



# Chance to Learn: Educating Palestinian and Syrian Refugees in Lebanon, 2024



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## Acknowledgements

The Centre for Global Education would like to thank the staff, facilitators, volunteers and Board of Directors of the Women's Program Association, our partner in Lebanon, for their exemplary and professional delivery of year one of this two-year project. We also thank our funder, the NIPSA Global Solidarity and Developing World Fund, without whom this project could not have been delivered. We reserve our greatest thanks for the one hundred Palestinian and Syrian children in Burj Barajneh, El Buss and Rashidieh refugee camps, Lebanon, who participated in the project and delivered the successful outcomes carried in this report. Year two of the programme will commence in March 2025.

### Centre for Global Education, November 2024

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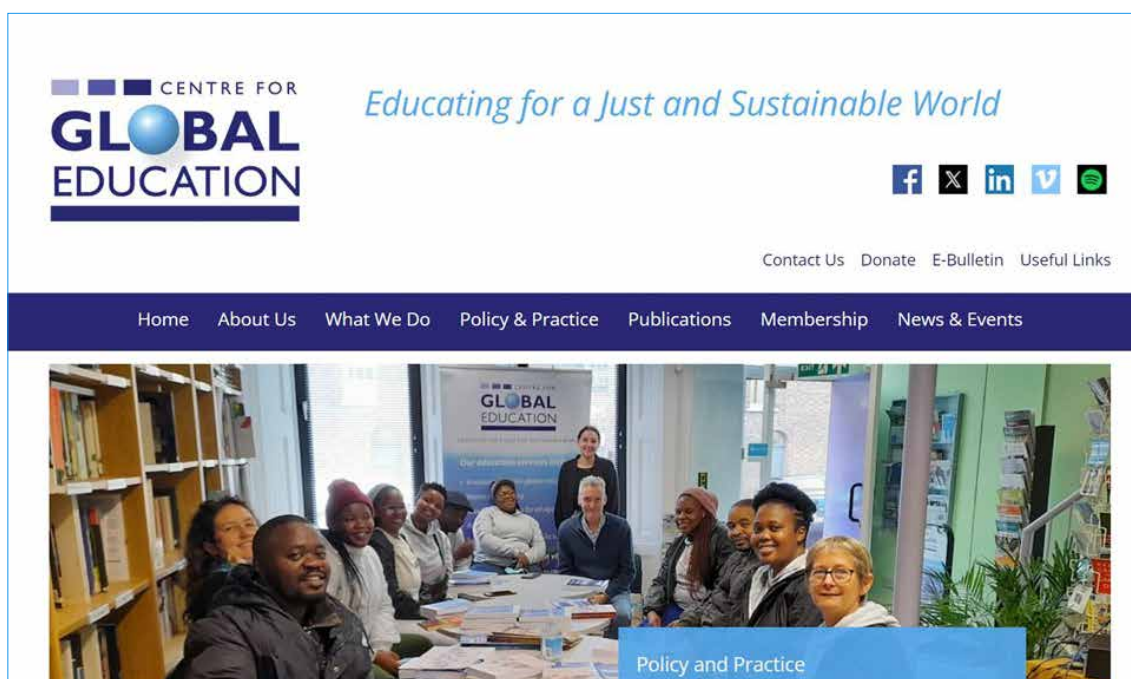


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# 1 Centre for Global Education

The Centre for Global Education (CGE) is a development non-governmental organisation based in Belfast that was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that will enable individuals and organisations to address the causes of poverty, inequality and injustice at local and global levels. The Centre believes that in the current era of accelerating climate breakdown, racism, authoritarianism, inequality and neoliberalism, we need global education to understand and tackle the root causes of these problems. Global education enables individuals and organisations to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. It also provides learners with the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication and social justice both locally and globally.



CGE endorses the United Nation's definition of global education as enabling 'people to participate in the development of their community, their nation and the world as a whole'. Global education practice is based on active learning methodologies that support analysis, reflection and debate on social and economic justice issues, and enable action toward positive social change. CGE provides training and resources that tailor global education content and practice to their needs. The Centre supports the view that we can learn more about ourselves and local communities by extending our knowledge and experience of the wider world. We deliver our services to learners in formal and informal education sectors and work with partners at local and global levels to increase knowledge and understanding of global issues. The participative, active learning methodology that underpins our work is based on the radical pedagogy of Paulo Freire, the Brazilian educator and philosopher. Freire's concept of praxis supports critical consciousness, reflection and action to enable learners to actively address the root causes of poverty and inequality.

CGE's current activities include publishing the bi-annual, peer reviewed, open access [journal](#) Policy and Practice: A Development Education Review, an internationally renowned publication that has been in production for twenty years. We also provide global education training to post-primary [schools](#) which aims to provide teachers with the skills, confidence and resources to teach global issues in the classroom. CGE also carries out [research](#) on global issues, organises learning seminars and, since 2011, has delivered education [programmes](#) for Palestinian refugees in the Gaza Strip and Lebanon.

