



Arts and
Humanities
Research Council

Draft Report on
Phase Two Project

“LEBANON: THE YOUTH ROLL”

Cross-Language
Dynamics

OWRI

WHAT WE DID



Brought to you by
Sam Patterson

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Research Report: “Lebanon: the Youth Roll” – What We Did

Introduction

The University of Leeds and the British Council in Lebanon, in partnership with the Issam Fares Institute for Public Policy and International Affairs (IFI) at the American University of Beirut (AUB), implemented a project titled: “Lebanon: the Youth Roll” also known as: “Art, Language, Youth and the Legacy of Conflict in Lebanon” using a participatory action research approach. This project was funded by the Open World Research Initiative programme ‘Cross-Language Dynamics: Reshaping Community’, led by the University of Manchester. The team employed filmmaking as one of the main data collection and dissemination tools. The project engaged a group of marginalized youth in Lebanon. This project aimed at exploring the gap between the narratives that national elites use to project themselves internationally through film culture and how these elite discourses are understood by communities that consider themselves to be excluded – not least linguistically. The project started in September 2018, and was implemented in three locations in Lebanon over a period of 16 months.

Lebanon: The Youth Roll: Facts at a Glance

Locations: Lebanon – Bourj Hammoud, Ghobeiry, and Tariq El Jdeedeh

Timing: September 2018 – December 2019

Participants: Total number of youth participants was 32: 17 Females and 15 Males: Ages (16-26)

	F	M	Nationality
Tariq El Jdeedeh	6	2	7 Lebanese, 1 Syrian
Bourj Hammoud	6	9	5 Lebanese, 10 Syrian
Ghobeiry	5	4	7 Lebanese, 1 Syrian, 1 Iraqi
Youth Facilitators	8	1	6 Lebanese, 3 Syrian

Project Overview

Inception

Youth in Lebanon are left without an official source of information about the war to help them to understand it and its legacy. The Lebanese school curricula doesn’t include any information on Lebanon’s civil war nor recent history. The information the youth have is based on personal memories transmitted from generation to generation by family members and neighbours who survived the war. While these narratives often form part of the youth’s personal history and have a major impact on youth’s identity. As a result, the post-war generation, and the larger public, does not know what really happened during the conflict. With waves of instability and political violence that risk spiralling out of control, recalling the pre-war era for many who lived through the war, young people are left vulnerable to political manipulation.

Lebanon provides an excellent case study to explore the potential of community-based participatory arts projects, rooted in an appreciation of linguistic diversity, in order to support community resilience and cohesion. Emerging from over 50 years of civil conflict, Lebanon remains a country seeking reconciliation with itself.

Central to our project has been the exploration of community narratives and their place within the national 'collective narrative', as far as it exists. A key issue in Lebanon is how to make space for stories of the national memory of conflict and resistance that many people still feel they have and which has been largely ignored. It is also important to acknowledge the many new voices entering Lebanon through forced migration. In the last few years, the country has received about 1.2 million refugees fleeing Syria and neighbouring countries, and currently 1 in 4 citizens in Lebanon is a refugee. This is often seen as a challenge to social cohesion and the development of civil society (Canclini, 2014), preventing communities from finding the time and space to come to terms with the competing past traumas they have suffered.

Lebanon also embodies contested epistemologies articulated through multiple languages. This is a complexity rarely recognized by Western and Northern European paradigms of conflict, post-conflict and displacement in the Middle East where the dominance of Arabic in the region has been seen by some as 'flattening' or obscuring the variations of culture and relative experience of different groups (Salameh, 2010). Working at the intersection of language, culture and representation, our project contributes to understanding of the significance of hidden and subaltern discourses in Lebanon, and their meaning in the collective memory of conflict and processes of reconciliation.

Art, Language, Youth and the Legacy of Conflict in Lebanon project aims to explore the role of language in Lebanon, and in particular the place of linguistic hybridity amongst young people and the role this plays in generating new societal narratives that are engaging with the nation's difficult past, with the aim of supporting increased social cohesion and stronger civil society. In the process, the project seeks to explore the plurality of conflict landscapes in the country, and the ways in which young people might co-create new narratives through creative practices that can challenge dominant discourse of war and silence.

