

ANALYSIS OF CHILD EDUCATION SURVEY

A STUDY DONE AT THE POLITICAL SCIENCE INSTITUTE AT USJ

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TABLE OF CONTENTS

List of Tables	2
List of Acronyms	3
Introduction: Education in Lebanon	4
The Lebanese Education System: A Sinister Reality	5
The Lebanese Education System in the Face of the Refugee Influx	6
1/ Formal Education	8
2/ Non-formal education (NFE) for Syrian children	8
Lebanese Education strategy	11
MEHE regulations to accommodate Syrian refugees	12
Research questions and objectives	16
Methodology	16
Access to School and Quality of Education	18
School conditions	21
Cause and effect analysis	24
Factors that impede or promote schooling	24
Impact of Schooling	26
Studying Pessimism, Passivity, and Radicalization	27
Regression Analysis	30
Summary	32
Policy Recommendations	34
Bibliography	36
Appendix I : Questionnaire	38
Appendix II : Sampling	46

LIST OF TABLES

Table 1. Number of Syrian refugees aged 3-24 years registered by UNHCR (February 2016)	6
Table 2. Syrian refugee Children enrolled in Lebanese Public Schools	7
Table 3. Lebanese Education System	8
Table 4. Number of Syrian refugees enrolled in Formal and Non-Formal Education	10
Table 5. Lebanon Crisis Response Plan - Education sector (2015-2016)	12
Table 6. Enrollment Figures- Formal Education (Late January 2016)	13
Table 7. The Cost per Child according to the type of Education	13

LIST OF ACRONYMS

ALP: Accelerated Learning Programs
CERD: Center of Education Research and Development
CRP: Crisis Response Plan
GDP: Growth Domestic Product
ISP/USJ Institut de Sciences Politiques de l'Université Saint Joseph
LCRP: Lebanese Crisis Response Plan
MEHE: Ministry of Education and Higher Education
MENA: Middle East and North Africa
NFE: Non-formal education
NLG: No Lost Generation
NGO: Non-Governmental Organization
RACE: Reaching All Children with Education
UN: United Nations
UNDP: United Nations Development Programme
UNESCO: United Nations Educational, Scientific and Cultural Organization
UNICEF: United Nations International Children's Emergency Fund
UNHCR: UN High Commissioner for Refugees
UNRWA: United Nations Refugee Works Agency

INTRODUCTION: EDUCATION IN LEBANON

The conflict in Syria began five years ago and according to the UNICEF report “No place for children” (March 2016), an estimated 8.4 million children – more than 80 per cent of Syria’s child population – are now affected by the conflict, either inside the country or as refugees in neighboring countries. Half of all refugees are children. More than 15,000 unaccompanied and separated children have crossed Syria’s borders. In the earlier years of the conflict, most of the children recruited by armed forces and groups were boys between 15 and 17 years old, and they were used primarily in support roles away from the front lines. Since 2014, all parties to the conflict have recruited children at much younger ages – as young as seven – and often without parental consent¹.

More than half of the UNICEF-verified cases of children recruited in 2015 were under 15 years old, compared with less than 20 per cent in 2014. These children are receiving military training and participating in combat, or taking up life-threatening roles at the battle-front, including carrying and maintaining weapons, manning checkpoints, and treating and evacuating the war wounded. Parties to the conflict are using children to kill, including as executioners or snipers².

As the war continues, children are fighting an adult war, they are continuing to drop out of school, and many are forced into labor, while girls are marrying early. One of the most significant challenges to the conflict has been providing children with learning. School attendance rates inside Syria hit the bottom. The UNICEF report estimates that more than 2.1 million children inside Syria, and 700,000 in neighboring countries, are out-of-school. In response, UNICEF and partners launched the “No Lost Generation Initiative”, which is committed to restoring learning and providing opportunities to young people.

The official position of the Lebanese government is very clear: Lebanon is not a final destination or a country of asylum, and even less for resettlement of Syrian “refugees”. This policy is justified by the fact that Lebanon did not sign the Geneva Convention of 28 July 1951 concerning the Status of Refugees, which defines the rights and obligations with respect to refugees for the host country and for the international community. The Lebanese authorities refused to grant the international refugee status to Syrians fleeing the war and installed in the country. They sometimes call them “de facto refugees” or “guests” or “displaced” or “persons registered by the UNHCR as refugees.”

With one refugee for every five inhabitants (the highest density of refugees in the world knowing that the situation is in fact even more dramatic as many refugees are not registered and not taken into account in official numbers)³, the strategy of the Lebanese State vis-à-vis its neighbor has been developed in light of the official position of neutrality towards the conflict and its tragic story. It has also been developed in light of the past experience with Palestinian refugees who have been massively expelled from their land at the time of the creation of the Israeli state in the 40s and 50s and settled in the country. Because Lebanon is a fragile state and its infrastructure has not fully recovered after decades of conflicts, regional tensions create political and demographic pressures and continue to have an impact on state governance and reform agendas. Hosting a growing number of refugees might be a destabilizing factor on the political and religious composition of the country. Like many countries hosting refugees, there

1. UNICEF, 14 March 2016, report “No Place for Children”. <http://childrenofsyria.info/wp-content/uploads/2016/03/SYRIA5Y-REPORT-12-MARCH.pdf>

2. Ibid.

3. UNHCR, Mid-year Trends 2015, report, http://www.unhcr.ch/fileadmin/user_upload/dokumente/06_service/zahlen_und_statistik/Mid-Year_Trends_2015.pdf

are concerns about long-term settlement. It is in this perspective that a national humanitarian strategy, supported by international donors, taking into consideration both the sovereignty of the host country and the assistance and protection of refugees, was formulated at a time to develop the resilience of Lebanon towards the Syrian crisis and minimize the devastating effects of a lost generation which will be called one day to rebuild its country. The response of the Lebanese government is exclusively humanitarian (aid and assistance) and rejects any form of socio-economic “integration” of forced migrants.

THE LEBANESE EDUCATION SYSTEM: A SINISTER REALITY

The Lebanese education system has 1,005,044 registered students (2013-2014). The majority of school-age children are educated in private schools⁴, while 30.9% or almost 300,000 children have joined public schools⁵. Before the Syrian war of 2011, public education was not very performing and gained little interest from political authorities. Indeed, with 7.2% of public spending on education, Lebanon has been well below the average of the MENA countries, estimated at 18.6%⁶. Moreover, Lebanon allocated 1.6% of GDP to education in 2012⁷ (90% of which pay salaries and wages of civil servants). The influx of Syrian refugees and the additional pressure it creates on extremely limited public resources highlight the immeasurable needs of a sector already in crisis.

Low public investment in education is reflected in the bad quality of public education and primarily affects the most vulnerable populations, limiting learning opportunities to the poorest children. Public schools suffer from a deficiency of training of teachers, lack of equipment and material, as well as old infrastructure. Out of 1282 schools surveyed by UNICEF, 60 are closed, and 250 are in urgent need of renovation⁸. Moreover, schools in the

most disadvantaged regions are bearing the burden of the influx of young refugees of school age, because they live where the most vulnerable Lebanese populations are and for whom public school is the only way to combat illiteracy.

In Lebanon, schooling is compulsory until the age of 15, which corresponds to the level of the “Brevet” certification. If Lebanon is not a signatory to the Geneva Convention of 1951 relating to the Status of Refugees and its 1967 protocol, it is however required, because of its international commitments elsewhere, particularly the Convention on the Rights of Children of 1989, to take appropriate measures to guarantee the right of children to education, within the limits of available resources. Relief efforts deployed by the Lebanese state depend on the solidarity of the international community as a whole, and its willingness to support neighboring countries which are the first destinations of refugees, provide humanitarian aid (protection and assistance) and provide relocation solutions pending a political solution to the conflict.

4. The private system in Lebanon includes free private schools, paid schools, and those of UNRWA, reserved for Palestinian refugees.

5. Center for Educational Research and Development, Statistics for 2013-2014.

6. http://almasahcapital.com/uploads/report/pdf/report_13.pdf

7. UNDP, Human Development Report, November 2013 <http://hdr.undp.org/en/content/expenditure-education-public-gdp#footnote>

8. UNICEF, 2015.

THE LEBANESE EDUCATION SYSTEM IN THE FACE OF THE REFUGEE INFLUX

According to estimates done by the Lebanese government and published in the Lebanese Crisis Response Plan (LCRP)⁹, by end of 2015, there are officially more than 1.5 million Syrian refugees in Lebanon¹⁰. This figure is in sharp decline today and the UNHCR reported 1.067 million Syrian refugees as of January 31, 2016¹¹. This sharp decline is not due to the drying up of streams but to the decision of the Lebanese Government to suspend any new registration request, plunging into clandestinity a large numbers of refugees¹².

Also according to the LCRP, nearly half the refugees are under 18: 655,000 Syrian children who are 3-18 years old are in school age in 2015, against 502,000 in September 2014, more than twice the number of Lebanese students enrolled in public schools. However, the last data provided by UNHCR estimates 577,703 Syrian children and teenagers aged 3-24 years.

District	Syrian refugees registered(aged 3-24 years)
Beirut	13 847
Bekaa	210 088
Mount Lebanon	146 054
North	140 588
South	66 179
NA	947
Grand Total	577 703

Table 1. Number of Syrian refugees aged 3-24 years registered by UNHCR (February 2016)
Source: UNHCR (February, 29th 2016)

Less than 30% of children registered with UNHCR are enrolled in the public system¹³; and conversely, more than 70% of Syrian children have not received any formal education in 2014-2015 due to the combination of a series of factors, namely the lack of space, high cost, inadequacy of Lebanese program, learning difficulties in foreign languages (French and English), high school dropout rate¹⁴, and absence of residency permit.



9. The Lebanese Crisis Response Plan (LCRP) is a program developed by the Lebanese government and its partners (UN and NGOs), which combines humanitarian response and stabilization of Lebanon. It defines the strategy adopted by the host State and estimates its financial needs to strengthen its resilience to the Syrian crisis. It concerns the most vulnerable population groups consisting of Lebanese nationals and refugees (estimated at 1.5 million people, respectively), Lebanese citizen returning from Syria, Palestinian refugees from Syria, and Palestinian refugees in Lebanon. LCRP is the national chapter of the regional strategy entitled "Regional Plan for Refugees and Resilience" (3RP) of 2015 and adopted by the international community. The LCRP defines stabilization as strengthening national capacity to mitigate the long-term challenges of poverty and social tensions while responding to humanitarian needs.

10. UNHCR, Global Call 2015, <http://www.unhcr.fr/54905599a.html>

11. According to UNHCR estimations made before the decision of the Lebanese government in May 2015 to freeze enrollment, the planning figures of the number of refugees would reach nearly 1.8 million people by end of December 2015. <http://www.unhcr.org/pages/49e486676.html>

12. For further information towards residency rules, you can read Human Rights Watch report, "I just wanted to be treated like a person", 2016.

13. Table 2.

14. Before the 2011 crisis, the enrollment rate in primary education in the Syrian Arab Republic exceeded 90%.

Age group	2013/14 School Year			2014/15 School Year		
	Total Number	Number enrolled	Percentage enrolled	Total Number	Number enrolled	Percentage enrolled
3-5 years	133,000	N/A	N/A	134,000	10,000	0%
6-14 years	280,000	87,000	31%	291,000	107,000	37%
15-18 years	81,000	3,000	4%	87,000	2,000	2%
6-18 years	361,000	90,000	25%	378,000	109,000	21%
3-18 years	494,000	92,000	19%	512,000	119,000	29%

Table 2. Syrian Refugee Children enrolled in Lebanese Public School, 2013/14 to 2014/15
Source: RACE (Reaching All Children with Education), April 2015.

Public sector capacity has reached the critical threshold facing the massive flow of refugees by doubling the space required to meet Syrian children schooling needs. More than 700 schools in 250 villages are overwhelmed with applications for registration and have to cope with the saturation of available resources¹⁵; the MEHE has set up a double-shift system to increase the capacity of public schools. Alongside the teaching of the morning shifts, afternoon shifts were created in 2013: these are reserved exclusively to Syrian children while the first (mixed classes) are intended to accommodate Syrian refugees within the limit of 50% of total children. In parallel, at the initiative of NGOs, the Syrian community and the Lebanese private sector, an alternative and informal education system is set up to overcome the deficiencies and shortcomings of the public sector and assist Syrian children who cannot integrate the official curriculum.

Two educational systems meet in Lebanon. On the one hand, formal education is delivered in Lebanese public schools according to the official program and concerns only 21% of Syrian refugees for the 2014-2015 year¹⁶. And on the other, informal learning programs initiated by NGOs, unrecognized private schools, and the Syrian community offer alternatives to public education but are not licensed or

certified by the MEHE. This system aims to fight against dropouts, and provide access to education for refugee children via a suitable program preparing them for the Lebanese system.



15. 3RP Regional Refugee and Resilience Plan 2015-16, Lebanon.

16. Table 2.

Education	Level	Grade from to	Age from to	Years	Comments
Preschool	Kindergarten	KG1-KG3	3-5	3	Not Mandatory
Primary	Elementary education	1-6	6-12	6	Education at Elementary level is provided free of cost by the government
Middle	Intermediate school	7-9	12-15	3	Education at intermediate school level is provided free of cost by the government Diploma awarded: Brevet
Secondary (General)	General Secondary School	10-12	15-18	3	Diploma awarded: Baccalaureate
Secondary (Technical)	Technical Secondary School	10-12	15-18	3	Diploma awarded: Technical Baccalaureate

Table 3. Lebanese Education System

1. FORMAL EDUCATION

Formal education is the responsibility of the MEHE who has established decentralized regional offices in each of the six districts (muhafazat) to serve as liaisons between the public schools and the management of primary education and educational departments attached to the General Directorate of the Ministry of Education.

A. PUBLIC SCHOOL AND SYRIAN REFUGEES ENROLLED IN THE MORNING.

Lebanese regulations require the teaching of the official program to Syrians in the same conditions as those prevailing for the Lebanese, which implies that some subjects such as mathematics and science are delivered in English or French. This foreign language education poses great learning difficulties for refugee children who only know Arabic. The language barrier is therefore a handicap to the education of Syrian children in the so-called classic curriculum. Admission to primary school is subject to age conditions and availability of seats while entrance examinations are set up for students wishing to enroll in high school or college¹⁷.

B. PUBLIC SCHOOL AND SYRIAN REFUGEES ENROLLED IN THE AFTERNOON

From the academic year 2013-2014, a second shift reserved to Syrian students has been set up in the afternoon to increase the absorption capacity of public schools. Students receive accelerated training on key core subjects from the Lebanese Arabic program (mathematics, science, English and Arabic). It begins at 2 pm or 2.30 pm (as of the end of the first shift) with five 50-minute sessions each. At some point, children should be able to integrate the morning classes¹⁸.

2. NON-FORMAL EDUCATION (NFE) FOR SYRIAN CHILDREN

Non-formal education is a substitute schooling for Syrian Refugees to public education and is neither accredited nor regulated yet by Lebanese authorities (except for the Accelerated Learning Programmes). It is supported by a number of international organizations,

17. MEHE Circular, n°26/2015.

18. MEHE Decision, May 1st 2015, n°11/7892.

including UNHCR, UNICEF (who contract and coordinate the work of a number of NGOs) and other international donors. As of December 2014, there were 109,503 Syrian and other vulnerable children enrolled in NFE programmes in Lebanon. NFE programmes are offered in a variety of venues (public schools and community centers but also private schools, religious buildings, tents, NGO offices and Palestinian camps) and use different syllabuses and certification procedures. NFE include Accelerated Learning Programmes (ALP), Community-Based Education (CBE), Basic Literacy and Numeracy (BLN), Early Childhood Education (ECE), and Remedial Classes (homework help).

• **Accelerated Learning programmes (ALP):**

An increasing number of international and local NGO's are implementing through partnerships with UNICEF, UNHCR and UNESCO various temporary non-formal education programmes. The MEHE has agreed to take the lead in quality assurance and control of all the NFE content developed and used by all implementing partners in Lebanon so that children can eventually attend formal education. Accelerated learning generally means that children complete a number of years of education in a shorter time period.

There are two curricula for the accelerated learning programmes (ALP), both developed by the Center for Education Research and Development (CERD), a technical institute under the MEHE that is responsible for curriculum development and teacher training.

- The UNICEF-CERD curriculum was initially developed as a catch-up programme for Syrian children enrolled in the first cycle. Based on their needs, it focuses on languages (English and French) and English or French technical terminology used in mathematics and science. The main objective of the UNICEF-CERD accelerated learning programme is to enable Syrian children who have lost school time and who are used to Arabic as the sole language of instruction to reach

the same level as Lebanese students, in terms of language proficiency¹⁹.

