

**The National Institution of Social Care
And Vocational Training**

**Annual Activity Report
2003**

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“Cry the beloved country! Your heart and veins are being cut out by those monsters from foreign lands. They hate you my country.

Cry for the uprooted olive trees, the hacked orange groves, the raped landscape, the bulldozed homes, the children in windowless prison cells, and the population which tended you for hundreds of years dead or in concentration camps...

Cry the beloved country! And until you manage to throw off the heavy boots stamping on your neck, we are crying with you the beloved country.”

***Alan Paton
About Apartheid South Africa***

How similar human sufferings can be!

1. Introduction:

“In many ways I grew up in Jerusalem...” “One of the memories of Palestine is of Qalqilyah, the village divided by the Armistice line... Land being their dearest possession and driven by necessity, many villagers would cut through the fence to reach their land, only to be shot! I cannot forget one morning when an old man reached across the border wire to offer me a small cup of Arab coffee, elegantly set out on a tray. I shouted at him to go back, that he would be shot if the Israelis saw him. But he calmly answered that without their culture, their “adab”, their politeness, their hospitality, who would they be.” what would life mean? And he implored me to accept the coffee. With trepidation, I reached across the barbed wire to receive that symbol of their continued existence as a people, a proud, generous people. This is why I say in many ways I grew up in Jerusalem and in Palestine.” (From the book On Becoming Alijah, p197, 198)

Those were the words of Dr. Alijah Gordon¹, during a trip to the West Bank in 1956. Dr. Alijah was a tireless Human Rights activist and a great supporter of BAS. We sadly lost her a few months ago. Embracing every cause of justice, she devoted her entire life to Jerusalem and to Palestine. There, her commitment grew stronger, and she fought fearlessly to defend the right of the land she had fallen in love with. Confined to a wheelchair in her last few years, with an exhausted body but an amazingly sharp mind, she continued working for our children until the last few weeks of her life. She then suddenly fell into a coma and soon such a rich and valuable life was ended.

In no way we can thank you “Ya Ummy” (my mother - the name you favoured most), but in the hearts and minds of so many people you continue to hold an important place. We dedicate this report to your memory, and will continue the work for the sake of the land that you loved and the people you admired. They are still, Ya Ummy, as you saw them in 1956 – suffering from the ongoing injustice, and losing more and more of their beloved land with every new peace initiative. The border wire has just been replaced by the monstrous wall of shame, which devours and tears apart families, villages, and the only cultivatable land.

Yet, as you saw them then, the peasants are still looking beyond that fence of hate. They look with great love at their locked away fields, and yearning to escape their caged freedom.

1. Dr. Alijah Gordon chairperson of the Malaysian Sociological Research Center Institute, born in New Jersey 1929, died in Kuala Lumpur, 2004.

2. Family Happiness Project (FHP):

*“Wait for me and I’ll return
 Only wait very hard...
 Wait. For I’ll return defying every death
 They never will understand that in the midst of death,
 You with your waiting saved me
 Only you and I know how I survived
 It’s because you waited, as no one else did”*

K. Simonov
 (From the book “On Becoming Alijah)

When the FHP was set up in 1983, it was only a small sponsorship program, which has developed into a number of programs and activities focusing on the vital need to educate and liberate the minds of our youth. Using creativity as a basis to break through the barriers of fear and lack of self confidence, the programs encourage the youth to free their minds by questioning social taboos and myths built on outdated thinking. What better way to achieve this than through the beauty of art and the stimulation offered in sports?

The social workers were responsible for implementing and supervising the Family Happiness Project with all relevant programs and activities planned for the children, youth and mothers.

In 2003 the construction works for a new centre in Rashideyeh started, as an extension for the old building through financial support from Flutchlingskinder in Lebanon/Germany, JCCP/Japan and NORWAC/Norway

2.1. **Sponsorship:** is the main program, and an umbrella for all the other programs and activities. Under this program, financial aid and assistance is provided to a number of children and families living all over the camps. The following table traces their distribution:

Sponsorship list 2003

Month	NO. Of Children	Males	Females	No. Of Families
January	1097	532	564	602
February	1105	533	572	606
March	1120	539	581	609
April	1129	541	588	613
May	1143	554	592	628
June	1150	555	595	628
July	1160	560	600	631
August	1164	562	601	627
September	1162	562	600	630
October	1186	577	609	633
November	1181	578	603	631
December	1179	572	607	633
Average Figures 2003	1148	555.4 48.5%	592.4 51.5%	662

- 2.2. **Scholarships:** “... *The problem is that to develop technology one must be independent, have control of one’s own resources, at the same time, technological know-how is necessary to gain control of those resources and make them work*” (On Becoming Alijah, p.248).

