



# UNHCR

United Nations High Commissioner for Refugees  
Haut Commissariat des Nations Unies pour les réfugiés



## RESULTS OF THE 2020-2021 PARTICIPATORY ASSESSMENT EXERCISE | UNHCR LEBANON

MARCH 2021

# Themes

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**Main themes**, with a focus on deriving community action plans to address issues around:

1. Legal Residency
2. Education (online, hybrid, blended)
3. Child labor

## **Cross-cutting themes:**

- MHPSS
- Communication

# Timelines

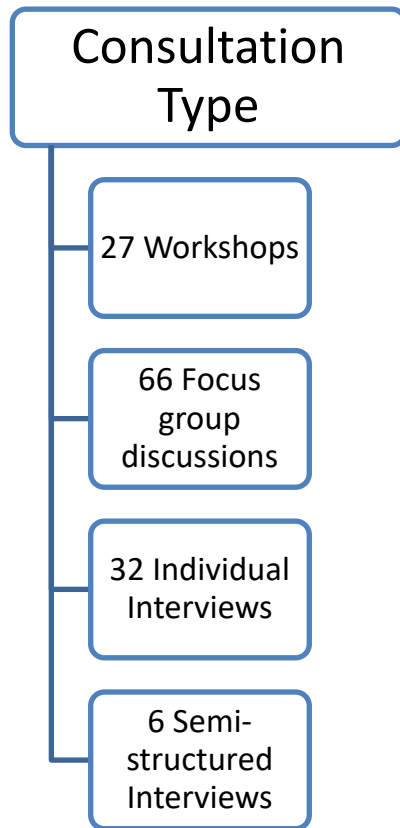


## Overview

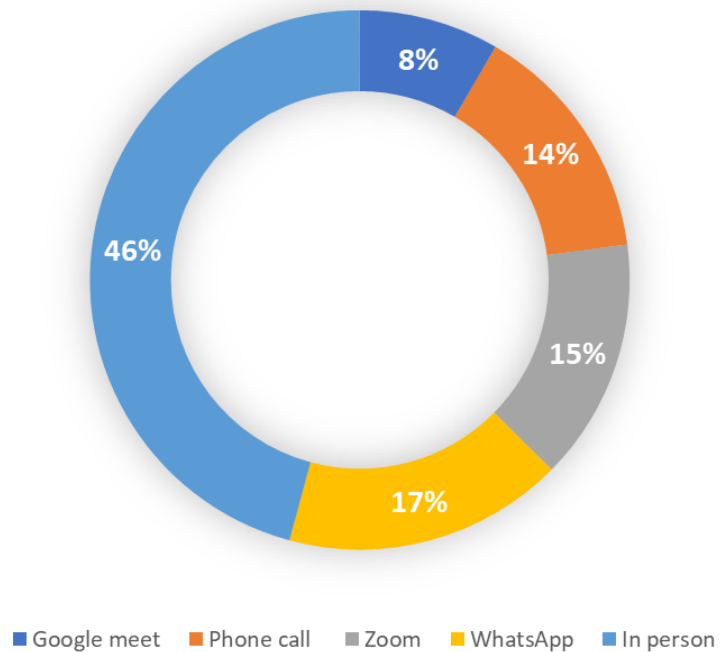
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- **Actors involved:** UNHCR, Makhzoumi, Caritas, Ministry of Social Affairs (MOSA), Ministry of Education and Higher Education (MEHE), Amel Association, International Rescue Committee (IRC), Abaad, Intersos, Akkar Network for development, Rene Moawad Foundation, Shield, Norwegian Refugee Council, Ministry of Public Health and Terre des hommes (TDH)
- **Persons:** 740 persons consulted in the general PA and 95 persons consulted in the MHPSS assessment specific to the blast
- **Methodology:** workshops, focus group discussions, individual and semi-structured interviews
- **Timeframe:** October 2020 – December 2020

