

**MINISTRY OF NATIONAL EDUCATION, YOUTH AND SPORTS
CENTER FOR EDUCATIONAL RESEARCH AND DEVELOPMENT**

**GENERAL EDUCATION PROJECT - PREPARATION PHASE
SUB-COMPONENT (1.4):**

NGOs & EDUCATION IN LEBANON

**An Exploration of the NGOs implementing education projects and activities
and/or working with or in coordination with Public Schools In Lebanon.**

**By Reema Mansour
Consultant**

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Foreword

Initially, the study was to identify the non-governmental organizations which could participate and/or manage the pilot phase of the Improving Public School Management Project (sub-component of the General Education Project). The goal was to assess: (a) the NGOs capability and capacity to take on that role in terms of NGOs' outreach, project planning, designing, monitoring and evaluating systems and skills, and (b) the NGOs' relationship with/to the school system and the local community they provide services for.

The International consultant, the National consultant and the coordination committee for the overall project agreed that the study as presented at that time was too ambitious. In particular:

- During the school meetings, the consultants realized that the principals could not think of a possible role for NGOs within the school system. The role of NGOs is still considered to be service delivery. Neither the principals nor the General Director could think of any other activity that NGOs could implement or oversee within the school system.
- The concept of establishing School Boards was met by unanimous opposition, especially if they were to have any major prescribed authority. The School Boards were to have people from the different sectors of the community and therefore make it easy for the integration of and the participation of the community members in the school and the education process. If the School Boards, i.e. community, were not accepted as potential players in the educational reform then the NGOs participation/role would definitely be viewed as threatening at this stage.
- It was crucial that the Pilot School Project be approved by the main players as a starting point for the process. Insisting on the NGOs involvement in the process at the start of the pilot school study was to be a hindering factor for the establishment of the Pilot Schools.

It was seen appropriate by the consultants to postpone the discussion and assessment of involving NGOs in the school system prior to the period between the second and fifth year of the implementation phase of the Pilot Schools. This study focuses therefore on an exploration on NGOs working in the Education sector or delivering and implementing educational services and projects in Lebanon.

The procedures and results of this exploration are found in the report below.

1. Overall goal: Implement an exploration on NGOs working in the Education sector or delivering and implementing educational services and projects in Lebanon.

Sub-goal I: To learn about the nature and characteristics of educational services and projects implemented by NGOs in Lebanon.

Sub-goal II: To learn about the relation of the NGO or its projects to the public education sector, especially the public schools.

2. The Methodology, the Selection Criteria of the NGOs, and the Results

2.1 The Methodology

The methodology was centered on:

- Visits and interviews to 10 of the biggest and most prominent NGOs in Lebanon.
- Telephone interviews to 15 NGOs

The study was conducted during a 5 day period of time over the month of December 1998. The consultant interviewed NGO management staff like directors or executive presidents.

2.2 The Selection Criteria for the NGOs

The criteria taken into consideration when choosing the NGOs for this assessment are:

2.2.1 The NGO provides the community with Educational Services, including non-formal educational services and activities.

2.2.2 The NGO has outreach in the country.

There is a huge number of NGOs in Lebanon, whether national, community based or grass root, and most are implementing a small scale activity within the education sector, like summer activities for 100 children in a remote village. The consultant limited the visits to only NGOs of a National scale.

2.2.3 The NGO's activities are addressed predominantly to Lebanese citizens.

There is a big number of NGOs that provide services to refugees and residents of non-Lebanese nationalities residing in Lebanon. These NGOs are usually registered under the Lebanese law as Lebanese NGOs in order to have a legal status and be able to get funding. Most of these NGOs have very good projects, mainly in the field of education. However, as they do not work with Lebanese nationals or institutions, the consultant did not consider them in this report.

2.3 Results:

- A semi-structured questionnaire used during the interviews (ref. Annex I).
- A list of the 10 NGOs who were visited and interviewed, with a 2-line summary on the NGO (ref. Annex II - List of NGOs Interviewed).
- Profiles of 10 of the NGOs working in-education which meet fully the above-mentioned criteria (ref. Annex III - 10 NGO Profiles).
- Information on NGOs contacted by telephone. These NGOs have education projects/activities but were not met with due to lack of time. The information provided is only related to their educational activities/projects (ref. Annex IV- List and Profiles of 7 NGOs contacted by Phone).
- A list of 8 NGOs which were contacted but have either no education activities or have stopped delivering any (ref. Annex V - List and status of 8 NGOs contacted but have no education activities).

The overall number of NGOs met with and contacted does not constitute all the NGOs who have educational activities/projects in Lebanon. The NGOs met with and interviewed were chosen as preference due to time limitations.

3. NGOs in Lebanon

3.1 General History

During fifteen years of Civil war in Lebanon, NGOs concentrated their efforts on emergency medical relief, food distribution, and other typical war-time efforts; and in moments of relative peace they worked on reconstruction efforts. These activities helped strengthening NGOs. However, the type of assistance delivered required limited planning, follow-up, monitoring and evaluation. Furthermore, access to intellectual and organizational development resources was very limited. Therefore, NGOs emerged from the War, ineffective at "community development activities" which are needed today to rebuild the civil society and tackle social problems.

Some Lebanese NGOs still face the daunting task of moving from emergency, relief and charity organizations to genuine development organizations which take a forward-looking approach to vigorously assess the needs of the communities they serve and design programs to meet these needs. At the same time, international funding has shifted elsewhere, as they sensed that "peace" has come to Lebanon. In the few cases where NGOs were receiving large amounts of international funding it was to temporarily cover up a sector where the Government was inactive.

Currently, some national NGOs are working on self-development. They are trying to tackle their needs by providing their staff with training. However, the grassroots organizations are unaware that help could be acquired in this field and therefore do not ask for it.

NGOs in Lebanon have played the biggest role of covering the gaps for needed basic social services. In the Education sector, NGOs have tried to play a role in formal education by opening subsidized schools with well trained teachers that use new and well developed curricula. There are many NGOs in Lebanon, like Al Makassed Philanthropic Organization, that have established schools in the most needy areas and offered subsidized fees. Still, the need for provision of services in Lebanese communities bypasses NGOs financial and institutional capacity.

NGOs also implement complementary or preventive educational activities like educational rehabilitation for school drop-outs and after-school particular lessons for the low achievers. Finally, they offer educational non-formal activities which are not provided by public school.

3.2 Funding sources

NGO funding in Lebanon is scarce. Now that "peace" has come to Lebanon, international NGOs and bilateral donors, long a major source of local NGOs, have shifted their attention elsewhere. The World Bank has stepped in as a major source of funding for large Government projects in the social sectors, particularly education and health care, the cornerstones of physical quality of life. The NGO sector continues to be under funded.

NGO funding can be categorized as follows: (a) international governments and NGOs, (b) the Government, (c) local donors, and (d) user fees. NGOs now obtain the bulk of their international funding from Governments and NGOs in G-7, Scandinavian and Gulf countries. The national NGOs get the largest share of international funding, yet much of this funding is earmarked for reconstruction at the expense of social transformation. Funds have been delegated to transform the agricultural component of the Hashish belt of the Bekaa Valley into non-drug agricultural production.

Government funding is usually through ministries such as the Ministry of Social Affairs. Local donations come from rich families, public appeals or, if they are the local affiliate of a national organization, from the head office. Some have self financing sustainable projects. Many implement income generating projects. Furthermore, almost all of them undertake local or international fundraising campaigns. Political parties and religious movements continue to fund NGO activities but not at the previous higher levels as during the war.

Local, grassroots organizations working with youth get their major funding from donations, partnering with international organizations, or from donation campaigns they carry out in their areas of operation, and moreover from rich individuals.

3.3 Types of Educational activities implemented

The education system, for a long time, was weak, particularly in the Lebanese public schools. In general, teachers are poorly trained, and the method of teaching is one of top-down rote memorization. This approach does not empower students to become productive members of the society. It does not equip them with the cognitive and communication skills that will enable them to analyze social problems and contribute to the development of society.

Many students drop out of school because of financial pressures or because the school is considered to be unchallenging. Overly crowded classrooms, double-shifting and poorly motivated teachers are among the problems affecting the educational system in Lebanon.

While it is the role of the Government to address these issues, still NGOs, and Village-Based Collectives, can have a significant impact on a local level. The NGOs visited and those interviewed by phone are implementing educational activities that are crucial and basic.

NGOs have been working on educational, formal and non-formal, activities with children throughout and since the Civil War. Summer camps are quite common in Lebanon. Many focus on singing songs and athletic activities. A smaller number, however, have organized educational activities on theater, cinema, educational rehabilitation, environmental education, cleaning campaigns, rehabilitation of public gardens and archeological sites, handicraft training, painting and drawing.

The local, community-based and grassroots organizations benefited from skills developed in children activities from the Education for Peace training project that UNICEF was implementing till 1993. Due to lack of funding and institutional capacity, these NGOs usually carry out recreational activities and social activities according to the human resources they have. These activities include singing, dancing, handicrafts making, basic lecturing on environmental, health, and social issues, cleaning campaigns, and first aid training. They usually get help on technical issues, like health and environmental lectures and handicrafts, from their circle of friends and acquaintances for free.

Health awareness in schools exists through the School Medicine Program implemented by 14 NGOs in coordination with the Ministry of Education and the Ministry of Health. Many NGOs have a wide range of health projects. Some give lectures on health in the schools.

Many NGOs also tackle the issue of school drop-outs by giving subsidized, after school lessons. An NGO named AFEL, that has been met with (ref. Annex III), even established a special school to deal with the problem of school drop outs and low achievers.

3.3.1 Strengths of NGOs providing educational services:

- Volunteerism is a great resource for NGOs in Lebanon. Almost all of the organizations working with the 6-25 age groups have trained volunteers who are themselves youth who implement the NGOs activities.
- A genuine concern for the situation of education in Lebanon and improving the condition of children is another asset. This is the case both with organizations which are national in scope and with local grassroots organizations.
- Community trust is another asset. A number of these local and national organizations began operations before or during the War and have since earned the trust of the communities they serve. This makes it easy for them to introduce different projects and get the needed support.

3.3.2 Weaknesses/Problems of NGOs providing educational services:

- Shifting gears from emergency and relief work to community development and empowerment has been difficult for many NGOs. This has required organizations to develop entirely new skills and new philosophies to create sustainable development. While some organizations have undertaken training programs, others are unsure as for what to do.
- Funding remains a problem for most local and national organizations in Lebanon. During the war many NGOs became dependent on outside funding to carry out their emergency efforts. Today, many do not have the concepts of fundraising and self sufficiency ingrained in their mind-sets, which in turn has meant that they have not developed the skills to undertake these approaches. Many of these local efforts were established by outside funding through political or religious movements and are today in a dire financial situation. Some of these NGOs have solid potential and would greatly benefit from skill building as they still have the trust of the communities they serve.
- Relations between the Ministry of Education and many NGOs are weak. In the NGOs opinion, the Ministry does not see the important and active role that the NGOs play and could further develop in the education sector in Lebanon and in the public school system in particular.
- Cooperation between NGOs in Lebanon is weak. It weakens their advocacy role.

4. How can the NGOs be involved within the Improving Public School Management Project - Recommended activities

The level and type of involvement of NGOs is to be assessed during the implementation phase of the project and further by implementing another exploration to assess the capacity of NGOs (ref., section 6.1). Nevertheless, the consultant has some ideas that could be considered along the way and could be a guide to the PEG coordination unit, the facilitator, and the next study.

NGOs could work in close collaboration with the school principal and the parents committee in order to implement some of the following activities.

