EDUCATION
CHAPTER

METHODOLOGY

The sector chapters were predominantly designed to present the data that exists, and that was shared with the Multi Sector Needs Assessment (MSNA) team. Annex A provides a summary of the assessments and reports reviewed for the chapter. There is much that sector experts know from experience that is not captured in the assessment reports. To capture some of the expert views within the Sector Working Groups (SWGs), MSNA SWG workshops were facilitated by the MSNA team and sector experts. These views are taken into account throughout the document. However, due to the short notice, attendance was limited in some workshops and the views presented in the chapter cannot be considered as representative of all SWG members.

The MSNA team aimed to provide an objective overview of the available data and SWG views and therefore has not altered the data or language used in the reports and assessments.

The following target groups were used for the purposes of data analysis:

- Syrian refugees registered with UNHCR or awaiting registration
- Syrians living in Lebanon who have not been registered with UNHCR
- Palestinian refugees from Syria (PRS)
- Vulnerable local Communities including Host Communities and Palestinians (PRL)
- Lebanese returnees

Analysis was undertaken at the lowest possible geographic levels for the various target groups, depending on the type of information available. Where possible, information was aggregated to; Mount Lebanon and Beirut, South, Bekaa, Akkar, North/T+5, Palestinian Camps, and Outside Palestinian Camps.

Main Steps

Identify information needs → Data collation → Data categorisation → Analyse → Review

- **Identifying information needs:** In order to identify the relevant research questions for collation, the Thematic Working Group (TWG) combined the indicators of the Syria Regional Response Plan (RRP6) with additional information needs from the SWG. These information needs were used to form the basis of the chapter themes.
- **Secondary data collation:** An assessment inventory was developed and shared for input from as many stakeholders as possible; to encourage sharing of assessment data. A sector focal point was assigned from the TWG and supported the MSNA team to collect data from the sectors. Within the team, analysts were assigned to sector chapters and a number of partners were approached including: INGOs, UN agencies, the Ministry of Social Affairs Lebanon (MoSA), the National NGO forum and the World Bank with requests for assessment reports.
- **Data categorisation:** To facilitate the data analysis component, all data was summarised and categorised into an excel spreadsheet.
- **Analysis and Writing:** The Sector Leads and respective analysts assessed the usefulness of the reports and used them accordingly. For example, a nationwide multi-sector report would have been used to develop broad conclusions, whilst an assessment with a small sample size in one particular location may have been used to provide examples to support/contradict the overall findings.
- **Review and Consultation:** The MSNA team reviewed a number of databases, assessments and reports that were provided by partner agencies. In order to obtain as comprehensive overview as possible a number of consultations were built in with the SWGs.

For more information on the methodology please refer to the main report.

CONTENTS

1. KEY FINDINGS

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Summary of Priorities

Based on the data review and inputs from the Sector Working Group we can provide the following preliminary conclusions:

Both the data and perceptions of the SWG raised language and costs as key areas that need further consideration. Transportation as a barrier to education emerged as a clear need, as did a need for education activities over and above formal education, including preparation for enrolment in the Lebanese system and for return to Syria. For PRS and Syrian refugees the issue of curriculum is evident. In general, the SWG highlighted the importance of a supportive environment including: access to adequate shelter, assistance and services for families to protect children and youth from negative coping mechanisms that affect their enrolment, retention rates and attendance in the education system.

Data was mainly collected on Syrian refugees so it was impossible to prioritise target groups. However, limited data does imply that Syrian refugees and Lebanese returnee children have lower enrolment/attendance rates than Lebanese at large. For PRS, in the absence of legal status, those children are unable to progress through the education system to a higher grade.

Access to education differs between geographical areas and depends on the proximity to schools. The SWG stated that it is not possible to prioritise. Instead, certain characteristics are evident for all target groups: proximity of schools, and density of refugee concentration.

The data indicates that there is a significant gap in education service delivery in many areas of Lebanon. Not surprisingly, service gaps are most pronounced where schools are less accessible to Syrian refugee populations, however it is not possible to specify definitive regional priorities. Compounding the issue is the fact that many people are unaware of the systems and services available, which could contribute to lower enrolment rates.

Participants acknowledged a number of data gaps, particularly around youth, that would explain why there is a difference between the results from the MSNA team and the participants' view of the sector needs.

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1.1 Priority Needs

Based on the data available, the MSNA team has found the following priority needs[1]:

- Language assistance
- Transportation support
- Financial support for fees and supplies
- Programs in schools to address social cohesion, as well as psychosocial support
- Accelerated classes to help students prepare for the Lebanese Education System (LES) in their appropriate grade, or an alternative program outside of the LES

The participants of the MSNA SWG workshop identified the following priority needs[2]:

- Language: a barrier for children – especially older children – for attendance and may conflict with goals of transitioning students back into a Syrian system later on.
- Teacher training: to address language issues, curriculum differences and discrimination.
- Transportation as a barrier to education: the cost of transportation is the barrier, however the need is to have schools located closer to communities and to address the safety concerns of the families.
- For PRS: depending on whether or not the PRS live within a camp or outside, the needs are very different. For those outside of camps, the schools are often inaccessible due to distance and therefore children often do not attend or are subjected to transportation costs. Language and curriculum pose barriers for access to education for many PRS.

1.2 Priority Target Groups

Based on the data available, the MSNA team have found the following priority groups:

- The assessments only provided information on Syrian refugees (without specifying registered or unregistered), PRS, and very limited data on vulnerable Lebanese and Lebanese returnees. Vulnerable Palestinians were not mentioned. Syrian refugees have a lower enrolment rate than PRS or Lebanese returnees. The rate of non-attendance among Lebanese returnee children is significantly higher than that of Lebanese at large. However, the increase in Syrian refugees is leading to a larger dropout rate for poor Lebanese students, though data is not available on why that might be.

The participants of the MSNA SWG workshop identified the following priority groups:

- For vulnerable locals, participants identified school rehabilitation, quality of education, and school capacity as key needs. However, they acknowledged that if these needs were met they would also benefit Syrian children.

1.3 Geographic Priorities

Based on the data available, the MSNA team have found the following geographic priorities:

- There may be more of a priority in the areas outside of Mount Lebanon/Beirut

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[1] It should be noted that the MSNA team's analysis has been built from the data that was available and should not be viewed as representative of the overall situation

[2] The MSNA held a workshop discussion with 18 people from the Education Sector Working Group with representatives of eight organisations who are appealing for funds through the RRP6. Although the full working group was invited to participate, short notice impacted attendance. Therefore, the results of this workshop can in no way be interpreted as a consensus of the views of the entire working group.

The participants of the MSNA SWG workshop identified the following geographic priorities:

- Participants highlighted issues in some of the regions, although no region stood out as in greater need. However, it was also noted that any region outside of Beirut was less likely to be rehabilitated because there is more funding in the city. A participant mentioned that there were a lot of new schools in the South because the wars that had taken place there necessitated the rebuilding of schools. Additionally, it was noted that there are not enough private schools in the non-Beirut areas, and the most qualified teachers tend to be in the cities, like Beirut.

- In terms of other geographic considerations that might have an impact, participants felt that it was not the geography so much as the proximately of existing schools or schools with space that was the determining factor. One participant suggested using settlement type as a proxy indicator for poverty level, as parental attitude about school may be different depending on the socio-economic background of the family. However, it was noted that in Syria education was compulsory and free, so there may be a general expectation of education as a human right among Syrian refugees. In addition, as the crisis continues, refugees could be living at a lower socio-economic level the longer they are displaced as their savings and other resources dwindle, making settlement type an inaccurate proxy indicator.

- Nevertheless, participants concluded that creating geographic priorities was not appropriate. Each area had unique needs, but it was difficult to prioritise one region over another. They would prefer to diversify and tailor responses rather than prioritise.

1.4 Response Gap Analysis

Based on the data available, the MSNA team has found the following response gaps:

For Syrian Refugees

- Providing education services, as well as better marketing of services, is needed. According to Concern Worldwide, there is a significant gap in both education service delivery in the North, and strong awareness and community outreach is needed to ensure all households are informed and involved (Concern, February 2014). A separate study by Global Communities in Chouf, Aley, and Baabda found that 73.8% of Syrian refugee respondents report not knowing of UNHCR providing public school registration services. None of the school administrators interviewed knew of UNHCR providing assistance to Syrian refugees for school registration fees. Those who were aware of the service expressed mistrust of UNHCR in the fees it is to cover stating, "it's only words, they never actually pay". Consequently, Syrians are registered free of charge or turned away from registration(Global Communities, October 2013).

- According to Joint Education Needs Assessment (JENA), NGOs and international organisations have invested heavily in safe spaces that run accelerated courses for reintegration into schools, but the Lebanese education system (LES) still has to catch up, as only 43% of schools were found to be running such programs(JENA, May 2013). However, it may be also be that the NGOs need to scale up beyond the 43% of schools currently covered. Regardless, NGOs still need the permission and support of LES to provide more of these programs in schools.

For PRS

According to the American Near East Refugee Aid (ANERA) report dated March2014, two gaps in services need to be addressed:

- Psychosocial support: all social workers interviewed reported great need for psychosocial support, social leisure and recreational activities for PRS pupils to cope with their past and present situation.

- Incomplete curriculum: UNRWA's second shifts provide four hours of schooling per day and only four subjects are taught. This was perceived as adversely affecting pupils' educational development (missing out on important subjects) and their academic future (unable to join a full curriculum later on). Most parents however agreed that this second shift policy was better than nothing for socialising, learning (basic numeracy and literacy), and protection reasons (keeping children out of the streets). (ANERA, March 2014)

Feedback from sector partners reveals that there are also gaps in:

- Remedial classes to help children cope with the Lebanese curriculum
- Recreational activities, as children have little space for fun
- Support to pay transportation fees for families living far from school
- Support for children with special needs and disabilities
- Vocational training for children and youths who dropped out of the school system and are unable to join again
- A framework with clear pathways for children to access education is missing

The participants of the MSNA SWG workshop identified the following response gaps:

- The use of a wider range of non-formal education approaches (including vocational)
- Programs for youth
- A strong advocacy plan to help with coordination between the government and the non-governmental response community
- Need to widen targeting to schools to further address social cohesion
- An education policy clearly communicated to the schools from both the national government and regional levels (e.g. paying for Syrians at public schools)
- Common goal and common pathway – what we would like to do as education professionals?
- For PRS: whilst there are some initiatives around vocational training, youth and conflict resolution skills training, this is still a gap for PRS.

1.5 Future Developments with Possible Impacts on Sector

The data available did not reveal specific future developments that may have an impact on this sector.

The participants of the MSNA SWG workshop identified the following future developments may have an impact on the sector:

- Scale up: public schools are currently saturated. Consequently, NGOs will need to scale up other interventions, but in a way that does not duplicate or change the central role of the government. The government's role is important for a number of reasons, not least of which is their roll in certification.

- Government change: with each new government there is a need to renegotiate issues and programs that are pending. Changeover has not impacted the implementation of programmess already agreed, but it will hold up reviews and endorsements when issues are pending. There is a current need to try to finalise as much as possible in order to offset anticipated delays with a possible government changeover in May.

- Social impacts: in some areas, the hostilities towards refugees could explode. As such, there may be schools next year that the partners will not be able to use due to security issues.

