



مؤسسات الإمام الصدر - لبنان  
IMAM SADR FOUNDATION - LEBANON

من أجل الانسان



## المبنى المدرسي قيد الإنجاز في مجمع صور

**School Building Project**  
Imam Sadr Foundation Cultural Complex – Tyr



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## Project

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Completion of the "High School Building" within the cultural complex in Tyr

## Vision

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"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (SDG 4) and "Achieve gender equality and empower all women and girls" (SDG5).

IMAM SADR FOUNDATION

## 1. Brief Description

- Comprehensive school building designed in accordance with the latest engineering and construction standards;
- The building includes a theater, halls, labs, corridors, parking garages and playgrounds (winter playground on the ground floor and an exposed rooftop playground);
- The building is located within the cultural complex (with an area of 30,000 sq. meters), which means that it integrates with the other facilities of the complex, such as the restaurant, green spaces, playgrounds and general administrative building;
- The overall cost of the building, including furniture, is \$5.4 million;
- Construction works have been completed, as well as most external and cladding works;
- Characteristics:
  - An integrated design that provides easy access and movement throughout the facilities for the disabled;
  - Environmentally-friendly lighting, ventilation and power and water management systems;
  - The building includes 40 classrooms, each of which can fit 30 students;
  - The building has a maximum capacity of 1,200 students.
- Time needed to complete the remaining works: 12 months.

## 2. Project Feasibility

Among the most important outcomes of the 2020 strategic plan of Imam Sadr Foundation (ISF) was the need to establish a modern educational facility that would meet the increasing needs in the education sector and contribute to the fulfillment of the Foundation's educational vision. It was necessary to conduct a feasibility study for such a project, the main findings of which are listed below:

### 2.1. The Surrounding Educational Environment

Since the year 2000, the region of Tyre has been witnessing demographic, economic and urban transformations that are rapidly influencing the education sector. Further complicating the situation is the influx of thousands of displaced Syrians in the past few years. Population

density is increasing steadily in the arch extending from Al-Abbasiyeh through Al-Buss and the coastal road, reaching Al-Hawsh and all the way upwards towards Hanaouay. Tyre is also organically linked to the major population clusters surrounding it, which include Al-Abbasiyeh, Maaraka, Jouaiyya, Al-Shuhabiyeh and Qana.

In terms of population, the northern part of the Tyre District has a much higher density than its southern part (75% of the population lives in the northern part, compared to 25% in the southern part). Consequently, the northern part of the District is seeing an increase in unlicensed construction, in addition to the harsh living conditions of Palestinian refugees and more recently displaced Syrians, poorly equipped public schools, the low quality of educational services in general and the near-total lack of recreational and public facilities.

There are currently 64 primary and middle public schools in Tyre City and District and 10 secondary public schools, two of which are in the city itself, in addition to the vocational school. Most of the public school buildings were constructed during the past two decades with funding from the Council for South Lebanon. The most recent of these were a middle school for girls in Al-Shawakir, a school in Rechknanay and another in Selaa, as well as a building dedicated for English language students in Srifa. These schools are generally well-equipped, although they lack the necessities of modern education, such as computer and technology labs, physical education halls and workshops for arts, painting and handicraft, not to mention the difficulty they are facing in providing teaching professionals specialized in these domains and foreign language teachers. In short, the public education sector is suffering from seemingly insurmountable problems in terms of quality and systems of oversight and follow-up.

## **2.2. Background: Rehab Al Zahraa (PBUH) School affiliated to ISF**

It has been 55 years since the establishment of the *Beit Al-Fatat* home for girls, the first of the now many buildings of the Imam Sadr Foundation complex, which has become a landmark structure contributing to the social, cultural and healthcare sectors in South Lebanon. The complex has also become an exemplary model for many humanitarian projects both in Lebanon and in the region.

On the 50<sup>th</sup> anniversary of the establishment of the *Beit Al-Fatat*, it was necessary to assess the previous stage and to plan for the future. And with that assessment, it became clear that the educational dimension of the Foundation's mission has been and still is contributing to the achievement of the following social and cultural objectives:

- Ensuring the rights of orphaned and vulnerable girls and those with special needs to education and social advancement and integration;
- Building bridges of communication and channels of interaction with others (between the financially capable and disadvantaged, residents and expatriates, people of different sects and ideologies, etc.);
- Guiding a harmonious generation that incarnates the principles and methodology of Imam Sadr, especially regarding the culture of justice, faith, diversity, dialogue and other facets of the desired social change.

In the social sphere, the administration of the Foundation has always been adamant on empowering the parents of its students and guaranteeing their rights and their duties towards

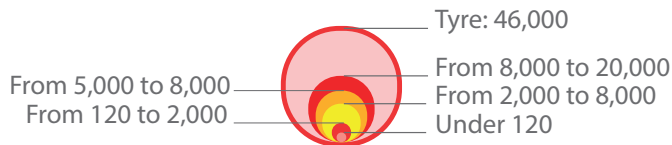
# URBAN STRUCTURE (Tyr Region)

(Main roads, concentration of services and estimated population)

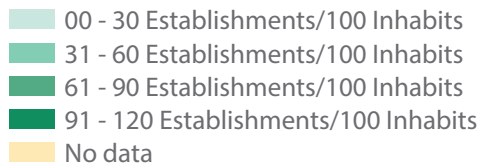
**Red circles** indicates high population density

