

## **Knotting the peace and gender lace**

Public co-educational sport zones in EEH Palestinian Refugee Camp-  
Lebanon

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## Table of Contents

Acknowledgment.....	3
I- Chapter one: Project overview.....	6
1- Project Name.....	6
2- Project Summary.....	6
3- Implementing organization intro.....	7
4- Project Description.....	9
5- Project Goals.....	12
6- Target groups.....	12
7- Methods.....	13
8- Gender Approach.....	15
II- Chapter two: Background.....	16
1- Camp's structure and populations.....	16
2- Discrimination.....	17
3- Palestinian refugee children in the camps.....	17
3.1- Children and Armed conflicts.....	17
3.2- Psychosocial effect.....	19
3.3- Children's life in the camps.....	20
4- Children with Disabilities.....	22
III- Chapter three: Project justification.....	23
1- Problem statement.....	23
2- Health benefits.....	24
3- Interpersonal skills.....	24
4- Social Inclusion and gender integration.....	25
5- Gender and Positive body image.....	26
6- Coping mechanism.....	27
7- Conflict resolution.....	27
8- Playground location-Wider impact.....	28
9- Age Group.....	29
10- Boys and girls can be equivalent athletes.....	29
Chapter IV: Project implementation.....	31
1- Eco-Friendly space.....	31
2- Sustainability plan.....	31

3-	Management and personnel .....	32
3.1-	<b>The support team:</b> .....	32
3.2-	<b>Executive team</b> .....	32
4-	Risk Analysis.....	33
5-	Stakeholder analysis.....	33
6-	Monitoring, Evaluation and reporting.....	35
7-	Financial report: .....	35
Annexes	.....	37
Annex 1:	Monitoring and evaluation table .....	37
Annex 2:	Logic Framework .....	40
Annex 3:	Project timeline .....	53
Annex 4:	Risk analysis.....	63
Annex 5:	Budget .....	66
Annex 6:	Possible design sketch.....	72
Annex 7:	Ajial intro. ....	73
References	.....	79

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# I- Chapter one: Project overview

## 1- Project Name

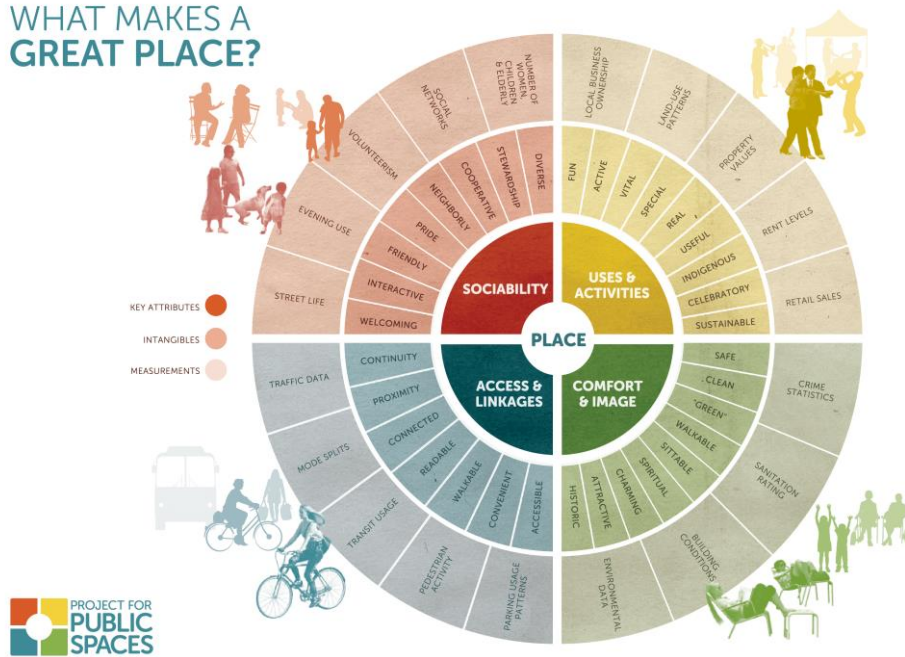
Knotting the peace and gender lace: Co-Educational Youth Sports in EEH Refugee Camp, Lebanon.

## 2- Project Summary

The ***child protection networks*** in the Palestinian camps in Lebanon have agreed on the critical need of safe places for children. This agreement was based on input from the community activists, leaders and youth. Co-educational sports promote social cohesion, social skill building, mental and physical health, and gender equity. The project “KNOTTING THE PEACE AND GENDER LACE” will create flexible, adaptable, accessible, multiuse and friendly sports fields for refugee girls and boys of all ages. Local staff will train girls and boys (8 to 12 years old) together in organized basketball, volleyball and football in creative and flexible ways, as well as provide equipment, space and supervision for free play.

Public spaces tend to be successful when created based on the needs of the community. The participatory approach of creating and staffing public spaces generates the feeling of ownership. When the community collectively participates in building a space that can be used by all, the bonds among people are strengthened. Peacemaking is a creative process that is based on place-making approach in which community members engage with each other to make a lasting change. Peacemaking tends to be very successful in areas of conflict when the space created insures safety. Peacemaking in this regard is a process that aims to change people’s attitudes, the relation dynamics and the interactions among the community members. These new dynamics aim to achieve peaceful coexistence (Project for Public spaces 2017). Stressing the importance, public spaces as a tool for development and inclusion were mentioned in the sustainable development goals (United Nations 2015).

## WHAT MAKES A GREAT PLACE?



Project for public spaces, 2017

### 3- Implementing organization intro.

The Social Communication Center (SCC) "Ajial" was established in 1999 and became officially recognized in 2002. License 77/AD.

Due to the difficult political, social and security circumstances in Lebanon, negative impact influenced the Palestinians in general, and the youth in particular. The center projected as an attempt to recognize the problems of the youth, seeking solutions through inter-dialogue, motivating the youth abilities and unifying their efforts, thus framing them within the social work.

"Ajial" is a local NGO that has been working with youth since 1999. The vision of the center is the human development by focusing on the youth. The main objective of the organization is to create activities that rehabilitate youth and build their initiative capabilities, and promote sense of responsibility towards oneself, society, and home-country.

"Ajial" has long and rich experience working on rehabilitating youth through sport. Five sport summer camps have been carried out by Ajial so far in which about 300 youths have

participated from all the Palestinian camps in Lebanon. In addition to the yearly sports events commemorating the Nakba day. In this day Palestinian children from different camps in Lebanon gather in a Lebanese village (Taibi) near the border with Palestine. The children participate in various friendly sport games with each other and with the village players. During which a number of cyclists are crossing Lebanon from North to South on their bicycles to demonstrate the right of movements. All of the activities are of participatory approach in which youth are involved in the planning, organization and implementation of the activities (Ajial, 2015).

Ajial is also an eco-friendly organization. The activities are thought through an environmental aspect and are eco-friendly and raise the awareness indirectly through the activities. Yet there are specific activities that are directly linked to the environment such as the participation in plantation and cleaning campaigns (Ajial, 2015)

Ajial's wide networking is one of its main strength. The organization has established relations with local and international organizations along with other partnerships in Lebanon, the Arab countries and in Europe (France, Italy, Belgium, Germany, Norway, Switzerland, Holland, and Spain). These partnerships have resulted in many activities such as exchanging coaches, the participating of the girls' basketball team in tournaments in Europe, and scholarships for three youth to study sport for social change. Along with other activities and volunteering of different international coaches in the yearly summer sport camps. One of the other strength of the organization is having three different centers in three different key areas; the capital of Lebanon, Beirut; North of Lebanon, Tripoli and in the south, Ein El Helwi (EEH) camp (Ajial, 2015). "Understanding of the local context is paramount in the success of implementing sport-related programs in refugee camps" (aiSTS 2013). The presence of a center in EEH does not only facilitates the implementation of the project there but also give the advantage of understanding and knowing the context. While the other centers play a key role in copying the project in different camps in Lebanon. The established international networking of Ajial can facilitate copying the pilot project in different countries.

More information about Ajial is in annex 6.



#### 4- Project Description

“Knotting the peace and gender lace” is a pilot project for the first year during which one playing zone will be built and practice sessions will take place. By the end of the 1<sup>st</sup> year and during the second year, the other playing zones will be built. At the end of the three years, the outcomes and the outputs of the project (presented in the logical framework table in annex 2) will be measured. Our aim as “Ajial” is to build as many playing spaces in many areas as possible. We will move from one camp to another and from one country to another through partners.

The Social Communication Center “Ajial” aims through the project “Knotting the peace and gender lace” to create free, safe, and easily accessible neighborhood spaces for young children in Palestinian camps in Lebanon. A space where both girls and boys can gather and play organized sport activities that play a concrete role in creating peace and community cohesion. The public playing zones will be built within neighborhoods where it is safe for girls and boys to travel back and forth from home on their own. Coaching staff will monitor planned activities and free play.

The project creates an opportunity for the youngsters to volunteer and be involved in social activities. This project will also open an opportunity for young athletes (17-20 years old) to develop their coaching skills. The young athletes will be giving the chance to coach those who are younger. And they will be supported through their career by involving them in coaching clinics to learn the newest coaching techniques and methods. The project will be an assembly of 4 playing zones in four critical areas in the camp. The structure and the building of the four playing zones are going to be flexible and adaptable to the needs and the situation of the neighborhood. One of these playing zones will have the essential requirements for hosting games and tournaments on monthly bases to gather all the children involved all around the camp along with their parents. The monthly joined fun tournaments and games will serve as a tool through which the positive image can transfer among the community. The other three spaces will be very simple yet creative to be able to fit in the narrow alleys of the EEH camp. Through this project we aim to make use of any available space in the most creative way to make child friendly spaces, and then use these available spaces in innovative ways to involve children in organized sport activities and free play. More details on activities, the outputs and

outcomes of the project are presented in the logical frame work in annex 2. The timeline of the implementation of the project activities is presented in annex 3.



While community input will help define the exact structures of PUBLIC PLAYING ZONE, an overarching vision of sport spaces would be closed sport tiled area. This area can be easily turned into a basketball court by putting up the movable basketball hoops, a football court by bringing in the movable goals, or a volley ball court by just putting the net in the middle of the area. The playing spaces might have as well some extra structures for free playing such as obstacles, tires, jumping tools etc. The public playing zones will be used after schools and on weekends for children organized in different groups to receive larger number of children. Each group will have access to the space twice a week for 2 hours’ sport sessions of the sport they choose.

The no. of sessions of each sport over the week will be determined after the children choose their sport. A storage room will be built in the center playing space to store all the sport equipment. While the other tools as the hoops and the goals shall be chained in the ground.





