



People in Need
Slovakia

Lebanon



People in Need Slovakia

People in Need Slovakia (PIN SK) was established in 1999. Since then we have been operating in 27 countries, combating poverty and helping people live in dignity. We provide humanitarian aid in critical regions around the world to support people in crises and help individuals overcome challenging circumstances, so they can get back on their feet. Examples of our support include that for the elderly and vulnerable affected by armed conflict in Ukraine, the poorest and most marginalised peoples in Slovakia, and promotion of human rights and civil society activities in Moldova and Cuba. We work directly on the ground and promote systemic change by addressing root causes, such as discrimination in accessing education and safe environments for disadvantaged children, youth and women in Lebanon, Iraq or Afghanistan.

The first humanitarian intervention of PIN SK in Lebanon started back in 2006 and intensified after the outbreak of the Syrian refugee crisis that increased the needs of affected people across the region. As the Covid-19 pandemic continues to spread, it has become clear that in addition to our activities we must also include long-term humanitarian assistance for vulnerable people. Therefore, in August 2020, we have started distributing food and hygiene vouchers, and also strengthened and shifted our educational, protection and psychological programmes remotely.

Humanitarian Needs Overview in Lebanon

Lebanon, still recovering from a devastating civil war that ended in 1990 and hosting three generations of Palestinian and other refugees and internally displaced persons (IDPs), has also become a place of refuge of additional 1.5 million Syrian refugees since 2011.

In 2020, almost 50% (3.5 million) people in Lebanon live in poverty and the ongoing political instability has further deepened the economic crisis, restrained access to education and livelihoods, whilst also increased poverty and social tensions between communities. Furthermore, Covid-19 has increased domestic abuse which exacerbated the mental wellbeing of many vulnerable people unable to seek help.

Impoverished areas of the Akkar Governorate and the North Governorate, where we operate, are the most negatively impacted areas. The two governorates host around 320,000 refugees. Furthermore, in 2018¹, 45% of 1.16 million people lived in poverty with most of them being Lebanese. Other areas, where we operate, are the refugee camps Aarsal in the Bekaa valley accommodating 60,000 Syrian

refugees and the Shatila Camp in the suburb of Beirut originally hosting Palestinian but now predominantly Syrian refugees.

To prevent the emergence of a lost generation of children that has no identity, no home and no future, PIN SK drew attention to this issue and started implementing various programmes on education, mental wellbeing and integrity of vulnerable Lebanese and refugee communities including children, youth, men and women. In addition to that, PIN SK has been providing relief help including shelters, nutrition and hygiene.

Since 2018, the needs in the country have been growing: Syrian refugee children have been facing increased difficulties in accessing public schools; exchange rate instability and sharp rise of prices of staple food and basic goods have pushed many already poor households into deeper poverty; political upheavals and mass protests have been hindering integrity.

¹ according to OCHA https://reliefweb.int/sites/reliefweb.int/files/resources/North-Akkar_G-Profile_181008.pdf

Lebanon at a Glance



6.9 million estimated population living in Lebanon

65% surveyed households have lost over half of their income resulting in indebtedness (94%), reduced quantity of meals (65%) and families moving into cheap shelters (17%)

3.2 million

people in need

1.2 million

children and youth (450,000 Lebanese; 690,000 Syrian refugees) in need to access and retain in public education

80% of adults experience more stress, anxiety, sadness, loneliness and hopelessness



1.2 million

school-aged children affected by school closure during Covid-19

84% of children feel increasingly sad, stressed and anxious

Sources: Lebanon Crisis Response Plan, update 2020 & Assessment conducted by SEED and PIN SK in Tripoli in April 2020: <https://data2.unhcr.org/en/documents/details/76228>

Our Strategic Objectives



Improve access and retention of vulnerable refugee and Lebanese children to formal education



Strengthen child and youth protection by securing a safe learning environment with a psychosocial support involving their caregivers



Enhance opportunities for refugee and disadvantaged Lebanese youth to access education and the local/regional job market



Support people in dire need of assistance through providing shelter, nutrition, hygiene, and information related to specific issues such as Covid-19 awareness

Sectors and Activities



Education in Emergencies

937 children

Early childhood education, Homework support, Public school enrolment, Development of educational curriculums, Teacher trainings, Advocacy for public school and accelerated learning programme enrolment



Livelihoods

836
youth and women

Non-formal vocational trainings, Support of employment of youth, Capacity-building and workshops for women and staff



Protection

967
children, youth
and caregivers

Protection mainstreaming, Psychological support, Referrals to specialised care, Positive parenting sessions, Art-therapy and stress-relief activities



Shelter and Basic Assistance

5,100
families

Food and sanitary items – voucher distributions, Hotline operation and information provision, Winterisation, Shelter provision and repair



Project Locations

Tripoli

Tripoli area, Mina, Abou Samra : vulnerable Lebanese and Syrian refugee children, youth, caregivers and families



