



# Frontliners



AMERICAN UNIVERSITY OF BEIRUT  
CENTER FOR CIVIC ENGAGEMENT  
AND COMMUNITY SERVICE

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# I. CCECS Identity

## An Overview



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# Foreword

As global challenges are intensifying and getting more complex, progressive universities are developing their missions to better respond to immediate and long-term pressures endured by their students and their respective communities. The immediate being at **times of emergencies** where self-motivated faculty, staff and students frequently step-up to volunteer, offer help and support to affected communities. Although with the best intentions in mind, such altruistic efforts are often sporadic, short-lived, and overlap in initiatives, governance, and ownership. As for the **long-term pressures**, they are deeply rooted and intertwined, requiring longstanding commitment and a sophisticated approach to tackle.

Civic engagement provides a **clear framework** for the curricular, and extra-curricular programs to harness, support and sustain self-motivated initiatives, and to integrate outreach as a core institutional pillar in addition to research and learning. By doing so, the University will expand on its public purpose; acknowledge students' complex realities; pioneer in the production of local knowledge; and lead on the implementation of the Sustainable Development Goals (SDGs) off-campus.

**Rabih Shibli**

Director, Center for Civic Engagement and Community Service (CCECS)

*Post War Reconstruction, South Lebanon, 2007*

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# The American University of Beirut Roots in Community Service

Commemorating the World War I centennial, an **exhibit** in 2014 of select documents from the archives of the American University of Beirut (AUB) University Libraries, retraced the University's fascinating trajectory during that era, bearing witness to the increasingly influential role that the then Syrian Protestant College (SPC) - established in 1866 - was destined to play in the region. The exhibit

spotlighted the practicality and flexibility of college administrators, the vision and steadfastness of the faculty and student body, and the grassroots engagement of SPC with the community during the years of the Great Famine (1914-1918). After the end of WWI, the administration had put forth to the Board of Trustees its proposal to change the name of the Syrian Protestant College to the American University of Beirut. The War

had given further in the direction of a secular liberal arts college, to emphasize the virtues of social and public commitment as essential elements of a liberal arts education, to expand its programs to a full-fledged University, and to **incorporate service to the community** along with strong academics and stellar professional schools in its plans and vision.



Courtesy of AUB Archives

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# Institutionalizing Civic Engagement

In the aftermath of the July 2006 War, a new milestone was added to AUB's mission for engagement in times of crisis. A remarkable momentum to volunteer-for-relief among students, faculty and staff founded a calling that led to a university wide Task Force for Reconstruction, and in 2008 after two years of sporadic efforts, the Center for Civic Engagement and Community

Service (CCECS) was **established**. CCECS's operations exponentially **evolved** when Lebanon was hit by the record-setting blizzard Alexa in 2013, a storm of unprecedented strength, where dozens of refugees froze to death in their tented settlements. Immediately after, AUB volunteers stepped forward and initiated a clothes donation drive which developed into a multiyear intervention

that integrates livelihoods, education, and psychosocial services to refugees undergoing protracted crises. Lastly, the Beirut Port blast on August 4, 2020, **consolidated** the Center's position as a Frontline Respondent to further enhance the University's impact, effectively promote civic engagement, and empower students as change makers.



*Ghata: Bringing Education to Informal Tented Settlements, Bekaa, 2018*

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# Vision and Mission

## Vision

Positioning AUB as a civic convener and frontline responder to societal conflicts and challenges while realizing the potential of university students as change makers in local and global contexts.

## Mission

Leveraging operational research, campus community, and socially responsive partnerships to address societal challenges while equipping students with professional skills for ethical and effective crisis management.



Beirut Port Blast Recovery Project, Beirut, 2020

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# Foundational Pillars

## 1. Engaged Scholars Program (ESP)

Each year, CCECS guides more than 700 undergraduate and graduate scholarship recipients from Lebanon, the Middle East, Africa, and Afghanistan through a **four-track journey** beginning with workshops, volunteering rotations, extending to an internship, and culminating in the development and implementation of Community Support Projects (CSPs). Community Engagement Skills Workshops are sequentially layered according to students' academic standing and in alignment with the ESP milestones. Volunteering rotations allow freshman and sophomore students access to community organizations and direct exposure to services offered to vulnerable communities.

The community-based internship provides junior and senior students with specialized opportunities to gain work-like experience over a minimum of four weeks. This preparatory experience culminates with a Community Support Project (CSP) that engages students in a participatory design process with local stakeholders to develop and pilot interventions that respond to pressing challenges facing vulnerable communities.

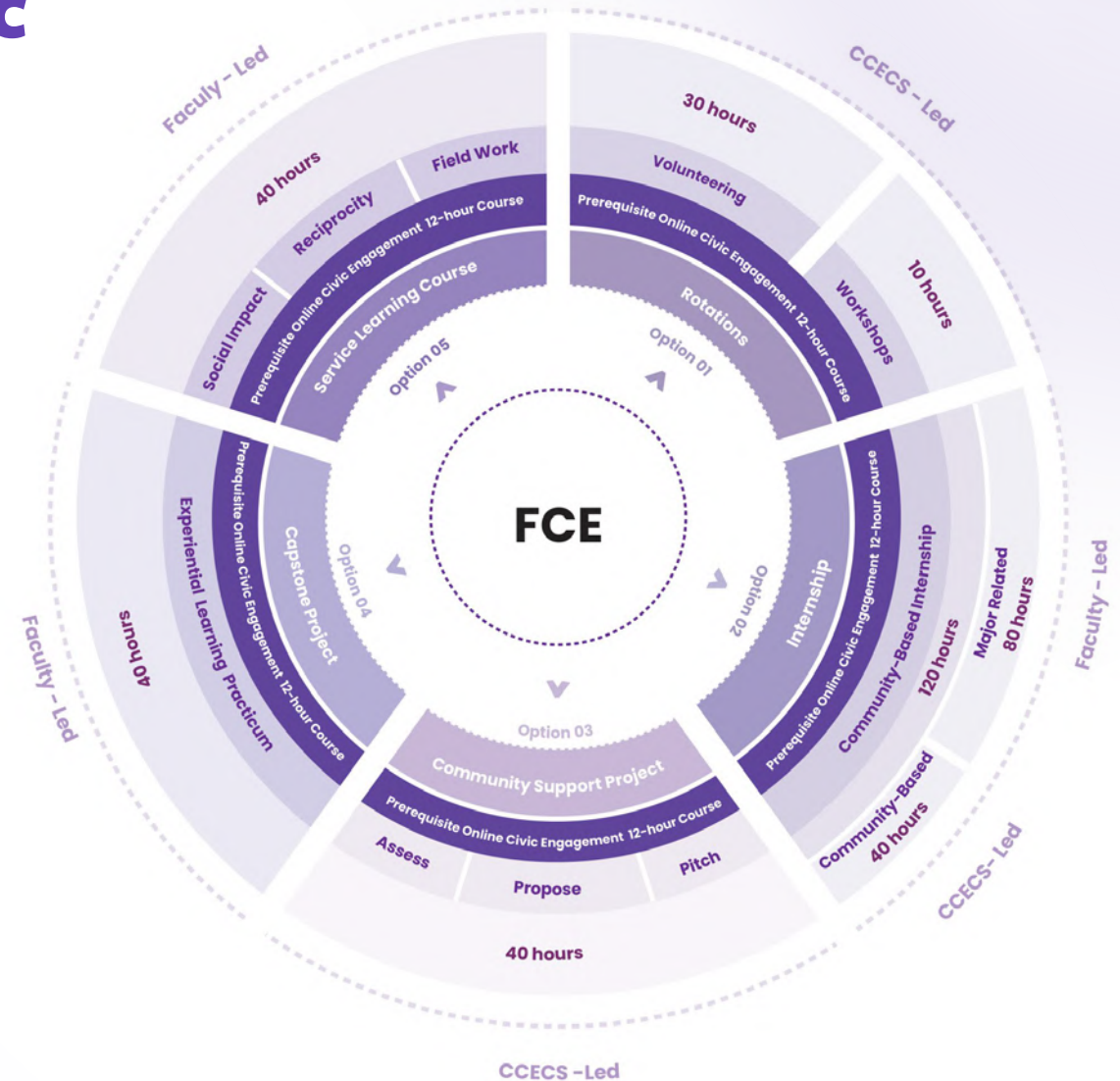


# Foundational Pillars

## 2. Fundamentals in Civic Engagement (FCE)

A three-credit general education course requirement bridging theory with practice, provides students with a **five-option pathway** to fulfill, namely through: Volunteering Rotations, a Community-Based Internship, Capstone Project, Community Support Project (CSP) and a Service-Learning Course. The common ground of these five options is a **one credit online prerequisite course** that entails the fundamentals of civic engagement and field reports developed by students; an opportunity to recognize some of the prominent student-led initiatives, that can be used as references to further inspire their peers.

Each of these reports starts with a short documentary raising awareness and understanding on a specific societal challenge along with a case study illustrating the global relevance, the national manifestation of its policies and practices, and the local context where a specific site is identified for the pilot project implementation.

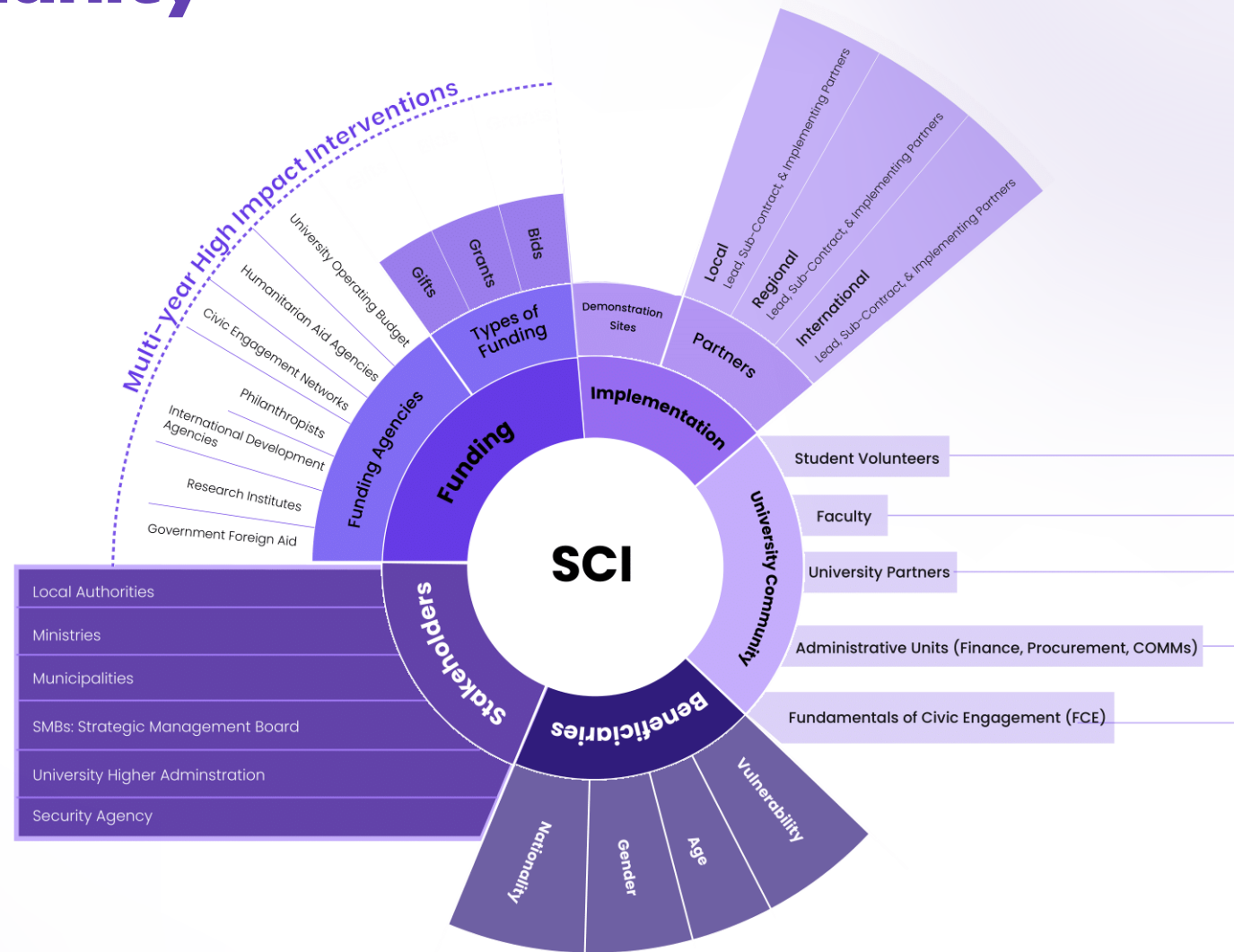


# Foundational Pillars

## 3. Strategic Community Initiatives (SCIs)

CCECS plays a leading role in empowering the most vulnerable populations through **multi-year high impact interventions**, by first identifying themes, setting the roadmap for project development, and establishing strategic partnerships with academia, stakeholders, and funding agencies. Each contextualized SCI is initially a prototype that is meticulously designed to tackle local complexities; it must be flexible, resilient, and positioned in the most appropriate setup for it to thrive.

Insights, common practices, and readily available resources within the targeted communities provide invaluable building blocks that increase local buy-in, ownership, and the sustainability of the prototype. Leveraging cutting-edge operational research, SCIs yield tangible solutions that are **expandable** to cover a wider scope of the same targeted community and are **transferable** to various locations enduring similar challenges.



# Socially Responsible Partners and Donors

Building strong partnerships is a prerequisite to the successful implementation of CCECS's foundational pillars. The simplest form is a **bilateral** agreement between CCECS and a community partner to host students during volunteering rotations and internships and develops to a **trilateral** agreement when a faculty member delivering a service-learning course is involved. Partnerships become **multilateral** especially when engaging in high impact multi-year interventions requiring close coordination with

local authorities and stakeholders, campus community, and external entities. Funding is also an essential factor whether in providing logistical support to students during volunteering and service learning, or to run institutional grants and implement strategic off-campus demonstration projects. CCECS abides by two **fundamental criteria** for establishing partnerships: 1) AUB **compliance** with all applicable laws of both the United States and Lebanon, and 2) the **international principles** of humanity, neutrality, impartiality, and independence.



*Through Our Lens*, Community Support Project (CSP), Bekaa, 2022

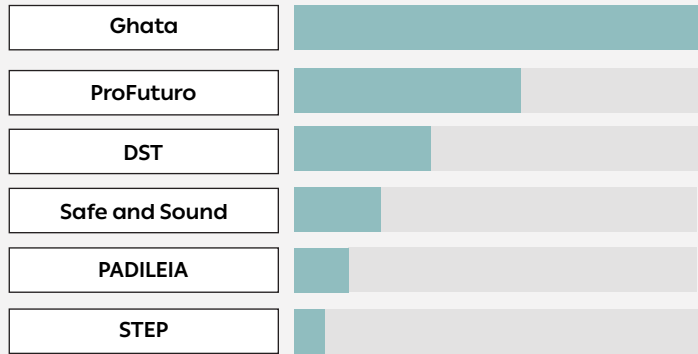
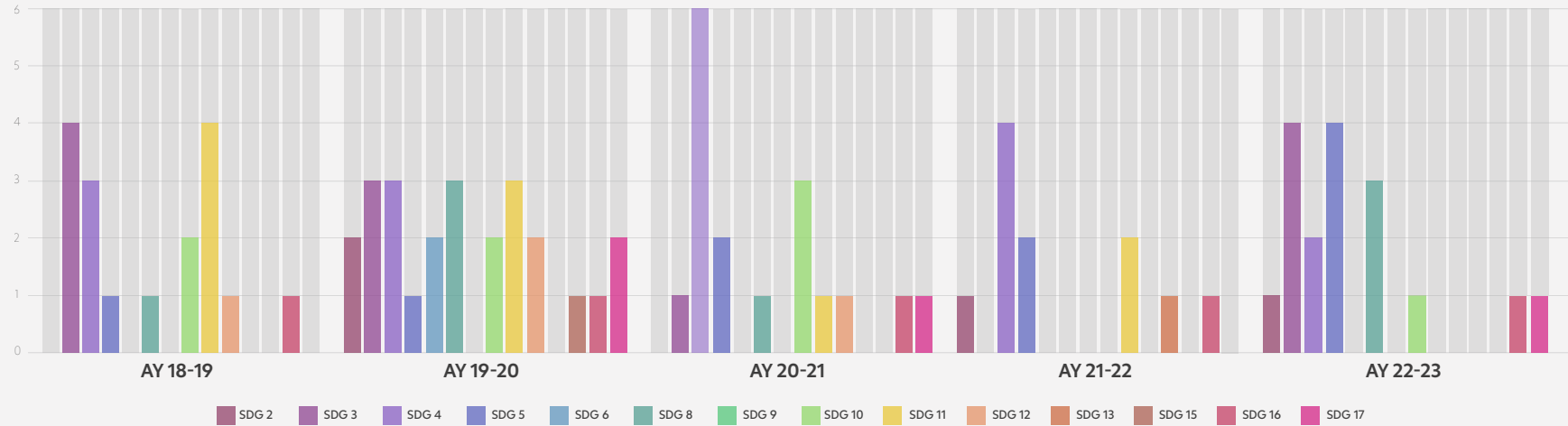
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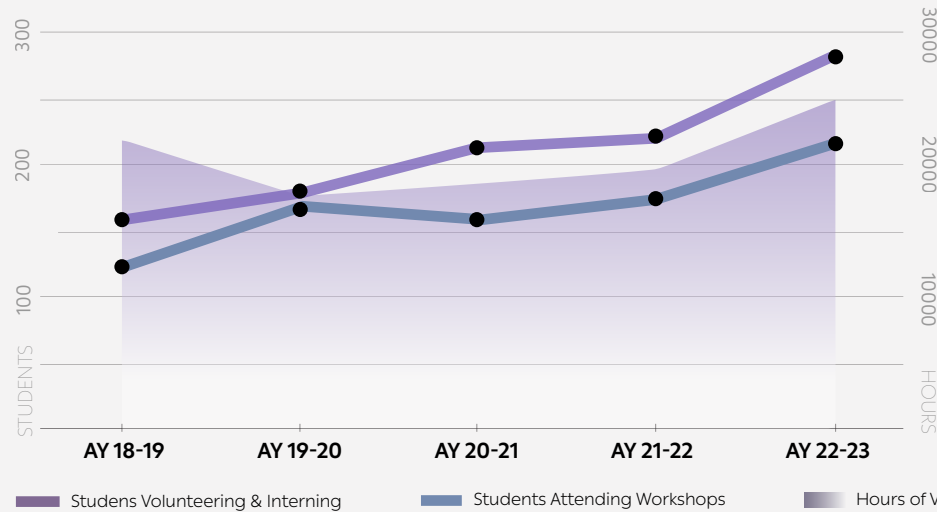
# Key Performance Indicators (KPIs)

2018-2023

**87** Student-led Community Support Projects (CSPs) implemented by **322** students across Lebanon targeting **14** Sustainable Development Goals (SDGs)



**58601** Direct Beneficiaries of Strategic Community Initiatives (SCIs)



**6684** students engaged in volunteering rotations and community-based internships completing **106155** hours

**2168** students participating in community engagement skills workshops

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# Key Performance Indicators (KPIs)

Through CCECS's foundational pillars, KPIs are set to capture the impact of the work done to measure mutuality i.e. the **learning outcomes for students and the tangible outcomes for community partners**:

## Engaged Scholars Program (ESP)

the number of volunteering hours, internships, workshops attended, and the field work conducted while developing and implementing Community Support Projects (CSPs) is documented using tracking sheets. Students are also asked to write reflection papers drawing on their experiences and lessons learned for the first three milestones. As for the CSPs, a short video, PowerPoint presentation, full-fledged proposal and an exit report represent the impact of every intervention on the direct and indirect beneficiaries.