4.1 Formal Activities/curricular activities:

- School Boards is a concept that still needs to be assessed in this process. At a later stage, the NGOs could help in working to create school boards. Many NGOs are currently working as mediators with the village committees and municipalities. NGOs working in specific areas know the community members well and are able to communicate with them. Most of the time NGOs staff are well acquainted with people like the principal teachers and parents.
- School Clubs are now a must in all public schools. NGOs can work with the schools to develop their clubs (that they should have according to the new curriculum). They could (a) train the community volunteers - that are recommended/chosen by the community and school principal, teachers and parents committee - to become the monitors; (b) follow-up and supervise their work; and (c) give the appropriate technical assistance when needed.
- Functional literacy and numeracy for drop-outs combined with career counseling is a way to strengthen the quality of life of the most vulnerable. These children/youth who have not obtained a Brevet (age 16) certificate and have exceeded the age when they can return the school, face daunting challenges as they cannot even enter an official vocational training program. These youth would greatly benefit from a functional literacy and numeracy program that would strengthen their life skills and their ability to conduct business on a basic level. This training could be linked to income generating activities or credit organizations. It is important to note that illiteracy is higher among females than males; programs should be targeted to correct this problem. The NGOs could be the link between these children and the vocational centers and organizations.
- Educational rehabilitation for youth who have dropped out of school but are young enough to re-enter. Many of the NGOs are providing this activity. For a more effective output, there is a need to strengthen the relationship of public schools with the NGOs that are providing this service.
- Awareness raising activities after school or at children's/youth associations greatly counteracts their absence from the school curriculum. Subjects such as the environment, health, and gender roles could be covered. These activities could be initiated in classes or after class hours by NGOs and later on integrated within the school program.
- Strengthening creative programs at local libraries could reinforce youth's cognitive, problem-solving, and cultural skills. Schools are poorly funded and lack good libraries, let alone the computer and Internet facilities that could give children access to the outside world and reduce their sense of isolation. In addition to materials—Books, Computers, Internet access—children need creative

programs. Skilled trainers could run weekly programs for children including participatory lectures and slide shows. This could be done within school clubs or through training the school's librarian to deliver such programs.

- Educational credit programs could help ease the financial burden on families which struggle to pay even the minimal fees charged by the public schools. It is this expense that often leads to children dropping out of school.
- Environmental awareness, recycling and cooperation programs are badly needed. Awareness sessions and programs could be easily delivered within the school system by environmental organizations. Whether in class or through school clubs, activities could be implemented to sensitize the students to environmental issues.

4.2 Non formal, recreational education projects/activities:

Parks, playgrounds, and other forms of public space where individuals have the psychological space to relax and develop the creative and playful sides of personality are virtually absent in Lebanon. Further, most recreational activities have been privatized and are very expensive. NGOs are trying to cover up for the lack of recreation through summer activities. However, public schools would be the perfect place to deliver such activities to the whole community.

- Athletic activities. The school clubs could be a base for sports and physical activities.
- Cultural and Social activities: Activities such as Drama/Theater, Poetry, Reading, Dancing, and Singing could be implemented within school libraries or School Clubs with the help of NGOs whether through training school staff or implementing the actual activities

5. Final Recommendations and Observations:

5.1 NGOs' involvement in project activities

An assessment of NGOs institutional capacity to implement activities within public schools should take place once NGOs' implication in the project is more clearly defined. NGOs involvement could be considered for strengthening Parents committees and community participation in school life and for the establishment of School boards. This assessment should gather information on:

- The extent of NGO's outreach in the country.
- The NGO's project planning and designing skills.
- The existence and efficiency of the NGO's monitoring and evaluation systems and skills.
- The NGO's relationship with the local community they provide services for. Does the local community, public school management/staff trust them

The criteria that will be taken into consideration when choosing the NGOs for this assessment are the following:

- NGO's outreach in the country. The NGO should be functioning in most of the Cajas.
- NGO is secular.
- NGO has experience in sustainable community development.
- NGO has institutional capacity.

The recommended semi-structured questionnaire is found in Annex VI.

5.2 The School Principals

- It is strongly recommended that the School Principal be a member of the village. The sense of belonging to the community tends to reinforce his/her commitment to the school. The School Principal should also be thereof better predisposed to community members' involvement in school activities.
- It is recommended that the principals of the schools be given the authority to use the public school facilities after the school hours with the consent of the Regional Director. The Ministry can monitor the usage of the facilities through involving the pedagogic counselors in evaluating the educational importance of the activity being implemented in the school whether by NGOs or the community.

ANNEXES

ANNEX I

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

Date of visitation(s) or interview(s):-----

I. Organizational Details:

- 1) NGO name:
- 2) Address/telephone/contact name & position:
- 3) Date of establishment/years of service:
- 4) Offices around Lebanon(if any):
- 5) Number of staff - M/F ratio:

II. Relevant Experience

- 6) What are the sectors/activities your NGO is involved in?
- 7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?
- 8) What are the activities/projects implemented within the school system/territory?
- 9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?
- 10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

III. Observations:

Annex II

List of 10 NGOs visited and Met with

- **AFEL.**

AFEL is a National NGO that works for providing children with their basic needs. Today, one of their most important projects is an education project that deals with school drop-outs and low academic achievers.

- **National Young Men's Christian Association.**

YMCA is a National NGO that has international affiliates. It started in 1890 in Lebanon as a student and youth organization and today YMCA has different projects among which is one that involves awareness raising and non-formal activities in schools.

- **Young Women's Christian Association.**

YWCA is a National NGO with international affiliates. It started as a vocational school for women. Today YWCA has programs that involve children in non-formal and awareness raising educational activities.

- **Amel Foundation.**

Amel Foundation is a National NGO that operates through local centers in the South, Bekaa, and the Beirut Suburb. Their education projects include Literacy classes, vocational training, and awareness raising in schools. They are among the NGOs that implement the School Medicine Program in public schools.

- **Save the Children (US).**

SCF is an International organization that has been operating in Lebanon since the early sixties. One of its major programs is children and youth clubs in public schools.

- **Secours Populaire Libanais.**

SPL is a National NGO that has very wide outreach in the country. They are one of the key implementers of the School Medicine Program in public schools. They moreover have started with the Mouth and Dental Hygiene Program besides having a Primary school.

- **Movement Social Libanais.**

MSL is a National NGO that operates in all the Cazas of Lebanon. Besides the curricular, particular lessons and educational, rehabilitation classes provided for low academic achievers, MSL has started a club in a public school that is coordinated with CERD.

- **Rene Mouawwad Foundation.**

RMF is a National organization that has literacy programs and awareness programs.

- **Youth Association for the Blind (YAB).**

YAB is seeking to fully integrate the blind child in its society through its projects. Today YAB has enlarged its projects and is working in 4 cazas in Lebanon.

- **Imam El Sadr Foundation.**

Imam El Sadr Foundation is mainly an orphanage but most of the activities in the foundation center around educational goals.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

AFEL

Date of visitation(s) or interview(s): December 21, 1998

I. Organizational Details:

1) NGO name:

AFEL: Association du Foyer de l'Enfant Libanais (The Home of the Lebanese Child)

2) Address/telephone/contact name & position:

Address: Beirut, Sin EL Fil, Youssef Karam street, Yahya bldg., 4th floor.

Telephone: 01/481690 - 494411

Fax: 01/601573 - 01/481690

Contact: Simone Warde, member of the administrative board
Amal Farhat, responsible for the social office.

3) Date of establishment/years of service:

Established in 1976, and functioning for 22 years.

4) Offices around Lebanon(if any):

The Beirut main office.

5) Number of staff - M/F ratio:

48 Employees

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

The activities AFEL is involved in are all related to social and educational services and programs. These include the following:

■ **Educational services and programs:** The following activities are referred to under the education sector in the organization although some are only social services.

- **The Internal Care Center: In Jwar El Bwashek village:**

A center that acts as a home to 57 children aged 4-16 years old. The children who are received at the center have one or more of the following problems:

- * come from a family that has social problems such as drug addiction, alcoholism, child rape, psychological or mental problems.

- * are mistreated by their parents (exposed to violence, torment, neglect, sexual assaults...).

Children are received yearly and are integrated in the village's schools. They are put into family like cells of ten children under the supervision of one care supervisor. The children are followed up on the educational, curricular (school), and psychological levels. The children participate in recreational sports and artistic activities. In July and August, summer camps are organized for the children.

- **Specialized Care Program: In Sin El Fil:**

It is a program that provides a preventive structure for children that are susceptible to becoming street children. Its aim is to encourage them to build a successful future and help rehabilitate their natural environment (family, school). The children are aged 5-12 years old and live in either Bourj Hammoud or Sin El Fil. Twenty five children benefited from this program last year.

The program provides its services from October till June, from 1:00 p.m. till 7:00 p.m. daily. The children attend a summer camp in July and August.

- **The General Care Program:** That includes the following activities inter-linked activities under it. The children attending one activity may be attending all.
 1. The Restaurant: The aim of this restaurant is to provide a meal for the children who come from economically deprived families and who live in the area of Sin El Fil, Bourj Hammoud and Nabaa. The children who benefit from this restaurant are 4-14 years old. Last year, 120 child benefited from the restaurant. This service is provided from October till August, Monday through Saturday, between 1:00 till 2:30 in the afternoon.
 2. Night time particular lessons: (Explained Under Question 7) The aim of this activity is to help the children who come from illiterate families and to help in reducing the level of school class repetition.
 3. Recreational Activities: That aim at providing children and youth aged 6-18 with a positive, encouraging environment to protect them from street dangers and falling into them. One objective is to involve the children and youth in positive and effective activities that build their abilities and potential and strengthens their integration in the social environment in a better manner. Another objective, is to develop the sense of responsibility and group in the children and youth and make them partners in the organizations' preventive project for the community they live in. These activities take the form of.
 - Workshops and artistic activities for children aged 6-12.
 - Vocational workshops for youth between the ages of 14-18.
 - Awareness raising and guidance programs.
 - Help and encouragement in preparing assistant trainers, a sports team, scouts.
 - Organization of festivals and summer activities in July and August.
 4. * School Scholarships: (Explained Under Question 7)
 5. * Academic/scholastic rehabilitation program: (Explained Under Question 7)
 - **Social services and programs:** The following activities and programs are considered under the social section in the organization although they are education projects. These activities or projects are complementary to the educational ones provided for the children as these are directed to their parents. The work group in the social section prepares programs that aim at rehabilitating the family on the social, economic and educational levels.
- **The Literacy Project:**

This project enables the grown ups to read and write in a basic manner through an academic course over a period of nine months.
- **Popular Education:**

An educational project that is based on awareness raising activities for the participants. The issues discussed are based on the participant's daily needs.

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

- Night time tutoring:

The aim of this activity is to help the children who come from illiterate families and to help in reducing the level of school class repetition. The beneficiaries are children who attend classes from the 1st elementary till the 1st intermediate. The classes are given Monday through Friday, from October till June. Last year, 85 children benefited from this service.

The activity is implemented in three places:

- The center of the NGO in Sin El Fil,
- A school in Sin El Fil,
- A nursery in Bourj Hammoud.

The relation to the public school in this activity is manifested in the following:

- Students from 5 Public schools attend the classes. These schools are the Bourj Hammoud Public Intermediate School (Beirut), Sin El Fil Public Intermediate School (Beirut), Saloumi Public Intermediate School (Beirut), Dahr El Jamal Public Intermediate School (Damour, South), and Daroun Public Intermediate School (Jwar El Bawashek).
- The students are all followed up in school and at home. The concerned staff from the organization meet with the school teachers the children relate to and the principal once a month to assess their situation and discuss issues. The relation is mainly one of giving and receiving information about the children.

■ School Scholarships:

The aim of this activity is to provide financial help to the parents that will allow the biggest number of students to enroll in a normal school or a vocational training center. Moreover, to support education as an effective way to social and economic advancement.

The child who would be eligible to take a scholarship should come from a family that has 2 or more children and that is suffering from financial problems in addition to either a health, legal, or social problem or has lost one of the parents.

Last year, 410 scholarships were provided to students in the elementary up to the secondary levels and to students in technical and vocational classes.