## 5- Project Goals

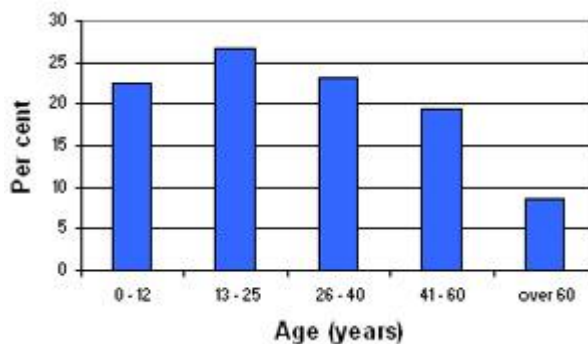
Through the project we aim to change gender stereotypes and behaviors by promoting equitable fun coeducational sports and play. “Knotting the peace and gender lace „will work to break down patriarchal ideas and structures that generate sexism and violence against women by both empowering girls (as athletes) and young women (as coaches and supervisors), and by exposing boys and young men to ideas and experiences of gender equity. In turn, safe coeducational sports training and play; exercise, skill building, cooperation, friendly competition, parental participation and support, pride in self and place, will promote a less violent society at every level. As well increase the involvement in physical activities, promote positive development of children and adolescents, provide opportunities for coaching and encourage youth to participate in social work.

## 6- Target groups

The primary target groups of the project are the Palestinian refugee children in EEH camp in south Lebanon. The children will be the active agents for promoting peace and breaking the gender stereotype by acquiring life skills through playing sports. The secondary targets are the youth of the camp; the young coaches and aspiring youth for social work. The tertiary target group will be the camp leaders and the factions who will participate in the sport fun activities where they can learn to coexist and to develop a better approach in managing and sharing facilities. The project will target the parents as well to enhance the child-parent relationships. While the whole residents of the camps are mainly targeted through the holistic approach in terms of promoting healthier lifestyle, breaking gender stereotype and gender roles of girls, and promoting for a safer environment through introducing a non-violent conflict resolution methods. Young girls and women will have main focus as the project will serve as a tool to address gender equality through sport (refer to justification section). Young women will be encouraged to be part of the project as coaches, social workers, and administrative staff.

In EEH there are more than 54,116 registered refugees, 47% are under the age of 23, from which 22% are children below the age of 12 year(UNRWA 2015). Approximately half of them

are girls which total up to around 6000 girls. Creating 4 different playing zones allows the coverage of the whole camp and thus helps increasing the accessibility of a larger number of girls. Assuming that the age of girls between 7 and 10 is 3000 girls, among which initially some would be allowed and interested to participate in the sport activities. The piloting stage of the project will target 200 children (boys and girls). Children with disability will be targeted and integrated within the project under the supervision of a specialist.



Demographic profile  
UNRWA, 2015.

## 7- Methods

Intervention and target groups	Short term goals	Medium term goals	Long term goals	Overall success
Induct training sessions for children lead by female and male coaches	Enable young kids to develop their interpersonal skills	Develop kids social relations with parents and peers	Induces co-existence, acceptance, and cohesion among camp inhabitants	Change the stereotypes about girls' and women's roles and abilities
Create tournaments for different sport clubs to participate	Empower local coaches	Excite reduction in the no. of drop out students	Excite reduction of the armed conflicts	
Invite parents to form a committee	Give a chance for youth to be involved in	Excite the no. of wrongful acts among children	Promote girls'/women's	

	social work community building		full extent usage of their bodies	Promote a more cohesive society to reduce the reoccurrence of group conflicts
Train youth to be involved in social work	Create a wide network of sporting clubs around the kids	Involve families in protecting the playground	Promote gender integration among the youngsters	
Conduct a coaching clinic for coaches	Create a space where all sectors and inhabitants can share peacefully	Increase the no. of girls involved in sport activities		
Invite parents for joined training with their kids	Involve parents in kids' life	Involve the community in sharing responsibilities on protecting the children and the playground		
Assign a day for other groups to use the playground	Create a platform for new youths elite in sport	Inducing health habits among children and their parents		
Promotes mind and body wellness among children and their parents		Adopt conflict resolution methodologies		

Host sport activities for camp leaders and faction leaders				
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## 8- Gender Approach

In this project we are using the gender transformative approach in which we are considering the gender norms and roles of girls/women and boys/men. Taking into consideration their specific needs and work on changing the harmful gender norms and relations. The core aim of this project is to work on the gender norms and roles for both boys and girls through the co-educational sport for the youth. The co-educational sport for the youth will serve as a tool in promoting equity and challenging the existed gender stereotypes. The social workers and the coaches working with children will undergo gender trainings to gain the skills needed to achieve the goals of the project.

## II- Chapter two: Background

### 1- Camp's structure and populations

Palestinians in Lebanon have been challenged by military, political and legal realities which influenced the development of the adolescents and youth across generations since 1948.

For decades the Palestinian camps in Lebanon have been a dark world of their own, with the texture of daily life bleaker than Gaza, and the appalling refugee camp massacres and sieges of 30 and 40 years ago by Lebanese militias in Tal el Zaatar, Shatila, and other camps (Brittain 2016).

Despite the high number of the Palestinian refugees in Lebanon (10% of the population), they do not enjoy several important rights; they are restricted from accessing 20 profession careers. To have the right to work and Live in Lebanon, a person should be a formally citizen in another state, which is not the case for the Palestinian refugees. Because they are not formally citizens of another state. Among the five UNRWA (United Nation Relief and Work Agency for Palestinians) fields, Lebanon has the highest percentage of Palestine refugees living in abject poverty. The estimated number of the Palestinian refugees registered in Lebanon is about 450,000. 53% of the refugees are distributed among 12 camps. The Palestinian camps in Lebanon suffer from poor housing conditions, poverty, lack of sanitation and infrastructure. (UNRWA n.d.)

Palestinian's camps in Lebanon are narrow, overcrowded, lack sanitation and security. The camp's inhabitants lack the basic needs for a dignified life. The drinking water is salty, and some houses are not safe to be inhabitant as they are prone to collapse. For the some safe houses, sunlight and fresh air are somehow impossible. Camps originally were designed as "temporary housing" and thus they lack any kind of infrastructure (ANERA 2012). The camps are only about 1 kilometer long and can only grow vertically. So 25,000 to 37,000 refugees live in about 1kilometer long camps. Due to the high number of people living in the camp - and the lack of the proper infrastructures for electricity - families connect live wires on other wires creating a very low in height and dangerous electric network in the alleys of the camp in reach



of children. This causes monthly electrocuted incidents. All of this makes it very legitimate and very hard to give girls and women new life and hope (Sloane, 2015.).

## 2- Discrimination

As stated by Hanafi, “The Lebanese authorities are excluding Palestinians from the rights and benefits they ought to enjoy as residents of Lebanon while simultaneously including them as a security threat, as ‘something’ to be contained and thus subjected to strict control and surveillance” (Hanaa & Hanafi 2010). Though the majority of the Palestinians in Lebanon were born and lived their whole life in Lebanon, they don’t enjoy the right of being Lebanese citizens. For instance, they don’t enjoy any political, economic rights nor social life (ANERA 2012).

Since the 1990s the Lebanese government has prevented any material entering the official camps for maintenance purposes. While the camps are suffering ‘from serious problems—no proper infrastructure, overcrowding, poverty and unemployment (...). All those kinds of discrimination and the marginalization of the Palestinians in Lebanon directly lead to high rate of unemployment among Palestinians in Lebanon. The Palestinian refugees in Lebanon are considered the poorest people in Lebanon and the poorest compared to Palestinian camps in other countries (University of Warwick. Institute of Advanced Study 2015a). Palestinian refugees are marginalized and discriminated against which create frustration and the inability to adapt with the Lebanese community “... for a while, I felt that saying I am Palestinian was something shameful... “(Chatty & Lewando Hundt 2005).

## 3- Palestinian refugee children in the camps

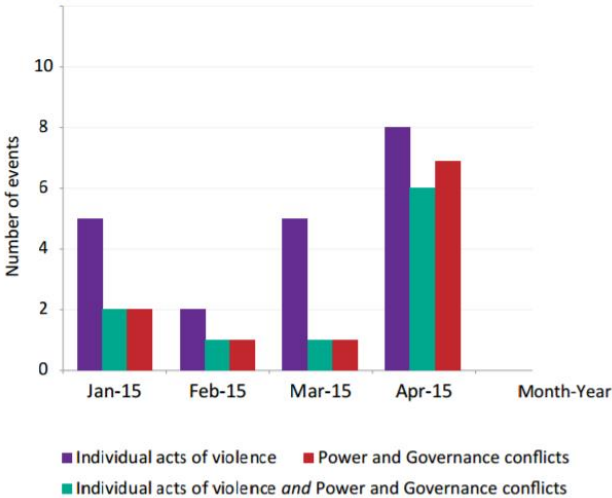
### 3.1- Children and Armed conflicts

Further complicating the life of the Palestinian refugees is the safety and security of Palestine refugee camps. Palestinian camps are self-governed as the Lebanese army don’t access the camps. This has led to creation of many parties. The most powerful ones are the Islamist; Hamas and Islamic Jihad; the secular, Fateh; Marxist; Popular Front for the Liberation of Palestine, Popular Front for the Liberation of Palestine- General Command and DFLP Democratic Front for the Liberation of Palestine. Armed conflicts among some of those parties happen regularly.

In late August 2015, tensions between rival groups reportedly resulted in six days of fighting between the Fatah Party and the Salafist Jund Al-Sham and their respective allies, that resulted in 6 deaths, several wounds and about 3,000 Palestinian refugees had displaced (University of Warwick. Institute of Advanced Study 2015a). Aside of the physical loss in which six United Nations schools and two medical facilities were damaged by crossfire and four United Nations schools were used by armed elements (Assembly & Council 2016). Despite a ceasefire having been reached, the situation reportedly remains extremely tense in the camp (UNHCR 2016). As the General Assembly Security Council reports, the children in EEH Palestinian camp were affected by the clashes in their camp. They also documented the recruitment of boys and girls (15-17 years) by Palestinian and Lebanese armed factions and groups (Assembly & Council 2016).

The conflicts among the armed groups in the Palestinian camps in Lebanon have dramatically impacted children’s access to school. 6 out of 9 UNRWA schools in EEH camp had major damages while the other 3 had minor damages. 7 of the 9 were used by the armed factions during the clashes. One clash back in February 2014 resulted in closure of all UNRWA 20 schools in Saida (city in Lebanon where Ein El Helwe camp is located), inside and outside the camp, and thus affecting 12,106 UNRWA students. Another clash in Tripoli (city north Lebanon) caused 10 schools to close and thus affected 4,732 students (“schools on the front line the impact of armed conflict and violence on UNRWA schools and education services,” 2016.).

