An Attempt to Track English Functionality in the Use of English by Youth Syrian Refugees in Lebanon: How often do they use the English Language and for what Purposes?

A Qualitative-Descriptive Case Study

Inass Amhaz

Doctorate School,
English department,
Lebanese University, Lebanon.

Abstract

UNESCO (2020) identifies functionally literate person as a person who can engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing, and calculation for his or her own and the community's development.

This case study aims at exploring the frequency of usage of English language literacy skills (comprehension and text processing) in activities related to protection, career development, education, immigration, socialization and globalization. This qualitative- descriptive study is conducted on displaced Syrian students who are above eighteen and have achieved APTIS A1 level of English in Lebanon in summer 2019. Participants who are convenient samples of their population are given reliable and valid survey questionnaires. The questionnaire is divided into 2 sections. The first section includes demographic information about the participants and the second section includes five activities. Each activity includes 4 statements which the participants have to mark the convenient frequency of using English literacy skills per each of them. The data are presented in statistical tables/ graphs. Results are drawn to rate the usage of English literacy skills per each statement and per each activity as a whole using the scientific program for statistical studies(SPSS). Conclusion and recommendations help linguists and researches to seek ways to develop literacy curriculums/programs which enable this population and other ones in the MENA region who have similar context (over 18, study English as a foreign language, displaced or refugees….) to study and use English functionally for their own and their communities' development.

1. Introduction

The Universal Declaration of Human Rights assures the right to education in Article 26. This human right underlies the importance of education that is not limited by age, sex, gender, or social status. The "International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families", adopted by the General Assembly of the United Nations in 1990, explicitly confirms this right to education in the case of migrants (Art. 43, 45). Being a main component of education, literacy is then considered fundamental in appealing to adopting Immigrants' and refugees' Human Rights. However, in the 21st century, conceptions of literacy are varying between focusing on the functionality of the language or on its classical aspects conveyed in an individual's abilities to simply read and write in at least one language. UNESCO (2020) identifies a functionally literate person as a person who can engage in all those activities in which literacy is required for the effective function of his or her group and community and also for enabling him or her to continue to use reading, writing, and calculation for his or her own and the community's development. The UNESCO definition implies that a functionally literate person possesses a literacy level that equips him or her to flourish in society. A functionally illiterate person, on the other hand, may be able to perform very basic reading and writing, but cannot do so at the level required for many societal activities and jobs.

According to "Council of Europe / Language Policy Unit (Strasbourg) - Project LIAM, the migrants have different types of illiteracy. The first type contributes to people who have never learned to read or write, the second type is related to functionally illiterate migrants who were taught to read and write, but they are not able to use these skills to meet the requirements of daily life. This category of functional illiteracy is culture-specific because literacy requirements differ from country to country. The third type of illiteracy for immigrants as mentioned by the Council of Europe are those who learned to read and write in their language of origin but have lost these skills through lack of use. Sometimes migrants who can read and write in their language of origin are treated as illiterate because the language of the host community uses a different writing system. But of course they are not at all illiterate.

European Literacy Policy Network: European Declaration of the Right to Literacy defines literacy as Literacy refers to the ability to read and write at a level whereby individuals can effectively understand and use written communication in all media (print or electronic), including digital literacy. OECD: Survey of Adult Skills (PIAAC) defines literacy as Literacy is understanding, evaluating, using and engaging with written text to participate in the society, to achieve one's goals and to develop one's knowledge and potential. It measures adults' proficiency in key information-processing skills - literacy, numeracy and problem solving in technology-rich environments

Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society (UNESCO, 2004; 2017).

Key terms: literacy, illiteracy, functional literacy, functionally illiterate person, illiterate migrant.

2. Literature review

(UNHCR, 2020) reports that 879 529 Syrians are registered in Lebanon with a 44% youth (The Syrian Refugee Youth Literacy Assessment Study (SYLAS)).