## Fundamentals in Civic Engagement (FCE)

the one-credit online course is measured by the percentage of completion rates. Four pathways namely, Volunteering Rotations, Community-Based Internships, Capstone Projects, and CSPs, follow the same reporting mechanisms as the ESP. Regarding the service learning pathway, course outcomes are set by each faculty member evaluating social impact, academically relevant field work, and reciprocity.

## Strategic Community Initiatives (SCIs)

every project has a distinct monitoring and evaluation system to measure achievements, assess challenges, and evaluate lessons learned. To capture the work done off-campus in complex settings, designing the metrics for every project's KPI entails accounting for the bureaucratic parameters of reporting to the university support units and the funding agencies, while also accommodating to the unforeseen occurrences related to community partners and the targeted beneficiaries.



AUB Engage Forum, AUB, 2023



Little Recyclers, Community Support Project (CSP), South Lebanon, 2018



Feccan Carpets, Community Support Project (CSP), Bekaa, 2018

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# Awards and Recognitions



Most Civically Engaged University Campus  
in the Middle East & North Africa (MENA)  
by Ma'an Alliance for Arab  
Universities - 2015



MacJannet Prize for Global Citizenship  
by the Talloires Network - 2016



Innovate for Refugees Award  
by MIT Enterprise Forum - 2017



Learn by Design Honorary Award  
by South-by-SouthWest (SXSW) - 2018



WISE Awards finalist for high impact  
projects providing solutions to 21<sup>st</sup>  
century education challenges - 2018



Harvard Program in  
Refugee Trauma

*world peace.... global health and  
mental health.... science and culture*

Fritz Redlich Human Rights Award  
by Harvard Program in Refugee  
Trauma (HPRT) - 2018



Fritz Redlich Human Rights Award by Harvard Program in Refugee Trauma (HPRT), Orvieto - Italy, 2018

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# Moving Forward

Civic Engagement has a myriad of definitions, and large discrepancies exist between different universities regarding its application. Based on a long-standing experience, CCECS is directing its vision, mission, and objectives to reinforce AUB's position as a **Frontline** respondent in contexts of uncertainties. This principle sets the road map to CCECS's engagement in times of

emergencies, and to continuously align and guide the development of its curricular and extra-curricular programs accordingly. To emphasize this stance, CCECS is developing a two-fold strategy for the next five years **building alliances and partnerships** within global civic engagement networks and **linking outreach-KPIs** to the university's overall **accreditation and ranking systems**.



Digital Skills Training (DST) graduation ceremony, AUB, 2019

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## II. Engaged Scholars Program (ESP)



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# Introduction

AUB scholarship recipients coming from diverse geographic, ethnic, and cultural backgrounds, are mandated to complete the extra-curricular Engaged Scholars Program (ESP) throughout their academic journey. The ESP consists of two distinct phases, **1)** the preparatory phase, which includes volunteering rotations and a community-based internship, and **2)** the advanced phase that focuses on student-led Community Support Projects (CSPs). Throughout both phases, workshops are sequentially delivered to enable students to complete each of the program's milestones.

The ESP is designed to acknowledge and harness scholars' deep commitment and determination to effect change in their communities impacted by crises, such as political and economic instabilities, forced displacement, and climatic shocks. This handbook serves as a roadmap offering guidance and valuable information for firsthand engagement with local partners operating in the field, practical skills provided by experts and practitioners, and rigorous one-on-one mentorship to respond to societal challenges. Ultimately, graduating scholars will become well-equipped to navigate and enact change in a context of uncertainty.



AUB Students volunteering with the CCECS Beirut Recovery Project, 2020

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## PHASE I. PREPARATORY

Students are introduced to the civil society sector through a combination of **(1) Volunteer Rotations**, **(2) A Community-Based Internship**, and **(3) Community Engagement Skills Workshops**. This multifaceted approach helps scholars gain valuable insights and practical experience enabling them to embark on their Community Support Projects.

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# 1. Volunteering Rotations



Starting in the first academic year and spanning until graduation, scholars actively engage in volunteering activities with vetted humanitarian organizations and agencies serving vulnerable populations in Lebanon and/or in scholars' hometowns. These experiences provide scholars with opportunities to collaborate with community partners to address inequities, build local capacities while at the same time developing their own skills, knowledge and values needed to enact positive change.

This reciprocal process opens pathways for 1) civic and social responsibility, 2) an increased understanding of diversity and varied approaches to relief and development, 3) formulating connections between theory and practice, and 4) strengthening self-efficacy.

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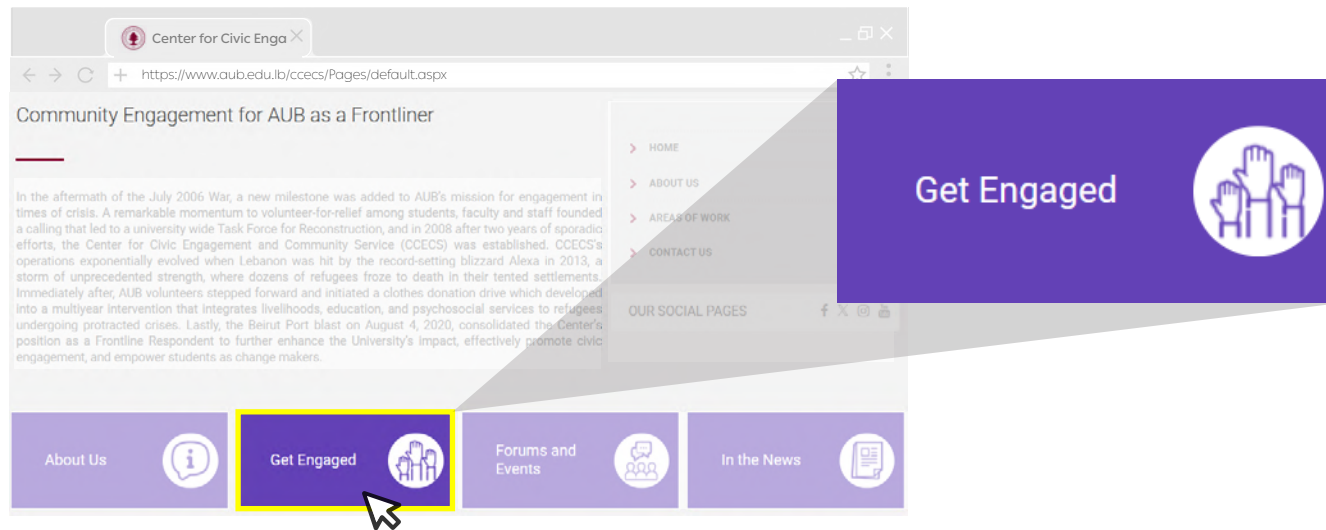
SCIs

# 1. Volunteering Rotations

## Outreach Process

On a bi-weekly basis, CCECS shares a diverse list of volunteering opportunities with credible vetted local and international non-governmental organizations (NGOs) and humanitarian agencies. Accordingly, scholars register in activities that match their interests, field of study, and availability to fulfill the minimum number of hours required per semester under their scholarship award. Separate from the list provided by CCECS, scholars are also encouraged to propose their own activities, subject to approval prior to engagement. Incentivizing them to suggest volunteering initiatives themselves instills a sense of ownership, while also expanding CCECS's network with potential community stakeholders. The volunteering duration may vary between short-term (one day) and long-term (from two weeks up to the end of the semester), depending on the nature of the activity itself and the roles and responsibilities assigned to the scholars.

Following the registration deadline, CCECS connects scholars with the respective organizations for direct coordination. Upon completion of the activity, CCECS follows up with both the volunteers, and the NGOs to track scholars' progress and receive feedback.



Volunteering Opportunities are posted on the CCECS Website under the "Get Engaged" page.

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# 1. Volunteering Rotations

## Reporting Deliverables



Reporting Documents

[click to access the CCECS forms](#)

Upon successful completion of each activity, scholars will thoroughly report on their volunteering experience through:

**Monthly Tracking Sheet:** listing all the short-term and long-term activities completed during the course of a month indicating the number of hours spent and countersigned by the host organization supervisor.

**Reflection Form:** well elaborated and coherent reflection paper(s) depicting the scholar's overall volunteering experience(s), highlighting the gains, lessons learned, and key challenges encountered.

**Photos:** showing scholar's engagement, to be used on social media outlets and for reporting purposes [Note: must seek prior permission from the organization and concerned people].

**Activity Proposal Form:** when proposing their own activities with community organizations, scholars are required to fill out a clear and informative "activity proposal" form.



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Wael Musaed (MEPI-TLU) and Zeinab Badran (USAID-USP), Volunteering Rotations, CCECS Beirut Recovery Project, 2020

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# 2. Community-Based Internship



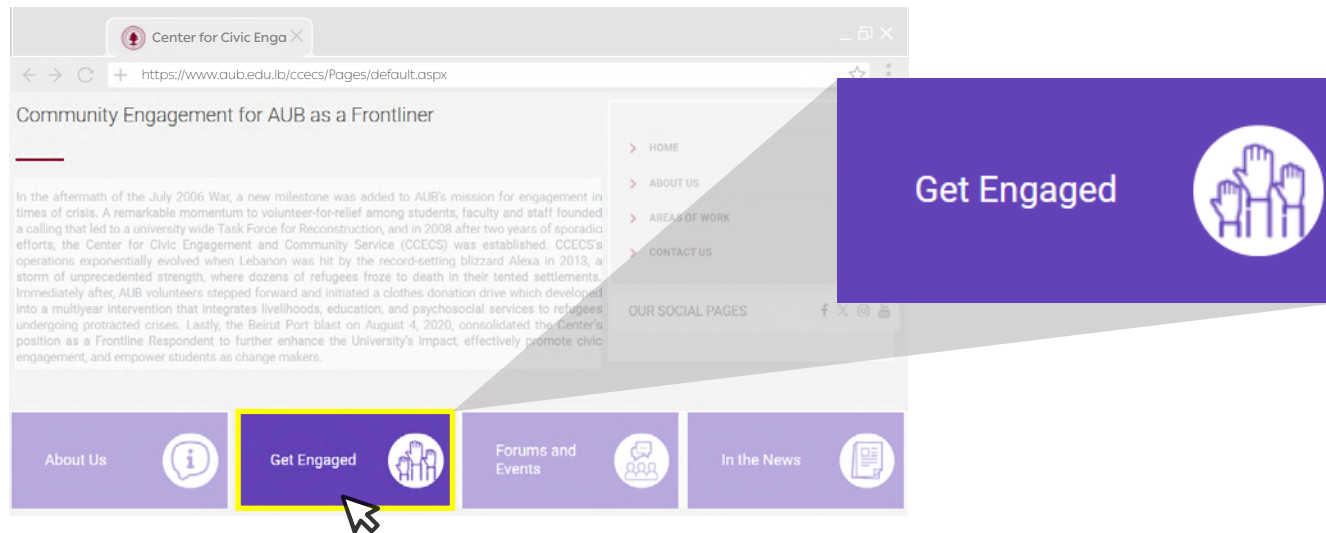
In the summer and/or winter break, scholars intern for an extended period of time with community-based organizations and humanitarian agencies, either in Lebanon and/or scholars' hometowns. The internship serves as a pathway for scholars to gain insight into work-like environments that strengthen their expertise in a specific field, as they navigate operations, delve into social and civic issues to better conceptualize ideas, develop a network of people, and grow professional skills and dispositions.





## 2. Community-Based Internship Outreach Process

CCECS supports scholars in securing internships with credible local and international organizations serving marginalized groups. In addition to the list compiled and shared by CCECS, scholars are encouraged to seek out their own internship placements, whether in Lebanon or in their hometowns, subject to prior approval to ensure the proposed organization and nature of tasks meet the criteria. Scholars apply to opportunities that match their field of interest, skill-sets, and career goals by sending their curriculum vitae and cover letter directly to the contact information provided by the organization. A staff member from the host organization then contacts the student and arranges an interview. If selected, both host organization and the student, agree to a structured and supervised work plan.



Internship Opportunities are posted on the CCECS Website under the **"Get Engaged"** page.

## 2. Community-Based Internship Reporting Deliverables



Reporting  
Documents

[click to access the CCECS forms](#)

Upon successful completion of the internship, scholars must submit:

**Final Report:** write a detailed reflection depicting their overall experience, challenges encountered, significant accomplishments, lessons learned, etc.

**Certificate of Completion:** request from the internship supervisor to provide a certificate and/or email confirming the completion of internship hours and the fulfillment of the expected tasks.

**Photos/Videos:** share with CCECS and include in the reflective essay photos and/or videos taken during the internship capturing scholars' engagement.

CCECS follows up with the host organization, requesting:

**Supervisor Evaluation Form:** receive feedback on interns accomplished tasks and overall performance.



Manar Alhamedi and Sarah Minawi (USAID-HES), Community-Based Internship, Eldertree, Mount Lebanon, 2023.

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# 3. Community Engagement Skills Workshops



Starting in their first year and onwards, scholars participate in a series of technical workshops tailored and sequenced in a manner that prepares them to achieve the milestones of their CSP. CCECS will ensure the participation and integration of the diverse scholarship programs in all workshops to reinforce equity, inclusion, and inter-cultural education. Within this context, workshops become spaces for scholars to exchange ideas, share experiences, address real-life challenges and apply practical approaches to problem solving. The workshop topics below are delivered according to the academic timeline and civic engagement milestones for scholarship programs.

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# 3. Community Engagement Skills Workshops

## Orientation to Civic Engagement

The workshop introduces the two-phased Engaged Scholars Program's (ESP), with a primary focus on Phase One, encompassing community engagement skills workshops, volunteering rotations, and community-based internships. It provides a detailed timeline of the sequentially layered ESP throughout the academic journey, offering an overview of learning outcomes, benefits, reporting, and deliverables. The session also addresses specific requirements associated with AUB's policies and the various scholarship awards.



# 3. Community Engagement Skills Workshops

## Social Media Fundamentals

The workshop highlights the latest trends for creating simple, yet compelling content. The session uncovers the essentials of a social media strategy through the 5 Cs: (1) Contribution, (2) Connection, (3) Conversation, (4) Collaboration, and (5) Community. Drawing on real life examples from civil society actors, humanitarian aid organizations, development agencies, and members of vulnerable communities, scholars learn about the common parameters of storytelling for advocacy. The workshop also addresses ethical considerations related to sharing information and emphasizes the importance of informed consent.



# 3. Community Engagement Skills Workshops

## Community Support Projects (CSPs)

The workshop delves into Phase Two of the Engaged Scholars Program (ESP), examining the operational framework for designing and implementing student-led CSPs. This process includes a comprehensive overview of the (1) constituents of a CSP, (2) objectives and milestones, (3) acquired skills, and (4) methodology of work. The workshop culminates with the formation of teams, selection of themes, and the establishment of a roadmap for deliverables to be completed within two semesters.



# 3. Community Engagement Skills Workshops

## Audiovisual Storytelling

The workshop offers three phases of filmmaking to enable the creation of high-quality short videos of the CSPs: (1) pre-production, focusing on effective logistical and creative planning; (2) production, providing hands-on training in using professional equipment and/or smartphones to capture compelling images and sounds; and (3) post-production, facilitating the editing and crafting of narratives tailored for various screening platforms and audiences. The workshop also addresses ethical considerations related to sharing information and emphasizes the importance of informed consent.



# 3. Community Engagement Skills Workshops

## How to Make a Strong Pitch

The workshop develops the skills needed to articulate ideas that resonate with and persuade the audience to become advocates for a given cause. This is achieved through the **Feel, Understand, and Believe** approach, leveraging on personal drive, providing empirical evidence for a rigorous argument, and demonstrating the feasibility, scalability, and relevance of the proposed solution. The practical part of the workshop sets three parameters to run a pitching simulation: knowing the target audience, time limitations, and the platform of presentation.





# 3. Community Engagement Skills Workshops

## Reporting Deliverables

Scholars must complete:

**Pre and Post Tests:** At the beginning and end of each workshop, participants will complete a brief survey pertaining to the content of the workshop to assess their acquisition of knowledge.

**Student's Evaluation Form:** Upon successful completion of each workshop, scholars provide feedback to assess the workshop by reflecting on content and delivery.

CCECS follows up with the trainer, requesting:

**Post-Workshop Report:** The trainer submits a comprehensive report entailing the pre-post test results, feedback on scholars' participation, training material (presentation, handouts, etc.), and final attendance list.



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## PHASE II. ADVANCED

This phase known as the Community Support Projects (CSP) enables scholars to identify a pressing need facing a marginalized group, conceptualize an intervention in a participatory process with the targeted community, and implement it in the most appropriate location for it to thrive.

This section covers **(1) The Constituents of a CSP, (2) Objectives and Milestones, (3) Acquired Skills, (4) Methodology of Work** and lastly **(5) CSP Field Reports**.

# 1. The Constituents of a CSP



Waste Management, Community Support Project (USAID-USP), North Lebanon, 2016

A Community Support Project (CSP) is a student-led initiative that responds to a pressing challenge facing vulnerable communities. It engages scholars in a participatory design process with stakeholders and community members to develop a pilot intervention tailored to meet local needs, using cost-effective methods, available resources, and taps into the local knowledge. Following the implementation of the pilot and its evaluation, a CSP can be expanded to cover a wider scope of the same targeted community, and potentially transferrable to various locations.

# 1. The Constituents of a CSP

To acquire a more comprehensive overview of what a CSP is about, it is important to unpack its constituents:

**Pressing societal challenge:** context-specific representing a collective priority shared by a particular community. The identified challenge is a timely concern that might have evolved over a long period of time, or one that has recently emerged. Not only does the challenge weigh heavily on a local level, but it also resonates with other communities undergoing similar situations.