- Political: there could be a spillover of the war in Syria, with political factions that are amplified from Syria.

- Economic: money from Syria to families in Lebanon will probably dry up this year. That is going to put more pressure on livelihoods, which will impact the ability of Syrians to pay for the costs of school.

2. CONTEXT

Lebanon's education system includes public, semi-private (or free private) and private schools. The public schools are run by the Ministry of Education and Higher Education (MEHE). To attend these schools, there are registration fees, a "fee of charge" (USD 47-80), and a mandatory contribution to the school "family fund" for unexpected expenses (War Child Holland, April 2013) Public schools only accommodated 30% of total students, and they catered predominantly to children of lower socio-economic status(World Bank, September 2013).There are 363 "free-private" or semi-private schools. Of these, 289 are run by religious groups, and the rest by either NGOs or private individuals. Free private schools are not free. Their tuitions fees range from (USD 450-533). In addition to the parental contributed fee, MEHE pays the free-private schools subsidies. The vast majority of children attend private schools in Lebanon, of which there are 572. Their tuition fees, which are not regulated by the MEHE, range between USD 1500 and USD 15,000 per year (War Child Holland, April 2013).

Although there are some questions on the specific MEHE policy, one source indicates that from grade 1-9 all subjects (including maths and science) should be taught in either French or English. Arabic is taught as a separate subject. If French is taken as the language of instruction from grade 1-6, children are introduced to English as a subject from grade 7 (and vice versa). In secondary school some subjects are taught in Arabic – philosophy, civics, history, and geography – while all others are in a foreign language (French/English) (Concern, August 2013).

Palestinian children do not fall under the mandate of MEHE, but under UNRWA's mandate. In Lebanon, UNRWA manages 69 schools in the 11 Palestinian camps that are scattered around Lebanon, providing elementary, intermediate and secondary education. These schools accept only children of Palestinian families registered with UNRWA. In accordance with MEHE's guidance, these schools teach the Lebanese national curriculum and provide pupils with diplomas recognised by the national accreditation system. The schools are completely free of charge and the students receive textbooks that they have to return to the school at the end of the scholastic year (ANERA, March 2014; War Child Holland, April 2013).Stationery is provided to all children registered and enrolled in Palestinian camps.

Before the crisis, both Lebanon and Syria had achieved high enrolment rates in basic education. In Syria, education is free and school attendance was obligatory for a minimum for nine years (VASyR, June 2013). Pre-conflict Syria had a literacy rate of 77.7% for women and 90.3% for men 2011, the CIA World Factbook estimates. UNICEF's 2011 report on the State of the World's Children[3] documented adults' literacy rates of 84% in Syria and 90% in Lebanon. 95% of Syria's school-age children were enrolled in 2011, while 97% of Lebanon's school-age population was enrolled (Concern, August 2013). The World Bank puts the basic education enrolment in Lebanon at 90%, and further notes that it had been stable for a decade, with gender parity achieved (World Bank, September 2013). However, based on a Caritas assessment, most older Syrian refugees have low levels of formal education: only 41% of refugees had completed primary school and 6% secondary school. Half (50%) of the older Syrian refugee population was illiterate (Caritas, January 2013).

Since the crisis there has been a decrease in access to education (due to displacement, insecurity and costs) and availability of education in Syria. In March 2013, the Government of Syria reported that enrolment rates for the first semester amounted to 74%. Actual attendance rates in public schools were much lower, estimated at 50% in April 2013. Thus, almost half of all children were not attending school. There are wide variations in attendance rates between different areas: in March and April 2013, 56% of children living in relatively safe areas in Idleb regularly attended schools, compared to only 3% in heavily contested areas in the governorates (UNICEF, 2013/09/07)

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[3] http://www.unicef.org/sowc2011/pdfs/SOWC-2011-Statistical-tables_12082010.pdf

Within the Stabilisation Road Map of October 2013, the Government of Lebanon (GoL) quantifies the impact of the Syria crisis on specific sectors and identifies three strategic objectives to ensure stability in Lebanon, namely: restore and expand economic and livelihood opportunities, and create an enabling environment for private sector investment; restore and build resiliency in access to and quality of sustainable basic public services, and; strengthen social cohesion. This led the government to request financial support of USD 54 million to achieve these strategic objectives for education (GoL, October 2013).

On behalf of the sector, the UN will negotiate with the Lebanese government to identify guaranteed places for Syrian students. For the 2013/2014 academic year, the government has demonstrated enormous generosity in opening the country's schools to accommodate 90,000 Syrian refugee students. Once those places are identified within schools, Syrian refugees will approach the schools directly to register on a first come, first served basis. The UN does not facilitate registration. However, it does pay for the various costs associated with enrolling in the public school (as noted above).

According to the MSNA SWG workshop participants, there have been a number of changes in the situation since the RRP6 was developed, including:

- An increase in number of children attending public school
- Implementation of the second shift (though participants acknowledged that this programme needs to be evaluated)
- An increase in the instability inside Lebanon
- An increase in hostility against refugees. Although this is acknowledged in RRP6, some participants indicated that this fact needs to be factored into the planning of all the projects
- RRP6 was focused on primary education, although the need has not shifted, but there is interest in a wider perspective (e.g. to include youth and post-secondary education)

3. DATA SOURCES

At the start of the process, SWGs developed a list of information needs (i.e. those themes that they required information on within their sector). These were built from RRP6 indicators and a consultation within the working group. For the purpose of Phase 1, MSNA analysts reviewed and examined the available data on each theme. See Section 4 for results.

The table below highlights the information needs and whether or not they were met by the available data. Note there is data available across all information needs. However, the quality in terms of representativeness of local conditions and severity of needs is variable across groups and geographical areas.

Table [1]: Extent to which information needs have been met through data available to the MSNA team

Theme	RRP6 plus bulleted Information Need
School Attendance, Access and Attainment Barrier to Entering School	School-age children affected by the Syrian crisis have access to formal and non-formal education programmes • What are the main barriers to education, both formal and non-formal, for school-age children - including those with special needs - amongst the target populations?
System Capacity	School-age boys and girls are learning in a safe and protective environment • Of those children accessing education, including those with special needs, do the institutions provide a safe and protective environment, per geographical area?
	School/learning space environments are improved and conducive to learning • Of those children accessing education, do the institutions provide an environment appropriate to learning, per geographical area?
	Adolescents at risk have access to adequate learning opportunities and increased knowledge on life skills • What is the capacity of schools to provide appropriate teaching for at-risk children, per geographical area? As well as accelerated learning courses?
	Educational personnel and school teachers have increased knowledge and skills • What is the current capacity of educational personnel and teachers per geographical area?
	Institutional support is provided to MEHE departments and services • What support needs are required by MEHE to meet the educational needs of the target populations?
	Effective coordination and leadership is established* • What is the current quality of WASH facilities in Lebanese schools?

Legend

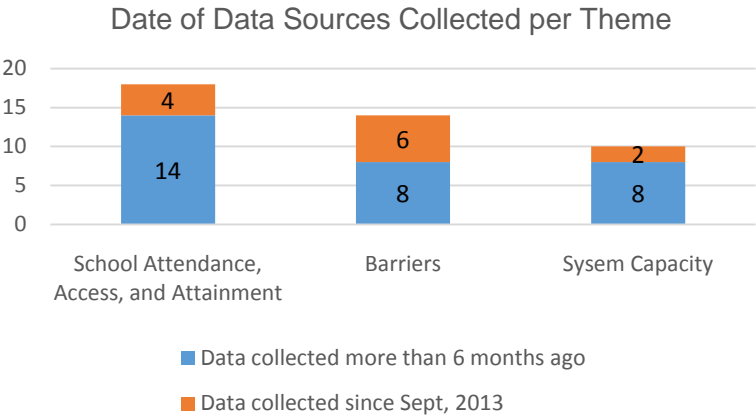|	
🟥	No data available to the MSNA team at the time of writing
🟨	Some data available but may be outdated or lack methodological rigour
🟩	The available data addresses the information need

This section aims to highlight the data sources and limitations.

General: In 2013 and 2014, seven specific education assessments were undertaken and 19 multi-sector assessments that included education. As indicated below, for the majority of the sources used the data was collected more than six months ago and may not be relevant to the current situation. In addition, the assessments do not cover all target groups in all geographic areas, though all target groups were identified in some of the national data, though not for all themes. Eight of the assessments used a rapid assessment approach, and five are considered in-depth assessments. Very little of the data, in particular the regionally focused data, provided representative samples in which to generalise to the target populations. Only one assessment, the VASyR, provided a representative sample, though it did not show regional differences. Other assessments used cluster sampling techniques. However, flaws in the sampling limit our ability to make national generalisations from the data. Although quantitative data cannot be generalised, much of the qualitative data concurred, enabling a strong understanding of the key themes.

Where possible, we attempted to separate data regarding registered, awaiting registration, and unregistered Syrian refugees. However, because most data was collected at the household level, even surveys targeting Syria refugees registered and awaiting registration include unregistered refugees, and therefore cannot be separated. Even though the data is presented for overall Syrian refugees regardless of registration status, we should assume there are differences between these groups.

Figure 1 shows the breakdown of data available during the MSNA Phase 1 process by theme and by date of the report. As indicated, the vast majority of the data is older than 6 months.

Figure [1]: Date of data sources collected per theme

The maps below highlight where assessments and response activities have taken place. As shown, assessments cover much of Lebanon to address education. However, although all areas with response activities have assessment data to inform operations, as mentioned above much of the data is older than six months and qualitative in nature, so may not provide education partners with the up-to-date and quantitative details relevant to the current situation.