Implementation

Expert Consultation Meeting

A consultation meeting was convened on November 15, 2019 with the purpose of engaging in a dialogue with experts in the area of youth, development, arts, and post-conflict in Lebanon. The research team presented the objectives of the project, the proposed methodology, and scope of work, including areas to be involved in the study, recruitment of youth, etc. The meeting aimed to refine the proposed work plan of the project benefiting from local experts' knowledge and experiences.

Recruitment of NGOs

Two Non-Governmental Organizations (NGOs) in Beirut were identified as partners in this project: Tahaddi in Tareeq Al Jdeedeh and Mouvement Social (Bourj Hammoud and Ghobeiry centers).

[Tahaddi Lebanon](#) is an independent non-profit organization that aims to serve socially vulnerable families and victims of conflict and discrimination, regardless of their nationality, religion and social background. Tahaddi places a special emphasis on supporting the Lebanese Dom community which are an ethnic minority who face systematic discrimination and marginalization

Founded in 1961, [Mouvement Social](#) is a non-confessional, non-partisan and non-charitable organization that has centres widely spread all over the Lebanese territory close to the most disadvantaged people. It aims to “build a fair and humane society, to improve the citizenship and autonomy of the underprivileged through socio-economic development projects and to involve Lebanese youth in the development and improvement of their society. Mouvement Social works to build social support networks as well as empower individuals to engage in the wider community.”

It was essential to have these NGOs on board, as they largely contributed to the recruitment of youth, the implementation of the PAR component and follow up in all the following phases of the project. The only way to recruit youth was through the NGOs.

Recruitment of Youth

Vulnerable Youth

32 young people were identified and recruited to participate in the project. The sample included youth who are 18 years or above living in the following three areas of Beirut and Greater Beirut: Bourj Hammoud, Tareeq al Jdeedeh, and Ghobeiry. The youth chosen were recommended to have basic literacy and numeracy knowledge, active in volunteering or other community service activities in their local context, and most importantly committed to attend trainings and do field work in their community.

University Youth

Five senior students from the Media Studies program at the American University were recruited to participate in the project. The students’ role was mainly to guide participating youth throughout the project and their responsibilities were the following:

- Attend a training of trainers (TOT) filming and editing session
- Assist in training the participating youth
- Follow up with participating youth while making their videos.
- Provide technical support for the youth throughout the filming and editing process

It is important to note that the university students participating in the project were motivated and enthusiastic to learn and help out. They were engaged in working with the vulnerable youth from across three areas in Beirut. They proved to be resourceful and tried their best to put what they have acquired through their formal education at the university to good use. In a nutshell, their participation in this project was instrumental to its success.

Community Research

Participatory Action Research (PAR) Trainings

A two-day Participatory Action Research (PAR) training workshop was carried out with youth at the NGO centres in the three selected areas in Lebanon: Ghobeiry (December 12, 14 2019), Bourj Hammoud (January 16-17, 2019), and Tareeq Al Jdeedeh (January 14, 18 2019). During this training, young people worked separately in each area, as they addressed conflict scenarios unique to the contexts of their community.

The first part of the training provided the youth participants with a basic understanding of research, in particular PAR, and research ethics, equipping them to be ethical community researchers. Participants

understood PAR, its principles, terms, and definitions, and the different PAR stages. In the second part of the training, the trainers facilitated different interactive activities and discussions that enabled the youth facilitators to use a variety of PAR tools. PAR tools such as interviews, focus group discussions, photovoice, community mapping, and direct observations were explained, practiced and then evaluated. The activities were implemented, focusing on the different issues that the youth decided to explore within their communities.

The purpose of introducing the youth to the PAR was to equip them with the tools needed to learn about their knowledge of the civil war and engage them in critical thinking, analysis and synthesis of the issue. PAR, within the scope of this project, was further intended to provide the youth with the skills needed to collect data and narratives about past conflicts from their community.