- The UNESCO-CERD curriculum was designed for Lebanese drop-outs in the second cycle and covers Arabic, English or French, mathematics, ICT and life skills. The ultimate goal of the programme is that children either are reintegrated into mainstream education or can attend vocational training.

It is important to note here that UNICEF is in charge of early childhood and compulsory school-age (up to Brevet), while UNESCO takes care of Cycle 3 (secondary education) and beyond.

Building on these two curricula, UNICEF and CERD have developed and launched in January 2016 an ALP curriculum for all three cycles with the aim of enabling children to complete each grade in four months, and thus to complete each cycle (three grades) in 12 months' time. The new ALP is a condensed basic education curriculum for Grades 1-9 for out-of-school children aged 7 to 17 who have missed schooling for more than two years. It is based on the Lebanese curriculum and provides subjects required by the official program such as Arabic, French or English, Mathematics, and Science, in addition to chemistry and physics (for three cycles), as well as life skills and psycho-social support modules. Completion of an ALP certification will lead to entrance school exams in order to enroll vulnerable targeted population in the Lebanese public education system²⁰.

19. UNICEF, Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. Regional study. March 2015.

20. <https://www.refugees-lebanon.org/en/news/26/qa-on-education-accelerated-learning-programme-for-out-of-school-children>

The existing accelerated programmes often function as a second-chance formal education for Syrian children, who then transition to public schools when space is available. Once the double-shift system for Syrian children opened, many of the Syrian children in the accelerated learning programme transitioned to the public school.

- **Revised Syrian curriculum:** Based upon the large number of Syrian children who did not enroll in Lebanese schools or who dropped out (the drop-out rates of Syrian children reached 70 per cent), many private initiatives have flourished to provide education using a version of the revised Syrian curriculum. According to the Syrian Education Board (al-hay'a al-tarbawiyah al-suriyya), approximately 40,000 children were enrolled in schools using a version of the Syrian curriculum for academic year 2013/2014. In 2012, the Board was officially appointed by the Higher Commission for Education and the Syrian Opposition Coalition, based in Turkey, as the only accredited entity in Lebanon to offer the

Grade 12 examination, to be based on the revised Syrian curriculum. The curriculum was taught by Syrian teachers in Arabic. Students in Grade 12 completed the official coalition exams for completion of secondary education. Yet the Lebanese Ministry of Education does not accredit these exams²¹.

- The other possible option is the **Libyan baccalaureate**. Grade 12 students study the Libyan Baccalaureate. The Libyan baccalaureate exam is completed under the auspices of a special Libyan delegation in an office in Turkey. The Turkey-based board administers the tests for the students in Turkey, then transports completed exams to Libya for correction. The Libyan government pays travel fees and accommodation costs for all students. The degrees are stamped by the Libyan government²². The Libyan Baccalaureate is an exceptional substitute to Syrian or Lebanese diploma. It is less relevant in Lebanon than in Turkey, but still worth mentioning.

Education Programs	2013/2014 school year	2014/2015 school year	2015/2016 school year (Nov 2015)
Formal Education	86,000	106,000	159,000
Non-Formal Education	88,000	109,503	N/A

Table 4. Number of Syrian refugees enrolled in Formal and Non Formal education
Sources: LCRP and UNICEF.

21. UNICEF, Curriculum, Accreditation and Certification for Syrian Children in Syria, Turkey, Lebanon, Jordan, Iraq and Egypt. Regional study. March 2015

22. Ibid.

LEBANESE EDUCATION STRATEGY

Without education, there can be little hope for the future for the more than 2,8 million children who are out of school in Syria and in the neighboring countries of Turkey, Lebanon, Jordan, Iraq and Egypt²³.

Two tiers of displaced schooling Syrian children are out of school while a third only goes out of their shelters once per week leading to feelings of isolation and sadness. This leaves them vulnerable to different forms of mistreatment and harm. Strategies that some families resort to in order to cope with challenges facing young people include child marriage²⁴. Concern is also rising that young people are more likely to resort to negative behaviors, in extreme cases including drugs, alcohol and violent groups. Education can mitigate the risks these children face. Safe learning environment can protect children from being trapped into cheap labor, early marriage or extremism.

The Syrian refugee crisis is overwhelmingly a children crisis. More than half of registered Syrian refugees in Lebanon are children below 18 years of age. According to the official numbers of the MEHE (2015), about 110,000 Syrian school-aged children could so far integrate Lebanese schools; but more than 400,000 are still without any form of formal education. January 2014 was the starting point of the three-year strategy “Reaching All Children with Education” (RACE), developed by MEHE with the support of UN agencies and international donors²⁵. RACE aims to bridge the needs of children displaced from Syria, as defined in the No Lost Generation strategy²⁶ (NLG 2013) to ensure that the hopes of an entire generation are not lost, with the development objectives of the Lebanese education system.

This holistic approach chosen by the education sector to support the most vulnerable populations from both host society and populations displaced from Syria aims to help mitigate tensions between communities. The plan commits

government and partners to providing 470,000 Syrian school-aged children (3-18 years) affected by the Syria crisis and poor Lebanese children with access to quality learning opportunities in safe and protective environments by 2016. Of this total, 200,000 Syrian children will be enrolled in formal education²⁷.

The core of the education sector strategy is to strengthen the public education system with the priority to increase enrolment of children displaced by Syria in the formal public education system as outlined in RACE. Strengthening the public education system will increase the capacity to absorb and retain more children. However, the public system will be unable to serve all the children in need. Complementary non-formal education options are required. Standardization, recognition and certification of these non-formal alternatives are essential to ensure quality and relevance of these programmes. RACE is divided into three specific objectives:

- a. Ensuring equal access to educational opportunities.
- b. Improving the quality of teaching and learning.
- c. Strengthening national education systems, policies and monitoring.

More than USD 640 million have been earmarked by international donors to fulfill the objectives of RACE. For the academic year 2015-16, MEHE has re-evaluated its financial requirement to USD 263.6 million²⁸ (initially estimated to US\$ 231.4 million for the 3rd year programme)²⁹.

23. UNICEF, 14 March 2016, report “No Place for Children”.

24. Saint-Joseph University-Institute of Political Science, Early Marriage in Lebanon, July 2015.

25. MEHE, Reaching All Children with Education (RACE), June 2014.

26. No Lost Generation brings together global and regional stakeholders for millions of children affected by the crisis in Syria.

27. MEHE, RACE, June 2014.

28. LCRP, 2015.

29. MEHE, RACE, June 2014.

People in need	People Targeted	Requirements
750,000	377,000	\$263.6 million
Sector outcome		
1-Ensuring equitable access to educations opportunities		\$230.7 million
2-Improving quality of teaching and learning		\$23.3 million
3-Strengthening nation education systems, policies, and monitoring		\$9.6 million

Table 5. Lebanon Crisis Response Plan – Education sector (2015-2016)
Source: LCRP 2015

According to Lebanese official statistics, in the first school year of the RACE strategy, the number of Syrian school-aged children enrolled into education could increase by 21% in comparison with 2013/14, reaching now 110,000 persons.

Three entry points are open for Syrian refugee students to access Lebanese formal schools:

1. MEHE opened 1,000 public schools to non-Lebanese students in regular first shifts; those Syrians who have been enrolled for two consecutive years can remain in such regular morning classes, mixed with their Lebanese peers;
2. MEHE doubled the number of public schools offering special second shifts in the afternoon, for mainly Syrians alone, to now 259 locations;
3. MEHE has also opened some dozen public schools to the Accelerated Learning Programme (ALP), developed by international partner organizations for ensuring the catch-up of children beyond 9 years of age who have missed several years of education³⁰.

MEHE REGULATIONS TO ACCOMMODATE SYRIAN REFUGEES

In September 2015, with the support of US\$ 94 million through UNICEF, UNHCR, World Bank and other donors, the MEHE

launched a nation-wide “Back to School” campaign to invite all parents to register their children in order to benefit from formal free and accredited education up to grade 9. The initiative aims to reach 166,667 Lebanese and 200,000 non-Lebanese vulnerable children - 366,667 children in total. Until the end of 2015, the MEHE, UN and NGO’s continued to focus on the enrollment of all children opportunities. As a result, by the end of 2015, a total of 158,500 non-Lebanese children and 197,000 Lebanese were registered in formal education. From the 158,500 registered non-Lebanese children, 147,285 children were attending³¹. Most important, neither Syrian nor their parents are required to have a legal residency permits.

The Ministry, with the support of its partners, will cover the costs of school registration, parent’s fund fees, the cost of schoolbooks and stationary for just over 325,000 children through the USD 94 million grants. An additional USD 25 million is needed to provide formal education to the remainder of the children the initiative aims to reach - 41,645 vulnerable, non-Lebanese children of the 200,000 targeted³².

30. MEHE, RACE, June 2014.

31. www.unicef.org/lebanon/media_10606.html

32. Ibid.

NON-LEBANESE STUDENTS registered	Number of students
1st shift (from KG to grade 9)	63,610
1st shift (Secondary)	2,280
2nd shift (from KG to grade 9)	92,094
2nd shift (from KG to grade 9) ATTENDANCE	83,675
LEBANESE STUDENTS	
1st shift (from KG to grade 9)	186,156
1st shift (Secondary)	10,796

Table 6. Enrollment figures- Formal Education (Late January 2016)
Source: MEHE

Type of Education	Beneficiaries	Where	Cost per child (in US \$)
Formal school 1st shift	MEHE	Public school	363
Formal school 2nd shift	MEHE	Public School	600
Learning accelerated programmes	MEHE-NGOs	Public school/Communities centers	350
Non-formal School	NGOs	Communities centers/Informal tented settlement	250

Table 7. The cost per child according to the type of education
Source: RACE, June 2014

The Ministry of Education issued a series of circulars to facilitate the educational process without document registration in the wake of the Syrian crisis. Syrian students were required to provide proof of identity (ID cards or copies) and proof of previous schooling for access to Lebanese public schools. This was the biggest obstacle to Syrian children' enrollment in the first year of RACE.

- Proof of prior schooling or transcript, if available, ensured acceptance at a commensurate grade level.
- In the absence of a school transcript, students were expected to sit for school placement tests to determine grade level. The MEHE offered exceptions for students at the official exam grade levels (Grades 9 and 12), whereby these students were able to register for the exams without the necessary documentation, on the condition that this documentation was to be provided before the exam.

The MEHE also loosened language restrictions to allow for official exams to be completed in English, Arabic, or French in the academic year 2012-2013. The Syrian Grade 12 students at the aforementioned school received their exam papers in English, but were permitted to answer in Arabic³³.

Another important regulation that undermines access to quality education—particularly for older Syrian children removed from school for at least two years as a result of the war—relates to the eligibility to register “independently” for the official exams. At the present time, current requirements dictate that students must either have already failed once, or must be older than 18 for Grade 9 / Brevet or older than 20 for Grade 12/ Baccalaureate.

- « Back to School » programme 2015-2016 for free education can be summarized :

- Transportation is not covered by Lebanese government but usually by NGO.

- Child enrolled in a morning shift last year should stay in the same shift.

- If a child has been previously enrolled in an afternoon shift; he needs to renew his enrollment in the afternoon shift.

- The ALP is currently the only non-formal education programme offered by the Ministry of Education. Completion certification will lead to enrollment in public school. Other education programmes are not formally recognized by the Ministry of Education (They are not legal in Lebanon).

- The MEHE does not recognize the Syrian curriculum if delivered in Lebanon and does not accredit Syrian learning centers on Lebanese territory.

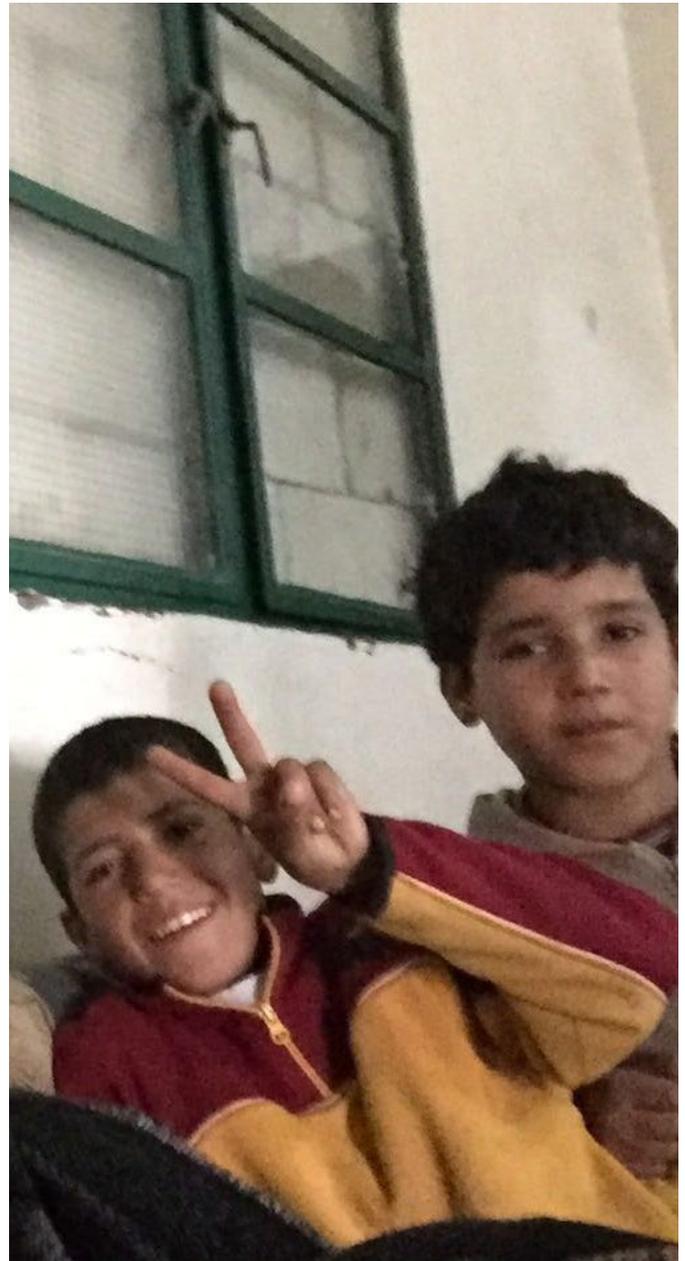
- Children between 13 and 18 years old, who have completed Grade 5, can enroll in public technical schools where vocational classes are available.

- For children aged 6 to 17 who have been out of school for more than 2 years an ALP has been developed by the MEHE (taking place in early 2016) that will help them to catch up with the Lebanese educational system. The ALP has nine levels corresponding to the nine grades. The child is required to complete a minimum of 80 days per level, 5 hours a day for a maximum 4 months period. At the end of the ALP, children undertake an assessment for reintegration into the formal education system. (The objective is to target at least 10,000 children who are not eligible to access school).

- Regarding students registration in Public schools for the Academic year 2015-16, the Minister issues a circular n° 26/10 in order to regulate 1st shift Syrian refugees enrollment:

33. Maha Shuayb, Nisrine Makkouk and Suha Tuttunji, Access to quality education for Syrian refugees: the role of private and NGO sectors in Lebanon, September 2014, Centre for Lebanese Studies.

- The percentage of non-Lebanese students in each classroom does not exceed 50%. In case this ratio has to be exceeded, the principals should obtain a prior exceptional approval from the Minister (for instance, in 2014, 250 schools obtained derogations).
 - New students shall take a placement exam to determine their qualifications and educational capacities (except for the enrollment in the first grade that is subject to age requirement for admission, without any entrance exam).
 - When enrolling, parent should bring ID or UNHCR certificates, certificate or transcript for the past two years, especially for grades 8 and 9, no need for residency permit.
 - Public education is now free of charge. Lebanese government with the support of international community will cover school fees, books and basic stationary. Donor agencies shall cover for all Lebanese student \$60, and for non-Lebanese students \$100 for school funds and \$60 for Parents Teachers Association fund.
 - The decision n° 719/2015 regulates Public School second shift procedures to teach non-Lebanese students for the academic year 2015/2016:
 - Registration starts in 10/5/2015 until 10/24/2015.
 - To be eligible for admission, new student should pass an entrance exam in order to measure their qualifications and potentials for class selection.
 - Student should be at least 6 years old to enroll in the first grade.
 - School starts between 2 and 2.30 pm; 5 sessions per day (each session of 50 minutes).
 - The length of the school year for the second shift is the same as the morning shift (130-140 days).
 - The total number of students should not be less than 250 and should not exceed 750.
 - Minimum 25 students in each class.
 - Books are for free and available in schools. Stationary is provided by the UN and other NGO. Transportation is not covered.
 - International donors shall pay the fees for enrollment which amounted to US \$600 + US \$ 160 allocated to school fund.
- The courses are Arabic, French or English, math, science (physics, chemistry and biology), geography, history and civics.



