



Research Article

Evaluating Educational Services Offered for Syrian Gifted Refugee Students in Jordanian Schools¹

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Abstract

This study aimed to evaluate educational services offered for Syrian gifted refugee students in Jordanian schools from the point of view of schools' principals or educational supervisors. The researchers extracted validity and reliability indicators from the Arabic translated form of the National Association for Gifted Children (NAGC) standards. 72 schools were evaluated in terms of the use, importance, and availability of the four gifted education standards: identification, curriculum, programs, and professional development. The findings showed that there are differences in the numbers of gifted Jordanian students compared with Syrian students enrolled in gifted programs in Jordanian schools. Moreover, there is a gap between types of gifted educational programs and services provided in the schools inside and outside the refugee camps. The findings also showed that the overall gifted education services provided for Syrian gifted refugee students were low with an average of 2.34 for the use, 2.15 for the importance, and 2.44 for the availability of these practices. Finally, suggestions and recommendations are provided to develop the gifted educational services in these schools.

Keywords

Refugee Gifted, Syrian Gifted, Evaluation Gifted Programs, NAGC Standards.

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Introduction

Since the beginning of the Syrian crisis, Jordan has received a large number of Syrian refugees (European Parliament, 2017; Ministry of Planning and International Cooperation, 2017; UNHCR, 2017). As such, there are more than 100,000 students receiving education in schools specially designed for them inside refugee camps or in public schools in surrounding cities (Culbertson & Constant, 2015; Human Rights Watch, 2016; UNICEF, 2016). However, there are many problems that may affect educational services provided for Syrian students in Jordan, such as financial limitation and schools' capacities (Human Rights Watch, 2016, 2017; UNESCO, 2016; UNHCR, 2013; UNICEF, 2017). In addition to these problems, the main focus of the international community has been on the number of Syrian students who receive educational services rather than the quality of these services. Accordingly, there is a critical need to investigate services and practices in schools where Syrian students receive education in terms of the equity and the quality of these services (Sunata & Bircan, 2015). One of the most important areas that must be taken into consideration when providing educational services to immigrants and refugees is the area of education for gifted students (Callahan, 2005; Harris, 1990, 1991, 1993). According to the United Nations Children's Fund (UNICEF), 72% of officially registered Syrian refugee children have joined the formal education system in Jordan, and 67% of the children in the camps are enrolled in schools, while more than 125,000 Syrian children have attended refugee schools run by the Ministry of Education that are outside of refugee camps. Approximately, 340 Ministry of Education schools were used in the double-shift system, where these schools receive two separate groups of students (one in the morning and one in the afternoon). Although most of these schools serve Jordanian students, the Ministry of Education has allocated 200 hours for Syrian students by increasing the class time and adding a number of classes to Jordanians and Syrians in the double-shift schools (Queen Rania Foundation, 2017).

Syrian students have become a main component of the Jordanian education system as they study in Jordanian schools both inside and outside camps and join Jordanian students in these schools. However, there are no accurate numbers of Syrian students who benefit from gifted services in these schools or are referred to services in the gifted schools, even though the educational law does not stipulate that these services are solely for Jordanian students (Ministry of Education, 2011).

Gifted Syrian Refugees in Jordan

Many studies have indicated that the most disadvantaged gifted groups are gifted immigrants, refugees, low-income students, and ethnic minorities. (Card and Giuliano, 2015; Forsbach and Pierce, 1999; Yoon and Gentry, 2009). The asylum status and the difficult socioeconomic conditions of gifted refugees' students make them invisible, and their identification considered as a significant issue (Merrotsy, 2013). In general, refugee children suffer from a range of psychological disorders

and behavioral problems, such as post-traumatic stress disorder (PTSD), anxiety, loneliness, and depression (Aras & Yasun, 2016; Ehntholt, Smith, & Yule, 2005). These unique characteristics make those gifted students vulnerable (Pfeiffer & Stocking, 2000), and it may mask the giftedness' characteristics that they have, and it may put them at risk of not being identified (Merrotsy, 2013). On the other hand, Erwin and Worrell (2012) indicated that some students are underrepresented in gifted programs due to the discrimination evaluation procedures. Therefore, educational practices and identification procedures used in gifted programs must be evaluated in order to more effectively identify underrepresented gifted students and ensuring their participation in gifted programs (Maker, 1996). However, educating students who are refugees and asylum seekers requires host countries' schools to examine their educational practices to suit those individual needs (Rutter, 2001; Taylor & Sidhu, 2012).