According to SYLAS conducted by UNESCO, KFAS and UNHCR in Lebanon between 2019and 2020, majority (69.25%) of Syrian refugees aged between 15 and 24 meet the minimum expected competency levels in literacy, while only 30.10% and 24% meet levels 4 and 5 respectively. Those levels of literacy competency that are demands of the job market (SYLAS, 2019-2020). Target 4.6 of Sustainable Development Goals (SDGS) urges all countries to '(by 2030) ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy. As well as, its indicator (4.6.1) seeks to measure 'the percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. The target age group for this indicator is all those aged 15 and above. It may be noted that this target (4.6) defines adult literacy as a continuum of functional literacy and numeracy skills for which a fixed level of proficiency can be acquired. In reference to this target and considering the low percentage of levels' 4 and 5 five achievers, it becomes indispensable to help Syrian refugees who are above 18 to achieve a higher level of proficiency in Literacy which attribute to an individual's effective function of his or her group and community.

Given that literacy rates are the outcome of educational attainment as well as the predictor of future labor force, this study aims at finding the weekly frequency of using the English Language by above 18 Syrian refugees in an attempt to find out to what extent is the formally acquired English language being used for effective functional purposes. Doing so, will help curriculum designers and educators reflect on the syllabus, curriculum, teaching approaches and strategies used to teach English as a foreign Language for illiterate immigrants (especially type three as defined by the Council of Europe) by recognizing in which of the five activities (Protection, education, career development and socialization and globalization) English is used the most. The study aims at ranking the frequency of usage of English at a scale from the most to the least used according to the activity.

Recognizing the fact that Syrian youth are being exposed to English language as the first foreign language in Lebanon and as the medium of instructions for many school subjects, this study will help English language curriculum designers reflect on what's best fit into a curriculum designed to help youth Syrian refugees in Lebanon and MENA Region Learn an English language that help them improve their literacy skills at the functional level for their own and for their community development. Having English as a medium of instruction in schools and universities, it becomes crucial to make sure this language by itself is not the barrier for these Syrians from attaining a high level of literacy defined as an ability to grow within the society.

3- Methods:

This research is conducted in Lebanon, and it was designed to measure the frequency of weekly use of the English Language by the Syrian refugees' students who are above 18 for different purpose in five different activities. The researcher conducted this study as a quantitative descriptive study since the data is best presented in terms of percentage (%) and mean. The data collected is used to identify the frequency of usage of the English language to perform tasks related to protection, education, career development, immigration, and socialization. The study aims at ranking the frequency of usage of English at a scale from the most to the least used according to the activity.

3.1 Participants and research design:

Participants were 20 Syrian refugees' students who are pre and post graduates. These students are above 18 and have already achieved at least A1 level of the APTIS Program (an English language program which is conducted by the Arab Open University of Beirut in Partnership with the British Council as part of the HOPES program). Fifty-six percent of the samples were female and thirty-five percent were male with an age ranging between 20 and 30. In this study, random sampling was used from about 150 students who attended the APTIS course in Zahle, Beqaa. The data was then collected and analyzed.

3.2- Research Instrument:

In this study, the researcher used questionnaire as the research instrument due to its convenience and advantages. As Fraenkel and Wallen (2008) stated, questionnaire is cost effective and also easy to analyze and data entry and tabulation for almost all researches can be easily done due to the availability of many software packages. In this study, the researcher used Statistical Package for Social Science (SPSS) software. Another reason for choosing questionnaire is because of its familiarity to most people. In this study, the instrument is divided into 2 parts. The first part is about demographic information and the second part includes 20 questions to be scaled along a continuum of frequency of usage of the English Language. Starting from 1 as never used to 5 as used on daily basis. The questionnaire has the following scale (1- never used, 2 – rarely used, 3 – sometimes used, 4 – always used). As for the frequency of usage per week, never stands for 0 times, rarely stands for 1 time, sometimes stands for 3 to 4 times and always stands for 5 to 6 times. The 20 statements are distributed among five activities that are specified as protection, career development, immigration, socialization. Each activity includes four statements. Each student has to put a tick in the check box that corresponds to the frequency of usage of the English language to perform the task conveyed in each statement.

