Removing Barriers
The Path towards Inclusive Access
(Jordan and Lebanon)

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Quick glance

- Locations: 5 places in 2 countries
- Data collection: Oct ’17 - Jan ’18
- Sample size: 8,876 persons (2yrs+)
- Tool: Washington Group questions (child functioning module & short set enhanced for adults) integrated in the overall assessment
- Data use: Disability prevalence as well as disability disaggregated data on access to services, barriers and facilitators to access services (‘services’ include; basic, specialized & education)
Findings Ex.1: Disability Prevalence

22.8% of the surveyed Syrian refugees (aged 2+) in Jordan and Lebanon have disabilities.
Findings Ex.2: Disaggregation of Education Status (6-12) by Gender & Disability

Key finding: **Boys** with disabilities are most likely to never enroll

*Figure: Rates of boys and girls who dropped out or never enrolled in Lebanon*
Findings Ex.3: Disaggregation of Barriers and Priorities to Education by Disability

Different perceptions

**Barriers to education (children dropped out/never enrolled)**

- Child’s functional difficulties: 22.2%
- Lack of documentation: 18.5%
- Distance to school: 11.1%

- Lack of documentation: 20.9%
- Financial constraints: 19.4%
- Missed 3+ years of education: 14.9%

**Priority solutions to (re-)enroll school**

- Community awareness raising
- Increased household financial situation
- Change in the school admission criteria
- Health care, rehabilitation & psychosocial support

Example from Lebanon’s data
Challenges

1. Designing the electric data collection tool and analyzing data with WG cut-off conditions
2. Depth of data analysis considering the amount of collected data

Way forward

1. **Disseminate** the study to showcase the use of WG tools
   Full reports and factsheets available at different websites e.g. the study google drive and Reliefweb
2. **Advocate** the use of WG question and disability disaggregated data to influence humanitarian and development actors’ programming, budget allocation, staff training, etc.
3. **Support** the use of WG question HI MEReP internally (e.g. regional capacity building)