Quality education is sought through this small program that needs intensive efforts for further development.

The scholarship program continued as in the previous year, and provided a total of 29 scholarships for both male and female students at the secondary and university levels, as well as in vocational training. The breakdown of these scholarships is as follows:

- Secondary: 8
- University: 13
- Vocational training: 8

- 2.3. **Training Courses:** the institution annually provides a number of short intensive training courses, which gear both male and female students towards specific professions or in the acquisition of certain skills. The courses offered by our centres are as follows:

Vocational Training Courses

Course	Location	Beneficiaries
Computer Maintenance	Burj El-Shemali	11
Cottage Food Industry	Burj El-Shemali/Nahr El-Bared	47
Hair Cutting	Burj El-Shemali/Rashideyeh	60
Car Mechanics	Burj El-Shemali	19
Electricity	Burj El-Shemali	14
English Language, computer & internet	Rashideyeh/Naher el-Bared/Beddawi/Mar Elias/Shatilla/Burj el-Shemali	213
Baking	Naher El-Bared/Beddawi/Bur el-Barjneh/Shatilla	53
Painting	Naher El-Bared	21
First Aid	Naher El-Bared/Rashideyeh	22
Flower and Seedling Planting	Burj El-Shemali/Rashideyeh	32
Pre-school teaching	Naher el-Bared/Beddawi	69
Total		561

- 2.4. **Remedial Classes:**

Although remedial lessons were always provided at the centre, a new structured program was setup for the 2003-2004 scholastic year. The idea developed after the alarming results of the intermediate official exams, which witnessed a disastrous decline in the success rate. Reform was carried out from the elementary level, following from the belief that higher education must be built towards from the lowest level in order to achieve better pass results.

The long run objective of such a program is to help schools build a strong educational base, which will enable students to develop the skills and practical knowledge required to succeed in the future. Otherwise it is felt that their marginalized situation will become an extremely serious problem.

Remedial Classes

Center	No. Of Classes	No. Of Children	No. Of Teachers
Burj El-Barajneh	2	42	2
Ein El-Helweh	3	63	3
Burj El-Shemali	3	67	3
Rashideyeh	3	62	3
Nahr El-Bared	3	62	3
Beddawi	3	67	3
Total	17	363	17

Note: due to the lack of space in Shatila and Baalbeck, assistance is given on an individual basis.

2.5. Literacy Classes For School Drop outs:

Seven groups (boys and girls) in different camps were offered special reading and writing skills in both Arabic Language and Arithmetic.

Arabic Language and exercise text books were compiled and published for the use of literacy education programs, which was enclosed and distributed by the UNICEF.

Drop-outs Literacy Classes

Location	Beneficiaries
Rashideyeh	17
Baalbeck	11
Shatilla	15
Nahr El-Bared	15
Beddawi	7
Burj El-Shemali	17
Ein El-Helweh	13
Total	95

2.6. Children's Activities:

"Until the world lifts the Zionist screen from its eyes, the Palestinian Diaspora remains a forgotten victim of racist Zionism" (Palestinians Speak by Alijah Gordon).

Our children are members of the current youth generation which constitutes the Palestinian Diaspora. This generation is the victim of violent racism on an unprecedented scale, and is in danger of being pushed towards a dark fate and creating a culture that focuses solely on frustration and death.

Working with these children has been a continuous challenge. Tireless efforts are required to colour their lives and enable them to realise the beauty of their

culture and the richness of their heritage. In addition, creating bridges between them and the outside world, and making them aware of its supportive elements, is of a valuable importance.