## 2 Women's Program Association

The Centre for Global Education's project partner is the Women's Program Association (WPA), a non-governmental, non-profit organization established in 2008 and operating in seven Palestinian camps in Lebanon. The WPA's mission is to promote integrated development with a focus on economic empowerment and sustainable livelihoods through provision of protection, livelihood, education and social stability activities for Palestinian refugee women and youth. The WPA works to enhance the quality of life of refugees and their opportunities for employment. The WPA is immersed in the refugee camps where it operates and works directly with families and community members. Its programmes and activities include: delivering education services to children; providing women with professional and vocational training; women and youth empowerment; career guidance; and leadership and entrepreneurial skill building activities.

One of the WPA's programmes is called the Community Mobilizing Programmes. Through training and mentoring, the project equips community activists with the necessary methods and tools on conflict transformation to constructively and proactively address local conflicts. The community activists form working groups from the local community in their locations and worked together to identify local conflicts, analyse them and address them with a conflict-sensitive initiative. As a result of the project, community activists and working groups have implemented social actions based on discussions and analysis conducted on issues pertaining to each camp.



*From left to right: Rim Kassem (Social Worker, Rashidieh), Leila Kaissi (Director, WPA), Stephen McCloskey (Director, CGE), Mariam Chalhoub (Protection Officer), Mariam El Said (Centre Supervisor, Rashidieh) and Mustafa Kobtan (Education Officer, WPA) on a visit to the Chance to Learn project in Rashidieh camp, 21 May 2024.*

### 3 Project Summary

This is a report on activities delivered in year one of a two-year project (2024-2025) in three Palestinian refugee camps in Lebanon: Burj Barajneh camp in Beirut, and El Buss and Rashidieh camps in Tyre. The project is jointly managed by the Centre for Global Education (CGE), a development non-governmental organisation (NGO) based in Belfast, and the Women's Program Association, a Palestinian NGO based in Lebanon. The project is funded by the Northern Ireland Public Service Alliance (NIPSA) Global Solidarity and Developing World Fund. The activities described in this report were delivered from 01 May to 23 September 2024.



*Palestinian and Syrian children participating in an English class in Rashidieh camp as part of the CGE / Women's Program Association project in Lebanon from May to October 2024. Photo 21 May 2024. CGE.*

The project's overriding aim is to provide formal education training to 100 Palestinian and Syrian refugee children aged 12-16 years who have dropped out of school, to enhance their access to educational opportunities and skills development. The content of the educational activities focuses on Mathematics, Arabic and English, core components of the school curriculum. The project also provides psychosocial care to help tackle mental health problems among the children caused by exposure to extreme poverty using interactive group activities and one-to-one counselling from a social worker. Psychosocial care sessions are also delivered to the children's parents to discuss the social dimensions of mental healthcare and how therapy and support can be extended to the household. A social worker compiles psycho-social assessments of the students and those with acute learning difficulties, family issues, and behavioural problems are referred to specialized psychological services provided by various NGOs in the local area.

The one hundred children recruited to the programme are resident in three camps in Lebanon with 20 living in Burj Barajneh camp, and 40 each in El Buss and Rashidieh refugee camps in Tyre, southern Lebanon. Each child attends three educational classes a day that cover a mix of Arabic, English, Mathematics and Life Skills. The classes are delivered in WPA facilities in each camp and the sessions facilitated by WPA staff that include social workers. The level of training delivered to the children is based on pre-delivery assessments of each child and consultations with their former teachers. The class content is aligned with the curriculum standards set out by the Lebanese Ministry of Education and Higher Education (MEHE). The project's targeted results-driven approach to teaching ensure that the learning needs of all students were appropriately addressed, and each child receives the necessary foundational skills and tailored support necessary to foster academic progress across the core curriculum subject areas.

In May 2024, CGE Director, Stephen McCloskey, visited the three camps where the project was delivered and met the facilitators and young people participating in the programme. He also met the staff team of the Women's Program Association and discussed plans for delivery of the project in year two which starts in March 2025.

