Minutes

Akkar

Back to School Workshop Thursday 23, June, 2016

Please find below my brief notes from the BTS workshop held on Thursday June 23, 2016 :

( Communication for Development )  presentation

* SUPPLY  ≠  Demand
* Services  such as ( Education ) Schools may be available; supplies available , stationary available, transportation available but **students do not come**
* Clean water may be available but people may not use it.
* Vaccines may be available but people will not vaccinate their children

**Reasons :**

* It is not the posters, flyers, microphone only that will get children to school
* We need structured research data, mapping, dialogue, interpersonal communication, for why children are NOT coming to school

Mapping of outreach for Back to School campaign  is the main exercise in this workshop

* Who are the partners
* Where are they working
* When are they working

**Communication with communities**

**Example :**

Field visit to a father with 14 children out of school.  Social worker visits to inform the father about free education opportunities. The father responds before talking to me about education give me food and transportation .

Social Worker decides that Father is not prioritizing education for children and turns away . **( WRONG )**

**ENGAGEMENT :**

Proper communication is **ENGAGEMENT** ( not  giving up ) with the father and family.  Talking to the father giving reasons about the importance of education and trying several methods to change his perception re the importance of education.

Dialogue : Ask and answer all the questions of people  before convincing people of a service .

**Interpersonal Communication :**

How to talk to parents ?

How to talk to community leaders ?

How to take to educators and public administrators ?

**Advocacy :**

**Examples :**

Convince religious leaders to promote and encourage followers to send children to school .

Improve educational services to the most vulnerable people left out of public schools

**Social Mobilization**

**Examples :**

Establishing partnerships with NGO, local community leaders, establish committees and get message across to get message the following message across ( send children to public schools )

**Communication for Behavioral Change  :**

**Communication for Social change**

Example : decrease the number of early marriage

**Challenges for Public school enrollment and retention of Syrian children ( raised by participants )   :**

1. Refugees are illegal residents and thus their children to work because children are not arrested for illegal stay
2. Violence in public schools . One child suffers from corporal punishment whole family stops going
3. No clear strategy and feedback re cases of violence in public schools reported
4. Discrimination against Syrian children in public schools by Lebanese public school teachers. All teachers in public schools Lebanese
5. Language of education in public schools especially Science and Math is French / or English
6. Child is source of income for family. Easier for child to find work
7. Lack of trust in public school. Syrians know that Most Lebanese children go to private schools and private school teachers send their children to private school
8. The video of child being beaten by supervisor in public school was filmed by mobile phone. MEHE and school response ( ban mobile phones in public schools )
9. Distance between informal settlement and public schools
10. Attitudes of Teachers toward Syrian children
11. No clear feedback to NGO that convince parents to report on violence in public schools
12. A big geographical area of Akkar such as Dreib Gharbi ( from village of Tleil and surrounding ) Syrian children not going to public school. Due to availability of Syrian Learning Center and it