Summer Camp

Programs orientated towards this objective include the following activities:

- Arts include drawing, handicrafts and drama
- Sports and picnics
- Workshops and seminars on different topics: society, health, national and international issues that focus on human rights...etc.
- Library services and editing of *Assanabel* magazine.
- Computer centres in Nahr El-Bared, Beddawi, and Burj El-Shemali, in addition to a new centre that we started to establish in Mar Elias Centre with a financial support from Association for the Support of the Needy Palestinian Children/Switzerland.
- Summer Camps and activities organised in coordination with:
 1. Japanese artists
 2. Japanese volunteers



Voluntary work

3. German university students
4. Summer activities organised by Egyptian students from the American University in Cairo
5. Ras El-Maten summer camps organised by the YMCA (this year 121 participants were invited)
6. Voluntary work camp (12 participants)
7. Ras El-Maten Facilitators' Training Camp, organised by the YMCA (57 participants)
8. Summer activities organised by 9 Italian and 25 local volunteers.
9. Youth leaders workshop (56 participants)



Summer Camp

It is worth mentioning here the **cultural exchange project**, which was initiated a few years ago with children from the Algarhiem School in Norway. We have established a deeper relationship, and one project underway is the creation of a musical band. Towards this objective, Norwegian professionals have been training and following up children from Rashideyeh every few months.

Observing the positive reaction from the children and youth, and their high enthusiasm to join the program, goes to demonstrate that such activities can help release the pressures and frustrations of their living conditions. The program offers a creative and constructive way of channelling their energies, and encourages them away from aggressive and violent alternatives.



Sport Activity

Art, Sport and Recreational Activities

Center	Dabkeh Groups	Musical Bands	Scouts	Sports
Shatila	2	3	2	2
Burj El-Barajneh	2	3	1	
Mar Elias				
Burj El-Shemali	1	3	4	
Rashideyeh	3	1	6	
Ein El-Helweh	1	2		1 (football team)
Nahr El-Bared	1	1	5	6 (4 football teams, 1 ping-pong team & 1 chess team)
Beddawi	1	3		
Baalbeck				
Total	11	16	18	9

Participants in each group consist of the following numbers (boys & girls):

Dabkeh: 12-20

Scouts: 15-25

Musical bands: 10-20



Scouts Group

Recreational Activities

Center	Picnics	Ramadan Dinners	Summer Camps
Shatila	5 (608 participants)	4 (297 attendants)	4
Burj El-Barajneh	4 (195 participants)	8 (355 attendants)	3
Mar Elias	3 (135 participants)	1 (73 attendants)	1
Burj El-Shemali	9 (855 participants)	4 (316 attendants)	4
Rashideyeh	16 (1069 participants)	3 (155 attendants)	1
Ein El-Helweh	2 (476 participants)	2 (240 attendants)	3
Nahr El-Bared	5 (394 participants)	2 (300 attendants)	4
Beddawi	5 314 participants)	2 (330 attendants)	3
Baalbeck	5 240 participants)	2 (90 attendants)	3
Total	53 (4286 participants)	28 (2156 attendants)	26



Dabkeh Group

Cultural Activities

Center	Cultural Committee	Library Committee	Workshops & Seminars	Theatre & Films	National & Cultural Events & exhibitions
Shatila	1 (25 member)		13	9	6
Burj El-Barajneh	1 (8 members)	1 (2 members)	12	2	7
Mar Elias			11	1	4
Ein El-Helweh	1 (35 members)	1 (2 members)	1	1	4
Burj El-Shemali	1 (8 members)	1 (5 members)	8	1	17
Rashideyeh	1 (6 members)	1 (4 members)	9	1	10
Nahr El-Bared	1 (18 members)	1 (18 members)	9	3	13
Beddawi			8		13
Baalbeck			1		12
Total	6	5	72	18	86

2.7. Mothers Activities:

*"I am thinking of a woman
Who walked into the waters of a river
I am thinking of the waters of the rivers of my life
I am thinking of the stones
in my pocket
All women are born with stones in our pockets
Empty them, empty them, empty them
Swim"*

Homage to Virginia wolf
(From the book "On Becoming Alijah")

Mothers constitute the majority of caregivers in the sponsored families, therefore they are in continuous contact with the centres and the social workers. The social workers designed a special program to develop their relationship with the mothers, opening a dialogue between them by providing them with the knowledge and skills necessary for self-empowerment. These took the following form:

- Monthly meetings to discuss matters of common concern relating to the family as a whole
- Private home visits to investigate family matters and see where assistance is most needed
- Seminars that tackle major health and social problems, as well as other subjects relative to current living conditions in addition to refugees and women and legal rights.
- Encouraging social contact by organising picnics and special functions during which women from different areas can meet, socialise and increase awareness about each other's problems
- Some mothers also benefited from the embroidery income-generating project and training, while others took part in the food production project

2.8. Embroidery Project:

This income-generating project became an essential part of the institution's work. In addition to the generated profit, and with the help of our partners, it played an important role in introducing our Palestinian culture to other countries.