**Participatory design process:** engages the experts and the targeted community hand in hand throughout the research, experimentation, implementation, assessment, and evaluation phases of the CSP. Research methods including desk research, observations, oral history, local narratives, focus group discussions are among the many tools that are used to generate first-hand understanding of the local context. Accordingly, acquired and produced knowledge are reciprocated among the two partners, continuously enhancing the key performance indicators (KPIs) of the experts and the wellbeing of the marginalized communities.



Rebatterie, Community Support Project (MEPI-TLG), Beirut, 2023

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# 1. The Constituents of a CSP

**Local Knowledge:** insights, common practices, and readily available resources within the targeted communities provide invaluable building blocks that increase local buy-in, ownership, and the sustainability of the pilot. This local knowledge continues to evolve as the CSP achieves its set milestones and generates momentum among beneficiaries.

**Pilot:** a prototype that is meticulously designed to overcome local complexities; it must be flexible, resilient, and positioned in the most appropriate setup for it to thrive. This proof-of-concept challenges preconceived ideas among the marginalized communities regarding the role of universities as 'ivory towers'; ingrains CSP implementors in the field of works and encourages them for longer-term commitment.

**Transferability:** although each project is tailored to meet a local need, yet it is a manifestation of a wider national challenge that corresponds to an identifiable global theme. The 17 sustainable development goals (SDGs) that address critical sectors related to "people, planet, prosperity, peace, and partnerships" give an example of the inter-linkages between the global, national, and local levels.



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## 2. Objectives and Milestones



Each CSP project is allocated a CCECS advisor who conducts regular meetings with the respective teams. The advisor's role includes acquainting the teams with AUB's policies and procedures, facilitating communication with both on-campus and off-campus units, stakeholders, and beneficiaries, as well as providing support in developing project ideas and writing the proposal, which also includes itemized budget lines.

This overall process is divided into three milestones, **(a) Identifying the Problematic**, **(b) Conceptualizing the Intervention**, and **(c) Implementing the Pilot**.

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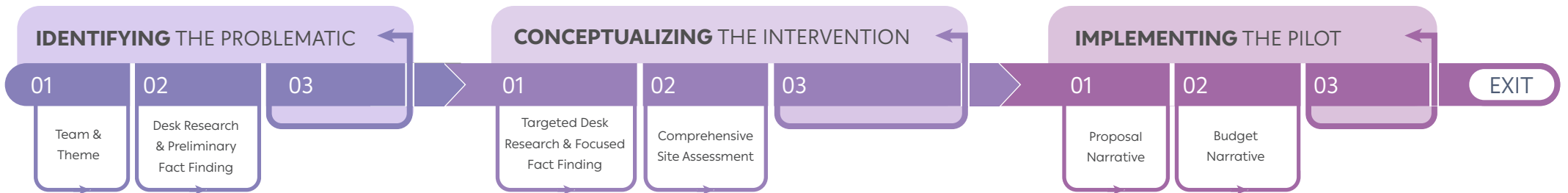
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## 2. Objectives and Milestones



### I. IDENTIFYING THE PROBLEMATIC:

this milestone starts with a CSP workshop that concludes with formation of **teams** and the selection of **themes**. Scholars choose their teams based on either **geographic proximity or a mutual interest in a particular topic**. Afterwards, teams carry out **desk research** and engage in preliminary fact finding with relevant stakeholders and beneficiaries to narrow down the field of inquiry. This is achieved by identifying a clear **problematic**, the root cause that underlies the challenges directly related to the selected theme.

### II. CONCEPTUALIZING THE INTERVENTION:

desk research becomes **targeted**, fact finding focused, and in-depth meetings and interviews further conducted. This rigorous process enables the team to **specify a location** that manifests the identified problematic. By **comprehensively assessing** user groups along with their immediate and long-term challenges and leveraging local knowledge to map out the devised mechanisms for coping, teams can **propose intervention scenarios** that are further enhanced through a community-based participatory design process to determine the pilot.

### III. IMPLEMENTING THE PILOT:

each project is documented in a proposal, which provides insight into how the overarching global challenge is reflected at the national scale, further delving into the local context where a chosen site is identified for pilot implementation. Integral to this proposal is a **budget narrative** which divides the total amount equally between equipment, logistics, and consultations. Upon the completion of implementation, scholars will **submit** to CCECS a 200-word executive summary, a full exit report, a 5-minute recorded PowerPoint presentation, and a 90-second video.

## 3. Acquired Skills

The CSP provides scholars a unique opportunity to work in multidisciplinary teams, engage with stakeholders and community members, receive guidance from university mentors and local experts, and disseminate findings and solutions in multiple forums. Accordingly, the CSP process significantly improves scholars' competencies namely **critical thinking, conflict-resolution, interpersonal skills, and decisionmaking**.

In complex settings where communities have devised mechanisms to cope with long-term marginalization, scholars sharpen their **critical thinking** to understand the compounded layers of decision making. Unpacking these complexities that are highly sensitive and volatile in nature instigates debates placing **conflict-resolution** abilities among the team members to test. Furthermore, active listening, impartiality, transparency, and empathy are among the crucial **interpersonal skills** that facilitate the cultivation of trust and reciprocity between scholars and the targeted communities. And finally, the implementation of the CSP becomes a demonstration of real-life **decision-making**, where diverse viewpoints, interests, and aspirations are distilled.

This is accomplished through the *Funnel Method*, a standardized framework for all scholars, and the *Excavation Method*, a more intricate and exploratory.



Four teams (USAID-HES) selected as panelists by UNRWA-Lebanon to present their Community Support Projects to country representatives in the Advisory Commission (AdCom) Meeting in Beirut, 2023



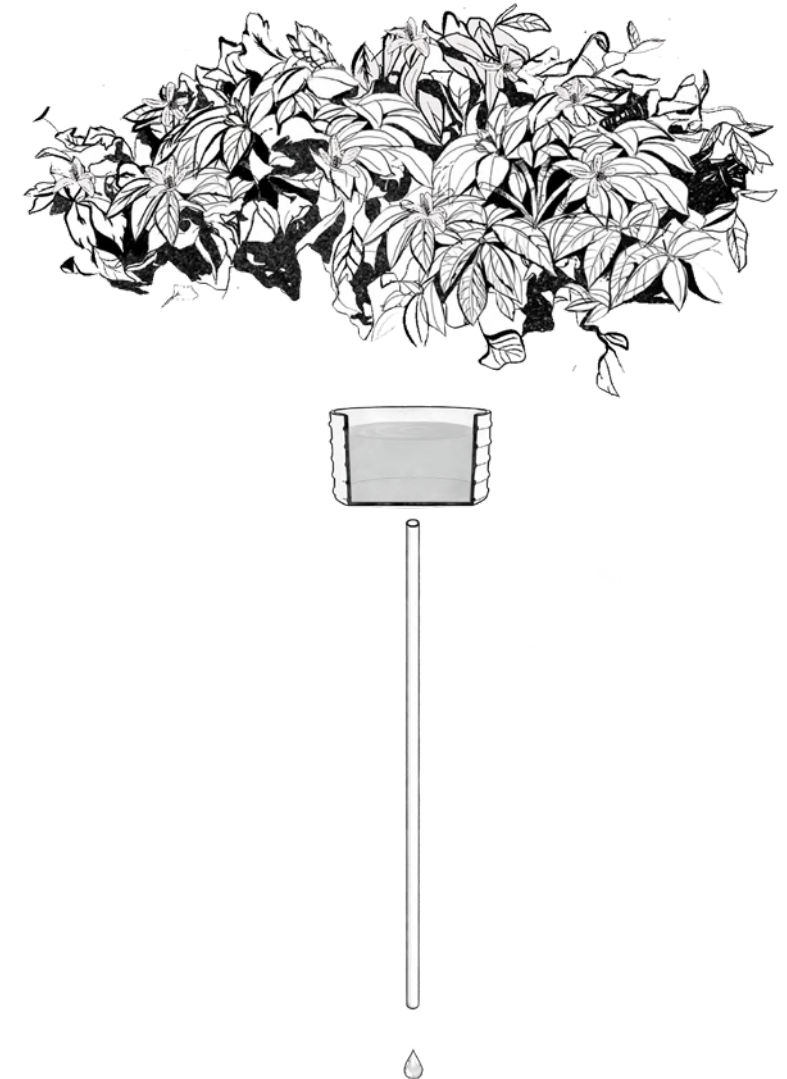
# 4. Methodology of Work

## The Funnel Method

An integrative framework for all scholars partaking in the CSP process to adhere to a common ground criterion irrespective of their chosen themes of intervention. This framework provides uniformity in learning outcomes and deliverables and enables the scholars to cultivate a wide circle of advocates who feel their passion and commitment to the issue at hand, understand its multifaceted components, and believe in the relevance and feasibility of the solution. The funnel method is a four-tiered approach:

- a. **Global Challenge:** urgent concern that is experienced at a varying magnitude across different geographies and that draws collective attention.
- b. **National Manifestation:** policies, procedures, and practices that reflect a country's position regarding the urgent concern.
- c. **Localization:** deliberate choice of a demonstration site encompassing various challenges that stem from a root-cause problematic.
- d. **The pilot:** an intervention that directly responds to the root-cause and developed through a community participatory process.

Having reached this benchmark, scholars can then choose to take it beyond the scope of the scholarship requirements extending to graduate studies, advocacy, social entrepreneurship, and startups.



# 4. Methodology of Work

## The Excavation Method

While the funnel method provides the scholars with a normative structure to develop and present rigorous content, the excavation method allows fluidity in representation as a pathway towards catharsis.

“Excavation” is an optional track; scholars who choose to embark on this journey are individuals who carry strong personal drive as a result of endured trauma or a strong connection to a cause. This meticulous process entails one-on-one mentoring, enabling the scholars to delve deep into lived experiences and explore their unique dimensions to stimulate restorative effects.

Through a free-form process of introspection scholars produce a series of vignettes, each containing sufficient content to stand alone as a complete episode. Viewing the vignettes collectively is akin to placing the final key stone in the arch; this is when the seemingly independent blocks solidify into a meaningful metanarrative.

Transitioning through the distinct vignettes requires careful preparation to complete the arduous journey. Although the path is one to all ‘excavators’, each arrives at a unique destination of personal reflection, growth, and agency to instigate change towards catharsis.



# Field Report 1 | Funnel Method

## Drug Abuse Prevention: A Theater-Based Peer Education Program in Al Bissan UNRWA School



### GLOBAL CHALLENGE

As of May 2022, over 100 million people worldwide were forced to flee their homes due to conflict, violence, and natural disasters. These forcibly displaced populations include refugees. Refugees are people who have crossed an international border to seek safety in another country. Many refugees, including children, experience traumatic events back home and during displacement. Refugees also experience stress and isolation when trying to settle in their new country. These feelings of trauma, stress, and isolation – known as refugee core stressors – affect refugees' mental health and emotional wellbeing. Due to these stressors, young refugees are more at risk of drug use, gang involvement, and other behavioral issues.



McKirry, 2016

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# Field Report 1 | Funnel Method

## Drug Abuse Prevention: A Theater-Based Peer Education Program in Al Bissan UNRWA School

### NATIONAL MANIFESTATION

Lebanon is host to two refugee populations: Syrian and Palestinian. Over 479,000 Palestinian refugees reside in Lebanon. Approximately 45% of these refugees live in twelve camps scattered across the country. These camps are very overcrowded and full of dilapidated buildings lacking basic infrastructure such as water and sanitation. In addition to poor living conditions, Palestinian refugees in Lebanon face several other challenges. Almost all refugees in Lebanon (93%) are poor. They are also banned from working in many jobs, from owning property, and even from fixing their run-down homes. These hardships have made young Palestinian refugees at risk of using drugs to cope with their dire conditions. A recent study showed that cannabis, cocaine, and heroin were easily available and in use across three Palestinian refugee camps in Lebanon.



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## Drug Abuse Prevention: A Theater-Based Peer Education Program in Al Bissan UNRWA School



### LOCALIZATION

Ain El Helwe is one of the largest Palestinian refugee camps in Lebanon in terms of area and population. Ain El Helwe and its neighboring areas are home to approximately 80,000 people, including 6,000 students. There is only one secondary school inside the Camp, “Bissan UNRWA school” which has around 70 teachers and 1,200 enrolled students aged between 15 and 20. Palestinian refugees face several challenges while seeking an education inside the Camp, including crowded classes and poor learning facilities. A focus group with mothers from Ain El Helwe and a survey conducted with students from the secondary school showed that drugs – particularly cannabis, cocaine, heroin, and captagon, as well as a drug referred to locally as ‘farawla’ – were readily available and easily accessible inside Ain El Helwe. In addition, due to the tough economic conditions, lack of parental supervision, and peer pressure, many young refugees were involved in drug dealing. The results of the focus group and survey indicated that despite previous anti-drug campaigns organized inside Ain El Helwe, influential groups connected to drug trafficking continued to involve youth in drug use and dealing and made the situation difficult to control.



# Field Report 1 | Funnel Method

## Drug Abuse Prevention: A Theater-Based Peer Education Program in Al Bissan UNRWA School



PILOT INTERVENTION

To address the issue of youth substance abuse inside Ain El Helwe, the team – whose members live inside and next to Ain El Helwe – have designed a Community Support Project (CSP). This CSP aims to reduce drug addiction rates among youth in Ain El Helwe through Theater-based Peer Education (TBPE). TBPE involves the use of theater as an educational tool, whereby peers – in this case, youth – perform a play or an act to other peers. Tying education and entertainment together, TBPE utilizes live theater to encourage discussion, debate, and engagement on a specific issue and to influence the knowledge, attitudes, and/or behavior of the targeted peer group. TBPE is important as it draws on the natural tendency for youth to learn from one another, especially during adolescence. Through an interactive play, the team promoted community awareness and understanding of the risks associated with drug use, and encouraged behavior that protects children from resorting to substance abuse. This included scenes relatable to the lives of those in the audience, portraying the role that parents, teachers, and the youth can play in addressing drug addiction and use among children.



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# Field Report 1 | Funnel Method

## Drug Abuse Prevention: A Theater-Based Peer Education Program in Al Bissan UNRWA School



### PROGRAM

USAID - Higher Education Scholarship (HES)



### THEME

Public Health

### EXTERNAL LINKS:



Success Story



Motion Graphic



"Life is not a Strawberry"



### INTERVENTION SITE

Al Bissan UNRWA School, Ain El Helwe



### LOCAL PARTNERS

UNRWA



# Field Report 2 | Excavation Method

## The Excavation of Krikor Tanakedjian

### Nany: Building Core Houses from Memories and Rubble



#### SCENE ONE

#### THE BOOK OF SONGS:

In the 10<sup>th</sup> Century, the extraordinary Abu al-Faraj al-Isfahani introduced his seminal tome *The Book of Songs* at the court of Seif al-Dawla al-Hamadani in Aleppo where luminaries in literature, philosophy, and sciences convened. This masterpiece quickly gained popularity in the bustling cosmopolitan bazaars, spreading well beyond the fortification of the iconic Citadel of Aleppo, carried afar by travelers and merchants. Al-Isfahani depicts an all-inclusive environment where love, dance, music, and self-indulgence nurtured the making of the top 100 songs of the Book. The encyclopedic collection encompassing poems, songs, and composers, meticulously crafted over 50 years, was an avant-garde undertaking, produced in the cultural epicenter Aleppo, a veritable Spotify of its time.





# Field Report 2 | Excavation Method

## The Excavation of Krikor Tanakedjian

### Nany: Building Core Houses from Memories and Rubble



#### SCENE TWO

#### MAD MAX:

A thousand year later, August 2012, missiles fall on the Citadel heralding the deafening roar of a civil war and silencing the city's heartbeat. World Heritage Conventions (WHC) did not protect the medieval fabric, a World Heritage Site listed by UNESCO in 1986, neither did the International Humanitarian Law (IHL) prevent war crimes described as the "worst man-made disaster since World War II". More than half a million Syrians have been killed and 13 million, accounting to more than half of the country's population, are in a state of internal displacement and refuge. Shocking drone footages filmed over Aleppo show a post-apocalyptic dystopia of a scorched landscape, neighborhood blocks reduced to rubble piles, grey and black smoke columns marking the unfinished cycle of death.



AFP, 2014

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### Nany: Building Core Houses from Memories and Rubble



#### SCENE THREE

#### **MEGHANCHEL (GOD! IT IS NOT FAIR)**

On February 6, 2023, an earthquake of 7.8 magnitude struck Southern Turkey and Northwest Syria with a death toll surpassing 50,000, and damaging and fracturing hundreds of thousands of buildings. This catastrophe piled up more rubble over the war-ravaged Aleppo and compounded a new level of suffering among the remaining few. With bare hands and basic tools, survivors and bodies were pulled out by family members and neighbors; it was a full-fledged community search and rescue campaign. This natural strike rendered the situation painfully obvious that no rescue will come from the beyond and the only lifeline possible is from within. Krikor's mom and younger brother were among the deceased, and his sister Nany was miraculously rescued after five hours under the rubble of the building where they lived, in the neighborhood of Villa Rose.



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### Nany: Building Core Houses from Memories and Rubble



#### SCENE FOUR

#### THE WHILTED ROSE:

In 2020 Krikor enrolled in civil engineering with an aim to engage in the reconstruction of Syria when the guns fall silent and reconciliation begins. This engagement came earlier than expected, and in the rush of trauma and memories, signs of emotional maturity marked his behavior. Down the memory lane the beautiful and ornate Villa Rose stood majestically on the neighborhood's portal with jasmine vines stretching across the walls. The withering war caused the gradual decay of this scenery, and the earthquake brought the last blow. The community was well aware that temporary displacement would most likely extend to a protracted state, and that once uprooted it would be nearly impossible to reclaim the same place. The damage inflicted on the urban landscape by more than a decade of notorious warfare had already rendered shelter scarce, the aftermath of the earthquake exacerbated this need. Hence, the colossal challenge was finding ways to cope with the devastation while remaining anchored in their land.