In the Arab world and Jordan specifically, there are no existent studies that investigate the quality of educational practices provided to gifted refugee students specifically. Most Arab studies were interested in evaluating gifted programs in general (Moriah, 2009; Albaishi, 2015). Hence, the importance of this study stems from the necessity of identifying the quality of the services provided to gifted students who are Syrian refugees, and whether these services differ when they are provided by the Jordanian students' schools and the schools that contain the Syrian students inside or outside the camps. It has been a long time since the Syrian war and therefore the case of asylum for Syrians in Jordan. Hence, educational programs and practices used with gifted refugee students is a critical aspect of the gifted education programs in Jordan that must be evaluated in order to develop those students' abilities and potentials.

Educational services for gifted students in Jordan are provided through a range of educational programs including acceleration and enrichment programs (Abu-Hamour & Al-Hmouz, 2014; Ministry of Education, 2011). There are a number of educational settings that provide services and programs for gifted students in Jordan that include: specialized schools, such as King Abdullah II Schools for Excellence and the Jubilee School, after schools' services, such as pioneer centers, and in schools' services, such as resource rooms (Abu-Hamour & Al-Hmouz, 2014; El-Zraigat, 2012; Ministry of Education, n.d.). However, the Gifted and Talented Directorate at the Ministry of Education in Jordan regulates educational programs by preparing and implementing these programs through the departments of the directorate, which include: Department of Excellence Programs, Department of Gifted Programs, and Department of Counseling Programs (Ministry of Education, n.d.). According to the Gifted and Talented Directorate, there are 7288 students receiving gifted education services in Jordan as follows: 4038 students in specialized schools, 1700 students in after school services, 350 students in resource room services, and 1200 students in enrichment and acceleration programs (Ministry of

Education, 2018). Importantly, identifying gifted students in Jordan depends on academic achievement and mental abilities (Alodat & Zumberg, 2018), and teachers need professional development programs in the field of gifted education due to poor preparation at universities and pre-service programs (El-Zraigat, 2012).

Purposes and Questions

This study aims to explore the educational practices used in Jordanian schools to identify and provide programs for Syrian refugee students. More importantly, the main objective of this study is to assess the effectiveness of these practices in identifying gifted Syrian refugees and the quality of services offered to them in Jordanian schools. It also aims to evaluate the quality of programs and curriculums that are provided to Syrian gifted students inside Jordanian schools and for teachers' professional development. The study was guided by the following overarching questions:

Question 1: To what extent are schools employing educational programming for gifted Syrian refugee students?

Question 2: To what extent do educators perceive educational programming for gifted Syrian refugee students to be important?

Question 3: Is support readily and consistently available in Jordanian schools for gifted Syrian refugees?

Method

Study design

This study used a descriptive research approach using a standards-driven approach (NAGC programming standards) to discover the educational practices used to identify and teach gifted Syrian students. The reason for using this method is the lack of studies that investigated educational practices for gifted Syrian students in Jordan. Hence, it is fundamental to obtain information in educational science by using reliable and valid instruments (Creswell, 2013; Fraenkel, Wallen, & Hyun, 2012; Mertens, 2014). To do that, an instrument that contains 23 items was used to explore educational practices used with gifted Syrian refugee students. This instrument was applied in schools that have Syrian students inside Syrian camps in Jordan (*Za'tari*, *Azraq*, and *Alhadeqah*) and in the *Irbid* and *Ramtha* cities near to the Syrian border.

