



It's my world



IPA REPORT

YMCA of Lebanon and Beyond Association

May 2010

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I. General Overview

Lebanon Consultation Day at Padova Hotel, Sin el Fil

The Consultation Day took place on April 13, 2010, coinciding with the Lebanese War Memorial, reviving children's rights, and determining our position with regards to child's right to play (article 31).

The consultation was held in the presence and under the patronage of the Higher Council for Childhood Dr. Elie Mikhael and with the participation of public and civil society such as ministry of work, ministry of interior and organizations as well as NGOs from different sectors: child labor, Palestinian children, toddlers, refugees and children with problems with the law... from all Lebanese regions.

The idea behind the Consultation Day drew the attention of all people involved with children rights violations. 22 participants enthusiastically discussed the infringement against children's right to play; interestingly, the participants responded to the call quickly and thus shared before, during and after the consultation, which is a positive point. It is necessary to build a future for the sustainability of the project, particularly because the participants represent several sectors and regions of the country. They were all committed to give children in Lebanon their right to play.

The event was covered by the media. Press releases were published in different newspapers and broadcasted on several TV channels (Enclosed copies of press releases.)

Attendees called for a follow-up meeting due to the importance of the topic.

II. Program of the consultation day

A minor change occurred in the scheduled program, since the time allocated for the identification of key infringements took much longer than expected, thus the whole program was extended for an additional hour.

The original program:

09.30 - 10.00: Arrival and reception

10.00 - 10.15: Opening of the meeting

10.15 - 10.30: Introduction to the International Association for Play

10.30 - 10.45: Ice breaking

10.45 - 11.00: Introduction to the workshops on infringements of the right of the child at play

11.00 - 12.00: Workshops

12.00 - 01.30: Conclusions and identification of infringements

01.30 - 02.15: Lunch break

02.15 - 02.45: Identification of the main factors
 02.45 - 03.15: Recommendations to the Government
 03.15 - 03.45: Future actions
 03.45 - 04.00: Evaluation and closing

Amended program:

09:30 - 10.00: Arrival and reception
 10:00 - 10.15: Opening of the meeting
 10:15 - 10.30: Introduction to the International Association for Play
 10:30 - 10.45: Ice breaking
 10:45 - 11.00: Introduction to the workshops on infringements of the right of the child at play
 11:00 - 12.00: Workshops
 12:00 - 02.30: Conclusions and identification of infringements
 02:30 - 03.00: Lunch
 03:00 - 03.30: Identification of the main factors
 03:30 - 04.00: Recommendations to the Government
 04:00 - 04.30: Future actions
 04.30 - 05.00: Evaluation and closing

During the consultation day a file was distributed to the participants and included:

1. A pen
2. A bloc note
3. The program of the consultation
4. The checklist of the infringement chart
5. Participant background

III. Participant detail

Name	Title	Organization	Sector
Talal Awada		Fun's Club Club des enfants	NGO that works with children in schools
Samah Farran	Social worker	NISCVT Beit Atfal Soummoud	NGO that works with Palestinian children
Lara Chlela	Vice president Responsible of the children's program	Jeunesse Sans Frontieres	NGO working with children
Bilal zein Eddine	Supervisor of activities	Amal Educational Institution	NGO working with students
Joelle Cherfane	Social worker	Caritas Liban, migrant center	NGO working with refugee

Amal Wehbe	Coordinator for cultural file	High Council for Chilhood	Public
Janine Naufal	Representative of Lebanese Union for Child Welfare	Lebanese Union for Child Welfare	NGO working on child rights in Lebanon
Nazha Chalita		Ministry of Labor	Public
Sr. Lamia Ziade	Member of the Council of Caritas. Social Worker	Caritas Liban	NGO working with children and youth
Fadi el Far	Trainer	Sawa group	NGO working with children and youth
Nisrine Salameh	Regional human Resources officer	Right to play	NGO working with children and youth
Fadia Hoteit	Professor	Lebanese university	Public
Charbel Abi Nader	President	Syndicate of nursery	NGO working with director of day cares
Daad Ibrahim	Facilitator	PPM	NGO working with conflict resolution, arms control, child soldiers
Rita khawand	Project coordinator	KHAYAL	Theatrical organization specialized in puppets
Hussein Sakr	Director	Echoes "Asdaa"	NGO working with
Wafa Issa	Monitoring and Evaluation officer	Right to Play	NGO working with children and youth
Rita Deaibess	Social worker	Interior Security Forces	Public working with everyone including the children with problems with the law
Zeinab Tueni	Medico-social worker	SOS Kassarnaba	NGO working with children in need of family
Ghadir Houmani	Beyond Director in South Lebanon	Beyond Association	NGO working with children and youth
Zeina Hobeich	Educational coordination	AFEL	NGO serve orphaned children or social

			cases and their families
Hind Mazraani	Responsible educational	AFEL	NGO serve orphaned children or social cases and their families
Zaki rifai	Honorary president	SAWA group	NGO working with youth and children
Salma Fawaz	Field coordinator	A.L.P.H.A and enfant du monde	NGO working with displaced children

IV. Opening Speeches

There were 3 inauguration speeches;

Mrs. Maria Assi, the programs' manager at the YMCA of Lebanon said: *"It is the right of every child to play safely in all spaces, without being exposed to the hazards of mines and cluster bombs.*

Consultations started with an invitation from the IPA to 8 countries including Lebanon; and today we come together to identify the violations of the right to play and we will refer our recommendations to the government that will implement projects which help to reduce them."

Following that, the Director General of the Higher Council for Childhood, Dr. Elie Mikhael stressed on the importance of play, and we quote: *"At the national level, the Higher Council for Childhood was created. There are traditional rights of children (health, learning) and non-traditional (the right to play). Full rights are indivisible; we cannot prefer a right to another and cannot drop the right of the child to play which has a significant impact in building the personality of the child and ensuring positive communication with his social environment.*

The right to play must be available for all children. This right is not only for children aged 7 years and above, but is very important in early childhood as well.

Here lies the partnership of the Higher Council for Childhood and private associations specialized in child related matters and the YMCA of Lebanon and Beyond association who are partners in many programs related to children's rights; at the end of the day we must have specific programs, legislations, trainings, to meet the child's right to play.

Lebanon has long suffered from multiple wars and lots of its children were ripped off the right to play.

Thanks to the YMCA of Lebanon and Beyond Association for their work with IPA on the consultation day. The YMCA of Lebanon is a leading youth organization working across the country with massive experience in children related matters through camps, capacity building and voluntarism; an experience that earned the YMCA of Lebanon its representation with IPA

We shall strive together to raise our voices to the child rights committee in Geneva that meets every year to discuss and support related topics.”

