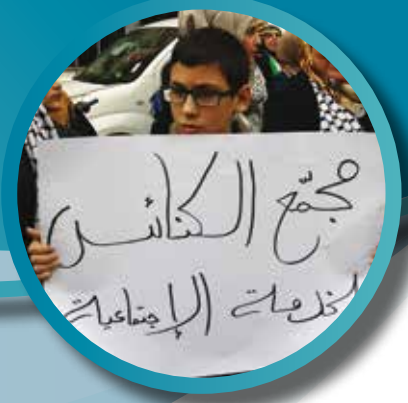


Joint Christian Committee  
for Social Service in Lebanon



**ANNUAL  
REPORT**

**2017**

## Annual Report 2017

### Board Members

#### **Oriental Orthodox Family:**

Mr. Edward Asmar  
Dr. Jean Salmanian  
Father Orshalimi Rouweis

#### **Evangelical Family:**

Dr. Arda Ekmekji  
Mrs. Leila Saleeby Dagher  
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Maitre May Boulos

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*Chairman*

Dr. Tarek Na'was  
*Vice Chairman*

Dr Arda Ekmekji  
*Secretary*

Mrs. Leila Dagher  
*Treasurer*



## Message from the Chairman



The JCC, the Joint Christian Committee for Social Services, was established in Lebanon in the early 1950s.

It was a Joint Christian effort to serve an oppressed and uprooted segment of people, the Palestinians, from their homeland in 1948.

It was a call to serve a people who were homeless, starving and desperate. As the years passed and the Palestinians continued to be stateless, the JCC began teaching its wards vocations and trades, in an effort to empower them. Until this day, new vocations and livelihood projects are continuously offered and are gratefully received.

JCC traditionally depends on international and sometimes local partners and donors or supporters. But with the huge influx of Syrian refugees into the

country, funds to the Palestinians have decreased and reallocated to help the new refugees.

While this is understandable, the reality is that Palestinians continue to be refugees in desperate need themselves. They are still in need of vocational training and empowerment. Politicians have yet to find a solution for the Palestinian problem and until then, we have to remain by their side, educating them and equipping them with the necessary skills.

They, on their part, are holding on desperately to their identity, culture and heritage – in the eternal hope of returning to their homeland.

I wish I could say that JCC has a solution. It doesn't. We are but a necessary "palliative care"- working to the best of our abilities and with whatever funds we can procure.

For that, we are thankful and deeply appreciative to all our donors. We only ask that you continue helping us. Palestinians are still here. Many live in squalor and still desperately need our help. As humans, we cannot turn away. As Christians, it is our God given duty. God bless you all.

**Edward Asmar**  
Chairman

A handwritten signature in blue ink, appearing to read 'Edward Asmar'. The signature is stylized and written in a cursive-like font.

## Acknowledgements

The board, staff and beneficiaries of JCC extend their gratitude to partners, friends and to all those who believe in, encourage and support JCC work and make it possible. We remain committed to helping the Palestinian refugees as they enter their 70th year of living and suffering as refugees. The ruthless war in Syria has added big numbers of refugees to the country which greatly added to our responsibilities. All this cannot be done without help and support of partners and friends. Some of our partners have been with us for many years faithfully encouraging our efforts through their support and visits. Others have recently joined us offering the help and support we greatly need and appreciate..

Our sincere gratitude and appreciation to our old partners and new partners and supporters. May we all be able to work together upholding our values and beliefs to help and serve those who need us.

We also thank members of churches, organizations and media members who ask to visit the camps. It is their chance to witness the suffering and misery of life within the camps- home to thousands of people for the last 70 years. We are happy to show them our programs, share our successes, express our frustrations and listen to their ideas and suggestions.

- Bread for the World-Germany
- Embrace the Middle East -Britain
- Christian Aid
- Pontifical Mission
- Action of Churches Together ACT
- Edukans Foundation-Holland
- Global Ministries – United Church of Christ and Disciples of Christ-USA
- Christian World Service – New Zealand

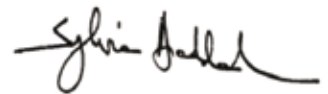
- Church of Scotland
- Presbyterian Church of Canada
- United Churches of Canada
- General Board of Global Ministries –The United Methodist Church – USA
- Church of Sweden
- Inter Organization for Development Cooperation (ICCO)- Holland
- German speaking Evangelical Church of Beirut
- Le Comité Catholique Contre La Faim CCF

We appreciate the cooperation we have with local NGOs and extend to them our thanks and gratitude.

- The Ecumenical Popular Education Program (EPEP)
- The Arab Resource Center for Popular Arts (Al Jana)
- Najdeh Association
- Beit Atfal Assumoud
- Tawasol
- Friends of Public Libraries Association( ASSABIL)
- Save the children
- Musawat
- The Right to Play.
- Palestinian Association for Children's Encouragement of Sports.( PACES)
- Encouragement of Education through Art ( START)
- Unite Lebanon Youth Project( ULYP)
- Doctors without borders

**Warm wishes are sent to all and we hope that we will continue to work together for a better future.**

**Sylvia Haddad**  
JCC Director



## Introduction

The Joint Christian Committee for social Service in Lebanon (JCC) is part of the Department of Service for Palestine refugees (DSPR) established in 1950 in the aftermath of the Palestinian people's forced exodus from their country in 1948. It was established to help the people of Palestine who had taken refuge in the adjacent countries cope with the loss of homes and country and deal with the new hard life they faced. The support initially offered was in terms of housing, bedding, clothing and food thinking that repatriation will soon happen. But as time moved on and the refugees could not go home, a more formal structure of service was needed. Coordination of efforts produced a confederation of area committees working under the name of "The Near East Christian Council Committee for Refugee Work." Each of these area committees developed its own identity, set up its own constitution, obtained a government license and undertook an area of service deemed best suited to the refugee needs in their own region. A Central Office connected these area committees while a Central Committee composed of members of the five committees along with representatives from the different churches was established to direct and oversee the work. A general constitution for the council, was prepared in 1952 to help direct and organize the council work as a whole. At a later date, the constitution was revised laying the foundation for what later became known as the Department of Service for the Palestinian Refugees (DSPR) and which continues its work until this day in Jordan, Gaza, West Bank, Nazareth and Lebanon. The relationship between the area committees, the Central Office and the Central Committee remains strong and unified with a diversity of programs in the different regions.

The JCC began its work formally in 1950 and obtained its official status in 1961 under a Ministry of Interior decree number 264/AD. The work which had begun with relief changed its focus after a short time to education and vocational training. Schools and vocational training centers were established wherever the refugees lived. Fashion design, sewing, embroidery,

carpentry, metal work, shoemaking, leather repair, and electronics were some of the skills offered. Hundreds of families owed and still owe their livelihood to what they learned at JCC.

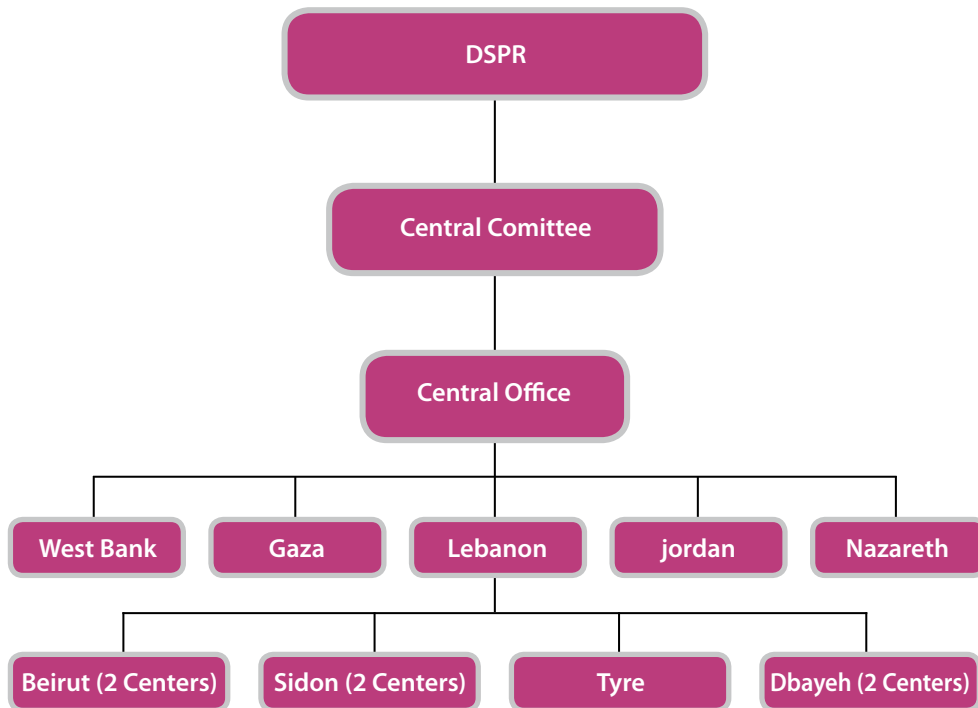
Today, the schools and a number of vocational centers have closed but other programs have begun. They all aim at improving human rights conditions, improving community life, empowering women and youth, developing potentials for self realization and increasing community involvement in order to attain better income generation capacities.