**Mapped conflict incidents in the Ain el-Helweh camp between January 2015 and April 2015**



(UNDP & Lebanon Support 2015)

### 3.2- Psychosocial effect

After the clashes in Ein El Hilweh in August 2015, school principals reported that students were showing strong traumatic reactions such as bed-wetting, while other students experienced fainting and would scream whenever they heard gunfire (“UNRWA,” 2016.)

As a consequence of the fighting in Ein El Hilweh camp in August 2015, a total of eight UNRWA schools where summer learning activities were taking place closed down, directly affecting 654 students and indirectly reducing overall school attendance in the Saida area. While children were able to return to school at the start of the academic year on 7 September 2015, a large number of parents have requested to transfer their children from schools in the camp to schools in Saida since these events because of the precarious security situation. In total, 810 students have left schools in the camp (“schools on the front line the impact of armed conflict and violence on UNRWA schools and education services,” 2016).

My dream is to become an English teacher, but sometimes my mother says that people can't have dreams if they live in Shatila. What if she's right? Farah, 14, Shatila Camp, Lebanon (savethechildren, 2008).

In conflict zones, children are always the victims, whether by being the targets or by being recruited as soldiers (Wessells 1998). The whole situation is affecting the Palestinian children in the Lebanese camps. School drop out for Palestinian children 10 years old and older is 39% which is intensely much higher than that of the Lebanese. Also 26.1% of the Palestinian refugee girls in Lebanon are married by the age of 18 (savethechildren, 2008) .

A study in conflict zones on children showed a positive correlation between conflict-related traumas and psychosocial problems. Children in conflict zones develop Post Traumatic Stress Disorder (PTSD), 70% of children in Iraq and 52% in Bosnia-Herzegovina developed PTSD after the armed conflict. The study also showed that the conflict- related traumas can vary from knowing someone who got injured or killed, to have a family member who got injured or killed, and to more intense exposures as witnessing the incident or being the target. The report from Lebanon shows that 94% of children witnessed combat exposure and 45% witnessed violence (Dimitry 2012).

### 3.3- Children's life in the camps

Interviews with parents, teachers and NGOs' staff showed concern about the lack of sufficient educational and recreational activities for children and youth and the impact of this on children and youth and their behavior and attitude (Chatty & Lewando Hundt 2005).

Palestinian children had no, or very few occasional participation in after schools activities. This is mainly because there are limited and politicized activities held within the camp. While the activities that are held outside the camp cost money and time along with the complications of crossing the Lebanese army check points.

“Children became chaotic, they no longer respect us like before because of the environment we are living in... my son befriended bad people once... my son left them... my son knows right from wrong” (Chatty & Lewando Hundt 2005).

UNICEF had partnered with UNRWA for the year 2015 and launched a sport activity to encourage cohesion among Palestinian students from Lebanon and the Palestinian students who flee from Syria after the conflict. Some local NGOs and community based organizations conduct certain events during specific days (Children's day, land day etc.). Other open spaces such as football pitches and youth clubs are not accessible for the girls, they are political thus belong to one or another camp's faction. This means that the social and political dynamics are repeated.

Football is my favorite game, we play in the street of our camp because we do not have a playground to practice. People in the neighboring houses often shout at us and order us to play away from their houses. We are always scared of being hurt by passing cars (Chatty & Lewando Hundt 2005).

On the other hand, NGOs' activities are accessible for the girls, but mainly on activity basis and for those who are close to the center. Those sort of activities are divided based on gender and doesn't promote interactions among boys and girls. The refugee camps in Lebanon are conservative, thus social mixing among girls and boys is not accepted (Chatty & Lewando Hundt 2005). The only interaction that is possible among both genders are those that can be in the family, extended family and might extend to reach the neighborhood. These kinds of interactions highlight the role of the family in promoting positive image. These families are extensions of the good old practices once existed widely in the camp. The families where the

interactions among family members, disregarding gender, involve a lot of respect, appreciation of the roles and choices of each gender. Yet practicing these kinds of aspiring behaviors in a closed area limits its effect on the society.

In conclusion, children of the camps mainly come back from school to have their lunch, and do their homework. Some then if allowed, go and play in the streets which is unsafe for the children. While other children stay at home or go to learning support programs. In all cases, children are not being involved in a rich experience activities and rather being locked at their homes or left unaccompanied in unsafe places. Parents usually show frustration about having their children at the house all day and not being able to send them out to play.

“I wish to have a house, freedom, and a big yard in front of the house, because my children are pressured by the lack of space. We are pressured too. My husband comes home, wanting to rest, but there is no rest, the children are bound to make noise, even if they are studying, if they ask a question related to their homework. This cause psychological pressures for both my children and husband” (Chatty & Lewando Hundt 2005).

As the children grow older boys at the age of 13 start to get more freedom and get less restriction on staying outside the house. Which put them at higher risk in being involved in negative coping mechanisms. On the contrary girls at the age of 13 become more restrained and get more restrictions when they want to go outside the house, this lowers their chances in participating in the social life. Children’s role in the family and the society is determined by their gender.

“Halima said ... when my mother died I was very young and became responsible for the whole family. I got married at 15 years old and had to take care of the two families” (Chatty & Lewando Hundt 2005).

Girls are expected to be the care givers and to look after the younger, while the boys are expected to be the protectors and the judge of what is a rightful and wrongful act of his sisters (Chatty & Lewando Hundt 2005).

#### 4- Children with Disabilities

One Palestinian family in Lebanon out of ten has at least one family member with a disability. Persons with disabilities are socially marginalized and have limited accessibility to services while targeted and specialized services are lacked in the Palestinian camps in Lebanon. While in general the awareness level towards the people with disabilities and their needs is very low in Lebanon (UNHCR 2016). Sport plays a role in social integration of persons with disability to challenge the isolation and marginalization of persons with disability in addition to the health and the psychosocial benefits of the individuals (ONGs 2002).

# III- Chapter three: Project justification

## 1- Problem statement

The Palestinian camps in Lebanon are low in spaces, the houses are tight and close to each other (ANERA 2012) which make it hard to find a child friendly space in the Palestinian camps in Lebanon. This limits the opportunity of the children to be involved in organized or self-organized playing which is their basic right. Further complicating this problem is the discrimination against the Palestinians in Lebanon, and the strict army check points at the entrances/exits of the camps (ANERA 2012). This discrimination serves as an obstacle and limits the chances of the Palestinian children to be involved in an outside-camps activities and be integrated with the Lebanese community. Thus keeps the Palestinian children isolated in their camp that doesn't provide their basic needs nor promote healthy physical, socio-emotional and cognitive development that are gained through playing (UNICEF 2014). The restrictions and limitations faced by children in the Palestinian camps in the absence of the positive coping mechanism drive out unwanted activities through the negative coping mechanism (Seytanoglu 2010). The different allies and groups in Lebanon and in the Palestinian camps take advantage of this situation to affiliate the children (Assembly & Council 2016). This makes it a critical need to create spaces for the children to access safe play where they can develop physically, emotionally and socially. At the same time through involving them in sport activities they can learn to co-exist, and other life skills such as acceptance, tolerance, communication, team leading, initiation, responsibility etc.

Furthermore, the Palestinian women in the Palestinian camps in Lebanon and other hosting countries suffer from the patriarchal control in the camps. As Nasser Eddin states, "I argue that refugee camp women suffer from more cultural restrictions in comparison to other women because of the camp-specific situation"(University of Warwick. Institute of Advanced Study 2015b). Yet tackling women's issues is not on the table to be discussed until the Palestinian get their liberation.

Because the women are considered to be the carrier and transmitters of the culture and the legacy of the nation, they have specific gender roles that they shall hold on to it and respect it. They carry more burden than men, and they are more restricted and boxed in their gender roles ((University of Warwick. Institute of Advanced Study 2015b)).

The gender roles are not born with us, gender roles are self-learned roles through observing and imitation; the body expresses gender roles by performing the acts that pass trans-generationally

(Author and Butler 1988). The target group of this project is young girls and boys that they still have the ability to learn and challenge the existing gender roles. This would be done by involving them in inclusive co-educational sport activities where they can learn to see the other as an individual rather a gendered body, and learn to accept and respect each other.

The security of the Palestinian refugee camps in Lebanon is unstable due to the tension among the armed group within the camps. The tension might escalate sometimes to arm conflicts especially in EEH camp (UNHCR 2016). Through this project, we aim to use sport as a peace maker, and we aim to use the place making in peace-making as well. We want to create ownership in which the whole community participate in making the place and protecting it. The community will gather around one thing that they all own and will communicate and participate together in keeping it safe (UNHCR 2016).

## **2- Health benefits**

The positive effects of sport and physical activities has been proven widely scientifically. For example, practicing physical activities can delay or prevent some chronic diseases, such as diabetes, cardiovascular and heart diseases. But most importantly obesity and osteoporosis. On the other side, exercising has proven to fight depression and other psychological disorders. More specific health benefits for children includes healthy growth of bones, muscles, ligaments and tendons; improve sleep; improve coordination and balance (Department of Health & Human Services, State Government of Victoria 2016).

Physical activity is used for the treatment of communicable and non-communicable diseases as well as in prevention of diseases. Thus physical activities can be used as cost-effective method to improve public health (SportandDev n.d.).Through the project, children will not only be benefiting from the physical exercises, but we will also promote healthy habits and routines that can be spread through the children to their families and friends. Promoting healthy habits and encouraging physical exercise will help not only in having healthier life but will also help in lowering the medical cost on the families and UNRWA.

## **3- Interpersonal skills**

Playing and participating in sport promote building interpersonal skills (Þórlindsson, Karlsson and Sigfúsdóttir, 1994). A team is a united number of kids that have the same aim and goal. To reach this common goal teammates need to cooperate, consolidate and unite. To reach



this common goal they need to respect each other so they can avoid conflicts. Thus they learn how to communicate, and how to make themselves comprehensible for others. They learn to respect the other despite his/her strengths and abilities and despite their differences. Because they learn that in the team, each and every member is valid. An experience on using basketball to unite young people in divided communities showed that children are learning a lot of life skills from the program in addition to playing basketball (...). Teachings of these skills are happening in different ways. Some are built in playing basketball such as teamwork, communication skills, discipline, self-confidence and responsibility. Other skills are developed by children who are assuming positions of leadership in the group. Coaches commented on skills such as 'team work', 'cooperation', 'critical thinking', 'tolerance', 'friendship', 'honesty', 'acceptance', 'understanding', 'respect', 'self-esteem' and 'discipline'. All of these were mentioned by children as well.(Seytanoglu 2010).