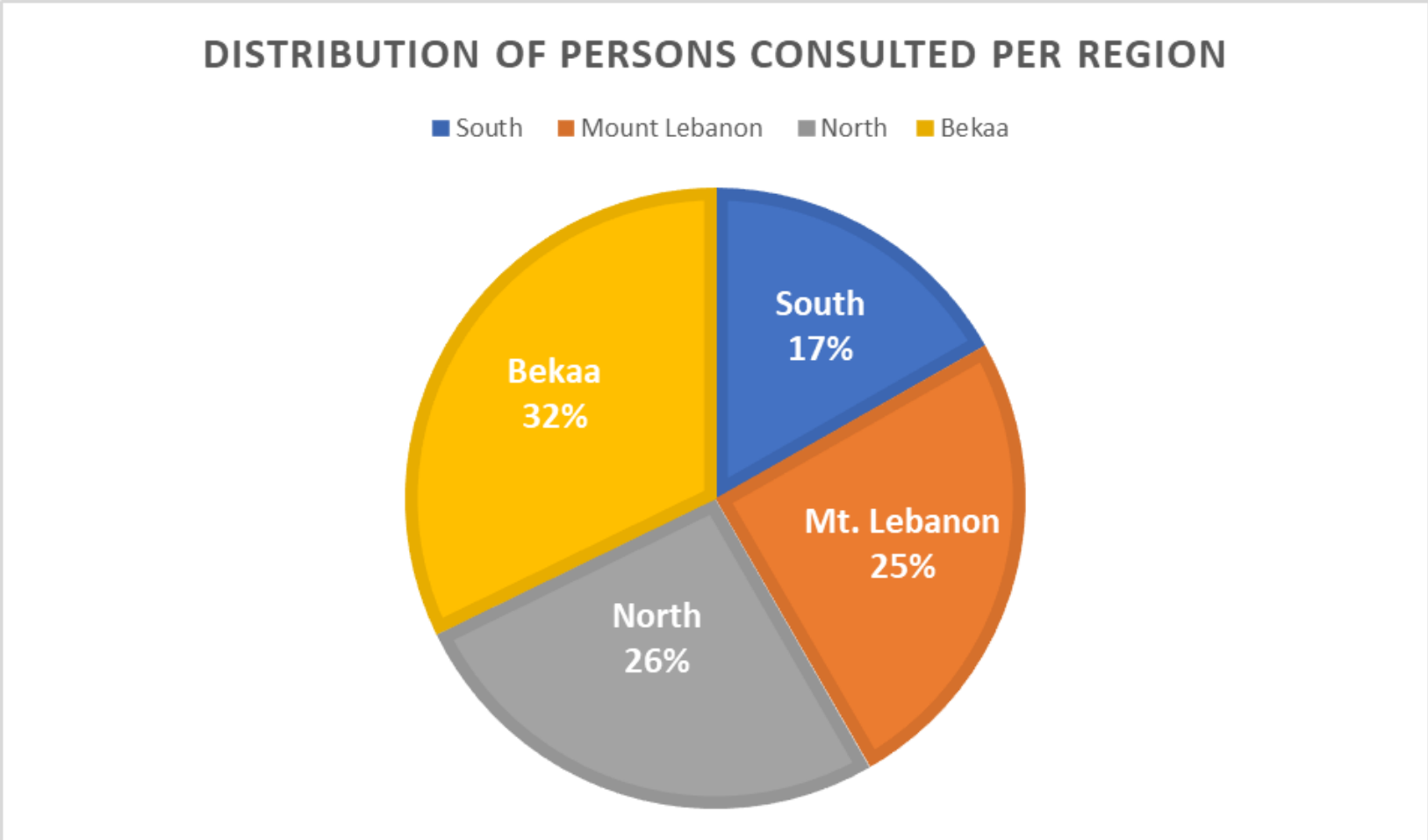
# Methodology



## Modality



# Distribution of persons consulted per region



# Profiles of persons consulted – General PA

Themes	Profiles	Percentage females	Total
Legal residency	Female heads of households	15.6%	50
	Married women	15.0%	48
	Boys above 15 years old	0.0%	35
	Girls above 15 years old	10.0%	32
	Single men	0.0%	30
	Married men	0.0%	28
	Single women	8.4%	27
	Older men (60+)	0.0%	23
	Older women (60+)	6.5%	21
	Mixed: Married men & single men	0.0%	21
	Mixed: Married women & single women	1.9%	6
	<b>Total</b>		<b>57.3%</b>
Education	Parents/caretakers in NFE, especially large families	15.2%	60
	Girls in FE, emphasis on 2nd shift	14.3%	52
	Parents/caretakers in FE, especially large families	11.0%	48
	Boys in NFE [6 – 14 years (primary and lower secondary)]	0.0%	46
	Boys in FE, emphasis on 2nd shift	0.0%	43
	Parents of school children with disabilities	6.9%	39
	Girls in NFE [6 – 14 years (primary and lower secondary)]	10.5%	38
	Children with disabilities		17
	Mixed: Girls in FE, emphasis on 2nd shift & Girls in NFE [6 – 14 years (primary and lower secondary)]	3.0%	11
	Mixed: Boys in FE, emphasis on 2nd shift & Boys in NFE [6 – 14 years (primary and lower secondary)]	0.0%	9
	<b>Total</b>		<b>60.9%</b>
Child Labor	Women, including older women	50%	28
	Men, including older men	0%	28
	<b>Total</b>	<b>50%</b>	<b>56</b>
<b>Total</b>		<b>58%</b>	<b>740</b>

## Legal Residency

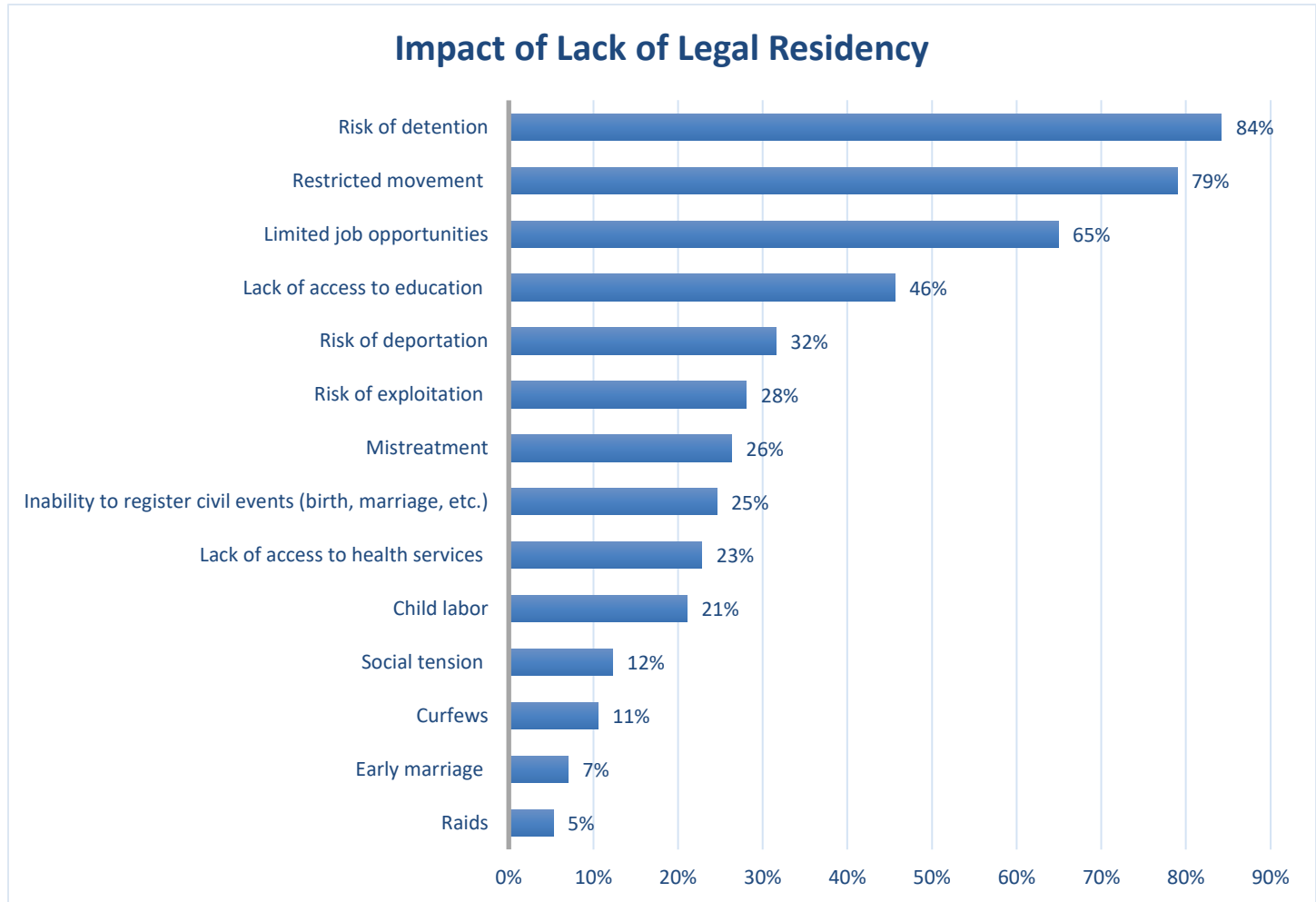
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*“We fear complaining to the police offices when we face problems because we don't have a valid residency permit” – Married women from the North*