RESEARCH QUESTIONS AND OBJECTIVES

The overall objective of this survey is to measure the impact of the new policies launched by the MEHE in terms of access and quality for the 2015-2016 school year in order to respond to two crucial challenges to educating refugees: a high number of out-of-school children and a low quality of education. This study evaluates the reasons behind successes and failures to register, or drop outs: what are the factors that impede or push children refugees' enrollment in public school.

The specific objectives of this report aim to further test hypotheses related to links between:

1. Education and child labor
2. Education and child marriage
3. Education and anti-social behavior
4. Education and radicalization
5. Education and future plans
6. Education and level of satisfaction

Finally, the Syrian refugee Education survey will be integrated into the strategic plan settled by ISP/USJ in 2015 to deepen the understanding around Migration and Syrian refugees in Lebanon and to investigate the different aspects and challenges of a protracted settlement for both host society and refugees' community. In this context, two previous studies were conducted on the issues of early marriage and of perceptions of security³⁴.

METHODOLOGY

Data about refugee education was collected among refugee children aged 8-17. As the study covers schooling in morning and evening shifts, as well as children who did not access school, it was imperative to knock on doors at all times in the day and interview children at home.

A team of 15 Lebanese and Syrian students and two professors visited more than 120 cities, towns, villages, and remote areas and filled 914 questionnaires measuring access to education and quality of

education (for various shifts and schooling systems), the reasons behind successes and failures to register or drop outs, child labor, child marriage, anti-social behavior, radicalization, and probing Syrian youth about their future plans.

The sampling was done according to UNHCR data (July 2015). The sample of 914 Syrian respondents was constructed proportionally to the distribution of refugees registered with UNHCR.

Zahle	133
Bekaa	91
Baabda	90
Akkar	86
Baalbeck	68
Metn	66
Beirut	64
Tripoli	49
Chouf	45
Aley	39
Saida	28
Tyr	23
Nabatiyeh	21
Kesrouan	18
Koura	17
Zgharta	14
Batroun	13
Miniye Dinniye	13
Rachaya	10
Hasbaya Marjeyoun	8
Byblos	7
Jezzine	5
Becharre	4
Bent Jbeil	2
Grand Total	914

At a local level, segmentation was done by type of housing coupled with random selection in every household. In every city/town/village, the distribution of Syrian refugees between types of residence was estimated, and stratification was done according to type of residence

34. <http://www.isp.usj.edu.lb/pdf/Final%20Report%20Syrian%20Perception%20August%2013%202014.pdf>

<http://www.isp.usj.edu.lb/pdf/Final%20June%2029%20Images%20Hi%20res.pdf>

(i.e. apartments, shelters, places below standards like garage or construction sites, camps, etc.) Then, surveyors knocked on doors with random selection in every household (next birthday method consisting of interviewing the child of age 8-17 in the family whose birthday is the closest).

As respondents were Syrian refugees who are not in their country and may fear to speak out, it was critical to include Lebanese and Syrian surveyors in the team. This allowed to later analyze the extent to which respondents overestimated their security level or restrained from reporting assaults and incidents. Four of the 15 surveyors were Syrian students and 11 were Lebanese students. The data was collected between December 2015 and February 2016.

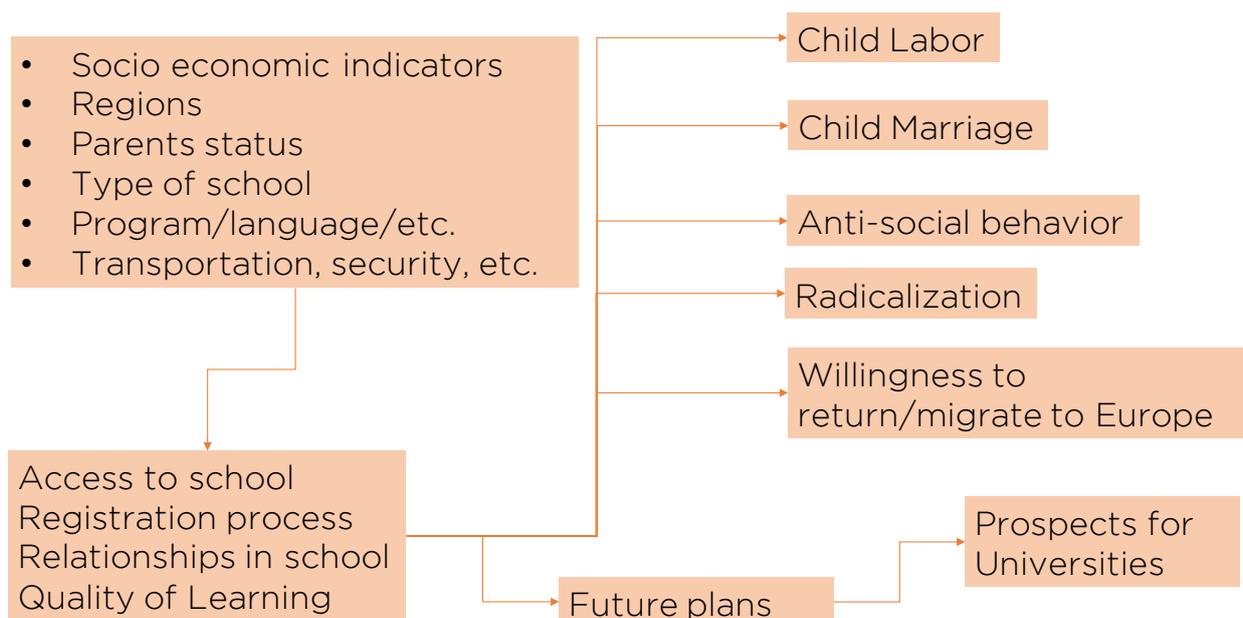
The Questionnaire covered:

- Gender/Age/Region of origin/ Occupation/Family income/etc.
- Registration with UNHCR/General Security
- Access to School/Reason for Drop Out/ Type of School/Satisfaction
- Relationships with students/ Teachers/ Administration

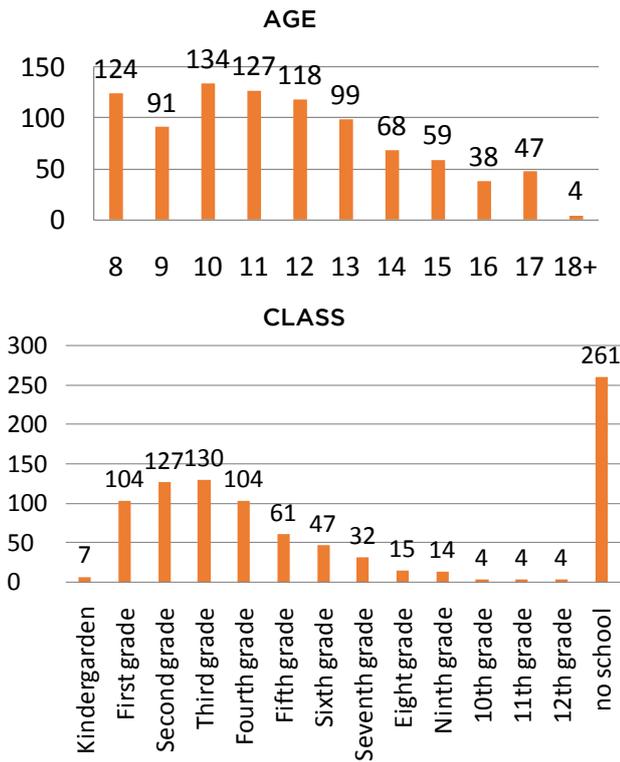
- Safety level
- Exposure to threat/insult/assault/ blackmailing + source + response
- Transportation/ Homework/ Satisfaction
- Child Labor
- Child Marriage
- Antisocial Behavior
- Radicalization
- Emigration
- Future Career
- Parent Difficulties/ Feedback
- Parent Satisfaction

The detailed questionnaire can be found in the appendix.

The stratified randomly picked sample includes 431 girls and 481 boys, reflecting equal proportions of girls and boys. The age distribution is skewed left, with a higher number of children aged 8 to 12 and decrease in the number of children as age goes from 13 to 17. Schooling also shows a similar skewness, and an even faster increase of the number of students registered in school in grade 7th and above. Average family income level is \$382 per month.



SAMPLE CHARACTERISTICS



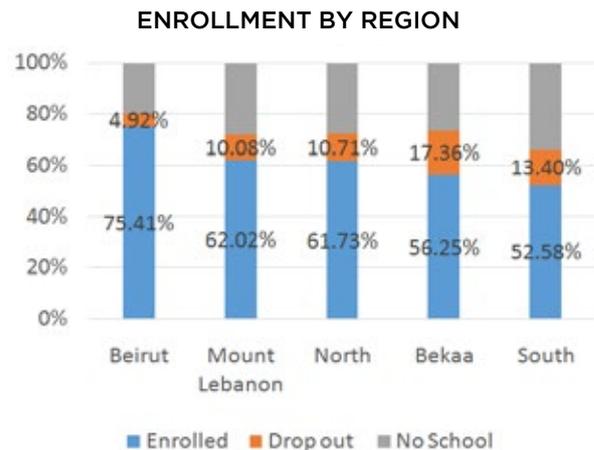
ACCESS TO SCHOOL AND QUALITY OF EDUCATION

The survey allows first to estimate the percentage of children who have access to public and private schools. This can be broken down by various socio economic variables, including region, gender, age, income, etc.

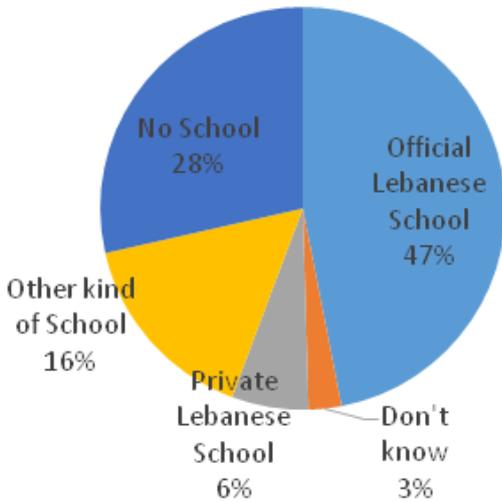
When asked if they were going to school, 61.5% of children age 8 to 17 said they were going to school, 27.44% said they were not going to school, and 12.56% said they dropped out. This percentage changes across regions. The highest percentage of enrollment is in Beirut (75.41%), followed by Mount Lebanon (62.02%), then the North (61.73%), the Bekaa (56.25%), and the South (52.58%). The highest dropout rates are in the Bekaa (17.36%) and in the south (13.4%). Obviously, urban and higher income areas are privileged. But also areas where distances to school are shortest have higher enrollment, as we will see later in this report.

Not all those going to school are enrolled in public schools. 47% of refugees said they are going to public schools, 6% are going to private schools and 16% are going

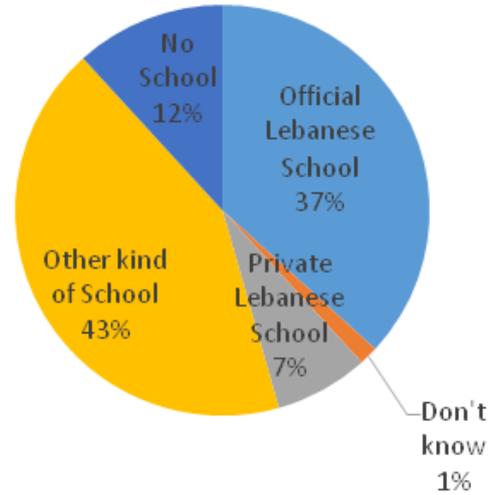
to other kinds of schools (informal or Syrian schools). Those numbers, however, vary across regions. It is interesting, for example, to compare the case of Ersal with national data. Due to security reasons and to its proximity with Syrian borders, Ersal is a region without any state presence except for a controversial municipality. In Ersal, 37% of children are going to public schools, 7% are going to private schools, and 43% are going to other schools. It is clear from these numbers that a bigger proportion is going to informal or Syrian schools. In addition, despite the lower rate of enrollment in public schools, there are more children in school in Ersal than in the country in general.



SCHOOL REGISTRATION IN LEBANON



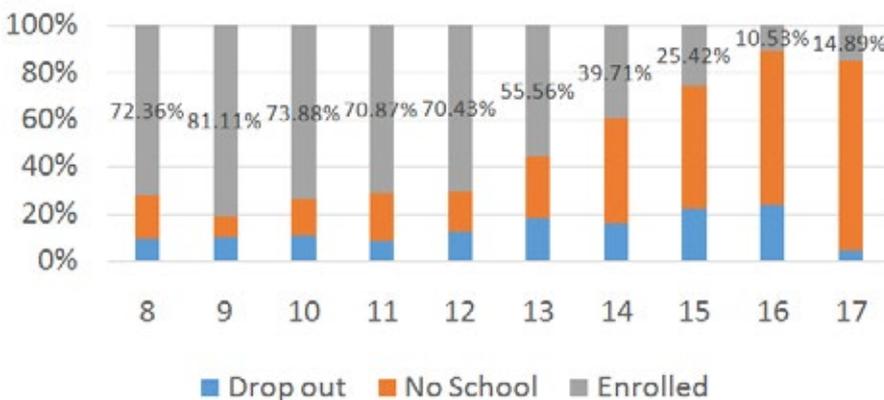
SCHOOL REGISTRATION IN ERSA



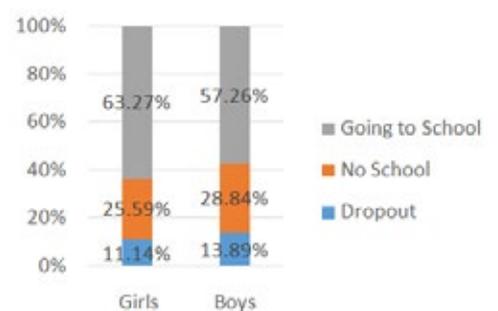
Another interesting breakdown is by age, which reveals a serious problem with children age 13 and above. While 72.36% of children aged 8, 81.11% of those aged 9, and 73.88% of those aged 10 are going to school, 25.42% of teenagers aged 15 are going to school, and even worse, 10.53% of those aged 16 and 14.89% of those aged 17 have that privilege. The data reflects a clear problem with teens, among which dropout is at its highest rate. This can be due to many variables, including problems in catching up with the Lebanese program, need to work, and maybe simply lack of enthusiasm for learning.

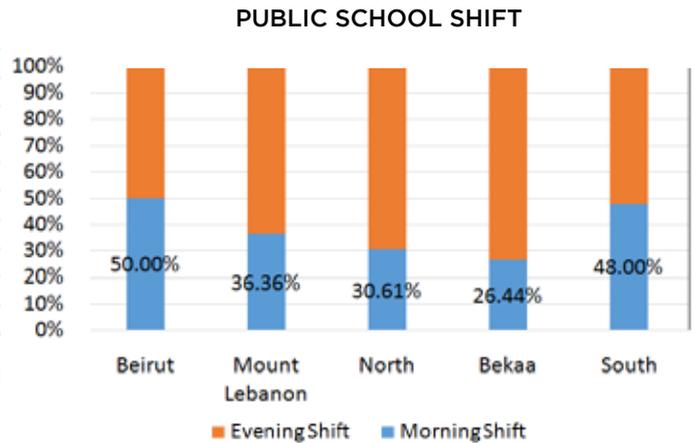
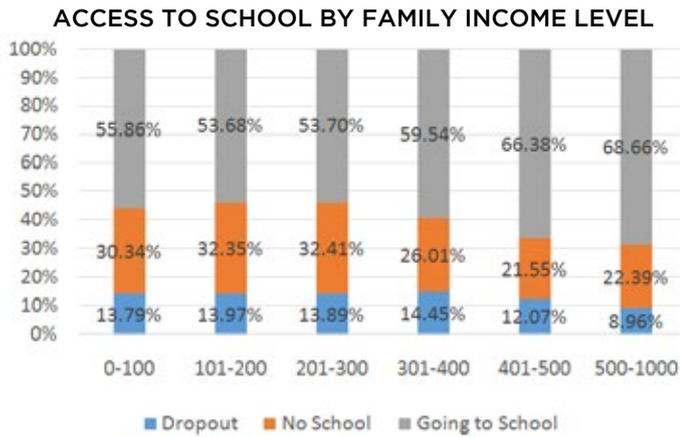
Breakdown of school access by gender and income does not show significant differences. Boys are slightly less likely to go to school, and children of families with higher income are slightly more likely to go to school. This can be linked the need for boys to work, especially when they belong to a low income family. Work conditions will be analyzed later in this report.

