

Situation Analysis of Education in Lebanon

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Introduction

Since 2011, the Syrian conflict has caused the displacement of hundreds of thousands of Syrians from their homeland to neighboring countries. So far the displaced are divided between Lebanon, Jordan, Iraq, and Turkey. According to the UNHCR, Lebanon is currently hosting approximately one million Syrian refugees which amount to around one in five people in the country half of which are children. Over 252,000 Syrian refugee children are of school-age, but only 30% are actually enrolled in school.

Disruption of learning significantly threatens the future prospects of Syrian refugee children and increases their exposure to protection risks, thus the Lebanese public education system has borne the brunt of the adjustment to the refugee inflow and the Ministry of Education and Higher Education (MEHE) has made an important effort to accommodate refugee children. In consultation with many international organizations, the Ministry permitted the enrollment of Syrian children in state schools regardless of their legal status. Further, to support both the refugees and their host communities, MEHE allowed local and international organizations to implement formal and non-formal educational activities in its public schools and has also waived all public school registration fees for the last two academic years.

Despite these commendable measures, a large number of Syrian children are still unfortunately out of school. Many of them were enrolled, but for a variety of reasons never started school or left during the year, and many more were not even registered. To assess the underlying causes of this situation and the quality of education provided to the Syrian refugees, Education International (EI) Arab Countries office and Friedrich Ebert Stiftung (FES) resorted to research methods capable of exhibiting teaching and learning behaviors at the Lebanese public and private schools, the access and learning environments and the professional development of the Lebanese education system and teachers as well.

Objectives

Out of the EI's and FES's interest in the quality of education and their work on sustainable development goals and strategies on the refugee's right to education, they conducted this study in the aim of determining what factors are affecting the quality education for both Syrian refugees and Lebanese students at Lebanese schools and assessing schools' learning environments and outcomes. The study also addressed the teachers' conditions of work and their educational profiles.

Methodology

Representatives from Education International (EI), Friedrich Ebert Stiftung (FES), League of Public Primary School Teachers (PPSTL), League of Public Secondary School (LPESPL) and Teachers Syndicate of Lebanon (TSL) participated in a planning meeting held by EI to define the survey, its content and objectives. At a later stage, the questionnaire was developed in English and it consisted of around sixty questions divided into four main sections and was later translated into Arabic (please refer to appendix).

Due to administrative limitations imposed by the Ministry of Education, it was hard to fill the hardcopy of the questionnaire inside schools. Therefore, by the efforts of the teachers unions, 4 regional meetings were prepared and convened in the Bekaa, South, Beirut/Mount Lebanon and North areas. An average of 100 teachers and admin staff from different schools were invited to each of the meetings to ensure a minimum of 50 participants per area. After elucidating the content of the questionnaire, participants were invited to fill the survey. Lastly, an electronic form of the questionnaire was used to enter the data which was registered on an online platform and exported as excel form.

The study was conducted between October and November 2016. The anonymous database sample consisted of 213 teachers and admin staff working at public, private for free and private schools across all the Lebanese regions. Research confidentiality ethics were not necessary for this study, as the database did not contain any personal identifying information. Data was examined using descriptive and analytical statistics.

Quantitative Findings

General Overview

A total of 213 applicants from the Bekaa, South, Beirut/Mount Lebanon and the North participated in our study. Participants were distributed between schools' admin staff (74 percent) and teachers (26 percent). A minimum of 2 years of service and a maximum of 45 were related to our participants who were mostly coming from public schools (94 percent), private for free (4 percent) or private schools (2 percent).

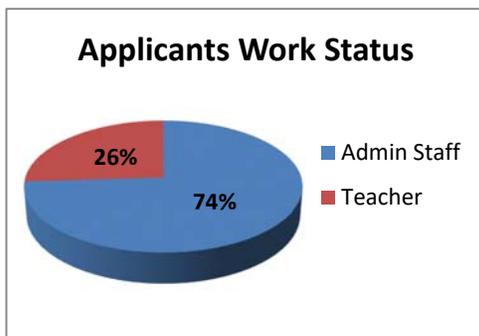


Figure 1

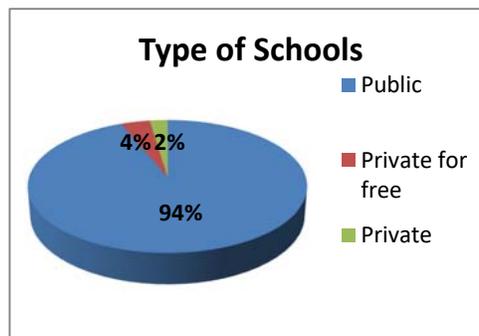


Figure 2

As shown below, the overall group indicated that formal education is provided in each of the schools which were represented by our participants, while only 13 percent of them stated that they are also providing non-formal education.

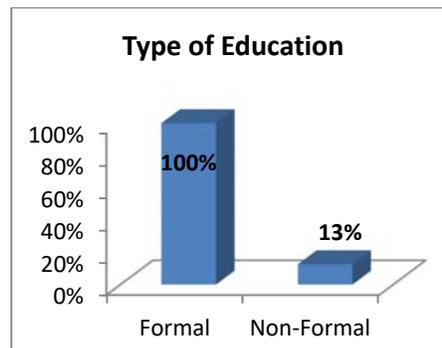


Figure 3

In the last decade, non-formal education (NFE) has gained momentum as both a substitute and supplement to formal education. NFE uses alternative forms of organizing education and different teaching/learning methods to provide basic education as well as valuable skills for children's personal development and future employability. NFE plays an integral role in helping children overcome exclusion, especially in emergencies. (Please refer to appendix for an insight of the NFE programs implemented by UNICEF partners in many public schools across all Lebanese regions). Additionally, 125 out of the 213 participants also indicated that their schools are providing formal education for Syrian refugees in the afternoon (second shift).

School Sizes

As shown in the below tables, 208 out of the 213 participants were able to define the size of schools providing formal education while only 16 mentioned the size of schools providing non-formal education. Generally, the majority of schools have either 100 to 500 or 500 to 1000 children which are considered as medium sized schools in Lebanon.

Formal Education			Non-Formal Education		
School Size	Total Number	Percentage	School Size	Total Number	Percentage
Less than 100	3	1%	Less than 100	2	13%
100 to 500	114	55%	100 to 500	8	50%
500 to 1000	61	29%	500 to 1000	4	25%
More than 1000	30	14%	More than 1000	2	13%
Total	208	100%	Total	16	100%

School Cycles and Grades

As for cycles, elementary and intermediate cycles were most commonly available in the majority of schools which are considered as basic education in the Lebanese system: Education in Lebanon is divided into 5 cycles split in 3 phases: Pre-school education, basic education, and secondary education, the latter ending on a Baccalaureate certificate which gives access to tertiary education. In general, education is compulsory at the age of 6 to 14, being the basic education cycle. Pre-school education (cycle 1) starts at age 3 or 4. Basic education is then composed of two levels: elementary level and intermediate level. Elementary level is grade 1 to 3 (cycle 2) and grades 4 to 6 (cycle 3). Intermediate level is grades 7 to 9 (cycle 4). Secondary Education is grades 10 to 12 (cycle 5).

As shown in the below figures, participants indicated that elementary classes, followed by intermediate and kindergarten existed in most of schools represented by our applicants:

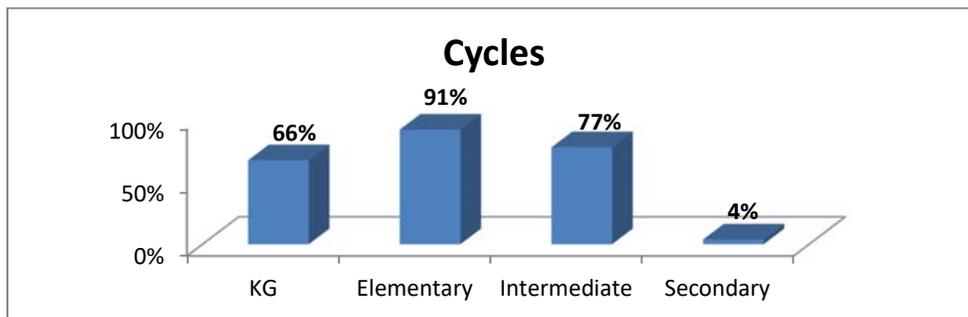


Figure 4

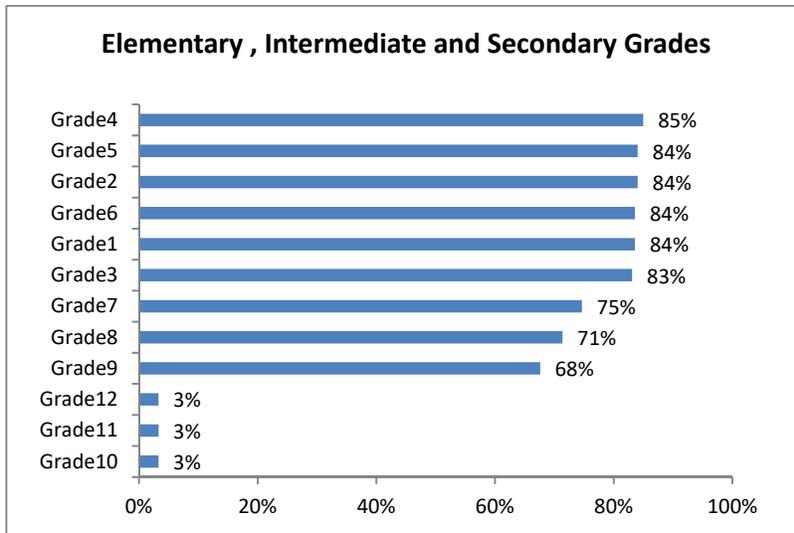


Figure 5

Distribution of children in the formal education

As per applicants, an average of 18 sections providing formal education exists per school. On average, each section consisted of 25 children in the first shift (am shift) and 32 in the second (pm shift).

According to our participants, the estimated number of Syrian children participating in the first shift of formal education is 8 out of 25 children (32 percent). All of them also added that the second shift of formal education was completely designated to the Syrian refugees (100 percent).

Type and Distribution of children in the non-formal education

Knowing that twenty seven participants (13 percent) reported that their schools are providing non-formal education in the afternoon (pm shift), all of them also indicated that this type of education is only provided to refugees with an average of 27 children per section. On average, 16 sections per school were providing such type of education including:

- Community based education program which was available in 10 schools;
- Accelerated learning program which was available in 8 schools;
- Remedial Classes and Self Learning which were both available in 5 schools;
- Recreational activities which were available in 3 schools;
- Basic Numeracy and Literacy program available in only 1 school.

Access and Learning Environment

Facilities, Supplies and Services

The majority of schools (85 percent) did not face any interruption in services in the past year while the remainder (15 percent) indicated that their schools stopped for an average of 6 days mainly due to winter storms or teachers strikes. Few of them also added that the pm shifts in schools stopped for few days due to either the lack of transportation arrangements for Syrian refugees or the inability of Syrian parents to pay for the transportation fees. It was also reported by one participant that due to security issues in “Al Qaa” region, schools in the area had to close for only 2 days.