The relation to the public school in this activity is through following up on the children who have been given a scholarship by the organization. The staff member relates to the teachers to make sure that the child is performing well.

■ Academic/scholastic rehabilitation program:

The objectives of this activity are:

1. To give children who have not enrolled in school a chance to compensate for what they have missed of the school years according to their capacities.
2. To give children in the elementary classes who suffer from any sort of academic slackening a chance to follow-up with the classes and studies and to, in two years, join a general education or vocational school.
3. To provide the basic education for children who suffer from slight mental disabilities, when their cases do not need specialized care in a center for the mentally disabled. This is done to make it easy to and simplify their vocational training and re-integration in society.

The academic methods used in this school:

- The curriculum used is inspired from the Montessori and Freinet curriculums.
- The methodology applied in teaching reading, writing, and mathematics is based on individual and personal communication. Regarding teaching the linguistics (read and written) lessons are given in a group in a manner that simplifies communication between children.
- Each class is made up of 7-9 students that are supervised and cared for by a specialized educator.

These academic/scholastic rehabilitation classes are given in the organization's centers in Bourj Hammoud, in Beirut, and Rashieen, in Keserouen area in Mount Lebanon. The service is provided from October till June, from 8:00 a.m. till 2:00 p.m. like any normal school. Last year, 70 students aged 6-15 benefited from these classes. Yearly, 4 to 5 children are reintegrated in the normal schools. For this reason, the teachers are well informed about the curricula that is being implemented in the public schools, including the new curriculum, as they have to be aware of and prepare the children to the academic environment they are shifting to.

This project is partially funded by the Ministry of Social Affaires, the Educational Disabilities Branch. Each child has to pass through an examination in the organization and then one at the Ministry of Social Affaires before being accepted in the program.

Moreover, the children who pass are given success certificates from the organization that pass the approval of the Ministry of Education.

8) What are the activities/projects implemented within the school system/territory?

NONE.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

The coordinator of the social office felt that their role would not be as crucial and important if the schools, public and private, were able to implement their role fully.

The relation of the organization with the schools is through the children. As they both are working towards the benefit of the children, the acceptance of cooperation by the schools becomes very important.

While dealing with the public schools, a difference was seen between one school management and the other which makes it hard for the organization to implement the same program with the same components everywhere.

The importance of the cooperation between the organization and the school was stressed to improve the level of education and the level of success.

Previously, the organization has suggested that a committee be developed with the schools' management to study the idea of the organization's staff training the teachers on different methods or help them in upgrading the performance. This idea was refused by the schools as most of the principals did not agree. It was felt that the principals thought the organization would interfere in their work. For this reason, the coordinator of the social section thinks that if any training would be done by the principals, it should be done through and by the Ministry of Education. Moreover, she stressed the importance of the roles of inspectors and pedagogic counselors in observing the schools to learn about the problems and where they stem from.

They wanted to learn how they, as an organization are allowed to communicate with the parent's committee.

III. Observations:

It was observed throughout the conversation that the staff are concerned about the relation of the organization with the schools and the level of cooperation and coordination between the two. Nevertheless, not many efforts were portrayed in terms of trying to coordinate.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

National Young Men's Christian Association

Date of visitation(s) or interview(s): December 30, 1998

I. Organizational Details:

1) NGO name:

Young Men's Christian Association -Lebanon (YMCA)

A national, locally managed organization with international sister member associations

2) Address/telephone/contact name & position:

Beirut, Sin El Fil area, Horsh Tabet, near Antoine Library, Delta building.

Telephone: 01/490460 - 01/424571 - 01/886344 - 01/491749

Contacts: Ghassan Sayyah, Chief executive officer

Rita Ayyoub, responsible for the civic participation activities

Helena Nassif, responsible for the environmental activities

Albert Helwe, responsible for the vocational training program

3) Date of establishment/years of service:

YMCA in Lebanon was established in 1890. Throughout 108 years of service, YMCA has turned from being a student and youth organization in the 19th century into a national, indigenous development organization in the 20th century.

4) Offices around Lebanon(if any):

Have only their office in Beirut and function in all the areas by working through other local organizations.

5) Number of staff - M/F ratio:

NO Information was given.

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

YMCA is involved in:

- Health
- Environment
- Education
- Civics and Democracy
- Public Works
- Agriculture
- Income-generation
- Capacity Building amongst NGOs, the government, and the private sector: Training, management, and consultancy divisions.

The activities/programs under the above mentioned sectors are

♦ **Integrated Rural Development Program:**

Through a fund by USAID, YMCA is attempting to reverse the legacy of economic inequality and rural-urban disparities by supporting sustainable development activities in rural and remote areas of Lebanon.

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♦ **Integrated Rural Development Program:**

Through a fund by USAID, YMCA is attempting to reverse the legacy of economic inequality and rural-urban disparities by supporting sustainable development activities in rural and remote areas of Lebanon.

This project has 4 major components:

1. rural infrastructure development and rehabilitation
2. agricultural income generation for women
3. community environmental management
4. civic participation and community education

In the Integrated Rural Development Program, YMCA is working in the areas of North Lebanon, Bekaa Valley, West Bekaa, South Lebanon and the security zone. They formed 6 clusters of 35 villages in these areas

♦ **Medical Assistance Program:**

The YMCA's Medical Assistance program for the medically ill was initiated in 1988. Today the program reaches 111,691 patients in 361 cooperating dispensaries scattered throughout the country in remote and under served areas. In 1993, the Ministry of Public Health decided to become a major partner in the program, and in 1998 granted YMCA US\$ 2 million for this project.

Most of the 361 dispensaries YMCA cooperates with are private, non-governmental dispensaries.

The programs activities are:

- Through the Medical Assistance Program, in-kind donations of medicines, instruments and materials are offered to other private, non-profitable, humanitarian organizations and government hospitals.
- The program not only offers free medicine. Training seminars and workshops have been given to professionals and volunteers of the 361 dispensaries in capacity building, performance improvement, and promotion of primary health care and preventive approaches. With the collaboration of YMCA's International Management and Training Institute (IMTI), the socio-medical centers' staff and volunteers have been provided with organizational and management training to:
 - improve quality and efficiency of services provided
 - develop and improve supervisory skills
 - establish clear communication channels.
- For developing the primary health care program, YMCA has implemented needs assessments with doctors, dispensary staff and paramedical staff. Moreover, they conducted focus groups with women and youth groups.

♦ **International Management and Training Institute:**

After the war, YMCA believed that if governmental and non-governmental agencies were to mobilize themselves to rebuild the country they had to be more effective players. Therefore, in 1987, YMCA established the International Management and Training Institute (IMTI) to offer training services in organizational and managerial development to NGOs, government agencies, lay leaders, and the private sector. In 1998, the IMTI conducted 17 seminars and 3 workshops with a total of 566 participants from 294 associations.

IMTI also offers training of trainers skills.

Some of IMTI's programs target governments specifically, like the training of parliamentary staff and advisors in public policy formulation and newly elected municipalities in logistics and good governance.

IMTI is, moreover, concerned in developing links between the governments and the civil society organizations. The Canada-Lebanon policy dialog aims to establish an appropriate framework wherein NGOs and civil society organizations can interact directly with the parliament and its staff to collaborate, in particular, in the development of national policy.

♦ **Vocational Training programs:**

The Vocational Training Program for men and women was initiated in 1978. By 1998, 45,000 students have graduated from one of the YMCA's numerous different vocational courses. The courses involve both theoretical and practical components. The students' practicums are carried out in community projects to insure the transfer of benefits to the local area.

A recent practicum for plumbing students involved the upgrading of the water supply system and sanitary facilities of a local school.

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

♦ **Children and Youth - Education on Democracy:**

The Education on Democracy Program combines 2 of YMCA's priorities.

- 1) A concern with children and youth as they are the link to a better future.
- 2) Human Capacity Building to create viable and harmonious communities.

The activities in this component are:

- Children and youth, particularly underprivileged young people, are invited to attend.
 - summer camps
 - day camps
 - or in-school programs.

In these activities, the children and youth exposed to educational, recreational, extracurricular activities. Moreover, democracy and democratic practices are presented to young people as they are encouraged to practice these in their immediate environments and to assume their rights and responsibilities as future citizens.

- Training is also offered to NGOs and school teachers to promote strategies for dealing with beneficiaries and students, respectively, in a democratic manner.

- Camp counselors are given leadership training in the facilitation and promotion of group work, volunteerism, social responsibilities, problem solving techniques, and democratic practices. Yearly, 500 to 600 female and male youth are trained in coordination with 23 other NGOs who provide activities to 40/50 thousand children yearly.

- Within the summer camping activity, training is given to camp directors, camp counselors, and to the trainers themselves. In 1998, 275 trainees participated in 3 training sessions that were conducted over 24 training days by 15 trainers.

- Another component is carried out with public schools where training is given to both teachers and students. In 1998, 400 participants and 17 lecturers attended 8 workshops.

8) What are the activities/projects implemented within the school system/territory?

▪ **Vocational Training component:**

A recent practicum for plumbing students involved the upgrading of the water supply system and sanitary facilities of a local school.

▪ **Volunteer working camp:**

From Akkar to Nabatieh, volunteer youth meet to get to know one another and to do some community work. In Aadshit, a village in the caza of Nabatieh in Southern Lebanon, the youth in this camp rehabilitated the public school in the village. The need was assessed by the youth and contact was made with the principal of the

school through the local village committee. Many of the volunteers who worked on rehabilitating the school were students in it.

▪**Environment:**

In the environment project, an awareness and education activity was implemented in 6 public complementary schools. The awareness was done during the class hours and took about 45 minutes per class. After the awareness in the classes a reforestation campaign was implemented in the villages.

The school was contacted through a key person the YMCA knew from within the schools, they worked with the management and teachers to assign an environmental catalyst to keep the link with the students. They then linked these schools and environmental catalysts to the Green Line, an NGO that works for the environment, that has the School Garden Project and can train these catalysts. The teachers chosen for the environmental catalyst post in the schools were usually either supervisors or science teachers. The success of this initiative relates directly to the commitment and volunteer sense of the teacher in that post.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

During the conversation with the director of the organization, a certain amount of uncertainty was portrayed regarding the role and work of the staff in the education system.

His first comment on their role was that he believes that as an organization, they cannot tell what their role is regarding the public school before knowing what the role of the government itself will be next.

It was sensed that the director was not very optimistic about support from or coordination with the Ministry of Education. It is uncertain how much the Ministry is open to collaborating with the NGOs on major projects.

As an NGO, they have to get a permission, that might or might not be granted, to be able to work in and for the public school.

Most of the principals as he could see were not very productive. He, nevertheless, related this problem to factors external to the principal and existing in the system. These factors are frustrating to the principals. The principal has to work in more than one job because the salary he/she is offered is not enough, which causes him/her to be constantly tired and unable to put more effort into the school. There are no incentive and punishment schemes that set the limits for the principal.

Towards the end of the meeting, the director of YMCA was keen on the fact that an organization like YMCA has all the expertise, the experience and the training staff and material to handle the subject of education and democracy in the public education system. As a whole they are able to take care of the whole process from writing the material, printing, training, and implementing in the classes.

They have apparently offered to take part in the process of developing the curricula of the civic education component with CERD but were not included in the process.

III. Observations:

- YMCA has trained parliamentary staff and advisors in public policy formulation.
- YMCA has good links with the government through the different projects which should be a factor that encourages the MNEYS to trust them.
- YMCA are working on bringing together the government and non government organizations through the IMTI. This makes them aware of the problems and the obstacles linked to this process, they are more sensitive to the right approaches to be adopted when dealing with the Ministry officials.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

National Young Women's Christian Association

Date of visitation(s) or interview(s): December 22, 1998

I. Organizational Details:

1) NGO name:

National Young Women's Christian Association (YWCA).

2) Address/telephone/contact name & position:

Beirut, Ain El Mreisseh, YWCA building.