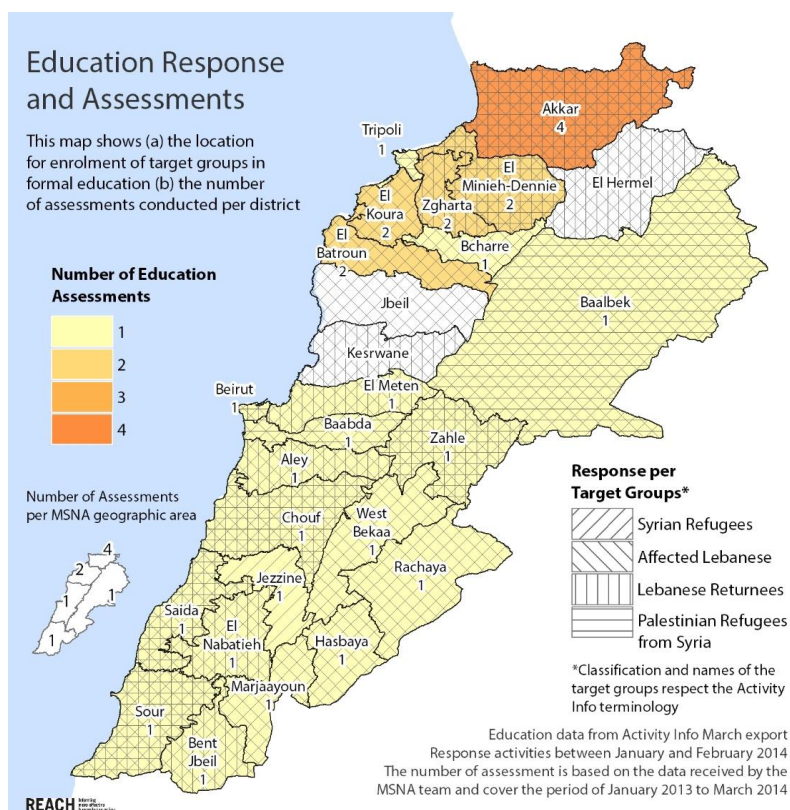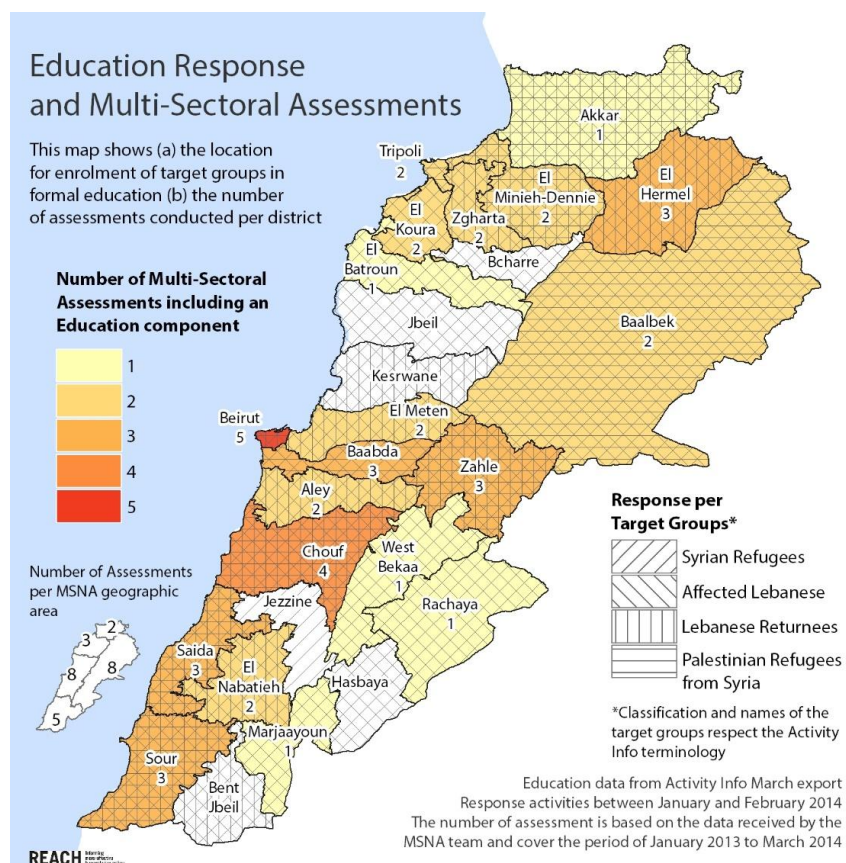*Figure [2]: Education activities compared with locations of education specific assessments*

Figure [3]: Education activities compared with locations of multi-sector assessments that include an education component

The following section provides an analysis of data according to theme, including a summary table of assessment coverage by target group and geography.

4. ANALYSIS PER THEME

4.1 School Attendance, Access and Attainment

Summary of assessment findings: The rate of non-attendance among Lebanese returnee children is significantly higher than that of Lebanese at large, but lower than Syrian refugees.

- Only 25% of school-age Syrian refugee children are attending school.
- The enrolment rate among primary school-age Syrian refugee children (aged 6-14) is around 12%, and 5% for secondary school-age children.
- Families (both PRS and Syrian refugees) are typically sending one or two children, but not all of their children, to school.

The summary table below shows assessment coverage by geographic area and target group. In this sector, there was sufficient data of adequate quality to discern problem areas by theme.

Table [2]: Assessment coverage by area and target population for school attendance, access and attainment

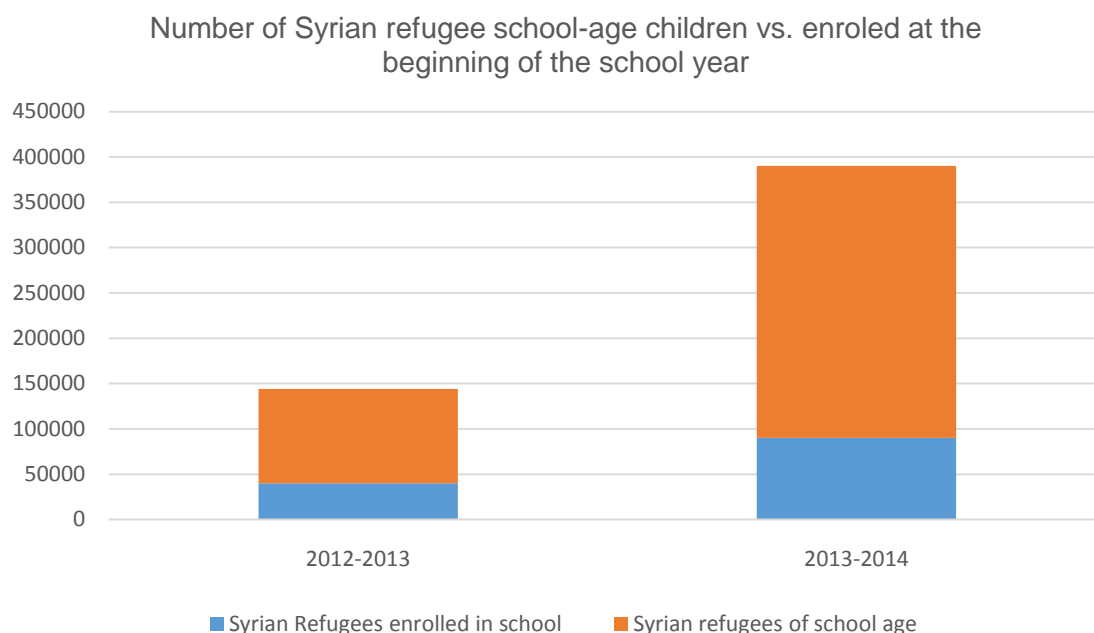|	Vulnerable Local Communities (Lebanese and PRL)	Lebanese Returnees	PRS	Syrian refugees	
				Registered	Unregistered
National					
North/T+5					
Akkar					
Mt. Lebanon and Beirut					
Bekaa					
South					
Palestinian Camps					
Outside Palestinian Camps					
Legend					
	Section not applicable			Data available	
*NB – Grey cells indicate that there is at least one assessment available on the specific area or target group. However, the data may not cover the situation for the entire geographic area or target group.					

Syrian refugees

National

The enrolment rate among primary school age Syrian refugee children (aged 6-14) is around 12%. For secondary school age children it is probably below 5 per cent (ODI, September 2013).

The Lebanese government has made a commitment to welcome Syrian students into the public system in recognition of their fundamental right to education. In 2012, MEHE in Lebanon issued a memorandum instructing all schools to enrol Syrian students regardless of their legal status and to waive school and book fees (Concern, August 2013; World Bank, September 2013; ABAAD/Oxfam, September 2013). In 2012, 40,000 refugee children were accommodated in public schools for a budgetary cost of USD29 million. An additional USD24 million in costs were financed by donors through UN agencies. These costs are projected to continue to escalate: in the coming academic year 90,000 refugees are expected to enrol, and by 2014, that number would reach between 140,000 and 170,000. The latter figure amounts to 57% of public school students in Lebanon (World Bank, September 2013). However, these estimates do not include 100% of the potential Syrian refugee enrolees. As the 2013/2014 school year begins, there are approximately 280,000 3-18-year-old Syrian refugee children registered with UNHCR in Lebanon, and 20,000 Palestine refugee children from Syria(RRP5: LEBANON, December 2013).

Figure [4]: All Syrian refugee school age children compared to Syrian refugee children enrolled in school at the beginning of the school year (RRP5: LEBANON, December 2013)

Note: number of Syrian refugee children in Lebanon as of September 2012 is an approximate figure based on the 200,000 registered refugees at that time, and the current estimate that 52% of Syrian refugees are school-age (6-17).

According to the Oxfam Livelihoods survey, only about 25% of school-age children are attending school, with a higher enrolment rate for girls (Oxfam/BRIC/LCSR, August 2013). In a separate "Joint Education Needs Assessment (JENA)" covering the Governorates of Bekaa, Mount Lebanon, Beirut, South, and the North, enrolment amongst Syrians of school age was estimated at 20% of refugee children aged 6-17. Only 38% of children at the primary school age receive instruction, while just 2% of those at secondary school-age attend school regularly (JENA, May 2013). Oxfam's report stated that differences in regions are considerable, though no direct correlation was found to any one factor. It seems that the dominant pattern is that families are sending one or two of their younger children to school but not the majority (Oxfam/BRIC/LCSR, August 2013). Nonetheless, even in the best of clusters[4] only 62% of the children are attending school and the rest are not. At least 29% of those interviewed said that one of their biggest fears was that their children would lose out on completing their education (Oxfam/BRIC/LCSR, August 2013)

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[4]The assessment team selected two clusters in every targeted region to be as representative as possible of the types of communities in that region. For more information on the sampling technique used, see Oxfam, 2013-Aug.

A quantitative assessment indicated that more girls are going to school than boys. However, less girls were included in the sample than boys, and the survey narrative indicated that a limited number of families will send only their boys to school and not girls. Consequently, although the assessment states that 29.6% of the girls are enlisted in school as compared to 21% of boys (Oxfam/BRIC/LCSR, August 2013), the data limitations for this study make it difficult to actually draw definitive conclusions.
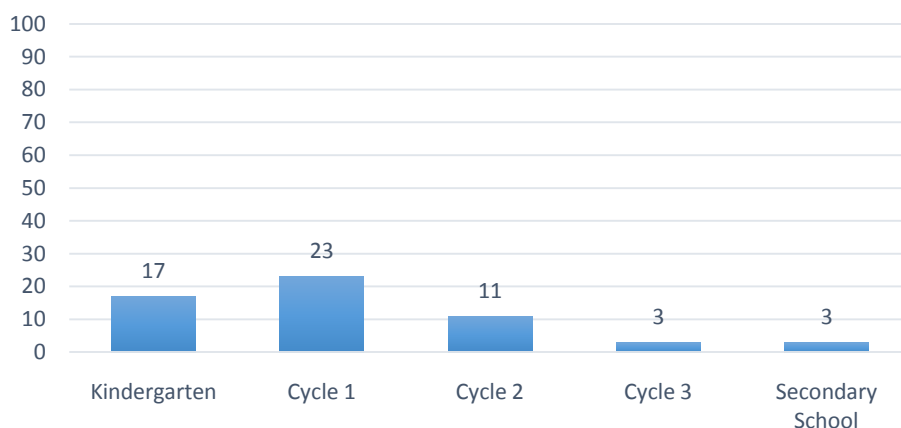
North/T+5

According to UNHCR, 13,959 Syrian refugees were registered in Minieh-Dennieh and 2,230 in Zgharta as of 22 January 2013.In an NRC/UNHCR study that included a survey of 30 schools and three focus groups, the majority of public schools accept Syrian students in cycles 1 and 2. Very few schools accept Syrian refugee children in cycle 3(NRC/UNHCR, June 2013)

Akkar

REACH reports that 14% of students in public schools are Syrian. As the chart below illustrates, Syrian enrolments are highest in lower cycles and almost absent in the higher levels (REACH, March 2014)

Figure [5]: Percentage of Syrian refugee children in school (REACH, March 2014)

According to a Concern Worldwide survey, while nearly half of all children in Akkar were reported to be enrolled in school in Syria (48.5%), currently only 17.5% of girls, and 19.3% of boys are enrolled in school in Lebanon. This figure may not be an accurate representation, as the survey did not allow for distinction between school-age and non-school-age children. In addition, enrolment does not necessarily mean attendance and/or good performance. However, what this does show is that there is a significant reduction in the rates of children enrolled in school, and importantly, that there does not appear to be a distinction in the number of girls and boys being sent to school, with both at equally low rates (Concern, February 2014).