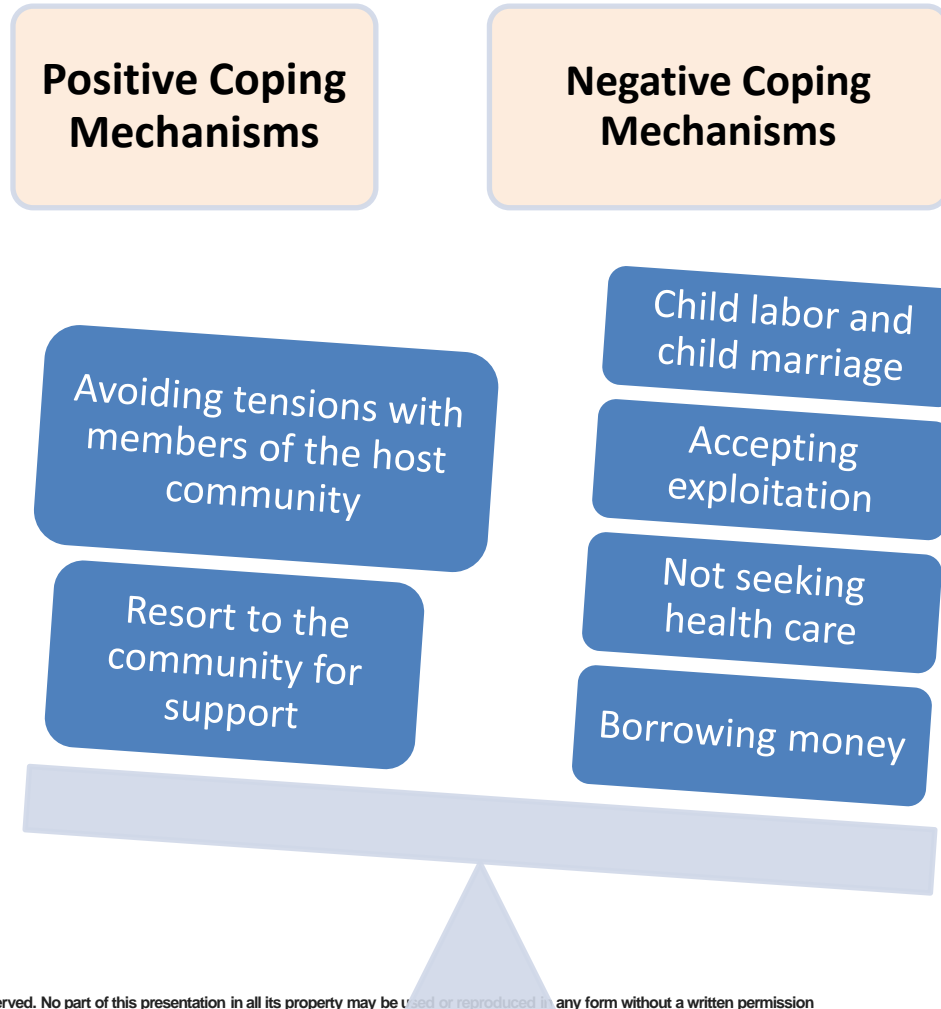
*“We live each day at a time. We can't even plan what we will cook for the other day as we might not have the ingredients“ – Girls above 15 years old from Beirut*



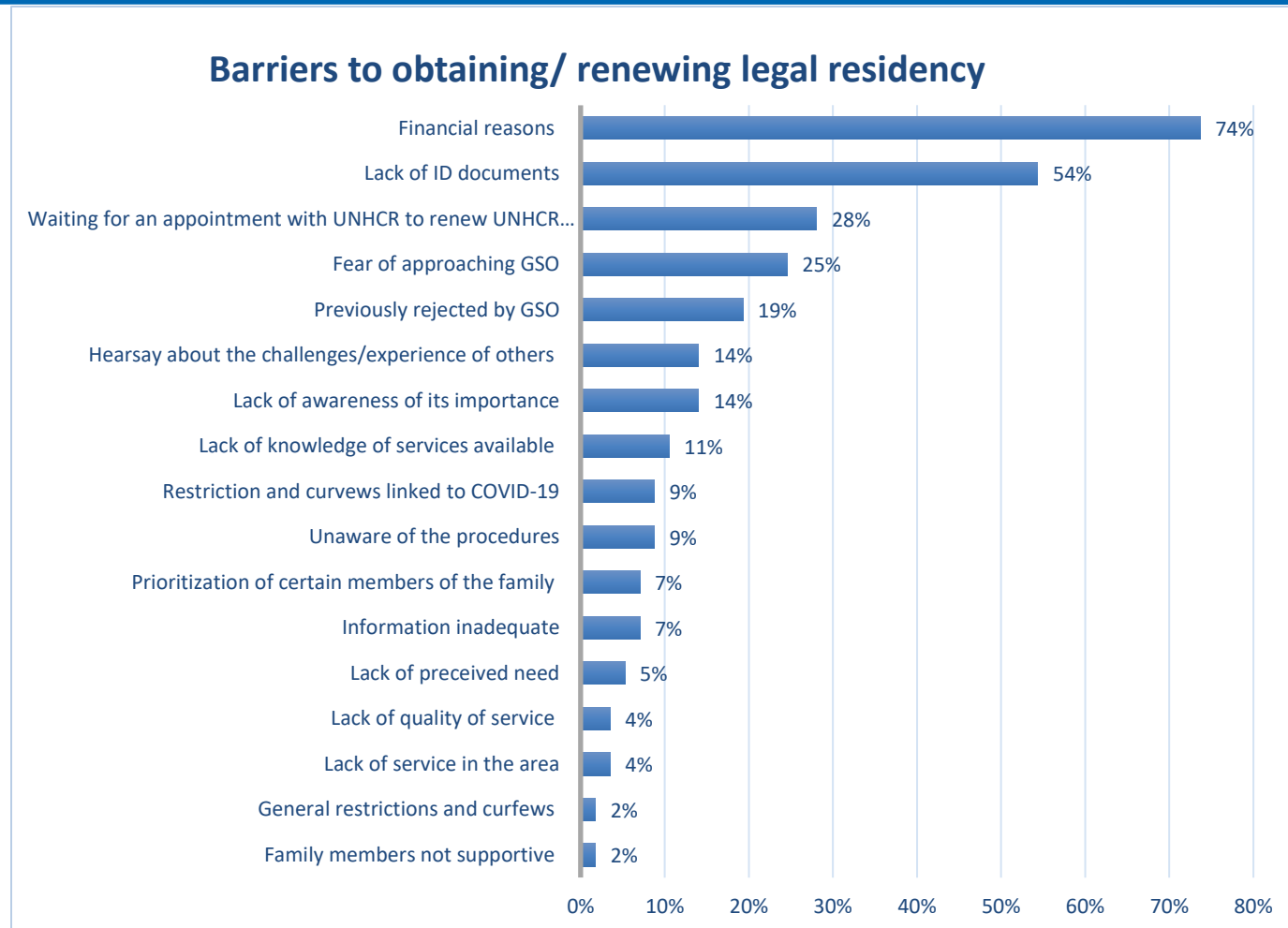
# Legal Residency - Impact



# Legal Residency –Coping mechanisms



# Legal Residency | Barriers



# Barriers to Legal Residency | AGD and Regional Analysis

Profiles	Financial	Lack of ID documents	Waiting for an appointment with UNHCR
Married women	50% of groups in ML, South, and North	50% of groups in Bekaa, ML, and North	33% of groups in Bekaa and North
Married men	83% of groups in Bekaa, South, and North	67% of groups in Bekaa, South, and North	33% of groups in North
Single women	33% of groups in South	67% of groups in Bekaa and South	33% of groups in North
Single men	100% of groups in North and South	100% of groups in North and South	0%
Female heads of households	71% of groups in Bekaa, South, and North	57% of groups in North and Bekaa	57% of groups in Bekaa and North
Girls above 15 years old	100% of groups in Beirut, Bekaa, and South	33% of groups in Bekaa	0%
Boys above 15 years old	100% of groups in North, Bekaa, and South	80% of groups in Bekaa, North, and South	40% of groups in North
Older men (60+)	80% of groups in North, South, and Bekaa	60% of groups in Bekaa, South and North	10% of groups in North
Older women (60+)	83% of groups in Bekaa, North, and South	17% of groups in South	33% of groups in Bekaa and North
Mixed: Married men Single men	100% of groups in ML	33% of groups in ML	33% of groups in ML
Mixed: Married women Single women	100% of groups in North	100% of groups in North	0%
Mixed:: FHH and older women	50% of groups in North	25% of groups in North	25% of groups in North

