Disability is defined as interactions between personal and environmental factors. It is measured by the level of functioning of a person in various areas of daily activities (called “domains”) regardless of impairments, using the Washington Group tools.

**EDUCATION FOR PERSONS AGED 13+**

The highest level of education completed among persons 13 years and over can be seen below.

<table>
<thead>
<tr>
<th></th>
<th>Jordan</th>
<th>Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No disability</td>
<td>19.0%</td>
<td>25.5%</td>
</tr>
<tr>
<td>- Disability</td>
<td>6.7%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No disability</td>
<td>3.4%</td>
<td>3.4%</td>
</tr>
<tr>
<td>- Disability</td>
<td>1.4%</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

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

By disability and gender, the enrolment status can be seen in the following chart.

**DISABILITY AND GENDER**

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

<table>
<thead>
<tr>
<th></th>
<th>Jordan</th>
<th>Lebanon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No disability</td>
<td>5.4%</td>
<td>7.1%</td>
</tr>
<tr>
<td>- Disability</td>
<td>5.8%</td>
<td>17.5%</td>
</tr>
<tr>
<td>Men</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- No disability</td>
<td>6.2%</td>
<td>4.6%</td>
</tr>
<tr>
<td>- Disability</td>
<td>6.2%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

**FACTSHEET 4: EDUCATION**

Disability Assessment among Syrian Refugees in Jordan and Lebanon (HI & IMIAP, 2018)
Barriers to education for children who are attending school

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

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

Priority solutions for children who are attending school to continue education

- Jordan: More recreational activities, Safety between home and school, Welcoming attitudes of teachers
- Lebanon: Health care, rehabilitation & psychosocial support, More recreational activities

Barriers to education for children who dropped out or never enrolled

**Jordan**
- Child’s functional difficulties: 20.8%
- Refused entry: 14.3%
- Financial constraints: 12.5%

**Lebanon**
- Child’s functional difficulties: 22.2%
- Refused entry: 18.5%
- Financial constraints: 11.1%

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

- Jordan: Health care, rehabilitation & psychosocial support, More recreational activities, Welcoming attitudes of teachers
- Lebanon: Change in the school admission criteria, Improved household financial situation

CAREGIVERS’ PERCEPTIONS ON INCLUSIVE EDUCATION

**Jordan**
- Strongly agree: 49.9%
- Agree: 45.6%

**Lebanon**
- Strongly agree: 52.6%
- Agree: 43.3%

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

However, around 30% have low expectations for children’s academic progress.