#### **4- Social Inclusion and gender integration**

Children are learning about inclusion. In many ways the diversity in the teams (in terms of age, skill level and gender in some teams) provide grounds for the children to learn to accept everyone and not to discriminate against anyone (Seytanoglu 2010). This is implicit by understanding how does practicing sport can influence moral behavior. For instance, playing by the rules teaches children not only to respect the rules but also to respect their teammates and their opponents. This also emphasis the equal opportunity and co-operation (Rutten et al. 2007).

Practicing sport is a tool for inclusion and gender integration. Involving girls in sport activities along with boys promotes gender cohesion and acceptance. One study demonstrated that youth activities, including sport, were associated with experiences related to showing initiative, identity exploration and reflection, emotional learning, developing team work skills, and forming ties with community members (Hansen et al. 2003). In this way, sport is instrumental in building healthier relationships between girls and boys, and provides a positive platform for the development of key life skills and character-building (Þórlindsson, Karlsson and Sigfúsdóttir, 1994).

Sport has a vital role to play in gender integration, building gender equality and empowering girls and women (...). The role of sports in promoting gender equality was emphasized in the

third Millennium Development Goal (MDG): “Promote gender equality and empower women. Increasing access for women and girls to physical education and sport helps build confidence and promotes stronger social integration. Involving girls in sport activities alongside boys can help overcome prejudice that often contributes to social vulnerability of women and girls”(Sandys 2007). As well as in the fifth Sustainable Development Goal (SDG): The role that sport can play in contributing to sustainable development in gender equality deserves high attention(Mahraj 2016). This explicit emphasis within the MDGs and SDGs is a powerful acknowledgement of just how transformative a role that sport can play in the lives of women and girls, and on gender equality.

## 5- Gender and Positive body image

Involvement of girls in sport can promote a healthier body image. Involving girls and women in sport helps girls to develop their character, discover themselves, their bodies’ abilities and thus move their bodies freely with fewer constraints (...). A physical education teacher in an UNRWA (United Nation Relief and Working Agency) school observed that “the girls that have never played sport before find it inappropriate to stand with their legs apart, or bend down during P.E. class. However the few girls who are involved in sport activities are much more comfortable in their bodies” (...). Thus women’s sport can overcome negative body image (Kessel 2016). Most girls learn culturally-appropriate feminine movements through imitation (Young 1990 as cited in Meier 2005). As Butler explains, gender roles are self-learned roles through observing and imitation. The body expresses gender roles by performing the acts that pass trans-generationally (Author and Butler 1988). On the other hand, involvement in sports challenges the restrictions of conformity on gendered bodies and allows access for girls to the more action-oriented realm which are traditionally dominated by males (Thompson 1995 as cited in Brady 2005). Girls sharing public spaces for sport activities challenges the idea of gendered bodies and can alter the way the community perceives girls, as well as norms and expectations about the capabilities of girls and women. “Experience shows that by women and girls claiming public spaces, the community may become slowly accustomed to seeing women and girls sharing public space with men and boys” (Sport and Development Organization n.d.). Having a playground within the camp, where camp inhabitant can grow on seeing girls being involved in sport is a key element in challenging the stereotype against girls and women.

## 6- Coping mechanism

Children who live in poverty and corrupted environments can easily get involved in wrongful acts. The same above mentioned experience have noted that socialization of the children is also an important parameter that needs to be noted. For some children, the team is important because it gets them off the streets and provides them with a healthy environment where they can keep out of trouble. For others, it helps them socialize and make new friends (Seytanoglu 2010). Involving such children in sport would create a safe network for them. They will make friends and get introduced to role models (Dyck 2012). This makes sport a vital tool to protect children from being stranded on the streets where they can be subjected to various kinds of danger along with being subjected to be involved in negative coping mechanism as joining armed forces or drug addicts groups as in the contexts of the Palestinian camps in Lebanon.

## 7- Conflict resolution

Involvement in sport has proven its reliability in conflict resolutions (...). The interpersonal skills, the social cohesion, acceptance and much more traits that children learn by being involved in sport, construct the basis of a cohesive society. Teaching children to accept, share and peacefully live with different others can lead to a brighter future. Sport as a tool for conflict resolution has been studied and tested. One study showed that participating in sport tackles conflicts by using three overlapping processes (3Rs); Resolution, Reconciliation, and reconstructions (Lea-Howarth 2006). The expected impact of the intervention is that social stability and resilience are enhanced through a reduction in inter- and intra-community tension. (UKaid, 2016)

*Cross Cultural Project Association (CCPA)* is Danish Non-governmental Organization that works in Lebanon through a project called *Open Fun Football School (OFFS)*. They host soccer events in conflict zones to unite children from different ethnics/religions. It aims to establish dialogues and cooperation across cultural divides. "We are giving the next generation an opportunity to control their universe while rebuilding their self-confidence through sport activities organized together with local authorities," said CCPA's regional coordinator, Anders Ronild, who served with the United Nations High Commissioner for Refugees (UNHCR) in Lebanon prior to his career with CCPA (Kasapoglu 2009). "Thirty-five percent of the

participants are recorded to be from Palestinian origin (who are originally out casted by the Lebanese), followed by 30 percent of Shiites, 20 percent Sunnis and 15 percent are from a Christian background," said Mohammed Abdulsater, CCPA's Baalbelk coach. (Kasapoglu 2009). Thus this program proves that sport as a tool can be used to build bonds among children from different ethnicity and religion, which are the two main reasons for the civil war Lebanon.

United Nation relief and work agency for Palestinian refugees in near east (UNRWA) conducts a mural project in the camps on UNRWA installations. It was noticed that involving the camp's children -rather getting an artist to do the work- the mural paintings last longer without being ruined. Which would be the normal situation by the protestant against UNRWA. This experience has showed that involvement of the children yielded in a protective approach by the camp inhabitant. That was because they felt as the mural painting is their children's work (no reference). Creating a playground that can be seen as the children's safe place would provoke the parents and camp committees to adopt a protective approach towards the playground. By doing so, different stakeholders and camp leaders would have to cooperate and set up a strategy to protect the children and their playground. When an individual can sense ownership and/or pride of a space this individual would adopt territorial sense towards this space. The feeling of territoriality provokes individuals to protect and defense their territories (Gardner, n.d.).

## **8- Playground location-Wider impact**

Getting children to participate in sport activities will not only have an impact on those who are participating. Having the playing areas within the camp will be a running ad for the camp inhabitants. This way, we will manage to address the problems within its origin. As Dugon suggests addressing the problems at sub-system level i.e. where the conflict parties are located will induce a collective change rather individual change (Lea-Howarth 2006).

Furthermore, having girls playing within the camp along with the boys and under the eyes of the camp inhabitants will challenge the stereotype about girls and women. And the camp residence will get slowly accustomed to seeing girls being involved in out-side activities and along with the boys.

The location of the playground is critical and sensitive. The Palestinian camps have limited entrances/exits that are strictly monitored by the Lebanese army. This makes it un-easy for

Palestinian refugees to enter/exist the camp. Having the playground outside the camp will create a pressure and burden on the parents who will be escorting their children to the outside world. Few Palestinians would be willing to do so. Having the playground within the camp, and in the neighborhood will not only make it easier for the parents but it will make it easier for the children to get the parental permission to go to the playground. And it will make it easier for the parents to come along and be involved with their children and with the project itself.

Having the Playground in the camp will allow different stakeholders (parents, sporting clubs, community leaders, schools etc.) to be involved within the project. The involvement of different actors will give the impact of a collective approach. Collective approach allows a wider and a more tangible impacts on children, youth and adults. Smoking, drinking and usage of drugs among teenagers in Iceland have dropped from 42% in 1998 to 5% in 2016 (...). This dramatic decrease is due to the collective effort of parents, community and government. On the other side, the teenagers were offered alternatives to spend their leisure time. Sport activities were one of those alternatives (EMMA YOUNG 2017).

## **9- Age Group**

Gender roles among children start to build up at early age. Stereotypes and expectations about girls and boys start around the age of 6 to 7 years old (Gallucci 2017). Thus we aim to start with the age group 7 to 11 years old, where gender is not yet established among the children. Changing knowledge, attitudes and behavior is easier when you begin early (UNHCR 2003).

## **10- Boys and girls can be equivalent athletes**

We often hear that girls can't compete with boys and that boys are stronger and have advantage over girls. A study showed that boys and girls have the same ability and performance till the age of 12. Beyond this age, boys start to grow more in height and strength (EurekAlert 2012). This means that during the most crucial stage of the children's development, boys can see that girls are as equal as them and at the same time, girls can see that they are actually equivalent to the boys and shall not be undermined. Nevertheless the boost of girls' physical development during puberty give them advantage over boys who likely reach their peak after girls. The advantage of girls at this stage can help them gain respect

among boys. But this advantage shall be well used in which mutual respect is maintained. So whenever the boys start to get the advantage over girls, respect has been already established and shall continue.

# Chapter IV: Project implementation

## 1- Eco-Friendly space

Our organization and activities are eco-friendly, and we will insure that this project is going to be implemented in an eco-friendly approach; we will be using recycled products and materials that cause minimal environmental harm. And we will hire an eco-friendly contractor for the construction of the playing zones. The children will be taught to take care of their environment. The awareness about the environment will be raised through the children and transmitted to the entire community.

Furthermore, clean environment encourages people to be involved in sport, in contrast unclean environment discourages people from involving in sport activities (ONGs 2002). Sustaining a clean environment would be achieved by giving extra points for the children that adopt eco- friendly attitudes and behaviors and get involved in keeping the place clean.

## 2- Sustainability plan

The sustainability of the project will be insured; by keeping cash flow that shall be used for maintenance through renting the court to clubs and NGOs; train coaches on coaching techniques and gender sensitization in which they can keep influencing young children; train social workers and volunteers on gender equality where they can use their experience in different fields of work; creating a new phenomenon (having boys and girls playing together) that can be carried to other places such as schools and kindergartens, sport clubs, NGOs, CBOs, etc.

### 3- Management and personnel

The project will be implemented under an already established local organization “social communication center, *Ajial*”. The needed staff will be as follows;

#### 3.1- The support team:

- Administration office: Admin/finance officer: responsible for the payroll, recruitment, and jobs ads and follow up the financial reports
- Human resource officer: follow up with the staff
- Logistic team: responsible for the cars, finding and following up with the constructors and facilitating the logistics needed for the workshops and training sessions
- Procurement officer: responsible for providing the needed equipment and tools.

