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.

<table>
<thead>
<tr>
<th></th>
<th>Jordan</th>
<th>Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>With disabilities</td>
<td>19.0%</td>
<td>25.5%</td>
</tr>
<tr>
<td>Without disabilities</td>
<td>6.7%</td>
<td>13.0%</td>
</tr>
</tbody>
</table>

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

By disability.

<table>
<thead>
<tr>
<th></th>
<th>Jordan</th>
<th>Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>With disabilities</td>
<td>10.0%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Without disabilities</td>
<td>6.9%</td>
<td>14.4%</td>
</tr>
</tbody>
</table>

Disability and gender.

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

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

<table>
<thead>
<tr>
<th></th>
<th>Jordan</th>
<th>Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls without disabilities</td>
<td>5.4%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Boys without disabilities</td>
<td>5.8%</td>
<td>4.6%</td>
</tr>
<tr>
<td>Girls with disabilities</td>
<td>6.2%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Boys with disabilities</td>
<td>10.1%</td>
<td>17.5%</td>
</tr>
</tbody>
</table>

Persons with disabilities are more likely to never enroll and cannot read or write (p<0.05)
ENROLMENT STATUS OF CHILDREN AGED 6-12 YEARS

Barriers to education for children who are attending school

- **Jordan**
  - Overcrowded classrooms: 25.4%
  - Distance to school (>2km): 20.1%
  - Safety fears: 10.1%

- **Lebanon**
  - Overcrowded classrooms: 25.0%
  - Distance to school (>2km): 13.8%
  - Child's psychological distress: 12.5%

- **Distance to school (>2km)**
  - Safety fears: 11.4%
  - Overcrowded classrooms: 11.2%

Safety fears and overcrowded classrooms are significant barriers in both Jordan and Lebanon.

Priority solutions for children who are attending school to continue education

- **Jordan**
  - Friendly classmates: 43.9%
  - More recreational activities: 30.1%
  - Welcoming attitudes of teachers: 29.5%

- **Lebanon**
  - Friendly classmates: 52.6%
  - More recreational activities: 43.3%
  - Welcoming attitudes of teachers: 28.1%

Solutions include more recreational activities, welcoming attitudes, and friendly classmates.

Barriers to education for children who dropped out or never enrolled

- **Jordan**
  - Child's functional difficulties: 20.8%
  - Child's psychological distress: 13.0%
  - Refused entry: 9.1%
  - Financial constraints: 14.3%

- **Lebanon**
  - Child's functional difficulties: 22.2%
  - Refused entry: 18.5%
  - Distance to school: 11.1%
  - Financial constraints: 13.0%

Refusal to enrol and financial constraints are significant barriers in both countries.

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

- **Jordan**
  - Community awareness raising: 29.5%
  - Improved household financial situation: 12.8%
  - Safety between home and school: 14.8%

- **Lebanon**
  - Community awareness raising: 22.2%
  - Improved household financial situation: 17.2%
  - Safety between home and school: 12.5%

Other solutions include community awareness, improving household finances, and ensuring safety.

CAREGIVERS’ PERCEPTIONS ON INCLUSIVE EDUCATION

- **Jordan**
  - Strongly agree
    - All children have right to education and all children can learn: 49.9%
    - It is acceptable that my child does not go to school if he/she is engaged or married: 12.3%
    - It is acceptable that my child does not go to school if he/she brings income to the household: 12.8%
    - I have low expectations for my child(ren)'s academic progress: 29.5%

  - Agree
    - All children have right to education and all children can learn: 45.6%
    - It is acceptable that my child does not go to school if he/she is engaged or married: 4.2%
    - It is acceptable that my child does not go to school if he/she brings income to the household: 5.2%
    - I have low expectations for my child(ren)'s academic progress: 5.2%

95% of caregivers believe in the importance of education for every child.

95% of caregivers believe in the importance of education for every child.

**For further information**

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