Telephone: 01/369635 - 01/367750,1 - 01/367770 - 01/371519

Contact: Mona Khaulil, executive director

Rola Dona, teacher/assistant

3) Date of establishment/years of service:

YWCA started its activities in Lebanon in 1900 in the capital, Beirut. The National YWCA was later established through a government decree in 1967

4) Offices around Lebanon(if any):

YWCA has 8 centers around Lebanon. They are in

- Ain Mraisseh, Beirut
- Achrafieh, Beirut
- Bauchrie, Beirut
- Marjayoun, Southern Lebanon
- Tyre, Southern Lebanon
- Hadath, Mount Lebanon
- Byblos (Jbeil), Mount Lebanon
- Tripoli, Northern Lebanon
- Ablah, Bekaa

5) Number of staff - M/F ratio:

No information.

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

■Community Services:

Hostels

- Day care centers
- Sewing workshops
- Home industries
- Day camps
- Feeding programs
- Orphan sponsorship
- Public Awareness
- Food distribution

■ Developmental Education:

- Vocational training
- Youth Programs

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

- Day care centers

YWCA has established 3 day care centers, 1 in Beirut and 2 in Hadath, and 3 Kindergartens that prepare 150 children aged 2-6 for their elementary education. Fees are kept at a minimum, scholarship assistance is provided for needy students.

There is no relation between these centers and the public schools.

- Vocational training

YWCA has vocational schools in 5 centers. These centers provide official and special certificates. Almost 1000 students attend these courses yearly. Moreover, an average of 200 scholarships are distributed to hardship cases in the centers. The only link of this project to the public schools is that students come from public schools to YWCA for vocational training. YWCA has links with schools, whether private or public to inform the management and the students of their courses.

- Youth Programs:

The youth programs focus on leadership training for community outreach. More than 40 volunteer young leaders are committed in addition to 200 volunteers from the local communities work in this program. Their basic activities are awareness raising campaigns around the country. They deal with issues like Women's Rights, Child's Rights, Environment. The major campaigns that have been implemented to date are on drugs and on violence.

The Non-Violence campaign was the theme during 1997/1998. The campaign touched on all levels and facets of violence.

- One day training workshops were implemented for teachers in /kindergartens and schools. Schools were invited to attend training and a few (12) of the public schools attended. They assume that the public school teachers did not attend as they had to pay the 10,000 LL. fee.

- Workshops were implemented in schools. There was some resistance from the public schools as they thought that providing the children with this information was dangerous on the issue of drugs.

8) What are the activities/projects implemented within the school system/territory?

No activities are implemented within the school system. Nevertheless, the schools are invited to all the activities of YWCA, which include expositions and special workshops, to introduce them to their activities. The school management is also invited to all the graduation ceremonies that take place.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

YWCA has partnership projects with the government on basic education in Africa, Asia and Latin America.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

They see their role in the schools as raising awareness of staff on the problems in the schools and how to improve their performance.

III. Observations:

The role of YWCA in the awareness raising projects is very important. These projects could be easily implemented in the school system and within the school hours by making the needed arrangements for the class to be free at a certain time for presentations or to have the material incorporated in the science and civic programs.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

Amel Association

Date of visitation(s) or interview(s): December 21, 1998

I. Organizational Details:

1) NGO name:

Amel Association

2) Address/telephone/contact name & position:

Dr. Kamel Mohanna, President

Telephone: 01/305646 - 304910 - 317293/4

E-mail: amel@cyberia.net.lb

Fax: 961-1-603227

3) Date of establishment/years of service:

The organization was established in 1980

4) Offices around Lebanon(if any):

Beirut Head Office

11 centres around the country in the South, the Bekaa and the Beirut Southern Suburb(Eldahia)

5) Number of staff - M/F ratio:

117 workers in the foundation of which 80% are females

25 full-time staff(nurses and administrative staff)

92 part-time staff(doctors, vocational training teachers)

12 members in the administrative board of which 11 are males

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

In the associations' 5 year strategic plan(starting from 1995), the following sectors and activities are planned and implemented:

■ **Kindergarten Schools:** In Hermel, Baalback, and Beirut's Southern Suburb

The children's programs: Starting from birth and under the Child and Mother program, the child is directly and periodically observed by specialized doctors in the foundation's health centers and the child enters the vaccination program until the age of 5.

■ **Vocational Training:** In El Ain, Irsal, Shimestar, Beirut's Southern Suburb, Saida, Tyr, Kamed El Loz, and Bazourieh.

■ **Technical and vocational institute(Center):** In Beirut's Southern Suburb-Harit Hurik.

■ **Primary Health Care:** El Ain, Irsal, Shimestar, Beirut's Southern Suburb, Saida, Tyr, Kamed el Loz, and Bazourieh

- The School Health program: Do health check-ups for around 20,000 students in the elementary level in 14 schools per year.
- Mother and Child Care: The women's programs: activities include vocational training, literacy classes, social and health awareness activities, the Child and Mother Care program for pregnant women and new mothers. Implemented in all the centers of Amel.
- Health Centers: the centers include dental care, physiotherapy and medical laboratories.
- Emergency programs in the South. When needed.
- Disaster management program: implemented in Tyr and West Bekaa. Four workshops held to train participants from NGO's and governmental institutions of the National Plan principles contain the management of Disaster and how to prepare for emergency situations.
- Children's/Youth Extra-curricular Activities: Summer camps, youth clubs/educational entertainment centers.
- Environment Project: (Maarifa) educational project implemented with youth for the respect of nature, humanity, and national heritage

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

- Literacy courses: especially for women between the ages of 15-40 years old. The courses are given in the community where there is a need by the social workers themselves who have been trained on delivering them.
- Have a nursery in Shayyah in Beirut that caters for 45 children and implements awareness activities for the mothers. Another nursery is run by the orphanage in Baalback
- Vocational Training/Youth Programs:
 - The Carving on Wood project for the physically disabled youth and the children of martyrs aged 15-30. The project includes a training phase (6 months course), a production phase(6 months) and then marketing. The trainees are provided with the materials and then are given a percent of the profit on sales.
 - Literacy training for females(ages 16-40)
 - Vocational training courses for females(ages 16-40)
 - Hair dressing
 - Factory and hand sewing
 - Handicrafts: ceramics, carving on glass, drawing and painting on cloth, knitting
 - Computer training courses: An 80 hour course over 2 months. Is at the minute expensive (\$100/course) for females in certain areas like the Bekaa and the South as they have a partnership with a computer center to provide the computers and the trainer to deliver training. Foundation is planning to endure 50% of the cost on the trainees or buy computers for the centers so that the cost is low but cannot at this stage as the financial situation of the foundation cannot afford such a step. If the foundation gets the computers then it can train its students to become trainers themselves.
 - Language courses

8) What are the activities/projects implemented within the school system/territory?

- School Medicine Program:

Do health check-ups for around 20,000 students in the elementary level in 14 schools per year. This program was started by SPL and was turned over to the Ministry of Health to become the National Program for School Medicine. Amel is one of the big organizations implementing the project in public schools through the Ministry of Health. Amel is the representative of the NGO sector in the National Committee for School Medicine for the year 1998/1999.

There are around 14 NGOs implementing this project in the public primary schools around Lebanon. The role of NGOs is to provide regular, basic, health check-ups for the students throughout the academic year. Moreover, to link the cases who need medical care to the existing health institutions and follow up with them in the school and at home. The NGOs participating in this project are all working in the health sector. They provide their contracted doctors and social workers to work in the schools. They moreover, train the workers regularly.

Amel, along with other NGOs implementing this project, is aiming that the School Medicine Program becomes the School Health Program. The School Medicine is now very basic and does not go into all the facets of preventive care. There is in not only the child's body health but the school's health facilities and the healthy environment that its facilities are providing.

■ **Family Panning Program:**

One of the most important objectives of this project is to promote awareness of sexual and reproductive issues to 810 youth in 24 schools. The awareness sessions were held in Pubic school, Amel raised the issue of sexual awareness in these schools and answered the questions and inquiry brought out of these youth. The aim (output) of this activity is to reach a national plan to submit the sexual awareness and reproductive health in the methodology of teaching and make these youth know that it is their right to know about this issues to decrease the spread of STD's and AIDS

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

There was mention that an idea to train teacher on the new curriculum was being developed but did not feel the time was right for discussing it.

The most important project they thought should be better integrated in the public schools was the School Medicine Program (explained in Question 8). They felt that it should be developed to become the School Health Program where the health of the student was not only related to the biological and personal wellbeing but to the environment as a whole. They felt that in this case it would be the role of the NGOs to develop this project and implement it in the schools.

III. Observations:

They believed very strongly in the implementation of the School Health Program. Nevertheless, it needs a lot of funding as work on the infrastructure of the school should be carried to ensure the safety of the toilets and the sewage system among other things. The organizations do not have that amount of money to implement this project. Moreover, the MNEYS and CERD have started to look into the schools infrastructure and its improvement. There could be a role that the NGOs might play in the process which could be an advisory role to the principals and the school staff and how to ensure a healthier environment in the absence of the right infrastructure through awareness raising methods.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

Save The Children (US)

Date of visitation(s) or interview(s): December 21, 1998

I. Organizational Details:

1) NGO name:

Save The Children Federation (US)
SC is an international NGO organization.

2) Address/telephone/contact name & position:

Beirut, Jnah, Bir Hassan, near Marriot Hotel/BHV shopping center, Al-Salam Building
Telephone: 01/840165-6
Contact: Rajan Gill, Lebanon Field Office Director & Middle East Regional Director
Kamal Shayya, Community Development Specialist

3) Date of establishment/years of service:

Was established in Lebanon in the fifties.

4) Offices around Lebanon(if any):

Main office in Beirut with sub-office in Tyre. Work throughout Lebanon

5) Number of staff - M/F ratio:

16 staff member.

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

■ **The Sponsorship Program:** through sponsorship SC implements its mission statement: making lasting, positive change in the lives of children and their families. It is community based and supports work at the grassroots level. Sponsorship is a mechanism to improve the well-being of sponsored children by responding to their needs within the context of save the children's community development approach. Save the children directs nearly 80 percent of all revenues from sponsorship grants, corporate, group and individual contributions and bequests to program services.

Sponsored children aged between 5 and 18 years old, are usually students in public or semi-private schools. They came from large families with limited income who are permanent residents in one of the 15 sponsored communities in Lebanon.

It is important to mention that SC has had easy access to the Public Schools for implementing different projects. The reasons for that are:

Save the children has been operating in Lebanon since 1958 which securely established a stable relationship with the local communities due to the services implemented in cooperation with the communities;

In most of the sponsored communities, especially the remote ones, save the children is the only NGO implementing programs. Save the children aims at partnering with local NGOs or introducing other NGOs to the communities to respond to the needs not pertinent to SC mission;

- While designing a program, community members are active participants to assess the needs of their communities. Volunteers and field workers are from the communities which also increase the trust of the communities.
- Save the children requests a contribution from the local committee to ensure sustainability of the program and empowerment of community members. This way, the community is a partner interested in the success of the programs.

■ **Youth Development (see Q7&8).**

■ **Read-a-Book Campaign {A component of the Youth Development Program} (see Q7&8).**

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

8) What are the activities/projects implemented within the school system/territory?

(questions 7 & 8 will be answered together.)