ENROLLMENT BY AGE



ACCESS TO SCHOOL BY GENDER

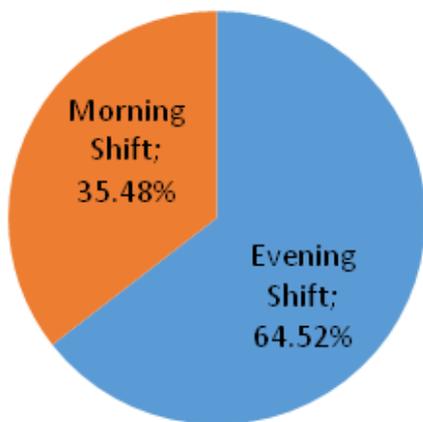




With regards to shifts, among the 47% who enrolled in public school, there is a higher percentage of children attending evening shift (64.52%) than morning shift (35.48%). Only the third are attending regular shift school.

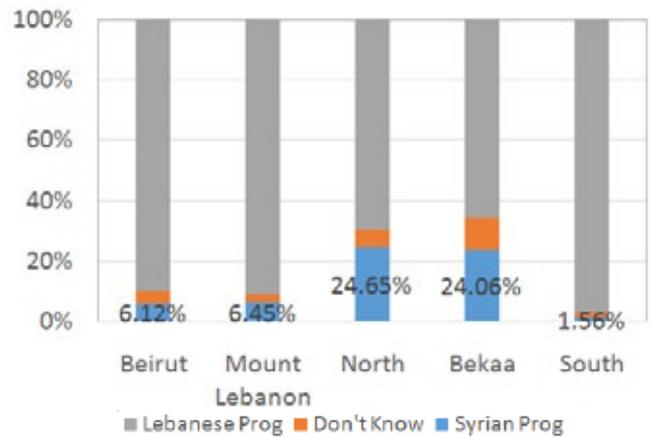
The enrollment in the Syrian Programme is the highest in the North (24.65%) and Bekaa (24.06 %) where access to public school is the lowest. Syrian Programme in these areas plays a role of substitute when opportunities to access regular education are closed because of difficulties of learning or distance for instance. We should highlight that Syrian curriculum is not accredited by Lebanese authorities and thus it limits chances to access public education.

PUBLIC SCHOOL SHIFTS



Broken down by region, distribution across shifts shows some variation, since 50% of refugee children go to morning shift in Beirut, 48% in the South, 36% in Mount Lebanon, 30.5% in the North, and 26.5% in the Bekaa. Finally, the percentage of children attending Syrian programs is higher in the North and in the Bekaa (24%) than in Beirut (6%), in the North (6%) and in the South (1.5%). In other words, one in two Syrian children is attending morning shift in Beirut and in the South, while less than one in four has access to morning shift in the North and in the Bekaa.

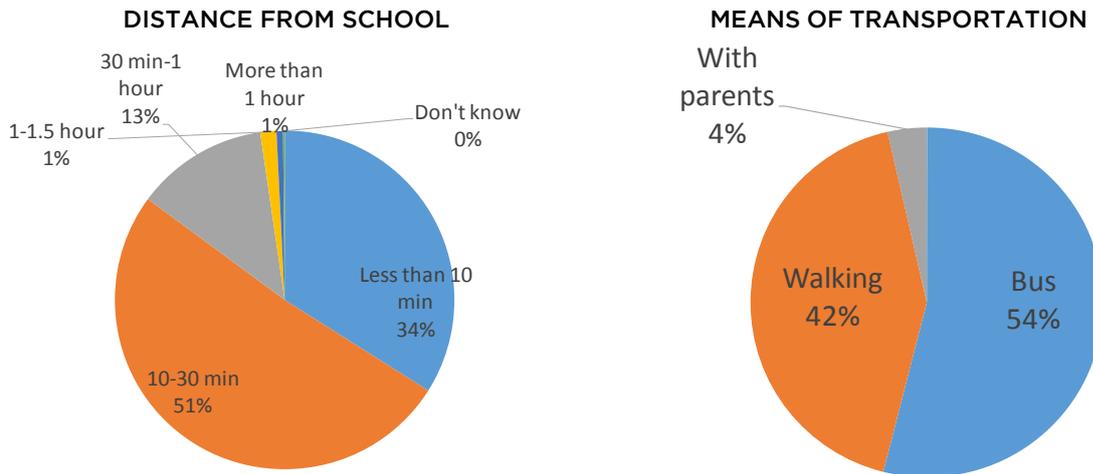
TYPE OF PROGRAM



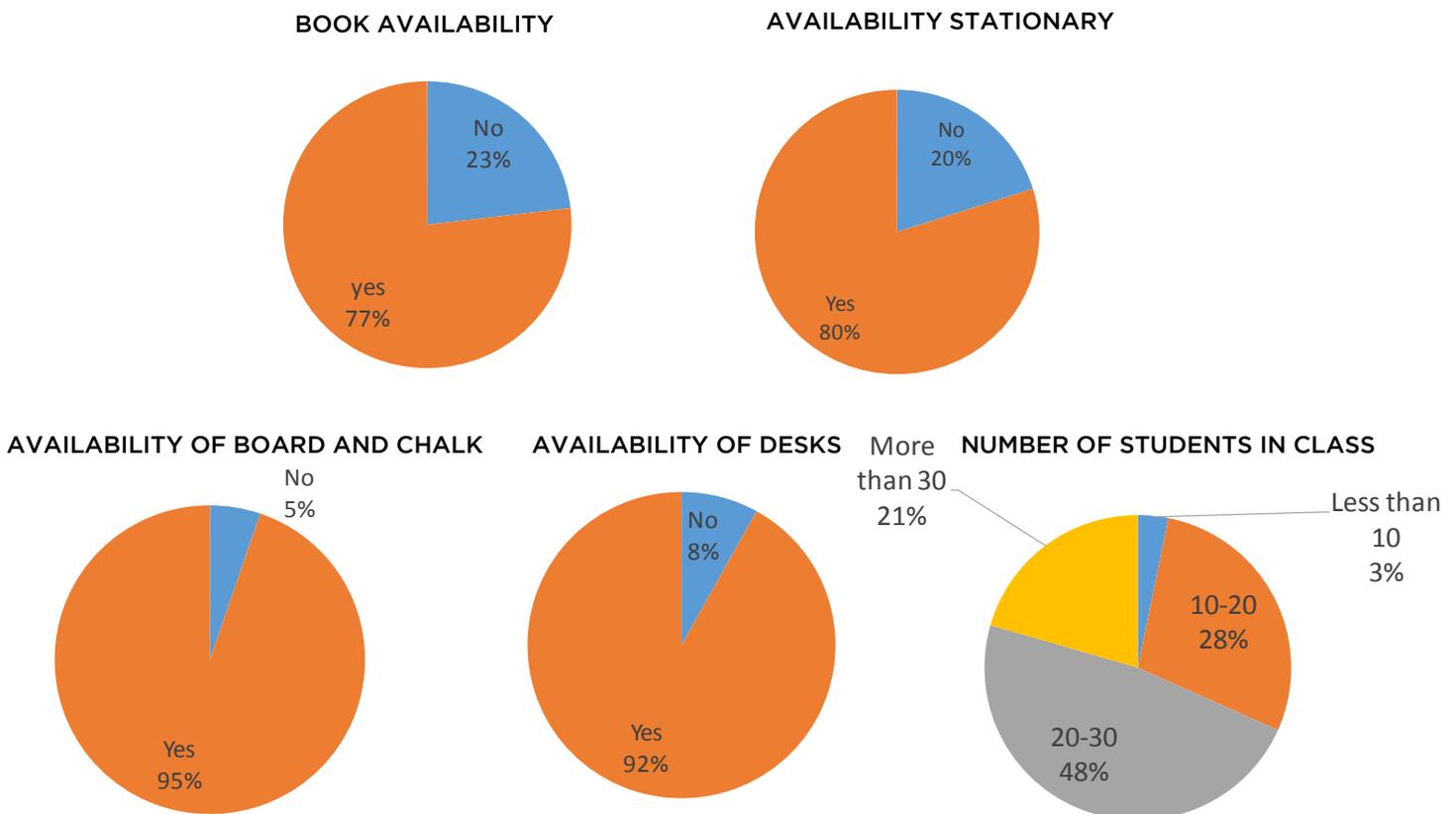
SCHOOL CONDITIONS

The survey also measured school conditions, starting from transportation, to logistics, and relationships. With regards to distance from school, 34% of students are 0-10 minutes away from school, 51% are 10-30 minutes away, and 13% are 30 minutes to one hour away from school. In addition, 54% go to school by bus, and 42% walk to school.

TRANSPORTATION



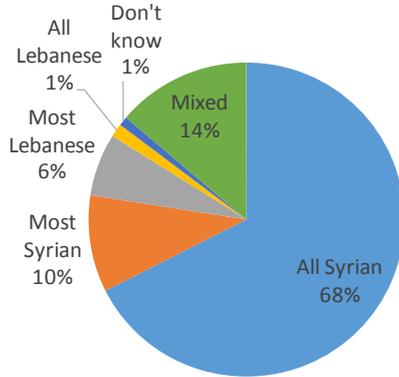
As for school supplies, they don't seem to be very low, since 20% don't have books, 20% don't have school supplies, 5% say they don't have chalk and 8% said there is no desk. 10% say they are less than 10 in class, 28% are 10-20 in class, 48% are between 20 and 30, and 21% say they are more than 30 in class.



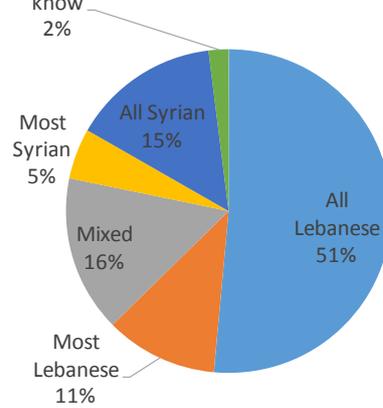
With regards to students, teachers, and administration, 68% said they have only Syrian students in class and 51% say they have only Lebanese teachers. Interaction with teachers and administration is considered good or very good by the majority of students. 23% say it is “average”. 33% say they have problems at school all the time or sometimes.

RELATIONS WITH STUDENTS, TEACHERS AND ADMINISTRATION

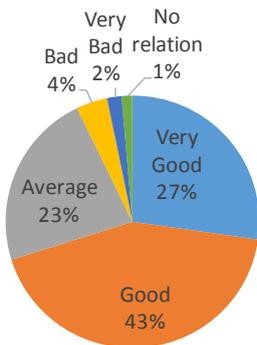
NATIONALITY OF STUDENTS IN CLASS



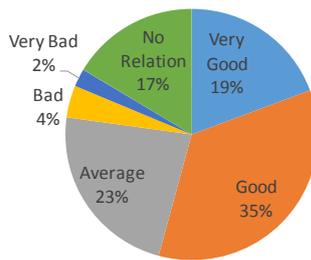
NATIONALITY OF PROFS



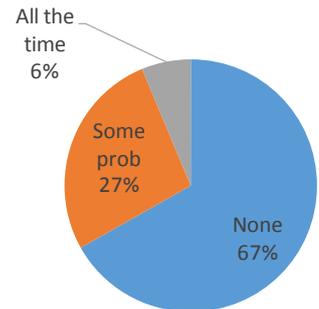
INTERACTION WITH PRODS AT SCHOOL



INTERACTION WITH ADMINISTRATION AT SCHOOL



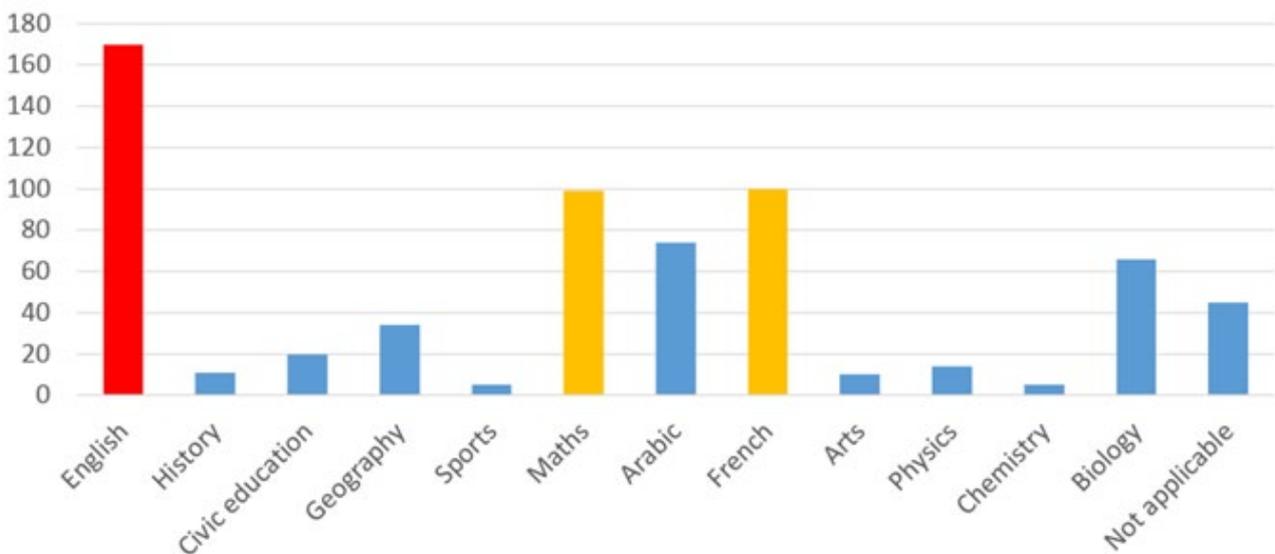
PROBLEMS AT SCHOOL IN LEBANON?



Regarding difficulties in class, the largest proportion of children say they have problem with English. Then come French and Arabic. It seems that language is a barrier for Syrian children who are used to Arabic programs back home.

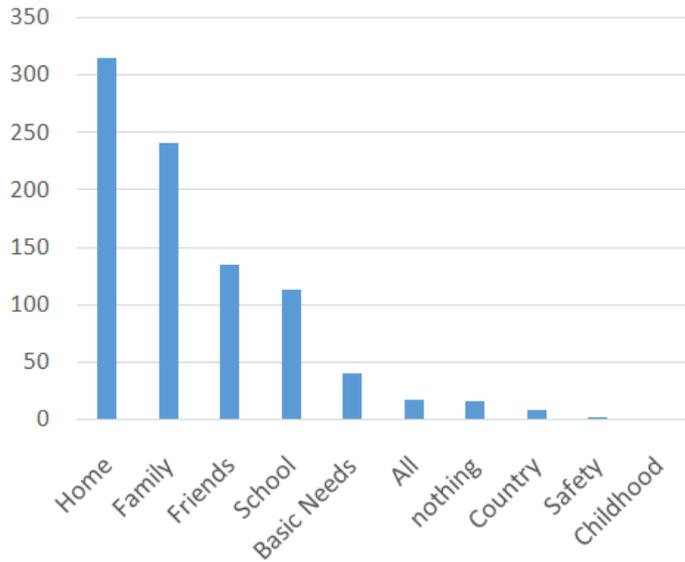
SATISFACTION LEVEL

WHAT DO YOU LIKE LEAST?

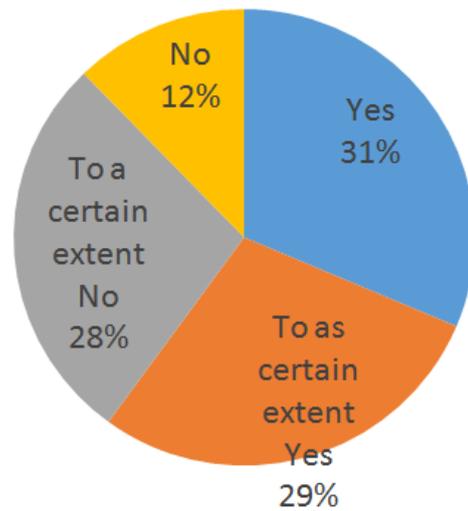


Syrian children are not all happy in Lebanon and don't seem to want to stay. 59% are happy or happy to a certain extent in Lebanon, and 41% are unhappy or unhappy to a certain extent. They mainly miss their home, their family, their friends and school. Teenagers are among those who miss their friends most.