Finally, YMCA Lebanon’s CEO, Mr. Joseph Awad wrapped up the opening speeches saying: *“3 words sum up the work of the YMCA of Lebanon and its development: Body, Mind and Spirit.*

These 3 words have brought together all YMCA of Lebanon missions around the world. Three words that the YMCA of Lebanon believes in, working towards the support of development and youth. In fact, the YMCA of Lebanon originated the basket ball game and spread it around the world; the YMCA of Lebanon is a key supporter to the child right to play.”

V. Infringement Chart

Infringement table #1

Child labor

Infringements of children's play rights	Use of children in arduous number of long hours prohibited them from playing	Cancellation of the allotted time to play and replace it with another activity (lesson, help parents ...)	Children working in the holidays and leisure / instead of playing because of their need	No time to play	Children are working	
Scale and effect of the problem	Time does not allow children to express themselves Not to engage in social life Reduction of children's ability to think about their future Incompatible with the Convention on the Rights of the Child Social isolations The work of children effect him on physiological (hostile - lack of communication), mental (non-learning), physical (injury disabilities)					
Concerns children of which age?	From 3 to 18 years old					
Applies mainly to which children?	<ul style="list-style-type: none"> - All ages, races and regions - Participation in the cultivation of tobacco and olive harvest - All kinds: Girls - Boys - disabilities - students pupils - Lebanese or non-Lebanese - rural or urban 					
What causes this situation?	<ul style="list-style-type: none"> - Challenges and non-optimal conditions - Low level of living below the poverty line - Large family - Low cost of living - Family: Low cultural and economical level of the family - Government: non-application of compulsory free of charge education - Society: the cultural level of the surrounding community does not encourage - Education: Non-application of laws - Parents: acquisition of a profession, to increase the family income - Economy: bad economic situation "poverty" - Social: Separate families - Customs and traditions in the community concerning the girls 					
Whose responsibility?	<ul style="list-style-type: none"> - Family / community / government / policies - Schools and educational bodies - Government: government policies 					

	<ul style="list-style-type: none">- Parents: get children to go to the labor market - lack of awareness of the importance of learning- Employers: admission to employment of children under the legal age
Other evidence?	<ul style="list-style-type: none">- Reports of the Ministry of Labor- Reports of Official institutions , universities and associations

Infringement table # 2
School

<p align="center">Infringements of children's play rights</p>	<ul style="list-style-type: none"> - Lack of sport and arts teachers in most public schools, and thus extracurricular activities - School is not equipped with equipment to play 	<ul style="list-style-type: none"> - Compression of the daily program reduces the free time of the child who chooses how he wants to play - Intensive course that's why most of children spend the majority of their time in school instead of playing after school 	<ul style="list-style-type: none"> - Playground schools are smalls - Reduce the importance of sports activities for normal children and distinguish qualified children - Teachers are not trained to use interactive method such as play as a mean of education 	<ul style="list-style-type: none"> - Lack of space dedicated to small businesses forcing them to play around adults - The playground is not equipped for all age groups 	<ul style="list-style-type: none"> - Prohibitions on children by administration (running, noise...) - Children spend most of their time doing homework - Neglect hours of sport in schools and consider it as entertainment hours 	<ul style="list-style-type: none"> - Children playing in the school (lack of hours of sport and recreation; lack of activity; lack of equipment; not to give importance to sports) - Homework compression prevent the child from playing (density of material)
<p>Scale and effect of the problem</p>	<ul style="list-style-type: none"> - Psychological pressure on children hinders the educational process - School dropout - Early work for children 					
<p>Concerns children of which age?</p>	<ul style="list-style-type: none"> - From 3 to 18 years old 					
<p>Applies mainly to which children?</p>	<ul style="list-style-type: none"> - Most of the school children in particular the official schools are not interested in topic of play - Private schools 					
<p>What causes this</p>	<ul style="list-style-type: none"> - Educational programs are not included in schools activities → unequipped schools 					

situation?	<ul style="list-style-type: none"> - Lack of qualified playground for sports activities + equipment - Lack of conviction of the officials of the importance of play - Non existence of qualified animators - Giving more importance to study instead of play - Consider playing a waste of time instead of physical and mental educational
Whose responsibility?	<ul style="list-style-type: none"> - Ministry of Education + government agencies NGOs - training of cadres Teachers - Educational programs Parents - Director (Administration) Laws
Other evidence?	<ul style="list-style-type: none"> - High rate of drop-out from schools - The lack of artistic sense + sportfor students → Non-participation in the marathon (for example) - Studies on the drop-out - Statistics from the Ministry of Education and Centre for Research and Development

Infringement table # 3
Summer Activities

Infringements of children's play rights	- Lack of participation of children in summer activities
Scale and effect of the problem	- Big and leads to a failure to develop personal skills for children and contributes to the poor performance of children in life
Concerns children of which age?	- From 4 to 18 years old - From 4 to 15 years old - From 6 to 18 years old
Applies mainly to which children?	- Girls and boys of all nationalities, in the countryside and cities, workers and non-workers, vagrants and others - All members of society
What causes this situation?	- Family: Do not allow to participate, lack of awareness of parents of the importance of these activities, the lack of geographical criteria and others - Community: refusal of the community for these activities or accept the participation of young boys only - Organizations: Organizations that considered some of the activities contrary to their beliefs - Government: the absence of educational curricula, lack of financial and logistical support - Surroundings - Unusual circumstances: wars, earthquakes (South), refuge - poor economic reasons
Whose responsibility?	- Family - Organizations - Surroundings - Community - Government - Non financial conditions
Other evidence?	- Extrapolation of reality - Reports - Studies and Research

Infringement table # 4
Disabled

Infringements of children's play rights	- Disabled children don't play	- Not taking into consideration the situation of children with disabilities in places allocated to play if it is found	- Not to give children with special needs the right to play (gardens, schools...)	
Scale and effect of the problem	<ul style="list-style-type: none"> - All Lebanese regions – all those with special needs have a great deal of importance - Affects: children - parents - Community – siblings - Influence on: the integration of children and the growth of their abilities and their personality 			
Concerns children of which age?	- From 0 to 18 years old			
Applies mainly to which children?	- All children with special needs, without exceptions (for Lebanese and other nationalities / different communities / different regions)			
What causes this situation?	<ul style="list-style-type: none"> - Delay application of the law protecting people with disabilities - Policy is not exhaustive and applicable to all Lebanese territory - The lack of specialized schools for all the needs of the disabled - Cost of premiums and the concentration of specialized schools in major cities 			
Whose responsibility?	<ul style="list-style-type: none"> - The state has not adopted the policy of social growth - Civil society institutions - Ministry of Social Affairs 			
Other evidence?	- Reports of the Ministry of Social Affairs and NGOs			

