

# FORMAL SCHOOLING OF SYRIAN REFUGEE CHILDREN IN LEBANON

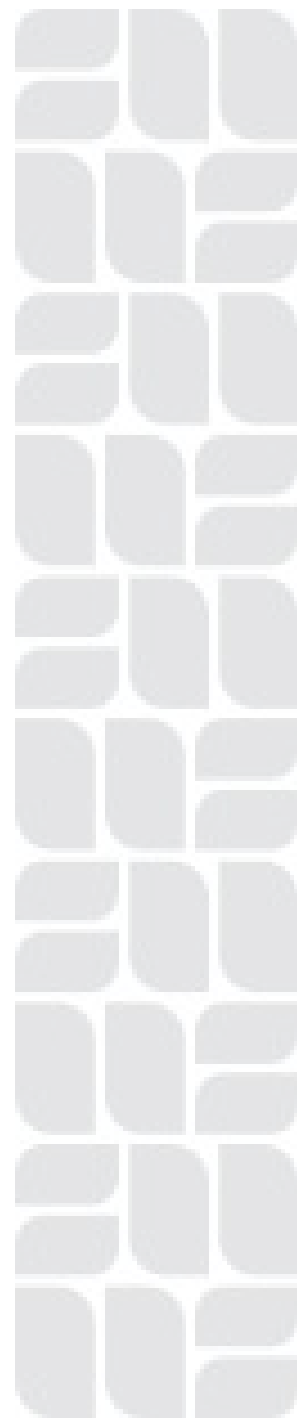
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# Syrian Refugee Children (SRC) in Lebanon

- In 2015: 489,145 registered SRC
- March 2015: 106,000 access to formal education
- 80% out of school



# SRC in Public Schools

- Difficulties in learning a second language
- Bullying and marginalization
- Inability to pay costs for public education

(REACH, 2014; Shuayb, Makouk, & Tutunji, 2014)



# 2015-16

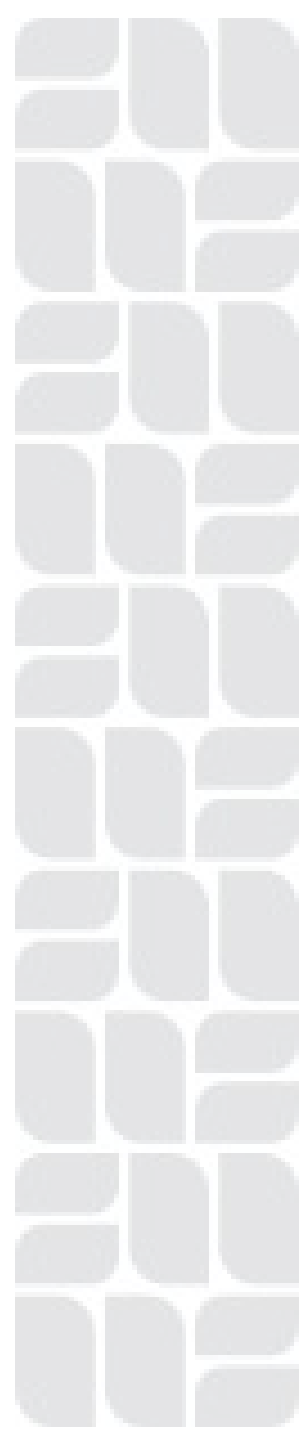
## Changes in public administration of education

- Free registration and books
- Provisions of transportation



# Our Big Question

To what extent are the provisions of education for Syrian refugee children beneficial?