Instrument

The data were collected by using the NAGC (National Association for Gifted Children) Pre-K- 2 Gifted Education Standards Assessment. The NAGS assessment is one of the most effective types of evaluating the educational practices related to gifted students (Johnsen, 2012; Landrum, Callahan, & Shaklee, 2000; NAGC, 2008). The practical assessment guide helps service providers to examine the quality of gifted services and should be implemented by schools to ensure that gifted students

needs are met (Johnsen, 2012). The NAGC standards contains six areas. These areas are:

- Learning and development
- Assessment
- Curriculum and instruction
- Learning environment
- Programming
- Professional development (NAGC, 2008).

The researchers translated the instrument from its original language (English) into the formal language in Jordan (Arabic). Then, the researchers re-translated the items into English (Back Translation) to ensure the quality of the translation. Moreover, the instrument was evaluated by a group of expert judges in the field of gifted education in Jordan to extract the face validity indicators of the Arabic version of the instrument. However, the expert judges have excluded the 'Learning and development' and 'Learning environments' standard because the objectives of the study are exclusively related to the educational practices of identifying gifted students, quality of programs and curricula provided to them, and teachers' development. The researchers applied the experts' suggestions. The final version of the NAGC assessment contains 23 items of the original instrument that cover four basic standards: assessment (6 items), planning for curriculum and instruction (6 items), programming (7 items), and professional development (4 items). Moreover, the correlation coefficients of the instrument items were extracted for all items as showed in Table (1).

Table 1.

Correlation Coefficients of the Instrument Items (Items = 23)

Item	Use		Importance		Availability	
	Criterion	Total	Criterion	Total	Criterion	Total
1	0.45	0.53	0.61	0.51	0.62	0.55
2	0.51	0.44	0.72	0.55	0.65	0.57
3	0.43	0.29	0.69	0.61	0.66	0.51
4	0.29	0.34	0.58	0.63	0.55	0.40
5	0.57	0.63	0.60	0.61	0.69	0.70
6	0.42	0.49	0.57	0.54	0.66	0.64
7	0.57	0.60	0.61	0.60	0.66	0.65
8	0.55	0.44	0.62	0.56	0.61	0.55
9	0.74	0.73	0.76	0.76	0.65	0.67
10	0.61	0.54	0.73	0.68	0.68	0.71
11	0.39	0.37	0.53	0.51	0.54	0.47
12	0.50	0.58	0.58	0.56	0.48	0.52

13	0.55	0.63	0.65	0.71	0.61	0.68
14	0.41	0.46	0.67	0.64	0.51	0.49
15	0.61	0.67	0.73	0.71	0.65	0.68
16	0.59	0.57	0.75	0.75	0.62	0.66
17	0.67	0.67	0.77	0.71	0.70	0.69
18	0.57	0.53	0.71	0.66	0.68	0.62
19	0.70	0.68	0.67	0.61	0.68	0.60
20	0.65	0.64	0.73	0.70	0.70	0.69
21	0.67	0.62	0.76	0.78	0.71	0.67
22	0.71	0.68	0.76	0.76	0.77	0.70
23	0.57	0.72	0.61	0.75	0.54	0.63

Furthermore, the total reliability coefficients for the instrument standards were extracted using the Cronbach alpha formula as showed in Table (2).

Table 2.
Reliability Coefficients of the Instrument Standards (Standards= 4)

Standard	Use		Importance		Availability	
	Alpha	N of Items	Alpha	N of Items	Alpha	N of Items
Assessment	0.71	6	0.85	6	0.85	6
Planning C/I	0.80	6	0.85	6	0.83	6
Programmin	0.83	7	0.90	7	0.86	7
g						
PD	0.82	4	0.86	4	0.84	4
Total	0.92	23	0.95	23	0.94	23

Based on the previous tables, the Arabic version of the instrument has acceptable reliability coefficients that justify its use for the purposes of this study. However, to ensure the instrument’s reliability, the correlations between the instrument items and dimensions were computed using the correlation matrix as showed in tables (3-5), which show reliable correlation coefficients of the instrument dimensions and items.

