



***Annual Report***

***September 2004-September2005***

***Developmental Action without Borders / Naba'a***

## -Table of Contents-

<b>Background</b> .....	<a href="#">1</a>
<i>The Community Development Project (CDP)</i> .....	4
<i>Learn and Play Center Project (LPC)</i> .....	7
<i>Child Friendly Community Environment Project</i> .....	10
<i>School Without Walls</i> .....	14
<i>Prevention of School Dropout Project</i> .....	18
<i>Multipurpose Community Learning Centers (MCLCs)</i> .....	22
<b>Creating Vocational Opportunities-MAP</b> .....	25
<i>Mobile Training Unit</i> .....	28
<b>COMMUNICATION AND LEARNING SKILLS PROJECT</b> .....	33
<i>Until you stop violating my rights”</i> .....	<i>Error! Bookmark not defined.</i>
<i>Australian Embassy Title</i> .....	

**Introduction:**

The Statistical number of Palestinian refugees in Lebanon differ among UNRWA, Lebanese and Palestinian community, for many reasons such as relocating of some refugees from the camps to the cities, immigration of many Palestinians to Europe, Canada and Scandinavia countries in addition to declining the economical situation and increasing of an employment between youth and finally for political reasons. But according to the last statistics of UNRWA, the number of Palestinian refugees has reached 398.197 refugees, with around 209.532 refugee living inside the twelve official camps which are approved by UNRWA and the Lebanese government, while the remaining population live in fourteen an unregulated gatherings and camps or in the villages or cities. In addition due to the survey report of the situational non – ID Palestinian refugees in Lebanon which done by Danish Refugee council in August 2004 the population of Non- ID is 9597.5, while the Palestinian refugees who are not registered and don't benefit from UNRWA services are equal to 8910. Whereas the number of families who are classified as Special Hardship Cases is 11.211, the Palestinian refugees in Lebanon form 10% of the population in Lebanon. These statistics are according to UNRWA Registration Statistical Bulletin in October 2004.

The Palestinian camps in Lebanon suffer from difficult living situation, such as (unhealthy houses, bad roads and unavailability suitable residential environment), the camp was formed in the beginning as of tents but it was developed by the time to be zinc houses. In addition, these houses are very close to each other in order to accommodate a very high population, even in some camps the sun light can't enter to the houses.

Moreover, concerning the educational statues of Palestinian refugees in Lebanon, The principle educational program of UNRWA consists of Elementary Grade (6 Years), Intermediate Grade (3 Years) and Secondary Grade (3 years). The number of UNRWA schools is 76. Whereas the elementary school contains 27200 student (13512 Male, 12941 Female), most of these schools run on the double shift system (Morning and Afternoon) because the number of schools is not enough for students. This way of education negatively affects the students and teachers, for example, the space of the class is for maximum 30 students, while we find in some of classes about more than 50 students.

It is apparent that the recent culture and concept effect negatively on the child right of education and follow up from their parents, such as: most parents discriminate between males and females, that they prefer to teach the male rather than the female, while many girls stay at homes in order to take care to house economy and their younger siblings, and this indicates a lack of awareness of parents of the importance of education in the children's life.

Because the Convention of the Rights of the Child (CRC) is based on four key principles (non-discrimination, the best interest of the child, the right of life and survival and participation). Naba'a tries to use these principles through adding the factors (accountability and children and community empowerment and indiscrimination) which all organizations who worked with children depend on these factors.

**Background of Organization:**

Naba'a is a local, Lebanese organization joining children ,youth, women and local communities in order to reach global education and more effective societal participation in Lebanon- from the children of the refugees and their community to the children of Lebanon and their community.

Since its foundation, Naba'a has worked for global education that provides children, parents, and all civil society organizations with opportunities to participate through providing the right tools and means within the society, improving the skills of the children youth, women and community and building their personality for better participation and greater global protection.

Naba'a works with children, women, community and young people aged 0-25 years old. Naba'a deals with issues that affect children's, women and youths' lives, whether dropout, child labor, special needs, or children at risk of drop out women suffered from early marriage and domestic violence. It also works with associations dealing directly with children, parents, youth and actors in civil society such as active social workers, teachers, animators, the government, and with International NGOs.

***Key Programs and projects of Naba'a:***

- § The Community Development Project (CDP)
- § Learning and Playing Center Project (LPC)
- § Child Friendly Community Environment Project
- § School Without Walls
- § Prevention of School Dropout Project
- § Creating Vocational Opportunities
- § Mobile Training Unit
- § Communication and learning skills
- § Direct Aid Program
- § Future mothers
- § Summer Activities

## **The Community Development Project (CDP)**

**Location:** Naher el Bared, Ein el Helweh, El Buss, and Rashydieh camps

**Partner:** Save the Children-UK

The Community Development Project represents a focal point in Naba'a's work with the local community through creating community projects and activities using the skills and capacities of volunteers who are active in the local community. It helps developing them through fulfilling the volunteers' training needs and the local community's needs so that they own the project at a later stage.



These projects also play a major role in highlighting the problems facing children, parents, and the social workers, and supporting them to overcome these difficulties.

This project is closely linked with several local partners, local and international associations, and with other projects of Naba'a such as Learning and Playing centers and the Small Grant Scheme. It is considered as a major project within Naba'a's strategy that works on reaching the community's ownership of the project after they have developed the needed skills and capacities.

### **Objectives:**

- § To have the local community own the project through finding committees to run the projects
- § To find a context appreciating the rights of the child within the local community of the Palestinian children
- § A major part of this project is based on :
  - Moving field work to districts with children and parents where all the components of the project have been moved
  - Working directly with schools to transmit the artistic and creative skills to the children and develop their skills in folklore, environmental activities, and issues that are significant to the children's lives.
- § To raise the interest of the Youth and their ambition through volunteering and owning diverse skills in dealing with children and acquiring life skills.
- § To work on changing concepts and attitudes towards children with special needs.

### **Target Group and beneficiaries:**

- § Children aged 5 to 12 years are provided by learning and teaching opportunities to integrate with the scholastic curriculum.
- § Children with disability
- § Parents by working on development their abilities in the local society via a collection of training activities (educational, management, group building, projects, children rights, from child to child methodology ... etc)
- § Youth aged 13 to 18 years by creating volunteering opportunities for them, developing their personal and social abilities and their creative skills.
- § Schools
- § Local Communities.



The activities consist of educating, raising awareness, and changing visions and attitudes concerning child rights, participation, inclusion, protection, and more opportunities through providing them with a free and safe space.