As for the gaps in school supplies, it is worth noting that 137 applicants reported that their schools are lacking many supplies including students’ chairs, classrooms tables, computers, white boards... etc. Please refer to the below chart for an insight of the percentage of each gap reported out of the 137 records:

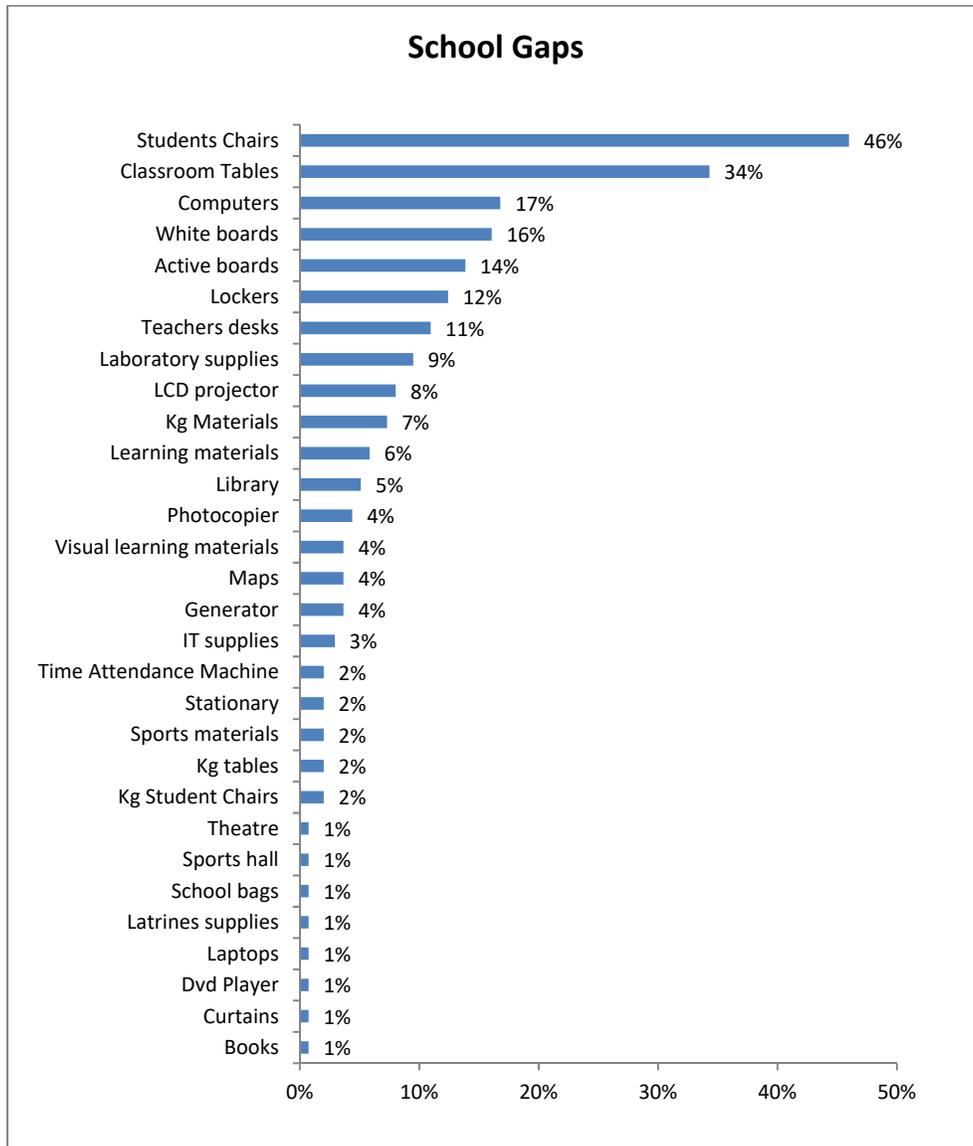


Figure 6

Further, 167 applicants added that their schools need infrastructure improvements mostly in terms of heating and rehabilitation of the playgrounds, doors and windows. Below are the percentages of needed improvements out of the total of 167:

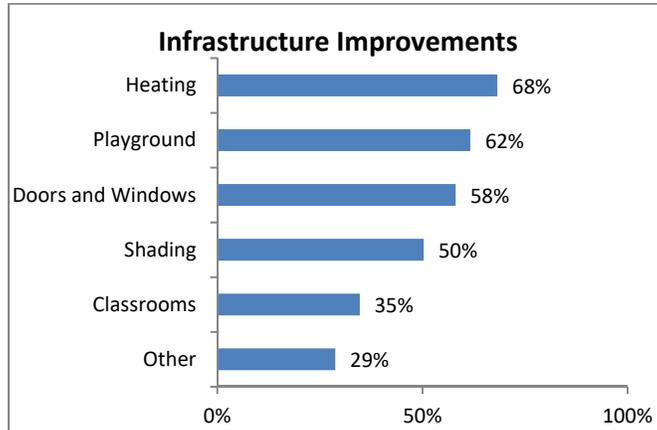


Figure 7

By other improvements, participants meant the following:

- Rehabilitation of restrooms
- Painting
- General maintenance and controlling moisture and humidity
- Maintenance of the electrical distribution system
- Provision of safe water supplies
- Maintenance of sewerage system
- Adding new spaces and classrooms
- Adding restrooms and handwashing facilities

As for assistance, a total of 140 participants indicated that their schools have received some kind of assistance from different organizations while 62 others pointed that they have never received any kind of assistance from any party.

Access, Safety, Means of transportation

In general, 49 schools (23 percent) were considered as easily accessible and can be reached by walking distance, while 164 (77 percent) require transportation arrangements:

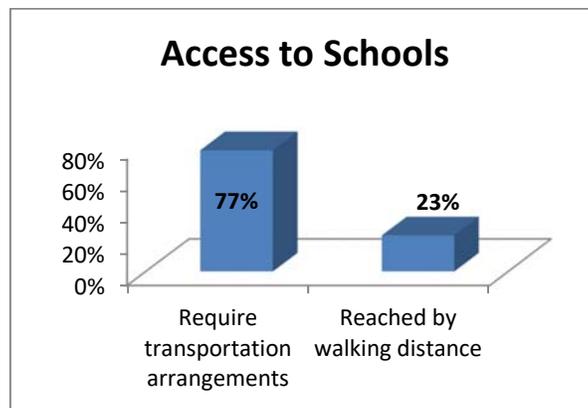


Figure 8

As shown below, participants also added that the most common ways of transport were (1) the school buses provided by the schools administrations or the parents, (2) the parents' cars, (3) the public transportation, and (4) other means of transport such as bicycles and motorcycles.

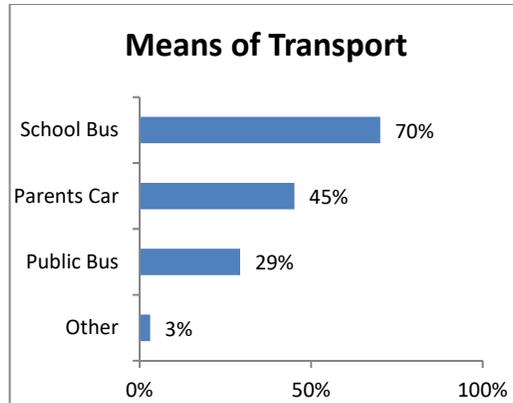


Figure 9

Participants added that most of the children come from near villages (53 percent) or from the same village (46 percent); and at a lower extent only 2 percent indicated that most of their schools' children come from far villages.

When asked about the obstacles and risks faced by the children in their commute to school, participants highlighted the following:

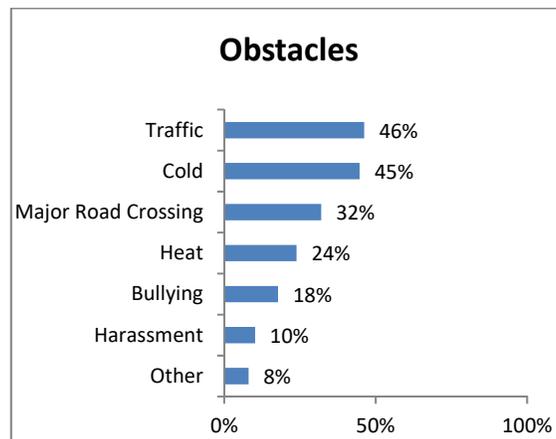


Figure 10

By other obstacles, participants meant the following:

- Excessive usage of motorcycles in the school area;
- Sewage and rain water overflowing the school roads;
- Early arrival of students and waiting on a main road till the schools opening;
- Syrians early arrival to school and conflicts with Lebanese students outside;
- Syrian Students don't know the way back home;
- School buses are overloaded;

- School is situated on a public road, children are always at risks of cars accidents;
- Darkness and unsafe roads in the pm shift.

Moreover, 58 percent of applicants pointed to the presence of children in their surroundings who are likely to be registered but are not able to access schools. Those children were Syrian nationals (67 percent), Lebanese nationals (32 percent) and Palestinians (1 percent). They also indicated the main reasons behind this problem, please refer to the below figure for an insight of the percentages of each reason:

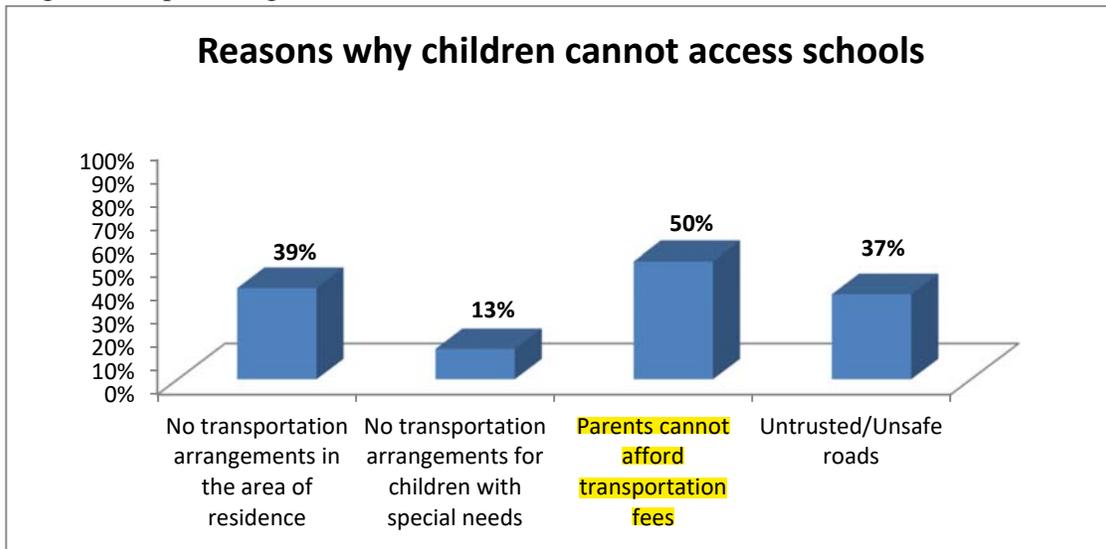


Figure 11

Further, 55 percent of applicants indicated that there are also children living in proximity of the schools who are not able to register. Those children were Syrian nationals (73 percent), Lebanese (25 percent) and Egyptians, Iraqis and Pakistanis (2 percent). They also mentioned the reasons behind this situation, please refer to the below figure for an insight of the percentages of each reason:

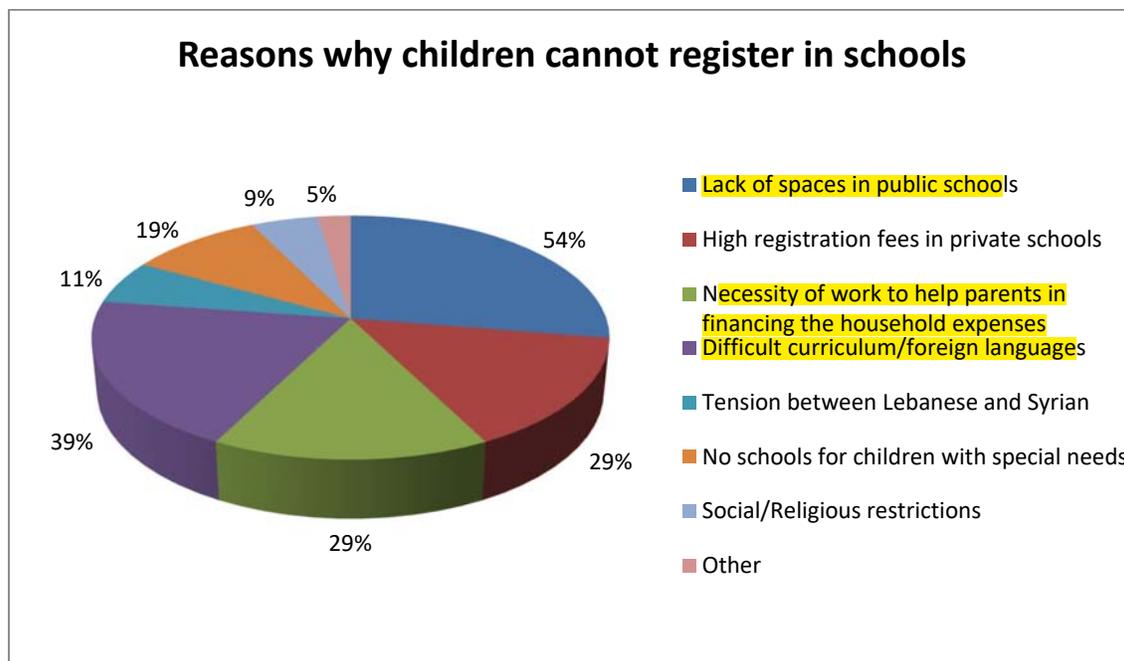


Figure 12

Under other reasons, participants mentioned **the dire financial situation of parents, the children who missed many scholastic years and became older than their schoolmates** and the lack of teachers in some schools which lead to their inability to accept more students.

Lastly, an average of 20 dropouts per school was indicated by 58 percent of our applicants. As for suggestions that can help children out-of-school get proper education, 54 percent of applicants mentioned the following:

Suggestion	Frequency	Percentage
Awareness sessions for caregivers and parents	31	24%
Financial support to families	19	15%
Provide free transportation	15	12%
Compulsory education laws	11	9%
Additional learning support from NGOs	10	8%
Enlarge schools	6	5%
Update the education learning system	5	4%
Continuous follow up with parents	3	2%
Provide social assistance and PSS	3	2%
Build new schools	2	2%
Continuous follow up on schools environments	2	2%
Free education	2	2%
Orientation towards technical schools for those who cannot complete their academic education	2	2%
Stop child labor by law	2	2%
Build new schools for children with specific needs	1	1%
Build new schools for non-Lebanese children	1	1%
Find a solution to the teachers shortage	1	1%
Provide English sessions and basic learning to Syrians	1	1%
Implement also ALP program for Lebanese	1	1%

In-depth study of school sizes	1	1%
Necessity of social worker in each school	1	1%
Open new schools for non-Lebanese children who missed more than 2 years	1	1%
Orientation of children at the beginning of the intermediate schooling level	1	1%
Stop political interference in education	1	1%
Use a suitable curriculum for Syrian students in the afternoon	1	1%
Provide French sessions	1	1%
Distribute daily meals for Syrian refugees	1	1%
Provide school outfits	1	1%
Lebanese government must help Syrians get back to their country	1	1%
Allow us to teach a small sized class	1	1%
Total	129	100%

Protection, School Environment

When asked about violence and bullying cases among Lebanese and Syrians students, teachers and Syrian students, or from parents against the Syrian children, almost all participants reported the following:

	Violence	Bullying	None
Lebanese Children and Syrian Children	16%	27%	57%
Lebanese Teachers and Syrian Children	5%	8%	87%
Syrian Parents and Syrian Children	50%	26%	24%

The majority of participants (81 percent) indicated that safe water supplies are available in their schools. Additionally, 96 percent of applicants added that an average of 13 restrooms is available per school. As for the remainder (4 percent), they added that restrooms in their schools urgently need maintenance and are not considered as functional.

According to the applicants, the majority of restrooms are gender disaggregated, have a lock from inside, have a near handwashing facility, and are considered as clean. Please refer to the below figure:

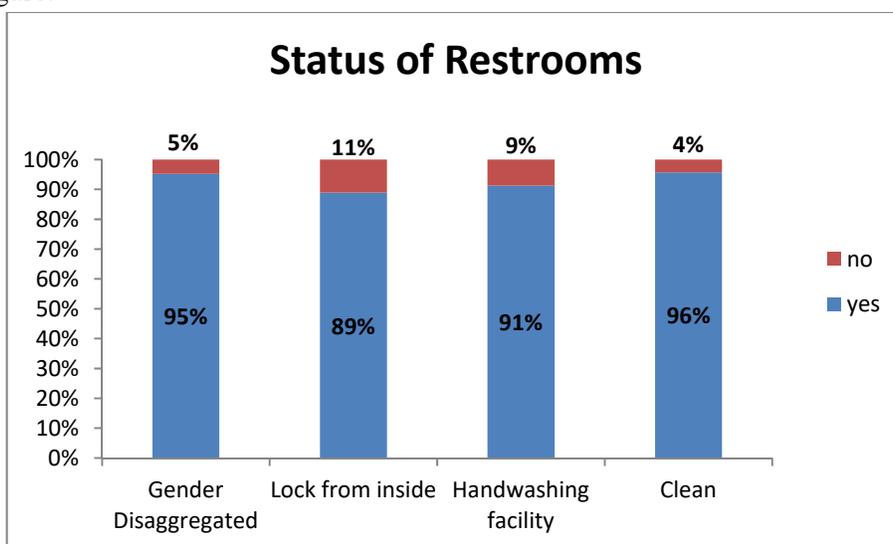


Figure 13

Teaching and Learning

Curricula

Formal Education

The overall group of applicants indicated that the Lebanese curriculum is used to teach the Syrian students in the formal education program. The majority of applicants described this curriculum as age-appropriate for Syrian students (68 percent) but incompatible with their development level (58 percent).

In addition, participants highlighted the main difficulties that Syrian students are facing with this curriculum:

- 98 percent of applicants indicated that foreign languages (mostly the French) are the main problem that faces the Syrians;
- 15 percent of applicants pointed to the high tests' levels which the Syrian students are not used to;
- 8 percent of applicants added that Syrian students are facing other types of difficulties such as (1) the lack of interest in education, (2) lack of parental awareness on the importance of education, (3) the low educational level and slow comprehension of children, (4) parents being illiterate and unable to help their children with studies, and (5) high presence of children who missed many scholastic years and didn't receive basic education.

As for consequences, 72 percent of applicants mentioned that those problems are leading to school failure, while 49 percent also indicated that the main consequence is children dropping out of schools and not receiving any education anymore. Few participants added that following all the aforementioned problems, Syrian children are either losing interest in education, missing classes, moving from a school to another, putting extra efforts for improvements or acquiring bad habits and social behaviors when dropping out of schools.

On the other hand, participants also described how Lebanese teachers and students are handling the differences in the educational levels between Syrian and Lebanese children:

- 92 percent of applicants highlighted that teachers are increasing their efforts and repeating more;
- 30 percent of applicants stated that teachers are decreasing their tests' level;
- 4 percent of applicants added that teachers are either providing extra learning and PSS support to refugees or teaching lessons in Arabic;
- 88 percent of applicants indicated that Lebanese children are taking friendly attitudes in helping their Syrian colleagues while only a few of them stated that Lebanese children are nagging in class or mocking their Syrian friends.

According to the majority of applicants, both Lebanese and Syrian children participating in the Formal Education programs were positively affected by the current situation. Please refer to the below figure for an insight of the percentages of each type of effect:

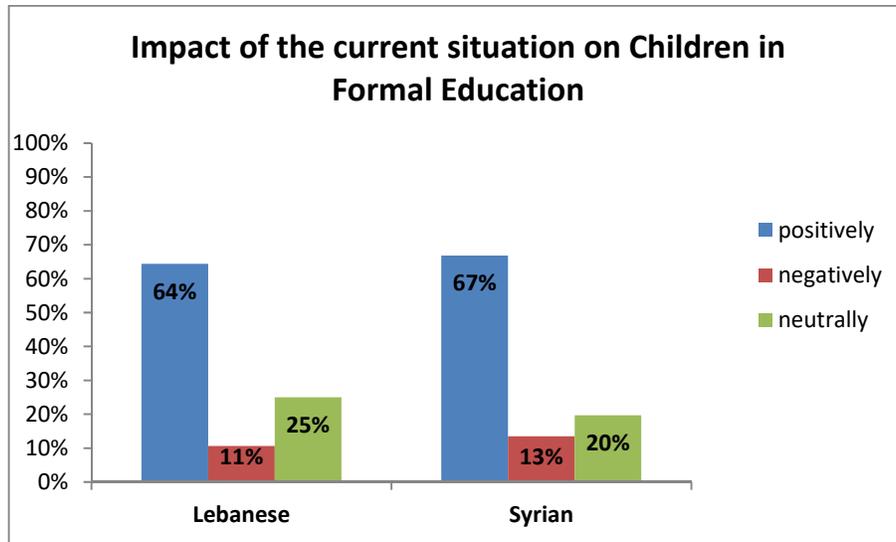


Figure 14

Non-Formal Education

According to the participants, all schools providing NFE programs were also using the Lebanese curriculum to teach the Syrian students. The majority of applicants described this curriculum as age-appropriate for Syrian students (74 percent) and compatible with their development level (52 percent).

In addition, participants highlighted the main difficulties that Syrian students are facing with this curriculum in the NFE program:

- 95 percent of applicants indicated that foreign languages are the main problem that faces the Syrian students;
- 18 percent of applicants pointed to the high tests' levels which the Syrian students are not used to.

As for consequences, 40 percent of applicants mentioned that those problems are leading to school failure, while 70 percent also indicated that the main consequence is children dropping out of schools and not receiving any education anymore.

On the other hand, participants also described how Lebanese teachers are handling the low educational levels of the Syrian students:

- All applicants highlighted that teachers are increasing their efforts and repeating more;
- 36 percent of applicants stated that teachers are decreasing their tests' level.

According to the majority of applicants, Syrian children participating in the NFE programs were positively affected by the current situation. Please refer to the figure

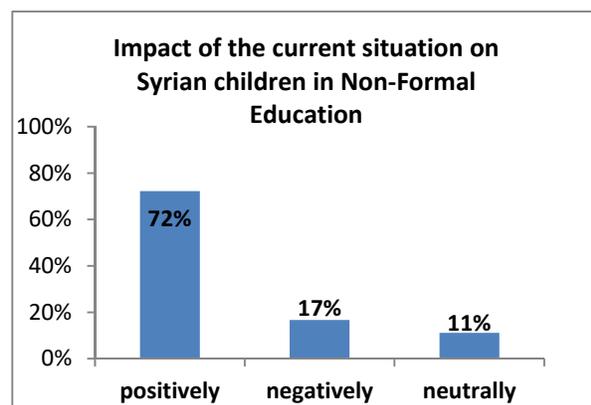


Figure 15

15 for an insight of the percentages of each type of effect.

