

**Final Narrative Report**

# **ALF Children's Literature Program in Lebanon**

**December 2008 – September 2009**

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ASSABIL, Friends of Public Libraries Association

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ASSABIL, as the Host Institution for the implementation of the Anna Lindh program for the promotion of children's literature in Lebanon, is happy to present the final narrative report on the activities implemented in the scope of the Anna Lindh Children's Literature Program in Lebanon.

The program was implemented by ASSABIL, Friends of Public Libraries Association as the Host Institution and the partner Institution: Iqra' Association, Bahithat, association of women researchers and the publishing house al-Khayyat al-Saghir.

Thanks to the support of the Anna Lindh Foundation, principal initiator and engine behind this program to promote children's literature in 5 countries in the Arab world, and thanks to the sponsoring of the Swedish development agency, SIDA, these 8 months have been a period of intensive activities in libraries throughout Lebanon, and have seen the implementation of numerous projects in public schools and in the field of children's books.

Among the multiple objectives of the program, ASSABIL has focused on the promotion of reading for fun, on activities that can initiate kids to a love of reading and books and that stimulate their imagination. In the activities with school classes, ASSABIL also introduced awareness activities on citizenship, racism, tolerance and difference.

In the following pages provide reports on each program component to some of which additional information is provided in form of attached documents. The activities of the partner institutions are presented in summary form, and the detailed reports prepared by the leading associations and publishing houses attached in the annexes.

At the end of the report, you will find the matrix table developed for Lebanon for a summary of the progress of the different activities including the success indicators.

# 1 Coordination and Supervision

ASSABIL, as the host institution of the ALF Program for Children's Literature in Lebanon has supervised and coordinated, in cooperation with the team of the Children's Literature Program in Alexandria and the 3 partner institutions in Lebanon, all the activities implemented in the scope of this program.

## **Preparing and Evaluate detailed Work Plan & Monitor the implementation of the Work Plan**

In the preparatory phase of the activities, ASSABIL has held preparatory meetings with the ALF team and the partner institutions to prepare detailed project agendas and budgets to be approved by the ALF team. However the role of ASSABIL as the Host Institution during this phase was substantially assisted by the ALF team, as none of the participating institutions in Lebanon was used to the administrative procedures and project detailing that was required to obtain the approval for the activity agendas. During this first phase, much of the information was still centralized with the ALF management team, and after finalizing the projects, ASSABIL and the partners feel that a general meeting with all the partners should have been done once all the agendas were approved for the presentation of the projects. This will certainly be included in the next phase of the project, since it allows for an exchange of ideas prior to the implementation and allows making sure that all project partners are well aware of all the projects and activities done by the others.

Upon approval of all activity agendas, ASSABIL has signed cooperation contracts with each of the partner institutions for the implementation of the projects. A coordinator was hired to follow up and supervise the implementation of the activities and has attended multiple events that took place (training sessions, animations in classes, launching events...). The coordinator also redirected the focus of certain activities if necessary in order to meet the main focus of the program as set by ASSABIL to be the promotion of 'reading for fun'.

Evaluation meetings were organized after completion of each activity. Project partners in Lebanon plus one or two 'outsiders' (publishers, researchers) were invited to the evaluation meetings. The evaluation meetings were constructive and resulted in positive and critical discussions on the successes, difficulties, shortcomings and potential future extensions of the projects. The remarks, critics and resulting recommendations have been integrated into this report (brown boxes at the end of each activity report).



## Communication

The results of all activities have also been presented to the public and related stakeholders in a press conference held at the Monnot Library on Wednesday July 22<sup>nd</sup>, 2009. All local media, including newspapers, magazines, radio stations and TV-stations were invited. Attached is a list of selected articles on the ALF children's literature program and related activities that were published in the local media.

## List of meetings held

Date	Name	Attendants
27-Oct-08	Coordination ALF-ASSABIL	3
30-Oct-08	Coordination ALF-ASSABIL	4
14-Nov-08	Coordination ALF-ASSABIL	2
27-Nov-08	Coordination ASSABIL-ARRANIA	3
4-Dec-08	Coordination ALF-ASSABIL	3
5-Dec-08	Coordination ALF-ASSABIL	5
11-Dec-08	Coordination ASSABIL-ARRANIA	3
18-Dec-08	Coordination ASSABIL-BAHITHAT	4
22-Jan-09	Coordination ASSABIL-AUDIT	5
24-Feb-09	Coordination ASSABIL-BAHITHAT	5
2-Mar-09	Coordination ASSABIL-ALF	2
3-Mar-09	Coordination ASSABIL Activities	5
4-Mar-09	Coordination ASSABIL-AUDIT-Parnters	4
16-Apr-09	Evaluation Meeting Iqra, 1st session	11
07-Mai-09	Evaluation Meeting Iqra, 2 <sup>nd</sup> session	10
25-Mai-09	Launching of copyright Handbook	40
28-Mai-09	Reception of and Presentation to Gemma Aubarell	11
26-Jul-09	Evaluation Meeting Bahithat, Khayyat al-Saghir	10
18-Sep-09	Coordination meeting, presentation of ALF website	5
24-Sep-09	Final Evaluation Meeting, ASSABIL activities	11

These meeting served the purpose of the general coordination, supervision and evaluation of the different project activities. Continuous coordination work and assistance was provided in addition over direct assistance in project activities, email and phone.

### Attached Documents for activity 1 Prepare, evaluate and monitor work plans

- **Annex 1:** Press Release for Press Conference
- **Annex 2:** Press Review on activities during the project period
- **Annex 3:** Type of evaluation format prepared for the final evaluation meeting with Iqra'

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## 2.1 Research on Children's Literature

A study on the topic *The Image of the Child in Children's Literature, the Lebanese Context* was conducted and is led by Dr. Amal R. BouZeineddine from the American University of Beirut, Department of Education in collaboration with Ms. Rima M.N. Chamout, a holder of a Masters Degree in Elementary Education from the American University of Beirut, Department of Education.

The purpose of the study is to attempt a description of the child's image in books written for children and published in the Lebanese context. Nevertheless, it should be noted here that these children's books are basically written with the Arab audience in mind not exclusive to Lebanon per se although a few books are specific in theme to Lebanese issues. The study posed four hypotheses which investigated (1) the child's image in children's literature in relation to recent research in education (2) the child's image in children's literature as a reflection of society, (3) stereotyping in children's literature in Lebanon, and (4) the impact of social and political change on children's literature.

The review of literature integrates studies conducted in the Arab world as well as those in the Western hemisphere in order to provide a comprehensive survey. The review of literature answers 5 questions: (1) What is children's literature? (2) What are the characteristics of quality literature? (3) What are the controversial issues in children's literature? (4) What is the image of the child in society? (5) Do political and social changes affect children's literature? It is not surprising to learn that issues in children's literature are common across cultures and unique in few. Defining children's literature has been reported as a complicated matter, while quality literature is identified in terms of how much it impacts a society and is responsive to social change. Controversial issues are common in different cultures, issues such as stereotyping, prejudice, religion and divorce. As to the child's image in society, it has been reported that the child's image is portrayed from the writers' point of view and not the child's. Finally, experts contend that the significance of children's literature is in its role as an agent of as well as a medium for political and social change, be it in the present or future times.

The current study surveyed 90 children's books published in Lebanon. The books varied in genre, from stories, poetry to plays, and for four different age groups, ranging from age 0 to 5; 6-8; 9-11 and 12+. In order to collect the needed data, the researchers developed a rubric based on the four hypotheses and the research questions. The reported interrater reliability is set at 0.85. Data collected is reported and presented in the tables which delineate findings in percentages for each hypothesis and age group using. Analysis and discussion of results is provided. Limitations for the study are also reported.