The JCC work has expanded since six years, to involve the refugees from Syria and especially the Syrians of Palestinian origin. The destructive and bloody conflict in Syria has resulted in the flight of millions of people from their cities, towns and villages who took refuge in the neighboring countries and beyond. Lebanon received more than one million seven hundred thousand people with around sixty thousand of them being of Palestinian origin causing them to become second time refugees. Trying to help this new influx of refugees has added a new challenge to the JCC and has created the need for programs that will help these new refugees cope with their shattered lives and build themselves for the future.

To achieve its objectives, the JCC carries out a variety of educational programs, offers market relevant vocational skills and conducts numerous community activities. All programs are implemented in our own Centers which also serve as Community Centers for people to meet for lectures, workshops, trainings, conferences and different celebrations.

The work of JCC continues to be carried out through its four centers in four different areas of the country. Three new location have been added with the advent of the Syrian refugees, namely Ein-El-Hilweh camp, Naimeh village and Ba'albeck. Implemented are programs best suited to the new refugee community.

## Department of Service to the Palestinian Refugees Organizational Chart



### Mission

Empowering Palestinians, regardless of age or gender, with knowledge and skills that lead to self-reliance and equipping him /her to be a provider for the family and community while at the same time preserving the Palestinian identity, heritage and culture.

### Vision

- Youth equipped with academic and vocational education.
- Youth participating in their community.
- Men and women carrying out sustainable community development programs.
- A community leading a dignified life while preserving the Palestinian identity, heritage and culture, and upholding the all important "Right of Return".
- Palestinian and Lebanese communities working on restoring harmonious relations between them.
- The Palestinian struggle as central to Christian Church movements in the Middle East and Worldwide.

## Strategic Plan of JCC is based on four goals serving as guidelines to achieve the JCC mission

### Goal 1:

Empower marginalized Palestinian women and youth to improve their own economic conditions through access to basic education as a human right.

### Goal 2:

Enable refugee women, youth and the needy of the community to develop their potential to advance their self realization and income generation capacities.

### Goal 3:

Gain world support for the plight of the Palestinians, advocate for their rights and support their right of return.

### Goal 4:

Enhance the DSPR organizational operation and financial sustainability.



## DSPR Strategic Plan Goals of 2020-2018

- Palestinian refugees can live healthy lives.
- Palestinian Refugees can sustain themselves economically
- Refugee communities should be empowered to care for the needs and promote the rights of its members.
- Emergency relief is provided timely and sufficiently in accordance with Sphere standards.
- DSPR be financially sustainable.

**JCC implements its own programs within its various Centers.**

## Sabra Center

The center lies to the south of Beirut in the heavily populated Sabra -Shatilla refugee camp. The area is very heavily populated with streets full of vendors selling vegetables and all kinds of merchandise. The camp is overbuilt and overpopulated with narrow alleys separating the houses. The camp whose residents are originally Palestinian refugees have received waves of other refugees, the latest of which are the Syrian refugees. The Center was first established in 1950 as a family center with a kindergarten and a sewing program. At present it continues with the kindergarten program but has replaced the sewing program with numerous other programs.

A team of teachers and staff run the programs with efficiency, love and dedication.



## Educational Programs

### Nursery and Kindergarten

A joyful and happy atmosphere dominates the Sabra Center every morning as 140 children enter the doors of their colorful classrooms with their names and pictures hanging on the door. The walls are brightly painted with posters and instructional material decorating the rooms. Here begins the children's life learning journey. A well studied nursery and kindergarten program takes the children through 3 levels of preschool that will get them into the elementary level once completed. Children learn in a creative environment of educational games, sports activities and songs using both Arabic and English. A variety of activities including music, art and story reading increases vocabulary and expands their knowledge. Parents are often invited to share in the activities of their children. Many of the children in this kindergarten are the children or grandchildren of those who were once themselves preschoolers in this center. All recall happy days that they want for their own children. For the last five years, one third of the children are Syrian refugees whose parents had sought refuge in the camps from the fighting in Syria.

A play ground surrounded with high protective walls allows the children to run and play safely and freely during the morning recess. It also provides a place to

set up a stage to present performances for different celebrations such as mother's day and end of the year graduation. It is a time of joy for the children and the parents as they see their children singing and dancing.

A number of children were tested with learning difficulties and underwent a special program to help every child.





## Activities at the Kindergarten

- Using fruits and vegetables to learn the alphabets, numbers and colors.
- Planting lentils for children to watch how plants grow.
- Drawing and painting for self expression and color identification..
- Celebrating children's birthdays and many other occasions such as Christmas, Adha and Teachers' day.
- Presents for children sent by Japan to the Somoud organization are distributed at Christmas time
- Celebrating Mothers' day with a special performance of poems, songs and dance ending with the distribution of cards prepared by the children to their mothers.
- Carrying out "story reading" hours to instill in them the love of reading.
- Relaying stories about Palestine and its loss to commemorate Nakba day or the catastrophe.
- Celebrating Lebanon Independence Day and hanging up flags.
- Visiting the zoo to learn more about the animals they see in books and watch in films.



- Swinging and sliding under supervision in public playgrounds.
- Partaking for 8 days in the children's program at the outdoor facility of the organization "Unite Lebanon Youth" where the children ran and played in nature, and participated in various games and handicrafts.
- Visits of the upper Kindergarten class to an UNRWA Elementary Schools in preparation for their move the coming year .



## School Support and Tutoring



Students have a lot to learn in schools with a good amount of homework to prepare. This causes many to feel overwhelmed by what they have to learn especially when there is no one to help them at home. Classes in most schools refugees attend, have large numbers of students which makes it impossible for classroom teachers to give each child the attention he or she deserves. This is especially detrimental to students who suffer from different learning abilities, behavioral and speech problems in addition to poverty and bad living conditions. The advent of the

Syrian refugees has added thousands of students to the already full classrooms adding to the pressure the schools are working under. Inability to cope with their studies has increased the dropout rate from schools, creating an alarming problem of young people with no future. Helping students cope by providing tutoring and homework support has become an essential and vital service of this center as otherwise these students will be unable to succeed and continue their learning.

Providing homework support helping students with their assignments and giving them confidence in themselves started more than 20 years ago and continues strongly today. Between 50 and 60 students aged 12 to 16 of both genders from different schools and of different scholastic levels gather around tables at different times of the day to work on their class assignments. Schools are contacted to check their progress and receive advice for further guidance. Their improved grades and the increasing number of applicants to these classes are a clear indication of the success of this program.

We often have volunteers from abroad providing help especially with the English homework.

## Literacy

It is difficult to imagine that at this time and age, there are illiterate people struggling with a handicap that only the illiterate feel. People with poor literacy skills are locked out of the job market and parents are unable to help their children with their lessons. Realizing that a good number of people in the community are illiterate instigated the JCC to begin a literacy and numeracy teaching program. Encouraged by the new method of teaching literacy to adults, which the "Ecumenical Popular Education Program" (EPEP) runs for training teachers on new methods of teaching adults, the program was launched a number of years ago. At first people were reluctant to admit that they could not read, and only four women took up the challenge and joined the program. Their success and joy attracted and encouraged many others to join.