## Community action plan | Suggested solutions

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1. Spreading awareness and sharing information about procedures to obtain/renew legal residency (especially those familiar with the procedures)
2. Inquiring about services available
3. Accompanying each other to renew documents
4. Obtaining or renewing their own legal residency
5. Advising on how to share information with the community
6. Ensuring that all needed documents requested by UNHCR are available
7. Enforcing the role of religious leaders to increase awareness through sessions and trainings (Iraqis, BML)

## **Suggested solutions from UNHCR and Partners** (expressed by the community consulted)

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Page 14

1. Providing financial support to legalize stay
2. Sharing legal residency news and updates via WhatsApp, SMS, Outreach Volunteers, or at PHCs
3. Advocating with GSO to accept non renewed ID
4. Renewing the legal residency for free
5. Advocating with schools to enroll children with no legal residency
6. Advocating with the government to ease the renewal process

## Recommendations – Legal residency

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- Continue to **advocate with GSO** for the consistent application and expansion of waiver of residency fees and raise complaints.
- Reduce waiting periods to issue **housing attestation** such as through online means, kiosk, advocacy with GSO to accept QR codes.
- **Mediate** with landlords, municipalities, hospitals, etc. for refugees to retain their IDs to be able renew their residency using an area-based approach focused on certain localities in North, Bekaa, and South.
- Support the **role of the community** to address fears related to the GSO by having those with legal residency share information with others about the procedures and dispel rumors.
- Seek advice from the community through a **refugee advisory group** on how better present, design and share information on procedures, target outreach by profile and locality.

## Education (online, blended, hybrid)

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*"It is torture on several levels for us parents and children." – Parents/caretakers of children in formal education in ML*

*"I receive messages I cannot read. I don't want my daughter to suffer the same" - A mother with children in formal education in ML*

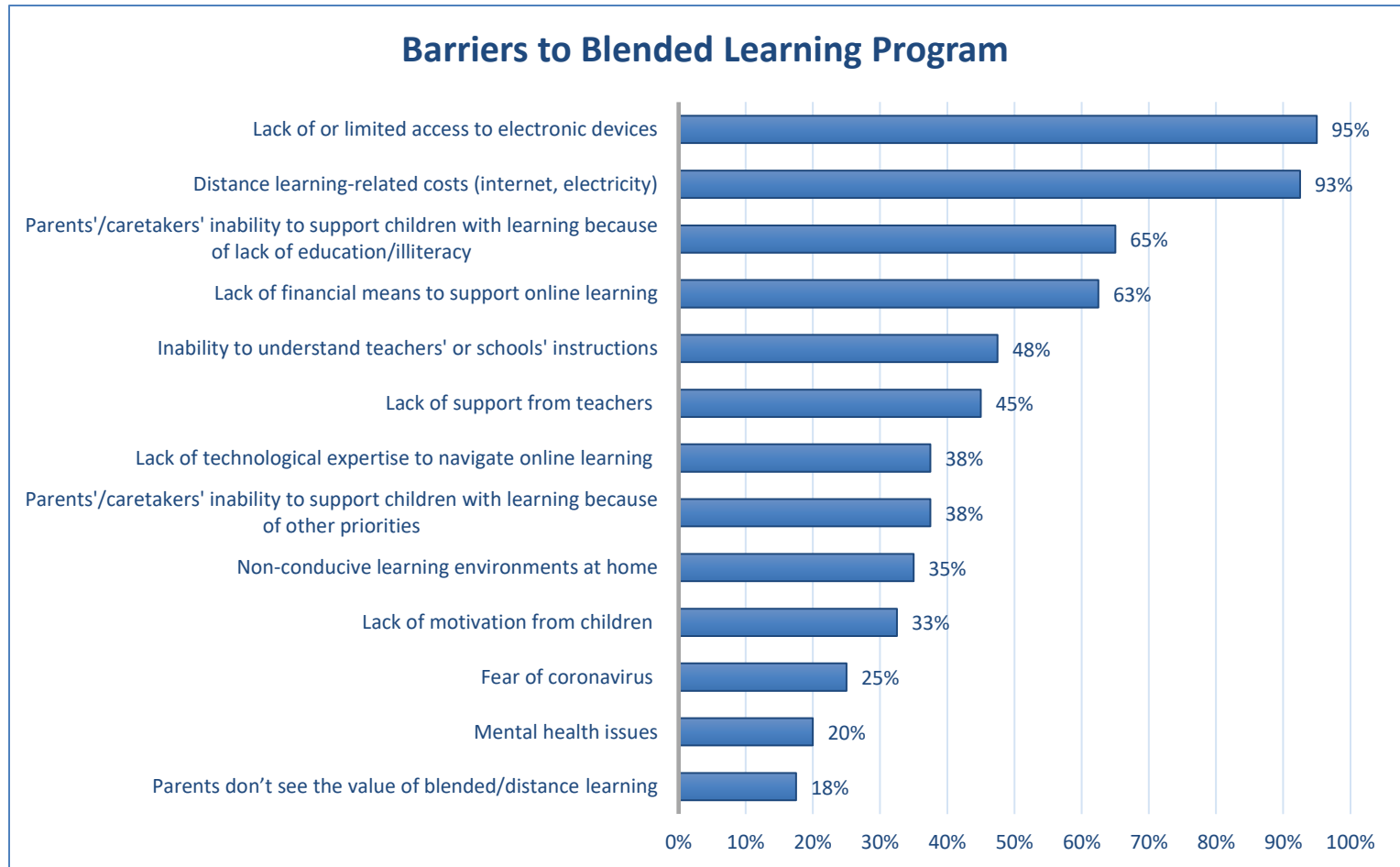


## Education

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- Most participants described blended/distance learning as ineffective, unsuccessful, challenging, and difficult.
- Others found remote learning beneficial and keeping children safe from COVID-19.
- Children with disabilities have partial or no access at all to distance learning due to:
  - Lack of enough devices in the household
  - Down prioritization
  - Hearing or visual disabilities

