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EDUCATION RAPID NEEDS ASSESSMENT FOR DISPLACES SYRIAN CHILDREN
In Schools, Community and Safe Spaces

UNICEF Lebanon Country Office & Save the Children

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List if Acronyms and Abbreviations

CBO	Community Based Organization
FG	Focus Group
INEE	Inter-Agency Network for Education in Emergency
LES	Lebanese Education System
M/F	Male/Female.
MoE	Ministry of Education.
MEHE	Ministry of Education and Higher Education
NGO	Non-governmental Organization (s)
TDH	Terre Des Hommes
UN	United Nations
UNICEF	United Nations Children's Fund
UNHCR	United Nations Higher Commission of Refugees
WASH	Water, Sanitation, Hygiene.

1. EXECUTIVE SUMMARY

After 16 months of ongoing conflict within Syria, the total number of Syrian citizens registered as displaced and residing within the Lebanese territories was estimated at 25,411[1]. Regions such as Wadi Khaled as well as the Northern and Central Bekaa are the most affected and have long been integrated in the social fabric and political economy of Syria. As a result, these areas have witnessing the highest concentration of displaced Syrians fleeing the conflict.

It is estimated that 51 percent of displaced and registered Syrians are between the age of 0 and 17 and will seek enrollment in Lebanese public and private schools during the 2012-2013 academic year[2]. Nevertheless, these children face serious barriers to integration, specifically with regards to foreign language learning and instruction, specifically in English and French. Recent field studies estimate that some 80 percent of registered Syrian children were not attending school in Lebanon at the end of the 2011-2012 academic year[3]. In addition, many parents of displaced Syrian students were confronted with serious legal obstacles while attempting to register their children, mainly due to the fact that many displaced Syrians do not possess any legal documents. What's more, the LSE adopts a bilingual curriculum and language of instruction while the Syrian curriculum is predominately taught in Arabic only. Hence, Syrian students have found major difficulties in coping with the Lebanese curriculum, specifically those in grades four and above.

The Lebanese MEHE issued a memorandum instructing all schools operating within the country to receive the Syrian incoming students regardless of their legal status and relieved the Syrian students of school fees. This, however, did not resolve the main issues confronting Syrian students in the Lebanese context spanning educational, logistic and social dimensions.

As the situation in Syria becomes increasingly more complex, the number of displaced persons in Lebanon is expected to rise. This will presumably exert tremendous pressure on local communities in terms of the absorption capacity of schools, the sharing of resources, and the provision of both food and safety for thousands of people. If displaced Syrians continue to pour into border regions, new complex problems may arise which will affect the stability of that area, such as unemployment, child labor, and child militancy increasing the vulnerability of societies in border regions. All the while, thousands of Syrian children are preparing themselves to enroll in Lebanese schools during the 2012-2013 academic year and this situation will likely exert tremendous pressure on the LES.

The LES has not been prepared to deal with such a phenomena. There are no inclusion policies in place, and neither principals nor teachers know exactly how to deal with the

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[1] United Nations High Council of Refugees- UNHCR *"Syria Regional Refugee Response, regional sharing portal"* . Available online at: http://data.unhcr.org/syrianrefugees/regional.php (last accessed July 2, 2012)
[2] Ibid.
[3] According to estimates from social workers in the field (UNHCR and Save the Children)

particular needs of displaced Syrians. This rapid needs assessment was conducted to provide major stakeholders with a conceptual framework to assess the problem at hand in order to find adequate and practical solutions.

In assessing the various educational needs of Syrian students in Lebanon, multiple interlinked issues were observed.

Syrian dropout rates are at 30 percent, twice above the national average. The principal reason for such a high dropout rate is the foreign language instruction at schools. The language barrier is more pronounced in cycles 2 and 3 (grade 9 and above). Without addressing the language barrier seriously, the majority of Syrian students to be enrolled for the 2012-2013 academic year are expected to face tremendous obstacles that would eventually lead to higher dropout rates.

Entrance into the LES is hindered by a systemic lack of school certificates, course completion documents and educational equivalencies with the Syrian education system. Complex legal barriers exist for Syrian children, despite the MEHE instructions to include all displaced Syrian students within the LES.

Transportation and tuition fees constitute a critical barrier to education. The greater part of enrolled Syrian students mainly attend schools within walking distance of their homes and do not consider forms of transport feasible. At the same time, physical space within schools is conducive to absorbing the displaced Syrian population, even if a systemic lack of equipment and staff persists.

The perception of insecurity and safety amongst Syrian families remains high. Syrian families do not register their children for fear of being targeted by the Syrian authorities on their way back to their home country. Many Syrians do not send their children to school unless they are assured that the Lebanese principals sympathize with their particular cause.

Discrimination is prevalent in schools and in communities and poses a barrier to the adequate access and inclusion of Syrian students. Displaced students interviewed have experienced some form of local demands and pressures to conform politically, whether from pro- or anti-Syrian government supporters. Discrimination in schools tended to diminish by the end of the academic year as form of inclusion eventually arose.

Enough teachers, but not enough text books: The ratio of pupil-to-textbook was observed to be relatively low due to the shortage of textbooks available for displaced students. Shortages were spot in 18 out of 27 schools. The average student-to-teacher ratio in every host school did not exceed 10 and the average student-to-classroom ratio was below 20. Both figures are still well below regional averages.

Principals and teachers stress the need to separate Syrian and Lebanese students, something the Syrian students oppose. When asked how they would suggest to deal with the continuing influx of displaced Syrian students, the majority of schoolteachers had no clear concept of how to integrate the Syrians into the LES.

Rather, they stressed the need to separate them in different schools or classes. The displaced Syrian students on the other hand, expressed their desire to remain in mixed classes.

The issue of testing Syrian children in foreign languages cannot be separated from the dominant pedagogy of teaching. School principals and the teaching staff's teaching methods are curriculum-based rather than needs-based. Education in this context is a formal experience; the students are passive receptors of information. The learning experience is confined to the parameters that the curriculum envisages. Displaced Syrian students preferred to be tested in Arabic while pursuing remedial classes and fast-track language learning sessions.

Host societies are protective and supportive, yet they are also fatigued. As the Syrian situation continues to deteriorate, host communities that receive the displaced Syrians are losing steam. The displaced Syrians influx into Lebanon has exerted tremendous pressures on the local communities and their capacity to absorb or accommodate the incoming Syrian families.

Psychosocial intervention and child protection are practically absent from schools. General discomfort to talk about it persists. Psychosocial and mental health services and support for both the displaced students and their schoolteachers was almost absent.

Local coordination structures are weak and need to be linked to MEHE consolidated national policy. The majority of schools who have accepted Syrian students do so because of local community networks. However, strong local coordination structures do not exist. Coordination between local stakeholders, MEHE, and NGOs is required to both facilitate school enrolment and manage an adequate absorption of Syrian students by the LES.

Male employment amongst displaced Syrians tends to be two to three times higher than female employment. Males start work as young as age 11. At this age, males tend to assist their parents in jobs such as painting, selling vegetables and working in the fields. At 15 and above, displaced Syrian males start working on their own as miners, seasonal workers, waiters in local cafes and in informal trade to and from Syria.

Water, Sanitation, Hygiene and WASH facilities are in need of repair and in bad condition. The majority of governmental schools tend to be in a state of disrepair and suffer high rates of dropouts and lack of proper sanitary conditions. The primary schools visited exhibited unsanitary conditions, general lack of a clean environment, and unsafe playgrounds as well as school facilities.
Non-governmental organizations can play a crucial role by creating safe spaces that provide remedial courses for the displaced to facilitate and support their learning and help fast-track their inclusion in mainstream Lebanese classrooms.

In response to the issues and challenges facing displaced Syrian students in Lebanon discussed above, it is advisable that a policy be drafted and implemented by the Lebanese government to facilitate the access to education of the displaced Syrian students in the LES.

It is recommended that Lebanon's MEHE resolve the legal issues facing Syrian students with the Syrian Ministry of Education, particularly with regard to issues relating to accreditation covered between the two nations, official examinations and course completion documents.

In order for any inclusion policy to be effective, tuition and transportation expenses need to be secured in short- and medium-term until a sustainable long-term solution is enacted. This will eliminate a serious access barrier to Syrian students.

Since the language barrier is the primary cause of Syrian students' low retention rates in Lebanese schools, it is recommended that the Lebanese MEHE respond to this challenge by permitting Syrian students to continue their education in Arabic through providing materials such as textbooks and examinations in that language. It is also recommended that remedial classes in one of the foreign languages be taught at schools where Syrian students are present. In addition, both local and international organizations should support centers for fast-track language remedial courses in the short- and medium-term and continue in their safe-space policy while being conscience of including Lebanese students in the overall implementation. Evidence from the field shows that when this has been carried out, it has proved successful.

What is more, teachers in schools hosting Syrian students should be trained in inclusion techniques in order to absorb the largest amount of needy students possible. New and innovate educational methods—such as experiential and individual-needs learning methods—to deal with the special educational needs of the displaced Syrians should be enacted along with a culture of inclusion that does not ostracize students because of their differing background and cultural differences.

2. BACKGROUND/CONTEXT

As the number of displaced Syrians continues to rise, their true number is likely to be higher than official estimates due to the reluctance of many displaced Syrians to register with the Lebanese authorities, mainly out of concern for their security. Also, many displaced Syrians in Lebanon seek refuge in border areas in which they have relatives and friends. As a consequence, the number of displaced Syrian students will continue to rise in tow and the existing barriers to entry into the LES will only become a greater issue for policy makers and the wider public.

Thus, serious setbacks to feasibly integrate Syrian students in Lebanese schools will continue to be the main obstacle to increasing their retention rate**.** Syrian students face several serious barriers to their learning ranging from the emphasis on foreign languages in lesson instruction to differences in curricula and unfamiliar teaching methods. Furthermore, transportation costs hinder consistent school attendance.

Moreover, Syrian students dropped out of school during the academic year 2011-2012 leading to an alarmingly high dropout rate and, consequently, low retention rates. This has been aggravated by the discrimination against Syrian students by Lebanese teachers and students alike. As a result students find themselves immersed in a relatively hostile, discriminatory and exclusionary environment with few coping skills. Accordingly, the situation of displaced Syrians has exerted further pressure on the LSE in the border regions, which was already suffering major vulnerabilities, high dropout rates and difficulties in foreign language learning.

It is important to note that the quality of education in Lebanon has been improving in the past years as more students are reaching the advanced international benchmarks. This improvement, nonetheless, is constrained by complex difficulties such as high dropout rates, problems with second languages, disparities between private and public education and various drawbacks in instruction methods. For example, the LES enjoys high enrollment rates when compared to the regional average. Yet, among its regional peers, the LES suffers from relatively high dropout rates. Also, the quality of education is low if compared to the projected costs. The gross enrollment rate for secondary schools is 81.6 percent, well above the regional average[4]. At the same time, net enrolment in primary level education is estimated at 88 percent, and falls to 74 percent at lower secondary level[5]. What is more, repetition rates tend to be the highest in the region at 15 percent at the 7th grade level and 9 percent at the 9th grade level[6]. The Lebanese dropout rate is estimated at around 10 to 15 percent.[7]

The disparities between the quality of private and public education in Lebanon are significant, leading to decreasing enrolment rates in public education. The main reasons

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[4]Project appraisal document, World Bank 2010, report number 56959-LB, p 9
[5]ibid
[6]ibid
[7]ibid

contributing to high school dropout rates are the lack of legislation related to compulsory and free education as well as under-qualified teachers and the prevalent use of corporal punishment. For example, 22 percent of teachers are uncertified teachers working on a contractual basis while more than half of the teaching force has not acquired a university degree. At the same time, 4.2 percent of public school teachers have a specialized degree. Teaching staff are rarely offered in-service training, and there are few quality standards for hiring or performance appraisals[8]. According the World Bank, the numbers of schoolteachers in Lebanon is sufficient to provide instruction at reasonable student-teacher ratios. While there is an oversupply of teachers, shortages in certain subjects persist. Retention problems are also more pronounced and exasperated when it comes to children with learning difficulties or those with special needs or disabilities.[9]

Officially, enrollment in pre-primary education is not compulsory in Lebanon. However, ministerial Memorandum No. 47, exempts children in public kindergartens and grades one and two from school fees. [10] The educational system is divided into four cycles. Cycle 1 is comprised of grades 1,2 and 3, and covers students aged between 6 and 8. Cycle 2 is comprised of grades 4, 5 and 6 and covers students aged between 9 and 11. Cycle 3 is comprised of grades 7, 8 and 9 and students aged between 12 and 14. The last Cycle, cycle 4, is comprised of grades 10, 11 and 12 and covers students aged between 15 and 18.

The language of instruction at Lebanese schools is bi-lingual. French or English is introduced at the kindergarten level. Subjects such as pure sciences (Biology, Chemistry and Physics) and mathematics are all taught in French or English. Syria uses Arabic as the main language of instruction in all subjects.

3. RATIONAL AND METHODOLOGY:

3.1 Reasons for the rapid needs assessment:

The Education Rapid Needs Assessment is intended to provide all humanitarian stakeholders with an immediate overview of the educational conditions and needs of the displaced Syrian children in the Bekaa (Hermel and Baalbek) and North (Akkar) governorates, where the influx of the displaced Syrians is highest.

To accomplish this task the rapid needs assessment maintains the following objectives:
  i. Assess major barriers hindering Syrian children from educational inclusion
  ii. Evaluate the educational needs of schools, teaching and social environments, methods, as well as issues of inclusion, hygiene and safety.

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[8]Project appraisal document, World Bank 2010, report number 56959-LB, p 10
[9]Baassiri, Raneem. Child Rights Situation Analysis: Lebanon. Save The Children-Sweden, 2011. p. 110
[10]Ibid

iii. Collecting information relating to educational conditions and needs of the displaced Syrian children disaggregated by age groups (0-6), (6-11), (12-14) and (15-17) and gender.

3.2   Methodology:

In conducting this rapid education assessment, the research team based its methodology on INEE Rapid Assessment tools and the Joint Needs Assessment Tool kit. All research tools were re-adapted to fit the Lebanese context. Qualitative data was analyzed using the Glaser and Strauss grounded theory method[11], specifically the editing analysis style and was carried out by researchers who were heavily involved in conducting interviews and focus groups. Three of these researchers independently reviewed FG responses to identify key words in responses to each of the questions in order to assure the reliability of the research findings. An educational technical consultant was also present during the analysis phase and contributed to providing recommendations and approving analysis methods. Quantitative data were analyzed following the indicators set in the INEE Rapid Assessment tools[12]. Information was triangulated from various sources and verified.

3.3   Sampling:

The education needs assessment adopted a purposive sampling method (non-probability) and used the judgment of various community leaders/representatives as well as project staff members in order to select representative locations for conducting interviews, focus groups, and surveys (Questionnaire). The following method was employed only after clear criteria for sampling was developed in cooperation with UNICEF and Save the Children. The education needs assessment conducted 38 focus groups, in addition to 41 in-depth, semi-structured interviews with school principals and municipal leaders. A total of 27 schools were visited across Bekaa and North Lebanon. (See   Annex   2   for   list   of   schools)

Semi-structured interviews, focus groups discussions, observation checklists and school questionnaires were utilized in the fieldwork. Both quantitative and qualitative data collection methods were employed to provide a balanced overview of Syrian children's educational needs.

Schools were selected according to concentration of displaced Syrian students according to the following profile:

1.Religious School
2. Secondary Official School
3. Primary School

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[11]Glaser, Barney G & Strauss, Anselm L. (1967) The Discovery of Grounded Theory: Strategies for Qualitative Research. Chicago: Aldine Publishing Company

[12]Inter Agency Network for Education in Emmergency. Available online at:
http://www.ineesite.org/search/results/bf5a3c8168431355678f868e5d4d0fc1/

4. Intermediate School
5. Private School
6. Private- Free School
7. School possessing a safe-space.

3.4   Data Collection Methods Used:

Semi-structured Interviews:
Key informant interviews were conducted in order to attain abroad interpretation of educational need within an entire school or community. Key informants included religious and community leaders, representatives of NGOs and CBOs in the region, in addition to municipal members and local government functionaries known as *mukhtars*.

Observation Checklist:
Observation checklists of targeted schools and any other premises that could serve as learning sites, whether formal or informal, were assessed. The checklists standardized the observational notes of researchers while collecting data. (See Annex 4). Volunteer teams observed and documented the conditions of learning environments (such as infrastructure, classrooms and learning materials) and the safety profile of schools.

Focus group discussions:
Focus groups are a familiar qualitative approach to gathering data in social science research. By using relatively homogeneous groups with common cultural and social backgrounds, focus groups reveal thought processes and responses that normally cannot be captured through structured data collection alone. The method also frees the subjects from the limitations imposed by literacy and reading proficiency differences, which generally are a strong limitation to collecting useful quantitative data from children. Key participants in the focus group discussions included teachers, members of Parent Teacher Councils and/or School Management Committees, parents/community members, women's groups, children and adolescents both in and out of school.

Focus groups allow the investigation of issues that cannot be efficiently addressed through quantitative analysis. For example, while quantitative methods and instruments can provide data demonstrating that female-student school attendance rates are low, they prove insufficient in elucidating the underlying reasons for such a phenomenon. In effect, focus groups can shed light on the crucial underlying issues. In this assessment, the focus groups focused mainly on the barriers to accessing and participating in education, the main target groups of such barriers, and ways that they could be diminished.   (See   Annex   5)

 School Questionnaires:
A school questionnaire was developed and filled for every school visit conducted. The school questionnaire collected information relating to school management, numbers of students, teachers, and various other information related to school administration, teaching methods, instruction, protection and hygiene. (See Annex 7)

3.5   Limitations:

Several factors have contributed to the limitations of the research methods adopted for this assessment:

Limitations of accessibility:
   a- The sporadic eruption of violence along the border regions impeded, and in some cases rendered impossible, access to certain schools in those areas. On a several occasions, the research team was stopped by armed groups patrolling the streets and denied access to certain areas.
   b- *Access to schools.* Due to the short implementation time (30 days), delays in getting MEHE permission to access schools caused interruptions and setbacks and impeded the progress of the assessment. Nevertheless, the research team accessed 27 schools across Lebanon.

Political and security issues: Many potential participants were reluctant to take part of the research for security and safety reasons. In general, residents of the affected areas were hesitant to talk to strangers. A general sentiment of caution and suspicion prevailed throughout and was accompanied by a reluctance to disclose personal information or allow the research teams to record conversations or take photos. This, of course, posed several challenges in the data collection process. This cautionary and apprehensive attitude was also detected among the principals of the schools who, the research teams noted, were hesitant to disclose information and would at times insist on being present during the interviews with students. The research team is aware that such factors influenced the interviews with the target students and the degree of disclosure desired. In response to this, the research team relied more heavily on out-of-school focus groups in order to compensate for such limitations.

Attendance issues: many of Syrian students were not present in the intended target schools. This functioned as both a major limitation to the study as well as a major finding. In response, the research team had to establish contact with students who were not attending school by conducting home visits, as well as focus groups outside of the intended schools in order to reach the target sample of the population.

4.   TEAM MEMBERS INVOLVED:

The research team was formulated in close contact with UNICEF and Save the Children and was composed of:

> ➢ *Nizar Ghanem, Leading Research Expert,* tasked with conducting the rapid education assessment, overall management of the research team, analysis and delivery of final product. Mr. Ghanem is an international development consultant with years of experience as a trainer and researcher on policy related topics in the Middle East. He has worked as Senior Analyst at the Lebanese Center for Policy Studies-Focus Group Center. He also worked as a consultant for various international

organizations and the World Bank (Washington, DC). He has various published articles and has delivered interventions in various academic settings involving topics of development in the Middle East. He holds a Master's degree in International relations and economics from Johns Hopkins University, The School of Advanced International Studies (SAIS).

➢ *Dyane Al-Baba, Focus Group Expert,* tasked with developing focus group discussion guides, in addition to providing expertise on qualitative research findings, methodologies and methods, in addition to conducting field work as required.

➢ *Dr. Mahmoud Natout, Educational Technical Expert*, tasked with contributing to the research findings with an expert opinion during preparation and analysis phases. Mr. Natout is a doctoral candidate in Educational Studies at the University of Oxford. He is an instructor in the Humanities and Social Sciences at the Lebanese American University. His current research focuses on teacher education and teacher personal and occupational development.

➢ *Moataz Tayara, Logistical Assistant:* tasked with overall preparation, logistical organization, fieldwork and note taking.