Due to the high demand from women to learn such skills, a series of training courses were held every 3 months to teach embroidery. Women who participated were given the chance to become productive, which is an essential factor in empowering the Palestinian women.



Embroidery work

The number of working women on permanent basis was 100 women/month. In addition to another embroidery program established in Ein El-Helweh, supported by “The Palestine Children Relief Fund”, in which 25 women worked on monthly basis. Marketing of embroidery production has always been through the supportive efforts of our friends in Japan, Germany and Switzerland. Japanese professionals, who always provide the embroidery staff in creating new designs, visited last year for closer follow-up.

Embroidery Training Courses

Location	Beneficiaries
Ein El-Helweh	20 x 4 courses = 80
Rashideyeh	30 x 4 courses = 120
Beddawi	20 x 4 courses = 80
Total	280

2.9. Cottage Food Industry:

This is another income-generating project, which is still in its preliminary phase and which will require intensive efforts to develop the quality of its production and find relevant sustainable markets. Training workshops were held for the following beneficiaries:

- 33 from the south (25 from Burj El-Shemali and 8 from Rashideyeh)
- 32 from Nahr El-Bared

Meanwhile, the number of women working is 11 in Burj El-Shemali and 18 in Nahr El-Bared.

The main market remains a local one, situated mostly inside the camps themselves, and with the cooperation of all centres. However, we are looking to establish markets outside Lebanon with the help of Palestinians living in Denmark, Sweden, France and Spain. To introduce this production in the local market, we participated in three exhibitions:

- Tyre Heritage Exhibition
- UNESCO Fair
- Tyre Local Exhibition

3. The Kindergartens:

*“While I grow up
Crouch down next to me
Not just to hear, but also to understand”... (From a South African song)*

1.3. Facts in figures:

Eight kindergartens are in operation amongst the various camps. The following table provides some explanatory figures:

Kindergarten	No. Of children		No. Of teachers		No. Of Classes
	Males	Females	Males	Females	
Burj El-Shemali	32	42		3	3
Ein El-Helweh	39	37	1	2+1 assistant	3
Shatila	35	37		3	3
Rashideyeh	20	20	1	1+2 assistants	2
Beddawi	36	29	1	2	3
Burj El-Barajneh	36	26		3	3
Nahr El-Bared	33	37		3	3
Bar Elias	44	37		4	4
Total	275 (50.9%)	265 (49.1%)	3 (11.5%)	23 (88.5%)	24

2.3. Kindergarten’s Program:

Via programs that encourage children to learn more about themselves and their surroundings in an environment outside the home, the KGs program is designed to help each child achieve social, mental, emotional and lingual growth. These projects contribute to the development of the children’s natural curiosity & self-confidence, their ability to express themselves, to interact with the teachers and participate in team activities that prepare them for school. Such knowledge is introduced via playing and teaching methods such as dividing the class into corners, each representing a different theme.

In addition, educational visits to public places such as animal farms, post offices, the airport etc... allow the children to understand the essential function of public facilities. Picnics and theatre visits are also included in the program.

Participation is encouraged in festive events and processions commemorating national and international occasions.

At the beginning of the school year 2003-2004 a new trial was started in Rashideyeh KG whereby five children with Down syndrome were accepted. This stemmed from our believe that children with disabilities should be integrated into existing schools not only for education, but also to mix with other children. Further inclusion programs will be adopted once the results of this program are analyzed at the end of the year.



Show Time

3.3. KGs Cultural Exchange Program:

An exchange program, which was sponsored by the Norwegian organization Fredskorpset, took place between BAS kindergartens and Vestfold College. Under the title Partnership For Development, two Norwegian KG teachers worked at Shatila KG, while two Palestinian teachers from Shatila and Burj El-Shemali went to Norway to teach in schools there.

This unique experience proved beneficial for all parties involved, as the teachers were able to experience each other's culture, traditions and heritage, through close contacts with the kids, teachers and parents. They were able to witness the positive and negative aspects of their own culture, and ultimately learn from each other.