## 4 Background to the Project

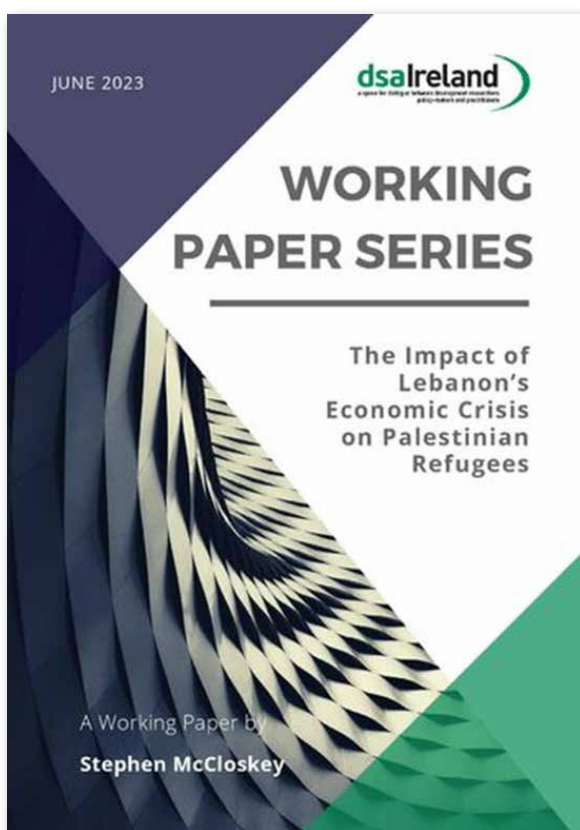
For the past five years, Lebanon has suffered from an economic crisis that has seen the Lebanese currency collapse against the Dollar and prices for food, fuel, energy and other essentials surge beyond the reach of the majority of people. According to the World Bank, 44 per cent of Lebanese live in [poverty](#), triple the number of a decade ago. The crisis began in October 2019 when the government tried to impose austerity measures on an already impoverished population which resulted in widespread protests and upheaval. In March 2020, Lebanon's economy was sent spiralling into freefall when the state [defaulted](#) on a \$1.2 billion Eurobond debt repayment which triggered a 90 per cent depletion in the value of the Lebanese pound which was trading at LPB90,000 to the Dollar in May 2024. The World Bank has [described](#) this brutal contraction as one normally associated with 'conflicts or wars'. And, then the economic crisis deepened further when Beirut was [rocked](#) by 'one of the largest non-nuclear explosions in history' at its port when 2,750 tons of ammonium nitrate recklessly stored in a warehouse ignited on 4 August 2020 killing 217 people and injuring 7,000. The blast left 300,000 people homeless and the [cost](#) to the economy was estimated at USD \$15 billion.



*A memorial calling for justice for the victims of the Beirut Port explosion on 4 August 2020. Photo: 15 May 2022. Centre for Global Education.*

The port explosion has compounded the hardship experienced by Lebanese citizens with Save the Children [finding](#) a year after the blast that 'hundreds of thousands of children are going to bed hungry, often without having eaten a single meal that day'. One of the consequences of these multiple crises has been a spike in emigration with the net migration rate for Lebanon in 2023 [standing](#) at -24.568 per 1000 population, a 19.53 per cent increase from 2022. Most of those leaving are young professionals causing a 'brain drain' in a number of vital sectors, particularly medicine.

The weakness of Lebanon's pound has caused a [spike](#) in the cost of transportation by 508 per cent, and the prices of food and non-alcoholic beverages surged to 304 per cent by October 2021. Palestinians were already living on the margins of Lebanese society before the crisis being [excluded](#) from 40 occupations and forced into low paying jobs in the informal sector. A [third](#) of Lebanon's 180,000 Palestinian refugees depend on quarterly cash assistance from UNRWA and 62 per cent [experienced](#) a drop in income during the COVID-19 pandemic. While people across Lebanon are suffering from the economic crisis, it is particularly impacting Palestinian refugees denied the property, employment and citizenship rights of the Lebanese. A socio-economic protection monitoring [report](#) carried out by UNRWA in September 2022, involving 498 interviewed Palestinian refugee households, found that 93 per cent of individuals



The weakness of Lebanon's pound has caused a spike in the cost of transportation by 508 per cent, and the prices of food and non-alcoholic beverages surged to 304 per cent by October 2021.

live below the poverty line mostly as a result of the spike in consumer prices caused by the economic crisis. Sixty-two per cent of families had reduced the number of meals consumed within the previous week and half of families consulted had started to incur debt over the previous three months. In June 2023, the Centre for Global Education published a Working Paper with the Development Studies Association of Ireland (DSAI) on the impact of Lebanon's economic crisis on Palestinian refugees. This report was based on field visits carried out in May, September and November 2022 to nine Palestinian refugee camps in Lebanon and is available [here](#).

Israel's war on Gaza over the past ten months - described as a [genocide](#) by Francesca Albanese, the UN Rapporteur for the Occupied Palestinian Territories – is threatening the services provided to Palestinian refugees in Lebanon by UNRWA. Around 3,500 Palestinians are [employed](#) by UNRWA in Lebanon and the agency provides services at 150 sites at a cost of \$180 million per annum. These jobs and services have been jeopardised by the withdrawal of United States' funding from UNRWA following Israeli [allegations](#) that 12 UNRWA staff were involved in the Hamas attacks on Israel on 7 October 2023. As UNRWA's biggest donor, the withdrawal of US funding, could result in job losses for Palestinians and cuts to vital services.