This year fourteen women ranging in age from 18 -60 spent their days working hard to achieve a skill they



had always dreamed of. Reading, writing and math are what they work on earnestly and joyfully. They are very proud of what they are achieving and all boast about their ability to read the books we encourage them to borrow from the library of the center. They are also proud of their ability to read advertisements and write their shopping lists and even participate in their children's homework to a limited extent.



***Mona Sayyed** is now 17 years old. Her mother had her when she was already over 50 years old and she died when Mona was only 5. Mona was brought up by her father who tried to register her in many schools, but was told that his daughter was retarded and cannot learn. This was repeatedly said in front of her which made her withdraw into herself fearing people. She was a miserable child and was afraid to leave the house. When she was 11 her father in desperation brought her to the JCC center. She joined the literacy class with the older women where she received love and understanding. The teacher found her normal, able and anxious to learn. In a very short time she was reading and writing and borrowing books from the Center's library to read at home. In the three years she has been at JCC, she has come a long way participating in all activities. Mona is a real joy to have at the Center.*

## Activities:

In the southern city of Sidon, an annual carnival under the patronage of the Minister of Education, the EPEP organization and the Lebanese /Palestinian dialogue committee is held. The purpose is to encourage the spread of literacy and to celebrate the efforts of those

who are working on their literacy abilities. Our literacy students were very happy to join where they were allowed to read poems, passages they had written and speak about their achievements.

## Library

A small library has a variety of books which interest the students of the different programs. A librarian is responsible for categorizing the books and has set up a lending system which insures the books return. The children of the kindergarten love to gather around the tables in the midst to listen to stories read to them while the literacy students test their new found reading abilities. Students in other programs also borrow books to enjoy reading at home.



## Children on the Go- Program for Dropout Students

Parents holding the hand of their eleven and twelve year old children come into the Center asking to have their children join one of our vocational programs. These children are school dropouts whose numbers seem to be increasing especially after the advent of the Syrian refugees. Some are literate to a certain degree while others are completely illiterate. So what skill can these children learn?! It was clear that they were too young to join a vocational program and too ignorant to learn anything. Thus the decision to begin a special class to teach literacy and other basic subjects

leading eventually to their exposure to vocations. As the program began last year, we quickly found out that being school dropouts, or having never been to school or having experienced the trauma of a war has affected these children and it became a challenge to gain and keep their interest. But the inclusion of sports, dancing and drama has proved a great asset in keeping these children's interest. In time, most hated having a vacation as they would have to stay at home.



**Nour Younis** a 13 year old Syrian refugee lives in the Sabra Shatilla camp and is a student in the JCC program for drop out students. Her father was killed in Syria during the war and the family moved to Lebanon and lived with an older married brother who had secured for the family a small living space in the camp. As the trend of child marriages is increasing amongst the Syrian refugees, the mother and brother were anxious to find a suitable husband for Nour. With Nour constantly crying, her teachers and director of the center realized what was happening. The mother, who is a student in the literacy class at the center, was targeted along with the eldest brother. A lot of talk, persuasion and tears

of the child followed until the family relented. Nour is once more a happy child with hopes and dreams for the future.



**Omar Hejab** proudly stood in front of a big audience in his school to tell his story. He had been thrown out of this same school for laziness and bad behavior. This had greatly upset his father who decided to place him in some kind of a vocational training center. He brought him to JCC where he stood in front of the director with a very defiant look on his face. The director, a woman of great experience, told the father that what his son needs is to change his behavior and attitude before he could join anything. And so with great patience, encouragement and perseverance, the teachers and director began working on him in the new program for drop out students. Slowly they were able to put him back

on track. He started to understand his lessons and to enjoy studying. His behavior and manners improved slowly and he learned how to behave and how to think and realized the importance of an education. As he gained self-confidence, he asked to return to his old school where the teachers who previously knew him, could not believe his transformation. He is now doing very well and is proud of himself.

## Activities:

Outdoor activities are of special value to these children who need to be encouraged to persevere in their studies. Some of these activities included:

- A trip to a mountain resort in the north of Lebanon to walk in nature, share a meal and ride down the mountain side to the coast in cable cars-a thrilling and unforgettable experience.
- A trip to the historic site of Anjar in the Beka'a valley
- to look at the ruins and understand their history.
- A trip to the southern city of Sidon to enjoy an Arts and Music Festival where they learned about the different music instruments and offered a folkloric dance they had learned.
- A picnic on a river side where they helped prepare the food with the women of the literacy class followed by stories of the past.



## Summer Programs

Every summer a six week program is offered to all children who would like to join whether from the Center or from the community at large. Drawing, painting, handicrafts, fun and games keep the children well entertained. This summer a traveling troupe of clowns provided entertainment which was open to the children, their parents and the community. It was well attended and greatly enjoyed.

Training of teachers is a program which continues to be offered every summer by the Arab Resource Center

for Popular Arts" (ARCPA). Trainers from different parts of the world are invited to offer a variety of trainings in music, drama and other art related subjects. Our teachers are invited with two or sometimes three attending the whole week training in a school in the mountains. They come back and share with the other teachers the new ideas and methods they learned so they can all refresh and update their own teaching methods and styles.

## Community Programs

### Program for the Elderly

Once a week throughout the year, the older ladies of the community gather to enjoy a program of special interest to them. They learn how to improve their physical and mental well being, eat healthy food, do simple exercises and fight laziness. They discuss subjects of interest, seek advice on problems they are encountering and raise issues of concern. They reminisce about old days, express their feelings and frustrations and talk about their hopes. The center provides an outlet from their drab life and allows them to stimulate their minds. They are taken on day trips, to places where they can enjoy nature away from the dismal life in their camp. They enjoy eating and



laughing together. The program attracts an average of 60 to 70 women each week. The number has increased since the advent of the Syrians. It is their day and their program and they love it.

### Activities:



Mother's Day is a special day which the whole center celebrates and where a token of appreciation is shown to our elderly ladies with a nice gift.

Two picnics were taken to a family type restaurant by a river where they allow people to prepare their own food. Barbecuing and preparing favorite dishes to enjoy together is an activity that all look forward to.

Participated in peaceful demonstrations to show their opinion and take a stand. This year it was for Jerusalem as the eternal capital of Palestine.

## Lectures and Workshops at the Center

There are always lectures or workshops going on at the center. A well equipped space is reserved for this purpose where the students of the different programs, their parents and often members of the community participate. The subject under discussion determines which group is invited. Some of the subjects handled were: Family planning, Fighting early marriages, Protection of children, Dangers children face, The effect of society on the behavior of children and youth, Behavioral problems and how to handle them, Rights of women and of children, Fighting depression, Cleanliness and hygien; Violence at home and its effect on children; Alerting to understanding and reporting sexual harassment; Understanding your children and handling their problems.

- Cooperation with other organizations provides speakers and trainers for the many topics of discussion. Some of these organizations are: Save the Children, Doctors without Borders, Najdeh, Tawasol, Musawat, ULYP
- The teachers joined trainings outside the center on topics such as building children's capacities against physical abuse; handling learning difficulties in children; importance of play for children and behavior problems in class.
- A film produced by Jana organization was shown with stories about refugees and challenges refugee women face.
- Classes in acting were conducted for the young people at the center offered by the organization "Tawasol"
- A short training course was given on embroidery which the ladies benefitted from and greatly enjoyed.



## Vocational programs

### Hairdressing

Skin and scalp care, newest techniques of cutting, coloring, straightening, curling, lifting and styling of hair are all part of the course offered. Also included are the latest fashions of styling with natural hair or with artificial extensions. This is a very popular six month course which runs twice a year with space limiting acceptance to an average of 12-15 trainees in every session.



## Beauty Skills

A four month course which teaches facial skin care, the basics of applying makeup and the latest techniques in make-up applications. It also includes care of fingers nails and toe nails, keeping them clean and healthy. Lengthening finger nails with extensions coloring them and adding designs are all being taught. A popular part of the course is learning to decorate the legs and hands with henna in different designs and colors.