### **The Number of Beneficiaries:**

- § Children aged 5-12 years
- § Children with disability
- § Parents
- § Youth aged 13-18 years
- § Schools
- § Local communities

### **Activities and Achievements:**

- **Different activities were provided for 813 Children aged 6-12**, such activities are:
  - Activities of CTC, to help the children to work together as a group.
  - Children committees, to help the children to express themselves.
  - Children's magazine.
  - Artistic and creative activities, and educational support.
  - Educational, social and health activities.
  - Sport activities.
  - Library and reading activities.
  - Environmental activities.
  - Computer activities.
  - Camping and summer activities, to decrease the stress on the children.
  - Music activities.
  - English language "Friday Club"
- **Different activities were achieved with 270 Children aged 13-18** in order to motivate



the youth to plan in a real way for their future and invest in their community, through introducing the available opportunities in the local community, such activities are:

- Sport activities in coordination with Community Development project in Rashydieh, a Football match was held between Hittin team from Ein El Helweh camp and CDP Team from Rashydieh camp on 03/06/2005.
  - Art activities.
  - Different training on Economical opportunities and “how to achieve a project”
  - Active training.
  - Computer
    - CTC activities to help younger children
    - After-school support for children in their studies during the scholastic year
    - Sanitation Campaigns.
- 
- **Parents** benefited from many activities and workshops helping them to change the way they treat their children (such as reducing violence), by practicing discussion and positive communication with children at home and in schools. In Parent’s neighborhood corner, women gather in their houses in order to discuss any subject such as" Gender, violence, Child Rights..." in participation with a specialist.
  - **Children with disability** participated in the activities of the organization such "Sport, art, music..."

## **Learning and Playing Center Project (LPC)**

**Location:** El Buss

**Partner:** Save the Children-UK

Based on the Convention right of Child, Learning and Playing project deals with the problems that children living in difficult circumstances face, such as:

- Lack of playground
- Behavioral and psychological problems
- Self expression
- Lack of summer activities



In addition, the project aims at reaching out to the parents and local community through working with them, community governance of the project, and raising the level of their participation. Several programs came out of this project, such as women's empowerment, to help them acquire skills and experiences so that they play a major role in community development despite the limitation of opportunities available, whether educational or financial.

### **Objectives:**

1. Create a friendly environment for the children based on CRC through "learn and play" project.
2. Empower the parents so that they understand better their children's capacities and development

### **Target Group and Beneficiaries**

- § 40 Children aged 0-5 years
- § 35 Children aged 6-12 years
- § 15 Children aged 13-18 years
- § 4 Children with disability
- § 44 Parents of children and out of the center
- § 6 Marginalized girls
- § 3 Local Community
- § 2 Schools

### **Activities and Achievements:**

- § **40 children aged 4-5 years were provided with** preschool education during the scholastic year in order to be prepared for elementary school through a common plan with schools to working within the scope of the project. Different activities included:

- Learning through play
- Participation





- Handicrafts
- Painting and Drawing
- In addition, following up children's health needs in coordination with UNRWA clinics.
- Arts
- Trips



**§ 44 Parents participated in various activities and workshops such as:**

- Workshops and training sessions on "Educational games, moppet sewing, house management"
- Discussion circles about child rights and how to treat children, such as " Participation, Discrimination and violence"
- Raising awareness work shops such as "Risks of dropping out of schools, Health and nutrition awareness and children's participation"



**§ Different activities were achieved with 100 children aged 6-12 years in order to help the children to express themselves, to feel responsibility and to decrease the stress on them. Such activities are:**

- Activities of CTC, to help the children to work together as a group.
- Children's committees, to help the children to express themselves.
- Children's magazine.
- Artistic and creative activities, and educational support
- Educational activities to encourage the children to study and to decrease the level of dropping out of school.
- Social and health activities



- Sport activities.
- Library and reading activities.
- Environmental activities.
- Computer activities.
- Camping and summer activities, to decrease the stress on the children.
- Music activities.
- English language "Friday Club"
- Trips

## **Child Friendly Community Environment Project**

The project aims to address the problem of lack of quality and attractive stimulation care in the community for the majority of Palestinian refugee children and the women in these area by creating a new model of sustainable community based and responsive non-formal education activities which can then be replicated in other Palestinian communities.

Following on its strong reputation for good quality, the strong links with other education providers, particularly UNRWA, and its commitment to community ownership of assistance provision Naba'a has worked and will continue to work to provide a model community managed project in Ein el Helweh and Rashydieh, which will provide quality non-formal developmental activities and stimulation provision for vulnerable children aged 6-14 years old, support to women and families in the community, support for the transfer of child friendly environment project skills and approaches to UNRWA schools, appropriate and realizable strategies for the inclusion of disabled children in mainstream education and community-wide promotion of the rights of refugees children.

**Duration:** July 2003-July 2008

**Partner:** Karim Rida Said Foundation (KRSF)

**Location:** Ein el Helweh and Rashydieh camps (over the next three years, the KRSF funds will be directed to the Rashydieh project and the Ein el Helweh activities will be continued within Naba'a's Community Development Project).

### **Objectives of Project:**

- To empower parents to provide their 6-14 year old children with quality stimulation and care through capacity building, technical support and provision of a safe and appropriate environment.
- To create a model of effective non-formal, integrated transition activities to mainstream education by providing quality transitional education and working with teachers and education administration personnel on the continuation of the recreational methodologies approach into UNRWA schools.
- Support for the inclusion of Palestinian children refugees with disability into mainstream education.
- Community-based advocacy on the rights of children 6-14 yrs old.
- To strengthen co-operation between mothers and children in order to transfer the acquired knowledge to the other members of the family.
- To develop child friendly environment in the camps.

### **Target Group :**

- Providing the quality child community care and stimulation of children aged 6-14 in Ein El Helweh and Rashydieh
- In addition, it aims to provide a model of successful transition activities to schools for the approximately 1000 children of that age group.

***Number of Beneficiaries:***

- **Direct beneficiaries** will be the 250-300 (6-14) years old that will be covered by the activities with mothers.



- 79 Parents of children and out of the center
- 20 volunteers who work with the 6-14 age group will benefit from the training and capacity building.
- 46 Children with disability per year
- 45 Marginalized girls
- 10 Local Communities
- 2 Schools
- **Indirect beneficiaries** include the students of the elementary schools, the families of mothers trained and supported in home-based care and stimulation activities and the families of disabled children.

**Achievements and Activities:**

- Minimizing the gap between school and parents through supporting school in establishing school committee from parents, NGO, school teachers and children. (Rashydieh Ein Al Assal School).
- Daily programme activities inside schools targeting 2.100 children.
- Entering informal activities inside schools plans. The activities include Arts, sport, educational games, Leisure activities, health awareness, Home economics.
- Run continuous sessions with school teachers about informal activities and learning through action.
- Run six workshops about child to child methodology for 240 children
- Run six workshops about children rights for 240 children.
- Run two workshops for 85 children about rights and duties.
- Achieved six workshops for 180 mothers and girls about Flowers arrangement, reason's for child dropout, and children participation.
- Support children and parents in the neighborhood through providing them with relevant information about children rights, child protection, inclusion, and importance of play and education.
- Celebrate the global disability day with Palestinian disability forum and producing a poster.
- Child to child team ran a campaign about inclusion inside three UNRWA schools and produced a poster and brochure.
- Two workshops for 70 mothers one about violence between parents and its effect



on children, and the other about the importance of playing for children.