Filmmaking

Participatory filmmaking was the main artistic method used by youth participants in order to explore the core research questions of the project. During the PAR training, youth participants identified certain issues and challenges within their communities and decided to explore them further through interviews. They drafted a few interview questions related to their topic and started to practice their roles as researchers and filmmakers with their colleagues for them to become more prepared for their field work.

Data Collection by Youth

Participating youth collected data - community narratives - from different generational perspectives on defined issues related to past conflicts using PAR tools. They particularly employed interviewing and film-making techniques for data collection. These techniques sought to empower the youth. It was clear that camera was often a buffer, providing a more neutral space for dialogue. This experience was also empowering for young people, it seemed, who were able to understand how to use the equipment, particularly when they interviewed adults whom they may have felt were more powerful than them.

Refresher/Data Analysis/Editing

The third part of the trainings, which was held in each of the three NGO centers on January 31, February 1, and February 4, 2019, aimed at introducing the youth to the necessary tools to reflect on and analyse the data they collected during the fieldwork. For this purpose, participating youth were engaged in a refresher workshop that addressed the skills acquired since the start of the project. Then, the youth were trained on data analysis and dissemination of the core findings. The core findings were then used as the starting point for a discussion about how they identified themselves within their communities and how they wished to communicate this through their use of language and artistic approaches (through a range of arts-based practices). The analysis of the results was then used as a point of departure for the young people to develop films/ documentaries about their perspective on this issue.

Furthermore, the youth participants worked with the AUB Media Studies students on editing the videos they filmed during the data collection phase. Besides the film-editing skills the young people acquired, the youth and AUB students both benefited from their interaction and exchange of ideas.

Evaluation

The project team made sure to implement various evaluation tools and carry out the collection of evidence and feedback for analysis and the production of recommendations for next steps. The major objectives of this evaluation were the following:

- Learn about what worked well and what challenges were faced during planning and implementation phases of the project.
- Listen to the youth's experiences during this project and encourage learning between youth groups.
- Understand the impact of this project on the participants.
- Identify key lessons learned and assess whether PAR tools, specifically filmmaking, is an appropriate tool for youth to use as a means of understanding conflict, reconciliation and social change in Lebanon.
- Contribute to future proposals on similar subjects.

This was accomplished through organizing three focus group discussions (FGDs) on May 30, 2019 and twenty interviews on July 30- 31, 2019 with participating youth and Media Studies students at the end of the project. The interviews and FGDs were voice recorded and transcribed. Participants received a formal induction in the evaluation process and their consent was obtained.

Academic Research

Literature Review

A rigorous literature review was conducted on the role of languages and arts in the collective understanding of conflict, reconciliation and social change in Lebanon, analysing past practices of artistic and socially-engaged community-based cultural interventions. This also included a section on the perceptions of Lebanese youth towards past conflicts in Lebanon.

Survey

The research team prepared a survey in order to supplement and enhance the PAR findings – targeting 100 Lebanese youth, aged 18 years and above, distributed as follows: 70 youth from marginalized areas with the help of NGOs partnering on this project and 30 from local universities.

The survey was composed of 38 questions. The first section collected socio-demographic data. The second section addressed the youths' knowledge about past conflicts, the narratives they heard related to this issue and the source/s of all the information they have. The third section focused on the youth's community engagement and tackled their level of involvement and interaction with other people in their community. Finally, the last section was about language and dialect and it aimed to address how language/dialect affects the youth's daily life and the way others perceive them.

Interviews

The project team identified artists and civil society actors who work in the field of youth, arts, and post conflict and invited them to participate in semi-structured interviews. As experts in this field, the interviewees enriched this project with valuable information from their own point of view. The research team tried to capture the interviewees' thoughts and perspectives on Lebanese youth rights and in particular the need to know more about Lebanon's civil war and the implications of this issue on the nation's future.