A study on the frequency of using English literacy skills (text comprehension) for different purposes by adult Syrian refugees in Lebanon

The participation in this study is voluntary and all the data are anonymous and confidential

Part I-Personal information

How old are you?		-
How long have you been using English as a foreign language?		-
What is your gender?		-

Part II-Use this scale to respond to the question "How often do you read an English text for the mentioned purpose?" by checking the appropriate box.

never	rarely	sometimes	always
0 time per week	1 time per week	two times per week	3 or more times per week

		never	rarely	sometimes	always
Reading for protection	To recognize the regulations of a medicine (components, usage, dose,……)	☒	☐	☐	☐
	To investigate physical, mental, or psychological health issue (Covid 19, influenza, vaccination, psychosocial support, brain gym….)	☐	☐	☐	☐
		never	**rarely**	**sometimes**	**always**
	To recognize nutrients and ingredients in processed food.	☐	☐	☐	☐
	To access quality information (received text messages, emails, invitations,….)	☐	☐	☐	☐
Reading for career development	To seek new job opportunity	☐	☐	☐	☐
	To seek a better job rank	☐	☐	☐	☐
	To gain new job skills	☐	☐	☐	☐
	To comprehend job circulations and regulations	☐	☐	☐	☐
Reading for education	To comprehend study courses	☐	☐	☐	☐
	To find additional resources for a study	☐	☐	☐	☐
	To improve your English language	☐	☐	☐	☐

	To improve your study skills	☐	☐	☐	☐
Reading for immigration	To read a ticket	☐	☐	☐	☐
	To search an immigration site	☐	☐	☐	☐
	To discover a country to immigrate to	☐	☐	☐	☐
	To recognize immigrants' rights and duties.	☐	☐	☐	☐
Socializing and entertainment	To have fun	☐	☐	☐	☐
	To chat with friends	☐	☐	☐	☐
	To communicate with relatives	☐	☐	☐	☐
	To read world news	☐	☐	☐	☐

3.3-Data Analysis

SPSS software was used to analyze the results. To satisfy the objective of the research, the data is analyzed by finding the frequency of each specified frequency term, the percentage of the frequency term, its valid percentage, and its cumulative one. The frequency indicates how many students out of the 20 has ranked the specified frequency term (never, rarely, some times and always) per each statement. However, the percentage indicates the percent of the students and compare it to the valid percent that only considers the valid number of students without the missing ones. In order to help the reader ranking the activities along a scale in correlation with use of the English language, the mean of each activity is calculated.

4. Results

Qualitative and descriptive analysis findings were done. Qualitative data collection (frequency, percent, valid percent, cumulative percent and the mean) helped identifying number of students that have checked a certain check box for each statement, the percent of those students, their valid percent and cumulative percent. In addition to tabulating the data, results are shown in graphs of different kinds to help the reader visually recognize the results. Whereas the descriptive analysis help the reader ranking the activities along a scale in correlation with use of the English language,

Table 1: Protection

### First component: **To recognize the regulations of a medicine**

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	10	50.0	50.0	50.0
	Sometimes	7	35.0	35.0	85.0
	Always	3	15.0	15.0	100.0
	Total	20	100.0	100.0	
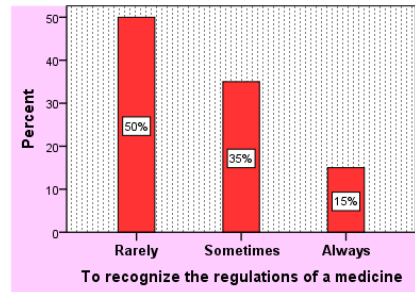
Second Components: To investigate physical, mental, or psychological health issue.

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	15.0	15.0	15.0
	Rarely	4	20.0	20.0	35.0
	Sometimes	9	45.0	45.0	80.0
	Always	4	20.0	20.0	100.0
	Total	20	100.0	100.0	
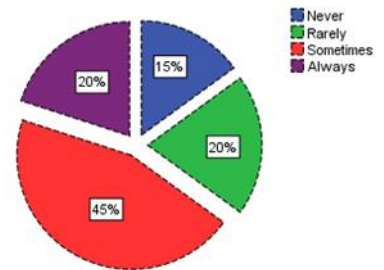
Third component: To recognize nutrients and ingredients in processesd food.

