenges of collaboration and knowledge exchange but also offers pathways for more sustainable and effective practices. Therefore, AT's application in HSCs has the potential to bridge critical gaps in theory and practice, prioritising the needs of vulnerable people.

THE RATIONAL OF USING ACTIVITY THEORY

AT primarily will serve as a guiding framework for this study to analyse interactions. It provides a comprehensive lens for examining the complex relationships and dynamics within an activity system, focusing on the interactions between individuals '*subjects*', their objectives '*objects*', and the tools or artifacts they use in a given social and cultural context (Simeonova et al., 2024) (Kelly, 2018). This approach will create the necessary space to listen to each participant, clarifying their roles within the context of human SCs, including service program creators and providers, legislators and monitors, as well as the recipients of these services, specifically Syrian refugees within this study. The below figure presents the Activity Theory (AT) model adapted to illustrate the social dimensions of a humanitarian supply chain within the context of refugee education.



Additionally, this theory will allow for an in-depth exploration of the real needs, impressions, ideas, and experiences held by each interacting party, and how these interactions influence the outcomes, particularly the nature of educational services provided to refugees through the double-shift programs, and how these services are perceived by the refugees. While these interactions may initially appear logical, systematic, and linear, a closer examination will reveal the complex dimensions among the participants, including tensions, conflicts, disturbances, and contradictions, and varied human experiences, forming an intricate network shaped by social, economic, and political factors. For instance, the 'one-size-fits-all' curriculum employed in double-shift schools represents a significant contradiction that will be examined in greater detail in the discussion chapter.

SUBJECT

In AT, the subject is the central element around which the entire activity system is constructed, often described as the 'who' within the system (Engeström, 2001; Engeström et al., 1999). It recognises that not every entity qualifies as a subject, emphasising that subjects are active agents who exist within the world and engage with it to fulfil their needs. In this research, the 'Subject' refers to humanitarian organisations working on service-based programs or initiatives specifically designed for urban-based Syrian refugees. These initiatives play a pivotal role in shaping the experiences and outcomes of the refugees they serve.

Following Kvale's approach to qualitative research (Kvale, 1994) the goal is to delve into the everyday details, lived experiences of Syrian refugees families and their school-aged children, capturing their perspectives and understanding how they navigate the challenges within the double-shift schooling, admission process, regulations, and community interaction. By employing the analytical tools provided by AT, this study seeks to gain a comprehensive understanding of the complex interplay between the Syrian refugees' context, host communities' environment, and perceptions. This approach not only sheds light on the immediate actions of the subjects but also reveals the broader social and cultural factors influencing their activities.

OBJECT

In AT, the object of activity is the central element that guides the behaviors and values of individuals, groups, or organisations within the activity system. It acts as the 'sense-maker' providing meaning and significance to the various entities and phenomena involved (Engeström, 2001). The concept of 'object-oriented activity' is widely recognized, where individuals collaborate towards a shared goal, even if their motivations differ. However, the definition of the 'object' within the activity system remains a subject of debate.

Leontyev (1978) viewed objects primarily as individuals, often focusing on people even within collaborative activity systems. This view was shaped by his psychological background and emphasis on human actions. On the other hand, Engeström expanded this perspective, suggesting that human activities are inherently directed towards something, a collective or individual object of change. In this context, the object often represents the motive or purpose that drives the activity within the system (Sannino et al., 2009).

In the literature on AT reviewed above, this research proposes that the lived experiences of urban-based Syrian refugees in Jordan, particularly in the context of education provision, serve as the object of the study. This encompasses entire families, parents and their school-aged children. Over a period of more than 14 years, these refugees, who are part of various education programs, have been living in a different society and context, experiencing a range of situations and challenges. They have encountered emotions such as fear, injustice, and powerlessness, as well as misunderstandings. These interactions within different aspects of this activity system have shaped the refugee category, creating a complex mix of impressions, notions, and diverse human experiences, all influenced by the laws, rules, and tools employed by the most prominent and influential institutions within this system.

TOOLS

According to the initial trinity in the first phase of the AT triangle developed by Engeström et al. (1999), tools are described as the means by which an activity is performed or as objects that facilitate human cognitive processes. Within the context of AT, tools play a critical role as mediators that connect the individual ‘subject’ to their goal ‘object’ of the activity. These tools not only enable individuals to interact with their environment but also shape the way they perceive and engage with

their goals. By considering tools as entities that mediate this interaction, the results section of this thesis will explore the various factors identified by respondents that affect their relationship with the subject.

In this research, ‘tools’ represent the humanitarian services, specifically the educational services provided to Syrian refugees at different educational stages, while observing how these services have been shaped and altered by the surrounding conditions imposed by various security, political, and economic challenges, as detailed in the results section. These tools are not merely physical or logistical elements but include a range of programs and initiatives delivered by various humanitarian organisations in collaboration with the Jordanian MoE.

By examining these tools within the framework of AT, this research aims to provide a deeper understanding of how these humanitarian services influence the interactions between Syrian refugees and the organisations that support them. This analysis will offer insights into the effectiveness of these tools in achieving their intended outcomes and the extent to which they address the actual needs of the refugee population.

COMMUNITY

Communities can be defined as groups of individuals or sub-groups who share a common objective and distinguish themselves from other communities. Within the framework of AT, community refers to the social group to which the subject belongs while engaged in a particular activity (Engeström, 2001; Sannino & Engeström, 2018).

In this context, Syrian refugee households, host communities, governmental schools, and many other elements of the education for refugees’ area are all part of this community. This includes the

refugees' circles and groups such as relatives and friends, extending up to the locals in the wider circles of host communities, staff working at key humanitarian organisations developing education programs, and Syrian refugee affairs units within Jordanian ministries that handle their accessibility to the services available to them in the state. Additionally, the 'community' element could encompass the communities that refugees left behind when fleeing their home countries. Many of the Syrian refugees interviewed in this study still maintain ties to their original villages and remain in contact with relatives and loved ones who stayed in Syria.

DIVISION OF LABOUR

Engeström's AT framework defines the division of labour as a 'method' for analyzing how tasks and responsibilities are allocated among various actors within a system. According to Engeström, the division of labour is a fundamental component of activity systems, which involve multiple actors collaborating toward a shared objective (Engeström, 2001). By examining the roles, responsibilities, and powers assigned to each actor and studying their interactions and relationships, an analysis of the division of labour can reveal potential conflicts or inefficiencies within the system. This, in turn, can guide the development of strategies aimed at enhancing collaboration and coordination among the involved actors (Engeström et al., 1999).

The division of labour is closely linked to the concepts of community, which refers to the individuals involved, and rules, which govern how responsibility and power are distributed. This relationship is crucial in enabling a collective activity system to progress toward its shared objectives (Vandebrouck, 2018).

In this research, the division of labour will be examined in relation to the management, authority, legislation, and implementation of humanitarian service programs by key humanitarian

organisations, as well as the relevant ministries responsible for executing those programs, namely the MoL, and MoPIC in Jordan.

RULES

Rules within an activity system encompass both explicit and implicit regulations, norms, and conventions that are socially constructed and understood (Engeström et al., 1999). These rules can manifest in various forms, from externally imposed regulations to internally recognized social norms. They play a significant role in shaping the conduct of activities and determining how the subject achieves their objectives (Engeström, 2001).

In dynamic social structures, such as the urban-based Syrian refugees' situation that this study seeks to explore, certain rules and social norms may evolve organically and be subject to change (Engeström et al., 1999). The fluid nature of these rules can lead to tensions within the activity system, particularly when macro-level policies are imposed on the micro-level dynamics of the community.

In this research, the rules will be examined in relation to factors such as the background of Syrian refugees, their preconceived notions, education levels, and the perceptions held by the host community regarding these refugees. These rules, whether formal or informal, influence the interactions between Syrian refugees and the host community and shape the overall effectiveness of the humanitarian programs being implemented.

KEY LESSONS LEARNED FROM APPLYING ACTIVITY THEORY TO HUMANITARIAN SUPPLY CHAIN MANAGEMENT

The integration of AT into HSCM reveals several critical lessons that challenge the conventional approaches often employed in this field. These lessons underscore the limitations of traditional models, which frequently exclude human factors, and highlight the importance of considering both human and non-human elements in developing more sustainable and effective humanitarian interventions.

THE SHORTCOMINGS OF TRADITIONAL MODELS

Traditional SC models, primarily adapted from commercial settings, often fall short when applied to humanitarian contexts. These models typically emphasise cost reduction, speed, and logistical efficiency, which, while appropriate for stable and predictable environments, are insufficient for the complex and unpredictable nature of humanitarian crises. Many researchers (Blecken & Tatham, 2010; Tatham & Houghton, 2011; Van Wassenhove, 2006; Yáñez-Sandivari et al., 2021) highlight the inadequacy of purely economic or efficiency-driven frameworks in humanitarian settings, where the focus should extend beyond profitability to include ethical considerations and the well-being of affected populations. They argue that traditional models often overlook the complexities of humanitarian logistics, where beneficiaries are not just passive recipients but key actors whose needs should shape the entire SC process.

Moreover, traditional models fail to account for the unique dynamics of HSCs. In commercial logistics, the primary processes focus on demand management, supply management, and fulfillment management (Ernst, 2003). However, in humanitarian logistics, the motivations of suppliers differ significantly, as they are driven not by profit, but by the need to meet urgent and often unpredictable demands (Ernst, 2003). The actor network in humanitarian logistics is also distinct, encompassing a range of stakeholders with varying interests and motivations (Kovács &

Spens, 2007). Importantly, the ‘customer’ in this context those receiving aid have no choice or purchasing power, fundamentally altering the nature of demand. It is noteworthy that beneficiaries, or refugees, were completely overlooked in the humanitarian actor network suggested by (Kovács & Spens, 2007) (Kovács & Spens) in their work examining humanitarian logistics in disaster relief operations, despite this work being considered one of the initial studies to address the issue.

The traditional models in humanitarian logistics are mostly ill-equipped to handle the complexities and urgencies typical of humanitarian crises. These models are further hindered by factors such as sudden spikes in demand, unpredictable supplies, critical time constraints, and weak infrastructure (Apte, 2010; Ramalingam, 2013). Designed primarily for efficiency and predictability, traditional SC models fail to accommodate the chaotic nature of humanitarian contexts (Mays et al., 2012). They often oversimplify the intricate social, economic, and political issues inherent in these crises, reducing them to technical problems that are assumed to be solvable with standardized interventions. This reductionist approach overlooks the interconnectedness of global challenges and neglects the local contexts that are crucial for effective aid delivery (Ramalingam, 2013). For example, (Babatunde et al., 2020) highlights significant shortcomings in existing logistics models for sourcing, delivering, and distributing medical and healthcare products during humanitarian emergencies in Africa. These gaps underscore the need for new, context-specific models that address the unique challenges of humanitarian healthcare emergencies on the continent.

INTEGRATING HUMAN AND NON-HUMAN ELEMENTS IN HUMANITARIAN SUPPLY CHAIN MANAGEMENT

One of the main insights gained from applying AT to HSCM is the need to balance attention between both human and non-human elements within the supply chain. In humanitarian contexts,

essential supplies like shelter, medicine, and food are crucial, but they are only part of the bigger picture. Equally important are the people involved, the refugees, aid workers, and local communities, whose roles are vital in making humanitarian interventions effective.

AT offers a way to understand the interactions between these elements by highlighting how tools '*the non-human elements*' mediate the relationship between the people '*the human actors*' and the goals they are trying to achieve. This perspective underscores the importance of creating SC processes that not only efficiently deliver goods and services but also thoughtfully respond to the needs, behaviors, and cultural contexts of the people involved, ensuring that the assistance provided is both accessible and meaningful to them.

Several research supports the value of considering both human and non-human elements in HSCs. Vojvodic et al. (2015) reviews key issues and characteristics of these SCs, emphasizing the importance of partnerships and collaboration between these elements. Additionally, Rodríguez-Espíndola et al. (2020) propose a framework that integrates artificial intelligence, blockchain, and 3D printing to enhance the flow of information, products, and financial resources in HSCs. This integration has the potential to reduce congestion, improve collaboration, decrease lead times, and increase transparency, thereby involving beneficiaries more directly in fulfilling their own needs.

Moreover, Webersik et al. (2015) emphasizes the importance of grasping the socio-cultural factors that shape how people prepare for, respond to, and perceive disasters. Recognizing these factors is crucial for developing ICT support that is not only effective but also culturally sensitive. For instance, the influence of local leaders and religious beliefs can greatly impact how aid is received and used, highlighting the need to account for both human and non-human elements when designing and implementing HSCs.

ADVANCING HUMANITARIAN SUPPLY CHAINS: ADDRESSING COMPLEX POWER DYNAMICS AND REFUGEE REPRESENTATION

Researchers recommend introducing new, relevant theories into the field of HSCs, particularly those that represent refugees and key players involved in the design and delivery of humanitarian interventions (Blecken & Tatham, 2010; Tatham & Houghton, 2011; Van Wassenhove, 2006; Yáñez-Sandivari et al., 2021).

AT offers a comprehensive framework that helps researchers grasp the complex interactions between individuals and their environments. It is especially useful in settings where power hierarchies are intricate, such as in refugee contexts. AT allows for the exploration of structural issues within vulnerable communities, where global and national policies may create conflicting frameworks that do not align with the community's aspirations as well as realities. This approach provides a deeper analysis of respondents' experiences, helping to uncover the tensions and blockages within their lived realities.

Further research using AT and the development of methodologies and tools to thoroughly explore power dynamics and structures within AT would greatly benefit future studies. Given its effectiveness as a research tool, AT could be invaluable in studies focused on refugee contexts, offering nuanced insights into the challenges and complexities these communities face.

Incorporating theories that address the emergent behavior of individuals and communities can lead to more resilient SC strategies. Understanding community-led initiatives and local coping mechanisms can inform the design of SCs that are more responsive to the unique needs and strengths of different populations.

In summary, while integrating established SCM theories has advanced HSCM, there is an urgent need for a more diverse theoretical approach. Such an approach will enhance the effectiveness and efficiency of humanitarian logistics, ensuring that efforts are more equitable, sustainable, and responsive to the complex realities of disaster-affected communities. This research expects AT to contribute significantly to achieving these goals.

The below table summarises the previously discussed traditional SC theories with their relevant focus areas and contrast them with what AT offer in terms of human-centric and adaptive approaches.

TABLE 2: SUMMARY OF THE COMPARISON OF TRADITIONAL SUPPLY CHAIN THEORIES AND ACTIVITY THEORY IN HUMANITARIAN CONTEXTS

Aspect	Traditional Supply Chain Theories	Activity Theory
Primary Focus	Transaction Cost Economics: Efficiency, cost reduction, and predictability	Understanding human activity within a social and cultural context
	Resource-Based View: Leveraging internal resources for competitive advantage	
	Institutional Theory: Conforming to rules, norms, and standards	
	Integrated Supply Chain System: Streamlining processes for optimized output	
Approach to Problems	Just-In-Time: Minimizing waste and improving efficiency through timely production	
	TCE: Focus on cost efficiency and governance structures for transactions	Embraces complexity, non-linearity, and emergent behaviors.
	RBV: Focus on utilizing unique resources for efficiency	
	JIT: Focus on reducing inventory and waste	

Human Element	Often overlooked or minimized, with a focus on transactional efficiency	Central to analysis; includes roles, behaviors, and experiences of all participants e.g., refugees, aid workers.
Community and Social Context	Rarely considered, viewed as external factors	Integral part of the system, recognizing the influence of community and social norms.
Adaptability	JIT: Rigid processes aimed at minimizing waste and inventory.	Encourages adaptability and flexibility to respond to changing conditions and contexts.
Measurement of Success	TCE: Transaction cost reduction, efficiency	Focuses on broader impacts including social, cultural, and emotional outcomes.
Stakeholder Involvement	Institutional Theory: Often involves conformity to external pressures without local input	Inclusive, emphasizes participation of local communities and stakeholders.
Decision-Making	Centralized, often distant from local realities	Decentralized, incorporating feedback from all levels, especially those on the ground.
Goal Orientation	RBV, JIT: Profit-driven or efficiency-driven in commercial contexts	Driven by broader humanitarian goals like social equity, empowerment, and resilience.

CONCLUSION

This chapter lays the groundwork for a deeper understanding of HSCM by examining and adapting traditional SCM theories to meet the specific needs of humanitarian contexts. The aim is to build a framework that bridges the gap between well-established SCM practices, and the unique challenges faced in humanitarian operations.

We began by exploring the context in which HSCM theories are applied, looking at how conventional SCM theories, originally developed for commercial and profit-driven environments, are reinterpreted to prioritize urgency, agility, and social responsibility in humanitarian work. This adaptation highlights the shift from profit motives to a focus on delivering critical aid efficiently and effectively.

The discussion then moved to the key practices and metrics that characterize HSCs, emphasizing the operational challenges and the specific criteria used to assess the success of these efforts. This section underscores the distinct nature of HSCM, where logistical efficiency must be balanced with the ethical imperative to meet urgent human needs.

A critical analysis was then undertaken, asking, ‘Where is the human in humanitarian supply chains?’ This section addressed the often-overlooked human aspect of HSCM, arguing for the need to incorporate more human-centered models. To fill this gap, AT was introduced as an alternative framework that captures the complex interactions within HSCs, integrating both human and societal elements.

Finally, the chapter summarized the key insights gained from applying AT to HSCM. These insights underscore the shortcomings of traditional models that overlook human factors, the necessity of balancing human and non-human elements, and the potential for AT to advance the field by addressing power dynamics and ensuring that the perspectives of refugees and other key stakeholders are represented.

This chapter paves the way for further exploration of these ideas, offering a structured approach to enhancing HSCs through more nuanced and inclusive theoretical frameworks.

CHAPTER FOUR: THE METHODOLOGICAL APPROACH

INTRODUCTION

This methodological chapter provides a comprehensive overview of the research methods and approaches used to explore the educational experiences of Syrian refugees in Jordan as a host country, exploring structural and social factors within HSC. In a field where qualitative insights are crucial to understanding complex humanitarian needs, perspectives, experiences, tensions, and clashes. In this study I adopt a multifaceted approach to collect, analyse, and interpret data that are relevant to reveal the dynamics that influence refugee education programs.

The chapter begins by stating the research questions and objectives, identifying the critical factors and perspectives that drive the study. In addition to focusing on Syrian refugee households, it considers the roles of various stakeholders, including government ministries, and humanitarian organisations. This study aims to achieve a thorough understanding of how these multi stakeholders contribute to and interact within the refugee education system in Jordan.

Given the qualitative nature of this research, thematic analysis TA is applied as the primary analytical framework, to produce an in-depth exploration of the recurring themes and patterns. To facilitate this analysis, ATLAS.ti was used as the primary software tool to organise, refine, and code the interviews data. This chapter also includes a detailed discussion of the research philosophy and model, justifying the choice of a constructivist/interpretive approach. This approach supports an inductive research methodology, which is consistent with the study's aim of extracting insights from the lived experiences of Syrian refugees in Jordan, in parallel with the reasoning behind the double shift school system as the main program to fulfil refugees' education. Finally, ethical

considerations, data triangulation, sampling methods, and data collection procedures are explained to ensure methodological rigor and provide a comprehensive basis for the study's findings and interpretations.

RESEARCH QUESTIONS AND OBJECTIVES

This study seeks to better understand the landscape of educational networks developed for Syrian refugees in urban areas, where a significant proportion of refugees reside. Despite their numbers, these refugees' educational experiences remain largely marginalised in the design and the implementation of educational SCs intended for them, highlighting the need for inclusive and context-sensitive approaches. This section presents the main research objectives and research questions:

RESEARCH OBJECTIVES

- **RO1:** To analyse the key factors influencing the design and implementation of education SCs for Syrian refugees in host communities. This objective seeks to understand the foundational elements shaping the refugees' educational programs, including structural, social, and policy-related considerations.
- **RO2:** To evaluate the extent to which the perspectives and experiences of Syrian refugees are integrated into the development and execution of educational programs intended for them. This includes analysing the inclusion of refugees' educational, social, and economic needs.

- **RO3:** To investigate the role of the Jordanian government in shaping, regulating, and supporting education for Syrian refugees. This involves exploring policies, frameworks, and their impact on the structure and delivery of these programs.
- **RO4:** To assess the long-term impact of educational programs on the lives of Syrian refugees after more than a decade of displacement in Jordan. This focuses on evaluating outcomes such as employment opportunities, social integration, and personal development resulting from these educational interventions.

RESEARCH QUESTIONS

Based on the research objectives outlined above, four key questions have been developed to guide this study. These questions aim to investigate the critical factors shaping educational SCs for Syrian refugees, the integration of their experiences, the role of governmental interventions, and the impact of these programs on refugees' lives.

- **RQ1:** What key factors influence the design and implementation of education supply chains for Syrian refugees in host communities?
- **RQ2:** To what extent are the perspectives and experiences of Syrian refugees integrated into the development of educational programs?
- **RQ3:** How does the Jordanian government shape and regulate education supply chains provided to Syrian refugees?
- **RQ4:** How have educational programs influenced Syrian refugees' lives after over a decade of displacement in Jordan?

By answering these questions, this research is also providing a comprehensive understanding of refugee education as a humanitarian service, through utilising a triangular approach. This approach incorporates three key dimensions. The first is the dimension of the SCs: the insights by humanitarian workers involved in education initiatives examine the infrastructure, resources, and planning to undertake education programs for Syrian refugees within host communities. The second is the host country's government dimension: insights from MoE as a primary facilitator of education for refugees, alongside other important players in the Jordanian government, has collaborated with donors and humanitarian organisations. And the third is the Syrian refugees' dimension: insights from the refugees' experiences, perspectives, views, and needs in terms of the educational services offered to them, and in consideration of their lived realities and aspirations. This approach will contextualise such dynamics within a broader perspective on Jordan's historical role, having accepted successive waves of refugees over the last decades, as it was developed in the previous literature chapter.

Additionally, this research seeks to extend the limited literature on refugee education SCs, by exploring it from SCM perspective (Oloruntoba & Banomyong, 2018). It involves a human-centred approach (Seifert et al., 2018), which affirms the experiences and voices of the refugees themselves, to ensure their contributions are recognised in the services aimed at them. This research becomes particularly important for refugee education field, developing countries like Jordan, absorbing ten of thousands of Syrian refugee students. Many of these students have faced delayed, disrupted cycles of education, leaving them stuck in challenges and uncertain situations.

Furthermore, this research offers a unique interpretation of findings by applying AT as a new framework introduced to HSC. Going beyond the traditional business SC models, which are often

borrowed to frame and quantify humanitarian efforts, this study adopts AT framework to incorporate the beneficiary contribution in an interactive manner without disconnecting them from their community and environmental context (Engeström et al., 1999; Kelly, 2018). This framework allows to examine the challenges, contradictions, and tensions within the education system for refugees in Jordan.

RESEARCH PHILOSOPHY

Research philosophy concerns the development and nature of knowledge. It encompasses fundamental assumptions about how the researcher perceives the world, which, in turn, influence the overall research strategy and the chosen methods (Saunders, 2009).

Scientific studies are predicted on either explicit or implicit philosophical approaches in understanding the nature of the science, the implicit approach assumes that participation in scientific activities inherently fosters an understanding of science's nature, whereas the explicit-reflexive approach intentionally addresses specific aspects of the nature of science (Abd-El-Khalick & Lederman, 2000; Amaratunga et al., 2002).

Meanwhile, in social scientific research, there are also advocates for an explicit approach to knowledge transmission, arguing that social sciences should not rely solely on implicit methods with the assumption that understanding will naturally emerge through practice alone (Bunge, 1999). In the field of SCM scholars are emphasising the value of the philosophical base underpinning discussions because of its importance in enhancing the research quality (Adamides et al., 2012; Burgess et al., 2006; Halldórsson & Arlbjørn, 2005; Kotzab et al., 2006; Rotaru et al., 2014).

It is therefore vital to clarify the assumptions that are embedded in this research in terms of ontology, epistemology, and methodology. Before those, it is informative to define the term ontology as “*an explicit specification of a conceptualization*”(Gruber, 1995). Ontology revolves around the existence’ nature as such, and what type of world we are exploring. Meanwhile Epistemology concerns the nature, justification and the scope of human knowledge, it provides a philosophical ground of exploring the existence’ nature properly and it can be defined as the knowledge’ nature, and how we understand and demonstrate the obtained knowledge (Chisholm et al., 1989).

Since HSC field rests with a social-context world of clues, where the primary focus is human kind interactions, feelings, notions, and insights, the ontology and epistemology underpinning this research is the constructivism/interpretivism philosophy which mainly concerned about understanding and interpreting the reality as it is socially structured, this approach argues that knowledge is created as a result of human interaction with the surrounding environment, shaped by lived experiences, and the engagement with other social parties (Alharahsheh & Pius, 2020). In the same time, such philosophy basis promote the researcher to take part in the subject of the study instead of being secluded (Lincoln et al., 2011). In this context, my prior professional experience in a UN agency offered me with valuable insights about the nature of humanitarian operations, the utilised systems, and the opportunity to expand my network. All of which contributed to planning and conducting this research.

Considering HSCM is an emerging field within SCM field in the social sciences (Chiappetta Jabbour et al., 2019; Cozzolino & Cozzolino, 2012; Kovács & Spens, 2011; Tabaklar et al., 2015) the constructivism philosophy is justified in this research, since it’s endeavour is to examine the

service-based HSCs , particularly the education programs for off camps refugees, in a developing country like Jordan, which is a vital ‘niche’ to be investigated along with many considerations and dimensions in the Jordanian environment (Adem, 2017). This philosophy takes into consideration the various interactions, tensions and challenges that influence the nature of education services provided for the refugee community alongside other groups of beneficiaries. It also addresses the complexities arising from the intersecting efforts and interests of humanitarian organisations, the government, and the refugees themselves.

Furthermore, this constructivism philosophy allows the researcher to engage with the subject of the study by interacting with the people in the societal and daily environment, which eventually lead to the knowledge creation that reflects reality in a meaningful way (Lincoln et al., 2011).

On the other hand, the mainstream view of SC researchers aligns with a positivism-oriented philosophy, which concerned with the physical sciences fields of study, emphasises objectivity and quantification, based on specific natural measurements and observations (Golicic et al., 2005), the positivism ontological and epistemological propositions proposed that knowledge is produced merely through quantification and observation processes for the subject of the study, and the role of the researcher is unthinkable (Robson & McCartan, 2002). Some researcher in the SC field consider the positivism stance emanating from the deterministic status of the world, follows the principle of the cause and effect (Adamides et al., 2012; Burgess et al., 2006) as this was for a long time the dominant philosophical base in the field, followed by quantitative survey research methods, and mathematical analysis techniques (Kovács & Spens, 2007; Spens & Kovács, 2006).

A positivist stance, therefore, is not to be adopted in this research, as my role as a researcher requires me to be active and immediate with numerous participants of refugee education SC, my

objective is to capture their views, perspectives, and experiences in detail. A positivist approach, reliant on quantification and detached observation, would not adequately support these goals. Instead, a qualitative, interview-based approach is better suited to this study's purpose, enabling a deeper understanding of the human-centred dynamics within the SC.

The three groups of participants are humanitarian organisation workers in education programs, state representatives and employees, and refugees. Each of these three groups has a different perception, understanding, and demeanours toward the research topic. Given this fact, I will follow a qualitative research methodology as this approach capacitates greater flexibility, in terms of research questions, and shall be helpful in fostering deeper explorations of deep rooted tensions, challenges, and implications of the refugee educational systems in the HSC context (Gammelgaard & Flint, 2012).

I have proposed the constructivism/interpretivism philosophy for this research as it eases the HSCM practice research and allows for integration during the research conducting time, and such philosophy is highly compatible with the inductive approach, which would be meaningful to reveal the HSCM phenomenon under investigation, and in order to advance the field. Allowing for multiple parties such as refugees, INGO staff, and governmental representatives to be engaged with a multi-perspective phenomenon like the humanitarian services status for Syrian refugees in Jordan stamped by a long period of refuge, and can provide reflection and the greater possibility of getting a new reality, which will contribute to the richness of the HSCM research (Borgström, 2012).

I have adopted a constructivist/interpretivist research philosophy, which supports the investigation of my research phenomenon as a contextually constructed phenomenon shaped by social interactions and human-centred issues, rather than as static elements or linear processes within the

HSCM framework. This philosophy relies on a qualitative, abductive approach, aligning with the constructivist and interpretivist perspectives, which allows for more in-depth understanding of the dynamics and the complex humanitarian context of my research topic. On another level, it is also emphasising the exploration of the educational services as part of the HSCM phenomenon, conceptually framed through Engeström's activity system model in 1997, providing a new theoretical perspective in this particular area.

Borgström (2012) advocates for the use of the constructivist/interpretivist methodology, referring to it as '*the mystery methodology*' for studying logistics and SCM practices, and endorse this approach for examining complex, real-world SCM issues, particularly those that cannot be fully explained by commonly used positivist or realist frameworks in the field studies.

In line with this adopted philosophy, this research engages triple scene that include disparate perspectives, such as those of refugees, humanitarian organisations staff, and governmental representatives, to help exploring the education services conditions for Syrian refugees in Jordan, formed by a prolonged period of refuge. This multi-perspective approach promotes reflection and reveals new realities, contributing to the depth and richness of HSC and service chains research.

RESEARCH PARADIGM

A research paradigm in social sciences refers to the philosophy of research that underpins or guides an investigation into the phenomenon, it is selected from the demands placed on a particular research undertaking. That is, the paradigms is examined through research ontology 'the reality nature', epistemology 'knowledge nature', and methodology 'the method of inquiry', and methods 'data collection and analysis techniques' utilised in a research study (Rehman & Alharthi, 2016).

Researchers refer to a paradigm as an orderly, structured approach through which a research study is conducted based on foundational philosophies and assumptions adopted for the research (Adamides et al., 2012; Kivunja & Kuyini, 2017; Rehman & Alharthi, 2016).

In order to answer the research questions above, through exploring the ideal HSCs in education for refugees' provision according to the plans and performance of these education initiatives offered for communities hosting refugees, as well as the reality of those programs' outcomes, underlining related obstacles, tensions, and disintegration, isolation, and marginalization of the education systems offered for the intended beneficiaries. To support this stance, the constructivist paradigm is adopted and justified, as it posits the existence of multiple, socially constructed realities, thus allowing for more nuanced exploration of HSCM. Furthermore, the constructivist paradigm aligned with the research triadic perspectives (Government, Humanitarian Organisations, and Refugees), given the fact that the constructivism' ontology is anti-foundationalist, which refuse fixed truth (Rehman & Alharthi, 2016).

While constructivism paradigm proponents argue that individuals shape their understanding of the reality and its interpretation through interaction with the environment, and with the others. More specifically in this context Lincoln et al. (2011) stated that the knowledge can be produced as a result of the interaction between the people' experiences within social-context surroundings. Thus, according to the constructivist stance adopted her, my role as a researcher will be more than an observer, but rather a participant in the study to assure the knowledge producing process in the most reflexive way of the reality, thereby increasing my responsibility to be aware of the social and the cultural context of the data collection settings and sites, in order to mirror the data meaning.

I have worked for some time at a UN agency, where an independent unit was established to support Syrian and Palestinian refugees fleeing the war in Syria, helping them adjust to life in refugee settings. This experience gave me deeper exposure to the realities of refugees' livelihoods both within and outside camps, as well as insights into the broader impacts of humanitarian aid programs on beneficiaries' experiences, livelihoods, and future prospects. With this background, I believe this helped me to demonstrate a degree of reflexivity to my research. Moreover, the constructivist paradigm views the HSC as a socially constructed field, requiring researcher involvement to better understand the social factors affecting humanitarian logistics (Adamides et al., 2012).

In terms of other alternatives, social sciences arena is open for various paradigms, offering distinctive perspectives on how knowledge being produced and understood, for example, Lincoln et al. (2011) in their taxonomy of potential paradigms in the social studies, suggested the post-positivism paradigm, which still follow some of the positivism essentials on how the social studies should be built on the scientific approaches and views, which help adding a degree of realism into the social field. However, post-positivism allows the researcher to participate into the research under investigation, nevertheless, the research validity is defined based on peer studies for the same subject. In this research, I adopt a post-positivist paradigm, which enables me to integrate scientific rigor with my active engagement as a researcher, ensuring a balanced approach to investigating the social dynamics and human-centred complexities of refugee education supply chains.

Another paradigm is the participatory, where this paradigm argues, that knowledge is socially structured and takes its shape in the knower mind, instead of being generated from an existing reality, where the researcher attempts to affect people' experiences (Heron & Reason, 1997; Lincoln et al., 2011; Sekaran, 2016).

Another paradigm, is the critical theory, emerging from the Frankfurt school. A paradigm that mainly oriented around subjectivity, posits that human existence is marked by a struggle for the power between opposing forces (Asghar, 2013). Critical theory asserts that reality is historically shaped by socio-political factors, challenging both positivism and interpretivism for failing to address structural inequities. Further, it advocates to transform these phenomena to liberate the community from any social, sensational, or even relational surrounding, which enable the resulted knowledge to take off the injustice, oppression and inequality (Rehman & Alharthi, 2016). While the researcher role in this diagram is to interpret the symbolic values in ways that stress the importance of establishing the good values for the community, and ultimately paving the way for a better, fairer community (Lincoln et al., 2011) such paradigm is often deployed in studies concerns within social framework (Asghar, 2013).

REFLEXIVITY

In qualitative research, the researcher is the primary instrument for data collection and analysis (Lincoln & Guba, 1985), making reflexivity a vital component of the research process (Glesne, 2016) Reflexivity was a key component of this study. My professional background in a UN agency, where I worked directly with refugees, allowed me to gain valuable insider insights, but it also required ongoing critical self-reflection to mitigate bias throughout this research.

Based on the recommendation that data analysis in qualitative research should ideally occur in parallel with data collection (Merriam, 2009), I kept a reflexive journal and wrote my reflexive notes throughout the research process (Sekaran, 2016). These practices helped me document my initial assumptions, interpretations, and emotional reactions, which formed the beginning of the

analytical process that later produced the initial codes. They also served as tools for distinguishing the participants' authentic voices from my preconceptions. Through journaling, I ensured that the findings were based on the participants' experiences, not on preconceived assumptions. This reflection helped reduce perceived bias on the part of the researcher and increased the validity of the study, which is closely aligned with the constructivist/interpretivist philosophy underlying the research.

RESEARCH APPROACH

The research approach for this study is primarily inductive, aiming to develop a deeper understanding of the human-centred dynamics within HSCs by exploring refugees' experiences and perspectives. This approach aligns with the interpretivist paradigm and employs qualitative methods to capture the social and contextual elements often overlooked in traditional HSC studies. The following section provides a detailed discussion of the chosen research approach.

Generally, a research approach is the scientific method a researcher applies in an attempt to address the study's objectives. It is an organised and structured way and provides the basis for identification the research gap, collecting data, analysing them, and producing valid conclusions (Sekaran, 2016).

The research approach is branched into three reasoning approaches: deductive, inductive, and abductive approach (Sekaran, 2016; Sekaran & Bougie). Kovács and Spens (2005) also discuss these approaches in their work about reasoning in logistics research, mentioning that, the deductive approach is attached to the logically base studies, moving from general theories to specific cases. This approach builds on hypotheses, to be tested empirically, in order to confirm or refuse the

derived generalisations, which aligns closely with the quantitative research methods, which contrasts with the qualitative nature of this study.

On the other hand, the inductive approach, is where the research goes from specific observations to form or develop theory, where it is normally starts with a set of observations of a certain instance, and working toward boarder generalisation. A key difference among the two approaches is that the deductive approach attempts to demonstrate the quantitative research toolbox based on the study hypothesis, while the inductive approach seeks to achieve a better grasp of the phenomenon under study, considered as a substantial approach in the qualitative studies. However, both are considered among the most frequently used approaches in the field of SCM (Kovács & Spens, 2005).

The third approach is the abductive approach, which is relatively new in the social sciences and is considered valuable for theory development, or when the research aim is to study a new phenomenon. In other words, this approach offers an alternative, involving a creative process to generate hypotheses by interpreting abnormal or unique cases that do not fit with established theories (Saunders, 2009). This approach ultimately boosts the research rigor by explaining non-completed observations, unexpected facts, riddle, or phenomenon used a combination of qualitative and quantitative methods for data gathering and analysis. In other words, this approach integrates inductive and deductive methods, and where the main difference of these traditional approaches is that there is a room for the research framework to alter by time due to the unexpected outcomes after data analysis and/or reaching to new theoretical understanding (Saunders, 2009; Sekaran, 2016). However, I did not consider this approach for this research due to the extensive time and effort required, which are beyond the resources and timeframe available within this study's framework.

While reviewing the literature both the ideal and broken educational service programs within HSC field, it was noted that relevant studies, particularly in the Jordanian context, are quite limited. This reveals a significant gap in research addressing the conditions of Syrian refugees after extended displacement, it has been found excessive material published by key humanitarian organisations contributed to the Syrian crisis management efforts, the reports, appeals, tend to focus on the tangible elements of the HSCs operationality aspects -without underestimating its significance, however, it is often overlooked the human elements, the truthful effectiveness if these programs in meeting the exact and actual refugees' needs, and addressing their experiences, perspectives. Based on this notion, this study utilised an inductive approach, in an attempt to relocate the human element in its social settings which is vital to my research. Therefore, this research will integrate interpretivism alongside the inductive approach, utilizing qualitative methods to capture a broader perspective on HSCM related issues within this context.

RESEARCH METHODOLOGY

In this study I use a qualitative methodology to explore refugee education SCM contexts, and refugee experiences. The qualitative, interpretivist methodology adopts in-depth, semi-structured interviews to investigate phenomena within their socially constructed contexts.

The literature offers extensive discussion on the use of quantitative and qualitative methodologies in SCM research. When a quantitative approach is chosen, the research would fall logically under the positivist paradigm with a deductive approach. In this approach, the variables are measured, and the causal relationship is analysed which provides the ability of prediction of the generalisation of results and thereby gives a quantitative orientation to the research. Most of the research about

SCM has predominantly used quantitative methods under the positivist paradigm, shaping the foundational studies in the field (Boyer & Swink, 2008; Brandenburg et al., 2014; Gammelgaard & Flint, 2012; Golicic & Davis, 2012; Mentzer & Kahn, 1995; Sachan & Datta, 2005).

On the other hand, qualitative methods, such as case studies and action research in SCM field, have gained increasing attention in recent years, where many scholars have repeatedly called for adopting qualitative methods in order to capture complex, and social contextual meanings affecting SC processes and relations (Craighead et al., 2007; Golicic & Davis, 2012; Spens & Kovács, 2006). One of the earliest qualitative studies in SCM, conducted by Ellram (1996) used a case study approach, setting the groundwork for further qualitative research in the field. However, qualitative research remains relatively sparse and continues to lag behind the prevalence of quantitative studies in SCM (Gammelgaard & Flint, 2012). Not to mention the scarcity of research that integrates the use of qualitative and quantitative methods together in the field (Golicic & Davis, 2012).