The study is presented in two sections; section I comprises 4 chapters:

1. The image of the child in children's books from age zero to 5 years;
2. The image of the child in children's books from age 6-8;
3. The image of the child in children's books from age 9-5;
4. The image of the child in children's books as an adolescent;

Section II comprises four chapters also:

1. Development of the child's image according to gender stereotyping and the child's age: comparisons;
2. Development of the child's image according to social milieu: comparisons;
3. The child's image in Lebanon: values, authority, potentials;
4. Recent views of the child's image: summary and inferences.

**Attached Documents for activity 2.1 Research:**

- **Annex 4:** Research in Arabic
- **Annex 5:** Summary of research in English

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## Activity 3.1

### Advocacy, Promotion Meetings, Workshops

#### (A) Copyright booklet implemented by Khayyat al-Saghir



The Publishing House Khayyat al-Saghir has put together an information booklet on copy-right questions for authors, illustrators and publishers of children's books in Lebanon.

The produced book is at the same time a source of information as well as a note and sketch book encouraging the persons who hold it in their hands to let their imagination flow and put their ideas on paper.

The book was launched in a seminar held on May 25<sup>th</sup> at the Monnot Library. The event was marked by a lively debate arose between the authors, illustrators, students and publishers and the lawyer who had to answer many questions. Finally, a stand-up comedian and a rapper assured a cheerful closure of the event.

Al-Khayyat al-Saghir has distributed the booklet to publishers and free-lance authors and illustrators in Lebanon and has provided graphic design and illustration departments of several universities with free copies (see final narrative report prepared by Al-Khayyat al-Saghir, annex 7, for more details).

#### Attached Documents for activity 3.1 Advocacy (Copyright booklet):

- **Annex 6:** Soft copy of produced copyright booklet
- **Annex 7:** Final narrative report prepared by Khayyat el-Saghira in arabic



## Evaluation and Future Program Recommendations

During the evaluation meeting held on July 16<sup>th</sup> at the Resource and Training Center in Ras el-Nabeh, the importance of having a reference booklet on copyright issues was highly emphasized. It is a very important step since many people are not aware of their right or even what every right might mean or what it might contain. The way that the information is placed in the booklet is very clear and can help the parties in understanding their rights and it asks most of their questions. In addition, the references to previous pages make it clearer. As such it is a valuable addition to the already existing guide for copyrights in Lebanon published by LIPA – not focused on children's literature (see [www.lipa-lb.org](http://www.lipa-lb.org) for more information).

Al-Khayyat al-Saghir opted for the production of a very beautiful book that combines the information on copyrights, but is at the same time a sketchbook. This choice had the effect, that only a limited number of books could be produced and only one public presentation and explanation of the content of the book was possible within the given budget frame. This event was met with a vivid interest by numerous artists, writers and graphic designers present and incited a lively discussion and many questions were asked to the two authors and it is regrettable, that only one such event could be organized.

Indeed, while the book was distributed to university departments related to creation of texts, graphics and art, it was highly recommended to accompany this distribution in the future with awareness raising events, and seminars, in which the content of the book will be presented to the students and questions, can be asked to the authors. It would also be great if the book and its content could be presented at the occasion of national and international book fairs, as it is the practice in many fairs in other countries.

For an eventual reprint of the book, it was also recommended to add a glossary, explaining key-terms and concepts of the copy-right law, and a list of publishing houses in Lebanon, which might be interesting for all persons who are using this book as a reference (young authors, artists, illustrators, graphic designers etc.).

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## (B) Conference on children's literature implemented by Bahithat



Bahithat, the Association of Women Researchers has organized on June 12<sup>th</sup> through 14<sup>th</sup> an international conference on children's literature in Beirut. The project was co-funded by different sponsors and brought together researchers, authors, illustrators and publishers of children's book not only from countries all over the Arab world, but also from Europe and Asia.



The conference was attended by over 80 visitors each day, a number that clearly exceeded the expectations of the organizers. Among the attendees were also a large number of young professionals, working in the field of children's literature (illustrators, educators, authors etc.).

A detailed report on the topics and issues raised and discussed during the conference is attached in the annexes of this report and gives a detailed account of the content of the event.



### Attached Documents for activity 3.1 Advocacy (ASSABIL):

- **Annex 8:** Detailed report on conference presentations and debates prepared by Bahithat
- **Annex 9:** Press Review
- **Annex 10:** Conference Program

Program Host Institution:

## Evaluation and Future Program Recommendations

During the evaluation meeting held on July 16<sup>th</sup> at the Resource and Training Center in Ras el-Nabeh, the importance of this conference, as the first international conference on children's literature in Lebanon, was highly emphasized. It is even more important to bring professionals, researchers and activists together to debate and exchange on the topic, since there is a rising awareness of the importance of children books in the region.

The different sessions and round table made it a rich conference and the presence of national and international speakers from very different cultural backgrounds made it fruitful.

Given the success of the event and the positive feedback from participants, attendees and the press, Bahithat is planning to make this conference a regular event that is to take place every second summer. This idea was met with great enthusiasm during the evaluation meeting.

While the invitation of young and new publishers and illustrators was very welcomed, it was recommended that future conferences will also give space to more experienced publishing houses to give their input and assessment of the current developments. It will also be an occasion to involve more of the many people and organizations active in this domain in Lebanon (e.g. LBBY).

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## (C) Advocacy activities implemented by ASSABIL

The Advocacy activities included in the work plan of ASSABIL included three separate activities:

- i. Launching and Distribution of guide book '99 recipes to spice up the taste of reading'
- ii. Photographic Documentation of the ALF Program in Lebanon
- iii. Printing of advocacy materials (Marguerite of Dewey for children's sections in 20 public libraries, and reprint of posters and/or brochures)

Below is a detailed report on each of the three activities:

### i. Launching of the guide-book '99 recipes to spice up the taste of reading'

In presence of the Director General of the Ministry of Education, Dr. Fadi Yarak, ASSABIL has invited to the presentation of its publication '99 recipes to spice up the taste of reading'. The ceremony took place on Wednesday, July 22<sup>nd</sup>, and speakers included: Michele Warde-Fawaz (President of ASSABIL, Friends of Public Libraries Association), Mr. Rachid Chalah (Municipal Council Member and Representative of the Mayor of Beirut, Mr. Abed el-Monem el-Ariss), Dr. Fadi Yarak (General Director of the Ministry of Education), Ali Sabbagh (Activity Coordinator ASSABIL Libraries), Joumana Behlok (main trainer of ASSABIL) and the author of the book, Nawal Traboulsi.



The Launching took place in a warm and pleasant atmosphere and was attended by around 50 people from the media, representatives of the Ministries of Education and Culture, publishers, children's book authors, illustrators, school directors, animators and librarians. The general and individual interest in the book was remarkable.



About the Book:

#### '99 recipes to spice up the taste of reading'

This book addresses topics such as the role of libraries, playing with language and writing, creating and analyzing images, how to find information, critical thinking and expressing oneself, how to work with groups and individuals, learning about other cultures, and a basic introduction to new technologies. The primary focus, however, is on organizing activities that encourage a love of reading among children and young people. Educators, workshop coordinators, and teachers are sure to find lots of useful information in this user-friendly guide.