Here are some of the Norwegian teachers' comments:

“Through drama work in Shatila, we made the children the actors one time, while another time the teachers were the actors. It gave the children an opportunity to express themselves freely, as sometimes they took the story, made some changes, added some words and figures, and acted it in their own way”

“... Cooperating with the teachers showed us different ways of working with children and how to handle a big group of children alone and get the attention back from the children when it was waning”

“The children gave us new and different challenges. They spoke Arabic, used some words in English and a lot of body language. They keep talking and asking questions – they never give up, even if we are standing there, saying ma ba’aref (I don’t know)”



The Norwegian KG Teacher In Shatilla

When asked about what it was like to be a Norwegian in Arab country, the girls answered:

“... We lived in an apartment outside Shatila, in Rawas street, where most of the inhabitants are Muslim. This has given us the opportunity to feel and see the culture and all its traditions during the year. We have met a unique hospitality, there’s always room for everyone. People are helpful and not afraid to make contacts even if they don’t know the language. All the nice people and the Arabic food!! We will definitely return to the Arabic society...”

For their part, the Palestinian teachers who went to Norway learnt a lot from their experiences, and especially the method of teaching via play. Working in a quiet and secure environment helped to absorb a lot of their tensions, and returned with greater calm and patience. Even the children of Shatila were wondered about these changes, and asked teacher Sana on her return “what happened to your voice?”

The benefits of such a rich human experience were not solely confined to pre-school education. The experience was a practical attempt to build bridges between two different cultures, allowing people to meet on an equal basis and promote mutual respect and understanding. Such programs are the best way to fight violence, break the racist stereotyping of the Arabs, and promote true justice and peace.

4.3. Kindergarten Staff and Different Activities:

The in-service training through workshops and seminars is a continuous program in the kindergartens.

Last year a Japanese volunteer spent nine months working closely with our teachers to introduce new skills and techniques of modern pre-school educational methods, helping improve staff knowledge. A skilled practitioner in handicraft, she taught the teachers how to make things from available cheap resources. With the children, she focused on using physical activities and to express through using body language.



The Japanese KG Instructor In Burj El-Barajneh

Students of pre-school education from Norway spent 3 weeks giving practical training at our kindergartens.

Different activities were held in the KGs, amongst which were visits from the students of American Community school, who donated gifts and books to the children.

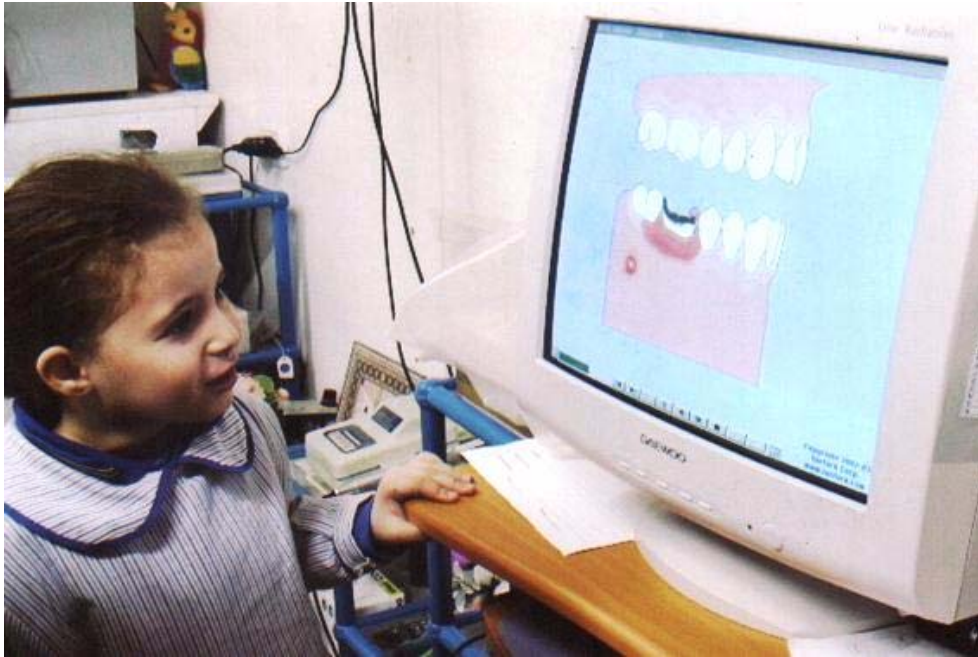
The Japanese Risho Kosei-Kai organisation supplied the kindergartens with special gifts called “Dream Bags of Peace”. A number of 8419 bags were distributed among the KG children in all camp, and this event became an annual tradition since four years.