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	15.0	15.0	15.0
	Rarely	4	20.0	20.0	35.0
	Sometimes	9	45.0	45.0	80.0

	Freq uency	Perc ent	Valid Percen t	Cumul ative Percen t
Alwa ys	4	20.0	20.0	100.0
Total	20	100. 0	100.0	

Fourth componenet : To access quality information (received text messages, emails, invitations,.…)

Valid	19
Missin g	1

		Freq uenc y	Perc ent	Valid Percen t	Cumul ative Percen t
Vali d	Rarel y	3	15.0	15.8	15.8
	Some times	12	60.0	63.2	78.9
	Alwa ys	4	20.0	21.1	100.0
	Total	19	95.0	100.0	
Mis sing	Syste m	1	5.0		
Total		20	100. 0		

To access quality information (received text messages, emails, …

Rarely — 16%
Sometimes — 63%
Always — 21%
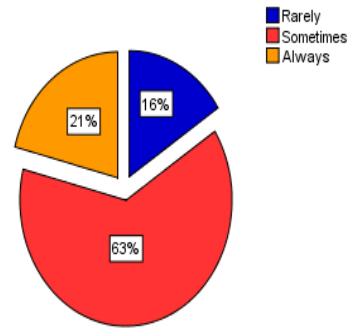
Table 2: Career Development

First Component: To seek new job opportunity

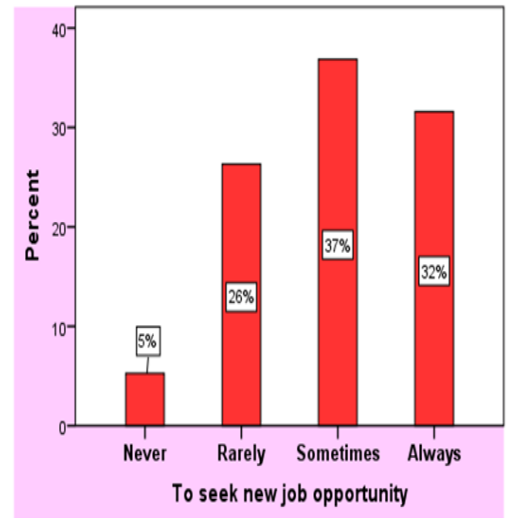|			Freq uenc y	Perc ent	Valid Percen t	Cumul ative Percen t
Valid	19					
Missin g	1					
Val id	Never	1	5.0	5.3	5.3
	Rarel y	5	25.0	26.3	31.6
	Some times	7	35.0	36.8	68.4
	Alwa ys	6	30.0	31.6	100.0
	Total	19	95.0	100.0	
Mis sing	Syste m	1	5.0		
Total		20	100. 0		

Second component: To seek a better job rank

			Freq uenc y	Perc ent	Valid Percen t	Cumul ative Percen t
Valid	19					
Missin g	1					
Vali d	Rarel y	6	30.0	31.6	31.6
	Some times	9	45.0	47.4	78.9
	Alwa ys	4	20.0	21.1	100.0
	Total	19	95.0	100.0	
Mis sing	Syste m	1	5.0		
Total		20	100. 0		
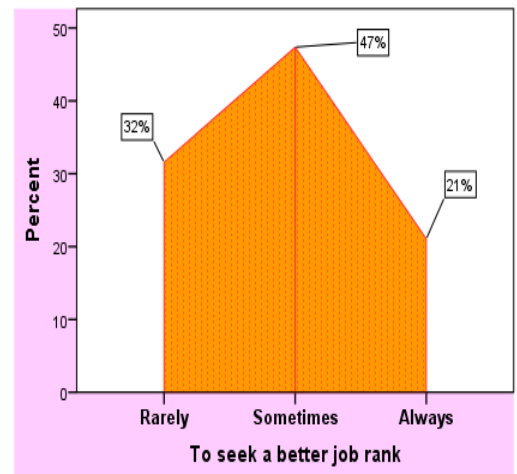
Third Component: To gain new job skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	15.0	15.0	15.0
	Sometimes	11	55.0	55.0	70.0
	Always	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Valid	20
Missing	0

To gain new job skills

- Rarely 15%
- Sometimes 55%
- Always 30%
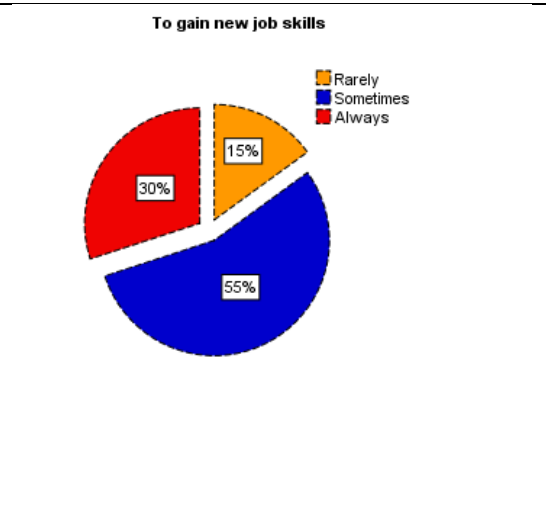
Fourth Component: To comprehend job circulations