ASSABIL also presented its distribution strategy for the book, which is to provide all public libraries and interested public schools with 2 or 3 copies of the book for free, however, only in connection with librarians and educators attending a special training on the use of the book and the activities presented in it, in order to assure that the book will not only be distributed but also used.

Program Host Institution:

Throughout the 8 months of the ALF program in Lebanon, ASSABIL has organized 6 Training sessions on the book animated by Joumana Behlok and Nada Aboudi. Four of these training sessions were included as activities in the advocacy program (2 were part of the regular Training Program supported by the ALF Children's Literature Program, see section 3.3 (B)).

The Trainings held in the scope of the advocacy and book launching program were the following:

**Trainer:** Joumana Behlok

**Dates:** June 22<sup>nd</sup>, 23<sup>rd</sup>, 29<sup>th</sup> and 30<sup>th</sup>

**Venue:** Resource and Training Center in Ras el-Nabeh, 9 am – 2 pm

**Participants:** Teachers from public schools and associations cooperating with ASSABIL in the program 'Public Schools and Public Libraries'. In total 46 educators and activity animators participated to the four training sessions.



#### **Distribution of Books '99 recipes to spice up the taste of reading':**

So far over 300 copies of the book have been distributed:

- to attendees of the training sessions,
- to public libraries in Lebanon
- to ALF partner institutions in other countries
- to participants at the launching event
- to other interested associations, actors and partners

In order to continue the distribution of the book through trainings, ASSABIL aims to organize an intensive training program on the book for the year 2010, in cooperation with the Ministry of Education who presented a highly positive evaluation of the book.

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## ii. Photographic Documentation of the ALF Children's Literature in Lebanon

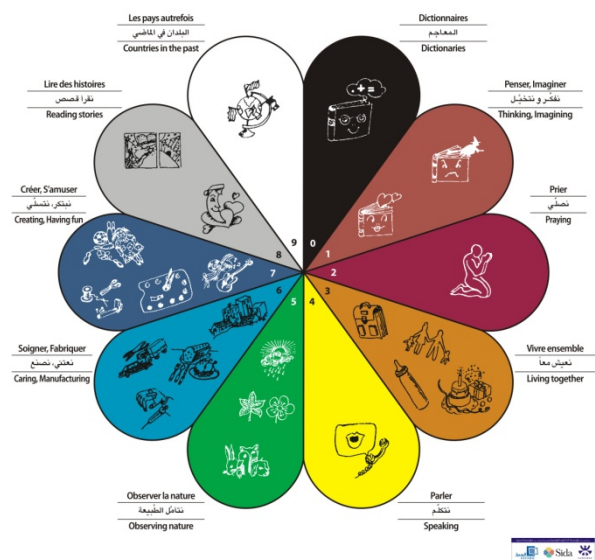
ASSABIL has hired a photographer to document the different projects and activities being implemented in the framework of this project (except 3.4 Iqra' Association, since the project includes a photographer on its own).

The photographer has visited the different program activities and events and has also effectuated photographing excursions to the ASSABIL network libraries. The pictures serve for the documentation and advertising of the activities not only on the ASSABIL and ALF websites, but also in the local media.

## iii. Printing of Awareness Materials

The initial work plan presented by ASSABIL has been modified and approved in June 2009. Under this program activity, ASSABIL has printed 25 copies of the Dewey Marguerite for the classification of children's books in public libraries.

These colorful and decorative information panels have been distributed to 20 ASSABIL network libraries and the municipal libraries of Beirut and the mobile libraries, where they are used by librarians and animators to explain to visiting school classes and children where they can find the different books, how they are organized and introduce them to the public library system.



Furthermore, ASSABIL has published small brochures informing about ASSABIL's work with public libraries and the promotion of children's literature in Lebanon.

### Attached Documents for activity 3.1 Advocacy (ASSABIL):

- **Annex 11:** Training Report and List of Training Materials
- **Annex 12:** Press Review
- **Annex 13:** Picture CD
- **Annex 14:** Soft Copy of Dewey Marguerite
- **Annex 15:** Softcopy of Brochure

*Evaluation and Recommendations for future programs integrated in next section*

Program Host Institution:



## Activity 3.3

### Resource and Training Center

The main component of the Children's Literature Program in Lebanon was the establishment of a Resource and Training Center for Librarians and Educators by ASSABIL, Friends of Public Libraries Association in Ras el-Nabeh, Beirut.

There are more than 70 public libraries in Lebanon. ASSABIL, Friends of Public Libraries, has played a pivotal role in the support and development of public libraries in Lebanon since its creation in 1997. Having established two municipal public libraries in Beirut and as the coordinator of a network of more than 20 public libraries throughout the country, ASSABIL recognized the need to establish a Resource and Training Center to support everyone involved in efforts to promote books and reading including librarians, teachers, parents, writers, illustrators, publishers, volunteers, educators, and activity coordinators.

**The Resource Center's main activities include:**

- Make available at the Training and Resource Center the materials (books, DVDs, CDs, exhibits, etc.) and expertise needed by those working to promote public libraries, books, and reading.
- Build a collection of children's literature and make it available to people working in the field.
- Distribute books and publications to public libraries, public schools, universities, and associations.
- Offer training workshops for those working in public libraries and schools in Lebanon
- Organize a regular program of cultural, educational and leisure activities to encourage people of all ages and especially children, to read
- Organize regular book discussions on children's and adults literature
- Publish user guides and books on different topics related to the establishment, management and operation of public libraries in Lebanon.

**The ALF Children's Literature program has provided generous support and assistance for:**

- (A) the establishment of the Center;
- (B) an intensive training program for librarians and educators during 8 months
- (C) a series of regular cultural, educational and leisure activities in 22 public libraries throughout Lebanon
- (D) a book-club for librarians

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## (A) Establishing a Resource Center

ASSABIL has put in place the spatial framework for the Resource Center and its library in its premises in the Ras el-Nabeh neighborhood in the Lebanese capital city.

The center is now fully equipped and includes the following facilities:

- Resource Center Library and Training Room
- A special room for Arabic Children's Literature
- Book storage and circulation Room
- Coordination and Administrative Offices



Thanks to the ALF support, ASSABIL has equipped these different facilities with the necessary shelving and storage furniture (e.g. special furniture was commissioned for the adequate storage of exhibits and posters available and circulated from the Resource Center), working tables and necessary equipments. Furthermore the center was able to considerably extend and improve its collection on diverse issues such as:

- Arabic Children's Literature
- Public Library operation
- Collection Management
- Activities Programming for Public Libraries
- Library spaces
- Animations in library
- Animations around books with school classes
- Trainings
- Reference books
- Bibliography
- Catalogues

Two librarians have been hired to put in place the resource center library and manage the distribution of books to the different libraries throughout the country. Besides the acquisition and cataloguing of resource materials, the librarians are working on coordination with different institutions and professionals in the field in order to inform about the center's activities and services and to seek cooperation with different actors in the field.

Program Host Institution:



Arrangements and cooperation agreements have been concluded notably with

- the **Ministry of Culture** (Distribution of books, Training sessions, circulation of exhibits in network of public libraries of the Ministry)
- the **Ministry of Education** (Launching of book '99 activities to spice up the taste of reading', Training sessions, circulation of exhibits in public schools, and others)
- **Anis Makdisi Program for Literature at the American University of Beirut** (Cooperation in activities involving visiting authors from abroad, e.g. reading and debate session with author Rabi Alameddine)
- **Education Department of Saint Joseph University** (Exchange of ideas and publications made available at the respective libraries)

While until now, the Resource Center library and the children's literature collection are open to on site consultation only, the Resource Center activities such as the distribution of books, the training sessions as well as the organization of various activities in libraries throughout Lebanon is well underway. It is however our aim to operate the Resource Center Library as a rental library at a later stage of the project. The ALF Program certainly helped us to get a huge step closer to this stage!