Trainings, Professional Development, Learning Process

Teachers and schools' admin staff participating in our study indicated that **only 55 percent of schools have teachers who had attended different educational trainings either during the current scholastic year or in the last two years.** A few of them mentioned by whom and where the trainings took place, answers were summarized as follows:

Training Provider	Location	Percentage
MEHE	Teachers Training Bureau	59%
British Council	Teachers Training Bureau	10%
Professors	At School	7%
UNICEF	At School	6%
Senior Teachers	At School	5%
"Dirasati"	At School	3%
"Al Irshad" Association	At School	1%
"Aqraa" Association	At School	1%
ECE Learning Center	At School	1%
European Union	At School	1%
School Health Promoter	At School	1%
Syndicate of Teachers	At School	1%
UNDP	At School	1%
NGO	At School	1%

As for subjects discussed during those sessions, kindly refer to the below figure for an insight of what was learnt during those sessions:

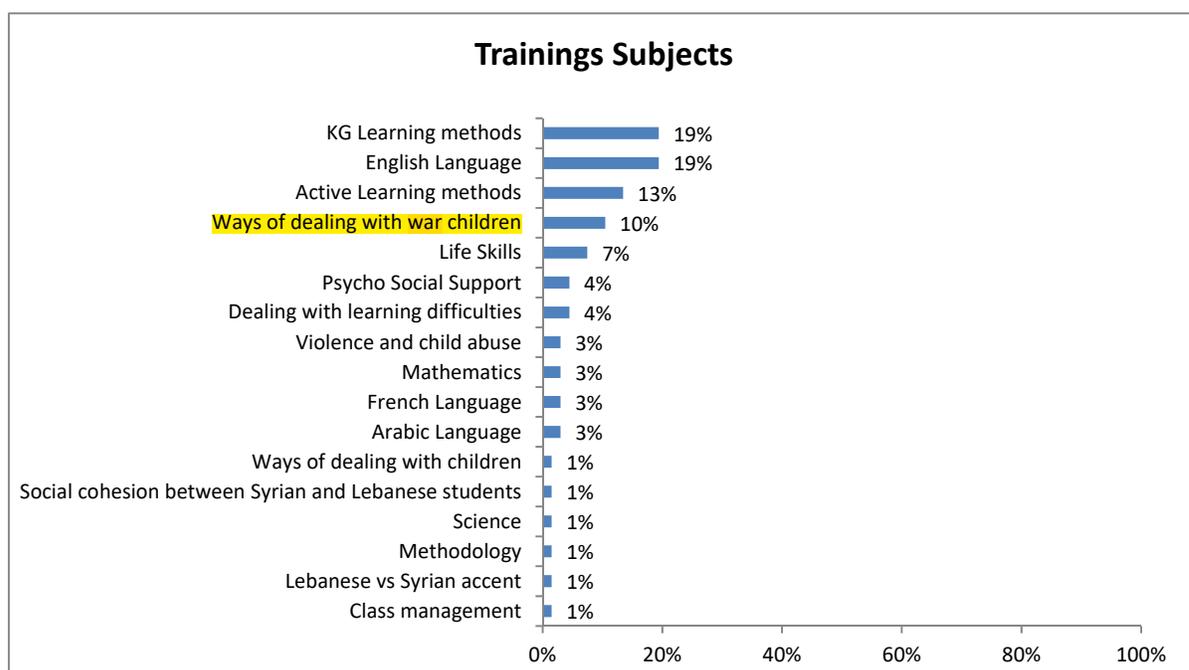


Figure 16

In addition, 77 percent of applicants reported that their schools conducted awareness sessions to parents and caregivers about education and life skills such as health, hygiene, nutrition and child protection... As for psycho social support, 70 percent of schools were also providing PSS follow up by the social and educational advisor at each of the schools. A total of 74 schools have faced psycho social cases where an average of 10 children per school needed support and around 45 percent of the children were referred to specialized services.

Regarding the malnutrition follow up, only 47 percent of applicants reported a malnutrition follow up of children in their schools by either the health promoter, or a doctor or by the teachers and supervisors. An average of 15 children per school needed a malnutrition follow up and around 68 percent of them had severe acute malnutrition (SAM) and were referred to specialized services.

Further, 98 percent of applicants reported that their schools are monitoring the cases of lice and scabies by (1) the school health promoter, (2) doctors and specialists or (3) by the schools admin staff. A total of 108 schools have faced such cases where an average of 23 children per school had either lice or scabies and the majority of them (77 percent) were treated at home.

Index scores were used to measure the teachers' professional development and behavior with war-affected children at schools. Index scores run from 1 to 10, where 1 is always the worst possible score and 10 is the best possible score. Scores of 7 and 8 over 10 were given by successively 24 and 23 percent of applicants while the lowest scores of 1, 2 and 3 over 10 were given by only 2 percent of applicants.

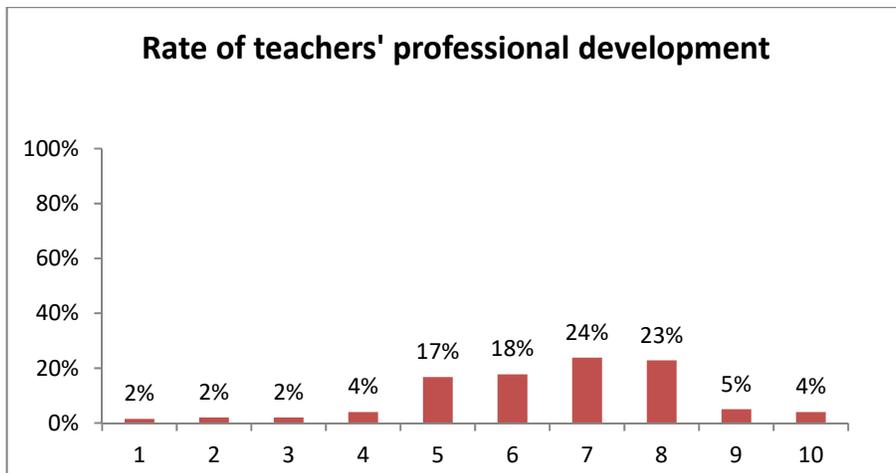


Figure 17

Assessment of Learning Outcomes

As shown in the below figure, the teachers' learning methods, the tests' levels, the Lebanese students' progress and the Syrian students' progress were all affected by the Syrian presence at schools:

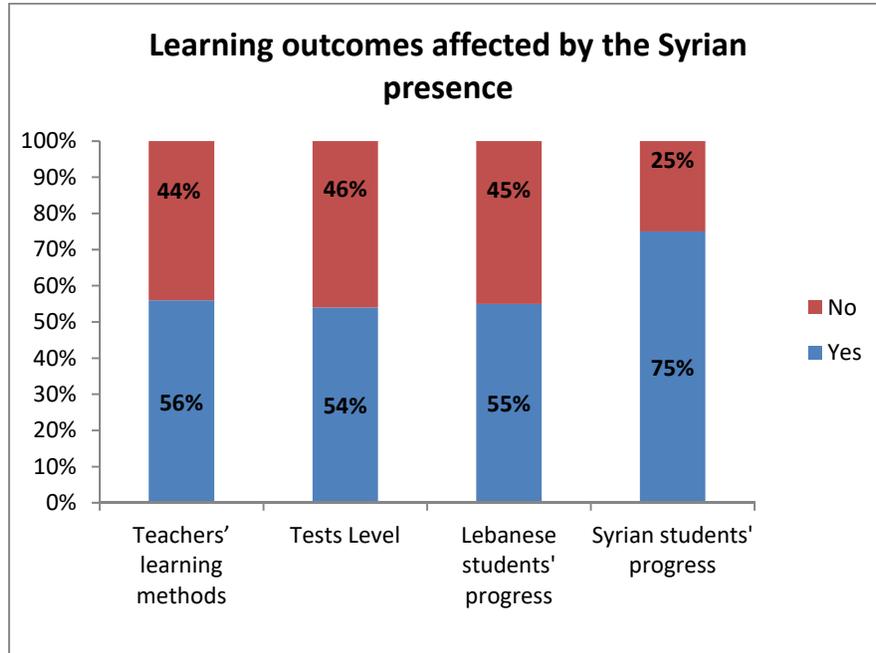


Figure 18

However, as also shown below, our participants reported that all the learning outcomes were mostly affected in a positive way:

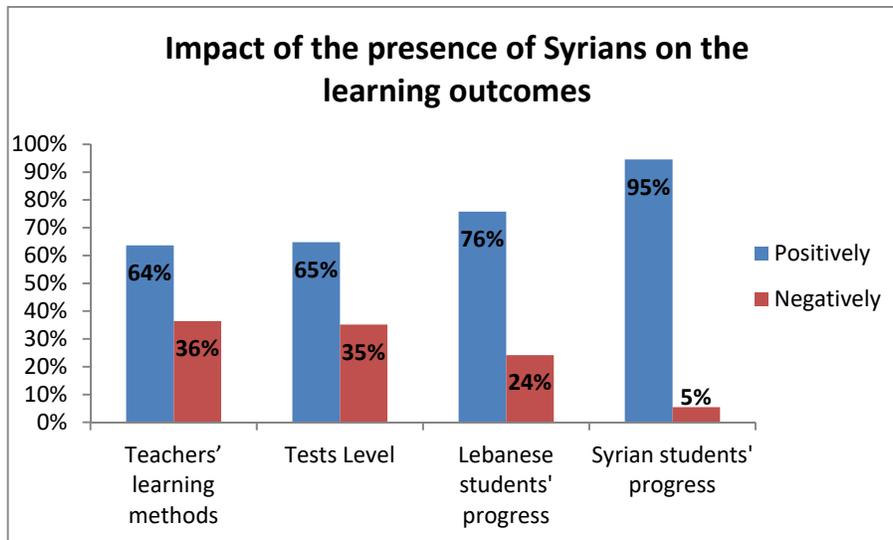


Figure 19

Index scores were also used to measure the participants' satisfaction with the existing schooling system and its impact on the children's education. Scores of 5 and 7 over 10 were given by successively 25 and 24 percent of applicants while the lowest score of 2 over 10 was given by only 2 percent of applicants.

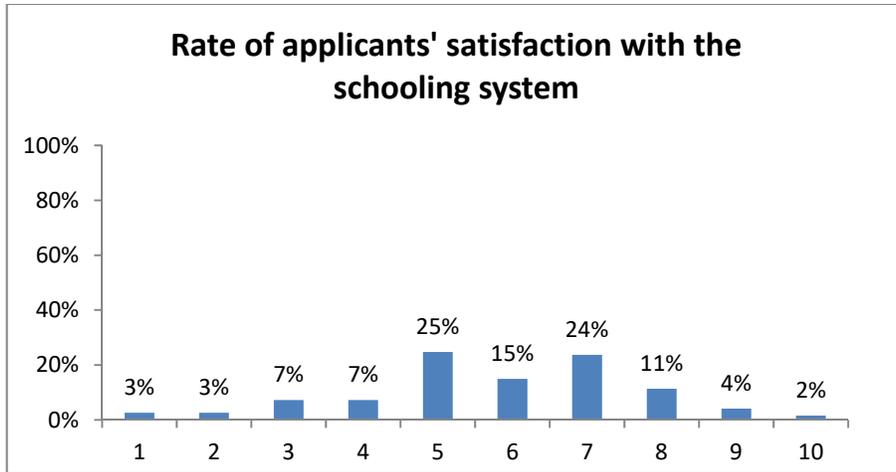


Figure 20

Teachers and Admin staff

Profile

As shown in the below table, the majority of participants are holders of a bachelor degree or a teachers' certificate. Further, 80 percent of participants indicated that they regularly attend educational seminars and conferences.

Degree	Percentage
Bachelor	38%
Teachers Certification	30%
Masters	27%
PHD	4%
None	2%

Work Conditions

On average, participants work 5 days per week, 8 hours per day and almost all of them (96 percent) always attend school at time. As for the remainder (4 percent), their far residence and their case of sickness prevent them from reaching school at time.