All of the activities in the sectors mentioned in Q6 are implemented within or for the schools (public and semi-private, free schools). The major number of children (70%) participating in the activities come from public schools. The public schools are in the following areas that are SC's areas of implementation:

- Bebnine - Akkar Caza, North of Lebanon
- Jdeidet El Qaiteh - Akkar Caza, North of Lebanon
- Mohammara - Akkar Caza, North of Lebanon
- Wadi Al-Jamous - Akkar Caza, North of Lebanon
- Siddiqinne - Tyr Caza, South of Lebanon
- Srifa - Tyr Caza, South of Lebanon
- Zibqeen - Tyr Caza, South of Lebanon
- Deir Kifa - Tyr Caza, South of Lebanon
- Chaaitieh - Tyr Caza, South of Lebanon
- Rishknanieh - South of Lebanon
- Sidon - Sidon Caza, South of Lebanon
- Baalback - Baalback Caza, Bekaa
- Fakiha - Bekaa
- Jdeidet El Fakiha - Bekaa
- Al Qa'a - Bekaa

The activities implemented in these areas include:

Community Youth Development: The program started in 1995. The community youth development program mission is to support the positive development and contribution of children and youth aged six to twenty in Lebanon. Work is carried towards two main goals. 1) to develop the capacity of young people to contribute in a meaningful way to society and to themselves. 2) to promote increased attention and resources being directed towards positive youth development.

This program is implemented in Akkar (north Lebanon), the Bekaa (east Lebanon) and in south Lebanon. This program is implemented in the public school system by agreement from the Ministry of Education. Program also works with local committees, with parents and teachers to establish community control & ownership of the project.

The program has 4 main components, of which one or all components are implemented in each of the above mentioned communities and all are implemented in the 15 communities mentioned above. The components are detailed below:

1. YOUTH CLUBS

The club is made up of dedicated young people who voluntarily give their time and effort to develop their community. The club is also a venue where children come together to play and learn through non-formal educational and recreational activities.

The objectives of the youth club are to:

- Provide opportunities for self-expression, creativity and participation.
- Empower youth through training in communication skills, joint problem-solving, planning and implementation of small-scale community projects.
- Encourage voluntary work through community participation using the child-to-child approach.
- Strengthen the network of partnerships among youth clubs, local groups and non-governmental Organizations.

The club achieves its objectives through the following:

- **Animator training:** save the children trains community volunteers to design and implement educational activities, through a series of workshops and on-the-job training sessions.
- **Youth for children:** volunteer animators implement educational activities that address the needs of children aged six to twelve on a bi-weekly basis to encourage non-formal and interactive participation of children.
- **Summer day camps:** children spend two to three weeks playing with peers and learning about participation and volunteer work.
- **Small-scale community projects:** volunteers design, plan and implement projects that develop their community, such as sanitation, school upgrading, solid waste collection and tree planting.
- **Additional activities:** those include educational trips, exchanges, and cultural events.

2. PARTNERS IN CHANGE

Educational activities for thirteen to eighteen year olds

Partners in change focus on educational activities for young people aged thirteen to eighteen. The purpose of these activities is to empower and equip youth with tools to mobilize their communities and address issues of common concern. Save the children creates a partnership with youth in developing their communities and facilitates the process through which young people gain skills necessary for their transition into adulthood. Such skills include leadership, communication, planning and implementation.

The following steps are taken:

- Initial bi-weekly sessions for approximately thirty-five young women and men to discuss their problems.
- Training in designing activities that address those problems.
- Communication and facilitation between youth groups and other concerned community members (parents, school personnel etc.)
- Networking between youth group and non-governmental organizations working with youth or on youth issues.
- Planning, implementing and evaluating community development activities such as health lectures and cleaning campaigns.

3. Read-a-book

The read-a-book project is an initiative to enrich school library skills and resources in order to enhance children's reading experience and their access to quality reading material. The project provides children's books and library equipment to schools in conjunction with teacher training. The project is running in twenty-five public and semi-private schools in save the children's fifteen sponsorship communities across Lebanon.

Save the children has adopted the following strategies in the program:

- **Development of teacher training materials and implementation of training workshops.** These are based on evaluation of library use by children and teachers. Training sessions to date have covered topics such as organization and display of books, lending systems, the benefits of reading for pleasure and the importance of children's freedom to choose the books they wish to read. Training sessions are held jointly for a number of schools in order to provide teachers with opportunities to learn from each others experiences and share new ideas.
- **On-the-job training.** Regular school visits are conducted to help teachers implement plans and techniques covered during training.
- **Equipment and material.** Assistance with essential equipment (such as shelves), and books is given to the schools to both expand the library and encourage teacher initiatives and

enthusiasm. Books in both Arabic and French/English have been distributed. The average number of books per child in the schools in which the program is running has risen (in some cases from zero), to a minimum of one-and a-half books per child. These books are more often than not the only source of books available either in the school or in the community.

- Student library councils. Groups of eight to ten pupils in three schools have been set up to assist their teachers in setting up and implementing a library lending system.

4. Safe playgrounds

An estimated two hundred thousand landmines still threaten the lives of Lebanese citizens. In collaboration with another NGO, Save the children's initiative began with the building of a safe playground for the children of *Zibqeen*, a village two kilometers away from the Israeli self-declared security zone in south Lebanon. Save the children is currently expanding its safe playgrounds to additional communities, trying to involve the community in the process as much as possible.

Cooperation with the community members & the school principal & teachers is key in SC programming. Yet this cooperation varies in its degree from a program to another, although the school building is the center of all SC's activities in the communities. As the youth clubs depend on voluntary work, it has been unable to attract the school teachers to participate. Whereas most teachers are used to traditional learning methods, the program stresses non-formal education, and most teachers if willing to participate, they are rarely capable of transforming their teaching methods to more active ones. SC had in its plan that one teacher from the school joins the club and acts as a go-between for the club, the students and the parents. Non of the invited teachers were interested in this process. The relation remains with the school principal if need calls for such. Nevertheless, the principal and teaching body are constantly invited to activities and met with to inform of new happenings.

In other components that work from within the school system, such as the read-a-book program, the implementation of the project is from within the school system. SC's effort to change traditionally held attitudes about children's freedom of reading abilities have not always been successful. Not all invited teachers attend training sessions, & when they do they rarely have the time or the interest to follow-up on reading activities in the school. A new initiative is forming students library councils that can organize the library & implement activities around the books, without having to rely on the effort & time of the teachers concerned.

In terms of relation with the parents, this also varies between different components of the program. SC is working on establishing local management committees (LMC's) for the existing the clubs that would take the responsibility of providing funding & support for the clubs in the future. The LMC's are made up of parents of the children in addition to key community members. As for the parents committee in the schools, only one of the schools where the program is implemented has a parent's committee. This village is Zibqeen. The SC staff have been invited to previous meetings with the committee and the staff to discuss issues related to the students and the school. In the program in general, the parents are always invited to come and attend the sessions and also invited to the ceremonies in special occasions.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

In the Middle East Region, the programs implemented are very much like the project in Lebanon with a few differences. In Jordan there are similar youth development program but also have youth and economic opportunities program. In addition there is the Early Childhood Development program (ECD) in Palestine. In Egypt, health education and nutrition programs are implemented.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

SC believes that the ministry of education has a great asset which is a huge center in every Lebanese community that is not being used, & can be a learning center for the whole community all year long if the school is opened for the community & the local environment & if the community is allowed to participate in the learning process. SC is currently working within the same frame of mind & have tried to involve itself in

the initiation of the school clubs planned in the new curriculum. SC has the capacity to implement & follow-up on programs in the field which SC believes is crucial to any program success. This SC thinks should be coupled with any teacher training, which till now they think is still lacking specially in teaching methods.

As for parents committee, SC believes that there should be assistance & training for parents in forming these committees that have not till now taken their proper role. The members should be trained on their responsibilities & possible projects that can improve their children's learning environment.

III. Observations:

It seemed that the position they had in the public schools in their Youth Development program was a very natural one for them to take.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

Secours Populaire Libanais

Date of visitation(s) or interview(s): December 21, 1998

1. Organizational Details:

1) NGO name:

Secours Populaire Libanais

2) Address/telephone/contact name & position:

Head Office: Beirut, Cornish El Mazraa, under Saleem Slam Bridge, Al Said Building.

Telephone: 01/318202, 01/312942, 01/315963, 01/701421.

Fax: 961 1 314708

E-mail Address: spl@inco.com.lb

P.O. Box: 5272/14

Contact: Ziad Abdul Samad, executive vice president

3, Date of establishment/years of service:

Established in 1974. Has been in service for 24 years.

4, Offices around Lebanon(if any):

SPL has Branches around Lebanon. Within each branch there is a number of centers or offices.

There Branches are in the areas of:

- Halba
- Tripoli
- Zayoun (Koura)
- Baalback
- Fidnayel
- Nad Bekaa
- West Bekaa
- Sawfar
- Najouj (Upper Northern Metn)
- Bekfayya
- Jbeil
- Achrafieh (Beirut "2")
- Beirut's Southern Suburb
- Wata El Msaitbeh (Beirut "1")
- Sidon
- Tyre
- Nabatieh
- East Jbeil

5) Number of staff - M/F ratio:

2700 volunteer members

200 staff members (60 health doctors - 15 engineers - 4 lawyers - 24 businessmen - 32 teachers ...)
Out of the staff in the organization 45% are females

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

SPL is involved in the following sectors:

■Health:

- Health awareness programs for women and the disabled.
- The preventive school medicine.
- The dental care project in schools.
- Hospitals.
- Dispensaries.

■Women's Affaire

- Income generating activities.
- Nurseries.
- Vocational training.

■Media

- Magazine.
- Pamphlets
- Leaflets

■Education and Social Affaires

- Schools.
- Kindergarten

■Human Rights

■Children's Rights

- Summer activities for children aged 6-13.
- Day-clubs.

■Research and Publications

■Environmental Affairs

- Environmental projects

■Training and rehabilitation

- Training for youth on children's activities
- The youth project
- Training for schools and kindergarten teachers
- Landmine awareness
- Conflict resolution training
- Lobbying on the Convention for Children's Rights (CRC)

■Public Relations

■Institutional Development

■Emergency and Relief

■Alimentary Aid

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

■Barja Elementary School:

The major feat in this respect is the Barja Model School. The school was launched in 1992 in Barja (Mount Lebanon) near Saida and now serves around 200 pupils between the ages of 3 to 13. It has preschool and elementary classes.

The idea of the school started in 1986 when an SPL members donated a piece of land in Barja to build a school as there was only one public school which was not enough for the area.

The main aim of the school is to identify the real cost of education with which a good educational service could be provided. The school fees are subsidized so the child pays 1million LL. per year. This figure includes transportation. The student who is incapable of paying the fee stays in the school and the fees are covered from the school budget.

The curriculum in the school encompasses new educational experimental methods and curricula. A meeting/training is conducted every summer with the teachers from the neighboring schools and specialized teachers from the Lebanese University.

There is a parents committee in the school. It plays a big role in enhancing the relation of the parents and the school. The parents committee does not interfere in matters related to the educational curriculum. It cares for the issues related to the school.

There is a free health care service in the school, including a 12 month, 24 hour insurance. There is a pediatrician who is present in the school and who relates to the parents in case of sickness and follows up with them. The school health center has a strong link with the parents through the parents committee.

They teach in the Arabic and French languages and give the English language as a third language. There are computer classes and music classes, in addition to Summer activities.

- The only relation with/to the public school is if during the meetings with other schools in the area there are principals and teachers present from the public school and information is shared.

■Nurseries and Kindergartens:

SPL has 2 nurseries that include kindergarten levels. One is in Saida, South of Lebanon, and the other in Ghbeiri, in Beirut's Southern Suburb.

The public schools in those areas did not have pre-school levels and the children had to stay at home until the age of 5 years old. The main aim of these nurseries was to help mothers who work. The objective was to provide a safe, stimulating, and low cost place to leave the child at while the mother goes to work.

SPL is currently opening a new nursery in Bednayeel in the Bekaa

- In the case of the kindergartens, there is no relation found with/to the public schools.

■Group Private Lessons:

* SPL gives extra teaching courses for the weak students before the Brevet and Baccalaureate official exams. The courses are mainly given for students weak in mathematics and sciences. The courses are given in low cost charges.

* SPL provides tutoring in groups for students who are weak in school. The services are provided in their centers in Achrafieh and Baalbeck.

