



Chance to Learn: Educating Palestinian and Syrian Refugees in Lebanon, 2025



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Acknowledgements

The Centre for Global Education would like to thank the staff, facilitators, volunteers and Administrative Committee of the Women's Programs Association, our partner in Lebanon, for their exemplary and professional delivery of year two 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 and ten 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.

Centre for Global Education, October 2025

Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (028) 90241879

E-mail: info@centreforglobaleducation.com
Web Site: www.centreforglobaleducation.com
Facebook: <https://www.facebook.com/centreforglobaleducation>
X: @CGEbelfast
Subscribe to our E-Bulletin: www.centreforglobaleducation.com/ebulletin

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Cover photo: Burj Barajneh refugee camp, Beirut, 12 May 2025. Centre for Global Education.

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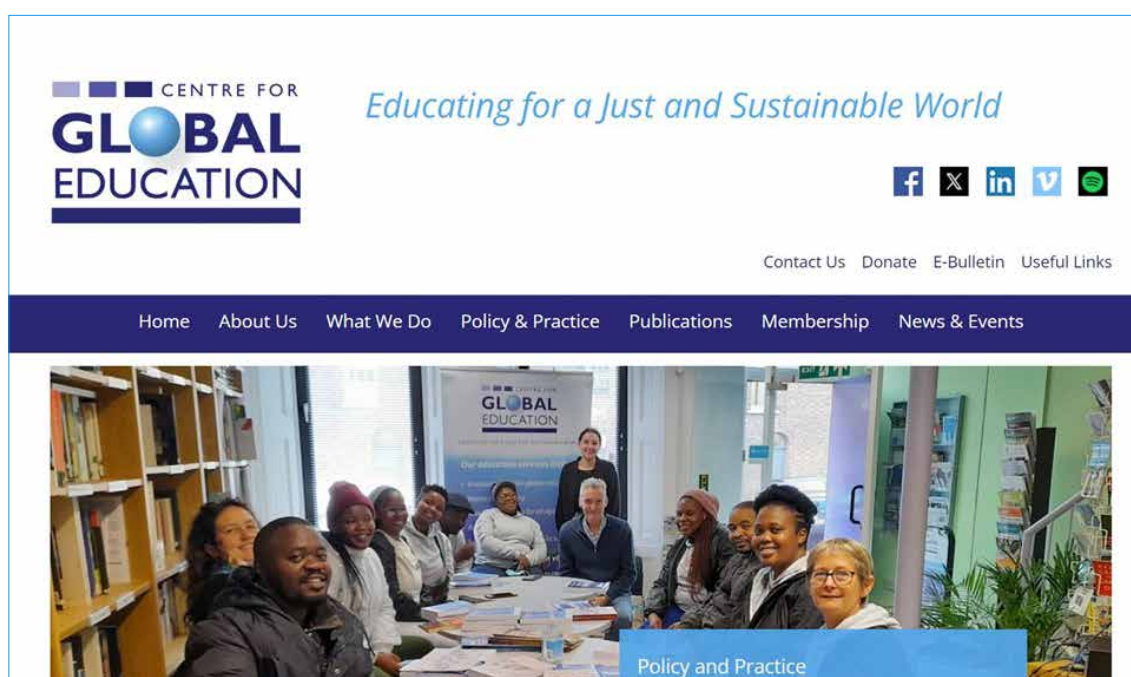


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1 Centre for Global Education

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 Programs Association

The Centre for Global Education's project partner in Lebanon is the Women's Programs 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 provide support to Palestinian refugee women and youth and other vulnerable groups in Lebanon to develop their capacities, realize their rights, and fulfill their needs through Protection, Education, Livelihood, and Humanitarian Aid. 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 support services to children at risk of dropping out or out of school; providing young women with professional and vocational training; women and youth empowerment; career guidance; and leadership and entrepreneurial skill-building activities.