# The Smaller Questions

## Access

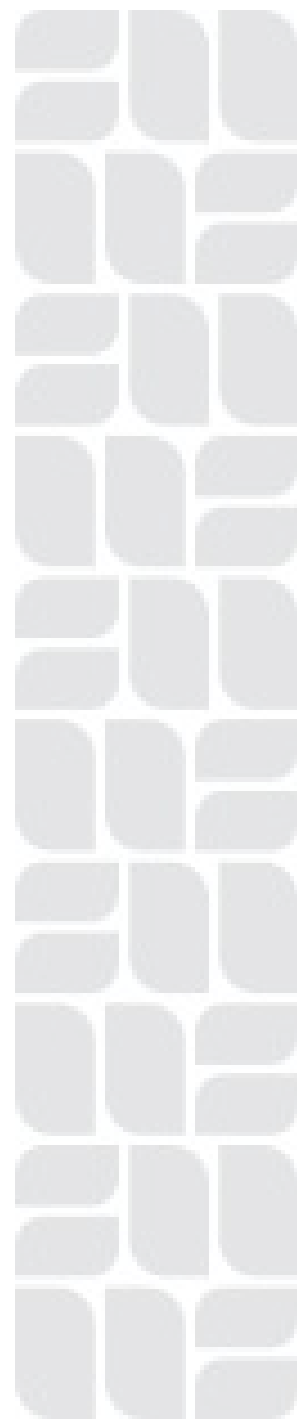
- Registration procedures? How many?
- Retention and drop out?

## Learning

- Successful classroom lessons?
- Most difficult classroom lesson?

## Support

- Provisions of individual needs?
- Managing new levels of diversity?



# The Schools

## North Lebanon

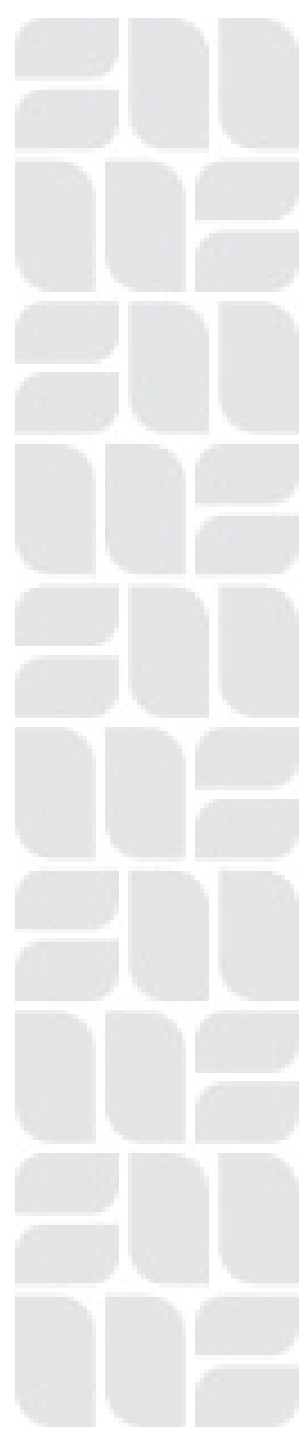
SRC School (1): *1 principal, 8 teachers, 1 classroom observation*