## Practical work

To apply and practice what is being learned, students practice on each other. As they learn the basics, a lot of practice is needed to make them feel confident and sure of themselves. An agreement with a nearby home for elderly poor women allows the hairdressing and beauty program students to practice the skill they are learning on the residents. This gives the trainees a chance to improve their skills in their chosen vocation. On the other hand, the visit of our students to the home is of great benefit for the old women. They provide these women with the needed essential grooming, and more importantly they provide them with the company and affection they lack and crave for as most of them are forgotten or hardly visited.

Leading beauty establishments are visited by the teachers to update themselves with the newest hairstyles, makeup techniques and new products on the market. Often the students are invited to see films and watch experts demonstrate the latest trends in this industry. Occasionally, hairdressers are invited to the center to demonstrate new techniques and styles.

To provide our students with the experience they need in dealing with the public, women of the community are invited to get their grooming needs at a very low charge. Proper behavior with a pleasant attitude is emphasized.

## Electronics and Computer Center

### The Electronics Program

An Electronics program was introduced in 1964 as a new vocation few people were aware of. It began as a five year program requiring a certificate of completion of the intermediate level with good grades and mathematical abilities. The program was later reduced to three years with a good basic education still required. Graduates found work easily, locally and in the Gulf countries. But as restrictions were placed on the employment of refugees in the late 1990s and basic education amongst the Palestinians youth started deteriorating, the three years were reduced



to two years with the second year being optional. At present, a simplified yet challenging curriculum taught in a shorter period of time is being implemented. The

course is a mixture of both theoretical and practical classes. The market is closely monitored to keep abreast of all new electronic equipment introduced and being used. Putting up dishes on the roofs and fixing cellular phones have become part of the training

in addition to the traditional electrical wiring and cable installation along with the associated devices of switches, distribution boards, sockets and light fittings in a structure.. The repair of electronic and house hold equipment is also part of the course.

## The Computer Program

An introduction to the computer with its hardware, its software and its extensive terminology is followed by learning to assemble and maintain its various parts. The course teaches how to install and support common computer hardware, and diagnose and repair problems when they occur. It teaches networking and the ability to identify and repair the hardware, software and network related problems. But most importantly it teaches the use of computers in the electronics field., The addition of the computer course has added to the attraction of the electronics program and has proved its importance to the job market. Some students are able to continue in both programs while some ask to specialize in parts of the



program which interests them and which they think will help them find a job within their capabilities.

The graduates of this year have all found jobs in stores dealing with electronics, computer and cellular equipment while a few were able to open very small businesses within the camp.

### Activities:

Students participated in demonstrations asking for the right to work. A series of health lectures by Doctors Without Borders were attended . Three outings into nature were greatly enjoyed.

Programs of Sabra Center	No. of Beneficiaries	Duration
Kindergarten	120	9 months
School support	48	9 months
Literacy	16	9 months
Library	All programs	Ongoing
Children on the move	21	9 months
Elderly	65	9 months
Workshops & Lectures	250-300	On going
Summer activities for Children	64	6 weeks
Electronics & Computer	14	9 months
Hair dressing	24	6 months
Beauty skills	16	6 months



## Programs for the Syrian Refugees

### Sidon Center

To the south of Beirut in the midst of the city of Sidon lies the JCC center. It is accessible to the old part of the city where a good number of Palestinian refugee families live in poverty. It is also accessible to two refugee camps, Ein-El-Hilweh, a very densely populated camp and a smaller camp- Mieh -Mieh. The center first began in the 1950s as a vocational center. They taught sewing and embroidery, replaced in the 1990s by secretarial training and hairdressing. In 2012 the center changed its focus yet again but this time to education. **The plight of the young Syrian refugees motivated the move to education.**

### Syrian Education program in Sidon

Palestinian refugees are experiencing the bitterness of being refugees once more. A big number had taken refuge in existing Palestinian refugee camps. The government, international and local organizations rallied to help the refugees with food, clothes and shelter. But soon it became evident that education presented a big problem as a result of the difference in the language of instruction. Arabic is the language of instruction in Syria while in Lebanon it is bilingual. Unable to cope, many young people dropped out of school. Finding many qualified Syrian teachers amongst the refugees, JCC decided to launch an educational program for students aged 14-18 following the Syrian System of education.

The vocational programs were replaced with an educational program. A plan to follow the Syrian system for the intermediate and secondary levels leading to the high school diploma was prepared. Initially, finding books was hard due to the destroyed printing presses, but as many resumed their printing, books became available. At the end of the year and



in order to get accreditation, the students had to go to Damascus for the Ministry of Education exams. Although we had planned for a number of students not exceeding 100, we were amazed that 580 students joined in the first year.

Encouraged by the appreciation and success encountered, the program continued and spread to our other centers. Travel to Syria was the big hurdle as some of the boys got scared of being recruited into the army or of being prevented from coming back. The majority, though, looked forward to seeing their country again and worked hard to go and succeed.

And so began the big job of obtaining application forms for the exams from the Syrian Ministry of Education in Damascus to fill and return to Syria. This is followed by obtaining travel documents from the Lebanese security offices that will insure safe passage at the borders and insure re-entry into Lebanon. As important, is securing safe lodging for 3 weeks for each group of students. The successful scholastic results is the ultimate goal which keeps the program going.





**Nisreen el Hasan** is 27 year old . She is in her last year of high school at JCC studying for her baccalaureate exams which she will sit for in Damascus. Nisreen is a widow and the mother of 4 children aged 5 to 8. She got married at 15 to her cousin of 21 and lived in the Hajar el Aswad Palestinian refugee camp near Damascus. As her husband was trying to save some of his injured friends at the beginning of the Syrian conflict, he was killed himself. Nisreen was 7 months pregnant at the time.. After giving birth, her brother moved them along with his own family to Lebanon. Needing to learn something to eventually gain an income, Nisreen took up sewing. But she did not like it and as she had always dreamed of finishing her high school studies and had heard about the JCC, she enrolled. This is her final year and if she passes the official exams in Damascus,( we are sure she will) she wants to join a university and study social work with the hope of returning to Syria to work ,serve and offer her children a good life. She says: "If it weren't for JCC I wouldn't be able to be in the state that I am now in. I feel stronger and able to build a career so my children could live a complete decent life."



**Rakan Hamad** is in his last year of high school at JCC getting ready to go to Damascus for the official exams. Rakan is already 20 years old which is a bit old for his class. When the war started in Syria, his family was living in Homs and because of the heavy fighting had to move to the to Yarmouk camp in Damascus. But the building next to theirs got blown forcing them to flee to Khan Al-Shih Camp. His brother who was working as a civil engineer in Russia joined them to get married. Ten days after his wedding, he was in his car near the camp, when a sniper shot him in the head. The grief was too much for the family who decided to move to Lebanon, where the father, a retired pilot ,found work in a store selling nuts and coffee. Rakan took a course in electrical installations and got a job. But he was not happy. He wanted to go back and continue his schooling. He heard about JCC and their escorting students to Damascus for their official exams and that is what he wanted. But his family was very scared as they had already lost a son. "I was not afraid to go there because I believe that the pen is more powerful than the sword and that saying is what kept me strong so I did go and did pass the 9th grade exams. I am glad I did this because if I had listened to my parents and waited till the war was over I would have lost 5 years in vain. I'm already supposed to be in college so imagine if I had waited!" He is currently studying 12th grade and wants to become a pilot or a pharmacist and dreams of studying abroad.

## Programs for the Syrian Refugees

### Ein -El- Hilweh Center

Ein-el-Hilweh is a heavily populated camp with the new refugees adding to its numbers.. The JCC has a premise in this camp which it has run for many years offering recreational activities. As the need rose for additional space to accommodate the increasing number of Syrian students in our program, it was decided to use this premise for the needed classrooms. The premise , as a result, was divided into classrooms and the Syrian Sidon program was implemented with the students preparing to travel to Damascus for the exams as well.