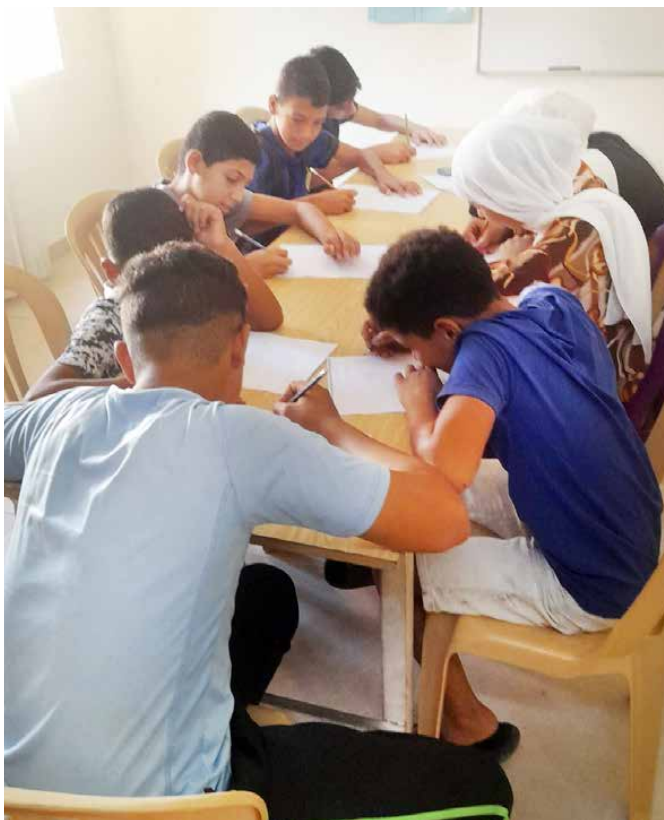


From left to right: Sidra Alsouki, Amenah Asaad and Mahmoud Asaad, facilitators on the "Chance to Learn" project in El Buss camp, Lebanon. 13 May 2025.

3 Project Summary

This is a report on activities delivered in year two 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 was jointly managed by the Centre for Global Education (CGE), a development non-governmental organisation (NGO) based in Belfast, and the Women's Programs Association, a Palestinian NGO based in Lebanon. The project was 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 April to 31 September 2025.

The project's overriding aim was to provide formal education classes 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 Arabic, English, Mathematics and Science, core components of the school curriculum. The project also provided psychosocial care to help tackle mental health problems among the children caused by exposure to extreme poverty and conflict using interactive group activities and one-to-one counselling from a social worker. Psychosocial care sessions were 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 compiled psychosocial assessments of the students and those with acute learning difficulties, family issues, and behavioural problems were referred to specialised psychological services provided by various NGOs in the local area.



Palestinian and Syrian children participating in an English class in Rashidieh camp as part of the CGE / Women's Programs Association project in Lebanon from May to September 2025. Photo 23 September 2025

A total of 110 children was recruited to the programme - exceeding the project aim by ten - and were resident in three camps in Lebanon with 45 living in Burj Barajneh camp, 50 in El Buss and 15 in Rashidieh refugee camps in Tyre, southern Lebanon. The classes were delivered in WPA facilities in each camp and facilitated by WPA staff that included social workers. The level of training delivered to the children was based on pre-delivery assessments of each child and consultations with their former teachers. The project's targeted results-driven approach to teaching ensured that the learning needs of all students were appropriately addressed, and each child received the necessary foundational skills and tailored support necessary to foster academic progress across the core curriculum subject areas.