Public schools (3): *3 principals, 4 teachers, 1 classroom observation*

## Bekaa

SRC School (2): *2 directors, 2 principals, 2 teachers, 5 students*

Public schools (1): *1 principal, 3 teachers*

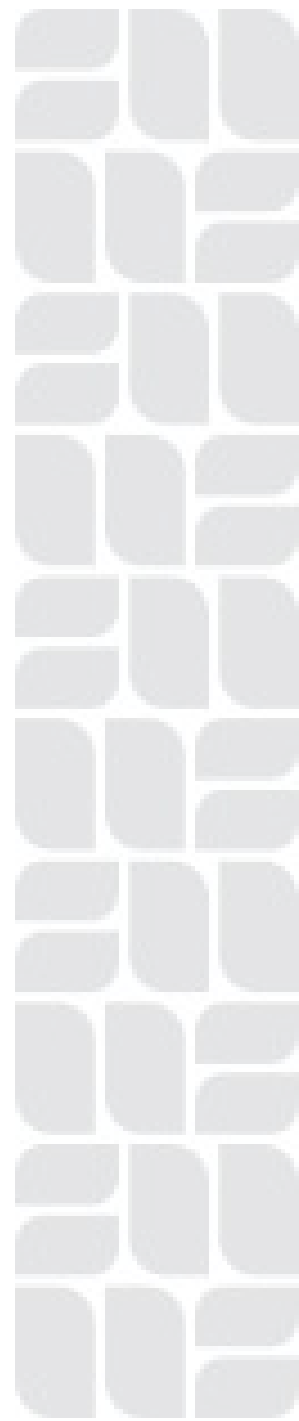


# Outcomes

Debates on Typology

Discussions on Quality of Education in Emergencies

Unveils hidden issues to question and explore





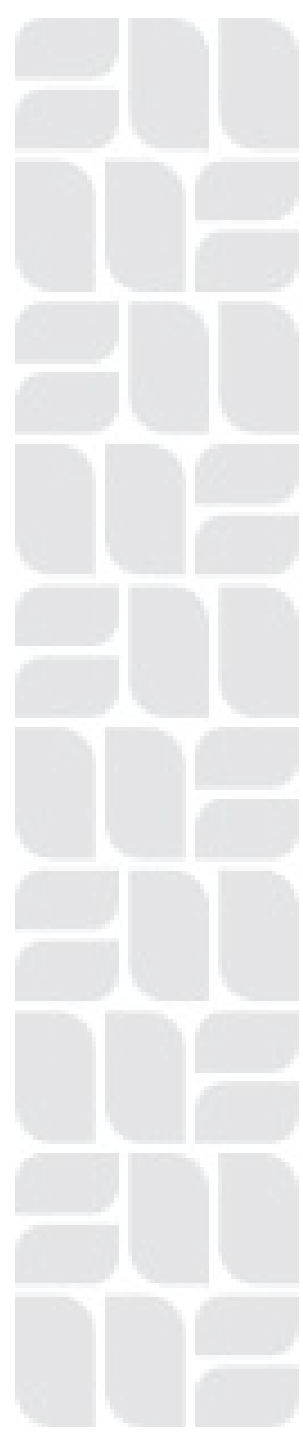
# Approaches to Schooling

## Public schools

- First shift
- Second shift

## SRC schools

- Unofficial formal
- Remedial



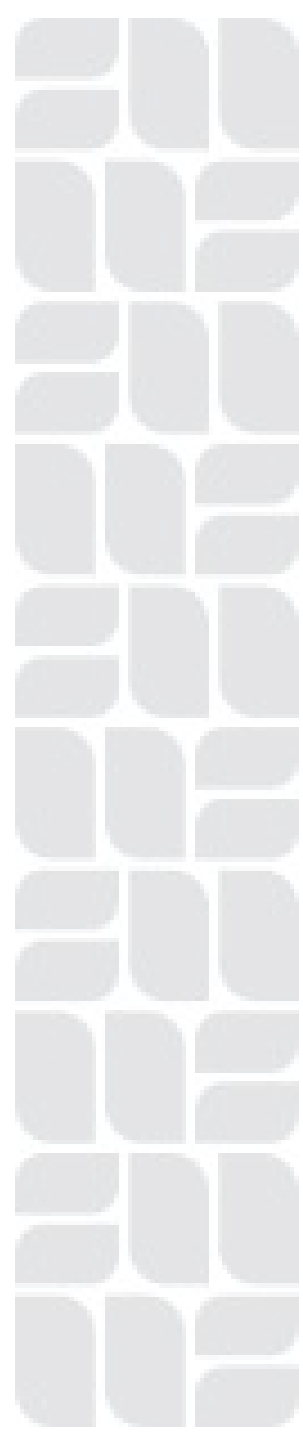
# Public schools: Opportunities

Access to official exams

Free registration

2<sup>nd</sup> shift more monitored than 1<sup>st</sup>

Teachers reported more attention to needs and backgrounds