A recent assessment in Akkar conducted by REACH highlights the gender gap as well. Although boys make up a majority of cycle 1 and cycle 2 enrolments, they make up less than 41% of cycle 3 enrolments and less than 34% of secondary school enrolments (REACH, March 2014).

Bekaa

Despite low literacy rates among adult Lebanese in El Hermel, only 11% (557) of Syrian refugees of school age are registered in schools (World Bank, May 2013).

In Aarsal, the total number of students that will be eligible to attend schools is 2,032 students (age 6-17 years). According to the data only 1,285 (35%) were in school within the last year, 612 (17%) have been out of school for more than one year, and 708 (19%) have never been to school. This leaves the number of children unaccounted for at 29%. It could be that these represent the students that are of ages that are ineligible for schooling. But this is not certain as the number of students that had not attended school could be higher than indicated (NRC, December 2013)

There was no specific data available during the MSNA process for the South.

Mount Lebanon and Beirut

In Chouf, a large majority of children in the households assessed are not attending school (66%). During several of the focus group discussions, most of the respondents said that their children had already skipped on average one year of school in Syria –before coming to Lebanon– as it was too dangerous to send them on a regular basis or because schools had closed(CARE, August 2013).

13.5% of households surveyed in Mount Lebanon, Beirut, and the South have school-age children with specific needs. Of these, 71.4% were attending school in Syria. From those, currently 53.9% are not attending any education programme in Lebanon (MPDL, December 2013)

Vulnerable local communities including Lebanese host communities and Palestinians

National

Most Lebanese children attend privately run schools. Nevertheless, last year 276,119 Lebanese children were enrolled in public schools (Concern, August 2013), which represents 30% of children (World Bank, September 2013), but dropout rates could undermine these numbers. Although Lebanese people generally place a high value on education, dropout rates are very substantial in schools, as is the proportion of children who have never attended school (War Child Holland, April 2013). In Akkar, Zahle and surrounding areas, Bourj Hammoud and Nabaa (Beirut), and Burj el Brajneh, teachers and NGO workers interviewed predicted that dropout rates for poor Lebanese students would increase in the next academic year(World Vision, January 2013).

Bekaa

Illiteracy in Hermel is limited due to comprehensive educational services: there are 17 schools (nine public, seven private) and three vocational institutes (two public, one private). The highest level of illiteracy (3.5%) is detected among the elderly, compared to 1% for mid ages (World Bank, 2013-May, El Hermel).

There was no specific data available during the MSNA process for the North/T+5, Akkar, the South and Mount Lebanon and Beirut.

Palestinian refugees from Syria:

National

Table [3]: Percentage of PRS children enrolled in school (from UNRWA, March 2014)

Enrolment Rates of PRS children aged 6 to 18		
Gender/Year	**2012/2013**	**2013/2014**
Males	30.4	64.0
Females	32.3	65.2
Average Enrolment (%)	**30.6**	**64.0**

As of 28 March 2014, UNRWA has counted 52,848 Palestinian refugees from Syria, 56.82% of whom live within the refugee camps and of whom approximately 26% are school-age children (UNRWR, March 2014).An ANERA needs assessment conducted in the winter 2012-2013 with 669 households within and outside nine Palestinian refugee camps across Lebanon found that 65% of the sample (436 families) have school-age children. 74% of these families (322) reported having at least one child who is not attending school. The assessment shows the school enrolment rate is closely related to length of stay in Lebanon. Those who have been in the country for more than six months have the highest enrolment rate (55%), followed by those who have been in Lebanon for one to six months (29%), and finally those who have been in the country for less than one month (16%). The survey shows no significant difference between the enrolment rate of female and male students (Anera, March 2013).

ANERA's needs assessment conducted in March 2013 in Ein el-Hilwe and WadiZeine highlighted that 74% of PRS families had at least one child at school age not attending school, with no significant difference between enrolment rate of males and females (ANERA, March 2013). For the school year 2013/2014, only 7,220 PRS children (56% of the total) have enrolled in UNRWA schools, with an 80% attendance rate. Considering that very few Palestinian children have access to non-UNRWA schools, this leaves at least 5,700 PRS children out of school in Lebanon (Anera, March 2014).

There was no specific data available during the MSNA process for the North/T+5, Akkar, Bekaa and Mount Lebanon and Beirut.

Lebanese returnees

National

Education was not frequently cited as a priority concern by Lebanese returnees, and the rate of school attendance among their families was significantly higher than among Syrian refugee children. This is likely due to the fact that it is easier for children with Lebanese citizenship to register in public schools. Still, 31% of children between 6-18 were not in school (1,753 individuals). Among children of secondary school age (15-18) that figure was as high as 59%. 21% of children of primary school age (6-11) were not attending school. When disaggregated by gender, the rate of attendance was roughly similar; 33% of boys and 29% of girls were not enrolled. The rate of non-attendance among Lebanese returnee children is, therefore, still significantly higher than that of Lebanese at large (IOM, November 2013).

There was no specific data available during the MSNA process for North/T+5, Akkar, Bekaa, the South and Mount Lebanon and Beirut.

4.2 Barriers to Entering School and Retention

<table>
<tr><td>

Summary of assessment findings: For Syrian refugees, the major barriers to education are financial constraints (tuition, supplies and transportation fees and child labour), substandard housing, curriculum, language barriers, psychosocial and trauma, discrimination, safety and security, non-admittance, and lack of documentation. One assessment identified discrimination and social tensions as the leading barriers. Though poverty may not be a leading barrier, poorer refugees were more likely to withdraw their children from school when discrimination was an issue.

Regional assessments reflected the national assessment, but added a few unique barriers:
- North: the impossibility for children from newcomer families to join school in the middle of the school year.
- Akkar: parents not being aware of the schools available in the area, and weak educational attainment before coming to Lebanon.

For PRS children, there are a number of interrelated challenges that impact school attendance, access, and attainment, including: child labour, food insecurity, substandard housing, inadequate water, sanitation and hygiene supplies, inability to cover costs of school supplies, safety and security, transportation costs, psychosocial and trauma, lack of documentation, curriculum differences, repetition of grades, and lack of appropriate facilities for children with special needs and disability. The priority or extent to which each of these impact student attendance is not clear.

Children with special needs lack adequate support to access education, either due to lack of specialised institution at affordable cost or due to lack of arrangements in school.

</td></tr>
</table>

Based on the assessments used to discuss barriers, there is no data on Lebanese returnees and only national data on vulnerable locals. As such, it is not possible to make regional comparisons between Syrian refugees and other target audiences.

Table [4]: Assessment coverage and extent of the problem by area and target population

	Vulnerable Local Communities (Lebanese and PRL)	Lebanese Returnees	PRS	Syrian refugees	
				Registered	Unregistered
National	■ (data available)		▨ (not applicable)	■ (data available)	■ (data available)
North/T+5			▨ (not applicable)	■ (data available)	■ (data available)
Akkar			▨ (not applicable)	■ (data available)	■ (data available)
Mt. Lebanon and Beirut			▨ (not applicable)	■ (data available)	■ (data available)
Bekaa			▨ (not applicable)		
South			▨ (not applicable)		
Palestinian Camps	▨ (not applicable)	▨ (not applicable)	■ (data available)	▨ (not applicable)	▨ (not applicable)
Outside Palestinian Camps	▨ (not applicable)	▨ (not applicable)	■ (data available)	▨ (not applicable)	▨ (not applicable)

Legend			
▨	Section not applicable	■	Data available

NB – Grey cells indicate that there is at least one assessment available on the specific area or target group. However, the data may not cover the situation for the entire geographic area or target group.

<u>Syrian refugees</u>

National

One of the only apparent correlating factors for sending children to school is the level of support the households are getting from UNHCR. In clusters where UNHCR has given larger subsidies, children seem to have a better chance of going to school. All other attempts to link education to income, origin of population and family size have yielded poor correlation. It also seems that in areas where households have larger average debts, children tend to go to school less often, although this is a much weaker correlation(Oxfam/BRIC/LCSR, August 2013).

Financial constraints (tuition, supplies and transportation fees and child labour): four of the assessments that sampled across Lebanon specifically noted financial constraints prevented the children from continuing their education(Harvard University, January 2013; ALEF, September 2013; Oxfam/BRIC/LCSR, August 2013; JENA, May 2013; VASyR, June 2013).ALEF's (Lebanese Association for Education and Training) interviews with families and informants in Beirut, the North, Bekaa, and the South revealed that most families value education for their children and would like to register their children, but cannot in part because of: no space in schools nearby; distance of schools that do have space from the place of residence; costs of registration, books, and other fees(ALEF, September 2013).

According to the Oxfam livelihoods study, most families who were not sending all their children to school blamed it on their inability to afford the high cost of education and schools (35.4%)(Oxfam/BRIC/LCSR, August 2013).The VASyR notes that 59% of registered and awaiting refugees cited cost as the reason their children do not go to school. Households that were registered for longer than six months seemed less affected by this factor (VASyR, June 2013). The JENA assessment notes that only 30% of schools offered a waiver on school fees, which many Syrian parents are unable to afford and which are technically compulsory at the primary school level in Lebanon. JENA further reports that the lack of supplies in Lebanese schools also adversely affects the inclusion of Syrian students into the LES. In addition, several families are unable to afford the average fee of LBP 100,000 (USD 66) each month per child for transportation fees and other expenses, and consider the amount well beyond their current means (JENA, May 2013). According to the Oxfam livelihoods study, 13.8% of their survey respondents blamed the difficulty of transporting children to school as a barrier to school attendance. Only 5.4% of families blamed non-attendance on children having to work and earn money for the family. However, some clusters in the Oxfam study demonstrated considerably more attention to sending children to school than others, and economic levels seem to have little to do with the pattern, as both the highest income and lowest income clusters are failing to send their children to school (Oxfam/BRIC/LCSR, August 2013).

Findings from a March 2013 International Labor Organization (ILO) study show that 8% of Syrian children in the age group 10-14 were economically active, mostly young boys. Approximately 60% of assessed children between 10 and 14 years of age who were not attending school are vulnerable to future labour exploitation, and 44% of children between 10 and 14 stated that they were looking for work. The main reasons reported for child labour were poverty, followed by the absence of a breadwinner. The study states that it is expected that the number of working children has been on the rise(ILO, March 2013)

Non-Admittance: the VASyR reports that approximately 18% of surveyed households could not send their children to school because there was no place for enrolment. Those households that had been registered for a period of over six months seemed less affected by the availability factor than those who had arrived more recently (VASyR, June 2013).According to the Oxfam survey, children not being admitted to schools account for only 7% of "non-attendance", though the report writer may have meant non-enrolment (Oxfam/BRIC/LCSR, August 2013). All the reasons for non-admittance are unclear, however JENA notes that many principals remain hesitant to enrol Syrian students given some delays in receiving tuition fees from the MEHE and due to perceived bureaucratic problems (JENA, May 2013).A number of assessments also discuss the lack of capacity of schools to accept Syrian refugees as they are at or beyond capacity. More details regarding capacity are below.