Since qualitative methods are based on the involvement of the social dimension of the phenomenon under study, and are often supported by the constructivist paradigm (Goffin et al., 2012; Rehman & Alharthi, 2016), the qualitative approach is justified in this research. These methods allow for researcher participation within the research process in its socially constructed settings. Furthermore, it enables the researcher to pose more in-depth questions, which often leads to unexpected insights regarding the complexity of contemporary SCM phenomena (Gammelgaard & Flint, 2012). HSCs, in particular, benefit from an expanded perspective that takes into account more nuanced responses by supporting qualitative research using empirical data collected through qualitative approaches. This approach can reveal deeper meanings that quantitative methods may

overlook, providing new interpretations essential for effective responses by the humanitarian networks (Beresford & Pettit, 2021; Gammelgaard & Flint, 2012).

In addition to quantitative and qualitative research approaches, a newer methodology known as the mixed approach, or ‘Quanti-Quali’ method, has been introduced, which combines both quantitative and qualitative techniques (Amaratunga et al., 2002; Bryman, 2007; Johnson & Onwuegbuzie, 2004). Despite calls for increased use of the mixed method in SCM research, it has been criticised for being too time- and resource-intensive (Bryman, 2007). Not to mention the scarcity of research that integrates the use of qualitative and quantitative methods together in the field (Golicic & Davis, 2012).

Given that existing frameworks on HSCM are mostly general and primarily geared towards profit-oriented business and logistics contexts, they are not attuned to the social context of people living parallel to these SCs. Additionally, research on the living conditions of urban-based refugees in Jordan is still in its early stages of development. Therefore, as a researcher, I seek evidence from published and archived documents, as well as conduct interviews with targeted groups, to investigate the research phenomenon that cannot easily be measured without considering its contextual nuances.

RESEARCH METHOD

This thesis employs a qualitative research methodology, integrating semi-structured interviews and desk research to collect and analyse data. The methods used to address the research questions by capturing diverse perspectives of stakeholders, within the context of humanitarian networks and refugee education in Jordan.

Methods are defined as sets of techniques used to collect data to answer the research questions (Sekaran, 2016). In this study, a qualitative research method is chosen to deepen understanding of the topic, especially with regard to the diverse perceptions and behaviours of different groups of participants. This method allows the researcher to examine the connections and influences between multiple actors resulting from their interactions. Thus, a qualitative approach is not only well-suited to the research demands but is also essential to deploy, as it focuses on identifying the perceptions of professional workers, formal government representatives, and refugees within a socially constructed environment. Additionally, the descriptive and narrative nature of this method enhances understanding of participants' perspectives before drawing final conclusions (Morgan & Smircich, 1980) .

Qualitative methods, which are exploratory in nature, can include both field observations and desk research (Sekaran & Bougie, 2016). According to Saunders (2009) qualitative research systematically depicts the characteristics of participants in the context of the study, capturing their emotions, experiences, and inner thoughts. This approach provides a deep understanding and rich insights into the quality and type of data collected, using different methods and tools appropriate to environmental and objective constraints.

There is a significant need to expand the scope of research in the field of HSCs by simultaneously capturing multiple perspectives, specifically, the perspectives of supply chain workers in humanitarian organisations, as well as the recipients of humanitarian services, or the refugees in this case, that is in parallel with the perceptions of government legislators in Jordan as a key influential party. A considerable gap has been noted in the literature on HSC, particularly in the service provision dominated by NGOs in refugee-hosting countries, such as the Syrian crisis in

Jordan, especially in the aftermath of the Syrian conflict (Adem et al., 2018; Al-Qdah & Lacroix, 2017; Altay et al., 2023; Naseh et al., 2020; Seifert et al., 2018). This gap is compounded by a disconnect between the practical, or grey literature of HSCs and the academic literature on key issues and emerging themes in the field (Oloruntoba & Gray, 2006). To address this gap, a semi-structured interviews with the research participants is chosen as part of the qualitative approach, as it provides the flexibility to enable a comprehensive understanding of the interactions between stakeholders in HSCs (Adem et al., 2018).

This research focuses on the problematic aspects of service-based HSCs, with a particular focus on education programs for Syrian refugees in host communities in Jordan. To achieve a comprehensive understanding, this study integrates multiple perspectives from different stakeholders involved in refugee education. This multi-perspective approach provides a nuanced view of the education services available to Syrian refugees in Jordan, highlighting the outcomes of educational programs designed to address the urgent demands arising from the presence of Syrian refugees, alongside the gaps, tensions, and conflicts within these educational networks. These programs often meet operational criteria based on traditional SCs but fail to incorporate refugees' perspectives and voices in services intended for their benefit.

The research involved the participation of humanitarian workers working in refugee education programs in Jordan, with experience in programs that support educational projects, and funding methods. The number of these interviews was four face-to-face interviews, two with INGOs, and two with UN agencies working in the field of education. These interviews provided valuable insights into the different levels of traditional education, primary, secondary and vocational available to Syrian refugees in Jordan.

At the governmental level, interviews were conducted with four officials of ministries that are considered key to this research, and which are involved in the management of Syrian refugee affairs in general, such as MoPIC, and in education area, such as the MoE. In addition, I met with a representative from the MoL to gain a deeper understanding of Syrian refugees' livelihood, particularly their access to employment opportunities in Jordan, providing a broader perspective on their socio-economic situation.

On another level, I interviewed a group of twenty-eight Syrian refugee families in Jordan who have school-age children and live dispersed across various host communities in cities and suburbs. Ultimately, twenty interviews were included in the study after excluding eight interviews due to a lack of relevant responses. These twenty interviews focused on the experiences of the refugees not only as students but also included parental perspectives on their children's education in Jordan over the years of asylum. The interviews provided firsthand insights into accessibility, quality, and the challenges faced by Syrian children in Jordanian schools.

DATA COLLECTION

This research utilises both primary and secondary data to comprehensively address the research questions. Primary data is collected through semi-structured interviews and supplemented with observations, while secondary data is gathered from archived materials, published reports, and previous studies to enhance the richness and rigor of the findings. To analyse the archival materials and published reports, I adopted a thematic approach to document analysis, based on the chronological context of the Syrian refugee crisis and the onset of the humanitarian response in Jordan. I reviewed these documents to extract information related to refugee education programs,

government policies, and the humanitarian response. Key themes and patterns were identified, linked, and compared with interview findings to enhance triangulation and contextual understanding.

Generally, business and management research utilises two types of data: primary and secondary (Sekaran, 2016), and both types will be used in this research. The data-gathering methods depend on the required type of data, whether qualitative ‘e.g., textual’ or quantitative ‘e.g., numerical’, as well as the sensitivity of the research topic, as well as the accessibility of data sources (Cresswell, 2013; Naderifar et al., 2017). Qualitative research techniques include interviews, focus groups, and observations, while quantitative studies typically use questionnaires and structured interviews (Sekaran, 2016). As previously mentioned, semi structured interviews used to collect data, and additional data collection methods will also be employed to enhance data rigor.

PRIMARY DATA

Primary data is defined as the novel data collected for the aim of answering a research question or questions (Saunders, 2009; Sekaran, 2016). The resources of primary data include data from measurement of a certain phenomenon in a real-world context, abstract observations far from distraction. The use of primary data is crucial in qualitative research to fulfil the aim of the study. Over and above, exploratory studies commenced in a field that has never been explored or there are few studies conducted, and in where the researcher pursue to develop first notions and conceptions (Saunders, 2009; Sekaran, 2016).

By following semi-structured interviews as the main tool for data gathering, a formal correspondence will be initiated to the concerned ministries in Jordan, as well as an intended list

of INGOs, and UN agencies running education-related programs for refugees in Jordan, including Syrian refugees. In order to present the needed information about my identity as a researcher, the research topic and expected outcomes of the research, also the data confidentiality and protection item for the participants items. Then, a list of participants of INGOs and UN agencies will be defined upon the official approval obtained.

OBSERVATIONS

Observations can be defined as the recording, describing, and analysis of the behaviour of human beings (Saunders, 2009). The use of observations is stressed among qualitative studies as a supportive data collection method in order to construct further information (Yin, 2009).

Observations are particularly useful for gaining deeper insights into a particular environment and the behaviour of individuals within it, as opposed to intentional behaviour or opinions (Busetto et al., 2020). Observations has different classifications in qualitative research, it can be either participant or non-participant in nature. In participant observations, the observer is part of the observed environment, for example, a doctor working in a hospital. In non-participant observations, the observer is an external looking in, that is, present in the situation but not a part of it, trying not to influence the environment with their presence (Ciesielska, 2017). Another classification distinguishes between structured or unstructured observations, in structured observation, there will be a defined list of activities relevant to the study phenomenon, while the unstructured observation is typically used during the initial research phase, where the researcher records observations as much as they could observe without predefined framework (Sekaran, 2016).

In this study, observations used to complement the interviews, in order to enrich the data collected. Non-participant observations were employed, focusing on specific behaviours during interviews, such as participants' non-verbal expressions and environmental factors. Also, these observations were conducted during visits to schools that apply the double shift system, allowing for spontaneous walks and taking photographs of any observed phenomenon relevant to the research topic.

Semi-structured interviews are therefore likely to present more contextual meanings through observations that are likely to augment the responses of participants in discussions. These observations can include non-verbal body or facial expressions. Secondly, physical settings where the interviews are conducted, privacy, and any interruptions around will influence the comfort of participants and their willingness and openness to reveal their points of view. All of these provide a more profound insight into the participant's experiences and expressions being used, thereby enriching the data collected (Myers, 2019).

INTERVIEWS

This research employs semi-structured interviews as the primary method of data collection, chosen for their balance between structure and flexibility, which makes them well-suited to exploring the nuanced perspectives of diverse participants.

Interviews are considered a primary source of data in qualitative studies, with in-depth interviews being the most suitable form of data collection, particularly in case studies (Myers, 2019). In management research, the interviewer's main objective is to gather information on the interviewee's behaviour, attitudes, values, and norms (Saunders, 2009). Interviews are typically

divided into three main types: structured, semi-structured, and unstructured. Structured-basis interviews are similar to questionnaires or surveys, consisting of a predetermined set of questions designed to collect quantifiable responses, leaving no space for open conversation, and free responses by participants.

In contrast, semi-structured interviews allow for open dialogue between the researcher and the interviewees with the flexibility for informal questions, or questions order, as the wording ,and flow may vary from one participant to another (Bell et al., 2022; Mayer, 2015; Saunders, 2009).

Lastly, the unstructured interviews sometimes preferred because it allows for a rapport between the researcher and the participant which help to break the ice at the beginning of the interview. This also gives a space for a dialogue, or even for clarifications to prevent misunderstandings. Additionally, unstructured interviews are highly flexible, as there is no fixed form of questions to follow, and where the researcher can bring new questions on the table while interviewing the participant as new ideas and thoughts raised (Mayer, 2015).

However, relying solely on unstructured interviews for data collection may raise concerns. As there are several issues associated with this interview type: practical challenges, such as the extended time required to conduct interviews with even a small group of participants, and reliability concerns, given the lack of standardised structure (Saunders, 2009).

In this research, I adopt semi structured interviews as the primary method for collecting data from predefined groups of participants:

The key interviews were conducted with:

1. Syrian refugees' families in host communities.

2. Workers in education-based programs within humanitarian organisations.
3. Employees of the Ministry of Educations.
4. Employees of the Ministry of Planning and International Cooperation.

Additionally, two supplementary interviews were conducted with:

5. An employee of the Ministry of Labour.
6. An employee of the Ministry of Health

This approach is appropriate for this research plan, as it combines a structured set of core questions with the flexibility to adapt, or to amend based on how the discussion unfolds. Semi-structured interviews enable me as a researcher to stay focused on key points and topics, while allowing the discussion to flow naturally, which eventually can produce to richer and more meaningful insights. This flexibility also makes room for follow-up questions or prompts that arise on the spot, offering chances to clarify participants' answers or to dive into new ideas that come up during the conversation. This is especially important given that the interviews involve three distinct groups, each with its own unique setting, tone, and context.

By keeping to a general plan while allowing flexibility in question order, this method ensures that all relevant data aligns closely with the study's objectives (Bell et al., 2022). The semi-structured approach not only enhances the quality of data collected but also improves the study's consistency, as each interview remains centred on core themes while capturing unique individual perspectives and experiences. In conclusion, semi-structured interviews offer an ideal balance between systematic data collection and open engagement, making them essential for exploring the complex and multifaceted insights central to this research (Adams, 2015; Evans & Lewis, 2018).

SAMPLING

From my professional experience working with a UN agency on programs targeting refugees in host communities, I found there was more than one way to reach the relevant affected Syrian families. One approach involved accessing a system-based contact list provided by relevant INGOs. Alternatively, the simplest approach for this research was to use my informal contacts, as I had remained in touch with several Syrian families in different areas of Amman (the capital). These families, who had endured the crisis for many years, were exceptionally understanding and open. They were not only willing to participate in my research but also introduced me to other Syrian refugee families in similar situations. This group of families is representative of the broader population of Syrian refugees accessing educational services in Jordan, as they face similar challenges, including issues of accessibility, quality of education, and integration into local systems. Their experiences align with those of refugee families in other host communities, making the findings relevant to understanding the educational needs and barriers of refugees both within Jordan and potentially in other similar contexts.

A sample of government officials, UN staff, and NGOs was selected using a purposive and facilitative sampling method. Participants were approached and invited based on their professional roles and involvement in refugee education programs to ensure they could provide valuable information relevant to the research questions and objectives. Their positions as policymakers, practitioners, and humanitarian actors were considered when interpreting their contributions.

As for workers in education-based programs within humanitarian organisations, I had a contact list of former colleagues now working with various UN agencies and INGOs in Jordan. These colleagues have extensive experience in the Syrian refugee field and are well-versed in the

humanitarian efforts provided over the past decade. Additionally, my familiarity with internal policies and procedures for research-related outreach for these organisations, along with my knowledge of the key contacts, further facilitated these connections.

Lastly, approaching employees work in education programs for Syrian refugees within MoE, as well as staff at the Syrian Refugees Affairs Unit in MoPIC, required a formal process. This involved email correspondence and the issuance of official letters, a procedure that demanded considerable time for verification and authorisation according to each ministry's internal protocols. The Syrian refugee families included in this study have school aged children enrolled in public schools that applied education initiatives specifically designed for refugees under public education system. This makes the sample highly relevant to the research questions, as their experiences provide insights into the outcomes and challenges of such initiatives, relevant closely with the study's focus on refugee education experiences.

In order to allocate the targeted sample particularities, there are two ways, either by sampling, or by census statement. Where sampling is the procedure of choosing a segment of the entitled community under study to represent that community entirely. But, in most cases resorting to the use of census statements will be unrealistic, and unlikely due to several reasons, such as the need for human resources, need for accuracy, relatively high cost of money, and the difficulty in reaching to all population units.

For every research the followed methodology should draw for the possible method tools that will be used. Sampling is the most common and feasible way to overcome the census faults (Rahi, 2017; Sekaran, 2016). Generally, sampling could be a probability sampling, or non-probability sampling, in the first part methods, it is common used in the quantitative researches, where the statistical laws

are much exercised, and each sample has a ‘probability’ to be nominated without any effect of the researcher’s desire on the sample selection process, and where the nominated sample considered as a representative of the community, and eventually research results can be generalized for the entire population (Naderifar et al., 2017).

On one hand, there is number of types for the probability sampling, including simple random sampling, systematic sampling, stratified sampling, and cluster sampling (Sekaran, 2016), these methods are designed to give each unit of the population an equal probability of being selected, which support the reliability as well as the generalizability of the results.

On the other hand, the non-probability sampling is used commonly in the qualitative research, because such samples are more obtainable for the researcher. In on-probability sampling, not all population units have the same equal probability of selection, and it is often unclear who will end up in the final sample. This can limit to the ability of generalize the results for the rest of the population and can produce a greater margin of error. This type of sampling methods include convenience sampling, purposeful sampling, and quota sampling (Sekaran & Bougie, 2016).

The convenience, also known as the accidental sampling, or in some cases, chain sampling, is a method that includes individuals who are easily accessible to the researcher. Snowball sampling is a form of the convenience sampling, where the researcher establishes a contact with an initial participant who then helps refer additional participants, creating a chain that continues until sufficient data has been gathered. This type of sampling is highly desirable by researchers in the qualitative research, as it offers efficiency in terms of cost, and access to difficult to reach population (Sekaran & Bougie, 2016).

In this research, where the Syrian refugee families living outside official camps are constitute a group of the primary participants, snowball sampling is applied. These households live across various neighbourhoods, and cities in Jordan. And some of them face legal issues under the national laws. Given their complex living conditions, snowball sampling is an effective approach to reach to this group of participants (Adem et al., 2018; Al-Qdah & Lacroix, 2017; Coe & Snower, 1997).

Moreover, considering the tight time frame for data gathering phase in this PhD research plan, snowball sampling offers the exactly required flexibility, gradual approach that can be continued till achieving the needed level of data saturation. This method can provide findings quicker in comparison to other sampling techniques (Sekaran & Bougie, 2016).

However, snowball sampling has certain drawbacks. It is considered a weaker sampling methods, because the bias is relatively high, especially in non-homogeneous populations, whereas the risk of error is greater. In contrast, this risk is lower in a homogeneous population (Naderifar et al., 2017). Recent research in HSCs area, has increasingly adopted qualitative methodologies, using different tools to approach vulnerable population, Some researchers have partnered with aid organisations to access refugees communities inside camps and other designated zones, often using convenience sampling methods, such as (Achilli, 2015; Adem et al., 2018; Jahre & Heigh, 2008)

TRIANGULATION

Triangulation is defined as the rationale for using multiple sources of substantiations to achieve the desired outcomes (Yin, 2009). It also refers to the use of various techniques in collecting the needed data at a single study, ensuring that all data sources align with the study focus (Saunders, 2009).

Triangulation has been discussed extensively by scholars such as (Bell et al., 2022; Cameron &

Price, 2009; Farquhar et al., 2020; Jack & Raturi, 2006; Lewis, 1998; Modell, 2005) who stressed its importance in enhancing data rigor and accuracy. Using multiple data collection methods helps reduce biases related to attitudes, observations, and subjectivity.

Triangulation usually used to enhance the research findings, along with the conclusions produced from conducted case studies. Also, it is considered as a convincing tool in terms of accuracy in reference to other sources of information (Yin, 2009).

In this research, triangulation is applied through using more than one resource for data collection. The primary source of data is the semi-structured interviews conducted with the Syrian refugees' households, workers at education-based programs in humanitarian organisations and UN agencies, and employees MoE, and workers at MoPIC. The second source of data, will be utilised from archived materials, published reports, press releases, alongside the previous research results studies the topic. Additional source of data will be observations, which expected to provide additional context that complement the primary data gathered in interviews. Analysing the data, from both the primary and the secondary sources will strengthen the generalisability of the research findings (Yin, 2009). Finally, a review process is conducted to ensure that the generated outcomes are compatible with the participants' inputs (Bell et al., 2022).

ETHICAL CONSIDERATIONS

Ethical considerations is associated to the moral aspects of individuals' behaviours and the responsibility to protect respondents' rights (Oliver, 2010). From an ethical, legal perspective prior to data collection phase, and in adherence to Data Protection Act 1998 it is highly important to assure a set of ethical principles that demonstrates the participants' right protection. This includes

securing a permit from the ethical office at the University of Essex regarding the research topic. Before participating in the study, each participant is informed about the research concept, objectives, and plan as duly, with clear emphasis on the academic purposes behind it. Noting that, no children were interviewed for this research. Interviews were conducted solely with adult refugees, humanitarian workers, and government representatives, to comply with ethical standards and protect vulnerable populations.

It is quite important to highlight that the dignity of participants is prioritised, ensuring that their involvement is voluntary and subject to their willingness. and the approval for participation should be obtained through consent forms. hey are also has the right to withdraw from the study during any time, with assurance of confidentiality and anonymity regarding any information they provide (Tashakkori & Teddlie, 2003). Moreover, in order to protect participants' anonymity, all names used when quoting participants inputs in the findings' sections are fictional. This measure is to ensures the confidentiality of participants while maintaining the authenticity of their narratives.

For secondary data, the ethical and legal protection applies particularly to the archived material, reports, and reviewed articles, and books, whereas the authors of these resources are already acknowledged through in-text citation, and in referencing, in accordance with the policy of anti-plagiarism (Tashakkori & Teddlie, 2003) through the entire thesis chapters.

DATA ANALYSIS

This research employs thematic data analysis, a method well-suited for identifying, analysing, and interpreting patterns within qualitative data to provide a comprehensive understanding of participants' perspectives and experiences.

Efficient data analysis combines appropriate techniques and elements from various epistemological perspectives and conventions (Myers, 2019). Therefore, researchers need an approach that allow them showing a well-grounded argument, by clearly positioning the method through which the knowledge was generated (Silverman, 2024).

Qualitative data analysis can be defined as the process of handling data after being collected, beginning with organising, dismantling into manageable units, and synthesising it to uncover common patterns and themes among them (Braun & Clarke, 2012). The thematic analysis is the most popular technique utilised in the qualitative data analysis. Since this study employs a qualitative design using semi structured interviews to collect the desired data from the selected participants, the gathered data will be analysed through thematic analysis method. This involves primary categories, hence themes or codes, after defining the primary codes and the themes classes from the conducted interviews (Vaismoradi et al., 2016).

Thematic analysis TA, is defined as the process of identifying, analysing, and notifying themes among the gathered data, where the main goal is to organise and interpret specified set of data, allowing for diverse perspectives on the studied topic (Braun & Clarke, 2012). Furthermore, TA is a commonly used approach in qualitative data analysis, offering accessible and flexible methods. It includes outlining key themes in relation to various ontological and epistemological perspectives, making it a convenient approach across various research contexts (Barratt et al., 2011).

Additionally, TA method is widely used due its ability to produce a robust and systematic framework for the data coding, allowing themes to be identified in the dataset in relevance to the research predefined questions and objectives (Braun & Clarke, 2012). This method truly grants resilient yet valuable tool that yields fruitful and thorough kind of data. Further, TA is seen as the

most proper analysis method for any kind of research that pursue knowledge generation through interpretations via providing the researcher a systematic tool to construct an analysis of the theme recurrence with one of the entire contents (Braun & Clarke, 2012; Kuckartz, 2019; Swain, 2018).

In this research, I used ATLAS.ti as the primary software for managing and analysing the interviews data. ATLAS.ti provided a structured database for organising the 28 interviews: 4 interviews with employees from MoE, MoPIC, MoL, and MoH. 4 interviews with workers in education-based programs within LNGOs and UN agencies; and 20 interviews with Syrian refugee families in host communities across Jordan.

ATLAS.ti is a highly effective tool for qualitative data analysis, offering a range of features for handling unstructured data, including textual data (ATLAS.ti, 2024). However, the transcription of all interviews was done by me -the researcher- as the interviews were conducted in Arabic, often using local dialects. At the time of analysis, ATLAS.ti did not support Arabic text, nor did any other major qualitative analysis software, including NVivo, a widely used tool in content and thematic analysis. Although, Arabic is the official language in 25 countries, and one of the six official languages of the United Nations (UN).

This research applied Braun and Clarke's (Braun, 2012) six-phase framework for thematic analysis: (1) Familiarisation with the data, (2) Generating initial codes, (Moshtari et al.) Searching for themes, (4) Reviewing themes, (5) Defining and naming themes, and (6) Producing the report. After manually transcribing the interviews first in Arabic (slang) language, and then translating them into English, I read the transcripts multiple times to deeply familiarise myself with the content, which lead me later to generate Initial codes manually, then to organise and refine these codes using ATLAS.ti software. Themes were developed inductively, meaning that, they emerged

from the participants' answers based on their experiences rather than being shaped by pre-existing theories.

Following this, Activity Theory (AT) was used to interpret and frame the thematic findings. The key themes were mapped onto Engeström's Activity System Model (1997), illustrating how various systemic elements, such as subject, community, rules, tools, and outcomes were interacted and sometimes conflicted in shaping the refugees' educational experiences. This integration allowed to enhance the analysis, revealing deeper structural tensions and contradictions within the humanitarian education networks.

CONCLUSION

In summary, this methodology chapter outlined the comprehensive research design, philosophical approach, and methods used to examine education programs for Syrian refugees in Jordan's host communities. Grounded in constructivist and interpretivist philosophies, this research adopts a qualitative, inductive approach, recognising the complex social context within which HSCs operate. Given the limitations of existing studies in HSCM, this research integrates multiple perspectives, Syrian refugees residing in host communities, workers in education programs within humanitarian organisations, and employees in MoE, and MoPIC as part of the Jordanian government, gaining multifaceted understanding of the refugee education system under the national education system.

Additionally, in this chapter of the methodology, the use of semi-structured interviews as the primary source of primary data was justified, chosen for their ability to provide a balance between structure and flexibility, thus allowing for a deeper exploration of participants' insights,

experiences and perspectives. Consecutive sampling enabled access to hard-to-reach refugee populations, while triangulation enhanced the rigor of the data by collecting data from primary and secondary sources alongside direct observations. TA, used through ATLAS.ti software, provided a structured dataset for coding and theme discovery, ensuring that findings were consistent with the research questions and objectives.

This chapter laid the foundation for the analysis phase, which focused on extracting meaningful patterns from the gathered data, to provide insight into the educational needs regarding Syrian refugees within service-based HSCs, and to contribute to a greater body of HSCM literature.

CHAPTER FIVE: THE FINDINGS - NAVIGATING REFUGEE EDUCATION EVOLUTION: EDUCATIONAL CHALLENGES & STAKEHOLDER PERSPECTIVES

INTRODUCTION

Returning to the main aim of this research, it seeks to provide a comprehensive understanding of the education sector within HSCs as a vital and foundational component. Specifically, it aims to elucidate the design, organisation, and implementation of refugee education programs, as well as the changes that have occurred in response to the educational needs of Syrian refugees residing outside of educational camps in Jordan over a span of more than a decade since their displacement.

This research represents a novel endeavor to bridge the gap in perceptions concerning the involvement of various stakeholders in shaping the educational landscape for Syrian refugees particularly, focusing on the targeted beneficiaries of these educational programs, namely the refugees' children. The humanitarian organisations responsible for providing and funding educational networks. And the Jordanian government role, represented by Moe, as a key participant, whether as donors, organizers, or recipients, in shaping the educational environment directly experienced by Syrian refugees in Jordanian host communities.

This chapter details the outcomes derived from dialogues conducted with Syrian refugee families residing in host communities within Jordan, particularly those with school-aged children. It provides an overview of the key findings of access to education, spanning from the onset of displacement until a later stage, with a specific focus on the assimilation of their children into educational programs within the context of the Jordanian local environment. These findings

encapsulate a summary of the challenges, the facilitative factors, and the gaps encountered throughout their educational journey and how they were addressed by influential stakeholders within the SC.

Moreover, a significant portion of these findings sheds light on the role of the Jordanian government, especially MoE, and the concerted efforts undertaken to meet the educational requirements of Syrian refugee minors. These insights were gleaned from interviews conducted with officials from the MoE, elucidating the forms of response and coordination with relevant humanitarian organisations.

Finally, the chapter extends to include humanitarian entities primarily responsible for providing educational programs for refugees, in coordination with the Jordanian government. These findings cover aspects of collaboration between the two parties at times, and at other times, they illustrate disagreements and mutual attribution of responsibility concerning refugee education networks.

The below table shows a summary of the key themes and sub-themes identified in this study, along with illustrative codes, using Activity theory as the guiding lens.

TABLE 3: SUMMARY OF THE KEY THEMES AND THE SUB-THEMES IDENTIFIED IN THE RESEARCH

Theme	Sub-theme	Codes / Keywords	Sample Quote
Legal Status and Documentation	Legal barriers to enrolment	MoI card, UNHCR status, irregular entry, smuggling	<i>"It took only a few weeks for them to be accepted into the nearby school. Unfortunately, our relatives' children did not receive the same treatment because they had been living</i>

			<i>in the camp.” (Um Maher, 40)</i>
Legal Status and Documentation	Correction campaigns	Rectify status, documentation fix, MoI-UNHCR campaign	<i>“When we obtained the corrective documentation... it was too late for them.” (Hanan, 47)</i>
Educational Access	Delayed entry, absenteeism	Registration delay, out-of-school children, remedial programs	<i>“My twin sons faced some challenges due to delays in school registration.” (Hanan, 47)</i>
Educational Access	Double-shift schools	Evening school, shift system, overcrowding	<i>“...the Ministry culminated its efforts... in expanding the evening school program.” (MoE Official)</i>
Governmental-Humanitarian Coordination	Shared vs. separate roles	MoE roles, donor responsibility, INGOs	<i>“...expenses associated with schooling ‘them’ became twofold for the Ministry.” (MoE Official)</i>
Governmental-Humanitarian Coordination	Tensions and blame	Disagreements, burden sharing, overlapping roles	<i>“We rely on agreements with partners, but it's challenging with Syrians.” (Vocational Program Coordinator)</i>
Parental Struggles & Expectations	Financial prioritization over education	Work over school, survival focus, low secondary enrolment	<i>“He had to quit his studies; he's our sole provider.” (Um Hussain, 47)</i>
Parental Struggles & Expectations	Educational anxiety and helplessness	Curriculum differences, parental illiteracy, homework struggles	<i>“I can't help him... we studied differently.” (Nahla, 45)</i>

Structural Barriers in Schooling	Infrastructure and access issues	Cold classrooms, no transport, water cuts	<i>"We had to choose between learning or illness." (Sanaa, 38)</i>
Structural Barriers in Schooling	Urban vs. rural schooling disparities	School location, transport cost, informal solutions	<i>"The best decision was to move to this house; it's very close to my children's school." (Najwa, 36)</i>
Future Pathways & Vocational Alternatives	Low university access	Tuition unaffordable, dropouts, limited scholarships	<i>"University fees are too expensive for us; we can't afford them." (Samia, 38)</i>
Future Pathways & Vocational Alternatives	Vocational training as solution	Technical diplomas, employment linkage, MoL restrictions	<i>"We design our programs accordingly... We must follow the law." (Vocational Program Coordinator)</i>

Thematic analysis was conducted inductively from the semi-structured interviews, grouping data into meaningful categories through iterative coding. These were then mapped conceptually using Activity Theory, which later allows the analysis of how actors (refugee families, MoE, humanitarian agencies) interact within educational systems. The final themes reflect tensions and contradictions between goals, tools (e.g., policies), and rules (e.g., legal status) in delivering refugee education.

YEARS OF EDUCATIONAL DEPRIVATION

During the first years of crisis, and especially between 2013 up to 2016, Syrian refugee students were not allowed to attend Jordanian public schools. As a result, tens of thousands of school-age refugee children suffered from what became known as the 'educational gap' due to the prolonged

absence from formal education of three years or more. During these years, the reliance was mainly on programs provided by humanitarian organisations and UN bodies concerned with education, which mostly focused on refugees inside official camps, who constitute 20% of Syrian refugees in Jordan.

From interviews conducted with refugee families and MoL official, it was found that refugees residing outside the camps who possess legal documentation, obtained as a result of their previous residence in Jordan due to work, or visits before the onset of the crisis, or by legally crossing of the Syrian Jordanian border during the initial phases of the crisis when the number of refugees was relatively low, this group constitutes a minority. They are distinguished from those residing irregularly outside camps, meaning they either have a record with the UNHCR, the Jordanian MoI, or both. These documents serve as legal proof of residence, facilitating their children's enrolment in public schools, albeit amidst intricate administrative procedures. In the following quotation, a refugee mother explains more about her legal documentation:

“Upon arriving at Amman airport with my four children, my husband was waiting for us. We had our passports, along with our identification documents and academic certificates. My husband had previously been working in Amman and had also rented this house, which spared us many troubles we would have faced, such as staying away of camps and enrolling our children in school. It took only a few weeks for them to be accepted into the nearby school. Unfortunately, our relatives' children did not receive the same treatment because they had been living in the camp.” Interview with Um Maher, 40, a Syrian refugee from Idlib, Syria, mother for 5 children, now residing in Amman, Jordan, August 2022.

The response from the responsible authorities came after a relatively long period of educational disruption for a significant number of Syrian refugee children who had been absent from school due to the conditions of war, displacement, and asylum. For some children, this absenteeism lasted for more than four years, as some families stopped sending their children to school in Syria as soon as the war began before seeking refuge in Jordan, fearing for their safety. These children were

considered academically delayed. The following quotation, a refugee mother explains more about her legal documentation issue impacting her children accessibility to education:

“My twin sons faced some challenges due to delays in the school registration. When we left Zaatari camp in 2013, they were supposed to enter the seventh grade. However, due to the disruption of education during the early years of the war and the absence of schools in the camp at that time, they waited for three years without attending school. It wasn't until 2016, when we obtained the corrective documentation, that they were able to enrol. Unfortunately, by the time schools opened for Syrians, it was too late for them. They were placed in the fourth grade through an ‘supportive education system’, and since then, they have been studying from home.” Interview with Hanan,⁴⁷ a Syrian refugee from Daraa, Syria, mother for 8 children, the family arrived at Zaatari camp in 2012, now residing in Amman, Jordan, August 2022.

Thus, there was an urgent need to accommodate the growing numbers of out-of-school refugee children, and to close the educational gap they were experiencing. At the same time, refugees were seeking any opportunity to provide their children with access to education.

INITIAL STEPS OF EDUCATION FOR SYRIAN REFUGEES OUTSIDE CAMPS

Refugee children in Jordan encounter significant obstacles in accessing education, with enrolment rates among Syrians, especially older children within host communities, significantly lower than the national average. Various barriers contribute to these below-average attendance rates, underscoring the need for targeted interventions to improve educational access and outcomes for Syrian refugee students.

INFORMAL EDUCATION

During the period spanning from the onset of the Syrian conflict until 2014, the educational provision for Syrian refugees primarily consisted of non-formal education initiatives (Deane, 2016). These initiatives, often of short-term nature, were sustained through periodic renewals

contingent upon donor funding, predominantly facilitated by a consortium of international and local humanitarian organisations. Notably absent was direct oversight from the Jordanian government. These non-formal education programs initially encompassed fundamental subjects such as literacy, numeracy, and English language instruction, complemented by extracurricular activities.

While available to a limited extent, these educational opportunities primarily targeted refugees residing within camps, with support from independent charitable associations and international NGO. As the crisis persisted, these initiatives expanded to include vocational training and technology courses tailored for Syrian youth in Jordan, financed by international donors. However, throughout this influx of Syrian refugees, non-formal education initiatives remained beyond the purview of the Jordanian MoE until the commencement of the academic year 2016/2017.

Nevertheless, as highlighted by the interview conducted with the representative from the Regular Education Department of MoE for this research, it was emphasized that the government's reaction in Jordan constituted a prompt endeavor to address the educational requirements of refugees and streamline their educational access within the constraints of existing resources, notwithstanding the Ministry's restricted capacity and capabilities in recent years. However, these efforts predominantly targeted refugees situated within camps, posing challenges in their applicability to host communities, primarily due to the atypical surge in refugee numbers beyond the camp confines. The following quotation explains MoE perspective about the effort made to meet the increasing demand:

“Most of the efforts focused on organizing the presence of refugees within camps and providing the necessary services. The Ministry's role at that time was to provide remedial education services to Syrian refugee children through the ministry of Education's staff trying to bridge the

educational gap that the refugees' children have over the past couple of months. However, it soon became apparent that the number of Syrian refugees was abnormally increasing in host communities while decreasing within the camps.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

The overall government response from Jordanian policymakers, including MoE, has consistently advocated for the integration of Syrians into a comprehensive program with Jordanian schools. This initiative aims to equip them with the necessary skills to effectively engage with their Jordanian peers, fostering a sense of unity and peaceful coexistence. This positive and welcoming approach is dominant in official reports and statements by officials, reaffirmed by policies and plans set forth by the government and MoE in particular. However, despite these efforts, most resources have been directed towards organizing the presence of refugees within camps and providing essential services.

EARLY INITIATIVES FOR PUBLIC EDUCATION

Initially, the Ministry prioritised providing remedial education to Syrian refugee children through its teachers, mainly those on reserve, aiming to alleviate the educational discrepancies that emerged in the wake of the crisis. This effort was particularly crucial as the majority of refugees arrived in Jordan in early 2013, numbering over 400,000, of whom 58% were under the age of 18. The government took swift action to allow most school-age Syrians to access to educational opportunities inside and outside camps.

MoE has collaborated with humanitarian agencies to supply educational services to Syrian refugees residing in camps. Based on the assumption that the crisis will not last for long, educational facilities were established inside camps, such as Zaatari camp, the biggest camp, that has close to 30 schools, utilising the curriculum offered in Jordanian public schools, staffed by personnel from

the MoE. Nevertheless, it is noteworthy that the financial burden of this educational expansion was shouldered by the international donors (Assaad et al., 2023; Bataineh, 2019). In the following quotation, MoE official elaborated on the challenges during an interview:

"..., later, as the influx of refugees increased significantly, the expenses associated with schooling them 'Syrian refugees' became twofold for the Ministry of Education, and by the end of 2012, it became apparent that the crisis would persist further, coinciding with a noticeable decline in international support, ...It became evident that these immediate remedies would not work for longer..." Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

During the initial two years of the crisis 2011 and 2012, Syrian children in host communities found it relatively easier to access educational opportunities by enrolling in the nearest public schools, primarily due to the smaller population size during that period. MoE facilitated the enrollment process without imposing strict documentation requirements or necessitating formal refugee registration with UNHCR. However, as the number of school-age refugee children increased significantly in host communities, while decreasing in camps, the public schools can no longer tolerate further pressure, so it became imperative for MoE to shift its policy to accept only those officially registered with UNHCR or MoI.

DOCUMENTATION CHALLENGES

Despite over 80% of Syrian refugees residing outside camps in Jordan, concentrated in the major cities and its suburbs such as Amman, Mafrq, Irbid, and Zarqa, with highest density. However, it is difficult to find accurate statistics that can depict the livelihood reality of the largest refugee population Jordan has witnessed in its recent history. As is the case with most forced displacement scenarios, this is largely due to the lack of documentary evidence for the majority of refugees, either upon fleeing their areas in Syria or during the journey of seeking asylum and arriving in

Jordanian territory, or even deliberately disposing of their documents due to misleading and deception (El Arab & Sagbakken, 2018).

In addition, the documentation methodology is sometimes selective, focusing mainly on refugees inside camps. Conducting field surveys on refugees outside the camps according to scientific methods and ethical standards is not possible, as the majority of the refugees are dispersed in different regions, and they often avoid revealing their data for long periods under the prevailing conditions of instability and restrictions. Moreover, monitoring and tracking of their conditions by responsible authorities also poses significant challenges that cannot be achieved (Spiegel et al., 2020).

In a conversation about identifying the refugee community and the reference entities for their data with the MoL official, he mentioned that there is a significant disparity between the figures provided by agencies involved in the Syrian refugee crisis. For example, the number of refugees reported by MoI is approximately three times higher than what is reported by UNHCR. He attributed this disparity primarily to two factors: first, the manner in which the refugee entered Jordanian territory, whether legally or not, and second, whether they registered their data accurately and voluntarily with the MoI or with UNHCR after crossing the border, as this process was not mandatory for a long period of time. A MoL official elaborated further during an interview:

"We have to realize that there are two types of Syrian refugees, some of whom are registered in the databases of the UNHCR, and their records show approximately 676,000 Syrian refugees in Jordan since the war started and until this moment in September, 2022, on the other hand, some of them are registered in the database of the Jordanian state who entered the country through certain border crossings at different times and had different classifications at that time." Interview with the Head of Syrian Refugees Directorate, Ministry of Labour, August 2022.