# Education | Barriers



# Barriers to Blended learning | AGD and Regional Analysis Page 19

Profiles	Lack of or limited access to electronic devices	Distance learning-related costs	Parents'/caretakers' inability to support children with learning because of lack of education/illiteracy
Parents/caretakers in NFE	100% of groups in North, BML, South, and Bekaa	100% of groups in North, BML, South, and Bekaa	85% of groups in Beirut, North, South, and Bekaa
Parents/caretakers in FE	100% of groups in South, Bekaa, ML, and North	83% of groups in South, Bekaa, ML, and North	33% of groups in Bekaa and ML
Parents of school children with disabilities	75% of groups in North, Bekaa, and South	75% of groups in North, Bekaa, and South	25% of groups in South
Girls in NFE	100% of groups in North, South, and Bekaa	75% of groups in North and South	25% of groups in South
Boys in NFE	100% of groups in Beirut, Bekaa, North, and South	71% of groups in Beirut, Bekaa, North, and South	28% of groups in Bekaa and North
Girls in FE	100% of groups in North, ML, and South	100% of groups in North, ML, and South	0%
Boys in FE	75% of groups in North, Bekaa, and South	100% of groups in North, South, and Bekaa	50% of groups in South and North
Children with disabilities	100% of groups in South and North	50% of groups in South	0%
Girls in FE & Girls in NFE	100% of groups in Beirut	100% of groups in Beirut	100% of groups in Beirut
Boys in FE & Boys in NFE	100% of groups in Beirut	100% of groups in Beirut	100% of groups in Beirut

## Education

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- **Coping mechanisms:**
  - Engaging with other students/peers
  - Asking older siblings/community members for learning
  - Asking for feedback and learning material from teachers.
  - However, some are adopting negative coping mechanism such as reduced studying and/or dropping out of school
  
- **Main concerns and risks on the children related to remote learning:**
  - Lack of focus/distraction
  - Reduced learning outcomes
  - Limited level of education
  - Increased risk of child labor
  - Excessive screen time compromising the child's healthy development and growth
  - Social isolation

# Education

Community action plan

Requested from UNHCR and partners

## Community action plan – Suggested solutions

1. Seek the support of friends/relatives to better assist their children in studying
2. Create a quiet studying environment at home
3. Volunteers to support other parents in student's learning
4. Provision of technological facilities to pursue remote leaning (phones, internet, etc.)
5. Provision of stationary items
6. Provision of language courses for parents
7. Financial support
8. Provision of homework support and awareness sessions
9. Support parents emotionally
10. Provision of individual sessions to persons with disabilities

## Recommendations | Education

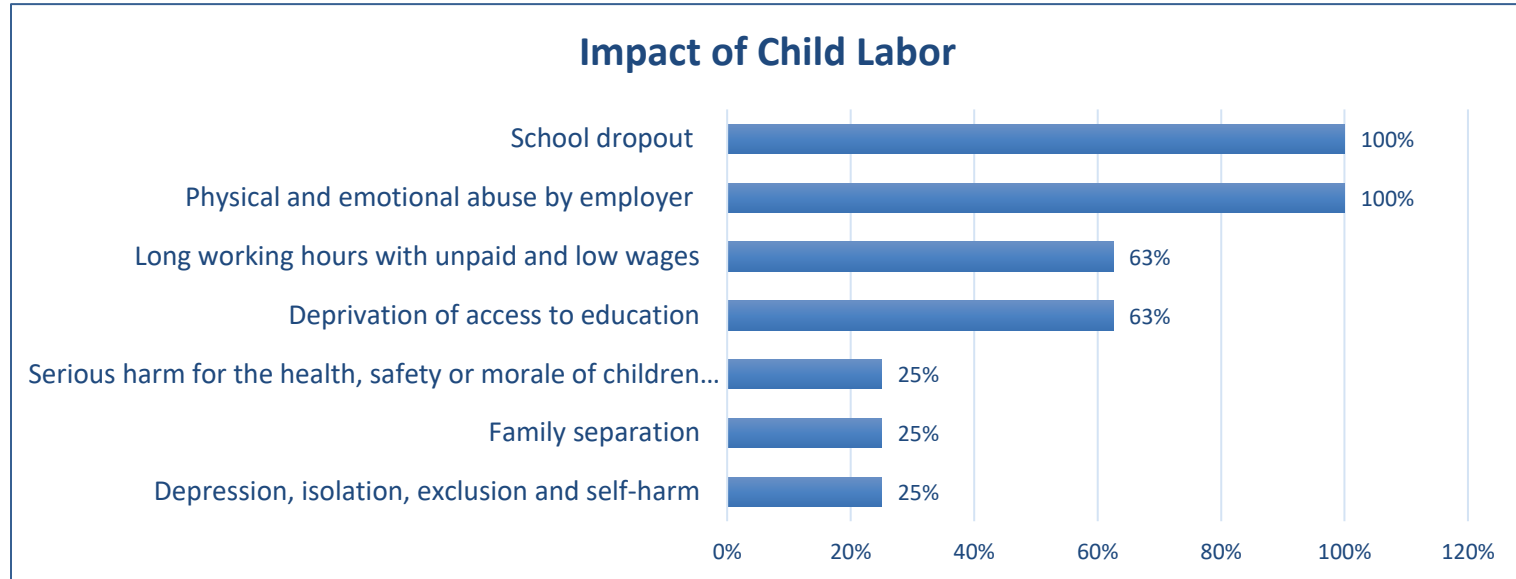
- Provide **material support** such as devices, low tech solutions and subsidizing internet to children along pre-defined criteria, encouraging neighbors to lend devices
- Develop **tailored programs to support children with disabilities** to cope with remote learning
- **Link parents and older siblings with volunteers** in their areas to support with information on how to use technology and explain teacher instructions
- Conduct **education-related sessions** (remote, in-person) from community centers to sensitize the parents/siblings on the different social media and other platforms, as well as provide learning activities (language, computer literacy)

## Child labor

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*"The children lose their physical and emotional well-being when subject to child labor" – Women's group in South*