Moreover, 69 percent of them added that they were overloaded with too much work last year, and almost half of the teachers mentioned that they continuously or occasionally teach subjects outside their area of expertise.

Participants were divided between fixed term employees (91 percent) and contractual teachers (9 percent). However, it worth also noting that fixed term employees working in the am shift added that some of them were also working on a contractual basis in the pm shifts but they provided the following data on their satisfaction with the below conditions based on their initial status:

Fixed Term Employees

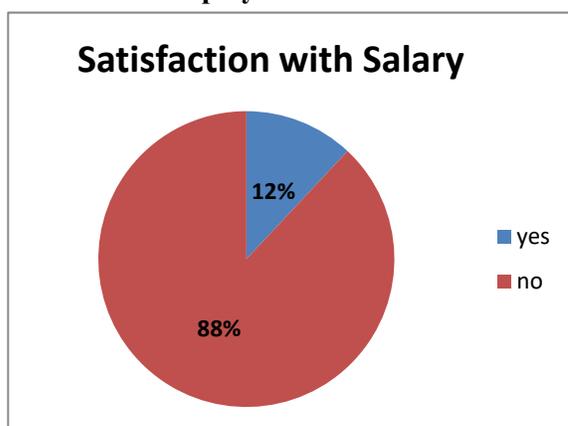


Figure 21



Figure 22

Contractual Employees

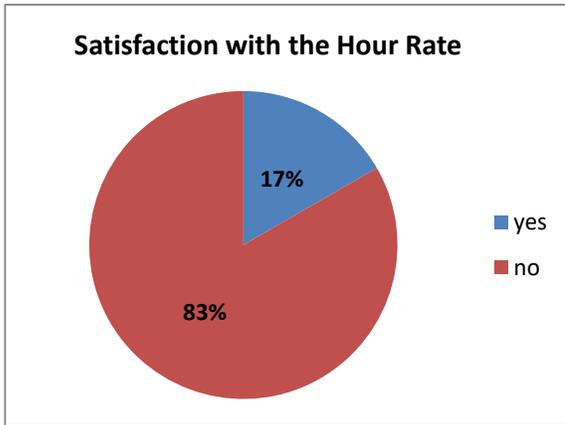


Figure 23

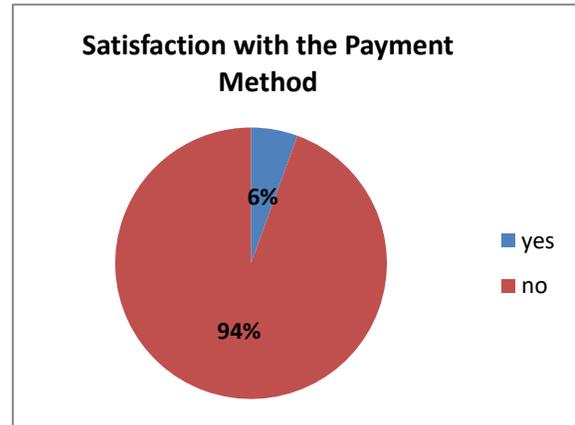


Figure 24

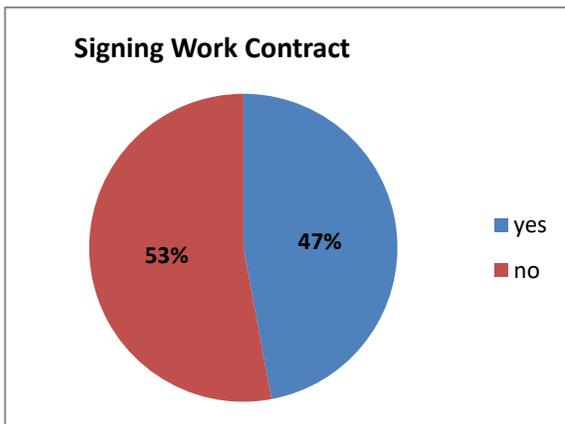


Figure 26

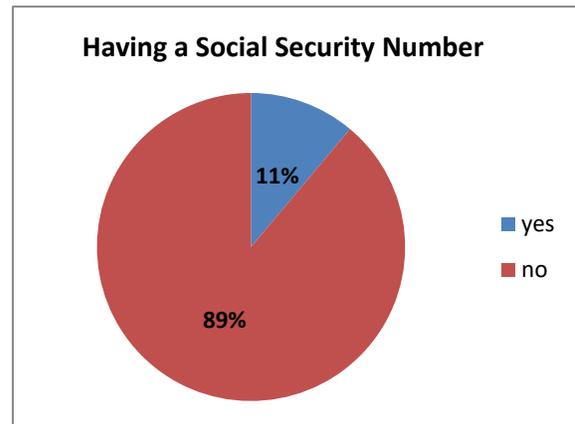


Figure 25

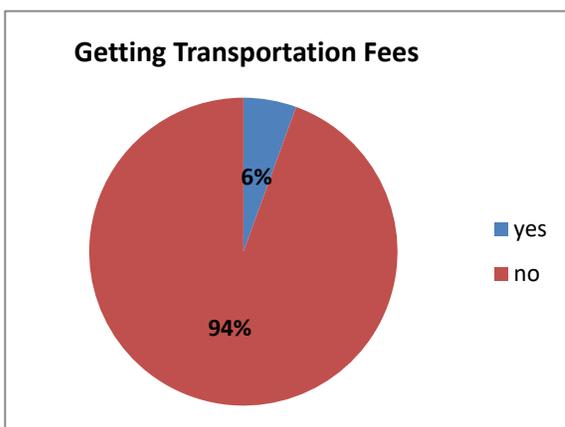


Figure 27

Support and Supervision

Our participants evaluated the support system and supervision at their schools, 55 percent of them indicated that they have more or less access to enough teaching and learning materials at schools, 36 percent of them had fully access while only 10 percent raised the issue of not having access to enough materials.

As for spaces, 44 percent of applicants reported having enough spaces to teach or work freely and effectively at their schools, and 27 percent of them also had more or less spaces. However 29 percent of applicants indicated that there are not enough spaces to work freely in each of their schools.

Moreover, as shown below each of the participants evaluated how much the management and supervisory systems at their schools are considered effective:

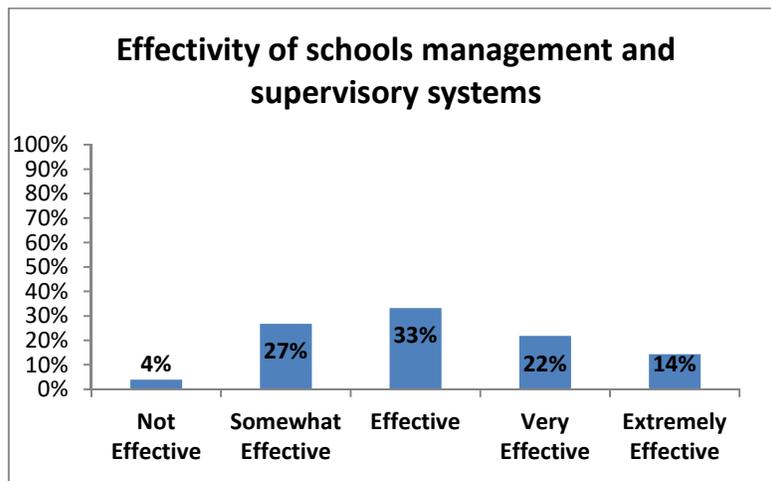


Figure 28

Lastly, as shown in the below figure, our participants also reported how frequently does the school management conduct evaluation and performance appraisals from one side, and how much they feel comfortable in sharing any personal and sensitive complaints with the management from another side:

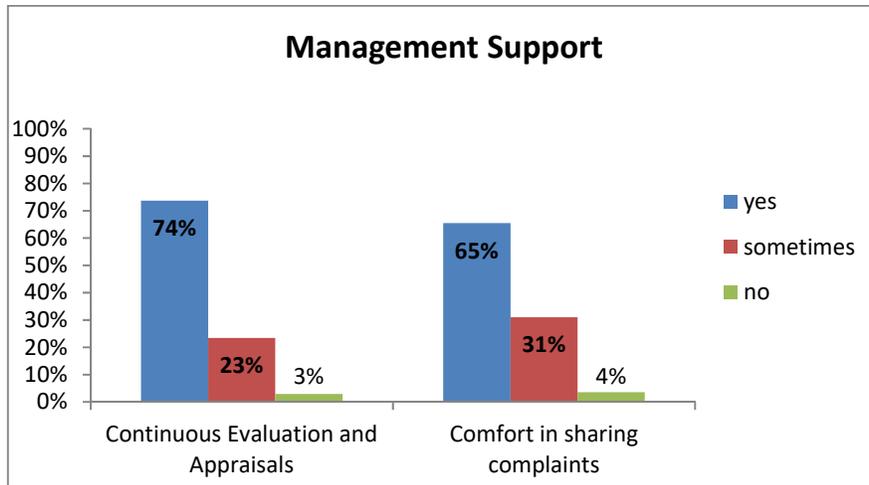


Figure 29

Discussion and Conclusion

This report finds that it is unlikely that Syrian children will be able to realize their right to an education unless Lebanon undertakes reforms that go beyond the framework of its current education policies and programs, and starts improving access to schools, safe learning environments, teaching and learning processes as well as the work conditions of the Lebanese teachers and schools' staffs.

Most refugees rely on Lebanon's public education system, which was already weak before the Syrian crisis. The majority of our participants were mainly from medium sized public schools providing formal education, mostly in kindergarten, elementary and intermediate classes, to Lebanese and Syrian students in the morning shifts and exclusively to Syrians in the afternoon shifts.

Participants reported the enrolment of one third Syrian nationals vs. two third Lebanese children in the morning shifts, and the enrolment of hundreds of Syrian children in the formal and non-formal education provided in the afternoon. However, participants also pointed to the large number of drop outs and the different cases preventing Syrians from accessing schools. Thus, the issue is not only opening schools, ensuring available spaces and enrolling the pupils at the beginning; the main issue is keeping them there.

In this context, we first evaluated the physical environment of school buildings and school grounds which is a key factor in the overall health and safety of students, staff, and visitors. Schools must be designed and maintained to be free of health and safety hazards, and to promote learning. Many studies have shown that students' achievements can be affected either positively or negatively by the school environment. Unfortunately, the majority of our participants reported that their schools are lacking many school supplies and are in desperate need of basic infrastructure improvements which were all listed above.

On another hand, knowing that in every community in the world there are vulnerable people who have been affected by acts of brutality and violence especially refugees who do not

enjoy the protection of their own governments, our study revealed that, at schools, such acts especially violence and bullying cases among Lebanese students and Syrians, or among Lebanese teachers and Syrians are considered minor. But **the majority of participants highlighted the fact that Syrian students are highly exposed to domestic violence and abuse.**

Additionally, our study revealed that water, hygiene and sanitation conditions are somehow satisfying since the access to safe water supplies and safe sanitation facilities are not an issue in more than 80 percent of the schools. However, it worth noting that a few of the participants asked for rehabilitation of restrooms and maintenance of schools sewerage systems.

Hence, policies and protocols must be in place to ensure healthy learning environments, safe buildings, safe playgrounds, and to maintain (1) access and safety of sanitation and water supplies, (2) violence prevention, among other issues that relate to the environment of schools.

Our study also **revealed that high percentages of Syrian children living in the proximity of schools are not able to access it mainly due to transportation obstacles such as lack of transportation arrangements, inability of parents to pay for transportation and the unsafety of schools roads.** Thus, out of the children right to have access to schools and proper education, immediate and serious efforts should be made to solve this problem by granting and monitoring the access to all Lebanese schools especially that the majority of them cannot be reached by walking distance and require transportation arrangements.

