

MASTER'S DEGREE FINAL PROJECT

Alternative Learning in Lebanon: Fostering Youth Empowerment and Peacebuilding through Non-Formal Education

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Acronyms and Abbreviations:

CRP = Conflict Resolution for Peace

IS = Islamic State of Iraq and the Levant

LAL = Lebanese Alternative Learning

NGO = Non Governmental Organization

UN = United Nations

UNESCO = The United Nations Educational, Scientific and Cultural Organization

UNHCR = United Nations High Commissioner for Refugees

UNRWA = United Nations Relief and Works Agency for Palestine Refugees in the Near East

Keywords:

Conflict Resolution

Peacebuilding

Youth Empowerment

Non-formal Education

Refugees

Abstract

Education is not only a fundamental human right but also an important tool to empower youth and create peaceful societies. In Lebanon the Ministry of Education and Higher Education, together with UN agencies and NGOs is regularly implementing initiatives to foster formal and non-formal education for Lebanese, Palestinian and Syrian children living in the country. In this context, the “Lebanese Alternative Learning (LAL)”, an NGO based in Beirut, works to give every child access to quality education by creating digital content and carrying out workshops. On this basis, the current academic research focuses on the development and implementation of LAL’s “Conflict Resolution for Peace Unit”, a project which aims to enhance youth empowerment and peacebuilding for Lebanese, Syrian and Palestinian children.

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“If we want to reach real peace in this world, we should start educating children”

-Mahatma Gandhi-

1. Introduction

Education has the power to build bridges between people, cultures and religions. It teaches respect, tolerance and coexistence among all and it has a fundamental role in shaping brains and building peaceful societies. It is an open door to a world full not only of knowledge but also critical thinking and, most importantly, opportunities. The right to education is worldwide guaranteed by the art.26 of the Universal Declaration of Human Rights, issued in 1948. The article states that “Everyone has the right to education. Education shall be free, [...]. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms” (art.26, UN Universal Declaration of Human Rights). However, it is well-known that as many other human rights, also the right to education is not always ensured: not everyone has access to education, education is not always free and when it is not skills-centered, it does not always allow the full development of the human personality. Therefore, what are the reasons why this happen and how can we change this reality in order to provide quality education for everyone? Poverty, inequality, wars, conflicts, discriminations, lack of services and infrastructures are just a few of the causes that preclude people (not only children and kids) from getting an education and generally from living a life of dignity. More specifically, in the case of Palestinian and Syrian children, ongoing conflicts have deprived them of their fundamental rights by forcing entire communities to escape their homes and lands. Today, according to the data collected by the United Nations Relief and Works Agency for Palestine Refugee in the Near East (UNRWA), there are about “5 million Palestine refugees eligible for UNRWA services” and “1.5

million of them now live in refugee camps in Jordan, Lebanon, the Syrian Arab Republic, the Gaza Strip and the West Bank, including East Jerusalem” (UNRWA; 2019). Indeed, since the beginning of the establishment of the state of Israel in the Palestine land in 1948, Palestinians are still suffering under an occupation which have left them in miserable conditions. Just like the people from Palestine, also millions of Syrians were forced to flee their country as a result of the civil war outbreak in 2011. According to the United Nations Refugee Agency UNHCR “5.6 millions of Syrians” have left the country since the beginning of the war, while “6.6. million are internally displaced” (UNHCR, 2019). Lebanon, a small Middle-Eastern country on the Mediterranean sea, is the neighbour both of Israel and Syria. Due to its geographical location, it soon became the first escape route for Palestine and Syrian people seeking safety. Today, Lebanon is hosting 1.5 million of displaced Syrians, however only 938,531 are legally registered as refugees (UNHCR;2019). UN agencies, supported by Lebanese NGOs and institutions have set up several refugee camps in four main areas: Bekaa Valley, where in April 2019 were registered 36.4% of the refugees, North Lebanon (26.3%), Beirut (25, 5%) and South Lebanon (11.9%) (UNHCR;2019). At the same time, according to UNRWA, Lebanon is currently hosting 450,000 refugees from Palestine and at least 53% of them are living “in the 12 recognized Palestine refugee camps” (UNRWA; 2019). Nonetheless, the presence of a great deal of refugees has influenced in many aspects Lebanon and its citizens. A major reason for this, is the numerical majority of Syrians over locals in the areas aforementioned. Also, Lebanon has experienced increased unemployment, from 11% in 2011 to 20% in 2016 (ROMANO; 2016), due to the high rate of illegal labour, especially in unspecialised sectors, which often involves minors and youth (18-24 age) from refugee communities. Because of these reasons, Syrians and refugees from Palestine often face discrimination, abuse and exploitation

to such an extent that “among the UNRWA fields, Lebanon has the highest percentage of Palestine refugees living in abject poverty” (UNRWA; 2019). Lebanese institutions, UN agencies and NGOs are regularly working to satisfy at least the basic needs of displaced communities and to facilitate their access to health and educational services. In doing so, alternative projects and initiatives, especially targeting youth, turned out to be essential tools to socially and economically lift not only refugee communities but also locals in need. Working with youth allows both refugees and locals to experience positive interactions and relations. It empowers young people by giving them the opportunity to seek for legal, specialised and high-paid jobs and it positively impacts girls life, who otherwise, are often forced into early marriages. Also, it plays a key role in reducing community violence and in mitigating possible conflicts. Yet, in such a difficult context, providing formal education is in many cases a real challenge due to different factors as privation of basic facilities, perception of education, lack of financial resources. Hence, in many areas of Lebanon, adolescents and youth have been involved in alternative learning solutions, which are based on non-formal education courses and activities. Based on this, the current research aims to deepen the importance and efficacy of non-formal education in benefitting peacebuilding, youth empowerment and access to quality education in Lebanon. Among its objectives, it is also presented the NGO *Lebanese Alternative Learning* (LAL), which works with Lebanese, Palestine and Syrian children by providing digital contents to facilitate access to quality education. In addition, this work analyses the development and implementation of the educational *Conflict Resolution Unit*, a learning e-course which aims to teach and to encourage youth to use nonviolent methods in situations of conflict. Then, another goal is to show evidence of the positive performance of the *Conflict Resolution Unit* through the description of the *Conflict Resolution Project*, a workshop with Syrian

refugees based on the unit's teachings. Finally, this contribution hopes to transmit to the reader a comprehensive overview of the Lebanese educational system, of refugees living-conditions in Lebanon and most importantly, of non-formal education as transformative and empowering tool able to improve the lives of young people and to facilitate access to quality education and peacebuilding.

2. Background

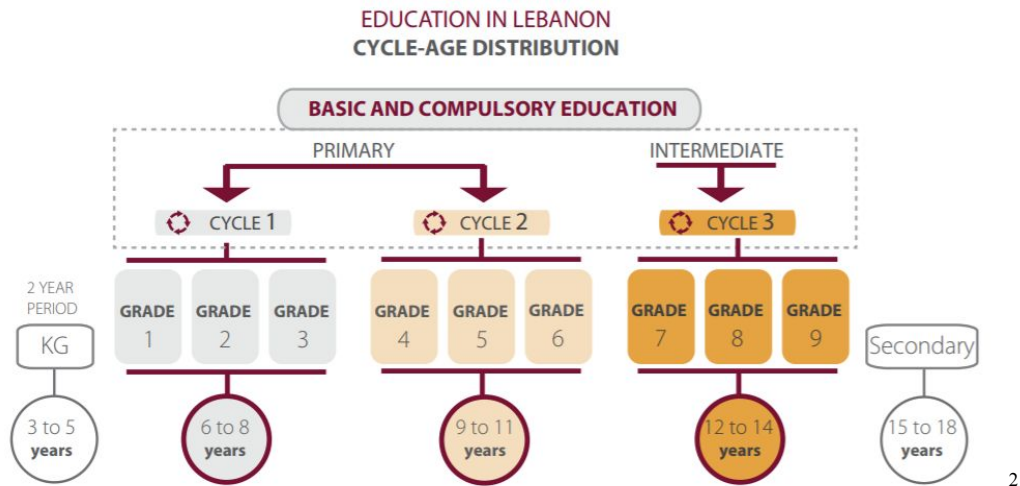
2.1. Education System in Lebanon: Issues and Improvements

Despite Lebanon has one of the highest literacy¹ level in the Middle-East both for men and women, the country has to deal consistently with many issues not only due to the increased number of vulnerable communities, especially from Syria and Palestine, but also because of internal issues as unemployment and slow economic growth (The World Bank; 2019).

Schools and universities in Lebanon can be private or public. The educational system is divided into four levels (Figure 1): primary and intermediate, which are mandatory under national law, and secondary and higher education, which are not mandatory. In primary and intermediate education students are taught mainly Arabic, sciences, maths and English. As kindergarten is not obligatory, the majority of children start learning at the age of six and as soon as they reach fourteen years old (at the end of the intermediate cycle) they are ready to take final exams in order to graduate and to finally start working and helping their families.

¹ Literacy is defined as the ability of writing and reading

Figure 1



2

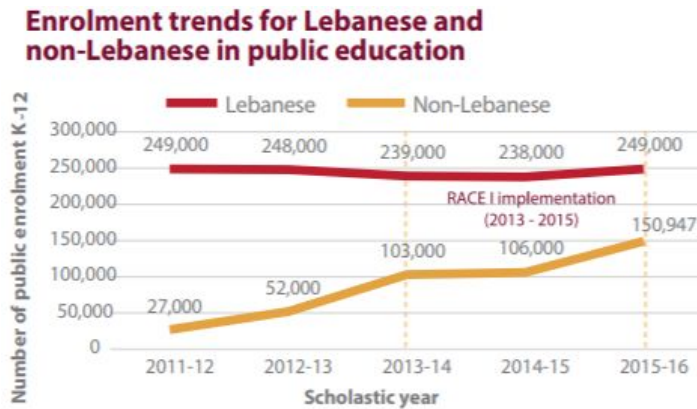
At this point, it is common to register a high level of school dropouts among young male students, while girls are those who keep being enrolled in schools. The main reason why this happens, it is explained by socio-cultural factors. Indeed, in the conventional Lebanese society boys and men are usually seen as those in charge to provide economic stability for their families: they are the ones who are going to pursue a career. On the other hand, despite having a higher level of education, women end up having “domestic roles”. They manage everything concerning the house, they take care of the children and they make sure to provide for them good education and health. They do not need and do not have to work. However, even though this gender-based role division is pretty common in Middle-Eastern countries and in general in Lebanon, it is also important to mention that in some areas of the county this is not always the case. For instance, in some areas of Beirut, a well developed and multicultural city, women and girls are not necessarily limited to the domestic space as they can also work and some times, they may play important roles in companies, organizations and social institutions, precisely because of their education. Regardless this one-off, education is still

² UN; LCRP 2017-2020, p. 50

perceived in Middle-Eastern societies not really as a priority or an investment and a fundamental right, but rather as an almost useless expenditure.

Starting from 2011, the arrival of almost 500.000 registered school-aged Syrian refugees has challenged the abilities of the Lebanese educational institutions, which had to look for a quick response to cope with it. Therefore, the Ministry of Education and Higher Education (MEHE) together with Education Sector partners has set up an "educational response plan" (LCRP; p.48), called *Reaching All Children with Education Strategy* (RACE I). Among its objectives, the plan aimed not only to increase the demand for public education, but also to improve the experience of school environment for children and to change the negative perception of the value of education (LCRP; p. 48-50). RACE I has been implemented initially from 2013 to 2015 and it has achieved many important results to foster school enrollment among Lebanese children and refugees. It was founded on significant cooperative relations between MEHE, NGOs, UN agencies and the Center of Educational Research and Development (CERD), the national organization that develops the Lebanese school curricula, in order to foster access to education also to the children who did not qualify for the enrollment in formal schools (Figure 2). It has been calculated that between 2011 and 2014 the number of non-Lebanese children enrolled in schools in Lebanon has tripled from 27.000 to 103.000 and that through the creation of the *Accelerate Learning Programmes (ALP)*, at least 11.878 children have received the necessary support to transit from non-formal education to formal schools (LCPR; p.48).

Figure 2



3

In 2016, the Ministry of Education and Higher Education has implemented RACE II (2017-2020). The new programme, an improved and more detailed version of RACE I, has three main objectives, which are unfolded in strategic steps:

1) *Improved access to Education Opportunities.*

This first goal focuses on fostering equitable formal education and regulated non-formal education for youth and teachers by providing them the necessary support through awareness campaigns and equipped schools areas (LCRP; p.49-50).