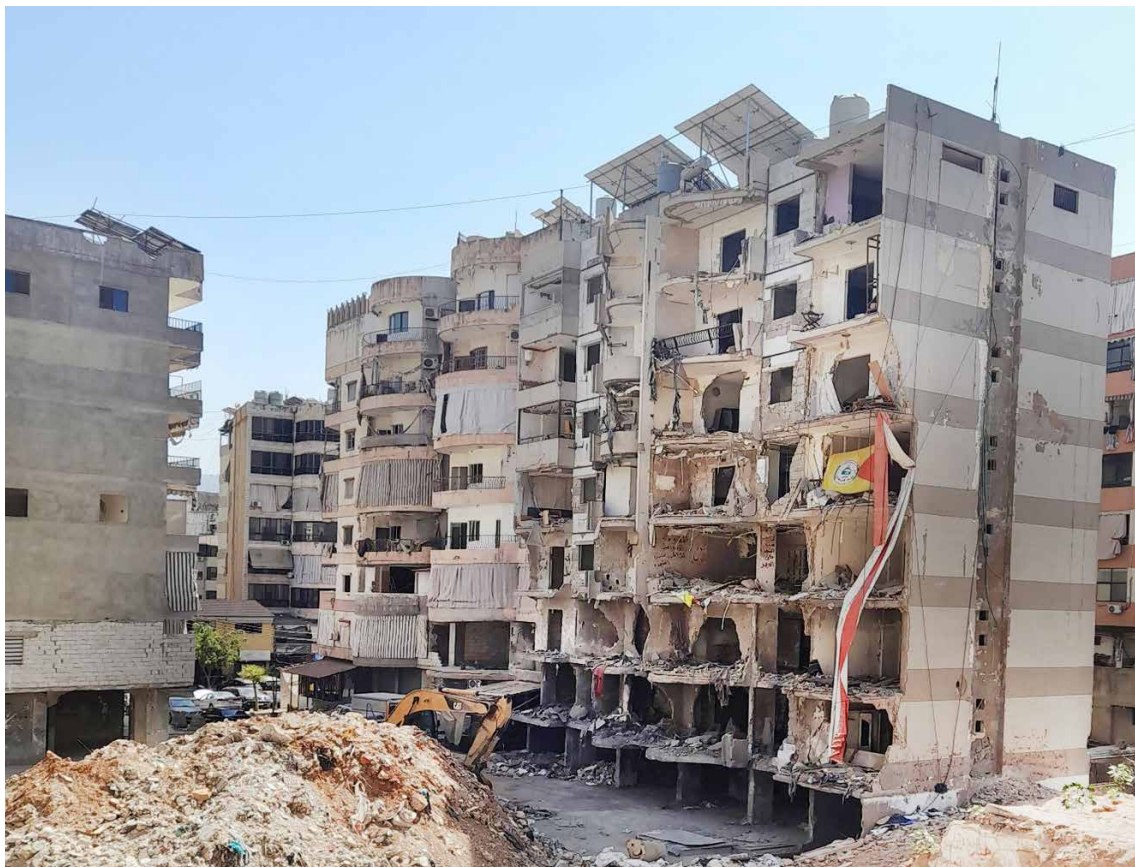
In May 2025, CGE Director, Stephen McCloskey, visited the three camps where the project was delivered and met the facilitators and young people participating in the programme. He also met the staff team of the Women's Programs Association and discussed plans for an application to support delivery of the project in 2026.

4 The Need for the Project

Lebanon is in the grip of a six-year economic crisis caused by a default on a loan re-payment in 2019. It has caused the Lebanese currency to lose 90 per cent of its value which in turn has caused a spike in food, transport and other day-to-day living costs. Palestinian refugees are particularly exposed to this crisis as they are already excluded from 40 occupations by the Lebanese state and mostly confined to working for low wages in the informal economy. Over 90 per cent of Palestinian refugees live below the poverty line in Lebanon with household budgets under severe strain and key public services such as transport and medical care no longer affordable for many. Economic pressure has forced many parents to withdraw their children from education so that they can work to supplement the family income. Extreme poverty has also created stress and pressure in the family home which can impact the mental health of children and their performance in school. The 'Chance to Learn' project provided psychosocial support through a social worker to help the children and their families manage the impact of stress in the household.