Infringement table # 5
The role of parents in play

<p align="center">Infringements of children's play rights</p>	<ul style="list-style-type: none"> - Prevent the children from playing outside and inside the house - Disregard of parents and adults for the right of kids to play 	<ul style="list-style-type: none"> - Parents don't play with their children - Kids doesn't play because parents want them to study - Adults set the house rules for play (where, how, who) 	<ul style="list-style-type: none"> - Lack of parents awareness of the importance of play and its impact on physical and mental health for children - Not allowing children to play in the house because of disturbing family and neighbors 	<ul style="list-style-type: none"> - School children are also working: to help parents in the home works - To assist parents in the business, to earn extra money after-school - Lack of control by the state, parents and educators on the quality of games on the market such as: gone ... and harmful games to children 	<ul style="list-style-type: none"> - The children have games - Involving girls in domestic work, paid or unpaid - Lack of space to play at home, limit the movement of the child and playing - Child or parents hesitate to participate in the games organized by associations belonging to non-religious community in his area
<p align="center">Scale and effect of the problem</p>	<ul style="list-style-type: none"> - big - Psychologically (mental structure) the reflections → lack of communication Educational: school dropout 				
<p align="center">Concerns children of which age?</p>	<ul style="list-style-type: none"> - From 0 to 18 years old 				
<p align="center">Applies mainly to which children?</p>	<ul style="list-style-type: none"> - Girls , boys, Lebanese, foreigners, children in rural and urban areas - All members of society 				
<p align="center">What causes this situation?</p>	<ul style="list-style-type: none"> - One of the reasons is not giving an opportunity for parents to play - Not realizing how important is to play as a need for the child on different levels: physical, mental and emotional development - Parents feel disturb during play - Pressure in the pattern of life, lack of time allocated by the parents for their children - Lack of money that leads to child labor (assisting the family in agricultural and house works) 				

	<ul style="list-style-type: none"> - Parents give great importance to the study than to playing - Family poverty lead to non-possession of games - Parents look for their comfort instead of their children's comfort - Parents Control on their children's leisure time and laws that lead to the absence of free play - Excessive protection
Whose responsibility?	<ul style="list-style-type: none"> - State Media - Parents Schools - Community
Other evidence?	-

Infringement table # 6

Media

Infringements of children's play rights	- Media does not allocate enough space for the subject of play and its importance in the child's life
Scale and effect of the problem	<ul style="list-style-type: none"> - The presentation of consumer programs rather than awareness and education for children and parents - The influence of religion and politics on programs - Lack of interest of media organizations, on special programs related to children's toys and entertainment - The development of the intellectual level of the child
Concerns children of which age?	- This problem affects more the following age groups: from 0 to 3 years from 12-15 years from 15 to 18 years old
Applies mainly to which children?	<ul style="list-style-type: none"> - Overall, all segments of society - All children
What causes this situation?	<ul style="list-style-type: none"> - Employ the media to serve the basic goals for certain categories - Directing the media - a definite trend
Whose responsibility?	<ul style="list-style-type: none"> - Family - NGO's - Policies that affect communities - State: no information policies - Media - Community
Other evidence?	- The absence of and / or weakness of the studies and statistics that prove the previous

Infringement table # 7
Children with problems with the law

Infringements of children's play rights	<ul style="list-style-type: none"> - Children with problems with the law customize: One hour a week to play, one hour of entertainment, three hours free time, but it's not sufficient for Children with problems with the law 	<ul style="list-style-type: none"> - Violation of rights of children with problems with the law to play within the prisons (not to give enough time to play) 	
Scale and effect of the problem	<ul style="list-style-type: none"> - Important level / hostilities - Psychological pressure/ isolation/ non-discharge/ introverts - A negative impact on all family members 		
Concerns children of which age?	<ul style="list-style-type: none"> - From 15 to 16 and from 15 to 18 		
Applies mainly to which children?	<ul style="list-style-type: none"> - Children with problem with the law within places of detention 		
What causes this situation?	<ul style="list-style-type: none"> - Overcrowding in prisons and sharing out the rest places on all prisoners staying in jail - There are no juvenile specific programs - Stereotypes about children arrested - The incompetence of a working multidisciplinary team to monitor educational-entertainment policies to develop the personal 		
Whose responsibility?	<ul style="list-style-type: none"> - Administrative and the judicial system - Ministry of Interior and Social Affairs - Community and civic organizations 		
Other evidence?	<ul style="list-style-type: none"> - 		

Infringement table # 8
The role of municipalities and war

<p align="center">Infringements of children's play rights</p>	<ul style="list-style-type: none"> - Restricted clubs to a particular category of society and lack of clubs in villages and rural areas - Preference for the construction of buildings instead of public places, parks and gardens - Beirut forest and Sannayeh Park - Removal of games by one of the municipalities to use the space as a parking lot for one day and has not been returned "One week commemoration, of a close person to one of the politicians," 	<ul style="list-style-type: none"> -Lack of safe spaces available for children's toys -Children don't play because there are no public parks -Selection of family games is sometimes inappropriate to the age of the child and interests (fireworks, pistol ...) -The absence of the opportunity to play for children because they do not have a place and qualified people to entertain them 	<ul style="list-style-type: none"> -Loss of the common spaces allocated to play because of the economic situation in some areas -Lack of green spaces in cities and available gardens to play -Failure to answer to civil society organizations demands to maintain play areas, which poses a risk on the safety of children who consider alternatively streets as their place to play 	<ul style="list-style-type: none"> - There is no club in the neighborhood - Enforce the division of playing places by age groups in the sports areas - Mandatory Lebanese Nurseries a one square meter of green space for each child 	<ul style="list-style-type: none"> - Children do not play in villages but between cluster bombs - Crash of games and lack of maintenance in public parks - Non-allocation of spaces so far in most municipalities to ensure safe spaces for children 	<ul style="list-style-type: none"> -Disturbing the people of neighborhoods with the cries of children which prevents them from playing in the streets (with no alternative) -The spread of cluster bombs and mines in various regions of Lebanon from the Lebanese civil war and Israeli wars -Low number of municipalities interested in creating recreational centers for children, "public parks, playgrounds,"
<p>Scale and effect of the problem</p>	<ul style="list-style-type: none"> - At the level of the whole country - all groups and classes - The impact of the "children's health - safety - the quality of their play - sleep - mental health 					

	<ul style="list-style-type: none"> - Creating differences among children from the age category and one (discrimination and marginalization) - Weakness of awareness that reflects in civil conflicts
Concerns children of which age?	<ul style="list-style-type: none"> - From 0 to 18 years old
Applies mainly to which children?	<ul style="list-style-type: none"> - All children
What causes this situation?	<ul style="list-style-type: none"> - The spread of cluster bombs: reasons: the absence of the imposition of related laws - Policies that require the establishment of public spaces for recreation - Green - Not asking the community in this area - Failure to implement laws that require the establishment of play areas for children - The absence of people familiar with the needs of children in official positions (municipality ...) - Non-claim for the family - Non-involvement of the family in local politics - Lack of planning - Non-involvement of young people and give them a role in development projects
Whose responsibility?	<ul style="list-style-type: none"> - Government - Municipalities - Civil Society - Citizens - Parents (claim) - The Zionist enemy (the presence of bombs and mines) - UN Security Council (maps and mine)
Other evidence?	<ul style="list-style-type: none"> - Media reports - Daily inspections - Statistics