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	15.0	15.8	15.8
	Rarely	7	35.0	36.8	52.6
	Sometimes	6	30.0	31.6	84.2
	Always	3	15.0	15.8	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

To comprehend job circulations and regulations

- Never 15.79%
- Rarely 36.84%
- Sometimes 31.58%
- Always 15.79%

Table 3: Education

First component: To comprehend study courses

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	15.0	15.0	15.0
	Sometimes	11	55.0	55.0	70.0
	Always	6	30.0	30.0	100.0
	Total	20	100.0	100.0	
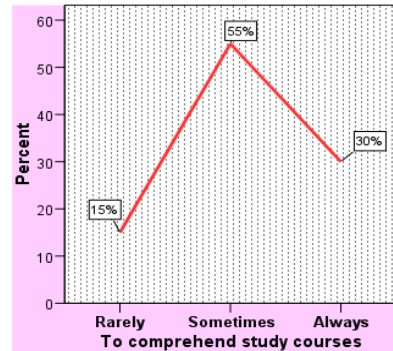
Second component: To find additional resources for a study

Valid	19
Missing	1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	2	10.0	10.5	10.5
	Rarely	1	5.0	5.3	15.8
	Sometimes	10	50.0	52.6	68.4
	Always	6	30.0	31.6	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		
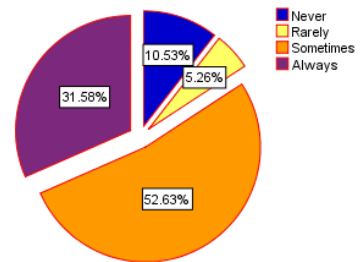
Third component: **To improve your English language**						

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19					
Missing	1					

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely		1	5.0	5.3	5.3
	Sometimes		6	30.0	31.6	36.8
	Always		12	60.0	63.2	100.0
	Total		19	95.0	100.0	
Missing	System		1	5.0		
Total			20	100.0		
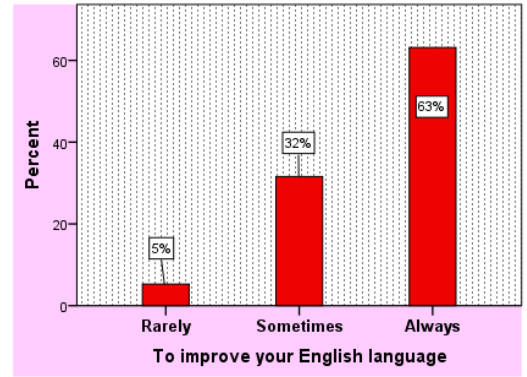
Fourth component: To improve your study skills						

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20					
Missing	0					

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never		1	5.0	5.0	5.0
	Sometimes		9	45.0	45.0	50.0
	Always		10	50.0	50.0	100.0
	Total		20	100.0	100.0	
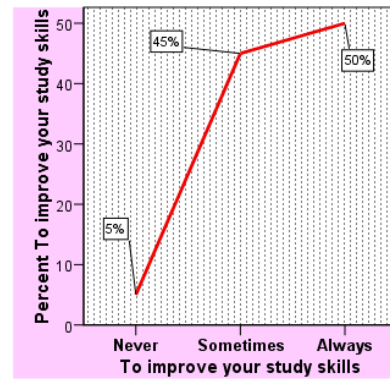
Table 4: Immigration

First component: To read a ticket

Valid	19
Missing	1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	4	20.0	21.1	21.1
	Rarely	4	20.0	21.1	42.1
	Sometimes	10	50.0	52.6	94.7
	Always	1	5.0	5.3	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		
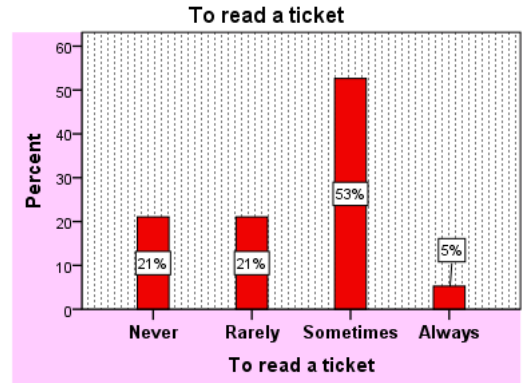
Second component: To search an immigration site