- Summer activities have been carried out in partnership with UNESCO and UNRWA and some other NGO's, which covered 1300 child (650 child in Ein El – Helweh and 650 child in Rashydieh camps) divided into two periods during July and August in order to protect them from different kinds of abuse and delinquency. The children were from different categories:
  - § Children registered in schools.
  - § Children drop-out of schools.
  - § Children with disability.
  - § Children faced to delinquency. (Children at risk).
  - § Children who have no chance to participate in such activities before.
- Forming 10 committees from child to child teams (150 children total) working on different subjects and problems facing and affecting children themselves, such as: school drop-out, schools cleanness, beach cleanness ,danger of smoking –and awareness about child rights.
- Starting the elections to form the children parliament in Ein El Asal and Qadisiyah schools.

### **Main changes related to children, schools, teachers and local community:**

#### 1- Changes at children's level:

- 1-1 Targeted children at risk in schools accept each other, they play together and participate in the activities.
- 1-2 2000 children earned various skills in the following fields (Folk, Sports, Home economics, teamwork, First Aid, writing skills, handicrafts, theatre, music, and child to child methodology.
- 1-3 Children achieved different performances inside and outside schools (Folk, cooking, arts...etc).
- 1-4 Children achieved good results in their exams.
- 1-5 Children participated in needs assessment.
- 1-6 Children became more aware about their priorities, they raised lot of suggestions to develop the activities.



#### 2- Changes at school level:

- 2-1 The informal activities become parts of the school plan.
- 2-2 More extra schools asked for our support.

#### 3- Changes at school teacher's level:

- 3-1 Better understanding from teacher of the children needs.
- 3-2 Improvement in teachers' communication skills, teachers became good listeners to children and take children's opinions into their consideration.
- 3-3 Teachers asked the headmaster to open the schools during Fridays to run activities

with children in the new scholastic year 2004-2005 (Still negotiating with chief education in Lebanon office).

*4- Changes at Local community level:*

4-1 Different NGO's asked UNRWA to allow them to run informal activities inside schools.

*5- Changes at Parent's level:*

- Regular meetings held between parents and school.
- Regular parents' visits to schools to ask about their children.

## **School Without Walls**

In this project, Naba'a seeks to support Palestinian children aged 9-12 (Forth elementary-1st intermediate class) who are at risk of dropping out from school. Throughout the project, Naba'a staff will be working with school teachers, children and parents to address the problems of the children. The project also deals with those children who suffered from corporal punishment.

**Location:** Ein el Helweh

**Duration:** February 2005 – January 2006

**Partner:** Save the Children-Sweden

### **Objectives:**

- Improve educational standards of refugee children who are at risk of dropping out from UNRWA schools in Ein El-Helweh camp.
- To increase the capacity of 48 of teachers to support school children and raise awareness about the children rights, communication skills, learning tools and using creative and animation tools.
- To make prevention of dropping out of school and dropout socially a neighborhood priority by developing ties and collaborative efforts between school, family and community.

### **Target group:**

The project targets children aged 9-12 years old at 4th elementary class till those at 1st intermediate class. The project will cover three UNRWA schools in Ein-Helweh camp one for boys and two for girls. The total beneficiaries will be 1446 distributed as followed:

- 1- Al Falouja school for girls 500
  - 2- Qebiah school for girls 500
  - 3- Hitting school for boys 446
- No. of families that the project will cover 289 families.
  - No. of teachers in the three schools are 48.





**Number of Beneficiaries:**

- § Children aged 6-12 years (Direct 625, Indirect 821)
- § 35 Children with disability
- § 135 Parents of children and out of the center
- § 30 Marginalized girls
- § 10 Local Communities (45 workers inside the local communities)
- § 3 Schools (working directly with 15 workers, indirectly with 30 workers)

**Main Achievements and activities:**

***1- Day to day programme:*** Day to Day programme is achieved 5 days a week inside school, 3 hours per-day in each school. Most of the activities achieved were related to CRC articles (29, 12, 13, 14, 15, 17 and 31).

- **Raising awareness for 600 children in the three schools.** The activities offered to the 600 children focused on different rights (participation, child protection, who is the duty-bearer, etc.). During the activities inside the schools, the children explained a lot about the abuse they face inside their homes. In addition, they participated in different workshops related to these subjects inside Naba'a center.
- **150 children were trained on child to child methodology,** 80% of the children were girls. We trained one class in each school. The training takes place Saturday and Wednesday every week. The training included child participation, introduction to CRC, and what is child to child? Community workers used animation techniques and innovative tools with children. In the fourth week, the six steps were explained to the children. Then the children did brainstorming on problems that related to their violated rights like Discrimination, children with disability, physical and oral punishment, health problem (Lice, Scabies, Thalasemia), ways that teachers explained lessons, self expression...etc. In addition, the children are collecting data about violence towards children and health problems. Three children committees were established in the three schools. Each committee composed of 20 children, these committees were trained on group dynamics, leadership, planning and evaluation, communication and reporting. The duration of training is 45 hours. Each committee has its own meetings.
- **300 Children participated in Home Economic, Drawings, painting and Arts, and sport activities:** Two days of home economics activities were implemented inside two schools. The activities aimed to break the routine that the children have inside schools. During the last period, the children took part in producing different kinds of foods and sweets. The children earn such skills in cooking and they try to help their mothers at homes. The activities raised the self esteem of the children. 12 sessions take place in the three schools about the



importance of nutrition. The sessions include main components of nutrition, vitamins and kinds of food, nutrition pyramids. In addition, Drawings, paintings and arts activities were implemented each Tuesday, Wednesday and Saturday, in relation to the CRC. These activities reinforced the recreation and cultural rights of children. Also, it completes an academic curriculum aiming at developing the child's personality, talents, mental and physical abilities (article 29). Moreover, Sport activities were offered including establishing a football team, tennis, basketball, volleyball and other sport games. The volunteers from the project and children's sports committee planned and organize the four days for all school children. The sportive days include setting the plan and the program and one football team was established at Hitin school

- **150 children from three schools participated First Aid activities.** The package consisted of primary health care and how to aid other children. These sessions were divided between the three schools, two hours per school/per week on the weekly programme activities. An interim impact is they increased their knowledge in first aid and access to information about health (article 17).
- **Trip for children in participation of schools teachers:** Two trips were achieved, to Al Qasmieh, about 80 children participate with 10 teachers from the school in 03/06/2005. The second trip was done in the 25th of June also to Al Qasmeih about 125 children and 9 teachers participated.