2) *Improved quality of Education Services*

This purpose is achievable by ensuring the improvements and engagement in the learning environment, by empowering the role of teachers and community centers and by enhancing their capacities through specialized trainings. Also, an important step to take in this process is “to provide [an] inclusive, safe, healthy and protective environments” (LCRP; p. 51).

3) *Strengthened Capacity of the Education System*

Finally, this last goal aims to implement “institutions to plan, budget, deliver, monitor, and evaluate

³ UN, LCRP 2017-2010, p. 53

education services” (LCRP; p. 52) in order to enhance “governance and managerial capacities of RACE II” (LCRP; p. 52). By doing this, it plans to revise the formal and non-formal curricula and to improve the quality of learning by working closely with policy-makers “to strengthen school management and professionalise teaching services” (LCRP; p. 52).

In summary, even though the refugee crisis has strongly hit the educational system, among others, through the work and projects developed by the Ministry of Higher Education and its partners are slowly but significantly improving Lebanon’s learning system. It is important to mention, though, that “even with expanded access, more than 50 percent of school-aged children are still not in school.” (USA for UNHCR; 2019).

2.2. The Syrian Refugee Crisis

It has been eight years since the beginning of the war in Syria; yet, the conflict is still ongoing. In many Middle-Eastern countries, 2011 is considered the symbolic year for the arise of the “Arab Spring”, a series of anti-government protests and uprising. In March 2011, after a group of teenagers were arrested for being the responsible of some anti-government graffiti (USA for UNHCR; 2019), demonstrations in favour of democracy and against the former President Bashar Al-Assad erupted in the southern Syrian city of Deraa (BBC; 2019). The violent reaction of the military force led by the former President, provoked the increasing dissent of Syrian citizens who started to demand for his resignation. In few months supporters of Assad’s government and opponents, known as rebels, turned the fight into a civil war. Soon, violence erupted all over the country and external actors, such as militias of Daesh (IS)⁴, Syrian Kurds, Lebanon’s terrorist group

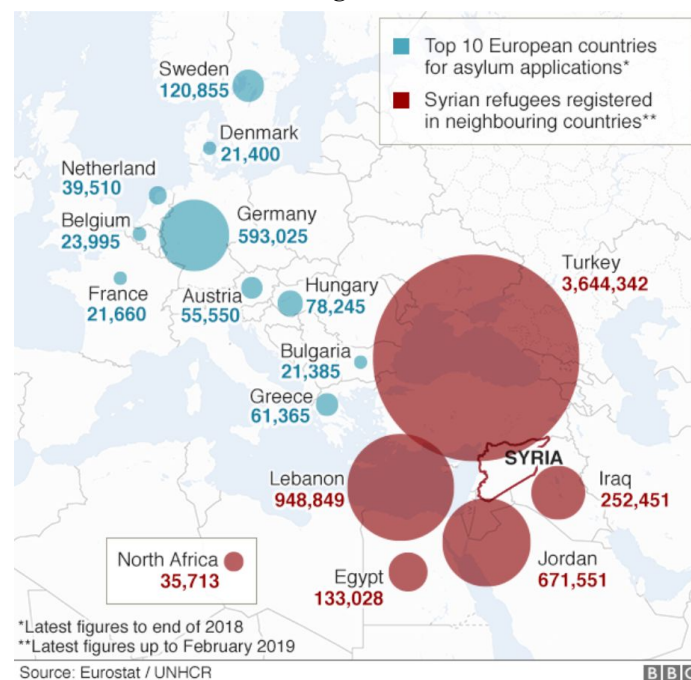
⁴ IS is from ISIS, “Islamic State of Iraq and the Levant (Syria)”. It is a terrorist group of religious extremists, known also as Daesh in Arabic, which - formally- starting in 2014 has been fighting to impose a global theocratic state based on the extremist Islamic ideology

Hezbollah and nation-states as Russia, Turkey, UK, US, France, Israel and Saudi Arabia, among others, took part in the war due to their own interests, to the extent that the Syrian civil war has now become an actual international conflict.

The conflict has had major consequences on population. In March 2013 already “more than 1 million of Syrians has fled” the country (USA for UNHCR; 2019) and in December 2018 the Syrian Observatory for Human Rights reported that at least 367,965 people had died due to the war, while 192,035 people are still “missing and presumed dead” (BBC; 2019).

Now, in 2019, around 55% of the Syrian population is estimated “to have been uprooted from their homes” (BBC; 2019) and data from the United Nations show that “13.1 million of people are still in need in Syria, 6,6 million of them are internally displaced and 2.98 million are in hard-to-reach and besieged areas” (UNHCR; 2019). Also, 5.6 million of Syrians are now living outside their country (Figure 3).

Figure 3



In this context, the Syrian Refugee Crisis has had significant consequences especially on the governments of the countries which have received the refugees and which had to enforce for them integration policies and humanitarian assistance working together with UN agencies and NGOs.

Also, the Syrian crisis has affected millions of children, who have been “left traumatized and vulnerable to exploitation and lacking access to basic rights such as education.” (USA for UNHCR; 2019). Refugees are facing continuous challenges due to their unstable living conditions; for instance, “in Lebanon 70 percent of Syrians live below the poverty line and in Jordan 93 percent live below the poverty line” (USA for UNHCR; 2019). Because of these reasons, hundreds of NGOs and international organizations are regularly working to reach every single Syrian refugee and to provide for them basic needs, support and opportunities.

2.3. Lebanese Alternative Learning (LAL)

The current research is based on the work carried out by the NGO Lebanese Alternative Learning⁵, which well fits in supporting the matter of the refugees. LAL is based in Beirut, and it was founded in December 2013 by a group of professors of the Faculty of Educational Sciences at Saint Joseph University (Beirut). The main goal of the NGO is to provide access to quality education to every child especially through technology, which in LAL’s vision is considered an equalizing force for education. To achieve its goal, the NGO counts on the support of educators, communication specialists and technology experts. Moreover, a great deal of support comes from the work, effort and commitment of volunteers. Indeed, LAL is composed of a small team which leans on volunteers to develop specific learning courses and content for kids.

The core project created and developed by Lebanese Alternative Learning is “Tabshoura”, a

⁵Official Website of the Lebanese Alternative Learning LAL <http://lal.ngo/>

multilingual, free and accessible e-platform. Tabshoura is divided into four main programmes: *Tabshoura Kindergarten*, *Tabshoura Middle School*, *Tabshoura STEAM* and *Tabshoura Extracurricular or Plus*. The first two programmes are aligned with the Lebanese educational formal curriculum defined by the CERD and they offer inter alia courses of sciences, maths, French and English. *Tabshoura STEAM*, on the other hand, stands for Science, Technology, Engineering, Arts & Maths and aims to teach these subjects through projects instead of theoretical courses. Finally, *Tabshoura Extracurricular or Plus* offers non formal educational subjects, such as the course “My Journey as a Refugee”, “Who is Malala Yousafzai?” and “Nutrition: Feeding Behaviour of Animals”.

Tabshoura was born to help sick children in hospitals to keep up with their education. However, it soon became a solution to help refugee children to adapt to the Lebanese curriculum and to fill their gaps in order to catch up with formal education. To achieve it, LAL works closely with partners and institutions as hospitals, community centers, schools, training centers and NGOs that work with and support vulnerable communities. Especially for these communities, who often have difficulties in accessing the internet, LAL has developed the project *"Tabshoura in a box"* which is the offline version of the online platforms.

Why LAL targets kindergarten children and middle-school kids?

The main reason is that in Lebanon, there is already a big number of NGOs and initiatives that support primary school children (aged 6-12 yo). Consequently, kindergarten and intermediate level kids are frequently left behind. Also, since in Lebanon attending kindergarten is not mandatory for children, many families decide to keep their kids out of school until they reach the age of six, both for economic reasons (high level of poverty) and for the negative perception of the value of

education. Because of this, during the first year of primary school it is possible to notice an already existing educational gap between the children who attended kindergarten (where they develop important skills as positive interactions, basic literacy, good level of focus) and those who did not.

So far Lebanese Alternative Learning has already directly reached around 2750 students and several learning centers in which the NGO has worked to train teachers and educators in using the e-platform with the students. Finally, in the last few years, due to its significant work and results LAL has received many awards as the “Equal in tech award” in 2017, the “MIT Refugee Learner Accelerator- 2017-2018” and the “World Summit Awards” in 2019.

3. Justification

3.1. Why Alternative Learning is necessary?

Alternative Learning is a type of education which differs from the usual formal education in several aspects and because of this, it is also named Non-Formal Education.

UNESCO defines Formal Education as

“Education that is institutionalized, intentional and planned through public organizations and recognized private bodies and, in their totality, make up the formal education system of a country. Formal education programmes are thus recognized as such by the relevant national educational authorities or equivalent, e.g. any other institution in cooperation with the national or sub-national educational authorities. Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognized as being part of the formal education system.”⁶

However, since in many countries formal education is not always accessible for kids and children

⁶ ISCED 2011, Glossary, retrieved from <http://uis.unesco.org/en/glossary-term/formal-education>

who are living in vulnerable conditions, alternative learning represents a useful solution. Alternative learning does not require necessarily to be in possess of educational materials as pencils, uniforms, books or even scholastic infrastructures. Hence, it facilitates in the first place access to education for children in poverty or for those who are not able to access scholastic materials, by offering for instance e-learning materials and e-courses (as in the case of LAL). Also, it uses and offers teaching methods, subjects and content which are different from formal education. Alternative learning or Non-formal Education is child-centered and looks at the multiple skills of the single child. Thus, it does not focus on standardised tests score, neither it looks at the child as a box to be filled. Instead, it focuses on the active participation of the student and on building teacher-student constructive relations. Alternative Learning is based on practical exercises, activities and projects more than on memorizing concepts. Also, it teaches courses which are often missing in traditional education such as courses about environmental awareness, gender equality, empathy and cultural sensibility (UNESCO; 2018). Such topics are values that children are supposed to learn in their families and communities and that are necessary to help them to develop their human personality and to empower them. A specific type of Non-Formal Education, which is relevant for the purposes of this work is Peace Education. Teaching peace through education is a topic which has been discussed and developed by international institutions as UNESCO. It is seen as an important method to teach the fundamentals of nonviolent actions, peacebuilding, human democracy and social change. By gaining this knowledge and values children learn not only new attitudes and behaviours but they also develop important skills as critical thinking. Paulo Freire, an important Brazilian educator and philosopher mostly known for his work *Pedagogy of the Oppressed* and founder of the concept of *Critical Pedagogy*, in his book *Education for Critical Consciousness* (1974), states that “education

could help men to assume an increasingly critical attitude toward the world and so to transform it” (Freire; p.30; 2005).

Thus, alternative learning turns out to be a necessary tool for the purpose of shaping a new world, facilitating access to education for vulnerable children, empowering youth and teaching values without leaving anyone behind.

3.2. What are LAL’s main goals in developing a Conflict Resolution Unit?

The Conflict Resolution for Peace (CRP) Unit is part of LAL’s project *Tabshoura Plus*.

The reason why the Lebanese Alternative Learning has decided to dedicate a space to subjects and courses which usually are not part of the formal lebanese curriculum is given primarily by the needs that children have.

In the Lebanese and Middle-Eastern culture, it happens often that children and kids are encouraged by their parents to fight violence with violence. In this context, especially male children have to demonstrate to be able to defend themselves, instead of asking for help to teachers and adults. “To defend themselves” means to show physical strength and strong attitude. Male kids are not supposed to cry because men do not do it. This puts under pressure many young people who are forced to hide or even oppress their emotions and feelings. By hiding their feelings, children do not learn how to deal with them and because of this (and other more complex reasons), when they are in a situation of conflict, violence turns out to be the right tool to use. On this basis, the organization LAL, by providing courses as the Conflict Resolution for Peace Unit, aims to teach children how to deal with their feelings, how to enable peaceful relations between one another and to develop critical thinking about conflict and violence.

When in 2017, LAL’s members decided to implement the non-formal Conflict Resolution for Peace

Unit, they also had in mind the difficult living conditions and violent environment to which refugee children have been exposed. Wars and conflicts have provoked major effects on refugee children's mental health. Many of them have developed post traumatic stress disorder (PTSD) and depression. Also, refugee children "tend to have higher levels of behavioural or emotional problems, including aggression and other affective disorders" (Sirin and Rogers-Sirin; p.11; 2015).