Akkar Governorate

villages Bqarzla, Rahbe, Mishmish, and the Tel Abbas refugee camp : Lebanese and Syrian refugee children



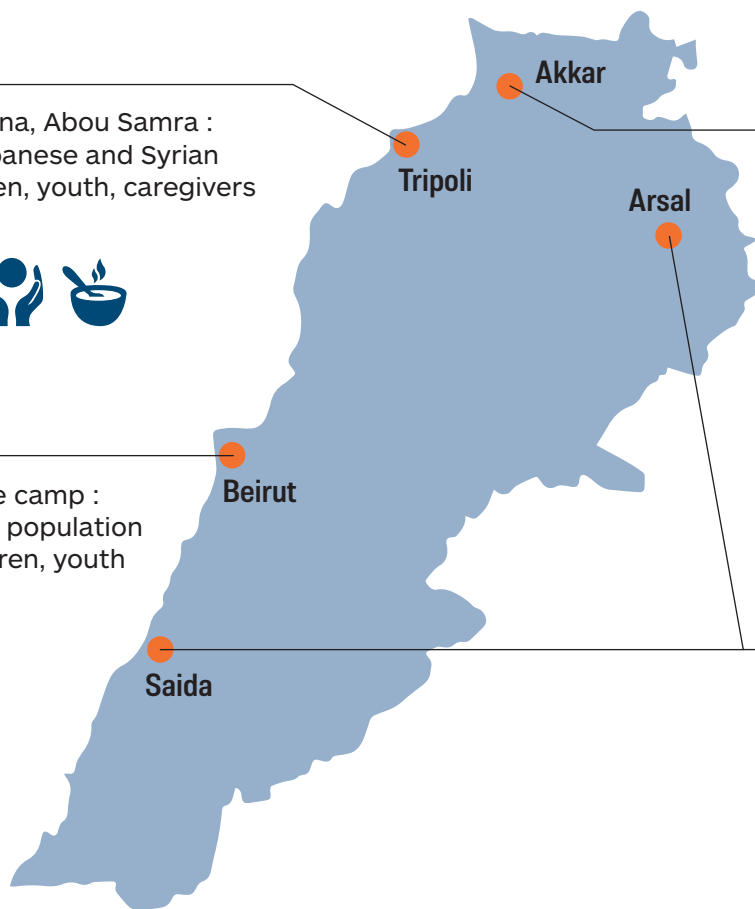
Beirut

Shatila refugee camp : Syrian refugee population including children, youth and women



Arsal Refugee Camp and Saida Refugee Settlement

Syrian refugee families



“ Together with my parents and siblings, we fled from Syria to Akkar in Lebanon. We live here in a safe place. My younger sister Safia wants to become a teacher or doctor when she grows up, but I personally want to be a police officer. We both enjoy going to school and learning.”

Roua from Syria



Key Figures



5,100
families

supported with emergency distributions, such as winter equipment, heaters, fuel, shelter renovations, food and sanitary vouchers, milk powder in Shatila, Saida, Aarsal and Tripoli

970 pre-school and school aged children

received school supplies in Shatila, Akkar and Tripoli



425
children



in Shatila, Akkar and Tripoli listed for enrollment in government provided accelerated learning programmes or public schools

450
children

in Shatila and Tripoli provided with non-formal pre-school or formal early childhood education to increase their public school retention



650 parents

in both Shatila and Tripoli received regular counselling or positive parenting sessions

Refurbishment of **6** educational centres in Shatila (1), Akkar (4) and Tripoli (1) including renovations of the classrooms, cabinets, electrics and provision of blackboards, curtains, doors, fire extinguishers and aid kits



250 adolescent boys and girls



in Akkar and Tripoli received non-formal certified vocational trainings that will enhance their livelihood opportunities

Capacity-building of **50** educators in Shatila, Akkar and Tripoli through regular guidance and trainings on educational methods, child protection and other relevant topics



325 children

in Akkar and Tripoli received summer catch-up classes, stress-relief activities or art-therapy sessions



530
adolescent girls and women

in Shatila received non-formal supplementary education to enhance their language, life and practical skills

97% of supported children who enrolled at public schools were willing to continue their education

95% caregivers confirmed that our activities contributed to continuous schooling of their children