## **2- Teaching program:**

- 150 children who are very weak in the school teaching programme attend the daily teaching program at Naba'a's centre. Community workers and four volunteers support children in their lessons. Knowing that, the children attend this activity in shifts as UNRWA schools operates in double shifts. Project staff and volunteers focus on the following main topics; Science, Math, English and Arabic. In addition, to support children in their lessons, different workshops were run with children focusing on issues such as behavior, conflict resolution, accepting on diversity and differences, and inclusion. Recreational tools were used with children using animal pictures and animal statues. Other techniques were used such as role play stories, drawings and games. Impact on children was measured through schools visits. About 40% from the total number of children have shown progress on their school results and violence has decreased a little bit among children.

## **3- Reinforcing teachers' skills:**

- Regular meetings with school teachers were done to discuss issues related to children, like school achievements, physical abuse and communication with children. The community workers try to motivate and encourage teachers to communicate better through new techniques like games, stories and painting.

#### **4- Community outreach activities:**

- Two open days for parents in the neighborhood, one at Arab Al Ghware and the other on Sekkeh area, as the two areas suffered from social and political problems. At Arab AL Ghware, the open day theme was about the concept of inclusion and what children know about inclusion. About 47 children and 20 parents participated in the activity. Different activities included group drawings, songs, stories, and games. In addition, recreational activities were done with the participants. Child to child committee planned for the day and facilitated some topics. For the 2nd open day, managed in Sekkeh, 64 children with 18 mothers shared in the activity. The open day theme was discrimination. A brainstorming session about what they know about discrimination was held. Animation tools were used like a T.V. box and using action and consequence pictures with a storyteller who informed them through a story about a family practicing discrimination against their own children (boys and girls).

## **Prevention of School Dropout Project**

Prevention of school dropout project is implemented in Ein El-Helweh and Bourj Al-Barajneh camps for one year, the project aims to prevent dropout among these children. The main components consist of strengthening weak students in mathematics, science, Arabic and English subjects, counseling service for students aimed at addressing social and psychological difficulties faced by children, offering non-formal educational and recreational activities, in addition to empowerment of parents and volunteers.

**Duration:** February 2005-January 2006

**Partners:** This project is funded by Oxfam-Québec and co-implemented with Women's Humanitarian Organization (WHO)

**Locations:** Bourj el-Barajneh Camp and Ein el-Helweh Camp

### **Objectives:**

- The main objective of the program is to prevent school dropout. The project aims, through a targeted intervention, to improve the situation of 60 children in Ein El Helweh camp and 60 children in Borj El Barajneh camp.
- Specific objectives:
  - Prevention of school dropout
  - Provision of non-formal education and recreational activities
  - Empowerment of Parents

### **Target Group and beneficiaries:**

- **Direct:** 120 children from the both camps "50% Females, 50% Males" from the 7th and 8th grades in UNRWA Schools, who are at risk of dropout from school living in difficult circumstances which put them at greater risk for psychosocial problem.
- 110 Parents
- 6 Volunteers
- **Indirect:** 150 children, 60 families

## **Achievements and Activities:**

### **1. Project orientation workshop**

Two orientation workshops were achieved, one in Ein El Helweh camp and one in Borj Al Barajneh Camp. For the orientation in Ein el Helweh, the participants were the project team, volunteers, group of parents, members of popular committees, members of the community committee of community development project /Naba'a, two NGOs members,(Najdeh and Nahda), and a group of project children from Ein El Helweh, but the participants of Borj El-Barajni workshops were the project team, volunteers, a group of parents and a group of children.

Creating file system for each child: Each child's file included the following: children's achievements in the last scholastic year, copies from their marks cards, social situation, health situation, home visit questionnaire, evaluation record, daily attendance record and periodical school follow up sheet, individual activities.

### **2. After-school lessons for 120 children "7<sup>th</sup> and 8<sup>th</sup> grades"**

- Two days of non-formal activities done per week (open days) beside the four days tutoring program in Ein E-Helweh (UNRWA schools working double shifts system in Ein El Helweh camp while in Bourj Camp is one shift).
- The tutoring program began in February in Ein El-Helweh and continued till June, then stopped in August because of the summer camp and summer activities.
- For Bourj Al Barajneh Area, because of one shift school program we distributed children into two groups one attended the tutoring activity and other group attended non formal activities daily because we cannot receive the 60 children at one time. The tutoring program began also in Bourj February and continued till July .



- The Non formal activities program included the following: Computers operation, educational games, sports, folks, handcrafts...etc.



### **3. Counseling program:**

- Both teams in the two areas set home visits programs 3-4 days per week, in addition to urgent visits and follow up that was done for some urgent cases (at least each family has a regular visit between 4 to 6 weeks).

- The counselor with support from the program coordinator set a filing system for each child. This system included different questionnaires (child questionnaire, parents questionnaire, schools' questionnaires), background of the children, case studies, patterns about their lives, the current situations, evaluation sheet, performance indicators ... etc.
- The counselors and community workers recorded their visits which include names of visited families, schools, dates and times, results observation and their analysis.

#### 4. Training of volunteers

- We have developed the idea of training volunteers in a way which was three days common workshop for both areas (Ein El Helweh and Borj El Barajneh teams), which was held in Saida at Naba'a office (27,28/May 2005 and 15/july 2005), the trainees were 2 social workers, 2 counselors, 6 volunteers). The training was about child to child concept and the six steps, planning the summer camp, active and creative animator, dealing and communicating with children with behavioral difficulties. The aim of this workshop was also to exchange experiences and to reinforce the links as a team of the project. The summer camp aimed to:

§ Develop the youth abilities and skills on leadership.

§ Youth cultural and health awareness (based on their initial knowledge and needs).

§ Develop youth abilities on first aid and active learning.  
*Some of the activities were:*

§ Various meetings and discussions were implemented through inviting specialists such as problems face youth, conflict resolution and communication skills, sexual health, danger of drugs, reasons and danger of dropout from schools.

§ Sport activities, handicrafts, drama, trips, swimming



#### 5. Summer camp

Summer activities have been implemented in both areas in July for the children, so groups of the children were attending the summer camp and others are participating in the summer activities, and when the groups are changing in the summer camp they come back to summer activities which held from 11th of July till 30 of it. The summer activities aimed to develop and improve children's participation, improve and develop their skills on child to child concept and the six steps, raising awareness about children rights and the violated rights, There were various activities such as: small project using child to child methodology and steps, drama and dancing, trips, sportive activities, drawings and handicrafts, and other recreational activities.