Table 3.
Correlation Matrix of the Use Dimension

Items	Assessment	Planning C/I	Programming	PD	Total
1	0.64	0.46	0.43	0.46	0.58
2	0.67	0.32	0.36	0.33	0.49
3	0.65	0.22	0.18	0.22	0.36
4	0.51	0.34	0.27	0.28	0.40
5	0.73	0.51	0.55	0.51	0.67

6	0.64	0.42	0.46	0.33	0.55
7	0.54	0.70	0.51	0.45	0.64
8	0.30	0.71	0.35	0.33	0.49
9	0.57	0.84	0.58	0.63	0.76
10	0.38	0.75	0.40	0.49	0.58
11	0.31	0.58	0.30	0.28	0.43
12	0.43	0.67	0.55	0.48	0.63
13	0.45	0.53	0.67	0.62	0.67
14	0.35	0.37	0.58	0.42	0.52
15	0.47	0.54	0.73	0.65	0.71
16	0.45	0.37	0.73	0.52	0.63
17	0.47	0.50	0.76	0.61	0.70
18	0.34	0.35	0.71	0.55	0.59
19	0.39	0.53	0.79	0.70	0.72
20	0.39	0.49	0.64	0.81	0.68
21	0.40	0.41	0.64	0.82	0.67
22	0.42	0.56	0.66	0.84	0.72
23	0.57	0.56	0.69	0.76	0.76

Table 4.*Correlation Matrix of the Importance Dimension*

Items	Assessment	Planning C/I	Programming	PD	Total
1	0.74	0.39	0.37	0.47	0.55
2	0.81	0.41	0.39	0.51	0.59
3	0.80	0.42	0.51	0.57	0.65
4	0.72	0.52	0.52	0.59	0.66
5	0.74	0.52	0.48	0.55	0.65
6	0.71	0.48	0.46	0.40	0.59
7	0.50	0.74	0.46	0.56	0.64
8	0.43	0.75	0.46	0.51	0.61
9	0.62	0.84	0.62	0.71	0.79
10	0.45	0.82	0.58	0.65	0.71
11	0.34	0.67	0.48	0.45	0.55
12	0.41	0.73	0.49	0.50	0.60
13	0.56	0.62	0.74	0.65	0.74
14	0.45	0.52	0.77	0.58	0.68
15	0.52	0.51	0.81	0.71	0.74

16	0.62	0.53	0.83	0.73	0.79
17	0.50	0.50	0.84	0.69	0.74
18	0.39	0.52	0.81	0.68	0.70
19	0.35	0.56	0.76	0.56	0.65
20	0.57	0.51	0.66	0.85	0.73
21	0.56	0.64	0.76	0.87	0.80
22	0.54	0.68	0.71	0.87	0.79
23	0.65	0.68	0.66	0.77	0.78

Table 5.*Correlation Matrix of the Availability Dimension*

Items	Assessment	Planning C/I	Programming	PD	Total
1	0.74	0.48	0.34	0.46	0.59
2	0.76	0.49	0.38	0.47	0.61
3	0.78	0.37	0.36	0.40	0.56
4	0.70	0.30	0.28	0.25	0.45
5	0.80	0.60	0.57	0.54	0.74
6	0.78	0.53	0.52	0.48	0.68
7	0.51	0.77	0.53	0.55	0.69
8	0.47	0.75	0.43	0.40	0.60
9	0.58	0.78	0.52	0.56	0.71
10	0.45	0.79	0.72	0.55	0.74
11	0.29	0.69	0.42	0.36	0.51
12	0.36	0.64	0.51	0.41	0.57
13	0.47	0.66	0.72	0.56	0.71
14	0.29	0.47	0.65	0.44	0.55
15	0.46	0.57	0.74	0.64	0.71
16	0.49	0.50	0.74	0.63	0.70
17	0.43	0.58	0.79	0.64	0.72
18	0.35	0.46	0.79	0.64	0.66
19	0.33	0.47	0.77	0.59	0.64
20	0.49	0.53	0.67	0.84	0.73
21	0.45	0.47	0.69	0.83	0.71
22	0.43	0.51	0.73	0.87	0.74
23	0.48	0.59	0.54	0.76	0.68