- In the case of group teaching sessions and strengthening lessons for the official exams, the relation to/with public schools is weak. Due to the presence of SPL in the public schools through the school health project, students are aware of its activities. Students from public schools go to SPL to get the service regardless of the school.

■Extra-Curricular Educational Activities:

SPL has a summer activities project that is implemented yearly. The activities include visiting historical sites around the country, learning how to play a musical instrument, theater activities, poetry reading, painting and drawing.

- In the case of extra-curricular educational activities, there might be some children from public schools in the activities but there is no coordination or cooperation between SPL and the schools on this matter.

8) What are the activities/projects implemented within the school system/territory?

The main activities, that are non educational, that SPL implements within the school system (public and private) are part of the Primary Health Care Programs. The Primary Health Care Programs are a partnership between the Ministry of Health and the World Bank. The NGOs implementing these projects work in partnership with the Ministry of Health in Lebanon. These programs include:

■School Medicine Program:

This program was started by a number of NGOs including SPL in the early 80's and was turned over to the Ministry of Health to become the National Program for School Medicine. SPL is now one of the biggest organizations implementing the project in public schools through the Ministry of Health. SPL was the representative of the NGO sector in the National Committee for School Medicine, on behalf of the Collectif des ONGs au Liban.

There are around 30 NGOs implementing this project in the public primary schools around Lebanon, in addition to the NGOs of the Collectif. The role of NGOs is to provide regular, basic, health check-ups for the students throughout the academic year. Moreover, to link the cases who need medical care to the existing health institutions and follow up with them in the school and at home. The NGOs participating in this project are all working in the health sector. They provide contracted doctors and social workers to work in the schools. They moreover, train the workers regularly.

SPL, along with other NGOs implementing this project, is aiming that the School Medicine Program becomes the School Health Program. The School Medicine is now very basic and does not go into all the facets of preventive care. It is in not only the child's body health but the school's health facilities and the healthy environment that its facilities are providing.

■Mouth and Dental Hygiene Program:

This program was launched by SPL, in collaboration with the General Council of the Seine St. Denis department in France. The aim of this project is to prevent mouth and dental diseases at the primary levels. The program was launched in 1997 after a test campaign in Nabatieh and Saida, Southern Lebanon, and started training dentists, nurses and social workers in Jbel, Mount Lebanon area with the participation of the Orders of Dentists in this area.

The program includes awareness campaigns in the school and the community besides regular check-ups in the primary public schools in the areas of implementation of SPL. Moreover, tooth brushes and tooth paste is distributed when funding is available.

There is follow-up by the nurses and social workers on the child's situation at home through meeting with the parents and in the school through the regular check-ups

■National Immunization Program:

This program is done by the Ministry of Health and UNICEF. It includes campaigns for the seasonal and regular vaccines. Moreover, it includes checking up on the schools and in the houses to make sure that all the children are vaccinated.

■The New Curriculum

This program trains teachers on the new curriculum and its implementation in order to develop the quality of educational services. There is also a parallel program for school administration.

■School-Book Exchange

This provides books for students and supervises their exchange from year to year.

■Extra-Curricular Activities: Culture and the Environment

This program aims to create small libraries for students and environmental clubs for secondary classes in addition to other cultural and environmental activities.

■Development of the Local Community

This is through the rehabilitation of schools in order to become bases for launching environmental programs in the local community by training interested teachers on various issues such as Participatory Rapid Appraisal or the activation of local initiatives, in addition to training them for extra-curricular activities.

The intervention of NGOs in the schools led to the above programs and are aiming for the following. The created health points will be the entry points to the following target groups:

- youth of different ages (6-18)
- wide range of poor children
- parents of school-children, either directly or through the school committees
- the staff (teachers and administration) of the schools

In other words, the programs can target the majority of the local population.

The fields of influence/intervention are the following:

Health:

- primary health care programs
- prevention of accidents among children
- first aid medical care and or referral to hospitals
- immunization programs up to 12 years in the schools and at home (brothers and sisters)
- reproductive health programs for youth
- prevention and awareness of STDs

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

The director believes that the School Medicine Program is very important and that it should become the School Health Program to be able to fulfill all its goals that relate to providing a healthy environment to improve the health of the students. He believes that there should be a health unit in every school through that is run by an NGO. This health unit is an entry point for many things. Most importantly, it should create a strong link between the parents, the staff and the organization. The activities of the health unit should go beyond the regular medical check ups into taking care of the school's environment, the sanitation of the infrastructure, and the knowledge of the parents and teachers through awareness sessions in the school for the community. The director believes that SPL and all the NGOs working in the School Medicine Program are capable of carrying out this role.

SPL has submitted a proposal to get a grant to work in public schools in the South in 133 villages inside and near the occupied territory. The aim is to provide the school with the basic things it needs to implement the new curriculum efficiently and provide a healthy and good looking school to the students. The project does not include building or rehabilitating the grounds. The project includes providing the material for the computer and the technology classes, help the children to get the books and stationery, provide fuel for heating in the winter and most importantly provide a health unit for the school.

III. Observations:

SPL has been working in the public school system for a long time and is aware of what it should and should not get involved in. Moreover, it has developed a good relation with the government organizations it has been working with.

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

Movement Social Libanaise

Date of visitation(s) or interview(s): December 23, 1998

I. Organizational Details:

1) NGO name:

Movement Social

2) Address/telephone/contact name & position:

Beirut Head Office: Beirut, Badaro St., 185.

Tel: 01/390335 - 381879

Mayla Bakhash, executive manager

E-mail: mvsocial@inco.com.lb

3) Date of establishment/years of service:

The organization was established in 1961.

4) Offices around Lebanon(if any):

The offices and centers of MSL are in:

North Lebanon: - Akkar
- Tripoli

Bekaa: - Ras Baalbeck
- Zahle

South Lebanon: - Saida
- Nabatieh
- Activities in Tyr area.

Beirut: - Badaro, main office
- Jnah
- Ghobayri
- Nabaa
- Roumieh (Within the Roumieh Jail)
- Bourj Hammoud

5) Number of staff/organization/project - M/F ratio:

MSL offices:

■ Board Members: 9 members

■ Specialized staff 70

■ Volunteers and specialists who participate in the different activities: around 150 member.

II. Relevant Experience

Who is involved in?
a vocational school in Bourj Hammoud in Beirut.
involving them in the social work through:

Woman's role through:
activities

credit schemes.
through:
craftsmen/women
working at the "Artisan du Liban"
through:
Ministry of Social Affairs
and the ONG Libanaises.

in Tripoli
in Ras Baalbeck and Ein Jdaideh
in Jnah.

projects implemented and education services provided in your
public schools regarding the implemented education projects?
What programs:

are:
national (Rajaa) in Bourj Hammoud. There is practically no
social activities.
MSL has offices and centers around Lebanon within which
are implemented. One of the activities implemented in 8 of these
These activities are initiated and followed-up by MSL and are
in its or in other premises. These vocational activities are
in its Office.

Jnah. The school fees are subsidized. The child pays
cannot pay this fee and therefore are covered by the school
public school in this project is that the teachers in this school
school teachers by CERD. The school is implementing the new
tools

training for low achievers in schools till the secondary level.
or link to the public schools but some of the students who attend
public schools. The community know the activities of the organization
2-60 students benefit from this project. This project is
around Lebanon in which 270 students benefited from in the 1998

enrollment of drop-out students in Jnah benefits 40 students.
In this project there is also no intended relation or link to the
of the students who acquire these scholarships come from public
without the scholarships from being linked to the other projects of
from this project.

activities of MSL are:
1. recreational clubs

activities/projects implemented within the school system/territory?

There is a component in the new curriculum that encourages the initiation of school clubs. MSL was contacted for that matter by a person at CERD to develop one in the Public School of Halba.

The club is a sports and recreation club. It functions after school hours within the school premises. MSL provides the monitors/volunteers to work with the children in the club.

It was not hard for MSL to initiate this club as there was a need for it in the school. This need was realized by the principal and teaching staff. CERD was the party to suggest the idea of MSL's involvement.

Moreover, MSL has big projects in the area of Halba and knows the principal and is on good terms with him. This fact made it easy for MSL to start the club without having to get a special permit.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

The role of NGOs today, as the director sees it, is covering the gaps in the educational system especially the public one. Projects that deal with rehabilitating the student, re-enrolling drop outs, etc., are being implemented by NGOs.

According to the MSL director, the role of NGOs tomorrow should be extracurricular or planned vis a vis undiscovered needs. The NGOs could exist as an activation unit for the children and the students but should not, in normal circumstances be educating or dealing with the curricular needs.

III. Observations:

The sports and cultural club project that MSL is implementing through CERD in one of the schools is an entry point to all the NGOs that work in recreational activities with children. The project should be closely followed up by the coordination unit or the facilitator of the Pilot Schools Project. "Schools Of Excellence", as it may prove to be feasible for implementation in the Pilot Schools

ANNEX III

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

NGO Profile Questionnaire

René Moawad Foundation

Date of visitation(s) or interview(s): December 21, 1998

I. Organizational Details:

1) **NGO name:**

René Moawad Foundation

2) **Address/telephone/contact name & position:**

Address: Beirut, Achrafieh area, Alfred Naccach street

Fady Yarak, Tanmiya Manager

Telephone: 03/660985 - 01/613367-8-9-70

Fax: 01/613371

3) **Date of establishment/years of service:**

1990

4) **Offices around Lebanon (if any):**

5) **Number of staff - M/F ratio:**

No information was given

II. Relevant Experience

6) **What are the sectors/activities your NGO is involved in?**

■ **Rural Development Project:**

It includes infrastructure activities and research. The three main activities are:

- An Agricultural Center in Northern Lebanon, Mejdlayya
- A Small Dairy Workshop in Mejdlayya.
- An Animal Farm in Aalama, Northern Lebanon for Intensive breeding of sheep, goats and cows, as well as training of the breeders. training and extensive breeding.
- Facilities for conferences, seminars and workshops
- An analysis laboratory of chemical and physical tests for water, milk, dairy products, etc.
- A soil analysis laboratory for chemical and physical tests

■ **Health/Medical care:**

- A fixed clinic/ dispensary in Zghorta. Northern Lebanon.
- Three Mobile clinics that cover the rural areas of North Lebanon A mobile clinic
- Donations of Medical Equipment To different public hospitals and clinics / dispensaries

- **Vocational Training.** RMF has a vocational training center in Northern Lebanon, as well as a mobile training program that serves the different rural and peri-urban areas of northern Lebanon. The

vocational training courses are in sewing, ceramics, embroidery, painting, hairdressing, typing, foreign languages and Computer, as well as agro-industry (rose water, jam, compote, etc.) and derived dairy products (cheese, laban, labneh, Ayran, etc.).

Awareness raising activities around human rights, democracy, environment, and health. These awareness sessions are given for the women in the literacy classes through the curriculum provided and discussions in the classes. Moreover, the sessions are also given to the workers, who are mostly students and trainees specializing in a related field, in the Agricultural Center.

■ **Conferences and seminars** on agriculture; cooperatives systems and statutes; intensive breeding of ovine, bovine and caprine; etc.

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

■ Literacy classes for women. The classes are delivered to women aged 17-50 in the cazas of Akkar, Tripoli, and Deniyye. An average of 15 villages benefit from these classes yearly. RMF is a member in the National Literacy Committee among the participants in the National Committee for Literacy in which there are representatives from the Ministry of Education, CERD, Ministry of Social Affairs and others.

■ RMF has newly opened Literacy classes for working children aged (12-17). The project targets children from the most destitute villages of Northern Lebanon. The aim of the present project is to teach these children the basics of reading, writing and calculating, as well as train them in an ulterior time on an income-generating skill that is required on the local labor market by integrating them to professional vocational training programs

8) What are the activities/projects implemented within the school system/territory?