## 6. Workshops for parents

- 4 workshops were run for parents (2 workshops per each camp), one about children rights which was held in March 2005 in both areas the second workshop was about communication with children, and how to deal with children living hard circumstances which was held in May / Month 4 not 5 in both camps because the team noticed that it was needed urgently for the parents due to parents behaving in negative ways with their children (punishments/violence). The social workers and counselors noticed lots of punishments during their home visits also lot of testimonies children talks about physical abuse from their parents. But the parents reactions through the workshops and the home visits and discussions were that they did not know or mean to hurt their children, and that they think that they are helping them in this way to push them for better achievements , some of them said that they are stress of their hard circumstances especially the bad economic situation they face . Most of them promised to try and change their behaviors with the children after they knew the negative impact from their ways of dealing with their children.
- During the team's field visits they did on job training to parents through raising awareness about rights and duties dealing with children.
- Different social activities were held for parents through big meetings aiming to exchange experiences among them and celebrating such occasions like mother's day.



## **Multipurpose Community Learning Centers (MCLCs)**

**Location:** Ein el Helweh, Rashidiyeh, El Buss and Naher el Bared Camps

**Duration:** March 2005-December 2005

**Partner:** UNESCO

The Multipurpose Community Learning Centers (MCLC) are local centers for community learning in the villages and urban areas.

MCLC is organized and managed by the local community to provide various learning opportunities to all community members. The overall goal of the MCLCs is to empower individuals in the local community and improve their quality of life.

### **Objectives:**

- § Promote human development by providing opportunities for lifelong learning for all people of the community.
- § Develop learning network involving many individuals, organizations, and agencies, local resource people, workplace. Schools (governments, non governments)
- § Empower poor communities to be become self-reliant
- § Serve as a resource and venue for the community for cultural, recreational, and educational activities

### **Target Group:**

- § Out-of-School Children.
- § Five years children
- § Children aged 6-12 years.
- § youth
- § Marginalized girls
- § Local communities
- § Teachers
- § Deprived women

### **The MCLC having the following Features:**

- 1- They offer lifelong learning and for a variety of lifestyles.
- 2- They reach out to local poor communities
- 3- The programs are flexible enough to reflect the needs of the community
- 4- They are designed and managed for the community and by the community



- 5- They must not only be concerned with narrow, pre-planned and fixed activities but they must be multipurpose and multifunctional.

### **Number of beneficiaries:**

Children aged 4-5 years  
Children aged 6-12 years  
Children aged 13-18 years  
Out of school children  
Children with disability  
Children inside schools  
Parents  
Marginalized girls  
Local organizations  
Schools

### **Achievements and activities:**

**Education and Training courses:** The MCLCs provides several training courses in the following topics:

#### **Computer literacy and life skills:**

- § Children aged 6-12 were learned "reading and writing" through using different computer techniques and programs such as "Mouse, Keyboard, paint program, Letters garden program.
- § 240 school children at UNRWA schools were improved in computer curriculum program
- § Children aged 12 years and above were trained on the basis of the computer and how to use it
- § Raising awareness of 100 children about educational, cultural and internet subjects through VCDs presentation and discussions circles.
- § A children committee was established concerned in computer activities.



#### **Parent Education**

- § mothers were trained on different techniques of computer and how to use it.
- § marginalized girls were trained on how to use the computer tools and techniques, in addition to discussion circles about the advantages and





disadvantages of using the computer.

### **Activities with local community**

- § Volunteers and Naba'a workers were trained on different computer programs such as "Excel"
- § Raising awareness circles were hold with youth aged 13 – 18 about the merits and demerits of the internet.
- § Different activities were achieved with youth in life skills program discussing different subjects such as "conflict resolution, accepting others, Group dynamic, communications..."

### **Co-ordination and Networking**

This project is closing the gap with UNRWA schools, because the technology subject is considered as a principle material in the schools, but these schools are teaching the material theoretically because there is no enough computers.

The multipurpose project empowered children in 5<sup>th</sup> elementary grade in coordination with Ein El Aasal School.

### **Creating Vocational Opportunities**

Creating vocational opportunities for marginalized Palestinian youth in the camps and unregistered gatherings in and around Tyre, South Lebanon.

**Location:** Camps of Rashidiyeh, El Buss, and Bourj Shemali and the unregistered gatherings in Shabriha and Jall El – Bahar.

**Duration:** September 2004-October 2005

**Partner:** Medical Aid for Palestinians (MAP)-UK

#### **Objectives:**

- § The project provides training for 140 Palestinian young men and women and supports them in finding work through small credits and by using local business networks.
- § Support the establishment of youth committees by a number of school dropouts selected from among the 140 potential beneficiaries to provide a forum for exchange of experience, for learning from each other and for implementing joint activities, such as awareness campaign about school drop-out, educational issues and other issues relevant to youth.
- § Empowering the committees through training in 10 workshops in the following topics. Civic participation and protection, team work, managerial issues, voluntary work, communication skills, gender and women rights, promoting citizen involvement by giving training in assessing needs of the local communities, development of small businesses. Committees will develop a community based action plan.

#### **Main achievements and activities:**

§ Communication skills workshop was held for three majors, “hairdressing – male on the 17th of March, hairdressing females on the 18th of March, and computer maintenance major on the 19th of March”.

§ Four workshops were held during April for 45 students from the two majors hairdressing –males, and computer maintenance. The topics were; conflict resolution, communication, team building and community needs and priorities”.



§ 25 students participated in a trip to Hinawi on 17th of April.

- § On the third of March, a trip to Al Qasmieh area was carried out, for three committees, Al Buss, Rachydieh and Borj al Shamali”.
- § Art committee has participated in training a group of children from Alqadisiah School for girls.
- § A special pamphlet about the project has been designed and printed.
- § A plan was laid out with five objectives to be achieved in three schools with higher dropout rates. The plan was based on the needs assessment completed by three committees last month and focuses on at risk children, ages 9-14.
- § Following up the computer graduates by visiting them in their houses to discuss with their parents different issues related to the project.
- § 21 home visits for the other majors were achieved during May and April. The importance of those home visits was to motivate the beneficiaries not to be absent and to check up with their families to discuss the acceptable possibilities of work areas.
- § 45 pupils from different majors were followed up through home visits ,and group meetings in El-Buss and Rachidiah CDPs and in Asa'ad Khouri academy. The objective was to discuss with graduated pupils, the possibilities to get job, and to review with them the most likely areas which can employ them.
- § The final exams for the 2nd stage pupils have been achieved by the end of June 2005.
- § 121 certificates have been approved from the Ministry of High Education and Vocational Training.
- § 14 graduated pupils have volunteered in the summer activities and the summer camp in Qasmiah and summer activities which took place in Al-Buss and Rachidiah CDPs. This group has been prepared well through a special training which runs for five days. The training took place in el-buss Community Development Project , on the following topics:
  - communication skills ( especially with children)
  - Planning and evaluating.
  - Conflict resolution
  - Handicraft.