Infringement table # 9
Harmful Games

Infringements of children's play rights	<ul style="list-style-type: none"> - Children don't share collective games and they only want electronic games which increase their violent reactions 	<ul style="list-style-type: none"> - Electronic games are cheaply provided and its misuse limits the physical, intellectual and psychological movement of the child 	<ul style="list-style-type: none"> - consumer lifestyle is fast - Published issued forbidden to play by religious institutions 	<ul style="list-style-type: none"> - Harmful games to children - Fireworks "crackers" 	<ul style="list-style-type: none"> - Mandatory monitoring of electronic games that are played with the children - not online - DVD 	<ul style="list-style-type: none"> - Limited access to parents to provide opportunities for their children to play - Children working for long hours, eliminates the time allocated to play -
Scale and effect of the problem	<ul style="list-style-type: none"> - So important - A negative impact: <ol style="list-style-type: none"> 1. Children: <ul style="list-style-type: none"> - The risk of bodily harm - Self Suppression - Disability - May cause a child to juveniles school - Burns (Harmless games) 2. Parents 3. Community 					
Concerns children of which age?	<ul style="list-style-type: none"> - Lifestyle, the possibility of family: all ages - Abusive games, pistol, electronic games: From 9 to 18 years and from 6 to 18 years old 					
Applies mainly to which children?	<ul style="list-style-type: none"> - All categories 					
What causes this situation?	<ul style="list-style-type: none"> - Family, community, government and politics (not control), the circumstances and extraordinary challenges (economic, child labor) 					

	<ul style="list-style-type: none"> - Ignorance of the parents of the negative impact of the harmful games and the importance of play in the development of capabilities and the growth of the child - The absence of policies - Lack of enforcement of laws relating to child labor and control
Whose responsibility?	<ul style="list-style-type: none"> - Family, government, municipal - Parties, traders, media
Other evidence?	<ul style="list-style-type: none"> - Live Certificates

VI. Serious and frequent infringement discussions

After the infringements were identified by the group, the discussion moved to identify the important, critical and frequently encountered infringements.

The group came up with the following:

1- Violations that were considered very important:

- The absence of facilities to play in public places, associations and municipalities
- The absence of facilities for playing at home and the difficulties imposed by the parents in this area
- The non-existence of playground and necessary equipment and or the lack of a specialized team and the difficulty in finding time for play in the educational curricula
- Infringements taking place against persons with challenges to play such as lack of adequate places and necessary equipment for them
- Child labor deprives children of play at large

2- Encountered violations more than others:

- Existing infringements at the houses caused by the small spaces, and lack of motivation for parents toward their children to play
- Lack of playing in public places, parks, clubs.....Due to lack of their presence, which negatively affects the children
- Infringements taking place in schools due to the lack of playground or areas and specialized team to manage and organize games.

VII. Key discussion points

Participants were involved in the debate to shed light on several matters relating to play and children's rights and it was clear that during the day, participants were interested in this issue expressing the importance of continuing the work and meetings after this day, and not to stop at this point, but to spread it to other relevant topics. It also showed their willingness to organize meetings and participate in advocacy to ensure the rights of children to play.

On the other hand, the debate showed that there are some associations interested in the child's right to play, through advocacy that should encompass a wider section of interested groups.

The most important point is the absence of public policies and strategies affecting the right of the child to play. The participants focused on the importance of developing these policies and their application in all fields especially that policies apply nationally compared to local initiatives or small scale by association

The meeting was an excellent venue for the participants to network and collaborate sowing the seeds for a possible consortium for advocacy

Finally, it was clear to the participants the importance of education and training for all workers in the field of children to develop their capacities and competencies at different level (educational bodies, school administrations, animators in the clubs and associations ...)

VIII. Case studies or stories

1. From “Peace Permanent Movement”:

My Right to Play "Convention on the Rights of the Child"

My right to Protection "Convention on the Rights of the Child"

Based on these rights and other rights Mahmoud went out to play in his garden.

The incident occurred in the town of Al Sultaniyeh, one of the southern villages, where the Israeli war left behind hundreds of cluster bombs, and this is the case of several villages in South Lebanon.

Mahmoud a six-year-old was playing in the garden outside his house, and is there a safer place than his home garden?

And without being aware, he got close to a cluster bomb, which exploded, putting an end to his life, the bomb exceeds the strength of one hundred children together.

Mahmoud is one of thousands of children who chose to play in the wrong place at the wrong time; playing was the price of his life.

2. From “Right to play – Lebanon”

The Lost Chance of Play

Beirut, April 19, 2010

8-year old Mohammed walks up and down the same street in the afternoons. He comes across a person parking his car on the side of the street. He waves signals “to the left... to the right. Yes. No. a little bit more...” That would be one of the incidents he uses to amuse himself.

I was heading to the flower shop down Mounla Street in Beirut, residence of a fairly well-to-do population, when he came across. I could guess he is a beggar from the way he looked at me while approaching. I was ready with my reply though, as usual when beggars try to stop me, saying “May Allah help us all”. But I was stunned in my place when he said, “Buy me a toy, please. I don’t want money.” He struck me with his low voice and shy tone. This started the conversation.

Mohammed wanted a car operating by a remote control. He lives in Heye As-Sellom, an underprivileged area in the Southern Suburbs of Beirut. The third child among six, he and his siblings do not go to school because the parents are unable to afford the expenses. The children instead are sent to the streets every day expecting people’s charity. “If I go to school, I would play with my peers during the recess,” he said, “here I have to be calm so that people would give me something.”

Mohammed is not doing well in his “profession” as a beggar, I could tell. He stops in front of the toy shop window gazing at the colorful toys, wishing to have one of his own

3. From “Lebanon”

Play is in Danger

A woman appeared on a TV documentary a few weeks ago. Her outcry was loud and appealed to all officials. She is a member of the Parents Committee in her children’s public school. The school lacks spacious playgrounds, which pushes children to play in nearby spaces outside the school (public roads busy with cars - cemetery next to the school).

The woman expressed her concern for this tragedy at the level of infringements on children’s right to play and its negative impact on the psyche of the children and their growth. She also appealed to all government and NGOs in order to find a solution to this critical problem.

The question is: Are there any other schools that suffer from the same problem? Who will start solving such problems?

IX. Interpretation of the outcomes of the consultation

Discussions during the meeting shed light on the overall infringements taking place against children’s right to play. It was obviously clear that children’s right to play was not a public priority in the country. There are no clear, written and executed strategies by the country.