Furthermore, refugees themselves tend to provide inaccurate information about themselves and their families deliberately. In an interview conducted with one of the senior workers for developmental projects aimed at improving the educational environment in communities hosting Syrian refugees in Jordan, the official stated that field social workers in the mentioned project, affiliated with a UN agency, face challenges in obtaining accurate data from field visits to refugees and their families living in host communities. She explained that refugees hinder access to real assessments about themselves and their families and tend to disclose exaggerated or untrue information deliberately in hopes of obtaining greater support. The UN senior associate commented on this issue:

“As a humanitarian organisation, we cannot fully rely on the information provided by refugees as they often share misleading information “intentionally” that influence the results of field visits and assessments. They believe that this is the only way to secure maximum support from organisations. Many of our social workers face this challenge during regular visits. Some of them -Syrian refugees- whose living conditions are good and do not require assistance, they tend to change their permanent place of residence and rent for a day or two, an old house in impoverished neighbourhoods when they become aware of the organisation's visit.” Interview with UN Senior Associate for Public School Rehabilitation in Host Communities, August 2022.

However, in conversations conducted with several Syrian refugee families regarding the issue of documentation and living legally in urban areas, it emerged that there are other reasons for their delay and reluctance to register their data with the UNHCR or with MoI.

Numerous Syrian individuals refrained from registering as refugees in Jordan for several reasons, as outlined in scholarly literature. Firstly, a significant portion arrived in Jordan with the intention of using it as a temporary stopover to migrate elsewhere, particularly to Europe or Canada, but found themselves unable to proceed further. Additionally, there was a prevailing belief among

many that they would soon be able to return to Syria. Shireen, a 39-year-old Syrian refugee and mother of five children, shared her experience:

“My husband tried applying for asylum in Europe. We hoped to go to Germany like my husband's brother, we applied for asylum as soon as we arrived in Jordan. Even though our circumstances are similar to his, our application was outright rejected... they say education is free in Europe...I wish we could travel there to ensure a better future for my family.” Interview with Shireen, 39, a Syrian refugee from Daraa, Syria, mother for 5 children, the family arrived at Zaatari camp in 2012, now residing in Amman, Jordan, August 2022.

Moreover, a considerable number of Syrians were already working in Jordan prior to the onset of the crisis, rendering return to their homeland unfeasible following the outbreak of war. Some opted not to register as refugees due to potential political persecution or previous criminal records in Syria. According to official statistics from the Camps Affairs Directorate CAD, the number of Syrians already employed in Jordan as labourers is estimated at 650,000 Syrians.

Where these reasons intersect with a study conducted by Bataineh (2019) concerning the role of international role in mitigating the Syria crisis effect on quality of refugee education in host communities. This overlap highlights the broader social, political, and economic factors influencing the decisions of Syrian refugees to delay or forgo registration.

RECTIFICATION CAMPAIGN

Until 2016, the enrolment process of Syrian refugee children residing in urban areas in formal education was closely linked to the legal status of the student's family residency. Families holding refugee documents issued by UNHCR, or special service cards, or what is known as the security card issued by MoI, had their children eligible for the formal education provided by MoE despite the complexity of the application and acceptance process in public schools.

Nevertheless, this eligible category suffered from the complexity and bureaucracy of the ministry's systems, adding an extra burden to their guardians, requiring efforts and follow-up that could take a long time. Finding a government school with a place for a 'refugee student' was not an easy task, as described by one of the mothers who participated in the interviews conducted for the research as 'extremely difficult' while searching for a government school to accept her twin sons upon their arrival to Wadi Al-Seer neighbourhood in West Amman in 2013, despite their legal entry into Jordan and attaching all the required documents and certificates of their previous years.

"However, the complexity persisted after the school administration insisted on referring the students' papers to the ministry for a decision on acceptance or rejection." Interview with Naheel, 35, Syrian refugee from Daraa, Syria, mother for 4 children, the family arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

"I have five children in school. When we first arrived, in 2015, it was hard to find a school accepting a refugee student, few schools accepted a limited number of refugees. so, we had to wait a whole academic semester until my eldest son could join one of these schools. This was a major challenge faced by many Syrian families in my area." Interview with Iman, 39, Syrian refugee from Aleppo, Syria, mother of 5 children, the family arrived at Zaatari camp in 2012, now residing in Amman, Jordan, August 2022.

Communicating with the school administration was described as "unclear" by Iman, a 39-mother refugee, she attributed this to "the lack of clear instructions from MoE to schools regarding the reception of non-Jordanians in government schools". As school principals were often attempted to keep the decision of acceptance or rejection regarding students to the directorates of the ministry due to the lack of specific instructions regarding the refugee category. Dealing with a student's file often requires a long period extending to one or more academic semesters to reach a decision regarding acceptance. Exceptions were sometimes made through councils and committees in ministry directorates, often justified by the limited capacity of schools, staff shortages, among other reasons as declared by MoE official.

With the increase in smuggling cases from inside the camps to host communities, or the smuggling of refugees who do not hold their identification documents to cross the borders into Jordan due to the fighting near the border areas, which later led to intermittent border closures since the beginning of the events. These smuggled refugees settled in their host communities without registering with UNHCR or MoI, ignoring the legal consequences of this, depriving them and their relatives of benefiting from the services allocated to them, including education.

The Jordanian government found itself facing an issue it could no longer ignore, especially with mounting pressure from the Jordanian public due to concerns about the government's ability to control the Syrian presence in urban areas. This had economic implications and affected resource distribution for the parties working on the crisis of the Syrian refugees' presence in Jordan.

As a result, in March 2018, MoI, in collaboration with the UNHCR, launched a one-year campaign to rectify the legal status of Syrian refugees. The campaign bore the slogan '*Rectify your status now and make your presence in the Hashemite Kingdom of Jordan legal*'. This campaign targeted every individual holding Syrian nationality who left the camp before July 1, 2017, this included those who had not completed the necessary procedures for clearance, exit permits, or official leave. Additionally, it targeted Syrian refugees holding Syrian nationality who entered the Kingdom through the border strip by smuggling due to their lack of personal documents before July 1, 2017.

The primary objective of the campaign was to urge the large Syrian refugee community to voluntarily register their data with the Commission without incurring any fines or legal repercussions, based on the lists issued by MoI, thereby benefiting from the services, assistance, and protection provided by UNHCR and other humanitarian organisations.

Following this correction campaign, which extended until March 2019, there was a significant increase in the number of Syrian students interested in formal education in government schools after obtaining official documents that made their enrolment in education less complex. Additionally, the registration process became relatively clear in government schools. MoE official elaborated on the registration process during an interview:

“Children Refugee admissions into MoE schools after launching the double shift model don't necessitate the provision of any documentation or prior academic records during registration. Moreover, students with special needs could register at schools in proximity to their residences.”
Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

However, this significant increase in Syrian students joining government schools in a relatively short period prompted MoE to launch the Evening Schools Project to accommodate the large numbers of students.

EVENING SCHOOL SYSTEM

In response to escalating pressure from international humanitarian organisations and donor countries, host governments acknowledged the urgent need to address the educational deficits confronting Syrian refugees. Consequently, the Jordanian government, under such pressures, endorsed educational initiatives, stipulating that these programs should extend beyond assisting Syrian refugees to encompass other vulnerable groups, including Jordanian students. This marked a strategic shift towards seeking sustainable solutions to accommodate the significant influx of Syrians lacking educational opportunities within the national education framework, exemplified by the implementation of the evening school system.

Consequently, MoE sought to expand its *‘temporary solution’* as articulated by the interviewed official. This solution was the evening school system, also referred to as night schools or double-

shift schools, which served as the ultimate solution pursued by the MoE due to limited funding, aimed to alleviate significant pressure on the Ministry's facilities and personnel. albeit with continued support from certain donors and international entities such as UNICEF. However, the provided funding was insufficient to establish new educational facilities for these children. As a result, more than 200 schools in Jordan operate on a double shift schedule, where one school accommodates both Jordanian students in the morning shift, and Syrian students in the afternoon shift, utilizing the same classrooms and resources. Over time, this has substantially strained facilities, infrastructure, and teaching staff in public schools. The MoE official elaborated on these efforts during an interview:

“It soon became clear that the number of Syrian refugees was increasing exponentially in host communities while decreasing within camps. As a result, the Ministry of Education culminated its efforts in 2016/17 in expanding the evening school program for refugee education, which included 198 public schools and later increased to 207 schools across the Kingdom to provide evening classes for Syrian refugee children in host communities.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.



FIGURE 6: SYRIAN REFUGEE CHILDREN ATTENDING AFTERNOON SHIFT AT A PUBLIC SCHOOL IN JORDAN

It is worth noting that the concept of the double-shift system is not new to the governmental educational system in Jordan. However, it was previously limited to UNRWA schools³ dedicated to accommodating students from Palestinian refugee families for several decades. Consequently, this system was first implemented by MoE in September 2013 in a small number of schools located in urban areas with high concentrations of Syrian refugees. It later expanded significantly to include approximately 207 public schools, primarily in the northern and central regions.

³ UNRWA “United Nations Relief and Works Agency for Palestine Refugees in the Near East”: is a United Nations agency established in 1949 to provide assistance, protection and advocacy to Palestine refugees displaced as a result of the *Nakba* in 1948 and subsequent crises. It operates in five areas: Jordan, Lebanon, Syria, Gaza and the West Bank, including East Jerusalem. UNRWA services include education, health care, social services, camp infrastructure improvement and emergency assistance. The Agency plays a vital role in meeting the needs of Palestine refugees until a long-term solution to their plight is found. In Jordan, UNRWA provided basic education to over 121,000 students in 169 schools from grades 1 to 10. It is worth noting that approximately 88% of these schools operate on a double shift system to accommodate the large number of students UNRWA. (2007). The United Nations and Palestinian Refugees. <https://www.unrwa.org/userfiles/2010011791015.pdf>

The initial stage of this rehabilitation schooling program focused on Syrian students who had been out of school for a duration of up to three years, aiming to facilitate their academic advancement by means of intensive courses in Arabic, science, and mathematics. During the first ten months of this program, students were enabled to cover ‘intensively’ the curriculum of the first year within the initial semester, the second year within the subsequent semester, and during the summer break, students completed the coursework for the third year, preparing them to integrate with their peers in the forthcoming academic year.

Concurrently with the launch of this system amongst a large segment of the public schools, MoE in issuing statements and appeals across various forums, emphasising the urgent need for increased international intervention to assist Jordan in bearing the costs of hosting Syrian refugees and integrating them into the public education umbrella.

This strategic expansion highlights Jordan's proactive efforts to adapt its educational infrastructure to meet the growing demands of a diverse student population, Whereas the percentage of Syrian children enrolled in government schools until 2022 reached 86.6% according to the latest report of JRP for the Syrian crisis for the years 2020-2022 (MoPIC, 2023). However, the continued success of such initiatives hinges on sustained international support and funding to ensure the quality and accessibility of education for all students, both Jordanian and Syrian. The figure below displays the number and distribution of Syrian students enrolled in Jordanian public schools from the academic years 2012 to 2019.

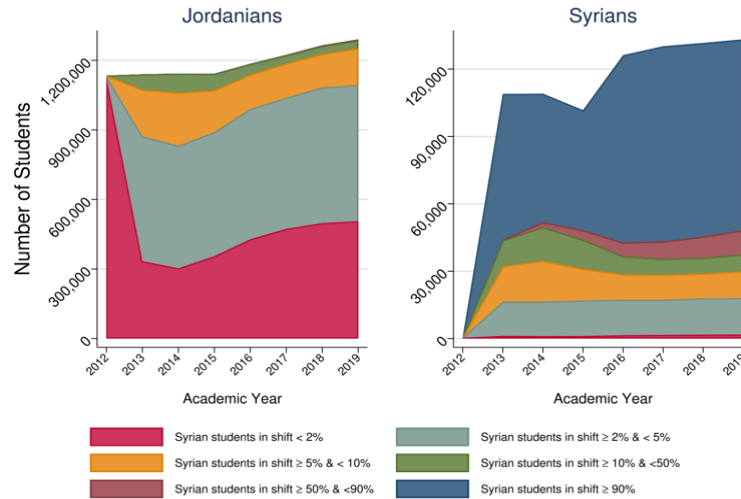


Figure 7: Jordanian and Syrian students' distribution by the proportion of Syrian students from 2012 to 2019.

(Assaad et al., 2023)

ADAPTING EDUCATION FOR REFUGEE CHILDREN

During the interview with the Regular Education Department office at the MoE, arrangements were explained regarding the adaptation to the needs of Syrian student within the available resources and capabilities of the ministry. As for the time, evening schools for Syrian students commence after 2:00 pm, following the morning period for Jordanian students, with approximately five classes scheduled, each lasting for 40 minutes. Breaks between classes are either reduced or eliminated depending on the school's plans. Additionally, evening schools operate on Saturdays -typically Saturdays and Sundays are days off-, providing supplementary time to cover the required curriculum and complete teaching plans for each stage. Consequently, Fridays are the only designated holiday for Syrian students. The MoE further explained:

"The program aimed to design and print curricula that matched the abilities and backgrounds of these students, to help them catch up on their education due to the war and displacement." Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

In terms of the curriculum, a modified curriculum was adopted to address educational gaps experienced by Syrian refugee children, focusing on key subjects including math, science, Arabic language, and English language. It worth noting that prior to the implementation of evening schools, Syrian children were taught using the national curriculum alongside Jordanian students of the same age group in governmental schools, mainly for those holding the required documents and reside legally outside camps. However, with the introduction of evening schools, MoE developed a new curriculum tailored to the background and educational needs of this student group.

Many Syrian refugees interviewed in this study expressed feelings of fear, anxiety, and frustration about their children's academic performance. Due to differences in educational approaches, parents often felt unable to assist with homework effectively, leaving their children struggling to keep up with peers. Many wished for the opportunity to seek asylum in a developed country where they believe educational systems are better suited to help their children succeed. As Nahla, a mother of six residing at a neighbourhood in west Amman, shared:

"Sometimes, when my 10-year-old son asks for help with his math homework or has exams coming up, I just can't help him. The material is tough, even though I finished high school. They use a different method here, and the teachers grade every step, which is complicated for us. We studied differently, so it's hard to keep up with these advanced books... private lessons are expensive, and with five children in school, there's no way I can afford that... I really hope we can move to Canada someday so my kids can get a better education and a brighter future." Interview with Nahla, 45, a Syrian refugee from Daara, Syria, mother for 6 children, the family arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

Nevertheless, despite the perceived key achievement of MoE in implementing changes to the curriculum, parents of Syrian refugees enrolled in public schools expressed concerns during research interviews about their children's fears and deteriorating academic performance. Keeping up with the required educational outcomes has proven challenging due to significant disparities between the educational curricula in Syria and those implemented in public schools in Jordan.

Additionally, difficulties in learning English within the educational setting, where French is the predominant language taught in Syria, along with the need to adapt to a different Arabic dialect, were cited as contributing factors. Hanan, a 47-year-old Syrian refugee and mother of eight children, shared her experience:

"We had to wait a year for my son to be accepted into the nearby public school. It took a lot of paperwork and approvals. When he finally started going to school, he would come home at the end of the day crying because he couldn't cope, he keeps saying to us: 'I don't understand anything the teacher says in the English class.' It was so difficult to hear that, especially since my son was doing very well in school and getting high grades in Syria." Interview with Hanan, 47, a Syrian refugee from Daraa, Syria, mother for 8 children, the family arrived at Zaatari camp in 2012, now residing in Amman, Jordan, August 2022.

In terms of teachers, the evening schools start to depend on a new category of teaching staff, that is not part of the permanent workforce at MoE, which commonly referred to as 'Supplementary Teachers'⁴ whereas the salaries of those teachers covered by external donors. The process of contracting with the supplementary education teachers, who commonly referred to as government casual labourers, involves submitting lists of graduates with the required specializations by the Civil Service Bureau to MoE. In exchange, one of the humanitarian agencies, or donors covers the salaries of these teachers based on the semester system rather than yearly.

The German Reconstruction Bank was the latest sponsor for the salaries of approximately 20,000 teachers under supplementary education contracts in public schools operating on a two-shift system

⁴ Teachers on the supplementary education roster, employed temporarily by the Ministry of Education, are recruited through the Civil Service Bureau in emergencies, such as an influx of Syrian refugees or teacher strikes. They work under seasonal contracts with longer hours, lower pay, and no access to social security, health insurance, or labour law protections. These teachers have historically faced precarious working conditions, limited legal rights, and no formal representation even before the Syrian refugee crisis. Furthermore, their work experience is often limited compared to regular teachers due to extended gaps between obtaining academic qualifications (typically diplomas or bachelor's degrees) and gaining field experience.

during the academic year 2023/2024, as reported by the MoPIC (JT, 2023). MoE official commented on the approach saying:

“Using double shifts is an effective immediate solution to ensure the enrollment of all children in schools at the moment. but for the future run, the decision makers in the education sector should consider exploring sustainable solutions, such as the construction of new schools, with permanent staff, which seems it takes longer time than expected.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

PRESCHOOL PROGRAMS: DWINDLING FUNDING AND ITS IMPACT ON REFUGEE CHILDREN

Beginning in the 2016-2017 academic year, the Jordanian government implemented a policy to provide equal access to all public schools and their facilities for all preschool children, including Syrian refugee children. These programs were structured similarly to evening education programs, with a morning session for Jordanian children and an evening session for Syrian refugee children. The structure of these programs relied on the human resources of MoE, while strong external funding at the time covered the needs of these programs, such as teachers' salaries. The MoE provides the ministry's insights into the program's current challenges:

” One of the vital initiatives that is on the verge of discontinuation is the preschool program for refugee children. This program, which has been operational for the past few years, allowed children aged 4 and 5 to participate in Kindergarten I and II in public schools, mirroring the educational experience of Jordanian children. The funding for this program was completely covered by a group of humanitarian organizations. However, it seems that this year will mark the final year of the program, with only Saturday sessions available for these children, and the hours of attendance will be also limited.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Starting in 2018, there was a significant decline in financial support, which led many public schools to cease accepting Syrian children into their kindergarten programs. By the 2022/2023 academic year, when data for this study was collected, some families with children attending these programs reported that they had been notified that their children's school hours would be reduced to a few

hours on Saturdays only during September and October of the first semester. After that, the school would stop receiving their children completely. This reduction in funding has been linked to decreased support from agencies such as UNICEF, which has affected the payment of teachers' salaries and the overall sustainability of the program. A statements from affected families highlight the seriousness of the problem:

“I received a call from the kindergarten headteacher saying that kindergarten classes will only be held on Saturdays for a few hours in September and October, so my young child will not be able to attend any classes after that. We heard that UNICEF has reduced its funding, which has led to the suspension of classes, this is not fair...” Interview with Lamia, 27, a Syrian refugee from Al Raqqa, Syria, mother for 2 children, the family arrived to Zaatari camp in 2014, now residing in Amman, Jordan, August 2022.

Mahmoud, another Syrian refugee father, received a call from his child's kindergarten a week before the interview, informing him about the limited hours being offered for his 5-year-old son's preschool education program, said:

“Is one day a week enough to teach a five-year-old child letters and numbers? My child has the right to go to kindergarten just like any other child in this world...” Interview with Mahmoud, 33, a Syrian refugee from Daraa, Syria, father for 2 children, arrived alone in 2011, reunited with his family in 2015, now residing in Amman, Jordan, August 2022.

MoE has repeatedly emphasized the absence of external financial support and its significant impact on halting and reducing many programs that were previously operating at full capacity. Looking to the future, the Ministry expects that this reduction in funding will negatively impact the academic outcomes of these children later in primary and secondary education. This situation raises questions about the sustainability of refugee education programs and the broader implications for the future of these children in the Jordanian education system. How will the education system adapt to these changes, and what alternative support mechanisms can be created to ensure the continuity of education for refugee children.

SECONDARY EDUCATION AND ITS CHALLENGES FOR SYRIAN REFUGEES

One of the primary challenges identified by MoE regarding the education of Syrian refugees is the low enrollment rates of Syrian students, which begin to decline in the preparatory grades and become more pronounced in the secondary grades. The eleventh and twelfth grades present particular difficulties in the Jordanian education system due to the academic performance required for university admission. This often necessitates significant investment in private tutoring to achieve the grades needed for competitive university applications.



FIGURE 8: POPULAR NEIGHBOURHOOD IN WEST AMMAN, JORDAN HOSTING SYRIAN REFUGEES

Interviews with families of secondary school students revealed several key points about secondary education for Syrian students. These ranged from the challenges Syrian students face in aspiring to a better future based on a solid educational foundation to the deteriorating living conditions and the state laws that push them to deprioritize education for other concerns. In the following quotation, the manager of regular education department explains more about the refugee

educational challenges and economic priorities. The MoE official provided additional insights into the program's current challenges:

“Education is not a primary goal for the refugee students nor to their parents, and the main goal for them is to secure a job and get money, no matter whether the livelihood circumstances was good or bad,... they came from rural areas, encourage learning vocational skills to the extent that these skills become the individual's primary source of income. Moreover, a refugee student who leaves school and starts working is perceived by their family as someone who has proven themselves in society, capable of shouldering responsibilities, and not seen as a child who has missed out on educational opportunities.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Based on interviews with Syrian refugee families, it became clear that secondary education is not a priority for many parents, who view it as huge burden that can be avoided by simply withdrawing their children from attending school. This is primarily due to the rigorous curriculum in Jordan, which many families find overwhelming. Achieving good grades requires full dedication to studying, which Syrian families often see as less important than having at least one of their children work, even a part-time job to help cover family expenses. Um Hussain, a 47-year-old Syrian refugee, mother for 7 children shared her experience:

“I wish they would help us with household expenses. The cost of living is a major problem for us, and my eldest son had to quit his studies; he's our sole provider. I hope that some authority would pay for our housing or provide a monthly amount like 155 JD, for example. That would be wonderful -laughs-. Providing good job opportunities for our children and offering higher education opportunities for Syrians students is my only dream...” Interview with Um Hussain, 47, a Syrian refugee from Al Raqqa, Syria, widow and mother for 7 children, arrived at Al Azraq camp in 2015, now residing in Amman, Jordan, August 2022.

Additionally, the high costs of private tutoring for secondary education are prohibitive, ranging from 28 to 70 USD per hour for individual subjects, 50 to 100 USD for recorded lessons, and 180 to 360 dinars per semester for intensive learning centers. These costs are far beyond the means of Syrian refugee families, especially given the recent reduction in their cash assistance from

UNHCR, which has decreased from 32 USD per individual to 21 USD quarterly for families assessed as the most vulnerable. Fatima, a 34-year-old Syrian refugee mother for six children, described her struggle to meet these financial demands:

“In the past, we would receive coupons valued at 23 JOD, which barely met our basic needs. Recently, however, the coupon's value was reduced to 15 JOD, which falls significantly short of covering our expenses. This problem is exacerbated by the rising prices of goods; everything has become much more costly. Additionally, my children are growing rapidly, and their demands are increasing. I have five daughters in school, and I am thinking about the expenses I will have to bear before the start of the academic year. They asked me if I would buy them school uniforms this year or not... I didn't know what to answer... If we can't afford food, how will we be able to bear the costs of education?” Interview with Fatima, 34, a Syrian refugee from Daraa, Syria, mother for 6 children, arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

Syrian refugee parents face significant financial challenges, even when accessing education services at the primary level. The unit cost of providing government primary education to refugee students is 1,063.35 USD per student, which is higher than the unit cost for host-population students, at 886.12 USD per student (UNHCR, 2021). This discrepancy highlights the strain on the SCs of educational resources, reflecting the unique demands of refugee populations. Despite these investments, the long-term educational prospects remain unattainable for many refugees. Even if their children attend school and achieve competitive academic results, the cost of university education is unattainable due to prohibitively high tuition fees.

For Syrian refugees, whose lived experiences often involve financial instability, the cost of studying at a public university in Jordan is relatively high compared to average income levels (Adely et al., 2019). Considering that Jordan is classified as a lower middle-income country, with an average annual income of approximately \$4,460 USD (TheWorldBank, 2023), and that over 66% of refugees in Jordan live below the poverty line, as indicated by a recent joint study by

UNHCR and the World Bank (UNHCR, 2023), this disparity underscores the barriers refugee families face in accessing secondary and higher education services.

These financial constraints, coupled with the inefficiencies in SCs supporting refugee education, severely limit the opportunities for upward mobility among Syrian refugees, such as the continuous updates, particularly in secondary education system regarding admission laws, exams, required grades, and subject distribution across semesters.

This highlights a broader systemic challenge, where the SCs of educational funding and resources fail to bridge the gap between the cost of providing education and the experiences of refugee families, who continue to prioritise basic survival over long-term educational investment. This issue was articulated by Samia, a 38-year-old Syrian refugee, and mother of four children attending double-shift school, during an interview:

“Providing educational scholarships for university studies is essential for this lost generation...university fees are too expensive for us; we can't afford them. If our children don't study, what future do they have?” Interview with Samia, 38, a Syrian refugee from Al Raqqah, Syria, mother for 4 children, the family arrived at Zaatari camp in 2015, now residing in Amman, Jordan, August 2022.

As a result, many Syrian refugees abandon the idea of sending their children to secondary schools, focusing instead on primary and preparatory education. This decision is influenced by factors such as parents' awareness of the importance of education, the family's financial situation, and the health status of the head of the family. The physical ability of the family breadwinner to perform hard labor, which is common among Syrian refugees in Jordan, often impacts their financial stability and, consequently, their ability to support their children's education. If conditions are favorable, there is hope for continuing education. However, if not, pursuing higher education becomes impossible, leaving Syrian refugees facing a dead end.

VOCATIONAL EDUCATION

This section explores the role of vocational education in Jordan as a response to the challenges faced by Syrian refugees, addressing its development, integration into education services, also, its impact on refugee experiences through targeted programs and labour market regulations.

The growth of the vocational education sector is also noteworthy in light of the presence of refugees in Jordan. Although the majority of refugees in Jordan are from Palestine, the past few decades have witnessed multiple waves of displacement due to conflicts in neighbouring countries, most recently with the influx of hundreds of thousands of Syrian refugees. Many of these refugees are young (UNHCR, 2024a) and the ongoing strain on Jordan's educational resources, coupled with limited opportunities for pursuing higher education, has prompted the Jordanian government to focus on expanding vocational education, also known as the skills-based education, or the technical education. This vocational-based initiatives mostly supported by INGOs, aiming to benefit both refugee and Jordanian youth.

The emphasis on vocational education in Jordan is not a new concept. Vocational programs have existed for many years; however, they have historically not garnered significant interest from the population. This lack of enthusiasm is attributed to the prevailing cultural preference among Jordanians for traditional academic education, which is perceived as a pathway to university education, better employment opportunities, and higher social status. MoL official mentioned that:

“The government, through the Ministry of Labour and in its efforts to help reduce unemployment rates, and in coordination with the Ministry of Education and the Ministry of Higher Education, has prepared the general framework for the reform of the vocational and technical education and training sector. This is considered a key pillar in the National Strategy for Human Resource Development 2016-2025... this sector, like other development sectors, has faced challenges and problems resulting from the widening gap between the labor market needs and the competencies

of graduates, which is due to various human, financial, and technical reasons." Interview with the Head of Syrian Refugees Directorate, Ministry of Labour, August 2022.

However, vocational education still requires the concerted efforts of experts to develop it into an educational pathway that is equivalent to and competitive with academic tracks for young people. This can be achieved through a well-designed mechanism for the recognition and equivalence of vocational training certificates, similar to academic qualifications, within the framework of the National Qualifications Framework in place in the country (Faqr, 2023).

In recent years, the government's efforts to promote vocational and technical education programs as viable alternatives to university education have become more apparent. These efforts include directly linking vocational education to the labor market through partnerships with the private sector. The government views vocational education as a proven strategy to combat rising unemployment rates reached 21.4% by the first quarter of 2024 (TheWorldBank, 2024). This unprecedented index seen by the government as a direct threat to political, social, and economic stability.

In a media workshop, Dr Tawalbeh, an expert and researcher in the national economic issues, said about the unemployment issue in Jordan: *"A major challenge in the field of vocational education is the general reluctance of young people, particularly high achievers, to pursue vocational education. In Jordanian society, vocational education is often associated with low academic achievement, which stigmatizes it and gives it a negative perception. Additionally, there are weak social protection programs supporting vocational careers, and there is a perception that vocational work environments are challenging, with lower income and less job security compared to government jobs, which are more commonly pursued by graduates of traditional education routes."* (Tawalbeh, 2020).

The primary objective of vocational programs proves highly impactful in facilitating refugee students' entry into the local job market. Furthermore, these initiatives serve not only as immediate solutions for labor market integration but also as vital tools for assimilating refugee students into the national education system and their host communities.

VOCATIONAL HIGER EDUCATION PROGRAM: AN ALTERNATIVE OPTION TO HIGHER EDUCATION THAT COULD BE A CHANCE FOR REFUGEE YOUTH.

To delve deeper into the technical education and vocational and training (TEVT) sector in Jordan, I had the opportunity to conduct an interview with a competent project coordinator at a well-known technical university college in the heart of Amman. This institution serves as the main partner of the European Union Commission in its EDU SYRIA program in Jordan. The participant possesses extensive experience in initiatives focused on education for refugees, particularly in vocational education, having worked with various projects funded by the European Commission for an extended period of time. Their insights not only provide valuable data for the design of such programs but also offer inclusive perspectives related to the development and reform of educational initiatives, addressing both national issues and the educational needs of refugees. The vocational program coordinator emphasized the significance of higher education opportunities for Syrian refugees:

"Providing higher education opportunities for Syrian refugees is crucial. Only 3% of refugees worldwide have the opportunity to pursue higher education, and obtaining this degree opens doors to better prospects and improved employment opportunities." Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

Nevertheless, some educational institutions in Jordan, including those supported by the European Union Fund, offer scholarships or educational loans for refugee youth, including Syrians. The

Vocational Higher Education program that has been investigated for this research provides scholarships on par with Jordanian students for those pursuing vocational programs, promising employment upon completion of the required education track.

This collaborative program, funded entirely by external parties, offers scholarships for bachelor's, international diploma, technical diploma, and professional diploma programs in fields relevant to the Jordanian local job market. Its primary goals, as discussed by the program coordinator during the interview, revolve around reducing the high unemployment rates by providing educational opportunities that align with the local labor market's demands. This aims to contribute to the sustainable growth of the local economy, facilitate the integration of Syrian refugees into the community, and enable them to become active contributors through participation in education as well as the job market. Considering that this vocational education program is one of the few solutions which guides the compass of education and work together towards sustainability direction.

CRAFTING VOCATIONAL PROGRAMS FOR REFUGEE STUDENTS AMIDST LABOR MARKET REGULATIONS

The primary target group for the scholarships includes Syrian refugees holding refugee cards issued by UNHCR. Some partners also offer scholarships targeting other groups of refugees or disadvantaged categories, such as Palestinian refugees, allocating 50% of the capacity to Syrian refugees and the other half to other groups, including Jordanians. The coordinator of the vocational program reflected on the program's achievements:

“We are very proud of the results of this program. We have been able to enhance educational and professional opportunities, and most importantly, strengthen the principle of coexistence in the fabric of Jordanian society.” Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

What sets this program apart is its focus on employment. According to the coordinator, securing employment for Jordanian students is relatively straightforward due to existing agreements and contracts with the private sector. However, finding suitable job opportunities for Syrian refugee students is challenging due to legal restrictions imposed by MoL regarding open and closed work fields for refugees. With half of the students in this program being Syrian, aligning their specializations with available job opportunities requires significant effort from the program team.

The program's feasibility hinges on providing job opportunities for students after completing their courses. The college offers specializations based on the dynamics of supply and demand in the Jordanian and regional labor markets. It concludes many agreements and contracts with the private sector to secure employment for graduates. Given that 50% of the scholarships are allocated to Syrian refugee students, finding suitable job opportunities that match their specializations is a major challenge due to MoL policies. Students are free to choose their specialization, with an emphasis on aligning their choices with available job opportunities. The program team advises students, especially Syrians, on which vocational education specializations lead to employment, and which do not. This challenge was explained during an interview with the vocational diploma program coordinator at LUM college:

“Finding job opportunities for Jordanian students does not constitute a challenge for the program because we rely on several agreements and contracts with our partners in the private sector. The challenge lies in finding job opportunities suitable for the specializations studied by Syrian students, primarily due to high unemployment rates and limited job opportunities for Syrian students.” Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

Before introducing the available specializations, the program team collaborates with regional and local partners to assess job market demands. This evaluation considers both open and closed market restrictions imposed by MoL concerning the employment of foreign labor, including Syrian refugees. For example, in the hospitality sector, Syrian refugees are restricted from working in customer-facing positions such as tellers and receptionists. Instead, they are limited to operational roles like room cleaning services or transportation. Despite numerous meetings with government officials to negotiate these restrictions, the outcome has been consistently disappointing. The program coordinator at LUM College reflected on these restrictions:

"The government is the one that sets the rules and regulations, and we design our programs accordingly. We usually have an endless list of rules and procedures to follow when running programs for Syrian refugees. We have no choice but to comply with these laws; it is the guiding principle that we must follow without debate!" Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

With the established fact that more than 1.3 million refugees from Syria have sought refuge in Jordan, the crisis has evolved over time into a long-term refugee situation, with profound social and economic consequences affecting both the Jordanian state and the refugees themselves. The Jordanian government has expressed concerns regarding the repercussions of the Syrian refugee crisis in particular, the periodic disturbances in the region, and the significant impact of refugee groups on its national development. It has announced several reservations related to refugee protection. These reservations are partly reflected in the policy of open and closed employment fields available to refugees in the local labor market. These reservations have not only created additional obstacles for refugees seeking access to the Jordanian labor market but have also influenced the development of Jordanian policies related to education and vocational training, which are also led by the government, as seen in the vocational higher education program and the future career paths for its students.

THE CULTURE OF SHAME: EDUCATION AND EMPLOYMENT FUTURE IN JORDAN

This section examines how the ‘Culture of Shame’ in Jordan shapes educational and employment preferences, influencing the integration of vocational education into SCs and its impact on refugee and youth experiences within a broader socio-economic context.

To understand the relationship between education and work in Jordan, we must first grasp the social background that shapes the learning preferences of Jordanians, and the impact of these preferences on the available job opportunities for individuals, and consequently the impact of this on the economic structure of the country.

Through multiple interviews, direct and indirect exploration of a prevalent concept in Jordanian society emerged, one that everyone is aware of and familiar with. This concept is discussed repeatedly by official bodies in the media and even finds its way into the public views from time to time.

If this concept will be translated to English, it is ‘Culture of Shame’, it is widespread among Arab youth in general, it manifests more vividly in the Jordanian society due to the common preference among many young people for office work, and the reluctance to engage in crafts and professions. As Dr. Abdelbaset Al-Azzam from the Department of Sociology and Social Work at Yarmouk University explained in a workshop about *Combatting the Idea of Shame Culture Among Youth workshop in 2021*, that this mindset significantly influences behaviour and decision-making among youth, saying: “*The culture of shame stems from beliefs, values, customs, and traditions ingrained in individuals, leading to a sense of embarrassment due to social dominance. Consequently, individuals strive to attain a high status and refuse to accept a low position from society's perspective, thus rejecting any job opportunities.*”(Petra, 2021).

The culture of shame is linked to individual choices related to education and thus the subsequent work, as Jordanian individuals tend to opt for academic majors. Fierce competition is observed in some fields, evident in the competitive university admissions processes, such as medicine, engineering, and law. This trend persists even if it contradicts the individuals' desires and inclinations to pursue other majors, or even to discontinue their studies. Pursuing these specific majors is often for the sake of obtaining a particular title, in addition to the privileges that link this individual to a certain social status and a desired economic level.

In a package of initiatives launched by the Jordanian government in 2022, the former prime minister Bisher Al-Khasawneh called in the event of launching royal initiatives in Irbid and Ajloun cities for *"the eradication of the Culture of Shame to address the issue of unemployment in the country"*, Al-Khasawneh emphasized that *"eliminating the Culture of Shame is achieved through embracing vital sectors that have seen a decline in interest, such as the agricultural sector, and shifting towards vocational and technical training."* (Ammon, 2022).

This phenomenon is viewed as a transient issue by governments, with its impact on economic stability in Jordan increasing year after year. MoL considers the culture of shame a major obstacle in its efforts to combat unemployment, which has reached unprecedented levels in the country. Despite the continuous efforts exerted by various state institutions to bring about change and engage youth in professional jobs, it is believed that this issue continues to cause a deep-rooted fracture in the minds of Jordanian youth over many generations. They are pressured to avoid practicing vocational trades, as this type of work is perceived as not achieving the desired social status that individuals aspire to differentiate themselves from their peers in social circles, even if it

means pursuing a major lacking in available job opportunities in the market, or even the personal desire for further education itself.

Despite the ongoing government calls for youth to pursue vocational education, such as the vocational higher education program, of which I previously had an interview with its coordinator to understand its plan, work process, and outcomes, there is considerable reservation among Jordanian youth towards such programs, at times reaching a state of ‘aversion’ according to some analysts. Occasionally, these vocational professions, mostly in agriculture and construction under the private sector, provide higher income than office jobs. However, this cannot be considered a guarantee given the lack of clarity in the laws, with employers having extensive freedom to control working conditions and manipulate labor rights. These employers often prefer foreign workers over locals due to material and rights-based considerations, which the non-Jordanian worker might waive due to necessity, leading to a cycle of documented violations.

In conclusion, vocational education pathways remain part of an overall approach aimed at helping the government change some of the social considerations to improve the country's economic structure. Higher education institutions remain concerned with supporting these approaches, some of which have become a reality, such as the recent approved policy regarding the reduction in the number of admissions to public universities for many academic majors, with medicine at the forefront by 70% in the beginning of the academic year 2023/2024. Additionally, educational institutions are now offering accredited vocational courses based on the ‘alignment’ with the renewed majors that respond to the labor market's demands.

Therefore, the vocational higher education programs adopted mainly by private colleges is seen as a model that can open up new educational prospects later in the public universities, based on

equipping students with the necessary skills for profession work that does not require high expertise. At the same time, it provides the necessary training through well-thought-out and accredited courses. This aims to encourage high school students to pursue vocational majors, where the labor market offers many suitable opportunities that surpass those related to academic majors. However, as mentioned earlier, the number of enrollments remains modest compared to other countries that implement these programs, including neighboring countries like Palestine, and western countries like Germany, a leading European country in the field of vocational and applied sciences. The coordinator of the vocational program at LUM College emphasized the program's objective:

“The aim of our program is to reduce unemployment rates by offering educational opportunities that align with the job market demands in the local community.” Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

NAVIGATING OBSTACLES: INSIGHTS ON SYRIAN REFUGEES EDUCATION CHALLENGES

MoE is the primary authority responsible for providing education to children in Jordan. However, it faces significant challenges in meeting educational demands. These challenges include a shortage of qualified human resources, deteriorating infrastructure, limited prepared schools, and a chronic lack of educational resources and essential equipment. The Syrian refugee crisis has further exacerbated these issues, impacting the government-provided education system.

In this section, I will highlight the primary challenges and barriers that Syrian refugees encounter in accessing education, focusing on the efforts of MoE and its international partners, as well as the impact of these partnerships on educational opportunities. This analysis covers the key challenges

across different educational stages from the perspectives of three main groups involved in this research: MoE, educational program workers in humanitarian and international organisations, and Syrian refugee families with children in public schools, including the students themselves. These challenges encompass various educational stages, from preschool to formal schooling, vocational training, and the future prospects.