## Population 2004

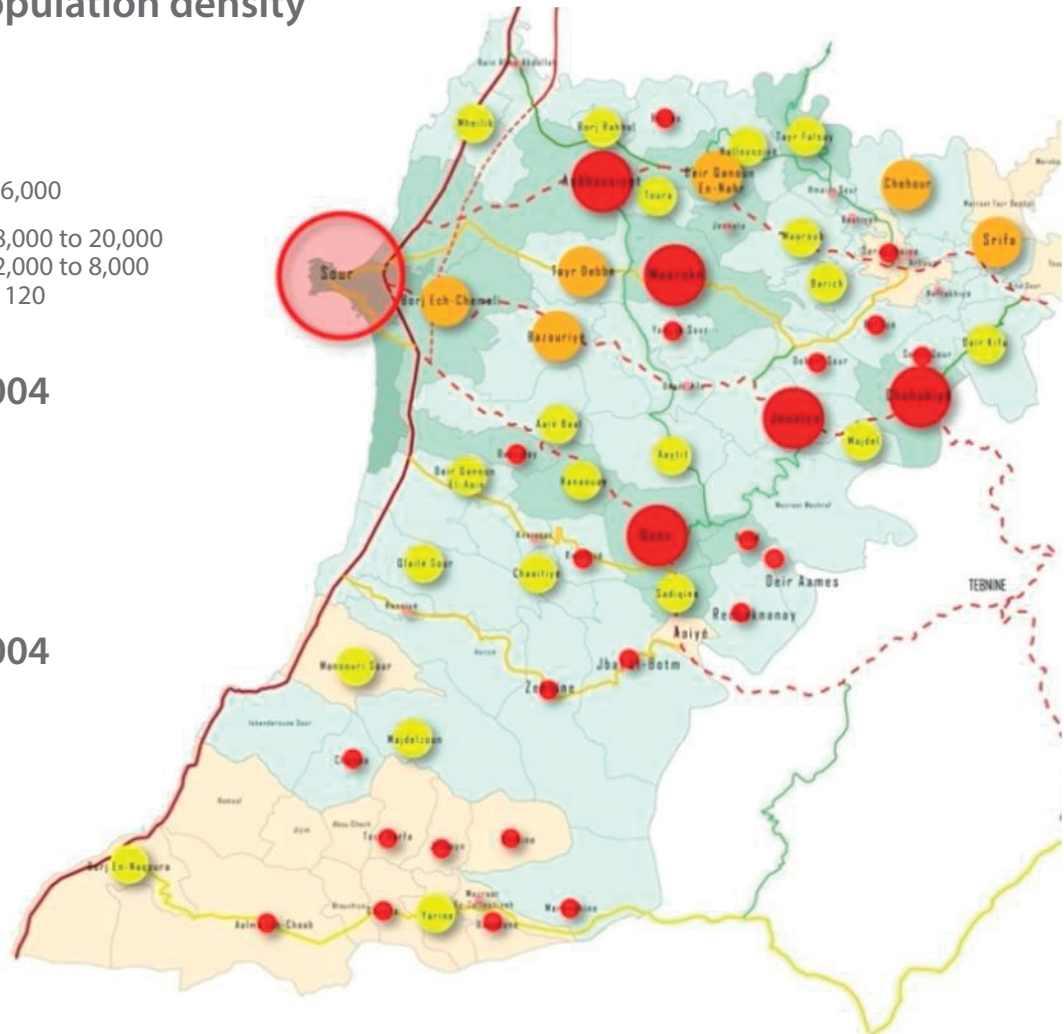
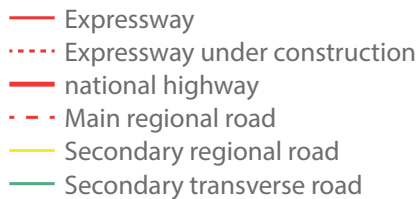
Number of Inhabitants