## Programs in Sidon and Ein-el- Hilweh

### Psychosocial support:

Special care and guidance is needed for the big number of children and youth who had undergone traumatic experiences from the war before their arrival. They were in need of special attention and help so as to deal with their past experiences and to accept and adjust to their new environment. The children were encouraged to express their feelings and needs as they partook in the many activities planned for them.

### Homework Support:

A big number of refugee students attending UNRWA and other local schools in the area, whether they are Palestinian or newly arrived from Syria, find themselves in need of help to cope with their lessons. They find home work difficult especially that few have help at

home. It is even more difficult for those who joined the UNRWA schools which decided to follow the French system of education and use the French language of instruction. Helping students with their homework is essential to prevent students from dropping out of schools and lose the most important formative years of their lives.

### English classes:

Different levels of English classes are offered throughout the year. These include classes of basic English for those wanting to join the local schools or for those who are already in schools and need to improve. Advanced language skills in preparation for university entrance exams are also given. Special remedial classes of English and math are available.

### Community Activities

- Lectures and workshops were carried out in both Centers covering subjects of interest and value to the students, the parent and the teachers. For the students the subjects handled were character and good conduct, self confidence and self respect, hygiene and cleanliness, study and time management, overcoming anxiety and fear of exams, effect of smoking and drugs. The parents were periodically invited to discuss the progress and problems of their children and learn to encourage and not shout or degrade.
- Parents were encouraged and assisted in obtaining all official documents that will allow their children safe passage to sit for their exams in Damascus and return safely.
- The gym facility refurbished last year in Ein -El Hilweh was well used by most of the students with special training of Karate for 16 trainees.
- A good number of the students partook in the annual running Marathon of Sidon.
- Several trips were organized for students and their parents to different historical places in Lebanon .
- Students who were in Damascus for the exams were taken to Historical Landmarks in Damascus after finishing their exams.

## Syrian Educational Programs in other areas

### Al- Jalil Camp- (Ba'alback)

At the outskirts of the historical city of Ba'alback in the Beqaa valley lies an old army Barracks-Wavel- turned into a Palestinian refugee camp in 1952 and is known as Al Jalil camp. Big numbers of Syrian/Palestinian refugees took refuge in this camp and its surroundings. A premise was rented a few years ago by a group of

Syrian teachers who ran it as an educational program for youth unable to cope with the local schools.

Initially, JCC supported them by taking their students to Syria for their exams, but threatened with closure and knowing that they run the same program as in the Sidon Center, the JCC took over running the center providing them with needs, guidance and supervision.

### Yarmouk Camp:

Yarmouk is a large Palestinian refugee camp in Damascus whose inhabitants had a good and comfortable life. But it found itself heavily involved in the Syrian war which destroyed most of the camp and forced many to flee. Yet there are those who

remained in the camp trying to carry on with a normal life. An UNRWA school continued to function offering classes up to the 9th grade. A group of teachers living in the camp took up the challenge of providing the classes needed for the last three years of high school to enable the students to sit for the official degree of the Baccalaureate.

The JCC, hearing about this effort, helped them by providing the books they needed, paying for the registration of the students at the ministry and

### Na'meh Village:

A few years ago an informal schooling program was initiated in the small village of Na'meh south of Beirut. As the number of Syrian refugees increased in that area, the few local schools could not provide enough space for all who applied. On the other hand many children could not cope with a new system, a different curriculum and new surroundings and were dropping out of school. But as people heard of the new program in their midst, many came with their children desperate for help. This saw the program grow from a program into a small school running classes from grade one

### Trainings of teachers:

Educans Foundation is an organization in the Netherlands whose mission is training and educating young people



### JCC students go to University:

Since the start of the Syrian refugee program began in 2012 students studying at JCC centers have succeeded in their official exams in Damascus and have obtained their baccalaureate diplomas. This has entitled them to join universities of their choice. To date 93 of these students have joined different universities in different parts of the world. Seventy two are in Lebanese universities with 30 at the International University, 40 at the Lebanese

considering the group as part of their own students in order to give them the official coverage needed to leave the camp.



to grade eight with an increasing number of children asking to join.

for a better life. This is done through providing teachers with training on active teaching and learning based on classroom observations. Trainers from the Foundation come themselves and spend a number of days in the centers observing and filming the classroom learning activities. Based on the films and observations a two day training workshop is given to all the teachers concerned.

Two trainings were conducted this year. One took place from March 23 to 27 while the second was conducted in September 28 to October 10. Teachers of the Syrian program from Sidon, Ein-el-Hilweh, Tyre and Jalil camp participated with enthusiasm. All benefitted and expressed their joy with the experience of being together and receiving such training.

University and 2 at the Lebanese American University. In Syrian universities, there are ten students with 7 at Damascus University and 3 at Aleppo University. In European universities, there are eleven students with 5 in Germany, 3 in Sweden, 2 in Austria and one in Russia. They study different major which include Medicine, Science, Engineering, Political Science, Law, Computer Science, Business, English Literature, Arabic Literature, Social Studies, and Agriculture.

Syrian Programs of Sidon, Ein El- Hilweh & Ba'alback	No. of Beneficiaries	Duration
High School classes	762	9 months
Travel from Lebanon to Damascus for Official exams	210	6 weeks- 3 weeks each level
Yarmouk students leave camp to take Official exams	172	3 weeks higher level
English Classes	45	Ongoing
Psychosocial	78	Ongoing
Tutoring	62	9 months
Na'ameh Elementary School	178	9 months
Teacher Training	35	Two weeks- at 2 intervals
Fun activities	The community	
Students at University	93	According to courses

## Tyre Farm

The city of Tyre lies in the south of Lebanon where the majority of Palestinian refugees arrived in 1948. There are at present, three registered camps and a number of refugee settlements and especially for those refugees who have no identity cards.

At the outskirts of the city lies the JCC farm surrounded by agricultural land slowly being eaten up by cement buildings. The farm was established in the year 2000 with the goal of teaching agriculture to the refugees, a profession most of their ancestors practiced. The land was well prepared with a water well and an irrigation system installed. Four plastic houses were set up for planting vegetables around the year while a side area was planted with fruit trees. An old structure was turned into a green house where a variety of vegetables and house plants are grown from seeds before moving them into the ground. Two other structures were prepared as classrooms and meeting spaces. An open space was designated for seasonal plants with a space left to socialize and hold workshops and meetings.



Working in Agriculture is allowed for Palestinian refugees and does not need a working permit. Convinced that this would encourage people and especially the young to study agriculture, a basic 4 month course was introduced. The course offered basic training in agriculture including theory and practical work in the field, in the plastic houses and in the greenhouse. Trees and wild flowers grow on the side of the farm which inspired the installation of beehives making bee keeping and honey production part of the course.



The course was offered twice a year and most of its graduates found employment in the surrounding fields or in agriculture related establishments. Some have rented small pieces of land to plant and generate an income while others have found jobs in the Arab countries or abroad.

Organic planting principles are followed and thus the fruits and vegetables grown on the farm are organic. Once a week, some of these vegetables and fruits are transported to be sold in Beirut. The German Church has kindly allowed us to use their yard for this purpose.



## Syrian Educational Programs on the Farm

Syrian refugees who had come to the camps and their surroundings in the South, needed their children to continue their education. As many and especially the older ones were unable to cope with the local education system, they needed a solution. Hearing about the JCC program in Sidon, they asked to have

the same program run for them on the Tyre farm. As capable and experienced teachers lived amongst them, the Sidon program was replicated on the farm and the students travelled to Damascus for their official exams as well.



*Ali & Abed Al-Hussein are 19 year-old twins from Aleppo. They are refugees since 2013 the time they fled with their family to Tyre in the South of Lebanon. They tried to study in the local schools but could not cope. Hearing about JCC, the twins immediately enrolled in the 9th grade and went to Syria for the official exams. Both continue their studies at JCC but in different locations. Abed remained in Tyre preparing for the literary part of the baccalaureate while Ali travels an hour daily to Sidon to study for the scientific baccalaureate. Unable to afford the daily transportation fare to Sidon, Ali found work during the weekends in the surrounding gardens to earn the bus fare. He is aspiring to study medicine at the Damascus University while Abed wants to be a lawyer. Both dream of going back to Syria.*

### Literacy for the young

It was noticed that many children whether local Palestinian or Syrian refugees were not in school. While some were unable to cope with school and had dropped out, others had never been to school

at all. A special program for this category of children was designed which included literacy, arithmetic, languages and computer. The children showed quick progress and enthusiasm.