#### 3.2- Executive team

- Project coordinator and assistant to oversee and supervise all the stages of the project.
- Sport coordinator to follow up with all the coaches, social workers and animators that will support and facilitate the coaching sessions along with other activities.
- Special needs sport coordinator.
- Coaches.
- Social workers 1 in each play zone and 2 for following up with parents
- Animators 2 for each play zone.
- Volunteers: two volunteers to be available in each playing zone. And extra six volunteers to be available for each event.
- Monitoring and evaluation team composed of monitoring and evaluation manager, monitoring and evaluation officer, and data entry officer.



Table of Management and Personnel

Description	Offices	title	No. of staff
Support teams	Admin office	Admin officer	1
		HR officer	1
	Logistic office	Logistic officer	1
		Procurement	1
	Monitoring and evaluation office	Monitoring	1
		Data entry	1
Monitoring		1	
Executive teams	Implementation office	Coaches	12
		Animators	8
		Social workers	5
		Sport	1
		CWD inclusion	1
		Volunteers	8
		Project	1
		Project	1

#### 4- Risk Analysis

The assumption on which the project is built on is that the camp leaders will cooperate in locating and securing the court for the sake of the children. The parents are looking for a safe space for their children for after school activities and thus they will send their children to be part of the project. Young coaches will seize the chance to develop their coaching skills. Youth is willing to be part of the community development. It is also assumed that the needed staff will be found, recruited and trained well. Once the project starts running and the camp inhabitants start seeing children (boys and girls of different background) playing together, it will be contagious and this sort of phenomenon will be copied around the camp. Risk Analysis table is presented in the annex 4.

#### 5- Stakeholder analysis

Stakeholder analysis is a process of systematically gathering and analyzing qualitative information to determine whose interests should be taken into account when developing and/or implementing a policy or program (Schmeer n.d.). Based on that, the stakeholders have been identified for each stage of the project life, their impact and the recommended action towards involving them in the project.

**Table of stakeholder analysis**

<b>Type of participation</b>	<b>Inform</b>	<b>Consult</b>	<b>Partnership</b>	<b>Control</b>	<b>Priority</b>
<b>Stage in cycle</b>					
<b>Planning</b>	Army	Parents, NGOs, CBOs, CPN, Camp inhabitants and sport clubs	Family and neighborhood committees	External consultants	High
<b>Implementation</b>	Army, schools.	Parents, NGOs, CBOs, children	Family and neighborhood committees	External consultants, constructors, coaches and social worker.	High
<b>Monitoring and evaluation</b>		Parents, Children, CBOs, NGOs, Sport clubs, schools.	Family and neighborhood committee		High

## **6- Monitoring, Evaluation and reporting**

The monitoring and evaluation will be a continuous process through out all the project where lessons learned can be incorporated immediately. Monitoring and evaluation will involve all the stakeholders assessing the indicators mentioned in the logic framework. The data will be collected simultaneously at all stages. The data will be sex and age segregated. Pre data will be collected when possible. UNRWA is going to be the source of the information related to the no. of conflicts among armed groups, the impact of the project on students' performance academically and socially. NGO's and CBO's will also be involved during the collection of information through meetings and focus group discussions. Neighborhood committees, parents committee, and camp leaders will be asked to submit monthly evaluation and recommendation for the project. FGD with the children will be involved in the process of data collection. The monitoring and evaluation will involve children and parents who are not accessing the play zone.

The monitoring and evaluation team will be responsible for collecting qualitative and quantitative data and issuing; a biannual, annual, and a final report at the end of the project. Reports will be sent to the donors and findings will be shared with all the stakeholders involved. Verification of the data collected prior to issuing a report will be done regularly through visiting and reassessing a random sample.

Field visits, surveys, focus group discussions, and assessments will be part of the monitoring and evaluation process. The impact of the project on social cohesion, school performance, healthy habits, behavioral change and parents-child relationship, will also be measured annually. More detailed monitoring and evaluation table is presented in annex 1.

## **7- Financial report**

The organization will require sport equipment that will be used in the sport court, such as the goals, basketball rims, nets etc. and other sport equipment that will be used during the practice sessions such as basketballs, footballs, volleyballs, cones, obstacles etc. The estimated cost of the equipment is 2400€ for the three years.

For the project objective to be met more efficiently, capacity building for the staff through training should take place. The estimated cost of the trainings for the whole project over three years is 3327€.

The staff needed for this project to be implemented are, admin officer, finance officer, consultant for inclusion of children with disabilities, coaches, social workers, animators, volunteers, data entry officer, data entry manager, sport coordinator and project coordinator. The estimated budget for the salaries is 256724€. Around 40000€ will be covered by Ajial. The total cost of the project activities is estimated to be 348271€. Within our work as Ajial we aim to promote the sense of responsibility towards the community thus about 7000€ will be covered by the contribution of the community, 63000€ will be covered by Ajial and 277000 by donors. Detailed budget with all the contributions is presented in annex 8.

The project is divided into many activities and over three years, which gives the flexibility for multiple donors to cover different parts of the project. Donors can choose to cover the entire project or the cost for a year, or certain activity/ies such as capacity building, tournaments, training sessions, construction of the playing zones etc. Financing plan table is presented in annex 8.

# Annexes

Annex 1: Monitoring and evaluation table

<b>Activity</b>	<b>Output</b>	<b>Indicator</b>	<b>FREQUENCY</b> How often will it be measured?	<b>RESPONSIBLE</b> Who will measure it?	<b>REPORTING</b> Where will it be reported?	<b>DATA SOURCE</b> How will it be measured?
Conduct meeting with camp Leaders, NGOs and child protection network	Location to build the court is selected.	Land owner willing to lend the land.	Monthly	project manager	Biannual report	No. of meeting conducted .
Hiring a contractor to build the court	Signing with a contractor	Contractor accepting terms and conditions.	Every 6 months	Logistic office	Biannual report	Contracts.
Conduct meetings with camp committee	Establish a relationship with the camp actors	No. of meetings	Monthly	Project manager	Camp review report	Attendance records.
Conduct coaching clinic for the youth coaches	6 (3 women, 3 men) coaches being trained on coaching specific sports	No of coaches attending coaching clinics	Yearly	Project manager	Annual report	Attendance records.

Conduct training for the staff (coaches and social workers)	Coaches and social workers are trained on keeping the children safe.	No of coaches and social workers attending the training.	Every 6 Months	Training team	Biannual report	Attendance records.
Conduct disability awareness training for the coaches and social workers	Coaches and social workers are knowledgeable and confident to work with children with disability	Number of coaches and social workers attending the training.	Every 6 months.	Training team	Biannual	Attendance records.
Build the court	Have a court	Court is ready to be used.	Yearly	Project manager	Annual report	Camp leaders survey
Get the sport equipments	Have the needed sport equipment for each sport	Equipment's are available	Every 6 months	Logistic team	Biannual	Bills
Outreach for the children (meetings with schools, sport clubs, NGOs)	List of children that will join training session per sport.	No. of children who wants to be involved in the training sessions.	Every 6 months	Project manager	Biannual	Attendance sheets.

Outreach the parents (meeting parents)	Parent's committee (mothers and fathers)	No. of parents in the parents committee	Every 6 months	Project manager	Biannual	Attendance sheets.
Conduct training session for the children	Children (boys and girls) are playing together and learning certain sport. Children are acquiring interpersonal skills, team spirit, communication skills, etc.... Experienced coaches.	No. of children participating in each session. No of sessions conduct for each sport per month	monthly	Coaches	Biannual	Attendance sheets

## Annex 2: Logic Framework

Goals		Indicators		Verification sources		Assumptions	
1	Create a safer and more cohesive society	1-1	number of fights among armed groups	1-1-1	UNRWA reports	1-1	camp leaders are willing to cooperate
		1-2	number of installation closures due to security concerns	1-2-1	UNRWA reports	1-2	neighborhoods and families committees are willing to cooperate
2	change the stereotypes about girls and women's roles and abilities	2-1	no. of girls involved in outside home activities	2-1-1	attendance sheets	2-1	girls are willing to be part of the project
				2-1-2		2-2	parents will allow their children to be involved in the project activities
		2-2	no. of girls sharing the facilities with the girls	2-2-1	attendance sheets	2-3	parents will allow their daughters to be part of the project
		2-3	no. of parents allowing their daughters to be part of this project	2-3-1	attendance sheets	2-4	no. of parents in the parents committee
		2-4	no. of young women working in the project	2-4-1	salary reports	2-5	parents will allow their daughters to be part of the project
						2-6	



Purposes		Indicators		Verification sources		Assumptions	
1	camp inhabitants are able to feel safe inside the camp	1-1	no. of closures due to security concerns	1-1-1	UNRWA reports	1-1	involvement of children of different backgrounds together will evolve acceptance among the camp inhabitants
				1-1-2		1-2	formation of parents committee to protect the public space for their children
		1-2	no of children involved in outside home activities	1-2-1	NGO's and CBO's reports	1-3	neighborhoods and families committees are willing to cooperate to protect the public space for their children
		1-3	restriction level at camp entrance by the Lebanese army check points	1-3-1	UNRWA reports	1-4	parents will allow the children to participate in outside activities
		1-4	number of permits issued by the Lebanese authority yo enter materials to the camp	1-4-1	UNRWA reports	1-5	availability of outside activities
						1-6	Lebanese army check points will be less strict when the situation of the camp is more stable.