# Field Report 2 | Excavation Method

## The Excavation of Krikor Tanakedjian

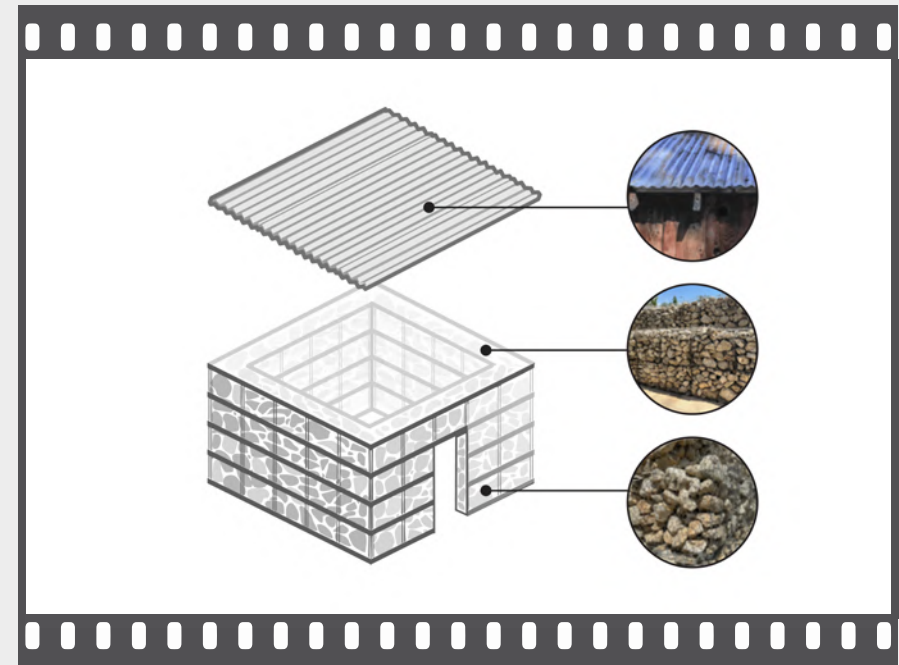
### Nany: Building Core Houses from Memories and Rubble

#### 5 SCENE FIVE

#### INSPIRED BY NANY:

The dearth of building material, a consequence of the sanctions against Syria, drastically increased the cost and limited the possibilities for building and reconstruction. With nothing but an abundance of destruction, the well-known idea to recycle rubble and steel, seemed as the most feasible solution for this post disaster response. This is done by first assembling a mesh wire cage as a modular unit, repeated to outline the parameter of one core house at a time, which is then filled with the rubble to form the load bearing walls. Lastly, wooden frames are placed equidistantly over these walls to support a roof made of readily available materials.

*“Nany, my sister, whose very name signifies happiness and luck, embodies the indomitable spirit of survival. When the earthquake struck, Nany found herself trapped under the weight of the rubble for five hours. It was a harrowing ordeal that tested her strength and endurance. But she refused to surrender to despair and despite the devastating loss of so many, she miraculously survived, becoming a symbol of hope and resilience”.*



# Field Report 2 | Excavation Method

## The Excavation of Krikor Tanakedjian

Nany: Building Core Houses from Memories and Rubble



### EXTERNAL LINKS:

[Presentation](#)

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# III. Fundamentals in Civic Engagement (FCE)



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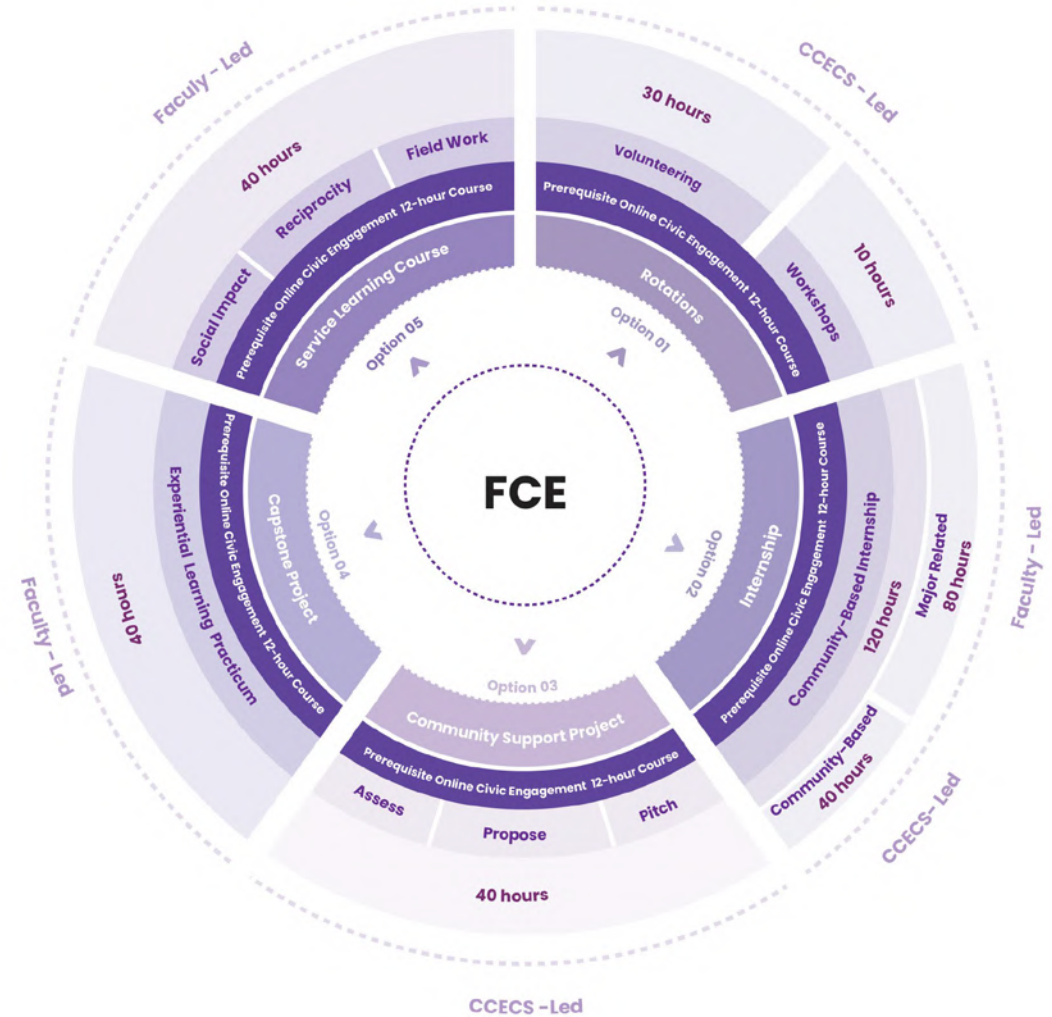
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Project

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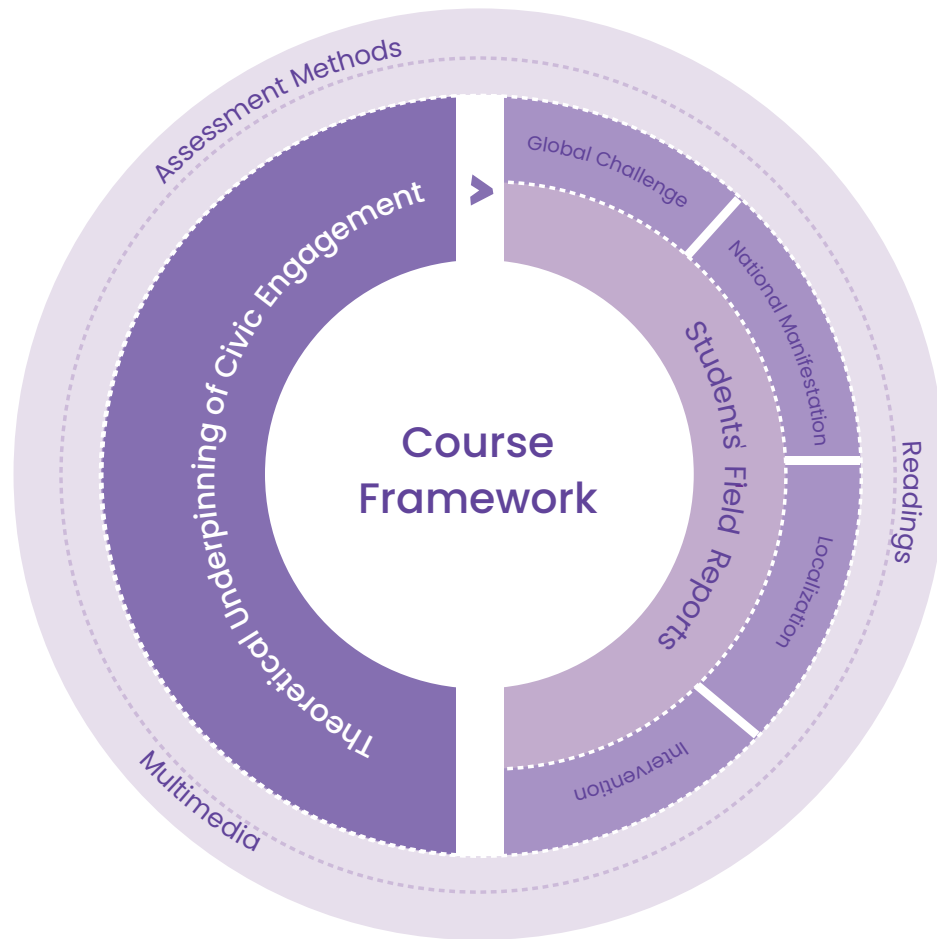
# Introduction

A three-credit general education course requirement bridging theory with practice, provides students with a **five-option pathway** to fulfill, namely through: Volunteering Rotations, a Community-Based Internship, Capstone Project, Community Support Project (CSP) and a Service Learning Course. The common ground of these five options is a **one credit online prerequisite course** that entails the fundamentals of civic engagement and field reports developed by students; an opportunity to recognize some of the prominent student-led initiatives, that can be used as references to further inspire their peers.



# One Credit Online Prerequisite Course

## 1. Description



Prior to selecting one of the five options, students complete a one credit self-paced online prerequisite course (equivalent to 14 hours). This online component is divided into two modules: (1) theoretical underpinning of civic engagement, and (2) students' field reports. Both modules will include readings, multimedia, and various assessment methods.

### 01 Theoretical Underpinning of Civic Engagement

Introduces students to the fundamental concepts and perspectives of civic engagement and the multiple pathways, and practices of community engagement and support. Content is developed by specialized AUB faculty and staff .

### 02 Students' Field Reports

Showcase field reports of student-led community support projects (CSPs) developed under the guidance of CCECS. Each reflects a societal problematic and is portrayed in four sections: 1) global challenge, 2) national manifestation, 3) localization, and 4) pilot implementation. These field reports are an opportunity to recognize some of the prominent initiatives to further inspire other students.

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# One Credit Online Prerequisite Course

## 2. Modules

### Module One

#### Theoretical Underpinning of Civic Engagement

- Why Civic Engagement Matters
- Ethics of Community Engagement
- Defining and Understanding the Community
- Identifying and Analyzing Stakeholders
- Working with People
- Civic Engagement Pathways
- Reflection in Civic Engagement
- Community Support Projects

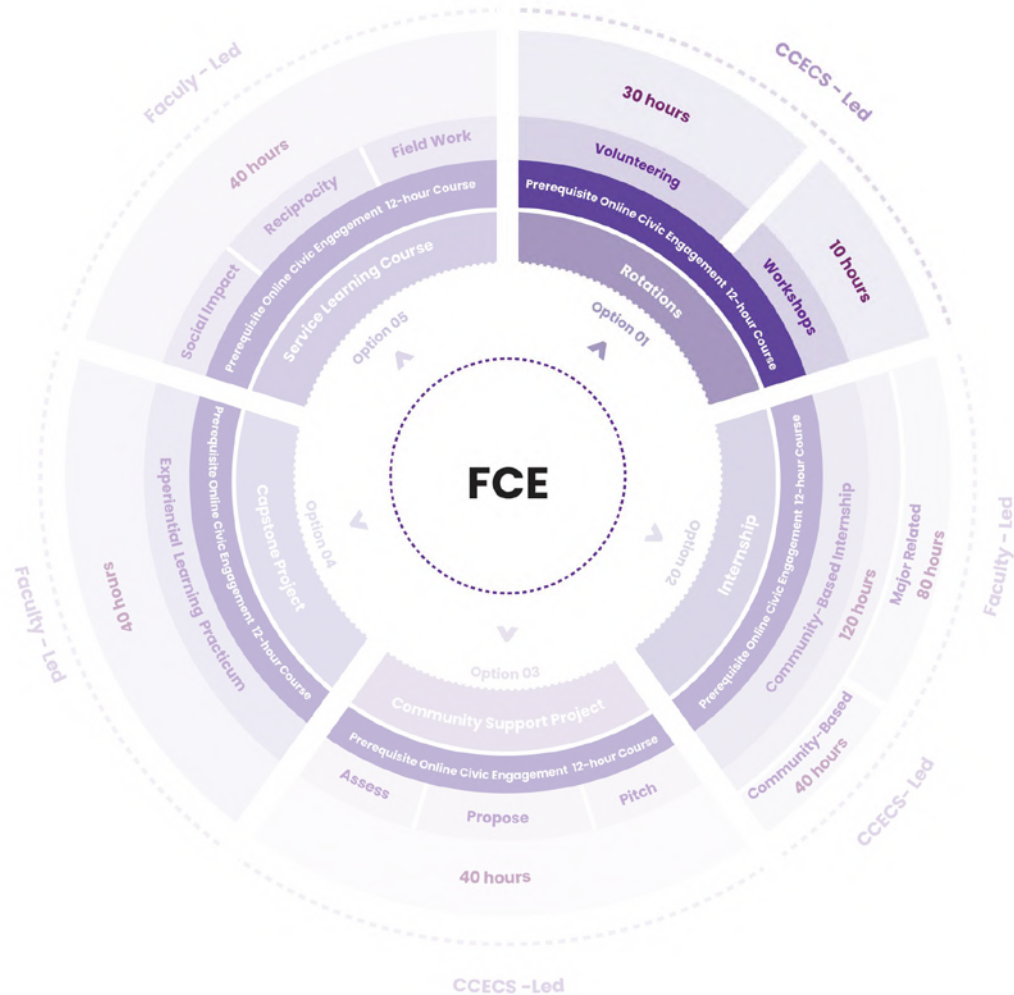
### Module Two

#### Students' Field Reports

- Gun Violence in Ein El Helwe
- Justice Accelerator App in Mount Lebanon Juvenile Court
- Drug Abuse Prevention in Al Bissan UNRWA School
- Decontaminating Chekka Campaign for Asbestos Justice
- Period Poverty for Menstrual Hygiene in Saida
- Reproductive Healthcare for Refugees in Majdal Anjar
- Collapse of the Safety Net of the Illegal Migration Voyage
- Seraj Ruptured Social Cohesion in Yemen
- Hirafi Platform for the Creative Market
- Say More Campaign: An Anti-Harassment Intervention
- Through Our Lens in Al Yasmeeen ITS
- Play Therapy Among Children In Afghanistan
- Academy for Marginalized Afghan Refugees
- Rebuilding Core Houses in Aleppo
- Smart Farm in Kirundo, Burundi

# Five-Option Pathways

## 1. Volunteering Rotations

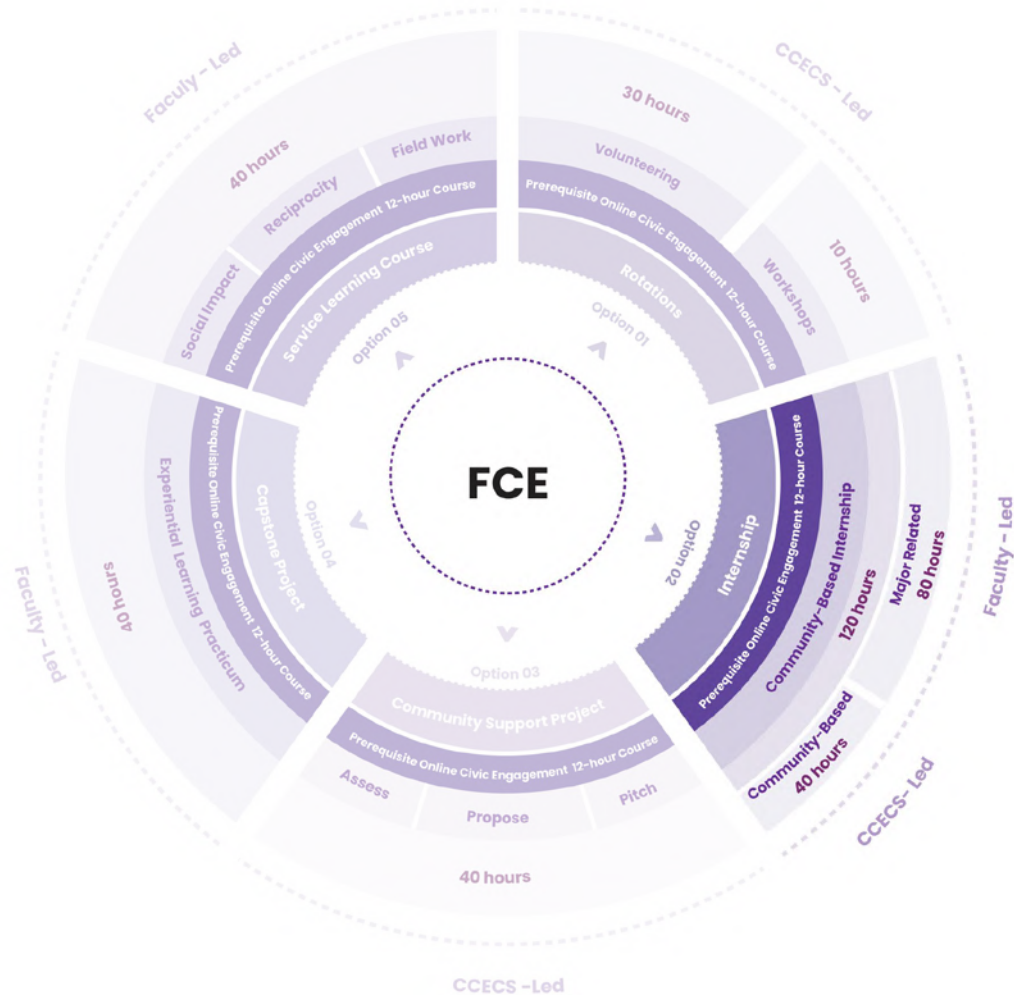


Students choosing this pathway will complete at least **30 hours** of volunteering activities with vetted humanitarian organizations and agencies serving vulnerable populations in Lebanon. Students register in activities that match their interests, skills, and convenience with their academic schedule. The volunteering duration may vary between short-term (one day) and long-term (from two weeks up to the end of the semester), depending on the nature of the activity itself and the assigned roles and responsibilities. Students will also fulfill **10 hours** through participation in seminars, workshops and conferences related to civic issues.