Valid	20
Missing	0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	5.0	5.0	5.0
	Rarely	5	25.0	25.0	30.0
	Sometimes	8	40.0	40.0	70.0
	Always	6	30.0	30.0	100.0
	Total	20	100.0	100.0	
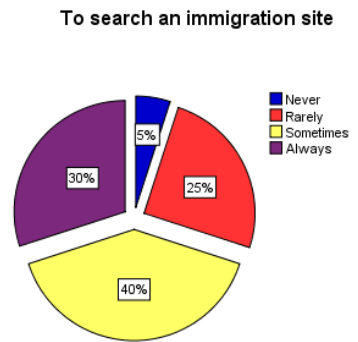
Third Component: To discover a country to immigrate to

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20					
Missing	0					

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	15.0	15.8	15.8
	Rarely	4	20.0	21.1	36.8
	Sometimes	7	35.0	36.8	73.7
	Always	5	25.0	26.3	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		
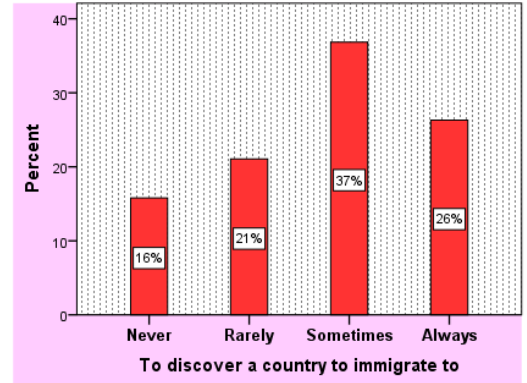
Fourth component: To recognize immigrants' rights and duties

			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20					
Missing	0					

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	3	15.0	15.0	15.0
	Rarely	4	20.0	20.0	35.0
	Sometimes	10	50.0	50.0	85.0
	Always	3	15.0	15.0	100.0
	Total	20	100.0	100.0	

To recognize immigrants' rights and duties.
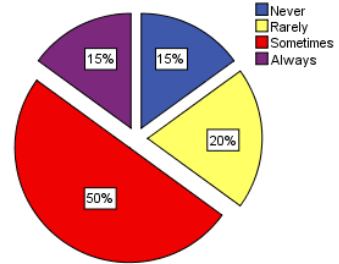
Table 5: Socialization and Globalization
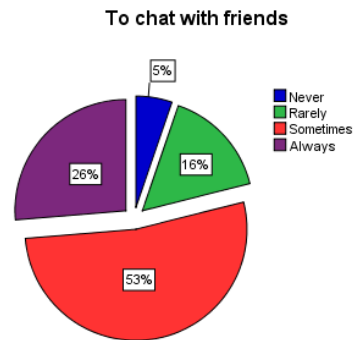
First Component: To have fun

Valid	18
Missing	2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	30.0	33.3	33.3
	Rarely	3	15.0	16.7	50.0
	Sometimes	6	30.0	33.3	83.3
	Always	3	15.0	16.7	100.0
	Total	18	90.0	100.0	
Missing	System	2	10.0		
Total		20	100.0		
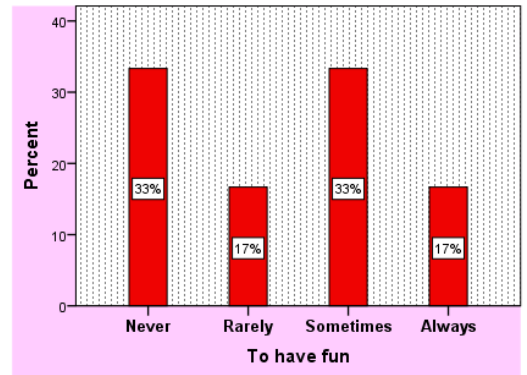
Second Component: To chat with friends

Valid	19
Missing	1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	1	5.0	5.3	5.3
	Rarely	3	15.0	15.8	21.1
	Sometimes	10	50.0	52.6	73.7
	Always	5	25.0	26.3	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