#### 4.1 Palestinians in Lebanon

There are 489,292 registered Palestinian [refugees](#) in Lebanon living in 12 camps operated by the United Nations Relief and Works Agency (UNRWA). UNRWA is the UN mission established to provide for the welfare of Palestinian refugees following the [ethnic cleansing](#) of Mandate Palestine in 1948. In the absence of a census, UNRWA estimates on the basis of take-up of its services, that [180,000](#) Palestinian refugees are residing in-country. The lack of precision in regard to numbers is in large part owing to the 31,400 Palestinian Refugees Syria (PRS) who fled to Lebanon after the start of the war in Syria in 2011, most of whom are living in UNRWA camps. This has increased pressure on camp services, particularly in the crucial areas of health and education. PRS are often competing with Palestine Refugees from Lebanon (PRL) for employment in low-paid, manual jobs which perpetuate poverty. UNRWA provides



61,000 out of Lebanon's 180,000 Palestinian refugees with quarterly cash assistance, and the 31,400 PRS with monthly cash assistance. The surge in refugee arrivals from Syria has exacerbated a marginal existence for Palestinians in Lebanon where the majority of refugees and their descendants have not been naturalised despite fleeing to the country in 1948.



*Burj Barajneh Refugee Camp, Beirut. 27 November 2022. CGE.*

According to [UNHCR](#), Palestinians are reportedly denied access to 40 professions including medicine, farming, fishery and public transportation which forces them into 'menial, low-paying jobs in the informal sector'. They are also prohibited from owning property which contributes to their exclusion from key aspects of social, political and economic life in Lebanon. The 'Chance to Learn' project was delivered in the following camps.

### **Burj Barajneh Camp**

Burj Barajneh is the largest of three Palestinian refugee camps in Lebanon's capital, Beirut. The League of Red Cross Societies established Burj Barajneh camp in 1948 to accommodate refugees who fled from Galilee in northern Palestine during the 1948 Nakba. The camp is in the southern suburbs of Beirut. Men from the camp generally work as casual labourers in construction and car repair, and women mostly work in sewing factories or as cleaners. Burj Barajneh is the most overpopulated camp in Beirut and living conditions are extremely poor. UNRWA estimates the camp population at 50,000 broken down as follows: 26,000 PRL, 20,000 Syrian refugees, 2,000 PRS and 2,000 people of mixed nationalities. The living conditions in Burj Barajneh are extremely hazardous, especially for children. The camp is a labyrinth of narrow alleyways with low-hanging inter-twining water pipes and electricity cables that have caused more than 54 [fatalities](#), mostly children, from electrocution. The tight alleyways and overhanging buildings mean that large areas of the camp are denied natural light. A combination of poor sanitation, a limited diet, low incomes and inadequate housing contribute to illness and mental health problems.

The area of Burj Barajneh is one kilometre square and the Lebanese government prohibits the expansion of this area which means the only way to increase capacity is vertically. Building work in the camp has been undertaken randomly, with no opportunity to increase the foundations. This has added stress to the camp's infrastructure and narrowed the streets. From a child's perspective, Burj Barajneh offers no safe spaces to play given its dense population and restricted area.



*Burj Barajmeh refugee camp. 17 May 2022. Centre for Global Education.*

## El Buss Camp

El Buss refugee camp, located 1.5 km south of Tyre in Lebanon, was initially established by the French government in 1939 to house Armenian refugees. The camp underwent a shift in its population dynamics during the 1950s. At that time, Palestinians from the Acre area in Galilee relocated to the camp after the Armenians were resettled in the Anjar region. Due to its strategic location and relatively modest dimensions, El Buss camp was largely shielded from the extensive turmoil that plagued other camps throughout the Lebanese civil war.



*Shajara Preparatory School, El Buss Camp, 28 November 2022. Centre for Global Education.*

The camp has recently expanded in population size due to the influx of refugees from Syria and Palestine Refugees from Syria (PRS). Based on UNRWA statistics, the camp population is 12,300 with 85.7 percent identified as Palestinian and the remaining 14.3 percent representing PRS and other nationalities. The residents of El Buss camp generally work as seasonal agricultural workers.

## Rashidieh Camp

Rashidieh camp is the second most populous Palestinian refugee camp in Lebanon, located on the Mediterranean coast about five km south of the city of Tyre. The camp suffered significant damage during the Lebanese civil war, particularly between 1982 and 1987. Over 600 shelters were completely or partially destroyed, resulting in the displacement of more than 5,000 Palestine refugees.



*Rashidieh Elementary School for Girls, Rashidieh Camp, 21 September 2022. Centre for Global Education.*

The camp comprises an 'old' and 'new' section, with the former established in 1936 to house Armenian refugees and the latter built in 1963 by UNRWA to accommodate Palestine refugees who came from Deir al- Qassi, Alma, Suhmata, Nahaf, Fara and other villages in Palestine, and who were relocated from El Buss refugee camp and Baalbek by the Lebanese government. The ongoing Syria crisis has also led to the additional presence of Syrian refugees and Palestine Refugees from Syria (PRS) in the camp. Based on UNRWA statistics, the camp population is 36,188 with 95.3 percent identified as Palestinian and the remaining 4.7 percent including PRS and other nationalities. The residents of the camp generally work as seasonal workers.