Substandard housing: in many cases, refugee families are living in an overcrowded and confined space. One assessment noted that mothers in these situations face enormous pressures, especially with smaller children who do not attend school, and so Syrian students do not have the space and support they need to integrate properly (ALEF, September).

Curriculum: according to one survey, some families were discouraged by the quality of education provided (Harvard University, January 2013), while other surveys note challenges with the difficulty of the curriculum and the inability of the children to integrate and learn in the Lebanese system (ALEF, September 2013). However, the Oxfam livelihoods study noted only 7.6% of respondents blamed the high level of education of Lebanese schools and only 3% blamed problems of accepting the curriculum (Oxfam/BRIC/LCSR, August 2013).

Language barriers: at least four national assessments note that Lebanon's trilingual system is one of the most pronounced difficulties that Syrian students encounter in the LES, as arriving pupils are accustomed to being educated in Arabic(JENA, May 2013; ABAAD/Oxfam, September 2013; World Vision, January 2013; ALEF, September 2013). Some 30% of schools in the LES use a foreign language as their primary language of instruction (JENA, May 2013). The additional support in school required for these students invariably affects the quality of education for all children (World Vision, January 2013). Parents with no knowledge of French are unable to help their children cope and cannot afford to provide them with remedial classes (ALEF, September 2013).

Psychosocial and trauma: according to the Oxfam survey, most other concerns were related to children having missed out on school in Syria because of the violence, and parents believing they were no longer capable of catching up in school (Oxfam/BRIC/LCSR, August 2013).

Discrimination, safety and security: Four assessments specifically noted tensions between Syrian and Lebanese children being a major challenge to retention and learning (JENA, May 2013; World Vision, January 2013; Harvard University, January 2013; Oxfam/BRIC/LCSR, August 2013). Parents are apprehensive about their children facing discrimination and any type of violence from both students and teachers (JENA, May 2013). Syrian students report feeling discriminated against and excluded by their classmates and teachers. There have not been reports of major clashes between children, but underlying tensions are apparent (World Vision, January 2013). This may be explained, in part, by a resentment felt by many of the Lebanese families who participated in the World Vision focus groups that Syrian refugees receive more support for education than equally poor Lebanese children (World Vision, January 2013). There is some level of correlation to be observed between how comfortable the refugees were with their Lebanese host communities and the perception of hospitality in relation to school attendance. Clusters where refugees felt high prejudice against Syrians or that Lebanese host communities were unsupportive tend to keep their children away from school. Within those criteria, the clusters that have lower incomes tend to have slightly higher dropout rates than the more affluent ones (Oxfam/BRIC/LCSR, August 2013).

Unrelated to discrimination, though of some concern to safety and wellbeing of children, is the use of corporal punishment as a policy in Lebanese schools. Only anecdotal evidence from one assessment identifies this as a possible barrier. Corporal punishment has been used in schools as a punishment for poor performance (ALEF, September 2013).

Lack of documentation: the problem of documentation papers and proof of previous schooling is preventing the integration of refugee children into schools. The MEHE is adamant on obtaining legal papers before registering children in grades nine and 12. Currently, evaluation of educational level of the child is left to the initiative of the school directors, who determine what grade a child is admitted into. Syrian refugees are also barred from taking official examinations (ALEF, September 2013).

Facility barriers: As indicated in the next section, the LES's limited capacity to absorb the ever-increasing number of refugees is also a barrier (JENA, May 2013). Further, the lack of adequate water, sanitation and

hygiene (WASH) facilities in schools is a barrier to attendance for Syrian children, especially for girls (WASH Working Group, February 2014).

Child marriage is also a known reason for dropping out of school for girls. For more information, see the Protection Chapter.

North/T+5

Because most public schools under study use Arabic as a medium of instruction, it is easier for Syrian refugee children to cope with the Lebanese curriculum in cycle 1. However, according to an NRC rapid assessment, the main academic barrier facing Syrian refugee students is the use of foreign languages in Lebanese schools in cycles 2 and 3. Related to this, respondents also noted the fast-paced curriculum and lack of academic support at home and the community as obstacles (NRC/UNHCR, June 2013).Qualitative data revealed that Syrian students are facing bullying and racism in their schools and neighborhoods, which is negatively affecting their performance. Most schools understudy lack the necessary mechanism for students and their parents to express their worries and concerns (NRC/UNHCR, June 2013).

One multi-sectoral study of Minieh-Dennieh and Zgharta districts also noted that other factors have to be considered, such as the impossibility for children from newcomer families to join school in the middle of the school year (Solidarites International, February 2013).

Akkar

The following barriers to Syrian refugee school access, attendance and attainment were identified, primarily, through a Concern Worldwide assessment involving more than 50 interviews with NGOs, MEHE officials and parents. As noted in the national studies, psychosocial trauma, discrimination, security, costs of attendance (fees, supplies, transportation), living conditions, and child labour (specifically for boys) were noted barriers. Language and academic barriers were also identified, but information regarding these barriers was unique and is noted below. In addition, the study identified the unique barrier of a lack of knowledge of options. In terms of school options close to the informal settlements (IS), 48.5% of respondents did not know what type of schools were accessible to their sites, even though 40.9% do have primary schools nearby (Concern, February 2014).

Table [5]: Top four reasons for boys and girls not to attend school in Akaar (Concern, February 2014):

	Girls	Boys
Other (other includes households not having school-age children)	75.2%	78.3%
School supplies too expensive	14.9%	15.2%
Security situation	6.4%	
Different curriculum		4.3%
Too far/no transport	5.7%	2.9%
Have to work		2.9%

According to a separate assessment of schools in Akkar conducted by REACH, language differences were cited by 39% of respondents as the main barrier, followed by school fees (34% of respondents).Others cited family obligations, lack of parental support, and gender roles (REACH, March 2014).

- **Language barrier:** The high dropout rate of Syrian students in the last academic year (2012/2013) is linked to language difficulties (Concern, August 2013). However, it is clear from the range of Lebanese-published Arabic maths and science books in the shops that many teachers are teaching in Arabic. The teachers who met with the assessor (and head teachers) did not speak fluent French to a level with which they could teach maths/science confidently – they all said they use Arabic in grades 1-6. All students (Syrian and Lebanese) speak Arabic at home and in the community. In the North it is very unlikely that poor children have exposure to French before entering school, except through radio/TV programmes. Syrian children speak a different dialect/accented Arabic, but they do understand Lebanese Arabic and can communicate well with Lebanese Arabic speakers (Concern, August 2013). A separate Concern

assessment of Akkar may also discount the extent to which language is a primary barrier. While difference in language was not a specific option in the survey, it was also not specified by survey respondents when they selected the "other" category. However, it was informally discussed as a key factor in working groups and among general stakeholders (Concern, February 2014).

- **Academic barrier:** Children under the age of eight are unlikely to have ever attended school. When asked to write their names or read from Arabic textbooks, children under 12-13 have very weak literacy skills. Those who attended school before have now been out of the system for 2-3 years. It is also likely that the refugee population in informal tented settlements(ITS), collective centres and other undesirable accommodation come from the poorer parts of Syria, and may not have access to high-quality schools (Concern, August 2013).

Mount Lebanon and Beirut

A Global Communities assessment of Chouf, Basabda, and Aley of 209 individuals surveyed and 64 focus group discussion participants found that the public education system in Mount Lebanon is strained due to Syrian students, limited classroom space and the language barrier with the Lebanese curriculum. In several instances, Syrians are reluctant to approach public schools to enrol children and/or are denied enrolment (Global Communities, October 2013).

For persons with specific needs (PwSN), during an assessment conducted in December of 2013 of households with PwSN in Mount Lebanon, Beirut and the South, 70% said they cannot afford school. For 82.2%, expenses were the top concern, while only 17.7% have concerns related to the condition of PwSN and the appropriateness of the education facilities for this person (MPDL, December 2013).

There is no specific data for Bekaa and the South.

Vulnerable local communities including Lebanese host communities and Palestinians

National

There are a number of reason for the substantial Lebanese dropout rates and the proportion of children who have never attended school, including: some children fail and are forced to repeat a year, which discourages them from staying in school; the low standard of education at the level of basic education in the state schools and semi-private schools; physical and moral punishment of children who misbehave or do not advance rapidly enough (such punishment was expressly forbidden by ministerial decree 807/M/2001 but remains widespread); some parents withdrawing their child from school after he or she fails a year, on the assumption that the child is not good enough for education (War Child Holland, April 2013). Financial constraints may also be an issue. One community centre reported that they had significantly increased financial support for school fees for poor Lebanese families over the last year, largely in response to higher unemployment and increases in living costs (World Vision, January 2013).In addition, some parents have stopped their children from going to schools with large numbers of refugees, due to concerns that medical conditions, including scabies, may be spread between students (World Vision, January 2013).

Palestinian refugees from Syria:

National

According to an UNRWA assessment reported in October 2013, the top reasons why PRS are not attending school include:
- They were not attending school in Syria (primarily for older children, 16-18)

- Differences in curriculum
- Transportation issues
- Bullying (particularly younger children)
- Cannot afford to pay tuition fees (note: UNRWA schools are free for PRS and PRL, therefore this reason would presumably refer to those unable to access UNRWA schools) (UNRWA, October 2013)

Based on an ANERA education needs assessment using ten focus groups throughout Lebanon, numerous security and socioeconomic factors, and differences in education systems impede the integration and the achievement of PRS students into schools in Lebanon. Below are some of the main factors affecting PRS children's education in Lebanon:

- **Poverty:** a lack of family income leads to child labour and food insecurity, which impacts children's ability to attend, or excel in, school. Children are kept out of school to sell goods in the streets to supplement meagre family incomes. A number of teachers noted that PRS pupils often arrive at school hungry and unable to learn and focus.
- **Substandard housing:** approximately one-third of Palestinian refugees from Syria are living in housing without adequate security or in public buildings. 73% of them are living in households of more than ten persons and often in one-room dwellings. These substandard living conditions and overcrowding make it difficult for children to study and do their homework at home.
- **Inadequate water, sanitation and hygiene supplies:** a combination of inadequate facilities in Palestinian houses, limited access to hygiene items, insufficient nutrition, and a lack of adequate water in some households present conditions for disease and other health problems, which affects children's ability to pursue education (ANERA, March 2014).
- **Inability to cover costs of school supplies:** although enrolment in UNRWA schools is free of charge and provides PRS's with back-to-school kits, most PRS pupils complained that they lack sufficient school supplies.
- **Safety and security:** security concerns linked to schooling have been voiced in many cases, either on the way to school (often linked to lack of transportation, but also in volatile security situations such as in Ein el-Hilwe camp, where even short walks to school were perceived as a risk) or in schools (mainly due to bullying by local pupils), leading to both dropout and non-enrolment.
- **Transportation costs:** transportation is a main impediment in accessing education for children living far from schools (in particular children living outside of the camps) and for children living in unsafe areas where walking is considered dangerous. In Wadi Zeine gathering (North East of Saida), the school is located three kilometres uphill from the gathering. Transportation accounts for non-enrolment of 69% children from 6-12 years old, and 32% of children from 13-17 years old.
- **Psychosocial and trauma:** overwhelming psychological distress and behavioural disorders of children who lived through traumatic experiences back in Syria and who suffer from harsh living conditions in Lebanon affect their academic achievement. In several cases, it was reported that severe emotional and psychological distress led to non-enrolment altogether. It was also reported in some cases that since the displacement, parents have lost their ability to guide and influence their children, causing some children to fail at school, drop out or not enrol.
- **Lack of documentation:** according to the ANERA assessment, any child not registered with UNRWA is unable to enrol in UNRWA schools. This affects PRS children lacking documentation but also Syrian children living in the camps and away from any other governmental school that could enrol them. PRS children of secondary school-age were requested to produce not only their diplomas but also their full school records (report card). This led many to be placed in lower grades than they were in Syria, leading to dropout as grade repetition is considered a waste of time. Unlike Syrian refugees, documentation issues are exacerbated for PRS who are unwilling to return to Syria to get documents for fear of refoulement upon re-entrance into Lebanon (ANERA, March 2014). However, there are some questions regarding these findings, as according to UNRWA, UNRWA schools provide any Palestinian student with a place at its schools. Even if the PRS students lack the documents they will be enrolled in the school, and an assessment test will be conducted to place them with the appropriate class.

