



961 is once more with us. We have changed the format again, but this time it is definitive. Now we present you a clean design, easy to read and full of colours and new ideas.

The last four months have been hectic. We had plenty of visitors to the program, Ramadan slowed down some of the activities, trainings took place and during this period we have consolidated the programme with the Syrian refugees in northern Lebanon. The security situation remains unstable in some parts of the country but fortunately it doesn't have major consequences on our program.

We have started preparing the Annual Plan for next year with ambitious plans for expansion. We want to continue the program with the Syrian Refugees in the North and start a similar intervention in Southern Suburbs of Beirut. We aim to expand the working children program to other areas of the country. We would like to start an intervention in Peace Building using animation movies and Performance for Peace as a creative tools. We will

continue our current project with the partners and increase our campaigns and advocacy efforts in Lebanon aiming at promoting children rights.

For all these plans we need funds and human resources. The world is in a financial crisis and it is not easy to approach donors during these times. We trust that our current donors will keep supporting us and new donors like EU, Mexican embassy, UNHCR and the Dutch government will join our efforts to improve the lives of children in this region.

Finally I would like to say good bye to our dear colleague Francisca. She has been with us for nine months designing and managing the Syrian Refugee Programme. Francisca is an excellent professional and hard working person. Thanks for all the energy, time and effort you have been given to the children of Akkar! Good luck in your new life. Replacing Francisca we have Sarah. I am sure that she will do an excellent job. Welcome Sarah!!

Andres Gonzalez Rodriguez
Country Representative War Child

In this issue

- Syrian refugee program (2)**
- Solidarity (4)**
- Zoukak (5)**
- Dar Al Amal (6)**
- Tinkerbell (8)**
- Nabaa (9)**
- Sustainable Democracy Center (10)**
- Education in Lebanon (12)**



War Child in North Lebanon

Summer Memories of our Emergency Project in North Lebanon

Summer 2012 is one many children in North Lebanon will not forget. Our 6 Child Friendly Spaces (CFS) were up and running by mid-June, receiving Syrian refugee children as well as local Lebanese children. The program included remedial lessons in the morning, followed by the Ideals psychosocial support program, and finally snacks and recreational activities.



When asked what they liked most about this experience, most children respond “making new friends”, “the fun games organized by the teachers” and “being listened to”. Others highlight the outings, as some CFS organized picnic trips to local river settings, to cool off from the heat; or to watch a movie in a real cinema in nearby Tripoli.

To improve the learning environment and provide structural support to the schools where the CFS have been set up, we provided toys and playground equipments and did some rehabilitation work in the courtyards. Most of the school’s playgrounds provided little more than an expanse of cement; but now have castle-style slides,

seesaws, climbing structures, mini-football tables, parachutes, hula hoops, etc. All the children, not only those from our program, will be able to play with these equipments when the school year starts.

And, talking about the upcoming 2013-2012 scholastic year, we are happy to know all the children in



our summer programs are being enrolled! Support for tuitions and schools kits is being provided by a joint effort with UNHCR, UNICEF, and NGOs such as War Child working in Education in the emergency response.

Most of the Syrian children in our program had missed all or part of the last school year due to the conflict and displacement. And many of the Lebanese children were drop-outs or at-risk of dropping out due to poor performance, sometimes related

to emotional problems. We are sure the remedial lessons and the psychosocial support provided to the children throughout the summer has helped them feel more secure about themselves, their new environment, and ready to take on the challenge of going back to school. We will follow-up on them in the coming months to make sure they keep on the right track.

But our work is far from over, as children and their families keep pouring over the border,

and school enrolment is still possible until December, so we are expecting to receive many more requests and the schools where our CFS are set up will need further support. Moreover, to be able to reach out to more children in other areas, we are looking into opening new CFS in the coming months. Outreach and fundraising are underway, so we will keep you posted on the progress!

Francisca Guzman
Project coordinator War Child



Passing on the message of change

When I first joined as a literacy animator in the “New Start” project at the Tadamon Center in Ein el Helwi refugee camp, I was curious to know what was really meant by “New Start”. If it was really possible to make a significant change for those children who knew nothing about education.

My first impression was they were like unrefined blank sheets of paper, tainted by forced early work, misery and fatigue... But when I started working with them, I understood that my mission was to build a solid base for them, and with them, one day at a time. A base from where to start a new life. So I put all my effort into it and through this process I was helped by the various training courses I was offered in the project.

I start my day with mutual greetings and hugs, and raising a discussion on how they have been doing in their daily

activities. After creating a mood of love and support, we start our day actively and happily with a few songs and shrieks until we get to the literacy lesson. Each literacy lesson last for 1 ½ hours. I try to use active learning tools that help me learn from them as they learn from me.