Moreover, despite all the efforts made by the ministry of Education to accommodate all war-children refugees, participants pointed to main obstacles, between others, preventing Syrian children from getting registered in the Lebanese public schools:

- **Lack of available spaces in schools;**
- **Difficulty of the Lebanese curriculum;**
- **Necessity of work to help parents financing the household expenses;**
- **Absence of schools for children with special needs... etc.**

Subsequently, participants provided too many suggestions for improvements from which we recall:

- Awareness sessions for caregivers and parents about the importance of education;
- Financial support to the most vulnerable families;
- Provide free transportation to all students;
- Compulsory education laws and legal prosecution;
- Additional learning support from NGOs;
- Enlarge schools;
- Update the education learning system... etc.

Further, given the fact that education in Lebanon is bilingual or multilingual, in the sense that most of subjects are taught in French or English, while modern standard Arabic is the official language of education in Syria, almost all participants reported that **foreign languages are the main problem that faces Syrian children and leads to school failure and dropouts.** Besides,

according to a 2013 World Economic Forum report, Lebanon was ranked 10th in overall quality of education, and 4th in science and math¹ which logically makes the Lebanese curricula and school tests of high level to Syrian students. Plus, our study revealed that almost all Lebanese teachers are increasing as much as possible their efforts as an attempt to slightly improve this inappropriate situation.

Although MEHE also loosened language restrictions to allow for official exams to be completed in English, Arabic, or French since the academic year 2012-2013 which means that Syrian students receive their exam papers in English, but are permitted to answer in Arabic, the language barrier and the high programs levels remain a handicap to the education of Syrian children in the Lebanese classic curriculum which require immediate adequate intervention.

¹ http://www3.weforum.org/docs/WEF_GITR_Report_2013.pdf

At another level, since the end of the Lebanese civil war, the government, international organizations as well as NGOs have been working to rebuild Lebanon's shattered public education sector. Over 20 years after the conflict ended, there is much work that remains to be done. First and foremost, the quality of teachers in the public education system and the way in which they are hired is problematic. According to a 2010 study² by the Ministry of Education and Higher Education, teachers themselves are often not properly educated. There were just under 286,000 students enrolled in public schools in 2008-2009, around 32 percent of the total student population, according to the ministry's report. The ministry noted, however, that because of the low quality of education, more students were leaving public schools for private ones. Our study found that, although the majority of applicants are holders of university degrees or teachers certificates, almost half of the teachers are continuously or occasionally teaching subjects outside their area of expertise.

However, teachers have been receiving special trainings for the past two years such as active learning methods, English language, ways of dealing with children refugees ...etc., which is a step in the right direction to improve the quality of education. In addition, the majority indicated that schools are conducting awareness sessions to parents and caregivers about education and life skills and that most of them are also providing psycho-social support and monitoring cases of lice and scabies as well as malnutrition follow up in almost half of the schools. But the new improvement strategies do not always guarantee increases in student achievement, while partial implementations and inconsistent implementations will most certainly doom even the best strategies to failure. Thus, one of the best investments a school can make is to ensure that all teachers and staff consistently implement reform initiatives and work on their professional development especially in cases similar to ours where the learning outcomes could be affected by war situations.

Lastly, our study found that a high percentage of teachers and schools staff were overloaded with too much work last year and almost all of them were not satisfied with their monthly salaries, the facilities, or the payment method, the hour rate and the different services provided to the contractual teachers in specific. For years this system, which gives contract teachers a fixed hourly wage but deprives them of full salaries and enrollment in the National Social Security Fund among other things, thus making them cheaper for the state to employ, has frustrated teachers who are not offered full-time employment. In fact, contracted teachers staged many strikes to protest against their contracts and they called also for open strikes if their demands are not met which directly affects all aspects of the Lebanese public education.

Low public investment in education is reflected in the bad quality of Lebanese public education and primarily affects the most vulnerable populations, limiting learning opportunities for the poorest children. As indicated above, public schools suffer from many deficiencies, lack of equipment and material, as well as old infrastructure especially the schools in the most disadvantaged regions which 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.

² <http://www.mehe.gov.lb/uploads/file/esdp%20modified%20march%202010/esdp%20english%20final%20p%201.pdf>

In conclusion, immediate and effective education strategies are required to strengthen the public education system with the priority to increase enrolment of children displaced from Syria in the formal public education system. 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 is also an option but standardization, recognition and certification of these non-formal alternatives are essential to ensure quality and relevance of these programs.

Appendices

Questionnaire

General Information		معلومات عامة	
School Overview		لمحة عن المدرسة	
1. Date	التاريخ	_/_/____	
2. Respondent Status	الموقع الوظيفي	<input type="checkbox"/> Teacher <input type="checkbox"/> Admin Staff	أستاذ إداري
3. Years of service	عدد سنوات الخدمة	_____	
4. Type of School	نوع المدرسة	<input type="checkbox"/> Public رسمي <input type="checkbox"/> Private خاص غير مجاني <input type="checkbox"/> Private for free (subsidized schools) خاص مجاني <input type="checkbox"/> UNRWA School خاص للأونروا	
5. Type of Education provided in the school	نوع التعليم	<input type="checkbox"/> Formal Education <input type="checkbox"/> Non-Formal Education	تعليم نظامي تعليم غير نظامي
5a. School Shifts	الدوام	Formal Education	Non-Formal Education
		<input type="checkbox"/> am Shift دوام صباحي <input type="checkbox"/> pm shift دوام مسائي	<input type="checkbox"/> am Shift دوام صباحي <input type="checkbox"/> pm shift دوام مسائي
5b. School Size (total number of children)	استيعاب المدرسة (إجمالي عدد التلاميذ)	Formal Education	Non-Formal Education
		<input type="checkbox"/> Less than 100 children أقل من 100 تلميذ <input type="checkbox"/> Between 100 and 500 children بين 100 و 500 تلميذ <input type="checkbox"/> Between 500 and 1000 children بين 500 و 1000 تلميذ <input type="checkbox"/> More than 1000 children أكثر من 1000 تلميذ <input type="checkbox"/> Don't Know لا أعلم	<input type="checkbox"/> Less than 100 children أقل من 100 تلميذ <input type="checkbox"/> Between 100 and 500 children بين 100 و 500 تلميذ <input type="checkbox"/> Between 500 and 1000 children بين 500 و 1000 تلميذ <input type="checkbox"/> More than 1000 children أكثر من 1000 تلميذ <input type="checkbox"/> Don't Know لا أعلم
5c. For the Formal Education		للتعليم النظامي	
i.	Which grades exist at school? (multiple answers) حدد الصفوف الموجودة بالمدرسة (تعدد الأجوبة ممكن)	<input type="checkbox"/> KG روضة	<input type="checkbox"/> Elementary ابتدائي <input type="checkbox"/> Grade 1 الصف 1 <input type="checkbox"/> Grade 2 الصف 2 <input type="checkbox"/> Grade 3 الصف 3 <input type="checkbox"/> Grade 4 الصف 4 <input type="checkbox"/> Grade 5 الصف 5 <input type="checkbox"/> Grade 6 الصف 6
		<input type="checkbox"/> Intermediate متوسط <input type="checkbox"/> Grade 7 الصف 7 <input type="checkbox"/> Grade 8 الصف 8 <input type="checkbox"/> Grade 9 الصف 9	<input type="checkbox"/> Secondary ثانوي <input type="checkbox"/> Grade 10 الصف 10 <input type="checkbox"/> Grade 11 الصف 11 <input type="checkbox"/> Grade 12 الصف 12
ii.	Total number of sections at school اجمالي عدد الشعب في المدرسة	_____	

iii. Average number of children per section معدل عدد التلاميذ في الشعبة	_____
iv. Average number of Syrian children per section معدل عدد التلاميذ السوريين في الشعبة	_____
5d. For the Non-Formal Education	
للتعليم غير النظامي	
i. Type of NFE provided at school نوع التعليم الغير نظامي المعتمد في المدرسة	<input type="checkbox"/> Accelerated Learning Program (ALP) برنامج التلقين السريع <input type="checkbox"/> Catch-up program برنامج التعليم الملحق <input type="checkbox"/> Basic Literacy and Numeracy برنامج محو الأمية <input type="checkbox"/> Community Based Education برنامج التعليم القائم على المجتمع <input type="checkbox"/> Remedial Classes دروس تقوية <input type="checkbox"/> Self-Learning تعليم ذاتي <input type="checkbox"/> Recreational/Extra-curricula نشاطات ترفيهية / منهج إضافي <input type="checkbox"/> Other, please specify: _____ آخر، حدد:
ii. Total number of sections in the NFE program اجمالي عدد الشعب المخصصة للتعليم غير النظامي	_____
iii. Average number of children per section معدل عدد التلاميذ في الشعبة	_____
iv. Average number of Syrian children per section معدل عدد التلاميذ السوريين في الشعبة	_____
Access and Learning Environment	
الوصول / البيئة التعليمية	
Facilities, Supplies and Services	
المرافق، اللوازم والخدمات	
1. Was there any major interruption in service at school in the past year? If yes, why and for how long? هل حصل أي إنقطاع قصري لفترة طويلة في الدوام المدرسي في العام الماضي؟ إذا نعم، لماذا وما هي المدة؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا If yes, why: _____ إذا نعم، لم: _____ For how long? # days: _____ حدد المدة، عدد الأيام: _____
2. Are there critical gaps in school supplies? If yes, what are they and how many supplies are needed? هل يوجد نقص في اللوازم المدرسية؟ إذا نعم، ما هي وما هو العدد اللازم؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا If yes, what are the main 3 gaps and how many are needed : إذا نعم، أذكر أهم ثلاث نواقص والعدد اللازم: 1. _____ # needed: _____ 2. _____ # needed: _____ 3. _____ # needed: _____