There are many indications of lack of respect of this right:

- Lack of public places to play
- Lack of public playgrounds and parks
- Lack of play equipments and tools in schools
- High cost to join private clubs
- Lack of providing enough time for play in school programs
- Lack of interest in play during holidays
- Lack of specialists trained (ex: games’ animators)
- Increase in the number of working children
- Lack of areas of play in houses or in front of homes
- Lack of parents encouraging meaningful play
- Absence of play for juveniles in prisons
- Security conditions prohibiting play in certain times and places

- The risk of playing in some places

On the other hand it is clear that the number of NGOs working in this field is increasing and this is a positive indicator. Participants who attended this meeting have their own experience and knowledge in many areas, and it's clear that some government bodies show some commitment such as the Higher Council for Childhood in the Ministry of Social Affairs.

Also we recall that there's a relationship between the level of poverty and the available opportunities to play. It turns out that the higher the level of poverty is, the less the right to play is preserved, and that's for many reasons.

Lebanon is a country keen to secure the rights of its citizens, but it's very important to focus on and support children's right to play in public policies and strategies or during implementation, through the behavior of educators.

X. Message to government

Based on what has been discussed during the consultation, participants agreed to address the following points with the government:

1 - Development of educational programs in schools:

- Introduce play in the educational curricula along with weekly allocations to that effect
- Find places to play in schools for all ages
- Secure material and equipment to play
- Organize training courses for teachers on this subject

2- Parental awareness on the importance of play in the growth of the child:

- Organize workshops to educate caretakers

3- Provision of support to municipalities in the right of children to play:

- Secure areas and public parks by the municipalities
- Educate municipal officials on this subject

4- Clearing cluster bombs in affected areas in southern Lebanon. Cluster bombs limit the ability of children to access and play in green spaces. The clearing should be complemented by awareness

5- Provision of support to organizations working to ensure children's right to play through summer activities, investment in clubs dedicated places to play

- 6- Rehabilitation and equipping of places for people with challenges to enable them to interact and integrate with others in fulfillment of inclusion principles
- 7- Preparation of specialized programs about the right to play in the media
- 8- Setting control process over games that incite violence and supporting educational games
- 9- Reduction of the worst forms of child labor to make way for the enjoyment of the right to play
- 10- To work with stakeholders in the country, especially the Ministry of Interior and the prison administration to organize recreational outreach awareness programs
- 11- Training of staff in associations working in different child related sectors on the importance of the right to play

XI. Taking action

1. At the level of groups:
 - Establish of a sub-committee to formulate a common agenda for a draft action plan
 - Continue after the meeting through e-mail and meetings to support the topic
 - Would consolidate work to secure information on the exercise of the right to play in Lebanon (documents, information, research ...)
 - Establish a national committee from the audience and the public and private sector to advocate for this right
 - Relay the message to the concerned Ministries of Labor / Education / Youth and Sport, Social Affairs and media ...
 - Network with other associations concerned with children's right to play
 - Identify:
 1. Violations in other countries
 2. Policies to reduce them
2. At the level of associations:
 - The institutionalization of processes
 - The involvement of associations in supportive projects to the group
 - Monitoring and intervention:
 1. Training
 2. The implementation of the (exchange of experience)
 - Establishment of joint ventures
 - Documentation of the steps

- Raising awareness about the rights of children to play in schools, associations, parents...
3. At the level of the group and abroad:
- A supportive group of specialists, experts, academics and jurists
 - Workshops to educate the vicinity of the right of children to play
 - Constant communication with the Assembly to play.

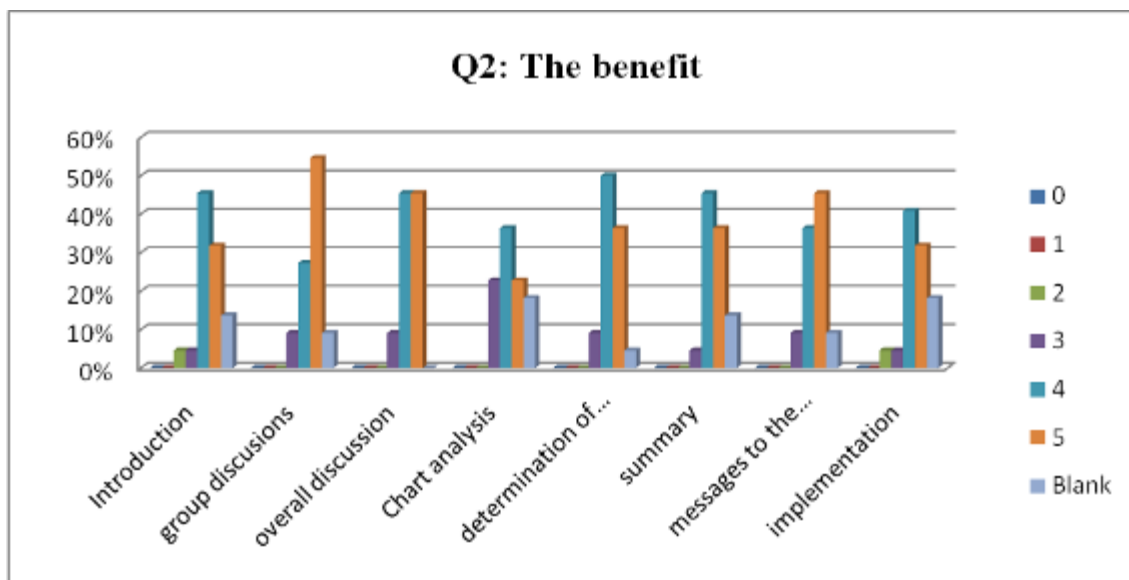
XII. Evaluation

The evaluation was based on a scale from 1 (not useful) till 5 (very useful) addressing all aspects of the day including work groups, logistics and processes

The evaluation of the day came as following:

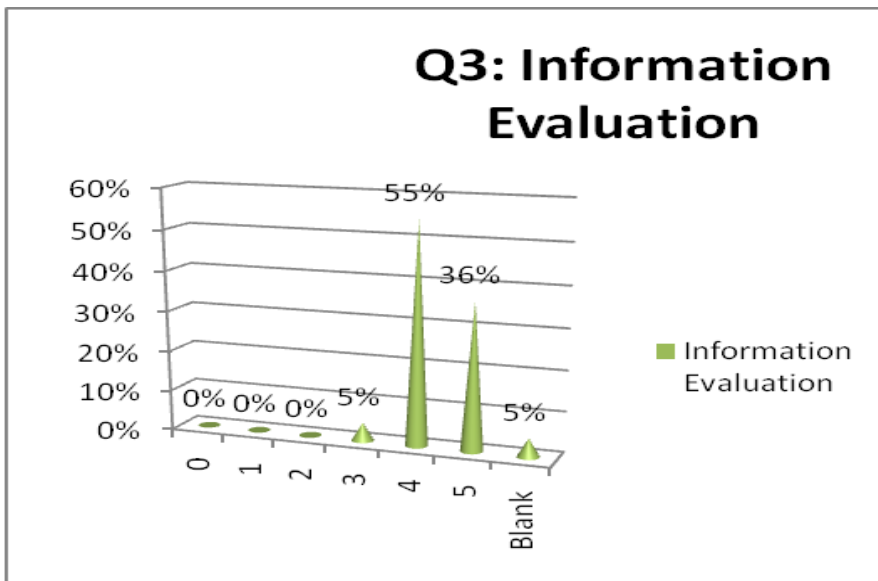
With reference to the 1st question: *To what extent has the consultation event achieved the purpose of identifying infringements of the child's right to play, recreation and leisure?* The answer came as follows: 16 people out of 22 responded "4" which means that, 73% agreed that the objectives of the consultation were clear and understandable.