Lessons Learned

NGOs as Partners in the Project

The role of NGOs, particularly that the NGO representatives became youth facilitators and were directly involved in every phase of the project, was critical to the success of the project. The NGO representatives had experience working with the youth, with strong motivational skills, team-building skills and most importantly were more familiar with the context and the local dynamics than the project team. NGO involvement allowed for youth to interact with individuals they are familiar with and had already developed a relationship of trust. It also provided the youth with direct guidance every time they went into the field, given that they always worked through the NGO. It is important to note that the NGOs played a critical role in one of the neighbourhoods which would not have been accessible had it not been for the organization. Filming in Ghobeiry where the project was implemented was considered impossible due to political and security reasons. Therefore, the NGOs managed to get clearances for the youth to film inside homes, providing the credibility needed for their work.

Furthermore, having the NGOs on board helped in providing a dedicated venue for youth to meet which made them feel safe, comfortable, and at ease to share thoughts and feelings, and express their views and concerns. This was very important particularly during the initial project meetings. The NGO played a critical role as a liaison between the project team and the youth.

The Role of the British Council in the Project

Our project was designed according to the principals of 'equitable partnerships'. Consequently, all the stakeholders involved were equally important for the overall delivery of the outputs and outcomes. However, particular opportunities were afforded us due to the involvement of the British Council, particularly as we look to develop our approach going forward. The British Council works with over 100 countries across the world in the fields of arts and culture, English language, education and civil society. It has years of experience of supporting young people globally to actively participate in their societies, not least through its very successful [Active Citizens](#) programme and [Next Generation](#) research series. Our work benefitted from this wealth of experience. At the same time, we too are helping to inform the Council's thinking. Our work in Lebanon, in collaboration with the wider portfolio of activities focussed around youth-led participatory development across the Global South that Cooke, in particular, is leading on, has now led to a further collaborative project. Here we are putting the Council's Next Generation data into dialogue with the research findings of Lebanon Youth Roll and Cooke's other projects in order to establish what might be considered 'best practice' in this area. This could not have happened without the support of OWRI.

Involvement of University Students

The contribution of Media Studies students from the university as youth facilitators was very important to the project's success. This engagement had a mutual benefit for the students themselves and the participating youth. On one hand, the university students were exposed to youth of their age who come from quite different backgrounds. They learned a lot from the youth's experiences and were able to apply the skills they acquired through their university education. On the other hand, the participating youth also benefited from working closely and directly with the university students by acquiring new skills of filming and editing.

Contribution of Experts

During the various project meetings, civil society actors and experts showed interest in being further involved in the upcoming activities of the project. A few of the experts met with the youth during the PAR training phase. These experts, who were civil society actors, were glad to present their work in the field related to memory and peacebuilding to the youth and to discuss it with them. Many youth noted the significant value of meeting these experts as they provided the youth with information based on their real life and contextual experience.

Youth as Partners in Recruitment

The youth who participated in the PAR component of the project supported the team's work in recruiting youth for the survey. The involvement of youth in the recruitment process proved to be effective as they were able to reach out to a wider group whom the team could not have reached otherwise. The areas selected for the project were marginalized and not well known to the project team. Additionally, it would not have been easy to convince youth in the targeted areas to take the survey had it not been for the youth participating in the PAR project. That's why it was easier for the youth themselves to engage more vulnerable/deprived and 'hard-to-reach' young people as they had a unique understanding of their communities and had their own distinct networks. The trust that the targeted youth had with their peers and neighbours helped the research team overcome a key challenge in data collection.

Financial Incentives

The provision of financial incentives proved essential to ensuring young people's attendance and continued engagement in the project. However, it is important to note that this financial incentive was limited to covering the cost of local transportation to and from workshops and project activities. The project team learned that it is important to standardize the process of dispersing financial incentives among the different localities where the project is implemented.

Managing Expectations

Throughout this project, youth expectations were managed very well. The project team was keen on explaining to the youth what the purpose of the project was and what it could and could not achieve in terms of youth aspirations. The project ended with a very positive reflection by the youth who were not expecting to be as engaged in the project and proud of its outcome. Participating youth received certificates of engagement, which also highlighted the PAR and film-making training they did. Presenting these certificates to the youth, especially in the presence of their families, was an accomplishment the youth were proud of.