## Density of establishments 2004

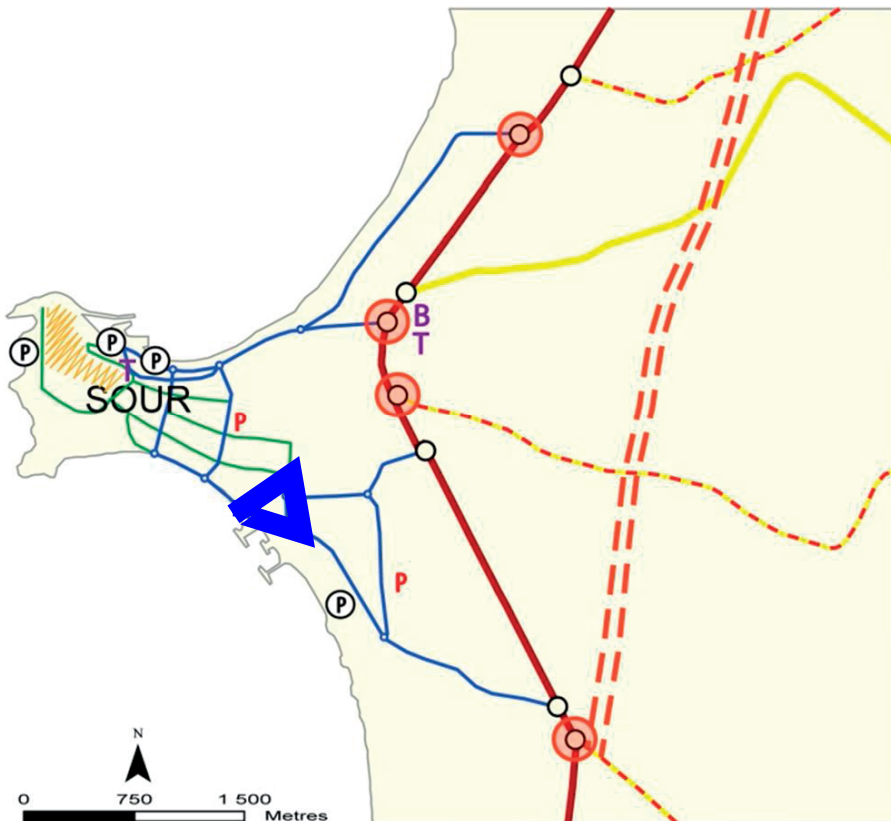


## Density of establishments 2004



# Transportation Map in Tyr

 ISF Compound



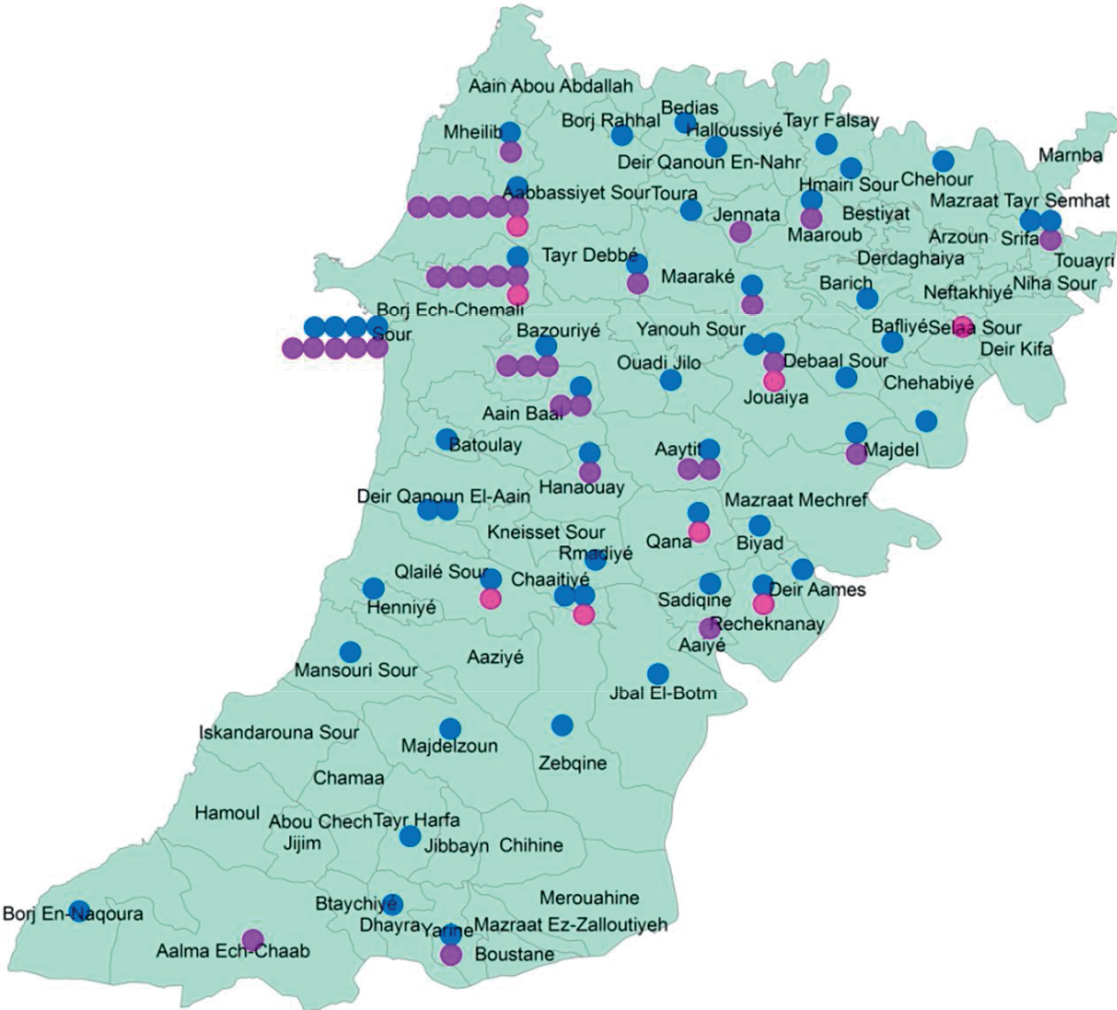
Tyre urban road network

-  Expressway project
-  Nationale highway
-  Main regional road
-  Secondary regional road
-  Main crossroad / city gate
-  Main Point of traffic congestion
-  Main urban street
-  Street of the modern city
-  Alley of the old city
-  Urban crossroad
-  Parking lot
-  Parking lot possibility
-  Bus station
-  Taxi station

# KINDERGARTEN SCHOOL DISTRIBUTION

## KinderGarten School

- Public KinderGarten
- Private KinderGarten
- Free Private KinderGarten



their children. The administration has adopted a progressive approach to widen the scope of parents' participation, visiting their homes at first, then urging them to keep track of their children's affairs and finally asking them to bear part of the cost of their children's education, whether financially or morally. Our assessment of this approach has revealed that the engagement of parents has shown varying degrees of success, depending on different circumstances and situations.

The Rehab Al Zahraa (PBUH) School was established as part of the Imam Sadr Foundation with the aim of providing education services to the girls of the Foundation's orphanage. The school provides primary education, daycare and special education, with the latter catering for students with special physical, psychological or mental needs. As time has passed, it became clear that the orphaned girls needed to engage with the broader society in order to improve their chances of smooth integration. For this reason, many strategies have been adopted over the course of the previous years, among which: Allowing financially capable parents to enroll their children in the school and providing high-quality education for them and for the orphaned girls; enrolling the orphaned girls in the schools of the region when they reach middle school; providing care for the girls within their families whenever possible; welcoming girls from outside the Foundation's orphanage and enrolling them with the same classes as the orphaned girls during the primary stage. Most of the desired objectives have been achieved with regard to social integration, providing a psychologically comfortable atmosphere for the girls and smooth entry to their parents' homes to widen the scope of the people benefiting from guidance and empowerment services.

In the general assessment, research and analysis have revealed many opportunities for improvement:

1. The school was reserved for female students exclusively in the primary stage. This not only deprived it from male students, but also from female students who have brothers, given the fact that parents prefer to enroll all their children in the same school. 30% of surveyed parents reported that the reason they withdrew their children from the school is because it did not accept male students;
2. The general impression that people have about the Imam Sadr Foundation is that it is a charitable organization providing care for orphaned girls. Despite people's sympathy towards this noble cause and their contributions to it, many parents do not accept the idea of having to pay tuition fees for a charitable organization and find it difficult to distinguish between the free services provided to orphans and the paid services provided to financially capable people.
3. The cultural complex is located in a region that is easily accessible through various means of transportation, especially for people coming from the south and east. Recently, the Jumayzat Street and the Italian Hospital intersection have been improved, a move that has facilitated traffic movement towards Naqoura and Al-Hawsh and upwards towards Qana and Siddikine.

### **2.3. Development Options**

In the end, the study came to the conclusion that the school is influenced by a set of external and internal factors. Accordingly, there are multiple options that vary in terms of magnitude, influence and cost. Below are the most prominent of these options, listed gradually from the strategic to the practical and procedural:



### 2.3.1 at the strategic level

- The importance and priority of the educational dimension of the Foundation's message, due to its deep correlation with instilling the culture of openness, justice, faith and work. That cannot be achieved without the development of a clear identity that distinguishes the Foundation's graduates and provides them with a defined set of traits, characteristics and skills. The only way to attain this goal is by guiding students throughout their whole educational journey. Therefore, we must **accept students who will remain in our school until they reach university** (students who leave after two or three years are not a guaranteed investment, because they are likely to assimilate a different culture later on, which would countervail all what we have sought to instill in them);
- Welcoming both male and female students leads to a large increase in school enrollment rates, not to mention the positive effects of **mixed-sex education systems**, especially in building a confident, balanced, innovative and productive personality. It is worth noting that many Islamic schools in Lebanon and the region have found formulas and solutions that abide by Sharia rules and are socially and culturally acceptable;
- The general impression about the Imam Sadr Foundation is that it is an orphanage. Indeed, the Foundation has excelled and gained a great deal of experience throughout the years in caring and providing education for orphaned girls. Therefore, it is important to pursue this noble mission and to enhance our performance by evolving from the concept of care to that of empowerment, which involves building self-confidence and trust in others and promoting mutual cooperation. Given that the process of building these capacities requires an interactive environment that brings together individuals from various social categories, there is a dire need to allow **financially capable people and social and economic elites** to enroll their sons and daughters in the Foundation's schools;
- The journey of Imam Sadr is one that is centered on the concepts of coexistence, openness and acceptance of diversity and differences, and it is because of these values that he loved Lebanon and struggled for its preservation and pride. The Imam Sadr Foundation strives to keep true to these principles and to turn them into reality, by making its educational facilities a beacon of openness and coexistence. Therefore, it is highly important to **allow children from all sects to join its schools**;
- **Ensuring happiness requires meeting a set of preconditions** (brightly-colored classrooms, uniforms and teacher clothes, attracting male and female students that come from happy and optimistic family backgrounds, offering physical education and arts classes and activities and providing individual psychological interventions for students who show severe tendencies towards depression, seclusion and animosity);
- The cultural complex is an exemplary model in the South and in all of Lebanon, owing to its elegance, cleanliness and orderliness. These qualities enable it to be a perfect incarnation and reflection of a clearly-defined philosophical and educational message. Along with the charitable restaurant, the school dispensary, the nursing institute and the health department in the complex, the school's health and proper nutrition services are among the key components that must be preserved and developed.