Such issues can have long-term negative consequences for children, especially when parental figures are missing. In some cases, Syrian refugee children have lost a parent due to death or separation and this has caused major problems when it comes to deal with emotions and social interactions (Sirin and Rogers-Sirin; 2015). Education and mental health are also related, as explained in the report *The Educational and Mental Health Needs of Syrian Refugee Children* written by professors Sirin and Rogers-Sirin and published by the Migration Policy Institute (MPI). Indeed, children who drop out of school are most likely "to feel marginalized and hopeless" (Sirin and Rogers-Sirin; p.11; 2015), while girls who are not enrolled in schools are more at risk of facing "sexual assaults, sexual exploitation and early marriages" (Sirin and Rogers-Sirin; p.11; 2015).

Hence, the NGO Lebanese Alternative Learning believes that provide an e-course about conflict resolution could be a successful and helpful educational material to support refugee children in managing their anger, stress and situations of conflict that can affect their relations with others.

3.3. The importance of working with refugee children

The term "refugee" was defined officially for the first time in the *Convention and Protocol relating to the Status of Refugees* of 1951. In the article 1 at comma A.2, it is written that the term refugee applies:

“As a result of events occurring before 1 January 1951 and owing to well founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it.”⁷

Within the Lebanese borders Palestinians and especially Syrian refugees, who have escaped occupation and wars are now living in strongly poor conditions. According to UNHCR data, over 70% of Syrian refugees in Lebanon is living under the poverty line (UNHCR;2019). More specifically, they are living with less than 1.90 US\$ per day, which means living in extreme poverty according to the World Bank. Working with refugees is not only important to improve their economic status but also and most importantly to abide to the very first article of the Universal Declaration of Human Rights (1948) which states that:

“All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.”⁸

Refugee children are the most vulnerable among refugees and somehow also among humans. According to the UNHCR they are five times more likely to be out of school than other children (UNHCR; 2018). Nonetheless, it is important to work with refugee children and to provide them access to education in order to improve the quality of their life, to foster peace in situations of war and conflict and to rebuild nations and relations among them. Moreover, working with refugee children and empower them through education means to empower the countries and communities

⁷ Convention and Protocol relating to the Status of Refugees; Art. 1, comma A.2 .p. 14. Retrieved from: UNHCR.

⁸ Universal Declaration of Human Rights, 1948. Retrieved from: United Nation Official Website

that are hosting them by nurturing their skills and capabilities that one day they will use to rebuild their own nations (UNESCO; 2018). On a more pragmatic level, working with refugee children also helps to strengthen both child-labor and early marriage prevention. Providing access to education for refugee children facilitates refugee integration in their new communities and enables social stability in these countries.

International organizations and NGOs like the Lebanese Alternative Learning work with refugee children not only because of all the reasons aforementioned but also and most importantly because of their ethics, values and humanitarian sense. Indeed, it is essential to remember that children are the present and the future of humanity and that empower them and empower youth is one of the biggest goals to achieve in order to have peacebuilding and peaceful and stable societies.

4. Theoretical Framework:

4.1. What is Conflict Resolution in Peace and Conflict Studies?

Conflict Resolution is a research field born in Peace and Conflict Studies in the mid-1960s (Ramsbotham et al; 2011), Its terminology varies from Conflict Resolution to Conflict Transformation, Conflict Settlement and Conflict Management or even Conflict Containment. However, in this context the term Conflict Resolution seems to be the most appropriate not only because it was the earliest one used in scientific research, but also because it focuses on the process of finding effective and creative methods in order to solutionate a conflict. On one hand, for the purposes of this work, Conflict Resolution is preferred over Conflict Transformation since the latter seems to be a never-ending process considering that transformation itself is a condition in continuous evolution (Ramsbotham et al; 2011). On the other hand, Conflict Settlement and Conflict

Management do not really solutionate the conflict, rather they limit it or freeze it in a certain shape and for a certain time-frame. Nonetheless, it is important to mention how many academics disagree on which one should be the right term to use; for instance, John Paul Lederach believes that Conflict Transformation should be preferred over Conflict Resolution as it works more on the relationships than on the content, it is based on a more effective long-term process instead of an immediate agreement and most importantly, is not only based on de-escalation but also on the “escalation to pursue constructive change” (Ramsbotham et al; 2011; p.9).

The debate concerning which term is better to use in this area of study arose and increased over the years. In the early 1950es and during the 1960es, one of the main reasons why researchers, academics and politicians felt the necessity to create this field of study was based primarily on the need of managing conflicts and wars in order to have minimal losses and to win them through strategic solutions (Babbitt, Hampson; 2011). Indeed, Conflict Resolutions emerges during the Cold War years, when the two superpowers US and USSR were competing to impose their own (economic, political and scientific) supremacy over the world. Another reason behind the interest of deepen the study of Conflict Resolution was the birth and development of Conflict and Peace Studies which, through the works of scholars as Johan Galtung and John Burton, aimed to analyze topics as violent and non violent behaviours in societies, social justice and injustice, conflict, violence, peace and peaceful methods to solve conflicts (Galtung;1969).

Especially in this context, Johan Galtung focused his first works on the relationship existing between conflict, violence and peace and based on this, he was the first one to propose a model that shows how conflict can be seen as a triangle with contradictions (C), attitudes (A) and behaviours (B) at its vertices (Ramsbotham et al; 2011; p.10). Contradiction is basically the “incompatibility of goals”

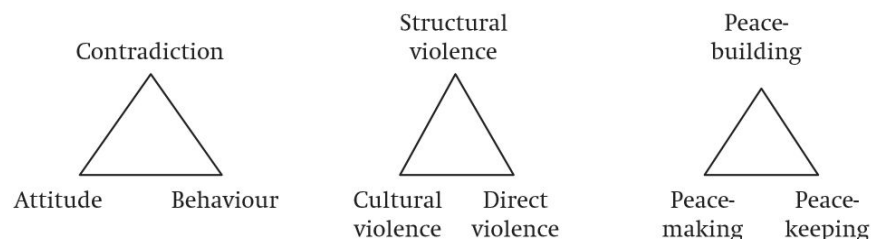
(Ramsbotham et al; 2011; p.10) between the actors involved in the conflict and it can be caused by differences in social values and structures. A contrast between social values and structures becomes visible in the society under the concept of Structural Violence, described by Johan Galtung as social injustice (i.e. discrimination of black people due to racism) (Galtung;1990). This can be eliminated by removing contradictions in the society and by fostering peacebuilding (positive and peaceful changes).

Attitudes relate to the perceptions and misperceptions of the actors involved in the conflict about themselves and the others and it is strongly linked to emotions. This is why by changing our attitudes we could eliminate Cultural Violence, defined by Galtung as “those aspects of culture, the symbolic sphere of our existence - exemplified by religion and ideology, language and art, empirical science and formal science (logic, mathematics) - that can be used to justify or legitimize direct or structural violence.” (Galtung, 1990; p.291), and we could shift towards peacemaking.

Finally Behaviours are connected to cooperation and coercion (Ramsbotham et al.; 2011): based on how we behave we can avoid or create situations characterised by Direct Violence (Galtung; 1990). To keep peace we have to change our behaviours by acting with more conciliation.

The relationships between these concepts can be seen in the figure n.4. in which are presented Galtung's models of conflict, violence and peace.

Fig. 4: Galtung's models of conflict, violence and peace



Conflicts are part of everyone's life and they are natural events that can have different dynamics. Because of this, academics and scholars of peace and conflict studies, have elaborated several techniques and methods to analyse and resolve conflicts. In the first place, they have focused on the processes of escalation and de-escalation which are typical in a situation of conflict. These phenomena are usually "complex and unpredictable" (Ramsbotham et al.; 2011).

In the international arena, conflicts are usually more complicated and dynamic. Indeed, they are characterised by mechanisms that can open spaces for safe intervention and appropriate responses or that can amplify the crisis by involving other actors. In the Appendix 1 it is possible to observe that based on the phase of the conflict and the on which type of violence/peace exists in it, scholars have developed techniques of intervention and resolution as "development assistance" or "electoral reforms". Also, by analysing these conflicts academics have identified effects, core problems and causes as constant elements.

Hence, over the years several conflict resolution techniques have been developed in order to address such issues. For instance, in a conflict based on the clash between a certain perception of the self and the other, yielding, problem-solving, compromising, withdrawal and contending are five techniques that can be used to solve the conflict and based on its characteristics, each one of them will lead to a certain outcome (Ramsbotham et al.; 2011).

The win-win; lose- lose and win - lose outcomes are indeed well-known among Peace and Conflict scholars. They are based either cooperation or defection and a typical exercise that is taken into consideration when it comes to discuss these scenarios, is the Prisoner's Dilemma.

Both cooperation and defection are indeed key factors in conflict resolution; nevertheless, there are many other variable elements that can be part of a conflict; for instance the coercive or non coercive

intervention of a third party can lead to different results and it depends on the type of negotiation and mediation that has been used in the conflict (Ramsbotham et al.; 2011). Also having a clear idea about which are the positions, interests and needs of the actors in a conflict can affect the conflict's dynamics and therefore the final outcome. Because of all these reasons, conflict resolution in conflict and peace studies is strongly related to strategic studies and security studies, especially when it comes to international relations.

In 1992 the UN Secretary General, Boutros Boutros-Ghali, has issued the UN Agenda for Peace, a report which aimed to focus the attention on “preventive diplomacy, peacemaking, peacekeeping, and peacebuilding” (Babbitt; Hapmson; 2011; p.50). These objectives strongly influenced Conflict Resolution research field and policy agenda, which until then was mostly focused on bargaining through strategies and deal making through mediation and negotiation. By focusing on peace, the Conflict Resolution discipline was extended to not only dealing with the conflict itself but also to the “challenge of rebuilding so-called failed or failing states” (Babbitt; Hapmson; 2011; p.50). It meant that it was important to understand the dynamics of the conflict “within and between identity groups” (Babbitt; Hapmson; 2011; p.50) in order to transform their relationships and avoid further violence.

However, it turned out that in order to work on the relationship level, in many cases, parties in conflict needed a continuous assistance and oversight from the international community.

Because of this, Conflict Resolution scholars identified specific tasks to work on “as internal and external security, judicial reform and rule of law, constitution making and revamping governance structures, rebuilding the economy and financial institutions, the return of refugees and internally displaced persons” (Babbitt; Hapmson; 2011; p.50).

They also found a common ground stating that the analysis of the relationships between identity groups it is essential to understand not only their interests but also their needs, which strongly influence the perception of the conflict of each party. Social psychology helped Conflict Resolution scholars to take into account the inherent human propensity “to sort the world into ‘us’ and ‘them;’ ” (Babbitt; Hapmson; 2011; p.51), which because of fear and competition increased the negative perception of them. Hence, Conflict Resolution is today a discipline not only based on strategies and negotiation processes but also on the implementation of actions tailor-made to change behaviour, attitudes (look at Galtung) and finally perceptions in order to build and promote peace through understanding and trust. These actions are usually, prenegotiation, informal dialogues and meetings among parties and are considered critical to build a basis for that trust that is essential in long-lasting relationships (Babbitt; Hapmson; 2011; p.51).

In the societal, interpersonal and personal spheres, perceptions, needs, dialogue and mutual understanding are also key factors to solve conflicts. This is why Conflict Resolution theory is today not only related to peace and conflict studies as a field of analysis for international relations, but to peace and conflict studies as a field of research that has to be put into practice.

4.2. Youth Empowerment and Peacebuilding through Peace Education

The UNESCO charter states that “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed” (UNESCO;1945). How can we construct the defenses of peace in the minds of men? Peace Education is a powerful discipline, which can be used to “transform the minds of learners in order to build a peaceful world” (Teachers Without Borders; 2010).

During the twentieth century, due to several conflicts, wars and social injustices that were affecting

entire countries, peace educators started to think about strategies to raise awareness about such issues and to teach their students how to approach and eventually prevent them. As Iam M. Harris explains in his article *Peace Education Theory* which was published in 2007 in the Journal of Peace Education, this discipline has five main postulates: explaining the roots of violence, teaching alternatives to violence, covering different types of violence, looking at peace as a flexible process (based on the context) and accepting conflict as omnipresent condition (Harris; 2007). Based on this, it is clear that peace education focuses not only on peace, conflict and violence, but also on finding creative solutions to transform situations of violence into peaceful scenarios. However, it is also evident that nowadays the role of peace education in the society, despite its importance, is quite little.

