

IBBY-Yamada Fund

Project reports 2024

IBBY Lebanon

A Library for Refugees

Establishing a library at the Tahaddi teaching centre for refugees and providing library training to the teachers



Every child has the right to become a reader

Library for Refugees

LBBY Project Report

Tahaddi Educational Center

Library for Refugees LBBY Project

Although the people of Lebanon have been known for their pursuit of education, employment, and progress, there has lately been an ongoing and increasing economic, social and political crisis, which have obviously had an impact on the educational system. The hardship the people were experiencing was made worse by the explosion that took place on the fourth of August when numerous schools were affected. Moreover, it is important to highlight the fact that Lebanon has the world's highest refugee population per capita, and due to the bad situation in Lebanon, they are facing many hardships ranging from social to educational which in their turn add a burden on the government. Thus, LBBY along with UNESCO has assisted in establishing and renovating libraries at public schools in Lebanon. Pursuing this further LBBY collaborated with Tahaddi, a Lebanese NGO which offers holistic support to families facing extreme economic hardship through education, health and psychosocial services. The expectations and objectives set for this intervention are categorized into two categories. Firstly, the qualitative result expectations are regarding the skills that the teachers have learned from the training on methods of bibliotherapy and library usage in the classes. Secondly, the quantitative result expectations concentrate on the number of books purchased for the center, the supplies supplied for the library, and the frequency of library use.

Report

Library for Refugees LBBY Project

Although the people of Lebanon have been known for their pursuit of education, employment, and progress, there has lately been an ongoing and increasing economic and social crisis altering the social justice. Families and children have been affected by a number of crises, including the COVID-19 pandemic, which had a profound impact on the world as a whole. These crises ranged from economic collapse to severe depression, political impasse, and growing uncertainty. In consequence, this has obviously had an impact on the educational system as well as their future, knowing that the condition of Lebanon's public schools has always been appalling (Chalhoub, n.d.). Furthermore, it is important to shed the light on the fact that Lebanon has the world's highest refugee population per capita (Shah, 2022), and due to the bad situation in Lebanon, refugees are facing many hardships ranging from social to educational burdens due to the excess amount of marginalization, alienation, and discrimination which in their turn account for a rise in social diversity. Moreover, the hardship the people were experiencing was made worse by the explosion that took place on the fourth of August, when numerous schools were affected. Thus, LBBY decided to intervene to rebuild what was left of it through intervention plans, programs, and strategies by targeting the libraries in Lebanese public schools and educating refugee children at Tahaddi with high-quality books.

First and most importantly, in order to fulfill the primary objective of IBBY, which is to introduce children to quality books, LBBY is creating and rebuilding libraries in Lebanese public schools in collaboration with UNESCO. By June 2022, eleven public schools had been successfully rebuilt, and they had received library materials. Additionally, Book Aid International, IBBY Canada, and IBBY France gave high-quality books to more than 29 schools. The project

also included phase two which had the goal of organizing training sessions and workshops for the librarians at each of these schools on managing and promoting libraries, as well as providing documentation of books in each school on computers donated by UNESCO.

Second, in keeping with their mission to improve children's relationships with books, LBBY chose to highlight and focus on underprivileged children in order to highlight those who were unable to enroll in school, receive the proper education, or even have the opportunity to be exposed to a wide range of books because they were unable to register. To achieve that, LBBY made the decision to go on to Tahaddi, a non-governmental organization, by providing them with the needed social services with dignity, respect, and integrity.

Who are Tahaddi? Tahaddi, which means "challenge" in Arabic, is a Lebanese non-governmental organization (Ministry of Interior registration number 1578) that works to empower communities to overcome economic and social hardships and realize their full human rights and potential. Tahaddi provides holistic support as needed, including education, community-based primary health care, social and psychological support, and livelihood opportunities.

Tahaddi's programs prioritize vulnerable Lebanese families, including Dom ethnic minority members. They also aid *refugees*, victims of conflict and discrimination, migrants, and other stateless people, regardless of nationality, religion, or social background.

Tahaddi primarily works in Beirut's southern suburbs, in the informal settlement of Hay el Gharbeh. Hay El Gharbeh is an underserved and overcrowded area in which residents live in small, narrow alleys and lack access to basic necessities such as drinking water, electricity, and basic safe infrastructure. In this neighborhood, Tahaddi provides their support and assistance through multiple thematic centers that are located within the neighborhood, these centers include: Tahaddi's educational center, health center, as well as their psychological support center.

Tahaddi's educational center offers a wide range of programs to over 650 children each day. The center provides non-formal primary education to more than 350 out-of-school children, many of whom have missed years of schooling or have dropped out. Tahaddi states that their customized programs cater to various levels of educational achievement and use a curriculum that combines traditional academic subjects like math, Arabic, English, and science with extracurricular activities and life skills. A team of educators, social workers, mental health, speech, and psychomotor therapists collaborates to address students' needs both in and outside their classrooms.