# Child Labor | Impact

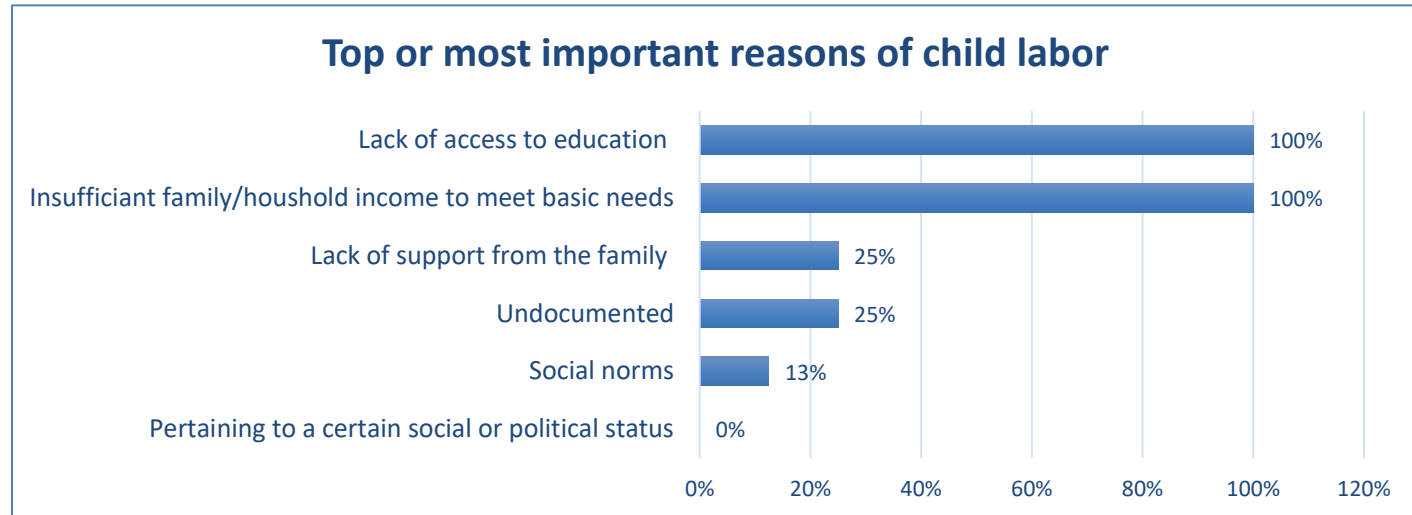


## Impact of Child Labor | AGD Analysis

Profiles	School dropout	Physical and emotional abuse by employer	Long working hours with unpaid and low wages
Women, including older women	100% of groups in Bekaa, South, and North	100% of groups in Bekaa, South, and North	75% of groups in Bekaa, South, and North
Men, including older men	100% of groups in Bekaa, South, and North	100% of groups in Bekaa, South, and North	50% of groups in Bekaa and North