**Impact and indicators:**

- 90% of the agreed number of beneficiaries has been graduated. 88% are working (52%are working with their majors while 46% are working in different field of work for the time being.
- Two trainees from the computer maintenance major have gotten job in the same

major.

- 80% of the graduated “ A.C major” has got job, because of the summer, and because this major is new.



- Students who used to be armed before are showing better understanding, perspective and attitudes.
- 
- 126 pupils have been graduated, 65 pupils have got an Opportunity to work on the same field as their majors.
- 
- 14 of the graduated pupils have volunteered in Sibling Summer camp and CDPs summer activities.
- 
- One of the graduated pupils became an administrative member in UN Women Program Centre. (WPC chair person mentioned to Samir Sharari that, she is new, but she looks like expert in the community work, because of the training she was involved with).
- 
- Two families allow their daughters to practice in tyre city, after 2 home visits for them, and those two families accept, after we told that we can make joint visit with them to their daughter's work place.
- 



- **Mobile Training Unit**

Mobile training unit is considered as one of the principle parts of Naba'a's work. The Mobile Training Unit was formed to meet the need for capacity building observed by Naba'a staff in their work with children. The training unit consists of a group of trainers who are experienced and capable in community work. Trainers not only have a theoretical understanding of community development work, but extensive experience in the field. Thus, they are able to demonstrate to trainees the linkage between the practical and the theoretical.

**Objectives:**

- Assessing the training needs and weaknesses of community workers
- Establishing and developing the abilities of children, youth and staff working in the community with children and youth.
- Transferring the experiences of Naba'a staff to local and international organizations working in Lebanon and the region.
- Producing training resources and adapting existing resources to be culturally applicable to communities in Lebanon.

**Target Group and the level of work:**

- 1) Internally, working with staff, volunteers, children, youth and parents in Naba'a projects. MTU supports Naba'a projects through continuous training based on the needs identified through ongoing assessment.
- 2) At the national level, the MTU meets the training needs of local organization in Lebanon. In addition, Naba'a has partnerships with international organizations working in Lebanon. Each year, Naba'a trains 120 trainees according to their needs. To enrich the training experience, Naba'a does follow up work after each training to ensure the desired impact has been achieved.
- 3) At the regional level, the MTU works to share the experiences of Naba'a, as a local NGO, with other regional stakeholders. MTU has offered many trainings in the region in coordination with SCF-UK and Plan International. These trainings focus on increasing child participation in project. Also, the MTU focuses on selecting measurement standards for education during emergency situations.

**Training subjects on three levels:**

✓ **Internal level (Naba'a projects):**

§ *Naba'a training mobile unit has achieved five training courses in four different areas from north to south of Lebanon (Ein El Helweh, El Buss, Rashydieh and Naher El Bared camps). The trainees were from both communities "Palestinians and Lebanese NGOs". Before conducting training TMU started in earlier time in reviewing the expected training needs.*

**Training objectives;** Participants will be able to:

- Organize such activities with children in respect to CRC.
- Plan and implement summer activities.
- Know and understand some methodologies which can support and improve children skills. " Child to child methodology"

ü **Training subjects:**

- Communication
- Child-to-Child approach
- Art training and handicrafts
- Conflict resolution



ü **Number of Beneficiaries**

- 25 Local NGOs were participated in the four areas
- 96 Participants

§ In addition, the training mobile unit has also achieved four training courses during 6-7-8-9/7/2005 in Children youth center.

ü **Training subjects:**

- Children rights approach
- Child rights programming
- Communication and conflict resolution
- Youth leader skills
- Community activeness
- Child to child methodology

§ *To empower Palestinian youth to meet the challenges in their community and adulthood through a structured, progressive series at training ex experiences which help them obtain social, emotional, ethical, physical and cognitive competencies. Naba'a achieved series of training workshops in NPA vocational training*

ü **The number of beneficiaries:**

- 22 students in NPA vocational center.

**ü Training Subjects:**

- Life skills:
  - Conflict resolution
  - Gender issues
  - Advocacy
- Community development:
  - Group dynamics
  - Planning and Programming
  - Peer To peer
  - Child rights programming
- Needs assessments
- Review and Evaluation
- Democracy and citizenship
- Decision making
- Analytical skills
- Leadership
- Communication
- Budgeting

**§ Under don't violate our rights, four training workshops were done to NGOs who intend to run summer camps and summer activities distributed as follows:**

- **Saida**  
(13-14/05/2005), 20-21/05/2005), (28/6/2005 – 02/07/2005)
- **Tyre**  
(01/07/2005 – 06/07/2005)
- **Siblin Training Center**  
(28/07/2005 -30/07/2005)

**ü Number of Beneficiaries:**

- 101 Participants from 12 NGOs

**ü Training subjects:**

- Child To Child
- Children Rights programming
- Basic information on CRC (Participation and Inclusion)
- Communicating with children
- Creative Technique
- Learning through action (arts and recreational activities)
- Community Participation
- Leadership skills.

**§ Moreover, Naba'a has also achieved a training in 30-01-02/10/2005 in Saida at Naba'a office.**

**§**

**ü Training subjects:**

- Training of trainers (TOT)
- How to set an introduction and a SMART objecti
- Training Tools



**Ü The Beneficiaries:**

- Four teachers from Norwegian people aid (NPA)
- Three participants from local NGOs

**✓ National level (Lebanon):**

Mobile training has also achieved different trainings at the national level, the training subjects that Naba'a used during training.

**Ü Training subjects:**

- Child rights, child participation and child protection
- Motivating community participation.
- Planning
- Evaluation
- Economic opportunities
- Roles and responsibilities of administrative members.
- Group dynamics
- Nationalism
- Inclusive education
- Child Development
- Project cycle
- Achieving community development projects and non-formal activities in villages and schools.

**Ü Participants**

- UNESCO
- Lebanese Ministry of Social Affairs (MOSA)
- Norwegian People's Aid
- SC Federation
- Youth and Children's Center
- Local Organizations
- Radda Barnen (SCs)
- Ockenden International

**✓ Regional level (MENA)**

**Ü Training subjects:**

- Training of Trainers
- Working with children in difficult circumstances
- Community development
- Networking with international and local organizations
- If needed, MTU will offer issues related to the internal and national level, to the



regional level.