BROKEN DESKS AND FROZEN CLASSROOMS: INFRASTRUCTURE CHALLENGES FACING EDUCATION IN JORDAN

One of the prominent consequences of the situation is the two-shift system, which was initially introduced as a temporary solution but ended up exerting immense pressure on the infrastructure. The high number of students in this system has overwhelmed the facilities, and the ministry has struggled to improve, maintain, or find better alternatives. This strain includes a shortage of school desks, causing students to either share one desk or rotate their seating during the school day.

Secondly, water supply interruptions, especially during the summer months, have become a chronic issue. This naturally affects the sanitation systems in the affected schools, sometimes forcing them to close these facilities completely due to continuous water shortages. Another issue is the lack of heating or cooling systems in government schools. This leads to increased student absenteeism, especially during the winter when students either attend for a few hours and leave because of the extreme cold classrooms or miss school altogether due to harsh weather conditions. This recurring issue during the winter affects students and their families every year.



FIGURE 9: AFTERNOON CLASS FOR SYRIAN REFUGEE CHILDREN IN A PUBLIC SCHOOL IN AMMAN, JORDAN

(Permission to take and use this photo was granted by the school administration)

Sanaa, a 38-year-old Syrian refugee and mother of six children, shared her experience:

"I stopped sending my son to school because of the harsh winter conditions. We live in a village, and when he came home, he would come back shivering from the cold, and his clothes were covered in mud. The school road was muddy all winter, and his classroom was very cold, leaving the kids without heating. We had to choose between learning or illness "... I don't want my son to learn in such conditions." Interview with Sanaa, 38, a Syrian refugee from Aleppo, Syrian, mother for 6 children, the family arrived at Zaatari camp in 2014, now residing in Al Balqa', Jordan. August 2022.

In some regions, the ministry has had to vacate and evacuate some schools, renting nearby residential buildings and continuing education there due to the safety concerns of old, crumbling

school buildings or the high costs of maintenance. The MoE official elaborated on the challenges faced by the double-shift schools:

“Public schools have been exhausted to the utmost. We currently have approximately 77,000 Syrian students enrolled in night schools. The double-shift system was implemented as a temporary solution and cannot be sustained in the long term. In some hosting areas, we have had to relocate night schools’ classes to caravans, and in some cases to rent private buildings due to dilapidated buildings or the need for major repairs, which impacted significantly the quality of provided education for both the Syrian refugees and the Jordanians students and added an extra burden in terms of costs.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

This infrastructural deficiency can be viewed as a concealed cost of the chaotically established evening school system, which neglects the long-term implications on the ministry infrastructure. Officials now see this as evidence of limiting the potential value-creation capacity of the national education system and the investment in human capital necessary for a sustainable response to the prolonged presence of Syrian refugees in a developing country like Jordan.

LOST ATTENDANCE

The MoE official indicates that there is a fundamental challenge facing the Ministry related to students' attendance and dropout rates for all students in government schools. However, he pointed out that these numbers have increased in the last ten years, specifically among Syrians students.

Schools implementing the double-shift system experience a significant decline in student attendance at the beginning of the school year, with attendance improving during the second semester due to the continues awareness efforts throughout the academic year. The ministry attributes this issue to a lack of awareness among students’ parents about the importance of attendance and discipline education as a fundamental requirement in their lives and in shaping their identities. Some parents encourage their children drop out school and work to support them

financially, and this phenomenon has increased in recent years due to reduced support from humanitarian organisations for Syrian refugee families. It has become normal for one of the children, usually the eldest, to drop out of school and look for temporary work to help the family financially rather than continue their learning. The MoE official elaborated on the issue:

“Parents frequently withdraw from active involvement in their children's education. The majority do not engage with teachers or attend parent meetings. Additionally, they often neglect to participate in workshops organized by the ministry at the schools' premises, aimed at fostering community integration. Typically, their visits are limited to the beginning of the school year for the purpose of completing forms, registering, or transferring their children.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Moreover, the parents' engagement into school regular meetings, is also very limited, whereas managerial staff in double-shifts schools encounter significant difficulties due to parents' hesitance to participate in regular meetings that address their children's academic progress or to engage in informational sessions organized by the ministry, or other sponsors. These sessions are designed to enhance awareness, foster community involvement, and facilitate integration within host communities. Despite these efforts, parental attendance remains largely restricted to occasions where they seek assistance or require official documentation, thereby limiting the effectiveness of these initiatives in fostering a collaborative educational environment

Conversely, interviews conducted with Syrian refugee families regarding their communication with teachers or administrative staff revealed that interactions with the school are generally limited to instances when specific issues arise with other students or when certain documents are needed. One mother expressed her satisfaction with the performance of her three children, who attend a nearby school, and saw no need to attend meetings as long as their grades were good, and everything was going well. Another mother stated:

"I didn't know there were parent meetings organized by the school 'laughs', but I heard about a sewing class held at the school on Saturdays for parents. I hope to attend one day, but I'm busy taking care of my young children." Interview with Samia, 38, a Syrian refugee from Al Raqqa, Syria, mother for 4 children, the family arrived at Zaatari camp in 2015, now residing in Amman, Jordan, August 2022.

A third mother highlighted the need for educational courses for illiterate parents to help them support their children's education at home, said:

"I am illiterate; I cannot read or write. When my son sits down to do his homework and asks me something about math or science, I can't help him... I heard about a literacy program, but it's very far from here. I need a taxi to get to the association, but it would be too expensive for me." Interview with Nidaa, 33, a Syrian refugee from Al As Suwayda, Syria, mother for 4 children, the family arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

During interviews, many Syrian refugees shared their profound frustration and worry about their children's academic difficulties, feeling powerless to address the unfamiliar educational methods.

When speaking with Nahla about the curriculum her children study, she said:

"My daughter spends a long time working on her homework, but her grades are still not at the required level. I can't help her more than I already do." Interview with Nahla, 45, a Syrian refugee from Daara, Syria, mother for 6 children, the family arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

And, when asked if she as a parent had spoken to anyone at the school about it, she replied:

"Although the teachers at the school are kind, I am afraid to criticize the curriculum. I don't want this to affect how they treat my daughter at school and make the situation worse,... I don't think this will make any difference." Interview with Nahla, 45, a Syrian refugee from Daara, Syria, mother for 6 children, the family arrived at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

To tackle the issue of Syrian refugees who are not attending school, it was crucial to raise awareness, especially since education is no longer a priority for many families. The initial generation of refugees encountered various challenges that hindered the majority from enrolling in the regular educational system, leading to a state of general stagnation. This situation has negatively impacted the national educational system in Jordan, which faces a multitude of restrictions and discouraging laws.

THE TRANSPORTATION STRUGGLE

It is worth mentioning that the national education system in Jordan does not encompass a student transportation system, unlike private schools, which allocate a specialized transport network for their students and staff. Students in public schools rely on available transportation alternatives, either public transportation networks or private vehicles belonging to their families. However, for Syrian students residing outside camps and living in precarious conditions, transportation to reach school constitutes a critical element in ensuring access to education.

According to the MoE official, 90% of government schools operating on a two-shift system are located in urban areas served by public transportation networks. However, some schools are in remote areas, far from public transportation or major road networks, often in far rural areas. Students attending these schools must rely on private transportation to reach them and continue their school day. This poses a significant challenge for many students who cannot afford the transportation costs. The MoE official explained:

” Unfortunately, the ministry cannot tailor its services to accommodate everyone's circumstances by 100%. Over the past years, some humanitarian organizations have covered the transportation costs for some students in less fortunate communities, but with the cessation of support, the enrolment rate of students in schools has declined.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

For Syrian refugee families, transportation emerges as a pivotal factor in the decision-making process regarding residential location. Many families, especially those with school-aged children, prefer to reside in proximity to essential services, with schools being of utmost priority. The influx of Syrian refugees from campuses into these areas within a short time frame has led to a notable increase in rental prices for residential homes and apartments, as well as prices for goods and services, including various forms of transportation. This phenomenon has significantly exacerbated

levels of poverty within Syrian refugee communities in Jordan, accompanied by numerous multifaceted challenges related to widespread social and economic disruptions.



FIGURE 10: POPULAR NEIGHBOURHOOD IN JORDAN HOSTING SYRIAN REFUGEES

The escalating costs associated with public transportation have emerged as a particularly concerning issue within the Syrian refugee community specifically, due to the cessation of in-kind

and cash assistance for a large segment of families. Consequently, parents find themselves compelled to make difficult decisions, including halting the enrollment of their children in schools, particularly prevalent in the northern governorates of the country. Najwa, a 36-year-old Syrian refugee and mother of three children, shared her experience:

“Apart from the high costs we were incurring, my children suffered three years ago because they had to take two buses to reach the school in the neighboring village. So, the best decision we made was to move to this house; it's very close to my children's school, just a few minutes' walk away. I believe many parents are thinking like me, especially after the assistance stopped recently.” Interview with Najwa, 36, a Syrian refugee from Deir ez-Zur, Syria, mother for 3 children, arrived with the family at Zaatari camp in 2015, now residing in Amman, Jordan, August 2022.

In the past, some humanitarian organisations provided transportation support for students enrolled in the two-shift system in remote schools to cover the costs of transportation to and from school. However, this support has completely ceased for over a year since 2020/2021, causing many students to discontinue their education. As a result, there were number of schools that operate on a double-shift system that were subject to closure before the start of the academic year 2022/2023. At the same time, the ministry acknowledges that there is currently no alternative available to replace this support, and their capacity to compensate for it is limited.

In reality, some families persist in seeking solutions before resorting to preventing their children from attending school. One such solution involves engaging a private vehicle driver to transport a group of students residing in the same area and attending the same school during school hours. At times, the number of students transported in this manner can reach up to twenty, often necessitating the sharing of a limited number of seats. Nonetheless, the individual cost of this arrangement remains high, often exceeding 28 USD per month. This expense can pose a significant burden for families with multiple children, who must bear the additional cost of transportation, particularly in the absence of assistance while living below the poverty line.

CHOOSING SURVIVAL: WHY EDUCATION TAKES A BACK SEAT FOR SYRIAN REFUGEES?

According to an official from MoE, education is not a priority for Syrian refugees. This is evident from the low attendance rates and subsequent high dropout rates. The primary reason is that parents of Syrian refugee students prioritize securing job opportunities for their children to ensure financial stability, regardless of their living conditions, whether good or bad. The refugees focus on ‘work and money’ over education stems from their immediate need for economic security, as observed by the Ministry's Special Education Unit, which has extensive experience working with this population. Syrian refugees are perceived as less willing to prioritize investment in education, viewing it as beneficial but not critical for their immediate needs.

Many Syrian refugees in Jordan come from rural areas in Syria and have modest educational backgrounds, typically limited to basic education. This limited exposure to education makes them more likely to prioritize work and financial independence over continuing education. They often view vocational skills as a mean to achieve independence and support their families, both in Jordan and Syria.

The Syrian refugee community in Jordan is predominantly young, with more than half under the age of 15, despite the availability of legal work permits provided by the MoL and the MoI, less than a fifth of the refugees are employed formally, with many working informally, as this situation further discourages investment in education, as immediate financial needs take precedence. Syrian students face significant barriers in continuing their education due to low school attendance and a focus on earning a living to support their families (Fincham, 2020). Um Hussain, a 47-year-old Syrian refugee shared her family’s experience, saying:

“My husband and I always hoped our eldest son would make something of himself in the future. His father dreamed of him becoming a doctor that we could all be proud of. But the war and our life here slowly forced us to let go of that dream. My son learned many trades – he knows carpentry, electrical work, painting, and more. After his father passed away, he had to step up and become a father to his younger siblings.” Interview with Um Hussain, 47, a Syrian refugee from Al Raqqa, Syria, widow and mother for 7 children, arrived to Al Azraq camp in 2015, now residing in Amman, Jordan, August 2022.

In terms of commitment and attendance in vocational education programs, there has been a noticeable decrease in attendance rates during lecture and field training days a few weeks after the program starts. This indicates that some students are reluctant to continue their studies and obtain academic qualifications, leading to the waste of scholarships. The coordinator of the vocational education program points out the withdrawal of Syrian students from the program shortly after its commencement, or sometimes even before its completion, as one of the challenges facing the program's team. Despite offering fully funded scholarships accompanied by a monthly stipend of 366 USD, the dropout rates among Syrian students exceed those of students from other nationalities in the same program. The coordinator attributes this disparity to a ‘lack of awareness’ regarding the importance of post-secondary education and certification, along with a lack of appreciation for these scholarships specifically designed for this group of refugees.

The college considers these scholarships as a beacon of hope for envisioning a better future amidst the difficult circumstances and other challenges faced by the refugee community in Jordan. Although providing a monthly allowance equivalent to transportation expenses for students, this amount diminishes when students find full-time work, often paying between 14 USD to 21 USD per hour. While most jobs taken by Syrians are manual labor jobs requiring significant physical effort, students accept them because they offer higher monetary returns, which Syrians seek. However, these jobs do not provide health insurance or social security, highlighting the tough choices Syrians face.

In an interview with Abboud, a former Syrian refugee student at the vocational education program, he mentioned that he is the primary provider for his family, consisting of his grandmother, mother, and six siblings, following his father's death two years ago due to cancer. Abboud was passionate about his studies and his dream was studying medicine. Although he achieved a high score in the general secondary education, Due to the deterioration of his father's health and his subsequent death, leads to deteriorating financial circumstances, which prevented him from applying for regular studies at a university. His father's dream for him and his siblings was to pursue their education, believing in the significance of education and its impact on their lives, likely influenced by his father's work as a school principal in their village in Daraa in southern Syria before seeking refuge in Amman, which compelled him to seek work in paint and construction workshops.

Abboud was one of the accepted students for the Interior Design and decoration scholarships. However, he had to discontinue his studies during the last six months due to financial commitments and caregiving responsibilities. Abboud described his experience:

“In addition to the 260 dinars, most months I resorted to borrowing from my friends or relatives to secure transportation and attend lectures, as a person needs several stops to reach the university campus, which has consumed me a lot of time and money...It was physically and mentally exhausting because I was always thinking about my mother and siblings.” Interview with Abboud, 20 years old, Syrian refugee, former student at LUM college for interior design vocational program, Amman, Jordan, August 2022.

Abboud's enrollment in this program, specializing in interior design and decoration, was a response to his mother's urgent desire to obtain a college degree to improve their livelihood. However, Abboud could not continue for more than a year due to the long study hours at the college, making commitment to work after class extremely challenging for him. Moreover, the monthly salary provided by the college was inadequate to cover his transportation expenses. Abboud reflected on further about his experience:

"I slept for less than four hours a day. Mornings until 5 pm were filled with lectures and field application, then I had to go to my job, which was located far from the college. It was extremely exhausting, and I couldn't endure until the end. I had to choose between work and study, so I chose work." Interview with Abboud, 20 years old, Syrian refugee, former student at LUM college for interior design vocational program, Amman, Jordan, August 2022.

The college now views Abboud ⁵ and similar students as a missed opportunity or grant, however, Abboud feels that he wasted a whole year of his life without a qualification that he believes will not help him find work. He believes that he has enough talent and skills to continue in the field of interior design and decoration in his current job without the requirement of a degree. And that his current job helps him to support his younger brother's study of medicine in Russia. For him, his brother Ammar's attainment of a medical degree is the real achievement for the entire family, and a realization of their father's dream. Abboud commented on his decision:

This attitude contrasts with the approach of Jordanian families, who often make financial sacrifices or forego necessities to ensure their children receive a good education. MoE's explanations for low attendance and high dropout rates among Syrian refugees point to their educational and social backgrounds, as well as parental attitudes that do not prioritize education. However, these explanations do not adequately address the compounded financial challenges and difficult living conditions that force families to prioritize subsistence over education. The focus on immediate survival over educational investment among Syrian refugees in Jordan highlights the urgent need for policies that address both immediate financial stability and long-term educational opportunities.

⁵ It is worth noting that Abboud and his younger brother were the only participants among the refugee families in this study who had attempted to enrol in post-secondary education in Jordan. Abboud initially sought to study engineering at a public university but was forced to drop out due to high tuition fees. Determined to continue his education, he later enrolled at a community college pursuing a vocational diploma in interior design. However, he faced challenges in completing the required courses, and eventually dropped out, prioritising work instead to support his family. Access to higher education has been a largely neglected aspect of the policy response to Syrian refugees, despite the protracted nature of the crisis (Krafft, 2018).

Addressing these issues comprehensively is essential for improving the educational outcomes and overall well-being of Syrian refugee children.

TRAUMA IN EDUCATION

In the literature on the psychological and emotional challenges faced by refugees due to their forced displacement from their homeland, several challenges are identified. Foremost among these are the challenges experienced in conflict environments, where refugees are direct or indirect witnesses to dangerous and traumatic events, including bombings, violence, imprisonment, forced disappearances, and other direct threats to their lives. Additionally, many have been subjected to torture, have lost family members, or have sustained injuries or disabilities. Furthermore, refugees have faced targeted killings, destruction of their homes, and exposure to repression strategies and deprivation of humanitarian and psychological protection, all while surviving on lost hopes and dreams. Finally, the experience of forced migration both internally and externally, along with the struggle to survive without a future vision for themselves and their families, can cause significant distress and tension, accompanied by severe economic and social crises.

Therefore, considering the psychological conditions of refugee students, which an entire generation of Syrian refugee children in Jordan has experienced, is essential when planning educational processes and integration into local communities. study conducted by Bani Younes and colleagues indicated that post-traumatic stress disorder (PTSD) is a common condition among young Syrian refugees in Jordan (Beni Yonis et al., 2020) with its prevalence exceeding 45% among adolescent Syrian refugees in both Jordan and Lebanon (Khamis, 2019). The MoE official emphasized the importance of addressing these challenges:

"We believe that refugee children face various psychological, social, and economic challenges that they absorb from their families and the larger environment over the past years, and those challenges require trained staff to address." Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

The Ministry acknowledges its inability to effectively address the psychological problems faced by refugee students due to the traumatic experiences they endured during the war and displacement. These experiences continue to affect them even after a long period of refuge and instability conditions in Jordan. Although the psychological aspect plays a significant role in the education process, the Ministry's collaboration with humanitarian organisations primarily focused on providing the basic elements needed for the process, such as classrooms, recruiting teachers, and developing appropriate curricula. Practical and specialized psychological support was not a fundamental part of these programs. Some organisations offered psychological training courses and few workshops to expand the knowledge and skills of teachers, but these were sporadic and focused on raising awareness. A specialized psychological support role within schools, such as a permanent counselor, remains a crucial necessity as acknowledges by MoE.

Based on the field reports conducted by the ministry, it was observed that a high percentage of Syrian refugee students in evening schools suffer from psychological disorders. This is due to their experiences during the war and displacement, including loss, destruction, and separation from their familiar world, which has significantly impacted their interaction within the classroom and, to a broader extent, with the surrounding community. This has reflected on the educational environment, where the rates of problems related to bullying and physical violence, as well as difficulties in learning and academic delays, are higher in evening schools compared to other schools. Therefore, it is essential to acknowledge that the training and preparation provided by the Ministry of Education in collaboration with humanitarian organisations in the form of workshops

were only a small part of the necessary efforts to improve the psychological well-being of Syrian students and alleviate the psychological difficulties they experience. Recognizing this is crucial for advancing the educational process. Umm Abbas, a 45-year-old Syrian refugee and mother of seven, recounts a personal experience that reflects bullying and emotional struggles refugees face:

“Once, I had an experience when we arrived in this place that brought tears to my eyes. In fact, I had gone to drop off my daughter at school in the morning, and there were some little boys who followed me, shouting in the street, 'Syrian, Syrian!' while clapping. I didn't know how to react, so I just cried. I still haven't forgotten this incident despite the passing years, and every time I remember it, I tear up. And now, look at me, I'm crying again!” Interview with Um Abbas, 45, a Syrian refugee from Al Raqqa, Syria, mother for 7 children, arrived with the family at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

MoE confess that in the early years following the war, it was possible to plan better educational programs and utilize the generous support received from humanitarian organisations, and that the ministry could have developed more sustainable and effective long-term solutions. However, by 2022 it has become evident that there are significant deficiencies in addressing the needs of programs that were previously functional, but now the education system ability to continue its work without the consistent support it has grown accustomed to has been compromised. The MoE official commented on the uncertainty issue face refugee education programs:

"No one knows what will happen to refugee education programs next year, for example. We all know that the fuel tank is about to run out, but what I do know is that the ministry will continue its work and will not let the refugees down." Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Most of the students from refugee families have experienced the hardships of displacement within Syria and during seeking refuge in Jordan. These experiences, as well as the psychological impact on the students, should not be underestimated. They affect the students' interaction with the school and their engagement with other students, which in turn impacts their academic performance. Reports compiled by the Ministry directorates reveal a range of issues, including bullying, verbal

and physical violence, and aggressive behavior incidents. These problems often lead to average to below-average academic performance among other groups of students, as reported.

The Ministry acknowledges the distinction between the problems faced by Jordanian students within the school environment and those encountered by Syrian refugee students, which has not been adequately addressed in practice. The daily interaction between students and teachers is a relationship that should be optimized to provide a positive, supportive, and safe educational environment. It is essential for teachers to be understanding, supportive, and capable of providing assistance, and for students to feel confident and comfortable in seeking support, knowing that the school is an environment that values their circumstances and their specific needs.

BREAKING THE CYCLE: FAMILIAL SUPPORT GAPS LEAD TO LOST OPPORTUNITIES

Under normal circumstances, the support students receive from their parents during their educational journey is crucial in forming a positive perception of education overall and fostering positive relationships with teachers. This support significantly impacts the student's academic achievement and is a strong factor in encouraging greater commitment to education at various stages.

Conversely, familial support is one of the challenges faced by Syrian students in Jordan. In a study examining the challenges Syrian refugee students encounter in Jordanian education from their perspective, found that the absence of familial support was identified as one of the barriers hindering their academic performance. Moreover, students often find themselves compelled to shoulder additional responsibilities for their families, which may lead them to withdraw from

education eventually (AbduRazak et al., 2019). Hanan, a 47-year-old Syrian refugee and mother of eight children, shared her family's struggle:

“My husband has been dealing with a lot of health issues lately and can't work with his hands. Our oldest son went to school until the tenth grade but then had to drop out to help his dad at the construction workshop. This setup works better for us because he can help his dad, and we don't have to hire another worker. We just can't afford the rent if my husband works alone.” Interview with Hanan, 47, a Syrian refugee from Daraa, Syria, mother for 8 children, the family arrived at Zaatari camp in 2012, now residing in Amman, Jordan, August 2022.

MoE observes that Syrian students in evening schools lack parental support, which is essential for student engagement in the educational process. This obstacle is evident at all educational stages but is particularly pronounced at the secondary level. This is clearly reflected in student attendance reports and the subsequent dropout rates.

A representative of the Ministry states that Syrian parents lack a culture of education and instead push their children to work and support their families. These jobs often require significant physical effort and long hours for minimal pay. Initially, some students attempt to balance work and study, but they eventually drop out of school, prioritizing work over education.

Moreover, there is a noticeable lack of familial support for Syrian students in Jordan, especially in pursuing higher education. One of the significant challenges is the insufficient awareness among families about the importance of higher education and the specific opportunities, such as fully funded scholarships offered to Syrian refugee students. For instance, the vocational education program provides a stipend equivalent to the Jordanian minimum wage of 366 USD per month for all students.

The program coordinator emphasized that the appeal of pursuing higher education diminishes when students opt for full-time jobs that often involve physical rather than intellectual labour, typically

paying between 14 USD to 21 USD per hour without benefits like health insurance or social security. As a result, there has been a noticeable decline in attendance during lectures and practical training sessions weeks after the program begins, reflecting students' reluctance to continue their studies and earn academic qualifications, ultimately leading to the wastage of scholarships.

The coordinator of the vocational education program highlighted that Syrian students who drop out after one or more semesters often face familial issues that impede their continuation in the program. Under the strain of economic challenges, these students tend to seek immediate employment opportunities, sacrificing their educational seats, which provide accredited certificates essential for competing for better job prospects in the future.

Additionally, the lack of familial support is evident among female students who marry after beginning the program and subsequently withdraw due to marriage commitments, some of these students do not find the necessary support in their surroundings to help them continue their education, or they move to a relatively distant area after marriage, which makes it difficult for them to travel to the college campus daily. The vocational program coordinator highlighted this issue:

“For female students, marriage appears as an important factor in withdrawing from our program, the lack of support from their family environment to continue their education is considered a reason for 10-12% of Syrian female students prematurely leaving their educational programs, leading to the loss of opportunities and scholarships.” Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

In conclusion, despite Jordan hosting more than 3 million refugees, including 1.3 million Syrian refugees, there is a noticeable lack of research evidence focusing on the familial support of educational experiences for refugees in the country. This gap is critical, as the connection between the challenges encountered by refugee students and their families is complex and has a dual impact on their educational perspectives. The absence of familial support not only hinders academic

performance but also forces students to assume additional familial responsibilities, leading to higher dropout rates. Therefore, there is a pressing need for more comprehensive educational programs that consider the extended implications of family and community on the educational lives of refugees. Such programs should aim to address these multifaceted challenges, providing the necessary support to ensure that refugee students can pursue and complete their education, ultimately improving their prospects for a better future.

DECLINE IN HUMANITARIAN ORGANIZATIONS' PRESENCE

The international community's response to Jordan's needs in managing the Syrian refugee crisis on its soil has been deemed inadequate, failing to meet the essential humanitarian needs of Syrian refugees as required. This inadequacy persists despite Jordan's status as a developing country facing economic challenges and additional burdens from hosting over 3.7 million refugees of various nationalities, including more than 1.3 million Syrian refugees who have arrived in a short period of time.

Since the onset of the Syrian crisis, international support has primarily focused on registered refugees under the UNHCR's umbrella and those residing within camps, totaling 631,656 refugees in the latest census conducted in 2024, notably, the majority of Syrian refugees in Jordan, 81%, reside outside of camps (UNHCR, 2024c). However, there are no official reports, either from MoPIC or related ministries such as MoE, or even from international agencies, nor humanitarian organisations managing refugee service programs like educational initiatives, regarding the distribution ratios of support between Syrian refugees inside and outside of camps. Nevertheless, there is consensus among study participants from official entities that the majority of support is

allocated to programs serving refugees within camps. The official from the MoE highlighted the challenges arising from these dynamics:

“The first challenge that we face now is the significant reduction in support for projects undertaken by the Ministry of Education in collaboration with humanitarian organizations, leading to a substantial decrease in the number of these projects. This situation impacts the ministry's ability to sustain its efforts in the future run.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Regarding the ministry, the reduction in support necessarily means the decline of many services that were partially or entirely dependent on external funding. Among these services are kindergarten education programs for Syrian refugee children aged between 4 and 5 years in public schools, which mainly were funded by UNICEF. Additionally, funding has ceased for some maintenance and expansion programs for schools operating on a double-shift system in several provinces.

For the refugees themselves, the decline in cash assistance for many families classified as the most vulnerable is no secret, with complete cessation for other families, especially those supported by UNHCR. Concerning education, many families with school-age children have reported the discontinuation of student support that UNICEF provided to Syrian students in public schools at the beginning of each academic year. The *Hajati* program ⁶, means *my needs*, which was based on cash transfers to alleviate the economic challenges faced by Syrian families in Jordan, offered 28USD per month per student at the start of each school year. This aid aimed to cover both direct

⁶ The *Hajati* program is an initiative launched by the UNICEF in Jordan, which aimed to provide unconditional cash assistance to children enrolled in double-shift schools from the most vulnerable households. The program benefited all eligible children, regardless of their nationality or status, with each child receiving 20 JOD per month during the school term. The program aimed to support children's education and their social and economic well-being. However, in July 2018, UNICEF Jordan announced the suspension of this program, this decision was made due to the cessation of financial assistance allocated to support the UNICEF UNICEF. (2019). *Cash assistance under the Hajati programme helps keep vulnerable children in school*. UNICEF. <https://www.unicef.org/mena/ar/البيانات-الصحفية>

and indirect costs associated with attending school, thereby encouraging school attendance. However, this program has contracted in recent years, leaving most families participating in this study without support. Basma, a 43-year-old Syrian refugee and mother of five children, shared her concerns:

"I have twins in the eighth grade, and the school year is approaching. Previously, we received support from UNICEF before the start of the school year, which was sufficient to purchase stationery, uniforms, and bags. However, this year, the support has been discontinued. My husband contacted them, and they informed him that there would be no support this year and that we would need to wait. I do not believe I will be able to purchase anything for my children this year. Our situation is worsening more and more." Interview with Basma, 43, a Syrian refugee from Idlib, Syria, mother for 5 children, arrived with the family at Zaatar camp in 2012, now residing in Amman, Jordan, August 2022.

The Vocational Education Program considers global and regional political conflicts, and their impact on the overall humanitarian effort in specific areas, including the higher education sector. Many education-based programs, including vocational education programs, recognize that the expansion of conflict in the region has led to many changes in the volume, focus and direction of humanitarian assistance. The region has witnessed several conflicts, resulting in a significant portion of international support being directed towards responding to the humanitarian crisis in Yemen and, more recently, in Ukraine. The widening conflicts in the region and beyond have necessitated the reordering of priorities in the humanitarian programs of several organisations operating in Jordan. Consequently, numerous humanitarian organisations have closed their offices in Amman, indicating the complete and permanent cessation of several programs, with efforts redirected elsewhere, and whereas every part know that the closed offices will never back again. This contraction in humanitarian efforts in Jordan has resulted in a bottleneck in managing the Syrian refugee file in the country for many international humanitarian organizations, according to MoPIC. The official from MoPIC explained:

"Several international humanitarian organizations have closed their offices in Jordan and redirected their focus towards Yemen, increasing the burden on organizations still working with Syrian refugees to this day, including local organizations, alongside the government." Interview with the Head of Humanitarian Relief Coordination Unit, Ministry of Planning (MoPIC), August 2022.

Currently, it can be stated that international support, which was weak to begin with, has been a constant reminder from the Jordanian government to the international community of the need for sustained and increased assistance. This reminder has been voiced at various events, such as the 2016 London Conference on Supporting Syria and the Region, the 2017 Brussels Conference on Supporting Syria and the Region, and the 2019 Global Refugee Forum in Geneva. However, instead of increasing, this support has been dwindling. Projections indicate that the Jordanian government must be prepared to manage the Syrian refugee presence independently, in anticipation of a complete cessation of international aid.

QUALITY EDUCATION DILEMMA

The refugee crisis has intensified the shortcomings in the educational systems of host nations, particularly in Jordan. The influx of Syrian students has overwhelmed public schools, leading to significant political and logistical challenges. Concerns over resource allocation and educational competition have emerged, highlighting issues such as inadequate classrooms, high student-teacher ratios, and the specific developmental needs of refugee children, all of which negatively impact school quality and educational opportunities. MoE official highlighted these challenges:

"In some hosting areas, we have had to relocate night schools' classes to caravans, and in some cases to rent private buildings due to dilapidated buildings or the need for major repairs, which impacted significantly the quality of provided education for both the Syrian refugees and the Jordanians students, which eventually added an extra burden in terms of costs." Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

MoE in Jordan recognizes significant deficiencies in the educational system provided to Syrian refugees in public schools. These issues are frequently highlighted in official discussions and statements, indicating that the ministry is struggling to address them due to unprecedented pressures on school facilities and challenges with teaching and administrative staff. This strain diverts the ministry's focus from improving education quality, with current efforts considered the *'best available'* according to the Deputy of the Refugee Education Department of MoE.



FIGURE 11: PUBLIC SCHOOL BUILDING APPLYING DOUBLE-SHIFT SYSTEM IN JORDAN

Considering the broader Impacts on Education Quality, MoPIC echoes these concerns, pointing out that the Syrian refugee crisis has strained Jordan's infrastructure, including education, especially after the international community withdrew its support. Over two-thirds of Syrians have

integrated into Jordanian society, exacerbating the pressure on public services. Schools are overburdened, leading to a decline in educational quality compared to pre-crisis levels. Um Baha, a Syrian refugee mother, shared her concerns about her children's education:

“The primary school was good, the teachers were wonderful, and they treated our children well. However, the quality of education in the high school is relatively poor. Teachers don't exert enough effort, and there's significant neglect. I discussed these issues several times with the school, but their response was extremely disappointing.” Interview with Um Bahaa, 38, a Syrian refugee from Aleppo, Syria, arrived with the family at Zaatari camp in 2012, no residing in Al Balqaa, Jordan, August 2022.

However, MoE still believes that there is hope for improving the quality of educational programs for Syrian refugee children, despite the significant reduction in support from international humanitarian organisations and the disappointment towards the international community and UN organisations for abandoning their essential role in supporting these programs for Syrian refugees in the last couple of years, yet, there are no confirmed plans for the future run, nor alternatives approved for the double shift schooling system. These multifaceted pressures faced by host communities has been highlighted by MoPIC official:

“There is a great pressure on the infrastructure in the host communities such as housing and the consequent high rents, the transportation network, and education, where the classrooms accommodated numbers of approximately 60-70 students per class now, which affects the quality of education provided to both Jordanian and Syrian students, and this put additional pressure on the ministry's cadres of teachers, supervisors, and educational facilities.” Interview with the Head of Humanitarian Relief Coordination Unit, Ministry of Planning (MoPIC), August 2022.

Systemic issues affect education quality for Syrian refugees in Jordan, compounded by multiple challenges. These include insufficient financial resources to open and operate schools, inadequate international funding, lack of trained educational personnel, and poor school infrastructure. Many refugee schools lack basic amenities such as school feeding programs, electricity, water, heating, and ventilation. Additionally, the reliance on a dual-shift system, with classes operating in two

five-hour shifts, limits the educational benefit for Syrian students compared to the seven-hour school day for Jordanian students. This reduction in teaching hours and perceived low quality of education contributes to high dropout rates among refugee students.

Improving the quality of education is essential to give refugee students hope and enable them to complete their secondary and higher education. This can be achieved by providing educational opportunities through international scholarships, aid, and partnerships with universities and higher education institutions.

SYRIANS WITH DEGREES: STRUGGLE FOR RECOGNITION AND OPPORTUNITY

The civil war in Syria has resulted in the disruption and destruction of educational operations and structures, leading to the migration of academics and students. For students encountering challenges in pursuing higher education in Jordan, or even in finding employment opportunities commensurate with their academic qualifications, considerations must be made regarding the disparities between the Syrian and Jordanian university systems. These differences entail bureaucratic complexities due to security and political complications, impacting the official recognition of Syrian refugees' qualifications and their ability to activate them effectively.

Formal recognition of the scientific qualifications obtained by Syrian refugees before the onset of the war is crucial and should be addressed promptly upon their arrival in the host country. However, the process of credential equivalency and verification often involves bureaucratic procedures that can be time-consuming and costly, sometimes exceeding the capacity of refugees. Syrian refugees frequently face serious challenges regarding the recognition of their certificates in host countries, not limited to Jordan alone. This situation is attributed not only to cumbersome and slow

bureaucratic procedures but also to the impracticality of producing required documents within specified timelines. Many refugees have left their personal identification papers and academic certificates behind during the rush to escape conflict zones, or these documents may have been damaged or destroyed due to the war. Afraa, a 44-year-old Syrian refugee shared her family's experience:

"My husband was an Arabic teacher at our village's primary school for fifteen years. He was well-liked and respected by everyone, .. when we heard rockets going off, we quickly fled our home, grabbing some clothes and blankets for the kids. We thought we'd be back in a few days, but years went by without seeing our home again. Later, we found out they had bombed our house and all our neighbors' houses.. when we got to Jordan, my husband started working in construction workshops, and our kids pitched in to help him out." Interview with Afraa, 44, a Syrian refugee from Daraa, Syria, arrived with the family to Zaatari camp in 2014, now residing in Amman, Jordan, August 2022.

Another challenge lies in the Syrian university system's reliance on Arabic as the teaching language, whereas English is the accredited language in the Jordanian university system, alongside other distinct system characteristics. Syrian refugees face difficulties when applying for employment opportunities in the Jordanian market, which often requires proficiency in English for most positions that mandate academic qualifications.

Regarding refugee students pursuing educational degrees, post-secondary education completion carries significant challenges for Syrian refugees considering obtaining a medium to high-level university degree, primarily due to unequal access opportunities to governmental academic university education. Previous discussions have detailed these points in secondary education and its challenges, as well as in vocational education as an alternative to traditional university education, and the educational obstacles facing refugees in general.

Additionally, due to the lack of an efficient system for certificate equivalency between the Syrian and Jordanian educational systems, MoL laws open employment avenues in specified fields under

its Decision No. 46/2021 for flexible employment contracts. These fields include agriculture, construction, cleanliness and maintenance services, handicrafts, transportation, delivery, factories, and machinery, along with basic professions (MoL, 2024). However, access to work in fields like education, engineering, and medical specialties remains restricted for Syrian refugees.

Consequently, Syrian refugees with scientific qualifications find themselves choosing between low-skilled jobs or roles that underutilize their qualifications. However, it is important to note that all refugee groups are vulnerable to unemployment, and many challenges hindering refugees with scientific degrees from finding skilled employment are also faced by Jordanian job seekers, with the country's unemployment rate is approximately 20% over the past four years (DoS, 2024).

Through conversations with several humanitarian workers, it can be said that the prospects for Syrians holding academic certificates is still very limited. They are unable to work according to their qualifications in the job market due to various complications imposed by governmental institutions, such as missing documents, certificate equivalency, competency exams, English language requirements, and others. As a result, this category of Syrians sees their stay in Jordan as a temporary stop to obtain a travel visa to another country for asylum. MoPIC official commented on this issue:

“Most asylum seekers are educated refugees. Unfortunately, laws fail to accommodate these qualifications within the Jordanian job market. We need educated individuals to help build the country, more than Germany and Canada do. However, the machinery of changing laws remains a complex and thorny issue.” Interview with the Head of Humanitarian Relief Coordination Unit, Ministry of Planning (MoPIC), August 2022.

Their certificates are considered a crucial factor in increasing their chances of obtaining immigration approval in countries like Germany, the Netherlands, or Canada, where these countries have designed systems capable of accommodating the various competencies and qualifications of

Syrian refugees without freezing them and succeeded to attracting and benefiting from this skilled worker segment.

One example discussed with a representative of MoH is the refusal to allow Syrian practitioners doctors to work in MoH hospitals, despite practicing the profession for years before the war. The ministry justifies this by citing differences in educational system criteria, and methods, and the language between the two countries, for example, Syrians study medicine in the Arabic language, unlike Jordanian universities that adopt English as the language of instruction. MoH commented on these challenges:

"It is a challenge for the Ministry of Health in light of the mismanagement of our human resources that Syrian refugees have to seek asylum in a third country because our laws prevent them from having a fair opportunity to work in their specialization. However, we cannot ignore the other challenges related to the low payment for the Jordanian residents and allied health workers, which have been accumulating for decades." Interview with the Head of Planning and International Cooperation Directorate, Ministry of Health, August 2022.