WHAT DO YOU MISS MOST?

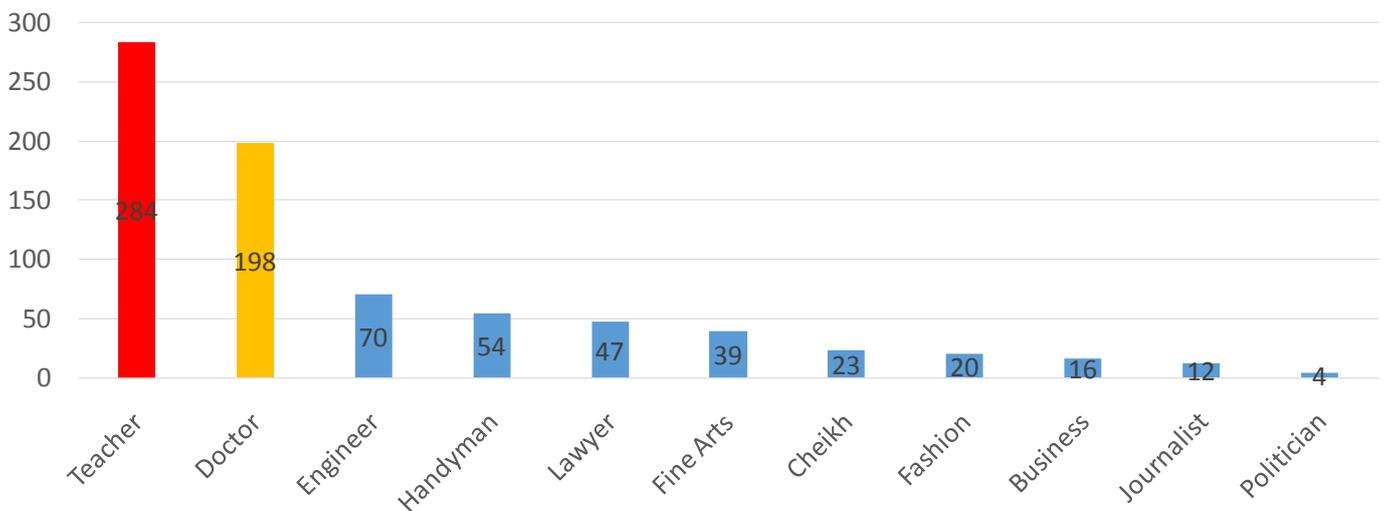


HAPPY IN LEBANON?



Finally, when asked what they would like to do when they grow, a large percentage said they would like to become teachers or doctors. This may reflect their aspiration to emulate the model provided by their teachers and doctors, and can be an indication of the admiration and appreciation of the valuable services they are getting.

WHAT DO YOU WANT TO BECOME WHEN YOU GROW?



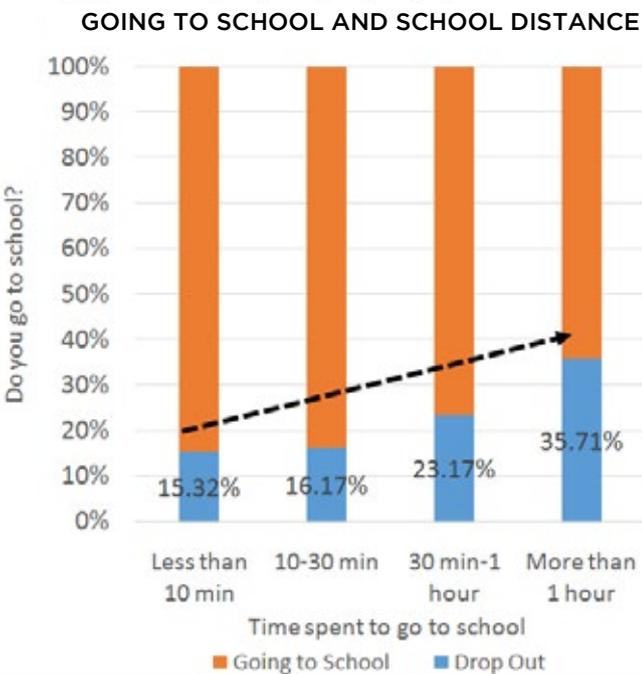
CAUSE AND EFFECT ANALYSIS

There are two levels of causal analysis: the first one is related to factors that impede or promote schooling, and the second one highlights the impact of access to school on children social behavior, including child labor, early marriage and radicalization.

FACTORS THAT IMPEDE OR PROMOTE SCHOOLING

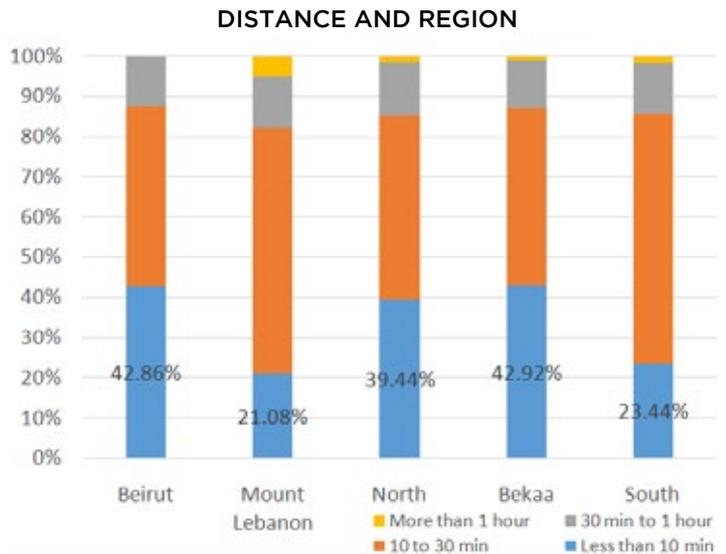
Causal factors behind access to school include transportation, shifts, and schooling conditions. Cross-referenced data provides a dynamic and analytical perspective on the challenges associated with Syrian refugees' education.

The first chart aims at assessing the impact of school distance and time spent to go to school, on school enrollment. It is clear in the data that students who live far from school are more likely to drop out. As distance goes up, dropout rates increase from 15.32% to 35.71%.



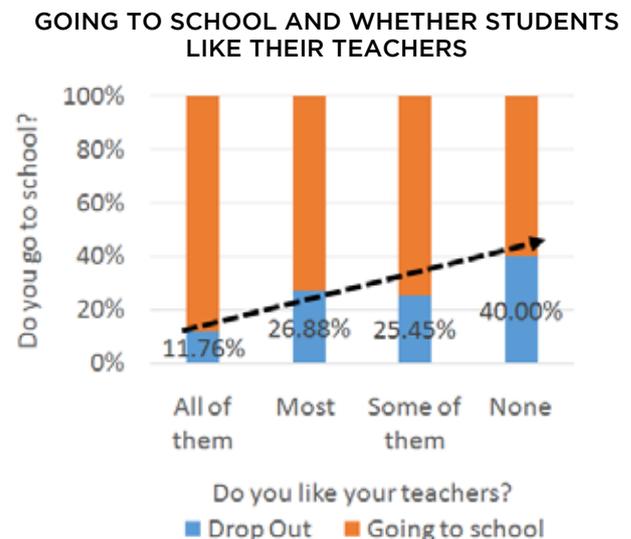
Breaking down distance to school by regions shows 42.92% of those living in the Bekaa are less than 10 minutes away from school. It seems that the cause of low enrollment in the Bekaa (56.25%) is not distance, but rather socio-economic and other factors such as security which we will discuss later in this report. In other words, distance is an important variable in some regions while in others places,

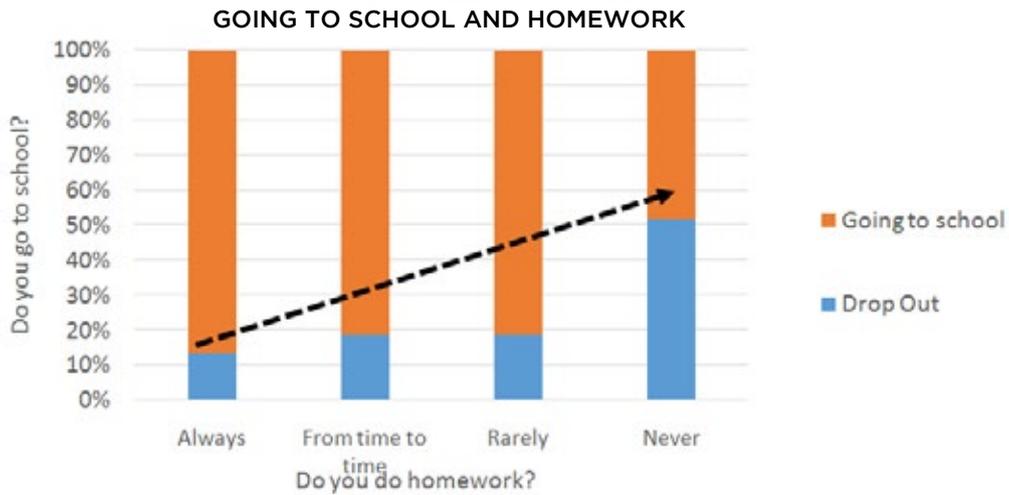
it seems to have a secondary impact on school enrollment.



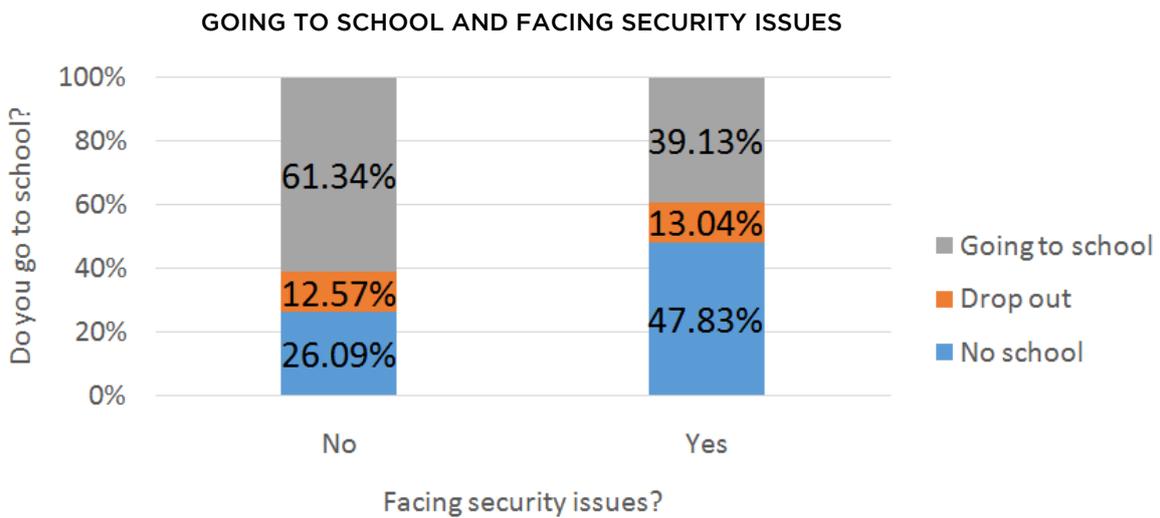
The next question to be answered through this survey is the following question: Is the relationship with teachers a key variable behind rates of school enrollment? We have crossed student appreciation of their teachers with drop-out probability. Clearly, students who don't like their teachers are more likely to drop out. There is a 11.76% dropout rate among those who like their teachers, and 40% dropout rate among those who don't like any of their teachers.

But not liking the teacher does not necessarily mean not liking to study. Our statistics show that refugee children like to get homework. There is indeed an interesting correlation between doing homework and going to school. Lessons at home are an important factor that motivates students to keep going to school. Those who got less homework were more likely to drop out.

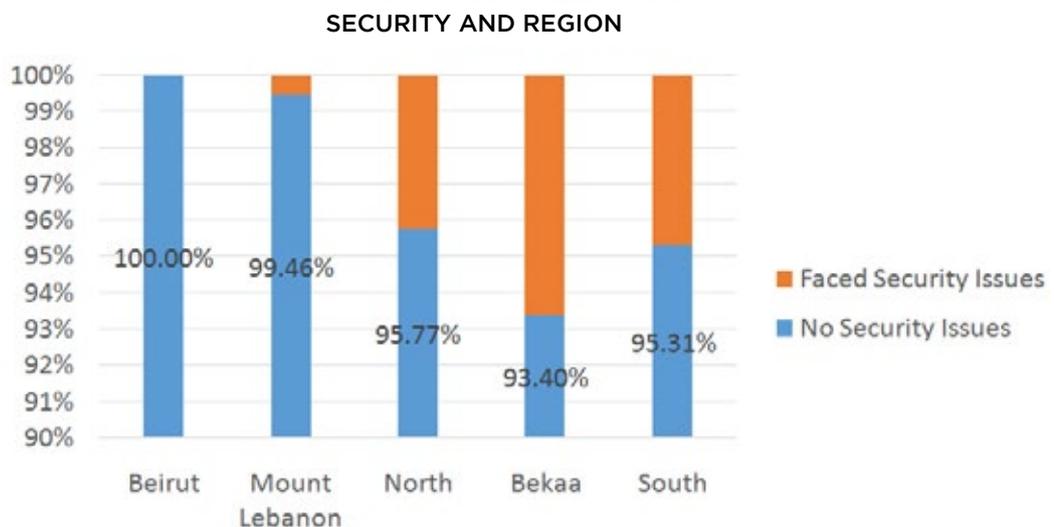




Schooling is not only linked to the dynamics inside school. But there are also bigger variables that are hard to control, such as security. In the following graph, there is a strong correlation between security and schooling. Refugees facing security issues don't go to school and this applies especially to students age 15-17 and who don't have residence papers. 60.87% of refugees facing security issues don't go to school or drop, while 61.34% of refugees that do not face security issues go to school.



Crossing security by region reveals that Syrian students going to school face security issues in Bekaa primarily. Then come the North and the South. In the border area and in fragile settings, security is one of the main concerns and is a relevant factor that impedes Syrian children from going to school.