- **Curriculum delivery differences:** PRS children in Lebanese UNRWA schools face similar difficulties to those of Syrian refugees in governmental schools in terms of teaching language (English) and methodologies (analysis and critical thinking methodologies in Lebanon versus memorising in Syria). In Wadi Zeine, 96% of enrolled PRS pupils reported difficulties in coping with the Lebanese curriculum and need for remedial classes.
- **Repetition of grades:** in order to respond to curriculum difficulties, many children have been placed in grades lower than the one in which they should be according to their age. Many parents and pupils considered grade repetition a waste of time, which led to dropout in some cases.
- **Special needs and disability:** all children with special needs met throughout this study were not receiving adequate support to access education, either due to lack of specialised institution at affordable cost or due to lack of arrangements in school (ANERA, March 2014).

An ANERA survey conducted in March 2013 of 669 households within and outside nine Palestinian refugee camps across Lebanon noted that curriculum difference is the number one reason for non-enrolment (38%), followed by a limited school capacity (21%) that does not allow accommodation of additional students (ANERA, March 2013). Despite the fact that curriculum difference was cited as the chief reason in most locations, limited school capacity for the school year 2012/2013 was frequently reported in Shatilla (50%), Burj El Burajneh (38%), and Sidon (39%). Another noteworthy reason reported by PRS families was the unwillingness of some to register with UNRWA, particularly in Jalil camp (27%) and Bekaa (25%)(ANERA, March 2013). However, some note that these percentages seem high since UNRWA provides unconditional cash assistance to all PRS families that record their details. Nevertheless, the ANERA assessment also notes that 70% of enrolled school children were reported to have insufficient school supplies. The missing school items most cited were stationary, notebooks, school bags, pens and pencils, crayons and books (ANERA, March 2013).

There was no specific data available during the MSNA process for North/T+5, Akkar, Bekaa, South and Mount Lebanon and Beirut.

Lebanese returnees

Akkar

According to a recent assessment of schools in Akkar conducted by REACH, school fees were the most important barrier cited by 67% of respondents. Work obligations were the second most important barrier cited by 10% of respondents, followed by transportation (8% of respondents) (REACH, March 2014).

There was no specific data available during the MSNA process for North/T+5, Bekaa, South and Mount Lebanon and Beirut.

4.3 System Capacity

<table>
<tr><td colspan="2">Summary of assessment findings:</td></tr>
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> **Summary of assessment findings:**
>
> - LES suffers from a lack of adequate space, learning materials, school supplies and qualified teachers trained to teach a diverse group of students.
> - Although the LES is not at full capacity nationwide, schools that have room to absorb additional students are not in areas where they are needed.
> - The facilities themselves may be adequate for general use, however they may need improvements to their sanitation facilities, and access for children with special needs.
> - Teachers do not have the training to deal with the increased class sizes, and, as noted in some areas (North), the unique challenges the Syrian refugee children have to deal with.
> - Lack of qualified teachers is a barrier to increased enrolment, as specifically noted for PRS students.

System capacity includes the capacity of the school system to absorb the students, the facility quality, curriculum appropriateness, and personnel quality and capacity. However, the table below attempts to indicate the severity of the problem in each region based on the assessment findings.

Please note, because this section focuses on the capacity of the Lebanese and UNWRA education systems, this section is not broken out by the five MNSA target groups.

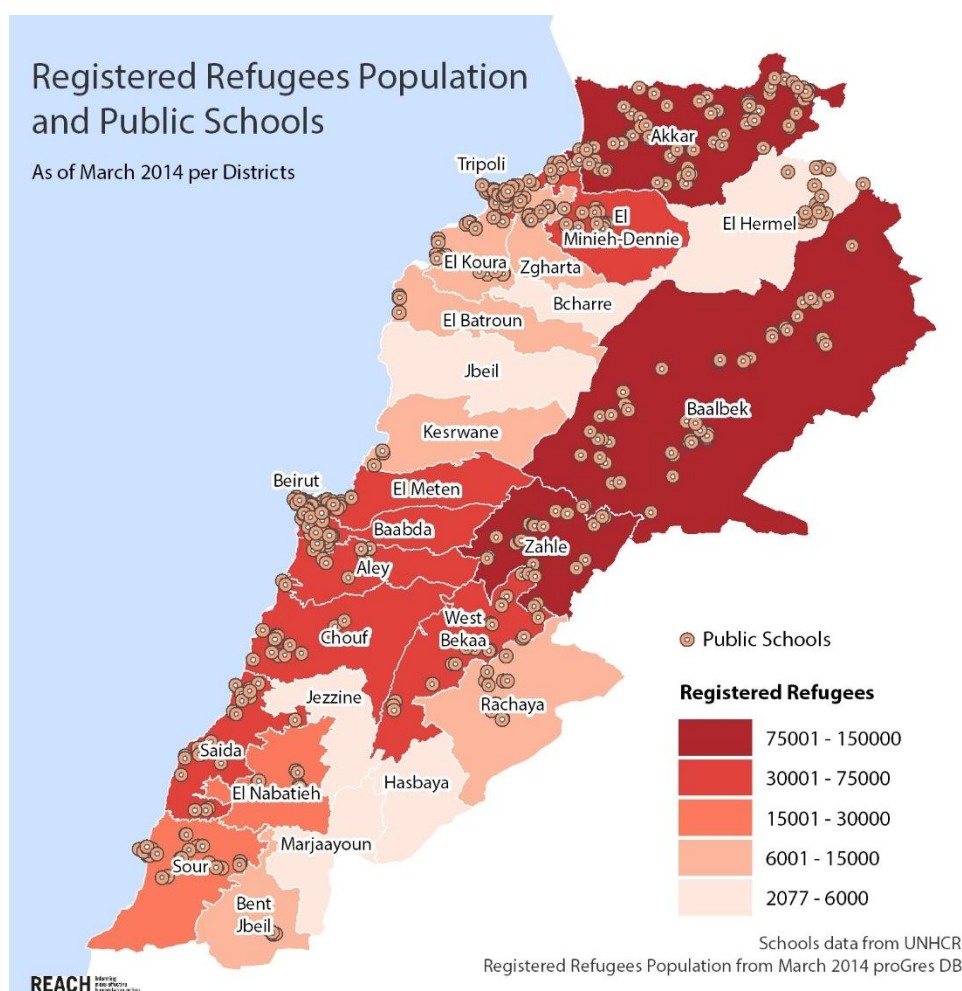*Table [6]: Assessment coverage and extent of the problem by area*

	System Capacity	Facility	Personnel
National	▓	▓	▓
North/T+5	▓		▓
Akkar		▓	▓
Mt. Lebanon and Beirut			
Bekaa	▓		
South	▓		
Palestinian Camps			
Outside Palestinian Camps			
Legend			
░ Section not applicable		▓ Data available	
NB – Grey cells indicate that there is at least one assessment available on the specific area or target group. However, the data may not cover the situation for the entire geographic area or target group.			

System capacity

Lebanon's public schools, which serve children from the poorest households in the country, are under increasing pressure. On a conservative estimate, the refugee intake represents 10% of those now in school. In some areas of northern Lebanon, Syrian refugees represent half of the school population. Absorbing refugees has placed immense strain on what is an under-resourced education system (ODI, September 2013).

The problems facing integration of Syrian refugee children into the educational system are multi-dimensional. Firstly, the rapid increase of the number of school-age children has strained policy responses from the MEHE, who claimed that in a period of one year, school-age children to be integrated went from 1,500 (2011/2012) to 30,000 (2012/2013). Only 37% of children in Lebanon are in public schools (ALEF, September 2013).However, Lebanese public schools still cannot adequately accommodate the influx of incoming students. This remains the case because the LES suffers from a lack adequate space, learning materials, school supplies and qualified teachers trained to teach a diverse group of students (JENA, May 2013). In addition, public schools that are more or less empty and able to enrol many Syrian refugee children are located in geographic areas that do not correspond with demand (ALEF, September 2013).

Figure [6]: Registered refugee population versus school proximity

The LES system is also a cause for great concern due to the fact that it lacks adequate coping resources and many schools are already overcrowded. According to the JENA survey, Lebanese schools are accommodating

28% more students since the refugee crisis began and are very quickly reaching their absorption capacities. A total of 30% of schools were found to be operating at overcapacity, while 45% were at capacity. Some 25% of schools were capable of accommodating Syrian students without additional investments (JENA, May 2013).

One strategy to address the lack of space and staffing within schools has been to open a second shift. 13 out of the 17 schools in the NRC/UNHCR survey are used in the afternoon. Only two are used on a full-time basis as technical schools with an independent administration, while the other 11 schools are used for remedial courses or extracurricular activities by some local NGOs. Some school principals, especially in Tripoli, are reluctant to open an afternoon shift because of the insecure situation in the city, especially in winter. Other reason for not initiating remedial courses in the afternoon for Syrian students is the lack of funds to provide food and transportation for the children and salaries for teachers (NRC/UNHCR, June 2013).

North/T+5

According to an assessment conducted by ALEF, the biggest demand is found in the North where purportedly in some areas, Syrian refugee children make up 90% of the students in schools[5], although this figure has not been confirmed by assessment data (ALEF, September 2013). According to the Concern Worldwide assessment, the capacity of the system in North Lebanon to accommodate Syrian refugee children is very limited. Physical space is a barrier – many government schools are very small in size and scattered around villages and remote areas (Concern, August 2013). The ALEF assessment notes that the North of Lebanon has historically been neglected and the education sector is not maintained. In some places, school buildings amount to the first floor of a residential building, and in most cases building standards are inadequate and risky (ALEF, September 2013).

However, in the NRC survey, only seven out of the 30 surveyed schools reported that their classes are overfilled. So the influx of Syrian refugee students has not been considered a burden in terms of class size. In fact, some smaller schools, especially in Zgharta and Koura regions, have reported that the presence of Syrian students has prevented these schools from closing. For example, Syrian students comprise 63% of the total number of students in Keferiyachit public school in Zgharta (NRC/UNHCR, June 2013).