➢ *Sami Halabi, Editor:* tasked with the review and compilation of the final text of this assessment. Sami Halabi is a Beirut-based editor, journalist and consultant who covers the Middle East and North Africa. He is also the Managing Editor of Executive Magazine and a Research Writer at the American University of Beirut. In the field of television, Sami works as an economic consultant for the Lebanese Broadcasting Corporation and a correspondent for France 24 International.

➢ *Core Leaders:* Core leaders of volunteer teams in Bekaa and Hermel.

➢ *Volunteers* from various partners and NGOs assisted the research team in conducting the assessment.

5. MAJOR FINDINGS:

Below is a list of major findings. The findings are not ordered according to importance but according to the major clusters based on the Joint Education Needs Assessment Information Needs Matrix (see Annex 7). Integrated in each section is a sample of verbatim quotes from focus groups or interviews from the field. The sections below will elaborate extensively on the following major findings according to the various clusters.

5.1. ACCESS AND LEARNING ENVIRONMENT:

The findings in this section will touch upon the major barriers hindering Syrian students from access and integration in the LES.

 ➢ Assessment and teaching in foreign languages is one of the main reasons for low enrollment and retention rates.
 ➢ Tuition and transportation costs hinder many Syrian students from registering in the LES.
 ➢ Discrimination is highly prevalent within communities and the LES.
 ➢ Legal barriers such as requirements for course completion documents create barriers for Syrian students' registration and proper inclusion in schools.
 ➢ Perceptions of insecurity and safety concerns among Syrian families remain high.

5.1.1. Language Barrier:

The language barrier as it stands is a towering impediment to the right to education. Foreign languages remain the predominant barrier to educational and social inclusion of Syrian students. However, parents and students insist on learning foreign languages instead of demanding that the LES curricula accommodate for Arabic-language instruction. Teachers, principals, students and parents consider the barrier so immense and complex that intensive language courses and special measures undertaken by local administration or government to alter the Lebanese curricula will need to be implemented to ensure any sort of inclusion of Syrian students. The situation is so pervasive that 100 percent of school questionnaires filled mentioned the foreign language barrier as the primary cause for dropouts and the principal issue facing Syrian students in the LES.

The Syrians do not want to **study solely in Arabic.** On the contrary, students, and parents alike appreciate foreign languages as a tool for upward social mobility. Parents understand that foreign languages will help their children to attain better opportunities in the future. They **do not want** for foreign languages to be completely abolished, rather, they seek support to acquire the ability to learn them.

At present, the language barrier is the decisive factor influencing the decision to drop out of school. According to focus groups conducted with Syrian children dropouts between the age of 11 and 14, the main reasons leading to their withdrawal from school was their **inability to understand what was spoken in class**, which, in turn, affected their ability to attend school with their peers. The majority of Syrian children (including those as young as 6 & 7) expressed their anxiety, lack of motivation, and fear of foreign languages. The scale of the problem is more visible in the third cycle. Many students of this age bracket (11 to 14) were registered in grades lower than their classes in Syria (as much as three grades lower in some cases), solely due to their incapacity to follow class's mathematics and the sciences taught in the foreign languages.

During various focus group sessions, teachers responded to inquiries regarding the language barrier with phrases such "*Metl Atrash Bezaff*" meaning, "Like a deaf person in

a wedding",[13] to describe Syrian students in class. Students on the other hand lacked motivation and confirmed the teachers' sentiments. Syrian students are expected to resolve complex phrase structures, write compositions and paragraphs in a language whose alphabet they have difficulty writing. Language teachers interviewed expressed the need for Syrian children to learn French or English at the beginner-level. According to one teacher speaking about students age 9 and above: "The children need to go back to kindergarten to learn how to spell their name."

The case of Walid-Ido Secondary School in Wadi Khaled clearly demonstrates how foreign language instruction impedes the successful inclusion of Syrian students in the LSE. The six out of seven Syrian students who participated in the focus group there had failed their academic year. Their grades show that the students succeed in Arabic language material, but their inability to study biology in French, in addition to French literature, led to their eventual failure. Asked if they will stay on in the 2012-2013 academic year, students were hesitant to respond positively. According to the principal at this school, "If we gave them biology, chemistry and math in Arabic, they could have passed this year"[14]. According to Muhammad, a 16 year old high school student, "The Syrian students are scared to go to school here because they know they will fail, how will they do an exam in French?[15]" (See Annex 8 for sample grades)

The foreign language barrier not only impedes academic achievement of Syrian students, but also stigmatizes them. Principals and teachers tend to look at language solely from an academic point of view, rarely seeing its exclusionary effects on students. School principals tended to regard language solely through a prism of educational and academic performance. Hence, principals rarely pay attention to the social exclusionary pressure the language barrier exerts on Syrian students. Asked to explain what they do in foreign-language classes, many students say they are bored, do not understand the subject, and feel alone and secluded. Some students said that teachers would send them away to play during biology or French sessions. The language barrier builds an image of the Syrians as one associated with failure and inferiority and makes them visible to others as "The Syrians who do not know French"[16]. According to students aged 9 to 14 that have dropped out of school: "The teacher used to send us to kindergarten to learn French from the beginning, I really felt bad, and everyone laughed at us"[17].

Syrian children are anxious about school assessments in foreign languages. As mentioned above, the majority of Syrian students expressed their willingness to learn foreign languages; however, their frustration is rooted in the fact that they could not do so within the LES. Students are systematically placed in classes that demanded advanced language skills, without any support mechanism. Visits to safe-spaces and NGO remedial classes show that **the barrier to education lies in the pedagogy of**

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[13]Interview 20, English teacher, Al Noor School, A'arsal, Bekaa. 16 May, 2012
[14] Interview 11, Dayrouk, Maarouf, Principal, Walid Ido Secondary School, Qubaya'a, Wadi Khaled, Personal. 11 May, 2012
[15]FG 15, Students [15-18] Attending Walid Ido Secondary School, Qubaya'a, Wadi Khaled. 11 May, 2012.
[16]FG 33. Civil society workers, Qubayat. 3 May, 2012.
[17]FG 17, Students [10-14], Rajem Khalaf School, Wadi Khaled, 8 May, 2012.

teaching in schools and curriculum. The safe spaces run by NGOs in Brital, Baalbek, A'arsal and Wadi Khaled which were visited, show the staggering differences between regular education practices of the LES and those that catered to the needs of the Syrians. The Syrian students who were interviewed in remedial classes were relaxed, expressive and optimistic. The Syrian children spoke in French or English, tried to 'impress' the research team with their language skills and, overall, seemed happy with their progress. When asked about what they like about remedial classes in comparison to formal education, one participant responded "Here, they go back with me to the beginning, I learn here"[18]. (This subject will be further investigated in Teaching and Learning section-4.2)

The language barrier is a cross-cutting issue affecting Syrian students regardless of gender, socio-economic background or geographic origin. Syrian students coming from all backgrounds suffered similar obstacles when entering Lebanese schools. The research team checked for gender differences and regional urban-rural divide among Syrian children, however no tangible difference could be observed.

Verbatim Quotes:

*"I want them to take intensive courses so my kid won't be mocked when she's in class next year because she doesn't know English."*FG 8. Parents of children who go to remedial courses. Sawa center, Baalbek, Bekaa. 18 May, 2012.

"The students in Bac [grade 12] and secondary [school] are not understanding anything. One student came for 2 weeks then he left because he didn't understand anything, another kid stayed in Bac but he failed at 100points [out of 260 to pass] under the average he is very depressed." FG 38. Teachers of Syrian students, Al Montada Thaqafi, Hermel, Bekaa. 2 June, 2012

*"There is the social aspect…the teacher might tell him/her you do not know French and all the students might laugh at him/her."*FG 33. Civil society workers, Qubayat. 3 May, 2012.

*"There are lots of kids who left school. The child is ashamed to enter the classroom. 'Why are they putting me in the fifth grade when I am in the seventh?' He would say… there is a feeling of inferiority. When asked why did you leave school. They would respond: we went and didn't understand anything."*FG 33. Civil society workers, Qubayat. 3 May, 2012.

*"We give them sciences in French, so I suggested that we give it in Arabic, they did better than the Lebanese. "*Teacher, Khat El Petrol Public School, Wadi Khaled, Interview 6. 9 May, 2012

*"I didn't go to school it's all in French and my dad isn't working so decant afford, even if it's in English it's the same for us, in Syria we learn in Arabic."*FG 25. Students [14-18] who do not go to school, Tripoli. 23 May, 2012.

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[18]FG 20, Students [11-15], Save the Children Remedial Center, Al Amayir, Wadi Khaled. 13 May, 2012.

5.1.2. Physical Barriers

Transportation & tuition fees constitute important access barriers to education. The displaced Syrians explicitly expressed their inability to send their children to Lebanese schools if it required paying transportation fees. The majority of families interviewed had an average of 5 children per household. When calculated, the families preferred to use the money for paying rentals well as providing food and shelter. Also, 90 percent of school principals' answers to questionnaires mentioned transportation and tuition as one of the main barriers to access to education. Those who are present at schools overwhelmingly reside within walking distance from their current schools (on average around 15 minutes walking distance). The issue of tuition fees and transportation still exerts a tremendous burden on the Syrian population given the already present difficulties of finding housing, furniture, and securing food. Focus groups with parents have confirmed this and the fact that transportation as one of the obstacles facing them sending their children to schools. The majority of parents cite the high cost of using existing school transportation facilities as a major factor impeding their ability to send their children to school. Several parents said they were not able to pay an average fee of 100,000 L.L. ($66) each month, per child, something they considered well beyond their means given their current financial circumstances.

Schools were, generally, able to absorb more students, but lacked equipment and adequate staff training: The number of available schools, and the places within them do not constitute a formidable barrier to access or inclusion of Syrian students. In fact, the schools visited were not operating at full capacity or even close to it. A total 51.9 percent of schools were not working at full-capacity and could accommodate more students. On average, schools visited could accommodate a total of 101 students per school. At the same time, many villages had two to three schools in their vicinity with capacity to accommodate even more students. Nevertheless, schools lacked sufficient number of desks, stationery and books to accommodate the growing number of Syrian students.

Figure1: Absorption Capacity in Schools (%)

	over capacity	at capacity	under capacity
Bekaa	26.7	26.7	46.7
North	8.3	33.3	58.3
Total	18.5	29.6	51.9
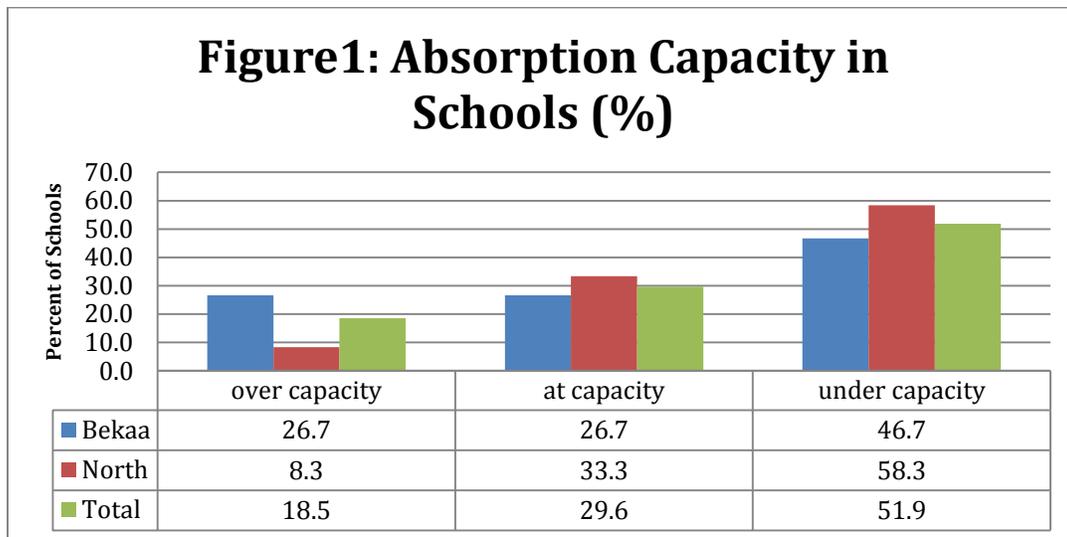
Every school was asked to give an estimate of its absorption capacity. Hence, the number that emerges is close to 2705 students, which is more than three times the number of the enrolled Syrian students in the sampled schools which approaches 539 students. Approximately 51.9 percent of schools considered their schools as not working at full capacity, a stark contrast to the 18.5 percent who considered themselves to be operating above their capacity. As can be deduced from the data above, the difference between the Bekaa and the North in this respect is minimal. However, it is important to mention that schools in Tripoli tend to be more crowded showing an emerging urban-rural divide. The schools could, *ceteris paribus*, accommodate the majority of Syrian children in the 2012-2013 academic year. However, given the fact that Syrians tend to cluster in specific communities, this might not prove sustainable either, especially if the Syrian situation continues to deteriorate.

The schools have the physical space and are ready to accept Syrians if provided with the needed stationery and staff to expand their operations. Asked about their needs to accommodate for Syrian students, the majority of principals mentioned 1- stationery, 2- tuition and transportation, 3- legal issues and 4- adequate quality of teachers as the main issues influencing their decision and capacity to take on more Syrian students.

The research team has checked for bias in the sample and triangulated the information with other stakeholders. According to qualitative data collected from the municipality, schoolteachers and other social workers, the numbers above confirm with a general trend in Bekaa and the North.

Verbatim Quotes:

*"No one is helping us with the intensive courses, the municipality doesn't have any more money, 30students stopped coming because they can't afford transportation."*FG 38. Teachers of Syrian students, Al Montana Thaqafi, Hermel, Bekaa. 2 June, 2012

*"Our biggest problem is transportation, could you resolve this for us. I have to pay 100,000 L.L. per child and I have four."*FG2. Parents whose children do not attend school. Kherbet Al Hayet, Wadi Khaled. 9 May, 2012.

*"They came to our remedial courses because we respect them, also maybe because we give them transportation."*FG 33. Civil society workers, Qubayat. 3 May, 2012.

"There is no problem with regards to space. We can accommodate as much as you want. We'll build another room. The biggest problem is who will pay the tuition and transportation."Principal of Brital Public School, Brital, Bekaa. 19 May, 2012

5.1.3. Discriminatory Barriers in Community and Schools

Discrimination is highly prevalent in schools and in communities and poses a barrier to the adequate access and inclusion of Syrian students. Syrian students interviewed in schools consider themselves to be excluded by their classmates. Schools are segregated on the basis of Lebanese and Syrian nationality. Students are subjected to prejudicial chants, particularly the more frequent and extremely deprecating "Souri Andapori" which is a twist to a phrase originally used as a derogative term against Bedouins (Nouri Andapori).

Due to the inability of Syrian children to cope with the curriculum, an association between being Syrian nationality and failing at school is present. Syrians are considered inferior to Lebanese students by both students and teachers. Displaced students who were still in the first cycle (6 to 8 years of age) were particularly better integrated in the Lebanese schools. Problems of integration increased with age reaching crisis-levels from the 6th grade onwards (11 to 14 years of age). Violent incidents encountered were typically witnessed within this age bracket, which also exhibits the lowest school retention rates as well as severe holdbacks compared to their Lebanese peers. According to an 11-year old child in Hermel: "They always call me 'Souri andapori'. I don't get sad but they make me mad, I tell the principal this but afterwards the bullies meet me under my house."[19]This situation, however, is not only confined to children, adults faced similar discrimination within communities. In light of this, cases in Wadi Khaled, A'arsal and Hermel were documented, where Syrian houses had rocks thrown at them and Syrians stopped in the streets and yelled at. This is, however, exists while Lebanese host Syrians displaced by the ongoing conflict across the border. According to both adults and children, there are always Lebanese who defend them and make them feel welcome. The issue is, nevertheless, exacerbated by

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[19]FG 25, Students [6-11], Al Takadoum School, Hermel. 30 May, 2012.

the Lebanese hosts' increasing vulnerability due to increasing costs as the Syrian situation continues to deteriorate.

Discrimination is highlighted when displaced families lack Lebanese relatives. The majority of displaced Syrians interviewed seek refuge with local Lebanese relative or close acquaintances. Many of those interviewed expressed that it was through such connections that they could achieve a sense of stability and social recognition. Consequently, many of them considered the Lebanese as good hosts. At the same time, they reported an increased sense of isolation and insecurity varying among different regions. Consequently, in Shiite-majority areas displaced Syrians felt pushed to deny any connection to the opposition. While Syrian adults rarely encountered incidents of violence, children were more exposed to political and sectarian pressures. Many Syrian children in Hermel reported being beaten by pupils inside their schools, who were taunting them for being "pro-regime," in reference to supporting the government in Syria. In Baalbek similar incidents were present. According to one mother, "The teacher at school asked my son to say 'Long Live [Hezbollah Secretary General Hassan] Nassralah', and my son told her that he does not know Nassralah but he knows president Bashar [al-Assad of Syria]. So she asked him in front of the class to say 'Long live President Bashar'. Thank God he did it, he was smart."[20]

On the other hand, **displaced Syrians living in Sunni-majority areas experienced increasing pressure by the local communities for Syrian males to join the revolution against the Syrian authorities.** According to one parent in A'arsal, "There are some parents who were hit by rocks, they were telling the young men: 'you should not be here, you should go fight it's part of *Jihad* [holy struggle]."[21] According to many interviewees, the main reasons for such harassments was due to the fact that "*A'arsalis* [people of Arsal] lost their jobs with the coming of Syrians,"[22] as was expressed by a local in the area. Participants within focus groups in Tripoli, Wadi Khaled, and A'arsal confirmed that a great deal of social pressure is exerted on young displaced men who are considered to be of fighting age (15 and over), to take up arms and join the armed opposition in Syria. These social pressures are expressed more prominently in schools. Hence, according to many Syrian students, children at school are always asked about their religion. One child reported the following: "They came to ask me if I am Sunni or Shiite, so I told them that it's none of their business and I ran away."[23] The majority of displaced persons interviewed have experienced some form of local demands and pressures to conform politically, whether from pro- or anti-Syrian government supporters.

Discrimination in schools tended to diminish by the end of the academic year: A form of inclusion eventually arose. It is very important to mention that respondents had different responses depending on their situation. Those who had Lebanese relatives tended to be more integrated in the Lebanese society and faced less barriers

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[20]FG 8, Parents of children who attend remedial courses, Save the Children, Sawa center, Baalbek. 18 May 2012.
[21]FG 1, Parents of children who attend remedial courses, TDH remedial center, A'arsal. 24 May, 2012.
[22]FG 36, Social workers, TDH remedial center, A'arsal. 23 May, 2012.
[23]Interview 41, Student at Third Intermediate School of Hermel, Hermel. 29 May, 2012

or discrimination. Nevertheless, issues of discrimination in schools are not clear-cut. Some Syrian students, for example, mentioned that discrimination was more present at the beginning of the school year, but tended to decrease with time. Some students who were beaten by classmates from neighboring clans were defended by other Lebanese classmates who would accompany them to their homes after school to protect them from being attacked. As expressed by some of the interviewed children, these experiences allowed them to develop friendships with their Lebanese peers. For instance, a 14-year-old boy in Hermel who was being bullied by his Lebanese peers at school said: "My Lebanese friends sometimes walk with me home, and then they teach me French and help with my homework, so now it's becoming better."[24]

All the schools that were visited, including those that were 'catering' to Syrian needs, had problems with discrimination, either by the school's students, or by teachers themselves. In fact, a case was documented where a Syrian child refused to leave the classroom during the break in fear of being bullied. The schools rarely had any referral system, or a general policy for dealing with cases of discrimination. The majority was resolved through the intervention of the principal who generally entered each class asking them to receive the Syrians. This quote by a school principal in Hermel elucidates this: "There was tension at the beginning of the year, I resolved it through entering the classes and asking them to behave and explained to them that the Syrians are our guests and we should treat them well"[25].

Discrimination affects both females and males but incidents of physical violence were more prevalent among male children. Syrians, regardless of gender or age group, were all subjected to some form of discrimination in schools and communities. However, all the documented cases of school violence and bullying tended to occur within the male population between 10 and 14 years of age. Female students reported name-calling and sarcasm as the principal factors impeding their integration. Yet, male students cited beatings, being followed in the streets, and stones being hurled at them as common forms of discriminatory actions.