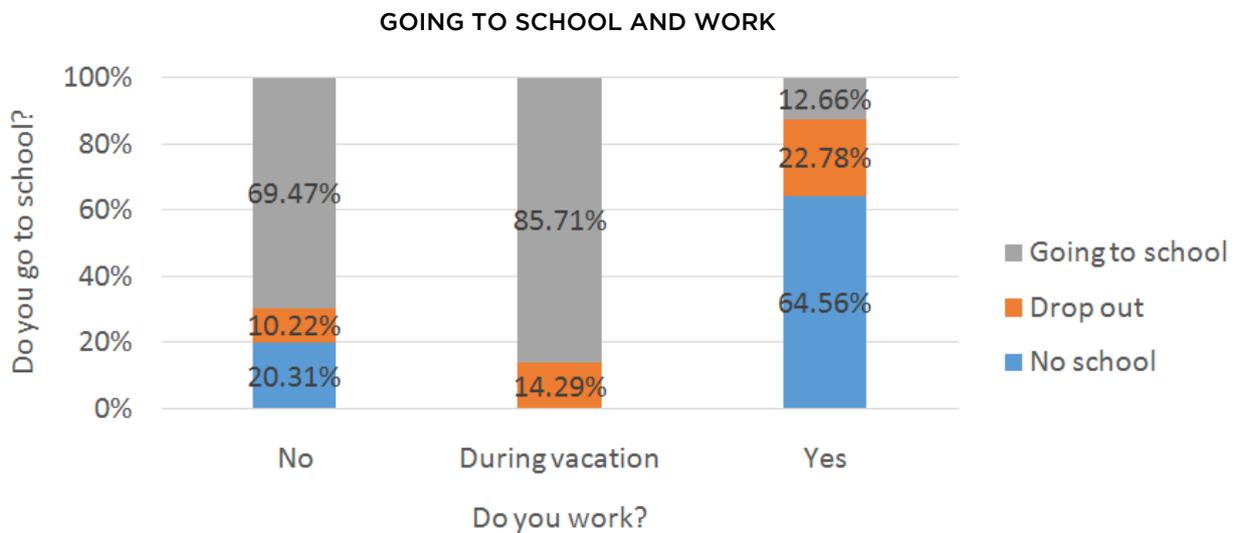


IMPACT OF SCHOOLING

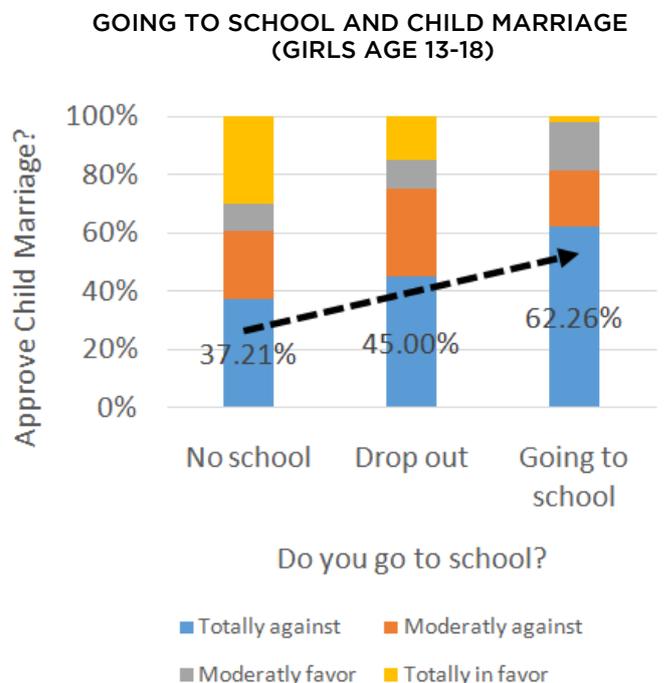
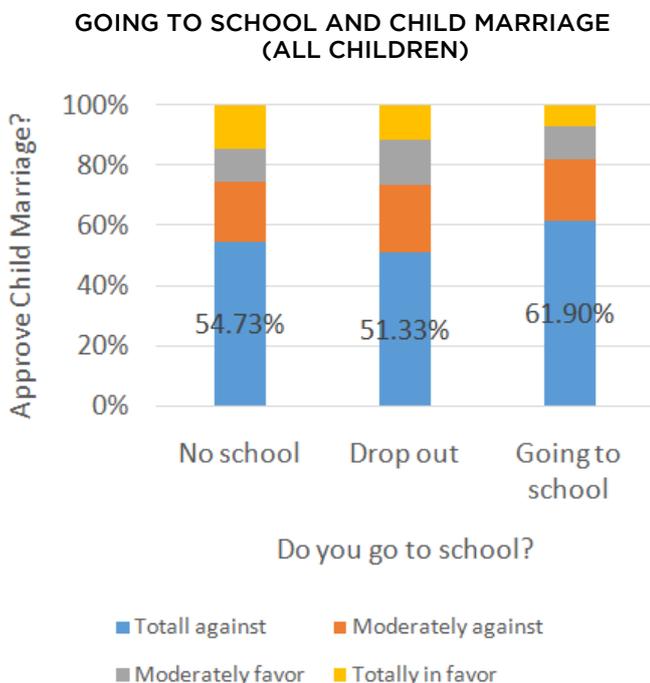
This section analyzes relation between schooling and social behavior. Starting with child labor, schooling and work turn out to be highly correlated:

- 69.47% of those not working go to school
- 64.56% of those working don't go to school

So these two variables impact each other: children either study or work, while only 12.6% do both. In addition, the dropout rate is much higher for working students (22.78 %) which reflects the fragility of those in need of income and their temptation to drop school in order to work. Finally, 85.71% of children who work during vacation go to school, those have found a balance between study and seasonal work.

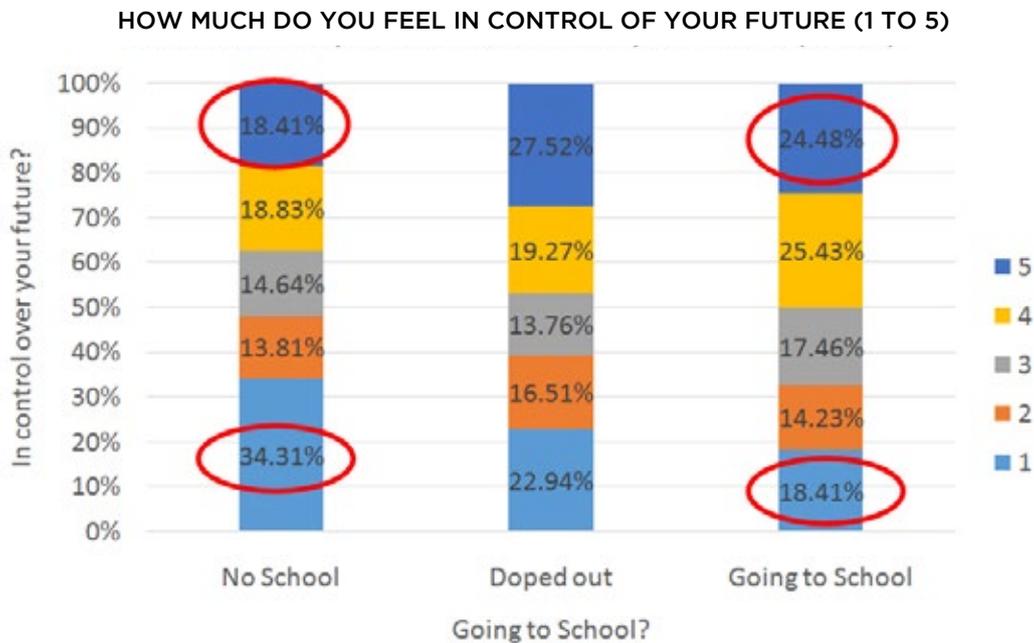


Moving to the second big social issue, child marriage, it turns out that more than 75 % of all children questioned are totally against or moderately against child marriage. However, those going to school are the most opposed to child marriage (82%). In addition, refusal of child marriage is significantly greater among girls age 13-18 going to school (62%, against 37% for girls not going to school). In other words, education is an important factor of awareness against the likelihood of early engagement.

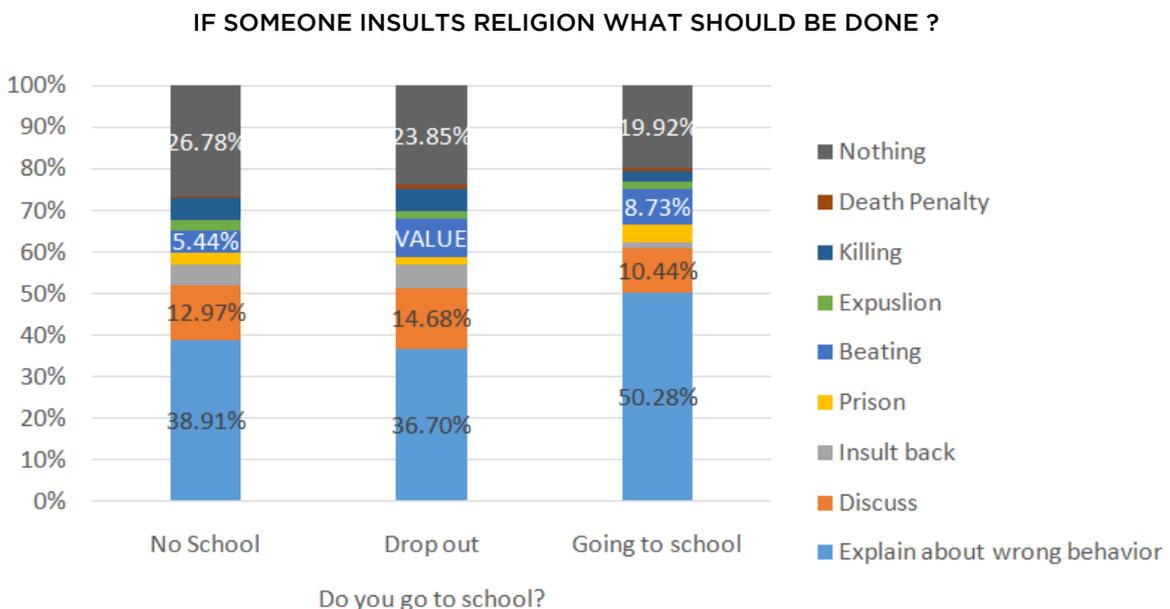


STUDYING PESSIMISM, PASSIVITY, AND RADICALIZATION

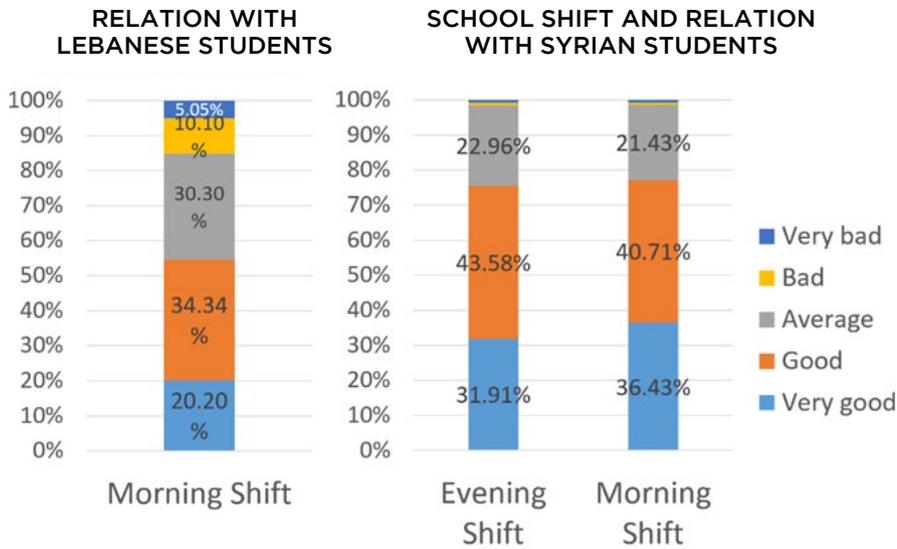
But how much do children feel in control over their future? To what extent are they tolerant and moderate? And how does this relate to schooling? The data shows that those going to school feel more in control of their future (37% low control and 17% high control for those not going to school, against 21% low control and 23% high control for those going to school).



In addition, schooling does help contain radical feelings in a particular way. The following chart evaluates radicalization in terms of children’s behavior if someone insults their religion. Those going to school tend to prefer more often to “explain to the person who insults them about their wrong behavior” (50.28% against 30.81% for those not going to school). At the same time, those going to school tend be less in favor of “doing nothing”; in fact, the percentage of those who would not act drops from 26.78% for those not going to school to 19.92% for those enrolled. This implies that there is a clear increase in active moderate behavior among those going to school. School might tackle radicalization by strengthening community cohesion. School is a crucial place for children socialization as it creates links between communities.



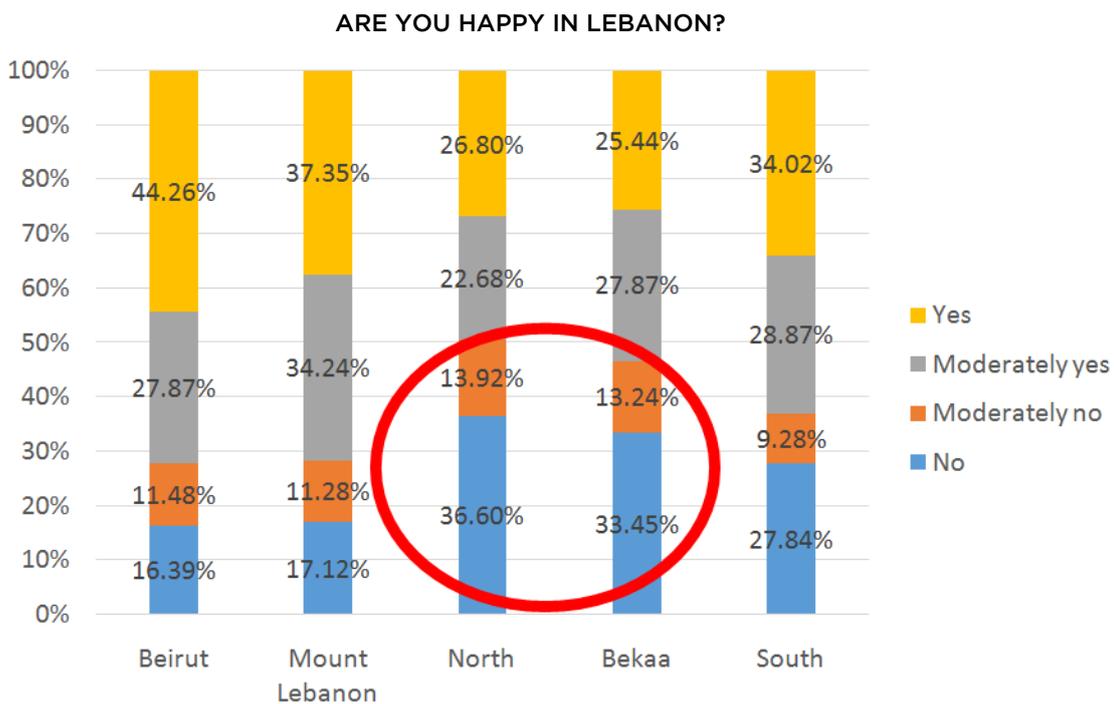
With regards to relation with classmates, the survey shows that around 55% of Syrian children consider their relations with Lebanese students very good and good, while 15% face difficulties in dealing with them. However, relations with Lebanese students and for morning shifts are not as good as relations with Syrian students and for evening shifts (second chart).



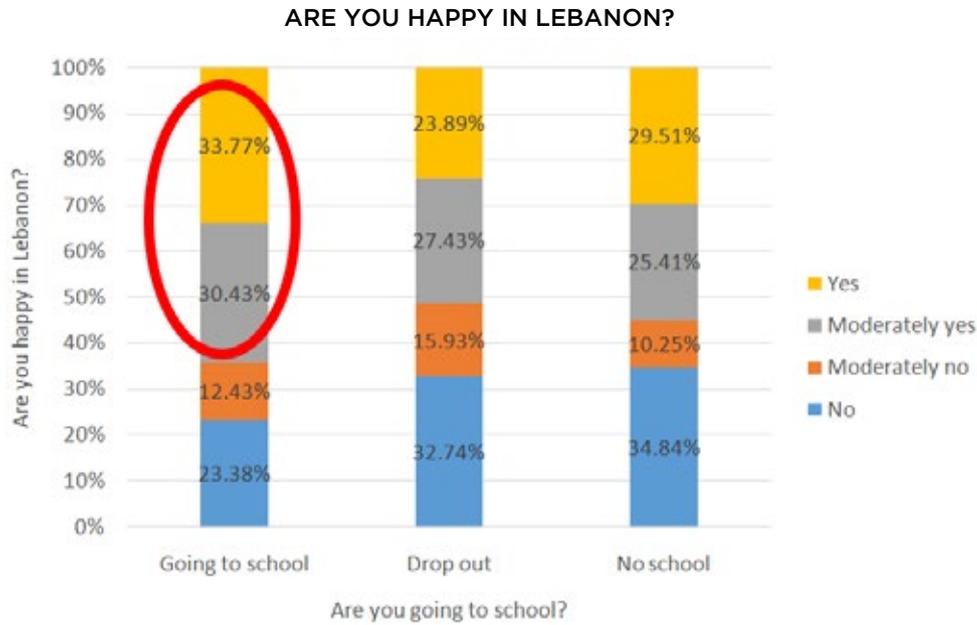
ARE SYRIAN CHILDREN HAPPY IN LEBANON?

Refugee youth in the North and Bekaa are the least happy in Lebanon: 50% are not happy in the North; 47% are not happy in the Bekaa; 37% are not happy in the South; 28% are not happy in Beirut and Mount Lebanon.