Bekaa

In Zahle- Al Maalaqa, there are 17 private schools, 16 public schools, seven technical schools and nine schools for children with special needs (World Bank, May 2013).

In Hermel, the operational capacity of schools cannot exceed 6,000 students because of limited places and the critical condition of their infrastructures. Therefore, the schools couldn't accommodate all the Syrian students. Due to the absence of Syrian teachers, the schools could not operate in the afternoons as per the decree of the MEHE to accomplish the Syrian curriculum (World Bank, May 2013).

South

In some cases, PRS pupils have been refused or discouraged to enrol in UNRWA schools. Remedial classes, pre-schools and vocational training providers are all facing growing demand, to which they are often unable to respond (Anera, March 2014).

There was no specific data available during the MSNA process for Akkar and Mount Lebanon and Beirut

Facilities

National

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[5]Minutes of Discussion forum organized by LCPS, Centre for Lebanese Studies, and KonradAdenaurStiftung: "Towards Improving Access to Education for Syrian Refugees". 30 July 2013, CrownePlaza, Beirut.

According to the JENA survey, the majority of Lebanese schools have functioning water facilities readily accessible to students. The study showed that 93% of Lebanese schools have safe access to tap water reachable within less than ten minutes. Schools that did not possess a suitable water source were all found in overcrowded neighbourhoods outside the main cities (such as Halba, Akkar and Chouiefat, Mount Lebanon). Water was deemed drinkable at 91% of schools investigated; however, further investigation is required to test water for pollutants and waste. Many students bring their own bottles from home. The issue of water accessibility pales in comparison with more sensitive issues facing the LES, particularly unhygienic latrines and washing facilities, which require urgent attention from the MEHE and civil society(JENA, May 2013). The NRC/UNHCR assessment also found the vast majority of schools had access to drinking water. However, it differed in its assessments of sanitation facilities, as it found working toilets for students are available in all the assessed schools and most of them are suitable for the student capacity (NRC/UNHCR, June 2013).

Although schools seem to have facilities, infrastructure seems to still be weak. All the schools in the NRC/UNHCR survey also had a school infirmary and a school playground. The majority of school principals reported that the classrooms are properly illuminated. Around half of the schools do not have adequate heating and ten schools have unprotected electric wires. More than half of the schools identified works needed tothe furniture, painting of the exterior and interior of buildings and classrooms, repairing floors, toilets and play areas (NRC/UNHCR, June 2013).

School facilities are not accessible to physically disabled children. Only three out of the 27 schools have physically disabled students. Only three schools have ramps for wheelchairs and only one school has accessible water taps and toilets(NRC/UNHCR, June 2013). As the assessment of PRS students cited the lack of appropriate facilities as a barrier to children with special needs enrolment, it is reasonable to conclude that the reason only three schools have physically disabled students is because only three schools have the infrastructure to accommodate physically disabled students.
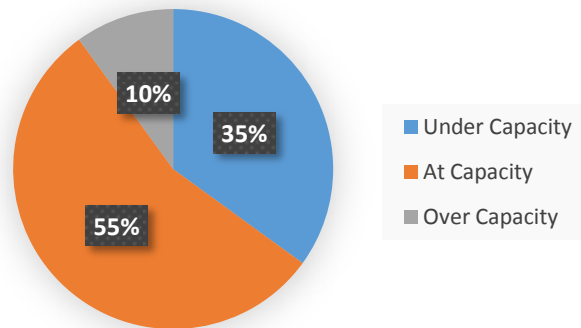
Akkar

According to a Concern Worldwide assessment in Akkar, school building standards vary considerably, but in general are quite good. However, only four schools were visited – two functioning and two occupied by refugees. The functioning schools were well constructed with sealed classrooms, heating systems (with gas cylinders provided by MEHE) and furniture. One was newly constructed with funding from the Hiriri family. The other had been recently renovated by World Vision to include child-friendly spaces for refugee children (70%) and Syrian children (30%). This included TV, DVD, carpeting, fully furnished rooms with toys and art equipment, along with cleaning and maintenance equipment (Concern, August 2013).

Key informants were asked to describe the current capacity status of their schools in general terms. Responses in the graph below are based on the number of students enrolled versus the availability of resources (classrooms, teachers, supplies, etc.).

Figure [7]: School capacity in Akkar (REACH, March 2014)

School Capacity in Akkar

Schools under capacity have been able to enrol more Syrian students. Under-capacity schools have 20% Syrian enrolment versus 9% in over-capacity schools, and 17% in at-capacity schools. 46% of schools said that they have space for Syrian students (75 schools) (REACH, March 2014).

Schools face urgent repair/rehabilitation needs. WASH facilities (e.g. toilets) are not up to international standards in 50% or more of schools. Heating is reported as inadequate in 62% of schools, and not present at all in 15% of schools. 25% of schools report basic infrastructural needs such as roof and wall repairs (REACH, March 2014).

There was no specific data available during the MSNA process for North/T+5, Bekaa, the South and Mount Lebanon and Beirut.

Personnel

National

For LES schools, many have seen huge increases in numbers of students over the last 12 months, placing enormous strain on teachers' abilities to provide adequate support to all students (World Vision, January 2013). Teachers are often unprepared or unequipped with the appropriate inclusive teaching pedagogy to adequately manage the growing number of Syrian students in their classrooms. In addition, teachers are unable to cope with children who have been exposed to violence and distressing situations (JENA, May 2013).

North/T+5

Staff competency and availability is also an issue. Survey data shows that very few school principals attended orientation sessions about the integration of Syrian students in Lebanese public schools. Almost all the teachers have not been trained to deal with the influx of Syrian students into their classes (NRC/UNHCR, June 2013). Only 62% of the public school teachers are hired on full-time basis. 38% are part-time instructors who usually do not attend training sessions, and teach in more than one place, so their commitment to the institution and the special needs of the students and parents might not be very strong (NRC/UNHCR, June 2013). While there may be sufficient numbers of teachers (considering the high numbers of "unemployed" paid teachers), many of these are currently working in private schools or are living in urban areas. The *confessional* system may also cause problems (Concern, August 2013).

Akkar

In Akkar, there is a large number of part-time and contracted teaching staff that, as previously noted, creates need for more safeguards. However, according to the REACH assessment, most schools report some

safeguards but have implemented them only partially: 71% report codes of conduct for teachers, 61% report teacher screening procedures, 24% involve community members in hiring, yet only 12% have all three strategies in place (REACH, March 2014).

Bekaa

In Aarsal, it was found that only 33% (140) of surveyed buildings had qualified teachers in them, representing a total of 266 teachers (NRC, December 2013).

There was no specific data available during the MSNA process for Akkar, the South and Mount Lebanon and Beirut, and inside and outside Palestinian camps.

5. PERSONS WITH SPECIFIC NEEDS (PwSN)

General

According to an HI/HA assessment, access to education is more difficult for children with disabilities. This is often because infrastructure, including toilets, is not accessible; e.g. no access ramps, handrails or doors not wide enough for those in wheelchairs. Parents report that teachers are usually untrained in inclusive educational practices and are often afraid to take children with disabilities in class. Only a few schools in Lebanon (including washrooms) are accessible for children with disabilities. Parents do not see education of children with a disability as a priority (HI/HA, December 2013). Under Lebanese law, children with special needs are to be fully accepted into state schools. In practice, very few state schools are equipped to accommodate these children, lacking the necessary facilities, equipment, teaching aids and qualified special educators (War Child Holland, Aril 2013).

Sector Specific

According to the MSNA SWG workshop participants, there are a number of diverse vulnerable groups specific to the education sector. Vulnerability within the education sector considers the factors that pull kids out of school. For example, for girls it might be early marriage; for boys, child labour. Another vulnerability lies in the fact that they are not getting any other services. Related to this, youth repeatedly came up as a uniquely vulnerable group because very few people are working with them, they tend to have higher non-enrolment rates, and school is an important protective factor keeping youth away from, for example, recruiters from militant organisations. Another vulnerable group are talented students. This population is considered vulnerable because they tend to be marginalised. There are no specific programs among the regions to address children who have excelled in school, or are ready to go into university. Not addressing their needs, however, can have a lifelong negative impact.

6. INFORMATION GAPS

6.1 Target Groups

Although there were assessments covering some aspect of each of the target groups, significant gaps remain in three main areas. First, there was no data specifying registered versus unregistered refugees. Second, there was some data on vulnerable Lebanese at a national level and for the North and Bekaa, but not for other regions. Finally, although there were two assessments addressing PRS, there was no data on vulnerable Palestinians.

6.2 Geographical Focus

The vast majority of the data focused at the national level, with data available regionally for Syrian refugees, but only a limited amount for vulnerable Lebanese. In addition, national level data did not present regional differences.

6.3 Themes

Crosscutting

- The data is not generally disaggregated by region, by type of school, or age group. Although there is data on how many Syrian refugees and PRS are enrolled, the data did not differentiate between the type of education in which students have been enrolled (e.g. LES, second shift, informal). In addition, the number of private schools hosting refugees is greater than initially assumed.
- There is a lack of consistency around what the school age is. Some say 3-18, others say the compulsory school age (5/6-14).
- Data should be contextualised. For example, when a respondent says their children are not in school because there are no schools accepting children, assessments need to check with local schools to see if this is, in fact, the case. Otherwise, it is impossible to know whether the issue is a lack of space, or a lack of knowledge about what is available. The response to these different issues is quite different: negotiating more access for the former or marketing existing resources for the latter.

Access, attendance, and attainment

- There is a significant gap in understanding the access, attendance, and attainment barriers for vulnerable Lebanese and Palestinians. In addition, schools that are being coordinated within the Syrian refugee communities that are not supported by the government or the humanitarian community are not currently counted as part of school access/enrolment numbers. Although it is not appropriate for the humanitarian community to get involved, these schools should be counted in terms of refugees accessing non-formal learning. Related to this, there is no data tracking what happens to children after attending a non-formal education program. Do they go into formal education or other non-formal classes?
- Data on access is not calculated in the same way for all groups, making cross target group analysis difficult. For example, we have data on the percentage of Lebanese returnee children not attending school, but the percentage of PRS families who have at least one child out of school. Additionally, the terms for access, enrolment and attendance are often used interchangeably. These terms are very specific.

Barriers

- There was sufficient data for this area at the national level, although there was no rank order breakdown of the barriers regionally.
- Barriers data was not quantified or ranked. It is impossible for program planners to prioritise interventions that address barriers based on existing data.
- There is a lack of data on why families will send some, but not all, of their children to school.

Capacity

- There is no data describing how well the Syrian students enrolled are doing (quality of the education).
- None of the data quantified what type of instruction enrolled Syrian refugees are receiving based on the type of education they are receiving (e.g. LES, second shift, informal).
- There is no quantitative data on the quality of the schools in terms of whether the school environment is appropriate (safe and protective) to learning, the facility (including WASH facilities) and personnel quantity and competency in terms of teaching in general, and unique skills needs to teach and support refugees.
- None of the assessments identified the different types of curricula.
- Beyond the challenges of language, none of the assessments discussed the appropriateness of the curriculum to address refugee specific needs, including psychosocial support, skills-based education on crisis-related issues, life skills, and accelerated learning courses.
- No data was provided on the number of enrolled students who are considered "at risk".
- Although data alluded to it, there was no regional breakdown of where the underutilised schools are in relation to Syrian refugees.
- There was little information on capacity gaps of MEHE to meet the educational needs of the target populations, and how the international community might provide support.