Participants

This study evaluated 72 schools that were chosen randomly among schools that have Syrian refugee students. The systematic sampling method was used to select schools from the Ministry of Education schools' list. These schools are located either in refugee camps (12 schools) or in cities in northern Jordan (Irbid and Ramtha, 60 schools). As representatives of the schools, principals ($n = 53$) and educational supervisors ($n = 19$) filled out the NAGC standards evaluation for gifted programs. Importantly, principals and regional education supervisors have a different background in gifted education that ranges from a university degree in gifted and special education to some professional development and training courses. However, all participants serve in schools that have gifted programs and have the experience that qualify them to fill out the study instrument. Table (6) shows the demographics of the study participants.

Table 6.
Study Participant Demographics (N = 72)

School Representative	n	Gender		Educational Degree			Experience		
		M	F	BA	MA	PhD	<1	1–5	>5
Principals	53	23	30	40	10	3	0	4	49
Supervisors	19	10	9	0	15	4	0	0	19
Total	72			40	25	7	0	4	68

Data Collection

Data was collected from June 2017 to November 2017 after obtaining permission from the Ministry of Education and the Ministry of Interior Affairs in Jordan. In this study, the Arabic translated version of the NAGC standards evaluation was prepared by the researchers, and visits to 72 schools were arranged with the participants to fill out the evaluation. Schools principals and educational supervisors were visited, and the evaluation was carefully filled out by them. At this point, the researchers only provided assistance to participants in clarifying some terms or how the principles and supervisors may fill out the evaluation. For example, the researchers explained some of the terms of the instrument only in cases that the participants asked about it, which included questions about evidence-based assessment, and multi-talent professional services. However, the clarification that was provided to the participants does not affect the validity of instrument, and it was only used because of the variety of disciplines the school principals and supervisors had backgrounds in on one side and the modernity of some of these terms in the educational field in Jordan from the other side. Importantly, researchers have strictly followed the

administration procedures of the study and these explanations have been used only in rare cases, which support the instrument's validity.

Data Analysis

The collected data from the NAGC evaluation instrument were analyzed using the Statistical Package for the Social Sciences (SPSS). The four standards of the evaluation are: assessment, curriculum and instruction, programming, and professional development. These were analyzed by adding the scores from each question that has a 4 Likert scale. Finally, means and standard deviations were extracted, and an overall score was extracted for each dimension.

Results and Discussion

Gifted Education Settings and Services

A total of 72 Jordanian schools were evaluated using an assessment driven from the NAGC programming standards. These schools were evaluated by principals or educational supervisors based on two criteria: the existence of Syrian refugee students in these schools in addition to containing these schools of at least one of gifted programs used in Jordan, such as acceleration, enrichment, or resource rooms. Table (7) shows the type of gifted programs used in these schools inside and outside the refugee camps and the number of gifted Jordanian and Syrian students, who receive educational services in these programs.

Table 7.

Gifted Programs and Number of Students in the Schools' Sample

Gifted Program	<u>Inside Camps (N = 12)</u>		<u>Outside Camps (N = 60)</u>	
	Jordanian	Syrian	Jordanian	Syrian
Enrichment	0	2	19	4
Acceleration	0	0	4	0
Resource Room	0	0	26	1
Total	0	2	49	5

The above table shows that there is a weakness in gifted education services provided to the Syrian refugee students in camps' schools. In fact, there are no Jordanian students in camps' schools and educational services in these schools are limited to Syrian students. However, the previous table shows that there are no resource rooms for the gifted in the schools that have been evaluated in camps. Notwithstanding that the number of students in these schools is very high, approximately 3000 students in each school, there are no academically accelerated Syrian students while there are only two students receive enrichment services. On the other hand, the number of Syrian students receiving gifted services in schools outside the camps does not exceed 10% of the total number of Jordanian students, who are receiving these services. In fact, schools that have been evaluated outside

the camps are limited to enrichment programs provided for Syrian students. Otherwise, there are only one student receives services in a resource room, and there are no academic acceleration services for these students.