These experiences provide students with opportunities to collaborate with community partners to address inequities, build local capacities while at the same time developing their

# Five-Option Pathways

## 2. Community-Based Internship



Students choosing this pathway will secure internship placements with credible organizations and humanitarian agencies operating in Lebanon for a duration of 120 hours with the same organization. However, students whose academic major requires them to fulfill an internship (**80 hours**), can choose to integrate the community-based component (**40 hours**) provided that the position is relevant and aligned with the civic engagement requirement.

The internship serves as an opportunity for students to gain insight into work-like environments as they navigate operations, delve into social and civic issues to better conceptualize ideas, and grow professional skills and dispositions.

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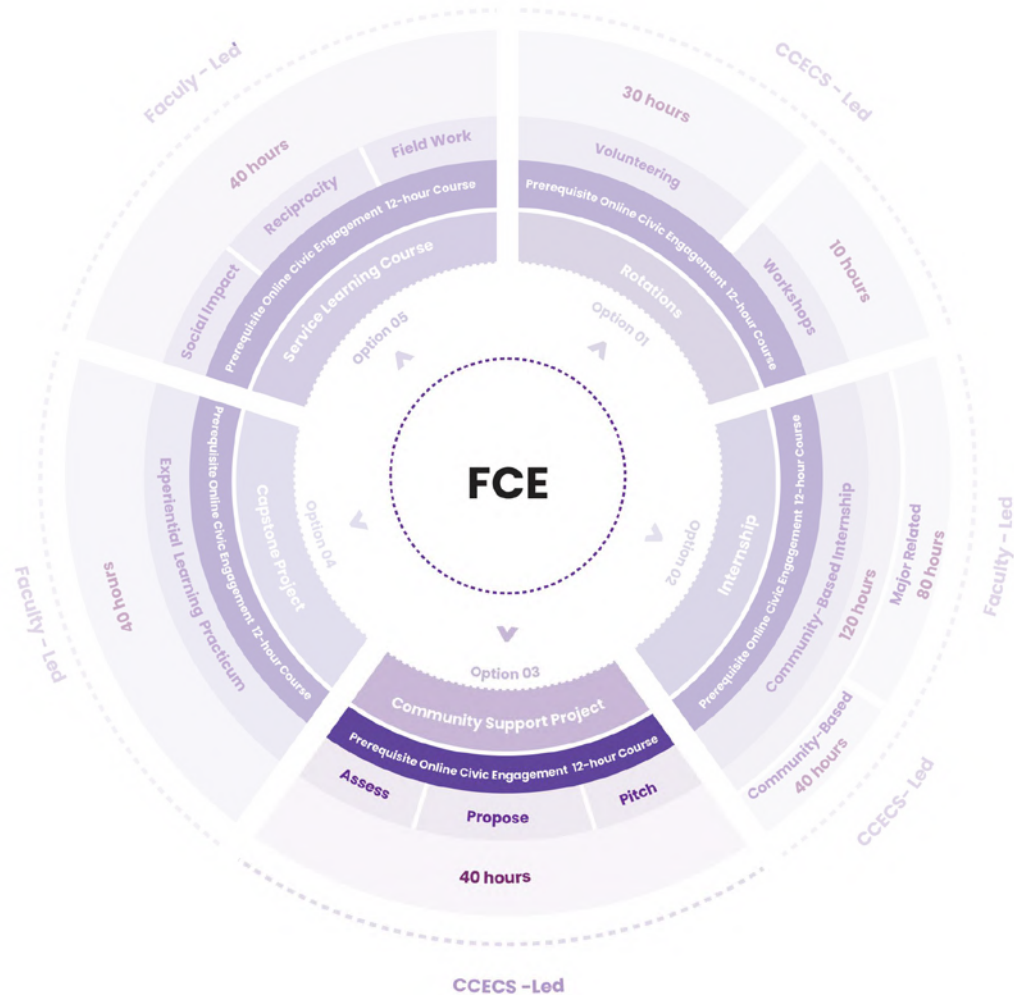
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# Five-Option Pathways

## 3. Community Support Project (CSP)



Students choosing this pathway will design, develop and implement a Community Support Project (CSP) spanning over a duration of at least **40 hours**. A CSP is a student-led initiative that responds to a pressing challenge facing vulnerable communities.

It engages them in a participatory design process with stakeholders and community members to develop a pilot intervention tailored to meet local needs, using cost-effective methods, available resources, and taps into the local knowledge. Following the implementation of the pilot and its evaluation, a CSP can be expanded to cover a wider scope of the same targeted community, and potentially transferrable to various locations.

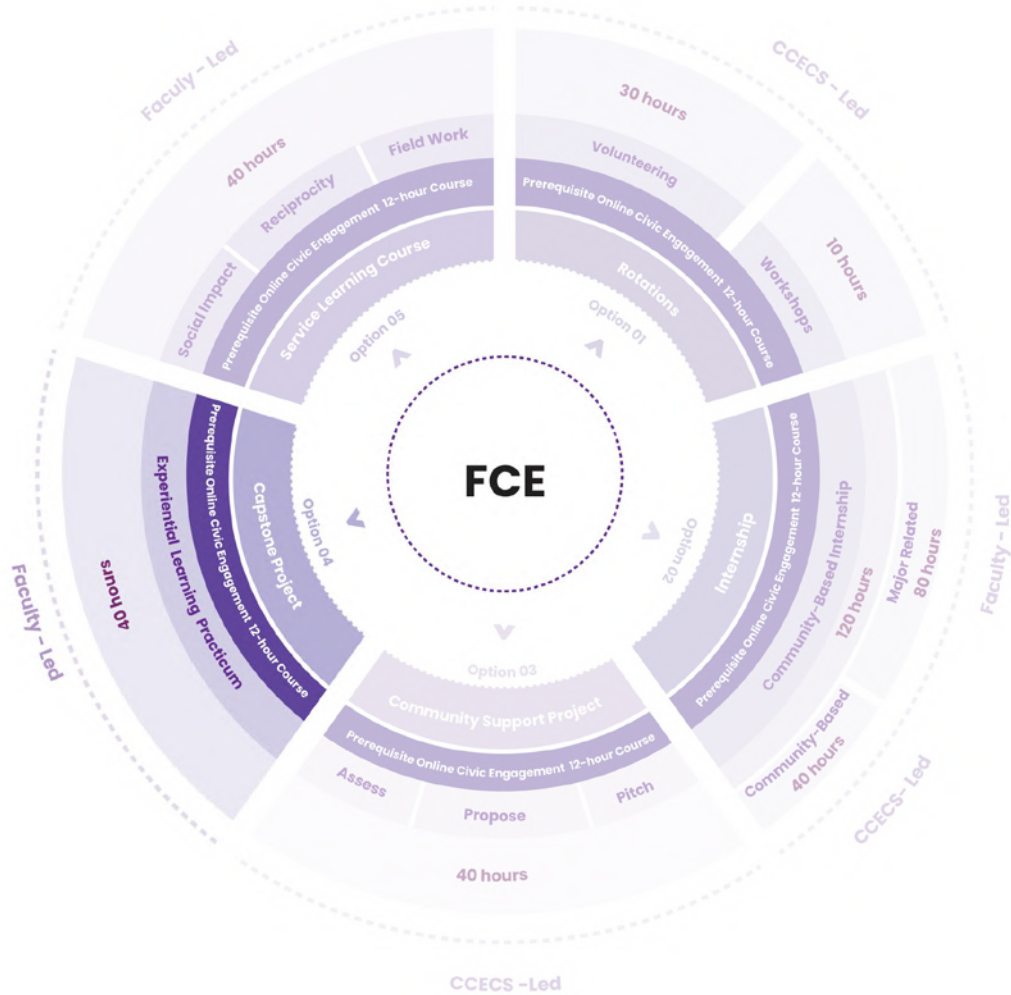
The CSP provides students a unique opportunity to work in multidisciplinary teams, engage with stakeholders and community members, receive guidance from university mentors and local experts, and disseminate findings and solutions in multiple forums

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# Five-Option Pathways

## 4. Capstone Project



Many majors at AUB require a capstone project or a practicum as an opportunity for students to integrate their academic knowledge with professional experience in their field of study. This includes final year projects and thesis projects that meet the following criteria:

- **Social impact:** addressing challenges faced by marginalized communities
- **Reciprocity:** balanced transfer of knowledge between students and the targeted communities
- **Field work:** students complete a designated percentage of academically related field work

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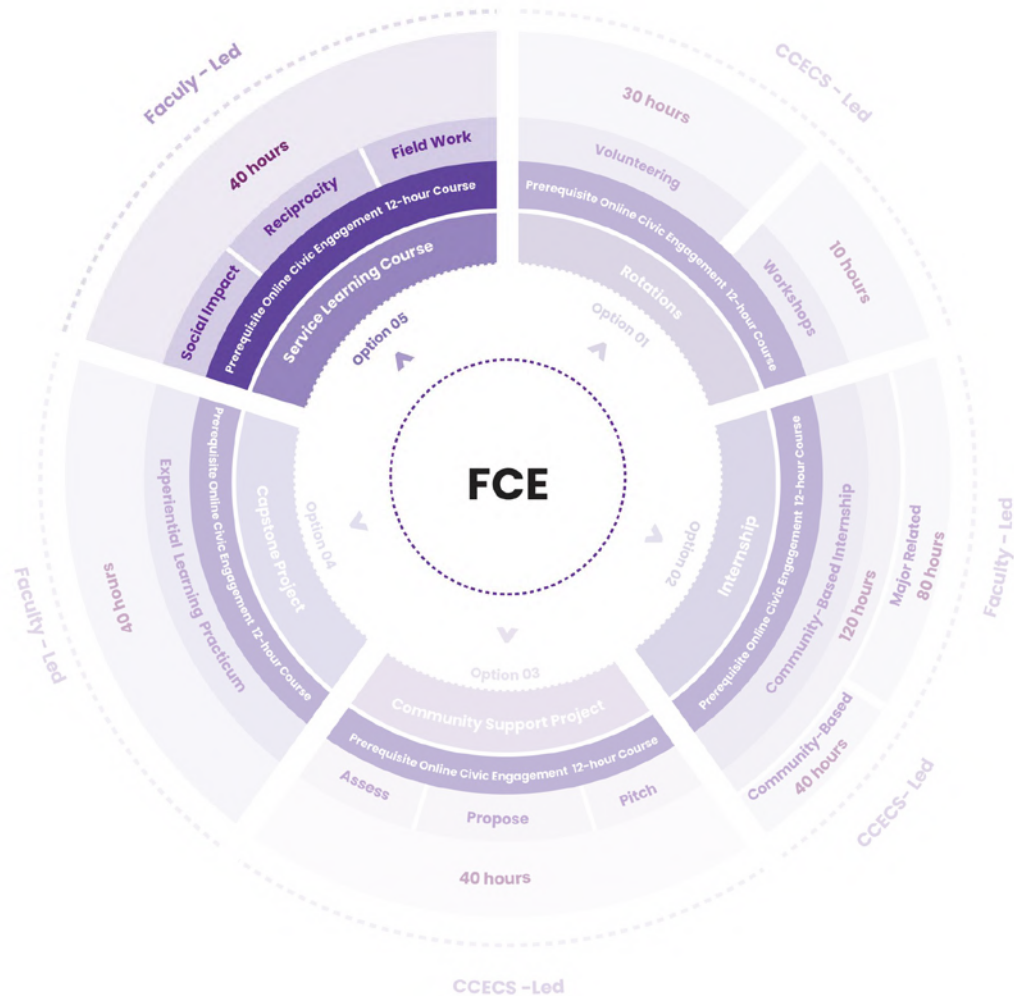
Capstone  
Project

Service Learning  
Course

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# Five-Option Pathways

## 5. Service Learning Course (SL)



Courses offered across faculties integrating theoretical classroom-based education to community problem solving in pursuit of enhancing students' learning experiences and contributing effectively to responding to societal needs. These Service Learning Courses meet the following criteria:

- **Social impact:** addressing challenges faced by marginalized communities
- **Reciprocity:** balanced transfer of knowledge between students and the targeted communities
- **Field work:** students complete a designated percentage of academically related field work

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# Five-Option Pathways

## 5. Service Learning Course | Examples

Examples of previously offered Service Learning Courses at AUB from a variety of disciplines include:

1.

Site Design in the Urban Context,  
Department of Landscape Design and  
Ecosystem Management, FAFS

2.

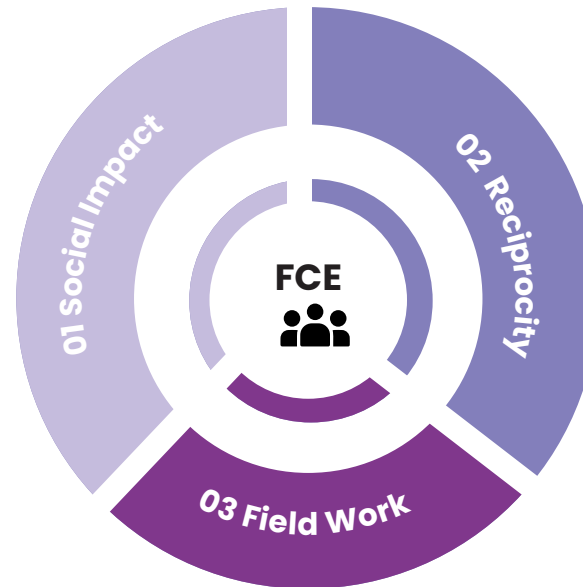
Children and War, Department of  
Psychology, FAS

3.

Nutrition Education and  
Communication, Department of  
Nutrition and Food Science, FAFS

4.

Design-Impact Laboratory (Di-Lab),  
Department of Architecture and  
Design, MSFEA



# Five-Option Pathways

## 5. Service Learning Course | Examples

### 01 | Site Design in the Urban Context, Department of Landscape Design and Ecosystem Management, FAFS

**Course Description:**

LDEM 228 is a studio focused on the production of urban form. This studio will complement students' design education with an emphasis on cultural awareness, the application of ecological processes to urban sites, and an awareness of their individual design process.

Student will be faced with significant issues that are changing the Lebanese landscape, and accordingly students will find suitable answers to some pressing questions:

- How to preserve the characters of the landscape and its peculiarity and quality in the continuously changing territories?
- How the afflux, movements and localizations of legal and illegal new settlements are shaping and creating new landscape?
- How we can harmonize and coordinate the different needs (local and refugee) and the responsibility towards spatial, cultural, economical, environmental, esthetical and social aspect?

The poster for the lecture 'THINKERS AND DOERS' by Maria Gabriella Trovato is visually rich. It features a top section with a photograph of a makeshift settlement made of metal and plastic, with people sitting around. Below this is a map of Lebanon with two areas highlighted: 'THE EXISTING VILLAGES' and 'THE INFORMAL, TEMPORARY VILLAGES'. The title 'MARTA GABRIELLA TROVATO' is prominently displayed in large, bold, white letters on a dark background. Below the title, the subtitle reads 'SPACES OF CRISIS AND CONFLICT. LANDSCAPES IN EMERGENCY'. The bottom section includes the date '8.00 AM, 28 OCTOBER 2020', a 'Zoom Registration Link', and a small portrait of Maria Gabriella Trovato. The logo for the Victoria University of Wellington (Te Herenga Waka) is in the top right, and NZIA (New Zealand Institute of Landscape Architects) details are in the bottom right.

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# Five-Option Pathways

## 5. Service Learning Course | Examples

### 02 | Children and War, Department of Psychology, FAS

by David A. "Tony" Hoffman, Ph.D., visiting lecturer

#### Course Description:

This course reviews child development in the midst of large-scale human conflict. Children's lives are examined during the pre-conflict, conflict, and post-conflict phases of war. Students are introduced to humanitarian, psychosocial, and human rights perspectives on war-affected children. Psychosocial contexts of child crisis and survival are examined. The course also examines child mortality during war. The challenges to survival are examined to better understand risk, vulnerability, and resilience in all children. The course then focuses on solutions that address children's needs, rights, and well-being. The functions of child protection programs, NGOs, psychosocial support, education, and community-based initiatives are critically examined for their effectiveness and outcomes that build peace.



A student from Children and War course interacting with refugees, Bekaa, 2018

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# Five-Option Pathways

## 5. Service Learning Course | Examples


### 03 | Nutrition Education and Communication, Department of Nutrition and Food Science, FAFS

by Lamis Jomaa, Ph.D., Assistant Professor



Article

### Impact of a Pilot School-Based Nutrition Intervention on Dietary Knowledge, Attitudes, Behavior and Nutritional Status of Syrian Refugee Children in the Bekaa, Lebanon

Marwa Diab El Harake <sup>1</sup>, Samer Kharroubi <sup>1</sup>, Shadi K. Hamadeh <sup>2</sup> and Lamis Jomaa <sup>1,3,\*</sup> 

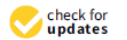
<sup>1</sup> Department of Nutrition and Food Sciences, Faculty of Agriculture and Food Sciences, American University of Beirut, P.O. Box 11-0.236, Riad El Solh, Beirut 11072020, Lebanon; md106@aub.edu.lb (M.D.E.H.); sk157@aub.edu.lb (S.K.)

<sup>2</sup> Environment and Sustainable Development Unit, Faculty of Agriculture and Food Sciences, American University of Beirut, P.O. Box 11-0.236, Riad El Solh, Beirut 11072020, Lebanon; shamadeh@aub.edu.lb

<sup>3</sup> Refugee Health Program, Global Health Institute, American University of Beirut, Beirut 11072020, Lebanon

\* Correspondence: lj18@aub.edu.lb; Tel.: +961-1-350000 (ext. 4544)

Received: 24 May 2018; Accepted: 13 July 2018; Published: 17 July 2018



**Abstract:** This study evaluated the impact of a 6-month school nutrition intervention on changes in dietary knowledge, attitude, behavior (KAB) and nutritional status of Syrian refugee children. A quasi-experimental design was followed; Syrian refugee children in grades 4 to 6 were recruited from three informal primary schools (two intervention and one control) located in the rural Bekaa region of Lebanon. The intervention consisted of two main components: classroom-based education sessions and provision of locally-prepared healthy snacks. Data on household socio-demographic characteristics, KAB, anthropometric measures and dietary intake of children were collected by trained field workers at baseline and post-intervention. Of the 296 school children enrolled, 203 (68.6%) completed post-intervention measures. Significant increases in dietary knowledge ( $\beta = 1.22$ , 95% CI: 0.54, 1.89), attitude ( $\beta = 0.69$ , 95% CI: 0.08, 1.30), and body mass index-for-age-z-scores ( $\beta = 0.25$ , 95% CI = 0.10, 0.41) were observed among intervention vs. control groups, adjusting for covariates ( $p < 0.05$ ). Compared to the control, the intervention group had, on average, significantly larger increases in daily intakes of total energy, dietary fiber, protein, saturated fat, and several key micronutrients,  $p < 0.05$ . Findings suggest a positive impact of this school-based nutrition intervention on dietary knowledge, attitude, and nutritional status of Syrian refugee children. Further studies are needed to test the feasibility and long-term impact of scaling-up such interventions.