Verbatim Quotes:

"The difficulties in school are finances and the French language instruction. There is also discrimination from teachers towards our children. 'Go back to your country Syrian,' that's what they say. The teachers are really treating them badly; they said to them 'Curse all the Syrians.' FG2. Parents whose children do not go to school, Kherbet Hayat, Wadi Khaled, 9 May 2012.

"Harassments are there because the people are angry as they lost their jobs [to displaced Syrians].
I wanted to leave A'arsal but I couldn't." FG 1, Parents of children who attend remedial courses, TDH remedial center, A'arsal. 24 May 2012.

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[24]FG 25, Students [6-11], Al Takadoum School, Hermel. 30 May, 2012.
[25]Interview 27, Principal of A'arsal Namouthajiya School, A'arsal. 22 May 2012.

"There are teachers who gave special attention to some students, but for me my teachers don't care about me they say 'You are Syrian, you won't understand.'" FG15. Students [15-18] attending school.Walled Ido Secondary School, Qubaya'aa, Wadi Khaled. 8 May 2012.

"They hit me and push me when I stand in front of them in line." FG 23. Students [9-12], attending Ibn Khaldoun School, Tripoli. 23 May, 2012.

"We don't discriminate against them; we treat them like the Lebanese. At first the students were discriminated against them they made the Syrian kids cry." FG 38. Teachers of Syrian students, Muntada Thaqafi, Hermel, Bekaa. 2 June, 2012.

"I tried to register in the high school, but the girl [Lebanese neighbor] didn't let me go with her. She does not want to go to school with a Syrian." FG 10. Students [15-18] who do not attend school, A'arsal, Bekaa. 24 May, 2012.

5.1.4. Legal Barriers:

Syrian children face legal barriers and endemic uncertainty regarding their status as displaced people in Lebanon. The majority of displaced Syrians residing in affected areas in North Lebanon and Bekaa have illegally entered Lebanon in order to escape military activities in their previous domiciled areas. Most of those interviewed during this assessment did not possess legal documents indicating their children's educational level or schooling history, especially in the Wadi Khaled border area and other areas close to the border with Syria. The Lebanese government has issued an internal memorandum asking public schools to register Syrian children regardless of their legal status in hopes that their status will be resolved with the Syrian government at a later stage. All the schools visited in this assessment received this internal memo and the majority of school administrations stated that they have acted upon it by registering Syrian students. However, several cases were documented whereby this memo was not implemented for a variety of reasons including prejudice regarding political affiliation of parents and administrative concerns of school administrations of admitting non-documented students.

Hesitation and caution among school principals continues to persist with regards to the admission of Syrian students in the LES and the majority of school principals said they were burdened by the presence of Syrian students. Accordingly, the Syrian students with no legal papers pose significant problems for school administrations. Many principals admitted their hesitation to fully implement the MEHE decision because they were afraid to 'get stuck' with Syrian students on a financial and procedural level given that their status is not entirely legal. For many, the displaced Syrians were considered an extra burden that requires follow up with the government. The school principals generally accepted the official memorandum but some took it into their own hands to pick and choose among the displaced Syrians or refuse them altogether. For example, according to a school principal in the Hermel area, she took the decision not to accept Syrians entering above the 5th grade level. When asked for the rationale behinds his decision she stated that, "After the fifth grade, it will be hard for them to follow with the curriculum, so I took the decision not to accept

students after that age; it's better for them and us"[26]. The principal of a secondary public school in Wadi Khaled also expressed his anxiety about the legal situation of his pupils: "I have accepted all the students who applied, but look at this list, they are all still in legal limbo. I have sent a letter to the government with their names, but the government postponed the decision [to recognize them legally], so their status is not resolved yet". School principals feel that the government has postponed looking into the matter of displaced Syrians' legal status and has, therefore, not seriously addressed it. The majority of both principals and parents considered legal issues as strong barriers to access and inclusion in the LES.

Although the Lebanese government has facilitated enrollment to some extent, the principle that Syrian students should be allowed to enter the LES has not become prevalent among displaced Syrian families. Many were still convinced that the schools will not accept their children due to these legal barriers, as demonstrated by the following account: "My sibling didn't go to school because we don't have our papers, we didn't bother going to school to ask because we don't have our papers."[27] Furthermore, no sustained effort has been invested to inform the displaced Syrians of their basic rights and opportunities with regards schooling on the national or local municipality levels. One interviewee was keen on expressing this issue very clearly: "No one told us how to register for schools; we heard it through our neighbors, friends and, basically, the word on the street."[28]

Verbatim Quotes:

"If I can apply [to grade 12 official exam] in Arabic, I will go. If I want to apply as individual, not through school system, they want a document that proves I was in grade 12, but I came illegally here and have no such documents." FG 10. Students [15-18] who do not attend school, A'arsal, Bekaa. 24 May 2012.

"I went to register, I still have not hear from anyone, they never got back to me." FG 10. Students [15-18] who do not attend school, A'arsal, Bekaa. 24 May 2012.

"My children fled from Syria, but they don't have any papers. How will they register in school?"
- *Did you know that you could still register in schools?*
"Nobody told me…" FG 2. Parents of children are not attending school, Kherbet Al Hayet, Wadi Khaled. 9 May 2012

5.1.5. Security Barriers:

Security concerns hinder Syrian children from accessing and integrating in the LES. Parents refuse separate schools for Syrians and consider schooling alongside Lebanese citizens as a guarantee they will not experience retribution.

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[26]Interview 17, Principal, Primary Public Hermel School, Hermel, Bekaa. 29 May, 2012.
[27]FG 22, Students who do not attend school, Tripoli. 23 May, 2012.
[28]FG 8, Parents whose children attend Sawa remedial center, Baalbek, Bekaa. 18 May, 2012

Displaced Syrians consider the situation in Lebanon as 'insecure'. During the assessment there were documented cases where displaced families refused to send their children outside the immediate vicinity of their village or neighborhood to attend schools due to security concerns. In fact, the numbers show that a typical Syrian student takes an average of 15 minutes to walk from his home to school. This indicates that Syrians tend to send their children to nearby learning facilities for two main reasons: security and lack of transportation fees. While these two reasons tend to be intertwined, security has been mentioned repeatedly by many parents, specifically mothers. Thus, when the notion of an all-Syrian school was proposed, a displaced parent adamantly expressed her rejection of such an idea for security reasons: "I am against the idea of a Syrian school because it will be a target. We just don't want them to discriminate in school against my child."[29] On the other hand, a mother in Wadi Khaled refused to send her daughter to school "I am afraid to send her outside the 'Bqayia'a' [village] because she might be targeted. If there are schools nearby, then it is fine"[30].

Syrian families do not register their children in fear of being targeted by Syrian authorities if they return to Syria. Several of those interviewed were afraid to register their children in public schools for fear that their names would trickle down to Syrian intelligence. The majority registered their names only in schools in which they knew the principal personally and to which they were referred to by community leaders. In fact, due to this inherent mistrust, there exists a tendency among displaced parents to send children to private schools in the area that have offered to enroll displaced students for free. This is specifically present in A'arsal schools which have the highest rates of Syrian students tended to be private ones. According to one Syrian student (16 years of age) in A'arsal "Everyone knows that the government is dominated by Hezbollah and we do not trust them"[31] or according to a principal in the village of Al-Qasr "I do not have a problem with sectarianism, but everyone knows here that I am in the Baath party, so none of my students are against the regime and no one comes to register. It is known. They are afraid and I understand."[32]

Displaced Syrians in A'arsal and Hermel expressed fears of being kidnapped. In Wadi Khaled, many women refused to send their children to school outside their designated area in fear of being kidnapped or attacked by pro-government forces or being targeted by the Syrian authorities. Females between the age of 15 and 18 were particularly afraid of being kidnapped, particularly after several kidnapping incidents have occurred in border regions and violent armed flare-ups in the Lebanese city of Tripoli between rival sects. According to one parent: "A car stopped and a group of males were asking my daughter to approach the car. She thought they were giving us aid. She came out of the house, but thank God she called for her brother. When the men saw her brother was with her, they drove away quickly. I am afraid, and I do not let

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5.1.1. [29]FG 8, Parents whose children attend Sawa remedial center, Baalbek, Bekaa. 18 May, 2012

[30]FG 7, Parents whose children do not attend school, Qbaya'aa, Wadi Khaled. 9 May, 2012

[31]FG 10, Students [15-18] do not attend school, A'arsal, Bekaa. 24 May, 2012.

[32]Interview 42, Zaaiter, Akram, Principal of Qasr Intermediate Public School, Qasr, Bekaa. 5 June 2012.

her go out after this."[33]As indicated by several sources, recent kidnapping incidents in A'arsal, in addition to kidnapping of a dozen Syrians in Bekaa has alerted displaced Syrians to the possibility of being targeted for ransom, or as bargaining chips for other Lebanese and/or Syrian prisoners
in Syria.

The majority of displaced Syrians fell relatively safe in neighborhoods where they have managed to map and establish consolidated networks with local populations. Nevertheless, the majority of displaced in Lebanon continue to remain suspicious and wary of their general environment and surroundings. The displaced continuously expressed their reluctance to register their names in Lebanese schools in fear that this information will be delivered to the Syrian authorities, which would consequently punish them on their way back home. This was particularly present in the village of Qasr and the city of Hermel where the displaced Syrians considered the Shiite population as hostile and collaborating with Syrian authorities against them. In other cases, issues relating to employment became the principal factor relating to insecurity. In the border region of A'arsal, accounts speak of perpetrators of violence against Syrians being angry because displaced Syrians were taking the local jobs at the mines. As a result, several were asked to leave the A'arsal region and go back to Syria to fight against the Syrian government. In the Wadi Khaled region, displaced Syrians were also requested to return in order to oppose the Syrian authorities because they constituted a burden on local citizens who could not long employ informal trading routes due to increased scrutiny from Lebanese and Syrian authorities along the Lebanese-Syrian border. Such pressures on both sides of the border exacerbate the perceptions of insecurity among Syrian students.

Verbatim Quotes:

"There are some students who fear of the school's administration. You see… they are also afraid of teachers because there are teachers of different political backgrounds in our schools. One father refused to give the names of his children and refused to register them because he feared the [Syrian] intelligence." FG 33. Civil society workers, Qubayat. 3 May 2012.

"The Syrians don't go outside their houses because anyone can ask them for their papers, so they have a feeling that they should shut up because they don't have many rights. For example, the parents of a child asked me to separate their son from another child because, 'we don't want trouble, we're refugees and we don't want to raise our voice." Principal of Napa'sWada public school, Interview9.Naba'a Awada, Wadi Khaled. 7 May 2012.

"We don't feel safe here, there are kids who hit us because they say we are against the regime, and they call us 'Soury Andapori'." FG 29. Students [6-11], Al Taka DomSchool, Hermel, Bekaa. 30 May 2012.

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[33]Home visit, Parent of a 15 year old student who does not attend school, A'arsal. 24 May, 2012. (This particular conversation was not documented as the family declined to be taped)

"I can bring you 80 kids in this neighborhood. Some go to school but the majority does not. The people are afraid of the clans here, they are also afraid of the Syrian army getting inside here. Just look at the borders, we can see the bombs from here." Syrian community leader, personal interview 40, Qasr, Hermel. 5 June 2012

5.1.6. Major Barriers disaggregated according to age, gender and educational cycles:

Figure 2: Enrolement disaggregated according to cycles (in precentage)

Figure 2: Enrolement disaggregated according to cycles and regions (%)
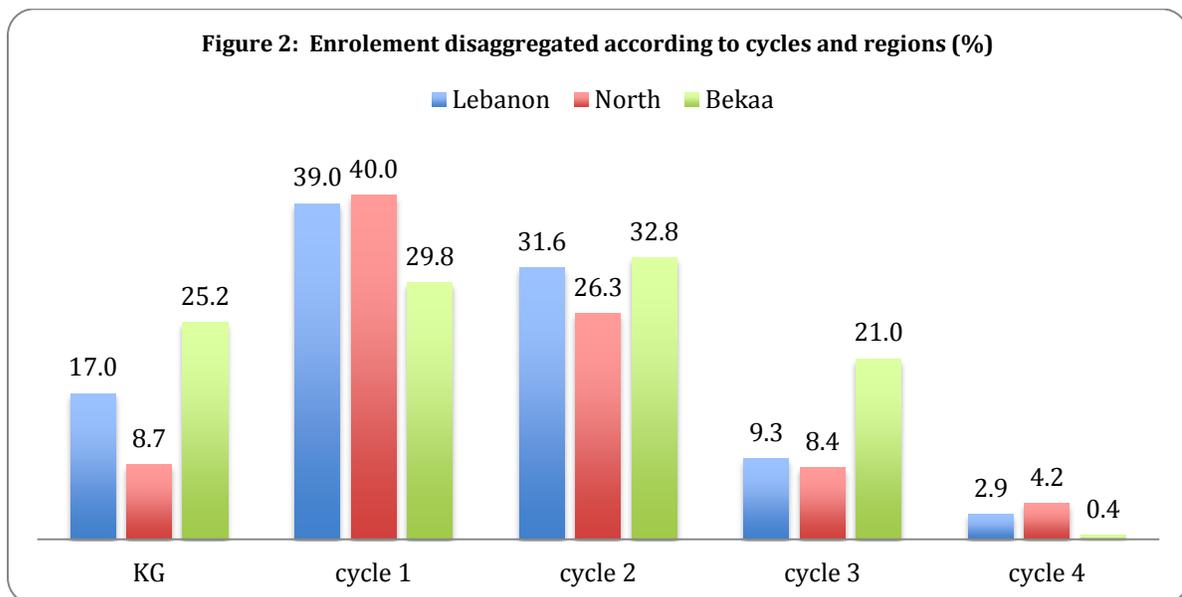
Syrian students that face the highest barriers in terms of access, inclusion and retention within the LES are those within cycle 3 (aged 12 to 14). According to data compiled during this assessment, barriers to education increase in line with the age group of pupils leading to a crisis at the intermediate and secondary levels. This is mainly caused by language and legal barriers faced by Syrian students. The enrolment of Syrian students in cycle 1 and cycle 2 is at its highest as can be observed in Figure 2above. It then starts to decrease at the end of cycle 2 and reaches almost negligible participation in cycle 4. Also, low levels of participation at younger ages (up to 6 years of age) are also witnessed. Our qualitative data shows that differences between educational practices in Syria and Lebanon are the main reason for such low participation rates among Syrian students of this age group, specifically relating to the fact that Syrian children being schooling later than Lebanese children. The majority of mothers, principals and teachers interviewed verified this finding. Parents were also worried about sending their children to school at this young age and many of them considered the right age for sending children to school is between the ages of 5 or 6. No significant difference exists between the North and Bekaa regarding rates of retention or

enrolment (see Table 1 below). The same structural barriers previously described are faced by both communities revealing that these barriers are not specific to a region, but rather a reflection of the nature of the Lebanese curriculum that poses hindrances towards the retention of displaced Syrian students.

If the barriers facing Syrian students according to academic cycles are disaggregated,those within cycle 4 face the strongestlanguage barriers. Children up to the age of six have fewer problems and can be intergratedin the LES with relative ease. As evidenced by both qualitative and quantative data, language barriersare significantly strong in cycles 3 and 4. The second cycle aslo faces several challenges with many displaced Syrian pupils relegated downward by a grade or two. However, according to many teachers, the possibility of integrating them in the LES is easier as it requires less intensive afterclass work.

Table 1. Scale of Severity-Access and Learning Environment.					
🟥 Severe-requires urgent intervention 🟧 Of concern 🟩 Normal 🟨 Do not know					
Barriers	KG (Up to 6)	C1 (6-8)	C2 (9-11)	C3 (12-14)	C4 (15-18)
Language	🟩	🟩	🟧	🟥	🟥
Legal	🟧	🟧	🟧	🟥	🟥
Physical	🟥	🟥	🟥	🟧	🟧
Discrimination	🟩	🟩	🟥	🟥	🟧
Security	🟧	🟧	🟧	🟧	🟨

Legal barriers tend to be stronger cycles 3 and 4. The need for official test scores to enter grades 9and above due to the peculiaralities of the LES, inaddition to the lack of a coherent governmental policy when it comes to square Syrian scores with Lebanese ones making it particularly harder for students in the fourth cycle to integrate. Many school principals are confused regarding the status of Syrian students in their schools and this affects their decision to take in Syrian students from the third cycle upwards. Since students are expected to apply to official Lebanese exams at the end of the third cycle (9th grade), many principals considered accepting students in that cycle a hassle. It was also confirmed that many school principals are worried that the Syrian students would bring down the academic level of their schools (in official scores) and rates of graduation, which would also affect the reputation of their schools.

Discrimination against Syrian students tends to be higher in the second and third cycles. Discrimination in the first cycle is not as vociferous. Our focus groups with students confirms that the highest incidents of discrimination, peer-to-peer bullying and other discriminatory acts occur between the ages of nine and fourteen. Students aged 15 to 18 informed us of the discriminatory barriers they faced, but were relatively more

able to bridge this gap amongst their peers.

Security is an exegenous factor to the LES that affects all Syrian students in similar fashion. However, parents tend to be more sensitive to sending their children to schoolduringcycle onebecause of security concerns. Females also tend to be affected by the twinning of cultural practices and security concerns among the Syrian population that manifest themselves in, for instance, the fact that many are not allowed to leave their domiciles without being accompanied by a male member of the family.

Gender-based obstacles: females and males face several challenges in different forms. According to the data collected, the percentage of males and females attending school is relatively equal, indicating that there are no immediate concerns about bias or preferential treatment between the two genders. This, however, varies across studied regions. For example, border areas such as Wadi Khaled and A'arsal registered lower male Syrian enrolment rates than females. One possible explanation involves increasing labor opportunities amongst males in sectors such as agriculture and informal cross-border trade. In fact, male and female Syrian students face challenges to schooling that extend from certain gender-role stereotypes and expectations. Males are under more pressure than females to assume responsibility for their families as breadwinners. Females were also expected to marry at younger ages and tend to households instead of pursuing further education. Males aged 14 and above typically consider pursuing job opportunities instead of attending school. Generally, males were responsible for providing for their families, especially in cases where the father is absent. The following parent's account is telling: *"We didn't even try to put my 14-year old child in school as we prefer that he works so we can pay the rent. He works in an 'Argyle'* *[water* *pipe]* *store."[34]*

Many Syrian male children have become vulnerable to child labor, especially amongst those living at or around the poverty line. An increasing number of male laborers aged 14 and above has been documented in this assessment (according to field accounts from community leaders, social workers and local citizens). By contrast, young females are rarely sent to work; the main constraint relates to issues of mobility and security. Figure 3 below, shows that 61.2 percent of Syrian students enrolled in schools are females compared to 38 percent of males. On the other hand, the Bekaa showed a higher male enrolment rate with 53 percent of male Syrian students enrolled compared to 46.2 of females. The total sample however has fairly 51 percent female enrolment versus 49 percent male enrolment.

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[34]FG 8, Parents of children who attend safe spaces, Sawa center, Baalbek, Bekaa. 18 May, 2012

Figure 3: Percentage of males and females enrolment in schools

	Total Male	North	Bekaa
# females	50.9	61.2	46.2
# males	49.1	38.8	53.8

Percent of total (y-axis: 0.0 to 70.0)
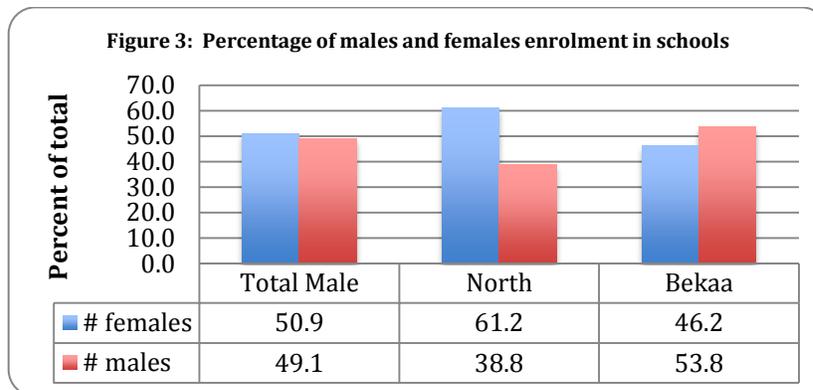
Verbatim Quotes:

*"We feel that girls come more than boys to school. The boys work, unlike the girls. This is something we are witnessing with the new families. Since they can't find 'free' schools anymore, all the families are sending their children to work. This, in addition to all the money they had to pay for crossing the river [border]."*FG 33. Civil society workers, Qubayat. 3 May 2012

*"I do not know how to say this, but the culture here is different… there is a boy who waits for my daughter in front of the door. This is not our custom in Syria."*Parent who sends children to school, interview 19, A'arsal, Bekaa. 15 May 2012.