## 4.2 Israel's invasion of Lebanon

Since the Hamas attack on southern Israel on 7 October 2023 that **killed** 1,139 people, Israel has launched a **genocidal** attack on Gaza that has **resulted**, at the time of writing, in 43,060 Palestinian deaths, of whom 13,319 are children. The civilian infrastructure in Gaza has been decimated and the people subjected to a complete siege that includes food, water, medicines and fuel. Citizens of northern Gaza have been cut off from the rest of the strip and subjected to incessant, indiscriminate bombardment as well as widespread starvation and disease.

In late September 2023, Israel escalated its military campaign in Lebanon when it launched one of the most intense aerial bombardments in recent history as well as a ground offensive to the south of the country. Since 8 October 2023, 2,710 people have been **killed** in Lebanon and 12,592 injured. More than 800,000 citizens, mostly from southern Lebanon have been internally displaced and 189,298 people are seeking refuge in 1,114 collective shelters, which are mostly schools. A total of 57 children have been killed and 1,129 injured in Lebanon since the start of the conflict and 25,000 children are being supported with non-specialized psychosocial support activities. With Lebanon's schools being closed since September and used as shelters by internally displaced persons (IDPs), thousands of children are being denied education for the duration of the conflict.

The UN estimates that 440,000 people have crossed from Lebanon into Syria to escape the war including 904 displaced Palestine refugee families (an estimated 4,500 people) who have [approached](#) UNRWA in Syria for support. Since Israel's escalation in September, UNRWA has started [operating](#) 11 emergency shelters across Lebanon, that are occupied by 3,757 IDPs. Three UNRWA facilities in Lebanon - Qastal School in Baalbek (Beqaa) and Mansoura School in Tyre (south), and the Burj Al-Barajneh Health Centre - have sustained minor damage since the start of the escalation. With Israel issuing evacuation orders for highly populated areas, particularly in southern Lebanon, it is likely that the number of displaced Palestinian refugees will increase which will impact their material wellbeing, mental health, education and access to UNRWA services. Palestinians also remain vulnerable to Israeli airstrikes as a number of Palestinian camps have already been targeted.



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## 5 Chance to Learn: Project Delivery

The 'Chance to Learn' project is being delivered in Burj Barajneh refugee camp in Beirut, and El Buss and Rashidieh refugee camps in Tyre, southern Lebanon. It provides formal education classes in core areas of the school curriculum to 100 Palestinian and Syrian children aged 12-16 years who have dropped out of school. It also provides psychosocial support to address students' personal and behavioural needs through assessments, counselling, and referral services, in addition to psychosocial support sessions for the students and their parents. This holistic approach contributed to the progress and well-being of the participants in year one of the project. The project's tailored approach to teaching and student support yielded positive outcomes, underscoring the significance of addressing the multifaceted needs of marginalised youth within educational environments. The detailed findings are presented below.



*Children participate in an activity as part of the 'Chance to Learn' project in El Buss refugee camp, 2024. Women's Program Association.*

### Project aim

To provide education and psychosocial support services to 100 Palestinian and Syrian children aged 12-16 years: 20 in Burj Barajneh camp in Beirut; 40 in El Buss and 40 in Rashidieh refugee camps in Tyre, Lebanon.

### Project Objectives

The project objectives were as follows:

- To provide one hundred Palestinian and Syrian children, aged 12 to 16 years, with six months of formal education in a community setting to support their reintegration into the education system;
- To provide one hundred children with psychosocial support, counselling, stress management and, where necessary, referrals for further support to address behavioural and mental health problems.
- To enable the children to develop higher levels of aptitude in talking, listening and discussion and life skills which are key areas of education of the school curriculum.
- To provide structured play activities that support team work and skills in extra-curricular areas such as arts and crafts, song and dance, and role play.
- To provide the children with a daily snack for the duration of the project.
- To provide the children with two field trips outside the camp.

## Project Outcomes

### 1. Recruitment

A digital flyer was created to promote the project and distributed by WPA staff across social media platforms and through various WhatsApp groups across the three camps in which the project was delivered. The flyer outlined the project's criteria for participation (age group, learning needs etc.) and included a link to an online registration form. Sessions were organised in the camps to support those families who needed assistance with the registration form. The WPA team in each camp liaised with school principals inside the camps to identify students who had recently dropped out of school and fell within the project criteria. Four facilitators were recruited; one at Burj Barajneh camp, one at Rashidieh camp, and two at El Buss camp. A meeting was organised by the WPA's Education Coordinator and the project team in each camp to discuss the project objectives and working methodologies ahead of project implementation. Meetings were also conducted with the students' families to introduce the project's objectives and their role in supporting the students to re-engage with formal education. The students were introduced to the project's team, with an emphasis on the importance of pursuing educational pathways toward their personal development.