# Five-Option Pathways

## 5. Service Learning Course | Examples

### 04 | Design-Impact Laboratory (DI-LAB), FAFS

Service Learning by Karim Najjar, Ph.D., Associate Professor

#### Course Description:

DI-LAB engages architecture and engineering students and faculty in researching, designing and implementing community-based projects in Lebanon and the region. DI-Lab aims to develop design strategies for emergency projects related to post-conflict in disaster areas including the damage of vital architectural heritage sites. The lab also intends to engage in environmental issues such as marine life protection and renewable energy. It provides design and engineering services intending to improve the living conditions of marginalized communities. It aims for a participatory process that engages the beneficiaries and users in order to incubate sustainable development.



Design-Impact Laboratory students constructing Ghata structure, Bekaa, 2016

# IV. Strategic Community Initiatives (SCIs)



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# Introduction

CCECS plays a leading role in empowering the most vulnerable populations through **high impact multi-year interventions**, by first identifying themes, setting the roadmap for project development, and establishing strategic partnerships with academia, stakeholders, and funding agencies. Each contextualized SCI is initially a prototype that is meticulously designed to tackle local complexities; it must be flexible, resilient, and positioned in the most appropriate setup for it to thrive.

Insights, common practices, and readily available resources within the targeted communities provide invaluable building blocks that increase local buy-in, ownership, and the sustainability of the prototype. Leveraging cutting-edge operational research, SCIs yield tangible solutions that are **expandable** to cover a wider scope of the same targeted community and are **transferable** to various locations enduring similar challenges.



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# 01. Upgrading Urban Market: Souq Sabra

**Souq Sabra project** (one of Beirut's busiest street markets) aimed at upgrading infrastructure, urban landscape, and a stretch of the markets' façade, as an induction phase to enhancing mobility, services, and hygiene across the entire street.



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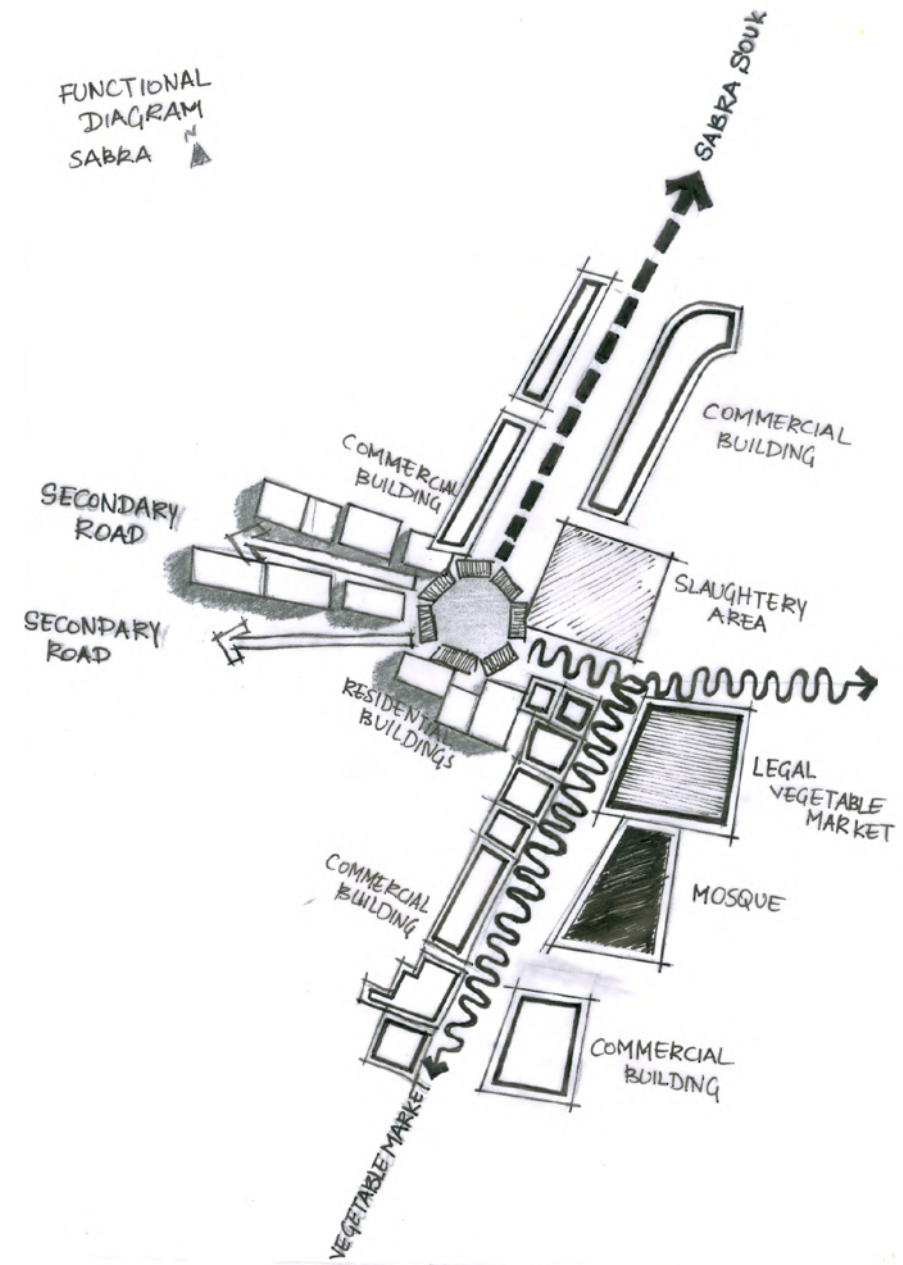
# 01. Souq Sabra

## Executive Summary

Souq Sabra is one of Beirut's most popular markets, stretching from the neighborhood of Tariq el Jdideh on the southern edge of municipal Beirut to Al Rihab roundabout in the adjoining southern suburbs. Attracting a diverse population of refugees, expatriate temporary workers and lower income inhabitants from across the city, Souq Sabra is a thriving market although informally managed and poorly maintained.

As the main source of livelihood for the various groups, the Souq is a vibrant system of formal retail shops and street vendors informally appropriating the streets and sidewalks. Within this market, forged CDs are sold next to electronic devices, vegetable, fish and poultry products. Its location cuts across a zone of informal settlements and two Palestinian camps, Sabra and Shatila.

The project was designed and implemented in two phases: **(1)** addressing the physical upgrading of the market through infrastructural interventions, which targeted sewage infiltration and water drainage, and by establishing a unified visual identity through elements such as adjustable canopies, lighting poles, and a uniform sidewalk; **(2)** addressing the programmatic and spatial organization of the market following the formation of a street-market committee.



# 01. Souq Sabra

## Partners



### Donor

- United Nations Development Program (UNDP)



### Implementing Agencies

- Sabra Market Street Committee
- Hariri Foundation for Sustainable Human Development (HFSH)



### Collaborators

- AUB Department of Landscape Design and Ecosystem Management (LDEM)
- AUB Department of Civil and Environmental Engineering (CEE)
- AUB Department of Health Promotion and Community Health (HPCH)
- Beirut municipality



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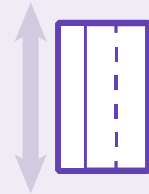
# 01. Souq Sabra

## Key Performance Indicators (KPIs)



**21**  
SHOPS  
UPGRADED

← →  
**3-7**  
meters SHOP  
WIDTH



**150**  
meters  
SIDEWALK  
STRETCH



USER GROUP  
**PEDESTRIANS**



**30** AUB  
STUDENT  
VOLUNTEERS



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## 02. Promoting Urban Agriculture in Ein el Helweh Palestinian Refugee Camp

**Ein El Helwe Project** aimed at providing capacity building for trainers of the Women's Vocational Training Center and upgrading the infrastructure of the center to serve as a model for sustainable urban agriculture in an overpopulated Palestinian refugee camp.



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## 02. Ein El Helwe

### Executive Summary

Ein el Helweh is regarded by many as the “Capital of the Palestinian Diaspora” and by others as the “Stronghold of Outlaws.” The spatial definition of Ein el Helweh is a dense, contiguous fabric structured along two main vehicular roads – el Fawquani street and el-Tahtani street. Hundreds of tiny alleys define its urban syntax.

Buildings encroached upon the camp’s spatial configuration, leaving green pockets strangled. Very few women in the camp still hold on to the practice of cultivating anything. There are some accounts of greening being practiced for household consumption, but more significantly for the sake of it. Cables are used as trellises for climbing plants; tin cans, car wheels and plastic boxes for growing herbs. Greening in Ein El Helweh is neither a necessity nor a luxury; rather, it is a way to soften the harshness of bitter reality.

Inspired by female groups established in a vocational training center in the camp, the project took a two-pronged approach: **(1)** developed a training program for women in the center on urban agriculture for the creation of a greening methodology designed for the refugee camp environment using cost-effective local materials and techniques; **(2)** rehabilitated the vocational center as a prototype of expanded green spaces throughout the camp utilizing sustainable practices such as rain-water collection systems, vertical greening, and drip irrigation.



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## 02. Ein El Helwe

### Partners



#### Donor

- American Near East Refugee Aid (ANERA)



#### Implementing Agency

- The Women's Vocational Training Center (WVTC) / UNRWA



#### Collaborator

- Faculty of Agricultural and Food Sciences (FAFS)



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# 02. Ein El Helwe

## Key Performance Indicators (KPIs)



**1** VOCATIONAL CENTER



**DIRECT BENEFICIARIES**  
21 WOMEN RECEIVED TRAINING OF TRAINERS



**INDIRECT BENEFICIARIES**  
200 LEARNERS ANNUALLY



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# 03. Jeanne d'Arc Street: A Pedestrian Friendly Model for Ras-Beirut

**Jeanne d'Arc project** aimed to upgrade the street connecting AUB's Main Gate to Hamra Street with an emphasis on a safer and more walkable neighborhood.



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## 03. J'eanne d'Arc Street

### Executive Summary

The Lebanese parliament passed legislation 220/2000 addressing the social, economic and environmental rights of persons with disabilities, including access to the transport system and the built environment. However, most of its provisions are from being implemented, due to financial austerity and a lack of political will.

Lebanon's urban pedestrian infrastructure, particularly that of Beirut city, are often overtaken by obstacles like signages, phone booths, parking meters, parked vehicles, street vendors, and market displays. Securing one's passage through the city invariably means negotiating across and between the multiple obstacles, including broken tiles and sudden shifts in ground level.

A prototype project was designed and implemented to upgrade Jeanne d'Arc Street in Ras Beirut, a stretch of 400-meters section by:

- (1) Reclaiming the right side of the street by adding 2.5 meters (formerly appropriated by parking meters) to extend the sidewalk;
- (2) Organizing urban mobility, left side parking meters, loading and unloading of cargo, and designating specific parking spots for motorcycles and bicycles;
- (3) Installing raised crosswalks and tactile paving to allow all pedestrians to cross at grade with the sidewalk and help guide and alert the visually impaired;
- (4) Animating the urban landscape with light posts, benches, ramps, safety barriers, trees, recreational furniture, and waste bins



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# 03. J'eanne d'Arc Street

## Partners



### Implementing Agency

- Beirut Municipality



### Collaborators

- AUB Neighborhood Initiative

- AUB Department of Landscape Design and Ecosystem Management (LDEM)

- AUB Maroun Semaan Faculty of Engineering and Architecture

- Landscape Design Final Year Project Students



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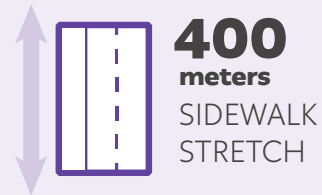
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## 03. J'eanne d'Arc Street

### Key Performance Indicators (KPIs)



USER GROUP  
**PEDESTRIANS**



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## 04. Ghata: Bringing Education to Informal Tented Settlements

**Ghata** (Arabic word for cover), portable multifunctional units assembled by refugees within close proximity to their areas of stay, are utilized to provide quality education, vocational trainings for improved livelihoods, and trauma informed medical and mental healthcare programs.



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## 04. Ghata

### Executive Summary

Ten years into the Syrian conflict, almost 50%, or half a million, of the school-aged Syrian children registered in Lebanon are out of schools. Barriers to refugees' education include, but are not limited to, prejudice, lack of psychosocial support, poverty, limited mobility, and inadequate built environments for learning.

The Ghata, inspired by refugees' shelter building practices, is a 20m<sup>2</sup>, scalable, cost-effective, ecologically responsive, and structurally secure unit, which requires two refugees six hours to assemble, and three hours to disassemble for relocation. Its lifespan is around 15 years, which nearly equals the average term of displacement of refugees enduring a protracted crisis.

Combined, Ghata structures create a multifunctional campus for holistic community services, each accommodating up to 800 students (ages 6-18 years) daily on a double-shift basis. The model enables refugees and host communities to build secure and dignified lives and to become agents of change through the integration of: **(1)** culturally-relevant primary education, **(2)** vocational training and digital skills for employability, and **(3)** trauma-informed medical and mental health programs.

Ghata was designed and piloted in 2013 by CCECS, and to date, there are twelve operational Ghata school campuses across Lebanon and two in Iraq.



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# 04. Ghata

## Partners



### Donors

- Reach Out to Asia (ROTA)
- Education Above All



### Implementing Agency

- Kayany Foundation



### Project Offshoots

- Jesuit Refugee Services (JRS)
- Malala Fund
- UNESCO
- Kuzbari
- UNWFPA
- Kuwait Foundation for the Advancement of Science (KFAS)



### Collaborators

- Harvard Program in Refugee Trauma (HPRT)
- AUB Department of Education
- AUB Department of Nutrition and Food Sciences (NFSC)
- AUB Department of Architecture and Design (ArD)
- AUB Department of Psychology
- AUB Environment and Sustainable Development Unit



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## 04. Ghata

### Key Performance Indicators (KPIs)



**14** GHATA CAMPUSES  
(12 in Lebanon & 2 in Iraq)



**5** YOUTH  
TRAINING  
CENTERS



**> 4,000 CHILDREN**  
RECEIVE PRIMARY EDUCATION AND  
SCHOOL-BASED PSYCHOSOCIAL  
SUPPORT **ANNUALLY**



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## 05 . Digital Skills Training (DST): Building Youth Resilience in Protracted Crises

The **Digital Skills Training** program enhanced opportunities for employability in growing online markets, developed interpersonal skills, and increased social cohesion among refugees and vulnerable Lebanese youth.



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## 05. DST

### Executive Summary

Lebanon grapples with the worst economic collapse, political instability, unprecedented refugees' crisis, and severe social and ecological problems. These factors have direct repercussions on exacerbating unemployment rates among the youth, increasing internal polarizations and tensions between refugees and host communities.

The DST program provided vulnerable youth (ages 18-35) from underserved communities with technical expertise, and relevant soft skills to prepare them for employment in the expanding digital based economy, while emphasizing on teamwork and project-based deliverables as means to encouraging social cohesion.

Spanning over 10 to 12 weeks, the program, designed by AUB experts, covered basic and advanced courses including: **(1)** Python and full stack web design, **(2)** English language in face-to-face and online formats, **(3)** free-lancing, startup design, and entrepreneurship, and **(4)** soft skills for career readiness. Following graduation, dedicated staff connected program participants to startup financing, and opportunities for further education, training, internships, and work as appropriate (both virtual and non-virtual). All aspects of the program were designed to increase participants' self-confidence and reduce isolation.

Since its inception in 2016 until the end of 2021, DST reached more than 3,000 beneficiaries across four governorates in Lebanon, with 77% being female participants. Of those who graduated, 13% secured employment.



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## 05. DST Partners



### Donors

- UN World Food Programme (WFP)
- German Federal Ministry for Economic Cooperation and Development BMZ



### Implementing Agencies

- Kayany Foundation
- Ruwwad
- Lebanese League for Women in Business (LLWB)



### Project Offshoot

- UN World Food Programme (WFP) Iraq



### Collaborators

- AUB Department of Computer Science
- AUB Department of English



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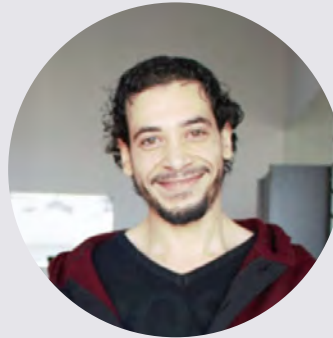
## 05. DST

### Testimonials



**Doha Akkari**  
DST alumna

“ Learning Python through DST was pivotal for me, transitioning my role from a mapping freelancer to incorporating programming into my GIS work, aspiring to advance as a GIS developer, while the DST entrepreneurship training program and funding enabled me to collaborate with my team, establishing and expanding our project “GEOGIS,” a specialized company in mapping and data collection. ”



**Hussein Fares**  
DST alumnus

“ Being enrolled in this program gave me the push to step forward. I was anxious, hopeless, and desperate. After many attempts to continue my education, the digital skills training was what I needed in terms of linguistic and digital knowledge. ”



**Nofa Al Mseitif**  
DST alumna

“ Each day brought new lessons, making me feel a sense of personal worth. My journey began as a student, and now, as a teacher assistant, I aspire to persist in the field of data science. My ultimate goal is to utilize these skills to contribute to the betterment of my homeland, Syria, upon my return. ”

# 05. DST

## Key Performance Indicators (KPIs)



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## 06. PARTNERSHIP FOR DIGITAL LEARNING AND INCREASED ACCESS (PADILEIA)

**PADILEIA** increased the pipeline of Syrian refugee youth towards tertiary education, and enhanced their employability through an intensive blended program and facilitated online courses.



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## 06. PADILEIA

### Executive Summary

Less than 5% of Syrian refugees in Lebanon are enrolled in higher education due to barriers such as **(a)** disrupted learning, **(b)** curriculum discrepancies, **(c)** financial and legal status, **(d)** prejudice, and **(e)** inadequate learning environments.

The PADILEIA educational model, aimed at strengthening pipelines to higher education and dignified jobs, provided refugees and vulnerable Lebanese ages 18-35 with a unique, high-value student experience following a two-pronged approach: **(1)** eight-months blended academic bridge program offering foundational knowledge in English, Math, Science, Humanities, and Digital Skills; and **(2)** facilitated online courses in subjects such as Nursing, Entrepreneurship, and Engineering. The curriculum of the foundation certificate has been developed through collaboration between AUB faculty experts, local instructors and King's College London, and modified yearly based on students' input and program assessment. Classes were held at the Ghata study hubs in Bekaa, where students also received ongoing psychosocial support, individual counseling, peer mentoring, capacity building in interpersonal skills, and assistance for university and scholarship applications.