Organizing a 'Training of Trainers' and Youth Training Sessions on Filming

Two separate filming trainings were held, one for the youth facilitators on January 21, 2019, using a 'Training of Trainers' setup, and one for the youth led by the project team with the support of the youth facilitators from January 22, 2019 till January 24, 2019. Involving the youth facilitators in the youth training helped the youth facilitators, particularly the Media Studies students, to build rapport with the youth. While the Training of Trainers enabled the youth facilitators to be more independent as they guided the youth during the implementation phase of the project.

It is important to note that the Training of Trainers had a focus on the skills and attitudes required to facilitate the active engagement and participation of the youth to avoid dominating the conversation. In other words, there was a great emphasis the need for youth facilitators to create a space for the youth to make their own decisions, and keep their own suggestions to a minimum, except for guidance and support.

Editing and Producing Films during the Filming Training

Enabling participants to practice using the PAR tools they learned and the filming equipment prior to implementation was very effective. During the Filming Training, youth and youth facilitators were asked to work in teams and produce a short film by conducting mock interviews. In the last day of the training, the youth watched their films. It was clear that the training helped with their confidence, assuring them that they could fulfil the tasks assigned to them, as they felt that the films they produced during these few days were a tangible outcome of the project and their efforts. Throughout this exercise, they became more familiar with the filming equipment, they highlighted areas for improvement in a safe and supportive environment and were very excited to start their field work.

Security Issues

Given that data was collected through filming, a security issue emerged, particularly that some of the areas chosen for filming were security zones where cameras are not usually allowed. This presented a potential threat to the youth. For this reason, it was important to provide the youth with identification that showed their relationship to the institutions and organizations implementing the project.

It is important to note that the youth were made aware of the current security situation and precautions were always taken. Permission was sought to film in closed places or inside homes within neighbourhoods where external filming was difficult.

Ongoing Refreshers and Meetings

It was essential to avoid having a long gap between the meetings with youth in order to eliminate drop-outs from the project. For this purpose, ongoing meetings and refreshers were scheduled with youth participants and youth facilitators. Not to forget the importance of having the youth facilitators schedule meetings with the youth on their own. This highlighted the importance of considering these refreshers and meetings in the timeline of the project in its planning phase.

The debriefing, follow up, and regular reflection sessions were maintained by the project team and the youth facilitators during the implementation of the project even when time was limited. On the one hand, ongoing refreshers on PAR were very helpful for the sake of reminding the youth of all the required information and ensuring that they are equipped with the skills needed in their field work. On the other hand, the project team had to remind the youth facilitators about the need to step back and allow enough space for youth to make decisions and take the lead, particularly when it came to field work. However, the project team stressed the vital role the youth facilitators play in providing their ongoing coaching and guidance to ensure that everything is going alright and whether more footage was needed for the films.

All of this provided an opportunity for individual goal sharing, refresher discussions about the purpose of PAR, project timeline and a review of the role of the youth and their facilitators.

Maintaining Flexibility

The numbers of youth involved at the start of the project declined as it reached its end, mainly because most of the youth involved had already dropped out from school and their work commitments took priority. This urged the project team to be more flexible and to have a comprehensive understanding of the youth's schedules and priorities, particularly when it comes to scheduling of project activities. This issue had a very positive effect on attendance rates and participant retention. This highlights how engagement needs to be actively nurtured for it to be maintained throughout the project.

Advantages of Diversity among Youth

From the early planning phase of the project, the project team felt that youth from different backgrounds should be involved in this project. That is why, during the youth recruitment phase, the project team insisted on having a diverse group of youth who were from different religions and nationalities. This brought various viewpoints into the project and created more opportunities for participants to expand their understanding of the different narratives about past conflicts existing within their community.

On the other hand, bringing together a mixed group of host community and refugee youth was very beneficial to the project, as it contributed to social cohesion and improved relationships and dynamics between the two groups, and increased acceptance of the 'other'. The two groups also discovered they were identifying similar issues, since they both had a history of war and conflict. This emerged as a unifying effect, particularly during the group discussions and the choice of film topics. That is why some of the groups, which were also mixed, decided to work on the war in Syria, despite the fact that the initial plan was to have the films focus solely on the Lebanese civil war in Lebanon.