Peace education is rarely part of educational curricula and its power to foster peacebuilding and to shape peaceful societies is not used as it should be. Nonetheless, peace education has a “rich diversity” (Harris; p.7; 2007). Based on the different historical periods, geographical areas and relevant events, peace education has assumed many aspects and has been called with different names: “development education” in the countries of the South, “A-bomb education” in Japan after the atomic bombing, “education for mutual understanding” in Ireland (Harris; p..7; 2007). This happened because it was perceived as a useful response to educate future generations to deal with and possibly to solve problems as conflicts based on religion (as in the case of Catholics and Protestants in Ireland) or poverty and structural violence. Moreover, another reason at the base of the use of different names is the meaning itself of the word *peace* (Harris; 2007). Indeed, peace is a term that relates to a large number of concepts, fields and topics to the extent that, providing a definition of peace would actually limit it.

For the purposes of this academic work, Peace Education is seen as a tool to foster both youth empowerment and peacebuilding, especially in the Lebanese context, characterised by a very elevated number of refugees and refugee children.

But how is that possible? And more specifically, how peace education is related to youth empowerment and peacebuilding? In the article *What does it mean to empower youth?* written by Andrea Boakye and Carmen Procida and published in December 2017 on the Huffpost, youth empowerment means: including youth in decision-making processes, honoring the youth voice, understanding and implementing their honest opinions and ideas and finally, being willing to share adult power and privilege in order to make the community a better place for both young people and adults alike (Boakye; Procida; 2017). Peace education can be considered a key factor to achieve what youth empowerment involves. It is able to develop critical thinking, empathy and problem-solving skills that can improve youth's approach to issues concerning social injustice, violence, unemployment and social relationships. Also, peace education allows young people to reach their full empowerment in the society. Indeed, its teachings can be based on the importance of politics and its effects on youth and by doing so, it can improve youth's interest in civic participation and policy-making processes. Similarly, peace education is a subject that teaches cooperation and team-work. By doing so, the young people of today (15-30 year old) will become the peaceful and cooperative adults of tomorrow, interested in mutual support and in creating a better world.

Youth empowerment is important both for adults and young people alike as they are strongly interconnected. Youth represents in many developing countries around the world the majority of the population. Empowering them means to empower those countries both economically and socially wise in order to achieve benefits for all sectors of the population.

Peace education is also an important tool to implement peacebuilding. In 2007, the United Nations Secretary-General's Policy Committee has defined peacebuilding as:

“A range of measures targeted to reduce the risk of lapsing or relapsing into conflict by strengthening national capacities at all levels for conflict management, and to lay the foundation for sustainable peace and development. Peacebuilding strategies must be coherent and tailored to the specific needs of the country concerned, based on national ownership, and should comprise a carefully prioritized, sequenced, and relatively narrow set of activities aimed at achieving the above objectives.”

As evidenced by this definition, peacebuilding is a process that is often needed after a conflict or a war and it aims to ripristinate peace through the establishment of political and social strategies. The connection between peace education and peacebuilding is based on the ability of peace education to address peacefully issues caused by direct, cultural and structural violence (Galtung; 1990).

It helps to build peace and to facilitate peace processes. Also, it is used to fight against discriminatory mindsets and it focuses on respect, dialogue, acceptance, reconciliation, and mutual understanding among human beings.

Moreover, based on how we intend peace education whether it is education for peace or education about peace, it is possible to find another link among peace education and peace building. Indeed, the peace education expert Betty Reardon states in her work *Peace Education: A Review and Projection*, that on one hand education for peace education for peace is “education to create some of the preconditions for the achievement of peace”(Reardon; 1999; p.8). On the other hand, education about peace according to Reardon is “education for the development and practice of institutions and processes that comprise a peaceful social order”(Reardon; 1999; p.8). Also, it implies the study of “conflict resolution education, human rights education, and traditional peace studies” (Teacher

Without Borders; n.d.; p.75).

More specifically, conflict resolution education is a key point able to connect peace education, conflict resolution theory and peacebuilding because it teaches students how to find creative, nonviolent and constructive solutions for conflict and because it educates about understanding conflict processes. Conflict resolution education is based partially on the work of Maria Montessori, “who stressed that the whole school should reflect the nurturing characteristics of a healthy family” (Harris; p.14; 2007). Moreover, this type of peace education has the power to enhance peacebuilding in school as it focuses on teaching “emotional awareness, empathy and perspective-taking, emotional management, problem solving, communication (listening, mediation, negotiation) and effective decision making” (Teachers without Borders; n.d.; p. 145) and in doing so it helps individuals to understand the dynamics of a conflict and it empowers them to use their communication skills in order to have peaceful relationships.

On this basis, peace education proves to be able to foster youth empowerment and peacebuilding; and even though it is characterised by different aspects and it can assume different roles (i.e. conflict resolution education), its ultimate goal is to educate to a culture of peace.

5. Methodology

5.1. Online: Conflict Resolution for Peace Unit

The methodology used to develop the Conflict Resolution for Peace Unit e-course is mostly based on the knowledge about Conflict and Peace Studies gained while attending the Master Program in Peace, Conflict and Development Studies at the University Jaume I in Spain.

For the purposes of this project, the methodological framework has been divided into three main

stages: research and material collection, content development, and feedback collection.

1. Research and Material Collection

During this first stage, the work has consisted in reading articles, watching videos and research project studies about conflict resolution, mediation, prevention and peace education. There has been a selection of the most important and useful theories and definitions about topics such as conflict, violence and non violence, peace and peaceful social movements and a following research about how to explain them in a creative and interactive way, in order to facilitate the learning process for the children that will use the Tabshoura Plus platforme. Similarly, it has been made a collection of material concerning more specifically subjects as peace education and conflict resolution education, which have been inserted at a later stage in the part of the unit dedicated to teachers and educators.

2. Content Development

In this phase, the focus was based on creating and developing the content of the Conflict Resolution for Peace Unit. It has been used the material collected during the previous stage to create stories, questions, exercises and interactive activities concerning these topics. Later, each tool has been customized in order to be adapted for the targeted children; i.e. avoiding to mention wars and conflicts happened in the Middle-Eastern region, using simple stories about interpersonal conflicts and finally, describing how to behave in situations that children face on a daily basis in school and perhaps at home (arguments with siblings and friends, misunderstanding while playing games, etc).

Also, some of the main keywords inserted in the Unit are: empathy, dialogue, nonviolence.

During this stage, the work was carried out directly online on the draft version of the Conflict Resolution for Peace Unit. The content was inserted in the draft through the Tabshoura S.T.E.A.M. section accessible to the content developers and IT members of LAL.

The content development phase was characterised especially by the use creativity to not only teach children about conflict resolution but also about the importance of peace and education.

3. Feedback Collection

For the Conflict Resolution for Peace Unit, LAL had planned to use two different methods of monitoring and evaluating the efficacy of this specific learning unit.

Firstly, during July 2019, there has been the Conflict Resolution workshop with Syrian refugee children based on the content of the e-course. This first approach have allowed LAL to test the efficacy of the online content, to observe how refugee children perceive topics as conflict, dialogue and nonviolence and finally, to adapt and improve the e-course.

Later, starting in October 2019, the Conflict Resolution for Peace Unit will be finally accessible for users (children and teachers). There will be an initial phase in which kids and teachers will access the content and they will play with it and learn from it. After that, LAL will ask them to provide feedback about their experience in order to improve further versions of the Unit and optimize the learning experiences both for children and teachers.

5.2. **Offline: Conflict Resolution Workshop**

➤ Project Description

The Conflict Resolution Workshop is the physical implementation of its corresponding online version and it is also a tool used to give evidence of the outcome of the e-course. The methodology used for the workshop is based on standard project management and implementation schemes.

<i>Timeframe</i>	The duration of the workshop is two hours
<i>Location</i>	The workshop takes place in the city of Beirut (Lebanon).
<i>Stakeholders</i>	Syrian refugee children (age 11- 14 yo); LAL members; Borderless NGO

<i>Budget</i>	10.00US\$ for material: a yarn, pencils, papers. The workshop is the result of a partnership between the NGOs Lebanese Alternative Learning and Borderless.
<i>Structure</i>	The structure of the workshop is composed of three main phases: <ol style="list-style-type: none"> 1) Introduction to the CRP Unit (e-course) and a brief explanation of the concepts: conflict, non violence, empathy and dialogue. 2) Activities Explanation and Implementation 3) Feedbacks collection
<i>Overall Objective</i>	The workshop aims to put into practice the activities and interactive learning content of the online version of the Conflict Resolution for Peace Unit.

➤ Qualification of Factors

The qualification of factors in this context is useful to monitorize and evaluate the effectiveness and success of the workshop. The project is based on prototyping, since this is the first implementation of a Conflict Resolution Workshop.

<i>Results Frameworks</i>	LAL's indicators (not available)
<i>Means of Verification</i>	<ol style="list-style-type: none"> 1) Monitoring during the development of the activities: notes; photos. 2) Feedback Collection: interviews to the children

6. Conflict Resolution for Peace Unit Development

6.1. Design and Structure

The Conflict Resolution for Peace unit has been designed to be an easy, interactive and catching e-course. It is enclosed in the Civic Education section of Tabshoura Plus. Its structure is composed of 12 chapters or sections (Appendix 2) divided in three main parts: classes for children, classes for teachers and educators, workshops description and it aims to provide useful learning content (Appendix 3). The first part has been designed in such a way to lead the user throughout the main theories about conflict, peace and nonviolence and to help kids to learn them through games and

stories. The second section targets teachers and educators. Indeed, training them in the field of conflict resolution education and peace education is extremely useful to build the so-called Culture of Peace, defined by the United Nations in 1997 as:

“a set of values, attitudes, traditions and customs, modes of behaviour and ways of life that reflect and are directed towards respect for life, for human beings and their rights, the rejection of violence in all its forms, the recognition of the equal rights of men and women, the recognition of the rights of everyone to freedom of expression, opinion and information, attachment to the principles of democracy, freedom, justice, development for all, tolerance, solidarity, pluralism and acceptance of differences and understanding between nations, between ethnic, religious, cultural and other groups and between individuals.”

Finally, the third part describes the implementation of the two different Conflict Resolution workshops that have been implemented on the basis of the e-course. Its aim is to give evidence of the success of the e-learning unit and the possibility of actually implement it in every class.

Here it is presented the structure and description of the Conflict Resolution for Peace Unit:

*Welcome to the
Conflict Resolution
Course*

This section introduces the learning objectives of the e-course and aims to catch the interests of the user.

What is Conflict?

In this section users learn what are conflict, nonviolent communication, empathy and dialogue. They are encouraged to express their thoughts about conflict by writing down their own definitions and opinions about these topics.

*Violence and Non
Violence*

The Violence and Non Violence section lead users throughout the path of nonviolent methods to transform a conflict. Also, it talks about peaceful leaders that have made an impact in the world as Gandhi, Martin Luther King and Malala Yousafzai

The Peace Formula

This section explains the relation between peace and conflict. It explains Galtung's peace formula and illustrates the link between peace, equity and empathy

How to Resolve a

Conflict is the main section of the Conflict Resolution Unit. It teaches methods and techniques to solve a conflict avoiding the

<i>Conflict</i>	use of violence, it focuses on the importance of communication and cooperation and illustrates different methods to solve a conflict.
<i>You Are Not Alone</i>	In this section users can find historical examples of peaceful social movements that made a positive impact in a situation of conflict. Cooperation and unity are the key words of this section
<i>Art and Music in Peace and Conflict</i>	This is a collection of songs, paintings, images and graffitis that are related to peace and non violence. This part aims to encourage children to express themselves through art and music.
<i>Manual for Teachers and Educators</i>	This is an introductory chapter used to separate the first part (for children) and the second one (for teachers) of the CRP Unit.
<i>How to Prevent a Conflict (Unit for Teachers and Educators)</i>	This section teaches how to scale the severity of a problem that can be the starting point of a conflict. In doing so, the user will acquire the skills to identify a situation of conflict and to prevent it.
<i>Conflict Mediation (Unit for Teachers and Educators)</i>	Once the user has gained the necessary skills and knowledge to either prevent or to solve a conflict, he/she will learn how to mediate in a situation of conflict.
<i>Material and Resources for Teachers and Educators</i>	This section encloses a collection of educational sources such as videos, articles and books that educators and teachers can have access to and consult in order to improve their knowledge about peace education and conflict resolution education.
<i>Conflict Resolution Workshop</i>	This last part is the report and explanation of the conflict resolution workshop. It contains photos and it is considered a guide for future workshops.