Between 2017 and 2021, over 270 students successfully graduated from the foundation course; 53 were awarded scholarships to higher education institutions in Lebanon and abroad, while more than 700 students enrolled in the online short courses. Of those who participated, 90% recommend the PADILEIA program to their peers.



## 06. PADILEIA

### Partners



#### Donors

- UK Foreign, Commonwealth and Development Office (FCDO)
- Strategic Partnerships for Higher Education Innovation and Reform (SPHEIR)



#### Consortium Agencies

- King's College London, United Kingdom
- Kiron Open Higher Education, Germany
- Al al-Bayt University, Jordan
- FutureLearn, United Kingdom



#### Collaborators

- AUB Faculty of Arts and Sciences
- Kayany Foundation



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## 06. PADILEIA

### Success Stories



**Katan Machhadany**  
PADILEIA alumna

Biology  
American University of Beirut  
Mastercard Foundation Scholarship  
Recipient

“  
*I never expected that I would be in this university. When I graduate from AUB, I will go back to Syria and try to help in rebuilding the society.*  
”



**Mohamad Alkeddeh**  
PADILEIA alumnus

Education  
American University of Beirut  
Dodge Foundation Teacher Training  
Diploma Scholarship Recipient

“  
*The course curriculum is targeted towards an objective which is helping the students, whose education was disrupted, to reach higher education. When I joined this community, my life changed.*  
”



**Amani Masri**  
PADILEIA alumna

Computer Science  
Lebanese University  
HOPES-LEB Scholarship Recipient

“  
*The program provided me with moral and material support. I was informed about the scholarship and how to apply. I was also given [a lot of encouragement] that I did all I had to and I deserved this scholarship. Being a student in PADILEIA program is an awesome opportunity that will help you improve your educational skills and learn about all the scholarships that fit your goals.*  
”

# 06. PADILEIA

## Key Performance Indicators (KPIs)



**266**

TOTAL NUMBER OF GRADUATES



**53** GRADUATES IN HIGHER EDUCATION



**20%** GRADUATES IN HIGHER EDUCATION



**75%** FEMALE PARTICIPANTS



**89%** INCREASED SELF CONFIDENCE



**97%** COMPLETION RATE



**765** STUDENTS COMPLETED MOOCS



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## 07. Strengthening Tertiary Educational Pipeline (STEP)

**STEP** increases access to Higher Education for refugees and vulnerable youth by providing a 10-month academic program and students' support services.



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## 07. STEP

### Executive Summary

With only 3% of refugees enrolled in tertiary education globally compared to 37% of non-refugee students, UNHCR has set the goal "to achieve enrollment of 15 percent of college-eligible refugees in tertiary or connected higher education" by 2030 (UNHCR, 2019). This low 3% is reflected among refugee students at the tertiary level in Lebanon, with persistent barriers including, but not limited to: **(1)** financial destitution, **(2)** lack of knowledge of social and legal protections, **(3)** curriculum discrepancies, and **(4)** lack of psychosocial support and career guidance.

Based on the PADILEIA lessons learned, CCECS defined an enhanced model titled Strengthening Tertiary Educational Pipelines (STEP) to increase enrollment of refugees and vulnerable youth (ages 18-22) in higher education and achieve greater prospects for employment. STEP aims to enable 50 direct beneficiaries annually through a 10-month academic program in English, Math, Science, Humanities, and Digital Skills. Classes are held at the Ghata study hubs in Bekaa, where students also receive ongoing peer support, capacity building in interpersonal skills, and assistance for university and scholarship applications.

Since 2021, to date, 200 students have enrolled and 48% of graduates have secured their admissions in renowned universities in Lebanon including AUB.



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# 07. STEP Partners



## Donors

- European Union in Lebanon
- German Academic Exchange Service (DAAD)
- Hopes-Leb Project



## Collaborator

- Kayany Foundation



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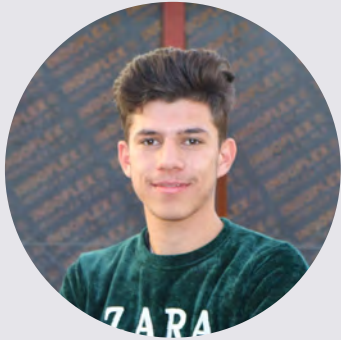
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# 07. STEP

## Success Stories



**Mohamad Hamed Wehbi**  
STEP alumnus

Computer & Communications Engineering  
American University of Beirut  
USAID Higher Education Scholarship  
Recipient

“  
The program helped me to navigate the complex application process and provided the needed support and encouragement to keep going even though I was close to giving up on my dream of pursuing a university degree.  
”



**Eman Reslan**  
STEP alumna

Computer Science  
Lebanese American University  
MEPI Tomorrow's Leaders Scholarship  
Recipient

“  
Joining the STEP program has been a transformative shift in my life, filled with new experiences and challenges that have significantly impacted my personality, providing opportunities to make new friends, enhance my English language skills, delve into TOEFL exam preparation, and explore captivating sessions on science, math, and computer skills.  
”



**Mohamad Nadim Misho**  
STEP alumnus

Graphic Design  
Lebanese International University  
DAFI Scholarship Recipient

“  
Through the program, I cultivated indispensable life and university skills. The art of debating, crafting compelling presentations, and mastering time management became second nature. The dream of studying at LIU, gaining acceptance through the challenging DAFI application process, felt like a distant aspiration, but Step program turned it into a tangible reality.  
”

# 07. STEP

## Key Performance Indicators (KPIs)



TOTAL NUMBER OF GRADUATES



48 GRADUATES IN HIGHER EDUCATION



48% GRADUATES IN HIGHER EDUCATION



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## 08. Safe and Sound: A School-Based Psychosocial Support Program for Refugee Adolescents

**Safe and Sound** reinforced healthy coping strategies among refugee adolescents by contextualizing psychosocial support programs within learning environments, and engaged parents and educators throughout the process.



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## 08. Safe and Sound

### Executive Summary

A study conducted in 2017 by Harvard Program in Refugee Trauma (HPRT) and CCECS found that almost 70% of Syrian adolescents living in Lebanon show symptoms indicating mild depression, anxiety disorders, and hostile behavior. Traumatic experiences have disrupted their behavioral reactions and educational progress.

Project Safe and Sound was a 10-week intervention, adapted from the Living Peace Institute model in Central Africa, and contextualized within formal education in Lebanon. The curriculum was designed to guide refugee adolescents through the different stages of identifying and alleviating physiological and emotional stressors, and local mental health specialists deliver trainings to prepare educators to facilitate psycho-education sessions. To optimize the acquired skills outside the school, parents also received training to better understand adolescents' behavior and to nurture positive social networks necessary for safe and non-violent environments.

The project was implemented in five schools in Bekaa reaching more than 1100 students, their parents, and educators during 2019-2020. Key findings revealed that adolescents experienced: **(1)** an increase in positive coping behavior; **(2)** more support in the family; and **(3)** a shift towards a broader acceptance of emotional expression. In addition, the majority of parents reported satisfaction and requested a continuation of the Psychosocial Support (PSS) program.



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# 08. Safe and Sound Partners



### Donors

- Ministry of Foreign Affairs - Government of the Netherlands
- Nuffic



### Implementing Agencies

- Maastricht School of Management
- Living Peace Institute
- Kayany Foundation
- Al Maymouna Education



### Collaborators

- AUBMC Department of Psychiatry
- AUBMC Department of Family Medicine
- AUB Department of Education
- UNESCO



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# 08. Safe and Sound

## Key Performance Indicators (KPIs)



- Safe and Sound** Illustrated Book
- Safe and Sound in Context** Sustainability Report

[click to access the publications](#)



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## 09. Classroom in a Toolbox: ProFuturo Digital Solution in Informal Tented Settlements

**ProFuturo** is a hybrid learning toolbox that enhances quality of teaching and increases retention rates of refugees in disrupted educational environments.



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## 09. ProFuturo

### Executive Summary

According to UNICEF, around 40% of refugee children in Lebanon are enrolled in primary education, facing challenges contributing to ineffective learning such as discrepancies in the curriculum, push backs on integration, and child labor.

ProFuturo, a toolbox that contains 48 tablets, laptop, projector, server, and router is designed as an interactive and up to date method for teaching and learning for underserved communities. The user-friendly devices increase students' interest in education and allow for a self-paced learning process when needed. Local educators are trained by technical experts from ProFuturo headquarters to navigate the platform and enhance pedagogical skills for optimal classroom management and student-centered engagement. Downloaded content provides more than 1,600 hours of material in subjects including English, math, science, IT, and life-skills that bridges the curriculum divide.

Since 2018 to date, more than 200 teachers have been trained and over 4500 students are engaged in the platform annually from 31 refugee-serving schools across Lebanon. With the unprecedented interruption of education, as a result of the COVID-19 pandemic, political and economic instabilities, this solution proved to be a pivotal model for continued teaching and learning during lockdowns.



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# 09. ProFuturo Partners



**Donor**  
- ProFuturo



**Implementing Agency**  
- Kayany Foundation



**Collaborators**

- MAPS - Multi Aid Program
- Jusoor - Syrians Forward Together
- Al Maymouna Education
- National Association for Vocational Training and Social Services (NAVTSS)
- Alphabet Alternative Education



# 09. ProFuturo

## Key Performance Indicators (KPIs)

**>200** TEACHERS TRAINED 

**>4500** STUDENTS ENGAGED ANNUALLY 

**>30** SUITCASES DEPLOYED 

IN 31 REFUGEE SCHOOLS ACROSS LEBANON

**87%** IMPROVED ATTENTION AND DISCIPLINE IN CLASS 

**80%** IMPROVED CLASSROOM ATTENDANCE 

**96%** TEACHERS MODIFIED THEIR EDUCATIONAL ACTIVITIES 



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## 10. Beirut Recovery Project

**The Beirut Recovery Project** addressed the immediate needs for debris removal and restoration of heritage homes following the 2020 Beirut Port explosion to assist families in the most affected neighborhoods for a quick return.



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# 10. Beirut Recovery Project

## Executive Summary

On August 4<sup>th</sup>, 2020, the biggest non-nuclear explosion of the Port ripped through the center of a highly urbanized and densely populated area in Beirut, killing 216 people, injuring more than 6500, and inflicting severe damage to at least 8000 buildings many concentrated in the old districts of Gemmayzeh and Mar-Mikhaël, resulting in an estimate of 3.8 to 4.6 billion dollars in physical damage. According to UNESCO, among these buildings are some 640 historic structures, approximately 60 of which were at risk of collapse.

Through two simultaneous tracks, the project contributed to the relief and recovery efforts ensuring families had a safe and habitable space: **(1)** Immediate high-impact emergency response where CCECS set up tents and mobilized hundreds of AUB students, alumni, faculty and staff to clear debris and shattered glass from streets and homes, seal broken windows and remove dangerous objects from falling on the residence. In parallel, **(2)** Developed a model for heritage conservation to support in the comprehensive renovation, rehabilitation and restoration efforts of residential homes, where volunteers assisted skilled workers and experts in plastering, sanding walls, painting, roof insulation, and woodworks.



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# 10. Beirut Recovery Project

## Partners



### Donors

- Al Maymouna Tanmiyah
- AUB Office of Development (Private Donations)



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# 10. Beirut Recovery Project

## Key Performance Indicators (KPIs)



**782**  
**VOLUNTEERS**  
MOBILIZED IN  
QUICK-IMPACT  
INTERVENTIONS



**48**  
**VOLUNTEERS**  
MOBILIZED IN THE  
REHABILITATION OF  
2 RESIDENTIAL HOUSES



**381**  
**UNITS**  
ASSESSED  
AND ASSISTED



**1524**  
BEIRUT  
RESIDENTS  
ASSISTED



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# Annex

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## The Ghata Model



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# The Ghata Model

## The Story

In 2013, the winter storm Alexa brought snow and freezing temperatures across the Levant and was devastating to the hundreds of thousands of refugees in Bekaa who had fled Syria in the early years of the crisis. At AUB, students working with CCECS gathered and distributed relief aid to these refugees and were confronted by the tragedy of their situation.

Inspired to create a more lasting impact, AUB students and CCECS developed the idea for a temporary unit that was low cost, easily assembled and disassembled, and able to withstand severe weather. After constructing and testing a prototype at AUB, students raised enough funds to install model units in three refugee camps to serve as a space for informal education.

CCECS Director Rabih Shibli, who has led the Ghata project since its inception, notes that the primary concern of this initiative is not allowing these refugee youth to become a lost generation. Writing in An-Nahar newspaper, Shibli said, "The most difficult challenge to the returnees will be to rebuild Syria with its multiple sectors. Key to this building will be the preparation of human resources. This is at the heart of the curriculum developed by the Center; to enable a generation of young people capable of sustaining the future of Syria."<sup>1</sup>

1. Excerpt from "Weathering the Storm: AUB's Ghata Units Provide Shelter for Refugees" by Jennifer Muller, AUB Office of Communications, 2019. [Click to read the full article.](#)



Clothes Donation Drive for Syrian Refugees , AUB, 2013



AUB Civil Engineering and Architecture students building the first Ghata Prototype, Sarafand, 2013

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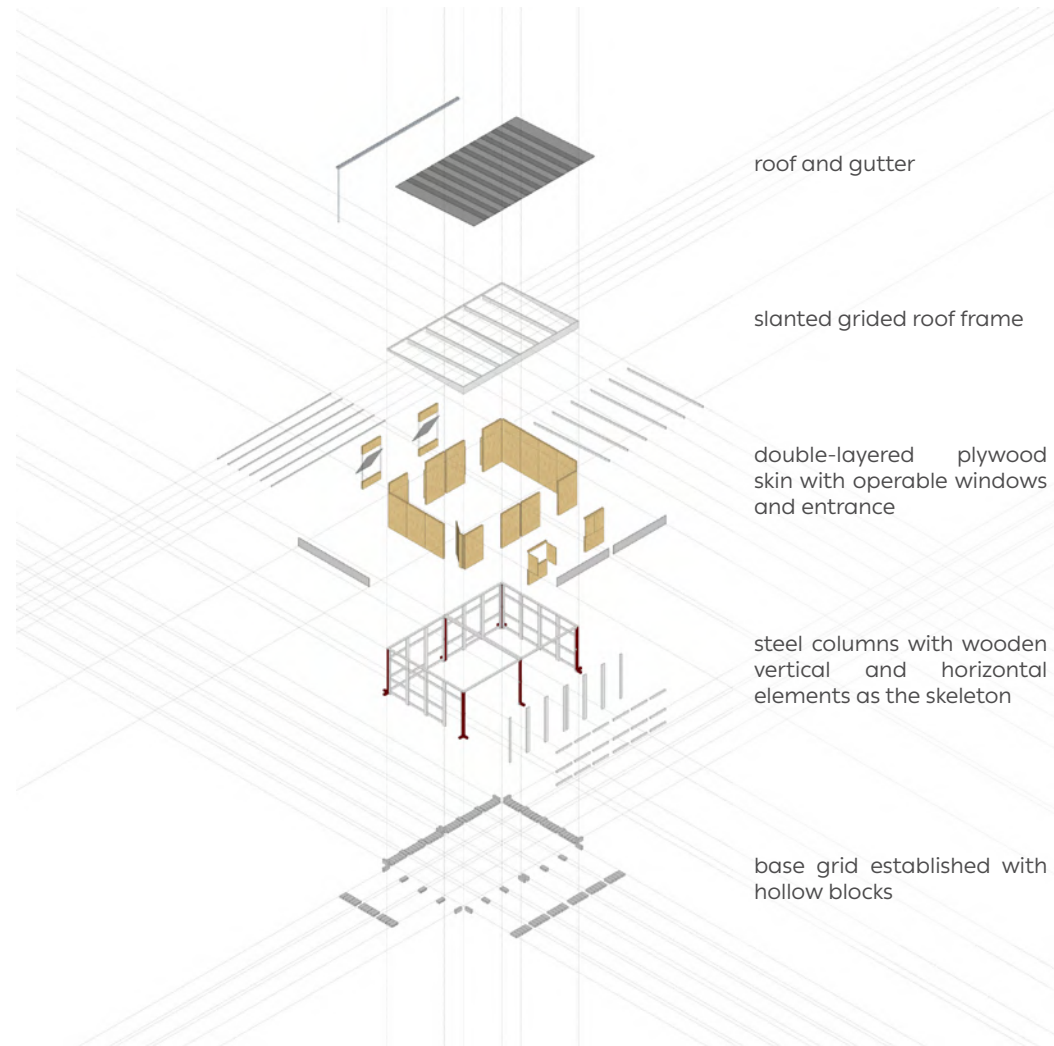


# The Ghata Model

## Structure

Ghata ("cover" in Arabic), is a portable and adaptable modular unit designed in response to the growing ordeal of Syrian refugees living in Informal Tented Settlements, offering a temporary shelter that ensures humane and decent living conditions during acute weather changes. Ever since its inception in 2013, Ghata has required minimal maintenance while providing a restorative built environment.

The design's sustainable approach is evident in its construction, drawing from refugees' shelter-building strategies and utilizing locally available, low-cost materials. The unit is designed for easy disassembly and reassembly, facilitating potential transfer to refugees' home countries post-crisis, with community members sharing acquired skills upon return.

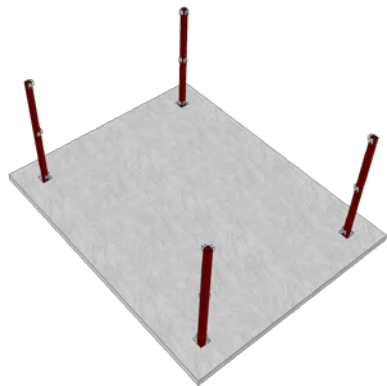


# The Ghata Model

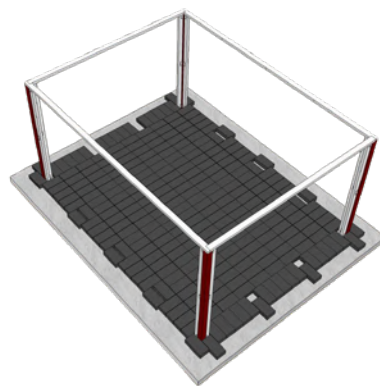
## Construction

Constructed from sustainable and recyclable materials, primarily wood, Ghata weighs 3200 Kg and withstands severe weather conditions, enduring wind loads of approximately 115 Km/hr and snow loads of 500 Kg/m<sup>2</sup>. The unit follows a grid system based on the international standard size of plywood (122 x 244 cm) and integrates climate-responsive strategies. These strategies optimize solar gains and energy use through (1) natural daylight, (2) cross ventilation methods, and (3) cooling roof radiation techniques. In order to ensure natural lighting inside Ghata,

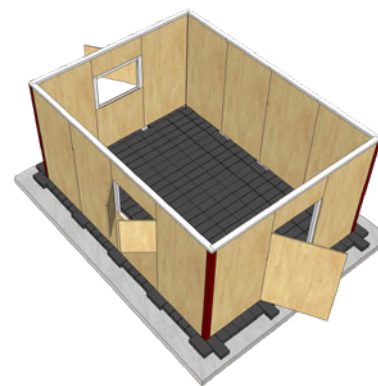
clear polycarbonate sheets are placed on the high edge of the structure to become aligned with the sunlight. As for natural ventilation, four wide titled side windows and additional small opening on the ceiling level are placed with respect to the prevailing wind, which allow for air to circulate properly and to remove extra humidity to the outside. Lastly, roof level openings are placed to help ventilate and cool the gained solar temperature through air convection that passes by the hot surface of the roof.