### Literacy for adults

Realizing that many adults of both genders were illiterate instigated a program of literacy for adults. But only women came and two young boys. Mostly men do not admit that they are illiterate. The course ran three times a week and the women attended faithfully enjoying the class and progressing fast.



### School Support

Help in school homework was provided to students who either suffered from learning problems or had no help at home. The farm being a distance from

most homes, a van had to be rented to transport the students.

## Livelihood Project

To provide livelihood incomes for refugees, the second phase of the beekeeping and soap making training begun last year, was continued. At the end of the course, the trainees of the beekeeping class were given protective clothing, wooden hive frames to build combs on and bee smokers. All found a spot of land near shrubs and flowers to install their beehives. In addition, they

received training on how to run a small business.

Advanced training on a variety of soap forms and their production was given with future ideas for production.

A variety of handicrafts were taught to women to produce marketable items or to apply at festive occasions.



*Ali Mirshid a 37 year old Palestinian refugee grew up in a camp amidst the agricultural lands of the south. Although Ali was able to obtain a university degree, his heart was in agriculture. Hearing about the agriculture course at the JCC farm, he enrolled in 2016 and became even more interested in this field. When he heard about the beekeeping course on the farm, he was the first to enroll and joined with 15 others. Fascinated by the life of the bees, he and the rest joined the second more advanced course which included the actual honey production. They also received some business training to market the honey. At the end of this second phase of the project, the 16 trainees were given special protective suits and 3 Bee Hive Frames with their bees. Ali rented a small space of land and set up his bees anxious to make a success of his new skill.*



*Ibrahim Musa is a Palestinian refugee living adjacent to the Farm in Burj Shemali Camp with the his family of 10 siblings and the parents. The father is ill and cannot work and a younger brother suffers from a neurological disorder. In 2014 Ibrahim took the agriculture course at JCC and worked as a laborer in the fields. In 2016 he rented a 2000 square meter land and planted it with thyme working hard to gain an income. When JCC offered the courses in beekeeping, he joined and was granted at the end three bee frame boxes which he set up in his rented land surrounded with the thyme. He took great care of his small-scale beekeeping business and has been able to propagate the bees to expand to eight honey bee hive boxes . His older brother is now working with him and the income they make has greatly improved their financial situation.*

A ceremony during which all graduates of programs got certificates of completion was carried out at the end of summer. Parents and many of the community attended.



Programs on the Farm	No. of Beneficiaries	Duration
Agriculture classes	26	4 months
Bee keeping	16	4 weeks
Soap making	15	6 sessions
Handicrafts	18	6 months
Syrian program - Secondary Level	110-98	9 months
Literacy for children	25	9 months
Literacy for adults	12	9 months
English	15	6 months
Computer	19	6 months
Sale of organic products in Beirut	The community	Ongoing



## Dbayeh Camp

Dbayeh camp is a small camp to the north of Beirut. It is home to around 500 families with 90 newly added Syrian refugee families. It is situated on a hilly slope with one long street passing through the camp at the top of which stands a church. Four narrow streets stand parallel to each other on one side of this street. Small houses stuck together are built on both sides of these narrow streets giving the camp a crowded look. Pots of plants are placed wherever possible on the entrance of the houses. At the entrance of the camp lies a number of old structures that were once a school destroyed during the civil war with no permission to reconstruct. In the midst of the camp, lies the JCC premise which



contains a Library/Community Center and a number of educational and artistic programs. The library is the center of all activities of the camp. Numerous programs are carried out in addition to a number of educational programs.

### The Library /Community Center

The concept of a library was new to the Dbayeh community until 2008 when a library equipped with books, educational games and computers was established in the midst of the camp. Children were the first as they were invited to gather for story reading sessions where they listened to stories being read to them and encouraged to read themselves. Parents started to join and people began to learn to come, browse through books and look for subjects of interest. A membership system was introduced which allowed them to borrow and return books.



Other programs were introduced gradually turning the library into a Community Center. as well as a library. Art, music, dance, drama. lectures and workshops were some of the programs offered catering to the different interests which attracted more people. People enjoyed the programs and benefitted as well. The library/Community Center became the Center and Hub of all activities in the camp

## Tutoring program

The "Study Station" is popular and well known in the camp. It is where a good number of students gather every afternoon to receive help in the preparation of their homework. Most parents are unable to help their children neither can they afford to pay for private tutoring. Offering homework support to the children has made a great difference in their lives and the lives of their families.

There are also children who are slow learners or who have learning difficulties such as speech defects, hyperactivity, concentration difficulties, and other psychological problems who are in need of special help with their schooling. Five tutors, a speech therapist, a



psychologist and a social worker provide the help and guidance needed for these students. Had it not been for the support offered, many students would have dropped out of school.



*When **Joseph Attal** was seven years old, his parents realized that he was facing learning difficulties. In desperation his mother sought the support of JCC. The speech therapist immediately set to work on him while the social worker followed up on his progress. He was included in all the programs of the center and especially the music programs as it became evident that he loves to sing and play on musical instruments. To encourage him, he was encouraged to perform during the different occasions of the centre- Joseph is now 17 years old and doing well in the 9th grade. He joined the life skills program at the center and has gained self-esteem. This gave him the courage to*

*participate in the carnival that JCC ran in the camp this summer. He sang along with some well known singers and all who heard him were amazed at his voice and self confidence. Joseph is now enrolled in a music institute where he practices a lot to improve his vocal capacity. He is already receiving job offers.*

## Schooling for the Syrian Refugees

Syrian refugees families living in the camp and its surroundings were facing problems with their children's schooling. Although children were accepted and encouraged to join the government and local schools, many of them could not cope. As an increasing number dropped out of school and were seen just wandering around the camp, the JCC decided to begin a special schooling program for these children.

Anticipating a near return to Syria, the parents wanted the JCC to run a schooling program following the Syrian Curriculum. Their wish was followed until faced with the problem of official recognition of the successful completion of the year's requirements allowing students to move to a higher level. Unable to get any help from the Ministry of Education in Syria, the JCC switched to



following the Lebanese curriculum as the government was encouraging. The program has worked very well and parents are very grateful to have such a good service available in their midst allowing their children to be working for their future.

## Arts, Crafts and Music

Art classes with a variety of handicrafts were carried out almost daily for the different ages of young people. Some of the many things they learned was to paint with forks, make frames with macaroni, fit small glasses with flowers inserted in foam and produce all kinds of shapes with woolen threads. Music classes were given intermittently according to the availability of a teacher while the search continues to find a good teacher who will teach a few instruments and revive the choir we once had.



## Moral Guidance

Art classes with a variety of handicrafts were carried out almost daily for the different ages of young people. Some of the many things they learned was to paint with forks, make frames with macaroni, fit small glasses with flowers inserted in foam and produce all kinds of shapes with woolen threads. Music classes were given intermittently according to the availability of a teacher while the search continues to find a good teacher who will teach a few instruments and revive the choir we once had.



## Sports

Football, basket ball and Ping Pong are the three popular sports practiced by the youth of the camp. To the side of the camp, a small piece of land, once the playground of the school destroyed during the civil war, was cleared and prepared as a field to play football and basket ball. Youth of all ages meet there to play all kinds of sports while a foot ball team and a basket ball team made up of both genders were formed and meet regularly twice a week. Their trainers are from the camp and they train them to play well and to compete against each other and against teams from other camps.