## Public schools: Barriers

Many teachers have not tailored approaches

No transportation

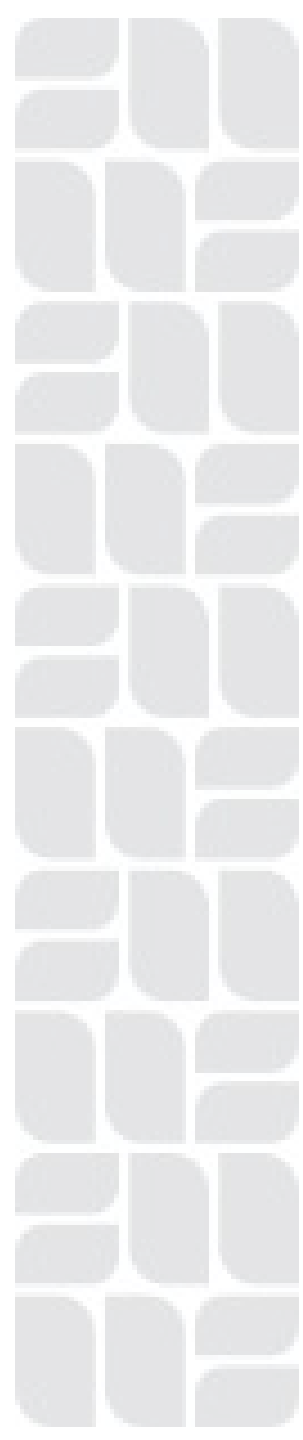
Violence continues

Teachers managing behavior (more with older students)

Principals/teachers unaware of who receives remedial

Students very/in- sensitive to teachers authority

Conservative parents do not want co-ed



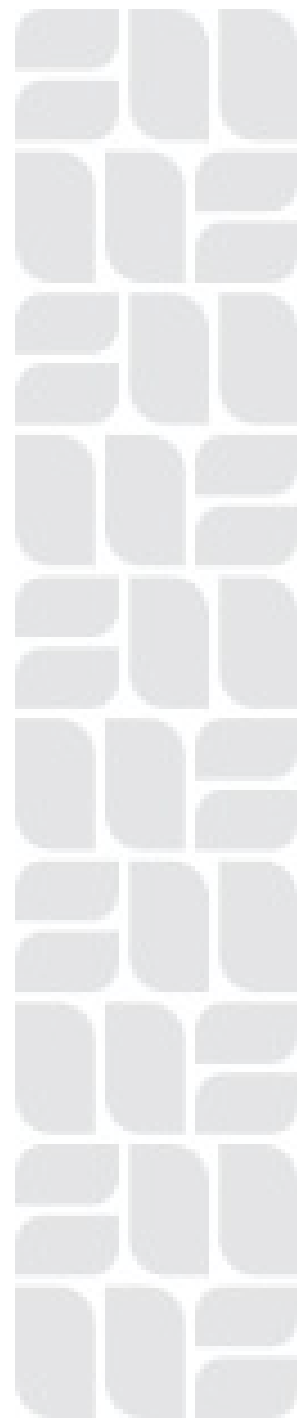
## Unofficial schools

2 shifts: shift = 2/3 classes, break, 2/3 classes

Vocational training

No access to official exams

Food: one snack (milk / sandwich)



# Unofficial schools

Sole provider of education as competitor

Sole provider of education as relief

Provider of education as support



# Remedial Schools

## Used to be Unofficial School

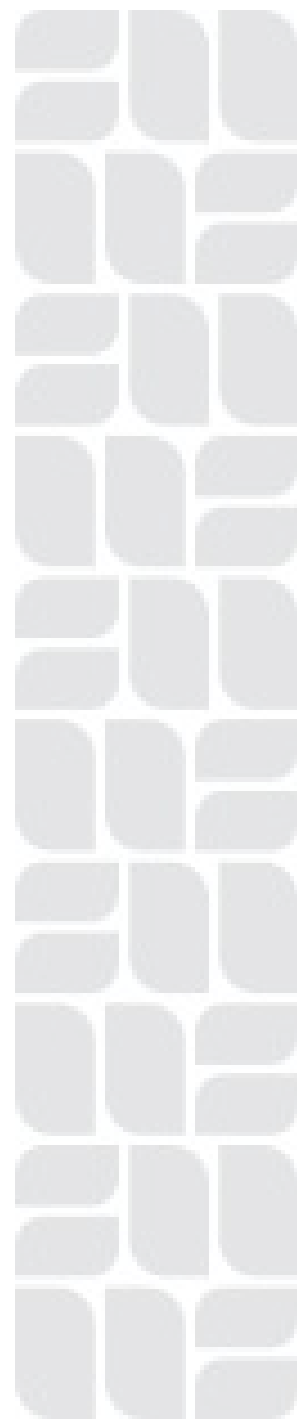
- Students registered in public
- Transportation provided