Involving Youth in Scholarly Data Collection

Involving the youth in scholarly data collection led by the research team provided them with a strengthened sense of ownership of the project as well as a sense of belonging to the research team. Their involvement did not only facilitate the data collection process but also provided an opportunity for an in-depth understanding of the youth community and context, which the research team was able to access given the strengthened relationship with the youth. It also presented the research team with the opportunity to better understand the background from which the youth came. This contextualized understanding also strengthened the relationship between the youth and the research team.

Identifying Opportunities within the Filming Domain

Given that many of the youth realized their passion towards filming through this project and were willing to further improve their skills in this domain, the project team made sure to provide and inform participating youth about further opportunities for filmmaking beyond the scope of the project. This was a particular interest among youth who had dropped out of school and were currently underemployed.

Appendix One: List of Activities

Activity	Date	Time	Location	Information	Attendance
Inception Workshop	Sept. 17 - Sept. 20, 2018	9:00 am - 5:00 pm	AUB/IFI	Prepare a detailed project plan, train project team on participatory film, agree on detailed methodology and budget.	University of Leeds, British Council, AUB (IFI), UMAM
Project Team Meeting	Sept. 21, 2018	9:00 am - 12:00 pm	British Council - Lebanon	Finalize the project scope of work	University of Leeds, British Council, AUB (IFI)
Initial Meeting with Mouvement Social	Oct. 25, 2018	1:00 pm - 4:00 pm	Ghobeiry and Bourj Hammoud	Introduce the project to Mouvement Sociale NGO	Cindy Mizher (British Council - Lebanon)
Expert Consultation Meeting 1	Nov. 15, 2018	1:00 pm - 3:00 pm	AUB/ IFI	Meeting with Experts to discuss the recruitment of youth and issues within the scope of research implementation	9 Experts from the fields of the Arts, Language, Civil Society and Academia - University of Leeds, British Council, AUB (IFI)
Meeting with Director of Ghobeiry Center	Nov. 29, 2018	8:00 am - 9:00 am	Ghobeiry Center	Confirm collaboration of Ghobeiry Center and begin recruitment process.	AUB (IFI) team - Cindy Mizher (British Council - Lebanon)
Meeting with Mouvement Social - Bourj Hammoud	Nov. 29, 2018	9:30 am - 10:30 am	Bourj Hammoud Center	Confirm the collaboration of Bourj Hammoud Center and begin the recruitment process.	AUB (IFI) team - Cindy Mizher (British Council - Lebanon)
Meeting with Director of Tahaddy NGO	Dec. 10, 2018	2:00 pm - 3:00 pm	Tahaddy Center	Confirm the collaboration of Tahaddy NGO in this project and begin the recruitment process.	AUB (IFI) team - Cindy Mizher (British Council - Lebanon)

Meeting with Director of AUB Media Studies Program	Dec. 14, 2018	2:00 pm - 3:00 pm	AUB	Discuss the involvement of AUB Media Studies students in this project	AUB (IFI) team - Director of AUB Media Studies Program
Information Session	Dec. 10, 2018	10:00 am - 11:00 am	Ghobeiry Center	Research team presented the project to the youth, its objectives, proposed methodology, and scope of work.	AUB/ IFI team - Cindy Mizher (British Council - Lebanon) - NGO Director - 15 youth
PAR Training 1	Dec. 12, 2018	10:30 am - 1:00 pm	Ghobeiry Center	Youth trained on participatory action research, research ethics, research tools (interviews, photovoice, community mapping)	9 Youth - AUB/ IFI team
PAR Training 2	Dec. 14, 2018	10:30 am - 1:00 pm	Ghobeiry Center		9 Youth - AUB/ IFI team
Information Session	Dec. 28, 2018	10:00 am - 12:00 pm	Tahaddy Center	Research team presented the project to the youth, its objectives, proposed methodology, and scope of work.	AUB/ IFI team - NGO Director - 12 youth
PAR Training 1	Jan.4, 2019	11:00 am - 1:00 pm	Tahaddy Center	Youth trained on participatory action research, research ethics, research tools (interviews, photovoice, community mapping)	9 Youth - AUB/ IFI team
PAR Training 2	Jan.8, 2019	11:00 am - 2:00 pm	Tahaddy Center		8 Youth - AUB/ IFI team
Information Session	Jan.14, 2019	10:00 am - 12:00 pm	Bourj Hammoud Center	Research team presented the project to the youth, its objectives, proposed methodology, and scope of work.	AUB/ IFI team - NGO Director - 25 youth