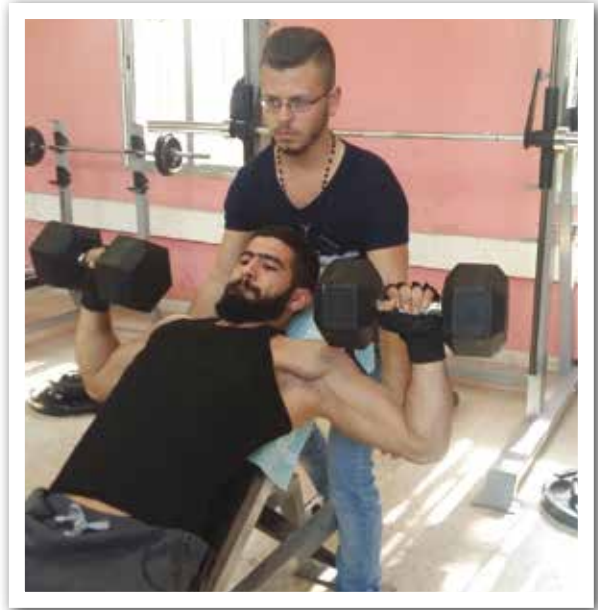
A Ping Pong table placed indoors to the side of the



Community Center is available at all times for those who want to play. It is a very popular game amongst all ages

## A Gymnasium

Having a gym facility of their own is a dream and a luxury very few thought they will ever have. A destroyed structure which was once a thriving school at the outskirts of the camp in addition to the dream of the young people of having a gym of their own, drove us to seek the funds needed for repairing a few rooms. Once the space was ready, exercise machines of all sizes and for different purposes were installed. A television screen for entertainment while exercising was put up as well. The facility gave great joy to the whole community and even to those living in the vicinity. Two young men from the camps were sent to special training courses to keep up with the growing membership list of young and old.



## Workshops, Lectures, and Trainings

To build the capacities of our teachers and staff and improve the lives of the women, men, youth and children in the camp, a series of lectures, trainings and workshop were offered throughout the year.

The teachers received guidance workshops on students learning problems, their physical and social needs, on helping them realize themselves and encouraging them to reach their potential. The importance of classroom management was stressed.

Two levels of life skills training were offered for 6 months to young people aged 13-16 and 17-26. They learned basic skills on handling issues commonly encountered in everyday life, whether at school, at work or in their personal lives. These included ways of behavior, positive thinking, listening skills, communication, cooperation social responsibility and other important subjects. They also learned skills that will help them in life such as First Aid and simple crafts..

Lectures open to all the young people gave guidance on subjects of interest to their age such as self development, being assertive; handling feelings and emotions; team building; dangers of smoking, alcohol and drugs. They



also discussed the relationship of parents with their children alerting the parents to the dangers of abuse.

Young people aged 16-25 received career guidance advice. This was followed with instructions on how to write a curriculum vitae and fill applications (Twenty)

The women had asked to learn a skill that will help them generate an income. Accordingly two courses were offered. The first was a 5 month course on facial care and makeup application. The second was a 2 month course on wrapping chocolates for different occasions and presenting them artistically.

## Summer Program

The summer program of let's play and learn ran through July and August for five days per week exploring, discussing and practicing under the theme of Art and Music. The participants exceeded 170 children and youth led by 28 animators. The program contained a number of artistic, cultural and entertaining activities as well as handwork, drawing, games and learning the basics of some musical instruments such as the drums, and flutes. Acting, dancing the folkloric dance of dabkeh and singing were all practiced and performed

## A Summer Carnival

The 3 day carnival has become a tradition that is greatly looked forward to. The space in front of, what was once a school, is cleared and cleaned with a big stage set up equipped with all audio essentials of microphones and loudspeakers. Chairs are placed for all to sit while every corner of the remaining space is used for different purposes- handiwork exhibitions, games for young and old and a food area with small tables and chairs. Short plays and music performances are offered by the youth of the camp. A number of troupes in different fields of entertainment are recruited offering a wonderful program which ends after three magical days with

## A Thrift Shop

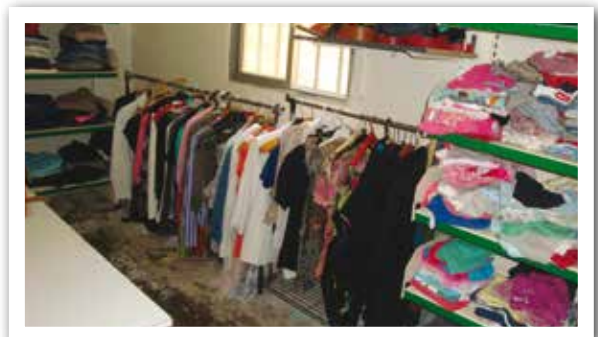
Two rooms with their own entrance in the basement of the library stands a well stocked thrift shop. It contains used clothing, toys and household items. The people in the camp seek nice clothing at a very low price. The income goes to help many who are in need of medical tests and medicines.



at the carnival which followed. A number of day trips to the beach, a cinema and a fun park were part of the program which all enjoyed.



fireworks. The carnival is heavily attended by all residents of the camp, its surroundings, other camps and people from different parts of Lebanon.



Dbayeh Center Programs	No. of Beneficiaries	Duration
Library/community center	All the community	Ongoing
Study station	54	9 months
Story reading	50	Ongoing
Elementary classes- Syrian refugees	82	9 months
Moral Education	50	Ongoing
Handicrafts for children	62	Ongoing
Life Skills for youth	34	8 months
Handicrafts and make up skills for women	36	4 months
Sports	42	Ongoing
Gymnasium	46	Ongoing
Summer program	110	2 months
Lectures, workshops, trainings	150-175 women, men & youth	10 months
Thrift shop	Camp & neighborhood	Ongoing

## Advocacy

An important goal that JCC works for is gaining support for the plight of the Palestinians, advocate for their rights and support their right of return. At present, the world is preoccupied with the millions of Syrian refugees who are seeking safety in all parts of the world. All aid is directed at helping them. The JCC as well is helping them within its capacities. But under this catastrophic emergency, the Palestinian refugees, who have been refugees for the last 70 years, seem to be forgotten and swept into the background. This must not happen as nothing has happened to solve their problem and show them some light for a better future. And so JCC continues to tell the story of a lost country, of uprooted and displaced people, of refugees living in camps for the last 70 years. It continues to recount the story of the misery of the old, the despair of the young and the yearning of all to return to a country that some can remember and others have been raised with its love in their hearts.

### Visitors and Partners

People visit JCC for different reasons. Some want to learn more about the Palestinian refugees, others support JCC work and want to see its progress and still others want to write, film or document refugee life and the work being carried out.

To us, it is always a pleasure to receive guests no matter what the reason of their visit is.

Jeremy Moody from "Embrace the Middle East" came to bid us farewell accompanied by his wife and two of Embrace trustees. as has taken up a new challenge. Jeremy had changed the name of Bible Lands to Embrace the Middle East and has been a good friend

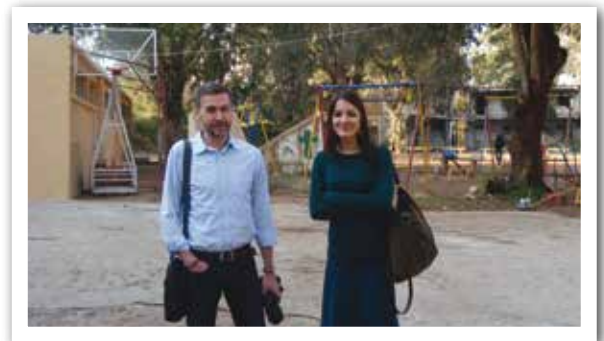


Many of the old timers, hold tightly onto their keys to houses that have long been demolished within the hundreds of villages that no more exist. The Palestinian refugees today, endure increasingly bad conditions in the camps with no solution visible in the future. They have very few civil rights and suffer discrimination socially and politically. This injustice has caused them to suffer from poverty, misery, fear and hopelessness especially amongst the youth.

JCC works to raise awareness of this situation in the world through partners who share our concern and support our work and through independent church groups of various affiliations in addition to researchers, students, the media, and people who care.. We hope that they will advocate for the Palestinian situation in their churches and through their organizations. The JCC also works with sister organizations to fight for the rights of the refugees on important issues such as the right to work.

and supporter of JCC. The JCC would like to register its special thanks and appreciation and wish him success good health and happiness in his new assignment.

From Embrace as well came Jamie Eyre and Sophia Peiris. They visited centers the Sabra and Dbayeh centers and discussed work they supported and a new proposed program.