**Attached Documents for activity 3.3 (A) Establishing a Resource Center:**

- **Annex 16:** Distribution List for 10 winning titles of 101 book exhibit donated by ALF
- **Annex 17:** Distribution List for 60 copies of "*Al Ddeh Shadeed el Gou*" de Dar el-Baslsam
- **Annex 18:** List of titles available at Resource Center Library

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## (B) Trainings

One of the main activities of the Resource and Training Center is the organization of Training sessions for librarians and educators. Thanks to the ALF Children's Literature Program ASSABIL was able to substantially increase the number of educators benefitting from ASSABIL trainings.



The program included not only the organization of 6 main trainings in multiple sessions, but also organization of ASSABIL's trainings over the last years in an easily consultable Training Database, and the development of strategic recommendations for future training programs (topics, formats, target groups) at the Training Center. The latter two components will allow a better organization, re-shuffling and rearranging of different trainings in future programs of the Center. They help ASSABIL to redefine and fine-tune the training program to the needs assessments included in the documents as well as to particularly new and old target groups.



As indicated in the table on the following page, ASSABIL organized 6 trainings which took place in 13 training sessions. In total, 150 participants benefitted from the trainings on different topics and issues relevant to Arabic children's literature. Participants were chosen among the ASSABIL network libraries, the network of public libraries of the Ministry of Culture, and teachers from the public schools surrounding the municipal public libraries of Beirut.



To these trainings, we have to add the 46 participants to the four additional training sessions that were held by Joumana Behlok on the book '99 recipes to spice up the taste of reading' that were organized in the scope of the ASSABIL advocacy activities.

Program Host Institution:

### Training Sessions in the scope of ALF Children's Literature Program in Lebanon

Training Topic	Trainer(s)	Date(s)	Venue	# of Participants
<b><u>Storytelling:</u></b> <i>Session 1:</i> Storytelling Techniques and Choice of Stories to tell <i>Session 2:</i> Drama and Puppet shows for librarians	Joumana Behlok  Karim Dakroub	23-Feb-09  17-Jul-09	Monnot  Bachoura	14 librarians & educators  17 librarians
<b><u>Collection Management:</u></b> <i>2 Sessions</i> Tools and Techniques of cataloguing in the ASSABIL Network Libraries	Clarisse Chebli, Aline Hazarbedian	30-May-09 13-jun-09	Monnot	7 librarians 12 librarians
<b><u>Activities for School Children:</u></b> <i>Session 1:</i> Reception of School Classes for Librarians <i>Session 2:</i> Animations around books for Educators	Nada Aboudi  Joumana Behlok	16-Mar-09  14-Mar-09	Bachoura  Bachoura	13 librarians  19 educators
<b><u>Activities for Teens:</u></b> Animations and Activities for kids, teenagers and public at large around two exhibits 'Playing with Science' and 'From the Miniscale to the Giant' <i>2 sessions over 2 days each</i>	Cosette Azzi , Ali Sabbagh	14-Apr-09 15-Apr-09 27-Jul-09 20-Jul-09	Monnot	8 librarians 9 librarians 7 librarians 6 librarians
<b><u>Children's Books in Public Libraries:</u></b> <i>Session 1:</i> Children's literature in Arabic <i>Session 2:</i> Illustrations in Children's books	Hala Bizri  Lena Merhej	16-May-09  15-May-09	Bachoura  Bachoura	15 librarians & educators 14 librarians
<b><u>Activities with recycled materials:</u></b> <b><u>"something out of nothing"</u></b>	Najla Khoury	17-Jul-09	Bachoura	9 librarians
<b>Total Number of Trainings:</b> <b>Total Number of Training Sessions:</b> <b>Total Number of Participants:</b>	<b>6 Main Trainings</b> <b>13 Training Sessions</b> <b>150 Participants</b>			

### **Attached Documents for activity 3.3 (B) Training for Librarians and Educators:**

- **Annex 19:** Individual Training Reports including detailed information on training content, materials used, observations and participant feedback
- **Annex 20:** Soft Copy of Training Data Base
- **Annex 21:** Strategic Recommendations for Future Training Programs

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## (C) Storytelling and Activities for children

The Resource and Training Center has organized a very ambitious (as it turned out) and intensive program of regular activities not only in the three municipal libraries of Beirut and ASSABIL's Kotobus (a mobile library), but also in 17 network libraries throughout Lebanon and public spaces in Beirut. The activities included

- i. Weekly storytelling activities in 20 libraries
- ii. Reception of school classes in 4 libraries
- iii. Cultural activities
- iv. Writing workshops in 2 libraries

Below is a brief account of the activities held, our observations and the main challenges we were facing in the implementation of the program.

### i. Weekly storytelling sessions in Beirut and network libraries

Between December 2008 and July 2009, a total of 453 storytelling sessions in 20 public libraries and 2 public spaces have been held. In total, over 8000 children have participated to this activity.

After the first 2 months of implementing the program, ASSABIL has realized that the set objective to hold a weekly session in each of the network libraries was very ambitious. Indeed, in only 10-12 libraries the storytelling hours actually took place on a weekly basis. In others the sessions were less frequent.

While knowing from the start that our ambitions were set high, we hence had to realize the degree to which it is challenging to motivate such a big number of libraries to organize regular events. A successful implementation of the program required not only the engagement and motivation of ASSABIL's librarians and staff but also needed the active engagement of our partner libraries in the regions some of which are facing serious problems (see section follow-up on activities on the following pages).

As a result and as already reported, since Mid-March 2009, numerous libraries organized storytelling sessions for kids in the local schools. We felt, that this was a necessary step to kick start a regular weekly storytelling program, since it can slowly introduce this type of activities to both librarians and kids, as it lets the librarians experience the effects and familiarize with the practice and initiate the kids to a love of stories and reading.

#### Libraries participating in the program

Bachoura  
Geitawi  
Monnot  
Kotobus  
Batroun  
Barouk  
Hammana  
Baaqline  
Beit Mery  
Tripoli  
Hermel Municipal Lib.  
Aley  
Jezzine  
Srifa  
Hermel Associative Lib.  
Bourj Chemali  
Joun  
Mtein  
Dabbayeh  
Btekhneyh  
Beirut public space





As the final statistics in the table below show, 306 storytelling activities (around 68 %) were held in the public libraries themselves, 147 sessions (32 %) were held in schools surrounding the libraries, as well as in public spaces in the capital city. Also the table clearly indicates the discrepancy in the number of storytelling sessions held in the different libraries.

<i>Library</i>	<i>Storytelling Sessions in Library</i>	<i>Storytelling Sessions in Schools</i>	<i>Participants</i>	<i>Total number of storytelling sessions</i>
Bachoura	19	7	425	26
Geitawi	16	-	183	16
Monnot	8	2	209	10
Kotobus	n.a.	n.a.	407	4
Batroun	20	9	555	29
Barouk	20	8	285	28
Hammana	16	3	246	19
Baaqline	19	9	350	28
Beit Mery	12	5	326	17
Tripoli	26	-	603	26
Hermel Municipal Lib.	27	9	1631	36
Aley	23	13	714	36
Jezzine	9	-	146	9
Srifa	9	-	100	9
Hermel Associative Lib.	22	24	797	46
Bourj Chemali	4	-	82	4
Joun	17	-	160	17
Mtein	12	10	287	22
Dabbayeh	15	-	132	15
Btekhneyh	8	17	384	25
Beirut public space	-	31	n.a.	31
<b>TOTAL</b>	<b>306</b>	<b>147</b>	<b>8022</b>	<b>453</b>

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While we have hence failed to reach our goal of regular weekly storytelling sessions in 22 libraries, we nevertheless report a big overall success of the storytelling activities in the libraries. For many libraries the program allowed for the first time to hire special storytellers for regular visits and activities in the libraries. Also, in many libraries the storytelling hours are a fixed item of the weekly program of many kids who attend the event every week.