6.2. Interactive Content

Each section of the structure aforementioned is composed of exercises, teachings, videos and images. The CRP Unit is mostly based on interactive content. Indeed, one of the main objectives of LAL is to develop learning e-courses that will really involve the children through catching activities and games. In doing so, creativity, ability to synthesize and simple explanations are key elements to produce the best content.

The informatic platform Tanshoura in which the Conflict Resolution for Peace Unit is developed, offers a wide range of materials and activities. Among these there are, question set, multiple choices, drag and drops, text drops, collages, interactive videos and memory games (Appendixes 4.1, 4.2, 4.3). Therefore, content developers are able to create interactive units, classes and games to involve users and facilitate their learning experience. Moreover, interactive and multimedia-based e-learning have shown to have a bigger and more beneficial impact on students than traditional learning methods. In particular, an experiment carried out already in 2005 by the Department of Information System of the University of Maryland, revealed that “when a multimedia-based e-learning environment offers more learner–content interaction, learning performance and learner satisfaction can be improved” (Zhang; p.159; 2005).

Refugee children have the right to have access to quality education and being able to use interactive content allow them not only to learn about educational courses but also about technology.

It is indeed evident that in this millennium education and technology are powerful tools to empower youth and to support young refugees in achieving a better future.

7. Conflict Resolution Workshops

The Conflict Resolution workshops consist in a set of activities decided and carried out by the NGO Lebanese Alternative Learning in partnership with Borderless NGO for 60 Syrian refugees (age 8 -14 yo) living in Lebanon. Two of the three workshops have been performed on July 18 2019, while the third one was performed on July 25th. The kids have been divided into 3 groups and the workshops have been adapted to each group based on children’s age, number of participants and observation during the performance of the activities. All the workshops were conducted in Beirut (Lebanon) and each workshop had a duration of two hours. During the workshops the help and

support of translators have been essential as the kids did not have an adequate level of English language to understand the purpose of the project.

The following table shows how the workshops have initially been designed:

<p><i>Introduction</i></p>	<ul style="list-style-type: none"> ● 5 minutes. ● The introduction is meant to explain to the kids what is the workshop about, why is important to learn about conflict resolution techniques and to introduce the team members. ● The purpose of starting the workshop with a brief introduction about the workshop is to connect with the children and to raise their interest in the field of conflict resolution.
<p><i>“Remember Me”</i></p>	<ul style="list-style-type: none"> ● 10 minutes. ● The activity consists in sitting all together in a circle. One by one each participant has to say his/her name and something that he/she likes to do/eat/watch etc. Also, each participant has to repeat the name and the characteristics of the person who has spoken before him/her. ● The main goals of this ice breaking activity are: <ul style="list-style-type: none"> - connecting with the children - creating an atmosphere of comfort and freedom - make the kids feel free to share something that characterises them
<p><i>Breathing and Meditation</i></p>	<ul style="list-style-type: none"> ● 5 minutes ● By regulating the breathing and focusing on the process of breathing in and out, kids can feel more relaxed and focused. This exercise is helpful to calm them down and make them feel more connected to their own bodies. ● The purpose of the breathing and meditation activity is to create a safe space in which kids are able to let themselves embrace their own feelings and emotions.
<p><i>“Active Listening”</i></p>	<ul style="list-style-type: none"> ● 15 minutes ● Kids are paid up (one speaker and one listener) and they have to answer alternatively two questions “What is the best thing ever happened to you?”, “For what can I be grateful today?”. The speaker has 3 minutes to reply to the question, while the listener has to actively listen to him/her, without: <ul style="list-style-type: none"> - interrupting - getting distracted - commenting <p>instead he/she should:</p> <ul style="list-style-type: none"> - keep eye contact - nodding - give undivided attention

	<p>When the time is over, the listener will have 2 minutes to express what he/she has understood and what remembers from what the speaker has talked about. Also, only if the speaker allows it, the listener will have extra minute to add feedback or personal opinions about what he/she has listened to.</p> <ul style="list-style-type: none"> • The purposes behind this activity are firstly, to learn and to train Non Violent Communication skills, to improve interpersonal relations, to developing non aggressive responses and to create a safe atmosphere for communication.
<p><i>Video and Critical Thinking</i></p>	<ul style="list-style-type: none"> • 15 minutes • The kids watch a video (video description explained in the reports) which is made to trigger contrasting emotions. At the end of the video, the kids have to open a discussion about it and have to share their opinions and feelings. In doing so, they are putting into practice the skills gained through the active listening activity and they are encouraged to use and improve their critical thinking skills. • The main goal of this activity is to explore the abilities acquired by the kids in anger management, non violent communication and active listening. Also, the activity aims to involve kids in a process of mutual tolerance, acceptance and understanding.
<p><i>“Theater of the Oppressed”</i></p>	<ul style="list-style-type: none"> • 20 minutes • The theater of the oppressed is a powerful activity used both in peace education and conflict transformation courses. During this activity, kids are divided in groups and in 2 or 3 participants of each group have to create a scenario of conflict and they have to pose as they are “statues”. The other participants have to observe the scenario, understand the situation of conflict and move each “statue” through one movement, in order to transform the situation of conflict into a completely different (solutionated and peaceful) scenario. • The purpose behind this activity is to involve everyone in the process of conflict transformation. Through observation participants can identify elements and details that foster a situation of conflict. Also, by moving the statues and transforming the scenario, kids can develop their problem-solving skills, their creativity and they can learn that solving a problem does not always mean to make an immediate and huge change, but rather it is about taking small steps towards a long-lasting change.
<p><i>“Guess my Age”</i></p>	<ul style="list-style-type: none"> • 10 minutes • “Guess my Age” is a game in which kids are not allowed to communicate through words, however they have to be able to stand in a line which is based on their age. At the beginning of the line there has to be the oldest person of the group while at the end of the line there has to be the youngest

	<p>one.</p> <ul style="list-style-type: none"> This activity is extremely useful to develop a sense of cohesion, cooperation and team-work among kids. Also, it helps them to find alternative and creative methods of communication which each other. It aims to teach them that through cooperation, inclusion and mutual support it is possible to face and win challenges and problems.
<i>Conclusions</i>	<ul style="list-style-type: none"> 5 minutes The conclusion is a moment in which the organizers of the workshop thank the participants and end the workshop. The conclusions aims to end the workshop and the day spent together with kids.
<i>Feedbacks</i>	<ul style="list-style-type: none"> 10 minutes The kids have to write on paper their opinions about this workshop, answering the following questions: <ul style="list-style-type: none"> Do you think this workshop has been useful to you? Do you feel more confident about your conflict resolution skills? Which is the activity you like the most? and which is the one you like the less? Feedbacks are necessary to evaluate the workshop in order to learn and improve future version of the Conflict Resolution workshop.

The workshops have been structured in this way to benefit the learning experience of the children concerning conflict resolution education. While designing the workshops, special attention was given to the activity of active-listening as a general form of interaction between humans.

For the purposes of this academic research and to support LAL's work, all the workshops have been described and analysed into evaluation reports, which can be found in the appendix section as appendices 5.1, 5.2 and 5.3.

The evaluation reports show the differences between workshops and it is clear how each experience differ from one another, not only due to the different inputs (age, number of children, etc) but also due to the changes that have been made during the performance of the activities.

Finally, further evidence of the workshops (photos) are illustrated in the appendices 6.1, 6.2, 6.3.

8. General Considerations

8.1. How much LAL has improved refugee children access to quality education?

The work of Lebanese Alternative Learning has reached so far sixteen educational centers in Lebanon and has worked with more than 2750 students (LAL;2019). Currently LAL's team is able to provide mostly data concerning refugee children aged 3-5 who have taken part to the project Tabshoura Kindergarten. Indeed the NGO is still collecting data regarding middle-school children through a new and more detailed research that involves also kids who have tested not only the program Tabdoura Middle-school but also Tabshoura Plus.

Nonetheless, data concerning kindergarten students that had the opportunity to access education through the e-courses offered in Tabshoura Kindergarten platform have shown significant progress in several fields of learning. In 2016, a study described in the report "The impact of e-learning on early childhood education - Ages between 3 and 5 years" carried out by Tarek El-Halabi and Rana El-Hajj of the University of Beirut, has provided interesting results about the Tabshoura project. The report is based on the study of e-learning performances of a sample of 134 refugee children divided into two groups: 100 of them were used the Tabshoura Kindergarten e-learning platform (experimental group), while 34 of the children were taught using the traditional learning approach (control group). The study aimed to "examine whether better learning is provided to children using e-learning material" (El-Halabi; El-Hajj; 2016: p.1) and its evaluation has been based on Learning Objectives. The Learning Objectives are clustered in three big learning fields, divided into subcategories:

Computer	Linguistic Expression	Sciences
It is the knowledge of basic	- Focused Listening	- Matching

<p>computer hardware (screen, mouse, keyboard) and the ability to drag-and-drop items, correct use of click, ability to locate items on the screen, ability to spot icons on the homepage.</p>	<ul style="list-style-type: none"> - Books - Environment - Food - Matching Items - Series - Images - Words 	<ul style="list-style-type: none"> - Numbers - Series - Living - Spatial Awareness - Temporal Awareness - Shapes and Sizes
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The evaluation has been made based on the percentage of how many children were “Able”/”Learning”/”Unable” to improve their skills in computer, linguistic expression, sciences. Also, it was based on the comparison of pre- and post- tests for both control and experimental children. In the results of the pre-tests, children belonging to the control group have shown to have achieved higher results (40.26) than those of the experimental group (36.4), despite children in both groups have proven to be unable in all the three learning areas -computer, linguistic expression, sciences- (El-Halabi; El-Hajj; 2016). In the post-tests results (after having used Tabshoura e-learning platform on one side and after having used traditional learning approaches on the other one), the children of the control group have reached a total improvements of 38.86%, improving especially in linguistic expressions and slightly improved in sciences, while they did not improve in computer. On the contrary, the scores of the experimental group have indicated significantly improvement “in all items of computer, linguistic expression, and sciences”(El-Halabi; El-Hajj; 2016; p. 95), with a total improvement of 154.67%. Generally, the students from the control group moved from the stage of “unable” to the “learning” stage, while students who have used Tabshoura moved from “unable” to “able”. This comparison and the results from the pre- and post- tests (figures 5; figure6) confirms that Tabshoura e-learning platform has been a strong and effective tool to improve children’s skills in computer literacy, linguistic expression and sciences (Appendix 7).

Figure 5: Comparison of the scores between Pre and Post tests for control group

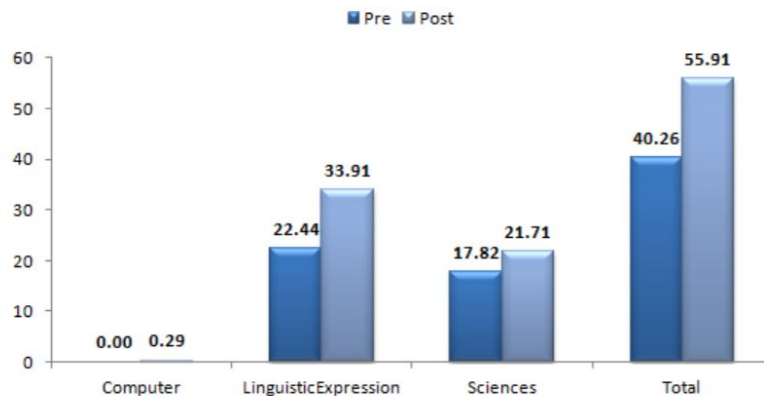
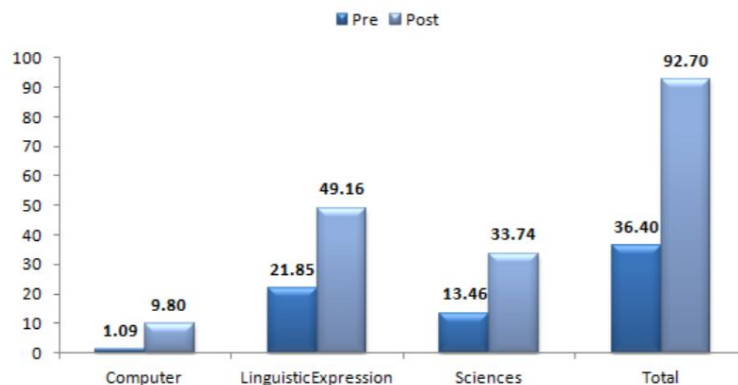


Figure 6: Comparison of the scores between Pre and Post tests for the experimental group



This report demonstrates that Tabshoura and LAL are actively providing important results concerning not only the access to education for children in Lebanon, but also concerning the quality of education itself.