"The biggest problem starts appearing at the end of the second cycle. I mean, they are asked to write a composition and they cannot even write their name or write a phrase. This is impossible." FG 39, Social workers at TDH remedial center, A'arsal. Bekaa. 23 May 2012

5.2. TEACHING AND LEARNING:

Enough teachers, but not enough text books: The ratio of pupil-to-textbook was observed to be relatively low due to the shortage of textbooks available for displaced students. Shortages were spot in 18 out of 27 schools (approximately 66 percent). The schools that have received stationery and/or Arabic textbooks from aid agencies were all based in Wadi Khaled. In Tripoli as well as northern, western and central Bekaa, no such assistance was provided. In many instances, Syrian acquired the needed textbooks through soliciting older students to donate used books, through the school's library (where it existed), or through photocopying the lessons chapter-by-chapter. Conversely, the number of available host schools and their available spaces did not constitute a major obstacle for accommodating the needs of the displaced students. The average student-to-teacher ratio in every host school did not exceed 10 and the average student-to-classroom ratio was below 20. Both figures are still well below regional averages.

Principals and teachers stress the need to separate Syrian and Lebanese students. When asked how they would suggest to deal with the continuing influx of displaced Syrian students, the majority of schoolteachers had no clear concept of how to integrate the Syrians into the LES. Rather, their view is that Syrian students should, themselves, be responsible for integrating in the LES. Principals tended to see the curricula as fixed, and unchangeable. For them, curricula should be implemented according to a predesigned path, and not according to learners' needs. While this situation is not necessarily specific to the Syrian context, the context of Syrians entering the LES exposes their vulnerabilities to a greater extent than would be the case elsewhere. Principals and teachers, for example, stressed the importance of "separation," something Syrian students did not desire. When asked about Syrian students, the general attitude was one of pity. "What a pity, they're suffering a lot, but their level is really lower than the Lebanese[35]," stated one teacher. "We need to put them in a different track, the Syrian curriculum or in a separate class"[36].

Instruction methods are rigid and didactic. Very few schools in studied areas have adopted non-violent discipline and classroom management strategies while most observed teaching practices adhered to strict didactic methods as well as conventional and traditional disciplinary strategies. A total of just 1 out of 28 schools (Imam Ali School, Hermel) assessed had an interactive methodology in place for learning languages. This was a result of an existing contract between the school and the French government-run NGO, Centre Culturelle Francaise. In this school, each Lebanese student was asked to give a one-on-one lesson for one week to a Syrian student. This created bonds among students and developed peer-to-peer learning. The Syrian students observed remedial classes according to a methodological process developed by the CCF.

No observable efforts by school administration have been undertaken to involve the affected groups in curriculum development or adaptation. Also, no serious attempts were undertaken to involve the displaced students or their parents in curricular adaptation, modification or in teacher selection. In fact, many principals expressed reluctance towards adapting the curricula to accommodate for the needs of the displaced due to a lack of official policy to do so.

The issue of testing Syrian children in foreign languages cannot be separated from the dominant pedagogy of teaching. School principals and the teaching staff's teaching methods are curriculum-based rather than needs-based. Education in this context is a formal experience; the students are passive receptors of information. The learning experience is confined to the parameters that the curriculum envisages. Thus, inclusion is conceived and enacted by teachers as a one-way process; a process where the Syrian students are the ones ultimately responsible for their inclusion, rather than the school or the teaching staff.

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[35] FG 34, Teachers, Khat El Petrol School, Khat El Petrol, Wadi Khaled. 9 May, 2012.

[36] Interview 20, mathematics Teacher, A'arsal. 16 May, 2012.

Corporal punishment is widespread and used as a disciplinary method. Signs of corporal punishment were observed in many instances in the schools visited. Evidence of verbal insults inside the classrooms was also recorded. Many Syrian school children expressed their frustration with teachers mocking them or excluding them from participation because of their severe weaknesses in French or English language comprehension. Teachers' attitudes were documented in several interviews and focus groups sessions. For example, a teacher responds to a question about how to deal with the displaced problem by "the best thing they could do is to go home, that would resolve the problem," followed by a laugh.

The idea that corporal punishment should be used as a disciplinary act was present. According to one teacher in the A'arsal region who was queried regarding the use of corporal punishment with displaced Syrian students, "I have been teaching for more than twenty years, if you do not discipline them, they will not study."[37]Corporal punishment starts decreasing in cycle 4, but is very present in cycles 2 and 3. By cycle 4, verbal insults replace physical punishment. As a 16-year old Syrian student from Wadi Khaled said: "There are teachers who gave special attention to some students, but for me, my teachers don't care. They say, "You're Syrian, you won't understand."

As seen below (Figure 8) violence was witnessed in 70.4 percent of the schools visited. Corporal punishment was recorded on the basis of directly witnessing beatings of students, testimonies given by children, and the sight of teachers walking with beating sticks in their hands. Furthermore, social workers working in the field validated these practices and confirmed that they have witnessed many cases of corporal punishment in general. This also resonates with Save the Children's 2011 report *Child Rights Situation Analysis: Lebanon, "*Discrimination against students on grounds of academic achievement was found to be predominant in classrooms of all types of schools, private, public, and UNRWA schools, in addition to worrying levels of corporal punishment and humiliating treatment."[38]

Assessment of Syrian students is conducted in foreign languages demonstrating a general pedagogy that focuses on curriculum rather than learners' needs. In many instances, students in the 4th grade and above are given exams using the same criteria as Lebanese bilingual students. This has resulted in an obvious failure of Syrian students in all subjects requiring a proficiency in a non-Arabic language. Only three schools, one in Wadi Khaled, one in A'arsal and one in Hermel required the teachers to change the testing material to Arabic (especially in Sciences). This, however, constitutes only 11.1 percent of schools assessed.

Students were comfortable in safe-spaces and exhibited higher learning interest as well as an appreciation of foreign languages. Syrian students attending safe-spaces and remedial courses organized by NGOs participated more in discussions, tended to be relaxed and expressive during focus groups. In fact, the research team

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[37]FG 36 Teachers of Syrian students, TDH, A'arsal, Bekaa. 23 May, 2012
[38]Child Rights situation Analysis: Lebanon: page 5

had opted to conduct focus groups in safe-spaces since children spoke more freely there. Students generally exhibit their foreign language skills in these settings and try to talk to the research team in either English or French. Students were fond of the learning space, as one student in Wadi Khaled said, "I like it here, they let us play, take us on trips and we learn French."[39]In one case, students who had been previously interviewed at a school in Wadi Khaled and seen again in the safe-space were much more expressive and relaxed compared to the earlier session. The safe-spaces were a humanizing experience for Syrian children. They generally spoke fondly of their teachers because they, "do not yell at us and because they are good,"[40] as one child said. Safe-spaces, in comparison to other formal educational spaces, attempted to promote and foster self-expression among the displaced Syrian children, both in terms of surroundings and in terms of teaching methods.

NGOs need to consolidate their teaching methods and strategies. While visiting different NGO conducting remedial classes, discrepancy between the methodology and methods utilized in the field. Certain NGOs tend to stress on language absorption by Syrian students, while others focused on psychosocial intervention. It was noticeable, for example, that NGOs were using the experience of local teachers who did not possess the skills needed to conduct courses in second language instruction, and specifically in the languages they were teaching. Many a time, the learning spaces resembled formal education facilities. The only exception that was documented in this regard was the effort of Iqra'a NGO supported by UNICEF which implemented a consolidated experiential learning program to integrate the Syrians and the Lebanese while teaching them to read and write. If the Syrian crisis continues apace, a consolidated methodology of learning would likely be needed along with clear indicators and end goals.

Verbatim Quotes:

"The teachers are nice with us, but the English teacher always hits me when I don't do my homework or forget my book." FG 29. Students [6-11], Al Taka DomSchool, Hermel, Bekaa. 30 May 2012.

"I think the solution is for the older kids to learn science and math in Arabic. The books in Arabic exist in Lebanon, now the only problem wouldbe French. But then you have to find a teacher who knows how to give it in Arabic." FG 38, Teachers of Syrian students, Al Montana Al Thaqafi, Hermel. 13 May 2012

"The issue of success or failure is something that does not concern me, we have registered the Syrian students, and the issue of them learning or not, succeeding or failing is not the problem of the principal. It's known that the Syrian student comes from a weaker background than his/her class. I have asked all the teachers not to push the

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[39]FG 20, students [11-15]- Attending remedial courses, Save the Children, Al Amayir School, WadiKhaled. 13 May, 2012.
[40]FG 20, students [11-15]- Attending remedial courses, Save the Children, Al Amayir School, WadiKhaled. 13 May, 2012.

Syrian students, the reason is there is a huge difference between them and their classmates and the Syrian students can never make it here." Principal Naba'a Awada, interview 9, Wadi Khaled. 7 May 2012

"I asked a child who left the school, 'Why didn't you come back?' He said I went [to class] and I did not understand anything" FG 38, Teachers of Syrian students, Al Montada Al Thaqafi,   Hermel.   13   May   2012

*"We have difficulties in Arabic because of the way they examine us here. For example here they make us analyze a poem, over there [in Syria] its memorizing here its analyzing. Its better here, but it is hard for us."*FG15. Students [15-18] attending school. Walid Ido Secondary School, Qubaya'aa, Wadi Khaled. 8 May 2012.

"Here the teachers are nice with us, they scream at us nicely and hit us nicely, not like over there." FG 23. Students [9-12], attending Ibn Khaldoun School, Tripoli. 23 May 2012.

"They do not have a methodology of teaching language here. They just teach them. We bring them here because we want them to be in an 'atmosphere' of learning." FG 1, Parents of children who attend remedial courses, TDH remedial center, A'arsal. 24 May 2012.

5.3.   TEACHERS AND OTHER EDUCATIONAL PERSONNEL

There is an oversupply and misallocation of teachers and educational personnel at the schools visited.   The pupil to teacher ratio in both the North and Bekaa is 10.2/1, one of the lowest in the region. These results resonate with a recent study conducted by the World Bank which states that "During the past three decades, the number of teachers has increased by 111 percent while the number of students has increased by less than 25 percent"[41]Similarly the pupil to classroom ratio was 19:1, meaning that every classroom has on average 19 students. These numbers however do not highlight the quality of education and learning techniques teachers utilize.

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[41]Project appraisal document, World Bank 2010, report number 56959-LB, p 9

Figure 4: Pupil to classrroom and pupil to teacher ratios.

Bekaa: Pupil to classroom ratio 18.0, Pupil to teacher ratio 8.7
North: Pupil to classroom ratio 21.3, Pupil to teacher ratio 12.0
Total: Pupil to classroom ratio 19.0, Pupil to teacher ratio 10.2
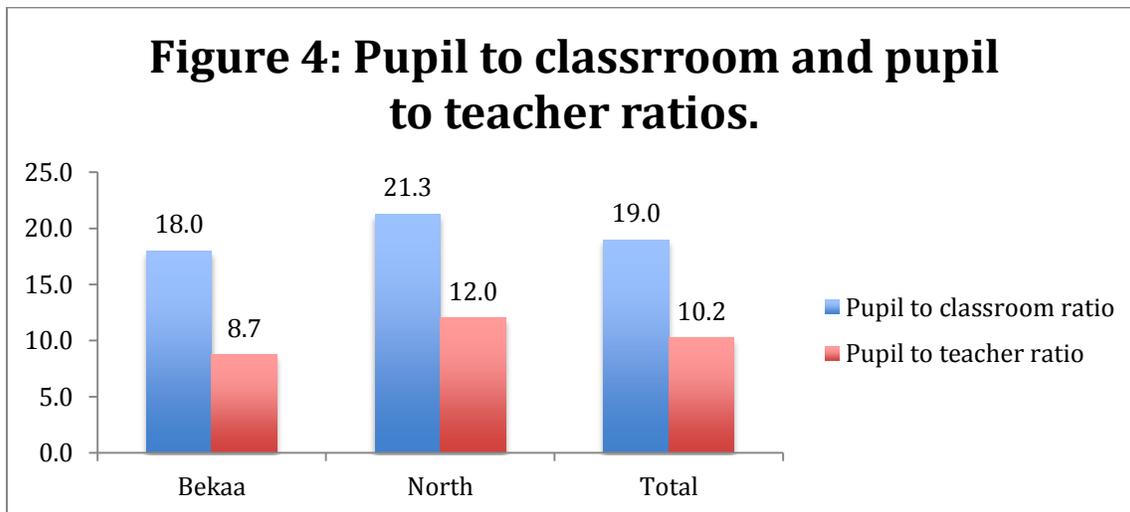
Staff training at schools needed, but not acknowledged: When asked to point out their major needs, rarely did school principals mention teacher training. A total of 19 out of 28 schools claimed that they send their teachers to be trained by MEHE regularly. A total of 70.8 percent of schools claimed that in the past 6 months they sent their staff members to the MEHE for training. The nature or quality of such training, however, was not prevalent and the understanding of the students' needs centered on textbooks, transportation and other physical items.

No structured or standardized appraisal procedures existed in the schools assessed with most meetings and evaluations focused on student grades. A small proportion of the host schools also do not to conduct regular staff meetings, performance appraisals, or evaluations. Moreover, the presence of teacher support groups in the affected areas was observed to be extremely rare. An exception is the town of Hermel, where the municipality was active in implementing a teacher support and training program in response to the displaced Syrians entering the LES in that area. The program, however, was terminated due to a shortage of funding. Generally, teachers in the affected regions have not received any specific training to prepare them to address the learning and welfare needs displaced Syrian students.

Training teachers on experiential learning methods are an imperative Teachers had varying opinions regarding their need to be trained. The majority considered training as necessary, but was not particularly enthusiastic about it. However, the research team attended a training course implemented by UNICEF, which trained teachers on experiential learning methods. The training targeted schoolteachers from various schools in Bekaa that had displaced Syrian students. According to the teachers present, "I used to get trained with governmental programs and it was just theoretical, here we were studying the different ways of learning and not just teaching."[42] Such programs are needed to equip the school staff members with the necessary techniques

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[42]FG40, Teachers attending a training, Bar Elias, Bekaa. 6 June, 2012.

and skills to cope with the incoming Syrian students. The inclusionary environment was in obvious contrast to the monotonic teaching methods that were witnessed in schools. The instruction methodology was advanced in its focus on learners' needs rather than pure curricula. Teachers were trained to become researchers who cater their sessions to the specific needs of their students. Students were actively engaged in the classroom, while teachers utilized a variety of methods ranging from group discussions, group work, and one-on- one coaching, drawing, dancing and writing. According to one teacher who was interviewed during this training, "I have been teaching for more than 20 years, I feel this is the first time, I am really a teacher. I used to feel unhappy entering the class. This is the first time I don't have to yell."[43].

A total of just 7.4 percent of schools possessed an inclusionary policy and prepared staff for the same. Both of these schools were religious schools. The two out of three religious schools which were visited (Imam Ali in Hermel and Manahel in Majdal Anjar) had implemented some form of inclusionary policies in their schools targeting the displaced Syrian children. In the Imam Ali school students were asked to help Syrian children who were placed on separate tracks for learning French as a second language. Teachers who took care of the psychological health of children regularly examined school children and their inclusion in school. In Al-Manahel on the other hand, the administration gave Syrians an after school program which managed to bring Syrian and Lebanese families together. Trips and dinners were scheduled between the various incoming families and their hosts to integrate the families and their children with in the community of Majdal Anjar. Excursions were also scheduled for Syrian and Lebanese children in order to integrate the former and break the ice.

Principals understood barriers facing Syrian students, were positive and proposed solutions in their schools. More than half of the principals who were interviewed tended to be positive regarding proposed solutions to remove displaced educational barriers impeding Syrian students. There were however some cases where principals were apprehensive and declined to cooperate with such proposals. The principals tend to be cautious of promises given to them, as one principal said, "you come here, you promise us things, but then we have to bear the brunt of taking care of the needs of the Syrian children"[44]. For example, one principal from Hermel accepted 40 Syrian children after the local municipality contacted her. Now, the municipality refuses to pay a fee related to the parents committee ($60 per year per student) and now finds herself with a major financial burden.

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[43]Ibid.
[44] Interview 10, Interview-Principal NuhadHammoud, Khat Petrol School, Wadi Khaled. 9 May 2012

Verbatim Quotes:

"Those who are specialists in the French language are few, you can count them on your hand. The majority of teachers have done philosophy or psychology." Principal-Interview-Wadi Khaled-Beni Sakhr

"I think there should be an education committee in the MEHE which would set a detailed curriculum for Syrian children, but this requires action by the cabinet." Yousef, Rana, Social worker, Al-Amayer School, interview 11, Wadi Khaled. 13 May 2012

"I think it's a big issue. We should have a school only for Syrians in each Caza. We have the experience with Iraqis, but this is different. The Iraqis did well in intensive classes. The Syrians' case is different they are too weak compared to our students." FG 38, Teachers of Syrian students, Al Montada Al Thaqafi, Hermel. 13 May 2012

5.4. EDUCATION POLICY AND COORDINATION

The MEHE deployed a memorandum specifying to schools the need to facilitate the integration of Syrian students and their reception. In fact, 100 percent of schools we visited had received the memorandum. However, only 8.3 percent of the schools visited thereafter received any further correspondence from MEHE with regards to strategies and to address the evolving needs of the displaced Syrian students. While the MEHE set the quasi-legal base for integrating the Syrian students, more work needs to occur in consolidating dissemination of information in the field. Monitoring the implementation of the memorandum, while mapping the needs of the target schools and consolidating local educational strategies could prove extremely helpful. The majority of schools visited, demonstrated a positive attitude towards receiving more Syrian children, but were weary of the administrative costs and the extra burden they would have to shoulder in future. Further work on local coordination initiatives implemented by the MEHE could prove extremely helpful in the 2012-2013 academic year.

By contrast, a total of 45.8 percent of the schools visited had been contacted in person by international agencies and NGOs. The coordination between the CBOs, international organizations and the MEHE could prove vital to further inclusion of displaced Syrian students.

Figure 5: Education Policy and Coordination

	teacher trained in past 6 months	Regular Staff meetings	Contacted by government	Contacted by NGOs and Int. agencies	Received a memorandum from MEHE
■ % of schools	70.8	87.5	8.3	45.8	100.0

Y-axis: Percent of Schools contacted (0.0 to 120.0)
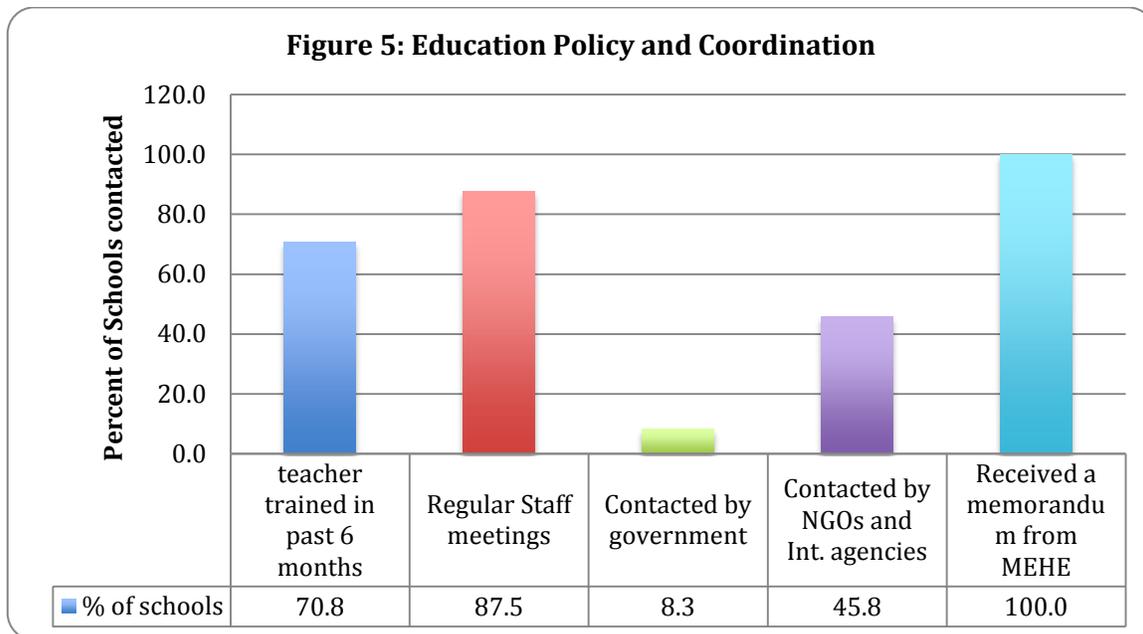
Lebanon is still a non-signatory to the 1951 United Nations Convention on the Status of Refugees. Problems in defining Syrians who moved from Syria to Lebanon seeking refuge from conflict persist. The Lebanese government does not officially refer to Syrians fleeing from Syria as refugees. The legal ramifications of such a situation are complicated. The displaced Syrians like their Palestinian counterparts who fled Palestine in 1948 and 1967 are legally in a grey zone.