The storytelling activities are their entry gate to the public libraries, where they get initiated to a love of books and regular users of the libraries as spaces where they can find books for leisure as well as for their homework and research and where they can assist in numerous different cultural and intellectual activities!

## ii. Cultural Activities

Since December 2009, regular cultural activities are being organized in Beirut's municipal libraries. In Summer 2009, and after a modification of the initial work plan, cultural activities for children (e.g. puppet shows) were also organized in network libraries in different regions in Lebanon.

The organization of cultural activities in public library directly serves for the promotion of the libraries and the attraction of new target groups. Indeed, public libraries are much more than just spaces for books; they are public spaces for culture, for debate, for continuous education and meeting spaces. The organization of cultural activities allows to attract new crowds to these spaces who will eventually come back to not only discover the cultural animations taking place in this space but whole interest will be triggered to come back and look at the books available. It is therefore our concern to present, with each cultural activity, the resources and books on the topic available at the public libraries.



Program Host Institution:



The cultural activities held in the scope of the program did not only include activities for children such as puppet shows and other performances, but also cultural activities that attract an adult public. It is essential for the library to offer not only activities and services for children but to be also attractive to parents. Parents, who are attracted to public libraries and books, will come back and make their children discover the pleasure of books and reading, too.

In total 37 activities were held:

- 16 Musical evenings with Elias Sahab and Bachir Sfeir
- 4 special poetry evenings accompanied by the musical play of Moustapha Said and Oussama Abdel Fattah
- 5 Puppet show performances with 'Les amis des marionnettes' and Mahmoud Hourani
- 6 Theatrical storytelling performances with Ahmad El-Aydi and Houssein Loubani
- 1 Drawing Workshop with Lena Merhej
- Closure event including 1 Clown Performance, 1 T-Shirt Painting Activity, 1 theatrical storytelling performance and 2 interventions by beat box and rap artists from Beirut.

Activity	Sessions	Participants
Drawing workshop	1	32
Puppet Shows	5	245
Musical Evenings	16	321
Poetry Evenings	4	99
Storytelling Performance	6	426
Closure Event	(5)	200
<b>TOTAL</b>	<b>37</b>	<b>1,323</b>

### **The Big Program Closure Party:**

The eight busy months of activities focused on children's literature concluded with a ceremony in the garden of the Geitawi Public Library on July 24, 2009. In addition to the ALF exhibit, the around 200 participating children, parents and grand parents enjoyed a clown show, readings, a beat box performance, and a rap concert.



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### iii. Writing Workshops

Two writing workshops were animated by Nisrine Ojeil in the libraries of Bachoura and Geitawi. The writing workshops were attended by children aged between 8 and 13 years and have followed a new format compared to other writing workshops held in our libraries in previous years.

Indeed, in 11-12 sessions held for each writing workshop, the children have each produced their own little book, and had the chance to transform themselves into authors, illustrators and book producers.

The feedback ASSABIL received from the workshop animator as well as from the participating children and their parents was very positive, with repeated requests to repeat the activity or organize it as an activity that will take place in the public libraries the whole year round.



### iv. Reception of School Classes

The reception of school classes in the municipal libraries of Beirut and in the mobile library is a major program implemented since December 2008. Between December 2008 and June 2009, the four libraries have received **450 school classes and over 9000 pupils**.

For these activities, the municipal libraries of Beirut have been working intensely with the public schools surrounding the libraries and who are sending school classes to the library on a regular basis. While during most of the time the animation program is defined in consultation between our animators and the school teachers depending on the particular needs and wishes of the different classes (topic, type of activity...), during some periods, ASSABIL also sets special focus themes or animations around a particular topic and exhibit. All animations aim above all at transmitting to the pupils a love of books and the pleasure of reading for leisure.

Program Host Institution:



Animations around particular exhibits were held in December '08 and January '09 in the libraries of Bachoura, Geitawi and Monnot and have met the enthusiasm of animators and pupils. The three exhibits used were:

- **All Parents, All Different (Topic tackled: Differences, Tolerance, Racism)**
- **Playing with Science**
- **Tiny to Gigantic**

According to the age of the pupils, the animations around these exhibits include working with a series of books, experiences and debates. The interactive animations in which the pupils can also interact themselves either in trying experiences themselves or in debating and telling stories from their lives, have a great success with the schools and allow to the animators to instigate interest not only in books but also in otherwise 'annoying' and 'boring' topics. The feedback from one of the teachers having assisted in the activity in the Geitawi Library is indicative: *"This is the first time that I see ALL the students' interested and motivated, even the most passive ones in class. Everybody wished for the session to last longer!"*

The reception of school classes did happen on a rather continuous and regular base, however less regular than compared to experiences in previous years. This was partly due to phases of highly frequent strikes by the syndicate of educators resulting in the last minute cancellation of previously scheduled visits; furthermore the ministry of education announced in April 2009 the early closure of the public schools due to the parliamentary elections in June 2009. This announcement had the effect that public schools no longer accepted to send pupils to the libraries, since they felt that every second was needed in the class room to finish the yearly curriculum with one month less time.



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Finally, the schools stayed open until the end of the regular school year; however, class reception has been interrupted in some phases. During those phases, our animators visited school classes in their schools and visited other educational institutions such as orphanages.

ASSABIL has been receiving school classes from over 25 public schools to the public libraries in Beirut since 2003. The program 'Public Schools and Public Libraries' knows a great success and is supported by the Ministry of Education. Despite all the positive experiences, feed back, the demand coming from the schools and the pupils, it is difficult for ASSABIL to secure continuous funding for this essential activity, that is not only educational, but which introduces students to the pleasure of reading and books, but also to concepts of public space, public debate, citizens' rights and duties and human rights.



Program Host Institution:



## v. Follow-up on Activities Program in Beirut and Network Libraries

The programming of this amount of cultural, educational and leisure activities at the libraries has been a great challenge for ASSABIL, and it would not have been possible without the great engagement and effort of our expert librarians who were in charge of following up on the smooth implementation of all the activities with the different libraries and schools.

The coordination with the municipal libraries of Beirut, while facilitated by the fact that all libraries are located in one city, was a big job because of the amount of activities that were happening; In addition to the 37 activities that needed funding by the ALF program, the activity coordinator together with the librarians have organized a large number of different other cultural programs and activities for which they managed to convince the authors, artists and organizers to donate the activity for free. Among the activities held were:

- Film Clubs for Teenagers at the Monnot, Geitawi and Bachoura Library
- French Poetry Evenings at the Monnot Library
- Meetings with authors at the Bachoura, Geitawi and Monnot Library
- Meetings with Publishers at the Monnot and Bachoura Library

The follow-up with the network libraries however was a huge challenge for us, and has made us realize quite a few problems that we need to address in future programs. Indeed, some of the libraries, while very well equipped are counting very low numbers of visitors, others, are operated by only volunteer or untrained staff and need assistance in how to operate their small library, still others are operating during very inadequate opening hours and hence are also very rarely visited.