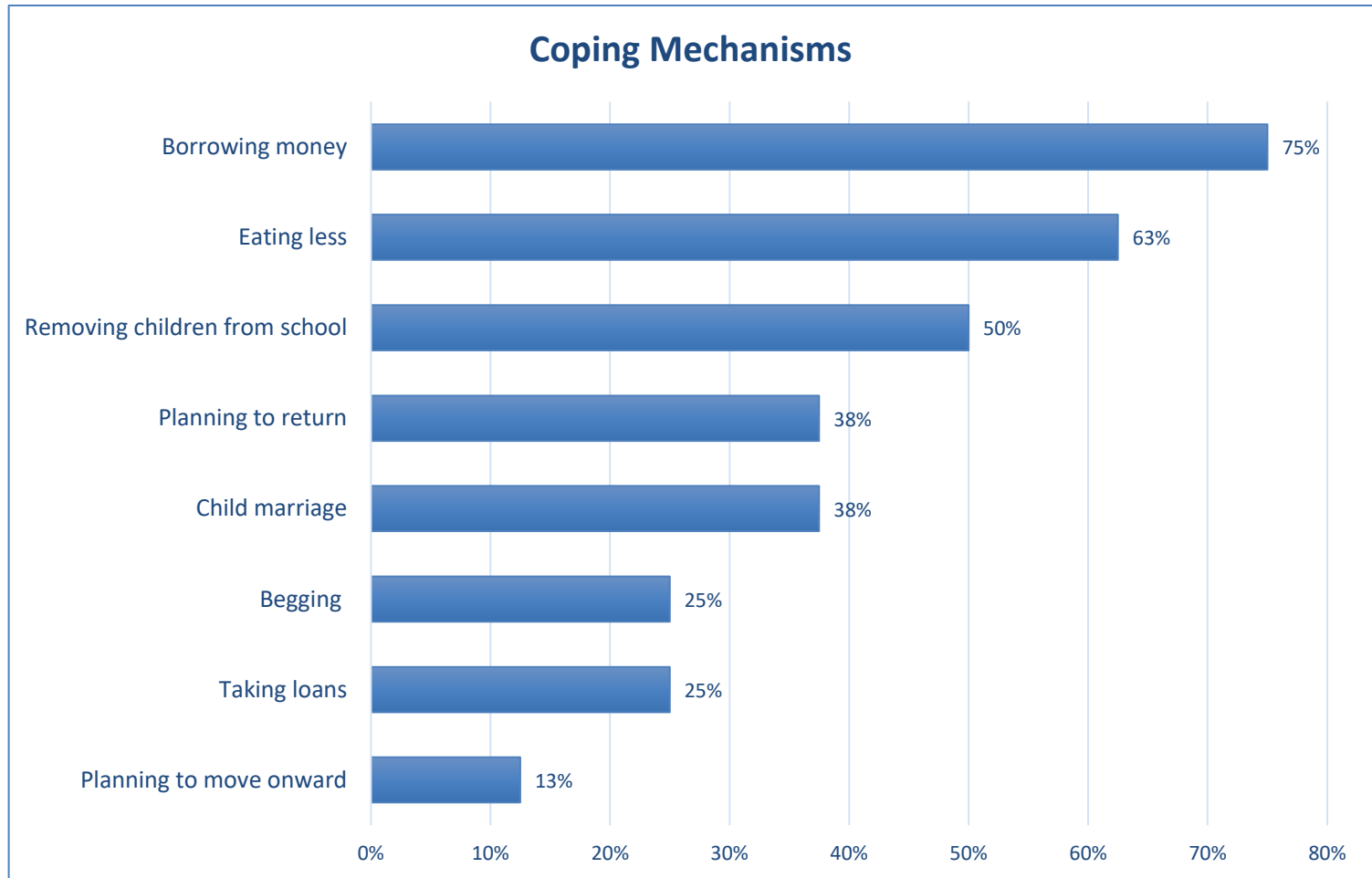
## Child Labor | Main reasons



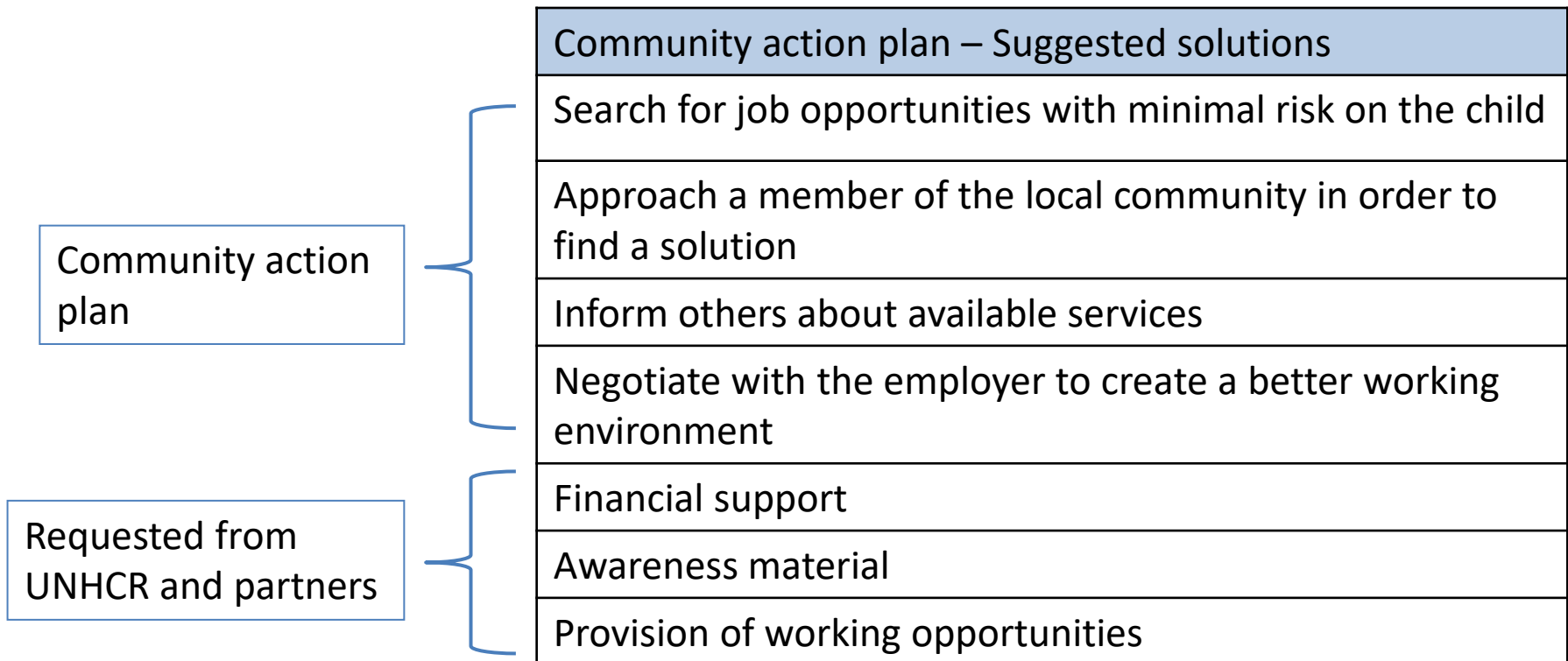
### Reasons for Child Labor | AGD Analysis

Profiles	Lack of access to education	Insufficient family/household income to meet basic needs	Lack of support from the family
Women, including older women	100% of groups in Bekaa, South, and North	100% of groups in Bekaa, South, and North	25% of groups in North
Men, including older men	100% of groups in Bekaa, South, and North	100% of groups in Bekaa, South, and North	25% of groups in Bekaa

# Child labor | Coping mechanisms



## Child labor | Suggested solutions



## Recommendations | Child labor

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- Increase **messaging around the risk of child labor**, guide parents on **alternative jobs** that are not harmful to children for certain age groups (13 years+), provide **skills training** if formal education is not an option
- Share with the community the **education complaints and feedback system** and ensure it is robust enough to respond
- Continue to **raise awareness on document requirements** for school enrollment
- Mobilize OVs to support parents to reduce child labor, finding solutions, and ways to negotiate with employers to create a working environment with minimal risk on the child
- Strengthen **case management and cash programs**

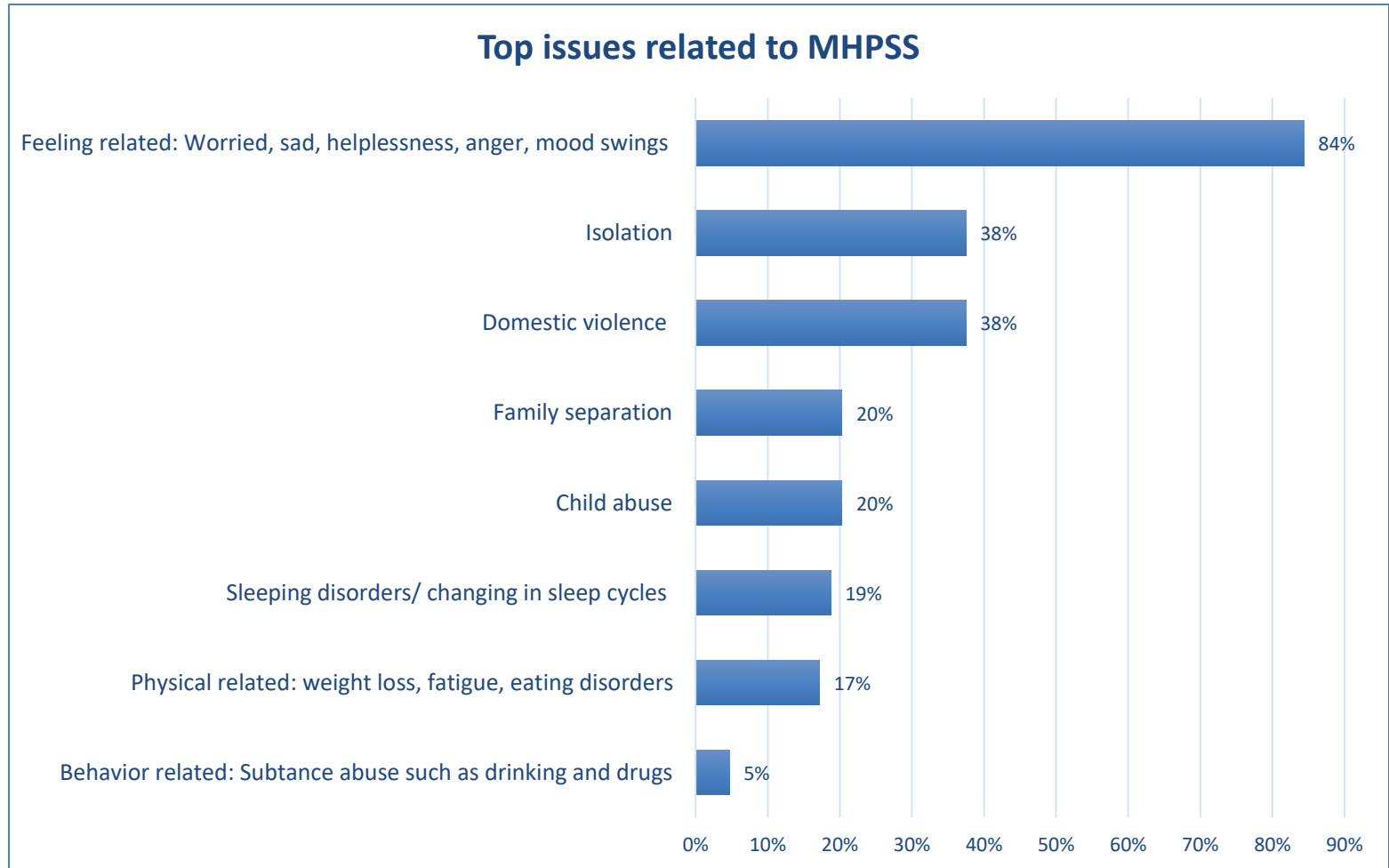
## Mental health and psychosocial support

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*“It’s not our priority. We will not go to talk to a staff who gets paid in dollars, while we are hungry” – Men’s group in Bekaa*

*“I go into my room to be away from people's negative energy” – Girls aged 15 and above in South*