*Rabiaa Hussein (left: facilitator) and Bayan Abdwahab (right: volunteer). Rashidieh camp. 21 May 2024.*

### 2. Project Delivery

Year one of the project was delivered over a five-month period from 1 May to 23 September 2024 to 101 children aged 12-16 years. The project was implemented over five days per week, Monday to Friday, and the students attended three hours training per day. A pre-project assessment of the children's level of abilities was carried out to ensure that the training delivery was aligned with either Level 1 or 2 in Lebanon's Youth Basic, Literacy and Numeracy curriculum.

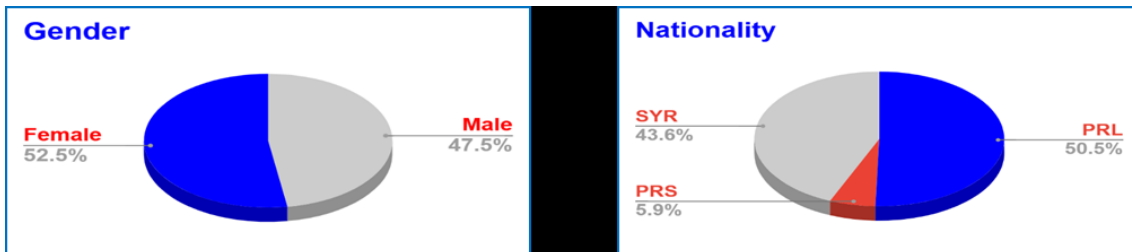
At the El Buss and Rashidieh camps, the assessment data indicated that most enrolled students were performing at Level 1. As a result, the team decided to focus the current academic year's curriculum and instruction on the Level 1 content, while also incorporating select elements from the first section of the Level 2 curriculum. This blended approach was designed to provide differentiated learning experiences that could effectively address the diverse needs of the students, including those students who demonstrated more advanced knowledge and skills. By strategically combining the Level 1 and initial Level 2 curricula, the education programme aimed to deliver appropriately challenging and engaging content to all learners, regardless of their current academic proficiency levels.

In contrast, the assessment results at the Burj Barajneh camp indicated a mix of student performance levels in the Arabic and English subjects. Consequently, the educational programme targeted a blend of the Level 1 and 2 curricula for these subjects to accommodate the varied learning needs. However, the assessment results for Mathematics showed that most students were at Level 2. Therefore, the educational programme in Maths primarily focused on implementing the Level 2 curriculum in year one of the project.

The number of students enrolled in each camp is as follows:

Camp	Burj Barajneh		El Buss		Rashidieh		
Group	1	1	2	1	2	<b>Total</b>	
No. of students	21	26	26	15	13	101	

The gender and nationality of the students is as follows:



Syrian (SYR); Palestinian Refugees from Syria (PRS); Palestinian Refugees from Lebanon (PRL).

The learning timetable for the project in the three camps was as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Session 1</b>	Maths	Arabic	English	Maths	Arabic
<b>Session 2</b>	Arabic	English	Maths	English	English
<b>Session 3</b>	Life Skills	Maths	Life Skills	Arabic	Life Skills

	Burj Barajneh	El Buss		Rashidieh	
	Monday	Morning Shift	Afternoon Shift	Morning Shift	Afternoon Shift
<b>Session 1</b>	10:00 - 11:00	9:00 - 10:00	1:00 - 2:00	9:00 - 10:00	12:00 - 2:00
<b>Session 2</b>	11:00 - 12:00	10:00 - 11:00	2:00 - 3:00	10:00 - 11:00	1:00 - 2:00
<b>Session 3</b>	12:00 - 1:00	11:00 - 12:00	3:00 - 4:00	11:00 - 12:00	2:00 - 3:00

The children received classes that covered key areas of the schools' curriculum including Arabic, English, Mathematics and Life Skills. The children attended English, Arabic, and Maths classes that were specifically tailored to their needs and designed to make learning engaging and fun. The methodology used by the project is participative and group-based designed to support talking, listening and discussion.



*An active learning workshop in Burj Barajneh refugee camp. WPA.*

The facilitators developed comprehensive monthly and daily lesson plans for each subject, based on the results of the pre-assessments and tailored to address the identified needs of students. The WPA Education Coordinator conducted classroom observations and evaluations for all facilitators, followed by individualised feedback sessions, where the observations and evaluations were discussed with each facilitator. The goal of this process was to provide constructive feedback and support the teachers in their continuous professional development, ultimately enhancing the quality of instruction and learning outcomes for the students.

### 3. Psychosocial support

The social workers in each camp conducted comprehensive social and psychological assessments of the children to enhance their educational and social environments. These assessments evaluated each student's personal, behavioural and family situations, which informed the development of individualised and group intervention plans. In the Rashidieh and Burj Barajneh camps, the social workers, under the guidance of the WPA protection officer, implemented individualised intervention plans for four students at each centre who required specialised follow-up support. At the Rashidieh centre, noticeable improvements were observed in the behaviour and self-confidence of two students, with a reduction in aggressive and bullying behaviour. However, two students continued to face challenges. Similarly, at the Burj El Barajneh centre, two students showed noticeable improvements, while two others continued to face challenges.