Thus, while several of the network libraries are very active and animated libraries whose librarians are doing a great job to bring in the public and offer all kinds of activities and services, others need particular help in developing the libraries into lively and animated spaces. To follow-up on the implementation of the activities, the librarian visited all participating partner libraries in the regions and villages to work closely with them and see how some of their problems can be resolved and what needed to change in order to improve their services, attract more visitors and widen the scope of their activities. The training program ASSABIL is implementing also assists in this process, however, we realize that there is still a long way to go and bring all libraries on track to implement regular activities and programs for children and adults in the libraries.

### **Attached Documents for activity 3.3 (C) Activities and Storytelling for Children:**

- **Annex 22:** Report on class reception in the mobile library 2008/2009 prepared in Mai 2009
- **Annex 23:** Account on writing workshops by workshop animator Nisrine Ojeil (in French)
- **Annex 24:** Evaluation Sheet for Network Libraries visited by Expert Librarian

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## Evaluation and Future Program Recommendations

It was thanks to the multiple storytelling activities, the cultural events, the reception of school classes, the book club and the numerous different trainings that ASSABIL was able to organize in the scope of the ALF children's literature program that the last 10 months, have been for our libraries a period of intense activities. One of the main objectives of the Resource and Training Center is to 'bring libraries to life' in three main ways: (1) through the organization of activities for children, teenagers and adults, (2) through the training of librarians and other professionals working in the field of education, books and libraries, and (3) through making available a resource center library offering advice, information and materials for all those who want to promote public libraries, reading for children and books in general.

The 8 months program was very much aligned with these objectives and it has been a big success for ASSABIL that we would like to continue in the coming years. In the following we will present our recommendations for the continuation of the program including suggestions of adaptations that will allow us to implement a program with a bigger impact and overcome some of the challenges and problems we faced during the last months.

### Resource Center Library in Ras el-Nabeh

#### *- Animating the center*

While in the first phase of the ALF children's literature has allowed us to fully equip the resource center library, and expand its basic collection, it is the resource center library that still needs to be 'brought to life'. ASSABIL hopes to integrate into the coming projects a program for librarians and professionals in the field of education and books and to animate the center not only with trainings (as is already the case) but also with discussions, presentations and seminars with experts on Arabic children's literature, child psychology, education etc. The recent announcement of the creation of the annual ASSABIL children's book prize for the best text published in Lebanon (new publication) is already a step into this direction.

#### *- (Re-)Production of exhibits and educational material on reading*

Furthermore, it was recommended in the evaluation sessions for the program, to increase the collection of exhibits and educational materials on books and reading for children. ASSABIL is actually witnessing a great success of the few available exhibits that are circulating in the libraries and it will be great to produce not only new exhibits but also additional copies of the existing ones in order to be able to increasingly also provide partner associations such as Iqra' and public schools with the possibility to 'rent' the exhibits.

### Trainings for librarians and educators

The strategic recommendations for the training program organized by ASSABIL as part of the activity program will provide recommendations in detail. We will use this space to summarize the main concerns raised during the evaluation meetings:

- Further increase and continue the positive experience of integrating teachers and educators in the training program (in cooperation with the Ministry of Education and the Ministry of Culture) as well as librarians from libraries outside the ASSABIL network.

Program Host Institution:

- Increase cooperation with partner associations on trainings, e.g. provide technical trainings on cataloging and collection management for the class libraries of Iqra' to the activity coordinators and educators working on the project, integrate Iqra's activity coordinators in trainings that can be useful for the work with school children.
- Given the problems we were facing with regard to implement regular activity programs in the network library, ASSABIL would like to suggest a summer workshop of the librarians of the network during which a yearly activity program is developed for each of the library in cooperation and exchange with the other libraries and accompanied by a trainer to guide the process and to later on supervise the implementation of the activity program (see also activity coordination for network). It is suggested that the training also include an important part on communication and community outreach policies, techniques and practicalities.

### **Activities and storytelling for children (storytelling, cultural activities, class reception)**

#### *Intensive activity coordination for network*

In view of the challenges and problems we faced in the implementation of the activities of the network libraries and the numerous problems these libraries are facing, ASSABIL estimates it as crucial to include in the upcoming program a network coordinator who will be able to follow up very closely not only the implementation of the activity program but also help the librarians to address the many problems they are facing (attraction of visitors, adjustment of opening hours, publicity and community outreach etc.).

#### *Communication and Community Outreach*

It was agreed in the evaluation meeting, that it is highly important to considerably increase the publicity on the activities implemented in the public libraries. While ASSABIL is currently placing ads in the cultural event calendars, little effort is put into the production of announcement posters and flyers. Most of the time the activities are announced in the newspapers; however more visibility is absolutely necessary to attract new crowds and more people to the organized events. In this regard ASSABIL and the libraries also need to communicate with the partner institutions such as Iqra, who is in close contact to many schools in the regions of Lebanon and would be interested in bringing them to storytelling or other events.

#### *Reception of school classes*

It is crucial to extend the activity of receiving school classes to the libraries also to some of the network libraries.

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## (D) Book Club

A book club for librarians has brought together librarians from different regions in Lebanon to discuss and analyze Arabic children's books. The book club included both experienced and new librarians, librarians who already know a lot about children's book and others who were discovering and benefiting from the former's experience. While our work plan suggested 10 participants to the activity, one of the candidates unfortunately cancelled her participation in the last minute and could not be replaced.

The book club was held in 7 sessions at the Monnot Library between February and June 2009. The first sessions of the book club, took the form of a small training on tools and techniques to discuss, analyze and evaluate children's books. The animator of the book club also didn't impose different topics to be tackled, but instead opted to choose the topics to be discussed and the books to be analyzed in a group process together with the participants.

The choice of books was determined by interest and availability in the different libraries. In total, the librarians participating in the book club have chosen 150 books attributed to the following topics:

- ABC, shapes, colors & numbers
- Awareness and Orientation
- Fairytales
- Poetry
- Nature and Environment
- Lebanon: Culture and Heritage



30 of the 150 titles selected, have been chosen by the participants to be part of a list of books particularly recommended by the librarians. This list has been published by ASSABIL and is being distributed to children, parents and educators who want some help in choosing books in public libraries.



The organization of the book club has been a first experience for ASSABIL and we can consider this activity as a pilot project to develop further. The feedback that ASSABIL got from the animator as well as from the participants is very positive. The sessions were marked by a particularly friendly atmosphere that was considered highly motivating for the participants and that encouraged their interest in the books and issues discussed even more. However, the different levels of knowledge and experience in analyzing children's books were not always easy to manage.

Program Host Institution:

**Attached Documents for activity 3.3 (D) Book Club:**

- **Annex 25:** Final report by the book club animator including recommendations for future improvements
- **Annex 26:** Recommendations by the Librarians, soft copy of publication
- **Annex 27:** Analysis of discussed books

**Evaluation and Future Program Recommendations**

The organization of a book club for librarians was a first experience for ASSABIL. It was a success in as much it attracted the participating librarians to the books available in their respective libraries, to read and discuss and exchange about them. However, during the course of the book club we also realized that this was in fact a very crucial training for the librarians, whose levels of knowledge on children's book and capacity to analyze and discuss them are very unequal. In future repetitions, more care must be taken in composing the group and in the scheduling of the event.