2	Girls and women have more flexibility and freedom to enjoy outside life.	2-1	no. of girls and women participating in outside activities	2-1-1	participation reports from CBOs	2-1	CBO's capacity to involve more girls
				2-1-2	Participation reports from training sessions.	2-2	
		2-2	no. of girls and women participating in activities with boys and men			2-3	availability of venues
						2-4	parents will allow their daughters to participate in common activities with men
<b>Outputs</b>		<b>Indicators</b>		<b>Verification sources</b>		<b>Assumptions</b>	
<b>1</b>	<b>camp inhabitants are able to feel safe inside the camp</b>						
1-1							
1-2	create trained and well equipped staff with gender and protection lens	1-2-1	Staff is knowledgeable, confident and equipped and trained to be involved with children	1-2-1-1	Trainings attendance sheets	1-2-1	staff is willing to participate in trainings
				1-2-1-2	post test scores	1-2-2	availability of certified trainers
				1-2-1-3	trainings certificates	1-2-3	availability of funds

1-3	participate in developing children's characteristics to be more acceptant and tolerant to others	1-3-1	children are involved in training sessions	1-3-1-1	attendance sheets	1-3-1	coaches, social workers, and animators are available and trained
		1-3-2	young women are involved in the project as coaches and social workers	1-3-2-1	number of girls and women involved in the project	1-3-2	children attend the training sessions
						1-3-3	the playing zones are safe and secured
<b>2</b>	<b>Girls and women have more flexibility and freedom to enjoy outside life.</b>						
2-1	Participate in integrating girls and women socially.	2-1-1	no. of girls and women involved in outside activities	2-1-1-1	attendance sheets	2-1-1	parents will allow their daughters to be involved in the activities
		2-1-2	no. of female coaches			2-1-2	parents will allow their daughters to work in the project
		2-1-3	no. of female social workers and animators			2-1-3	camp leaders will not oppose women's participating tin the outside activities
						2-1-4	girls and young women are willing to participate in the activities
2-2	Girls and women are socially and economically empowered	2-2-1	no. of female sport teams	2-2-1-1	participation sheets	2-2-1	girls are willing to be involved in sport teams

		2- 2- 2	no. of female elites in sports	2- 2- 2- 1	teams survey	2- 2- 2	parents will allow their children to participate in sport tournaments
		2- 2- 3	no. of women employed in sport program activities	2- 2- 3- 1	reports from CBOs, NGOs and sport clubs	2- 2- 3	capacity of sport clubs to involve girls
						2- 2- 4	sport clubs are willing to hire female coaches
<b>Activities</b>		<b>Resources</b>		<b>detailed cost in separate budget report</b>		<b>Assumptions</b>	
<b>1 camp inhabitants are able to feel safe inside the camp</b>							
<b>1-1</b>							
1- 1- 1	Conduct meeting with camp Leaders, NGOs and child protection network to find best locations for the playing zones	1- 1- 1- 1	Transportation		detailed cost in separate budget report	1- 1- 1- 1	camp leaders are willing to meet
		1- 1- 1- 2	refreshments		detailed cost in separate budget report	1- 1- 1- 2	CPN are willing to meet
		1- 1- 1- 3	stationary		detailed cost in separate budget report	1- 1- 1- 3	NGOs are willing to meet
						1- 1- 1- 3	availability of funds

1- 1- 2	Conduct workshop with youth and children to design the playing zones	1- 1- 2- 1	transportation		detailed cost in separate budget report	1- 1- 2- 1	children are willing and allowed to participate in the workshops
		1- 1- 2- 2	refreshments		detailed cost in separate budget report	1- 1- 2- 2	
		1- 1- 2- 3	stationary		detailed cost in separate budget report		
1- 1- 3	Hiring a contractor to build the court	1- 1- 3- 1	Job announcement, screening and hiring, open bid.		detailed cost in separate budget report	1- 1- 3- 1	availability of a skilled contractor who considers the environment and recycling and the social context of the camp
1- 1- 4	Conduct meetings with camp committees to develop a security mechanism for the children and playing zones	1- 1- 4- 1	transportation		detailed cost in separate budget report		
		1- 1- 4- 2	Refreshments		detailed cost in separate budget report		
		1- 1- 4- 3	Stationary		detailed cost in separate budget report		
1- 1- 6	Create accessible, safe, and flexible playing zones.	1- 1- 5- 1	Contractor		detailed cost in separate budget report	1- 1- 5- 1	availability of spaces to build the playing zones on

		1- 1- 5- 2	consultant for inclusion		detailed cost in separate budget report	1- 1- 5- 2	willingness of the land lord to give out the land
		1- 1- 5- 3	Architecture		detailed cost in separate budget report	1- 1- 5- 3	availability of a architecture to take out the work
		1- 1- 6- 4	land		detailed cost in separate budget report	1- 1- 6- 4	safety and security of the playing zones are maintained
						1- 1- 6- 5	Camp leaders allow the activities to be conducted.
1- 1- 6	equip the playing zones	1- 1- 6- 1	sport equipment		detailed cost in separate budget report	1- 1- 6- 1	availability of funds
		1- 1- 6- 2	pickup and transportation		detailed cost in separate budget report	1- 1- 6- 2	availability of needed equipment
						1- 1- 6- 3	Lebanese authority grants permits to allow the entrance of the materials
<b>1- 2</b>	<b>create trained and well equipped staff with gender and protection lens</b>						
1- 2- 1	involve staff in protection trainings "keeping the children safe"	1- 2- 1- 1	trainers		detailed cost in separate budget report	1- 2- 1- 1	availability of funds

		1- 2- 1- 2	Lunch		detailed cost in separate budget report	1- 2- 1- 2	availability of qualified and certified trainers
		1- 2- 1- 3	Transportation		detailed cost in separate budget report	1- 2- 1- 3	availability of venues
		1- 2- 1- 4	training venue		detailed cost in separate budget report	1- 2- 1- 4	staff willingness to attend the trainings
		1- 2- 1- 5	Stationary		detailed cost in separate budget report		
		1- 2- 1- 6	Transportation		detailed cost in separate budget report		
1- 2- 2	involve staff in protection trainings " safe referral and identification of children at risk"	1- 2- 2- 1	Transportation		detailed cost in separate budget report	1- 2- 2- 1	availability of funds
		1- 2- 2- 2	training venue		detailed cost in separate budget report	1- 2- 2- 2	availability of qualified and certified trainers
		1- 2- 2- 3	Lunch		detailed cost in separate budget report	1- 2- 2- 3	staff willingness to attend the trainings
		1- 2- 2- 4	trainers		detailed cost in separate budget report	1- 2- 2- 4	availability of venues

1- 2- 3	involve staff in "gender sensitive" training	1- 2- 3- 1	Transportation		detailed cost in separate budget report	1- 2- 3- 1	availability of funds
		1- 2- 3- 2	training venue		detailed cost in separate budget report	1- 2- 3- 2	availability of qualified and certified trainers
		1- 2- 3- 3	Lunch		detailed cost in separate budget report	1- 2- 3- 3	staff willingness to attend the trainings
		1- 2- 3- 4	trainers		detailed cost in separate budget report	1- 2- 3- 4	availability of venues
1- 2- 4	Involve staff in "disability awareness" training.	1- 2- 4- 1	Transportation		detailed cost in separate budget report	1- 2- 4- 1	availability of funds
		1- 2- 4- 2	training venue		detailed cost in separate budget report	1- 2- 4- 2	availability of qualified and certified trainers
		1- 2- 4- 3	Lunch		detailed cost in separate budget report	1- 2- 4- 3	staff willingness to attend the trainings
		1- 2- 4- 4	trainers		detailed cost in separate budget report	1- 2- 4- 4	availability of training venue
		1- 2- 4- 5			detailed cost in separate budget report		



1- 2- 5	involve coaches and animators in coaching clinics related to their sport	1- 2- 5- 1	Transportation		detailed cost in separate budget report	1- 2- 5- 1	availability of funds
		1- 2- 5- 2	training venue		detailed cost in separate budget report	1- 2- 5- 2	availability of qualified and certified coaches
		1- 2- 5- 3	Lunch		detailed cost in separate budget report	1- 2- 5- 3	coaches are willing to attend the coaching clinic
		1- 2- 5- 4	Coaches		detailed cost in separate budget report	1- 2- 5- 4	availability of venue
<b>1- 3</b>	<b>participate in developing children's characteristics to be more acceptable and tolerant to others</b>						
1- 3- 1	outreach to children	1- 3- 1- 1	publications		detailed cost in separate budget report	1- 3- 1- 1	the security situation in the camp is table
		1- 3- 1- 2	Printing		detailed cost in separate budget report	1- 3- 1- 2	NGO's, CBO's and sport clubs are ready to cooperate
		1- 3- 1- 3	Transportations		detailed cost in separate budget report		
		1- 3- 1- 4	create a page online		detailed cost in separate budget report		
1- 3- 2	outreach to parents	1- 3-	Publications		detailed cost in separate budget report	1- 3-	the security situation in the camp is stable

		2- 1				2- 1	
		1- 3- 2- 2	Printing		detailed cost in separate budget report	1- 3- 2- 2	families and neighborhood committees are ready to cooperate
		1- 3- 2- 3	Transportations		detailed cost in separate budget report		
1- 3- 3	form parents committee	1- 3- 3- 1	Refreshments		detailed cost in separate budget report	1- 3- 3- 1	parents are cooperative
		1- 3- 3- 2	transportations		detailed cost in separate budget report		
		1- 3- 3- 3	Stationary		detailed cost in separate budget report		
1- 3- 4	develop inclusive practice/training guide	1- 3- 4- 1	consultant for inclusion CWD		detailed cost in separate budget report	1- 3- 4- 1	availability of funds
		1- 3- 4- 2	Printings		detailed cost in separate budget report	1- 3- 4- 2	availability of consultants
		1- 3- 4- 3	workshop materials		detailed cost in separate budget report		
		1- 3- 4- 4	Transportation		detailed cost in separate budget report		

1- 3- 5	conduct practicing sessions	1- 3- 5- 1	equipment		detailed cost in separate budget report	1- 3- 5- 1	coaches, animators and social workers are well trained
						1- 3- 5- 2	parents send their children to the practice sessions
						1- 3- 5- 3	camp leaders don't oppose the activities of
<b>2</b>	<b>Girls and women have more flexibility and freedom to enjoy outside life.</b>						
<b>2- 1</b>	<b>Participate in integrating girls and women socially.</b>						
2- 1- 1	Outreach to girls to participate in the training sessions						
2- 1- 2	outreach to young women for volunteering						
2- 1- 3	use the guiding tools to conduct gender cohesive training sessions						
<b>2- 2</b>	<b>Girls and women are socially and economically empowered</b>						
2- 2- 1	recruitment of female coaches, social workers and animators	2- 2- 1- 1	job announcement		detailed cost in separate budget report	2- 2- 1- 1	skilled young women are available
2- 2- 2	involve girls in tournaments	2- 2- 2- 1	referees		detailed cost in separate budget report	2- 2- 2- 1	availability of referees

		2- 2- 2- 2	trophies		detailed cost in separate budget report	2- 2- 2- 2	availability of budget
		2- 2- 2- 3	banners		detailed cost in separate budget report	2- 2- 2- 3	security in the camp is stable
		2- 2- 2- 4	security		detailed cost in separate budget report	2- 2- 2- 4	





child protection network to introduce the project and its goals (developing safe and accessible playing areas and promote girls participation)																																				
Conduct workshop with youth and children to identify, design and establish						<p style="text-align: center;"><b>X</b> <b>Area 1</b></p>														<p style="text-align: center;"><b>X</b> <b>Area 2</b></p>																





flexible, inclusive and highly accepta ble by the commu nity)																						
Establis hing and equip the playing Areas (safe, accessibl e, flexible, inclusive and highly accepta ble by the commu nity)					Area1		Area 2				Area 3		Area 4									
Develop w/ specialis t a security	X	X	X		X Area 1		X Area 2				X Area 3		X Area 4									

mechanism for the children and playing zones (include building consensus on each playing area, a plan for evacuation for each playground, a follow up on regular activities, "wishfully" a plan to prevent armed conflicts)