Third Component: To communicate with relatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	8	40.0	42.1	42.1
	Rarely	2	10.0	10.5	52.6
	Sometimes	5	25.0	26.3	78.9
	Always	4	20.0	21.1	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		
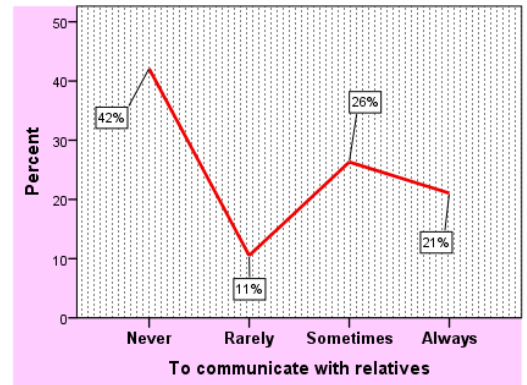
Valid	19
Missing	1

Fourth Component: To read world news

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Never	6	30.0	31.6	31.6
	Rarely	2	10.0	10.5	42.1
	Sometimes	3	15.0	15.8	57.9
	Always	8	40.0	42.1	100.0
	Total	19	95.0	100.0	
Missing	System	1	5.0		
Total		20	100.0		

Valid	19
Missing	1
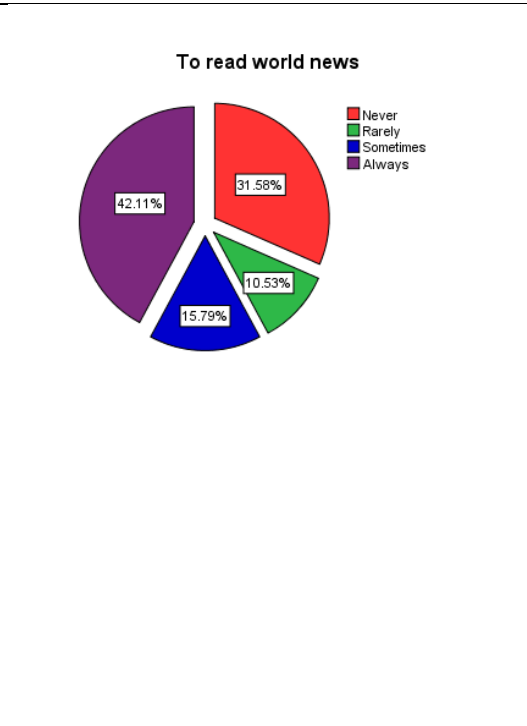
Custom Table:

	Never		Rarely		Sometimes		Always	
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %
To recognize the regulations of a medicine			10	50.0%	7	35.0%	3	15.0%
To investigate physical, mental, or psychological health issue	3	15.0%	4	20.0%	9	45.0%	4	20.0%
To recognize nutrients and ingredients in processed food.	1	5.0%	6	30.0%	7	35.0%	6	30.0%
To access quality information (received text messages, emails, invitations,....)			3	15.8%	12	63.2%	4	21.1%
To seek new job opportunity	1	5.3%	5	26.3%	7	36.8%	6	31.6%
To seek a better job rank			6	31.6%	9	47.4%	4	21.1%
To gain new job skills			3	15.0%	11	55.0%	6	30.0%
To comprehend job circulations and regulations	3	15.8%	7	36.8%	6	31.6%	3	15.8%
To comprehend study courses			3	15.0%	11	55.0%	6	30.0%
To find additional resources for a study	2	10.5%	1	5.3%	10	52.6%	6	31.6%
To improve your English language			1	5.3%	6	31.6%	12	63.2%
To improve your study skills	1	5.0%			9	45.0%	10	50.0%
To read a ticket	4	21.1%	4	21.1%	10	52.6%	1	5.3%
To search an immigration site	1	5.0%	5	25.0%	8	40.0%	6	30.0%
To discover a country to immigrate to	3	15.8%	4	21.1%	7	36.8%	5	26.3%
To recognize immigrants' rights and duties.	3	15.0%	4	20.0%	10	50.0%	3	15.0%
To have fun	6	33.3%	3	16.7%	6	33.3%	3	16.7%
To chat with friends	1	5.3%	3	15.8%	10	52.6%	5	26.3%
To communicate with relatives	8	42.1%	2	10.5%	5	26.3%	4	21.1%
To read world news	6	31.6%	2	10.5%	3	15.8%	8	42.1%