### 2.3.2 at the level of structures and equipment

- The new school building will provide new structures, equipment and playgrounds, and the decision to welcome larger numbers of students can be put into action as soon as construction works are completed in the new building. This will allow for a gradual increase of the number of enrolled students throughout a period of 10 years, before reaching the maximum capacity of 2,400 students (twice the current capacity of 1,200 students). It is also possible to maximize the use of the current utilities, spaces and facilities by reimagining their uses in a planned and practical manner. Work is currently in progress on the development of a functional plan, which includes the creation of a new entry point (or multiple entry points) allowing access to the complex from the city, independently from the entrance to the administrative building and the orphanage. The plan also includes new washbasins, appropriate service facilities, playgrounds, green spaces, parking garages, etc.;
- In order to create a distinct visual identity for the school, it is first necessary to develop its legal personality, by clarifying its description and function and the nature of its target audience;
- The provision of a school bus fleet (small and large busses) that covers the city of Tyre and some surrounding population clusters (Al-Buss, Al-Hawsh, Qlaileh, Al-Abbasiyeh, etc.) also encourages hundreds of families to enroll their children in the school. As a start, and to avoid making costly investments, it is possible to test this proposition by renting busses or by using some of the passenger vans that the Foundation currently has available. This could serve as a feasibility test pending completion of the works on the highway section from Borj Rahal to eastern Tyre, as the opening of this section will transform the traffic scene in the region of Tyre and its surroundings.

### 2.3.3. at the level of organization and support services

- The importance of promoting the Foundation's vision and message through media outlets and collective activities (training workshops, exhibitions and social events). The general administration and the human resources department have many opportunities for action in this regard;
- In addition to the principal's personality, presence and social dynamism, the school needs to do continuous follow-up work, and that can be achieved through a public relations and marketing campaign. The main pillar of this campaign would be personal communication with parents and opinion leaders in villages. This communication can be carried out by schools employees and league members, provided that their discourse is in line with the orientations and choices of the school's administration. These personal communication efforts must be supported with appropriate communication and advertisement tools, including booklets, brochures, billboards and others;
- A yearly open-door activity must be organized to allow the people and public figures of the region to visit the complex. We hope that this activity would provide a golden opportunity for the departments of the complex to familiarize people with their activities and to dispel any misconceptions that people might have, such as the wrong interpretation of the motives behind imposing tuition fees or the subconscious belief

that the charitable aspect of the Foundation means that it provides services completely free of charge, whereas parents' financial contribution would in fact incentivize both parties to enhance their performance;

- Create additional incentives that distinguish the school from others in the region, such as providing healthy meals for all students. Another suggested incentive is to provide daycare services for mothers who have one or more children in kindergarten or primary education, as well as allowing mothers who work in the private and public sectors to enroll their children in our daycare center, paving the way for these children to later join our kindergarten classes.

#### 2.3.4. at the level of financial procedures

Parallel financial procedures must be prepared and must include:

- The par value of the tuition fee;
- A clear, transparent and detailed financial aid program (who can benefit from it and under what conditions, linking financial aid to academic performance, discounts on second and third child tuition fees... required documentation, etc.);
- The cash flow statement and expected deficits/surpluses, while clarifying the relationship between the number of enrolled students, the cost per student and the final annual outcome;
- Yearly budgets and their relationship with the expected numbers and the break-even point.

## 4. Development Plan

### 4.1. Duration of educational program

Start date: 1984

Anticipated end-date: No end date foreseen

### 4.2. Geographical coverage

- ✓ South Lebanon

### 4.3. Beneficiaries

Target groups for the program

- ✓ Parents and/or care givers
- ✓ Girls
- ✓ Women
- ✓ Boys
- ✓ Children with special educational needs

