

*Creating learning spaces: A symposium on innovations for Syrian refugee education (2014)*

The ongoing war in Syria that erupted in 2011 has turned into an international catastrophe with over one million forcibly displaced taking refuge in Lebanon. Approximately half are school-aged children. In response, the Lebanese Ministry of Education and Higher Education (MEHE) launched the "Reaching All Children with Education in Lebanon" (RACE) program to provide Syrian refugee children access to public schools. Civil society and international organizations have also been quick to ensure that these children have some form of opportunity to learn and receive psychosocial support. On 5 November 2014, the Center of Applied Research in Education (CARE) invited experts in education, activists, and representatives of non-governmental organizations to "Creating learning spaces: A symposium on innovations for Syrian refugee education" at Notre Dame University – Louaize. Through a series of panels, refugee education providers and researchers discussed and exchanged findings and reflections based on their experiences, observations and in-depth studies conducted in camps and schools that host Syrian refugee children in Lebanon. This proceeding brings together the findings into an emerging framework to inform the design and development of formal and non-formal education for Syrian refugee children in Lebanon.

*Innovative approaches and tools in holistic education for refugees: Exploring eight educational programs for Syrian refugees in Lebanon (2015)*

In 2015, the Center for Applied Research in Education (CARE) carried out a research study funded by Caritas Austria to explore the provisions of non-formal education for Syrian refugee children (SRC) in Lebanon. SRC have very limited opportunities to enter public schools and receive the necessary psychosocial support. This report aims to develop a framework of concepts, aims and approaches for a holistic educational program for Syrian refugee children. First, a literature review identifies basic indicators of holism in education that will be examined in existing programs for Syrian refugees in Lebanon. Then, eight educational and psychosocial support programs were selected and examined through interviews and reports. The findings outline a number of challenges and success indicators that for ensuring an inclusive, appropriate and sustainable educational program for Syrian refugee children in Lebanon.

*Formal schooling of Syrian refugee children in Lebanon (2016, incomplete)*

The Center for Applied Research in Education (CARE) was granted permission from the Ministry of Education and Higher Education to visit 16 public schools that provide the afternoon shift of schooling for Syrian refugee children (SRC). Researchers carried out interviews with teachers and principals inquiring about their approaches and experiences to learn more about the extent to which special provisions are made and can be made for refugee children. Unfortunately, the funding organization dropped its commitment to the study and, thus, CARE has now a bank of interview notes in Arabic from 10 public school and 4 camp schools that need translation and analysis. Nevertheless, CARE still managed to draw emerging themes and share its initial findings at a symposium titled, "Formal Schooling of Syrian Refugee Children in Lebanon" on March 9, 2016 at Notre Dame University – Louaize (NDU). Researchers and students from NDU and University of Saint Joseph and volunteers from Relief & Reconciliation for Syria presented their findings after visiting a number of unofficial formal schools for SRC established by NGOs, remedial schools, and formal Lebanese public schools that hosted Syrian refugee children.