Sometimes I visit kids who were absent, in order to know the reasons that prevented them from coming. I often meet with the parents of my pupils, to discuss the education problems their children might be facing. I really feel I have gained their trust, so they openly discuss such matters with me and are much more supportive to their children’s education than before.

I am also involved in organizing extracurricular activities for the children. They love the occasional field trips, outings and special fun activities days we sometimes organize for them.

After such kind of work and diligence, visible change on children appeared. The blank sheet is now colored in several shiny things including the ability to read & write, positive attitudes and proper playing behavior, awareness about their rights, and the skills of expressing themselves openly.

I feel delighted for having the opportunity to work with these children. When I see the new glance of happiness drawn on their faces it leaves a positive impact on me. This experience has taught me that we can reach seemingly impossible goals by hard work and believing in change. Especially in social change. This message must be passed on.

Lina Al Souri
Literacy Education teacher
Solidarity Association for Social and Cultural Development



I don't Like

- War & bombs sound
- Jailing pigeons
- Theft because some kids are encouraging me to do that
- Drawing
- Mallow and all sour foods
- Being kicked out from anyone's home
- Annoying neighbors
- Riding a bike.

I am Mounir Khalaf (8)
I dropped out from school when I was in the 2nd elementary grade after displacing from Syria because of the armed conflict

I like

- Going to public gardens with my family to watch pigeons as I used to do in Syria.
- My mother more than my father because he abuses me severely for trivial reasons
 - Writing & reading
- Amusement park because there are colored game balls
 - My uncle Mammoth
 - Horse Riding
- Mango fruit & fast food

Performing for Peace



Zoukak Company, in partnership with War Child Holland, led an interesting workshop with youth from across Lebanon in the aim of coming up with a new play that the Company will produce within the project “Performing for Peace”. The workshop was carried out with the creative and participative methods that Zoukak has a lot of experience with. So.... What is a creative day like with Zoukak?

First... a little warm up. With breathing, stretching and active theater games to wake up. The aim is to stimulate the participants’ minds and motor skills allowing them to be more connected to their personal desires and inner logic while being immersed in a group experience.

More complex association games, collective story building exercises and specific frames for creating scenes followed, via which the group started to develop the topics they were interested in tackling through fiction.

Many subjects came up through these creative exercises: long discussions arose around history, war, conflicts, the role of the media in stirring quarrels as well as individual, civic and collective responsibility towards amending the wrongs of the past and the importance of making peace with the past before moving forward. The main topic that everybody agreed was the umbrella of all of the above was history.

An essential part of the workshop was the presence of what the trainers called “the memory corner”;

which served as a collective diary for the day, a free space where the participants were able to write notes or thoughts that they felt were important and wished not to be forgotten. This enabled them to always be aware of the relevant ideas that passed through their minds.

Finally participants divided in three groups were asked to improvise a short play based on the topics that came up during the day. The trainers were positively surprised at the ability of all the groups: to creatively employ the topics in a fictive manner, tackling issues of performer-audience relationships, spaces configuration and general aesthetic vision.

In the final evaluation circle that marked the end of the day, the participants shared their admiration of the idea of using theatre exercises to find a subject for a play and how unexpectedly they found themselves speaking their ideas. They specified that they preferred this kind of process over the more traditional brainstorming techniques they are used to. The participants clearly expressed their conviction in using theatre and artistic tools as means to create social change and demonstrated their belief in the important role the youth can play in this matter.

Zoukak Company

زقفا



Prevention and Protection Center of sexual abuse

Testimonies of field workers

Since I had my diploma in social work, I wished to help the most needy children and those who are at risk of violence and exploitation. Actually, I work as social worker in the prevention and protection center of Dar Al Amal in Sabra, addressed to these children. I support them at the social level. All the team and myself felt improvement in the relationships between the children, their acceptance of each other, and they started to do very positive change in their

live in very difficult conditions. We support them as much as we can. We help them to have better relationships with their children, to listen to them, to understand them and to be aware of their responsibilities to protect their children from all risks around. I love these children very much.

Hanane Hamadi - Social Worker
Dar Al Amal

أنا اسمي سوزان وعيشي بسبرا	My name is Suzan. I live in Sabra.
عصري لي سنة معندي بنت	I am 14. I have a sister.
أنا أحب أن أتعلم	I like to learn how to read and write.
القراءة والكتابة جئت	This is why I came to Dar Al Amal.
إلى جمعية دار الأمل	I like all my teachers
وأحب جميع المعلمات	because they made
مشكرا لأنني روح يفتقر لي	my dream
علمي	come true.



It is my first experience working in Dar Al Amal center in Sabra. I am responsible of the literacy classes addressed to children between 8 and 14, who live in miserable social community, where no respect or protection of any right of the children.