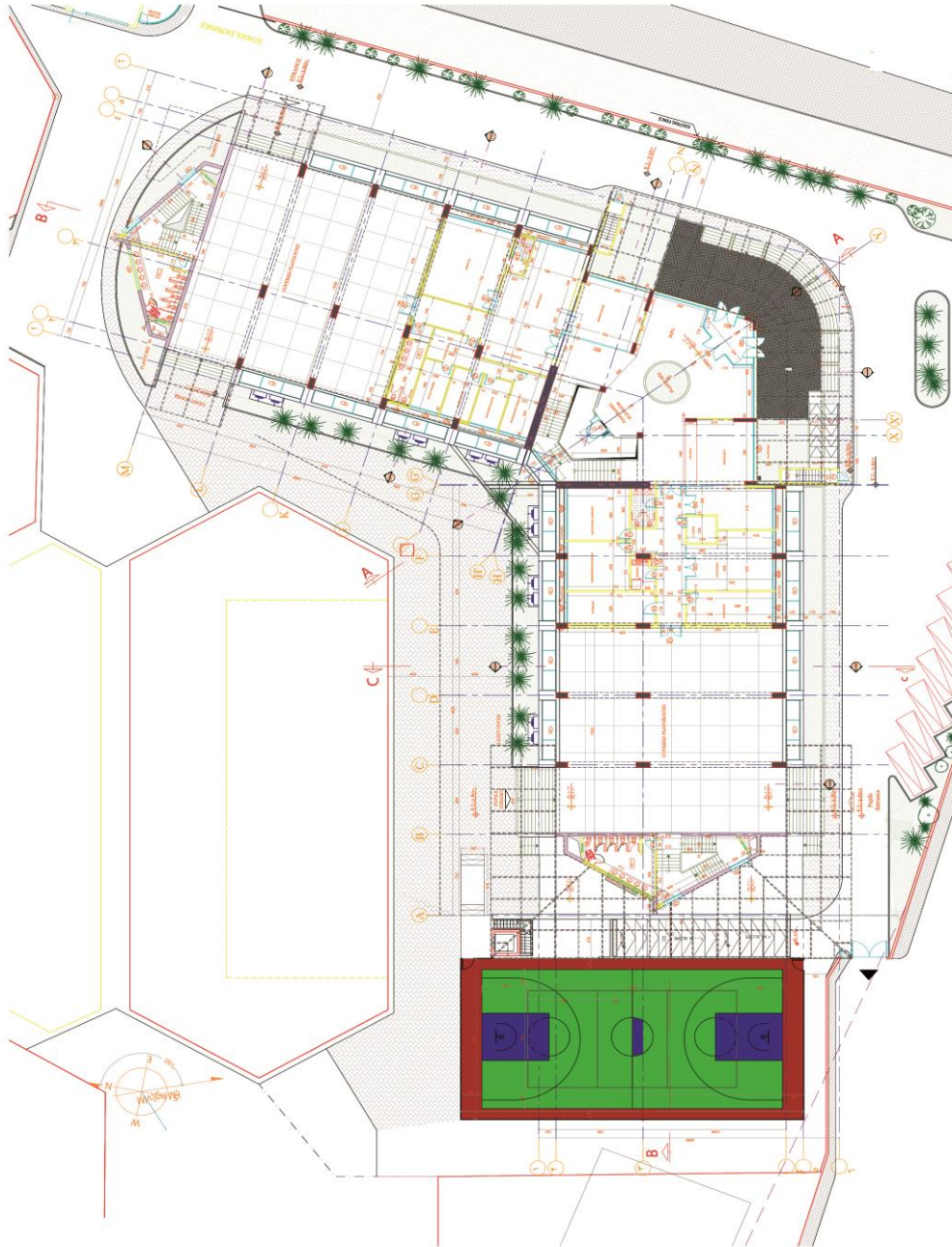
ISF's area of operations covers the 10% of Lebanon's surface that was occupied for 25 years, and another neighbouring 10% that endured occupation or military operations. The age of the foundation's target population ranges between 3 and 30 years, and most beneficiaries are girls and young females. These groups are most vulnerable to violence, keeping in mind

that the rate of deprivation in South Lebanon is the highest on a national basis. It can be said that most residents of South Lebanon have witnessed aggression at some point in time

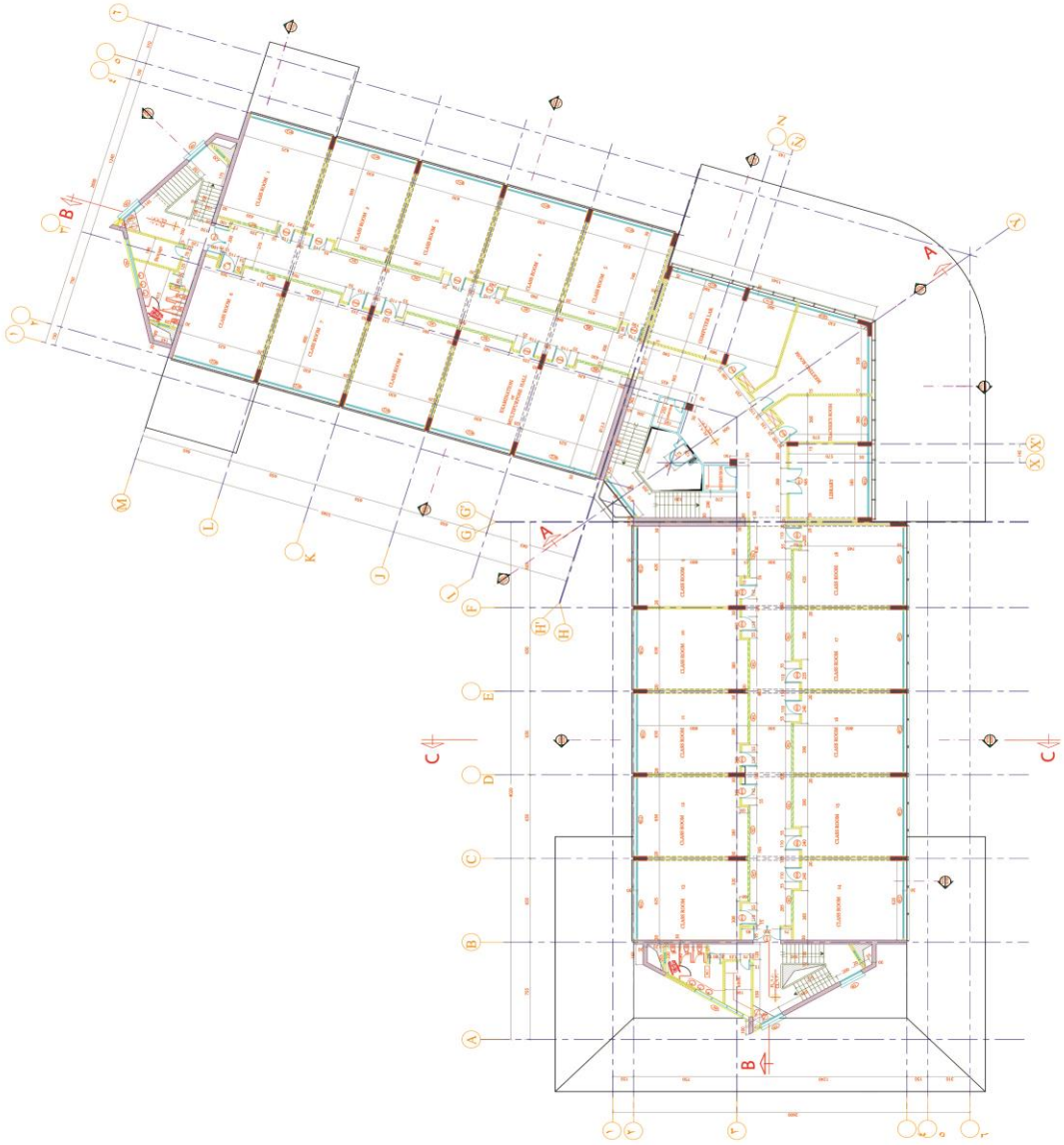
There are currently 1240 students in ISF's cultural complex in Tyre. The Foundation's core activity is to provide care to girl-orphans, who are received at the age of five and supported until university graduation. These beneficiaries are ensured food, health, cultural and social provisions, including possibly marriage and job arrangements. These obligations required establishing a set of associated facilities, such as transportation, refectories, dispensaries and vocational training centres.