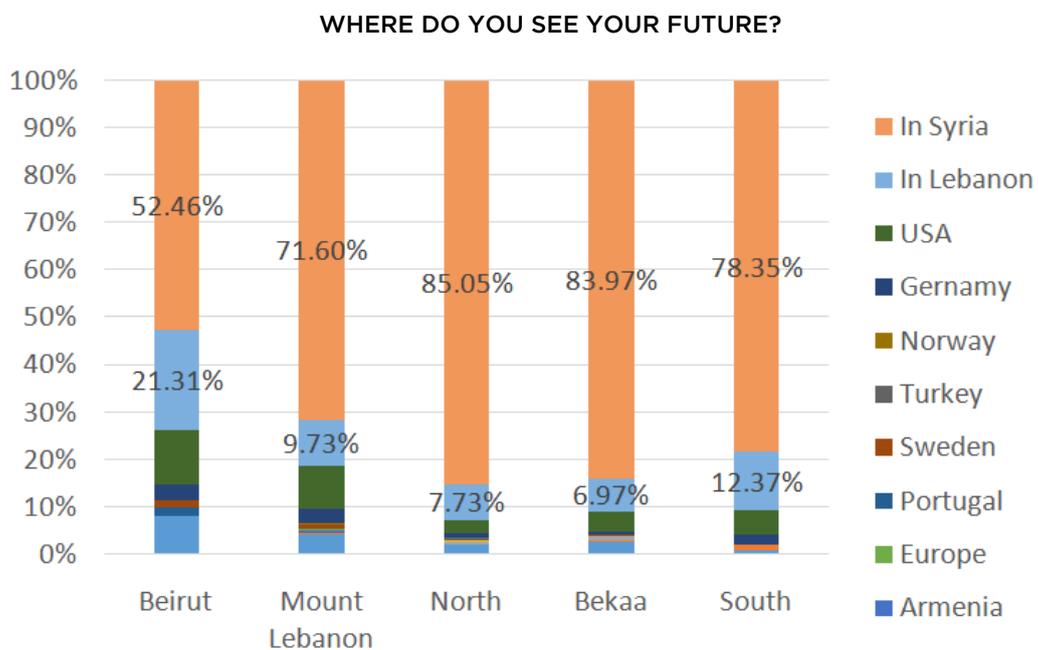
In the district of Beirut, more than 72 % consider themselves to be happy. The more they live far from the city the less happy they are.



Moreover, those going to school are happier in Lebanon (64%) than those not going to school (55%). Those who dropped out are the least happy (51%). In other words, school enrollment is a factor of happiness and contentment for Syrian children; it helps mitigate the effect and impact of displacement.



Finally, most of Syrian Youth see their future in Syria, especially those who live in the North, Bekaa and South. However, 47.5% who live in Beirut would rather stay in Lebanon (21.31%) or migrate in particular to USA and Germany.



REGRESSION ANALYSIS

To test the impact of all variables together in a single statistical model, we ran a regression analysis with going to school as a dependent variable, and all conditions that are outside school as independent variables. Many tests were run, the following table includes as independent variables:

- Gender
- Age
- Do you like school
- Do you work
- Security problems
- Moderation
- Control of destiny
- Child Marriage
- Revenue
- Mother education
- Father education
- Days in Lebanon

Some results are striking and meaningful:

- Gender and Income have no impact on schooling, which is definitely an important achievement of RACE. Schools are an equal opportunity among Syrian refugees.
- Father education has no impact while mother education does have impact on children schooling. This correlation corroborates results in a previous report showing that mother education is more likely to prevent child marriage than father education³⁵. The implication is that women education must be stressed.
- Those who work are less likely to go to school, and older children are less likely to go to school. This raises an important problematic linking work with schooling. The implication can be that parental access to job could lessen the child labor pressure.

Dependent Variable = Go to school

Regression Statistics

Multiple R	0.54572
R Square	0.29781
Adjusted R Square	0.287874
Standard Error	0.370092
Observations	861

	Coefficients	Standard Error	Stat	5% Significance
Intercept	1.0290	0.1125	9.1477	**
Age	-0.0477	0.0055	-8.7204	**
Work	-0.3467	0.0387	-8.9528	**
Like School	0.0441	0.0152	2.8957	**
Security Problems	0.0082	0.0587	0.1400	No
Gender	0.0497	0.0272	1.8303	No
Radical	-0.0320	0.0100	-3.1917	**
Mother Education	0.0402	0.0190	2.1123	**
Father Education	0.0072	0.0168	0.4300	No
Control Destiny	0.0010	0.0004	2.5050	**
Child Marriage	-0.0272	0.0128	-2.1297	**
Revenue	0.0000	0.0000	0.7096	No
Days in Lebanon	0.0000	0.0000	1.8821	No

- Those who are more radical are less likely to go to school and those who feel in control of their destiny are more likely to go to school. This means that there may be a mutually reinforcing relation between moderation and initiative on the one hand and schooling on the other. Those who are more moderate and more enthusiastic go to school, which helps them moderate further and feel in control of their future, which consolidates their link school, etc. This raises the problematic of those who are out of school and may be trapped in a cycle of radicalization and pessimism.

- Youth opposed to child marriage are more likely to go to school. Again, this raises the issue of young girls who have been socialized into the acceptance of child marriage and are outside school. They are in a vicious circle that will throw them into a premature marriage that they cannot avoid.

What is important in this analysis is that variables that were expected to be impacted by schooling, such as child labor,

child marriage, radicalization and initiative, seem to also be the causes behind the decision to go to school as they perform relatively well in the regression. This means that RACE has done the easy part, reaching out to those who could be mobilized to go to school and that the harder part remains to come, as those who are out of school are trapped in a cycle of deception and anti-social behavior that a normal schooling campaign cannot break. The schooling campaign needs to be accompanied with other initiatives related to work, child marriage, radicalization, and other anti-social behavior. This phenomenon can be referred to as “child capture”³⁶.

Note that if security does not prove to have significant impact, this is due to the inclusion of the work and age variables in the model (older children who work are less secure). If the same regression is rerun without these variables, security does turn out to have a significant impact, as children who feel more secure are more likely to go to school.

³⁶A multinomial Logit version of the same model produces similar results:

Source	Value	Standard error	Wald Chi-Square	Pr > Chi ²
Age	0.385	0.047	65.717	< 0.0001
Work	0.348	0.046	56.890	< 0.0001
Like School	-0.116	0.042	7.711	0.005
Security Prob	-0.018	0.043	0.167	0.683
Gender	-0.091	0.047	3.755	0.053
Radical	0.139	0.043	10.433	0.001
Mother Education	-0.110	0.049	5.040	0.025
Father Education	-0.030	0.048	0.390	0.532
Control Destiny	-0.109	0.043	6.376	0.012
Child Marriage	0.084	0.042	4.087	0.043
Revenue	-0.037	0.043	0.736	0.391
Days in leb	-0.077	0.049	2.402	0.121

35. Carole Alsharabati and Hala Itani, « Enquête sur le mariage précoce au Liban et chez les réfugiés syriens », July 2015, <http://www.isp.usj.edu.lb/pdf/FinalIII%20June%2029%20Images%20Hi%20res.pdf>

SUMMARY

This report is based on 914 Syrian refugees surveyed from all of Lebanon. The data was collected between December 2015 and February 2016 to evaluate the impact of the Ministry of Education's "Back to School" campaign launched in September 2015.

The main figures discussed concerning the Syrian refugees' enrollment in terms of access and quality of learning are the following:

SCHOOL ACCESS

- 60% of Syrian refugees go to school, 27.44% are not going to school while 12.56% drop out.
- The highest enrollment is in Beirut (75.5%) and the lowest in the South (52.5%).
- The highest drop-out rates are in the Bekaa (17.36%) and in the South (13.4%), while the lowest is in Beirut (4.92%).
- School enrollment decreases with age:
 - The majority of children age 8-12 (73.73%) go to school and the curve is dramatically reversed after age 14 (39.7%).
 - 25.4 % of children aged 15 go to school.
 - 10.5% children age 16 go to school.
 - 15% of children age 17 go to school.
- Public school is the main setting of education. 47% of Syrian children are enrolled in Lebanese official school.
 - 16% attend different types of schools.
 - 6% attend private schools.
- Among children attending public school, 64.5% are registered in evening shift while 35.5% in morning shift.
- 50% go to morning shift in Beirut, 48%

in South, 36% in Mount Lebanon, 30.5% in North and 26.5% in Bekaa.

- The highest enrollment in Syrian program is in North (24.6%) and Bekaa (24%).
 - Quality of learning
 - For 85% of Syrian children distance from school is less than 30 minutes : 34% of students are 0-10 minutes away from school and 51% are 10-30 minutes away.
 - The bus is the main mean of transportation to school: 54% go to school by bus, and 42% walk to school.
 - 20% don't have books, 20% don't have school stationary.
 - Only 14% of Syrian refugees are in mixed classes (with Lebanese students).
 - The third of Syrian students have problems at school (sometimes or always).
 - English classes are the least popular, then come Math and French.
 - Three important factors impact school enrollment:
 - Distance: The higher the distance from school the less likely are children to enroll.
 - Relations with teacher, and follow up through homework seem important to fight drop outs.
 - Security: Refugees facing security issues don't go to school and this applies especially to students age 15-17 and who don't have residence papers.
- ### CHILD LABOR
- There is a strong correlation between work and going to school: 69% of those not working go to school, 12.6% of those working go to school.
- ### CHILD MARRIAGE
- Refusal of child marriage is significantly

greater among girls age 13-18 going to school (62%, against 37% for girls not going to school).

RELATIONS WITH HOST COMMUNITY

- Relations with Lebanese students and for morning shifts are not as good as relations with Syrian students and for evening shifts. Happiness/Future plans

- 59% are happy in Lebanon. 41% are unhappy in Lebanon.

- Home, Family, friends, and school are missed most.

- 50% are not happy in the North, 47% are not happy in the Bekaa, 37% are not happy in the South, and 28% are not happy in Beirut and Mount Lebanon.

- Those going to school are happier in Lebanon than those not going to school.

- Those who dropped out are the least happy.

- Most of Syrian Youth see their future in Syria, especially those who live in the North, Bekaa, and South.

- When they grow, the largest proportion (31%) wants to become teachers.

CHILD CAPTURE

- Children outside school today will be harder to enroll as they are capture in a vicious circle that blocks them from entering school which worsens their situation and amplifies their reasons not to join, including: child labor, child marriage, radicalization and pessimism.



POLICY RECOMMENDATIONS

Education is a main leverage to control early marriage, child labor, radicalization, lack of social cohesion, lack of initiative, and build enthusiasm and hope among refugee youth in Lebanon.

FOCUS ON TEENAGERS

The Ministry of Education's "back to school" initiative has shown results and progress this year. Free public schools have been accessed by 47% of refugee children regardless of their gender and income level (compare to 21% of 6-18 age students for 2014-2015 school year). The number of enrollment has more than doubled in one year. However, this progress has taken place within the easier segment of the youngest. The toughest has yet to come. The more vulnerable groups, including older children in remote areas, have not been enrolled yet. It is crucial to identify adolescents (from age 14) who are at risk of dropout, or who have dropped out recently, and provide them with suitable counseling, academic support and alternative options for education.

ACCESS TO SCHOOL

In order to increase access to school, transportation and distance should be addressed. Safety is also a key factor for school access and legalization of residential papers will help in this regard (although they are not needed for school registration). Furthermore, it is necessary to increase support to MEHE to build more schools, increase teaching resources and expand capacity.

QUALITY

Quality relations with teachers and friends, assignment of homework, and follow up also matter. This is why additional support by informal schools must back education without being a substitute. This also brings up the importance of school inspections which should focus on the study environment, professional support

for teachers, and counseling services for both host society and refugee community in order to mitigate social tensions and favor less segregated classrooms. It might be interesting to offer students, during the summer, short and intensive pre-school courses in problematic subjects.

REGIONAL DISTRIBUTION

Access to school is not the same across regions, and it is the lowest in areas where it is needed most, such as Akkar, Bekaa, and especially Eرسال/Baalbeck. This selection effect needs creative education policies and special focus to remote areas and vulnerable groups. It may be useful to integrate Syrian teachers in public schools in these areas in order to facilitate enrollment. It is also important to promote and fund the development of structured and accredited NFE programmes that can accommodate large numbers of refugee children and youth especially in rural areas.

AGE

Another selection effect, and one that is critical, is age. Special attention should be given to children age 15 and above. Those children may need special programs, close follow ups, and possibly the choice of going towards vocational training, and language consolidation programs. In addition, future generations should be carefully oriented towards Brevet Baccalaureate and job opportunity to avoid another lost generation.

SHIFTS

Morning shifts seem to be difficult with regards to interaction between Lebanese and Syrian students, while evening shifts don't include Lebanese students. This raises the question of mixed classes and the importance of a successful coexistence between these two social groups. This is not solvable on a school level but requires a national strategy to mitigate social tensions. However, there is an urgent need to revisit school admission policies

towards the first shift (that costs the double than the second shift), expand first shift capacity and increase the number of mixed ability classroom and children. The second shift should remain a transitional or catch-up period.

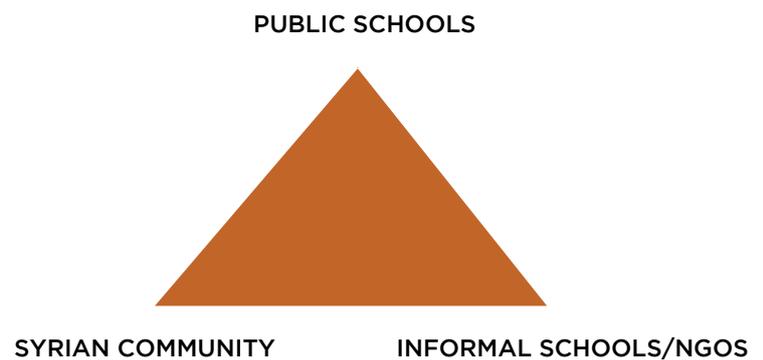
INTER-MINISTERIAL COORDINATION

A back to school campaign and a national strategy for social cohesion must include other initiatives related to child marriage, child labor, anti-social behavior, and safety. A holistic approach to education is important to break the vicious circle of pessimism and reach out for the unreachable. For this, inter-ministerial coordination is important.

And finally, to conclude, the triangle of success with regards to refugee

education, consists of a solid cooperative alliance between public schools, Syrian community, and informal schools/NGOs. Each stakeholder will bring its own contribution to a joint challenge which will get bigger next year at the schooling program attempt tackle the “child capture” problem.

TRIANGLE OF SUCCESS



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APPENDIX I: QUESTIONNAIRE

Education is a main leverage to control early marriage, child labor, radicalization, lack of social cohesion, lack of initiative, and build enthusiasm and hope among refugee youth in Lebanon.

Nationality?

- Lebanese Syrian Other

RESIDENCE:

- | | | |
|--|--|---|
| <input type="checkbox"/> Akkar Baabda | <input type="checkbox"/> Batroun | <input type="checkbox"/> Saida |
| <input type="checkbox"/> Minnieh-Dinnieh | <input type="checkbox"/> Aley | <input type="checkbox"/> Baalbek-Hermel |
| <input type="checkbox"/> Zahrary | <input type="checkbox"/> Tripoli | <input type="checkbox"/> Chouf |
| <input type="checkbox"/> Zahleh | <input type="checkbox"/> Tyre | <input type="checkbox"/> Zgharta |
| <input type="checkbox"/> Beirut West | <input type="checkbox"/> Bekaa-Rashaya | <input type="checkbox"/> Jezzine |
| <input type="checkbox"/> Koura | <input type="checkbox"/> Metn | <input type="checkbox"/> Jbeil |
| <input type="checkbox"/> Nabatieh | <input type="checkbox"/> Bcharreh | <input type="checkbox"/> Bint Jbeil |
| <input type="checkbox"/> Kesrwan | <input type="checkbox"/> Hasbaya-Marjeyoun | |

Sex? Male Female **Age?** Years (numeric)

Date of arrival in Lebanon: mm/yyyy:

Where did you live in Syria? (Mouhafaza)

Who did your family know in Lebanon before your arrival?

- People from my hometown
 Lebanese friends
 Members of my Family
 Lebanese relative
 Nobody

What are your main concerns/worries living in Lebanon?

.....

Where do you live:

- Apartment / house (not shared)
 Apartment / house (shared)
 Substandard shelter (garage/construction/shop/etc.)
 Collective shelter (without management)
 Collective center (with management)
 Formal or informal settlement
 Homeless / No shelter

Do you like school?

- A lot
 Somewhat
 A little
 Not at all

Did you go to school in Syria?

- Yes until we came to Lebanon
 No at all
 Not during the last years

Do you go to school in Lebanon?

- Yes
 I went then dropped school
 No I never went to school in Lebanon

If answer is (No), then why?

- I don't have the needed documents (specify)
 I can't find a school
 I work
 I am afraid not to get along with kids
 I am afraid not to get along with school staff
 My parents don't want
 I don't want to go to school
 It's too far
 It's too expensive
 Not important
 I want to stay with my friends
 School refused to register me

If answer is (I went then dropped school), then why?

- I don't longer have the needed documents
 I needed to work
 I was bullied
 My parents pulled me out
 I don't want to go to school anymore
 It's too far
 It's too expensive
 I couldn't understand the teacher
 I didn't find it useful
 My friends are not going to school
 School refused to register me (specify)
 I finished school

If answer is 16 (b), how long did you stay in school?

