Factsheet 4 of 4



**Education**

###### Disability is deﬁned as interactions between personal and environmental factors. It is measured by the level of functioning of a person in various areas of daily activities (called “domains”) regardless of impairments, using the Washington Group tools.

**EDUCATION FOR PERSONS AGED 13+**

**Highest level of education completed among persons 13 years and over**

**Jordan Lebanon**

With disabilities Without disabilities

|  |  |  |
| --- | --- | --- |
| 19.0% | Did not attend school | 25.5% |
| 6.7% | and cannot read or write | 13.0% |

|  |  |  |  |
| --- | --- | --- | --- |
| 3.4% | Did not attend school |  | 3.4% |
| 1.4% | but can read and write |  | 2.4% |

61.3%

67.7%

Primary School

57.0%

70.3%

#### Persons with disabilities are more likely to never enroll and cannot read or write

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 4.0% |  | Secondary School |  | 3.7% **(p<0.05)** |
| 7.8% |  | without certiﬁcate |  | 3.8% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 12.3% |  | Secondary School |  | 10.3% |
| 16.4% |  | Certiﬁcate and above |  | 10.5% |
|  |  |  |  |  |

**ENROLMENT STATUS OF CHILDREN AGED 6-12 YEARS**

|  |  |  |  |
| --- | --- | --- | --- |
| **By disability** | **Jordan** |  | **Lebanon** |
|  |  |  |  |
| With disabilities | 10.0% | Drop out or | 24.5% |
| Without disabilities | 6.9% | never enroll | 14.4% |
|  |  |  |  |
|  |  |  |  |
|  | 1.2% | Attending partially | 5.5% |
|  | 1.8% | 1-3 times/week | 5.0% |

 88.8%

91.2%

## Disability and gender

Attending regularly 4-5 times/week

70.0%

80.6%

*Rates of boys and girls who dropped out or never enrolled*

Never enrolled

##### Jordan Lebanon

Dropped out Girls without

5.4%

7.1%

**Boys with disabilities are most likely to never enroll**

0.5%

5.8% 1.0%

|  |  |  |
| --- | --- | --- |
| 6.2% | Boys without | 12.5% |
| 1.7% | disabilities | 4.9% |

10.1%

2.2%

disabilities

Girls with disabilities

Boys with disabilities

4.6%

17.5% 2.5%

22.9%

4.3%

**FACTSHEET 4: EDUCATION**

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**Disability Assessment among Syrian Refugees in Jordan and Lebanon**



**(HI & iMMAP, 2018)**

# ENROLMENT STATUS OF CHILDREN AGED 6-12 YEARS

## Barriers to education for children who are attending school

###### Jordan Lebanon

25.4%

20.1%

10.1%

25.0%

13.8%

12.5%

Overcrowded classrooms

Distance to school (>2km)

Safety fears

Child’s psychological distress

Financial constraints

Child’s health condition

21.1%

11.4%

11.2%

20.9%

19.9%

14.4%

Distance to school (>2km)

Safety fears

Overcrowded classrooms

Financial constraints

Child’s psychological distress

Distance to school (>2km)

## Priority solutions for children who are attending school to continue education

Friendly classmates

Safety between home and school

**More recreational activities** Welcoming attitudes of teachers

Safety between home and school

### Safety inside school

More recreational activities

Welcoming attitudes of teachers

Improved household

ﬁnancial situation

Friendly classmates

**Health care, rehabilitation & psychosocial support** More recreational

activities

Safety inside school

Improved household

ﬁnancial situation

Health care, rehabilitation & psychosocial support **More recreational activities**

Safety between home and school

## Barriers to education for children who dropped out or never enrolled

###### Jordan Lebanon

20.8%

Child’s functional difﬁculties

14.3%

20.8%

Child’s psychological distress

13.0%

12.5%

Refused entry

9.1%

22.2%

Child’s functional difﬁculties

20.9%

18.5%

Lack of documentation

19.4%

11.1%

Distance to school

14.9%

Refused entry

Financial constraints

Overcrowded classrooms

Lack of documentation

Financial constraints

Missed 3+ years of education

## Priority solutions for children who dropped out or never enrolled to (re-)enroll school

Health care, rehabilitation & psychosocial support **Welcoming attitudes**

**of teachers**

Improved teachers' teaching skills

Safety inside school

Safety between home and school

### More recreational activities

Health care, rehabilitation & psychosocial support

Friendly classmates

Community awareness raising

Improved household ﬁnancial situation

Change in the school admission criteria

### Health care, rehabilitation & psychosocial support

Finding other schools

Safety inside school

Change in the school admission criteria

Health care, rehabilitation & psychosocial support **Improved household ﬁnancial situation**

Safety between home and school

# CAREGIVERS’ PERCEPTIONS ON INCLUSIVE EDUCATION

##### Jordan

49.9%

Strongly agree Agree **Lebanon**

All children have right to education and all children can learn

43.3%

52.6%

45.6%

12.3%

5.5%

It is acceptable that my child does not go to school if s/he is engaged or married

9.9%

14.4%

**However, around 30% have low expectations**

###### 95% of caregivers

**believe in the importance of education for every child.**

48.8%

30.1%

12.8%

29.5%

4.2%

5.2%

It is acceptable that my child does not

go to school if s/he brings income to the household

I have low expectations for my child(ren)’s academic progress

Children with disabilities can learn better in special schools educated by specially trained teachers

###### For further information

9.1%

17.2%

6.7%

22.5%

28.1%

#### for children's academic progress.

43.9%



**FACTSHEET 4: EDUCATION**

**Disability Assessment among Syrian Refugees in Jordan and Lebanon**

**(HI & iMMAP, 2018)**

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