

EU Partners

Government of Lebanon

People in Need (NGO)

Facts and Figures

- EU contribution: €185 000 (80% of total)
- Duration: 2009 - 2010



EUROPEAN
COMMISSION

Education

Encouraging human rights among high school students in Lebanon

"One World in Schools" uses films to break religious and ethnic stereotypes

"I have been teaching for 10 years, but after using the One World in Schools material, I feel I was reborn as a teacher".

Mirna El-Jibbe, Baalbeck Public School, Lebanon.



Context

While the Lebanese society is one of the most culturally, ethnically and religiously diverse, it is also significantly fragmented with limited in-depth interaction among social groups. Prejudice and stereotypes are present, with parents tending to avoid mixing their children with others since the civil war. This phenomenon applies particularly to the majority of Lebanese primary and secondary schools: children and youth thus form opinions and attitudes based on restricted sources of information. In order to prevent that school becomes another platform for reinforcing prejudice and stereotypes.

Objectives

- Enhance dialogue on intercultural, civic and human rights issues among high school students in Lebanon.
- Encourage teachers to "think outside the box", and promote the use of alternative teaching methods (including audiovisual material).

Impact

- Around 4 000 pupils participated in the programme, they represented all Lebanese regions and religious communities.
- 28 teachers from 17 schools acquired skills to use films in class as well as interactive teaching methods.
- The documentary films allowed the students to inquire about and discuss human rights issues and values.
- Teachers are actively using films and interactive teaching methods in regular classroom activities.

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Discussing totalitarianism and freedom of the press in class

Bassel was one of the education consultants in charge of assessing the implementation of the "One World in Schools" programme by teachers in schools all around Lebanon and to advise them on how to best use the educational material. He recalls a civic education class in Nabatiyeh, South Lebanon:

"During the first ten minutes, the teacher summarised the previous session on democratic and totalitarian regimes by drawing a table on the board and asking students to list characteristics of a totalitarian regime. Students spoke and the teacher wrote.

"Then, students formed groups of 4-5; with the newspapers provided, they chose an article and some played the role of media censors in this regime by editing the text of the article. There was evidently more student-student interaction time than teacher-student. Then, students had the opportunity to present their poster, the article they chose and what they censored. During presentation, the teacher asked them to explain "why" and "what".

"Finally, the class discussed what attracts them most in the news. The teacher showed great confidence and comfort in facilitating small group work in the classroom. She also shared with me some of the other projects on human rights and children's rights that students had done before. Overall, the amount and quality of student-student involvement demonstrated the extent to which such activities can indeed be an integral part of classroom learning."



Teachers during a training are drawing the problems and solutions they encountered in class