<p>3. Does the school need infrastructure improvements? If yes, in terms of what? (<i>multiple answers</i>) هل تحتاج المدرسة لتحسينات في البنى التحتية؟ إذا نعم، حدد (تعدد الأجوبة ممكن)</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> كلا b</p> <p>If yes, for what: <input type="checkbox"/> Classrooms الصفوف <input type="checkbox"/> Doors/Windows الأبواب / الشبابيك <input type="checkbox"/> Playground الملعب <input type="checkbox"/> Heating (<i>during winter</i>) التدفئة <input type="checkbox"/> Shading (<i>during summer</i>) التظليل <input type="checkbox"/> Other, please precise حدد، أحر،</p>
<p>4. Did the school receive any kind of assistance from different organizations? هل تلقت المدرسة مساعدات من منظمات محلية أو دولية؟ اذكر نوعها وكميتها</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> كلا b</p>
<p>Access, Safety, Means of transportation الوصول، السلامة، وسائل النقل</p>	
<p>5. In general, is the school considered easily accessible? (<i>single answer</i>) بالإجمال، هل يعتبر الوصول إلى المدرسة متيسراً؟ (جواب واحد فقط)</p>	<p><input type="checkbox"/> Yes, walking distance نعم، سيراً على الأقدام <input type="checkbox"/> No, requires transportation arrangements كلا، بحاجة الى وسيلة نقل</p> <p>If no, Specify the means of transport: (<i>multiple answers</i>) إذا كلا: الرجاء تحديد وسيلة النقل _____</p> <p><input type="checkbox"/> School Bus باص المدرسة <input type="checkbox"/> Public Bus باص النقل العام <input type="checkbox"/> Parents Car سيارة الأهل <input type="checkbox"/> Other, please specify: حدد، أحر،</p>
<p>6. Where do most of the children come from? (<i>single answer</i>) من أين يأتي معظم التلاميذ؟ (جواب واحد فقط)</p>	<p><input type="checkbox"/> Same Village القرية ذاتها <input type="checkbox"/> Nearby Villages القرى المجاورة <input type="checkbox"/> Far Villages القرى البعيدة</p>
<p>7. What are the main risks/obstacles that children face on their commute to school? (<i>multiple answers</i>) ما هي المخاطر الرئيسية (العقبات) التي يواجهها الأطفال في تنقلاتهم إلى المدرسة؟ (تعدد الأجوبة ممكن)</p>	<p><input type="checkbox"/> Harassment التحرش <input type="checkbox"/> Traffic الزحمة <input type="checkbox"/> Bullying المضايقة <input type="checkbox"/> Heat الحر <input type="checkbox"/> Cold البرد <input type="checkbox"/> Major Road Crossing عبور طرق رئيسية <input type="checkbox"/> Other, please specify: أحر: _____</p>
<p>8. Are there other children who are likely to be registered and to attend school but are not able to access it? If yes, please specify the nationality and reason هل هناك أطفال آخرون تنطبق عليهم شروط التسجيل في المدرسة ولكن يتعذر عليهم الوصول إليها؟ إذا نعم، حدد الجنسية والأسباب الرئيسية (تعدد الأجوبة ممكن)</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> كلا b</p> <p>If yes, specify the nationality: (<i>multiple answers</i>) إذا نعم، حدد الجنسية (تعدد الأجوبة ممكن)</p> <p><input type="checkbox"/> Lebanese لبناني <input type="checkbox"/> Syrian سوري <input type="checkbox"/> Other, please specify: أحر: _____</p> <p>Reason why children are not able to access school: الأسباب الرئيسية التي تحول دون الوصول إلى المدرسة</p> <p><input type="checkbox"/> No transportation arrangements in the area of residence عدم توفر وسائل نقل</p> <p><input type="checkbox"/> No transportation arrangements for children with special needs عدم توفر وسائل نقل مخصصة لذوي الاحتياجات الخاصة</p> <p><input type="checkbox"/> Parents cannot afford transportation fees عدم قدرة الأهل على دفع نفقات النقل</p> <p><input type="checkbox"/> Untrusted/Unsafe roads طرق غير آمنة/غير موثوقة</p> <p><input type="checkbox"/> Other, please specify: أحر _____</p>

<p>9. Are there children, living in proximity of the school, who are not able to get into/attend school? If yes, please specify the nationality and reason</p> <p>هل هناك أطفال، يعيشون على مقربة من المدرسة، غير قادرين على التسجيل / الإنخراط في المدرسة؟ إذا نعم حدد الجنسية والأسباب الرئيسية (تعدد الأجوبة ممكن)</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes, specify the nationality:(multiple answers) إذا نعم، حدد الجنسية (تعدد الأجوبة ممكن)</p> <p><input type="checkbox"/> Lebanese لبناني <input type="checkbox"/> Syrian سوري <input type="checkbox"/> Other, please specify: آخر _____</p> <p>Reason why children are not able to register in school: الأسباب الرئيسية التي تحول دون التسجيل في المدرسة</p> <p><input type="checkbox"/> Lack of spaces in public schools قلة الأماكن في المدارس الرسمية</p> <p><input type="checkbox"/> High registration fees in private schools رسوم التسجيل المرتفعة في المدارس الخاصة</p> <p><input type="checkbox"/> Necessity of work to help parents in financing the household expenses العمل لمساعدة الأهل في المصروف</p> <p><input type="checkbox"/> Difficult curriculum/foreign languages صعوبة المنهج / اللغات الأجنبية</p> <p><input type="checkbox"/> Tension between Lebanese and Syrian التوتر بين اللبنانيين والسوريين</p> <p><input type="checkbox"/> No schools for children with special needs لا يوجد مدارس مخصصة لذوي الاحتياجات الخاصة</p> <p><input type="checkbox"/> Social/Religious restrictions(schools in their area are not gender disaggregated) قيود مجتمعية/دينية (لا يوجد مدارس خاصة للبنات فقط أو شباب فقط)</p> <p><input type="checkbox"/> Other, please specify: آخر _____</p>
<p>10. Average number of Dropouts at your school</p> <p>معدل التسرب في المدرسة _____</p>	<p>_____</p>
<p>11. From your point of view, how this problem(s) could be addressed? Give one suggestion that can help children out-of-school get proper education (single answer)</p> <p>برأيك، كيف يمكن التصدي لهذه المشاكل؟ أعط إقتراح واحد يساعد الأطفال خارج المدرسة في الحصول على تعليم مناسب</p>	<p>_____</p>
<p>Protection, School Environment الحماية، جو المدرسة</p>	
<p>12. Any report of violence and/or bullying among Lebanese and Syrian students at school?(multiple answers)</p> <p>هل يوجد حالات عنف أو تشنج بين الأطفال اللبنانيين والسوريين في المدرسة؟</p>	<p><input type="checkbox"/> Yes, violence نعم، عنف جسدي <input type="checkbox"/> Yes, bullying نعم، تشنج <input type="checkbox"/> No كلا</p>
<p>13. Any report of violence and/or bullying cases between teachers and Syrian children at school?(multiple answers)</p> <p>هل يوجد حالات عنف أو تشنج بين الأساتذة والاطفال السوريين في المدرسة؟</p>	<p><input type="checkbox"/> Yes, violence نعم، عنف جسدي <input type="checkbox"/> Yes, bullying نعم، تشنج <input type="checkbox"/> No كلا</p>
<p>14. Any report of violence and/or bullying cases by parents against Syrian</p>	<p><input type="checkbox"/> Yes, violence نعم، عنف جسدي <input type="checkbox"/> Yes, bullying نعم، تشنج <input type="checkbox"/> No كلا</p>

children at home? (<i>multiple answers</i>) هل يوجد حالات عنف أو تشنح منزلية للأطفال السوريين؟	
15. Is safe water supply available at school? هل تتوفر في المدرسة مصادر مياه سليمة؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا
16. Are there restrooms available and functional at school? هل توجد مراحيض صالحة للاستخدام في المدرسة؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا If No, why: (إذا كلا لماذا): _____ If Yes, نعم, إذا: Number _____ Are they gender disaggregated? هل هناك مراحيض مستقلة/مخصصة للصبيان وأخرى للبنات؟ <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا Do they have a lock from inside? هل هناك قفل من الداخل؟ <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا Do they have hand washing facility? هل توجد مغسلة يدين مجاورة؟ <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا Are they clean? هل هي نظيفة؟ <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا
Teaching and Learning	
التعليم والتعلم	
Curricula	
المناهج	
1. What curriculum is used to teach Syrian students in formal education ? (<i>single answer</i>) ما هو المنهج المتبع لتعليم الأطفال السوريين في التعليم النظامي	<input type="checkbox"/> Lebanese curriculum المنهج اللبناني <input type="checkbox"/> Syrian curriculum المنهج السوري <input type="checkbox"/> Other, please specify: آخر حدد _____
1a. If Lebanese curriculum, is it: إذا كان المنهج اللبناني، هل هو: - Age-appropriate for Syrian students? يتناسب مع أعمار الأطفال السوريين؟ - Compatible with Syrian students' development level? يتناسب مع المستوى التعليمي للطالب السوري؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا
1b. If Lebanese curriculum, can you mention one main difficulty that Syrian students are facing? And one main consequence إذا كان المنهج اللبناني، هل يمكنك ذكر مشكلة رئيسية يعاني منها الأطفال السوريين؟ و نتيجة واحدة مترتبة عنها	Main Difficulty: مشكلة رئيسية: <input type="checkbox"/> Foreign languages اللغات الأجنبية <input type="checkbox"/> High tests' level صعوبة الإمتحانات <input type="checkbox"/> Other, please specify: آخر، حدد _____ Main Consequence: نتيجة رئيسية: <input type="checkbox"/> Dropping out ترك المدرسة <input type="checkbox"/> School failure الرسوب <input type="checkbox"/> Other, please specify: آخر، حدد _____

<p>1c. If Lebanese curriculum, can you describe how Lebanese teachers and students are handling the differences in the educational levels?</p> <p>إذا كان المنهج اللبناني، هل يمكنك ذكر كيف يتعامل الأساتذة والأطفال اللبنانيين مع الفروقات في المستويات التعليمية؟</p>	<p><u>Lebanese Teachers: الأساتذة اللبنانيين</u></p> <p><input type="checkbox"/> Increase efforts and Repetition زيادة المجهود والإعادة</p> <p><input type="checkbox"/> Decrease tests' level تقليل مستوى الإمتحانات</p> <p><input type="checkbox"/> Other, please specify: آخر، حدد: _____</p> <p><u>Lebanese Students: التلاميذ اللبنانيين</u></p> <p><input type="checkbox"/> Bad attitudes (nagging, mockery...) مواقف سيئة (إزعاج، سخريه...)</p> <p><input type="checkbox"/> Friendly attitudes(helping each other) مواقف ودية (مساعدة بعضهم البعض)</p> <p><input type="checkbox"/> Other, please specify: آخر، حدد: _____</p>		
<p>1d. How children are affected by this combination? كيف يتأثر الأطفال بهذا الوضع؟</p>	<table border="1"> <tr> <td data-bbox="625 499 1003 642"> <p><u>Lebanese Children</u> <u>الأطفال اللبنانيين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p> </td> <td data-bbox="1003 499 1403 642"> <p><u>Syrian Children</u> <u>الأطفال السوريين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p> </td> </tr> </table>	<p><u>Lebanese Children</u> <u>الأطفال اللبنانيين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p>	<p><u>Syrian Children</u> <u>الأطفال السوريين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p>
<p><u>Lebanese Children</u> <u>الأطفال اللبنانيين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p>	<p><u>Syrian Children</u> <u>الأطفال السوريين</u></p> <p><input type="checkbox"/> Positively إيجابياً</p> <p><input type="checkbox"/> Negatively سلبياً</p> <p><input type="checkbox"/> Neutrally لا تأثير</p>		

<p>2. What curriculum is used to teach Syrian students in non-formal education?(single answer) ما هو المنهج المتبع لتعليم الأطفال السوريين في التعليم غير النظامي (الدوام المسائي)</p>	<p><input type="checkbox"/> Lebanese curriculum المنهج اللبناني</p> <p><input type="checkbox"/> Syrian curriculum المنهج السوري</p> <p><input type="checkbox"/> Other, please specify: آخر حدد _____</p>
<p>2a. If Lebanese curriculum, is it: إذا كان المنهج اللبناني، هل هو:</p> <p>- Age-appropriate for Syrian students? يتناسب مع أعمار الأطفال السوريين؟</p> <p>- Compatible with Syrian students' development level? يتناسب مع المستوى التعليمي السوري؟</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p>
<p>2b. If Lebanese curriculum, can you mention one main difficulty that Syrian students are facing? And one main consequence إذا كان المنهج اللبناني، هل يمكنك ذكر مشكلة رئيسية يعاني منها الأطفال السوريين؟ ونتيجة واحدة مترتبة عنها</p>	<p><u>Main Difficulty: مشكلة رئيسية</u></p> <p><input type="checkbox"/> Foreign languages اللغات الأجنبية</p> <p><input type="checkbox"/> High tests' level صعوبة الإمتحانات</p> <p><input type="checkbox"/> Other, please specify: آخر، حدد: _____</p> <p><u>Main Consequence: نتيجة رئيسية</u></p> <p><input type="checkbox"/> Dropping out ترك المدرسة</p> <p><input type="checkbox"/> School failure الرسوب</p> <p><input type="checkbox"/> Other, please specify: آخر، حدد: _____</p>
<p>2c. If Lebanese curriculum, can you describe how Lebanese teachers and students are handling the differences in the educational levels?</p>	<p><u>Lebanese Teachers: الأساتذة اللبنانيين</u></p> <p><input type="checkbox"/> Increase efforts and Repetition زيادة المجهود والإعادة</p> <p><input type="checkbox"/> Decrease tests' level تقليل مستوى الإمتحانات</p> <p><input type="checkbox"/> Other, please specify: آخر، حدد: _____</p> <p><u>Lebanese Students: التلاميذ اللبنانيين</u></p>