An art exhibition was organised to display the drawings by both Norwegian and Palestinian children, which was entitled and inspired by the theme “what do you like and what scares you most?”

4. Dental Clinics:

The dental clinics project in the NISCVT is one of the serious initiatives aimed at offering oral health education and dental services to the Palestinian refugees' community, and principally to children.

The positive outcome of this project is measured by the increasing demand from the population for dental services.



Oral Hygiene Education

The NISCVT dental clinics are the only clinics in the refugee camps that implement a curative, preventive and educational program.

The services target kindergarten children and the staff members of all NGOs working in and with the Palestinian community.

In addition to all sponsored children in BAS, their mothers and staff, the dental clinics are open to the public in the afternoons at minimal prices. In 2003 six dental clinics operated:

- Two in the North (Beddawi and Nahr El-Bared)
- One in Beirut (Shatila)
- Three in the South (Ein El-Helweh, Burj El-Shemali & Rashidiyeh)

Beneficiaries 2003

Region	Kindergarten Children		Family Happiness Children		Mothers and Staff		Civilians	
	No. of Children	No. of Visits	No. of Children	No. of Visits	No. of patients	No. of Visits	No. of Patients	No. of Visits
Beirut	1382	4567	359	799	230	223	1035	1789
North	990	4821	340	368	193	350	1246	2612
South	2078	3561	388	1253	242	1281	974	1406
Total	4450	12949	1087	2420	665	1854	3255	5809

Cases referred to specialists:

- Orthodontics: 23 cases
- Maxillofacial: 12 cases

Screening: is a kind of check-up, which was introduced to us by Italian Dentists. It shows the number of treated and extracted teeth.

Area	Treated Teeth	Extracted
Beirut	2061	539
North	2010	482
South	3640	650
Total	7711	1671

Height and Weight measured at the beginning and the end of the school year

Location	Age year	Average weight (kg)	Average height (cm)
Beirut, North and South (in all camps)	3-4	13.7	103
	4-5	15.9	106.6
	5-6	18	110

1st Aid Treatment

Area	No of Cases
North	82
South	102
Beirut	67
Total	251

Measurement of dmft Ratio: (dmft is the number of decayed, missed and filled deciduous teeth per child).

Area	Mean dmft
North (2 camps)	6.2
South (3 camps)	5.8
Beirut (3 camps)	5.9

Health Education:

- **Kindergarten children**

In addition to our health education program, a new method of learning was introduced through a special computer program that targets different age groups. This program and the computers were donated to two dental clinics by the Norwegian People's Aid. The new program developed the traditional approach to health education and made it more interesting, providing knowledge through fun.

- **Teachers and Staff:**

Although there is no project that caters specifically to their training, teachers and staff have access to the health education and documentation the children receive.

- **Mothers:**

Mothers are taught about the benefits a treatment has on their own children, by showing them cases before and after treatment and explaining the importance of the efforts made by the child, teacher and dentist. The main objective was to help them keep their children's teeth clean in order to reduce future decay.



Mother's Oral Hygiene Education

- **Adults:**
Environmental care and related activities were added to the usual health lectures, especially in Beddawi Camp.

Beneficiaries of educational program

Camp	No. of KG Children	Mothers		Adults	
		No. of mothers	No. of lectures	No. of adults	No. of lectures
Beirut	1382	230	11	359	15
North	990	193	22	340	12
South	2078	242	9	388	9
Total	4450	665	40	1078	36

5. Family Guidance Centre (FGC):

“Every child who is a victim of ‘any form’ of abuse or neglect has the right to ‘physical’ and psychological recovery and social reintegration” (Convention on the Rights of the Child, art.39)

The inception of the FGC in 1997 resulted from the growing need for a facility specialised in caring for the mental health of Palestinian children. Previously and up until now this centre is the only facility which provides such a service. It does not only cater to the children’s well-being, but to the whole family, as parents or guardians are offered help and advice in dealing with their child.

This includes counselling, house visits, lectures and advising.