Gifted Education Standards

Evaluating gifted programs in Jordanian schools aimed to identify the quality of gifted services provided for Syrian refugees' students in these schools by assessing four main standards included in the instrument: assessment, planning for curriculum and instruction, programming, and professional development. Table (8) shows means and standard deviations of the instrument items as listed based on the instrument standards.

Table 8.

Means and Standard Deviation of the Instrument Items (Items = 23)

Item	Use		Importance		Availability	
	M	SD	M	SD	M	SD
1. All gifted students from kindergarten to high school are given equal opportunities for a comprehensive assessment system.	2.11	0.78	2.01	0.83	2.32	0.78
2. Evidence-based assessment procedures are used to provide an appropriate identification method.	1.96	0.74	2	0.75	2.21	0.75
3. Gifted students from different minorities and regions are identified.	2.18	0.91	2.14	0.86	2.33	0.92
4. Gifted students show advanced educational skills because of the ongoing and diverse assessments.	1.96	0.81	1.94	0.82	2.21	0.87
5. There is a variety of educational assessment services for gifted students	2.38	0.85	2.11	0.87	2.38	0.83
6. Gifted students can easily access services and evaluated the components of the educational program.	2.54	0.92	2.19	0.83	2.57	0.87
7. Gifted students show growth commensurate with their abilities during the school year	2.06	0.69	2.1	0.83	2.22	0.76
8. Gifted students become more efficient in the multi-talents field.	1.9	0.79	2	0.84	2.26	0.86
9. The offered programs for gifted students enable them to develop their talents and abilities.	2.13	0.80	2.01	0.83	2.25	0.82

10. Educational instructions enable gifted students to become more independent and accomplished.	1.96	0.74	2.01	0.78	2.22	0.76
11. The curriculum provides appropriate information for gifted students from diverse cultural backgrounds.	2.06	0.75	2.01	0.74	2.17	0.79
12. Educational programs provide a variety of high-quality resources for gifted students	2.71	0.76	2.39	0.93	2.6	0.78
13. Programs offered to gifted students are diverse and enhance their performance in cognitive and emotional fields.	2.39	0.78	2.15	0.80	2.44	0.79
14. There is a cooperation in providing services and programs between public and private schools and related professional services.	2.86	0.92	2.51	0.95	2.81	0.87
15. Education gifted students is done through cooperation between families, community, and schools.	2.29	0.85	2.1	0.83	2.38	0.74
16. There is sufficient funding to meet the gifted students' needs and their programs' goals.	2.79	1.02	2.31	1.03	2.82	0.92
17. Gifted students develop their potential through comprehensive and varied programs.	2.63	0.74	2.31	0.83	2.58	0.77
18. There are clear policies and procedures for gifted programs, such as acceleration and double admission with the university.	2.74	0.99	2.5	1.01	2.81	0.94
19. Programs offered to gifted students give them an opportunity to define their future professional goals.	2.47	0.82	2.29	0.86	2.54	0.79
20. Gifted students develop their talents through the interaction with qualified teachers according to the international standards.	2.44	0.87	2.15	0.87	2.51	0.92
21. Gifted students' teachers receive professional training that focus on the social and emotional aspects of students.	2.75	0.88	2.29	0.94	2.78	0.84

22. Gifted students' teachers receive vocational training that enables them to teach students in accordance with the principles of transition the impact of lifelong learning	2.74	0.86	2.19	0.94	2.78	0.86
23. Gifted students' teachers have professional ethics that emerge through their educational practices.	1.88	0.87	1.74	0.81	2.13	1.01

Assessment

Items (1-6) of the instrument aimed to evaluate the assessment practices used with Syrian refugees' students in gifted programs. The findings showed that school principals and educational supervisors believe that the most used, important, and available assessment practices in their schools is the accessibility of students to gifted education services and their ability to evaluate the components of educational programs. On the other hand, they believe that there is a lack in their schools in using ongoing and diverse methods based on the evidence-based practices in the assessment and identification of gifted students because they believe that there is no importance of using such methods in identifying gifted refugees' students. Consequently, they indicated that ongoing and diverse identification and assessment methods are the least available assessment services in their schools.