## Prepare students

- Reported differences in classroom behavior
- Reported differences in learning

## Teachers under pressure

- Unfamiliar with national curriculum
- Students show stress in overload

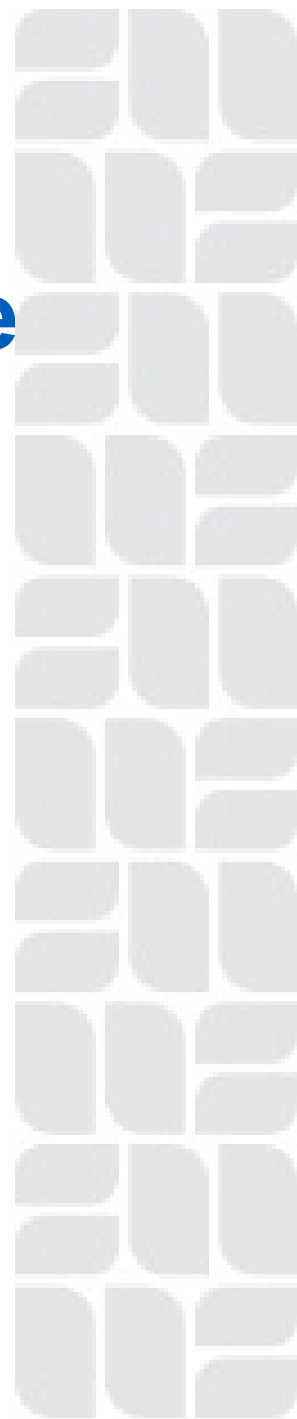


# Cross-cutting theme: Attendance

Harvest seasons

Register in the middle of the school year

*Unofficial schools can accommodate to this more*



# Cross-cutting theme: Violence

## **Second shift**

- Demographic
- Political

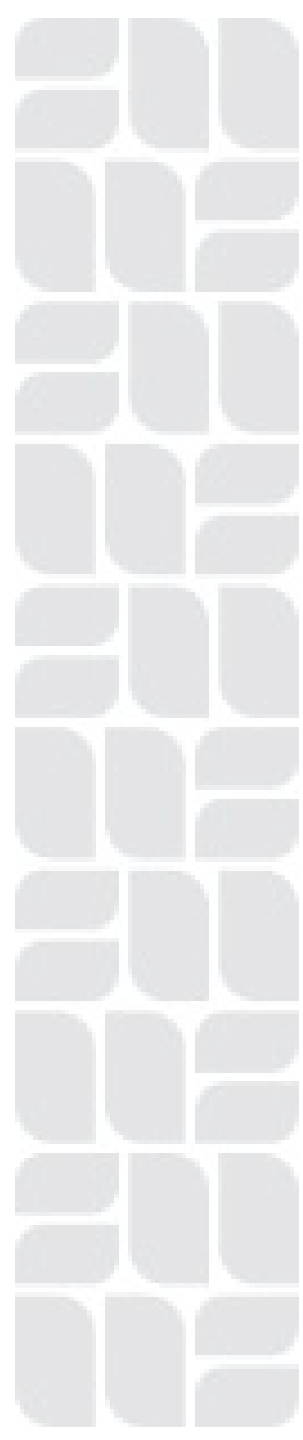
## **Corporal punishment**

- Principal advocated as essential last resort
- Student reported in remedial school