## **Ü Participants**

- UNESCO
- SCF-UK
- Plan International

Naba'a cooperates with various Local and International organizations. Like (Save the children Fund UK, Save the children USA, Plan International, UNICEF, UNRWA, and Swedish Save the children)

## **COMMUNICATION AND LEARNING SKILLS PROJECT**

### **(CALS)**



Because of the Naher el Bared camp is far (15km) from Tripoli there is a problem of communication and relation between the people who live in the camp and the people live in the city. Also, the target group did not have any secure place to practice their hobbies, UNRWA schools lack the facilities that support children's enjoyment of schools (adequate playgrounds, libraries, labs), so the project will support the children to learn through practice. Lack of resources is a serious problem. Most people do not have adequate knowledge about the ways of improving their daily life, for example through recycling, reducing pollution, IDES, children rights, gender issues, etc.

**Duration:** July 2004- June 2005

**Location:** Naher el-Bared Camp, Tripoli

**Partners:** Canadian Embassy, Beirut- Canada Fund for Local Initiatives

### **Target Group:**

- § KGs children
- § Children aged 6-12
- § Children aged 9-16
- § CDP children
- § Women
- § Teachers
- § Out of school children
- § Children with disability

### **Project objectives:**

- § To fill the gaps in UNRWA schools by providing children in the center and schools with computers
- § Giving children, youth, women and adolescent girls a chance to be aware of technology and how to benefit from it.
- § Changing teachers and parents perspective and attitudes towards children's abilities.
- § Drawing community attention towards environmental issues and pollution.
- § Encourage university and secondary school students to search for new information.

**Number of beneficiaries:**

Activities	Total of beneficiaries	Males	females	Target group
<b><i>Musical training sessions</i></b>				
Training vocalize	120	65	55	6-12 years old
Singing – choral	24	10	14	10-16 years old
Playing music	16	9	7	9-16 years old
<i>Practicing / playing music &amp; singing</i>	<i>40</i>	<i>19</i>	<i>21</i>	<i>9-16 years old</i>
<b><i>Computer training sessions</i></b>				
Training and practicing different computer programs	250	80	170	School children
	120	65	55	CDP children
Reading & writing programs	2	0	2	Out of school
Training on using EXCEL	7	4	3	Teachers
Practicing windows	5	0	5	Women
General information and LCD	75	43	32	KGs children
Typing ,painting & playing	10	7	3	Disabled
<b>Total</b>	<b>469</b>	<b>199</b>	<b>270</b>	

**Achievements and Activities:**

- § 250 school children and 75 KG children were trained on computer basis “per month”.
- § 120 of the CDP children continue training and practicing computer.
- § Choral and singing group became well experienced in singing and playing music.
- § 24 children continue practicing singing, in addition to 16 musical players.
- § 120 CDP children are practicing vocals and solfage
- § 7 NGOs were trained on music



- § 5 mothers and 7 teachers were participating on computer training.
- § During Eid Aladha, singing and dancing groups offered the children in the camp 13 shows. Music group participated in two parties, one in the community and the other in the school, 25 participants were practicing and improving their skills in singing and playing music.

- § The four blind children are still practicing music, but Mohammed Lobani shows more interest and improvement than the other three kids.
- § 5400 children attended and invested their time during the four Eid days "Naba'a AL Farah Festival which has been planned, implemented and evaluated by the children "art group".
- § Achieving an environmental project in partnership with the local community "the model neighborhood, a song has been recorded about the environment and the project. 100% of the work was voluntary, and the project just offers them raw materials.
- § 25 secondary and university students are benefiting from CALS project from time to time.
- § 10 children, from CDP designed and made a research about violence against children, interviewing parents, teachers and children. " the children report is available in Arabic"
- § 2 volunteers are committed to attending the center daily to play a role as assistant in computer and music practice.

***Project Impacts:***

- § Children start to care more about their schools, and work hard to make them better.
- § Children are stronger in confronting domestic violence or beating in school.
- § Children they become skilled in using computer skills and operation
- § Children act as stakeholders throughout the life of the CDP project



## **Direct Aid Program**

**Location: Nahr el Bared Camp**

**Date of the project: 5/5/2005**

**Partner: Australian Embassy**

NABA'A provides community, children and youth by skills through develop their capacities in order to meet community needs. Naba'a worked to use all available resources and skills in cooperation with volunteers and community workers.

The community development project works in partnership with disadvantaged children and youth between 4 - 18 years old that live in sever conditions, CDP coordinates its work with parents and schools who participate in the projects activities both directly and indirectly.

Through this NABAA aimed to activate and reform community capacity to reach community ownership for the projects.

### **Target groups:**

- § Children and youth (4 -18 years old): school and school dropout children with behavioral problems and children with disabilities, young laborers and special hardship cases.
- § Marginalized girls with no opportunity to receive or continue school education or receive social care.
- § Parents.
- § Volunteers.
- § Local association and schools through pooling resources, training and exchanging experience.

### **Objectives of the project:**

- § Raise local community's awareness about the environment that children live in and about urgent need to implement the convention of the rights of the child, especially the right to participation, education and protection.
- § Provide informal education attractive to the children and youth covered by the project and other school children.  
Increase the level of children and youth's participation in designing and managing new projects.
- § Stimulate youth's interest in voluntary community work and impart them with various skills and capacities to work with younger children.
- § Set up a committee from members of the local community and empower it with necessary skills and capacities to own and manage the social development project.

**Activities:**

- § Supportive activities: “Child to Child” learning; establishing children committees; reading; working with the Internet and magazines; etc.
- § Training activities to redefine and children’s and youth’s roles in social action.
- § Training children, youth, and families how to plan, implement, and evaluate activities and projects.
- § Creative activities: fine art, puppet workshops, drawing, reading, story telling, literacy sessions, research and sport.
- § Summer camps and gathering between children, social workers, and volunteers from different social organizations and religion.

***How we used your generous donation:***

**Improvement of the play ground:**

- § Play ground toys
- § 10 units of sport color
- § units Training equipments
- § 10 units of footballs
- § 10 units of rackets "Ping pong"
- § units of volley balls
- § 1 sportive first aid



*Sportive clothes and, equipments are now available for youth in NBC project.*

**Educational Materials:**

- § 37 Learning English books "Ready to read"
- § 38 Musical training books
- § 20 unit of eye witness
- § 30 CDs of cartoons
- § 1 unit of white board
- § Set of stationary



*cartoon CDs*

*Learning English books*







*White Board*



*musical training books*

**Furniture:**

- § 4 Tables
- § 20 Chairs
- § 1 Heater
- § 1 Generator



*Play ground toys "4-5 years old*



*4tables with 20 chairs*

*Generator*



## ***Future Mothers***

Literacy is usually spread among women and girls on the grass roots level. It also stresses the importance of educating the child on cohabitation and that is by means of art and dialogue.

According to the needs assessments which done inside the two camps (Rashydieh and El Buss) , it reveals that young ladies as an important part of the Palestinian community, is ignored and has no chance to complete their education, because of lack of awareness of their parents, which leads them to discriminate among males and females.