4.1 Israel's War on Lebanon

Palestinians have also been impacted by Israel's war on Lebanon. The conflict between Israel and Hezbollah which started on 8 October 2023, sharply escalated in late September 2024, when Israel launched one of the most intense aerial bombardments in recent history as well as a ground offensive in the south of the country. Since 8 October 2023, around 4,000 people have been killed in Lebanon and 17,000 injured. A total of 3,757 Palestinian refugees or 1,074 families were displaced between September and November 2024 and forced to move into eleven emergency shelters established by UNRWA.



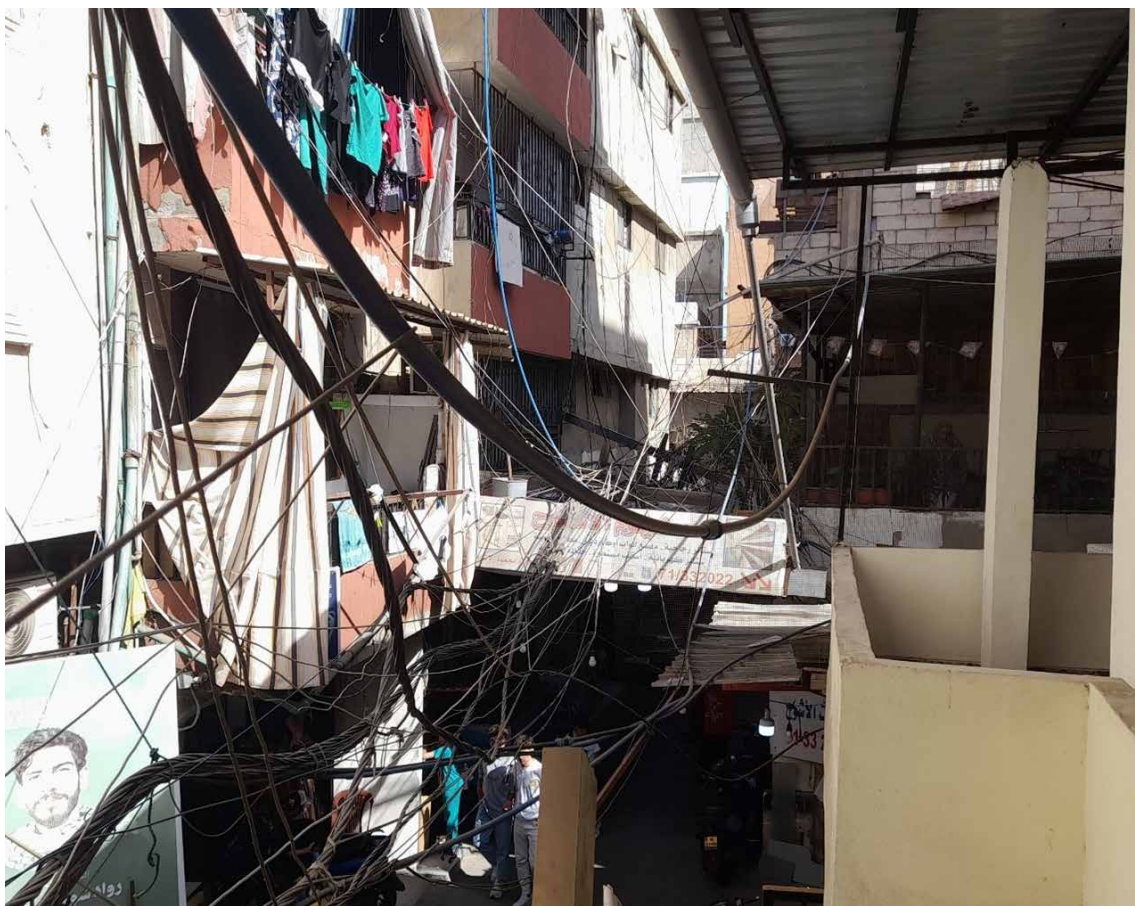
Apartment blocks in Dahieh in southern Beirut that were destroyed by Israeli strikes between September and November 2024 that are in close proximity to Burj Barajneh camp and an UNRWA school for Palestinian refugees. Photo: 22 September 2025.