8.2. Recommendations for further projects

The aim of this research was to explain the importance of non-formal education as a fundamental tool to foster peacebuilding and youth empowerment.

The research has been carried out based on the work of the NGO Lebanese Alternative Learning

(LAL) in the field of conflict resolution education for refugee children. On one hand, the theoretical framework was designed to demonstrate the strong connection between non-formal education (specifically peace education and e-learning) and conflict resolution, peacebuilding and youth empowerment. On the other hand, the sections concerning both the CRP Unit and the workshops along with the work of LAL aimed to offer a realistic example of the implementation of non-formal education and conflict resolution theories into practice.

In order to carry out a more complete and detailed research in this field, here below are listed some recommendations based on the challenges arose while working on this project:

- Content research for children

The main challenge behind the content research for the Conflict Resolution for Peace Unit (e-course) was to adapt the content itself to the users targeted (refugee children). As explained in the chapter 6 (Conflict Resolution for Peace Unit Development) and in paragraph 3.3 (The importance to Work with Refugee Children) of this academic project, the content about violence, peace and conflict resolution had to be adapted to children who are not used to the same type of education as the one in Western countries and who might be particularly sensitive due to the psychological and emotional trauma caused by the war. Moreover, it is important to avoid examples that are too explicit and might hurt them: the Syrian war, Israeli occupation of Palestinian land, etc.

- Monitoring

In order to implement an effective project, the process of monitoring is necessary. However, in this study due to the little amount of time available and due to LAL's lack of an effective time-based monitoring, it has not been possible to provide a good monitoring of the project. Because of this reason, the monitoring process of this study refers basically to the immediate reaction of the children

about the activities of the workshops. Hence, in order to improve further projects concerning this type of study and to achieve more solid confirm about the success of the project, it is important to be able to track the efficacy not only of the conflict resolution workshop but also of the e-course over time.

- Evaluation

Finally, evaluating the success of the project has not been completely possible. Indeed, the evolution of a project can be result-based or it can be gleaned throughout the activity process. As the second option cannot be performed in this specific project (due to the issues in the phase of monitoring), the first option seemed to be the best one. However, as LAL does not provide an updated and complete data collection, it turned out to be quite difficult to successfully evaluate the outcome of the Conflict Resolution for Peace Unit. The recommendation for further projects in this context, is to rely on efficient evaluation system composed of results collected over time and on their analysis based on specific objectives.

9. Conclusions

“If we want to reach real peace in this world, we should start educating children”. The statement of Mahatma Gandhi represents the whole idea behind these months of work. The academic research, the creation of an e-course, the implementation of several workshops are all fundamental steps to educate children to the Culture of Peace. Education means human empowerment and when it is directed to teach peace, the final outcomes are peaceful relations and peaceful societies.

The main goal of the current academic work was to demonstrate the importance of non-formal education in fostering youth empowerment and peacebuilding among refugee children in Lebanon.

Syrian and Palestinian refugee children are victims of international conflicts, broken out because of

specific interests of different actors (governments, external actors, terrorist groups etc).

Non-formal education can assume different meanings; in this specific work, it referred to alternative learning: technology (e-learning) and peace education.

Alternative learning allows to provide quality education to vulnerable communities and refugee children. More specifically, this research focused on the work of the NGO Lebanese Alternative Learning (LAL) and its effort in providing learning content for kindergarten children middle-school kids in Lebanon. Likewise, peace education is a discipline that aims to raise awareness about issues concerning human rights, environment and interpersonal and international relations. Peace education is able to empower youth and foster peacebuilding by teaching and improving children's empathy, mutual understanding, emotional skills and non violent communication skills.

Precisely, in the current work, peace education assumed the meaning of conflict resolution education.

On this basis, it was researched and developed the e-course "Conflict Resolution for Peace Unit". This unit was part of the platform *Tabshoura*, created by LAL. The conflict resolution unit has been used as a realistic example of the implementation of peace education, peacebuilding and conflict resolution theories into practice.

Moreover, on the one hand, conflict resolution will be used by teachers and educators as teaching guidelines to put in place conflict resolution education in their schools. On the other hand, it offers interactive material to Lebanese children and refugee children from Syria and Palestine, that can be used to learn about peace and conflict.

The current academic work aimed also to demonstrate the efficacy of the Conflict Resolution for Peace Unit through the implementation of several Conflict Resolution Workshops.

The activities of the workshops have been designed following the content of the Conflict Resolution for Peace e-course.

Indeed, the last part of this research shows that educating children to peace in order to achieve a peaceful world is possible not only through traditional formal education, but also through games and activities that can improve their social skills and critical thinking.

Conflict resolution education enables children to deal with their feelings and to manage stressful situations of conflict. Education is without a doubt a powerful tool to achieve peace. Providing non-formal education to teachers and children in Lebanon, will support them in improving their lives and to empower their communities and the host countries in which they are living.

Education is the key to achieve a better future.

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11. Appendices

Appendix 1: Conflict resolution techniques, complementarity and the hourglass model

Stage of conflict	Strategic response	Examples of responses and capacity
Difference	Cultural peacebuilding	Problem-solving Support for indigenous dispute-resolution institutions and CR training Fact-finding missions and peace commissions Culture of toleration and respect Multiple and inclusive identities
Contradiction	Structural peacebuilding	Development assistance Civil society development Governance training and institution building Human rights training Track II mediation and problem-solving Institutional capacity Constitutional and legal provision Legitimacy and social justice.
Polarization	Elite peacemaking	Special envoys and official mediation Negotiation Coercive diplomacy Preventive peacekeeping
Violence	Peacekeeping	Interposition Crisis management and containment
War	War limitation	Peace enforcement Peace support and stabilization
Ceasefire	Peacekeeping	Preventive peacekeeping Disarmament and security sector reform Confidence building and security enhancing measures Security in the community through police training
Agreement	Elite peacemaking	Electoral and constitutional reform Power sharing and de-centralization of power Problem-solving
Normalization	Structural peacebuilding	Collective security and cooperation arrangements Economic resource cooperation and development Alternative defence
Reconciliation	Cultural peacebuilding	Commissions of enquiry/truth and justice commissions Peace media development Peace and conflict awareness education and training Cultural exchanges and initiatives, sport as reconciliation Problem-solving as future imaging

Appendix 2: General Structure of the Conflict Resolution for Peace Unit in Tabshoura Plus - LAL - (Beirut; Lebanon; June 2019)

<ul style="list-style-type: none"> Welcome to the Conflict Resolution Course 	<ul style="list-style-type: none"> You Are Not Alone 	<ul style="list-style-type: none"> Material and Resources for Teachers and Educators
<ul style="list-style-type: none"> What is Conflict? 	<ul style="list-style-type: none"> Art and Music in Peace and Conflict 	
<ul style="list-style-type: none"> Violence and Non Violence 	<ul style="list-style-type: none"> Manual for Teachers and Educators 	<ul style="list-style-type: none"> Conflict Resolution Workshop
<ul style="list-style-type: none"> The Peace Formula 	<ul style="list-style-type: none"> How to Prevent a Conflict (Unit for Teacher/Educator) 	
<ul style="list-style-type: none"> How to Resolve a Conflict 	<ul style="list-style-type: none"> Conflict Mediation (Unit for Teacher/Educator) 	

Appendix 3: Content Example of the Conflict Resolution for Peace Unit in Tabshoura Plus; “Welcome to the Conflict Resolution Unit” section - LAL - (Beirut; Lebanon; June 2019)

Welcome to the Conflict Resolution Course

H+P The Conflict Resolution Course

What is Conflict?

H+P Observe and Learn!

H+P Once upon a time...

H+P Play with your Friends!



Violence and Non Violence

H+P Observe and Learn!

H+P Non Violent Methods to Transform a Conflict

H+P Let's Play Together!



The Peace Formula

H+P Observe and Learn!

H+P Stories of Peace

H+P Reflecting Time



How to Resolve a Conflict



You have finally reached the section "How to Solve a Conflict"! Now that you have learned the main techniques to analyze a conflict and the main concepts of the field of conflict resolution (empathy, active listening, non violence, peace), you are finally ready to learn the steps to resolve a conflict.

Through this journey into the Conflict Resolution section you will learn how to manage every conflict and you will develop problem-solving skills that will help you throughout all your life!

You Are Not Alone



Whenever you feel like your rights are not being provided, you should **spea**k up! You should also know that *you are not alone* and that there are many people that feel the same way as you do. One thing you should be sure of however, is that you and your people are united for the same cause, otherwise the group will fall apart! You should also always send your messages *non-violently* and *peacefully*. Sometimes, in order to draw attention to the cause you are fighting for, you should try to find a **creative** way to speak up!

Art and Music in Peace and Conflict



Welcome to the section dedicated to **Art and Music in Peace and Conflict!** Since you have learned that **creativity** is a necessary tool to resolve conflict, here you can take a look at the most creative works in music and art, made to raise awareness about peace and conflict, to express social injustice and to advocate for the end of several conflicts around the world. Enjoy!

Manual for Teachers and Educators

This specific part of the course, titled **Manual for Teachers and Educators**, has been designed specifically for those adults who want to learn about **Conflict Resolution** in school.

In this section, you will learn about methods, techniques and definition concerning **Conflict Resolution**. More specifically, the section has been taught to share knowledge about **Conflict Prevention and Conflict Mediation** and to offer food for thoughts and teaching material about **Peace Education and Conflict Resolution Education**.

Finally, the last part is dedicated to the description of the **Conflict Resolution Workshop**, implemented in July 2019 in Beirut, Lebanon.

Material and Resources for Teachers and Educators

In this section **teachers** and **educators** can find texts, articles, videos and exercises to put in place with their **students**. This section aims to provide **teaching and learning materials** and support to those teachers who are willing to address **conflict resolution education** in their classes.

Conflict Resolution Workshop



The **Conflict Resolution Workshop** is an exciting experience full of catching activities for students and teachers. It is composed of **activities** which aim to develop **emotional awareness, critical-thinking, nonviolent communication and problem-solving skills**. The children and educators who take part to the workshop learn about conflict resolution processes and conflict dynamics. Also, they have the opportunity to express their **feelings, thoughts and opinions** in a safe space characterized by a supportive and relaxed atmosphere. The Conflict Resolution workshop is a useful tool able to foster youth empowerment and peacebuilding and it belongs to the **peace education** curriculum.

Appendix 4.1 : Content Example (exercises) of the Conflict Resolution for Peace Unit in Tabshoura Plus - LAL - (Beirut; Lebanon; June 2019)

You have to remember that:

"A **conflict** is the **consequence** of a misunderstanding or disagreement which arises when two (or more) **people** have **different goals or needs**. These goals/needs are based on **values** and **interests**."

Drag the words into the correct boxes

is a natural part of life.

How many times did you argue or even fight with someone who disagreed with you?

experiences conflict at some point in life. The reasons why it happens are many and different from one another. What you have to know is that there are many of misunderstanding and disagreement hidden beneath an evident conflict.

Some of the main causes of a conflict are different points of view which affects our of reality, different goals and , different cultures and values, and finally the way how we with each other.

communicate

Conflict

layers

perception

Everyone

interests

✓ Check

Sarah and **Aziz** are playing football in front of the school with some friends. Suddenly Sarah stops playing and starts to cry. Aziz, instead of stopping the game, takes advantage of the situation to score a goal. Therefore Sarah, who is still crying, hits him. Aziz starts to cry as well and yells at Sarah "You are so stupid!".

Sarah tells Aziz why she started to cry?

Yes, she clearly expresses what she feels

No, she doesn't speak up

✓ Check

Appendix 4.2 : Content Example (exercises) of the Conflict Resolution for Peace Unit in Tabshoura Plus - LAL - (Beirut; Lebanon; June 2019)

<p>Documentation tool</p> <p><input checked="" type="radio"/> Time to Reflect</p>	<p>Time to Reflect</p> <hr/> <p>Do you think DIALOGUE and EMPATHY are important elements in a situation of conflict? Yes or No? Explain your answer.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>
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Appendix 4.3 : Content Example (theory) of the Conflict Resolution for Peace Unit in Tabshoura Plus - LAL - (Beirut; Lebanon; June 2019)

To Resolve a Conflict

!Be smart, not Violent!