6.4 Persons with Specific Needs

- There is no quantified data on how many schools are accessible to children with specific needs.
- Need to expand the specific needs group to determine other categories beyond "children with special needs".

MSNA SWG workshop participants identified the following data gaps that agree with the MSNA's team findings:

- Numbers for enrolment versus attendance (in formal and informal education)
- The quality of the education (i.e. using exam data over the last couple of years for all the target audiences)
- Enrolment, attendance, and barriers for disabled students
- Impact of the crises on the Lebanese schools and students
- Need more data on out-of-school children(who they are, where they are)
- More detail about the language issue (better understanding of what schools are requiring, government policy).
- How many people are in public, semi-private, and private schools?
- Better understanding of which geographies are in greater need; not just for the sector, but for all the RRP planning
- Better understanding of the capacity of Lebanese schools nationwide: what percentage of schools can absorb children? This would allow allocating resources to support capacity where it exists, and then show where non-formal avenues need to be created.
- Analysis of the quality and efficacy of the second shift
- Why people are not enrolling

- Current capacity of current schools versus population concentrations

MSNA SWG workshop participants also identified the following data gaps that were not included in the MSNA's findings:

- Need to measure the quality of the language teaching. Are they meeting goals?
- More data on secondary education
- Information on the Syrian students that have had their higher education interrupted
- More analysis of the existing data. For example, how many students are moving from the first to second shift, versus dropping out?
- Second shift assessment: implementation of second shift is very recent but a comprehensive assessment of the second shift would inform programming in the next few months and preparation for back to school 2014/15.
- How can we use activity information to show trends?
- More voice for refugees on what education they want, profiling of refugees
- How school principals are experiencing the crisis and how administrations are affected. What are the burdens and benefits not being anticipated?
- Legal assessment on education for non-Lebanese in Lebanon
- Impact of the Syria response on the Lebanese education sector
- Data on youth education
- Data on unregistered refugees

6.5 Planned Assessments

Planned Assessment	Date planned for
Scond Joint Education Needs Assessment (JENA +)	In planning stages
UNESCAO - Syrian Community Snapshot	Finalised but results not available
UNHCR Out of School Children (OOSC) profile	In progress.

SECTION 7

7. RECOMMENDATIONS FOR DATA COLLECTION

- Tools to measure children's learning outcomes
- A breakdown of the data by age category, region, and target group
- Develop standard age group categories for assessment purposes
- Both quantify as well as rank order the barriers
- Ensure that certain categories of barriers, like costs, are unpacked so the root cause of the barrier is unveiled. For example, a respondent might say that transportation costs are the barrier to education for their children. However, the transportation cost might not be related to the distance the school is to the family. The barrier could be a security risk in travelling even a couple of blocks. The family may be relying on transportation, thereby incurring a cost, when security is the actual barrier.
- The sector should identify a shortlist of standardised methodology and questionnaire for education assessments and multi-sector needs assessments that include education components.
- An assessment of schools by region that has integrated refugee children. The data should include:
  - Number and the percentage of children in each target group
  - Whether the curriculum includes life skills or other coping strategies
  - Knowledge, attitude and practice (KAP) survey of teachers addressing the specific needs of both the refugee and the host community children (e.g. their ability to address social conflict)
  - The extent to which the school is equipped to address psychosocial trauma (either through teachers with a degree of competency or through school counsellors)
  - Whether the school has a second shift, and characteristics of the programme
  - Whether the school has adequate facilities (including WASH facilities, other infrastructure like electricity in good working order, and whether the facility is conducive to learning).
  - Quantitative measures of the quality of the programs (exam scores, etc)

ANNEX A

ASSESSMENTS/REPORTS CONSULTED AND REVIEWED

Organisation	Name of Report	Data Collection Date	Area	Methodology
Education Working Group	Joint Education Needs Assessment (JENA)	Nov 2012 - May 2013	National	The assessment used a purposive sampling method. Approximately 45 schools were selected. Respondents interviewed during school surveys included school administrators, principals, teachers and other knowledgeable education personnel. Research included observation, Key informant interviews and FGD with children, youth, adult community members and teachers.
War Child Holland	Education Paper		Lebanon	Secondary data review.
Global Communities	Rapid Needs Assessment Mount Lebanon	Oct-13	Mount Lebanon: Chouf, Baabda and Aley	FGDs & HH assessments.
ABAAD-OXFAM	Shifting sands: Changing gender roles among refugees in Lebanon	March-April, 2013	North	Although the research provides useful insights into their experiences, the limited number of interviewees means that it not a comprehensive picture and offers only a snapshot of the situation for Syrian refugees or Palestinian refugees from Syria in Lebanon. Being a rapid impact assessment, the fieldwork was conducted in less than ten days.
World Bank	Economic And Social Impact Assessment Of The Syrian Conflict		Lebanon	Secondary data review.

World Bank	Forgotten Voices: An insight into older persons among refugees from Syria in Lebanon	Jan-April /2013	Lebanon: Baalbeck, Saida, Sin el Fil, Taalabaya, Tripoli, and Zahleh, Bourj el-Barajneh, Mar Elias, and Shatila	Stratified random sample with regards to geographic distribution and date of arrival to Lebanon. A total sample size of 220 of 175 older Syrian refugees and 45 older PRS was selected. Quantitative data was gathered through individual surveys. Qualitative data was gathered through open-ended interviews with older refugees as well as humanitarian organisations providing aid to refugees in Lebanon were added to provide a qualitative component to the study.
CARE International/DPNA/ACA	Integrated Rapid Assessment - Mount Lebanon Governorat, Chouf District	Aug-13	Mount Lebanon: Barja, Chhime, Dalhoun, Ketermay, Mazboud and Mghairiye)	Proportional random sampling; 240 households, FGDs; 6 Municipality KIIs.
WFP-UNICEF-UNHCR-GoL	VASyR	May-June 2013	Countrywide	Representative random sample stratified by registration date (and pending registration). Over 1,400 households interviewed.
Harvard University	Running out of time - Survival of Syrian Refugee Children in Lebanon	Nov-13	Beirut area, the Bekaa Valley, and the greater Tripoli area	Gathered qualitative data through: 34 interviews with Syrian Women (and a few men) 8 interviews with Lebanese host families, 14 interviews with NGOs and other stakeholders, 11 interviews with other community members.
Oxfam/BRIC/LCSR	Survey on the livelihoods of Syrian refugees in Lebanon	Oct-13		KI interviews with Lebanese officials; FGDs; detailed survey among 260 households, representing 1,591 individuals, cluster sampling
ANERA	Palestinian Refugees from Syria in Lebanon -A Needs Assessment	Jan-13	Within and outside nine Palestinian refugee camps across Lebanon.	HH surveys, 669 households of Palestinian refugees from Syria (PRS) within and outside nine Palestinian refugee camps across Lebanon.

				and Shatilla camps	
IOM	The Situation and Needs of Lebanese Returnees from Syria	Jul-13	Countrywide	Data from registration and profiling exercise conducted across all six governorates by HRC with technical support from IOM. Outreach conducted through municipalities. Questionnaire designed by HRC and IOM.	
MPDL	Assessment on Persons with Specific Needs and Their Households	28 Oct – 25 Nov, 2013	South	465 household interviews in 8 districts; 45 FGD with 1) females with disabilities, 2) males with disabilities, 3) females older than 60 years, 4) males older than 60 years, 5) persons with chronic diseases, 6) parents of children with disabilities; 20 KIIs using snowball technique to identify interviewees.	
World Vision	Under Pressure: the impact of the Syrian refugee crisis on host communities in Lebanon	Jul-13	Akkar, Bekaa, Mount Lebanon/Beirut	FGD with 70 people. 50 interviews stakeholders. Further discussions were held with roughly 20 people on Syrian refugee site visits, and another 40 people (refugees and host communities) were interviewed for a series of case studies	
WASH Inter-agency Rapid Assessment Team	Summary of key findings Capacity Assessment of WASH Sector in Lebanon	25 Feb – 15 March, 2013		As part of the assessment support mission, capacity assessment requested by the WASH partners to be carried out, the assessment team developed a Capacity Assessment Tool designed to collect information covering aspects, such as, profile, WASH response, WASH activities, transport and warehouse, emergency stock, contingency planning and scaling up for the agencies in the WASH Sector Working Group.	

World Bank	Rapid Needs Assessment in the community of el Hermel		Bekaa: El Hermel	Semi-structured interviews with key informants based on a questionnaire which was filled in by members and consultants from the municipal councils. Focus group discussions with stakeholders, farmers and women were invited to the roundtable discussions. Direct and participatory observation including wandering around in communities, talking to people, taking photos, etc
World Bank	Rapid Needs Assessment in the community of Zahle - Al Malaakal		Zahle- Al Maalaqa	Survey, meetings held with local authorities, and focus group discussions with key informants' persons from different sectors of the local community for the purpose of gaining in depth knowledge about the impact of Syrian influx on hosting communities. Direct and participatory observation was another tool used to reflect the depth of problems lived by the communities and validate the collected data.
NRC	Multi-Sectorial Needs Assessment For Syrian Refugee Influx To Aarsal Lebanon	Nov-13	Aarsal	The target was to identify and assess the majority of the new comers in unfinished buildings and to sample some inhabitants of finished buildings. Out of the 20 areas 16 were completed. A total of 431 surveys were conducted representing 1571 families or 7475 individuals. Each survey was done at the 'building' level. In the case where a structure consisted of several floors, than each floor was considered as a separate building/survey.
ALEF	Two years on: Syrian refugees in Lebanon	Aug-13	North, South, Bekaa, and Beirut	Semi-structured interviews with KI, field visits, FGD, media monitoring and literature review
ANERA	Preliminary findings on Education Needs of Palestinian children from Syria in Lebanon	Nov-13	Nationwide	Random assessment among 2,385 PRS families, 10FGDs.

Concern	Education Needs Assessment (internal document)		North: Akkar	Interviewed school officials, NGOs, and parents.
Concern	Education Programme-Preliminary Findings Report	Jan-Feb, 2014	North: Akkar	A WASH KAP survey of 56 tented settlements that included education questions.
NRC/UNHCR	Rapid assessment of the education situation of Syrian refugee students attending Lebanese public schools in North Lebanon		North/T+5	The study surveyed 30 school principals, conducted three focused group interviews with 7 Syrian parents, 6 Syrian students, and 5 Lebanese public school teachers. It did not include the schools covered in the JENA report.
Handicap International/Help Age (in process of publication)	Situation of vulnerable refugees in Lebanon and Jordan	Oct-13	North, Bekaa, Beirut City and Mount Lebanon	1,914 individuals were interviewed. Random cluster sampling for registered refugees. Snowball sampling approach to identify and interview non-registered refugees.
REACH	Akkar Public Schools Assessment	18 Feb – 1 March, 2014	Akkar	Public schools run by MEHE in Akkar; Geographic sweep; Key informant interviews; Standardized questionnaire; Data collected on smartphones using ODK platform.
UNRWA/WFP	Vulnerability Assessment of Palestinian Refugees from Syria	Oct-13	8 Palestinian camps and gathering	Household assessment among 848 households.