While the majority of Palestinians have returned to their homes since the ceasefire announced by Israel on 26 November 2024, some families remain displaced because their houses were destroyed by Israeli strikes on Palestinian refugee camps, mostly in southern Lebanon. The conflict has impacted on the mental health of children, which is one of the reasons that our project delivered psychosocial support to the children participating in our project. Since the ceasefire, Israeli strikes on southern Lebanon have continued that have killed more than 100 civilians.

4.2 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. There are also an estimated 31,400 Palestinian Refugees Syria (PRS) who fled to Lebanon after the start of the war in Syria in 2011, living in UNRWA camps. This has increased pressure on camp services, particularly in the crucial areas of health and education. The 'Chance to Learn' project was delivered in the following camps.

Burj Barajneh Camp



Burj Barajneh Refugee Camp, Beirut. 22 September 2025

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.



Burj Barajneh refugee camp. 12 May 2025.

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.

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.



El Buss refugee camp in Tyre, southern Lebanon, 13 May 2025.

The camp has recently expanded in population size due to the arrival 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 refugee Camp, 13 May 2025.

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.

5 Chance to Learn: Project Delivery

The 'Chance to Learn' project was delivered in Burj Barajneh refugee camp in Beirut, and El Buss and Rashidieh refugee camps in Tyre, southern Lebanon. It provided formal education classes in core areas of the school curriculum to 110 Palestinian and Syrian children aged 12-16 years who had dropped out of school. It also provided 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 two 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 Rashidieh refugee camp, 23 September 2025.

Project aim

To provide education and psychosocial support services to 100 Palestinian and Syrian children aged 12-16 years. This target was exceeded by 10 and 110 children were recruited to the project and were located as follows: 45 in Burj Barajneh camp in Beirut; 50 in El Buss camp and 15 in Rashidieh camp 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 or transition to vocational training.
- To deliver classes in Arabic, English, Maths and Science, the core subjects in the school curriculum.
- To the 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 a field trip 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. Five facilitators were assigned; two at Burj Barajneh camp, one at Rashidieh camp, and two at El Buss camp. A meeting was organised by the WPA's Project Supervisor 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.

2. Project Delivery

Year two of the project was delivered over a six-month period from 1 April to 30 September 2025 to 110 children aged 12-16 years. The project was implemented over five days per week, Monday to Friday, and the students attended two 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.



Children participating in a class in El Buss refugee camp, Tyre. 23 September 2025.

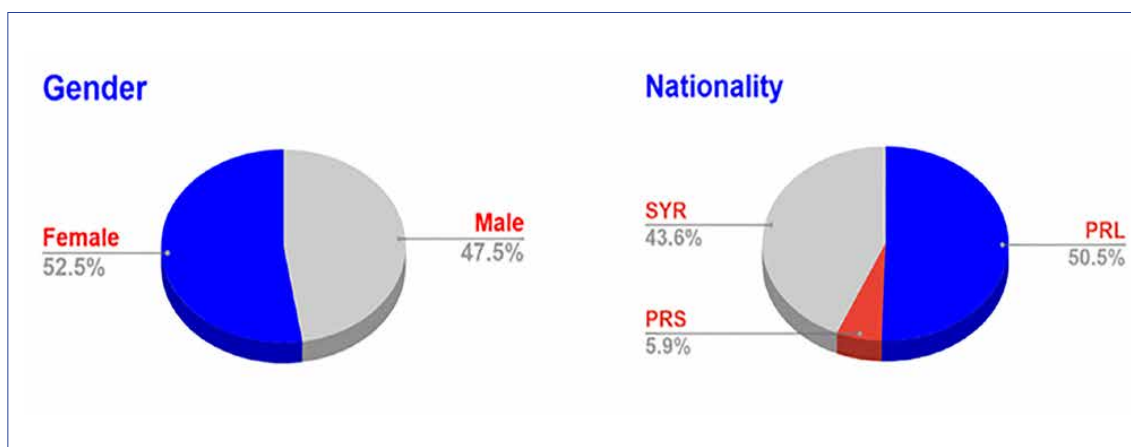
In contrast, the assessment results at the Burj Barajneh camp indicated a mix of student performance levels in the Arabic and English subjects. Consequently, the educational programme targeted a blend of the Level 1 and 2 curricula for these subjects to accommodate the varied learning needs. However, 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	Rashidieh	El Buss		Burj Barajneh		
Group	1	1	2	1	2	Total
No. of Students	15	25	25	20	25	110