None of the Syrians the research team interviewed understood the legal ramifications of being granted the status of 'refugee'. In fact, the majority disliked the word 'refugee' and thought of it as a derogatory term. According to a child "they call me a refugee; I do not like this word"[45]. Parents reiterated similar phrases and saw themselves as guests rather than refugees.

Due to their illegal status a considerable segment of displaced Syrians cannot find work, exacerbating their already vulnerable conditions. Many Syrian families came to Lebanon via illegal channels by crossing the borders without registering at official crossing points. Due to this, many do not possess legal papers, or working permits. When asked what could be done to improve the lot of displaced Syrians, several asked to be given working permits in Lebanon. During a focus group in A'arsal one parent said: "If you give me the possibility to find work, I would not need any of your help in sending my kids to school, but I can't leave A'arsal to go work in Beirut".

Local coordination structures are weak and need to be linked to a consolidated national policy. The majority of schools who have accepted Syrian students do so because of local community networks. Relatives of Syrians or their hosts contacted schools or principals known to them and informed displaced Syrians of how to register

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[45]FG9, students [6-14] who go to school, Sawa Center, Baalbek, Bekaa. 18 May, 2012

their children. However, strong local coordination structures do not exist. According to the Figure 5 above, only 8.3percent were contacted by the MEHE for further coordination (and it was via the phone to ask for a list of Syrian children). The majority of schools that received Syrian children did so because of a personal decision of the principal who chose to cooperate. Although legally binding, the school principals were able to ignore the memorandum by asking for tuition, legal papers or verification. Only schools in Hermel and Brital received calls from their respective municipalities encouraging them to receive the Syrian children. The municipality in Hermel organized remedial courses for Syrian children and conducted coordination meetings with teachers and principals. Through its local development unit, the Municipality of Brital has already coordinated with NGOs to setup safe-space in the local public library for displaced Syrian children. These two examples are the exception rather than the rule. For the MEHE memorandum to be more effective, further coordination between the MEHE, the schools on the ground, and various stakeholders in the affected regions should be conducted.

Verbatim Quotes:

"Even the families feel that they are going back soon, so why should we send them to school. We are going backwards." FG 33. Civil society workers, Qubayat. 3 May 2012.

"We were not contacted by anybody from the MEHE but we got the memorandum" Brital Public School Principal, Interview 29. 19 May 2012.

"The municipality contacted us at the beginning of the school year and asked us to register the Syrians. They also did some training for Syrian students in French" School principal, Hermel Third Public School, interview 14, Hermel. 29 May 2012

"At the beginning we were in contact here with the schools and the teachers, and we conducted some remedial classes. However, we did not have enough money— especially for transportation—so we had to stop." Blaybel, Ali, Vice President of Hermel Municipality, interview 12, Hermel. 1 June 2012.

"The development unit in Brital is trying to work with all the local actors on issues of inclusion and conducting remedial classes for Syrians. Saleh Hein, Head of Development Department, municipality of Brital, interview 31, Brital, Bekaa. 19 May 2012.

5.5. COMMUNITY PARTICIPATION

In many instances, community involvement was observed although not in a systematic manner or through formal channels. For instance, student-peer support in educational and safety matters has spontaneously developed among many Syrian and Lebanese students. Peer tutoring and guidance were observed in some of the communities hosting displaced Syrians.

Cultural values: What does it mean to be a 'guest'? Rights vs. obligations. In analyzing the various responses of displaced Syrian students and their parents, it is

very important to put cultural values into context. The initial responses regarding safety, security and conflict between the Syrian community and their hosts tend to deny any form of tension. It was only after the research team probed for some time that the Syrian interviewees expressed their true opinions. The Arab proverb "O stranger behave yourself" was reiterated in several instances. This proverb marks the limits of a stranger's right. Syrians did not feel that they were entitled to many rights. According to one social worker in Wadi Khaled, "Syrian families do not go outside of the home, they have the feeling that they should 'be quiet' because they are not entitled to a lot". On the other hand, the majority of Lebanese interviewed acknowledged their roles as hosts. Many people mentioned 'duty' as the primary cause for receiving Syrians, in addition to family relations or friendships. The relationship between 'guests' and 'hosts' however tend to become more complex with time. When asked if Syrian families are meeting to organize themselves or provide alternative learning spaces for their children, people thought that they could not do this without permission from local hosts. The cultural values that mark the roles, rights and obligations of hosts and guests are a double-edged sword that can be both an obstacle and an opportunity. According to one 16-year old girl in A'arsal, "They come to us when we are sitting and they start saying that you Syrians came and took everything. We're now unemployed because of you"[46]. According to another Syrian father in A'arsal "There are no real substantial problems with Lebanese. We are the same people. I walk in A'arsal like I walk at home. I taught many of them in my school back in Syria. The problems are with children, but this can be resolved."[47]

Alternative centers of learning are rare but are emerging. The proportion of sites with non-formal education activities available is relatively low compared to the number of formal educational facilities that exist in the affected regions. Nevertheless, it was detected that several non-formal educational spaces, which in many cases had religious affiliations, were slowly emerging to cater to the needs of some of the displaced students in the various target regions. Three non-formal learning spaces organized by Islamic associations were documented. One being in the village of Rama-Wadi Khaled, where a local Sheikh organized weekly learning sessions (the major subject being the Quran). On the other hand, a non-formal education space was found in Majdal Anjar in the Islamic Manahel private school where the local staff members organized psychosocial activities and educational sessions for about 70 Syrian children.

Host societies are protective and supportive, yet they are also fatigued. As the Syrian situation continues to deteriorate, host communities that receive the displaced Syrians are losing steam. The displaced Syrians influx into Lebanon has exerted tremendous pressures on the local communities and their capacity to absorb or accommodate the incoming Syrian families. According to a community leader in Wadi Khaled, "the Wadi here lives from illegal cross-border trade. Imagine we used to live off price differences between Lebanon and Syria and now we lost our jobs. Now we have to take care of all those refugees". This situation is also prevalent in A'arsal and Qasr,

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[46]FG10, students [15-18] who do not attend school, TDH center A'arsal, Bekaa. 24 May, 2012.
[47]FG 1, parents whose children do not attend school, TDH center, Aarsal, Bekaa. 24 May, 2012

where the local communities have started feeling the fatigue. The level of attention the Syrians were getting from the government and civil society angered many Lebanese. Consequently, many conveyed the message to the research team by pointing out that the international community should look at the needs of the local communities as well. The border regions have been under-developed and deprived of many basic services for a long time. The presence of Syrians only exacerbates the already vulnerable situation of the border communities.

The ability to allocate decent housing with viable sanitary conditions has become increasingly difficult. Tensions between the host communities and the displaced have consequently increased. According to many interviewees in A'arsal, Hermel, and Wadi Khaled, displaced Syrians are increasingly competing with the host communities over available resources. According to a Lebanese local worker, "The Syrians are now competing with us over our own jobs. The Lebanese worker working in mines makes $30, now the Syrians are charging 10$." [48] This had led to several incidents of violence where Syrian youngsters were prevented from going to work at gunpoint. Furthermore, the displaced persons issue has caused an increase in rental prices in the hosting areas, much to the dismay of local communities.

The local educational systems in A'arsal, Hermel, and Wadi Khaled suffered from various structural problems, which lead to high dropout rates in local schools. The attention the Syrian children are receiving from international aid donors has fueled a considerable amount of sensitivities among the local communities. Many of the interviewed inhabitants of the host areas were keen on expressing their disgruntlement regarding this disparity in treatment. The following account by a resident in Naba'a Awada in Wadi Khaled is quite telling: "Why is everyone talking about the Syrians? What about us? We have tons of problems similar to those of the Syrians, we have lost our livelihood, we have to take care of the displaced and we are already poor."[49]

Verbatim Quotes

"The municipalities did courses for students here… we are all relatives here." FG 38. Teachers of Syrian students in Hermel, Al Montada Al Thaqafi, Hermel, Bekaa. 2 June 2012

"He tells me 'Mom, I am afraid that they will tell us to leave and kick us out', "Syrian mother whose children attend school, Interview 19, A'arsal, Bekaa, 15 May, 2012

"There is this feeling among Syrians that they can't speak without the permission of their host. I really do not like this, they're our guests, but not our slaves!" FG 33. Civil society workers, Qubayat. 3 May 2012

5.6. OTHER CROSS-CUTTING ISSUES

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[48]FG 39. Social workers in safe space, TDH, A'arsal. 23 May, 2012.
[49]Interview 3, Naba'aAwada'sMukhtar,,Naba'aAwada, Wadi Khaled. 7 May, 2012.

Child labor is present among children between 11 and 18 years of age. The Lebanese Labor Code (Articles 21-25) sets the minimum working age at 14 years. However, the law prohibits children from working under 15 if the employment could be detrimental to their health[50]. The United Nations defines a child as a human being below the age of 18 years. Displaced students aged 15 to 18 were staggeringly absent from the local schools. The research team managed to schedule focus groups in local community centers in addition to interviews and house visits.

Male employment amongst displaced Syrians tends to be two to three times higher than female employment. Males start work as young as age 11. At this age, males tend to assist their parents in jobs such as painting, selling vegetables and working in the fields. At 15 and above, displaced Syrian males start working on their own as miners, seasonal workers, waiters in local cafes and in informal trade to and from Syria. When asked about what kind of vocational training they would require to have better jobs, the majority reiterated what local community leaders have said: jobs were already rare before the Syrians' arrival. According to one mukhtar in Wadi Khaled, "The Syrians cannot take anything from the Lebanese because the Lebanese do not have anything anyway. Wadi Khaled is completely dependent on the Syrian economy, we smuggle, we trade, and we buy cheap things from Syria, what can the Syrians do here? We don't even have agriculture". Competition for local jobs with the Lebanese was particularly obvious in A'arsal due to the mining industry that exists in that town. In Saadneyal, Majdal Anjar and the western Bekaa, the Syrian youth tended to work in agricultural fields, assisting farmers, working in cow farms, and the like. In Tripoli, Syrians work in shops, small trade, and in crafts carpentry and so on. Those interviewed generally wanted to pursue higher studies and were not comfortable with their current jobs. Many said that this was the first time they left school to work, hence, according to one student from A'arsal "I left school to work in a mine here, I started working when I came here because I need to assist my parents in paying the rent."[51]. Not many female workers were encountered. The majority of respondents during focus groups with children and interviews mentioned male relatives as those currently working. Females in that age tended to search for jobs as local teachers, social workers, and shop or pharmacy clerks. The male child labor, however, dominates underage labor amongst displaced Syrians.

Vocational Training is not always desirable. Syrian children in the aged 15 to18 are not always enthusiastic about vocational training. According to 3 focus groups, the participants expressed their willingness to attend vocational training. However, they preferred to continue their studies at the university-level at a later stage. According to a 15-year old girl in Hermel, "I do not want vocational training; I want to continue my studies in the university."[52] Similar responses were given in Wadi Khaled. Several students aged 15 to 18 said they had enquired about the possibility of applying to official Lebanese exams in Arabic if that was possible. When asked to choose between vocational and academic learning, students preferred the latter.

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[50]Baassiri, Raneem. Child Rights Situation Analysis: Lebanon. Save The Children-Sweden, 2011. p. 73

[51]FG10, students [15-18] who do not attend school, TDH center A'arsal, Bekaa. 24 May, 2012.

[52]FG 31. Students [15-18] who do not attend school, Hermel, Bekaa. 1 June, 2012.
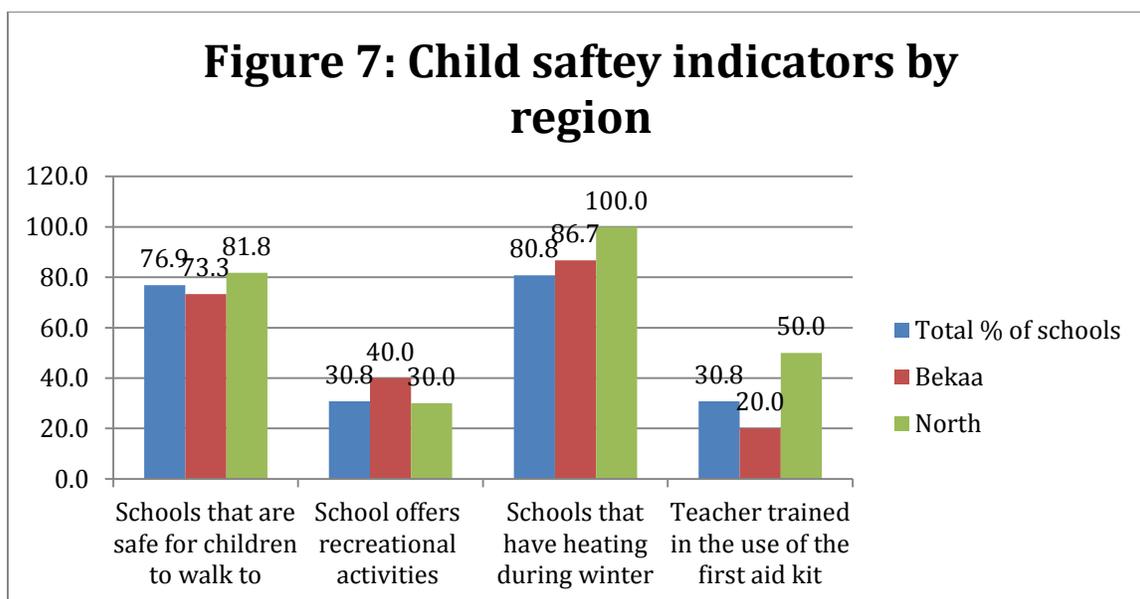
Figure 7: Child saftey indicators by region

Indicator	Total % of schools	Bekaa	North
Schools that are safe for children to walk to	76.9	73.3	81.8
School offers recreational activities	30.8	40.0	30.0
Schools that have heating during winter	80.8	86.7	100.0
Teacher trained in the use of the first aid kit	30.8	20.0	50.0

Psychosocial intervention and child protection are practically absent from schools. General discomfort to talk about it persists. Psychosocial and mental health services and support for both the displaced students and their schoolteachers was almost absent. Displaced students in all the host schools, continue to face serious challenges relating to cognitive, emotional and social issues and professional and qualified support is not available. The following few accounts are representative of parents' general concerns and worries:

"My children were severely affected psychologically by the move here." FG 8, Parents of children who attend safe spaces, Sawa center, Baalbek, Bekaa. 18 May 2012

"My child now has epilepsy, she is panicking and thinks someone is always following her." FG 8, Parents of children who attend safe spaces, Sawa center, Baalbek, Bekaa. 18 May 2012

"My child's hair is turning white." FG 8, Parents of children who attend safe spaces, Baalbek, Bekaa. 18 May 2012

Most of the schools assessed lacked any child-safe spaces. In fact, only 4 out of the 27 surveyed schools provided what could qualify as child-safe spaces. In general, most schools lacked any psychosocial support or health and mental health referral systems for both students and teachers. None of the surveyed schools had received any sort of training for their personnel to address the psychosocial needs of their students or teachers. In other words, no support was given to teachers to develop or create supportive learning environments for students or to improve the wellbeing of the displaced children. Of all the schools, only one was being provided support by a Lebanese NGO on improving teaching methods.

Friendships and peer connections are more prevalent in private schools than in their public counterparts, especially at the higher-grade levels. Peer learning and collaboration is more prevalent among secondary-level students. It is interesting to note that, among the surveyed schools, religious schools invested the most amount of effort to support and include displaced Syrian students and their families.

Four out of 27 schools (15 percent) had a contract with a school psychologist. The New Imam Ali School possessed the only referral system due to a partnership agreement with Centre Culturelle Francaise-CCF, which provided psychological services to students in addition to providing a special French teaching program. The second school was equipped recently by Medicines Sans Frontiers in order to serve the needs of displaced Syrians. However, the school principal did not really understand the reasons and the importance of such an intervention. When asked how they would act in case a child was suffering from trauma or psychological issues following his/her movement from Syria, principals generally either denied the importance of the issue or responded that they would take care of the situation personally. There was no formal process of monitoring psychosocial health of students and referring them, if needed, to a specialized institution to receive professional help.

The only alternative to formal educational settings for early childhood development is provided by local NGOs. Parents felt more secure and comfortable sending their young children to such spaces. When asked for their reasons behind such preference, many parents expressed their suspicion and lack of trust in formal educational institution personnel. Some feared that teachers or other personnel at the official host schools might be working as informants. In contrast, many parents expressed their trust in and appreciation of the individuals with which they were interacting through the involved NGOs.

Verbatim Quotes:

"I think the people coming from the village tend to be weaker, they don't have psychological problems, but all they talk about is wars and battle even when drawing they draw war stuff they are very affected by that." Interview with Arabic teacher- Tripoli

"My child also works, he's 16,and he works in the amusement park." FG 8, Parents of children who attend safe spaces, Sawa center, Baalbek, Bekaa. 18 May 2012

"Since three or four days ago I started working in a mine. I didn't use to work in Syria. I am working here because I need to help with the expenses. My brother is working as well because we can't study in French. It's better if we work." FG10, students [15-18] who do not attend school, TDH center A'arsal, Bekaa. 24 May 2012.

"The teachers weren't treating my cousins well, they were hitting them a lot especially the supervisor, they don't call them by their names she says 'You Syrian come,'" FG15. Students [15-18] attending school. Walid Ido Secondary School, Qubaya'aa, Wadi Khaled. 8 May 2012.

5.7. INTERSECTORAL ISSUES
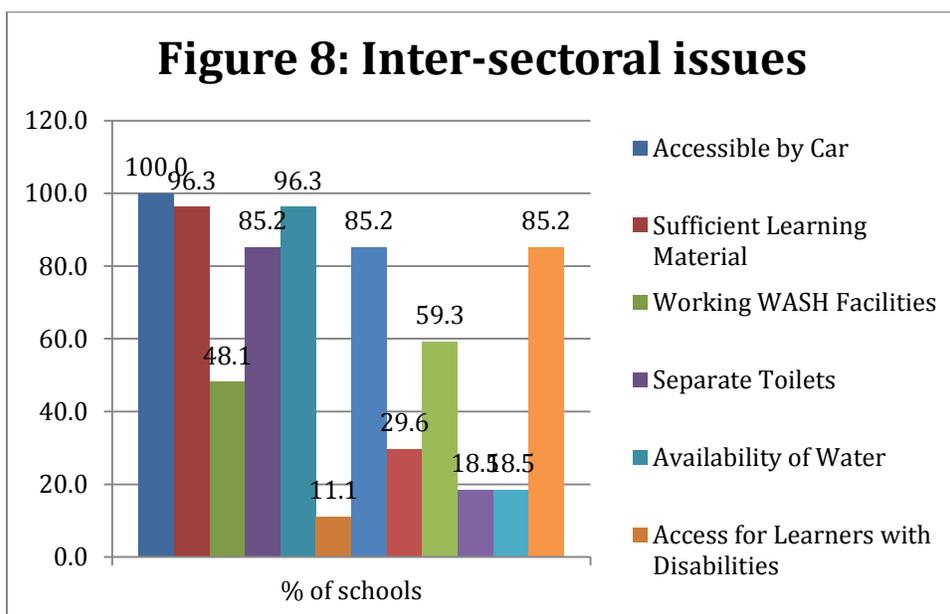
Figure 8: Inter-sectoral issues

A chart titled "Figure 8: Inter-sectoral issues" showing percentages on the Y-axis (0.0 to 120.0) and "% of schools" on the X-axis. The legend categories are: Accessible by Car, Sufficient Learning Material, Working WASH Facilities, Separate Toilets, Availability of Water, Access for Learners with Disabilities. Values shown: 100.0, 96.3, 48.1, 85.2, 96.3, 11.1, 85.2, 29.6, 59.3, 18.5, 18.5, 85.2.