Curriculum and instruction.

The findings of analyzing items (7-12) of the instrument revealed the participants' responses about the planning for gifted curriculums and instructions. The findings show that school principals and educational supervisors' responses indicated that their schools have a moderate level of availability and using of high-quality resources for gifted students. However, they believe that using the high-quality resources is an important component of gifted programs. In contrast, the findings showed that school principals and educational supervisors' responses indicated that the current curriculums and instructions are not efficient in building capacity of students with multi-talents, or it may not consider the diversity of gifted students.

Programs

Participants' responses to items (13-19) of the instrument represent their evaluation of the gifted programs in the schools. The findings showed that there is an acceptable level of cooperation in providing programs for gifted students between public and private schools in Jordan. This cooperation, according to school principals and educational supervisors, is important in providing appropriate programs for gifted students. Moreover, the findings showed that there is a sufficient level of financial support for gifted programs in these schools. On the other hand, the findings showed that the least used and available programs for gifted students are educational programs that enhance the cooperation between families,

community, and schools. Surprisingly, principals and educational supervisors believe that these kinds of programs are not an important aspect of programs that should be provided for gifted students.

Professional Development

The last standard of the instrument is the professional development standard, which appears in items (20-23). The findings showed that the most professional development training used in schools was training that related to the impact lifelong learning principles. According to the participants, lifelong learning training along with training that focus on the social and emotional aspects of students are the most available professional development in the schools. However, they believe that focusing on students' social and emotional skills is the most important professional development training that gifted students' teachers should attend. Nonetheless, the findings showed that professional development programs, which relate to ethical practices are the least used, available, and important training programs in schools.

Gifted Education Practices

Regarding the educational practices provided for gifted refugee students, gifted programs in schools were evaluated based on three main dimensions: use, importance, and availability of these practices in gifted programs. Table (9) shows means and standard deviations of the instrument's dimensions as listed based on the instrument standards.

Table 9.

Means and Standard Deviations of the Instrument Dimensions

Dimension	Standard	N	M	SD
Use	Programming	72	2.60	0.62
	PD	72	2.45	0.70
	Assessment	72	2.19	0.54
	Planning C/I	72	2.13	0.54
	Total	72	2.34	0.50
Importance	Programming	72	2.31	0.71
	PD	72	2.09	0.75
	Assessment	72	2.09	0.62
	Planning C/I	72	2.07	0.62
	Total	72	2.15	0.59
Availability	Programming	72	2.63	0.62
	PD	72	2.55	0.75
	Assessment	72	2.34	0.64
	Planning C/I	72	2.29	0.58
	Total	72	2.45	0.54

Using Educational Practices

The findings showed that the level of use of educational practices for gifted Syrian students in Jordanian schools was generally weak, with a mean of (2.34). Programming ranked first in terms of prevalence followed by professional

development and assessment standards. As the most commonly used standard, the findings showed a lack of use by schools of planning strategies for gifted curriculums and instructions.

Importance of Educational Practices

The findings showed that the level of the perceived importance of applying educational practices for gifted Syrian students in Jordanian schools was generally weak, with a mean of (2.15). Specifically, principals and educational supervisors do not believe that it is important to apply educational practices for gifted Syrian students. According to their responses, priority was given in order to the programs, professional development, curriculum and instruction, and finally assessment.

Availability of Educational Practices

The findings showed that the educational practices provided to gifted Syrian students in Jordanian schools are few, with a mean of (2.44). In general, educational practices available for gifted Syrian students in Jordanian schools are not sufficient. The participants believe that most available practices can be categorized as programs, professional development, assessment, and curriculum and instruction.

Overall Educational Practices.

The general result regarding the educational practices for gifted Syrian students in terms of importance, use, and availability in Jordanian schools were low, according to the Arabic version of NAGC evaluation. It is clear from the evaluation instrument that the use of these educational practices with gifted Syrian students in the field was minimal, with a mean of (2.34). At the same time, the availability of these practices for schools' usage was also lower with a mean of (2.44). More importantly, with shortage of use and availability of gifted education practices in the field, school principals and educational supervisors believe that it is not important to use these practices with gifted Syrian students as indicated by the dimension's mean being (2.15).