The literacy classes mentioned in Question 7 are implemented in the school premises in the areas. In addition, the René Moawad Foundation (RMF) will launch mid February a project targeting primary classes in the public schools in North Lebanon under the name "Dental Hygiene", and in collaboration with Unilever. The project will benefit 11,896 students and 1,072 teachers. Each beneficiary will receive a kit for taking care of their teeth, as well as the basic notions on personal dental hygiene.

Moreover, the RMF is planning a general school hygiene program that targets all the public schools in Northern Lebanon. The project will ensure regular medical tests and examinations, and the doctors will inform the beneficiaries on the different notions of personal and environmental hygiene.

9) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?
Not Applicable.

10) Considering the improvements being made to the public school system through the new curriculum and the new projects implemented with CERD and the MNEYS, what do you see the role of your NGO in this process?

The comment for this question was mainly around the situation of education. The Tanniya manager noted that there was no link in the material/information given in the schools and classes to the market needs.

III. Observations:

The RMF has had a good history in Literacy training but seemed to be focusing more on rural development recently.

- Training the staff of the association, special educators and the social workers to work in the school-mainstreaming program.
- Training the students majoring in social assistance in the Lebanese University each year from 1991-97.
- Training the staff of Ghassan Kanafani institution and UNRWA to integrate blind children in their schools in Saidon.
- Participating in a training session in the United Arab Emirates for 45 participants from different organizations for blind people in the Gulf Countries. The subject of the session was integrating blind children in regular schools.
- Training session of 13 days for all organizations of blind in Yemen. The session was to develop their administrative skills and to organize a talking library for the blind.
- Organizing many training sessions in the association in different subjects: voluntary work, advocacy work, guiding blind people in Mobility and Orientation and Communication Skills.
- YAB is preliminary preparing for a regional workshop for Arab organizations for blind people to train them on how to plan and implement the mainstreaming program.

Research:

- A research is done in 38 schools (public & private), in Beirut and the southern suburb, as an assessment for the readiness of these schools (administrators, teachers, and students) to accept a blind student.
- A survey was done in 113 public and private schools in different areas to determine the visually impaired students in these schools. At the same time the association distributed a pamphlet explaining about its mainstreaming program.
- A study on a group of blind women was done in Nabatieh-South Lebanon, to recognize the discriminations experienced against blind women.
- YAB is now preparing for a research to study school mainstreaming projects in 4 Arab countries.

■ Cultural programs and the National Talking Library:

The association has a center in Beirut for the National Talking Library, which is a public library for blind and visually impaired people. The library has 4 programs

- 8 A public library for general talking books
- 8 A talking magazine: a collection of articles from different magazines issued in print
- 8 Recording University materials for blind University students.
- 8 Recording School books for the blind students in regular schools

■ Gender:

The Association has done the first study in Lebanon on the Blind Woman and a booklet was published on the study and the findings. Moreover, the committee for blind women in the Association made a big move through organizing a regional conference on "Gender & Disability". The conference was in collaboration with the "standing committee on the status of blind women" in the World Blind Union, Oxfam and Ministry of Social Affairs. It took place in November 1997, the participants were from Lebanon and the Arab countries and a "regional committee for blind women" was elected.

■ Rehabilitation:

Training blind adults to develop daily life skills.

■ Advocacy Work:

Awareness and lobbying.

■ Youth Activities:

Summer Camps, Sports, Theater, Music and a group singing.

7) What are the types of education projects implemented and education services provided in your NGO? What is the relation to/with public schools regarding the implemented education projects?

■ School Mainstreaming for blind and visually impaired students:

The aim of this project is to integrate blind and visually impaired children in families, schools and local communities. YAB launched this program since the year 1993, through its 2 centers in Beirut and Nabatieh-

YAB integrated 18 blind and visually impaired children in 13 private and public schools in Beirut, Nabatieh, Saidon, Tyre and Caza Chouf. In each of these areas YAB is working in the field. The program which are social workers in this program. The concepts and skills. The teachers in the schools. The blind children in Kindergartens. The needs of their blind children. The needs and families by the social worker. The and record others on tapes. The and tools and special equipment for reading and writing.

What projects implemented within the school system/territory?

If an additional NGO, please mention any education project your NGO has implemented with/for who, and the extent of its success?

What elements being made to the public school system through the new projects implemented with CERD and the MNEYS, what do you see the role of YAB?

YAB discussed the role that YAB wishes to play and at the same time has the role that YAB could play 3 roles. YAB play a role in forming the curriculum for the schools. It is important that YAB in the new curriculum from the point of view of the visually impaired. The curriculum by CERD that is currently being implemented have not taken into account the needs of children with disabilities like the blind students. It was very hard on YAB to adapt to the curriculum. Studying the new curriculum and finding ways to relay the information, for the blind was very hard and time consuming. For example, translating the forms of information.

There was no information given on how to teach the new curriculum to blind children. The training that was implemented for the teachers on the new curriculum. There should be a training session for the teachers of the different levels on teaching blind children. The technical capability and human capacity to develop and implement this training for the schools are implementing the new curriculum. YAB has trained different schools and teachers nationally and internationally, who are currently implementing the School Integration project with blind children in their schools. Examples of the schools that have been trained and are now implementing the project are: The schools for the Palestinian refugees in Lebanon. UNRWA is implementing the project in the schools in El Helwe camp. South of Lebanon. The Kafani Organization who has been implementing the project for three years now. Moreover, participated in a training in the United Arab Emirates for the associations for the blind in the Gulf.

YAB is also capable of developing a plan for integrating the blind in the normal public schools. The training and distribution of the schools who should be able to accept blind children. The schools have to be rehabilitated to be able to accept blind children. There could be one school in each area that would be the worked with for that reason. The rehabilitation of the schools is not physical but training and preparation of the management and the teachers in the schools.

Another alternative for its role which is to make a contract with the Ministry of Education. YAB to implement this program on a National level.

Conclusions:

YAB is one of the active organizations for the blind in Lebanon. They are part of the National Council for the Issues of the Disabled. Trials have been made through the Council to propose the School Integration Project to the Ministry and CERD. A meeting was held two years ago with CERD to discuss the situation of the blind and visually impaired in the Education system in Lebanon. No more trials were initiated since then. There is a no coordination or cooperation between YAB and the Ministry of Education on the issue of school integration. The Ministry of Education has distributed a letter a long time ago(number of years not exact but around 10 years ago) asking all the public schools to simplify and make uncomplicated the acceptance of blind and disabled students in the schools. YAB has used this letter in the public schools for easier access and cooperation for them to the schools.

ANNEX III

General Education Project - Preparation Phase
Sub-component: Improving school management (1.4)

NGO Profile Questionnaire

Imam Al Sadr
Foundation

Date of visitation(s) or interview(s): January 25, 1999

I. Organizational Details:

1) NGO name:

Imam Al Sadr Foundation

2) Address/telephone/contact name & position:

Southern Lebanon, Tyr, Near the Rest House.

Tel: 07/741600-10

Contact: Rabab Sadr Charafeddine, executive manager of the foundation

3) Date of establishment/years of service:

Established in 1977

4) Offices around Lebanon(if any):

Main center in Tyr. Have a vocational center in Bir Hassan in Beirut.

5) Number of staff - M/F ratio:

There are 100 male and female staff member in the foundation in Tyr. These staff come under these different categories:

- Teachers (on a contractual basis)
- Doctors/teachers for the Nursing school (on a contractual basis)
- A decentralized administration for every sub center in the foundation including a manager, a supervisor and teachers.
- Social workers/care givers
- 2 Full time doctors for the foundation, 2 drivers, office boys, cleaning staff, and kitchen staff.

II. Relevant Experience

6) What are the sectors/activities your NGO is involved in?

- Orphanages/Education: detailed under (Question 7).
- Vocational training: detailed under (Question 7).
- Social services: are offered for women and families like giving out food aid, medicine, health aid, books, scholarships, etc...
- Health: The Foundation has established dispensaries(health centers) in Saida and Tyr in the South of Lebanon. They have dispensaries in Saida area, in Kfarhatta and Aankoun, in Tyr area in Siddiquine where they also have a laboratory and dental clinic, in Shehabieh, in Derdghayya where they also have physiotherapy, and in Jall El Bahr which is on the Naqoura line on the border with the occupied territory. In all the dispensaries, there is periodic vaccination activities and continuous health awareness sessions

All the girls working in these dispensaries are graduates
of an agricultural project (vegetables) and also live stock
South.

What projects have been implemented and education services provided in your
territory? (schools regarding the implemented education projects?)
Schools: For orphaned females aged 5 and above. Four schools
have been implemented. Cater for 300 students. The orphaned
girls reach the university level where, if they pass and have the
ability, they continue their education in full. All the services provided for these females

include a Technical (Vocational) degree in nursing. This
is given with a priority to the orphans in the foundation. Caters for 75-100
girls (4th intermediate, 16 years old). Almost all the girls who
have been employed by the foundation.

There is a 3-year program for females above the age of 14. They give an
education in the circle of vocational and technical training and therefore have
the ability to give courses in Hotelery, Hair dressing, and

There is a primary and school for both male and female children aged 3-6. It is
the priority for the orphans, the marginalized and the children of

There is a restaurant in the foundation that provides a daily lunch plate
for school students in Tyr. They can come and eat in the restaurant or the

There is the orphanage (El Mabarra) which is their home and for the nursing
of girls that are over 14.

There is a health program, in the Mabarra, along with the International Health
Organization for the internal use of the foundation which the IHO asked for
the organization.

There are activities for all the females in the Mabarra during the afternoons. The
activities include the Sewing Program, the Art of Sewing, and activities around the Green House
to take care of the plants and make flower arrangements. The females tend
the plants in the Mabarra.

There are activities for male and female children aged 3-13 every July. Each activity
has staff in the Foundation as monitors in these activities. They have gone
to Africa and UNICEF and have participated in different training workshops and

There are girls who are school drop outs in the Mabarra and working on vocationally and
training them. Moreover, to work with the girls who are potential drop
outs to give them vocational and technical rehabilitation and training.

What projects have been implemented within the school system/territory?

What International NGO, please mention any education project your NGO has
implemented in the region, with/for who, and the extent of its success?

ANNEX IV

General Education Project - Preparation Phase Sub -component: Improving school management (1.4)

List and Profiles of 7 NGOs Contacted by Phone.

Information on Further Education Projects/Activities Implemented in Lebanon.

The following NGOs have been contacted by telephone and it was found by the consultant that they have educational activities or projects that are interesting. The following are the NGOs names, name and phone number of contact person and the type of educational activities and projects they implement.

I. Green Line:

1) Telephone/contact name:

Adnan Melki, volunteer responsible for the School Garden Project

Telephone: 03/641174

2) What are the types of education projects implemented and education services provided in your NGO?

■ The School Garden Project:

The project aims at creating a planthouse for forest trees in every school. The students are supposed to start the house and take care of it later. The project also aims at creating exemplary planthouses for forest trees in the villages that these schools exist in. That would be done through local committees or parent's committees in these villages.

The project is a five year project. The levels that the project goes through in the school's are:

■ Year I:

- 1- Training teachers, representatives of local committees and parents committees on starting planthouses for forest trees.
- 2- Providing the needs of the planthouses (educational material, equipment, follow-up...)*
- 3- Implementing a competition to choose the best work.

■ Year II: The same activities are implemented in year II like year I but in year two the emphasis is on vegetable planthouses.

■ Year III: The same activities are implemented in year III like year II but in year three the emphasis is on bee rearing and fruit trees planthouses.

■ Year IV: The same activities are implemented in year IV like year III but in year four the emphasis is on silk worm rearing.

■ Year V: The same activities are implemented in year V like year IV but in year five the emphasis is on chicken rearing.

* The educational material include 3 kinds of booklets according to age group (7-11 years, 12-17 years and the parents and community members). In addition, there are some educational posters and brochures. The equipment include the basic equipment needed to establish a training unit for every group (school or parent's committee). The follow-up happens through workshops, field visits and phone calls.