	Selectin g Coaches & recruit ment of female coaches , social workers and animato rs			X Ar ea 1		X Ar ea 2																																	
Create a well trained coaches with gender and protection lens	involve staff along w/ actors from the commu nity in protecti on trainin g s "keepin g the children safe "			X Ar ea 1																																			
	involve staff along			X Ar																																			



	sports & Physical Activities For All"																																						
	outreach to children				X Area 1		X Area 2						X Area 3		X Area 4																								
	outreach to parents				X Area 1		X Area 2						X Area 3		X Area 4																								
	form parents committee				X Area 1		X Area 2						X Area 3		X Area 4																								
	develop inclusive practice /training guide	X	X	X	Specific activity for Area 1		Specific activity for Area 2						Specific activity for Area 3		Specific activity for Area 4																								
<b>Influence the development of children's psycho-socio qualities &amp;</b>	conduct practicing sessions																																						X
	outreach to young women for volunteering				X																																		



## Annex 4: Risk analysis

<b>Risks</b>	<b>Stakeholders</b>	<b>Fears and concerns</b>	<b>Level of risk</b>	<b>Actions</b>
<b>Operational risks</b>	Army	Not getting permission to enter the construction materials	4	Flexibility of implementation/ Plan B involves building the playing area from materials within the camp.
	Camp leaders	Inability of locating area to be invested	1	Flexibility of implementation/ using multiple smaller areas/ adjustment to the available areas capacities and needs.
	Funders	Implementation period over passes the time frame	3	Flexibility of implementation
<b>Procedural risks</b>	Parents and committees	Failure on the accountability of camp leaders	3	Establishment of parents committees and build a relation with families and neighborhood committees.
	Parents and nexuses	Failure of camp leaders on maintaining the security of the playing area	3	Establishment of parents committees and build a relation with families and neighborhood nexuses.
<b>Political risks</b>	Army	Increase the restrictions on the camp	4	Flexibility of implementation/ all stakeholders are within the camp
		Fights among armed groups	4	Flexibility of implementation/ implementation period takes into consideration interruption of the work flow
<b>Financial risks</b>		No availability of funds	5	
		Implementation costs exceeds budget	2	Realistic budget. Flexibility of implementation /Use of lower cost materials, involve the community and volunteers,

				involvement of CBOs, recycling and innovations.
		Destruction of the play area due to conflicts among armed groups.	3	Having four different play areas in different neighborhood reduces the probability of effecting the whole project/ Low cost of constructions minimizes risks/ Maintenance due to destruction is included in the budget.
<b>Natural risks</b>		Delays of implementation due to bad weather	2	Implementation period takes into consideration the delay caused by the bad weather.
		Bad weather limits the ability of using the play area	4	Play area is equipped to function in all weathers.
<b>Structural risks</b>		Work injuries	3	High safety measures are taken and workers involved in constructions have medical insurance.
		Injuries at the site during constructions	4	High safety measures are taken. Involvement of the nexuses and camp committees in restricting access to the play area during construction period.
		Technical failure during constructions	3	Competent consultants and expertise are sought to be hired.
<b>Social and cultural risks</b>		Parents not allowing girls to the play area with boys	2	Involvement of parents at all stages/ frequent visits to the parents and follow up on children's participation and truancy.
		Parents not allowing girls to the play area because of the coaches behaviors	3	Creating parents committee/ frequent visits to the parents and follow up on children participation and truancy.
		Girls don't want to participate because they think sport is for	2	Show girls role models/ invite Lebanese role models women into the play area to participate with the children.



		boys (adopting adult's behaviors).		
		Boys don't want to participate with girls during practice (adopting adult's behaviors).	2	Can be adopted by having mixed and separate training sessions as a start. Involvement of the social workers
		Outside-camp Coaches are not accepted and considered to be strangers	3	Introducing the parents committee as the main setting for coaches to reach the children.  Involvement of parents in training sessions.  Creating fun activities with children and parents that is ran by the coaches and the social workers.

## Annex 5: Budget

Currency: Euro

LINE	HEADINGS	QUANTITY <i>(number of people, months...)</i>	UNITY <i>(Salary, rent...)</i>	TOTAL	Expense Covered by		
				AMOUNT <i>(for the duration of the project)</i>	Community	SCC - Ajjal	Donors
<b>I</b>	<b>PERSONNEL</b>			259074	3912	40987	213375
	A) salary						
	General Coordinator	1	600	21600			21600
	Field Coordinators (from AH Camp) -	2	450	21600			21600
	Social Worker/Protection specialist (from AH Camp)	1	450	16200			16200
	Community organizing and Camp Governance (from AH Camp)	1	450	16200			16200
	Caoches (from AH Camp)	6	150	21600			21600
	<b>FONCTIONING</b>			16200	0	16200	0
<b>II</b>	A) rent - office and meeting space for core staff	3 yrs	250	9000		9000	
	B) expenses, (telephone, office supplies, water, electricity, bank charges).	3 yrs	200	7200		7200	
	<b>TRANSPORT</b>			18450	0	0	18450

<b>III</b>	A) Purchase vehicle						
	Mini-Truck/Mini van	1	12000	12000			12000
	B) Functioning (fuel, insurance, maintenance)	3	2150	6450			6450
<b>IV</b>	<b>EQUIPMENT</b>			6200	0	1937,5	4262,5
	A) Small equipment						
	B) stationnaries	3	450	1350		337,5	1012,5
	C) 1 PC + 1 Laptop	2	800	1600		1600	
	D) Printer/Photocopier (Heavy duty w/ 3yrs guarantee & Maintenance)	1	2800	2800			2800
	E) computer maintenance	3	150	450			450
<b>V</b>	<b>TRAINING (TOT) / Public meetings / Focus Groups</b>			3327	776	1176	975
	A) Fees, indemnities						
	Trainer protection (special focus on Gender)	3 days	75	225			225
	Trainer coaching clinic (special focus on Gender)	3 days	75	225			225
	Trainer Integration (disability, Gender)	1 day	75	75			75
	B) Training equipment, rent room,						

protection (special focus on Gender)	3 days		100	300		300
coaching clinic (special focus on Gender)	3 days		100	300		300
Integration (disability, Gender)	1 day		100	100		100
<b>Public Meetings</b>						
Meeting with camp Leaders, NGOs and child protection network in Ain El Helwe		3	150	450		450
meetings with camp popular & Neighborhood committees		12	50	600	450	150
General Parents Meeting		4	100	400		
Outreach the parents (meeting parents)	Multiple		0	0		
<b>C) Diets</b>						
protection (special focus on Gender)	3 days		84	252	126	126
coaching clinic (special focus on Gender)	3 days		100	300	150	150
Integration (disability, Gender)	1 day		100	100	50	50
<b>VI Play and Activity Spaces</b>						
<b>A) Fees, indemnities</b>				43520	2360	2360
Contractor [research / Technical / conceptual / buiding and rehabilitation material & Labour)	3 yrs		10000	30000		30000

[w/ expertise on space making, community participation, and conflict resolution]						
facilitator - workshops with children & youth -	4days - 4 workshops	100	1600			1600
Facilitator - Mixed workshop with parent/child	2 days - 4workshops	100	800			800
B) Training equipment, rent room, travel						
facilitator - workshops with children & youth -	4days - 4 workshops	120	360	180	180	
Facilitator - Mixed workshop with parent/child	2 days - 4workshops	120	360	180	180	
C) sports and motricity Material						
	4 sets	600	2400			2400
D) Venue to build play and Activity spaces - community contribution (for 10yrs)						
		4	0	0		
E) Material for Maintenance						
	4 facilities / 5yrs post building	400	8000	2000	2000	4000
<b>VII</b>	<b>PUBLICATION</b>		250	0	125	125
	punphlet/brochour - Outreach the parents - Promoting Gender Participation	300	250	250	125	125

Ads & Informative publication - community participation, integration and Gender	Various	1800	1800		1800
Report - Highlights on Gender and Community Participation and Integration	report + 100 prints	2000			2000
<b>VIII EVALUATION</b>			1250	0	0
A) Contributors					
Participatory evaluation - After building/rehabilitation of each facility & a Final Evaluation		5	250	1250	1250
B) Others costs					
<b>TOTAL (as per duration of project)</b>			<b>348.271,00</b>	<b>7.048,00</b>	<b>62.785,50</b>
<b>Total per Year</b>			<b>116.090,33</b>	<b>2.349,33</b>	<b>92.412,50</b>