## **Home**

Domestic violence

**Diagnosed and expressed through art**

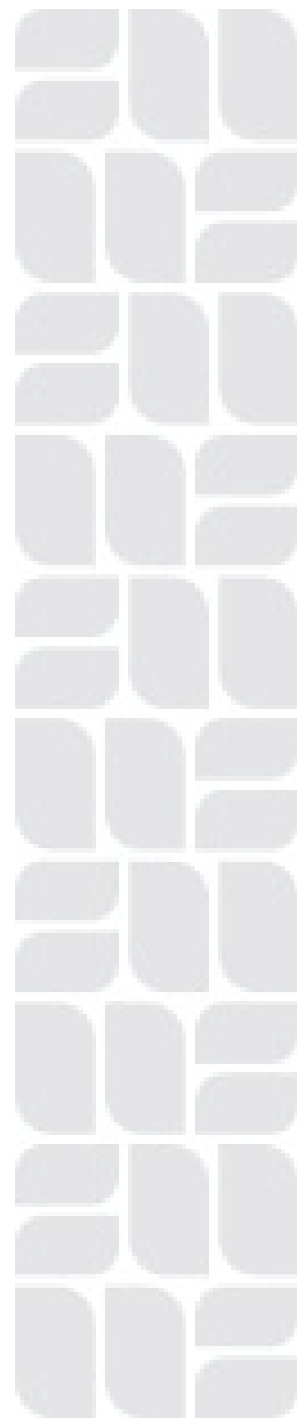




# Cross-cutting theme: Parental support

School is only place to learn

- Violence at home
- No electricity to do homework
- Some parents secure tutors, less fortunate cannot

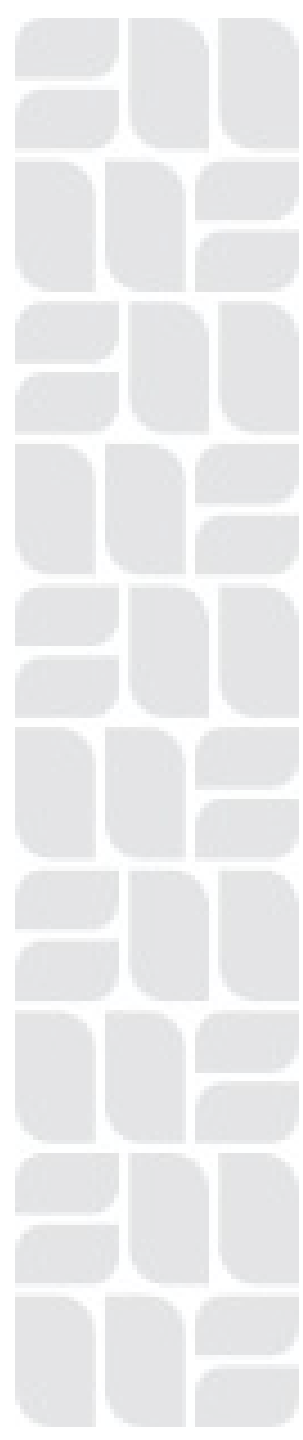


# Cross-cutting theme: Differentiation

Organize students according to ability

Some appreciate differences

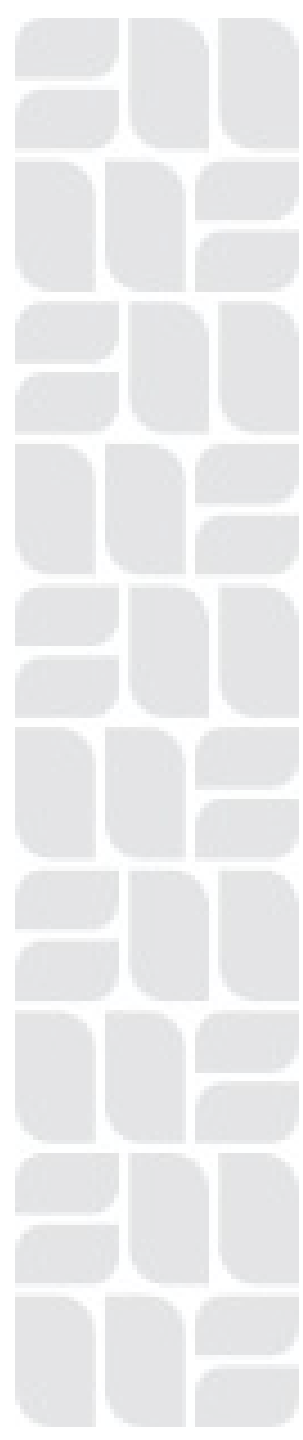
Typical age difference in classes: 2-3 years