Steps to take to solve a conflict

1) Breathing is extremely important when you find yourself in a situation of conflict.

Being able to chill and calm down your emotions through a deep and relaxed respiration, will help you to address the problem or the person you are facing with more rationality, empathy and fairness.

Slow and deep breathings are essential to manage feelings as anger, sadness and desire for revenge. If you are not able to control these emotions, it will be easier to escalate a conflict and to extend its consequences.

2) Create a Safe Place

A "safe space" means to create a peaceful environment in which you can dialogue with the person/s you are having a conflict with. A peaceful environment doesn't have to be necessarily a physical space, however being able to avoid crowded and noisy locations can help you and the other person to listen and understand each other better.

A safe place is a timeframe in which you both are able to express your feelings, goals and opinions about the matter which has caused the conflict.

3) Active Listening

Active Listening is extremely important during conflict resolution. I know you think are completely right, but also the other person does it. However, through active-listening, you are able to listen and understand the other person's point of view and to catch useful perspectives and details that you didn't know about during the conflict.

During the active listening, try to use the Non Violent Communication techniques you have learned in the previous sections: don't interrupt, don't get distracted. etc.

4) Empathize

Empathy helps you to put yourself in the place of the person you have a conflict with.

Dialogue, active listening and empathy are the most essential elements to understand each other and to initiate a cooperation process to understanding how the matter makes you both feel and what are the causes of the conflict.

5) Be Creative

Creativity yes! By proposing creative solutions to solve the conflict, you and the other people involved are already cooperating towards the resolution of the conflict. You both have to keep in mind that you don't have to fight against each other, instead you have to fight against the problem that has caused the conflict.

Go ahead then! Transform the conflict into a profitable experience! Propose solutions, options, alternatives and think about what can benefit each one of you.

6) Agree on a Common Solution

Negotiation and Problem-solving are the skills that you have gained so far so... use them! If you feel like the solution you have found is not equal for all the actors in the conflict (do you remember the difference between equality and equity?), then you can always negotiate and compromise- non violently - for a different solution.

Finally you will reach a common ground, a common solution on which you both agree and the conflict will be solved!

7) Forgive and Move On

Now that the conflict has been solved, you and the other person can forgive each other and finally move on! Forgiveness will come more naturally because of the power of empathy. Also moving on, doesn't mean to forget what you have learned from the conflict, but it means to let go all the negative emotions related to it and to focus your energies in putting in place the solution you have found.

Appendix 5.1: Evaluation Report Number 1 (18 - 07 - 19; Beirut, Lebanon)

<p>Executive Summary</p>	<p>Date and Venue The Conflict Resolution Workshop took place on Thursday 18 of July, at the headquarters of the NGO Borderless in the southern-part of Beirut, Lebanon. The workshop's organizers arrived at 10.45 at the NGO in order to install and prepare the interactive material (projector) to use during the activities.</p> <p>Workshop Organizers The Workshop organizers were volunteers of the NGO Lebanese Alternative Learning (LAL): Federica Casaccio (organizer), Audrey Azzo (organizer and translator) Maria Bashoura (translator) and Maya Nyagolova (volunteer).</p> <p>Agenda The workshop was composed of six main activities that had the aim to help the children to learn about the steps of peaceful conflict resolution.</p> <ul style="list-style-type: none"> ● Introduction ● “Remember Me” activity ● Meditation and Breathing ● Active-Listening ● Video and Discussion → performed again with a different video ● Role Play → not performed ● “Guess my Age” activity → not performed ● Conclusions ● Feedback → not available <p>Participants The workshop is designed for children (preferably aged 11-14 yo), teachers and educators. As previously agreed with Borderless Staff, the organizers of the workshop were supposed to meet 20 children (male and female) aged 8-11 yo. The day of the workshop, Borderless team proposed to involve more children in the activities and therefore the LAL's and Borderless members agreed on working with 24 children. However, no educators/teachers took part in the workshop. Also, the age of the children during this first workshop ranged from 8 to 14 years old.</p>
<p>Main Text</p>	<p>The Workshop The Conflict Resolution Workshop opened with a brief introduction of the workshop organizers about who they were and what was the workshop about. Afterwards, children were asked to stand all together in a big circle in order to start the first ice breaking activity in which children had to introduce themselves when a yarn was given to them. However, the first activity had to be interrupted for many reasons: first of all children did not want to stay in the circle waiting for their turn and secondly, because they started to dangerously roll the yarn around their bodies, instead of just holding it in their hands as it had been told during the explanation of the activity.</p>

	<p>Therefore, the organizers have decided to move on and to put in place the second activity which aimed to chill the children down as it was about breathing and meditation. Hence, we asked the children to sit down on the mats which have been previously arranged on the floor. During the activity, some children seemed to be very interested and relaxed (especially some girls between 11 and 13 years old and some boys who were 9/10 years old). However, some other children were really agitated and made difficult to create a peaceful and serene atmosphere.</p> <p>Moreover, a strong element of distraction were two bottles of water that Borderless team had given to the organizers for the children. Indeed, every time one child was asking for water, the whole group did the same and get distracted interrupting the activities. Therefore, two of the organizers started to give glasses of water to all those children who were asking for it, but this little break created excitement, confusion and slowed down the performance of the activity.</p> <p>After a break, the organizers have asked the children to pair up in order to play the active-listening activity. However, most of the kids did not pay attention to the explanation of the activity and while some of them started to play random games, others just run out of the classroom when one member of Borderless NGO opened the door to check the workshop. The organizers have tried for ten minutes to implement the activity, but due to the chaotic environment (it was really complicated to deal with 24 kids) and the lack of interest, focus and respectful manners towards the organizers of the children, it was decided to move further and to play a short video.</p> <p>The activity about the video and its discussion can be considered the most successful among the activities carried out during the workshop. All the children were curious about the short movie and they watched it until the end without interruptions. Later, a discussion was opened it and the children were asked to freely express themselves and share their opinions and feelings about the video. Some of the kids intervened to tell what they thought about the video and some others shared what they have done in school concerning the topic of the video (environment). During the discussion some children left the classroom, while some others started to play around loudly.</p> <p>As the video and discussion activity worked, the organizers of the workshop have decided to play another short movie and to open another discussion about it in order to give every child the opportunity to speak about it. However, due to some technical difficulties, the video could not be shown and hence, the children started to be loud again, to run around the room and to go in and out pf the classroom.</p> <p>At this point, the organizers have decided to not perform the last two activities (role play and guess my age) due to the evident difficulties encountered in catching the attention and interest of the children and due to the chaotic environment. Instead, they have decided to re-open the discussion about the previous videos, but it did not last long and some other children left.</p> <p>Finally, the organizers have tried to reunite the children remained in the classroom and to conclude the workshop, but as soon as the bell rang, the children got distracted again, some of them left and the workshop ended.</p>
<p>Conclusions and Recommendations</p>	<p>Outcomes of the Workshop</p> <p>The overall objective of the Conflict Resolution workshop was to support children in learning the main steps to peacefully resolve a conflict.</p>

<p>tions</p>	<p>Also, the workshop aimed to develop active listening skills, respect, critical thinking skills and creativity. Due to the chaotic environment and the difficulties encountered these main objectives could not be met.</p> <p>Feedbacks There are no feedback available from the children, since the workshop ended before the time expected and the children left the room as soon as they heard a bell ringing.</p> <p>Recommendations Adjustments have to be made to the agenda, in light of various considerations, such as the lack of rules set at the beginning of the workshop, the age gap between children, the strong deficit of attention of some children and violent behaviour when they are in big groups. The language barrier (as only two of the four organizers could speak Arabic) and finally, the small number of organizers compared to the big number of children involved in the activities.</p>
<p>Annex</p>	<p>Look at Table 5.1.1</p>

Table 5.1.1

Time	Topic	Activity	Who?	Material used	Comments
11-10 am 11-15 am	- what is a conflict - your relation with conflict and peace	Introduction	Federica, Maya, Maria, Audrey		The introduction was too short and it lacks some useful information
11-20 am 11-35 am	-ice breaking activity	“Remember Me”	Federica, Maya, Maria, Audrey	yarn	To use a yarn with hyperactive children can lead to dangerous situations
11-40 11-45	- relaxation for inner peace and focus	Breathing and Meditation	Federica, Maya, Maria, Audrey	mats	It is difficult to perform the activity with big groups of children
11-55 12-15	- listen and understand each other	Active Listening	Federica, Maya, Maria, Audrey		It is necessary to monitor each couple in order to have a successful impact

12-20 12-40	-environment and critical opinion of a common issue	Video and Discussion	Federica, Maya, Maria, Audrey	laptop and projector	The discussion has to be more inclusive and lasts longer
-	- learn how to observe and change the dynamics of a conflict	Role Play: The Theater of the Oppressed	Federica, Maya, Maria, Audrey		Not performed
-	- cooperation and team-work	Guess my Age	Federica, Maya, Maria, Audrey		Not performed
12-40 12-45	- brief reflection on the learning experience	Conclusions	Federica, Maya, Maria, Audrey		This part should have had a more meaningful approach.
-	- data collection	Feedback	Federica, Maya, Maria, Audrey		Not available

Appendix 5.2: Evaluation Report Number 2 (18 - 07 -19; Beirut, Lebanon)

<p>Executive Summary</p>	<p>Date and Venue</p> <p>The Conflict Resolution Workshop took place on Thursday 18 of July, at the headquarters of the NGO Borderless in the southern-part of Beirut, Lebanon. This is the second workshop, resulted as a collaboration between LAL and Borderless. The workshop started at 1.15 pm and its organizers were already onsite</p> <p>Workshop Organizers</p> <p>The Workshop organizers were volunteers of the NGO Lebanese Alternative Learning (LAL): Federica Casaccio (organizer), Audrey Azzo (organizer and translator) Maria Bashoura (translator) and Maya Nyagolova (volunteer).</p> <p>Agenda</p> <p>The workshop was composed of six main activities that had the aim to help the children to learn about the steps of peaceful conflict resolution.</p> <ul style="list-style-type: none"> ● Introduction ● “Remember Me” activity ● Meditation and Breathing ● Active-Listening ● Video and Discussion ● Role Play ● “Guess my Age” activity ● Conclusions ● Feedback <p>Participants</p> <p>The workshop is designed for children (preferably aged 11-14 yo), teachers and educators.</p> <p>During this workshop 18 kids (aged 11-15 yo) took part in the activities. Also, one of the educators of the Borderless NGO had attended the workshop.</p>
<p>Main Text</p>	<p>The Workshop</p> <p>In order to improve the performance of this session, compared to the first one implemented in the morning, at the beginning of the workshop, the organizers have communicated two fundamental rules to the children:</p> <ul style="list-style-type: none"> - in the classroom there must be mutual respect, therefore when one of the organizers speak, children have to be quiet and when one of the children

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- speaking, all the others have to let him/her speak and actively listen to him/her
- every 20 minutes there will be a 5 minutes break in which kids will be able to use the toilet and drink water.

Right after having communicated these rules, kids have been divided into 2 groups (9 kids per each group). One group worked with Maya and Maria, and the other one with Federica and Audrey.

The Conflict Resolution Workshop opened with a brief introduction of the organizers concerning the purposes of the workshop.

Afterwards, the first ice breaker activity “Remember Me” was put in place; during this activity organizers have decided to not use a yarn (due to the issues arose during the first workshop) and to keep the children divided in groups and sat on the mats. The activity was successful.

Hence, organizers have moved forward with the implementation of the second activity about meditation and breathing. Kids were interested and they were really involved in the activity to the extent that it lasted exactly 5 minutes as it was planned.

At this point, it was asked the children to group up in pairs while keeping their position inside the circle, sat on the mats, in order to perform the active listening activity. Kids were relaxed and ready to take part in the activity. They did not have major difficulties in implementing the activity and they answered the question “What is the best thing that happened in your life?”. However, some of the children did not have an answer to this question, while others seemed to be insecure and uncomfortable. Generally, the kids were calm and it was possible to open a time of reflection during which most of the kids were interested in sharing their own thoughts and feelings about the activity and its importance in conflict resolution processes.

At this point, it was possible to take a break.