<p>إذا كان المنهج اللبناني، هل يمكنك ذكر كيف يتعامل الأساتذة والأطفال اللبنانيين مع الفرق في المستويات التعليمية؟</p>	<p><input type="checkbox"/> Bad attitudes (nagging, mockery...) (مواقف سيئة (إزعاج، سخريّة...)) <input type="checkbox"/> Friendly attitudes(helping each other) (مواقف ودية (مساعدة بعضهم البعض)) <input type="checkbox"/> Other, please specify: حدد: آخر، _____</p>	
<p>2d. How children are affected by this combination? كيف يتأثر الأطفال بهذا الوضع؟</p>	<p><u>Lebanese Children</u> الأطفال اللبنانيين</p> <p><input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً <input type="checkbox"/> Neutrally لا تأثير</p>	<p><u>Syrian Children</u> الأطفال السوريين</p> <p><input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً <input type="checkbox"/> Neutrally لا تأثير</p>

Trainings, Professional Development, Learning Process		التدريب، التطور المهني، عملية التعلم
<p>1. Did any of the teachers in your school attend an educational training session? هل شارك معلمي مدرستك دورة (دورات) تدريبية تعليمية للنازحين؟</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes: By Whom it was conducted: _____ When and Where the training took place: _____ How many teachers attended: _____ Specify what was learnt: _____</p> <p>إذا نعم: من قام بإجرائها: _____ متى وأين حصلت: _____ عدد الأساتذة الحاضرين: _____ حدد ما تم تعلمه: _____</p>	
<p>2. Did the school conduct any awareness session to parents /caregivers about education and life skills (i.e. child protection, health and hygiene) هل قامت المدرسة بإجراء لقاءات توعية لأولياء الأمور / الأهل حول مهارات التعليم والأمور الحياتية (مثل: حماية الطفل والنظافة والصحة)</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes: By Whom it was conducted: _____ When and Where the session took place: _____ How many parents attended: _____ Specify what was learnt: _____</p> <p>إذا نعم: من قام بإجرائها: _____ متى وأين حصلت: _____ عدد الأهل الحاضرين: _____ حدد ما تم تعلمه: _____</p>	
<p>3. Is there children's psycho-social support and follow up at your school? هل يوجد دعم ومتابعة إجتماعية ونفسية في مدرستك؟</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes: By Whom: _____ How many cases faced: _____ Were they referred to specialized services? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>إذا نعم: من قبل من: _____ عدد الحالات: _____ هل تم تحويلهم لأخصائيين؟ نعم <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>4. Is there children's monitoring for malnutrition at your school? هل يوجد متابعة لاكتشاف حالات سوء التغذية في مدرستك؟</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes: By Whom: _____ How many cases faced: _____ Were they referred to specialized services? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>إذا نعم: من قبل من: _____ عدد الحالات: _____ هل تم تحويلهم لأخصائيين؟ نعم <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	
<p>5. Is there children's monitoring for lice and scabies at your school? هل يوجد متابعة لرصد حالات القمل والجرب؟</p>	<p><input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا</p> <p>If yes: By Whom: _____ How many cases faced: _____ Where the treatment took place?</p>	

	<input type="checkbox"/> At School <input type="checkbox"/> Home اذا نعم: من قبل من: _____ عدد الحالات: _____ مكان العلاج: _____ <input type="checkbox"/> المنزل <input type="checkbox"/> المدرسة									
6. On a scale from 1 to 10, how do you rate the teachers' professional development and behaviour with war-affected children at your school? (1=Very-Low ... 10=Excellent) على مقياس من 1 الى 10، كيف تقيم التطوير المهني للمعلمين وسلوكهم مع الأطفال المتضررين من الحرب في مدرستك؟ (1 سيئ جداً - 10 ممتاز)	1	2	3	4	5	6	7	8	9	10
Assessment of Learning Outcomes										
تقييم النتائج التعليمية										
1. Were any of the following affected by the Syrian students' presence at schools? If yes, how? هل تأثرت الأمور التالية بوجود الطلاب السوريين في المدارس؟ إذا نعم كيف؟										
a. Teachers' learning methods اساليب التعليم	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا		<input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً							
b. Tests level مستوى الإمتحانات	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا		<input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً							
c. Lebanese students' progress تقدم الطلاب اللبنانيين	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا		<input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً							
d. Syrian students' progress تقدم الطلاب السوريين	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا		<input type="checkbox"/> Positively إيجابياً <input type="checkbox"/> Negatively سلبياً							
2. On a scale from 1 to 10, how much are you satisfied with the existing schooling system and its impact on the children's education? (both Lebanese and Syrians) على مقياس من 1 الى 10، ما مدى رضاك عن النظام التعليمي الحالي وتأثيره على الأطفال اللبنانيين والسوريين؟ (1 سيئ جداً - 10 ممتاز)	1	2	3	4	5	6	7	8	9	10
Teachers and Admin staff										
المعلمين والإداريين										
Profile										
لمحة شخصية										
1. Degree(highest) الدرجة العلمية (العليا)	<input type="checkbox"/> PHD الدكتوراه <input type="checkbox"/> Masters درجة الماجستير <input type="checkbox"/> Bachelor درجة البكالوريوس <input type="checkbox"/> Teacher certification دار معلمين <input type="checkbox"/> None لا شهادة علمية									
2. Do you regularly attend seminars and conferences? هل تحضر ندوات ومؤتمرات بانتظام؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا									

Work Conditions		ظروف العمل
1. Days and hours of work أيام وساعات العمل	# days per week: _____ # hours per day: _____	عدد الأيام في الأسبوع: _____ عدد الساعة في اليوم: _____
2. Do you always attend school at time? هل تحضر دائماً إلى المدرسة في الوقت المحدد؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا If No, please specify cause(s) of delay: (multiple answers) إذا كلا، الرجاء تحديد سبب (أسباب) التأخير:	<input type="checkbox"/> Far residence إقامة بعيدة <input type="checkbox"/> Personal/Family reason أسباب شخصية أو عائلية <input type="checkbox"/> Sickness أسباب مرضية <input type="checkbox"/> Other, please specify: أخر حدد
3. Were you overloaded with too much work last year? هل كنت مثقل بالكثير من العمل العام الماضي	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا	
4. If Teacher , do you teach subjects outside your area of expertise? إذا كنت تمارس التعليم، هل حصل أن درست مادة ليست ضمن اختصاصك؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> Sometimes أحياناً <input type="checkbox"/> No كلا	
5. Type of contract (single answer) نوع العقد (جواب واحد فقط)	<input type="checkbox"/> Fixed term ملاك <input type="checkbox"/> Contractual متعاقد	
5a. If Fixed Term: إذا كنت في ملاك: - Are you satisfied with your monthly salary? هل أنت راض عن راتبك؟ - Are you satisfied with the facilities you are getting? هل أنت راض عن التجهيزات المعطاة لك؟	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا	
5b. If Contractual: إذا كنت متعاقد: - Are you satisfied with your hour' rate? هل أنت راض عن المبلغ المتقاضى عن الساعة؟ - Are you satisfied with the payment methods? هل أنت راض عن طريقة الدفع؟ - Did you sign a work contract? هل وقعت على عقد؟ - Do you have a Social Security number? هل لديك ضمان صحي؟ - Are you getting transportation fees?	<input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا <input type="checkbox"/> Yes نعم <input type="checkbox"/> No كلا	

هل تتلقى بدل نقل؟	
Support and Supervision الإشراف والدعم	
<p>1. Are there access to enough teaching and learning materials at school (<i>single answer</i>) هل هناك إمكانية الوصول إلى ما يكفي من مواد التعليم والتعلم في المدرسة؟</p>	<input type="checkbox"/> Yes نعم <input type="checkbox"/> More or less نوعاً ما <input type="checkbox"/> No كلا
<p>2. Are there enough spaces to teach or work freely and effectively at school?(<i>single answer</i>) هل هناك مساحات كافية لاستيعاب عدد التلاميذ أو العمل بحرية وفعالية في المدرسة؟</p>	<input type="checkbox"/> Yes نعم <input type="checkbox"/> More or less نوعاً ما <input type="checkbox"/> No كلا
<p>3. How do you describe the management support and supervisory mechanism at your school?(<i>single answer</i>) كيف تصف الدعم الإداري وآلية الإشراف في مدرستك؟</p>	<input type="checkbox"/> Not Effective غير فعال <input type="checkbox"/> Somewhat Effective فعال نوعاً ما <input type="checkbox"/> Effective فعال <input type="checkbox"/> Very Effective فعال كثيراً <input type="checkbox"/> Extremely Effective فعال للغاية
<p>4. Does the school management conduct evaluation and performance appraisals on a continuous basis? (<i>single answer</i>) هل تقوم الإدارة بتقييم الأداء والسلوكيات بشكل مستمر؟</p>	<input type="checkbox"/> Yes نعم <input type="checkbox"/> Sometimes أحياناً <input type="checkbox"/> No كلا
<p>5. Some complaints are personal and sensitive within the workplace; do you feel comfortable in sharing these complaints with the management? (<i>single answer</i>) بعض الشكاوى تعتبر شخصية ودقيقة في مكان العمل، هل تشعر بالراحة في مشاركتها مع الإدارة؟</p>	<input type="checkbox"/> Yes نعم <input type="checkbox"/> Sometimes أحياناً <input type="checkbox"/> No كلا

NFE Matrix

Non-Formal Education Programs in Lebanon							
Type of NFE	ALP	Catch- up program	Basic Literacy and Numeracy	Community Based Education	Remedial	Self-Learning	Recreational/ Extra-curricula
Definition	Designed to assist older children and youth to complete basic education qualifications in a reduced time period in partnership with national authorities, covering essential competencies of official curriculum aiming to reintegrate children into formal education.	Program for out-of-school children who missed on school for less than two academic years with aim of integrating into formal schooling or CBE in the upcoming school year.	Program that develops knowledge needed to read and write and apply practical mathematical operations.	Formal Curriculum in Non-Formal/ community setting that provides opportunities for children in areas where there are schools with no additional capacity or no schools at all.	Support program targeting children enrolled in formal schools at risk of dropping out or falling behind.	Structured independent learning that can range from being fully independent or blended into other learning programs.	Activities within the educational program (FE, IFE or NFE) that enhances the wellbeing and holistic development and school performance of children.
Demo-graphics	Age: 9-18 Any child who dropped out of school at least 2 years out of school up to cycle.	Age: 7-18 Any child who dropped out of school less than 2 academic years starting from grade 2.	Age: 6 - 18 Any child who cannot yet read and write.	Age: 6 – 13 Any child who cannot have access to formal education for grades 1 – 6; including those who dropped out of school for less than 2 years.	Age: 6 – 18 Any child currently enrolled in formal schooling and at risk of dropping out.	Age: 6 – 18 Any child seeking access to educational opportunities.	Age: 6 - 18 Any child regardless of previous or current educational access.