Ground levelling & placement of steel columns



Wooden hollow beams + beams and placement of hollow blocks



Layers of plywood panels

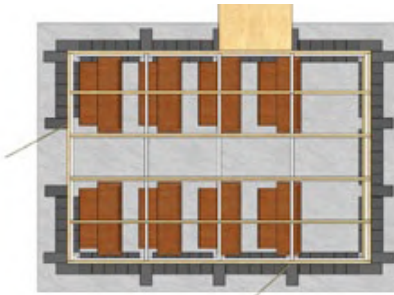


Wooden beams, corrugated panels, and poly-carbonate opening

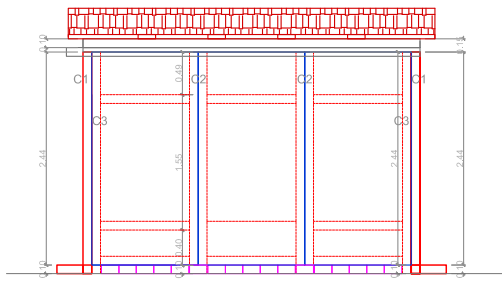
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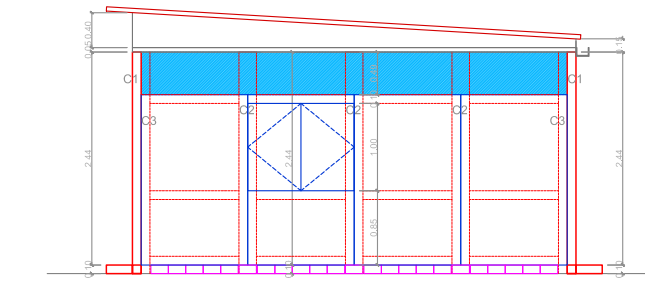
## Single Unit



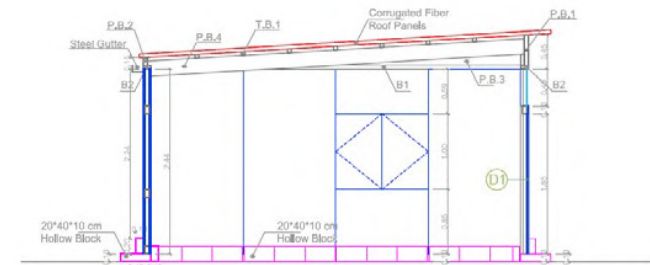
Single Unit Are: 20 m<sup>2</sup>



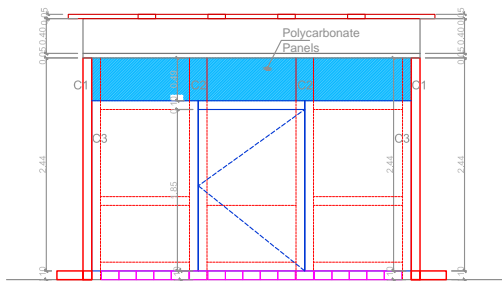
South Elevation



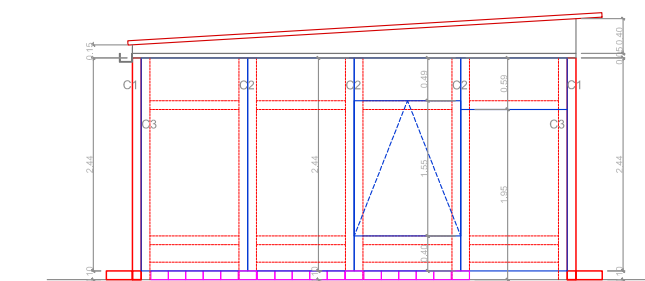
East Elevation



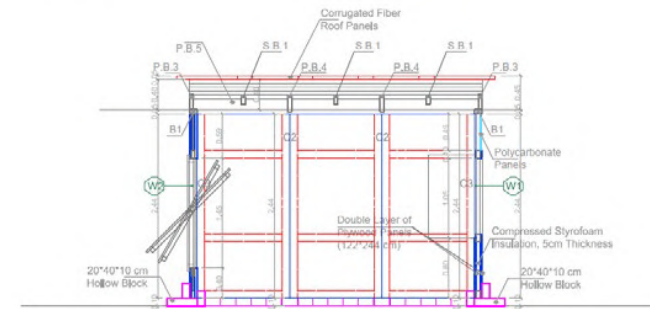
Section A-A



North Elevation



West Elevation



Section B-B

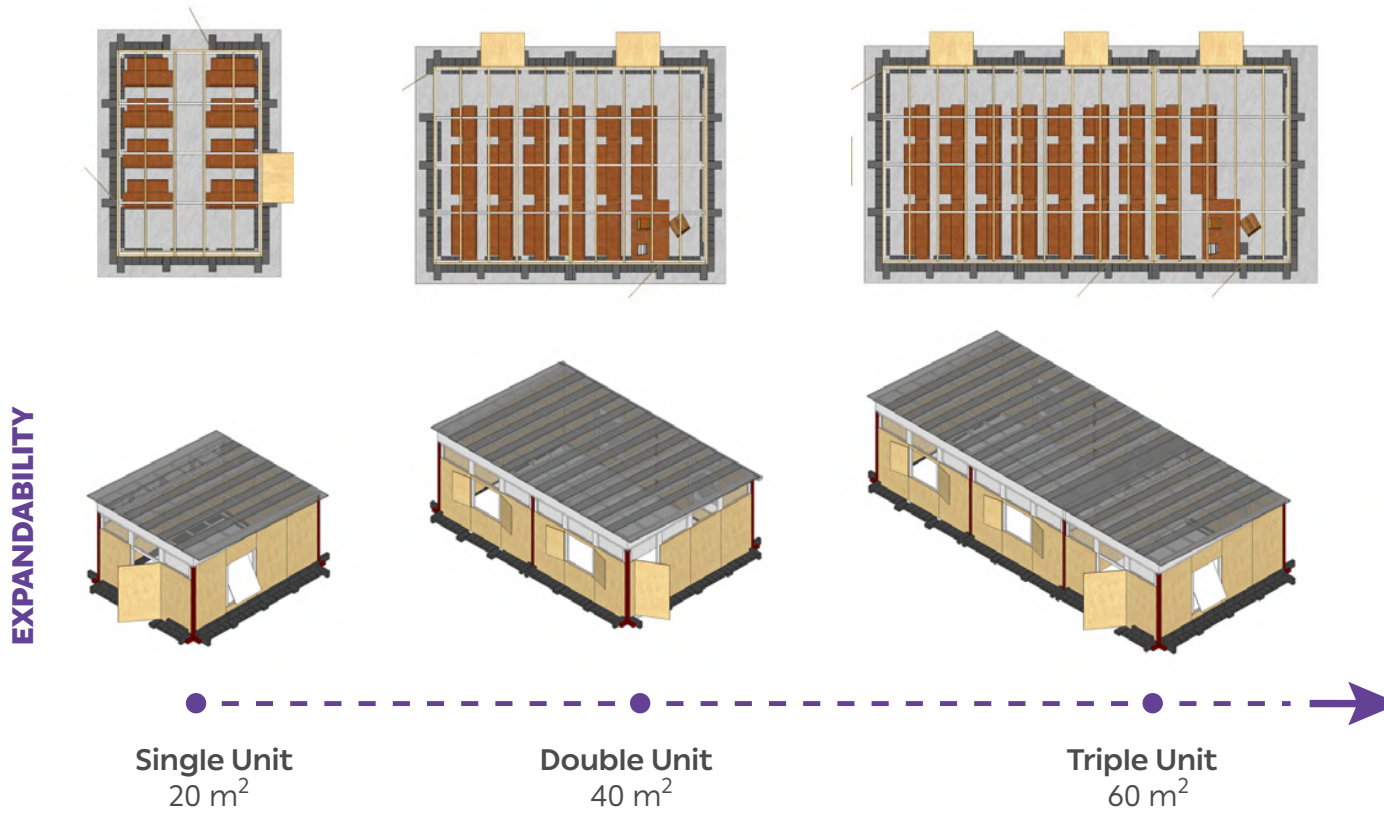
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# The Ghata Model

## Expandability

The Ghata portable unit is designed to accommodate for flexible assembly and expansion. The single unit can expand into a double or triple unit, housing additional functions.



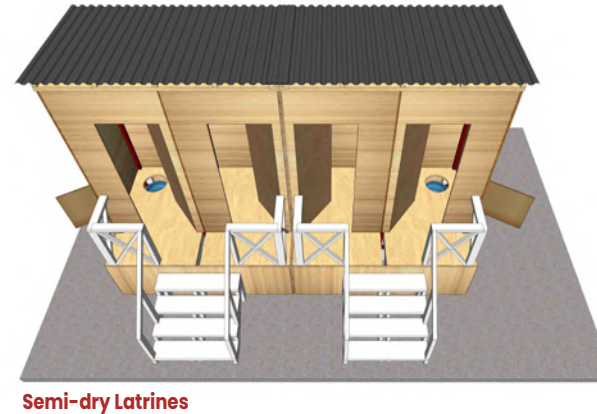
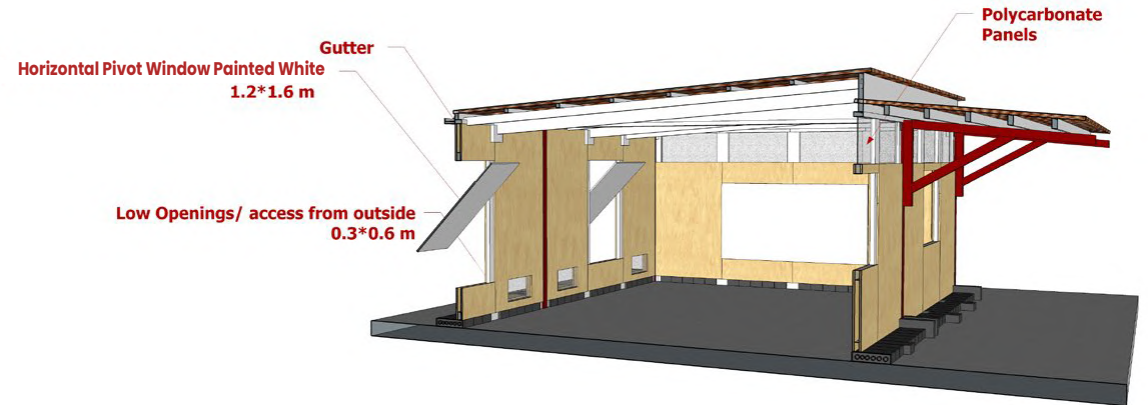
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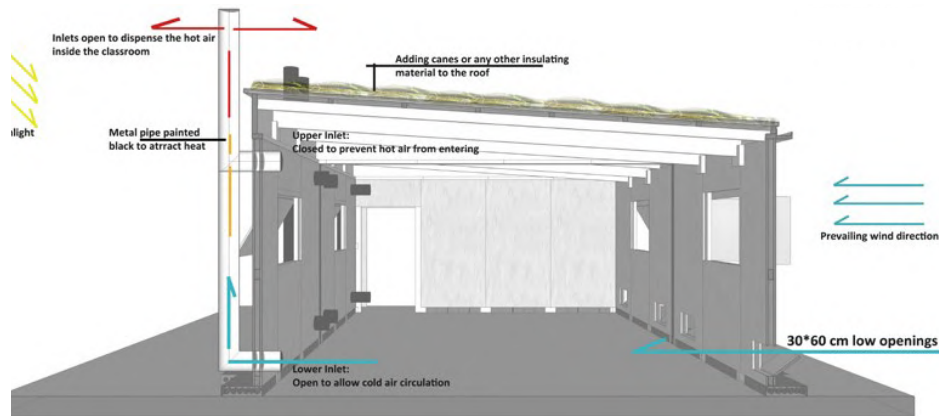
## Sustainability

Ghata extends beyond its physical structure to address critical aspects of environmental sustainability, emphasizing sanitation and water conservation. Acknowledging the challenges posed by pollution from primitive sanitation facilities in Syrian refugee camps, Ghata introduces dry sanitation methods, exemplified by low-cost toilet cubicles. Additionally, in response to extreme water shortages and contamination in the Bekaa region, Ghata incorporates semi-dry latrines. These locally assembled wooden structures efficiently separate solid and liquid waste, reducing water usage. Solid waste is contained in a barrel placed on ground level and composted for use as fertilizer. The liquid waste is directed to a constructed wetland for plant irrigation, where the wetland is cultivated with bamboo and sunflower while raw dust is spread twice a day on the barrel to obliterate unpleasant odors. This holistic system not only addresses water conservation but also ensures the prevention of sewage infiltration and contamination of the underground water table.



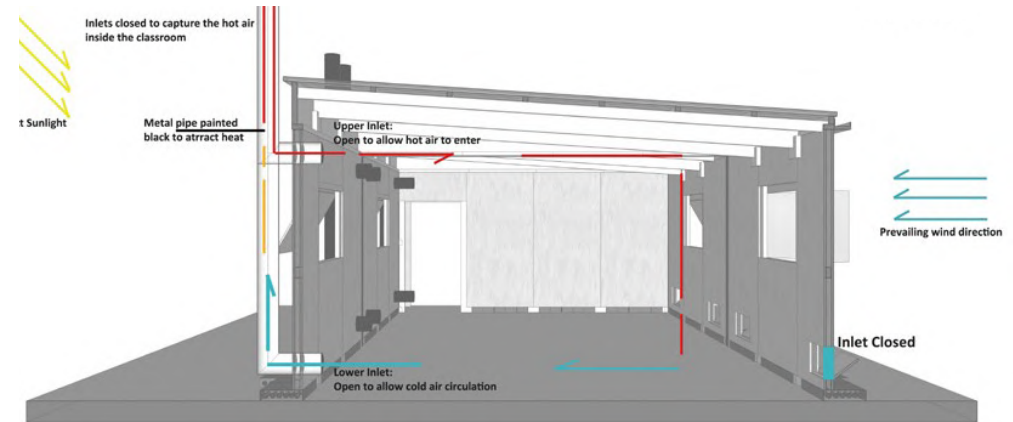
# The Ghata Model

## Climatic Responsiveness



Summer

During the hot season, the light weight roof gains a lot of solar energy and in return, starts radiating via long wave radiation to the inside of the classroom. Roof level openings help ventilate and cool the gained temperature through air convection passing by the hot surface of the roof. Additional factor is the slight reflectivity of the red roof that helps reflect part of the direct solar gains.



Winter

Maximization of solar rays during early morning compensates for cold temp during both hot and cold seasons through high strip openings. Adequate cross ventilation ensures that high CO<sub>2</sub> levels during operating hours will be flushed out directly, especially during the cold and rainy season.



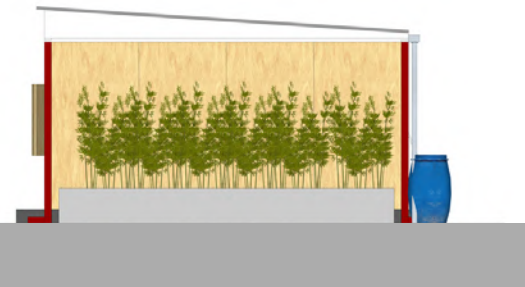
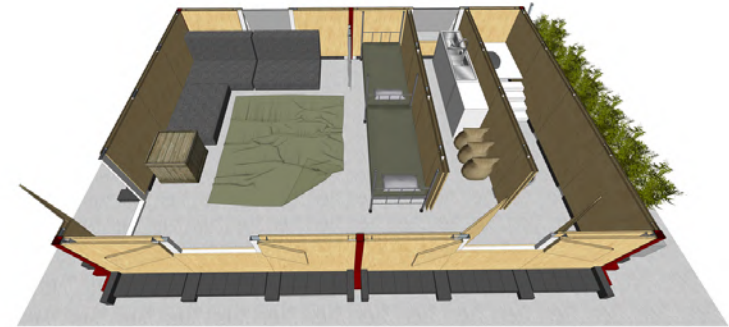
# The Ghata Model

## Ghata for Shelter

Plan 1:50



Section 1:50



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# The Ghata Model

## Ghata on Site



1 Choosing the land in close proximity to refugee settlements



2 Preparing land with slabs on grade (duration: 2 days)



3 Assembling Ghata Units (duration: 4 days)

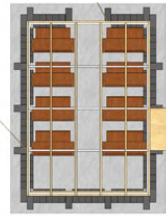


4 Inauguration on the 7<sup>th</sup> day

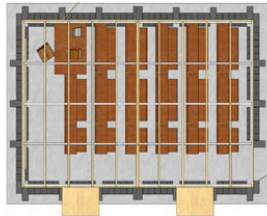
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# The Ghata Model

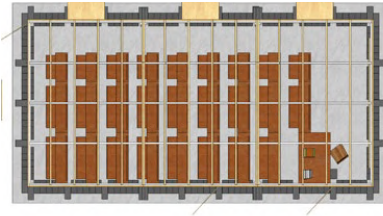
## Ghata Campus



**Single Ghata**  
2 Administration Units



**Double Ghata**  
8 Classroom Units



**Triple Ghata**  
1 Workshop Unit, 1 Lab Unit



**Dry Sanitation**  
4 Latrines



**Single Ghata**  
1 Healthy Kitchen



**Double Ghata**  
1 Science Lab



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IDENTITY  
AN OVERVIEW

ESP

FCE

SCIs

Introduction

Souq Sabra

Ein El Helwe

Jeanne d'Arc  
Street

Ghata

DST

PADILEIA

STEP

Safe and Sound

ProFuturo

Beirut Recovery  
Project

Annex:  
The Ghata Model



+961-1-350000 ext. 4430



ccecs@aub.edu.lb