To-date, the **alumnae** includes more than ten thousands: (50% elementary level, 20 % secondary, 2% university, 10% nurses with BT & TS; 18% Technical graduates)

<b>Department</b>	<b># of students in one classroom</b>	<b># of annual teaching hours</b>	<b>Teacher-pupil ratio</b>
Kindergarten (Girls & Boys)	26	1,000	1:15
Elementary education (Girls & Boys)	24	1,200	1:15
Persons with special needs (Girls and Boys)	12	1,000	1:05
Nursing (Girls)	13	1,365	1:08
Fast-track vocational training (Girls & Women)	27	900	1:12
Social Work (Girls)	28	1,100	1:12



مسقط الطابق الأرضي



مسقط الطابق المتكرر

#### 4.4. Project cost

**Cost of works already executed: \$4 million**

**4.4.1 Cost of remaining construction works** (the table displayed below as per the situation assessment conducted on 7/7/2017 and validated on 1/7/2019):

<b>Remaining Works</b>	<b>Estimated cost (USD)</b>
Expansion joints	8,000
Handrails and safety equipment	21,000
Wood and plastic works	36,000
Water proofing system	50,000
Gypsum boards	53,000
Toilet facilities	55,000
Toilet and washbasin equipment	55,000
Ceiling sound equipment	63,000
Sound and music system	17,000
Elevator	63,000
Sun proof aluminum blinds	70,000
Main electricity distribution panel	105,000
Lighting fixtures	107,000
Painting works	120,000
Doors and windows (wood/aluminum)	148,000
Air conditioning system and distribution ducts	150,000
Air conditioning ventilation units	64,000
Flooring (ceramic/stone)	200,000
<b>Total</b>	<b>1,385,000</b>
<b>4.4.2. Furniture, equipment and educational materials</b>	<b>(+) 600,000</b>

#### 4.4.3. Cost allocation per facility/function

	Facility	#	Unit cost	Total
1	<b>Classrooms</b>	<b>40</b>	<b>20</b>	<b>800 000</b>
2	<b>Principal, coordinators, &amp; teachers' office</b>	<b>10</b>	<b>10</b>	<b>100 000</b>
3	<b>Play ground</b>	<b>3</b>	<b>50</b>	<b>150 000</b>
4	<b>School Library</b>	<b>1</b>	<b>80</b>	<b>80 000</b>
5	<b>Science Lab</b> for general science, math, physics, chemistry, and biology	<b>5</b>	<b>50</b>	<b>250 000</b>
6	<b>ICT Laboratory</b> With inter-connected nodes with ISDN lines for Internet browsing, smart boards and LCD	<b>4</b>	<b>30</b>	<b>120 000</b>
7	<b>Multi-purpose Hall</b> for meetings, workshops, parents' meetings, etc.	<b>1</b>	<b>75</b>	<b>75 000</b>
8	<b>Audio-Visual Room</b>	<b>1</b>	<b>30</b>	<b>30 000</b>
9	<b>Sports Facilities</b>	<b>1</b>	<b>35</b>	<b>35 000</b>
10	<b>Art Room</b>	<b>1</b>	<b>35</b>	<b>35 000</b>
11	<b>Music Room</b>	<b>1</b>	<b>35</b>	<b>35 000</b>
12	<b>Mini-Cafeteria</b>	<b>1</b>	<b>10</b>	<b>10 000</b>
13	<b>Books and Uniforms Store</b>	<b>1</b>	<b>10</b>	<b>10 000</b>
14	<b>School dispensary</b>	<b>1</b>	<b>15</b>	<b>15 000</b>
14	<b>Lift</b>	<b>1</b>	<b>65</b>	<b>65 000</b>
15	<b>School Software (5 years)</b>	<b>1</b>	<b>125</b>	<b>125 000</b>
<b>Grand Total (73 facilities)</b>				<b>1 985 000</b>



## 4.5. Financing Scheme & Phasing Possibilities

- 1- Completion of construction works: in accordance with economies of scale and given the nature of the building, it is preferable to complete the remaining works all at once and in a short period of time. The cost of this stage is \$1,385,000:
- 2- Furniture and equipment: with a cost of six hundred thousand dollars. This stage can be divided into phases extending through four years, with 10 classrooms being furnished and equipped every year, in parallel with the growth in enrolled student numbers. This can apply to offices, ICT labs, and library as well.
- 3- Operation: the facility will sustain its operations through its own resources: administrative cost, employees' salaries, school supplies, energy expenses and others will be covered through tuition fee income.

## 4.6. Visibility and Recognition

To acknowledge the contribution of the funding resources, and to show how the results of their grants are contributing to a better world, visibility and recognition will take many forms:

- including the major donors on communication products and infrastructure (signs during construction and a plaque on the completion of each facility (listed on page 11));
- publicly thanking the donors during regional, national and diaspora events organized by ISF; and
- media outreach and social media activities posting stories, photos and videos.

There will be an inauguration ceremony as follows:

- Organize a ribbon cutting with formal speech by the recipient and/or a building dedication.
- Give tours of the building lead by staff members who explain what will be happening throughout the building and highlight specialized areas
- Invite VIPs (donors database list)
- Invite ministers of Education and of Social Affairs etc
- Award ceremony
- Host a reception
- Create a thank you video
- Media presence
- Post the event in all newsletters, on social media, or for historical purposes.

Foundation's Profile	
Name	Imam Sadr Foundation
Legal Type of organization	Education institution / NGO
Postal address of Nominee	P.O. Box 9923-6502 Tyr, Lebanon
Country	Lebanon
Description	<p>ISF's aim has always been to encourage empowerment for people deprived of opportunities and to advocate their rights by equipping them with skills to become independent and productive members of their communities through sustainable development.</p> <p>Imam Sadr Foundation (ISF) strives towards a modern society that embraces social justice &amp; combats illiteracy, poverty, illness &amp; violence. Based on the mission and values of ISF and its pioneer history in the service of man, adequate governance, adoption of systematic strategic planning, and sustainable compatible with the culture and needs of the community, and taking into consideration the latest scientific and technological development, ISF is committed at the end of the year 2020 to be: (1) A leading educational institution for children upbringing and education in a safe and stimulating environment that ensures social and academic services and care of comprehensive and integrated real learning for all. (2) A typical institution by example in the field of empowering women culturally, medically, socially, and economically, which ensures effective leadership &amp; responsible successful participation in social and economic life.</p> <p>A close community involvement has allowed the Foundation to thoroughly analyze the socioeconomic conditions where it operates. Local, regional and international contacts have been developed to facilitate the exchange of experience and expertise and to provide opportunities for the Foundation to contribute in international discussions on relief and development.</p> <p>Education is one of the major pillars of ISF's current developmental programs: pre-school, elementary and particular curriculum for children with special educational needs. The Nursing School has enabled a thousand of graduates to find gainful employment and, hence, become economically independent. Other vocational training programs designed to meet market needs have scored similar success. Last component, the first of its kind nationwide, was the establishment of a 2-year-curriculum to qualify and graduate social workers.</p> <p>In order to diversify its resources, an affiliation to the foundation has been registered in the United States of America.</p>
Website	<a href="http://www.imamsadrfoundation.org.lb">www.imamsadrfoundation.org.lb</a>