The centre provided the following services to Palestinian children and adolescents, as well as to other nationalities.

1.5 Psychiatric Services: provided assessment and referral to the appropriate professionals, and gave medication prescriptions. It followed-up cases with severe psychiatric complaints.

2.5 Speech Therapy: started in 2000, this service has developed. Many children are faced with speech and lingual problems due to congenital reasons, environmental factors or psychological problems.

2.6 Psychomotor and Educational Therapy: this service was launched at the end of 2003, to offer alternative forms of therapy for children with specific needs; such as lack of concentration and difficulties with physical activity. It also provided educational interventions.

4.5 Psychotherapy: this dealt with a wide range of children and adolescents concerns, most of which stem from the difficult circumstances they have been facing ever since they were born.

5.5 Psychometric Evaluations: used to bolster non-standardized evaluations available at the centre, the evaluations are also used for children who used to be placed in specialized centres as part of the child’s report. The girls at the institutions’ special needs classes had to undergo the following assessments:

Statistical Table of Patients:

Intervention	No. of cases	No. of visits	Females	Males
Psychiatric	120	197	42	78
Speech and Language	34	349	13	21
Psychomotor and Educational	8	18	2	6
Psychotherapy and Psychometric	-	-	-	-
Evaluation	17	89	9	8
Total	179	653	66(36.8%)	113(63.1%)

6.5 Psychotropic Medication: it is important to help provide the necessary medications to children and adolescents undergoing therapy treatment, as these can present very large expenses for their parents, who may consequently choose to go without them. This year four patients were provided with psychotropic medications.

7.5 Placements in specialized schools or centres: the FGC tries to cover or help to raise the financial costs of placements in such centres, which can be extremely expensive. Six children are currently benefiting from this service, while six other children are still awaiting placements because of lack of resources.

8.5 Referral of Adult Patients: thanks to an agreement made with the centre, adults in need of psychiatric or therapeutic interventions are referred to a specialized psychiatrist or psychotherapist. The FGC covers the expenses of the therapist and medications.

9.5 Special Needs Classes: these classes are in the centres of Burj El-Barajneh, Beddawi and Ein El-Helweh camps. They cater to adolescent girls who dropped out from schools, because of learning difficulties. The girls are given basic learning skills and other activities, they are also provided with a healthy social milieu of their age group to prevent them from the isolation of being housebound. Assessment of girls to be accepted is undertaken by the professional at FGC, while the psychotherapist makes regular visits to those classes to further evaluate the process and decide whether certain interventions and approaches are needed. In addition, the centre plays a role in setting up the program followed in the classes and helping the teachers to choose the appropriate tools, materials and text books. The number of girls attending these classes was:

- (11) Burj El-Barajneh
- (13) Beddawi
- (14) Ein –Elhelweh

10.5. Awareness Raising, workshops and teachers: these target Palestinian GPs working inside the camps, social workers affiliated with the NISCVT centre, KG teachers, considered key, because they are in direct communication with children’s parents.

The Centre also managed to establish a network with other centres and organisations dealing with Lebanese and Palestinian children. Cooperation with such centres developed through exchanging services and referrals by the FGC for relevant cases.

These centres are:

- Maarouf Saad Foundation
- Rawdat Al-Aqsa
- Movement Sociale Libanais
- Fiesta
- Al-Hadi Foundations
- UNRWA Schools
- Hadikat Al-Salam
- Ministry of Social Affairs

11.5. Professional Visitors: the FGC is visited yearly by professionals from the two organizations supporting the centre, NORWAC from Norway and Psychologists for Social Responsibility from Finland.

7. Staff:

The number of working staff increased thanks to the expansion of projects or because of the initiation of new ones. However, the main increase was in the number of part-time employees. The majority of the staff is Palestinian, but a considerable number of Lebanese are also employed in all sectors.

In-service training is available continuously throughout the year and especially geared towards the social workers, KG teachers, administration staff and the dental team.