During the evaluation meeting, it was suggested to expand the book club activity to additional groups; e.g. a book club for teenagers, who would select books that they recommend to their peers; a book club for educators and teachers, who recommend the books they like in particular.

Knowing that all these book clubs will recommend books according to their own and subjective criteria.

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## 3.4 Establishing/Developing Libraries

Iqra' Association set up 15 class libraries in three schools in Wata el-Mousseitbeh (Beirut), Lailaky (Mount Lebanon), and Kamed el-Loz (Beqa'a). Over a 16-week period, boys and girls were introduced to the world of books and make-believe – an invaluable experience that helped them to become more self-confident young readers.

This project targeted disadvantaged children in particular; forty-five percent of the young participants were from displaced families living in Mount Lebanon; thirty percent from an orphanage; twenty-five percent from isolated villages; and the remaining 10 percent from low-income families.

The project was structured along 4 main axes:

- Trainings for animators and educators
- Reading sessions and preparation of educative materials
- Celebratory Events at mid-course and final stages of the program
- Evaluation and Monitoring process of the project

The project's main assets was its personalized approach – animators have been working with small groups of 4-5 children individually – and each child had to chance to participate in 28 reading sessions, in total 1820 reading sessions for small groups were conducted.

Thanks to the efforts of 28 passionate educators, many of the children were transformed from passive observers to engaged participants eager to share their opinions, to select their own books, and to borrow books – which they also returned.

### **Attached Documents for activity 3.3 (D) Book Club:**

- **Annex 28:** Final narrative report from Iqra' Association
- **Annex 29:** Press Review (CD)
- **Annex 30:** Picture Documentation (CD)
- **Annex 31:** Training materials (Hard Copy)

Program Host Institution:





## Evaluation and Future Program Recommendations

During an evaluation meeting held at the Resource Center in Ras el-Nabeh, the following recommendations were voiced for the future program continuation:

### Class library spaces

There was a general concern that it would be desirable to equip the class libraries with more than just shelves, and include small reading corners and playing areas. While this recommendations will be taken into account in future continuations of the program, the activity coordinators pointed out the fact that in most class rooms the available space is very limited.

The limited available space is indeed a problem that needs to be addressed in future projects, as more space is also needed to store materials and the kid's files.

While the school teacher generally voiced their preferences for closed library cupboards, the recommendations during the evaluation meeting clearly indicated that the library shelves should not be closed, but the books directly accessible to the children. In order to avoid theft (which was a problem encountered sometimes) it was discussed to maybe use cupboards that can be open during class times, and will be locked after the regular school hours.

### Class library collections

Each class library was equipped with around 60-80 books which were selected based on skill levels (mixed, as levels in each class are highly diverse). In the current collections, around 90% of the books are fiction; only 10% are documentary and reference books. During the evaluation sessions it was suggested to considerably increase the number of documentary books, since there are many books of different levels existing and that attract the interest of the children.

Iqra's activity coordinators have exposed the problem of theft of books. It was suggested to stamp the books and add the phrase 'donation for class library', so that it is clear that the book belongs to this class library. Also, ASSABIL will organize training sessions for the activity coordinators and teachers participating in their program to introduce them to simple cataloguing techniques adapted to the management of class libraries and to systems of book rental (lists etc.), that are easily manageable in school classes.

### Trainings

It was agreed that such a program can always only include introductory and follow-up trainings for the participating schools and teachers as well as the activity coordinators, but that the problem of training needs for teachers and educators in Lebanon is in fact much bigger. It was suggested to continue the existing training program, with a close follow-up component and include a new training for teachers on how to catch the interest of pupils.

Furthermore Iqra suggests developing an activity plan together with the teachers to involve them more in the program. Also, given the severe problems that some of the children are facing, it would

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be good if the program could include a psychologist who could assist the teachers in some of the problems they are facing.

### **Reading sessions**

The reading sessions in small groups and on a regular basis have proven a big success and it was agreed that the key element of working with many animators in small groups of 4-5 pupils was crucial to this success. Iqra' has developed a detailed evaluation process for the activity that shows the great positive impact the intensive work had on the pupils.

### **Extension of the pilot project**

In future continuations of the project, the Iqra' team suggests to add one more class level to accompany the kids throughout the 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades.

Program Host Institution:



## 3.12 Prolong the 101 book exhibit

The ALF exhibit 101 Arabic children's book has been circulated in 5 public libraries of the ASSABIL library network. It has been presented to the public in the libraries of Baaqline, Batroun, Beit Meri, Hermel, and Jezzine. In all 5 libraries, the librarians organized a series of animations for children to present and experience the book exhibit. In 2 libraries authors have been invited to do activities with the pupils and children. In total, 2,941 persons have visited the exhibition. The table on the following page presents the exhibit in numbers.



The reception of the exhibits by the librarians and children has been very positive, below are a view general impressions as reported by the network libraries.

### *General impression as reported by the network libraries*

#### Public Library of Beit Meri:

*The children were surprised with the big number of books in Arabic especially books so colorful and of quality. The teachers and educators were very interested in this particular field mainly due to the recession of Arabic teaching hours in Franco phonic schools.*

#### Public Library of Batroun:

*The interest in the exhibit exceeded the regional limits, as librarians from different neighborhoods visited the library to watch the book exposition.*

#### Public Library of Baakline:

*The children were very interested and can't wait to have in their library a few books that they liked from the exhibit.*

#### Public Library of Jezzine:

*The presence and the variety of new books from different Arab countries attracted the attention of both children and teachers.*

#### Public Library of Hermel:

*The children were very disappointed because the books were not for sale.*

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### The Prolongation of the 101 Book Exhibit in Numbers

	Beit Meri	Batroun	Baakline	Jezzine	Hermel	TOTAL
<b>Exhibition Date</b>	8 <sup>th</sup> Jan. - 29 <sup>th</sup> Jan 2009	2 <sup>nd</sup> Feb – 22 <sup>nd</sup> Feb 09	27 <sup>th</sup> Feb – 17 <sup>th</sup> Mar 09	19 <sup>th</sup> Mar – 7 <sup>th</sup> Apr 2009I	15 <sup>th</sup> Apr – 10 <sup>th</sup> may 2009	
<b>Total of visitors</b>	<b>360</b>	<b>265</b>	<b>1616</b>	<b>100</b>	<b>600</b>	<b>2941</b>
<b>Number of schools</b>	5	2	7	1	5	48
<b>Number of classes</b>	12	5	35	3	10	37
<b>Number of children</b>	260	200	967	58	327	1727
<b>Other visitors</b>	100	65	649	42	273	1214
<b>Age of young visitors</b>	5-11 years	6-10 years	3-10 years	6-9 years	10 years	3-10 years
<b>Number of Animations</b>	6	2 stories daily	4 stories and one daily animation	3 stories	10 stories	
<b>Name of Authors</b>	Amale Freije, Najla Bachour	Amale Freije	No author	No author	No author	
<b>Name of stories read by authors</b>	“Senn lama”, nouzha t maher, akh rejli, katrat al ma’walalwan	Akh rejli...				
<b>Name of stories read by librarians</b>	Al kamar wal werwar, ayna assabi'l, Kostah, acchate' asserri		Kissat al koussa, almawza, farh ana, al jadd al hakim, assa maka albourtoulkalya	Jazmet al 3id Lan akol al banadoura		

### Evaluation and Future Program Recommendations

There is a big interest not only by public libraries but also by partner associations such as Iqra' and public schools, to pursue the circulation of the exhibit in the country. Al-Khayyat al-Saghir suggested updating the exhibition with newer titles.