## Abstract

ISF has decades of experience with residents in the areas of operations. As a result, ISF perceives that achieving significant educational results is contingent upon a sensitive formula that balances its vision as an educational institution seeking positive change with dynamic local and non-local demands. In fact, mission expands when local communities find their constituency in need of services and education without having the capacity to attend to these needs. This leaves schools with larger burdens in terms of playing multi-fold roles in order to achieve the aspired results.

Provisions of the foundation includes shelter for 450 orphan and at-risk girls, education for nearly 1000 girls, 10% of whom are manifesting special educational needs, vocational and professional training for 350 women. Beside the unique curriculum in social work, a new module has been introduced few years ago to graduate nurses specialized in mental health.. This outreach is assured by the main premises located in the city of Tyr, and its eight peripheral community development centers throughout South Lebanon. Beirut centers are dedicated to research and contact purposes, but to professional training as well.

## Specific contribution to the advancement of girls' and women's education

- ✓ Participation: Supporting girls to transition from primary education to lower-secondary education and to complete full basic education
- ✓ Literacy: Supporting adolescent girls and young women to acquire literacy skills
- ✓ Environment: Supporting the creation of a gender-responsive and safe teaching-learning environment
- ✓ Teachers: Engaging teachers to be change agents with gender-responsive teaching attitudes and practices
- ✓ Skills: Supporting girls and women to acquire knowledge/skills for life and work.

## Resources

The annual budget of the foundation is 8 million American dollars, 70% of which are allocated to educational purposes including schools, women empowerment through capacity building, and shelter for girls at risk.

The staff of the organization includes 205 persons as full-timers, 187 part-timers and groups of volunteers that vary in size and in scope of work in function to scholastic needs and to particular events. The team is multi-disciplinary with a preponderance of instructors, nurses and physicians. It includes 13 project managers, 8 experts, and 50 administrative staff. Heads of departments/programs manage the daily work of their teams, and regularly report the work progress.

Funding of the program:

- **Grants from international agencies**
- **Donations from individuals (including sponsorships for the orphaned girls: Takaful)**
- **Government contribution (MoSA, MEHE, etc.)**

The income sources is composed as following: Individual contributions 24%, revenues of public banquets 19%, international organizations and NGOs 15%, income generating projects 12%, school and clinic fees 11%, government contracts 10%, orphans' sponsorship 6%, and other incomes 3%.

The list of partners includes 34 organizations whereas the list of individual friends and donors

extends to thousands and thousands of names inside and outside Lebanon. (Obtained recognition of tax exemption by the Internal Revenue Service (IRS), Sadr Foundation-USA is a non-profit organization, 501 C3, which promotes charitable activities and interfaith dialogue in United States of America.)

**Achievements and Impact**

The impact of the foundation is observable at different levels: it is initiating good governance practices through reinforcement of civil society; contributing in poverty alleviation through human empowerment; and improving the conditions of women. The process of its programs is a pilot practicing and a demonstration of how to build together the social capital. A process that while empowering the poor as human capital attracts their migrant sons to get re-involved and invest in their native villages to promote development. Gender perspective and environmental considerations being, as cross-cutting issues, rigorously mainstreamed in all components.

The education policy, ratified by Imam Sadr Foundation on March 15, 2003 condenses its educational philosophy as follows:

“The program functions within a strategic vision; it is thus aware of its sound and long-term impact as well as its compatibility with spiritual, social and cultural values, and humanitarian norms, including the rights of children, women, marginalised groups and humans in general. Program reports will state the added value and accomplishments at the level of basic human rights and empowering humans to enjoy a better life”.

The staff members who assessed the quality features in the educational processes at the Foundation gained much more than a sense of ownership and participation. They were eager to find areas that are in need of improvement and all are now preparing the action plans to encounter these challenges. The main challenge remains how to conquer news areas to enlarge people’s opportunities through education. Evidence shows that only a holistic approach which tackles poverty, social exclusion and conflicts can create an environment in which quality education will prosper.

The applicant observes all the criteria specified by UNESCO in order to ensure interaction between teachers and pupils, and thus effective education. Following are the most important criteria:

1. Teachers’ lifelong learning culture through continuous training in schools
2. Ensuring the minimum number of teaching hours per year, which is 850 hours
3. Building literacy skills, as it helps students pursue further education after graduation
4. Education based on interaction and centrality of the pupil
5. Adopting the mother tongue as the main language during the first years
6. Availability of teaching tools and materials
7. Providing an adequate school environment, including health and food services and a disabled-friendly environment
8. Effective leadership, including coordinators, administrators and counselling staff

**Innovation**

- **An entrepreneurial approach:** Women consist 75% of the working team at ISF. Every year, nearly 350 women are entering the economic stage, social and political stages, therefore, thanks to the professional training and social empowerment they are receiving

at ISF premises. In a traditional culture where prevails disparities and discrimination against woman, this venture is unprecedented. The spiral effect of such evolution is the replication momentum that it engenders improvements and affirmative actions at several levels. Indeed, conditions of Lebanese women are better than neighboring countries.

Women's particular vulnerability to social and economic deprivation is deepened worst in conflict and post-conflict situations, which is the case in South Lebanon. The aforementioned commitment to support these women to package, document, disseminate, replicate and upscale their innovations is offering policy makers an opportunity to gain an insight into what works on the ground, and inciting communities to validate women contributions.

- **A commitment to integrity:** a fundamental principle encountered in all manuals at the foundation is strengthening participatory local actions and structures towards creating sustainable development climate. This postulate is rendered workable through different mechanisms. To mention: improving technical capacities in terms of assessment, implementation and monitoring; developing initiatives that optimize wider participation; and improving local governance capacity.
- **A focus for excellence and results:** *“Human development is expanding people’s options by building their capacities. This vision does not turn into a fact without participation. People gradually reach participation rather than take it as a starting point. It is thus a good idea to start with building participation capacity among people. Here lies the initial investment that leads to people’s ownership of development projects that guarantees their success.”*

Furthermore, quality is based on empowerment through continuous and integrated development of processes. It is thus similar to human empowerment in the sense of adopting the culture of lifetime learning, along with its culture and philosophy. The bases of quality are completed with the concept of collective participation. In the context of the challenges of sustainable development, the word “collective” refers to all entities interconnected in the puzzle of developmental relations be it individuals, regional, national, or universal figures. The main challenge remains how to organize synergy rules, such that solidarity among components through interdependence leads to an increased gross output and to an increased productivity of each component. The ideal answer lies once again in the concept of total quality. It can be achieved through Total Quality, along with its effective communication, appropriate structures, performance assessments, and processes enhancement.

