



LUND UNIVERSITY

Educational leadership in a state of protracted crisis: refugee education in Lebanon

Barhoum, Rafah; Avery, Helen

2018

Document Version:
Peer reviewed version (aka post-print)

[Link to publication](#)

Citation for published version (APA):
Barhoum, R., & Avery, H. (2018). *Educational leadership in a state of protracted crisis: refugee education in Lebanon*. Abstract from NEPC Conference 2018: School Leadership Matters, Croatia.

Total number of authors:
2

General rights

Unless other specific re-use rights are stated the following general rights apply:
Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal

Read more about Creative commons licenses: <https://creativecommons.org/licenses/>

Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.

LUND UNIVERSITY

PO Box 117
221 00 Lund
+46 46-222 00 00

Helen Avery and Rafah Barhoum, Centre for Middle Eastern Studies, Lund University

Presented at Network of Education Policy Centers Conference 2018: School Leadership Matters ,
Baska, Croatia, 16-17 April 2018

Educational leadership in a state of protracted crisis: refugee education in Lebanon

The presentation is based on a series of interviews with school leaders working with refugee children in Lebanon, both within the Lebanese schools and in various NGOs. Questions focused the social, pedagogical and economic dimensions of their work, as well as their strategies for organising training and functioning structures.

In Lebanon, there are different groups of refugee and migrant pupils in need of education, at primary and secondary levels. These include Palestinians born in Lebanon, or recently arrived as refugees; Syrian refugees; refugees from other countries, and children of migrant workers. The residence and work status of their parents varies. The Syrian refugees constitute a very large group, but the exact numbers are uncertain. People escaping from the war in Syria are not recognised as refugees, and the cost of obtaining work permits is high, so very many lack documents altogether. While some live in camps close to the Syrian border, very many are dispersed across the country, or are seeking opportunities in Beirut. In principal, the younger Syrian children have access to compulsory school levels, and study in a second shift. For various reasons however, not all children actually go to school. Almost all the older children are outside the education system, due to the high cost, and we speak of a 'lost generation'.

There are numerous NGOs working to support education for the Syrian refugee children. Since English and French are languages of instruction in the Lebanese curriculum, the work of NGOs involves language teaching. Support work may also involve getting used to school routines, for children with trauma and interrupted schooling. Providing materials, spaces for doing homework, volunteer tutoring, and food or warm clothes are also important tasks. Parents' stress affects the children, and sometimes there are conflicts between different groups.

The uncertain and precarious situation of the refugees, lack of resources and poor living conditions are major dimensions of the work of school leaders in these contexts, both for those working within the Lebanese schools, and for those who have leadership functions within the NGOs. They need to manage the tensions and conflicts of the situation and adapt to abruptly changing legislation and funding conditions. They also organise training and ad-hoc structures for volunteers, and motivate teachers who have to do work beyond the curriculum, and in situations that their teacher training did not prepare them for.

Avery, Helen & Said, Salam (2017). Higher Education for Refugees: The Case of Syria. *Policy & Practice: A Development Education Review*.

Boustani, M., Carpi, E., Gebara, H., & Mourad, Y. (2016). *Responding to the Syrian crisis in Lebanon*. Beirut: Issam Fares Institute.

DeJong, J., Sbeity, F. et al. (2017). Young lives disrupted: gender and well-being among adolescent Syrian refugees in Lebanon. *Conflict Health*, 11(Suppl 1), 23.

El-Ghali, H.A., Ghalayini, N. & Ismail, G. (2016). *Responding to Crisis: Syrian Refugee Education in Lebanon*. POLICY BRIEF #7/2016. Beirut: Issam Fares Institute.

El-Ghali, H.A., Berjaoui, R. & McKnight, J.(2017). *Higher Education and Syrian Refugee Students: The Case of Lebanon*. Beirut: UNESCO Regional Bureau for Education in the Arab States.

Janmyr, M. (2016). Precarity in Exile: The Legal Status of Syrian Refugees in Lebanon. *Refugee Survey Quarterly*, 35 (4), 58–78.

Hammoud, M. S. (2017). Educational Obstacles Faced by Palestinian Refugees in Lebanon. *Contemporary Review of the Middle East*, 4(2), 127-148.