These children started to come to the center in unbelievable dramatic situation: very clear appearances of poverty (very dirty clothes, visible bad nutrition, incapacity to communicate and behave with the least respect to others, very bad words...)

That is not at all strange to children who live most of their time in the streets, who never had the chance to enter in a school...

I had strong contradictory feelings:
 - Fear of incapacity to help them realize their dream to read and write
 - Their love to learn and acquire like other children informations about the arabic language. It was very well seen in the brightness of their eyes.
 Actually they reached the first step, and started to read and write. They are very smart, very happy to have books, copy books, pencils, hand bags...

I am very happy to work with these young girls who come each morning to the center very early, before it opens, saying that "It is their school which they like very much"

Claire Narallah - Literacy teacher
Dar Al Amal



behaviours. There is a decrease in conflicts between them; they are listening to each other, express themselves, build friendships, and have better self confidence. I do frequently family visits to the families of the children in Sabra and Chatila camp. They



Let's go to the movies



Tinker Bell

To take a child out of a war and to make him smile again, he needs to be provided with the opportunity to discover himself and develop the skills needed to cope with all the difficulties in his life. With the WCH program, in addition to our psychosocial support activities, children are also participating in many recreational activities to help them ease off the pain and enjoy a healthy environment that encourages them to be creative and resilient.

On August 9, 2011, 104 children went to the movies to watch "Tinker Bell". To take children out of war and to make a smile in their hearts, they need an opportunity to be into different fields to see them self, to discover their skills and to develop their personality. So many activities will be done during the program like psychosocial support, French courses, outing, recreational activities to be more creative, more enthusiasm and this is what makes them ask to go to school. So one of these activities has been carried out is when 104 children go to the movies.

It was a memorable day for the children. For most, this was their first visit to the movies. They got to experience many new things; the hall, the big screen, the light, sitting in their seats, the beginning and the ending of the movie. It was a very impressive day especially it was the first that they know what the movies

is. Everything was new for them: the hall, the big screen, the light, the way that they have to seat, the beginning and the ending of the film...

They enjoyed every moment of the outing. When asked, they were eager to share their opinion: "I like to be the guard because he was clever", "it was beautiful when they discovered they were sisters", "I didn't like when tinker's wing was broken", "we loved the snow, the clothes, the ice, there were many seasons, winter, spring, summer, and there was flowers...", "I liked when the bird saved the life of Tinker", "we enjoy the road in the bus, we were singing...",



They enjoy every moment by saying an expressive word; some children said: "I like to be the guard because he was clever", "it was beautiful when they discovered they were sisters", "I didn't like when the tinker wing was broken". Others said: "we enjoy the road in the bus, we were singing...", "we loved the snow, the clothes, the ice, it was many seasons winter,

spring, summer, and there was flowers...", "I liked when the bird saved the life of Tinker" It was also great for their teachers to hear the children laugh and to see the big smiles on their faces. In addition, it was wonderful when all teachers heard their laugh and seen their smile on their faces. While some children, especially the young ones, got bored because they were expecting to be outdoors; most asked to go another time, when it's not Ramadan so they can enjoy eating popcorn. Even some children were bored because they expected to be at open area especially the small kids but most of them asking to go another time and don't be at

Ramadan because they didn't eat popcorn... Finally we should always remember, a child's world is an innocent world, and we are responsible to fill it with love and peace. Finally, the child is an innocent world; let's fill it with love and peace.

Yasmine Tayba
Psychotherapist War Child

My dreams

My name is Yasser Sarhan and I am twelve years old. My family and I live in the Baraksat neighborhood inside the Ain el Helweh camp.

Every day I go to school (like most of my friends) which is close to my home. I love learning, studying and playing with my friends. However, I am always afraid to go there because teachers are mean and sometimes they beat us. Usually, after school, my friends and I play under the house.

Unfortunately, the neighborhood is small so we always face problems from the neighbors who get bothered and annoyed from us, but we don't mean it, we just want to play!

I just wish we could have a big play ground where we could play without bothering anyone. I even imagine that place to have

trees and lots of games so every child could play.

I just hope that this will happen soon so I can play in it, and if not I hope that my wish will be achieved for my brothers and sisters

But when will this day come... when will my dreams come true... I don't know...



Naba'a

War Child in coordination with the Ministry of Labour and Ministry of Social Affairs launched a national awareness campaign against "Worst forms of Child Labour" during the months of July and August.



A 30 seconds TV spot. The spot is a cartoon animation and shows a child walking and carrying tools that represent different kinds of work children are doing. Hands from outside start appearing and taking the tools out from the child and replacing them with other tools that are related to his education; like books, pens, ball... (the hands represents the society) At the end a awareness message appears with the text: "its their right to go to school, and making this happen is our responsibility". The TV spot was broadcast on 9 TV stations.