- **Administrative capacity:** Many operations demonstrated the ability of the Foundation to mobilize several partners at a time, and to reach vast number of beneficiaries. Its scope and expansion prove the organizational capacity of its logistics and enhance the credibility among local communities. Effectively, the outreach of the Foundation's regular programs (education, health, rural and social development) is getting much larger. Any further inputs can be transformed into additional resources for the communities and the society. It is noteworthy briefing the characteristics of the region in which the foundation is approaching and introducing social change. South Lebanon was neglected for decades

in spite of its geo-political importance, which engendered military conflicts among many countries and involving several Lebanese fractions. The massive waves of displacement of its population engendered social and economic pressures on the urban centers, as well as environmental hazards and demographic distortions in the abandoned villages. Added to these threats, traditional and cultural challenges are observed as well.

- **Social entrepreneurial:** the venture of the foundation brought results in many areas whereas the greatest added value is its success in bringing the women to the front line of the solution in a context where woman was viewed as passive problem. Thousands of orphans and vulnerable girls have been graduated to meet tangible opportunities and enjoy an entirely different life. The strategies and techniques been in use are multiple. To mention few of them, introducing music as a teaching method, enabling and preparing social change through creating pools of social workers, and launching a curriculum on mental health nursing are tremendous breakthroughs amidst conflicts in the conservative context of South Lebanon.
- **Transformational leadership:** comprehensiveness of the utilities run by the foundation reflects the holistic approach that goes along the development of the constituency's needs. These needs are fulfilled either directly or via the network of supportive and sisters organizations including the public sector. Learning by doing and highlighting the concept of lifelong learning characterize the strategic thinking of the foundation which welcomes and manages the inherent conflicts of the adopted approach, and transform them into opportunities for further learning. Common Values are generated through continuous debate within the foundation, and with the stakeholders. This way of working has produced an enabling environment to tackle new issues and set new goals. Two major processes in this respect took place recently: the strategic planning and the running process of verifying the corporate governance criterion.
- **Teaching one to fish:** the track of the foundation accomplishments proves that providing direct necessities such as food and clothes is occasional. It happened in the aftermath of the 2006's war. Another example manifests in assuring shelter and comprehensive care services to the homeless and orphan girls. This program is associated with a tailored package of educational and empowering curriculum which ends by equipping the beneficiaries with skills and knowledge. A common noticeable indicator of the empowerment principle is the inclusion of exit strategy in almost all the proposals that the foundation submit as community development projects.
- **Service to others:** Imam Sadr Foundation starts its projects by identifying the existing resources to avoid focusing only on the community needs rather than its assets. Thus, employing and optimizing these resources are behind the huge investments in building the capacity of the people, their personal skills in terms of nursing, computer, accounting, human beauty, etc. and the institutional capacity in terms of managerial and organizational skills, inception of new community entities, training of municipal members, and so on.

**The critical issue remains inclusion in terms of providing equal opportunities to all individuals irrespective of their race, color, sex, or social and ideological backgrounds. This implies that any bias contradicts with the essence of quality, as it undermines the main**

**principles of human rights and development, thus threatening social stability and world peace. In our case, the answer to this challenge is the careful targeting, rapid demonstration of the results, duplication of its pilot projects in other areas, or replication of the concept by other players.**

**Because of its conception of the Dignity of the human person: Quality in education is achieved through building cognitive skills and positive values that aim at expanding opportunities for a dignified life for all. This definition positions education as means for realizing the noble goals of equity, peace and affluence**

## **Sustainability**

Based on this record, Imam Sadr Foundation anticipates its outlook in the coming years as a model that intensifies the full inclusion of the beneficiaries in all phases of the project, guarantees the involvement of all the stakeholders; activates the lifelong learning concept; fosters institutional capacity within local communities and graduates such as establishing alumnae and organizations.

On the one hand, the Foundation focuses on practical programs and projects preferably in strategic alliances with parties who share its vision and believe in transparency and equality. In order to guarantee getting the true feelings of the local communities, the participation of the constituency in evaluation, planning, and decision-making processes is a must.

Furthermore, the Foundation seeks to go beyond the simple tool for implementation. Rather, its acts as a prime mover for the social change through fostering the dialogue between service seeker and provider. The sought change reaches many levels, of which the most important are:

- 1- Not to discriminate for reasons of belief, color, or affiliation;
- 2- To seek more equality and equity in the roles of women and men;
- 3- To achieve a balance between the contributions of the capable and the needs of the deprived.

The recognition of the foundation as a pioneer in its region is easily detectable. It hosts gradually roundtables on the hot issues of its concern, organizes constantly workshops and training activities, and supports many of the newly incepted initiatives and civic projects. In the public events organized by ISF, observer can find all Lebanese figures despite their political stands and affiliations.

The program develops towards providing care to girls while they remain with their families whenever possible. The main idea is to send girls back to their homes every day after classes, without cutting down on any of the benefits. Expanding the scope of services to cover support to parents has become an additional objective, which is attained through strengthening psychological and social guidance at beneficiaries' homes by ISF's staff. This objective represents a challenge at the level of empowering parents, especially illiterate and female heads of households. In cases of divorce, separation and disabilities, girls are kept at care centres and parents are supported according to available capacities.

This program also intends to realize a shift in the perception stand towards two public issues that are girls' education and the role of women in society. Human skills and knowledge are conceived to become sort of "built-in" capacities transmitted within the extent of reach of the beneficiaries wherever they are. In addition, the project is based in Imam Sadr Foundation that is renowned for its credibility. ISF is committed to assure the continuity of this way of thinking that maintains its facilities at the disposal of this initiative and other similar initiatives.

*SUPPORTING MATERIALS (e.g. publications, videos, websites)*

1. <http://www.imamsadrfoundation.org/>
2. <https://www.instagram.com/sadrfoundation/>
3. <https://www.facebook.com/SadrFoundation/>
4. <https://lb.linkedin.com/in/imam-sadr-foundation-0005b6172>
5. <https://twitter.com/sadrfoundation?lang=en>