Water, Sanitation, Hygiene and WASH facilities are in need of repair and in bad condition. The majority of governmental schools tend to be in a state of disrepair and suffer high rates of dropouts and lack of proper sanitary conditions. The primary schools visited exhibited unsanitary conditions, general lack of a clean environment, and unsafe playgrounds as well as school facilities. Violence against children was witnessed during field visits as well as documented through focus groups with students and parents alike.

A total of3 schools (Rafiq Harriri in Wadi Khaled, Hermel Third Intermediate Schools, A'arsal Third Public school) out of 27 schools visited possessed safe school facilities. The majority of schools had cement floors, crumbling walls with protruding iron bars, and systemic lack of hygiene or proper safety procedures in buildings such as fire exits, alarms, facilities for disabilities and the like.

Syrian children fleeing Syria and living in an unsafe environment are placed in school facilities that generally resemble detention facilities rather than safe school environments. According to Figure 8 above, 100 percent of the schools visited were accessible by car. Only 18.5 percent had a first aid kit inside the school, only96.3 percent had available water inside the school premises. Many children still brought their own water from home because they were afraid of contaminated water. Water and sanitation was especially bad in Wadi Khaled area. The majority of schools monitored suffered from problems related to hygiene due to structural problems facing drinking water in Lebanon. However, Wadi Khaled was particularly vulnerable to this issue due to the contamination of wells in the region by sewage water, an ongoing environmental problem that has been observed for some time. According to WASH procedures, the latrine-to-pupil ratio was 25 students to one latrine.

Several Syrian students were surprised at the lack of hygiene in Lebanese schools. According to a girl in Wadi Khaled, "No, the toilets are bad here…in Syria they used to give us sessions about personal hygiene, here they do not do any of that."[53]However, generally students from the Syrian countryside did not feel a great deal of change between the hygiene and WASH facilities of Syria and sometimes considered them to be in better condition. However, students coming from Aleppo, Homs and other major cities found the facilities to be worse. Furthermore, Wadi Khaled was the worst when it came to drinkable water. According to many interviewees in Wadi Khaled, the regional underground wells were contaminated and this led to many problems with water at schools.

Recreational facilities were dangerous and not safe for children. The majority of recreational facilities monitored in schools consisted of a cement patch that was used as a mini-football playground or basketball field. However, these mini-fields were in general disrepair. The lack of grass and sand patches that could decrease the possibility of injury inside the schools were not there. Furthermore, schools had rusty iron bars on their windows and generally bad quality buildings. The majority tended to be dirty and disorganized. Many Syrian students expressed their disappointment at the recreational facilities in Lebanon. According to one student, "I miss Syria, I miss going to the park. Here there are no parks and playgrounds. It is all cement and roads"[54]

Failure to identify cases of mental illness and psychological needs of children stems from a skewed understanding of mental health. In fact, the majority of teachers considered signs of trauma were constrained to sadness, depression, and lack of communication. None however mentioned aggression as a sign requiring intervention. The principals did not have a system to identify cases and report aggression either. When asked if Syrian students needed any particular help, many responded that they did better than the Lebanese because they were able to defend themselves. Syrians, according to principals, were fine as long as they functioned in school. Aggression by Syrians or Lebanese for that matter was to be remedied through disciplinary acts such as corporal punishment.

Verbatim Quotes:

"The majority of our schools in Wadi Khaled suffer from problems with clean water. The majority of wells in the region are contaminated because people dig holes to collect sewage and this in turn contaminates the water. I have to bring water to my school regularly"[55]

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[53]FG16, Students [10-14] Attending Rafiq Harriri School, Rajm Hssein, Wadi Khaled, North. 7 May, 2012.
[54]FG29, Students [6-11] Attending Al Takadom School, Hermel, Bekaa. 30 May, 2012
[55]interview 9, principal of Naba'aAwada Public School, Naba'aAwada, Wadi Khaled. 7 May, 2012

"We do not have a psychiatrist or a psychologist here. We have the Sheikh who is a religious guide. He is responsible to help students if they have problems"[56]

"When a child is suffering from psychological issue, I generally interfere. I go talk to the child, but the kids do not have psychological problems, I like them, they are more powerful than the Lebanese. They fight the clans."[57]

6. CONCLUSIONS AND RECOMMENDATIONS:

In view of the major findings of this research, a number of recommendations are proposed in relation to the following priority issues:

A- Language

The main barrier to access to and inclusion in the LES for displaced Syrian populations in Lebanon, as emphasized by all involved parties in this situation, was foreign language instruction. Evidence demonstrates that language barriers constitute the main challenge and exert major pressures on the displaced Syrian families and their children as well as on the host schools, their teachers, and staff. Such barriers are stark and their impact severe in the second and third educational cycles, as was demonstrated in the findings section of this report. Such obstacles have been found to impede the learning and development of the displaced Syrian children in Lebanon and deny them their basic right to an education.

Evidence from this research suggests that, although very helpful, safe spaces created and administered by local NGOs are not sufficient to address the main underlying challenges and needs of the displaced students. In effect, it is recommended that the host schools are provided serious support in order to play a significant role in addressing and attending to the educational needs of the displaced Syrian students in Lebanon. Consequently, policy must be ratified and implemented by the Lebanese government to develop and deliver curricula for the displaced Syrian students in the Arabic language, specifically in Math and sciences during the second, third and fourth cycles. Therefore, it is the recommendation of this report that language of instruction, textbooks (which are already available at the MEHE), assessment criteria and instruments must be adapted to Arabic for displaced Syrians. Furthermore, relevant teacher training and support must be deployed to assist teachers in adapting their teaching approaches and methods to the needs of the displaced students as well as modifying the curricula to fit these practices. Although many teachers in Wadi Khaled were able to take on the task of instructing displaced Syrians in Arabic, a serious shortage of such skills prevails in most other host regions. It is therefore crucial that teachers are given the sufficient support and training in order to adapt their methods and approaches to the needs of the displaced Syrians in their respective

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[56]Interview 37, Principal of Al-Manahel Private School, MajdalAnjar. 5 June, 2012
[57]Interview 17, principal of Hermel Intermediate Public School ,Hermel, Bekaa. 29 May, 2012.

schools. Delays in responding to such a crucial and pressing demand will risk further alienation of the displaced Syrians in their host communities; a consequence for which the implications will be hard to envisage, but will most definitely be counterproductive.

B- Policy

Future policies should ensure that the host schools are able to provide students with course completion documents, such as diplomas or graduation certificates, which are recognized and accepted by both the Lebanese and Syrian Ministries of Education. This will ensure that, regardless of the future of the displaced Syrians' statuses, their ability to continue their schooling, whether in Lebanon or Syria, is secured. In effect, official documentation and equivalencies must be established to reassure all the involved stakeholders—including the displaced families as well as school administrators—that there is no future ambiguity or insecurity relating to transferring students back to the Syrian school system or maintaining them in the LES.

C- Material (tuition, transportation, resources, stationery)

The research findings show that tuition fees, transportation costs and educational materials are all major barriers for displaced students' access and inclusion in the LES. Government subsidies as well as local and international NGO support are crucial to address these issues. Many Syrian families are unable to meet the tuition costs charged by the hosting public schools. This report, therefore, stresses that not unless this matter is resolved soon, displaced student access to education will continue to be severely hindered.

D- Security

One of the major barriers to access and inclusion in the LES for displaced Syrian children in Lebanon involves a general perception of insecurity and uncertainty that is shared by many of their parents. Many families, as this research reveals, expressed their reluctance to send their children to schools, safe spaces, or any other educational facilities out of concern for the security of their family members. Real or perceived threats and dangers have led displaced families to be extremely suspicious of the available educational institutions and their respective personnel. As a consequence, it is the recommendation of this report that serious initiatives be undertaken by the Lebanese government to reassure displaced Syrians that of their security and to foster a sense of safety within the communities where they reside. As such, the Lebanese government, with the aid of local municipalities among other supporting bodies, must design and implement programs that spread awareness that eventually reassure displaced communities and their hosts that they will not be targeted by opposing forces from Syria or within the Lebanese territories.

E- Overall educational development of target schools

Crises may often create a window of opportunity to address pre-existing issues and challenges that are faced by the target communities. The displaced Syrians 'situation in Lebanon has shed light on some of the challenges that many of the host educational institutions have long faced prior to the onset of the crisis. The need for inclusive education strategies to meet the demands of displaced Syrian students has revealed many of the limitations already present in the educational systems in the assessed regions. In response to this, new strategies must be devised and implemented to ensure the presence, participation and success of all students in the region, Lebanese and Syrians alike. Any serious efforts for inclusion must therefore work towards "restructuring the culture, policies, and practices in learning environments so that they can respond to the diversity of learners in their local setting"[58]. This will, in turn, require an approach that allows the reframes encounters between the displaced Syrian students and local communities. Through this, displaced students may act as 'ambassadors for learning' in their host schools and thus transforming the curricula through an evolutionary process that incorporates the needs of all students studying in the LES. This is why in-depth action research on the displaced students' existing skills and knowledge is crucial. This opportunity will enable schools to develop their practice and curricula to accommodate the educational needs of all of their students and ultimately improve learning for all pupils.

F- Suggested Action:

Barrier	Short-Term Response (3m)	Medium-Term Response (3m-6m)	Long-Term Response (6m-3yrs)
Language	-Implement alternative intensive language courses for Syrian displaced. -Supply Syrian children with Arabic text books [specifically in sciences and math]	- Pressure the government to issue a decree instructing schools to test Syrian students in Arabic [specifically grade 6 and above] - Entrance exams are to be conducted in Arabic language. - Conduct training courses for teachers in school with	-Model 4-5 schools in each cluster (modified curriculum, teacher training, accessibility) - Provide training to teachers on inclusion techniques, individual needs, and student assessments. -Create incentives for Lebanese-Syrian learning opportunities.[60]

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[58]The Joint Education Needs Assessment Toolkit, 2010, p. 59
[60]This should be done according to an 'all-in' inclusion policy that creates incentives for Lebanese to assist Syrians (for example, every Lebanese student is required to assist a Syrian classmate in his homework for a week).

		highest concentration of Syrians on inclusion[59]	
Tuition and Transportation	-Continue the governmental policy of providing free tuition for displaced Syrians. -Provide tuition assistance to the displaced (60,000 LL- 90,000 per student to cover parents council fees)	-Encourage local solutions for transportation.	N/A
Legal issues	**-**Pressure government to reaffirm its decree to receive Syrian students for the upcoming school year - Issue a decree that fully elucidates the Lebanese government's position regarding Syrian children's inclusion in the LES.	**-** Create incentives for school principals to receive Syrians (i.e. schools which best include Syrian students are awarded inclusion merits)	**-**Reach an agreement with Syrian government to provide course completion documentation and diplomas to displaced Syrians in Lebanon. -Ensure the ability of Syrians to continue their education in Syria once they return
Security	**-**Mitigate the feelings of insecurity among Syrian families through regional meetings of principals to reach out to Syrian students at the beginning of school year.	**-** Pressure MEHE as well as municipal and community leaders in affected regions to encourage Syrians to register through awareness campaigns,	**-** Monitor the implementation of international agreements regarding protection of the displaced/refugees.

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[59]Teachers from schools with high concentration of Syrian students should be trained on how to include Syrian children through simple tools that uses the presence of Syrians as cultural ambassadors.

		official declarations and informal meetings	
Capacity	**-**Divert Syrian students to schools that have carrying capacity -Provide necessary stationery to students and schools	**-**Create incentives for schools to receive Syrians.	- Include schools and local communities in resolving educational issues - Frame the issue displaced Syrians in terms of broad educational goals for the Lebanese as well as Syrians

G-   Other Issues

The research findings demonstrate that the existing resources and capacities available to all stakeholders in order to address the above mentioned problems are minimal or negligible. This makes a strong case for urgent intervention. The population groups most affected by these barriers and issues mentioned above are displaced Syrian students, especially in grades 6 and above. However, and as was indicated earlier, such shortcomings also affect host communities and populations and result in serious challenges to the schools at large.

This research project was also able to identify the key regions and areas that are in severe need of intervention with regards to the displaced situation and access to education. Target regions such as Wadi Khaled, northern and central Bekaa and Tripoli are in urgent need for support. Particularly, A'arsal was identified as a priority region in comparison to other host regions.

Government policies, complemented by locally led and internationally funded initiatives, are needed to allow the development of a number of schools that exist in the target regions. The ultimate aim would be to transition the schools in these regions into inclusive learning spaces that can accommodate for the educational needs of both displaced Syrian students and their Lebanese counterparts.

The research project also recommends the continuation of psycho-social intervention already being implemented by various NGOs. This however should be done in the context of an overall awareness campaign and sensitization strategy where by teachers are sensitized to the various emotional, social, as well as the academic needs of displaced Syrian students.

7.   ANNEXES

Annex 1: Map with cites visited

Annex 2: List of Schools

	School Name	Profile	Location	District

#	School Name	Type	Area	Region
1	Al Nasr school	Private Primary	Al abed	North
2	Nabeh Al Awada School	Public Primary	Wadi Khaled	North
3	Hnayder Public School	Public Primary	Wadi Khaled	North
4	Al Knaysseh Public School	Public Primary	Wadi Khaled	North
5	Baraem Al Mostakbal Public School	Public Primary and Secondary	Wadi Khaled	North
6	RajemKhalaf School	Public Primary	Wadi Khaled	North
7	Rafik Hariri Public School	Public Primary	Wadi Khaled	North
8	WalidEido Secondary School	Public Secondary	Wadi Khaled	North
9	WalidEido Public School	Public Primary	Wadi Khaled	North
10	Khat El Petrol Public School	Public Primary	Wadi Khaled	North
11	A'arsal Public School The Third	Public Primary	A'arsal	Bekaa
12	MotawasitatA'arsal The Third	Public Primary	A'arsal	Bekaa
13	A'arsal Namouthajiya School	Private Primary	A'arsal	Bekaa
14	Al Namouthajiya School	Public Primary	Hermel	Bekaa
15	Hermel High School	Public Secondary	Hermel	Bekaa
16	Imam Ali Al Haditha	Private Free Primary	Hermel	Bekaa
17	Al Takadom School	Public Primary	Hermel	Bekaa
18	Takmilyat Al Hermel Al Rasmiya	Public Primary	Hermel	Bekaa
19	MotawasitatAlhermelThalitha	Public Primary	Hermel	Bekaa
20	Bar Elias Public Primary School	Public Primary	Bar Elias	Bekaa
21	Motawasitat Al Kasr Al Rasmiya	Public Primary	Al Kasr	Bekaa
22	Imam Ali Ben AbiTaleb	Private Primary	Brital	Bekaa
23	Britel Public School	Public Primary	Brital	Bekaa
24	Al Noor School	Private Primary	A'arsal	Bekaa
25	Al Manahil School AL Motawasitah	Public Primary	MajdalAnjar	Bekaa

#		Profile	Type	Location	Region
26		Public Haddadine School for Girls	Public Secondary	Tripoli	North
27		Public IbnKhaldoun School	Public Intermediate	Tripoli	North

Annex 3: List of Focus Groups and Interviews

	List of Focus Groups conducted:				
#	Profile	Location	region	Tool	Date

1	Parents: Children do not attend School	TDH Center, A'arsal	Bekaa	FG	24/5/2012
2	Parents: Children do not attend to school	Kherbet Al Hayet	Wadi Khaled	FG	9/5/2012
3	Parents: Children Do not go To School	Rama School Shelter	Wadi Khaled	FG	9/5/2012
4	Parents (Mothers): Children attend school	Hisha	Wadi Khaled	FG	11/5/2012
5	Parents (Fathers): children attend school	Hisha	Wadi Khaled	FG	11/5/2012
6	Parents: Children do not attend school, Hnayder	Hnayder	Wadi Khaled	FG	7/5/2012
7	Parents: Children do not attend school	Qbaya'a	Wadi Khaled	FG	9/5/2012
8	Parents: Children attend alternative centers and safe spaces	Sawa Center- Baalbek	Bekaa	FG	18/5/2012
9	Students: 6-14 Do not attend school	Sawa Center- Baalbek	Bekaa	FG	18/5/2012
10	Students: 15-18 Do not attend school	TDH Center, A'arsal	Bekaa	FG	24/5/2012
11	Students: 10-15 Do not attend school- attend remedial courses	TDH Center, A'arsal	Bekaa	FG	23/5/2012
12	Students: 11-14 Dropped out of school	TDH Center, A'arsal	Bekaa	FG	25/5/2012
13	Students: 10-15 dropped out- Attend safe spaces	TDH Center, A'arsal	Bekaa	FG	23/5/2012
14	Students: 9-14- Attending Al Noor School	A'arsal	Bekaa	FG	15/5/2012
15	Students: 15-18 -Attending WalidIdo Highschool	Qbaya'a	Wadi Khaled	FG	8/5/2012
16	Students: 10-14 Attending, Official Rafiq Harriri School,	Rajm Hssein	Wadi Khaled	FG	7/5/2012
17	Students: 6-10 Attending Rajem Khalaf School	Kalkha School	Wadi Khaled	FG	8/5/2012
18	Students: 9-13 Attending Khat El Petrol	Khat El Petrol, Wadi Khaled	Wadi Khaled	FG	9/5/2012
19	Students: 15-18 Who Don't To School	Hisha	Wadi Khaled	FG	11/5/2012
20	Students: 11-15 Safe Space-Al Amayir Public School	Al Amayir	Wadi Khaled	FG	13/5/2012
21	Students: 8-12 Attending Naba'a Awada School	Naba'a Awada	Wadi Khaled	FG	7/5/2012
22	Students: 4-11 Attending Al Nasser School	Al Abdi	North	FG	12/5/2012
23	Students: 9-12 Ibn Khaldoun School	Tripoli	North	FG	22/5/2012
24	Students: Don't Go To School 11-14	Tripoli	North	FG	23/5/2012
25	Students: Don't Go To School 14-18	Tripoli	North	FG	23/5/2012
26	Students: 6-9 Attending Takmilyet El Hermel	Hermel	Bekaa	FG	30/5/2012
27	Students: 12-13 Attending (Imam Ali School	Hermel	Bekaa	FG	29/5/2012
28	Students: 6-11 Attending Imam Ali School	Hermel	Bekaa	FG	29/5/2012
29	Students: 6-11 Attending Al Takadom School	Hermel	Bekaa	FG	30/5/2012