In the meantime, many Syrian families live in a state of uncertainty and despair, especially those who view education to escape the poverty and destitution they are experiencing. These families see their children's educational future as still unclear and requiring considerable effort. Therefore, through interviews with Syrian refugee families about their children's post-school education, the responses varied. Some see that there is no choice but to adapt to the education system in Jordan and its specific constraints and financial costs, while at the same time, they live with the hope that these laws will change in their favor before it is too late. On the other hand, many families believe in the necessity of seeking asylum in more stable and advanced countries, driven by the desire to secure a safe and prosperous environment for their children, that will guarantee to some extent their future. Um Hani, a 39-year-old Syrian refugee and mother of five children, shared her aspirations:

“I hope to migrate to a developed country to secure a better future for my children. I hear that European countries assist refugees, provide housing, education, and job opportunities. My family needs that.” Interview with Um Hani, 39, a Syrian refugee from Daraa, Syria, mother for 5 children, arrived with her family at Zaatari camp in 2013, now residing in Amman, Jordan, August 2022.

The disparity in access to higher education and official recognition poses a significant threat to the advancement and welfare of Syrian refugees and their families residing in Jordan, consequently impacting broader societal objectives within the country. On one side, Jordan stands to gain from leveraging the talents of educated refugee populations to fill critical gaps in healthcare, education, and scientific fields, thereby integrating them effectively into society. Conversely, Jordan must tactfully manage its approach to accommodate the influx of qualified refugees while safeguarding its national interests. This necessitates careful consideration of shifting demographic patterns influenced by the presence of educated foreign nationals who may opt to remain in Jordan under existing legal frameworks governing rights, residency, and the challenges posed by potential underemployment among highly skilled individuals.

EDUCATIONAL PROGRAMS AND THEIR IMPACT ON THE LIVES AND FUTURES OF SYRIAN REFUGEES IN JORDAN

The impact of education on the daily lives, livelihoods, and prospects of Syrian refugees in Jordan is a topic that has not been widely explored in academic literature. Most existing studies have concentrated on broader issues, such as how the presence of refugees affects national education funding (Al Qaralleh, 2022; Al Tal et al., 2022; Bataineh, 2019), the impact on education quality the impact on education quality (Assaad et al., 2018; Bataineh & Montalbano, 2018; Rababah, 2020), and the implications for the labor market (AlShwawra, 2021; Hartnett, 2019; Khawaldah & Alzboun, 2022; Malaeb & Wahba, 2023). However, there remains a notable gap in research

examining the specific impacts of the current education system provided to Syrian refugees, despite the significant obstacles, challenges, and pressures they face. This includes the prolonged duration of their displacement, and the educational gaps experienced during the initial years of their refugee status.

This research seeks to address this gap by examining the real impacts and consequences of the educational system offered by MoE to Syrian refugees, particularly in the double-shift schools, as well as the limited academic and vocational opportunities available. It also considers how these educational experiences influence the daily decisions of Syrian refugees and their families, affecting their choices regarding whether to remain in Jordan, seek asylum elsewhere, or return to Syria.

The following section summarizes the key findings from the chapter, highlighting the perspectives and roles of various groups involved in the education of Syrian refugees in Jordan, including MoE, MoPIC, UN agencies, humanitarian organisations, and Syrian refugee families. It discusses the impact of educational programs on the refugees' lives and future prospects, providing insights into the successes and ongoing challenges of integrating refugees into Jordan's education system and society.

MINISTRY OF EDUCATION'S POINT OF VIEW

The Ministry of Education in Jordan has played a crucial role in facilitating education for Syrian refugees living in urban areas, significantly impacting their lives and future aspirations. Following the Syrian crisis, the MoE was tasked with integrating a large number of Syrian refugee children

into the national education system without prior adjustments or preparations. This challenge quickly intensified due to limited resources and the substantial influx of refugee children.

The Ministry's efforts began with the creation of temporary educational solutions, most notably the evening school system. This system was designed to accommodate the tens of thousands of Syrian refugee children residing in host communities, where the sudden increase in student numbers overwhelmed public schools within a short period. These evening schools, also known as double-shift schools, allowed Syrian students to attend classes in the afternoon, after the regular school hours for Jordanian students. While this system was supported by international donors and humanitarian organisations, MoE faced financial challenges that were further exacerbated as the evening school system expanded.

The impact of these educational programs on Syrian refugees has been profound. For many refugee families, access to education has provided a sense of stability and hope for the future, despite the challenges they face. However, the quality and sustainability of these programs have raised concerns, as the MoE has struggled with declining international support in recent years, alongside the ongoing pressures of maintaining educational services for both refugee and Jordanian students.

The Ministry's commitment to providing education for all children in Jordan, including Syrian refugees, has had a significant impact on the daily lives of these refugees. The Ministry believes it has offered the best possible educational programs to vulnerable groups like Syrian refugees. Despite limited resources and numerous challenges, it has successfully attracted a large number of school-aged refugees to join the educational system. These programs have also provided opportunities for social integration, skill development, and better future employment, although legal constraints and the fragile economic conditions of refugees often mean that these

opportunities are not fully realized. The Ministry's efforts, while commendable, highlight the broader challenges of supporting refugee education programs in a context of limited resources, ongoing regional instability, and declining international assistance in helping the Ministry manage the essential task of educating refugees.

According to MoE official who participated in this research, the education of Syrian refugees in Jordan has a profound impact on their daily lives, livelihoods, and future prospects. Despite the disappointment and frustration towards the international community and UN agencies for their noticeable withdrawal from critical roles in supporting these educational initiatives in recent years, the ministry remains steadfast in its commitment to enhancing the quality of educational programs for Syrian refugee children. The ministry views education as an essential service necessary for all children in Jordan, regardless of the challenging economic conditions, and emphasises its national importance, which requires continuous effort and dedication. The official highlighted this perspective further:

“The Ministry of Education maintains hope for enhancing the quality of educational programs for Syrian refugee children, notwithstanding the substantial decline in support from international humanitarian organizations. There is disappointment towards the international community and United Nations organizations for relinquishing their crucial role in supporting these initiatives over recent years.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

Officials within the Special Education and Refugee Education departments adamantly oppose the closure of schools for Syrian students under any circumstances. They assert Jordan's policy of not coercing Syrian refugees to return to their country, a stance divergent from policies observed in other neighbouring countries, such as Lebanon. This commitment underscores Jordan's dedication to providing continuous educational opportunities to foster stability and facilitate future integration

and opportunities for Syrian refugees within the country. The official elaborated on this commitment:

“The ministry sees education as a fundamental service that should be provided to all children residing in Jordan, regardless of the challenging economic conditions affecting everyone. They view it as a national issue that requires continuous efforts and commitment.” Interview with the Regular Education Department Manager, Ministry of Education, August 2022.

MoE foresees a future scenario where funding for refugee education programs will eventually cease. It emphasises the urgency for higher management and authorities to proactively plan for this impending phase, recognizing that integration of refugee children into the national education system is the ultimate goal. Despite this imperative, MoE has yet to articulate a clear vision for the future of refugee education in Jordan. Long-term plans to sustain and develop educational opportunities for refugees remain undefined and lack specificity, posing challenges for ensuring continuity and quality in educational services beyond current humanitarian aid provisions.

MINISTRY OF PLANNING AND INTERNATIONAL COOPERATION’S POINT OF VIEW

Based on an interview with a MoPIC official, who articulated the ministry's role in managing humanitarian work in Jordan. MoPIC in Jordan plays a crucial role in managing the funding and facilitating the development of educational programs for Syrian refugees, particularly those residing in urban areas. MoPIC serves as a key liaison between external donors such as countries, UN agencies, and international organisations, and national institutions, ministries, and units. This networking role involves aligning donor interests with the needs of Jordan's national infrastructure and refugee aid programs. MoPIC ensures that funds are allocated to specific areas based on donor requirements, such as education, health, vocational training, and other critical sectors, in response to appeals from various government ministries like MoE, MoH, and MoL.

The evaluation of joint programs between the Jordanian government and donors is an important yet ambiguous issue based on the collected data. MoE considers the evaluation process for externally funded programs to be complex. MoE official noted that this phase is largely overseen by MoPIC, which holds greater authority due to its role in coordinating funding and managing humanitarian efforts with donors. Conversely, MoPIC asserts that the ministry responsible for the initiative, such as the MoE with its double-shift schooling system, should track and manage the program.

In practice, the MoE monitors activities and archives reports on its educational programs with partner organisations solely for internal documentation. These reports are neither shared with nor discussed with international partners and donors. When asked about this practice, the regular education department manager was uncertain, but speculated that such organisations typically rely on their own systems and data, placing greater trust in their internal processes than in reports provided by government entities.

MoPIC acknowledges the significant impact that the sharp decline in international funding has had on Jordan's capacity to manage the Syrian refugee crisis. The Ministry is particularly concerned about the sustainability of ongoing support, especially in light of global events such as the Ukrainian-Russian conflict, which have diverted international attention and humanitarian resources away from the Syrian crisis (Rami Qawariq, 2023 ;McCloskey, 2022). This shift has left Jordan increasingly isolated in bearing the responsibility for the refugees within its borders, creating uncertainty about the future of both the refugees and the country's ability to continue providing support.

Despite these challenges, MoPIC takes pride in Jordan's unique position as the only country in the region that has offered extensive hospitality and resources to Syrian refugees. The Ministry believes that the integration of Syrian refugees into Jordanian society has been relatively smooth, with most refugees preferring to stay in Jordan even if other borders were open, due to shared language, values, and cultural similarities. However, MoPIC also recognizes the difficulty the Jordanian government faces in predicting or planning long-term solutions for the Syrian refugee issue, especially with the significant reduction in international funding.

Overall, the Ministry emphasizes the profound impact of educational opportunities for Syrian refugees on their daily lives, livelihoods, and future prospects in Jordan. Despite the limited resources in the educational sector, the efforts made by the Ministry of Education are significant and commendable from the government's perspective, particularly at the school education levels. This is especially notable considering the country's overall limited resources, the challenges faced by Jordan, and the successive waves of refugees it has hosted. These efforts contrast with the modest initiatives provided by host governments in neighbouring countries. However, there are significant uncertainties regarding the future solutions to the Syrian refugee crisis in Jordan due to limited resources, Covid-19 impact, and the ongoing Russian-Ukrainian war.

From MoPIC perspective, these positive factors of good treatment, solidarity, and subsequent integration into Jordanian society can be seen as incentives for Syrian refugees to remain in Jordan, where they have found the security, they seek and received assistance in various forms according to available capacities. This is true even if it comes at the expense of the 'incomplete' educational system developed by MoE in collaboration with international organisations. The Ministry views

the efforts made by the MoE as commensurate with its resources and the support provided. MoE elaborated further on this commitment:

“We saw how a Lebanese official announced some time ago [August, 2022] about the proposal to resettle Syrian refugees and how the international community was attacking this. We believe that it is unlikely for Jordan to think of such a solution, no matter how bad the conditions are and no matter how much international support declines in supporting Jordan in hosting the Syrian refugees, but it is difficult to predict what the future holds for us and for the refugees as well!”
Interview with the Head of Humanitarian Relief Coordination Unit, Ministry of Planning (MoPIC), August 2022.

Initially, MoPIC churched the role of humanitarian organisations helping the Jordanian government significantly which bolstered refugee aid post-war, yet this assistance has waned over time. In addition, MoPIC underscores the deepening integration of Syrians into Jordanian host communities, particularly in professional spheres, often surpassing local Jordanians facing economic strains from high living costs. Furthermore, MoPIC notes a preference among many Syrians to remain in Jordan, driven by established livelihoods and economic contributions that also support their families enduring hardship in Syria. These dynamics underscore intricate socio-economic interdependencies between Syrian refugees and their Jordanian hosts, influencing ongoing integration trajectories and future aspirations. MoPIC explained about these factors:

“Jordan represents a second home for Syrian refugees. We share the same values, customs, and traditions, as well as the language and religion, and many other traits that unite us with our Syrian brothers. I believe all these factors strongly encourage Syrians to consider staying here, especially when compared to the poor treatment they receive in other host countries in the region.” *Interview with the Head of Humanitarian Relief Coordination Unit, Ministry of Planning (MoPIC), August 2022.*

In summary, MoPIC’s role is pivotal in connecting donors with national efforts, ensuring that funds are utilized according to both international and national priorities. However, the Ministry also faces considerable challenges due to declining financial support and the complex geopolitical environment, which makes it difficult to plan for the long-term future of Syrian refugees in Jordan.

Despite these difficulties, MoPIC remains committed to facilitating refugee integration and maintaining the stability of Jordanian society amidst ongoing regional and global uncertainties.

HUMANITARIAN ORGANIZATIONS' POINT OF VIEW

The primary role of humanitarian organisations and UN agencies has been to secure and manage the funding required to sustain educational programs for Syrian refugees. These organisations have worked closely with the Jordanian government, particularly MoE, to ensure that the financial resources are directed towards critical areas such as the double-shift schooling system, teacher salaries, school supplies, and infrastructure development. The double-shift system, which allows Syrian children to attend school in the afternoons after Jordanian students, was largely made possible through the financial support of international donors, facilitated by these organisations.

However, the sustainability of these programs has been challenged by the declining international support in recent years. The chapter highlights a significant reduction in funding, which has severely impacted the ability to maintain and expand educational services. For instance, the decline in funding has led to the cessation of several critical programs, such as the preschool initiative for refugee children, which once provided equal access to early childhood education but has now been reduced to minimal hours or discontinued altogether.

INGOs and UN agencies have also been key in facilitating access to education for Syrian refugees, particularly those living outside official camps. These efforts include working with local governments to streamline the enrolment process, providing transportation for students, and ensuring that educational programs are accessible even in remote or underserved urban areas.

One of the significant challenges addressed by these organisations is the legal and administrative barriers that prevented many Syrian children from enrolling in Jordanian schools. Humanitarian agencies have advocated for policies that allow children to attend school without strict documentation requirements, which has been a critical step in increasing enrolment rates. Additionally, they have supported the development of alternative educational pathways, such as vocational training programs, which offer Syrian youth the opportunity to acquire skills that are directly linked to employment opportunities.

In terms of collaboration and coordination efforts, the relationship between humanitarian organisations, UN agencies, and the Jordanian government is complex and not without its challenges. While these organisations have been crucial in providing the necessary resources and expertise, there have been instances of misalignment in goals and expectations. For example, the evaluation of joint programs between the government and donors is a point of contention, with different entities adopting varying perspectives on responsibility and control. MoPIC often requires donors to allocate a certain percentage of urban-area programs to include Jordanian citizens and the host community alongside Syrian refugees, sometimes reaching as high as 50%. This is evident in initiatives like educational grants for vocational training and other programs in the health sector. Additionally, humanitarian organisations often dominate the planning and subsequent evaluation processes for programs, such as educational initiatives conducted with their partner, MoE, without fully involving the ministry. This lack of participatory collaboration, open communication channels, and information sharing hinders the effectiveness of these efforts.

Moreover, as international attention shifts due to other global crises, such as the Ukrainian-Russian conflict (Rami Qawariq, 2023 ;McCloskey, 2022) the Syrian refugee crisis in Jordan risks being

overlooked. This shift has already led to the closure of several humanitarian organizations' offices in Amman as they redirect their efforts to more recent conflict zones, further straining MoE's capacity to maintain the same level of educational services.

Looking ahead, the sustainability of educational programs for Syrian refugees in Jordan remains uncertain. The reduced international support poses a significant threat to the continuation of these programs, and without sustained funding, the quality and accessibility of education for refugee children are likely to decline further. The chapter suggests that there is an urgent need for renewed international commitment and more innovative solutions to ensure that Syrian refugee children continue to receive the education they need to build a stable and secure future.

From the perspective of humanitarian workers, it is unrealistic to expect Syrian refugees to fully take responsibility for their families and integrate into host communities as active and productive individuals, especially in the face of diminishing support for the majority of refugee households and the enforcement of restrictive laws on their living and movement. The ongoing instability, caused by the separation of family members between those living outside the camps, those still in the camps, and others remaining in Syria, makes these demands unachievable. Expecting them to return to a country still devastated by war, poverty, and insecurity, simply because the Syrian regime has reopened the Jaber-Naseeb border crossing with Jordan, is not a viable solution. The vocational program coordinator highlighted these challenges and proposed a controversial perspective:

"As humanitarian practitioners, we recognize that the complex challenges facing Syrian refugees in Jordan stem from the intricate political landscape. Such issues take considerable time to address and translate into official policy. I believe the state should resolve the Syrian refugee issue through naturalization, which would alleviate many problems, contributing to their integration and engagement in developmental projects in the country. However, this elephant in the room is now

being overlooked by everyone." Interview with the Coordinator of Vocational Diploma Program, LUM college, August 2022.

Overall, the lifting of pandemic-related restrictions has exacerbated the already dire living conditions for Syrian refugees. The reduction of aid has forced many families to make the difficult decision to withdraw their children from education and push them into child labor, violating their rights and compromising their future (El-Abed & Shabaitah, 2020). Given these harsh realities, it is essential for humanitarian organisations and host countries to reconsider their support strategies. Increased aid and more flexible policies could help alleviate the economic pressures on refugee families, enabling them to prioritize education for their children. Additionally, exploring long-term solutions such as naturalization or more robust integration programs could offer sustainable relief, ensuring that Syrian refugees can contribute positively to their host communities while securing a stable future for their families.

In conclusion, while humanitarian organisations and UN agencies have played a crucial role in providing and managing education for Syrian refugees in urban areas of Jordan, their efforts are increasingly hampered by declining international support and the ongoing challenges of integrating refugees into the national education system. The impact of these programs on the lives of Syrian refugees is significant, offering hope and stability, but the future of these initiatives depends on sustained collaboration and funding from the international community.

SYRIAN REFUGEES' POINT OF VIEW

Syrian refugee families in urban areas of Jordan face numerous challenges in accessing education for their children. Initially, many Syrian children were excluded from Jordanian public schools due to administrative barriers and a lack of legal documentation. This exclusion led to significant

educational gaps, with some children missing out on formal education for years. The situation was exacerbated by the sheer number of refugees, which overwhelmed Jordan's public education system, particularly in urban areas where the majority of refugees settled.

For those who managed to enrol, the educational experience was often far from ideal. Overcrowded classrooms, a shortage of qualified teachers, and inadequate school infrastructure significantly impacted the quality of education. The double-shift system, where Jordanian students attended school in the morning and Syrian refugees in the afternoon, further strained resources and left little time for meaningful learning. Despite these challenges, education remains a vital priority for many Syrian families, representing hope and stability in an otherwise precarious existence.

Syrian families have shown resilience and adaptability in response to the educational challenges they face. Many parents are deeply committed to their children's education, viewing it as a pathway to a better future. However, the financial pressures of refugee life often force families to make difficult decisions. In some cases, parents have had to prioritize immediate survival over long-term educational goals, leading to high dropout rates among older children who are sent to work to support the family.

This economic reality has led to a noticeable decline in secondary school enrolment and attendance among Syrian refugees. The rigorous academic requirements of the Jordanian education system, coupled with the high costs of private tutoring and university education, have made it increasingly difficult for refugee students to succeed academically. Many families, recognizing these challenges, have shifted their focus toward vocational training and skills-based education as more attainable and practical alternatives to traditional academic paths.

The educational programs provided by MoE, in collaboration with UNICEF and other humanitarian organisations, have had a profound impact on the daily lives and future prospects of Syrian refugee children and their families. These programs have not only provided access to education but have also offered a sense of normalcy and hope amid displacement. For many refugee children, attending school represents a rare opportunity to interact with their peers, learn new skills, and imagine a future beyond the immediate hardships of refugee life.

However, the effectiveness of these programs is often undermined by the broader socio-economic challenges faced by refugee families. The declining international support for refugee education has led to cuts in essential programs, such as preschool education, which once provided a crucial foundation for young learners. As a result, many refugee children now face an uncertain future, with limited opportunities for academic advancement or professional development.

Parents play a critical role in shaping their children's educational experiences, but their involvement is often limited by the harsh realities of refugee life. Many Syrian parents, especially those with low levels of formal education themselves, struggle to engage with the school system or support their children's learning at home. This disengagement is compounded by the logistical challenges of attending parent-teacher meetings, which are often held during working hours or in locations that are difficult to reach.

Despite these barriers, some parents have taken proactive steps to improve their children's educational outcomes. For example, families who can afford to do so often move closer to schools to reduce transportation costs and ensure regular attendance. Others seek out informal learning opportunities, such as community-based tutoring or vocational training programs, to supplement their children's formal education.

The future of Syrian refugee education in Jordan remains uncertain, largely due to the declining international support and the ongoing challenges of integrating refugees into the national education system. While the MoE and its partners have made significant strides in providing educational opportunities for refugees, the sustainability of these efforts is in question.

The high dropout rates among Syrian students, particularly in secondary education, underscore the need for more targeted interventions that address the unique challenges faced by refugee families. These could include financial support for education-related expenses, more flexible educational pathways that accommodate the realities of refugee life, and greater emphasis on vocational training and skills development as viable alternatives to traditional academic tracks.

Recently, after the state lifted the restrictions imposed due to the COVID-19 pandemic, the living conditions for Syrian refugees have clearly worsened (El-Abed & Shabaitah, 2020). Many families have been deprived of the aid they were receiving, and the remaining aid for the few remaining families has significantly diminished. Under these circumstances and with restrictions surrounding them on all sides, a significant portion of families has been forced to forgo the ‘luxury’ of education for their children, especially those lacking stable employment for the breadwinner, driving them to child labor without considering the consequences, including violations of their rights. Labor laws prohibit the employment of individuals under 18 in dangerous, arduous, or unhealthy occupations, but ‘necessity’ compels Syrian refugee children and youth to relinquish their right to education and a normal childhood in exchange for work, even with its violations.

Syrian families are compelled to send their children to work because the family breadwinner often cannot shoulder the responsibility alone. The families participated in this study suffer from the cessation of the breadwinner's work, especially during the winter months, as most of them work as

day laborers or in short-term workshops often lasting no more than a few weeks. Therefore, any job opportunity for one of the children becomes a precious chance to sustain the family, and this necessity outweighs any lack of conviction or awareness of the importance of education for their children. Now, more than ever, Syrian families are searching for ways to survive and support themselves in their communities. Fatima, a 36-year-old Syrian refugee and mother of five children, described her family's plight:

"Life is expensive here. We've accumulated three months of rent, and the landlord is threatening to evict us if we don't pay by the end of the month. My husband has repeatedly borrowed from his friends, but now we are drowning in debt, and he hasn't worked for two months. I think a lot about my children's future, but if we don't have a place to live or food to eat, how can they go to school? we're really thinking about going back to Zaatari camp, even if it means giving up on education..."
Interview with Fatima, 36, a Syrian refugee from Al Raqqa, Syria, mother for 5 children, arrived at Zaatari camp in 2014, now residing in Amman, Jordan, August 2022.

Competition with local students for limited opportunities exacerbates the educational challenges faced by Syrian refugees. Some families expressed a desire for asylum in European countries such as Germany or the Netherlands, hoping for better educational opportunities and an improved quality of life for their children. Conversely, other families found Jordan to be a more comfortable destination, where shared culture, values, language, and religion provide a familiar environment to raise their children despite financial difficulties. Finally, some families, due to the poor economic situation and the imbalance between daily life obligations and lack of income and aid, prefer to return to living in refugee camps indefinitely. As a last resort, some are even considering returning to Syria despite security concerns and deteriorating economic conditions there.

In conclusion, while Syrian refugee families in Jordan have shown remarkable resilience in the face of immense challenges, the future of their children's education depends on sustained support from both the Jordanian government and the international community. Without this support, the

gains made in recent years could be lost, leaving a generation of Syrian children without the skills and knowledge they need to rebuild their lives and contribute to the societies they will one day call home.

To summaries the complex landscape of refugee education networks, the following table shows the contrasting perspectives and lived experiences of key stakeholders based on the above findings generated from them, highlighting the tensions that shape service delivery and access.

TABLE 4: KEY THEMES FROM THE FINDINGS SHOWING THE CONTRAST BETWEEN THE PARTICIPANTS' PERSPECTIVES

Theme	Stakeholder Views	Examples	Pattern
1. Access to Education: Bureaucracy vs. Urgency	<p><i>MoE:</i> Rectification campaign to correct the legal status of refugees seen as a success.</p> <p><i>Refugees:</i> These families describe refugee policies as backward and exclusionary within their communities. They highlight administrative barriers (such as delayed registration)</p>	<p><i>Umm Maher's children were registered quickly due to their previous legal status, while Hanan's children were registered.</i></p>	<p>Systemic rigidity clashes with refugees' urgency, disproportionately which impact those lacking legal/formal status, or have no prior ties to Jordan.</p>

	and prioritize immediate access over long-term planning.		
2. Quality of Education: Ministry vs. Refugee Perspectives	<p><i>MoE:</i> Sees double-shift system as a practical solution but admits that infrastructure is overstretched.</p> <p><i>Refugees:</i> Criticize the system's shortcomings (e.g., shortened class hours, ill-equipped schools) and its impact on their children learning journey.</p> <p><i>Humanitarian Orgs:</i> Report fading support and unmet needs, impacting their services' sustainability.</p>	Sanaa withdrew her son from school due to the coldness of the classroom in the winter and the lack of heating, while Nahla highlighted the lack of parents' familiarity existing teaching methods.	Pragmatism vs. lived reality; getting worse by unstable funding.

3. Vocational Education: Cultural Stigma vs. Economic Hardships	<i>MoL/Humanitarian orgs:</i> consider remote vocational training as the best route for refugees that link between their educational aspirations and finding jobs in future. <i>Refugee:</i> Forced into early employment over schooling. <i>Jordanian Culture:</i> encourages formal education over vocational paths.	Abboud left college to support his family.	Structural alignment undermined by social norms and survival pressure.
4. Tertiary/Higher Education: Aspiration vs. Accessibility	<i>MoE:</i> The Ministry of Education (MoE) reports low secondary school enrollment among Syrians, attributing this to parents' lack involvement/ interest	Samia hopes for scholarships for her children, which contrasts with the lack of plans for refugees' higher education pathways.	Refugee educational ambitions clash with systemic exclusion and aid dependency.

	<p>in their children's education</p> <p><i>Refugees:</i> cite financial barriers (such as private tuition, transportation costs, and later university fees) and legal restrictions (such as the limited list of professions available to Syrians)</p> <p><i>Humanitarian Orgs:</i> Acknowledge the exclusion but lack the capacity to influence policy change.</p>		
<p>5. Trauma and Integration:</p> <p>Neglection vs. Needs</p>	<p><i>MoE:</i> Recognizes trauma but lacks resources for dedicated counseling.</p> <p><i>Refugees:</i> Report PTSD, bullying.</p> <p><i>Humanitarian orgs:</i></p>	<p>Umm Abbas faced bullying and trauma. with refugees are unable to advocate due to illiteracy or fear.</p>	<p>Mental health support is deprioritized in favor of infrastructural solutions, leaving</p>

	Critique Superficial mental health efforts.		psychosocial needs unaddressed.
6. Humanitarian Retreat: Responsibility Shifting	<p><i>MoPIC:</i> Attributes retreat of international fund to other global crisis (e.g.: war in Ukraine) to shrink the support for refugees in Jordan. funding shifts.</p> <p><i>Humanitarian Orgs:</i> acknowledge the reduced capacities but criticize the restrictive policies by the state (e.g.: closures of professions)</p> <p><i>Refugees:</i> Feel abandoned as support dwindles.</p>	Basma's children lost UNICEF school support.	Aid cuts spark shared frustration but no shared accountability.

CONCLUSION

This chapter has previewed the complex ground of education networks for Syrian refugees in Jordan, tracing the journey from initial deprivation to the various educational initiatives that have been implemented in response. It began by outlining the significant educational gaps faced by Syrian children in the early years of the crisis, followed by an exploration of informal education and early efforts to include refugees into public schools. The chapter highlighted critical issues such as documentation challenges, the rectification campaign, and the establishment of the double-shift school system, which introduced as temporary solutions to an ongoing crisis. Key themes arise from the findings, including the realities of refugees' education and the interplay between policy and practice.

Additionally, it delved into the specific needs of refugee children, focusing on the dwindling funding for preschool programs and the obstacles faced by secondary education students. Vocational education was presented as an alternative track, offering refugee youth opportunities to acquire skills aligned with labour market demands, despite the cultural stigma associated with vocational careers in Jordan. The examination of the 'culture of shame' highlighted the societal elements that influence both education and employment prospects. This examination of the 'culture of shame' provided deeper insights into the societal elements -that define what is acceptable and what is not acceptable, not necessarily on religious or legal grounds- shaping both education experiences and employment prospects for refugees (Alzyoud, 2024).

The latter part of the chapter provided insights into the multifaceted obstacles Syrian refugees encounter in accessing education, from deteriorating infrastructure and transportation struggles to the psychological trauma that affects their learning experience. The chapter also addressed the

declining presence of humanitarian organisations and its impact on refugee education SCs continuity.

Through this in-depth data presentation, the chapter has offered a nuanced understanding of the educational experiences of Syrian refugees in Jordan, highlighting both the achievements and ongoing struggles. lastly, the perspectives of various stakeholders, including MoE, humanitarian organisations, and the refugees themselves, stressed the need for sustained efforts and international support to address the persistent gaps in refugee education.

These findings will be analysed in the next chapter, which applies AT as the theoretical frameworks to analyse these findings, offering an in-depth discussion about the ideal and the broken education SCs experiences by the urban living refugees in Jordan.

CHAPTER SIX: THE DISCUSSION - FRAGMENTED PATHWAYS: EXPLORING SYSTEMIC CONTRADICTIONS IN REFUGEE EDUCATION NETWORK

INTRODUCTION

In the previous chapter, I presented the key findings of the research based on data collected from the main stakeholder groups involved in the education of Syrian refugees in Jordan: The Ministry of Education, the Ministry of Planning and International Cooperation, the Ministry of Labour workers in education programs within international non-governmental organisations, United Nations bodies, and urban-based Syrian refugees. These findings offer an effective understanding of how various actors have influenced the design and delivery of the educational networks for Syrian refugees in Jordan's hosting communities.

The overarching aim of this chapter is to critically analyse these findings in relation to the research questions and interpret them the dual frameworks of AC, and HSCs. Specifically, AT is applied to identify and explore systemic contradictions that hinder educational networks effectiveness, while HSC framework provides a lens to understand the current operational and logistical challenges in delivering refugee education. This interplay reveals how socio-cultural dynamics and SCs inefficiencies interact to shape the educational experiences of Syrian refugees in Jordan.

The chapter addresses four key research questions. The first question explores the factors shaping the design and implementation of education SC for Syrian refugees, examining how broken SCs impact educational programs' sustainability and effectiveness. The second question delves into the inclusion of refugee perspectives and experiences in educational program development, shedding

light on the systemic barriers that limit their active involvement. The third question examines how the Jordanian government shapes and regulate education for refugees, focusing on bureaucratic processes, funding challenges, and the push for refugee self-reliance. Finally, the fourth question investigates the long-term impacts of education programs on Syrian refugees' lives over a protracted displacement, considering economic and social outcomes, that ultimately impact their educational experiences.

The themes presented in this chapter were developed inductively through iterative coding process and thematic analysis of the 28 semi-structured interviews conducted with stakeholder groups. Initially, coding revealed recurring concepts such as documentation struggles, curriculum mismatch, and limited parental involvement. These were grouped into broader categories reflecting systemic barriers within refugee educational networks, which eventually produced refined themes such as 'Broken Supply Chains', 'Segregated Education Experiences', and 'Structural Contradictions'. As patterns emerged, Activity Theory was used to map contradictions within these themes, particularly the tensions between tools (curriculum), rules (policy), and subjects (refugee learners). The final themes evolved not only from participant narratives but also from analytic engagement with the dual lens of HSC and AT frameworks.

These were grouped into broader categories reflecting systemic barriers within refugee educational networks, which eventually produced refined themes such as 'Broken Supply Chains', 'Segregated Education Experiences', and 'Structural Contradictions'. As patterns emerged, Activity Theory was used to map contradictions within these themes, particularly the tensions between tools (curriculum), rules (policy), and subjects (refugee learners). The final themes evolved not only

from participant narratives but also from analytic engagement with the dual lens of HSC and AT frameworks.

This discussion chapter is structured to deepen the understanding of the complexities surrounding the provision of education for Syrian refugees within the framework of HSCs. It begins with a review of findings linked to each research question, providing a foundation for the subsequent critical analysis. The discussion then transitions into an evaluation of SC dynamics, comparing ideal models with the fragmented realities observed in the field. Based on this, the chapter examines the bureaucratic challenges that complicate program delivery and explores the application of AT to identify and address primary and secondary contradictions within the education system. Finally, the chapter suggests reforms and highlighting the theoretical contributions of integrating AT and HSC frameworks in the context of refugee education.

In conclusion, this discussion advances our understanding of how education networks for Syrian refugees in Jordan operate within the broader dynamics of HSCs provide a comprehensive analysis of the systemic issues and potential solutions for improving educational services for Syrian refugees in Jordan.

KEY FINDINGS SUMMARY

RESPONSE TO RESEARCH QUESTION 1: DETERMINANTS OF EDUCATION SUPPLY CHAINS

TARGETING SYRIAN REFUGEES

The design and delivery of education SCs for Syrian refugees in Jordan represent the critical interaction between governmental institutions in host countries, humanitarian organisations, and the lived experiences of refugees in shaping education networks.

The nature of the education programs provided to Syrian refugees in Jordan is shaped by multiple factors. A primary determinant is the coordination between INGOs, UN bodies and the Jordanian government, particularly MoE. The programs' design and implementation are heavily influenced by donors' support, which is essential for sustaining these initiatives. Without consistent funding, the programs face interruptions, affecting both the scope and quality of service provided (Altay et al., 2023; Jahre & Heigh, 2008), even fluctuations in the timing and amount of funding can disrupt resource allocation, leading to inefficiencies and reduced program performance as indicated by (Natarajan & Swaminathan, 2017).

Moreover, logistical challenges, such as overcrowded schools and a lack of sufficient teaching staff, significantly affect the education programs. The Jordanian education system, already under strain, has had to accommodate the influx of Syrian refugee children, which led to the adoption of double-shift systems in schools. This system, while expanding access, has reduced the time and resources available per student, thereby affecting the quality of education provided for refugees and citizens.

The bureaucratic processes associated with enrolling Syrian refugees in public schools, particularly the requirement for documentation, have also influenced access to education. Families often face delays due to complex administrative requirements, which serve as additional barriers to education.

Adding to these challenges is the difficulty in accurately counting the population Syrian refugees, which further complicates educational planning. The Syrian crisis has displaced countless young people, many of whom remain unregistered for years, making it harder to assess the full scope of the actual needs of the refugees' community (Crisp, 1999). This lack of precise data hampers the educational program planning and outreach efforts.

These findings reveal the intricate relationship between HSCs, systemic collaboration, structural, and operational challenges, highlighting that while education services for Syrian refugees in Jordan have developed significantly, persistent funding gaps, logistical issues, and bureaucratic obstacles continue to limit their effectiveness.

RESPONSE TO RESEARCH QUESTION 2: CONSIDERATION OF SYRIAN REFUGEE PERSPECTIVES AND EXPERIENCES IN PROGRAM DESIGN

Addressing this research question, the findings show a critical disconnect between program design and the lived experiences of Syrian refugees, emphasising the absence of the human element shaping education HSCs for refugees.

The findings indicate a significant gap in the inclusion of Syrian refugee voices in the design of education programs. While humanitarian organisations and MoE aim to address the educational needs of Syrian children, there is limited evidence of direct consultation with the refugees themselves regarding their specific needs and preferences.

The absence of refugee voices has led to mismatches between program outcomes and the real needs of the refugee children. For example, many children face challenges due to differences in the curriculum and the educational methods applied in Jordan compared to those they were familiar with in Syria. Refugee families have showed concerns about their children's difficulty to cope with the new educational environment, e.g., the curricula, particularly in subjects like English, which many Syrian children had not studied before. This lack of involvement of the refugee voices in the design and development of education programs raises questions about the responsiveness of these programs to the real challenges faced by the beneficiaries (Anderson et al., 2012; Ferguson, 1994). Greater participation by Syrian families in the planning stages could improve the effectiveness and

relevance of the programs (Bucken-Knapp et al., 2019). Without integrating the voices of Syrian refugees, education programs risk remaining disconnected from the actual needs of those they intend to serve, thereby undermining both their relevance and their potential impact.

The findings answered this question, emphasises the necessity of integrating refugee perspectives into program design, stressing that without a meaningful participation, education initiatives risk misalignment with refugee needs, ultimately limiting their effectiveness and undermining the overarching goal of improving access to quality education for Syrian children.

RESPONSE TO RESEARCH QUESTION 3: ROLE OF THE MINISTRY OF EDUCATION

In response to this research question, the findings examine the role of MoE as a central actor in the education initiatives for Syrian refugees, highlighting its pivotal contributions, constraints, and reliance on international collaboration and funding

MoE plays a central role in managing and coordinating the education programs for Syrian refugees in Jordan. Its collaboration with INGOs and UN bodies has been essential in providing access to formal education for them, particularly through the integration of refugee students into public schools. However, the Ministry's efforts have been constrained by limited resources and the growing demand for educational services.

One of the significant contributions of the Ministry has been the implementation of the double-shift school system, which was designed to address the overcrowding in schools caused by the influx of Syrian refugees. While this system has succeeded in expanding access, it has also highlighted the limitations of the Ministry's capacity to deliver decent education under the current resource constraints. Overburdened teachers, insufficient classroom space, and the lack of

specialised staff to support the educational and psychological needs of refugee children are ongoing challenges that hinder the effectiveness of these programs and limited the students' ability to fully engage in their education, affecting their academic performance and integration.

MoE, through MoPIC, is responsible for securing the necessary funding from international donors to maintain and expand educational initiatives. However, this reliance on external funding has made the programs vulnerable to shifts in international priorities. Periods of reduced funding have led to frequent interruptions in services, such as the recent reduction in preschool programs for refugee children, the findings show that there is a process of networks' construction occurring alongside breakdowns among consistent services and international funding streams. reflecting a failure to sustain uninterrupted education programs for refugees. Children's education should not be disrupted by fund funding failures, but unfortunately, this is the reality of the current SC model within the national education system for refugees in Jordan.

The findings under this question, demonstrates that while the MoE is integral to the education SC, its resource constraints and reliance on inconsistent international funding expose systemic vulnerabilities, ultimately widen the gap between the envisioned ideal education SC networks, and the current fragmented and broken systems.

RESPONSE TO RESEARCH QUESTION 4: IMPACT OF EDUCATION PROGRAMS ON SYRIAN REFUGEE LIVES IN A PROTRACTED DISPLACEMENT

In addressing this question, the findings examined the impact of the education programs on the lives of Syrian refugees in protracted displacement, focusing on their role in fostering stability, and integration, amidst the social and economic limitations.

Education programs have had a mixed impact on Syrian refugee children and their families. For some, the opportunity to attend formal schooling has provided a sense of stability and hope for the future. Children who have managed to integrate into the school system have gained valuable skills and knowledge that will help them in the future, both in Jordan and potentially upon returning to Syria. However, many refugee children continue to struggle with significant challenges that affect their educational outcomes. These challenges include, economic hardships, adjusting to a new curriculum, and dealing with language barriers. Syrian children, particularly those in secondary education, often find it difficult to achieve the academic performance needed to progress through the education system, which has led to high dropout rates.