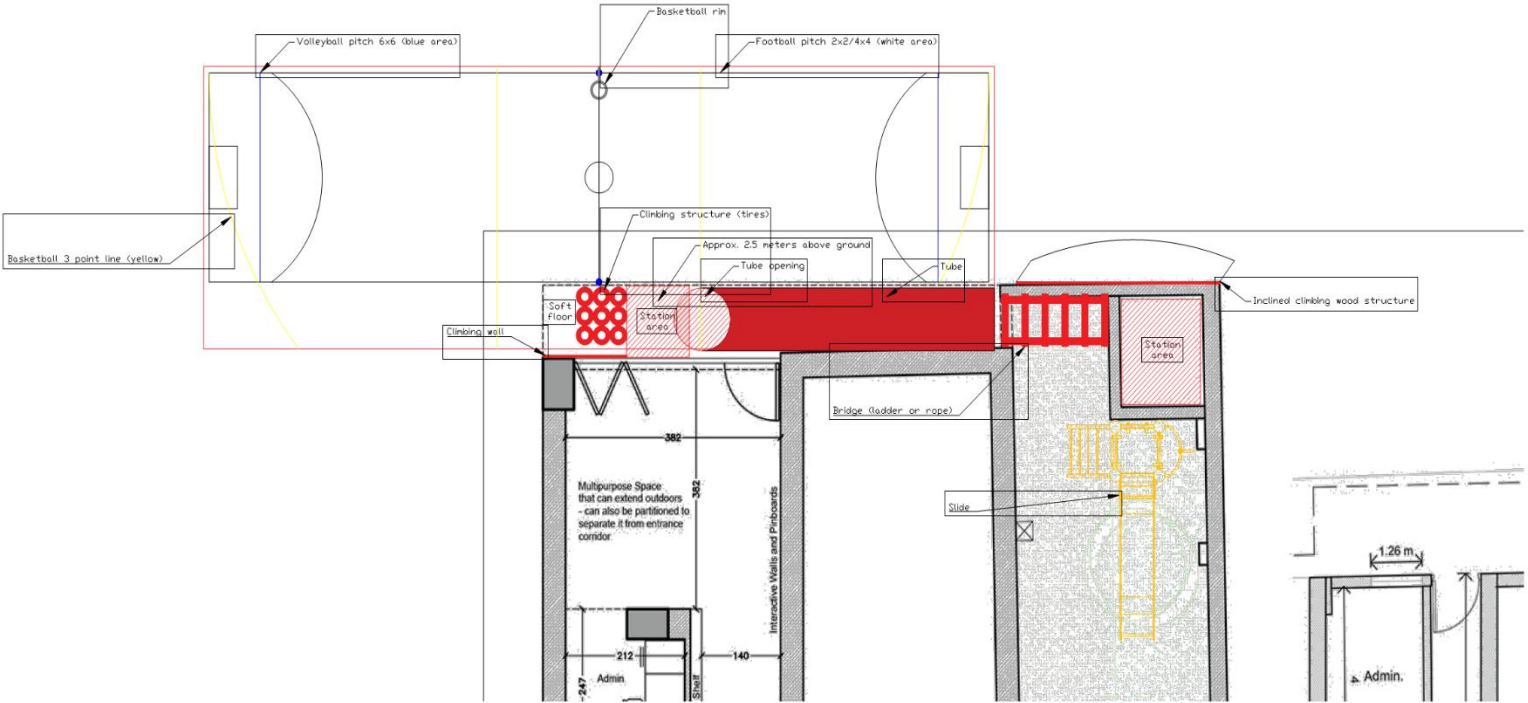
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**FINANCING PLAN**

precising the differents donor agencies : international agency, governemental funds,  
private funds, other funds (fund raising, sales, income generating project) local source of funding, etc

DONORS	AMOUNT LOCAL CURRENCY	CONVERSION RATE	AMOUNT IN EUROS	% OF THE TOTAL
...				
....				
....				
<b>TOTAL</b>				

# Annex 6: Possible design sketch





## Annex 7: Ajjal intro.

### **Name:**

The Social Communication Center (SCC) "Ajjal" was established in 1999 and became officially recognized in 2002. License 77/AD

Due to the difficult political, social and security circumstances in Lebanon, negative impact influenced the Palestinians in general, and the youth in particular. The center projected as an attempt to recognize the problems of the youth, seeking solutions through inter-dialogue, motivating the youth abilities and unifying their efforts, thus framing them within the social work.

### **Target group:**

Young Palestinians of 16-30 years old are the concern of the center. They make up 29% of the Palestinian population in Lebanon, and are mostly exposed to problems, such as:

- Unemployment
- Immigration
- Leisure
- Illiteracy
- Socio-Psychological Problems (drugs, prostitution, alcohol addiction, theft, violence)

### **Objectives:**

The center focuses on the human resource development and aims at:

- Rehabilitation of the youth and help build up their initiative capabilities, breeding responsibility towards oneself, society, and home-country.

- Teaching on democracy, acquiring and practicing collective work to accomplish collective tasks within a unified team.
- Identifying the problems which the youth suffer from and help eliminate them.
- Enabling the youth to be open on other people's cultures, and sharing experiences and information.

**Methods:**

- Organizing workshops, encouraging theater and art activities, conducting lectures and dialogue roundtables that tackle youth-chosen topics, establishing libraries, providing remedial classes for school students, and tutorial courses for computer-using, in addition to eliminating illiteracy.
- Organizing volunteer campaigns aiming to encourage group sense, to make them feel the social responsibility, and fill up the gap with productive work, and enhance the confidence with the ability to achieve important accomplishments through joint efforts.
- Forming scout troops built up on human and moral values that respect social traditions.
- Organizing entertainment activities like summer camps, trips and festivals.
- Encouraging the formation of sports teams and raising competitions.
- Launching projects that provide income for the youngsters and open new horizons for them for better life
- Cooperation and coordination with local and international institutions that are concerned with the youth

### **Achievements of Ajjal, from Beginning to End of 2005:**

- 1) Six domestic camps for the youth were held, about 300 youngsters from the different refugee camps in Lebanon participated.
- 2) Three camps/forums were held, with the participation of about 160 Palestinians from the Diaspora and refuge countries: Lebanon, Syria, Jordan, Ramallah, and the Gaza Strip (in the first and third camps). The second camp witnessed wider participation from the Arab emirates, the United States, Canada, Denmark, Ireland, France, and Russia.

The camp participation confirmed the common identity and belonging to one country. It also showed concern for continuous communication, and fostering relations and cooperation within joint programs, reaching to establish a net or a forum for the organizations working with the youth in the Diaspora (inside the occupied territories and outside).

- 3) Three Palestinian-European camps/forums were held included Palestinian youths from Lebanon, Syria, and Jordan, and youths from France, Belgium, and Italy. These forums aimed at interchanging of cultures, sharing experiences and information, and conducting volunteer activities in the refugee camps (Shatila, Galilee).
- 4) Four dialogue roundtables were organized, gathered Palestinians and Lebanese youths, to bridge the gap between the Lebanese-Palestinian relations. However, the center ceased the attempts for the negative results these had given. The dialogues increased the tension instead of releasing it among the youngsters. It indicated the deep crisis between the two parties. It also led the center to try to find way ways which would guarantee better results than the dialogues could offer. One solution presented was providing opportunities for the youths to meet in summer-camp activities. Therefore, the SCC held two camps which gathered Palestinians from Lebanon and Lebanese youngsters aimed at launching debates between the participants, and forming an entry to treat the negative relations among the Palestinians and Lebanese, sought to form a pressure force demanding the civil and social rights for the Palestinians.

- 5) the center organized about 25 workshops, with the participation of youths from different areas, which tackled topics of:

- Marginalization of the youth role
- Democracy and public liberties

- Human rights and citizenship
- Social communication
- Conflict solving
- Breeding social activists
- Photography
- Cinema shooting
- Social and economic skills
- Environment
- Enhancing abilities
- Training tutors for eliminating illiteracy

6) Twenty lectures were also held, dealt with several issues:

- The Political Settlement
- The Oslo Agreement and its drafts
- European Policies in the Middle East
- American Policies in the Middle East
- Arab Initiative for Peace
- The Intifada (Uprising)
- The Palestinian Reference/Palestinian Liberation Organization (PLO)
- The Non-Governmental Organizations (NGOs)
- The Impact of September 11 on the Palestinian Issue.

Ajial also participated in many workshops conducted by local and international organizations. The workshops tackled various topics and offered training youngsters on valuable skills that assist the center and develop its work. The number of workshops in which the youths participated since founding the SCC reached up to 46, besides the participation in solidarity campaigns (Civil Rights Reaching to the Right of Return, Follow the Women campaign, and the

campaign of the Youths Policies Course). The SCC also participated in conventions and forums like the social forum in Bombay, Barcelona, and Beirut.

7) The SCC founded three branches:

- 1- The Headquarter in Beirut, containing: organization, management, project preparation, and fund raising.
- 2- Branches in Nahr el-Bared (2001) and Saida (2005) are established. The two centers provide activities like: computer courses, Internet services, adult teaching (literacy), remedial courses of English and French languages, and extra courses for students, rehabilitation for early school drop-outs, in addition to workshops, volunteer work, sports teams, scout troops and art groups.

Besides the centers, activist groups are formed in Borj el-Chemali and Beddawi camps, and in the Bekaa.

8) The project of "Our Country's Heritage" (Turath Biladuna) center is one of the projects concerned with the Palestinian woman's affairs in Ein el-Hilweh Refugee camp. The project aims at improving the woman's social status and providing a marketplace for the productions of the center through participating in local and international exhibitions. In addition, the center launched a project to rehabilitate the female school drop-outs at an early age, and to eliminate illiteracy for the center's workers. Progressive steps were accomplished.

9) The Moving Cinema Project: was launched many years ago, and during this period, many achievements were accomplished of which are film exposition in schools, universities, and in public squares in the camps. We also extended the cinema activities to other centers according to invitations on several occasions, comprising some Lebanese villages. The benefit of the moving-cinema is quite profitable. It is a wide-open project that encompasses different social, cultural, documentary, and political shows, which concern all people sectors and not only the youths.

10) The SCC sponsors a football team called Tibaria Club in Ein el-Hilweh. The center supports the team both financially and spiritually. In 2004, the center helped the team to go to France and compete with French teams in Bordeaux. The team won several games and was invited for more competitions.

11) The Internet: The SCC assists the youths find income. Therefore, the center helped a group of youngsters to establish their own profitable project: providing Internet connection to clients (the Cable Service) in Nahr el-Bared Camp.

12) The center's administration is concerned with enhancing relations with local and international organizations especially with the partners who helped the center accomplish many of its yearly programs. The center established relations and partnership with many local NGOs in Lebanon, Arab and European (France, Italy, Belgium, Germany, Norway, Switzerland, and Holland, Spain), American, and other NGOs. The result of these relations were organizing joint activities such as:

- Summer Camps
- Exchanging visits and delegations
- Volunteers to work with the center (two volunteers from Switzerland and France for about 3 months; a volunteer from Italy for 6 months; a volunteer from France for 12 months; another volunteer from France for 18 months), and a volunteer from the SCC into the SCI-Italy for 6 months.
- Training Courses

13) Other activities conducted by the centers were:

- Organizing a planting campaign in some of the camps.
- Holding an honoring ceremony for Palestinian athletes who won medals in Arab, regional, continental, and international competitions.
- Participating on national occasions in universities or in public streets in the camps.
- Participating in the activities organized by local and international associations, or by local NGOs.
- Organizing introduction gatherings and forums for the youngsters in the Palestinian camps in Lebanon.

14) The Newsletter: during the past years, the SCC issued a special newsletter for the youths, and called it AJIAL. The newsletter sheds light on the activities the youths conducted and forms a stage where the youngsters can express their opinions. The center has issued five editions before it stopped for financial reasons.

15) The Website: With the coordination of the NGOs, complying with a workshop conducted by the "Arab Resource Center" (Al-Mawared) for Digital Solidarity, the SCC launched a website that includes information about the Palestinian people in Lebanon.

**Remarks:**

- "Youth" refers to the different genders, males and females.
- Youth age-group varies between 16-30 years old.
- The SCC is for all youths despite their political or religious belonging –as long as they accept all opinions and democratic dialogue.

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