Neil Graham visited with a double mission. The first was to escort a group of Embrace volunteers to meet Embrace partners, to see their work and understand the context. The second was to arrange for a filming of a documentary showing the work of their partners.



Rev. Elmarie Parker from the Presbyterian Churches of the USA came with two groups of various churches at different intervals. One group visited the camps and JCC centers while the other group, pressed for time, chose to visit the office and listen and discuss the refugee situation and the hard life the refugees endure.



A group from the Catholic Church of New York with Msgr. John Kozan was escorted by the Pontifical Mission to visit our Syrian education program in Sidon.

Wendy Gusharo from the United Church of Canada was taken to Tyre Farm to attend the presentation of certificates ceremony. Certificates were given to those who completed the courses in agriculture, soap making, beekeeping, literacy, computer, and handicrafts. An exhibition of handicrafts had followed.



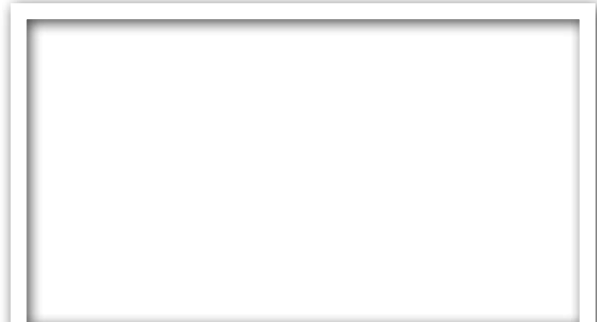
Christian Aid wanting to film the refugee camps in the South had asked Chris Milner and Robin Prime to do the filming. They focused mostly on the Tyre Farm and the Sidon Center where they spent a week and produced many scenes some using the immersive 360 film. The 360 experience aims to give viewers an insight into how

it feels to be a refugee, by providing the insight into the refugees' daily life and thoughts.

Mairead Collins and Jeed Basrouni from Christian Aid came for a discussion about JCC work and later visited the Tyre Farm where their interest is directed.



From Bread for the World in Germany came Jens Halves. He was joined by the organization's consultant in Jerusalem Francis Tams. Their interest focused mostly on the work of JCC, its management, effectiveness, impact and future.



Hendrien Matt and Tonnie Spinhoven from "Educans", a Dutch organization working in education, came to continue a teacher training program they were running for our teachers. They came twice during the year to conduct a four day training each time in Sidon for the



teachers of Sidon, Ein-El Hilweh, Tyre and Ba'alback.



Trish Murray from the Christian World Service of New Zealand and David Wildman from the Methodist Church in the USA had come to Lebanon for a visit. Both are old friends of JCC and have visited most of its centers. But they always like to see developments at JCC and so were taken to visit the Sabra and the Dbayeh Centers to talk to the staff and students there.



Christian Jepsen, a communication consultant working with Action of Churches together (ACT) gave a day's workshop to all those working in communication with ACT. He later spent a day at Sidon filming a video of JCC work with the Syrian refugee students.



Diána Erdélyi with a church group from the Reformed Church in Hungary met with JCC to learn what they can about the Syrian and Palestinian refugees and the context within which they live.



Bianka Speidl heading a governmental Hungarian delegation visited Lebanon. She visited JCC to learn about its activities with the refugees in Lebanon



A group of young theology students from Germany and Switzerland studying for the year at the Near East School of Theology wanted to use their free time to volunteer in a camp. They were taken to visit Sabra and Dbayeh camps to choose the program that caught their interest.



Suzann Mollner and Alex Miester came from the USA to film some of JCC work to make it more visible to interested visitors. They visited the JCC programs in some of the camps.



## Volunteers

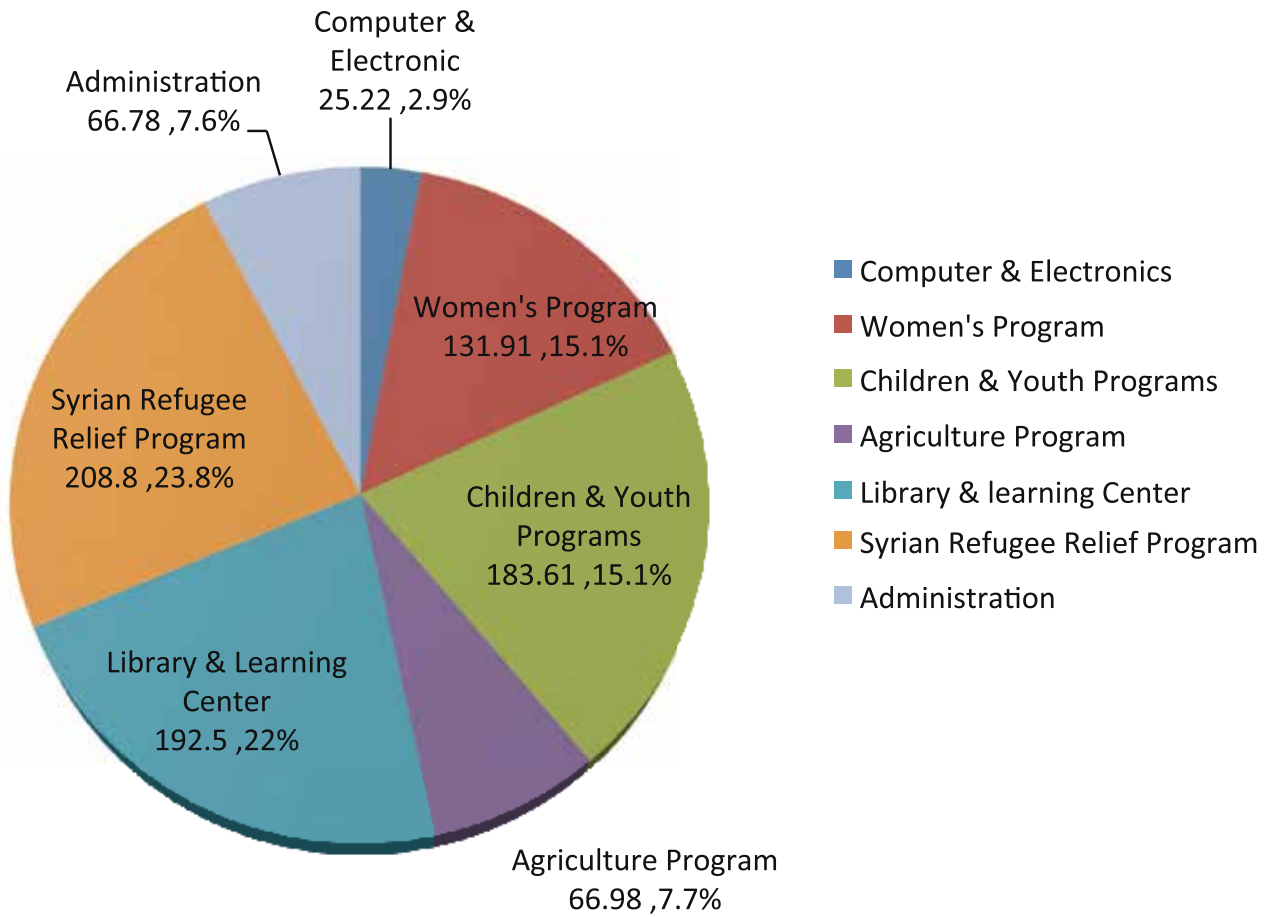
Volunteers enrich the work of an organization while enriching their own lives. Many volunteers have offered their help and time over the years and it is certainly appreciated.

Hannah Stobbe and Maxie Rink came from Germany as theology students to join the special program given for theology students from abroad at the Near East School of Theology. After visiting JCC Sabra Center and visiting all its programs, they volunteered to teach singing to the children of the kindergarten. By the end of the year, they had taught them some lovely songs which they sang at the ceremony held at the end of the year. The children and their parents enjoyed it a lot picture



Analena Prött a theology student in Germany had come for a short visit to Lebanon. Wanting to help refugees, it was arranged for her to volunteer at the Sabra Center where she helped the Kindergarten teachers.

## Distribution of Funds in (USD)



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