In addition to formal education, vocational education has emerged as an important alternative for Syrian refugees, offering non-academic learning opportunities that can lead to practical skills for the local job market. These programs are especially critical given the limited availability of higher education and growing unemployment in Jordan. Findings show that vocational education programs provide Syrian youth with pathways into fields that are traditionally left by Jordanians and dominated by immigrant labour due to social stigma around certain types of work. However, despite these opportunities, MoL has imposed restrictions on the fields in which Syrians can work, whether holding academic or non-academic certificates. This limits their employment options to less desirable sectors, further complicating their integration into the workforce.

The findings answering this question, explain that although the education programs for Syrian refugees provided them with accessibility, and meaning of stability, systematic challenges including academic issues, economic constraints, and work restrictions, has limit their educational experiences significantly.

In conclusion, the findings indicate that while the education networks for Syrian refugees in Jordan have made important strides in providing access to both formal and vocational education, several key issues remain unresolved. The success of these programs depends heavily on continuity of international funding, improving logistical supply chains, and a greater inclusion of refugee voices in the program design process. Addressing the economic, and social challenges faced by refugee families is essential to ensure that these education programs not only provide access to schooling but also foster meaningful and long-lasting educational outcomes for Syrian refugee children.

Ultimately, without sustained funding, strategic planning, and a commitment to addressing refugees' economic and social barriers, these education programs risk falling short of their potential to empower Syrian refugee children and support their long-term resilience.

As below, I have created a table outlining the major determinants for each key findings' summary section based on the research questions.

TABLE 5: KEY FINDINGS SUMMARY

Research Question	Key Findings Summary
1. Determinants of Education SCs Targeting Syrian Refugees	Coordination between INGOs, UN bodies, and the Jordanian government, donor funding, logistical challenges such as overcrowding and limited staff, bureaucratic barriers, and lack of precise data on refugee numbers.
2. Consideration of Syrian Refugee Experiences in Program Design	Limited inclusion of Syrian refugees' perspectives; mismatch between program content and refugees' needs; curriculum differences; language barriers; need for greater refugee participation in program planning.
3. Role of the Ministry of Education in Shaping and Regulating Education networks	Ministry's central role in managing education programs; double-shift system to manage overcrowding; resource constraints; funding dependence on international donors; challenges with maintaining quality due to overburdened teachers and insufficient resources.

4. Impact of Education Programs on Syrian Refugees' Lives in a Protracted Displacement

Mixed impact on refugees' lives; sense of stability for some but challenges for others; economic hardships; high dropout rates; vocational training as alternative but restricted by Ministry of Labour regulations; issues with workforce integration.

“IDEAL” SUPPLY CHAIN NETWORKS IN EDUCATION FOR SYRIAN REFUGEES

This section examines the traditional SC foundations heavily applied to managing Syrian refugees' education in Jordan's host communities. Focusing on how commercially driven, top-down decision-making and burdened by bureaucratic systems, have been applied. These systems, more obstructive than beneficial, have influenced the planning and implementation of humanitarian networks such as education, which ideally require integration of beneficiaries into a supportive environment that acknowledges diverse social and cultural characteristics and individual needs. Such an inclusive approach is essential for fostering development and positive life planning for refugees.

COMMERCIAL APPROACH TO HUMANITARIAN SUPPLY CHAINS IN EDUCATION

The ideal SC for education programs provided to Syrian refugees in Jordanian camps -though 'ideal' is used cautiously in the context of displacement- began with an immediate response from MoE, working closely with international organisations like UNHCR and UNICEF for Syrian refugees residing in the four camps, these camps received the largest share of donor support to cover a 'full package' of assistance, including education (Azizi et al., 2021). With limited planning in the first four years of the crisis for the growing number of refugees settling in host communities.

The double-shift schooling system, hailed as a major achievement in providing education services for the majority of school-aged Syrian refugees who struggled for years to access public schools in

urban areas, resulted from extensive collaboration between the Jordanian government and international donors. However, this program has been largely shaped by traditional and commercial SC approaches. These approaches, while efficient in resource allocation and operational management, often fail to consider the unique needs and perspectives of refugees themselves, such as a curriculum that acknowledge their prior educational experiences and address the learning gaps caused by wartime disruption and displacement. such as concerns about the high costs of transportation, stationery, and private tutoring for difficult subjects. These deficiencies result in an educational response that feels imposed rather than co-created.

The commercial approach in HSC adopts strategies and principles from business-oriented SCs, emphasising structured resource distribution, efficiency, effectiveness, and performance, which mainly concerning quantifiable elements such as transportation, textbooks, teachers, and classrooms, but not including whether they are appropriate for Syrian school children. Numerous researchers have explored the applicability of these commercial SC concepts within the humanitarian milieu (Oloruntoba & Gray, 2006; Pettit et al., 2009; Tatham & Pettit, 2010; Van Wassenhove, 2006).

In the context of providing education to Syrian refugees in Jordan, the adoption of commercial supply chain principles has been evident and problematic. These principles prioritise efficiency, effectiveness, and streamlined resource allocation, resulting in programs that aim to maximise the use of limited resources given Jordan's constraints (Alrababa'h et al., 2021). The most prominent example is the double-shift schooling system, which draws from commercial approaches to ensure that educational infrastructure can accommodate both Jordanian and Syrian students. This system optimises the use of existing resources, such as classrooms, teaching staff, and curriculum, by

dividing the school day into two shifts: one in the morning for Jordanian students and another in the afternoon for Syrian refugees.

This method mirrors SC strategies used in the commercial sector, for example, when warehouses use shift systems during the day and nighttime, where efficiency and cost optimisation are crucial. In commercial SCs, balancing supply and demand is a fundamental concept, as discussed by Van Wassenhove (2006) albeit in a more dynamic and uncertain context (Charles et al., 2010). And this principle is evident in the way educational resources are distributed among different student populations. By sharing the same educational resources, this approach aims to meet the needs of a larger number of children without requiring significant additional infrastructure investment. However, it overlooks sustainable solutions, particularly where funding and resources are often limited. This reflects the resource allocation strategies common in commercial enterprises, where distribution takes precedence over quality education in the double-shift school system.

However, this model's efficiency-driven nature tends to marginalize the nuanced needs of refugee students. Unlike commercial SCs that deal with products, humanitarian education should prioritise the human element, recognising that each child is not just a unit to be processed but an individual with unique learning needs, cultural backgrounds, and emotional challenges. The commercial emphasis on maximising the use of physical resources for example: classrooms, teachers, time, etc., often leads to a one-size-fits-all approach, neglecting the diversity and complexity inherent in refugee experiences (Foucault, 1979). For instance, many Syrian children have faced trauma and disruption, required psychosocial support and tailored educational approaches that extend beyond mere classroom instruction. By focusing primarily on efficiency, the system risks overlooking

these essential elements of refugee education, ultimately creating an environment that is more transactional than transformative.

The double-shift schools, a model aims to make the most of the educational resources provided by the MoE, with funding from the UN and other humanitarian organisations. However, the commercial approach's top-down, expert-led method often overlooks the input of refugees themselves. As Betts and Collier (2017a) and Pedraza-Martinez and Van Wassenhove (2016) point out, these models are typically designed by professionals and policymakers who focus on logistical efficiency rather than inclusivity. As a result, refugees are often seen as passive recipients of aid rather than active participants in shaping their education. This disconnect can lead to 'products' that fail to fully address the social, cultural, language, cognitive backgrounds, and individual needs of refugee children, limiting the effectiveness and long-term success of these programs.

The contrast between commercial SC logic and humanitarian principles becomes particularly evident when we examine the tensions between efficiency and Inclusion. HSCs, in theory, should prioritise inclusivity, adaptability, and a deep understanding of beneficiaries' needs. In contrast, commercial models are fundamentally designed to optimise resources, often at the expense of individual needs and preferences. This dichotomy is reflected in the double-shift school system, where the emphasis on cost-effectiveness and resource optimisation overshadows the importance of fostering a sense of belonging and inclusivity for Syrian refugee students.

For instance, the rigid, structured approach of commercial SCs often leads to inflexible educational frameworks that lack the adaptability required to meet the ever-changing needs of refugee populations. The focus on efficiency means that any deviation from the plan, such as addressing the psychological issues experienced by many Syrian refugee children, is often seen as an exotic

element rather than an integral part of the educational response (Anholt, 2020; Carey et al., 1958; Freeman & Schuller, 2020). This inflexibility stands in stark contrast to the humanitarian ethos of adaptability and responsiveness, which emphasises the need to tailor interventions to the evolving circumstances of affected populations.

Furthermore, the commercial approach's reliance on standardised metrics of success, such as attendance rates or the number of students served, may obscure the true impact of educational programs on the well-being and actual development of refugee children. In humanitarian contexts, success should be measured not just by quantitative outputs but also by qualitative outcomes, such as improved psychosocial well-being, cultural integration, and the empowerment of students and their families. The commercial model's tendency to focus on numbers often means that these more subtle, yet equally crucial, aspects of education are undervalued or ignored.

As highlighted in the findings chapter, the MoE indicates that the academic performance of Syrian students, which ranges from mediocre to low, is closely linked to their attendance rates. Many families have been compelled to withdraw their children from school due to the financial burden of education. These costs consume a significant share of refugees' income, often forcing them to prioritise work over education for their children.

The disparity between commercial and humanitarian principles also manifests in the issue of 'humanitarian visibility' as highlighted by Maghsoudi and Pazirandeh (2016) Oloruntoba and Gray (2006) and Schulz and Blecken (2010), the visibility of resources and processes is critical for effective coordination and delivery in humanitarian settings. While commercial SCs achieve visibility through well-established data systems and communication networks, the lack of similar mechanisms in the humanitarian context can result in inefficiencies and misallocations. The

double-shift system's failure to fully incorporate refugee voices in the planning and implementation stages reflects a gap in achieving true humanitarian visibility, where stakeholders are not merely seen but are actively engaged in shaping the educational response.

In summary, while the commercial approach has brought much-needed structure and efficiency to the education provision for Syrian refugees in Jordan by reaching to 89% of them (Alghad, 2024), it falls short in addressing the deeper, more nuanced needs of the affected population. The challenge lies in finding a balance between the operational strengths of commercial SCs and the empathetic, inclusive principles of humanitarian response, ultimately ensuring that educational programs not only reach but truly resonate with the refugee communities they are designed to serve.

BUREAUCRATIC INFLUENCE ON EDUCATIONAL NETWORKS

Bureaucracy, characterized by a structured hierarchy with standardized rules and procedures (Mouzelis, 2013), often leads to rigidity and slow responsiveness, limiting its adaptability during crises. The centralized nature of decision-making, reliance on rigid administrative procedures, and lack of adaptability are all characteristics of Jordan's bureaucracy that could hinder the development and implementation of effective educational programs not only refugees, but all students (Assaad et al., 2016).

In the context of refugee education, such bureaucratic inefficiencies likely result in slower response times, a lack of tailored educational initiatives, and difficulties in addressing the unique needs of refugee children, lack of decentralization, and inefficient management have broader implications on all sectors, including education, making it challenging to provide inclusive, responsive services to vulnerable populations, such as refugees (Jreisat, 1989).

For example, the initiation of double shift schools for Syrians in host communities was slowed partially because of the insufficient documentation process for refugees. The rapid increase in refugee numbers fleeing to Jordan, coupled with the illegal movement of refugees from camps to host communities, has created significant challenges for authorities in managing refugee data (Cherri et al., 2016; Sieverding & Calderón-Mejía, 2020; Simsek & Koser Akcapar, 2018; Van Vliet & Hourani, 2014).

One of the primary issues is the inefficiency of the documentation process, which has created numerous obstacles in registering refugees with both UNHCR and MoI. The Ministry's reliance on a self-reporting policy often fails to capture the rapidly changing realities of refugee populations (Krafft et al., 2018; Salemi et al., 2018). Consequently, many Syrian refugee children have faced difficulties accessing public schools due to incomplete or missing documentation (Sieverding et al., 2018). Nonetheless, some argue that Jordan's historical experience with previous waves of refugees has enabled the country to develop a more cohesive response to the Syrian refugee crisis, despite the challenges posed by overlapping regulatory and legislative frameworks (Lenner & Schmelter, 2016).

The literature on humanitarian aid logistics highlights that bureaucracy is a significant constraint on supply chain efficiency. Van Wassenhove (2006) notes that HSCs involve a wide range of stakeholders, leading to bureaucratic challenges such as overlapping responsibilities, conflicting objectives, and delays in decision-making, which are more pronounced than in commercial SCs. This bureaucratic complexity can slow down response times and reduce the flexibility needed to manage crises effectively. Unlike business SCs, which benefit from fewer stakeholders and clearer

information flows, humanitarian operations are often hindered by these procedural barriers (Fathalikhani et al., 2020) (Pedraza-Martinez & Van Wassenhove, 2016) (Siawsh et al., 2021).

Furthermore, the issues faced in Jordan illustrate the broader challenges of bureaucratic inefficiency in HSCs. The reliance on a self-reporting policy for refugee registration has resulted in significant gaps in data management and documentation, which directly contributed to delays in delivering essential services like education. This inefficiency is evident in the case of Syrian refugees in urban areas of Jordan, where the delay in making education accessible led to the emergence of a 'lost generation' referring to school-aged refugee children living outside camps who experienced an educational gap between 2013 and 2016 (Deane, 2016) (Reinprecht et al., 2021). Such delays underscore the fundamental differences in operational philosophies between humanitarian and business SCs. While business SCs prioritise efficiency and speed, optimising data management to achieve quick results, HSCs face slower decision-making processes due to the involvement of multiple stakeholders and complex socio-political dynamics, ultimately affecting critical areas like education for refugee children (Van Wassenhove, 2006).

The rigid nature of bureaucratic processes often results in substantial inefficiencies, profoundly impacting the education of Syrian refugee children. A key issue is the protracted approval process for program funding, where financial constraints affect the continuity and effectiveness of humanitarian initiatives (Iakovou et al., 2014). Humanitarian organisations, including UN agencies whose workers participated in this research, frequently reported encountering high levels of bureaucracy when working with government ministries and public bureaus, such as MoPIC and MoL. These bureaucratic hurdles lead to prolonged waits for approvals or critical decisions, resulting in missed opportunities to secure funding, or even to launch new programs. This

inefficiency is further compounded by the fact that many humanitarian organisations operate within short-term funding cycles (Schulz & Blecken, 2010), making it difficult to maintain the continuity of educational programs when confronted with bureaucratic delays. This disparity between the rigid bureaucratic structures, and the dynamic needs of education programs reveals the broken nature of these systems.

In controlled settings like refugee camps, the nature of systems governing humanitarian operations is fundamentally different from those in open communities. Camp-based models, managed by humanitarian agencies and authorities, adopt a more rigid, centralised structure that allows for efficient registration, tracking, and service delivery, making SC operations more straightforward (Ahmadzadeh et al., 2014). In contrast, host communities outside the camps are not as tightly governed by such restrictive indicators, require systems that prioritise agility and resilience to adapt to the dynamic and dispersed nature of refugee populations. This is because the challenges faced in open settings are more complex, requiring a flexible approach to navigate the diverse societal structures, challenges, and needs present outside the camp environment (Ilcan & Rygiel, 2015). Therefore, this distinction should be reflected in the education programs designed for Syrian refugees in host communities. However, the current approach often fails to differentiate between the needs of refugees in camps and those in host communities, applying the same programs to both settings despite their differing circumstances.

Kunz and Reiner (2016) emphasise that excessive bureaucratic procedures often hinder these operations in less controlled settings, as they are not bound by specific regulations but instead arise from the inherently complex nature of operating in broader, less structured environments. Consequently, while camp-based systems enforce a structured, predictable model, humanitarian

operations in open communities must remain adaptable and responsive to changing circumstances to ensure effective service delivery.

Similarly, the double-shift school program for Syrian refugee children, while efficient in utilising existing infrastructure, also reveals the limitations of a bureaucratic system that prioritises process over people. The program's reliance on MoE resources, coupled with international funding, has created a rigid structure that struggles to adapt to the changing needs of refugee students. For example, if a particular school experiences an influx of refugee students, it requires multiple layers of bureaucratic approval to increase staffing or adjust resources, leading to delays in providing adequate educational support. This inflexibility stands in stark contrast to the dynamic and often unpredictable nature of refugee experiences, where needs can change rapidly due to evolving circumstances.

An illustrative example of this is the discontinuation of pre-school education programs for Syrian children in Jordan following funding cuts in the 2022/2023 academic year. The MoE, constrained by its budget limitations and unable to secure alternative funding sources, had to halt these essential services. This situation underscores how the reliance on external funding, combined with bureaucratic inertia, can result in abrupt disruptions that leave refugee children without access to crucial early childhood education. It mirrors challenges in commercial SCs, where dependency on a single supplier or funding source can create vulnerabilities and disrupt operations when that support is withdrawn.

The findings indicated that making education accessible to Syrian refugees in urban areas of Jordan was indeed delayed. One of the most significant consequences of this delay was the emergence of what is referred to as the 'lost generation' as discussed earlier (Deane, 2016; Reinprecht et al.,

2021). The educational response, led by the double-shift schooling program, has proven inadequate in meeting the educational needs of refugees, as it fails to address the complex challenges related to identity and documentation. It was designed without considering the broader, multifaceted needs of Syrian refugees living outside camps, basic needs that must be addressed before education can be effectively provided. Moreover, the program struggles to ensure access to education without addressing the long-standing hardships these refugees have faced prior to attempting to access public education, ultimately creating a complex dilemma through tighten MoE capacities, and deepen the education crisis for the Syrian refugees.

According to the section discussed Years of educational deprivation in the findings chapter, this delay is primarily attributed to two key factors, the first factor is the unexpected and rapidly increasing influx of refugees fleeing the Syrian conflict, this huge influx of refugees strained the capacity of Jordanian government, including the Education ministry (Cochran, 2018), to effectively provide a clear path, especially for those residing in host communities, and thus to prolong a systematic response for a considerable period.

In summary, the situation in Jordan underscores the significant impact of bureaucratic inefficiencies on HSCs. The challenges associated with documentation and data management, compounded by economic constraints and a high level of bureaucracy within government institutions and its impact on the nature of communication with humanitarian agencies, highlight the critical need for more streamlined processes and enhanced collaboration between humanitarian organisations and other stakeholders. As Van Wassenhove (2006) suggests in suggests in his overarching work on the complexities of managing SCs in humanitarian settings, building

partnerships and finding common ground between these diverse actors could help mitigate some of these bureaucratic obstacles and improve the overall effectiveness of crisis management.

‘BROKEN’ EDUCATIONAL SUPPLY CHAINS

This section critically examines the realities of the double-shift schooling system in Jordan, which operates as a key component of the broader HSC designed to deliver educational services to refugees. While the system aims to address the urgent educational needs of both Jordanian and Syrian refugee students, it highlights the fragmented and, at times, ineffective nature of these educational SCs. In the first subsection, the segregated education systems created by this model are discussed, which has led to physical and social divisions between Syrian and Jordanian students, contrary to the integration goals set by humanitarian organisations. Following this, segregated communities are explored, detailing the social isolation and discrimination Syrian refugees face outside school settings. The third subsection then addresses curriculum challenges and parental support, reflecting on how a one-size-fits-all curriculum fails to meet the diverse needs of Syrian students, many of whom struggle to connect with the content, as well as the unfamiliarity of refugee parents with the Jordanian system, often find themselves unable to assist their children academically. Following this, high drop-out rates are discussed, examining the economic pressures that force many refugee students out of school. Lastly, the role of adjunct teachers in this system is examined, many of whom are overburdened and underprepared to meet the complex needs of both refugee and local students, further highlighting the broken state of the educational networks.

This analysis underscores the limitations of applying commercial SC models without adapting them to the specific needs of refugee children.

SEGREGATED EDUCATION SYSTEMS

The findings reveal a fragmented educational SC created by the double-shift schooling system in Jordan. By dividing the school day into two shifts, this system separates Syrian refugee students from their Jordanian counterparts, despite both groups living in the same host communities, attending the same schools, being taught by the same staff, and studying the same curriculum. Rather than fostering integration, this separation results in a segregated community of Syrian refugees, which undermining the calls for social cohesion and inclusion from organisations like the UNHCR (Pinson et al., 2010; Salem, 2021).

This approach also contradicts the goals of the national education policies, which encouraged the integration of refugee children into host countries' education systems, aiming to create more sustainable and higher-quality educational outcomes (Krafft et al., 2022; Pateman et al., 2013; Salem, 2021). However, the actual implementation faces significant challenges. The complexity of political, social, and economic factors often limits the effectiveness of such integration efforts, particularly in countries like Jordan, where the influx of refugees has placed immense pressure on local resources and services (Berti, 2015; Ergin & Wit, 2020). These findings align with my own, which reveal that the double-shift school program, a significant educational intervention that has been delayed by mismanagement of the Syrian refugees' presence outside camps, accompanied with deteriorating infrastructure, and financial constraints, further reinforces social divides by operating on a segregated foundation that separates Syrian and Jordanian students, ultimately weakening communal bonds rather than fostering them.

A critical flaw in the double-shift system is the shared use of resources across both shifts. While Syrian refugees attend the afternoon shift and Jordanians attend the morning shift, this time-based

segregation leads to a lack of interaction between the two groups reinforces a sense of isolation. The aim is to minimize the social and economic exclusion of refugees, as failing to do so could result in increased instability and long-term marginalization among refugee population (Ergin & Wit, 2020; Kagan, 2011; Ward, 2014).

Thus, we can say that refugee students are ‘living’ alongside Jordanian students at the same neighborhoods but are not coexisting with them in a meaningful or integrated way. The system effectively creates parallel educational experiences for two separate groups of beneficiaries, despite their coexistence and shared use of the same resources, both within the school environment and the broader community setting in the host society, with limited opportunities for positive social interactions or collaboration. This structural divide contradicts the intended goals of the program, which, according to MoE, is supposed to offer the best solution for refugee education.

SEGREGATED COMMUNITIES

Several participants shared that their children have faced bullying from local children in the neighbourhood simply because they are Syrian. As a result, some refugee children tend to avoid interacting with non-Syrian peers outside of school to prevent conflicts, despite attending the same nearby schools. This issue extends beyond the children, as some parents have reported similar experiences of exclusion and discrimination. These incidents suggest that genuine integration, is still far from being realised. Moreover, it appears that the double-shift school system does little to foster the integration that is so urgently needed.

This segregation in educational SCs not only separates students by time but also by experience. Syrian refugees attend the same schools as Jordanian students, but in entirely different shifts, with

no direct interaction between the two groups. This lack of engagement undermines the integration efforts promoted by humanitarian organisations and host governments (Ergin & Wit, 2020; Kagan, 2011; Ward, 2014). Moreover, refugee education, as envisioned in policies across various nation-states, assumes a societal framework where refugees are provided access to quality education, social belonging, and economic opportunities (Dryden-Peterson et al., 2019). However, in reality, the double-shift system and social exclusion within local communities highlight the disconnect between this idealised vision and the actual experiences of refugee students, who often feel marginalised and excluded from both educational and social opportunities, which also aligns with Krafft et al. (2022) regarding similar findings. This gap between the policy vision and the lived experiences of refugees reflects the broader theme of broken educational SCs.

CURRICULUM AND PARENTAL SUPPORT

The physical separation is further compounded by an educational divide, as the same national curriculum used for Jordanians is applied to Syrian students without considering their distinct educational backgrounds, the challenges of navigating an unfamiliar system, or other cultural differences (Earnest et al., 2010). As a result, Syrian refugee students in Jordan often feel disconnected from the educational content and struggle to fully engage in the learning process (Earnest et al., 2010; Onsando & Billett, 2009; Salem, 2021).

Further compounding the issue is the use of the same curriculum for both refugee and Jordanian students, despite the significant differences in their educational backgrounds. Refugee students find the curriculum challenging, as it does not account for their previous learning experiences in Syria (Dryden-Peterson et al., 2019). This one-size-fits-all approach overlooks the specific needs of refugee children, leaving them struggling to keep up. The academic gap is further widened by the

fact that Syrian parents, having been educated in a different system with different teaching methods, are often unable to assist their children with school assignments.

The educational challenges faced by Syrian refugee students also extend to their families. Many Syrian parents are unfamiliar with the Jordanian academic system, which leaves them unable to effectively support their children's education at home. Although these families show a strong interest in their children's academic success, they struggle with homework and exam preparation due to differences in curriculum content and teaching methods between the Jordanian and Syrian systems.

In interviews, numerous Syrian refugees expressed deep frustration and concern over their children's academic struggles, feeling helpless in the face of unfamiliar educational approaches. They perceived the current curriculum as overly challenging and poorly suited to their children's needs, which hinders academic progress and limits future opportunities. As a result, many parents expressed a strong desire to seek asylum in a developed country, hoping to find an education system that better supports their children's potential and offers more meaningful opportunities for success.

This disconnect between the curriculum and the students' backgrounds creates a significant barrier to academic success for refugee children. This is particularly evident in the double-shift system, where Syrian students are not only physically but also educationally separated from their Jordanian peers, further limiting their engagement with the learning process. While UNHCR initially advocated for parallel education systems to enable refugee children to study curricula aligned with their home countries and facilitate easier reintegration upon return (Bellino & Dryden-Peterson, 2019), this approach is not mandatory. UNHCR's 2012-2016 Education Strategy recommends promoting the integration of refugees into the national curricula of host countries to provide more

sustainable and higher-quality education (UNHCR, 2012). However, this shift presents additional challenges, as the host country curriculum often fails to accommodate the distinct educational backgrounds of refugee students, as highlighted in a recent study by Morrice and Salem (2023) on the experiences of Syrian refugees in Jordanian education systems.

This gap is further exacerbated, when the refugee parents feel powerless, unable to turn to private tutoring as a way to close the academic gap and support their children's learning, given the significant financial strain these lessons would place on families already struggling with economic hardship in the refugee community. Meanwhile, many Jordanian students, particularly in middle and high school levels, are able to rely on private tutoring to boost their academic performance and secure the grades needed to compete for university admissions. This stark contrast only deepens the divide between the two groups, as refugee children are left without the same opportunities for academic advancement, adding additional layer of separation, where refugee children are further disconnecting from the education SC designed for them.

HIGH DROP-OUT RATES

The ministry's findings indicated that dropout rates are particularly high among Syrian refugee students, especially in middle school, with the issue becoming more pronounced in high school compared to their Jordanian peers. The segregated education system, coupled with a rigid curriculum, and a complex mix of social and economic challenges faced by the majority of refugee families living in impoverished areas outside the camps, adds an extra layer of isolation from the educational environment and the wider society. This is exacerbated by their dire financial situation, which relies heavily on monthly aid from UNHCR and other humanitarian organisations, aid that was later reduced to once every three months and eventually cut off for a large number of families.

This situation has drained Syrian refugee families' ability to cope with the demands of the national education system and keep their children in school despite the challenges. Many families are unable to afford private tutoring, transportation costs, or even basic school supplies and uniforms (Myrick, 2021; Shamieh et al., 2020; Sieverding et al., 2018). Without such support, Syrian students often fall behind academically, and many are forced to prioritise work over education to help support their families, particularly when the primary breadwinner is unable to work or has passed away. This harsh reality has led some parents to accept, and even encourage, their children's early departure from school, viewing work as a more immediate necessity than education. These combined factors create a vicious cycle of educational disengagement and dropout, further marginalising Syrian refugees within Jordanian society.

In this context, education becomes a secondary concern for refugee families, who are instead focused on securing necessities in an environment marked by austerity, mounting debt, and economic hardship. The situation is further exacerbated by the reduction or complete cessation of monthly assistance from the UNHCR and other humanitarian organisations for many Syrian refugees in Jordan. The declining external funding significantly limits the ability of organisations like UNHCR to provide consistent and adequate support, as they are often forced to prioritise immediate emergencies over long-term refugee situations, particularly in urban areas (Jacobsen, 2006).

This shortage of financial support not only limits access to essential services like education but also increases refugees' vulnerability, further complicating their efforts to integrate into host communities and achieve self-sufficiency. As financial strain intensifies, some Syrian refugee families are forced to pull their children out of school entirely, with some even considering a return

to camp life over the hardships of urban living. Economic pressures, rising costs, and unemployment make it nearly impossible for families to cover monthly expenses such as rent, which often consumes a significant portion of their income. These financial challenges not only hinder students' ability to remain in school but also contribute to social segregation, as financial hardship exacerbates the division between communities and reshapes Syrian refugees' perceptions of both the school environment and their host communities (Van Esveld, 2016; Vergou, 2019).

ADJUNCT TEACHERS

Teachers involved in the double-shift schooling system in Jordan are appointed by MoE. Although they are not permanent employees, they are classified as reserve teachers or supplementary teachers. These teachers are often tasked with teaching both Jordanian students in the morning and Syrian refugee students in the afternoon, leading to extended workdays. This dual role has drawn criticism in the literature for placing excessive demands on teachers, who must manage overcrowded classrooms and carry out tasks like lesson planning and daily follow-up reports. Such conditions strain teachers' physical and mental capacity, limiting their effectiveness in the classroom. The role requires not only strong classroom management and positive discipline strategies but also meticulous lesson planning to address the diverse needs of students in such challenging environments (Ahmadzadeh et al., 2014). These demands further amplify the burden on teachers, whose energy and teaching capacity are often stretched too thin due to the prolonged work hours and the lack of adequate support.

Additionally, many of the teachers working the afternoon shift lack the necessary training to effectively address the psychological needs of students who have experienced trauma and displacement (Anholt, 2020). A significant portion of these students, particularly those most

vulnerable, suffer from issues like PTSD, which inevitably impacts their classroom experience and their social interactions with peers. These teachers, often inexperienced graduates hired on temporary contracts, are not equipped to handle the specific needs of traumatised or depressed children (Ahmadzadeh et al., 2014). The absence of specialised training for managing these psychological challenges further complicates the learning environment, making it difficult to provide the supportive and nurturing educational experience that such students require.

The low wages paid to supplementary education teachers, largely funded by international organisations like UNICEF, create an ongoing reliance on external financial support for refugee education programs. Should this funding be withdrawn, the sustainability of these programs will be severely threatened, similar to the preschool program for Syrian refugee children in public schools, which was halted at the start of the 2022/2023 academic year due to the discontinuation of external support.

This situation is compounded by broader issues in human resource management within humanitarian partnerships. High staff turnover, the recruitment of inexperienced personnel, and insufficient training all contribute to the fragility of these partnerships (de Camargo Fiorini et al., 2022; Pateman et al., 2013; Sahebi et al., 2017). Many newly employed humanitarian managers lack the necessary knowledge to effectively manage and sustain programs (Moshtari & Gonçalves, 2017), which endangers the continuity of educational initiatives, particularly those reliant on external funding. Additionally, lower wages and indifferent training for paid staff, as compared to their commercial counterparts, lead to a limited understanding of the broader operational context, further weakening the long-term stability of refugee education programs (Adem et al., 2018; Bromideh, 2011).

The Ministry anticipates that the continued reduction in external aid, which has been observed over recent years, will likely result in the complete cessation of support, leaving the future of refugee education programs uncertain.

To summarise, the broken SCs section critiques the double-shift schooling system in Jordan as a fragmented approach within the broader HSC tasked with educating refugees. Although the system aims to address the immediate educational needs of both Jordanian and Syrian refugee students, it reveals significant weaknesses inherent in these SCs. For instance, segregated education systems expose how the model physically and socially separates Syrian students from their Jordanian peers, fostering isolation instead of integration. This is compounded by segregated communities, where discrimination and exclusion outside the classroom further marginalise refugee children, as illustrated by participants' testimonies of bullying and prejudice.

The system's reliance on a uniform curriculum, discussed in curriculum and parental support, highlights its failure to address diverse educational backgrounds, leaving refugee students struggling academically and families unable to provide adequate support. High drop-out rates then emerge as a consequence of economic hardships and the lack of targeted academic support, pushing many children into the workforce rather than the classroom. Finally, adjunct teachers, who work extended hours under challenging conditions, face limited resources and support, compromising their ability to meet the complex needs of refugee students. Together, these issues illustrate the inefficiencies of a SC model that prioritises resource optimisation over meaningful, inclusive educational solutions.

ACTIVITY THEORY IN HSCs: REFUGEES' EDUCATION SYSTEM CONTRADICTIONS

Education is one of the established areas for AT; it has been increasingly employed in educational research as a robust framework for understanding the interaction between learners, teachers, tools, and socio-cultural environments in learning (Engeström, 2014). In this field, AT provides a lens to analyse how mediated actions and collective activity systems, along with their contradictions, shape educational practices. This enables researchers to examine the dynamic interactions between teachers, students, and technological tools (Kaptelinin & Nardi, 2018). Studies have explored the use of AT in designing collaborative learning environments, where the focus is not limited to individual cognition but extends to community, rules, and the division of labour (Yamagata-Lynch, 2010). For instance, research by Bligh and Flood (2017) in *Learning, Culture and Social Interaction* demonstrates how AT can uncover systemic tensions in curriculum implementation, offering insights for pedagogical improvements. Moreover, AT has played a pivotal role in technology-enhanced learning studies, emphasizing the role of tools in constructing knowledge (Hardman, 2005). By framing education as an evolving activity system, AT facilitates a holistic understanding of how institutional, cultural, and technological factors collectively impact learning outcomes.

In this section, I explore the application of AT the context of HSCs, with a specific focus on the education programs, the double-shift schools, and the vocational education programs for Syrian refugees in Jordanian host communities. AT framework provides a lens to understand how human actors, their objectives, and the tools they employ interact within socio-cultural contexts. In my research, various stakeholders, such as service providers, policymakers, and Syrian refugees, are

engaging in a complex system influenced by social, economic, and political factors. By employing AT, as discussed in the theory chapter, it becomes possible to analyse complex organisational practices and articulate tensions, conflicts, and systemic contradictions between agents, rules, technologies, and goals. This approach can help answer the research questions and deepen our understanding of the complexities inherent in HSCs.

Consequently, AT and HSC theory complement each other, as discussed below, with a focus on AT contradictions within the education SC. Drawing on examples from my data, this section identifies the contradictions that affect the effectiveness of education programs provided for Syrian refugees in host communities, while also highlighting the broader dynamics shaping HSCs.

This discussion will address two main types of contradictions. First, it examines primary contradictions within the tool element, focusing on conflicts surrounding the curriculum used in Syrian refugee education programs. Here, the analysis highlights the curriculum struggle to balance ‘*use-value*’ effectiveness for refugee students with ‘*exchange-value*’ cost and logistical considerations. Second, secondary contradictions explore the tensions faced by Syrian refugee students and parents, AT subjects, the ‘human side’ of the SC, as they navigate between education and work. This conflict is compounded by restrictive employment policies, a rigid curriculum, and the broader challenges of economic hardship, ultimately limiting their access to a meaningful education.

ACTIVITY SYSTEM CONTRADICTIONS

AT describes contradictions as deeply rooted structural tensions, clashes, or paradoxes that accumulate over time within and across activity systems (Engeström, 2001). These contradictions

often manifest as disturbances or disruptions, which reveal the underlying tensions. For example, a contradiction might arise when policymakers prioritise cost efficiency in refugee education programs, while service providers struggle to meet the diverse learning needs of students within limited budgets and resources. These disturbances are also described as noticeable signs of contradictions. Engeström et al. (1999) further explain them as unintended deviations from established patterns of interaction, leading to breakdowns in coordination and observable disruptions in the normal flow of activity. (see Table 1 about AT contradiction types in Theory chapter).

Moreover, these disruptions may signal deeper contradictions between use-value and exchange-value within the activity, highlighting the complexity and entrenched nature of these tensions, as reflected in the primary contradiction type. While secondary contradictions generate a broader dialogue among AT system elements, any, and all, such as: rule, community, object. The disturbances associated with this contradiction often reveal a pattern of aid providers retreating, shifting the focus toward self-reliance for beneficiary communities. For example, the findings highlight the current decline in financial funding for Syrian refugees in host communities. This includes the deteriorating status of the double-shift school program, cuts to the Hajati program - my needs- aid program for Syrian refugee students in double-shift schools, reductions in transportation aid fees, cancellations of preschool programs, and decreases in both the amount of financial aid provided and the number of families receiving it. These changes reflect an apparent intention within the humanitarian system to push vulnerable families toward self-reliance, even as humanitarian aid continues to shrink.

In the context of Syrian refugee education in Jordan, significant contradictions arise within the tool element, particularly concerning the curriculum used in the double-shift schools' program. One major contradiction stems from the differing perspectives of key stakeholders, such as MoE. From the Ministry's viewpoint, the national curriculum is seen as a fundamental component of the learning process, it is represented into different educational materials, in tangible form as textbooks. This curriculum is treated as a standardised element necessary for maintaining the integrity of the education system, alongside other structural components like classrooms and teachers.

More than just a collection of textbooks or lesson plans, the curriculum acts as a central service mechanism or 'machine' within the education system. This mechanism drives interactions between key stakeholders, including students, teachers, policymakers and humanitarian organisations, shaping the delivery and experience of education. The curriculum operates as a complex system that integrates educational content, educational policies and logistical processes, mediating not only learning outcomes but also the broader social and cultural dynamics of the classroom environment.

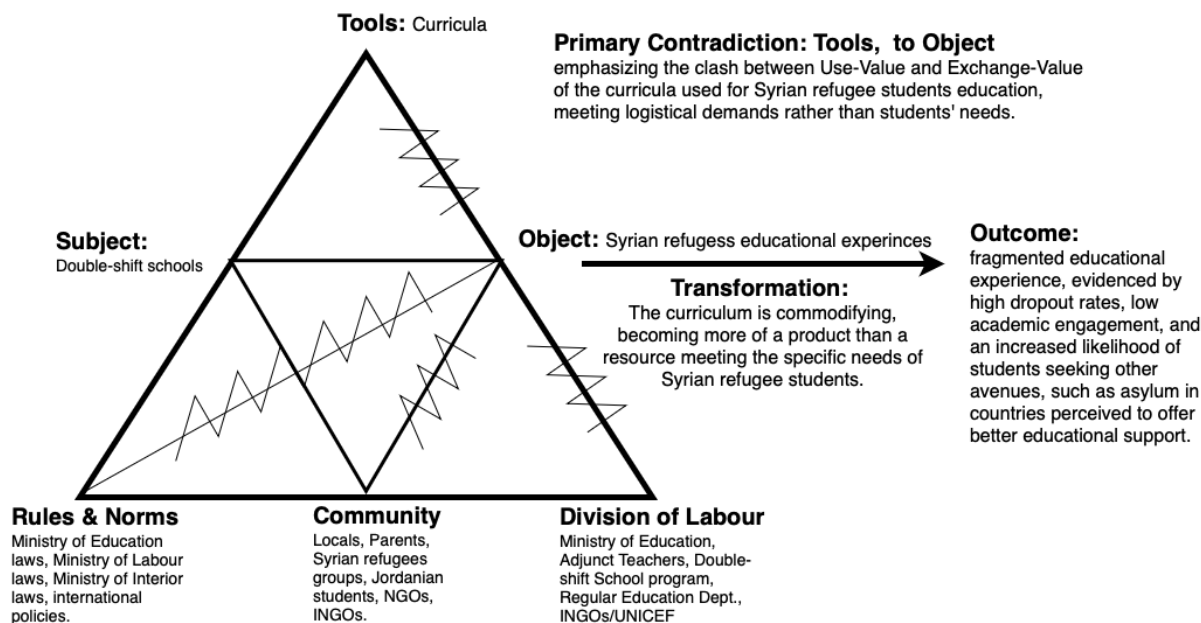


FIGURE 12 : ACTIVITY SYSTEM AND PRIMARY CONTRADICTION IN THE CURRICULUA TOOL ELEMENT

According to the findings, the Ministry perceives the disengagement of Syrian refugee parents from their children's education as a major obstacle. Many parents are viewed as neglecting parental involvement, skipping meetings, and even encouraging their children to leave school in favour of work. The Ministry attributes this behaviour to the rural background of many Syrian refugees, who often have limited education themselves and rely on agricultural or trade-based livelihoods. This perspective reflects an assumption that Syrian refugee families prioritise economic survival over educational progress.