- Since October/November 2015
 Between a month and three months
 Between 3 months and a year
 Between a year and 2 years
 Between 2 years and 3 years
 Between 3 years and 4 years
 Over 4 years

If you went to school:

- First time
 Since 1 year
 Since 2 years
 Since 3 years
 Since 4 years
 With interruptions (specify)

If you went to school: What kind of school?

- Public Lebanese school
 Private Lebanese school
 Informal school
 I don't know

School name:**What grade are you in?**

- Kindergarden
 Grade 1
 Grade 2
 Grade 3
 Grade 4
 Grade 5
 Grade 6
 Grade 7
 Grade 8
 Grade 9
 Grade 10
 Grade 11
 Grade 12

In case you go to school: Do you go:

- First shift
 Second shift
 Accelerated program in public school
 Private school for Syrian only
 Informal camp school
 Informal Syrian school
 Religious school
 Private lessons

If going to school: What is the program taught?

- Syrian
 Lebanese
 I don't know

If (Lebanese): In what language?

- Arabic
 French
 English

How often do you go to school?

- Everyday
- Frequently
- From time to time
- Rarely
- Never

If you don't go to school every day, why not?

- My Family doesn't let me
- Too far
- Need to work
- Sick
- Can't wake up
- Don't like school
- Don't have money
- For health reasons
- Other (specify)

How do you go to school?

- Bus
- Walking
- Parents drop
- Other (specify)

How long does it take you to go to school?

- Less than 10 minutes
- From 10 to 30 minutes
- From 30 minutes to an hour
- From 1 hour to 1h30
- More than 1h30
- I don't know

Do your parents oblige you to go to school?

- Yes
- No

What do you have in class:

- Own chair and desk
- Own books
- Own school supplies
- Board and chalk

Number of students in your class?

- Less than 10
- Between 10-20
- Between 20-30
- More than 30

Percentage of Lebanese and Syrian students?

- All Lebanese
- Mostly Lebanese
- Mixed
- Mostly Syrian
- All Syrian

Nationality of your teachers?

- All Lebanese
- Mostly Lebanese
- Mixed
- Mostly Syrian
- All Syrian
- Not at all

Do your teachers give you homework?

- Regularly
- From time to time
- Rarely
- Never

Do you do your homework regularly?

- Yes
- No

If not, why?

- No help at home
- I don't like homework
- I work before/after school
- I can't study at home because I help my family with work
- I can't study at home because I help my family with housekeeping
- I don't study at home because I'd rather be with my friends

How would you describe your relationship with Lebanese children at school?

- Very good
- Good
- Neutral
- Bad
- Very bad
- No Lebanese students in class
- No interaction

How would you describe your relationship with Syrian children at school?

- Very good
 Good
 Neutral
 Bad
 Very bad
 No Syrian students in class
 No interaction

How would you describe your relationship with teachers?

- Very good
 Good
 Neutral
 Bad
 Very bad
 No interaction

How would you describe your relationship with school administration?

- Very good
 Good
 Neutral
 Bad
 Very bad
 No interaction

Did you face problems (mashakel) in school?

- At all times
 Sometimes
 Never

Where is this happening?

- In the classroom
 In the playground
 In bus
 At the School Gate
 Other (specify)

Who is making those problems?

- Other Syrian students
 Lebanese students
 Lebanese parents
 Syrian parents
 Teachers
 Administration
 Unknown persons

Please give an example

If you face problems in school, how do you address them?

- I refer to my family
 I seek support from other Syrian students
 I seek support from Lebanese students
 I seek support from Lebanese teachers
 I seek support from Syrian teachers
 I seek support from school administration
 I run away
 I don't say anything

Do you like your teacher?

- Yes
 Most of them
 Some of them
 No

Why?

Do you understand when he/she explains?

- Very Difficult
 Difficult
 Easy
 Very easy

If a) or b): Why?

- Too fast
 I don't understand the language
 It's very complicated
 It's boring
 Other

What is the course you dislike the most?

- French
 Arabic
 English
 Math
 Physics
 Chemistry
 Arts
 Sports
 Biology
 History
 Geography
 Civic education

What is lacking and will help you to feel better at school?

- Books
- Table
- Chair
- Toilets
- Computer
- Heater/Cooler
- School supplies
- Food
- Drinking water
- Care/warmth
- Fun activities
- Other (specify)

What do you want to become when you finish school?

- Teacher
- Doctor
- Lawyer
- Politician
- Journalist
- Engineer
- Sheikh/priest
- Businessman
- NGO worker
- Other (please specify):

Do you work?

- Yes
- No

If yes, what kind of work?

- Delivery man
- Seller
- Peddler
- Farming
- Mechanic/Cars
- Construction
- Houseworker
- Other (specify)

How many days per week do you work?

.....

How many hours per day do you work?

.....

What is your personal daily income (\$)?

.....

Do you like to work?

- A lot
- Quite
- A Little
- Not at all

What do you do during the day when you're not working or studying?

- Pray
- Play
- Housecleaning/cooking
- Taking care of the youngest
- Study by my own
- Nothing
- Other (specify)

Do you pray?

- Sometimes
- Everyday
- No

Where do you pray?

- At home
- At the mosque/church
- At friends place
- At the Moussala

Who teaches you to pray?

- Father
- Mother
- Local sheikh
- Imam at the mosque
- Friends
- Brothers
- Sisters
- TV
- Priest
- No one

How often do you go to the mosque / church?

- Once a day
- Many times a day
- Many times a week
- Once a week
- On Friday only (on Sunday only)
- Once a month
- Less than once a month
- I never go

What type of games do you play?

- Ball games
- Race
- Play with toys
- Hide and seek
- Police and thief
- Electronic games (cybercafé, telephone)
- War games
- Play Cards
- Billiard and babyfoot
- Other games

What activities would you have liked to have?

- Swimming
- Ball games
- Bicycling
- Reading
- Walking around
- Gymnastics
- Dance
- Singing
- Theatre and cinema
- Cultural activities

What prevents you from doing in it?

- Distance
- Cost
- Parents
- Work
- School
- No friends
- Other

With whom do you play?

- Young members of our family
- Adult members of our family
- Lebanese children from neighborhood
- Syrian children from neighborhood
- Lebanese friends from school
- Syrian friends from school
- Alone

Do you know other Lebanese children other than from school?

- Yes
- No

If yes, are your parents okay with it?

- Yes
- No
- They don't know

Are you in favor of marriage before age 18?

- Totally against
- Against
- In favor
- Totally in favor

Did you ever have problems with Lebanese security services?

- Yes
- No

If yes from which services?

- Amn al-'am (Surêté Générale)
- Army
- Amn al-dawleh
- Amn al-dekhle (FSI)
- Baladiyyé
- With other groups (specify)

If yes, what kind of problems?

.....

If a person of your age insults you, how would you react?

- Insult him back
- Hit him back
- Report to your parents
- Ask help from friends
- You ignore him
- Forgive him

What frightens you the most?

- Group of young men in the street
- Checkpoints
- Syrian neighbor
- Lebanese neighbor
- Raids at home by body authorities
- Armed groups or parties
- No one
- Other (specify)

Who do you respect the most?

- Cheikh
- Moukhtar
- Chawich
- Employer
- School director
- Teacher

Where do you feel the most insecure?

- Street
- Home
- Work
- School
- Neighborhood
- Public transportation
- Security station

Did you ever experience any of the following?

- Me/my family were insulted
- Me/my family were threatened verbally
- Me/my family were assaulted/ beaten
- Me/my family were blackmailed (ibtizaaz)
- My friends were insulted
- My friends were threatened verbally
- My friends were assaulted/ beaten
- Heard stories of other Syrians insulted/ threatened/ assaulted

What cause do you think would be worth to take up arms and fight for?

- To protect my family
- To protect my city
- To defend my country
- To defend my religion
- To fight against injustice and oppression
- To fight against sin and apostasy in the world
- To fight for freedom and human dignity
- To fight for the right way to God
- To have enough to eat
- To have more money
- Other (please specify)

If someone hurts a member of your family? Would it be just to hurt him?

- Yes
- No

If someone insults religion, should he/she be:

- Told it's wrong
- Talked with
- Insulted
- Expelled
- Imprisoned
- Beaten
- Executed
- Nothing should be done to him/her

Which of the following values is most important to you?

- Faith in God
- Freedom
- Justice
- Peace
- Human dignity
- Safety and security
- Public order
- Money

Are you happy in Lebanon?

- Yes
- No

What are you missing the most?

- House
- Friends
- Family
- School
- Your belongings (clothes/toys)
- Others

Where do you see your future?

- In Syria
- In Lebanon
- Europe
- America
- Australia
- Arab countries
- Turkey
- Other (not stated)

Some people feel they have completely free choice and control over their lives, while other people feel that what they do has no real effect on what happens to them. Please use this scale where 1 means "no choice at all" and 10 means "a great deal of choice" to indicate how much freedom of choice and control you feel you have over the way your life turns out:

1 2 3 4 5 6 7 8 9 10

TO PARENTS**Do the parents think school is important?**

- Yes
 No

How did the parents know about the school you were registered in?

- UNHCR
 NGO
 Friends
 Family
 Lebanese authorities
 By chance
 Other (specify)

Was it easy to register at school?

- Very easy
 Easy
 Neutral
 Difficult
 Very difficult

If registered in the second shift, did you try registering in morning shift?

- Yes
 No
 Doesn't apply

Why didn't it work out?

- No ID
 No UNHCR registration
 No certificate from previous school years
 Too expensive
 School refusal

Occupation of your father in Syria?

- Upper management
 Middle management
 Specialized, self-employed: doctor, lawyer, pharmacist
 Has his own business
 Farming
 Office employee
 Out-of-office employee: sales person
 Skilled worker: carpenter, technician...
 Unskilled worker: Porter ...
 Student
 Unemployed
 Housewife
 Retired

Occupation of the father in Lebanon?

- Upper management
 Middle management
 Specialized, self-employed: doctor, lawyer, pharmacist
 Has his own business
 Farming
 Office employee
 Out-of-office employee: sales person
 Skilled worker: carpenter, technician ...
 Unskilled worker: Porter ...
 Student
 Unemployed
 Housewife
 Retired

Education level of father

- Primary (till grade 6)
 Intermediate (till grade 9)
 Secondary
 Secondary technical
 University

Is your mother working?

- Everyday
 From time to time
 No, she cannot work
 No, she cannot go out

Occupation of the mother in Syria ?

- Upper management
 Middle management
 Specialized, self-employed: doctor, lawyer, pharmacist
 Has his own business
 Farming
 Office employee
 Out-of-office employee: sales person
 Skilled worker: carpenter, technician ...
 Unskilled worker: Porter ...
 Student
 Unemployed
 Housewife
 Retired

Occupation of the mother in Lebanon?

- Upper management
 Middle management
 Specialized, self-employed: doctor, lawyer, pharmacist
 Has his own business
 Farming
 Office employee
 Out-of-office employee: sales person
 Skilled worker: carpenter, technician ...
 Unskilled worker: Porter ...
 Student
 Unemployed
 Housewife
 Retired

Educational level of mother

- Primary (till grade 6)
 Intermediate (till grade 9)
 Secondary
 Secondary technical
 University

Household income level in Syria?

.....Syrian Pound

Daily household income level in Lebanon?

.....Lebanese Pound

APPENDIX II: INITIAL SAMPLING (REAL SAMPLE TURNED OUT SLIGHTLY DIFFERENT)

	Caza	Town	Number		Caza	Town	Number		
Beirut		Achrafieh	6	Chouf		Barja	6		
		Basta Tahta	3			Barouk	2		
		Beirut	11			Chhime	3		
		Hamra	3			Damour	3		
		Mazraa	2			Dawha	2		
		Mousaitbeh	2			Dibbiye	2		
		Ras el Nabee	2			Jiye	5		
		Tariq el Jdide	10			Ketermaya	3		
		Total	38			Naame	8		
							Ouadi ez Zeyni	4	
M-L	Aley	Aaramoun	7		Rmaile	2	Total	40	
		Aley	6	Metn	Antelias	5			
		Bchamoun	4			Beit Meri			2
		Bhamdoun	3			Borj Hammoud			23
		Chouaifat	10			Broumana			3
		Hay es Sellom	9			Dekouane			6
		Kaifoun	2			En Nabaa			6
		Khalde	8			Fanar			3
		Total	49			Jdaide			3
									Mazraat Yachoua
	Baabda	Bir Hassan	14			Sabtiye	3	Total	70
		Borj Brajneeh	25		Sad el Baouchriye	6			
		Chiyah	3		Sin el Fil	8			
		Cite Sportive	18		Total	70			
Ouzai		12	Jbeil	Aamchit	2				
Ghobeiri		6			Nahr Brahim	2			
Hadath		3			Total	3			
Haret Hreik		6							
Jnah		9							
Mraije		3							
Total	97								

	Caza	Town	Number		Caza	Town	Number
	Kisrwan	Bouar	2		Tripoli	Abou Samra	24
		Faraya	2			Dam Wa Farz	2
		Jounieh	3			Mina	6
		Mairouba	2			Fouwar	4
		Qlaiaat	2			Mhamra	2
		Zouk Mosbeh	2			Mina Jardin	3
		Zouk Mkyael	2			Qalamoun	3
		Total	13			Qoubbe	7
						Shok	3
						Tal	2
						Tripoli	2
						Wadi Nahle	2
						Zahrieh	3
						Total	65
N-L	Akkar	Abde	4		Zgharta	Ehden	2
		Amayer	3			Miryata	3
		Andqat	2			Miziara	2
		Awade	3			Zgharta	5
		Bebnine	6			Total	13
		Berqayel	4		Beqaa	Baalbeck	55
		Bire	4			Baalbek	17
		Borj el Arab	2			Bednayel	2
		Halba	10			Britel	7
		Khirbet Daoud	3			Qaa	10
		Knaisse	3			laat	2
		Kousha	2			Fakehe	2
		Ouadi Ej Jamous	2			Qaa Bou Aay	3
		Qoubbet Chamra	2			Tammine tahta	2
		Rajm Hssein	2			Tammine fawqa	2
		Takrit	2			Total	102
		Wadi Khaled	6		Hermel	Hermel	2
		Total	62		Rachaya	Bire	2
						Dahr Ahmar	3
	Becharré	Bcharré	2			Khirbet Rouha	2
	Batroun	Aabrine	2			Rafid	2
		Batroun	5			Total	8
		Chekka	4		West Bekaa	El Marj	17
		Kfar Helda	2			Ghazze	14
		Ras Nahache	2			Haouch el Harim	6
		Total	14			Joub Jannine	6
						Kamed el Laouz	3
	Koura	Dedde	2			Mansoura	3
		En Nakhle	2			Qaraoun	4
		Kfar Aaqqa	2			Souairi	3
		Kousba	2			Total	56
		Ras Maska	4				
		Total	13				
	Miniye						
	-Dinnyé	Aassoun	3				
		Bakhaoun	3				
		Bhannine	6				
		Bqaa Safrin	3				
		Deir Amar	2				
		Beddaoui	12				
		Minieh	19				
		Sir ed Dennyé	9				
		Total	57				

	Caza	Town	Number
	Zahle	Al Faour	7
		Bar Elias	27
		Chtaura	4
		Deir Zenoun	5
		Dalhamiye	9
		Haouch el Oumara	2
		Haouch Moussa	3
		Jlala	2
		Karak Nouh	3
		Kfar Zabad	3
		Madinat Sinayya	3
		Majdel Anjar	14
		Qabb Elias	23
		Raite	3
		Rayak	4
		Saadnayel	21
		Taalabaya	14
		Taanayel	3
		Zahle	14
		Total	166
S-L	Bent Jbeil	Tebnine	2
	Nabatieh	Aabba	2
		Doueir	2
		Insar	3
		Kfar Roumman	4
		Kfar Sir	2
		Nabatieh Fawqa	3
		Nabatieh Tahta	3
		Qsaibe	2
		Total	22
	Hasbaya	Chebaa	3
	Jezzine	Jezzine	1
	Marjaayoun	Khiam	3
		Marjaayoun	3
		Total	6
	Saida	Ain el Heloue	3
		Zahrani	4
		Ghaziye	3
		Saida	14
		Sarafand	3
		Total	29
	Sour	Aabbassiye	3
		Borj el Chemali	3
		Qana	2
		Rachidiye	2
		Siddiqine	3
		Sour	11
		Total	25

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