Concerning the 2nd question: *Please rate how useful you found each main part of the consultation event in terms of achieving the goal of identifying infringements on the child's right to play, leisure and recreation;* the answer varied between "4" and "5" on the scale, which means that the participants got more and more involved in the overall objective of the day and were aware of the violations against the children's right to play.

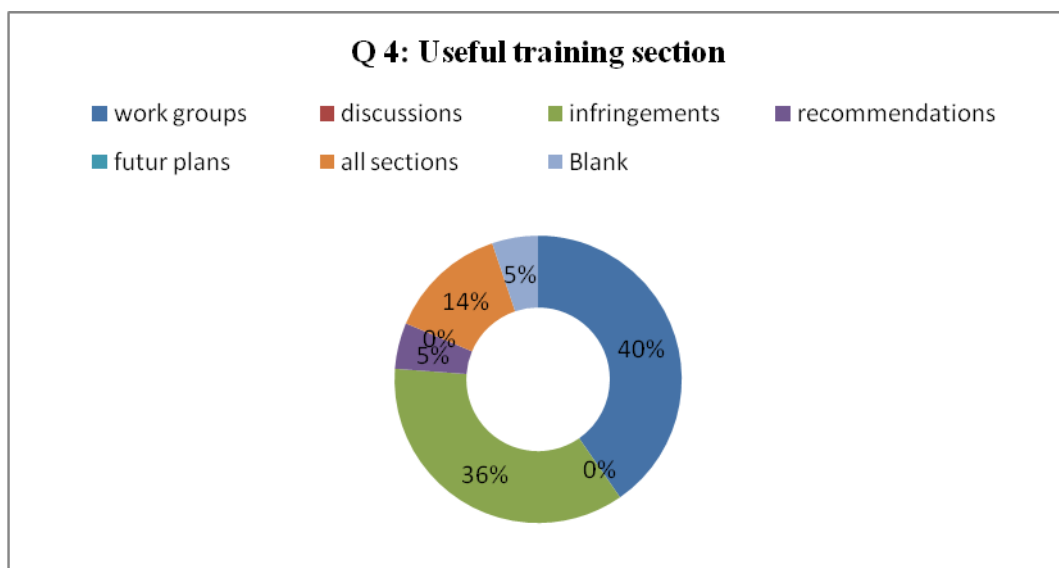


As for the 3rd question: *How would you rate the background information provided about the project;* the majority of the participants (12 persons) answered "4" on the range which shows

a high rate of 55% rate followed by 36 % as almost very useful. This background was sufficient to understand the whole meaning and on what focuses the consultation day.

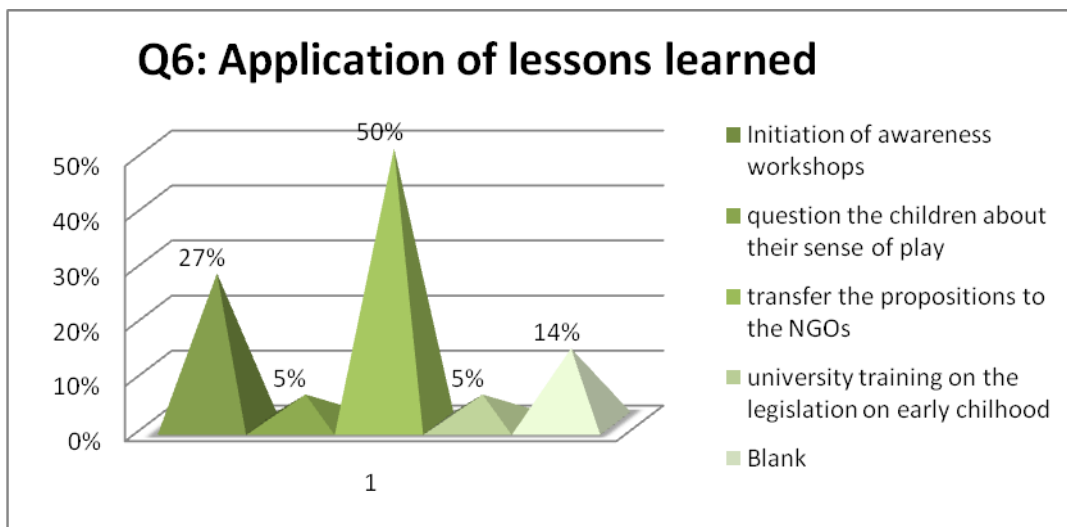


Regarding the 4th question: *Which part of the day did you find **most** useful or interesting?* The results came out with 3 main topics: work group; infringements identification and recommendations. The most voted topic was the infringement chart discussion (work group) with a rate of 41% followed by identification of infringement with a rate of 36%; this implies that, NGO's were and still are interested in working to address violations against Article 31 of the Convention of Child Rights; and they are aware of the violations that are made against the rights to play due to the high percentage on the work group topic.



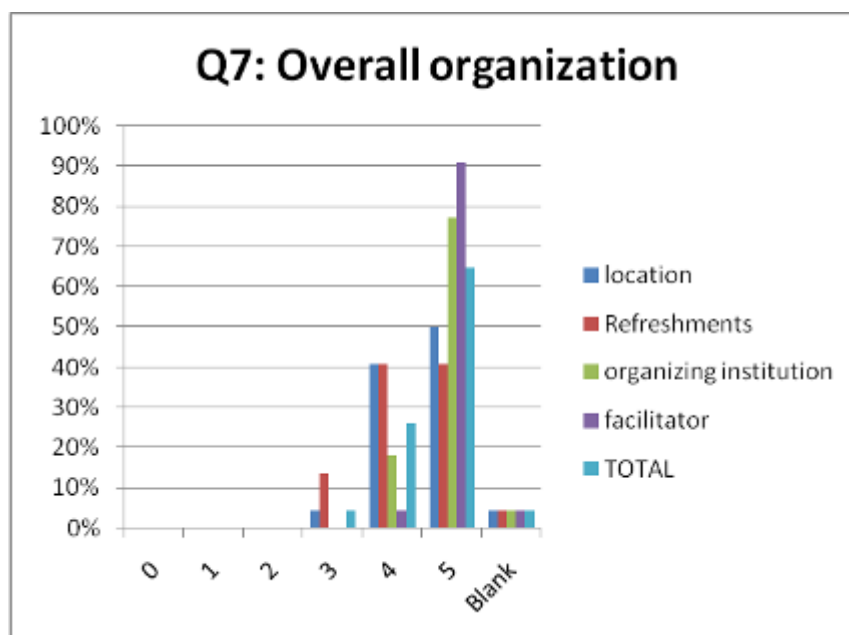
As for the 5th question: *Which part of the day did you find **least** useful or interesting?* Only one person did answer this question by saying that the reconstruction of the entire chart was less useful due to the existence of the chart, which was completed in a previous activity.