On the other hand, the experience of the Syrian refugee children is largely overlooked in the design of the curriculum. Their voices are missing from discussions on creating a curriculum that better suits their unique needs. These children face numerous challenges, including interrupted education, gaps in learning, and a lack of support at home due to their parents' unfamiliarity with the

curriculum. Additionally, the financial constraints of refugee families prevent them from affording private tutors, which further exacerbates the children's disengagement from the education process. This results in low attendance, and, in many cases, children dropping out of school to seek work and contribute financially to their families, effectively sacrificing their education.

This contradiction between the Ministry's standardised logistical approach to education and the unaddressed needs of the refugee children reflects a broader tension within the refugee education system. It aligns with the commodification of curricula discussed earlier, where educational materials are treated as transactional products emphasising exchange-value, the financial and logistical aspects funded by donors, over the use-value, or their practical effectiveness for refugee students. This commodification mirrors commercial SCs, as noted by Tsing (2009), reducing education to a mere transaction rather than addressing the diverse and transformative needs of refugee communities. Such systemic issues within the HSC perpetuate disengagement and limit the effectiveness of educational interventions in refugee host countries.

The contradiction in this case arises from the lack of meaningful involvement of Syrian refugees in the design and execution of educational programs that meant to be for them. Refugee children are subjected to standardised curricula, originally developed for local students under normal conditions, without consideration of the unique vulnerabilities or interrupted educational backgrounds of refugee children. Furthermore, critical factors such as parental engagement in their children's education and the financial and living constraints of refugee families are not adequately addressed. This misalignment results in a significant gap between the educational services provided and the actual needs and circumstances of the refugee population.

Scholars have already recognised that Marx's writings use the terms 'activity' and 'labour' more or less interchangeably (Jones, 2011). Although some have portrayed Marxist interpretations of activity theory as outdated (Jonassen, 2000), Engeström has consistently emphasised key Marxist concepts such as 'contradictions', 'commodities', 'use-value', and 'exchange-value'. He identifies the 'primary inner contradiction' between use-value and exchange-value as inherent in each component of the central activity (Warmington, 2008).

The application of use-value and exchange-value in this context provides lens through which to analyse the unsuitable curricula provided to Syrian refugee children in Jordanian public schools. While use-value, referring to the practical effectiveness of the educational material for refugee students, contrasts starkly with exchange-value, which centres around the financial and logistical processes involved in producing and distributing these curricula, largely funded by organisations like UNICEF.

From the perspective of MoE and its humanitarian partners, the curriculum's exchange-value is realised once the textbooks are printed and distributed. Their focus rests on ensuring that the educational materials meet the logistical demand by aligning the number of printed books with the number of refugee students. By meeting this quantitative requirement, these entities believe they have adequately fulfilled their responsibilities in supporting the education system.

However, this approach reflects a narrow commodification of the curriculum, where educational materials are treated as mere products with financial and logistical worth. This perspective emphasises the exchange-value, or the monetary and material aspect of the curriculum, which is largely covered by donor contributions, while overlooking the actual use-value, or the practical effectiveness of the curriculum in addressing the diverse educational needs of refugee students.

This process mirrors the evident commodification found in commercial SCs, where value is reduced to transactions rather than human-centred outcomes (Tsing, 2009). Such an emphasis on commodification disregards the critical necessity for curriculum adaptation to suit the unique backgrounds and challenges faced by refugee students, reducing education to a transaction rather than a transformative process.

The use-value of the standardised curriculum for Syrian refugee children is critically undermined by its rigid, one-size-fits-all approach, which fails to account for the disrupted educational experiences and socio-cultural diversity of the refugee population. Refugee students, grappling with interrupted schooling and unfamiliar learning environments, find themselves disconnected from the material, which is not designed to bridge the educational gaps caused by displacement. Moreover, addressing the curriculum in isolation from other critical issues, such as the financial constraints and familial responsibilities of refugee students, exacerbates its ineffectiveness.

In their analysis of aid projects, Freeman and Schuller (2020) argue that the commodification of aid within a market-driven industry has shifted the focus toward exchange-value, where the documentation and reports that satisfy donors often overshadow the use-value of the actual services provided to beneficiaries (Kelly, 2018; Kelly, 2019). In this commodified system, humanitarian actors prioritise producing measurable outcomes and financial accountability for donors, creating a dynamic where donors, rather than the intended recipients of aid, become the primary consumers of these projects. This shift results in a significant disconnect between the real needs of beneficiaries and the metrics-driven demands of the aid industry.

The complexity of the situation is exacerbated by the lack of awareness among both students and their parents regarding the mechanisms for lodging complaints about the curriculum's difficulty

and its detrimental effect on their children's academic performance. Parents feel pressured to accept the available services as they are, fearing that raising concerns could result in negative repercussions for themselves or their children. The findings reveal a profound sense of alienation among parents, who see themselves as marginalised within Jordanian society, perceiving their status as inferior to that of citizens. This perception fuels their hesitation to voice grievances, fearing that doing so might further aggravate their already precarious position as refugees.

This oversight reflects a broader systemic issue, as Anholt (2020) highlights, where host governments and international actors, particularly in Turkey, Jordan, and Lebanon, prioritize economic self-reliance and capacity building over genuine integration of refugee perspectives into the education planning process. The decision-making is largely top-down, driven by governments and international donors, with little involvement from refugees themselves. This approach further diminishes the curriculum's relevance and practical utility, leading to lower student engagement, higher absenteeism, and ultimately, increased dropout rates as children are forced to leave school to financially support their families (Scott, 2020).

However, aid projects frequently claim to address the needs of target populations, yet they often neglect meaningful engagement with the very beneficiaries they are intended to serve. This lack of inclusion in the decision-making process results in beneficiaries being marginalised and disconnected from shaping the programs meant to support them (Freeman & Schuller, 2020). Instead, success is measured through metrics such as: number of individuals served, number of hours worked, or, in the context of education, number of books distributed or attendance percentages.

These quantitative indicators are emphasized to secure project funding and demonstrate outcomes to donors, often at the expense of addressing the real, complex needs of the beneficiaries involved, and turning them into figures, and numbers, or even ‘trauma portfolio’ as suggested by James (2010). This commodification of aid shifts the focus from genuine impact to superficial measures of success, leaving the deeper challenges faced by beneficiaries largely unaddressed.

By treating the curriculum as a product with exchange-value rather than a tool for transformation, the educational system overlooks the critical human dimension of refugee education, reducing its potential impact and perpetuating the cycle of disengagement. This disconnect between the intent of the curriculum and its practical outcomes reveals deep flaws in the current approach, one that fails to address the complex realities faced by Syrian refugees in host countries.

When considering improvements to the education system for Syrian refugees in Jordan (Khater, 2023), analysis of contradictions offers valuable insight. Rather than seeing internal contradictions as obstacles, (Engeström, 2001) views them as essential drivers of change and development. When properly identified and addressed, these contradictions can act as catalysts for transformation. In the case of the Syrian refugee education system, the contradiction between the rigid, standardised curriculum and the specific, unique needs of refugee students presents an opportunity for meaningful reform. By addressing this misalignment, the education system can evolve to better serve the diverse needs of these students, leading to improved educational outcomes.

One effective way to harness these contradictions is by incorporating Syrian teachers into the educational workforce similar to Lebanon’s approach to refugee education (Anholt, 2020). Syrian teachers possess a deeper understanding of the cultural and educational backgrounds of refugee students, and their familiarity with the language and context would significantly improve the

learning environment. This would help bridge the gap between the standardized Jordanian curriculum and the unique challenges refugee students face, fostering a more inclusive and supportive educational atmosphere.

Additionally, to better meet the needs of refugees, it is essential to provide supplementary materials that specifically address their unique challenges. Many refugee children have faced disruptions in their education and social environments, making it vital for the curriculum to close these educational gaps. These materials should focus on bridging language barriers, such as offering English lessons, which is a key subject across all educational levels in the Jordanian system, while adopting a more contextually relevant curriculum that aligns with the needs of students who have experienced displacement and trauma.

Another potential solution lies in the creation of specialised schools or programs for refugees, following the model implemented in Turkey (Anholt, 2020). These institutions would cater specifically to the educational needs of refugee children, offering a curriculum and teaching approach that are better aligned with their experiences. Such schools would help refugee students transition into the broader education system at a pace that respects their unique circumstances, without subjecting them to the pressures of an unadopted national curriculum.

Parental engagement is also crucial to improving student outcomes. Refugee parents often face their own educational challenges, which limits their ability to support their children's schooling. Offering UN-funded literacy and engagement programs for refugee parents would help them become more involved in their children's education (Daniels, 2019; Zaidi et al., 2021). These sessions would not only enhance parents' ability to assist with schoolwork but also encourage

greater participation in the educational process, creating a more holistic support system for the students.

Acknowledging these contradictions within the refugee education system can serve as a powerful catalyst for innovation and transformation. Involving stakeholders such as educators, parents, policymakers, and refugees themselves is essential. By embracing these tensions as opportunities for growth, rather than avoiding or suppressing them, the system can develop to address the challenges of refugee education effectively.

Conversely, failing to engage with these contradictions risks perpetuating what AT identifies as stagnation, ongoing conflicts, unresolved tensions, and a lack of meaningful change. Recognizing the need for adaptive, inclusive approaches is vital to overcoming these barriers and driving sustainable progress.

By examining curricula as a machine, this study highlights their dual role as both a driver of educational delivery and a source of tension within HSCs. Understanding curricula through this lens underscores their potential to facilitate meaningful learning or perpetuate marginalisation, depending on how they are designed, implemented, and adapted to the needs of vulnerable populations.

FRAGMENTED PATHWAYS: NAVIGATING THE TENSIONS IN SYRIAN REFUGEE EDUCATION AMIDST FINANCIAL, REGULATORY, AND SOCIAL BARRIERS IN JORDAN

In the context of Syrian refugee education in Jordan, a prominent secondary contradiction emerges, manifesting from the tension between three key elements, the tools element, whereas education programs currently suffer from decrement of the international funding, the rules, mostly the regulations imposed by MoL regarding work access for Syrian refugees, and the object, the Syrian

refugees' students, navigating education with limited opportunities. Compounding this is the community's broader social, economic dynamics, which create additional barriers for refugees. The tensions and blockages identified here reflect a deeper struggle within aid-fuelled refugee programs, as these contradictions create significant obstacles to the success of educational interventions.

This chapter positions AT as a vital lens to analyse the systemic contradictions inherent in HSCs within Syrian refugee education in Jordan. A key secondary contradiction emerges from the interplay between 'tools' such as underfunded education programs, 'rules' including restrictive labour regulations, and 'object' Syrian refugee students navigating constrained educational opportunities. These clashes clarify how economic-social dynamics and logistical inefficiencies intertwine, creating significant barriers to effective program delivery. By situating AT within the HSC context, the analysis shows its utility in uncovering the deeper structural issues that impact the resilience and inclusivity of education systems for displaced communities.

The first pressure to deal with is financial pressures. A significant issue arises within the education programs, or 'tools'. These programs, such as the double-shift schools, were initially designed to accommodate the growing number of Syrian refugee students. However, as international funding from UN and INGOs partners has significantly decreased, MoE finds itself unable to sustain these refugee education initiatives. The funding shortfall has already led to the termination of preschool programs for refugee children, and the MoE's infrastructure is severely strained, unable to cope with the number of students without external financial support. The gradual exclusion of families from monetary aid further exacerbates this issue, as families who once relied on aid to meet basic

needs, such as rent or bills, now deprioritise education and are actually considering work over education.

Graeber (2015) in his analysis of bureaucracy and self-reliance highlights how the withdrawal of aid shifts responsibility onto individuals, often without sufficient resources. In this context, refugees are forced to navigate increasingly strained education systems with confined support, reflecting a broader pattern where bureaucratic structures offload the burden of care onto vulnerable communities, this dynamic mirrors the previously discussed point on the bureaucratic influence on humanitarian education SCs. The diminishing aid not only undermines access to education but also limits the ability of families to prioritise it, often pushing them toward survival strategies such as child labour. This reflects a deeper trend in neoliberal governance, where refugees are left to fend for themselves within constrained bureaucratic systems that offer little real autonomy (Graeber, 2015; Miller & Rose, 2008). This also aligns with (Pyysiäinen et al., 2017) article about how neoliberal policies shift responsibilities from the state to individuals.

In the humanitarian context, the current approach to self-reliance is largely driven by the interests of international donors, who prioritise cost-efficient exit strategies for managing long-term refugee populations (Easton-Calabria & Omata, 2018; Krause & Schmidt, 2020), when applied uncritically, this push for self-reliance can lead to negative, unintended outcomes for the refugees' welfare in the long term, especially when self-empowerment is not a key element of the strategy (Fineman, 2006).

However, there is an opposing view regarding the application of a dependency strategy for refugees. While the refugee system typically frames refugees' dependency on aid negatively, seeing it as a failure of self-reliance with harmful consequences, policymakers argue that long-term

assistance can result in lasting reliance on external help, reducing refugees' motivation to improve their own circumstances due to the expectation of continued support (Easton-Calabria & Omata, 2018; Siyoum et al., 2012).

The costs associated with public school attendance, including uniforms, stationery, lunch meals, and transportation are the responsibility of parents for all students in public schools in Jordan. This financial pressure intersects with the rules imposed by the MoL, which strictly regulate Syrian refugees' access to work. These regulatory barriers severely limit refugees' employment opportunities, making it nearly impossible for them to afford secondary and tertiary education. As these restrictions narrow the options for many refugees, children from these families are pushed out of school to become daily wage workers, making education an unattainable goal for many. Additionally, the highly competitive nature of tertiary education, coupled with the additional expenses of private tutoring places refugees at a disadvantage compared to local Jordanian students, especially when considering the significant financial burdens required for university education, burdens that refugees cannot realistically meet. Scholarships and financial aid are limited, further diminishing their prospects. In Jordan today, having access to basic education is essential for life opportunities, yet many refugees are denied this due to broken educational SCs.

This situation parallels the challenges faced by urban refugees in Delhi, who, as described by Field et al. (2020), also grapple with economic insecurity and exploitation due to legal and social exclusion. Despite efforts by organisations like UNHCR to promote self-reliance refugees in Delhi remain marginalised within a precarious informal economy, unable to access sustainable livelihoods. The absence of a legal framework and the spatial exclusion in cities push refugees to the periphery, both economically and socially, reinforcing their vulnerability.

This shift also aligns with Graeber's critique of bureaucratic alienation, where refugees are not only left without sufficient material aid but are also entangled in a web of institutional requirements that obscure alternatives to self-management. This form of governance imposes self-reliance but without creating genuine avenues for autonomy. It encourages refugees to survive under conditions defined by power structures that ultimately limit their choices, and control their capacities (Graeber, 2015).

The community's socio-cultural dynamics further complicate this contradiction. The social and cultural divide between Syrian refugees and the host Jordanian population exacerbates the issue, leading to limited integration, bullying, and other forms of social marginalisation. Syrian refugees often feel alienated in an already segregated system, with this isolation intensified by the economic and social struggles their families endure. The combination of financial stress, social alienation, and restrictive work regulations creates a system where refugees are not only denied access to work but are also discouraged from pursuing higher education. As Betts et al. (2020) observe, these constraints perpetuate a cycle of disengagement and exclusion, severely limiting both educational and social opportunities. Establishing communal and economic connections is thus essential to foster long-term resilience and integration for refugees within their new communities (Cernea & McDowell, 2000; Hirschon, 2000; Rahman & Husain, 2022). The segregated SC exacerbates these inclusion problems, intentionally or not.

As outlined above, financial, regulatory, and social pressures are shaping the educational experiences of Syrian refugees in Jordan, paving the way for the application of AT to analyse the resulting tensions and conflicts within the refugee education system. Drawing on assistive AT system, the interplay between tools, such as education programs struggling with declining funding,

rules, including MoL regulations that limit refugees' access to secure employment and livelihoods, and the object, Syrian refugee students navigating restricted educational opportunities within a broader context of restrictive social and economic structures, reveals a complex and systemic contradiction with refugee education SCs.

This dynamic reflects a broader humanitarian pattern where refugees are not viewed as fully human even in humanitarian SCs, not viewed as social agents with self-determination (Lebson, 2013). Instead, policymakers and influential actors within the aid sector often adopt strategies that exacerbate segregation between the natural, interdependent needs of refugees and the policies designed to address them. This segmentation Deepens systemic imbalances, as highlighted by Rahman and Husain (2022) in their research on the challenges faced by Rohingya refugee children in accessing education, represent how refugees are often denied agency, and segmented into systems that amplify inequalities. layered identities, such as statelessness, ethnicity, and poverty, create unique barriers to refugee education. restrictive regulations and systemic segregation further reinforce systemic marginalisation, ultimately limiting refugees' resilience and integration. the following quote from an education coordinator shows how social issues are exacerbated for non-citizens. The below quote from vocational education coordinator offers a stark perspective on how these systemic and social issues are exacerbated for non-citizens.

See Figure 13 below, illustrates the activity system framework for Syrian refugee education programs in Jordan, demonstrating the secondary contradiction between the tools, object, and

rules elements

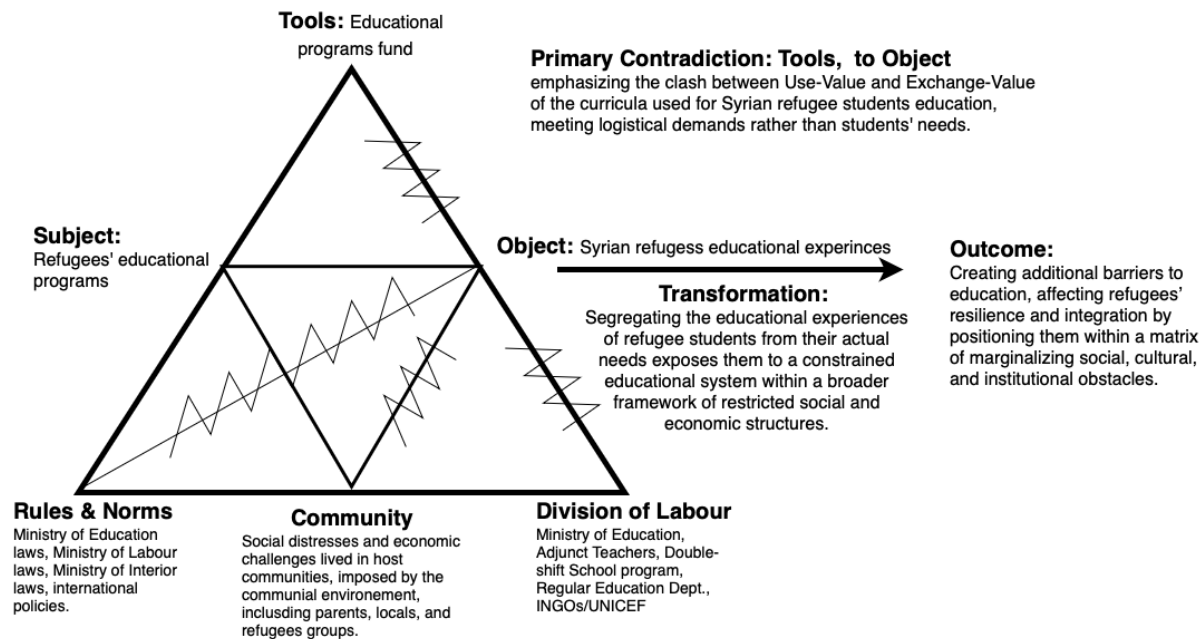


FIGURE 13: ACTIVITY SYSTEM AND SECONDARY CONTRADICTION BETWEEN TOOLS, OBJECT AND RULES ELEMENTS

This perspective underscores how the segregation of refugees' social and economic issues, driven by restrictive policies and inadequate resources, leads to a fragmented and exclusionary support structure that fails to address their holistic needs. As Dryden-Peterson (2016) highlights, restrictive policies contribute to the marginalization of refugees, creating barriers that limit both their agency and prospects for meaningful integration. This alignment suggests that separating social and economic issues prevents refugee children from accessing the full support necessary for their resilience and social inclusion, ultimately reinforcing cycles of exclusion and limiting their opportunities in both educational and broader social contexts.

This secondary contradiction, which emerges from the interaction between tools 'Educational programs', rules 'MoL regulations' which feeds the social distresses and economic challenges,

faced by the objects ‘Syrian refugee children’ as part of the public education system, highlights the systemic challenges that hinder the success of educational interventions for Syrian refugees in Jordan. The intersection of inadequate funding, restrictive policies, and a lack of social support creates a fragmented environment that prevents refugees from achieving self-sufficiency and independence. These dynamic underscores a broader issue within humanitarian aid frameworks, where refugees are not fully empowered as social agents, leading to cycles of marginalization and exclusion. Addressing these challenges requires a holistic approach, beginning with legal reforms that acknowledge the protracted nature of the Syrian refugee crisis and grant refugees the right to work.

From AT perspective, the contradictions discussed above are not merely obstacles but potential catalysts for transformation within the system. Engeström’s concept of contradictions emphasises that resolving these systemic tensions can lead to meaningful innovation and change. For instance, the contradiction between the standardisation of the curriculum as a ‘tool’ and the unique needs of refugee students as the ‘object’ highlights the need for a more flexible, adaptive, and inclusive approach to educational program design. Similarly, the conflict between restrictive labour regulations as ‘rules’ and the economic realities faced by refugee families underscores the necessity of aligning policy frameworks with the social and economic contexts in which they operate.

These contradictions illustrate the relevance and applicability of AT in the domain of HSCs, particularly in education services. By mapping these tensions to the study’s research objectives and questions, this research provides a robust framework for understanding the systemic challenges that limit the effectiveness of educational SCs for Syrian refugees in Jordan. This approach not only highlights existing gaps but also offers pathways for improving the design and implementation

of humanitarian programs, with the ultimate goal of enhancing resilience and inclusion for refugee communities.

This chapter critically explored the systemic contradictions shaping Syrian refugee education in Jordan through the dual lenses of Humanitarian Supply Chains (HSCs) and Activity Theory (AT). The analysis revealed that fragmented governance, funding dependency, and bureaucratic rigidity undermine educational outcomes. A commercial supply chain logic, which focuses on resource optimisation, used to dominate program delivery but fails to address refugees' lived realities. Themes such as documentation barriers, segregated schooling, rigid curricula, parental disengagement, and teacher overburden were linked to systemic contradictions within the education networks. AT helped uncover tensions between use-value and exchange-value in educational tools, highlighting gaps between logistical priorities and the human needs of learners. Ultimately, the discussion argues for inclusive, responsive systems that integrate refugee voices, address contextual challenges, and shift from transactional to transformative education.

CONCLUSION

The discussion chapter examined the systemic clashes in providing education for Syrian refugees in Jordan, using the lens of AT complementing HSCs theory to interpret the findings. It began with an introduction to the chapter's structure and objectives, followed by a review of the key findings from the research. These findings were then explored in relation to the research questions, offering a detailed analysis of how systemic tensions affect the design and delivery of education programs. The discussion moved through an evaluation of ideal and broken SC models, the role of bureaucratic inefficiencies, and the broader socio-economic and regulatory factors shaping the

educational experiences of refugees. The chapter concluded by employing AT to identify primary and secondary contradictions and then, proposed pathways for reform.

The findings revealed critical contradictions within the system. Primary contradictions emerged in the commodification of educational tools, with curricula considered central service mechanism or ‘machine’ within the education system, prioritising logistical efficiency over the complex needs of displaced students. Secondary contradictions highlighted structural barriers, such as restrictive labour regulations and dependency on volatile funding, which impede both educational access and long-term resilience for refugee students. These systemic tensions were explored in detail, including how broken educational SCs foster segregation through the double-shift schooling system, and how bureaucratic processes delay and disrupt these SCs.

Lastly, the chapter’s discussion highlighted the interplay between AT and HSCs theory derived from the traditional SCs theory, offering a dual theoretical contribution. First, it demonstrated how AT can enrich HSCs theory by uncovering systemic tensions and contradictions that limit operational effectiveness, particularly in refugees’ education contexts. Second, it showed how HSCs theory’s focus on resource flows and logistical efficiency can complement AT’s emphasis on socio-cultural dynamics, providing a more holistic understanding of the challenges in refugee education systems.

In conclusion, the chapter underscored the importance of resolving systemic contradictions to transform refugee education into a driver of resilience and integration. By aligning the principles of AT and supply chain theory, this research contributes to a more nuanced understanding of the challenges and opportunities within HSCs, offering theoretical and practical insights for improving refugee education SCs in Jordan and beyond.

CHAPTER SEVEN: THE CONCLUSION

INTRODUCTION

This conclusion chapter presents a summary of the research findings, contributions, limitations, and suggested recommendations for both, policy and future research. This study critically examines HSCs for Syrian refugees living in urban areas in Jordan. The research focused particularly on the role of NGOs, government education services, and refugee experiences, highlighting gaps between ideal HSC models, and the lived realities of displaced communities, offering new insights into the challenges and complexities of supporting refugees in protracted displacement contexts.

By exploring these dynamics through the lens of activity theory, this study addresses theoretical and practical challenges in the humanitarian sector, providing a deeper understanding of how education programmes intersect with broader systemic issues in protracted displacement contexts.

This chapter aims to summarize the main findings of the research, identify its novel contributions, acknowledge its limitations, and make recommendations for policy, practice and future research, particularly in contexts where humanitarian services intersect with national development goals and long-term refugee integration. Through this chapter, the broader relevance of this study for academic and professional audiences working in humanitarian and refugee-focused disciplines will be emphasized.

SUMMARY OF FINDINGS

This study examined the complex dynamics of HSCs for Syrian refugees living in urban areas of Jordan, with a focus on educational services. Based on four main research questions, the findings

reveal persistent challenges in designing and implementing effective education programs. Using AT as a framework, the study highlights the disconnect between the idealized HSCs and the fragmented, "broken" SCs that refugees experience. A qualitative approach was used, using semi-structured interviews with urban-living Syrian refugees in Jordan, representatives from governmental institutions, and workers at humanitarian organisations.

The first research question addressed the key factors influencing the design and implementation of education SCs for Syrian refugees in host communities. The findings showed that these programs are shaped by donor-driven priorities, bureaucratic constraints, and resource limitations. MoE, in collaboration with INGOs and UN agencies, has been essential to operating such programs. However, systemic challenges such as overcrowded classrooms, insufficient teaching staff, and inconsistent funding have undermined their effectiveness. For example, the introduction of double-shift schools expanded access to education, but reduced instructional time and strained resources, negatively impacting the quality of education for Syrian students. Additionally, the lack of accurate data on refugee populations has further hindered educational planning and resource allocation, compounding these challenges.

The second research question focused on the extent to which Syrian refugees' perspectives and experiences are integrated into the development of educational programs. The findings revealed a significant disconnect between the programs designed by MoE and humanitarian actors, and the lived realities of refugees. Refugee families are rarely referred involved during the planning stages, nor are they asked for feedback, resulting in programs that fail to address their specific needs, and priorities. Additionally, many Syrian children struggle to adapt to Jordan's standardised curriculum, which differs significantly from curricula they used to back in Syrian. Subjects like

English, which many Syrian children had not studied previously, are particularly challenging. Furthermore, families often cannot afford the additional cost private tutoring that accompanying public schooling, which is necessary for many children to keep up academically. This exclusion of refugee voices has led to an evident mismatch between the programs offered, and the refugee community's actual needs, limiting both participation and long-term success.

The third research question explored how the Jordanian government shapes and regulates educational supply chains provided to Syrian refugees. The findings highlight the pivotal role of the MoE in managing and coordinating these services, often in partnership with humanitarian organisations. However, the reliance on bureaucratic systems, while necessary for oversight, has delayed program implementation and restricted flexibility. Centralized decision-making has sometimes limited the adaptability needed to address refugees' evolving needs, Syrian children's access to school places, often measured in years of delay. The MoE's dependence on external funding has also made these programs vulnerable to shifts in donor priorities, leading to interruptions in services, and further bounding their long-term sustainability. Despite these challenges, the government's collaboration with INGOs and UN agencies has been essential in expanding access to education for many Syrian children.

The fourth research question examined the impact of educational programs on the Syrian refugees' experiences after more than a decade of displacement in Jordan. The findings reveal mixed outcomes. For some refugees, access to formal schooling has provided a sense of stability and hope, helping mitigate the long-term effects of displacement. However, systemic issues such as overcrowded classrooms, limited resources, and the absence of psychosocial support have hindered the quality of education. Economic pressures frequently force many children to leave school to

work and support their families, disrupting their educational journeys and limiting their future prospects. Furthermore, the disconnect nature of the double-shift education system, while addressing logistical challenges, it has reinforced segregation, not only within the school environment, but also in the wider community, contributed to feelings of exclusion among refugees.

The findings across all four questions reveal a fundamental tension between idealised HSC networks, which prioritise technical efficiency and quantifiable outcomes, and the fragmented, marginalised, human-centred, broken lived realities of refugees navigating resource-constrained systems. This study underscores the importance of participatory approaches that integrate the voices and needs of refugees into program design, where ‘human’ element of HSCs should be emphasised. By applying AT to map systemic contradictions and tensions, the research provides a novel framework for understanding humanitarian education systems as an integral part of its wider socially constructed environment and stressing the urgent need for more inclusive and adaptable SC models. The below table presents an overview of how each research question was addressed in the study and what key findings emerged in response to each question.

TABLE 6 SUMMARY OF RESEARCH FINDINGS LINKED TO RESEARCH QUESTIONS

Research Question	Key Findings	Example
1. What factors shape the design and implementation of	Education programs are shaped by donor priorities, bureaucracy, and limited	Challenges include overcrowding, teacher

education SCs for Syrian refugees?	resources. MoE plays a central role in partnership with INGOs and UN agencies. Double-shift schools expanded access but compromised quality, and sustainability.	shortages, and unstable funding.
2. To what extent are Syrian refugees' perspectives integrated into educational programs?	There is a significant disconnect between program design and refugee realities. Refugees are rarely consulted. Many children struggle with unfamiliar curricula, particularly English. Families often can't afford private tutoring.	Programs do not reflect refugees' needs. Exclusion reduces participation and success.
3. How does the Jordanian government shape and regulate refugee education?	MoE manages educational supply chains with humanitarian partners but is constrained by bureaucracy and funding reliance. Centralized control limits	Dependence on donor funding leads to service interruptions and long-term unsustainability.

	flexibility and responsiveness.	
4. What is the impact of education programs after a decade of displacement?	Education has provided some stability, but systemic challenges, such as economic hardship and lack of support persisted. Many children leave school to work. Double-shift schooling fosters segregation.	Mixed outcomes. Integration is hindered by social and structural factors.

RESEARCH CONTRIBUTIONS

This research makes two major contributions to both the HSC literature area, and the theoretical understanding of HSC by applying AT.

First, this study significantly expands the literature on service-HSCs, particularly in the under-explored area of refugee education within host communities. While much existing research has focused on SCM for refugees living in camps, particularly during the early stages of the Syrian crisis (Dryden-Peterson et al., 2019; Oloruntoba & Banomyong, 2018). This study highlights the significant challenges faced by Syrian refugees living in urban areas and integrated into host communities. By focusing on education as a service within HSCs, this research not only sheds light on the specific dynamics of refugee education but also contributes to a more comprehensive

understanding of service-oriented SCs. This perspective addresses the complexities associated with supporting refugees in protracted displacement contexts, where needs are intertwined with the broader social, economic and political challenges of host communities.

Second, this study makes a theoretical contribution by applying AT as an innovative and novel lens to interpret research findings in the context of HSCs. While AT has seen limited application in SCM (Li et al., 2018; Lioutas et al., 2019; Malik et al., 2019; Sultana et al., 2023; Wang et al., 2019), its use in this research highlights its potential to unpack the social, technical, and political dynamics that shape HSCs. Traditional SCM models, rooted in business practices, often prioritize technical efficiency and ignore the critical human and social elements in humanitarian contexts. This study demonstrates how AT can bridge this gap by focusing on systemic tensions, contradictions, and interactions between diverse actors.

Furthermore, this research paves the way for future studies to adopt new theoretical frameworks in HSCs, moving beyond traditional business-based models. By demonstrating the utility of AT in addressing the human-centred challenges inherent in protracted refugee crises, this study calls for a paradigm shift in HSC research, towards approaches that place social and human elements at their core. This contribution is particularly timely given the growing recognition of the limitations of linear and quantitative models in addressing the protracted and complex nature of modern humanitarian challenges (Anderson et al., 2012; Wallace et al., 2006; Webersik et al., 2015).

In summary, this research enriches the humanitarian education literature by focusing on service-based SCs in host communities and contributes to theoretical advances by applying a new lens to better understand and explain the dynamics of humanitarian education systems. These contributions not only provide practical insights for scholars, but also highlight the need for

inclusive, participatory, and adaptable SC models that prioritize the lived experiences of vulnerable populations.

RESEARCH LIMITATIONS

This research faced several limitations that shaped its results, these limitations include data collection, participant availability, language considerations, time restrictions, and access to secondary data. These limitations are discussed below.

The first limitation was in data collection phase, where accessing the research relevant ministries to conduct semi-structured interviews proved to be a significant hurdle. The process required navigating prolonged bureaucratic procedures to secure final approvals. While two key ministries, MoE, and MoPIC, in addition to MoL, and MoH agreed to participate in the study, while other ministries such as MoI declined involvement, which limits the diversity of the research insights. Despite these challenges, the participation of three major ministries provided a solid foundation for the research.

Second limitation was the participant withdrawal, although initial arrangements were made a year before the data collection process began, including contacting a list of humanitarian professionals working with major INGOs and UN agencies such as NRC, Mercy Corps, Save the Children, UNHCR, and UNICEF, where online meetings were conducted during the preparatory phase to introduce the research topic, objectives and pathway, and initial approvals were obtained. However, many potential participants later opted out. Their withdrawal was due to internal organisational policies, lack of supervisor approval, or the complex approval processes within their institutions. Nevertheless, I was able to secure interviews with four participants involved in education SCs area,

representing two INGOs and two UN agencies. These contributions were significant to my research, they were somewhat narrower than initially envisioned.

The third limitation is related to the Arabic language and analysis tools, the data analysis phase posed unique challenges due to the limitations of software tools capable of effectively handling Arabic text, this required me to manually transcribe all interviews. Moreover, as most of the interviews were conducted in Jordanian and Syrian dialects, make it difficult to outsource this task. Transcribing was both labour intensive and time-consuming process. While this ensured accuracy, it significantly extended the time required to process the data.

The fourth limitation was related to the research timeframe and available resources. As this is a PhD study, conducted solely by one researcher with no team to provide help, transport, or funding for data collection, it was necessarily limited by scholarship timelines and funding restrictions, making time a critical constraint. Initially, the research scope was broad, encompassing Syrian refugees' access to psychological health services, and employment opportunities, in addition to education. This wide scope influenced the research early stages, framing the literature review, methodology, and early data collection, which included interviews with the MoH and MoL. However, as the analysis progressed, it became clear that addressing such an expansive focus was unfeasible within the constrained timeline. The scope was consequently narrowed to focus access to education, ensuring a more manageable and focused analysis. Data from MoL, and MoH was, however, utilised indirectly, and partially to interpret education SCs for refugees in Jordan, and to provide relevant contextual insights as required by the research.

The last limitation was related to the research secondary data, this was imposed by security protocols within the relevant ministries prohibited the use of certain research tools, such as

photography or video recording, which are often enhanced by activity theory. Observations were quite limited due to limitations during interviews with refugees' families, many of whom were reluctant to be photographed or have their properties documented. As a result, the study relied heavily on textual data generated through the interviews, which, while rich in qualitative insights, limited supplementary observational methods.

I found these limitations, while challenging, did not undermine the overall quality or relevance of the research. They instead shaped its focus and methodology, offering lessons for future studies in similar contexts.

RECOMMENDATIONS FOR FUTURE RESEARCH

The limitations of this study provide a useful foundation for future research directions. given the difficulties in gaining access to certain ministries and organisations, future studies should focus on building long-term institutional partnerships for academic collaboration, that can ease access to key decision-makers, enabling more diverse and representative insights and inputs. Second, to address gaps resulting from participant withdrawal, future researchers may consider multi-phase or cross-agency recruitment strategies to minimise dependency on individual institutional permissions.

In response to language-based challenges, there is a need for reliable digital tools capable of effectively analyse Arabic dialects within qualitative software environments. Research dedicated to developing or adapting such tools would be highly valuable for scholars working in Arabic-speaking humanitarian contexts.

This study has opened new avenues for exploring HSCs in service-based contexts, but further research is necessary to deepen and expand these insights. Important areas worth exploring include those related to other service aspects of humanitarian service such as access to healthcare services, and access to employment opportunities for refugees in host communities. Furthermore, comparative studies across these different sectors could be conducted, which would provide a holistic perspective on the systemic challenges within service-based HSCs, as well as revealing further areas that need improvement (Schiffling et al., 2022) (Rameshwar, 2022).

Future research should also emphasize participatory methods similar to AT, that actively engage refugees as collaborators in the research process. Incorporating refugees' perspectives can reveal deeper insights into their lived experiences and ensure that findings are more relevant to their realities. In addition, longitudinal studies are needed to assess the long-term impacts of education programs on refugees, examining outcomes such as university education, job opportunities, impacting host communities, and eventual repatriation or resettlement (Kelly, 2018; Kelly, 2019).

The last, researchers should continue exploring AT and other innovative theoretical frameworks in HSC studies, especially those involving human-centred services. Expanding the use of diverse theoretical tools would deepen understanding and offer new ways to explain complex phenomena (Simeonova et al., 2024).

IMPLICATIONS FOR PRACTICE AND POLICY

To meaningfully enhance the educational experiences of Syrian refugees in Jordan, a holistic reform of the refugee crisis management system is essential. This reform must begin by recognising that the Syrian refugee situation is now a protracted issue, demanding sustained, long-term

solutions rather than temporary fixes. The legal framework governing refugee status should be updated to reflect this reality, this entails revising labour laws to provide refugees with greater access to the job market, allowing them to fully participate in the economy and build stable, fulfilling lives. By granting refugees the right to work, Jordan can create pathways for economic self-sufficiency, which in turn supports educational attainment by reducing financial pressures that often force children into labour instead of school.

Considering the immense scale and prolonged nature of global refugee crises, transitioning from a short-term relief model to a development-focused approach, one that enhances refugees' livelihoods and fosters their socio-economic independence, is undeniably a worthwhile goal. However, making this shift requires substantial commitment and investment from not only refugees themselves but also from host governments, donors, development agencies, UNHCR, and other humanitarian organisations. To transform refugee self-reliance into a tangible outcome rather than an unattainable ideal, ongoing dialogue and concrete actions are essential among all involved stakeholders (Easton-Calabria & Omata, 2018).