After the break, the organizers have asked the kids to sit again on the mats in order to show them a short video. Kids paid full attention to the video and after that, they have been separated once again in two groups in order to open a constructive discussion about it. During the discussion, kids were really engaged in the conversation. Some of them recall what they learned in school about the topic of the video (environmental awareness) and others seemed to be excited and curious to know each other’s opinion. The discussion was conducted in such a way to open a dialogue about “conflict”. Some of the kids shared personal experiences with violence (i.e. domestic violence of a mother towards her daughter) and others stated that in a situation of conflict they usually take a moment to calm down instead of initiating a fight. It was a really constructive dialogue as kids could feel

	<p>free to express themselves, to listen to each other and to compare their different experiences with conflict, violence and peace.</p> <p>After the discussion, it was implemented the activity “Theater of the Oppressed”, during which children were curious to play and to actively participate. Despite this, organizers noticed that the kids did not understand the deeper meaning of the activity which was to open a reflection about conflict resolution dynamics.</p> <p>After the activity another break was taken.</p> <p>Finally, kids were gathered all together to perform a last activity and the conclusions. During the workshop, organizers found out that most of the kids did not know their birth dates. Therefore, instead of implementing the cooperative game “Guess my Age”, it was asked the children to answer some questions in order to let them see that even though they are all different, they are also similar in experiencing conflict and hence they have to support each other. During the conclusion and feedback collection, organizers also asked the kids what they learned during the workshop, if they liked it and if they thought it was useful.</p>
<p>Conclusions and Recommendations</p>	<p>Outcomes of the Workshop</p> <p>The overall objective of the Conflict Resolution workshop was to support children in learning the main steps to peacefully resolve a conflict. Furthermore, the workshop aimed to develop active listening skills, respect, critical thinking skills and creativity. The outcomes from the workshop are really positive. Kids learned the main steps of Conflict Resolution and most of them showed to be willing to freely express themselves.</p> <p>Feedbacks</p> <p>The feedback for this workshop are really positive. Most of the kids confirmed that they have gained knowledge about the topics discussed and that they felt good and comfortable at sharing their thoughts and opinions. Also, one kid told to be interested in learning more about “conflict mediation processes” and he was curious to know more about LAL’s Conflict Resolution e-course.</p> <p>Recommendations</p> <p>In order to implement a better workshop, it will be important to keep the separation between groups, substitute the theater of the oppressed activity and to dedicate more time to the discussion time as it really helps kids to reflect on the topic of Conflict Resolution and on their experiences with conflict and violence</p>
<p>Annex</p>	<p>Look at Table 5.2.1</p>

Table 5.2.1

Time	Topic	Activity	Who?	Material used	Comments
11-10 am 11-15 am	- what is a conflict - your relation with conflict and peace	Introduction	Federica, Maya, Maria, Audrey		The introduction has to be improved as it was too short and lacking some useful info
11-20 am 11-35 am	-ice breaking activity	“Remember Me”	Federica, Maya, Maria, Audrey	mats	The activity was successful and kids were comfortable
11-40 11-45	- relax for inner peace and focus	Breathing and Meditation	Federica, Maya, Maria, Audrey	mats	Kids felt engaged in the activity and could relax and focused on their breathing
11-55 12-15	- listen and understand each other	Active Listening	Federica, Maya, Maria, Audrey	mats	Almost every couple performed correctly the activity and this was useful to open an interesting dialogue about it
12-20 12-40	- environment and critical opinion of a common issue	Video and Discussion	Federica, Maya, Maria, Audrey	laptop and projector	The activity was extremely successful. The discussion should last longer
-	- learn how to observe and change the dynamics of a conflict	Role Play: The Theater of the Oppressed	Federica, Maya, Maria, Audrey		This exercise can be avoided in further workshops.
-	- cooperation and team-work	Guess my Age	Federica, Maya, Maria, Audrey		Not performed.
12-40 12-45	- brief reflection on the learning experience	Conclusions	Federica, Maya, Maria, Audrey		It lasted more time than expected

12-50 11-00	- data collection	Feedback	Federica, Maya, Maria, Audrey	Positive and representative of the majority of the kids
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Appendix 5.3: Evaluation Report Number 3 (25 - 07 -19; Beirut, Lebanon)

<p>Executive Summary</p>	<p>Date and Venue The Conflict Resolution Workshop took place on Thursday 25 of July, at the headquarters of the NGO Borderless in the southern-part of Beirut, Lebanon. This is the third workshop, outcome of a collaboration between LAL and Borderless. The workshop started at 10.15 am and its organizers were already onsite.</p> <p>Workshop Organizers The Workshop organizers were volunteers of the NGO Lebanese Alternative Learning (LAL): Federica Casaccio (organizer), Nayla Fahed (founder of LAL, organizer and translator), Joseph Jarrouche (translator) and Maya Nyagolova (volunteer).</p> <p>Agenda The workshop was composed of four main activities that had the aim to help the children to learn about the steps of peaceful conflict resolution.</p> <ul style="list-style-type: none"> ● Introduction ● “Remember Me” activity ● Discussion about Conflict and Peace ● Meditation and Breathing ● Active-Listening ● Video and Discussion ● Conclusions ● Feedback <p>Participants The workshop is designed for children (preferably aged 11-14 yo), teachers and educators. During this workshop 19 kids (aged 11-14 yo, 15 female and 4 male) took part in the activities. Also, one of the teachers of the Borderless NGO has attended the workshop.</p>
<p>Main Text</p>	<p>The Workshop At the beginning of the workshop, the organizers explained to the children that there would have been a break every 20 minutes and that they would have performed the activities while divided in two groups.</p>

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One group worked with Nayla and Maya and the other one with Federica and Joseph. The Conflict Resolution Workshop opened with a brief introduction of the organizers concerning the purposes of the workshop and with the presentation of the Tabshoura Plus platform.

Then, the two groups put in place, the first ice breaking activity “Remember Me”; to make the activity more catching for all the children, organizers have decided to use a yarn in each group as the children were relaxed and interested in collaborating in the workshop. The activity was successful.

At this point, organizers have opened the discussion about conflict and peace asking the children to express their experiences with situation on conflict and peace. In order to facilitate this discussion, three main questions were provided:

- what is a conflict for you?
- why is important to solve a conflict?
- what is peace for you?

Children seemed comfortable to share their thoughts and opinions, most of them were strongly engaged in the conversation and were interested in understanding the reasons behind this reflection. Some children talked about their personal experiences in their families, others shared stories of conflict with friends or siblings. An interesting aspect which arose from the discussion was the meaning and importance of the word “sorry”. Some children explained that it assumes a different meaning according to the recipient (parents or friends) and it was remarkable to see how they were using their critical thinking skills during the discussion. The activity lasted 30 minutes.

At this point it was time for a break.

After the break, organizers moved forward with the implementation of the second activity about meditation and breathing. All the kids were interested in taking part in the activity and meditation music was played on.

The activity was extremely successful and they were really involved to the extent that it had beneficial effects on 18/19 children.

At this point, children came back to their groups and it was asked to them to group in pairs while keeping their position inside the circle, sat on the mats, in order to perform the active listening activity. Kids were relaxed and ready to take part in the activity. They did not have major difficulties in implementing the activity and they answered the question “What is the thing that most makes me happy in my life?”. Most of the children seemed comfortable in replying to the question and in performing the activity, while a few couples needed some additional support from the organizers.

Once the activity was concluded it was opened a time of reflection during which most kids were interested in sharing their own thoughts and feelings about the activity and its importance in conflict resolution processes.

After the discussion, the organizers showed the children a short video. Kids paid full attention to the video and and after that, they have been separated once again in two groups in order to open a constructive discussion about it.

	<p>During the discussion, children show to be aware of the topic of the video (environment). They were interested in learning even more about such issue and some of them were willing to propose solutions to intervene.</p> <p>During the conclusions (even though it lasted only 5 minutes), children showed to have gained knowledge about the conflict resolution process. However, throughout the workshop few kids (especially male ones), shown to be bored or not interested in the workshop.</p>
<p>Conclusions and Recommendations</p>	<p>Outcomes of the Workshop</p> <p>The overall objective of the Conflict Resolution workshop was to support children in learning the main steps to peacefully resolve a conflict. Furthermore, the workshop aimed to develop active listening skills, respect, critical thinking skills and creativity. The outcomes from the workshop are positive. Kids could shared their experiences and opinions about conflict and peace and they learned some of the fundamental steps of Conflict Resolution.</p> <p>Feedbacks</p> <p>Feedback for this workshop are positive. Most of the kids confirmed that they have gained knowledge about the topics discussed and that they have liked the workshop.</p> <p>Recommendations</p> <p>In order to implement a better workshop, it will be important to keep the separation between groups and also it will be more convenient to add an activity in which children can be more active and in which movement is involved.</p>
<p>Annex</p>	<p>Table 5.3.1</p>

Table 5.3.1

Time	Topic	Activity	Who?	Material Used	Comments
10.15 -10.20	- LAL's Conflict Resolution for Peace Unit	Introduction	Federica, Maya, Nayla, Joseph	Laptops	The introduction was completed.
10.20 - 10.30	-ice breaking activity	"Remember Me" activity	Federica, Maya, Nayla, Joseph	-	The activity was successful and small groups make possible to use a yarn

10.30 -10.55	- what is a conflict - your relation with conflict and peace	Conflict and Peace Discussion	Federica, Maya, Nayla, Joseph	two yarns (one per group)	The discussion was successful. It is important to have trained mediators
11.05 -11.15	- relaxation for inner peace and focus	“Breathing and Meditation”	Federica, Maya, Nayla, Joseph	mats	Each child performed the activity and confirmed to feel relaxed and chill.
11.15 - 11.35	- listen and understand each other	“Active Listening Activity”	Federica, Maya, Nayla, Joseph	-	Most of the children performed the activity correctly and during the discussion about it they reflected about the importance and the benefits of being listened to and of being able to express themselves freely
11.35 - 11.55	- environment and critical opinion of a common issue	Video and Discussion	Federica, Maya, Nayla, Joseph	projector	The activity was successful. Children were interested in the topic and were willing to learn more about it. Also, they were able to link a global problem to conflict resolution techniques.
11.55 - 12.00	- reflection of the learning experience and data collection	Conclusions and Feedbacks	Federica, Maya, Nayla, Joseph	-	The conclusions lasted less than what expected as previous discussions took most of the time

Appendix 6.1: photo taken during the Conflict Resolution Workshop; Theater of the Oppressed activity (18 - 07 - 19; Beirut, Lebanon)



Appendix 6.2: photo taken during the Conflict Resolution Workshop; Critical Thinking activity (18 - 07 - 19; Beirut)



*Appendix 6.3: photo taken during Conflict Resolution Workshop (25 - 07 - 19; Beirut);
Introductory discussion about relation with Peace and Conflict*



Appendix 8: Comparison of the scores between Control and Experimental groups for the Post-test results

Section	Using Tabshoura		% of difference	Sig	Mean %		
	Yes	No			Pre	Post	
Computer	9.80	0.29	97.00%	0.000	98.00%	2.94%	
Linguistic Expression	Focused listening	5.61	3.44	38.66%	0.000	93.50%	57.35%
	Books	7.13	4.53	36.47%	0.000	89.13%	56.62%
	Environment	7.45	4.56	38.81%	0.000	93.13%	56.99%
	Food	7.13	4.56	36.06%	0.000	89.13%	56.99%
	Matching items	7.26	4.79	33.97%	0.000	90.75%	59.93%
	Series	3.42	2.41	29.48%	0.000	85.50%	60.29%
	Images	6.15	4.82	21.57%	0.011	76.88%	60.29%
	Words	5.01	4.79	4.31%	0.747	62.63%	59.93%
Total LE	49.16	33.91	31.02%	0.000	84.76%	58.47%	
Sciences	Matching	5.08	3.62	28.79%	0.000	84.67%	60.29%
	Numbers	1.94	1.21	37.84%	0.000	97.00%	60.29%
	Series	3.82	2.41	36.86%	0.000	95.50%	60.29%
	Living	9.59	6.03	37.13%	0.000	95.90%	60.29%
	Spatial awareness	3.65	2.41	33.92%	0.000	91.25%	60.29%
	Temporal awareness	3.86	2.41	37.52%	0.000	96.50%	60.29%
	Shapes and sizes	5.80	3.62	37.63%	0.000	96.67%	60.29%
Total Sciences	33.74	21.71	35.67%	0.000	93.72%	60.29%	
General Total	92.70	55.91	39.69%	0.000	89.13%	53.76%	

Table 104. Comparison of the posttest scores between Control and experimental groups