30	Students: 6-14 Attending Hermel Al Namouthajiya School,	Hermel	Bekaa	FG	31/5/2012
31	Students: 15-18 Who Don't Go To School (Hermel)	Hermel	Bekaa	FG	1/6/2012
32	Students: 11-14 Who Don't Go To School (Hermel)	Hermel	Bekaa	FG	2/6/2012
33	Social workers- Save the Children	Qubayat	Wadi Khaled	FG	3/5/2012
34	Teachers: Khat El Petrol School	Khat El Petrol	Wadi Khaled	FG	9/5/2012
35	Teachers: RajmHssein	RajmHssein	Wadi Khaled	FG	10/5/2012
36	Teachers-Social Workers: Al Amayer Safe Space	Al Amayer	Wadi Khaled	FG	13/5/2012
37	Teachers: Naba'aAwada Public School	Naba'aAwada	Wadi Khaled	FG	7/5/2012
38	Teachers: Hermel (Al Montada Al Thakafi, Hermel)	Hermel	Bekaa	FG	2/6/2012
39	Teachers-Social Workers: TDH group	A'arsal	Bekaa	FG	23/5/2012
40	Teachers: Bar-Alyas- Training of Teachers	Bar-Elias	Bekaa	FG	6/6/2012
Interviews:					
1	Interview-key informant- MakhoulAbdou- municipal leader- Qubbayyat	Qubbayyat	North	Interview	3/5/2012
2	Interview-Knayse principal-Wadi Khaled	Knayse	Wadi Khaled	Interview	7/5/2012
3	Interview-MukhtarNaba'aAwada	Naba'aAwada	Wadi Khaled	Interview	7/5/2012
4	random talk with children in A'arsal- private school	A'arsal	Bekaa	Interview	8/5/2012
5	Interview- Qobaya`a school- elementary and intermediate	Bqaya'aa	Wadi Khaled	Interview	9/5/2012
6	interview two teachers- Khat Petrol	Khat Petrol	Wadi Khaled	Interview	9/5/2012
7	Interview-MaoroufDaryouk-HighschoolWalidIdo	Bqaya'aa	Wadi Khaled	Interview	8/5/2012
8	Interview- MukhtarRajm Hussein	Rajm Hussein	Wadi Khaled	Interview	10/5/2012
9	Interview- Principal, Naba'aAwada Public School	Naba'aAwada	Wadi Khaled	Interview	7/5/2012
10	Interview-Principal NuhadHammoud, Khat Petrol School		Wadi Khaled	Interview	9/5/2012
11	Interview-RanaYousef-Al Amayer school	Al Amayer	Wadi Khaled	Interview	13/5/2012
12	interview-Ali Blaybel- Vice President of Hermel Municipality	Hermel	Bekaa	Interview	1/6/2012
13	interview-HadiAssi- school principal- Hermel	Hermel	Bekaa	Interview	31/5/2012
14	Interview-The Third Official School in Hermel- Principal-Hilda Sijid	Hermel	Bekaa	Interview	29/5/2012
15	interview-Imam Ali Principal- Hermel	Hermel	Bekaa	Interview	29/5/2012
16	Interview-MukhlesAhmez- Principal of Hermel Secondary School	Hermel	Bekaa	Interview	31/5/2012
17	Interview-MassaraHmadi-Takmiliyet Hermel Rasmeyi	Hermel	Bekaa	Interview	29/5/2012
18	interview-two students-Third	Hermel	Bekaa	Interview	29/5/2012

	intermediate school-hermel				
19	interview with parent sends child to school-A'arsal	A'arsal	Bekaa	Interview	15/5/2012
20	Interview with Mathematics teacher	A'arsal	Bekaa	Interview	16/5/2012
21	Interview-Ali Al Hujairi- Third intermediate A'arsal	A'arsal	Bekaa	Interview	24/5/2012
22	Interview-Muhammad Shahadi-MotawasitA'arsal the second	A'arsal	Bekaa	Interview	23/5/2012
23	Interview-School child in Third intermediate A'arsal	A'arsal	Bekaa	Interview	23/5/2012
24	Interview-teacher in A'arsal- Public School	A'arsal	Bekaa	Interview	21/5/2012
25	interview-teacher-A'arsal-Private school	A'arsal	Bekaa	Interview	21/5/2012
26	Interview-English teacher-Private school A'arsal.	A'arsal	Bekaa	Interview	22/5/2012
27	Interview-Private School Principal-A'arsal.	A'arsal	Bekaa	Interview	22/5/2012
28	Interview- HseinSaleh-Local Development Unit	Brietal	Bekaa	Interview	19/5/2012
29	Interview-Brietal public school principal	Brietal	Bekaa	Interview	19/5/2012
30	Interview-English teacher for Syrian teacher	Brietal	Bekaa	Interview	19/5/2012
31	Interview-Imam Ali Ben AbiTaleb-Brietal	Brietal	Bekaa	Interview	19/5/2012
32	French teacher-Al-Nour Private School	A'arsal	Bekaa	Interview	15/5/2012
33	Hadadine For Girls Principal	Tripoli	North	Interview	23/5/2012
34	IbnKhaldoun Principle	Tripoli	North	Interview	22/5/2012
35	IbnKhaldoun Teacher 2	Tripoli	North	Interview	22/5/2012
36	IbnKhaldoun Teacher 1	Tripoli	North	Interview	22/5/2012
37	Interview-Prinicipal Al. Manahel	MajdalAnjar	Bekaa	Interview	5/6/2012
38	Interview- Principal- Official Primary School of Bar Elias	Bar Elias	Bekaa	Interview	5/6/2012
39	Interview- Sheikh Muhammad- The Bara'am Al Mustaqbal School Principal		Wadi Khaled	Interview	10/5/2012
40	Interview- Syrian community leader	Qasr	Bekaa	Interview	8/5/2012
41	Intermediate Hermel School the Third- Student	Hermel	Bekaa	Interview	29/5/2012
42	Interview- AkramZaaiter, Principal, Qasr Intermediate School	Qasr	Bekaa	Interview	08/05/2012

Annex 4: Data Collection Tool 1: Observation Check List.

معلومات عامة
تحديد التقييم

تاريخ التقييم: ....

المراقبة اجراها:

الاسم: ....   المنظمة: ....

مكان التقييم

القسم: ....   المنطقة: ....

إسم المدرسة: ....

ج ب س/ رمز- ب: ....

أي تعليقات إضافية أو ملاحظات:

المرجعية

اسئلة	نعم	لا	تعليقات
1. بإمكان وصول السيارات إلى المدرسة؟			
2. هل تظهر المدرسة علامات أنها مفتوحة وتعمل بشكل طبيعي ؟			
3. هل تجري الدروس تحت إشراف المعلمين عند وقت الزيارة ؟			
4. هل هناك مواد تعليمية كافية (طبشور- أوراق..الخ)؟			
5. هل منشآت المياه والصرف الصحي[61] عاملة (مراحيض، دورات المياه , نقاط تزويد المياه إلخ) ؟			
6. هل هناك مراحيض منفصلة للفتيان والفتيات ؟ . للاساتذة والتلاميذ؟ . للمعلمات والمعلمين؟			
7. هل المراحيض نظيفة ؟ (نظيفة: يعني لايوجد براز داخل المرحاض أو حوله)			
8 مرافق غسل اليدين متاحة داخل أو بالقرب من المراحيض؟			

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[61] WASH Facilities

			9. المياه متاحة في المدرسة (أنابيب, خزانات مياه, مياه الآبار, آخر) ؟
			10. هناك كانتين للمدرسة أو مكان قريب لشراء الغذاء؟
			11. هناك إمكانية للوصول إلى المدرسة للمتعلمين ذوي الإعاقة؟
			12. هناك مساحات ترفيهية في المدرسة حيث يمكن المتعلمين اللعب؟
			13 . الصفوف مكتظة بالتلاميذ؟
			14. هل هناك أي شكل من أشكال العنف في المدرسة؟
			15. هل المناديل الصحية متاحة للطالبات؟
			16. هل هناك براز الإنسان على أرض داخل موقع المدرسة؟ (مراقبة أماكن واضحة حيث الناس قد تذهب الى التبرز)
			17. هل يوجد في المدرسة عدة الإسعافات الأولية الأساسية؟ (راقب: يجب أن يكون هناك عدة الإسعافات الأولية مع الضمادات نظيفة واللصقات ومسحات)
العدد:			18. ما عدد الصفوف التي تملك ألواح مع طباشير في حالة صالحة للاستعمال؟ (راقب بعض الصفوف للتأكد)
			أي تعليقات إضافية:

Annex 5- Focus Group Discussion Guides

دليل النقاش

مجموعات التركيز (مع أساتذة)
(هذا الدليل لأطفال وتلاميذ يذهبون بشكل طبيعي الى المدرسة)

1. **الحصول على الموارد والبيئة التعليمية:**

الوصول المتساوي الى الخدمات
1.1- ما هي أبرز العوائق التي تدفع التلاميذ السوريين النازحين للبقاء في البيت وعدم القدوم الى المدرسة؟ماذا يمكن أن نفعل لمساعدة هؤلاء للقدوم الى المدرسة؟
1.2- للشباب الذين ليس باستطاعتهم الذهاب الى المدرسة في هذه المنطقة، هل هناك صفوف أو تدريب على مهارات قد تكون مناسبة لهم؟ ما هو نوع التدريب أو الصف الذي يمكن أن يشاركوا فيه؟

الحماية والعافية
1.3- هل يواجه الطلاب السوريون مشاكل أمنية للوصول الى المدرسة؟ هل سمعتم بحادثة معينة مع أحد طلابكم؟
1.4- هل يتعرض الطلاب السوريون للضرب أو لمشاكل؟ لماذا؟ اشرح. هل أتى أحد الطلاب السوريين للشكوى لديك حول سوء معاملة حصلت له داخل المدرسة؟
1.5- حسب مراقبتك وخبرتك، هل يعاني الطلاب السوريون النازحون حالة صدمة نفسية أو تروما؟ وكيف يتم التعامل (أو كيف تتعامل) مع هذا الموضوع؟
1.6- ما هي أكثر الأعمار التي تغيب عن المدرسة (0-6) (5-11) (12-14) و (15-18)؟ وما هي الأسباب (ركز على الأسباب الاقتصادية والسياسية والأمنية)

2- **التعلم والتعليم:**

حماية الأطفال/ الوضع النفسي
2.1- هل تعتقدون بأن الوضع النفسي السيكولوجي للطلاب السوريين تأثر بالاحداث الاخيرة؟ ما هي ابرز العلامات وهل تلاحظون علامات حزن أو كآبة؟
2.2- من هم ابرز الطلاب المعرضين والضعفاء، ما هي أعمارهم وما هي أبرز حاجاتهم؟
2.3- ما هي ابرز الأخطار المعرضة للأطفال والشباب والشابات في المدرسة والمجتمع؟ ما هو الفرق بين الجنسين (الذكر والانثى) من هذه الناحية؟
2.4- هل هناك مساعدة ومشاركة فعالة من المجتمع اللبناني والنازحين لمساعدة الطلاب في تخطي هذه المرحلة؟
2.5- هل استقدمت المدرسة أساتذة اضافيين للتعامل من الفائض الطلابي أم لا؟ كيف يؤثر ذلك عليكم وعلى الطلاب؟

الجندر
2.6- كيف يختلف الوضع بالنسبة للصبيان والبنات داخل المدرسة؟ هل تواجه الفتيات عوائق أكبر أو أقل للوصول الى المدرسة والتسجيل؟ كيف يمكن تحقيق مساواة أكبر؟
2.7- ما هي الفروقات في الراحة أو عدم الراحة النفسيين بين الفتيات والصبيان؟ وكيف يمكن معالجة الوضع؟

3. **المنهاج**

2.7- أي من المواد التعليمية يواجه الطلاب السوريون الصعوبات؟ لماذا برأيك؟ كيف يمكن تحسين ذلك؟
3. المشاركة الاجتماعية

المشاركة
3.1- ما هي أهم العوائق التي يواجهها النازحون للاندماج في محيطهم ومتابعة الدراسة بشكل طبيعي؟

- 3.2 هل التقيتم بأهل الطلاب النازحين وهل هم مشاركون في لجنة الأهل؟ كيف تقيمون هذه المشاركة؟ لماذا؟
- 3.3 - هل تقوم أو تحاول بتحسين المدرسة؟ هل تعرف أحدا من الشباب أو التلاميذ السوريين يقومون بدعم المدارس والتعليم في هذه المنطقة وبالذات داخل المجتمع السوري النازح؟ كيف؟

دليل النقاش
مجموعات التركيز (مع تلاميذ 8-18)
(هذا الدليل لأطفال وتلاميذ يذهبون بشكل طبيعي الى المدرسة)

2. الحصول على الموارد والبيئة التعليمية:

الوصول المتساوي الى الخدمات
1.7- عرفنيعننفسك
1.8- منذمتدأنتفيلبنان؟
1.9- ماذاتغيرفيحياتكمنذالنزوحوالأزمة؟
1.10- هل تستطيع الذهاب الى المدرسة غالبا؟ إذا لا لماذا؟ هل تعرف أصدقاء أو أطفال لا يستطيعون الذهاب الى المدرسة؟ لماذا لا؟
1.11- ماذا يمكن أن نفعل لمساعدة الطلاب في هذه المنطقة للذهاب الى المدرسة أو البقاء فيها؟
1.12- للشباب الذين ليس باستطاعتهم الذهاب الى المدرسة في هذه المنطقة، هل هناك صفوف أو تدريب على مهارات قد تكون مناسبة لهم؟ ما هو نوع التدريب أو الصف الذي يمكن أن تشارك فيه؟

الحماية والعافية
1.13- كيف تأتي الى المدرسة؟ هل تشعر بالأمان فيما تأتي الى المدرسة؟ إذا لا لماذا؟
1.14- هل تشعر بالأمان في المدرسة؟ هل هناك أمر ما يشعرك بالخوف أثناء تواجدك في المدرسة؟ ما هي المكان الأكثر أمنا في المدرسة؟ ما هو المكان الأقل أمنا في المدرسة؟
1.15- أيمتنيتعرضالأطفاللللضربفيهذهالمدرسة؟ إذا كان كذلك لماذا؟ اشرح. هل تعرف الى إين تذهب في حال تعرضت للضرب أو لمضايقة؟
1.16- ماذاتغيربالنسبةلكمنذالنزوح؟ماذاتشعر؟كيفتتعاملعائلتكمعهذاالموضوع؟
1.17- هل لديك مجموعة من الأصدقاء الذين يدعمون بعضهم بعضا؟ هل هناك شخص في مدرستك تشعر أنك تستطيع الكلام معه عندما تواجه مشكلة؟ هل تغير شيء من الأزمة/ النزوح؟

المرافق
1.18- هل هناك مكان في مدرستك للعب؟ هل تستعمله؟ إذا لا، لماذا؟
1.19- هل هناك مياه للشرب في المدرسة؟ هل هي نظيفة؟
1.20- هل هناك تواليت في المدرسة؟ هل يستخدم الصبيان المراحيض؟ إذا لا لماذا؟ هل تستخدم الفتيات المراحيض؟ إذا لا لماذا؟
1.21- هل تأكل عادة في البيت قبل مجيئك الى المدرسة؟ إذا لا، لماذا؟

2- التعلم والتعليم:

حماية الأطفال/ الوضع النفسي
3.4- هل تفكر بترك المدرسة؟ ما هو السبب؟

-3.5 ما هي العوائق التي تمنعك من متابعة تحصيلك العلمي بشكل طبيعي؟ ما هي الظروف التي قد تمنعك من إكمال تعليمك؟ هل تعرف عن أشخاص سوريين نازحين لا يستطيعون اكمال علمهم؟ لماذا؟

-3.6 كيف تقيّم مساعدة ومشاركة المجتمع اللبناني والنازحين لمساعدة الطلاب في تخطي هذه المرحلة؟

المنهاج

-3.7 هل تزعجك بعض المواد المدرسة في المدرسة؟ مثلا، قصص عن أن بعض الأشخاص أفضل من غيرهم؟ إذا كان كذلك أشرح؟

-3.8 هل تحس ان الأساتذة يعاملونك بشكل مختلف فقط لأنك سوري/ سورية؟ كيف؟

-3.9 هلتحسانالتلاميذيعاملونكبشكلمختلففقطلأنكسوري/ سورية؟كيف؟

3. المشاركة الاجتماعية

المشاركة

3.1 إذا كان بإمكانك تغيير أو تحسين ثلاثة أشياء في المدرسة، ماهي تلك الأشياء؟ كيف يمكن للشباب أو للجمعيات المدنية تحسين هذه المدرسة؟

3.2 - هل تقوم أو تحاول بتحسين المدرسة؟ هل تعرف أحدا من الشباب أو التلاميذ السوريين يقومون بدعم المدارس والتعليم في هذه المنطقة وبالذات داخل المجتمع السوري النازح؟ كيف؟

معلومات عامة
1. الحصول على الموارد والبيئة التعليمية

وصول متساوي

1.1 هل لديكم أطفال ؟ هل يذهبون إلى المدرسة؟ ما اعمارهم؟

1.2 ما الذي يمكن القيام به لمساعدة هؤلاء الأطفال الذهاب إلى المدرسة أو البقاء فيها ؟

1.3 ما هي أنواع الصفوف أو التدريبات التي يمكن اعطاءها للشباب الذين لا يستطيعون الذهاب إلى المدرسة في هذه المنطقة/قرية ؟

1.4 هل تعرفون عائلات أخرى لا يرسلون اولادهم إلى المدرسة؟ لماذا ؟

الحماية والعافية

1.5 هل يمكن الوصول إلى المدارس القريبة بسهولة وأمان؟ هل بناتكم بأمان عندما يذهبون إلى المدرسة وعندما يغادرونها؟ هل صبيانكم بأمان عندما يذهبون إلى المدرسة وعندما يغادرونها؟ إذا لا، لماذا ؟ هل المخاوف التي ذكرتوها أصبحت أسوأ منذ بدء الأزمة؟

1.6 ماذا يتم القيام به للتأكد من أن الأطفال بآمان عندما يذهبون إلى المدرسة و عندما يغادرونها ؟ ما هي الجهود الإضافية التي يجدر فعلها ؟

1.7 هل تعرف الى اين الذهاب للإبلاغ عن حالات سوء المعاملة أو العنف ضد الأطفال؟ إذا كان الأمر كذلك، أين؟

1.8 ما هي المشاكل الرئيسية التي يواجهها أطفالكم في المدارس؟ ما هي أبرز العوائق لمتابعة تحصيلهم العلمي؟

1.9 هل يواجه أطفالكم تمييزا داخل المدارس؟ من قبل من؟ كيف تعاملتم مع هذا الموضوع؟

1.10 كيف أثر الانتقال من سوريا الى لبنان على الوضع النفسي لأطفالكم؟

2. مشاركة أعضاء المجتمع

موارد

2.1 ما هي الأنشطة المجتمعية للتعليم الموجودة هنا منذ قبل بدء الأزمة ؟ (مثلا عائلات تعقد صفوف في بيوتهم أو تجمع غير رسمي للأطفال لأنشطة تعليمية/غير نظامية)

2.2 هل هي ما زالت عاملة ؟ إذا كان الأمر كذلك، كيف يمكن دعمهم لتحسين جودة هذه الأنشطة وانتشارها؟ إذا لم

يكن الأمر كذلك، كيف يمكن إحياءها أو تكييفها مع الأزمة ؟

2.3 هل يتابع أولادكم نشاطات غير صفية مع أحد؟

2.4 هل ابلغكم احد عن كيفية التسجيل في المدارس؟ كيف عرفتم ؟

المشاركة

2.4 ماهي الجهود الإضافية التي يمكن بذلها من قبل أفراد المجتمع لتحسين المستوى الدراسي في هذه المنطقة/ القرية ؟

2.4 ما هي القرارات الإدارية للمدرسة التي تبدي فيها لجنة الأهل رأيها؟

الحصول على الموارد والبيئة التعليمية

School Questionnaire

تحديد هوية العامل

تاريخ التقييم:) __ / __ / __(اليوم / الشهر / السنة)	رقم الاستمارة: _____
المنظمة:	اسم المقيّم: _____

موقع واسم المدرسة	
نوع المدرسة:	المنطقة:
☐ ثانوية ☐ حكومية/ عامة	اسم المدرسة:
☐ دينية ☐ خاصة	اسم المدير المسؤول/ أو الناظر:
☐ أخرى ☐ جمعية أهلية	
نوع التعليم:	
☐ متوسطة ☐ مرحلة ما قبل المدرسة	
☐ ثانوية ☐ ابتدائية	

مصدر المعلومات (التعبئة بعد المقابلة)

برأيك هل يمكن الاعتماد على هذه المعلومات التي تم جمعها من هنا
☐ 1. يمكن الاعتماد عليها في الغالب
☐ 2. موثوق بها الى حد ما
☐ 3. لا يمكن الاعتماد عليها أبدا.

1. الوصول المتساوي الى الخدمات

ج. العدد الكلي	ب. البنات	أ. الصبيان	ما هو عدد الطلاب الإجمالي في هذه المدرسة؟	1.1	الالتحاق بالمدرسة
ج. العدد الكلي	ث. البنات	ت. الصبيان	كم عدد الأطفال السوريين النازحين الذين التحقوا بالمدرسة منذ بدء الأحداث؟	1.2	الطلاب النازحين
ج. العدد الكلي	ح. البنات	ج. الصبيان	ما هو عدد الطلاب السوريين الذين توقفوا من القدوم الى المدرسة	1.3	الحضور
☐ حلقة رابعة	☐حلقة ثالثة	☐حلقة ثانية	☐حلقة أولى	أي حلقة تشهد أكبر عدد من المتسربين	1.4	التسرب
☐ 1. قليل جدا/ غير ممتلئة ☐ 2. القدرة الاستيعابية الصحيحة				هل المدرسة ممتلئة مقارنة بقدرتها الاستيعابية؟ هل هناك أطفال أقل من	1.5	القدرة الاستيعابية

		العادة، المعدل الصحيح أم أن لدى المدرسة الكثير من الطلاب؟		☐ 3. الكثير من الطلاب/ مملوءة جدا

أخذ الأطفال المعرضين للخطر بالاعتبار	1.6	هل يحضر المدرسة أي من الأولاد من الفئات الضعيفة أو المعرضة ؟	1. نعم	2. لا
		أ. الايتام	☐	☐
		ب. أطفال دون أهل أو وصي	☐	☐
		أ. أقليات إثنية ودينية ب.	☐	☐

محاولات لمساعدة مجموعات المتعلمين المعرضين	1.7	هل تم تقديم مساعدة عبر هذه المدرسة؟ (حدد المصدر) *(إقرأ القائمة المرفقة فقط في حال عدم إجابة المسؤول، وقم بتعليم كل الذي ينطبق)*	1. نعم (المصدر)	2. لا
		أ. رصد حماية الطفل	☐	☐
		ب. الطعام في المدرسة	☐	☐
		ت. تأمين ملابس أو مراويل	☐	☐
		ث. منح تعليمية أو القيام بشطب الأقساط	☐	☐
		ج. القيام بقسم الصفوف للمتعلمين الأكبر عمرا	☐	☐
		ح. صفوف تعليمية سريعة (للمتأخرين)	☐	☐
		خ. مرونة في الأوقات والدوام	☐	☐
		د. أخرى (ما هي؟)	....	....