Relating to the 6th question: *Please describe how you will use what you discussed today in your work;* the majority of the 22 participants (11 persons with a rate of 50%) said that they will transfer the proposition to their NGOs and 27% (6 persons) answered that they will initiate awareness workshops in their NGOs. This concludes that the discussion made during that day might see the day; and that the awareness workshops on the art.31 of the Convention of Child Rights might be initiated in several NGO's.



As for, the last question: *Please rate the organization of the consultation event;* the overall organization of the consultation was rated as:

- ✓ Location: 50 % found it very useful
- ✓ Refreshments: 41% found it very useful
- ✓ Organizing institution: 77% found it very useful
- ✓ Facilitator: 65% found him very useful



77% (17 persons of the 22 participants) gave “5” to the organization component, as for the facilitator he got the highest rate of “very useful”: 91% (20 persons of the 22 participants). That leads us to say that the overall consultation was a great success in its entirety.

Annexes

- A. The completed “infringement chart”
- B. The completed “participant background forms”
- C. Photographs of the chart
- D. Photographs that illustrate “infringement”
- E. Data sources/ bibliography for any information
- F. Notes or documentation of any consultations/conversations with children
- G. Photos of the consultation
- H. Media coverage

A. The completed “infringement chart”

Infringement table #1
عمل الاطفال

تعديت على حقوق الطفل في اللعب	إستخدام الاطفال في اعمال شاقة لعدد ساعات طويلة تحرمه من اللعب	الغاء الوقت المخصص للعب واستبداله بنشاط آخر (درس، مساعدة الاهل...)	عمل الاطفال في العطل والفراغ /يدل اللعب للحاجة	لاوقت للعب	الاطفال يعملون
مستوى وتأثير المشكلة	<p>- (الوقت) كبير لا يتيح الوقت للاطفال التعبير عن انفسهم - عدم الانخراط في الحياة الاجتماعية - الحد من قدوات الاطفال على التفكير بمستقبلهم - يتنافى مع اتفاقية حقوق الطفل - انعزالية اجتماعية - كبير عمل الاطفال نفسي (عدائي- عدم التواصل)، عقلي(عدم التعلم)، جسدي (اصابة بعاهات)</p>				
عمر الأطفال المستهدفين	من 3 الى 18 سنة				
على أي من الأطفال تنطبق التعديت	<p>- كافة الاعمار والاجناس والمناطق - المشاركة في زراعة الدخان وقطاف الزيتون - كاة الشرائح: بنات- صبيان- معوقون- تلاميذ أو غير تلاميذ- لبناني او غير لبناني- ريف او الحضر</p>				
أسباب الحالة	<p>- ظروف وتحديات غير عادية - تدني المستوى المعيشي تحت خط الفقر - العائلة كبيرة - الاسرة: المستوى الثقافي المتدني للأسرة بالإضافة الى المستوى المادي المتدني - الحكومة: عدم تطبيق الزامية التعليم ومجانيته - المجتمع: المستوى الثقافي للمجتمع المحيط لا يشجع - تربوي: عدم تطبيق القوانين - الاهل: اكتساب مهنة، زيادة دخل العائلة - الاقتصاد: وضع اقتصادي متردي "الفقر" - اجتماعي: تفكك عائلة - عادات وتقاليد المجتمع بالنسبة للفتيات</p>				
	<p>- الاهل/ المجتمع/ الحكومة/ السياسات - المدارس والهيئات التعليمية - الحكومة: سياسات الحكومة</p>				

<p>- الالهل: دفع الاطفال للذهاب الى سوق العمل - عدم الوعي لاهمية التعلم - اصحاب المهن: قبول تشغيل اطفال دون السن القانون</p>	<p>مسؤولية من ؟</p>
<p>- تقارير وزارة العمل - تقارير المؤسسات: الرسمية- الجامعات والجمعيات</p>	<p>براهين إضافية</p>

Infringement table # 2

المدرسة

<p>- الاولاد يلعبون في المدارس (عدم توفر ساعات الرياضة والترفيه؛ افتقار النشاط؛ افتقار التجهيزات؛ عدم اعطاء الاهمية للرياضة؛ اللعب من قبل المدرسي..)</p> <p>- ضغط الدروس يمنع الطفل من اللعب (كثافة المواد)</p> <p>- اهمال ساعات الرياضة في المدارس واعتبارها ساعات تسلية</p>	<p>- ممنوعات على الاطفال من قبل الادارة (ركض، ضجة...)</p> <p>- الاولاد يقضون معظم اوقاتهم في الواجبات المدرسية</p>	<p>- غياب مساحة مخصصة للاعمال الصغيرة فيضطرون للعب بين الكبار</p> <p>- الملعب غير مجهز لكل الفئات العمرية</p>	<p>- مساحة ملعب المدرسة صغيرة</p> <p>- تقليل اهمية النشاطات الرياضية للاطفال ذوي الكفاءات العادية وتمييز الاطفال المتفوقين</p> <p>- المعلمات والمعلمون غير مدربين على استعمال اللعب كوسيلة للتعليم</p>	<p>- ضغط البرنامج اليومي يقلل من وقت الولد الحر الذي يختار فيه كيف يريد ان يلعب</p> <p>- البرنامج الدراسي المكثف يمضي الاطفال معظم وقتهم في الهدس بدلاً من اللعب بعد الدوام</p>	<p>- عدم توفر اساتذة رياضة وفنون في معظم المدارس الرسمية، وبالتالي نشاطات لاصفية - المدرسة غير مجهزة بوسائل وتجهيزات للعب</p>	<h3 style="text-align: center;">تعديات على حقوق الطفل في اللعب</h3>
<p style="text-align: center;">- ضغط نفسي على الاطفال يعيق العملية التربوية</p> <p style="text-align: center;">- تسرب مدرسي</p> <p style="text-align: center;">- عمل مبكر للاطفال</p>						<h3 style="text-align: center;">مستوى وتأثير المشكلة</h3>
<p style="text-align: center;">من 3 الى 18 سنة</p>						<h3 style="text-align: center;">عمر الأطفال المستهدفين</h3>
<p style="text-align: center;">- معظم اطفال المدارس وخاصة الرسمية التي لا تهتم بموضوع اللعب - المدارس الخاصة</p>						<h3 style="text-align: center;">على أي من الأطفال تنطبق التعديات</h3>
<p style="text-align: center;">- عدم تضمن البرامج التعليمية النشاطات الاصفية في المدارس => المدارس الغير مجهزة</p> <p style="text-align: center;">- عدم توفر ملاعب خاصة مؤهلة للنشاطات الرياضية + التجهيزات</p> <p style="text-align: center;">- عدم الاقتناع لدى المسؤولين / القيمين بأهمية اللعب</p> <p style="text-align: center;">- عدم تواجد المنشطين الكفويين</p> <p style="text-align: center;">- إعطاء اهمية أكثر للدراسة من اللعب</p> <p style="text-align: center;">- إعتبار اللعب مضيقاً للوقت عوضاً عن تربية بدنية وذهنية</p>						<h3 style="text-align: center;">أسباب الحالة</h3>
<p style="text-align: center;">- وزارة التربية + الادارات الحكومية</p> <p style="text-align: center;">- المدير (الادارة)</p> <p style="text-align: center;">- المعلمين</p> <p style="text-align: center;">- تدريب الكوادر</p> <p style="text-align: center;">- القوانين</p> <p style="text-align: center;">- البرامج التربوية</p>						