Conclusion

There are a limited number of gifted educational programs offered for Syrian refugee students in Jordanian schools. As a result of these limitations, there are a low representation of gifted students from Syrian refugees in Jordanian gifted programs. These findings are consistent with the literature in the field of gifted education on this subject. Many studies confirmed the lack of representation of students from minorities and refugees in gifted programs, such as Card and Giuliano (2015), Forsbach and Pierce (1999), and Yoon and Gentry (2009). However, there are differences in the numbers of gifted Jordanian students compared with Syrian students enrolled in gifted programs in Jordanian schools. In addition, there is a huge gap between types of gifted educational programs and services provided in the schools inside and outside the refugee camps. Even though these differences could be attributed to the financial challenges of the asylum status (Human Rights Watch,

2016, 2017; UNESCO, 2016; UNHCR, 2013; UNICEF, 2017), it may be attributed to the inability of identifying gifted Syrian refugee students appropriately (Merrotsy, 2013) because of their unique psychological and social characteristics (Aras & Yasun, 2016; Ehntholt, Smith, & Yule, 2005; Pfeiffer & Stocking, 2000). Accordingly, the researchers believe that the main reason for the deficiency in educational practices and services that are used with gifted students is due to the lack of planning for these practices. Looking at the findings of the study, the researchers found that the planning for curriculum and instruction and identification standards came at the bottom of the standards ranking based on school principals and educational supervisors' responses to the Arabic version of NAGC evaluation. However, these findings are corroborated by the recommendations of a series of global reports issued by international organizations, such as UNESCO, UNICEF, UNHCR, and Human Rights Watch. Specifically, these reports emphasize the international community's concern with the number of Syrian students receiving educational services rather than the quality of these services.

Gifted Syrian students, especially in camps, may have unique characteristics that need to be addressed by the gifted education system in Jordan. The results of this study showed that these services insufficient and inappropriate for gifted Syrian students, who need to be supported. On the other hand, schools need greater help in the area of identification services. The reason behind that is the limitation of services to gifted schools (Abu-Hamour & Al-Hmouz, 2014; El-Zraigat, 2012; Ministry of Education, n.d.) and the difficulty of the enrolling gifted refugee students in these schools due to issues related to citizenship status and eligibility of services. Remarkably, the attitudes of workers in the field of education in Jordan may be one of the reasons for the lack of interest in gifted programs provided for Syrian refugee students. Based on their responses, school principals and educational supervisors believe that these programs are not important. This result is consistent with the Erwin and Worrell's study (2012), which has listed that there is bias against the gifted students from minorities in local communities. This result may be surprising because of the commonalities between the Jordanian and Syrian societies, such as language, religion, and culture. At the same time, this result could be justified by the stereotype of Syrian refugees in Jordan, which is that they have contributed to economic and social problems to Jordan. Furthermore, the lack of interest in the gifted programs offered to Syrian refugees may be due to the belief that this problem is temporary and will end with the return of refugees to their country. In fact, Jordan has had similar refugee experiences, as was the case with Palestinian refugees in the middle of the last century and Iraqi refugees at the end of it. These experiences indicate that asylum problems may not end quickly, so the researchers believe that we should give this issue a priority when planning educational programs for refugees.

Jordanian schools must enhance their ability, knowledge, and capacity to provide educational services to gifted Syrian students by understanding students' abilities and

improving the gifted educational system in Jordan. However, there is a lack of studies that investigated the gifted Syrian refugees' topic, and this study could be one of the first studies that have addressed this topic. Therefore, further studies on this subject are recommended, especially with regard to the number of gifted Syrian refugees in Jordan and other host countries and the quality of programs presented to them. Moreover, further studies are recommended regarding the validity of methods used in identifying gifted Syrian students and its appropriateness to the characteristics of these students.

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