Publishing an ad for 5 consecutive weeks on Al Waseet magazine holding the same message like in the spot. Al Waseet is the biggest advertisement magazine in Lebanon. 650,000 copies are distributed for free all over Lebanon on weekly bases and read by around one million persons.

The Gathering of Diversity

We are born in a country that we call home, we consider ourselves citizens, and yet we are mere observers of situations that are forced upon us...We inherit the vision of our parents, our communities, visions that are incomplete. We inherit their fears of the "other" in the country. We inherit their isolation, their dependency on political parties. We inherit their wars and conflict, we inherit their memories, and we inherit their imposed coexistence; where communities live together and mix not because they have a free will and a desire to do so but because it is an inevitable fact.

And we relive and accept this inheritance... and we revive the cycle of conflicts, the hatred amongst each other. In other words, we revive our inheritance...

But in the face of this inheritance, They came together to refuse this pattern of imposed coexistence, and instead they are planting the seeds of a new coexistence based on choice, their desire to interact with 'the other,' allowing and acknowledging the right to be different, and respecting these differences.

Who are they? They are children and youth age 13 to 18, they come from different regions of Lebanon, from different confessional groups, political affiliations, and socio-economic backgrounds. They are members of the Citizenship and Peace Youth Clubs, also called the Amicales, which were established by the Sustainable Democracy Center (SDC). They are trying to redefine the meaning of

coexistence, and the process starts by knowing 'the other.'

In July of 2012, the youth gathered from different Lebanese regions for the fourth Summer Training School. The school was conducted by the Sustainable Democracy Center, and focused on child and youth participation in peace building, as part of the program "Participation beyond Age... Peace beyond Fear".

Held in Ehden, the training sessions and workshops took place during two different periods, from July 9 to July 14 and from July 14 to July 19, allowing 80 children and youth to meet each other and break down the barriers that society has instilled.

During the two stages of summer school, they got to know 'the other,' and made friends with youth from different Lebanese regions, confessions, and backgrounds. As they got to know one another, they also participated in trainings and peer to peer workshops on children's rights, participation, cultural heritage, citizenship, and advocacy. These workshops prompted conversations that allowed them to better understand other youth in Lebanon, knowing their background, their feelings, and their experiences in the country.

Together, they held a Festival of Diversity, featuring recipes from the different regions of Lebanon; food from the South, from the North, from Mount Lebanon, from Chouf, from Beirut, and from Palestine. Together, they hiked in beautiful Horsh Ehden, encouraged each other as they tested their limits.



They drafted their own social contract, consensual ground upon which their daily coexistence was based and held each other accountable to the standards and goals they created.

Together, they discussed their heritage, their diversity, their identities and discovering others. They learned that cultural heritage can also be conflictual, because they have inherited different memories of the conflicts in Lebanon. So they developed a Multi Memory Multi History book of the conflicts, displaying all of their views, the memories that they heard from their parents and communities.

They analyzed their theoretical views on citizenship, asked themselves "what went wrong in Lebanon?" and realized that it is a net of problems that are intertwined, that one of the solutions to this conflict is to start with themselves, to change their own mentalities, and then to reach out within

their community.

They learned that advocacy is also a mean to reach their goals; that they can advocate to change laws, to raise awareness through events, workshops, and social and traditional media. As they learned how to work together as a group, they learned how to make their voices heard, how to promote peaceful change within their society.

"For these weeks, we ate together, worked together, created together, and lived together. And because of this, we know that coexistence will remain fragile unless we understand each other's point of views, which is what led to this schism between people. Unless we know, we cannot move on. And in light of the truth, we have decided not merely to passively coexist, but to live together..."

Sustainable Democracy Center Team



Education in Lebanon

War Child Holland has conducted a desk study on education in Lebanon.



The main **findings** show the boy to girl ratio in private and semiprivate schools are higher than state schools and UNRWA schools. Poor and middle income families tend to prioritize education for their sons and believe that semiprivate school offers a higher standard education than public schools.

Teachers of public secondary schools were found to be more qualified academically as well as professionally having command over teaching methodologies as compared to the teachers of private secondary schools.

The study also implies that public education expenditure is increasing while the quality of basic education is deteriorating.

The study **concludes** that education in Lebanon is a vital tool for addressing all critical problems relevant to sustainable development, in particular poverty, social integration, peace and stability, knowledge formation and sharing.

It is recommended as well the activation of Parents Associations to take a vital role in schools to bring up healthy citizens. Among the main recommendations for ensuring equity in education is to pass and apply the implementing decrees for the law of free compulsory education and people with special needs.

The paper **provides** a general overview of the educational system and framework at the public and private sector based on the most recent official data.

It also outlines some recent policy developments and suggests policy options and recommendations towards improving the quality and equity of education and activating its role as key instrument for social development.

Contact us to get your **copy** of the paper



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