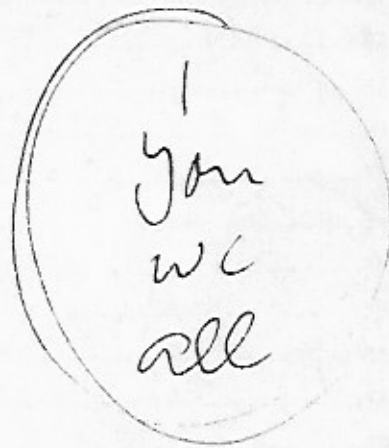


# Towards inclusive and equitable quality education for all- Guidance for an inclusive programme design in the context of crisis

The case of education for Syrian refugees and disadvantaged Lebanese Children in Lebanon

22.01.2016  
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**Table of Contents**

List of abbreviations..... 2

The role of inclusive education in the context of conflict and crisis ..... 3

Rationale for research ..... 5

Conduct of the fact-finding project ..... 6

Framing Inclusive Education – what does this mean?..... 8

Exclusionary Pressures..... 9

    Cross-Cutting ..... 12

    School ..... 14

    Teaching and Learning..... 17

    Family and Community..... 19

    Policy..... 21

The role of psychosocial support and school infrastructure for inclusive education in the context of conflict and crisis ..... 23

Recommendations for the inclusive design of the education programme in Lebanon ..... 28

    Cross-Cutting ..... 28

    School ..... 29

Conclusion and the Way Forward..... 31

Annex:..... 32

    Recommendations (interventions / measures)..... 32

        Cross-cutting..... 32

        Policy..... 33

        Community ..... 35

        School infrastructure ..... 36

        School development..... 36

        Teaching and Learning..... 39

    Actors (wichtigste Infos pro Akteur)..... 41

    Guiding questions for fact-finding missions ..... 44

    Interview questions (based on inclusion index) ..... 46

    Literature Guide..... 47

Reference List ..... 48

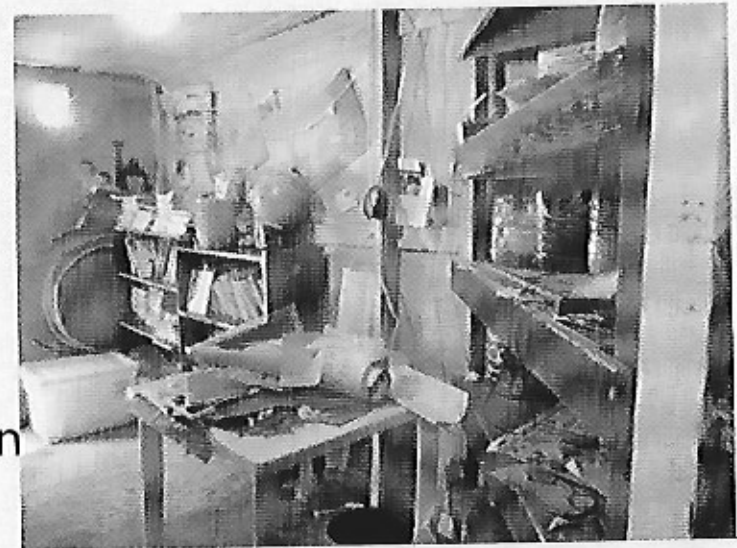
Art noch nicht verarbeiteter Input ..... 48

PSS – noch nicht verarbeiteter Input..... 50



## Cross-cutting: Including art, artists and artistic interventions

- Include **local artists** to the school system/involve in school projects (identify artists amongst the refugees)
- **Participatory art projects** with different members in the school/community
- Using art and artistic interventions to work on **traumatic experience**
- Encouraging **culture of diversity** through artistic interventions (theatre, dance, etc.)
- Informal (**community based**) arts education





## School: Including art, artists and artistic interventions

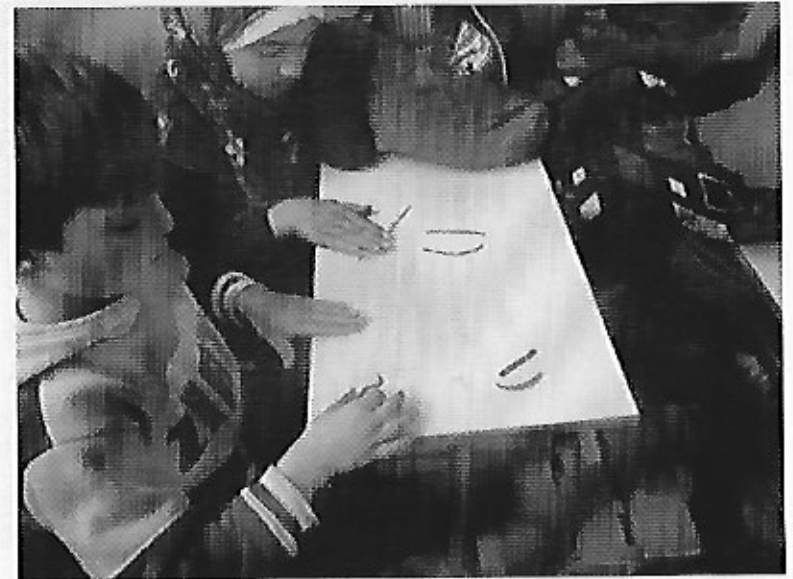
- Use school infrastructure projects to actively involve school members and community in **refurbishment** of classrooms/recreational facilities/sanitation, etc. (painting walls,
- Offering **extra-curricular activities in arts and culture** (theater, painting, singing – involvement of parents could be actively be promoted)
- Providing (**locally available**) **material** for schools that can be used by teachers and students for art interventions
- Implementing projects of **cooperation** between cultural institutions and schools





## Teaching & Learning: Including art, artists and artistic interventions

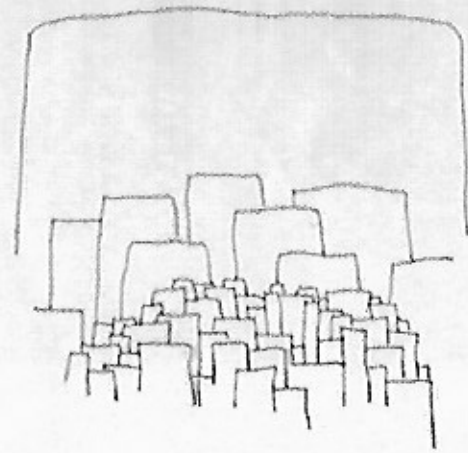
- Teacher training to **include artistic material in regular class settings**
- Implementing **didactical methods** to encourage participation and considering different needs of the children
- Methodologies for **interdisciplinary teaching** in and through the arts
- Providing **creative studio** to use as learning space
- **New technologies** (ICT) in artistic creation, electronic music and new media





## Policy: Including art, artists and artistic interventions

- Encourage **creative partnerships** at all levels between Ministries, schools, and teachers and arts, science and community organizations (joint policies, frameworks, regulations)
- **Arts research agenda** and seeking funding
- Education for arts teachers, and artists for teaching and learning (**improve their pedagogical capabilities**)
- **Artists in School (AIS)** programmes
- Establish **guidelines and standards** for art teacher preparation in pre-service education





## Community: Including art, artists and artistic interventions

- Encourage **active and sustainable partnerships** between educational contexts (formal and non-formal) and the wider community
- Arts Education can often be enhanced by partnerships with a **wide range of individuals and organizations** in the community
- Facilitate participation in learning contexts by **local arts practitioners**
- Implement and **evaluate collaborative school-community projects**

