

## Appendix A. Interview Topics

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The following topics were covered as appropriate to each group:

- The professional status (qualification, experience, registration) of the refugee teacher.
- The causes of each kind of migration; general, individual and personal reasons.
- The official policies for a durable solution; how official policy differs from actual practice in relation to employment, remuneration and rights of refugees.
- How refugee teachers are perceived by students, parents, school heads and fellow teachers.
- Whether teaching in another country (or being taught by a refugee) can be a positive, enriching experience.
- Refugee teachers' coping mechanisms in all aspects of their lives, particularly in the case of urban refugees.
- Whether anything is 'carried back' to the home country.

### Tool A: Background questionnaire for individual refugees

The refugees themselves were the main source of information. Although the questionnaire was adapted slightly for each country, the following topics were covered.

#### Personal background

1. Country of origin, age, sex, family status, formal qualification, notable matters (e.g. disability, marriage to host national)?
2. Type of teacher training diploma obtained (primary, secondary, technical, educational administration, other...)?
3. Years of teaching in home country; at what level?
4. How long in the host country? How long teaching?
5. How they got into teaching or other occupations in the host country; if in another occupation at present, what might induce them to return to teaching?
6. If they have left teaching, why and whether they intend to return?
7. What issues they faced in getting settled (barriers to teaching, problems in getting residence papers, prejudices faced and coping strategies developed)? How were these different from life at home?
8. How they interact with authorities?
9. Awareness of the official rules; extent to which they are enforced?

## Where employed

Not teaching

Employed by UN, NGO, church (specify)

Employed in private sector

Employed in state sector

Formally established in the system: equal rights (e.g. right to promotion)

Formally in the system: fewer rights

Occasional tutor, essentially alone

On the margins, tolerated, 'agreements', not contracts

Own refugee compatriots

What they would request as the most useful forms of help?

Which change in policy would help most?

## Tool B: Interviews with people in an official capacity

The following categories of correspondents were interviewed for the study:

- Government officials, national and local, working with refugees;
- Staff of NGOs, church organisations, and UN bodies working with refugees;
- Education bodies of the host country (the ministry, teachers' service commission [or equivalent], local authorities, teachers' colleges and schools);
- Teachers' unions; and
- Private and other schools employing refugee teachers.

A list of experts and people with insight were contacted including UNHCR, UNICEF and NGO education staff, particularly including NRC, Windle Trust and JRS who have (or had) activities in all the study areas, often for over 20 years.

## Tool C: Communication with informants by phone, email or in person

Communication with informants was based on a short questionnaire sent by email, followed by dialogue either by phone or by email. A list of experts and people with insight were contacted including UNHCR, UNICEF and NGO education staff, particularly including Windle Trust and the Jesuit Refugee Service who have (or had) activities in all the study areas and a depth of knowledge over 20 or so years of action.