# MHPSS

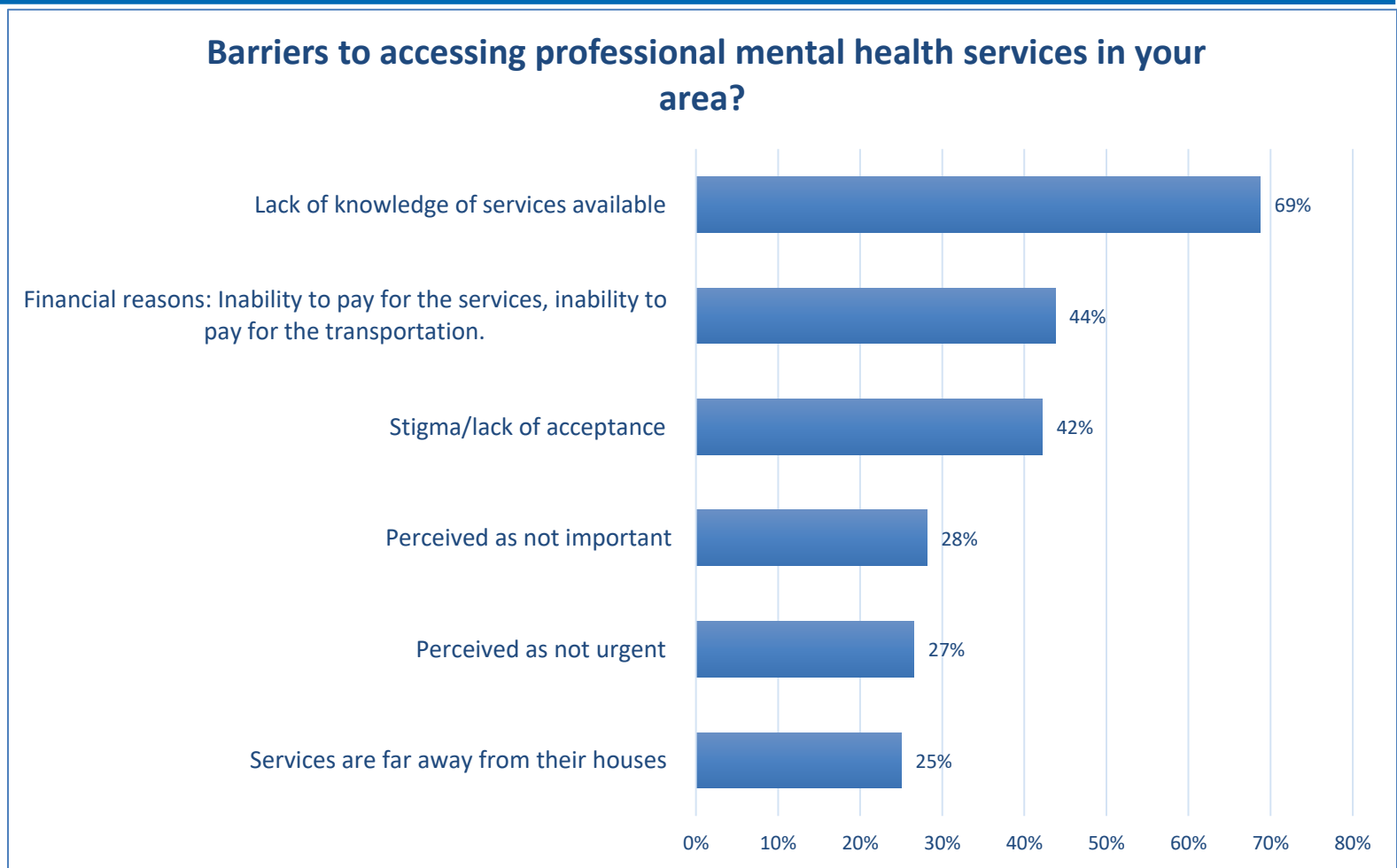


## MHPSS | Coping mechanisms

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- Accepting the current situation
- Eating less
- Isolation
- Borrowing money
- Searching for job opportunities
- Seeking friends'/relatives'/family's support
- Sports

# MHPSS | Barriers





# Barrier to accessing MHPSS services | AGD and Regional Analysis

Profiles	Stigma/lack of acceptance	Financial reasons	Lack of knowledge of services available
Married women	83% of groups in BML, North, and South	33% of groups in ML and South	50% of groups in ML, South, North
Married men	17% of groups in North	50% of groups in Bekaa and South	67% of groups in Bekaa, South, and North
Single women	33% of groups in South	67% of groups in North and South	33% of groups in North
Single men	100% of groups in North and South	0%	33% of groups in North
Female heads of households	43% of groups in ML, South, North	43% of groups in North and Bekaa	71% of groups in North, ML, South
Girls above 15 years old	67% of groups in Beirut and South	100% of groups in Beirut, Bekaa, and South	100% of groups in Beirut, Bekaa, and South
Boys above 15 years old	60% of groups in Beirut and North	40% of groups in Bekaa and South	100% of groups in Beirut, Bekaa, North, and South
Older men (60+)	0%	40% of groups in North	60% of groups in North and South
Older women (60+)	17% of groups in North	50% of groups in Bekaa, North, and South	83% of groups in Bekaa, North, and South
Mixed: Married & Single Men	67% of groups in ML	33% of groups in ML	100% of groups in ML
Mixed: Married & Single women	100% of groups in North	0%	100% of groups in North
Mixed: FHH and older women	25% groups in North	0%	100% of groups in North
Women, including older women	50% of groups in North	50% of groups in Bekaa and South	50% of groups in South and North
Men, including older men	50% of groups in North	75% of groups in Bekaa, South, and North	25% of groups in South

## MHPSS | Suggested solutions

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Community  
action plan

1. Inquire about services
2. Spread information about services and mental health in general through WhatsApp, Facebook, and other platforms

Requested  
from  
UNHCR and  
partners

3. Provision of awareness sessions to eliminate stigma associated with mental health
4. Counseling on mental health services during registration/recording interview
5. Provision of entertainment activities
6. Financial support
7. Increase the number of refugee volunteers

## Recommendations | MHPSS

- **Spread information on importance of MHSS** and its services, including at registration level
- Develop a **campaign with the community to address stigma around MHPSS**, linked to the national campaign
- Instate MHPSS into **comms/public info** strategies
- **Train OVs** on PFA, communication techniques for persons in distress, identification of signs of distress and MHPSS referral pathways.
- Strengthen the role of OVs to provide **non-specialized community-based PSS**, increase number of OVs.
- Share tips and techniques on **stress management** through volunteers, community center activities, refugee website, refer to self help applications.

## Next steps

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- Use the findings in ongoing planning processes
- Share draft report and presentation for review and feedback, issue an executive summary as an external report
- Present findings in PWGs and other interagency forums such as the child protection in emergencies sub-working group and education working group
- BO sector focal points to meet with field sector focal points and CBP to further develop the community action planning process, using an area-based approach
- Provide feedback to refugees on the results and next steps (social media, website, through volunteers)