If the UNHCR and other influential humanitarian organisations truly aim to put the human back into humanitarian, and foster 'self-reliance' among refugee communities, then refugees should be empowered with the full spectrum of rights necessary to achieve this. This includes equitable access to essential services such as education, and employment opportunities. Empowering refugees to exercise their social agency and practice their identities enables them to contribute as active, engaged members of their communities, thereby enriching both the host society and their own well-being. A lack of nuanced perspectives on the role of education for refugee communities has often left refugee children and youth unable to envision clear futures. While they may be

integrated into school systems, they encounter restricted rights and considerable resistance when seeking to enter the labour market (Morrice et al., 2020; Mundy & Dryden-Peterson, 2015; Salem, 2021).

Furthermore, a sustainable funding mechanism is crucial to avoid the disruptions caused by intermittent project-based funding. Collaborations between the Jordanian government and humanitarian agencies can establish a stable funding model that supports continuous, uninterrupted educational programs. Such a funding structure would mitigate the risks of sudden program closures due to funding cuts, ensuring that refugee children have consistent access to quality education. This collaborative approach could involve pooled resources from both national and international actors, with a focus on building resilience within the educational system itself.

Based on the findings of this study, several policy recommendations are offered to enhance the effectiveness and inclusiveness of education programs for Syrian refugees in Jordan, and for refugees in general in similar contexts. As a first step is the inclusion of refugee voices in program design phase. Whereas regulatory frameworks should mandate that refugee students, and their families are actively involved at educational programs key stages, from planning to evaluation. This participatory mean ensures that programs are responsive to the specific needs, while considering the surrounding challenges, making them more aligned with the realities of their lives (Anderson et al., 2012) (Wallace et al., 2006) (Ferguson, 1994).

Improved coordination among key ministries, such as MoE, MoPIC, and other entitled ministries is also essential for bridging gaps in service delivery. A unified refugee policy framework can streamline efforts and save time. Equally important is the need for a sustainable funding mechanism to address the long-term nature of the refugee crisis, in order to reduce the heavy reliance on foreign

aid, which flows in an uneven and short-term manner, alternative mechanisms such as public-private partnerships, or regional cooperative agreements should be explored to maintain the sustainability of education programs.

Structural barriers to effective education must be addressed. Eliminating the segregation inherent in the double-shift school system, which separates Jordanian students into morning shifts, and refugee students into afternoon shifts, and working to integrate Jordanian and refugee groups, even while continuing the existing system, would enhance integration not only in the educational process within the school environment, but also extend to other human interactions in the wider community (Krafft et al., 2022; Salem, 2021).

Lastly, there is a need to support more holistic approaches to refugee education. Considering including psychosocial services, especially in public schools accommodating refugee students. This expected to address the emotional and social needs of refugee children, many of whom have experienced significant psychological trauma. By integrating these services into refugee education, schools can reinforce a more inclusive and supportive learning environment for the students, which will not only enhance their educational experiences, but also their social and emotional well-being.

RESEARCHER REFLECTIONS

This research journey has been deeply personal and unique, shaped by my professional background and emotional connection to the refugee community. before the start of my academic work, I spent considerable time volunteering with Syrian refugees before formally working with a UN agency. That role gave me a considerable insight into the systemic gap between the publicised plans for refugee support and the lived realities I observed daily. It became clear that refugees' voices and

hardships were not adequately represented, nor were programs shaped by their priorities. I recall one event hosted by the UN agency to thank a European official for renewing funding. An elaborate agenda including a fancy dinner, required a large expenditure for the official's visit, while a refugee woman and her daughter travelled all the way from the north to Amman to give a small, scripted word thanking the agency and the European country for their generous fund, and describing how the fund had changed their lives. Once their short part was over, they were asked to leave, not to be included in the dinner, and left without transportation support, stranded at the premises entrance area with no means to return home. That moment stayed with me, enabling me to capture the disconnect between humanitarian optics and the people these programs claim to serve.

Pursuing a job as an administrative at the German Jordanian University was the beginning of this academic path. It positioned me to pursue a scholarship in Supply Chain Management and eventually led to my doctoral work. This path allowed me to study humanitarian supply chains not just from a logistical or policy perspective, but as complex human systems shaped by systemic tensions and contradictions. As I narrowed my focus to educational supply chains, I was able to connect theory to the real struggles I had witnessed in my earlier fieldwork.

Of the three stakeholder groups involved in my research, interviewing refugees felt the most natural. I was able to approach them with familiarity and an understanding of their cultural and sensitive concerns. Refugee families were welcoming and open, often introducing me to other families after each interview, away from complex agendas and appointments. In contrast, accessing ministry officials was bureaucratically difficult and time-consuming, involving several layers of approvals, and meetings before the actual interviews. Humanitarian organisation representatives proved the most challenging. Despite early online meetings with previous colleagues and other

networks, many ultimately withdrew due to restrictive institutional policies. Interviews that did happen were conducted off-site and entirely through individual willingness, not organisational support. These setbacks taught me persistence, flexibility, and the importance of informal networks.

Each interview deepened my understanding of the educational system as experienced by Syrian refugees. It gave the abstract concepts and theories a "3D" meaning, helping me visualise how systems interact on the ground. The emotional impact was also significant. I found myself reflecting after each interview, re-evaluating my upcoming themes, and what the analysis phase will be about, and at the later stages of the data collection, interviews help me to re-focusing the study to concentrate solely on education. It was no longer feasible to combine it with other networks due to the depth and complexity of what emerged. I also became more intentional in amplifying refugee voices in the analysis, positioning them not only as sources of data, but as actors shaping humanitarian education networks.

During the interviews, being neutral was difficult at times due to my past advocacy roles, seminars and trainings I received at the University of Essex about qualitative research and conducting interviews, along with the 'Ethical approval' process, helped me to understand this transition into the researcher role. It helped me to show empathy, but also objectivity, knowing when to step back and let the participants lead. My background helped me to manage the emotional and cultural dimensions I witnessed in the fieldwork, and it also prepared me to adapt to delays, cancellations, and shifting plans with flexibility.

Methodologically, this project pushed me out of my comfort zone. I had previously conducted quantitative research, so adopting a qualitative approach was a turning point. It became clear that my research context, as well as the questions that I proposed demanded qualitative methods. This shift required me to immerse myself in the data, re-listening to interviews, manually transcribing and translating them to preserve participants' authentic voices, and notions. This deep engagement with the data enabled a richer and more nuanced thematic analysis. In addition to that, learning how to use a new qualitative software and analysis techniques expanded my research toolkit and has laid the foundation for future academic work.

Conducting this PhD as a solo researcher within a limited timeframe and with minimal resources tested my resilience, and to be honest, my patience! Balancing academic expectations with on-the-ground realities often felt like an on-going negotiation between two worlds. But these constraints taught me how to be a researcher.

This research has transformed me professionally and personally. It sharpened my analytical lens, strengthened my voice as a researcher, and deepened my commitment to humanitarian work that centres the perspectives of those it aims to serve.

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APPENDICES

APPENDIX 1: ETHICAL APPROVAL LETTER FROM UNIVERSITY OF ESSEX



University of Essex

09/05/2022

Mrs Haneen Yassin

Essex Business School

University of Essex

Dear Haneen,

Ethics Committee Decision

Application: ETH2122-0862

I am pleased to inform you that the research proposal entitled "Exploring Humanitarian Supply Chain Network Design in Responding to Refugees' Service Needs" has been reviewed on behalf of the Ethics Sub Committee 3, and, based on the information provided, it has been awarded a favourable opinion.

The application was awarded a favourable opinion subject to the following **conditions**:

Extensions and Amendments:

If you propose to introduce an amendment to the research after approval or extend the duration of the study, an amendment should be submitted in ERAMS for further approval in advance of the expiry date listed in the ethics application form. Please note that it is not possible to make any amendments, including extending the duration of the study, once the expiry date has passed.

Covid-19:

Please note that the current Government guidelines in relation to Covid-19 must be adhered to and are subject to change and it is your responsibility to keep yourself informed and bear in mind the possibility of change when planning your research. You will be kept informed if there are any changes in the University guidelines.

Yours sincerely,

Casper Hoedemaekers

Colchester Campus
Wivenhoe Park
Colchester CO4 3SQ
United Kingdom

T 01206 873333

www.essex.ac.uk

 @Uni_of_Essex

 /uniofessex

 /uniofessex

APPENDIX 2: OFFICIAL LETTER TO FACILITATE DATA COLLECTION FOR RESEARCH PURPOSES – MINISTRY OF EDUCATION.



الرقم: ٣٥٠٥٨١١٠/٣
التاريخ: ١٤٤٤ هـ / ٣٤ / ١٤٤٤
الموافق: ٢٠٢٢/٠٨/٢٠

السيد مدير إدارة التعليم

الموضوع:
(البحث التربوي)

السلام عليكم ورحمة الله وبركاته، وبعد؛
فأرجو العلم بأن الطالبة حنين محمد يوسف ياسين تقوم بإجراء دراسة عنوانها تصميم شبكات سلاسل التوريد الإنسانية في الاستجابة لاحتياجات اللاجئين من الخدمات "استكمالاً لمتطلبات الحصول على درجة الدكتوراه تخصص إدارة سلاسل التوريد من جامعة إسكس/بريطانيا، ويحتاج ذلك إلى تطبيق أداة الدراسة على عينة من الموظفين في إدارتكم. راجياً تسهيل مهمة الطالبة المذكورة وتقديم المساعدة الممكنة لها، على أن تتم مطابقة الأداة المرفقة مع الأداة المطبقة، وألا تستخدم البيانات والمعلومات المتحصلة إلا لأغراض البحث العلمي.

وتفضلوا بقبول فائق الاحترام

وزير التربية والتعليم

مدير البحث والتطوير التربوي بالوكالة
الدكتور ياسر العمري



نسخة/ لمدير إدارة التخطيط والبحث التربوي
نسخة/ لمدير البحث والتطوير التربوي
نسخة/ لرئيس قسم البحث التربوي
نسخة/ الملف 10/3
المرفقات صفحة واحدة

الملحكة الأردنية الهاشمية

هاتف: 962 6 5607181 فاكس: 962 6 5666019 ص.ب. 1646 عمان 11118 الأردن

APPENDIX 3: OFFICIAL LETTER TO FACILITATE DATA COLLECTION FOR RESEARCH PURPOSES – GERMAN JORDANIAN UNIVERSITY.



الجامعة الألمانية الأردنية
German Jordanian University

لمن يهمه الأمر

تحية طيبة و بعد،،،

يرجى العلم بأن الطالبة حنين ياسين / مبتعثه من قسم العلوم اللوجستية في الجامعة الألمانية الأردنية للحصول على درجة الدكتوراه، وتعمل على انجاز أطروحة الدكتوراه الموسومة بـ
Exploring Humanitarian Supply Chain Network Design in Response to Refugees' "
Needs Service

يعتمد انجاز البحث على جمع البيانات من خلال مقابلات مع اللاجئين السوريين المقيمين خارج المخيمات / الأردن، والعاملين في برامج الخدمات في المنظمات الإنسانية ومنظمات الأمم المتحدة. نرجو منكم المساعدة بتسهيل مهمة الطالبة لأخذ المعلومات اللازمة لإتمام البحث المشار اليه. علماً بأن هذه المعلومات ستستخدم لأغراض البحث العلمي فقط. شاكرين ومقدرين لكم حسن تعاونكم مع الجامعة.

واقبلوا فائق التحية والتقدير،،،

ق. أ. عميد كلية العلوم الإدارية واللوجستية



APPENDIX 4: INVITATION LETTER FOR HUMANITARIAN ORGANISATIONS, AND GOVERNMENTAL MINISTRIES– ARABIC VERSION.

Government Ministries Version



دعوة للمشاركة

عنوان البحث: دراسة تصميم شبكات سلاسل التوريد الإنسانية في الاستجابة لاحتياجات اللاجئين من الخدمات

الباحث: حنين ياسين/مبتعثة الجامعة الألمانية الأردنية لعام ٢٠٢١

الصفة البحثية: طالب دكتوراة في جامعة إسكس/ المملكة المتحدة

بداية شكراً على اهتمامك في هذا المشروع البحثي، والذي يُعنى بدراسة تصميم شبكات سلاسل التوريد الإنسانية ومدى استجابة المنظمات الإنسانية لحاجات اللاجئين السوريين من الخدمات. إن هذا البحث هو لغايات أكاديمية فقط تتعلق باستيفاء متطلبات الحصول على درجة الدكتوراة.

طبيعة هذا البحث هي نوعية تستند إلى إجراء المقابلات مع المشاركين المهتمين كأداة للبحث، وبناء عليه سوف يتم التنسيق لإجراء مقابلة وجهاً لوجه مع المشارك حسب الوقت المناسب، وستكون الأسئلة حول طبيعة تعامل الوزارة المعنية مع الأزمة السورية على الأراضي الأردنية من حيث الجهود الإنسانية المستحدثة لذلك (البرامج والقوانين)، الأقسام والبرامج المستحدثة للاستجابة لحاجات اللاجئين السوريين خارج المخيمات الرسمية ومدى فعاليتها، وأخيراً الفرص والتحديات التي تواجه تلك الجهود في تحسين ظروف هذه الفئة من اللاجئين.

هناك بعض المعلومات التي سوف يتم أخذها بعين الاعتبار عن المشارك، مثل: المسمى الوظيفي، القسم، البرنامج المطبق، كل هذه المعلومات سوف يتم حفظها بسرية تامة وتجهيل هويتها، ويستطيع المشارك أن يشارك في البحث باسمه الحقيقي أو تحت اسم مستعار. وأية معلومات أخرى يتم ذكرها في المقابلة وذات مدلول على هوية المشارك الشخصية لن يتم استخدامها في أية منشورات أكاديمية، حيث سيتم حفظ كل معلومات المشاركين دون الكشف عن هوياتهم.

مدة المقابلة تتراوح بين ٤٥ دقيقة إلى ساعة واحدة يعتمد ذلك على إجابات المشارك، مع الأخذ بعين الاعتبار أن الباحث لا يتطلع إلى إجابات صحيحة أو خاطئة، ويملك المشارك حق الانسحاب من البحث في أي وقت خلال مدة عقد المقابلة أو بعدها. قد يقوم الباحث بالتواصل مع المشارك بعد إجراء المقابلة مرة أخرى لغايات توضيح نقاط معينة

إذا احتجت لمزيد من المعلومات حول البحث، لا تتردد في التواصل عبر البريد الإلكتروني:
hy20288@essex.ac.uk

مع جزيل الشكر،

حنين ياسين
طالبة دكتوراة
جامعة إسكس/ المملكة المتحدة

APPENDIX 5: INVITATION LETTER FOR HUMANITARIAN ORGANISATIONS, AND GOVERNMENTAL MINISTRIES– ENGLISH VERSION.



LETTER OF INVITATION TO PARTICIPATE IN RESEARCH PROJECT ON HUMANITARIAN SUPPLY CHAIN FOR SYRIAN REFUGEES IN JORDAN

Project Title: Exploring Humanitarian Supply Chain Network Design in Response to Refugees Service Needs.

My name is Haneen Yassin, and I am a PhD student in Essex Business School at Essex University.

I am conducting my research on humanitarian supply chain network design among non-governmental organizations in Jordan in response to Syrian refugees' service needs, for the partial fulfillment of the PhD degree in Management Studies degree, and I would like to extend an invitation to you to participate in this research.

If you decide to take part in this research, an interview will be arranged at a time and place of your convenience, the interview will last for about one hour, during this interview I will ask questions about the dedicated programs for refugees, and its plans and objectives, I would also like to know about the types of assistance provided for refugees to help them secure their living, and how your organizations do the assessment for such programs.

I will collect some information about your name, position, and department, the information will be kept private and confidential, you may participate with your true name, or you will be given an assumed name, other identifiable information will be never used in publication or presentation, also I will never pass on your information to any other party or organization, as this is personal research for academic purposes only.

The interview will take around one hour depends on how much time you take to answer the questions, considering that there are no right or false answers, I may contact you later to clarify specific points, or to retrieve certain documents.

If you have any further questions about the research, please feel free to contact me on this email address: hy20288@essex.ac.uk

Thank you,

Haneen Yassin
PhD student
Essex Business School
Essex University

APPENDIX 6: PARTICIPANTS INFORMATION SHEET– ARABIC VERSION 4 PAGES



دليل معلومات المشاركون

عنوان المشروع البحثي: دراسة تصميم شبكات سلاسل التوريد الإنسانية في الاستجابة لاحتياجات اللاجئين من الخدمات

اسمى حنين ياسين، طالبة دكتوراة في الدراسات الإدارية في جامعة إيسكس البريطانية، أود دعوتك للمشاركة في هذه الدراسة البحثية، ولكن من المهم قبل ذلك فهم ماهية هذا البحث، مضامينه العملية، وما هو دورك كمشارك. من فضلك خذ الوقت الكافي لقراءة المعلومات التالية بتمعن.

ما هو الغرض من هذا البحث؟

يهدف البحث إلى دراسة جهود المنظمات الإنسانية في الاستجابة لاحتياجات اللاجئين من ناحية الخدمات لأولئك المقيمين خارج المخيمات، وكيفية انخراط اللاجئين في المجتمعات المحلية وسبل إعادة بناء حياتهم، يركز البحث على اللاجئين السوريين الذين فروا من الحرب الأهلية في سوريا منذ عام ٢٠١١ واستقروا في مناطق مختلفة في الأردن. ومن المتوقع أن تسفر نتائج البحث عن فهم أفضل لشبكات سلاسل الإمداد التي تستخدمها المنظمات الإنسانية في الأردن والتي تستهدف اللاجئين السوريين في برامجها، وسيتمدد البحث في جمع البيانات على ثلاث مجموعات رئيسية من المشاركين: المجموعة الأولى هم اللاجئون السوريون من أجل معرفة رأيهم حول الخدمات المقدمة، وحول دورهم في سلاسل الإمداد الإنسانية. المجموعة الثانية هي المنظمات الإنسانية الدولية غير الحكومية ممثلين بموظفيهم في برامج العمليات والإغاثة حيث تستقبل هذه المنظمات تمويل ضخيم يساعدها في تحمل أعباء الجهود الإنسانية في البرامج التشغيلية وغيرها من المسؤوليات. المجموعة الثالثة هي الجهات الحكومية ممثلة بموظفين من وزارتي العمل والداخلية واللذان ساهمتا في دعم ورسم الجهود المبذولة من المنظمات الإنسانية من خلال إصدار القوانين والتعليمات الخاصة بوضع اللاجئين السوريين في الأردن.

إن العمل على هذا البحث هو استكمال لمتطلبات الحصول على درجة الدكتوراه في الدراسات الإدارية، والذي من المتوقع الإنتهاء منه في كانون ثاني لعام ٢٠٢٤.

لماذا تمت دعوتي للمشاركة؟

في ضوء هذا البحث، يعتبر اللاجئون السوريون جزءاً من سلاسل التوريد الإنسانية، وهذه فرصة لإدراك الدور الذي تلعبه هذه الفئة الهشة في الجهود الإغاثية الإنسانية في الأردن، وكيف يمكن دراسة ذلك مع مجموعات أخرى مؤثرة في هذا النظام الثلاثي المكون من اللاجئين والجهات الحكومية والمنظمات الإنسانية. إن هذا البحث يوفر مساحة لكل مجموعة للتعبير عن رأيه ودوره ورؤيته في العمل الإنساني الموجه لتقديم الخدمات للاجئين موضع الدراسة في الأردن.

اللاجئون السوريون الذين يقيمون خارج المخيمات في الأردن، بعيداً عن برامج المساعدات المنظمة، مدعوون للمشاركة في هذا البحث، تطمح هذه الدراسة لمشاركة حوالي ٢٦ لاجئ سوري من مناطق مختلفة.

موظفو المنظمات الإنسانية الدولية العاملين في برامج العمليات والإغاثة التي تستهدف اللاجئين السوريين في المجتمعات المحلية مدعوون للمشاركة في هذا البحث لتقديم وجهة نظر منظماتهم حول الجهود المبذولة من خلال البرامج التي تقدم خدمات لهذه الفئة ومدى ملائمتها واستجابتها لاحتياجات اللاجئين الفعلية، وماهية هذه البرامج، وأهدافها، وخططها، وأنواعها التي تصب في مساعدة اللاجئين في تأمين معيشتهم، بالإضافة إلى كيفية تقييم هذه البرامج

داخل المنظمات، تطمح هذه الدراسة لمشاركة حوالي ٨ أشخاص من كوادر المنظمات الإنسانية الدولية العاملة في الأردن.

الجهة الحكومية في هذا البحث سيتم تمثيلها من خلال وزارة العمل، ووزارة الداخلية، حيث أن موظفي الوزارتين في الأقسام المستحدثة للتعامل مع الأزمة السورية وغيرها من البرامج المخصصة مدعوون للمشاركة، للحد من دور الحكومة الأردنية في التعامل مع أزمة اللجوء السوري، وما هو أثر القوانين الخاصة بعمل اللاجئين السوريين وتمكينهم على تحسين ظروفهم المعيشية بالتوازي مع الجهود التي تبذلها المنظمات الإنسانية، وكيف تفكر الحكومة على المدى المتوسط و البعيد بوضع اللاجئين السوريين في الأردن، تطمح هذه الدراسة لمشاركة ٨ من موظفي الوزارات الحكومية المعنية.

هل يجب علي المشاركة؟

إذا وافقت على المشاركة في هذا البحث، سيتم اعتبار مشاركتك عملاً طوعياً بشكل كامل، وسيتم الطلب منك تقديم موافقة خطية بشأن تلك المشاركة الطوعية، وفي أي لحظة سيكون لك كامل الحرية في الانسحاب دون الحاجة لإبداء تبرير أو إعطاء أي سبب، ولن يتم تحميلك أي تبعات.

من الجدير بالذكر أن البيانات سيتم جمعها دون الكشف عن هوية المشاركين، ولذلك قد يتعذر تحديد بياناتك من أجل سحبها في مرحلة معينة من تحليل البيانات. وكبدل لذلك فإن البيانات ستكون مجهولة الهوية ضمن إطار زمني معين، بحيث لا يكون سحب البيانات ممكناً حتى ما قبل مرحلة التحويل النصي.

إذا قررت الانسحاب من البحث خلال فترة انعقاده، من فضلك قم بالتواصل مع الباحث الرئيسي، حنين ياسين عبر البريد الإلكتروني (hy20288@essex.ac.uk) أو من خلال رقم موبايل (+447935409179).

ماذا سيحدث لي إذا شاركت؟

المقابلات سوف يتم ترتيبها لتكون خلال شهر تموز ٢٠٢٢/٧، مزيد من التفاصيل حول الوقت والتاريخ سيتم ترتيبها بالتنسيق مع المشارك، مكان المقابلة سوف يكون في مكان سكن أو عمل المشارك، المقابلة سوف يجريها الباحث الرئيسي والتي من المتوقع أن تكون مدتها ساعة واحدة، مع احتمالية إجراء زيارة أخرى لمكان المشارك لتوضيح بعض النقاط إذا دعت الحاجة.

ما هي الفوائد المحتملة للمشاركة؟

إن مشاركتك في هذا البحث هي مشاركة طوعية ولن يترتب عليها أي عوائد أو حوافز مادية أو معنوية، ولكن مشاركتك سوف تساعد في تحقيق فهم أفضل حول تصميم شبكات سلاسل الإمداد الإنسانية في استجابتها للحاجات الخدمية للاجئين السوريين في الأردن.

ما هي البيانات التي سوف يتم جمعها؟

إن البيانات التي سوف يتم تجميعها من خلال المقابلات تتمحور حول البيانات الشخصية للمشارك مثل العمر، والجنس، والحالة الاجتماعية، وعدد أفراد الأسرة، ومكان الإقامة، بالإضافة إلى البيانات التي سوف يتم مناقشتها بشأن دور المشارك سواء كان لاجئ أو موظف حكومي، أو أحد العاملين في المنظمات الإنسانية الدولية، في وضع اللاجئين وحالتهم الإنسانية والمعيشية في مناطق مختلفة حول الأردن.

سوف يتم تسجيل المقابلة على جهاز تسجيل خاص، ثم يتم تحويلها إلى نص وحفظها إلكترونياً في ملفات، وخلال هذه العملية سوف تكون البيانات مجهولة الهوية بمعنى أن كل الدلائل لشخصية للمشاركة سوف يتم محوها.

هل سيتم حفظ معلومات المشارك بسرية؟

كافة البيانات التي سوف يتم تجميعها منك خلال فترة انعقاد البحث سوف يتم حفظها بسرية تامة، وذلك بشكل لا يؤدي إلى تحديد هوية أصحاب البيانات، وأية بيانات سوف يتم جمعها من خلال المقابلات أو الصور الفوتوغرافية أو تسجيلات الفيديو، أو الملاحظات، سوف يتم حفظها في ملفات محمية من الدخول إليها عن طريق كلمات سر معقدة، وبصمات أفراد الفريق البحثي، وغيرها من برامج الحماية.

إن البيانات المجمعة سوف يتم مشاركتها بشكل غير محدد الهوية بين أفراد الفريق البحثي بشكل يساعد على إتمام هذا البحث على نحو كامل، وإن البيانات غير محددة الهوية سوف لن تسمح بتحديد الأفراد أو تحديد المنظمات التي ينتمون إليها.

سوف يتم حفظ بيانات المشاركين إلكترونياً، بحيث يسمح لأفراد فريق البحث فقط بالدخول إليها.

سيتم تخزين البيانات بعد انتهاء فترة البحث والنشر العلمي لمدة لا تقل عن عشر سنوات لغايات البحوث المستقبلية والعمل الأكاديمي، حيث تقتضي سياسة الجامعة لإدارة البيانات البحثية إتاحة البيانات البحثية للوصول إليها وإعادة استخدامها حيثما كان ذلك قانونياً، وملام أخلاقياً وتجارياً، مع الإحاطة بأي ضمانات ذات صلة بالموضوع.

وفقاً لذلك فإنه وبعد انقضاء مدة العشر سنوات من بعد انتهاء البحث فإن البيانات المحفوظة ورقياً سوف يتم إتلافها، والبيانات المحفوظة إلكترونياً سوف يتم محوها من قواعد البيانات حسب التعليمات.

وحيثما أصبح مقررًا تقاسم بيانات المشاركين بعد الانتهاء من هذا البحث لغايات بحثية أخرى، سوف يتم إبلاغ المشاركين بذلك، وسوف يحتاج المشارك إلى تقديم موافقته للقيام بذلك.

ما هو الأساس القانوني لاستخدام البيانات ومن هو مراقب البيانات؟

في هذا البحث فإن المتحكم في البيانات البحثية هي "جامعة إسكس" في بريطانيا، لذلك إذا احتجت لمزيد من التفاصيل فيمكنك التواصل معهم من خلال مدير ضمان المعلومات في الجامعة على عنوان البريد التالي (dpo@essex.ac.uk).

ما الذي على فعله إذا قررت المشاركة في البحث؟

إذا قررت المشاركة في البحث يمكنك التواصل مع الباحث الرئيسي، وسوف يتم إطلاعك على المزيد من التفاصيل المتعلقة بالبحث وعملية تجميع البيانات وغيرها، سوف يُطلب منك تقديم موافقة خطية للمشاركة، تليها ترتيبات لإجراء المقابلات ابتداءً من الآن ولغاية شهر تموز ٢٠٢٢/٧.

ماذا الذي سيحدث لنتائج الدراسة البحثية؟

إن هذا البحث هو جزء من متطلبات الحصول على درجة الدكتوراه، وبالتالي فإن البيانات المجمعة سوف يتم استخدامها في أطروحة الدكتوراه، مع التأكيد أن البيانات ستكون مجهولة الهوية وأن أصحابها لا يمكن التعرف عليهم أو تحديد هوياتهم، وسوف تستخدم البيانات في نشر مقالات علمية سوف تُنشر في مجلات علمية، أو مناقشتها في

ورقة علمية في مؤتمرات علمية، و/أو تقديم عروض علمية، وبحلول نهاية مدة البحث ستكون الأطروحة متاحة في قواعد بيانات جامعة إيسكس، سوف تكون هناك نسخة من النتائج متوفرة لكل مشارك حسب الطلب.

من قام بمراجعة الدراسة؟

قامت لجنة الأخلاقيات في جامعة إيسكس بمراجعة، والموافقة على طلب أخلاقيات البحث الخاص بهذه الدراسة.

لشكاوى والاستفسارات

إذا كان لديك أي مخاوف، أو شكوى، أو أية استفسارات متعلقة بهذه الدراسة، يرجى التواصل أولاً مع الباحث الرئيسي، حنين ياسين، حسب معلومات الاتصال أدناه، وإذا كنت لا تزال تشعر بالقلق، أو تعتقد أنك لم تتلق الرد المناسب، أو أنك لا تستطيع الاتصال مع الباحث الرئيسي، يرجى الاتصال بمدير إدارة البحوث في القسم المسؤول عن هذا المشروع، البروفيسور ميليسا تايلور (mjtyler@essex.ac.uk)، وإذا كنت لا تزال غير راضي، يرجى التواصل مع مدير البحوث والتخطيط في الجامعة، سارة مانينج برس (sarahm@essex.ac.uk) حيث يُرجى إدراج الرقم المرجعي ERAMS الذي يمكن العثور عليه في تذييل هذه الصفحة.

أسماء أعضاء فريق البحث

- حنين ياسين، طالبة دكتوراه في كلية إيسكس لإدارة الأعمال.
البريد الإلكتروني: hy20288@essex.ac.uk
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- د. نيكولاس بيريت، محاضر في كلية إيسكس لإدارة الأعمال.
البريد الإلكتروني: nb17913@essex.ac.uk
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- أ.د. ريكا راو-نيكلسون، أستاذة في كلية إيسكس لإدارة الأعمال.
البريد الإلكتروني: rekha.raonicholson@essex.ac.uk
رقم هاتف: +44 (0) 1206 873450

APPENDIX 7: PARTICIPANTS INFORMATION SHEET– ENGLISH VERSION 4 PAGES



Participant Information Sheet for Non-Governmental Organizations

Project Title: Exploring Humanitarian Supply Chain Network Design in Response to Refugees' Service Needs

My name is Haneen Yassin and I am a PhD student in Management Studies at the University of Essex. I would like to invite to take part in my research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully.

What is the purpose of the study?

The research aims to explore humanitarian organizations efforts in responding to the service needs of refugees outside camps in Jordan, and how refugees are settling into host communities and begin to build back their lives and livelihoods, the research focuses on Syrian refugees who have fled the Syrian war and settled across Jordan. The research outcomes are expected to produce a better understanding about the humanitarian supply chain networks used by the humanitarian organizations in Jordan which targeted the Syrian refugees. The research will generate data collection opportunities with three main groups of agents who inhabit the supply chain network through interviews. This includes the Syrian refugees themselves, in order to hear their own voices about supporting services and their place in the humanitarian networks, the second group is the international humanitarian organizations which receive significant funding to bear the supply chain functional and operational responsibilities, and the Jordanian government represented by The Ministry of labour, and The Ministry of Interior, which shapes and contribute the humanitarian work through laws and regulations.

This research is for the partial fulfillment of the PhD degree in Management Studies, which expected to be completed by January 2024.

Why have I been invited to participate?

In the lens of this research, Syrian refugees are considered as part of the humanitarian supply chains, and this is an opportunity to see what role can be played by this group of vulnerable people to the humanitarian relief efforts in Jordan, and how other stakeholders include them into this triangulated perspective. So, this research offers a room for the refugees to express themselves, and to contribute to understand their current situation in Jordan.

Syrian refugees who reside outside camps away from the systematic relief programs will be invited to participate, the number of invited refugees for this study will be around 20 refugees from different parts in Jordan.

For the international non-governmental organizations, staff members who work at operations and relief departments that cares about Syrian refugees outside the camps will be invited to contribute to this research and provide their organization perspective about the dedicated programs for refugees, and its plans and objectives, types of assistance provided for refugees to help them secure their living, and way the organizations do the assessment for such programs.

For the Jordanian government, employees from the Ministry of Labor and the Ministry of Interior will be invited to participate, to hear from them about the government perspective of the Syrian existence and how the national regulations contribute to better the refugees' living conditions in parallel with the humanitarian organizations, and how Jordan now think about the refugees in terms of inclusion and decent employment opportunities.

Do I have to take part?

If you agree to take part in this research, this will be an entirely voluntary participation, If you do decide to voluntarily participate you will be asked to provide written consent. You are free to withdraw at any time, without giving a reason and without penalty.

Noting that the data will be collected anonymously, so it might not be possible to identify your data in order to withdraw it. Alternatively, the data will be anonymised within a certain timeframe so withdrawal of data would only be possible up to the point of anonymization.

If you decide to withdraw during the research, please do not hesitate to contact the main research, Haneen Yassin (E-mail: hy20288@essex.ac.uk, phone number: +447935409179).

What will happen to me if I take part?

The interviews will be arranged to take place in July 2022, more details about time and date will be arranged with you upon availability and preference, the location will be at your place, or work office, the interview will be conducted by the main researcher, for approximately one hour period, another visit could be arranged for clarifying certain points as need arises.

What are the possible benefits of taking part?

By your participation to this research there will be no guaranteed specific benefits, but your participation will help furthering our understanding about the humanitarian supply chain network design in response to Syrian refugees' service needs in Jordan.

What information will be collected?

Data will be collected through the interviews will include your personal information such as sex, age, marital status, number of family members, place of residence, and there will be time for discussion about your role in the refugee and humanitarian situation in Jordan.

the interview will be recorded on a recording device, then it will be transcribed (text format) and during this process your data will be anonymized.

Will my information be kept confidential?

All data that we collect about you during the research will be kept strictly confidential and anonymised. You will not be able to be identified or identifiable in any publications or presentations. Any data collected through the interviews, photos, video recordings, notes will be stored and protected by passwords and other relevant security processes and technologies.

The collected data may be shared in an anonymised form in a way that allows the research team to complete this research fully. The anonymised data will not allow any individual or their organizations to be identified or identifiable.

Your data will be sorted and stored digitally via electronic devices, with a secure access for the research team members only.

The data collected will be stored and processed during the research activities and will be saved after at least ten years of the research completion and publication for future research and academic purposes, where the University's Research Data Management Policy requires that research data are made available for access and re-use where legally, ethically and commercially appropriate, taking note of any relevant safeguards.

Accordingly, by the end of the retaining period, data in paper form will be destroyed by shredding, and the electronic data will be deleted from all repositories.

Wherever your data is planned to be shared after the completion of this research with another research data repository, you will be informed about that, and you will require to provide a consent to do so.

What is the legal basis for using the data and who is the Data Controller?

For this research the data controller will be the University of Essex, you may contact them if you inquire more details about the data controller via the University Information Assurance Manager (dpo@essex.ac.uk).

What should I do if I want to take part?

If you decided to take a part in this research, you may contact the main researcher (hy20288@essex.ac.uk) and more details will be clarified about the research and the data generation process, then you will be required to provide a written consent to arrange for the interview. Arrangements for the interviews will take place from now until July 2022.

What will happen to the results of the research study?

This research is for the partial fulfilment of the PhD degree, thus the generated data will be used in the research thesis, and for published materials at academic journals, and/or conference paper, and/or presentations. Noting that your data will be anonymised, and you will not be identifiable. By the end of this research, the research thesis will be available on the



university repository. A copy of the research results will be available for each participant upon request.

Who has reviewed the study?

The ethical approval application has been reviewed, approved and granted internally by the University of Essex Ethics Committee.

Concerns and Complaints

If you have any concerns about any aspect of the study or you have a complaint, in the first instance please contact the principal investigator of the project, Haneen Yassin using the contact details below. If are still concerned, you think your complaint has not been addressed to your satisfaction or you feel that you cannot approach the principal investigator, please contact the departmental Director of Research in the department responsible for this project, Prof Melissa Taylor (e-mail mjtyler@essex.ac.uk). If you are still not satisfied, please contact the University's Research Governance and Planning Manager, Sarah Manning-Press (e-mail sarahm@essex.ac.uk). Please include the ERAMS reference which can be found at the foot of this page.

Name of the Researcher/Research Team Members

- Haneen Yassin, PhD student at Essex Business School,
E-mail hy20288@essex.ac.uk
Phone number: +44 79 354 09 179
- Dr Paul Kelly, Lecturer at Essex business School,
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- Dr Nicholas Beuret, Lecturer at Essex Business School,
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Phone number: +44 (0) 1206 873080
- Prof Rekha Rao-Nicholson, Professor at Essex Business School,
E-mail rekha.raonicholson@essex.ac.uk
Phone number: +44 (0) 1206 873450

APPENDIX 8: PARTICIPANT CONSENT FORM- ARABIC VERSION

C.10



University of Essex

نموذج الموافقة

عنوان المشروع: دراسة تصميم شبكات سلاسل التوريد الإنسانية في الاستجابة لاحتياجات اللاجئين من الخدمات
أعضاء البحث: حنين ياسين، د. بول كيللي، د. نيكولاس بيريت، أ. د. ريكا راو-نيكسون

من فضلك ضع إشارة في الصندوق عند الجملة التي تعبر عن موافقتك:

☒

1. أؤكد أنني قد قرأت وفهمت ورقة المعلومات بتاريخ الأول من يوليو 2022 للدراسة المذكورة أعلاه، وقد أتيت لي الفرصة للنظر في المعلومات وطرح الأسئلة والإجابة على هذه الأسئلة بصورة مرضية.

☒

2. أفهم أن مشاركتي طوعية، ولي الحرية في الانسحاب من المشروع في أي وقت دون إبداء أي سبب ويلدون تبعات، وأفهم أيضاً أن بياناتي في حالة الانسحاب سوف يتم محوها وعدم استعمالها في البحث.

☒

3. أفهم أن البيانات التي قمت بتزويدها سيتم تخزينها بشكل آمن، ولا يمكن الوصول إليها إلا لأعضاء فريق البحث المعني بالمشروع، وسيتم الحفاظ على سرية المعلومات.

☒

4. أفهم أن بياناتي غير معروفة الهوية (النصوص، التسجيلات الصوتية، مقاطع الفيديو، الصور، قواعد البيانات المسحقة) التي قدمتها سوف تستخدم في منشورات بحثية أكاديمية.

☒

5. أوافق على المشاركة في الدراسة أعلاه.

توقيع المشارك

التاريخ

1-10

اسم المشارك

ام حسين

توقيع الباحث

التاريخ

15-8-22

اسم الباحث

هنريه مكي

APPENDIX 9: INTERVIEW CHECKLIST

Interview Checklist

Date of Interview:	15.8.2022.
Time:	13:23
Place:	refugee family home.
Interview Code:	C-10

Participant Name:	-	Assumed Name:	Um Hussain
Age:	47 years old.		
Occupation:	housewife.		
Address:	West Amman, Urdi Asar.		

Setting up	Done
Recruitment email sent <i>communication through a friend.</i>	-
Time and date arranged	✓
Participant information sheet provided	✓
Reminder sent (if needed)	-
On the day	
Introduce yourself	✓
Study explained. PIS reviewed/questions	✓
Verbal Permission to be taped requested	✓
Consent form signed (give one copy to the participant, keep one copy)	✓
After the interview	
Interview Summary written	✓
Thank You letter sent	- verbally.
Data prepared (including transcription, anonymisation)	✓
Data storage completed Enter date to be reviewed/destroyed: _	✓

Notes: recording length: 42 min.

APPENDIX 10: INVITATION EMAIL FOR UN EMPLOYEE