At the El Buss centre, due to the resignation of the social worker, social and psychological assessments were not completed for all students. The project team, including the centre supervisor and teachers, collaborated with UNRWA and Amel Association social workers to identify 15 students with unique challenges, such as learning difficulties, family issues, and behavioural problems. Palestinian students were referred to UNRWA social workers, and Syrian students to Amel Association social workers. Meetings with parents were organized at UNRWA and Amel Association offices to ensure proper support.





*A group psychosocial support session in El Buss camp. WPA.*

All students participated in support groups and psychosocial sessions covering topics such as emotional regulation, anti-bullying, negotiation, health and personal safety, and self-love in the three camps. The various effective interventions and group support led to significant enhancements in overall student behaviour and self-confidence, reflecting the project's success.

The project also organised a series of parent awareness sessions to educate caregivers on various topics related to providing support to children and adolescents. The aim of these sessions was to equip parents and guardians with the knowledge and skills necessary to better support the mental well-being and development of the children and adolescents under their care. At the Rashidieh and Burj El Barajneh centres, three parent sessions were facilitated by the social workers and centre supervisors. Additionally, six parent awareness sessions were conducted at the El Buss centre, led by the centre supervisor and a team of trained volunteers, with support from Mr. Adel Asaad, an UNRWA school counsellor, and Ms. Haya Mahfouz, a social worker from the Amel Association.



*A parental session in El Buss camp on providing psychosocial support to children. WPA.*

#### 4. Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, wall murals and paper crafts. Artistic expression was encouraged that allowed children to unleash their self-expression, imagination, creativity and develop their fine motor skills. The paper crafts often complemented the core curriculum subjects (literacy and numeracy) and resulted in colourful wall murals.



#### 5. Day Trip

Chance to Learn provided a day trip on 29 August 2024, to Aley, aimed at fostering community engagement and physical activity through the “Right to Run” marathon, hosted by the Beirut Marathon Association. Our students from various camps came together to participate in the 1 km run, emphasizing the importance of unity and resilience in challenging times. After the marathon, participants were celebrated with medals and refreshments, acknowledging their efforts and spirit.

To enhance the experience, we divided the participants into age-appropriate groups, ensuring that each child engaged in activities suited to their interests and developmental stages. Older participants enjoyed a visit to the zoo and took part in workshops that focused on recycling and first aid, while younger children had fun in the playground. This thoughtful arrangement allowed everyone to benefit from both educational and recreational opportunities.

The trip was a resounding success, with students expressing immense enjoyment and satisfaction. Feedback from both students and parents was overwhelmingly positive, highlighting how this experience provided a much-needed outlet for stress relief amidst the challenging security situation in the country.

#### 6. Summary of Project Outcomes

The learning outcomes achieved by the ‘Chance to Learn’ programme in 2024 included the following:

- Enhanced formal education provision to 101 children aged 12-16 years in key areas of the schools’ curriculum - Arabic, English, Life Skills and Mathematics – at Levels 1 and 2.

- Improved communication and interpersonal skills contributing to students' confidence, expressiveness, and social engagement.
- Multiple group and one-to-one psychosocial support sessions to students and provided and referrals for more specialised care for students who needed it.
- Sessions for parents and carers on the provision of psychosocial care in the household.
- Personalized learning by grouping students according to their educational levels that supported tailored instruction, improving understanding, retention, and academic performance.
- Fostered cultural awareness, through special events celebrating Eid Al-Adha and important dates in the Palestinian calendar.

## 7. Evaluation

In May 2024, CGE Director, Stephen McCloskey, visited Burj Barajneh, El Buss and Rashidieh camps to meet the WPA team in each camp, and the students and facilitators. He also visited the Women's Program Association head office in Beirut and met with Leila Kaissa (Director) to discuss plans for programme delivery in 2025.



*From left to right: Mariam El Said (Centre Supervisor); Stephen McCloskey (CGE Director); Mustafa Kobtan (Education Officer, WPA); and Rim Kassem (Social Worker) on a visit to the Chance to Learn project in May 2024.*

## 8. Future Plans

In light of the ongoing security challenges and the war in Lebanon, we were compelled to suspend the project on 23 September 2024. Initially, the project was scheduled to continue until the end of October. We had planned several key activities for October, including a post-assessment to evaluate academic improvements and a trip that had already been postponed twice due to the unstable situation. Our priority remains the safety of our students and team, and we are committed to resuming these activities once conditions allow.