II. The Lebanese Association for the Human Rights (ALDHOM):

1) Telephone/contact name:

Leila Baalbaki Harb, secretary general

Telephone: 03/628330

Juliet Wakim, assistant.

2) What are the types of education projects implemented and education services provided in your NGO?

ALDHOM has educational, awareness raising, training, and advocacy projects on human rights, democracy and peace. The projects that are related to education are:

- Awareness raising activities for children and youth that are implemented through youth camps during the summer.
- Training workshops for school teachers on:
 - how to integrate the human rights concepts in the curriculum being taught.
 - how to deal with the different mentalities, books, to be able to convey the concepts of human rights.
 - how to implement the conceptual frameworks of human rights in a practical manner in the schools.

This project started in 1990. The schools are chosen randomly to cover all the Lebanese areas and cazas. The first workshop was implemented for teachers of the primary and elementary levels where 86 teacher attended the training. Last year two other workshops were implemented for teachers of the 1st intermediate level. The teachers were trained to teach and integrate the concepts of human rights through painting, drama, song writing and singing, writing curricular scripts, etc. This year ALDHOM wants to do two workshops complementary to the ones implemented. The last two workshops were funded by UNDP. There was coordination with CERD around the workshops and CERD appointed Mr. Joseph Abi Rashed to be the liaison between the two for the coming workshops and future work. In the workshops implemented, 19-20 public school teachers attended the training. There is no follow-up on the teachers implementation of the concepts in the schools.

- Painting competition with the schools. ALDHOM contacted the schools and teachers who attended the training and asked that the students submit paintings that would portray their feelings and understanding of human rights. The paintings were exhibited in the UNESCO Palace and the best 50 paintings were chosen to be printed, published and distributed to all the schools in Lebanon. Nevertheless, the printing of the 50 paintings is still waiting to be funded. Out of the schools that participated in the painting contest, 10 were public schools.
- In the year 1997, ALDHOM implemented a one-day workshop for students to train them on the establishment of Human Rights Clubs within the schools.

III. LEBANUS:

1) Telephone/contact name:

Ziad Abdul Nour, member of administrative board.
Telephone: 01/381784

2) What are the types of education projects implemented and education services provided in your NGO?

The activities of LEBANUS are:

- Fundraising in Canada, France, and Lebanon from friends of members and friends for the organization to collect money for scholarships. The fundraising activities, especially in Lebanon take the form of dinners, public parties, selling tickets...
- Providing scholarships for students aged 16-18 in private schools in the 4th intermediate till the baccalaureate level.

The criteria to accept applications are the success of the student and the economic status of the family.

Lebanus is composed of 70 volunteer members.

IV. Contact and Resource Center (CRC):

1) Telephone/contact name:

Bassam Hamdan, vice president.

Telephone: 01/480262

2) What are the types of education projects implemented and education services provided in your NGO?

The sector that CRC works in is rehabilitation and the educational activities that are provided are within this sector.

The projects of CRC that involve education are the following:

- The Early Prevention and Intervention Program.
This project is directed to children who have slight disabilities. The children are rehabilitated and trained to be able to become well integrated in a normal school.
- The School Awareness Raising Project.
This project was implemented in the area of Jbiel. CRC started an awareness campaign in all the schools in the area on the reality of disabilities and how to deal with the disabled child and student. Further to the campaign, a committee was chosen from the schools in the area to organize a competition for the students and then a celebration. One public school in Jbiel participated in this activity.
- Currently, CRC are in the process of dialoguing with CERD for preparing a national on the role and position of the disabled in the new educational scheme. Coordination with CERD is with Dr. Mona Diab and Dr. Oun.

V. Irshad/Ta'ahil:

1) Telephone/contact name:

Huda Bibi, President, counselor

Telephone: 03/236626

2) What are the types of education projects implemented and education services provided in your NGO?

Irshad works mainly with school students aged 7-18 years old.

The main educational activities of IRSHAD are:

- Psychological, individual counseling for student who are facing problems at school.
- Career counseling for students who are finishing school to be able to decide which career path they want to take in life and what major they should choose in further studies to achieve what the career they want.
- Educational counseling for students to help them realize which major they want to specialize in.
- They moreover, help graduating students finding work

VI. The Child and Mother Welfare Society:

1) Telephone/contact name:

Fatmeh Mougharbel, secretary

Telephone: 01/788767

2) What are the types of education projects implemented and education services provided in your NGO?

The education projects that the Child and Mother Welfare Society implements are a nursery and a training school for specializing in child care. This school certifies women as nursery attendants.

VII. Dr. Mohammad Khaled Social Foundations:

1) Telephone/contact name:

Inas El Sayed, coordinator

Telephone, 01851933

2) What are the types of education projects implemented and education services provided in your NGO?

Dr. Mohammad Khaled Social Foundations have 3 type of education activities:

1. A private, academic, mixed school. The school has the primary and elementary levels. Around 600 student aged 4-15 attend the school.
2. Extra-curricular, non-formal activities that are implemented for the students of the school. The activities are football, basketball, karate, aerobics.
3. A center for literacy and vocational training. This center targets illiterate children who have never been to school. The children in the center are aged between 8-14 years old. The children go through a 2 year literacy program after which they are shifted to a one year vocational/technical training program. Around 150 child benefits from this activity.

ANNEX V

of NGOs contacted but either not meeting criteria or not having education activities

contains the names and status of the NGOs that were contacted by the consultant by phone or
veiled out who either:
meet the criteria
have any educational projects or activities that are relevant to this exploration
implemented educational activities and projects in previous times but have stopped for
reason.

name of NGO, name and phone number of contact person, and the current status of the NGO regarding
educational activities and projects are stated below.
Information would help the facilitator and the consultant who will implement the phase II NGO
evaluation to assess the importance or viability of re-contacting these NGOs for further information.

Middle East Council of Churches (MECC):

Telephone/contact name:
Person: for the women's program
Telephone: 01/353938

Status:
MECC had 2 education projects that are currently being stopped for funding reasons

Lebanese Center for Political Studies (LCPS):

Telephone/contact name:
Person: Salem, president.
Telephone: 01/490566

Status:
The LCPS is an NGO that is predominantly research oriented. In 1992/3 LCPS worked with the Ministry of
Education on developing a civic education book that was tried in some private schools. Dr. Salem was asked
to participate in the national committee for developing the new curriculum but he refused as is overloaded
with work and lacks the time. This book project was never followed-up and Dr. Salem is unaware of its
status or if any information was used from it in the current civic education book.

II. The Lebanese Association for the Democracy of Elections.:

Telephone/contact name:
Zia Majed, president
Telephone: 03/378893

Status:
Mr. Majed was visited and interviewed his NGO has implemented educational activities in the past.
Nevertheless, as the NGO is currently not implementing any educational activities or projects and as
education is currently not on its agenda, a briefing of its current projects will be stated here.
The Lebanese Association for the Democracy of Elections was established within LCPS but has phased out
to form a separate NGO that specializes in democracy issues and especially the democracy of elections in
Lebanon. The NGO's main goals are to increase awareness around elections their democracy, monitor the
elections, and work on suggesting and modifying electoral laws. They have previously been invited to some
secondary schools for lectures. They may be willing to do this if it happens again but they do not have it in
their agenda to develop a program for schools.

ort while to contact this NGO later to assess the status of its project and find out if they had
implementing any education projects.

Akhi.(You Are My Brother):

phone/contact name:
the project coordinator
03/304248

works with children who have advanced mental and physical disabilities. Their programs include
for the mental, social, and soul development of the disabled children in addition to recreational
e contacted or have been contacted by school around the center in Ballouneh, Keserouen Caza, for
visits to make familiar with and integrate the disabled children in the center and the children from the
The visits to and by the schools have been mainly coordinated with the private schools that exist in
areas around them.

DBEL:

phone/contact name:
Dougham/Nada Nassif
01/09/939583 09/939805

Following information was gathered from Gladis Rached from Anta Akhi organization (ref. NGO
as it is a sister organization.

DBEL is also an NGO that works with the disabled children and youth. It is a sister organization to Anta
but works with an older age group. The children who leave Anta Akhi after a certain age go to
DBEL for services (children who have different levels and kinds of disabilities leave at different times).
implement almost the same programs as Anta Akhi. The programs include mental and social programs
in addition to recreational activities.

Caritas Lebanon:

phone/contact name:
um Kiwan, coordinator
phone: 01/499767

Caritas Lebanon has a credit scheme for students. They give student in their 2nd & 3rd years of Technical
laureate Degrees (BT) and students in their 2nd & 3rd years in Technical School(TS) loans to finish their
studies. They give around US Dollars \$600 to BT students and US Dollars \$800 to TS students.
Caritas, moreover, have given a literacy class in Bourj Hammoud, Beirut.

VII. Catholic Relief Services (CRS):

phone/contact name:
Charles Khater
01/499767 (Function from Caritas Lebanon Office)

Status:
CRS have no education projects. The only project they have that is functioning in Lebanon is the Village
Banking, micro finance project.

VIII. LIBANBELL:

phone/contact name:
Lina El Zoghbi

Telephone: 01/885362

Status:

Libanbell is the first NGO in Lebanon to create a phone service for the protection of children who are in need of anything or are being subjugated to any form mistreatment. They have a training program to teach volunteers and care givers on how to handle children's calls.

IX. Terre Des Hommes:

Telephone/contact name:

Jumana Jalakh, coordinator

Telephone: 01/382130

Status:

TDH has one nursery and two centers for the disabled one in Bednayeel in Bekaa and one in Saida in the South.

ANNEX VI

General Education Project - Preparation Phase

Sub -component: Improving school management (1.4)

NGO Profile Questionnaire/Phase II

Date of visitation(s) or interview(s) _____

I. Organizational Details:

- 1) NGO name:
- 2) Address/telephone/contact name & position.
- 3) Date of establishment/years of service:
- 4) Offices around Lebanon(if any):
- 5) Please state the geographical areas of your project implementation and the target groups within the projects?
- 6) Number of staff-beneficiaries/organization/project - M/F ratio:
- 7) Information on: Funding sources:

NGO structure:

Decision making structure:

II. Vision and Philosophy:

- 8) Please outline published mission statement and goals/objectives of your organization?
- 9) What is your vision on education in Lebanon?
Please share your perceived vision on educational needs and priorities of the following:
 - I. Community:

Children:
 - II. Public schools:
- 10) In view of your vision on the needs, what do you think are potential, perceived activities/projects that would enhance the situation of public education in schools and at the community level?

III. Relevant Experience

- 11) What are the sectors/activities your NGO is involved in?
- 12) What are the types of education projects implemented and education services provided/Area of operation (implementation areas and communities) in your NGO?
- 13) Relation to/with public schools regarding the implemented education projects:

14) If your NGO is an International NGO, please mention any education project your NGO has implemented in the region, with/for who, and the extent of its success?

15) Has your NGO worked on/for a World Bank project before?

IV. Assessment Capability:

16) Has your NGO planned and implemented studies before the initiation of project planning and implementation? If yes, please explain what kind of studies they are?

17) How is the community involved in the existing projects of your NGO? (involvement in project planning, evaluation, decision making)

18) What are the methods/systems used by your NGO regarding monitoring, documentation, evaluation and follow-up of the projects?

V. Training Experience:

19) Do you have or did you implement a training of trainers program? If yes, what was the subject of the training, the methods used, and who was the target group for the training?

20) Have you ever conducted any training to a government organization? If yes, what was the subject of the training, the methods used, and who was the target group for the training?

21) Have you ever conducted training for non-professionals?

VI. Future Development Plans:

22) Vision on sustainability: (training/capacity building/community participation/financial sustainability)

Republic of Lebanon
Office of the Minister of State for Administrative Reform
Center for Public Sector Projects and Studies
(C.P.S.P.S.)