Additionally, LBBY will focus on choosing books that include environmental education, emotions, and trauma; leveled readers since these children come from different educational levels. Besides, a particular training program on the use of libraries and bibliotherapy for the center's instructors is also essential in order to teach them the needed competencies and skills such as critical thinking, problem-solving, effective communication, etc. When teachers are certified in bibliotherapy, they will be able to apply specific techniques to support each student in expressing their concerns and fears, which reduces their trauma and teaches them resiliency.

Also, it's important to take a look at the detailed schedule for the project. The center's library had been constructed and installed during the course of the first three weeks. Meanwhile, they were looking for and choosing high-quality books. Once the library was ready and the books were on the shelves, they started organizing and choosing a date that best suits the teachers at the center. The training lasted around five days, and it covered a variety of subjects related to the tactics that may be employed in the library to encourage reading as well as develop fresh ideas that instructors can apply. Thus, the library was delivered in November and in December the training took place. To summarize, this whole process took around two months and fifteen days to complete the project, including getting the books, distributing them, and training the teachers.

Moving forward to responsible partners and human resources that are going to give the needed services, Tahaddi will get donations from BOOK AID book donations and library development. Assabil also gave the team support with the documentation of these volumes, a non-governmental organization that was founded in 1997 with the goal of establishing and promoting public libraries and open community facilities in Lebanon (Assabil, Culture for All, 2021). Tahaddi will also be provided with 3 high shelves, 2 short shelves, big hexagon table and chairs. and around 300 quality books in Arabic will be donated to the center. In addition to that, use of the library and bibliotherapy training will take place followed by supervision. The total can be summed up as \$5,000. Thus, sources of funding can be categorized under the titles of Yamada Fund, BOOK AID International, and Assabil. Why would international organizations choose to empower children through books? Well, there are many benefits of reading books that result in scholastic success as well as personal fulfillment. Since both sorts of values are beneficial to the child and legitimate components of their future or present education, it is intellectually coherent to divide them into personal and academic values. To begin with, on the personal level, there is enjoyment which is the most crucial personal benefit that children can gain from a good book. Positive early experiences can open doors for lifelong appreciation and enjoyment of reading. Secondly, children develop their capacity for diverse thought through developing new perspectives on the world around them and by exploring lifestyles that are different from their own. Children expand their imaginations, learn to tolerate diverse viewpoints, and create personal goals through the indirect experience of joining a world that is different from the one they live in. Thirdly, good books offer both information and wisdom. Some books provide factual knowledge, whereas others offer insights into life. Fourthly, through literature, children can learn to appreciate the consistency of human needs throughout history, which enables them to understand the degree to which all people are alike. Children often benefit from putting themselves in another person's shoes to

develop a sense of social justice and a strong aptitude for empathy. Fifthly, characters in stories are put in situations where they must choose between right and wrong. Children naturally reflect on their own behavior in a similar circumstance where they can develop their own ideas of good and wrong by often experiencing these kinds of stories. Finally, students who regularly read from a wide range of books quickly form their own unique preferences for book genres and choose their favorite authors and illustrators. Self-selected reading materials that reflect personal preferences and interests are powerful reading motivators. Moving forward to the academic level, it is well known that reading ability like other skills improves with practice. Regular involvement with excellent and appropriate literature can foster further language development and can help children value reading. Moreover, children are exposed to a broad vocabulary and strong writing skills through listening to and reading excellent literature, which provides them with good models for their own speaking and writing styles. The acquisition of a larger vocabulary through reading offers students better word choices for their own stories. Also, reading teaches art appreciation for its ability to help tell the story and for its value as art. Thus, having highlighted the important effects of reading on children, it is important to note the fact that the above criteria can be fully guaranteed when children have access to quality and award-winning books.

Third, the expectations that LBBY set as a marker for the termination process result of their intervention plans and programs can be classified into 2 categories known as qualitative and quantitative results. Firstly, the qualitative result expectations are regarding the skills that the teachers have learned from the training on methods of bibliotherapy and library usage in the classes. Bibliotherapy may be used to identify experiences that all children have encountered, even if a teacher thinks a student does not have a major emotional issue. The students' participation in activities both before and after their instructors' attendance at the workshops will be used to evaluate the quality of the results. Drawing activities are one of the possible activities. In order to

assess how far this training has advanced the teachers' abilities, surveys will also be given to each teacher once they have completed the training on the various and inventive teaching tactics they use with books. Secondly, the quantitative results will concentrate on the number of books purchased for the center, the supplies supplied for the library, and the frequency of library use. Long term, they have anticipated that this project will equip this center with skilled, motivated teachers as well as a suitable library full of high-caliber materials. In addition, the instructors will be able to work with the children using certain bibliotherapy techniques.



before

after



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