PAR Training 1	Jan.16, 2019	11:00 am - 1:00 pm	Bourj Hammoud Center	Youth trained on participatory action research, research ethics, research tools (interviews, photovoice, community mapping)	15 Youth - AUB/ IFI team
PAR Training 2	Jan.17, 2019	11:00 am - 2:00 pm	Bourj Hammoud Center		15 Youth - AUB/ IFI team
Training of Trainers	Jan. 21, 2019	8:30 am - 3:00 pm	AUB/ IFI	Training for Media Studies Students, NGO representatives	5 AUB Media Studies Students- 5 Reps from Collaborating NGOs- Project Team (Trainer: Dr. Paul Cooke (University of Leeds) - Dr. Hana El Ghali - Nour Zeidan (AUB/IFI) - Cindy Mizher (British Council - Lebanon)
Filmmaking Workshop Day 1	Jan. 22, 2019	8:30 am - 4:00 pm	AUB/ IFI	Youth trained on filmmaking	32 participating youth / 2 NGO reps / Project Team (Trainer: Paul Cooke (University of Leeds) - Hana El Ghali Nour Zeidan (AUB/IFI) - Cindy Mizher (British Council) - 5 AUB Media Studies Students
Filmmaking Workshop Day 2	Jan. 23, 2019	8:30 am - 4:00 pm	AUB/ IFI	Youth shooting their films	
Filmmaking Workshop Day 3	Jan. 24, 2019	8:30 am - 4:00 pm	AUB/ IFI	Youth editing their films and discussing them with experts in the field	32 participating youth / 2 NGO reps / Guest Speakers: Ziad Saab (Fighters for Peace NGO) - Salim

					Mrad and Naja El Ashkar (Nadi Lekol El Nas) / Project Team (Trainer: Dr. Paul Cooke (University of Leeds) - Dr. Hana El Ghali - Nour Zeidan (AUB/IFI) - Elie Gemayel - Cindy Mizher (British Council - Lebanon)/ 5 AUB Media Studies Students
Thematic Analysis Workshop	Jan. 31, 2019	10:30 am - 12:30 pm	Bourj Hammoud Center	Workshop on data analysis	15 Youth - AUB/ IFI team
Thematic Analysis Workshop	Feb. 1, 2019	11:00 am - 1:30 pm	Ghobeiry Center	Group Division - deciding on interview questions - workshop on data analysis	9 Youth - AUB/ IFI team
Thematic Analysis Workshop	Feb. 4, 2019	2:00 pm - 4:30 pm	Tahaddy Center	Group Division - deciding on interview questions - workshop on data analysis	7 Youth - AUB/ IFI team
Division of Youth Groups	Feb. 7, 2019	10:30 am - 12:30 pm	Bourj Hammoud Center	Group Division - deciding on interview questions	15 Youth - AUB/ IFI team
Distributing project equipment	Feb. 8, 2019	12:00 pm - 4:00 pm	Tahaddy, Bourj Hammoud, Ghobeiry Centers	NGOs receive the filming equipment which will be used by participating youth	Cindy Mizher (British Council - Lebanon)
Filming	Feb. 11- Feb. 28, 2019	NA	Field Work - NGO centres	Youth Groups started filming with the help of NGO representatives	Youth Groups - NGO reps- Media Study Students