# Cross-cutting theme: Behavioral model

Aim of learning: Remember and know versus create and transfer

Strong emphasis on rewards and punishment to learn and manage behavior

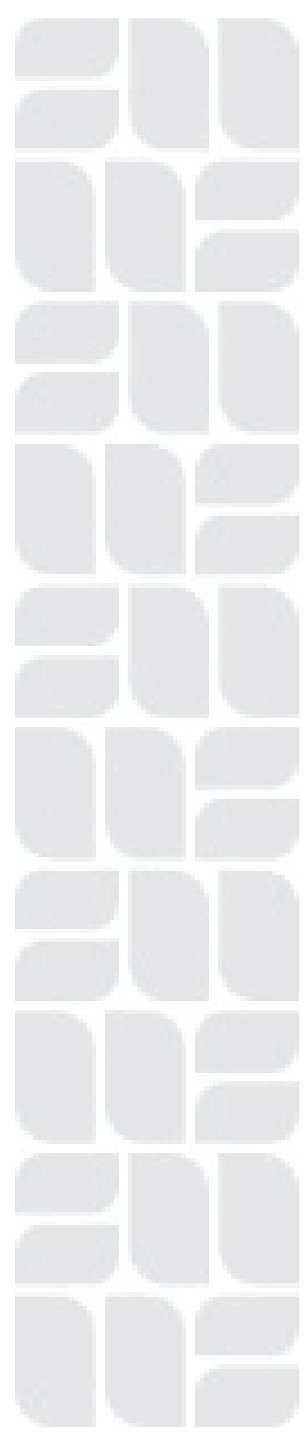


# Cross-cutting theme: Sustainability

Donations for free education is short-term

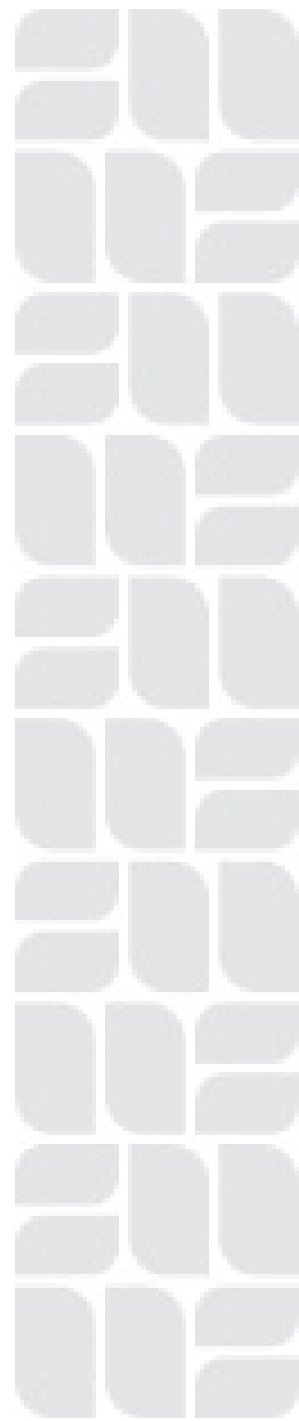
Inspectorate to engage public sphere

Not recognizing independent schools



# Research and development agenda 2016-2017

- Provisions of basic needs like food?
- Involvement of parents?
- Qualifications to teach SRC?
- New levels of diversity?
- Students' reported experiences and reflections?
- MEHE inspector evaluation reports?
- Recognition of unofficial schools?
- Inter-ministerial collaboration to address at-risk and out-of-school?
- Differentiation versus diversity?
- Holistic approaches for refugee children?
- Lebanese youth and community service?



# THANK YOU

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