Descriptive

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Protection Score	19	7	8	15	11.21	2.043
Career Development	18	9	7	16	11.50	2.956
Education Score	18	6	10	16	13.44	1.886
Immigration	19	12	4	16	10.74	2.725
Socialization & Globalization	16	11	5	16	10.13	3.612

5. Discussion

The findings of the data analysis are revealed as follow:
- ➢ *Considering each activity for always performing a task:*
  - *Protection:*30 % always use the English Language to recognize nutrients and ingredients in processed food.
  - *Education:*63 % always use the English Language to improve further their language skills.
  - *Career development:*37 % always used the English Language to seek Job opportunities.
  - *Immigration:*30 % always use the English language to search immigration site.
  - *Socialization and globalization:*42% always use the English Language to read world news.
- ➢ *Considering each activity for never performing a task:*
  - *Protection:*15 % never use the English Language to investigate physical, mental or psychological health issues.
  - *Education:*10.5% never use the English Language to find additional study resources.
  - *Career development:*15.8% never use the English Language comprehend job circulations.
  - *Immigration:*21.1 % never use the English language to read a ticket.
  - *Socialization and globalization:*42.1 % never use the English Language to communicate with relatives.
- ➢ *Considering the five activities for their mean:*
  - *Protection:*11.21
  - *Education:*13.44
  - *Career development:*11.50
  - *Immigration:*10.74
  - *Socialization and globalization:*10.13

The results of the study are a little bit confusing for refugees aged above 18 use language for educational purpose more than using it for career development purpose that is considered at the top of the needed functional skill. As it is still confusing to find out that the means for the immigration and socialization and globalization stand for the least. Protection that is considered a priority nowadays on both the health and the psychological issue for the immigrants has a mean of 11.21. While comparing the mean of the five domains it was clear and specific that the Syrian refugees mainly use the English language for educational purposes with a mean of 13.44.

As to come to a conclusion, English curriculum designers and educators have to widely consider the aspect of the English language that hinders it as an effective learning tool. As it is mentioned earlier in this paper in reference to immigrants' right to education, English curriculum designers have to help Syrian refugees acquire the language skills that help them be autonomous. It is only then when the English language turns to be functional. When the Language turns to be functional, the Syrian refugees will then would have acquired the higher literacy skills needed to advocate for the 4.6 SGFs target.

To come to an end, the following are recommended toward a functional English Language:

- ➢ Include language skills that can be used by youth as learning tools across other subjects.
- ➢ Include language skills that help refugees acquire the 21st century skills related to collaboration, critical thinking, digital literacy, leadership, creativity and innovation.
- ➢ Enrich the contents of the English learning materials with texts related to physical, mental, psychological health issue and immigrants' rights and duties. This way we insure that being exposed to language learning context, is acquiring information and skills that are needed for protection purposes.
- ➢ English language resources have to expose refugees to different world wide job opportunities. Doing this insures advocacy toward developing 4.6 SDGs target.

References

WORLD DATA ATLAS.[online] Available from
https://knoema.com/atlas/Lebanon/topics/Education/Literacy/Adult-literacy-rate#:~:text=Lebanon%20%2D%20Adult%20(15%2B)%20literacy%20rate&text=In%202018%2C%20adult%20literacy%20rate,maximum%20of%204.26%25%20in%202018.

Crouch .l and Montoya .S, (2017).Measuring Functional Literacy and Numeracy for Lifelong Learning. [online] Available from
http://uis.unesco.org/en/blog/measuring-functional-literacy-and-numeracy-lifelong-learning

UNESCO,2020.Statistics Unit. [on line] Available from
http://uis.unesco.org/en/country/lb

Magin. S, 2010. Illiteracy in the Arab Region: A Meta Study.[online] Available from
https://www.diu.edu/documents/gialens/Vol4-2/Magin-Arab-Illiteracy.pdf

UNHCR, KFAS and UNESCO, 2019-2020. Literacy Assessment of Syrian Youth Refugees-revised 2020. [online] Available from
https://en.unesco.org/sites/default/files/literacy_assessment_of_syrian_youth_refugees-revised_2020_final_2509072_0.pdf

https://data2.unhcr.org/en/situations/syria/location/71