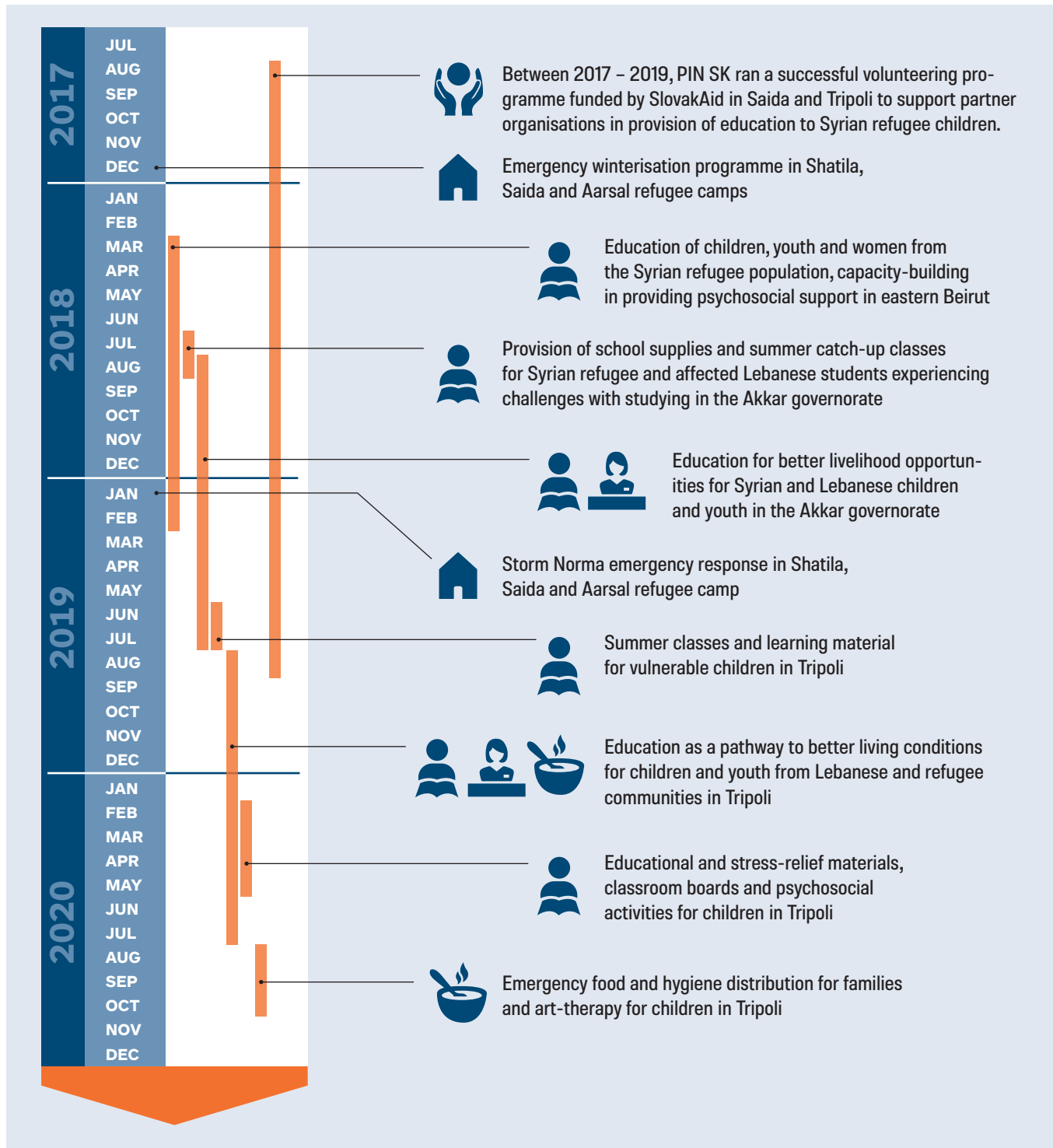
92% of educators improved their teaching skills and methods

92% of children supported through homework support retained at school and finished the school year

41% of young people who finished non-formal certified vocational trainings had better livelihood opportunities to sustain themselves and their families within 2 months after the end of the project

Intervention Timeline

Total Funds: 614,491 €



Note: Administrative costs of PIN SK are on average kept below 10% across our projects.

Our Approach

NEEDS ASSESSMENT

Before and throughout every intervention, we conduct needs assessment to better understand the needs of targeted groups and tailor our projects accordingly.

INCLUSION

Through including caregivers, communities and local actors into our activities we create a supportive community that ultimately improves the learning environment for children and youth.

COLLECTIVE APPROACH

In order to create a systemic change we strive to work collectively with other NGOs and also engage with diverse groups and communities on ground to enhance accountability to beneficiaries, stakeholders on ground.

PSYCHOLOGICAL SUPPORT

We emphasise the importance of psychosocial care for vulnerable people and the role of mental wellbeing.

PROTECTION

Principles of child protection are applied especially across the educational and psychosocial activities for children.

ADVOCATING FOR THE VOICELESS

In order to shed light on neglected humanitarian needs we empower people and channel information through organising conferences and discussions such as 'Bringing Akkar to Beirut'. We regularly conduct advocacy activities on public school enrolment of marginalised children in Lebanon.



“ Learning is a lifelong process. We can build a better future through education and cannot afford losing new generations. Education is crucial not only for children but also their parents, who need to learn how to properly support children in their education. Working with SEED and PIN SK taught me about the complexity of education in emergencies. From my perspective, our project was the best I have ever worked at, and a great success.”

Teacher A'ala from Syria

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