### **Objectives:**

- § Raising awareness about women rights and their duties towards themselves and their communities, through different activities
- § Protect young ladies from danger in safe place.
- § Building Self-esteem
- § Building and enforce skills
- § Capacity building through planning, implementing and evaluating
- § Work side by side with parents in order to change their negative attitudes towards females.

### ***The Target Group:***

- § Young girls who dropped out of school, and has no chance to complete their education.
- § Young girls who suffer from social problems "Gender issue, lack of awareness, domestic violence and lack of protection"

### ***Activities:***

- § Different training sessions were conducted (out reach workshops), inside and outside the camps in order to raise the awareness of the women on the following:
  - Health issues.
  - Civil and economic rights.
  - Legal status (Personal status law-nationality).
  - Social communication skills.
  - Social organization.
  - Child development.
  - Home economics.
  - Training skills
  - Producing toys for children.
- § Computerized literacy campaign for adult women. This helped eradicating illiteracy among women circles and introducing them to the use of computers.



***Summer Activities;***

***Title:*** “*Until you stop violating my rights*”

***Location:*** Ein El Helwh – Rashydieh – El Buss – Naher El Bared

***Duration:*** 11 of July through 2<sup>nd</sup> of August 2005



"Until you stop violating my rights" is a summer activity program, funded by Save the children Sweden , PGs , UNESCO

***2. The objectives of the activity:***

- 1) Raising awareness of children about their violated rights (Violence, health)
- 2) Empowering and developing children on how to ask about their violated rights and advocacy

**Targets:**

- Children from 5-15 yrs (Males, Females)
- Children inside schools
- Children outside schools and workers children
- Children with disability
- Children are exposed to danger



**Number of beneficiaries:**

**Naher El Barid Camp:**

- 23 Children (5-7) years old
- 150 Children (8-12) years old
- 77 Youth (13-15) years old
- 13 Children with disability
- 6 School dropout children
- 6 Working children
- 4 Marginalized girls
- 126 Children inside school
- 14 Volunteers

**AL Rashydieh Camp:**

- 225 Children participated in the summer activities
- 12 activeness

**Ein El Helweh Camp**

- 113 Males
- 137 Females
- 8 Children with disability
- 7 Out of school children
- The Number of activeness was 14 (4 from Faleh Rabah KG, 10 From Naba'a Organization)

**EL Buss Camp**

- 225 Children from El Buss Camp – Jal El bahar – Borj al Shamali – AL Aabasia
- 

**Methodology:** The team of the summer activities focused deeply on how to make children more involved in planning, implementing and evaluating their activities and projects. During the first two days, the trainers, trained children on Child To Child methodology and the six steps. Children were using their time constructively in designing their own activities, interviewing parents and confronting the responsible people. The team of the summer activities has trained well to play a facilitating role to guarantee that the children are going to practice their skills in different levels without any controlling or interfering. The summer activities were divided for two projects;

- Violence against children.

- Children and health issues "physical and psychological".

***Why children have chosen those two issues?***

Children inside the camps are facing many difficulties and their rights are mostly violated on different levels at home, school and the wider community. The reason behind this can be attributed to the following:

- Lack of awareness towards children and their rights, and how to behave better with children.
- Economical, psychological, educational and social pressure which face adults in their daily life and reflect directly on children.
- Lack of privacy, as a result of the limited shelters and houses.
- High unemployment.
- Unknown future for the Palestinian refugees in Lebanon.
- Discrimination towards Palestinians - how children understand and feel towards the Lebanese politicians when they insist to violate the Palestinian civilians' rights.

All the reasons above lead the whole community, children and adults to be less active in improving child rights situation and instead focusing on blaming on another without focusing on their benefits, needs and objectives.

***The most important activities that achieved:***

- Raising awareness of all children on child rights and violated rights concepts.
- Gathering information through different tools and ways (express your opinion campaign – CV's – podium – personality rebirth-Internet – meetings with teachers, Sheikhs, Psycho-social specialist, parents and children whose rights are violated), in addition to other information



which were collected by activeness through discussions and after the violence and health sketches.



- Revising information in group work, while each group has an activeness helping him in analyzing the data.



- Planning and achieving: After training the children on the ways of how to ask about their violated rights, through discussions and brainstorming, the children decided to produce (Posters, Drawings on papers and computers, letters and memos for the local and international community- theater – PowerPoint presentation- songs), so the following subjects were achieved by the children on the two subjects:
- Writing letters and memos for the local and international communities.
- Producing posters about violence and health subjects
- Producing sketch about violence and health
- Producing drawings on papers and computers
- Producing power point presentation about summer activity
- Producing songs about violence and health.
- Sporting day, group work games, trips for the river and the beach (*Article 31 of CRC: Children have the right to rest, leisure, play, and participation in cultural and artistic activities*), the children reacted with these activities and reduced their stress.



- Health day : Raising awareness and discussions about health and self cleanness (*Article 24: Children have the right to the best possible level of health and to access to health and medical services* ), the children became more awareness for the nutrition and its contents through their participation in preparing health food and posters about healthy food.
- Psycho-social activities: (*article 19: Children shall be protected from abuse and neglect. Government shall provide programmes for the prevention of abuse and treatment of those who have been abused*) these activities helped in reducing the violence and stress among children.
- Computer activities: A group of children were trained on Paint Program, they produced drawings about violated rights, in addition some children were trained on searching through internet, others were trained on power point presentation, the children liked all the computer activities and they were very enthusiastic to achieve *it*.
- In addition some children were trained on Folklore, dancing and handicrafts



***Some Changes appeared on children:***

- Most of the children become more caring for their cleanness
- Most children know more about child rights
- Most children having more knowledge about the violated rights and the ways of asking about it, especially right of health caring and right of protection from violence.
- Most of children participate in the discussions and activities.
- The relation among children become strongest "some children said that they have new friends, other said that they solve the problems among themselves".
- The level of shame is reduced for most of the children for example, the child Gazi Hanafi in Ein El Helweh camp was very shame, after that he asked about getting a role in the final celebration.
- Violence among children is reduced through the discussions about stop the violence.
- Most of the children become more self confidence and trusting others.
- The hyperactive children is reduced
- Most of the children having art skills such as : Folklore, theater, handicrafts, games, songs ....
- The children consider that the activity is a chance for them to reduce their stress.
- The children have more knowledge about participation and cooperation concepts and indiscrimination.
- Children became open-minded in dealing with each other especially when they disagree.
- Children and their parents have the minimal level of acceptance for children with special needs.



- 13 disabled child were interesting their time in joining summer in Naher El Barid camp
- Children have the ability to make plans and suggestions with respect to their priorities.