Overall Working Staff:

Permanent		Part-time	
Social workers	25	Family Guidance centre	4
KG teachers	31	Vocational Training	10
Others	11	Art Trainers	6
Family Guidance Centre	2	Literacy Teachers	3
Dental Clinics	10	External Auditor & lawyer	2
Special education	4	Remedial classes	18
Administration	13	Others	3
Total	96		46
Total Working Staff	142		

Centers' Staff 2003

Center	Social workers	KG teachers	Literacy + Special Education+Remedial	Arts trainers	Cleaning workers	Drivers
Burj El-Barajneh	3	4	4	1	1	
Shatila	4	5			2	
Mar Elias	1				1	
Beddawi	2	4	1	1	1	1
Nahr El-Bared	3	3	1	1	1	1
Ein El-Helweh	3	4	5		2	
Rashideyeh	3	4		2	2	
Burj El-Shemali	4	3	3	1	1	
Baalbeck	2		4			
Bar Elias		4				1
Total	25	31	18	6	11	3
Grand Total	94					

Administration Staff:

Post	Number
Director	1
Head of Departments	2
Secretaries	2
Assistant	1
Accountant	2
Auditor (internal)	1
Auditor (external-part time)	1
Lawyer (part time)	1
Driver	1
Office boy	1
Cleaning worker	1
Total	14

Training of Staff

Workshop	Centre	No. Of Beneficiaries
Speech Disabilities and Hindrances	Rashideyeh	1
Training on Pres-school Education (8 workshops)	Rashideyeh, Nahr El-Bared, Beddawi and Shatila	81
Organization of Libraries	Rashideyeh and Beddawi	4
Teaching Through Dialogue	Nahr El-Bared	1
First Aid	Beddawi	1
Early Intervention with Handicapped	Beddawi and Burj El-Barajneh	2
A workshop around the book “ Our Reality”	Beddawi, Shatila and Baalbeck	4
Drama	Burj El-Barajneh and Shatila	6
Harmony	Burj El-0Barajneh and Shatila	6
Training on Special Education Teaching	Burj El-Barajneh	2
Workshop for Activators	Shatila	1
Gender	Shatila	1
English and Arabic Training	Shatila	4
Workshop on Human Rights	Shatila	1
Illiteracy Obliration	Shatila	1
Concepts and its evaluation	Shatila	1
Total		117

8. Visits Abroad:

- One social worker and a sponsored girl from Shatila were invited to Italy on a tour to talk about the Palestinians’ situation in Lebanon.
- On girl from Burj El-Shemali visited Italy by an invitation from her sponsor.
- Participants attended the following conferences and workshops:
 - One to Fredskorpset conference in Norway.
 - One to a workshop on the rights of the child prepared by Save the Children/Sweden and UNICEF.
 - One social worker visited Germany by an invitation from our partner NGO Flutchlingskinder in Lebanon.
 - One participant attended two workshops for youth held in Budapest by Council of Europe for Youth Programs.

9. Visiting Delegations:

In 2003 NISCVT received visitors from Norway, Japan, Belgium, Switzerland, Canada, Australia, Germany, France, England, Italy, Finland, Sweden, Bologna, Cairo, Palestine, Pakistan, USA, Iraq, Tunisia, and Algeria. Visitors consisted of journalists, researchers, volunteers, students, sponsors, Human Rights Activists and solidarity groups in addition to members from partners NGOs.

Researchers from The Centre For Research On Population & Health, spent 6 months in our centre in Burj el-Barajneh, conducting a research study on the living conditions of the camp.

10. Coordination & Networking

The Institution has been an active member in the following NGO networks:

- Arab NGO Network
- Coordination Forum of Palestinian NGOs in Lebanon
- Coalition of the Right of Return.
- Sabra & Shatilla Committee
- Council of Europe For Youth Program

Coordination was also continuous with two networks inside Palestine PNGO and ITTIJAH.

11. Conclusion:

Freedom is not an abstract theory in life; it is a right that needs to be practiced every day. It is a fundamental human ethical value that must not be limited to any population or national community: rather it must be unanimously endorsed across the globe.

In the name of “democracy” and “freedom”, people are being victimized on a daily basis, while new war zones are fast being created. The worship of collective and exclusive power has become a religion in itself. Indoctrination of any kind, inspired through the influence of miss-leading concepts is a catastrophe that allows for many forms of violations and injustices to be committed.

For how long can we stand up to such atrocities? We must stick together and stay united in order to never concede to any form of injustice.

*“When evil-doing comes like falling rain, nobody
calls out stop.*

When crimes begin to pile up they become invisible.

*When sufferings become endurable the cries are no
longer heard”.*

B. Brecht
From the book “On Becoming Alijah”