The gender and nationality of the students is as follows:

Center	Group	Gender		Nationality		
		Male	Female	PRL	PRS	Syrian
Rashidieh	1	12	3	9	4	2
BBC	1	9	11	3	0	17
	2	13	12	2	0	23
El Buss	1	14	11	10	3	12
	2	17	8	11	6	8
TOTAL		65	45	35	13	62
		110		110		



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
Session 1	Maths	Arabic	English	Arabic	Life skills and activities
Session 2	Arabic	English	Maths	English	

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

The children received classes that covered key areas of the schools' curriculum including Arabic, English, Mathematics, Science and Life Skills. The methodology used by the project is participative and group-based designed to support talking, listening and discussion.



Hanin Al Ahmad, facilitator in Rashidieh, leading an active learning workshop with students on 23 September 2025.

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 Project 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.



Children in Burj Barajneh camp participating in a group psychosocial support session.

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 an UNRWA school counsellor and a social worker from the Amel Association.



Parents and Guardians participate in a psychosocial support session in Burj Barajneh camp.

4. Arts and Crafts

All of the children had the opportunity to participate in classes focused on arts and crafts, including drawing, collage 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 art works.



A child participating in a psychosocial support recreational activity in Rashidieh Camp.

5. Day Trip

During the month of August, the WPA centres in Burj El Barajneh, Rashidieh and El Buss Camps organized summer trips for the students participating in the projects funded by NIPSA. Each centre coordinated the trip based on their proximity to suitable locations, considering the security situation in the respective areas surrounding the camps. The trips aimed to provide children with a much-needed escape from the camps, offering them a break from their daily routines while engaging in enjoyable group activities, games, swimming and others.

The key objectives included:

- **Strengthening Social Bonds:** Foster connections among children through recreational activities that promote friendship and cooperation.
- **Refreshing Psychological Energy:** Break the academic routine, allowing students to rejuvenate and recharge their mental well-being.
- **Encouraging Teamwork and Cooperation:** Create a safe and organized environment where children can collaborate and work together, enhancing their social skills.
- **Promoting a Positive Atmosphere:** Cultivate a fun and joyful environment, helping to improve overall mood and provide relief from the challenging conditions in the camps.



Day trip to Kaskas Garden, Beirut on 22 August 2025 as part of the “Chance to Learn” project.

A recreational trip to Kaskas Park was organized for children from Burj Barajneh camp on 22 August to provide them with a space to play freely in nature and encourage teamwork. The trip included traditional games focused on movement and physical activity, such as:

- **Running:** Friendly races allowed children to release energy and improve fitness.
- **Tug of War:** This team game developed cooperation and coordination, enhancing balance and concentration.
- **Concentration Games:** Activities like transferring eggs from a spoon to their mouths promoted focus.

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.

A trip was organised to Al-Qasmiya Oasis Pool for children from El Buss and Rashidieh camps. During the trip, the children demonstrated strong cooperation, helping each other and sharing toys, which filled the day with joy. This outing was special as it was their first visit to the pool, and they expressed immense happiness. The planned schedule included swimming and water-based team games:

- **Free Swimming:** Multiple sessions for relaxation.
- **Bucket & Water Activity:** A relay game promoting teamwork.
- **Balloon Activity:** Passing balloons while answering questions for fun and learning.



Children from El Buss and Rashidieh camps on a day trip to Al-Qasmiya Oasis Pool on 8 August as part of the “Chance to Learn” project 2025.