الحماية

المسافة	1.8	كمعدل عام/ كم يحتاج الطلاب للوصول الى المدرسة؟ (بالدقائق، مشيا على الأقدام)	|....................| دقائق
	1.9	ما هي المسافة التي يحتاجها الطلاب للوصول الى المدرسة؟	كم |....................|
	1.10	هل يحتاج الطلاب النازحون إلى وقت أطول من العادة للوصول إلى المدرسة ؟	☐ 1. نعم ☐ 2. لا
الأمن من والى المدرسة	1.11	هل الوضع آمن للطلاب السوريين للوصول الى المدرسة يوميا؟	☐ 1. نعم ☐ 2. لا
	1.12	هل تملك المدرسة نظاما لتقييم وتحديد والتبليغ عن حالات سوء معاملة اطفال؟	☐ 1. نعم ☐ 2. لا

قدرة الاستيعاب

القدرة	1.13	كم عدد الصفوف في هذه المدرسة؟	العدد: ....

الاستيعابية للصف				
	1.14	ما هو معدل عدد التلاميذ في الصف الواحد؟	العدد:	
	1.15	كم تستطيع المدرسة أن تستقبل من الأطفال السوريين ؟	العدد:	
الترفيه واللعب	1.16	هل يوجد في المدرسة مساحة للترفيه ؟ (مراقبة منطقة اللعب للتحقق من الاجابة)	1. نعم ☐ 2. لا ☐	
	1.17	هل توفر هذه المدرسة أي نوع من الترفيه، والموسيقى الرسم، الرقص، أو غيرها من الأنشطة الثقافية أو التعبيرية للمتعلمين، سواء أثناء الدراسة أو بعد انتهاء اليوم الدراسي؟	1. نعم ☐ 2. لا ☐	
	1.18	هل الجدول اليومي للأنشطة منشور حيث يمكن للأطفال رؤيته؟	1. نعم ☐ 2. لا ☐	
المياه	1.19	هل تتوفر في المدرسة الحصول على مصدر مياه صالحة للشرب في غضون / بالقرب من مبنى المدرسة؟ (مصدر مياه صالحة للشرب: أنابيب المياه والصنابير العامة والآبار الأنبوبية، بئر محمي)	1. نعم ☐ 2. لا ☐	
	1.20	هل الطلاب قادرون على الشرب من ذلك المصدر اليوم؟	1. نعم ☐ 2. لا ☐	
دورات المياه/ المراحيض	1.21	كم عدد المراحيض العاملة في هذه المدرسة؟ (عاملة يعني يتم استخدام المراحيض ويعملون بأمان)	العدد:	
الرعاية الصحية الأولية	1.22	كم يبعد اقرب منشأة صحية من هذه المدرسة؟ (دقائق، مشياً)	دقائق:	
	1.23	هل يشار الطلاب إلى عيادة محلية عند الحاجة؟	1. نعم ☐ 2. لا ☐	
	1.24	هل تم تدريب المدرسين على استخدام عدة الإسعافات الأولية؟	1. نعم (حدد العدد:..................) ☐ 2. لا ☐	
	1.25	هل يوجد تدفئة في الصفوف في أيام الشتاء ؟	1. نعم ☐ 2. لا ☐	
الدعم النفسي الاجتماعي	1.26	هل يوجد في المدرسة مستشار نفسي أو شخص محدد لتقديم الاستشارة النفسية والتوجيه للمتعلمين؟	1. نعم ☐ 2. لا ☐	
	1.27	هل يتم إرسال الطلاب إلى خدمات الصحة العقلية والدعم النفسي والاجتماعي للحصول على الرعاية اللازمة والعلاج؟	1. نعم ☐ 2. لا ☐	

2. التعلم والتعليم

المناهج المدرسية	

مواضيع ذات صلة مع الأزمة	2.1	ما المواضيع التي قدمت في هذه المدرسة لمساعدة التلاميذ على التعامل مع الأزمة؟ (فقط إقرأ الفئات إذا لم يجب المسؤول بعفوية) ما هي المواضيع الاضافية التي تحتاج لها؟	الموجودة	الإضافية
		ا. التربية من أجل السلام والتخفيف من الصراعات وحلها	☐	☐
		ب. الصحة والتغذية وتوعية عن النضافة	☐	☐
		ت. الوقاية من العنف والتحرش الجنسي والعنف الجندري	☐	☐
		ث. الوقاية من فيروس الأيدز	☐	☐
		ج. التوعية من المخاطر	☐	☐
		ح. آخر (حدد)	☐	☐
	2.3	هل يملك التلاميذ الدفاتر والكتب والقرطاسية الكاملة ؟ إذا لا ما هو معدل النقص ؟	☐ 1. نعم ☐ 2. لا معدل النقص:	
	2.4	ما هي المواد الدراسية التي واجه التلاميذ السوريين صعوبة في تعلمها؟	المواد:	
	2.5	أي حلقة تواجه أكبر عدد من الرسوب	------------------------------	
	2.6	كيف تتم مكافحة التسرب في هذه المدرسة	------------------------------	
تعليمات				
اضطراب التعلم	2.5	هل توقفت هذه المدرسة عن العمل ؟ إذا كان الأمر كذلك، ما كانت المدة ؟	عدد الأيام:	
الوقت في مهمة	2.6	كم ساعة يحضر الطلاب المدرسة في اليوم الواحد (الساعات العاملة الحالية للمدرسة) ؟	عدد الساعات:	

3. المعلمين والعاملين في مجال التعليم

			التوظيف والاختيار		
المدرس	3.1	كم هو عدد المدرسين الذين يعملون في هذه المدرسة؟	الذكور:	الإناث:	المجموع: ....
تغيب المعلمين	3.2	كم هو عدد المدرسين الموجودين والذين يعملون في المدرسة اليوم ؟	الذكور:	الإناث:	المجموع: ....
	3.3	هل عدد المعلمين كاف للتحمل المزيد من الطلاب النازحين ؟	☐ 1. نعم ☐ 2. لا		
	3.4	ما الإجراءت التي تؤخذ عندما يغيب المعلم ؟	☐ 1. إستخدام مدرس بديل ☐ 2. دمج الصفوف ☐ 3. ترك الطلاب للعمل دون رقيب ☐ 4. إرسال الطلاب إلى منازلهم ☐ 5. أخر (حدد)		
مؤهلات المعلم	3.5	ما هو عدد المعلمين المسجلين رسمياً في الحكومة ؟	الذكور:	الإناث:	المجموع:

		....	....	....

ظروف العمل

تعويضات المعلم	3.6	كم هو عدد المعلمين المتعاقدين في هذه المدرسة؟	الذكور:	الإناث:	المجموع: ....
	3.7	كم هو عدد المعلمين الذين يحصلون على رواتبهم من المنظمات غير الحكومية من مصادر أخرى غير الحكومية ؟	الذكور:	الإناث:	المجموع: ....
	3.8	هل يوجد متطوعين بدون أجر يعلمون في هذه المدرسة ؟	1. نعم ☐ 2. لا ☐		

الدعم والإشراف

الدعم النفسي	3.9	هل يوجد خدمات للدعم النفسي للمعلمين (لمساعدتهم على التعامل مع قضايا مثل الحزن والتوتر)؟	1. نعم ☐ 2. لا ☐
التدريب والدعم أثناء الخدمة	3.10	هل تم تزويد المعلمين في هذه المدرسة أي تدريب أثناء الخدمة في الأشهر الستة الماضية؟	1. نعم ☐ 2. لا ☐
	3.11	خلال الأشهر الستة الماضية هل تلقت هذه المدرسة زيارة يقوم بها مفتش المدارس أو مسؤول تعليمي ؟	1. نعم ☐ 2. لا ☐
إدارة المدرسة	3.12	هل تعقد هذه المدرسة اجتماعات للموظفين؟	1. نعم ☐ 2. لا ☐
	3.13	هل تقوم هذه المدرسة بإجراء تقييم منتظم لأداء الموظفين؟	1. نعم ☐ 2. لا ☐

4. سياسة التعليم والتنسيق

التنسيق

قدرات الحكومة	4.1	منذ بدء الأزمة هل هل تم الإتصال بكم من أي جهة رسمية بخصوص موضوع النازحين السوريين ؟ من ؟	1. نعم ☐ 2. لا ☐ من: ....
تقييم الاحتياجات	4.2	هل جاءت أي وكالات إلى هنا للتحدث اليكم عن الوضع التعليمي أو إحتياجات هذه المدرسة ؟ إذا كان الأمر كذلك، من هي تلك الوكالات ؟	1. نعم (حدد: ....) 2. لا ☐
المساعدات المقدمة	4.3	هل تلقت هذه المدرسة أي من المساعدات التالية؟ ا. مواد تعليمية (كتب، قرطاسية...) ب. تدريب المعلمين ت. أخر (حدد)	1. نعم ☐ ☐ ☐	المصدر: ا .... ب .... ت ....
	4.4	كيف تتم مكافحة التسرب؟	
	4.5	الحلول المقترحة لمسألة الإدماج؟	1. تغيير المنهاج إلى العربية ☐ 2. فصل الطلاب السوريين في صفوف خاصة ☐ 3. وضعهم في مدارس لوحدهم ☐ 4. تأمين ساعات خاصة للغة الأجنبية ☐
	4.6	ما هي المشاكل الإضافية التي ترتبت عل المدرسة من أجل ادماج الطلاب السوريين؟	

☐ 1. نعم ☐ 2. لا	هل تعتقد بأنكم جاهزون لوجستياً وتنظيمياً للإستقبال عدد أكبر من النازحين؟	4.7	
	ما هي أهم المساعدات المطلوبة لتكونوا أكثر جهوزية؟	4.8	

5. مشاركة المجتمع

			المشاركة
☐ 1. نعم ☐ 2. لا	هل لديها هذه المدرسة لجنة أهالي يشاركون في دعم التعليم ؟	5.1	وجود لجنة أهالي عاملة
التاريخ:	إذا كان الأمر كذلك، متى كانت أخر مرة اجتمعت فيها هذه اللجنة ؟	5.2	
☐ ا. هم فقط يبلغون بالقرارات المأخوذة ☐ ب. شرح الاحتياجات / الصعوبات ☐ ت. المشاركة في اتخاذ القرارات	ما هو دور لجنة الأهالي في أخذ القرارات؟	5.3	دور لجنة الأهالي
			أي تعليقات إضافية:

Annex 7: Joint Education Needs Assessment Information Needs Matrix

CORE EDUCATION DOMAINS

Access & LearningEnvironment
- Type of education settings available (private, public, religious, semi-private, etc)
- What educational activities are in place?
- Is there equal access to schools/ learning spaces (Gender, disability)?
- Can learners safely reach the existing schools / learning spaces (transportation, accessibility to schools)?
- **Do learning environments promote the protection, mental and emotional well-beingof all learners?**
- Are the schools sufficient in size and number and location to meet the learningneeds of the affected populations?
- **Are the physical environments of schools / learning spaces safe and conducive toand culturally appropriate for learning (e.g. WASH)?**

Teaching &Learning
- Are the resources (teaching and learning material) sufficient to meet the needs of the newly registered students?
- What is being taught? And does the learning content address boys' and girls'protection and safety needs?
- Has the curricula / learning content been reviewed to ensure it is appropriate to theneeds of all learners in the current context?
- Is training available for teachers / instructors that respond to learners' education,protections, and psychosocial needs in the emergency?
- How much time do students spend learning?
- Is instruction participatory and inclusive?
- Is student learning being assessed, validated, and locally certified? If yes, how?

Teachers &OtherEducationPersonnel
- Who is available to teach children and youth?
- Are there sufficient male/female teachers as required?
- What are the conditions of work for teachers and other education personnel?
- How are teachers supervised and supported?
- Are people available to provide psychosocial services and extra-curricular activities?

Education Policy&Coordination
- What international agreements or conventions related to education have beensigned/ratified by the affected country?
- Are there emergency preparedness plans or special policies in place by thegovernment to respond to and provide education in emergencies?
- Are there policies in place, or flexibility to alter regulations, to promote access toquality education among the crisis-affected groups?
- Are there education coordination mechanisms organized and functioning at national and district levels?
- What government, humanitarian actors, and local groups are working on educationin the affected locations?

CommunityParticipation
- What community-based initiatives currently existand can be built upon to respond to the crisis?
- How are the affected communities -- parents, children and youth, and others --engaged in supporting schools/learning spaces?

- What resources to support participation and learning are available and how can additional resources be mobilized?

CROSS-CUTTING DOMAINS
Gender
- How does access to school or learning spaces differ for boys and girls, and what is or can be done by school and community to promote equal access?
- Are facilities essential for girls' attendance and retention available (specific latrines)?
- Are gender-related concerns addressed in the learning setting, teacher behavior towards boys and girls, and other ways?
- Are learning environments secure, and do they promote the protection, mental and emotional well-being of both girls and boys?

Child Protection/Psychosocial (DATA TO BE DISAGGREGATED BY AGE: 5-11, 12-14- 15-18)
- What has changed in the emotional, social and cognitive needs of the learner as a result of the emergency?
- Is there active participation by affected communities in assisting learners?
- Are there education personnel from within the affected communities present and ready to support?
- Who are the most vulnerable learners and what are their needs? What are the main reasons for non-access?
- What are the major risks faced by children and youth (M/F) in schools and community?
- What social support is available in schools/learning spaces or school community?

Early Childhood Development
- What learning and development opportunities are offered for educating children 0-6 years?
- Are young children participating in ECD? What are the main reasons for non-access?
- What is the level of parents' involvement in young children's development?

Youth
- What learning or other activities are youth involved in?
- Do youth (M/F) in the community work?
- What are the particular education needs that markets and employers require of young people?

Inclusive Education: What are the barriers to education, who experiences these and how can they be minimized?

Rights
- Is the right to education and non-discrimination for all being upheld and monitored in the affected country / areas?
- Is the education provided respectful of children and youth's rights?

HIV and AIDS
- Is there learning content on HIV prevention and AIDS for learners in the classroom?
- Is there knowledge among education providers on learning needs and support for children and youth affected by or particularly vulnerable towards HIV and AIDS?

Conflict Mitigation
- To what extend were young children involved in armed conflict and what activities are in place to address this issue?

Disaster Risk Reduction
- Are disaster risk reduction skills and knowledge being learnt?

- What measures have been taken and are still needed to reduce risk of futureharm?

INTER- CLUSTER DOMAINS

Protection
- Are learning environments protective and do teachers, education personnel andlearners feel secure?
- Who are the vulnerable children and youth in this particular emergency and arethey attending learning spaces/school? If not, why not?

Water,Sanitation,Hygiene (WASH)
- Are sufficient water and sanitation-related facilities available and being used in thelearning spaces/schools?
- How is hygiene promoted in the learning space/school?

Nutrition
- Is feeding in learning spaces/schools needed?
- Is supplementary feeding or school feeding provided for learners?

Annex 8: Sample of Syrian Students Grades:

عدد تلاميذ الشعبة	الشعبة	الفرع	السنة المنهجية	القسم	المرحلة
12	B	الانسانيات	الثانوي الثاني	الفرنسي	الثانوية

وزارة التربية زالتعليم العالي
مديرية التعليم الثانوي
ثانوية الشهيد وليد عيدو الرسمية

ملاحظات	معدل المادة في الصف	معدل الفصل الثاني	الامتحان الثاني	معدل السعي	السعي	العلامة القصوى	المجال	المادة
							بطاقة علامات للتلميذ:	العام الدراسي
							2011-2012	
							رقم التلميذ في الشعبة: ٨	
				83		120	التواصل الشفهي:إصغاءٌ و تعبيرٌ / التواصل الكتابي :قراءةٌ و كتابة / تعريب	لغة عربية
				16		90	Communication orale:Comprehension et Expression / Communication ecrite:Lecture et Ecriture / ترجمة	نغة اجنبية اولى
				20		20	Communication orale:Comprehension et Expression / Communication ecrite:Lecture et Ecriture / ترجمة	لغة اجنبية ثانية
				49		80	Proccessus de calcul / Fonctions numeriques(Analyse) / Resolution de problemes et communication	رياضيات
				7.5		20	Maitrise des connaissances acquises / Pratique du raisonnement scientifique / Maitrise des techniques de la communication	علوم الحياة والارض
				9		20	Application des connaissances / Communication	فيزياء
				14.5		20	Application des connaissances / Maitrise de la communication	كيمياء
				32		40	إستعمال مصطلحات ومفاهيم ومستندات جغرافية / تحليل مستندات جغرافية / معالجة موضوع جغرافي	جغرافيا
				18.5		20	إستعمال مفاهيم ومصطلحات / تحليل مستندات / معالجة موضوع واتخاذ موقف ايجابي	تربية
				19		20		تاريخ
				25		30	استعمال مصطلحات ومفاهيم / تحليل نصوص وستندات واستعمال تقنيات / دراسة موضوع اجتماعي	اجتماع
				22.5		30	استعمال مفاهيم وتقنيات اقتصادية / تحليل نصوص ومستندات اقتصادية / دراسة موضوع اقتصادي	اقتصاد
				49		60	اكتساب المفاهيم والمبادئ والنظريات الفلسفية والعلمية / تحليل نصوص في الفلسفة والحضارات / معالجة موضوع في الفلسفة والحضارات	فلسفة وحضارات
								معلوماتية
								رياضة
								فنون
ناجحة				365		570	المجموع	
	المعدل من ٢٠		السلوك		الغياب			الدين

ملاحظات الادارة

توقيع الاهل

خاتم الثانوية وتوقيع الادارة

ثانوية الشهيد وليد عيدو الرسمية

المرحلة	القسم	السنة المنهجية	الفرع	الشعبة	عدد تلاميذ الشعبة
الثانوية	الفرنسي	الأول ثانوي		A	23

العام الدراسي	2011-2012	بطاقة علامات للتلميذ:		ثانوية عمر المسمى	

ملاحظات	معدل المادة في الصف	معدل الفصل الثاني	الامتحان الثاني	معدل السعي	السعي	العلامة القصوى	المجال	المادة
							رقم التلميذ في الشعبة : ٦	
				50		100	التواصل الشفهي:إصغاءً و تعبيراً / التواصل الكتابي :قراءة و كتابة / تعريب	لغة عربية
				12		80	Communication orale:Comprehension et Expression / Communication ecrite:Lecture et Ecriture / ترجمة	لغة اجنبية اولى
				12		20	Communication orale:Comprehension et Expression / Communication ecrite:Lecture et Ecriture / ترجمة	لغة أجنبية ثانية
				12		100	Proccessus de calcul / Fonctions numeriques(Analyse) / Resolution de problemes et communication	رياضيات
				10		40	Maitrise des connaissances acquises / Pratique du raisonnement scientifique / Maitrise des techniques de la communication	علوم الحياة والارض
				9		60	Application des connaissances / Communication	فيزياء
				10		40	Application des connaissances / Maitrise de la communication	كيمياء
				25.5		40	استعمال مصطلحات ومفاهيم ومستندات جغرافية / تحليل مستندات جغرافية / معالجة موضوع جغرافي	جغرافيا
				10		20	استعمال مفاهيم ومصطلحات / تحليل مستندات / معالجة موضوع واتخاذ موقف ايجابي	تربية
				17		20		تاريخ
				15		20	استعمال مصطلحات ومفاهيم / تحليل نصوص ومستندات واستعمال تقنيات / دراسة موضوع اجتماعي	اجتماع
				13		20	استعمال مفاهيم وتقنيات اقتصادية / تحليل نصوص ومستندات اقتصادية / دراسة موضوع اقتصادي	اقتصاد
								معلوماتية
								رياضة
								فنون
راسبة				195.5		560	المجموع	
	المعدل من ٢٠		السلوك	الغياب				الدين

ملاحظات الادارة