Given the current security situation, all our future plans are pending and will be implemented as soon as it is safe to do so. To ensure continuity and support for our students during this period, our intended plans include:

- To continue providing individualised psycho-social support for students as needed.
- To continue working, as far as possible, with the same cohort of students in the three camps and the same facilitators and social workers. This will ensure that students build on the progress made in 2024.
- To maintain contact with the students in the period between the end of year one and beginning of year two to retain their involvement in the programme. Through periodic recreational activities and group support sessions that will be delivered by WPA social workers and volunteers.
- To carry out a pre-delivery assessment of the students before the beginning of year two to assess their level of training delivery.
- To provide ongoing liaison with parents and carers on the provision of psychosocial care for children in the household.
- To encourage students on the programme, where possible, to re-enrol in formal education. We will implement an outreach strategy that includes personalised counselling sessions and workshops featuring guest speakers from educational institutions. These sessions will highlight the importance of continued education and provide insights into available opportunities. We will also collaborate with local schools and training centres to ensure smooth transitions and support for our students, empowering them to pursue their educational goals as the situation stabilizes.

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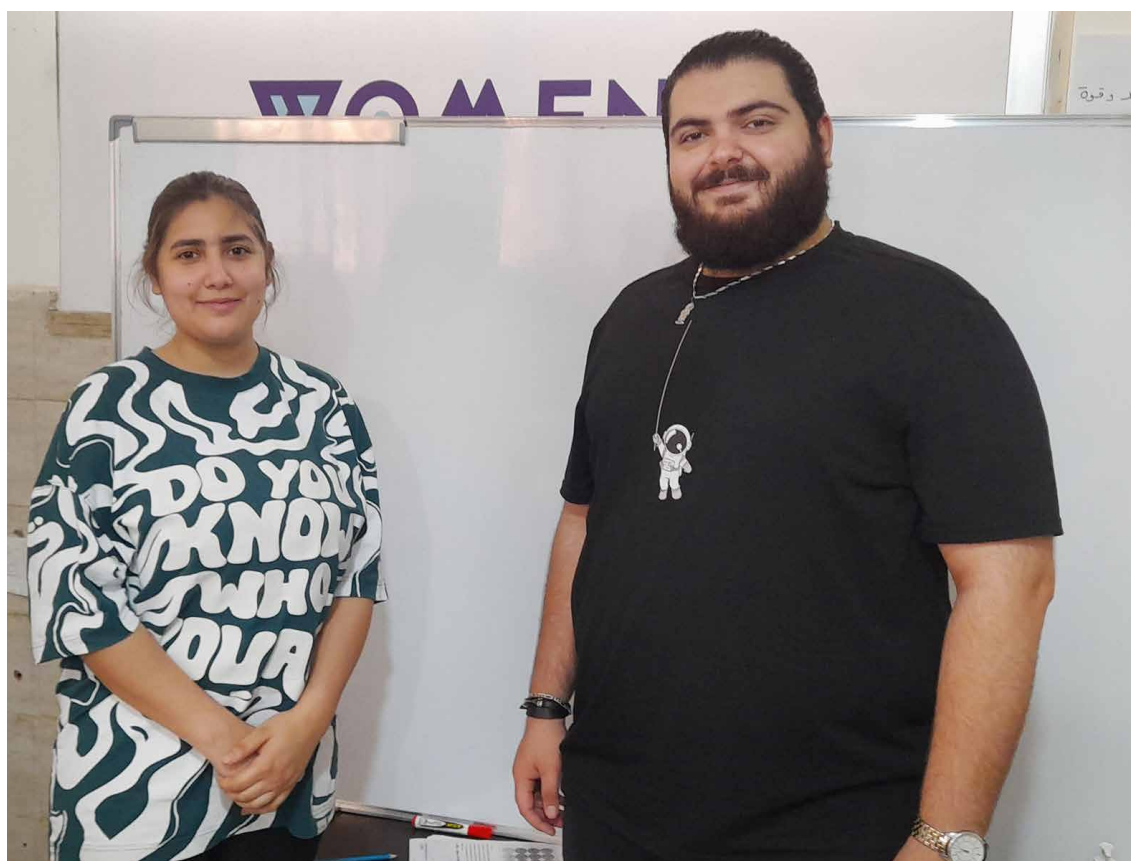
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## Appendix 1: WPA Team in Burj Barajneh, El Buss and Rashidieh in 2024

Name	Position	Camp
Rayyan Wehbe	Center Supervisor	Burj El Barajneh
Rayan El Habet	Social Worker	Burj El Barajneh
Ahmad Nasser	Teacher	Burj El Barajneh
Mariam El Said	Center Supervisor	El Rashidieh
Rim Kassem	Social Worker	El Rashidieh
Hanin Al Ahmad	Teacher	El Rashidieh
Hanan Jadaa	Center Supervisor	El Buss
Rabiaa Hussein	Teacher	El Buss
Marwa Abdelaal	Teacher	El Buss



From left to right: Rayan El Habet (Social Worker) and Ahmad Nasser (Facilitator), Chance to Learn Programme, Burj Barajneh camp. May 2024. CGE.

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