Video Editing	Feb. 25, 2019	10:00 am - 12:00 pm	IFI Computer Lab - AUB	Tahaddy youth visit AUB to meet Media Study Student	Tahaddy Group - Media Study Student
Video Editing	March. 13, 2019	10:00 am - 12:00 pm	IFI Computer Lab - AUB	Ghobeiry youth visit AUB to meet Media Study Student	Ghobeiry Group - Media Study Student
Video Editing	March. 19, 2019	6:00 pm - 8:00 pm	IFI Computer Lab - AUB	Bourj Hammoud youth groups 1 and 2 visit AUB to learn editing with Media Study Students	Bourj Hammoud Group - Media Study Students
Video Editing	March. 20, 2019	8:30 am - 10:00 am	IFI Computer Lab - AUB	Bourj Hammoud youth group 3 visit AUB to learn editing with Media Study Student	Bourj Hammoud Group - Media Study Students
IRB Application	March. 28, 2019	NA	NA	Research IRB application submitted	AUB/ IFI team
Video Editing	April. 3, 2019	3:30 pm - 6:00 pm	IFI Computer Lab - AUB	Tahaddy youth visit AUB to learn editing with Media Study Students	Tahaddy Group - Media Study Student
Videos submitted	April. 18, 2019	NA	NA	Final videos submitted by media studies students to project team	Media Study Students
Project Team Meeting	May. 7, 2019	10:00 am to 12:00 pm	AUB/ IFI	Discuss project plan and upcoming events (meeting with youth and dissemination event)	British Council, AUB (IFI) team
Data Collection Day 1 (Surveys)	May. 10, 2019	10:00 am to 1:00 pm	Bourj Hammoud Center	Survey Dissimination	AUB (IFI) team - Youth Group - Youth filling the survey
Focus Group Discussions with Youth	May. 30, 2019	3:30 pm - 6:00 pm	AUB/IFI	Focus Group Discussions with Youth - Showing them the final vidoes and getting their feedback	25 youth /- Dr. Hana El Ghali - Nour Zeidan (AUB/IFI) - Cindy Mizher (British Council -

					Lebanon) - 5 AUB Media Studies Students
Data Collection Day 2 (Surveys)	June. 8, 2019	10:00 am - 2:00 pm	Tahaddy Neighborhood - Tareek El Jdeedeh	Survey Dissemination	AUB (IFI) team - Youth Group - Youth filling the survey
Data Collection Day 3 (Surveys)	June. 17, 2019	10:00 am - 2:00 pm	Haret Hreik Municipality	Survey Dissemination	AUB (IFI) team - Youth Group - Youth filling the survey
Data Collection Day 3 (Interviews)	June. 17, 2019	10:00 am - 2:00 pm	Haret Hreik Municipality	Interview with NGO representative (Mouvement Social - Ghobeiry Center)	AUB (IFI) team - NGO representative
Data Collection Day 4 (Surveys)	June. 18, 2019	10:00 am - 2:00 pm	AUB/IFI	Survey Dissemination	AUB (IFI) team - Youth Group - Youth filling the survey
Project Evaluation	July. 30 and July 31, 2019	10:00 am - 4:00 pm	AUB/ IFI	Evaluation Interviews with youth participants	Emily Morison (BC) - AUB (IFI) team - Youth Group
Final Celebration Event. Certificate Distribution Ceremony	July. 31, 2019	4:30 pm - 7:00 pm	AUB/ IFI	Screening of films - Certificate Distribution	Participating youth and their parents - British Council Team - AUB (IFI) team - NGO reps
Data Collection (Interviews)	August - September - October		AUB/IFI	Interview with NGO representatives and Civil Society Actors	AUB (IFI) team - NGO reps
Data Entry	August - September - October		AUB/ IFI	Entering the data collected from surveys on SPSS and transcribing interviews	AUB (IFI) team

Data Analysis and Report Writing	October - November - December		AUB/ IFI	Analysis of the data collected and working on drafts of the project report and research paper	AUB (IFI) team - Emily Morison (BC)
Next Steps Event	TBA January 2020 To be funded by the OWRI Phase 3 funding	TBA	TBA	Presenting the project's final report - Discussing the findings of the research with the public - Screening of the films Funded by the Phase 3 of 'Cross-language dynamics: Reshaping communities' flexible funding scheme	AUB president, British Council, NGO reps, civil society actors, artists, LEEDS faculty members, AUB faculty members, participating youth and their parents- Media Studies Students - Lebanese Ministry of Culture, youth parliamentary committee, Youth Forum.