For the management of the administrative part with the network libraries, ASSABIL will need to organize training for the librarians, on reporting and financial management.

Program Host Institution:



## General observations and comments

At the end of this report we wish to share a few general observations of ASSABIL as a Host Institution for this entire project.

### Timing and Project Period

It is regrettable that the project period was of 8 months only. Especially for the organization of regular activity programs, the adequate time of preparation and the continuity are crucial. ASSABIL is very happy to learn that the future project periods will follow a different format, extending over more than 12 months and including the school year as a whole. This is highly important not only for project such as the class libraries implemented by Iqra', but also for the reception of classes in the libraries.

### Administrative Difficulties and Capacity Building

We have experienced, especially when cooperating and working with small libraries and associations, that the administrative documentation of the project, including the necessary reporting and documenting of expenditures constitutes a difficulty. Indeed, in many cases we have to redo the contracts and paperwork with our partner libraries all over again since the templates are not clearly filled out, information is missing etc. ASSABIL feels an urgent need to train its partner libraries a minimum of skills in reporting and project administration in order to be able to respond to the reporting rules and criteria set by ALF.

Also within the ASSABIL association itself, the administration of the project is a big workload and ASSABIL decided to hire a financial administrator to assist in the administration and documentation of the ALF and other projects. Indeed, with the association continuously growing and administrating bigger projects, this institutional growth and change in the office is urgently needed to ensure a correct and timely financial administration and reporting of the diverse projects.

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**THANK YOU!**

Program Host Institution:



ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
<b>2.3 Prices and contests (regional)</b>	1 – ASSABIL Disseminate information 2- Establish distribution list for winning books 6- Receive and distribute winning books	- At least 3 Lebanese publishers have presented eligible portfolios.	-ASSABIL has disseminated call for proposals multiple times.	- The portfolios
<b>2.4 Announcement of Honor list</b>	1- identify participant to announcement 2- disseminate information 3- establish distribution list of winning books 4- receive and distribute winning books	<b>Not applicable</b>	n.a.	Not applicable
<b>2.5 Participate in Pilot Activities</b> <b>2.7.1 Waltic conference</b>	1- identify the participants 2 – facilitate participation of participant\ 3- disseminate information	<b>Not applicable</b>	n.a.	Not applicable

ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
<b>3.1 Advocacy and promotion meetings and workshops</b> 1- ASSABIL 5850 2- Al Khayyat Al Saghir 7150 3- Bahithat 15000	1- ASSABIL: 1.1 organizes launching event on book for reading promotion 1.2 implements two days of animation at libraries 1.3 photograph documents all activities 1.4 Produces 1 or 2 library users guides  2- Al Khayyat Sagheer 2.1 Produces booklet on copyrights 2.2 Implements seminar around the booklet  3- Bahithat 3.1. Invite participants 3.2 Contracts intervenants 3.3 produces material 3.4 supervises implementation.	- At least 4 meetings or events have had tangible and measurable positive results .	see reports. All advocacy activities had highly positive results.	- ASSABIL reports



ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
<b>3.2 Resource and Training Center</b>  ASSABIL 92400  1- Establish RC 29 950 2- Training of Librarians/teachers 12 750 3- Cult. Activ. and storytelling 36600 4- Book clubs 4700	1- Establish RC 1.1 contract consultant 1.2 buy books and material 1.3 produce and distribute material 1.4 buy furniture and equipment  2- Training of librarians/ teachers See below  3- Activities and story telling See below  4 . Book discussions See below	- Feedback by stakeholders on activities of the Resource Centers are published on the Website	n.a. see report	-Website
<b>3.3 Support and/or establish libraries (including books, equipment..)</b> Iqra Association 48600	1- Establish 15 class libraries (grade 1-3) in 3 schools in Bekaa, Mount Lebanon, Beirut. 2- Train teachers (3 training days) 3- 28 Experts Conduct 16 reading session in each of 15 classes. 4- two experts produce evaluation system and train 5 experts 5- five trained experts make 6 evaluation visits to schools. 6- Artist decorates wall in one school	- At least 5 new class libraries have been established and are organizing regular activities.	15 class libraries supported with books, educational games and other equipment  4 class libraries were done from scratch  6 libraries were refurbished (shelving)  1820 reading sessions were held in the classes!	- ASSABIL reports

ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
<b>3.4 Training Librarian / teachers</b> <b>ASSABIL: within RC 12750\$</b>	1- Contract trainers identify principal trainer identify expert for establishing data base 2 Prepare logistics for participants (around 20 x 5 workshops) 3- implement Training (9 days) 4- Implement follow up visits to libraries 5- Collect Data base on training held.	- At least 100 teachers/ librarians were trained.	6 Training Sessions that took place on 13 days have been held.  150 teachers and librarians participated in the trainings	- Attendance sheets - Reports of HI
<b>3.5 Activities and story telling for children</b> <b>ASSABIL within RC 36600\$</b>	1- Ensure human resource/ material and logistics 2- implement story telling sessions/ 5 months/22 libraries. (440 weekly sessions) 3- Ensure transportation of students to story telling sessions 4 - implement 2 writing workshops /10 sessions in libraries/Beirut 5 - Implement 25 cultural animations in public libraries/ Beirut. 6- Implement 480 class receptions in the municipal public libraries of Beirut and mobile libraries 7- two Library experts monitor activities in 22 libraries	- At least 100 activities have been documented	453 storytelling sessions were held in 21 libraries and 2 public spaces in Beirut (over 8000 children attended these activities)  450 classes were received in the libraries  2 writing workshops were held  37 cultural animations took place in public libraries  2 activity coordinators were hired to coordinate and monitor activity program in Beirut and network	- Documents

ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
			libraries	
<b>3.6 Discussions of books (children and adults)</b>  <b>ASSABIL within RC 4700</b>	1- identify evaluators/ librarians 2- Identify animator for 6 book discussion sessions 3- organize and implement 6 book discussion sessions 4- Produce evaluations of books 5- produce leaflet on recommended books.	- At least 6 activities have been documented.	A book club for librarians has met 7 times and published a list of recommended children's books.	- Documents
<b>3.7 Project for children with special needs</b>	1- Establish distribution lists 2- Receive and distribute the books to related libraries 3- Reporting	- At least 5 positive responses to this book were received to the website.	Books were received and distributed to public libraries and schools and institutions with special needs.	- Website
<b>3.8 Prolong the 101 books exhibition</b>	1- Identify 5 libraries 2- accompany exhibition with 3 story telling events / location 3- Libraries buy books	-The exhibition has been circulated in at least 3 different locations in Lebanon	Exhibit was displayed in 5 libraries, Activities and animations have been held in all 5 libraries and were attended by over 2500 children.	- Reports of ASSABIL
<b>3.9 Promotion of books</b>  <b>Tala Publisher 2000\$</b>	1- Contract Art director 2- produce promotional material (poster, book marks, flash game) 3- Implement competition 4- implement activities around the book 5- Do e-mail marketing	- Selected books sales have increased in a proportion of 15%	n.a.	- Publishers reports

ACTIVITIES	Details	Indicator of success	Indicators met/not met	Sources of verification
<b>4 Emergency needs in situation of extreme crisis</b>	1-Identify needs 2- Identify resources 3- Reallocate funds	- At least one activity in situation of extreme crisis was implemented	n.a.	- ASSABIL report
<b>5 Auditing</b> Audit in each country	(payment according to contract value,)	- Audit is implemented. Reports are presented on time	KPMG Lebanon was contracted to audit the projects	- Audited report