The participants from both camps had the chance to meet, fostering new friendships. The day was vibrant with fun and positive energy, concluding with smiles and unforgettable memories—especially significant given their current circumstances.

6. Summary of Project Outcomes

The learning outcomes achieved by the ‘Chance to Learn’ programme in 2025 included the following:

- Enhanced formal education provision to 110 children aged 12-16 years in key areas of the schools’ curriculum - Arabic, English, Life Skills, Mathematics and Science – at Levels 1 and 2. The programme succeeded in returning two children in El Buss to school, and one child joined a vocational training course.
- Improved communication and interpersonal skills contributing to students’ confidence, expressiveness, and social engagement.
- Multiple group and one-to-one psychosocial support sessions to students were 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.
- Day trips outside the camp to escape the stress of life in the camps.

7. Evaluation

In September 2025, 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 Programs Association head office in Beirut and met with Leila Kaissa (Director) to discuss plans for programme delivery in 2026.



Stephen McCloskey (CGE Director) meeting the Centre Supervisor, Hanan Jadaa and the WPA staff and volunteers in El Buss camp on a visit to the "Chance to Learn" project in September 2025.

8. Future Plans

The plans for 2026 are to ensure continuity and support for the students in El Buss, Burj Barajneh and Rashidieh to build on the successful outcomes in 2025. We aim:

- 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 2025.
- To maintain contact with students in the period between the end of year two and what we hope will be a new programme in 2026. This will include 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 a new project 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.

For further information contact:

Stephen McCloskey
Director
Centre for Global Education
9 University Street
Belfast
BT7 1FY

Tel: (0044) 2890 241879
E-mail: stephen@centreforglobaleducation.com
Web: www.centreforglobaleducation.com
Facebook: <http://www.facebook.com/centreforglobaleducation>

Leila Kaissi,
Director,
Women's Programs Association
Corniche Al Mazra,
Al Zoheira Building
5th Floor
Cola,
Beirut,
Lebanon

E-mail: lkaissi@hotmail.com
Tel: 00961 1 702 485
Web: <https://wpa-lb.org/>

Appendix 1: WPA Team in Burj Barajneh, El Buss and Rashidieh in 2025

Name	Position	Camp
Rayyan Wehbe	Project Co-ordinator and Teacher	Burj El Barajneh
Rayan El Habet	Teacher (Life Skills) and Social Worker	Burj El Barajneh
Karen Najem	Volunteer	Burj El Barajneh
Mariam El Said	Centre Supervisor	Rashidieh
Ahlan Jasser	Acting Centre Supervisor (April to June 2025)	Rashidieh
Hanin Al Ahmad	Teacher	Rashidieh
Hanan Jadaa	Centre Supervisor	El Buss
Sidra Al Souki	Volunteer	El Buss
Mahmoud Assad	Volunteer	El Buss
Bissan Issa	Volunteer	El Buss
Rasha Sharkawi	Volunteer	El Buss
Rabiah Hussein	Teacher (April to May 2025)	El Buss
Fadia Hamdan	Teacher (June 2025 -)	El Buss



From left to right: Rayyan Wehbe ("Chance to Learn" Project Supervisor and Facilitator) and Rayan El Habet (Social Worker), Burj Barajneh camp. 23 May 2025.



The Centre for Global Education (CGE) is a development non-governmental organisation that provides education services to increase awareness of international development issues. Its central remit is to promote education that challenges the underlying causes of poverty and inequality in the developing world and effect action toward social and economic justice.

The Centre equips 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 both locally and globally.

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9 University Street
Belfast
BT7 1FY

Tel:	(0044) 2890 241 879
E-mail:	info@centreforglobaleducation.com
Web Site:	www.centreforglobaleducation.com
Facebook:	www.facebook.com/centreforglobaleducation
X (Twitter):	@CGEbelfast
E-Bulletin:	www.centreforglobaleducation.com/ebulletin