<ul style="list-style-type: none"> - الاهد - المنظمات الغير الحكومية 	<p>مسؤولية من ؟</p>
<ul style="list-style-type: none"> - نسبة التسرب العالي من المدارس - غياب الحس الفني + الرياضة ... عند الطلاب => عدم مشاركة في الماراتون (مثلاً) - دراسات حول التسرب - احصاءات وزارة التربية ومركز البحوث والانماء 	<p>براهين إضافية</p>

Infringement table # 3
نشاطات صيفية

Infringement table # 4

- قلة مشاركة الاطفال في النشاطات الصيفية	تعديات على حقوق الطفل في اللعب
- كبيرة تؤدي الى عدم تنمية المهارات الشخصية للاطفال وتساهم في ضعف اداء الاطفال في الحياة	مستوى وتأثير المشكلة
- من 4 الى 18 سنة - من 4 الى 15 سنة - من 6 الى 18 سنة	عمر الأطفال المستهدفين
- بنات وصبيان من كافة الجنسيات، في الريف والمدن، العاملين وغير عاملين، المتشردين وغيرهم - كافة الشرائح	على أي من الأطفال تنطبق التعديات
- الاسرة: عدم السماح بالمشاركة، عدم وعي الاهل لاهمية هذه النشاطات، عدم توفر الصعايير الجغرافية وغيرها - المجتمع: عدم تقبل المجتمع لهذه النشاطات او تقبل مشاركة الصبيات وعدم تقبل البنات - المنظمات: المنظمات التي تعتبر بعض النشاطات منافية لمعتقداتها - الحكومة: غياب عن مناهج التربوية، عدم الدعم المادي واللوجستي - المحيط - ظروف غير عادية: حروب، زلازل (الجنوب)، لجوء - اسباب اقتصادية رديئة	أسباب الحالة
- المجتمع - الحكومة - ظروف غير مادية	مسؤولية من ؟ - الاسرة - المنظمات - المحيط
	براهين إضافية - استقراء للواقع - تقارير - دراسات وأبحاث

المعوقين

	<ul style="list-style-type: none"> - عدم اعطاء الاطفال ذوي الاحتياجات الخاصة حقهم في اللعب (الحوائق، المدارس...) 	<ul style="list-style-type: none"> - عدم مراعاة وضع الاطفال المعوقين في الاماكن المخصصة للعب اذا وجدت 	<ul style="list-style-type: none"> - الاطفال المعوقون لا يلعبون 	تعديات على حقوق الطفل في اللعب	
<ul style="list-style-type: none"> - المستوى- كل المناطق اللبنانية - كل ذوي الاحتياجات الخاصة على قدر كبير من الاهمية - تؤثر على: الاطفال - الاهل - المجتمع - الاخوة - تؤثر على: اندماج الاطفال ونمو قدراتهم وشخصيتهم - الاتراب والاطفال عامة 					مستوى وتأثير المشكلة
<p style="text-align: right;">من 0 الى 18 سنة</p>					عمر الأطفال المستهدفين
<ul style="list-style-type: none"> - كل الاطفال ذوي الاحتياجات الخاصة دون استثناء (لبنانيين وجنسيات اخرى/ طوائف مختلفة/ مناطق مختلفة) 					على أي من الأطفال تنطبق التعديات
<ul style="list-style-type: none"> - التأخير بتطبيق قانون حماية المعوقين - السياسة غير شاملة ومطبقة على كل الاراضي اللبنانية - عدم وجود مدارس متخصصة لكافة احتياجات المعوقين - غلاء الاقساط وتمركز المدارس المتخصصة في المدن الكبرى 					أسباب الحالة
<ul style="list-style-type: none"> - الدولة عدم تبني سياسة التشننة الاجتماعية - مؤسسات المجتمع المدني - وزارة الشؤون الاجتماعية 					مسؤولية من ؟
<ul style="list-style-type: none"> - تقارير وزارة الشؤون الاجتماعية والجمعيات الاهلية 					براهين إضافية

Infringement table # 5

دور الاهل في اللعب

<p>-الاولاد يمتلكون الالعاب -تشغيل الفتيات في الاعمال المنزلية باجر او بدون اجر -عدم توفر مساحة اللعب في المنزل، حد لحركة الطفل ولعبه -تردد الولد او الهل بالمشاركة في العاب منظمة من جمعيات تنتمي لغير طائفة في منطقتة</p>	<p>- اطفال المدارس يعملون ايضاً: مساعدة الاهل في الاعمال المنزلية - مساعدة الاهل في الاعمال المهنية، اعمال بسبب الكسب المادي بعد دوام المدرسي - ضعف المراقبة من قبل الدولة والاهلن المربين على نوعية الالعاب الموجودة في الاسواق مثل: فرد خرز...والالعاب المؤذية للاطفال</p>	<p>- قلة الوعي من قبل الاهل بأهمية اللعب واثرها على الصحة الجسدية والنفسية للاولاد - عدم لعب الطفل في المنزل بسبب انزعاج الاهل والحيران</p>	<p>-الاهل ال يلعبوا مع اولادهم -لا يلعب الطفل لان الاهل يطلبون منه ان يدرس -الكبار يقررون قوانين اللعب للطفل (أين كيف..)</p>	<p>-منع الاهل الاولاد من اللعب خارج وداخل المنزل -استخفاف الاهل والكبار بحق اللعب للاطفال</p>	<p>تعديات على حقوق الطفل في اللعب</p>
<p>-كبير -نفسى (بالبنية العقلية) انعكاسات => عدم تواصل -تربوي: تسرب مدرسي</p>					<p>مستوى وتأثير المشكلة</p>
<p>من 0 الى 18 سنة</p>					<p>عمر الأطفال المستهدفين</p>
<p>- البناتن الصبيان، اللبنانيين، الاجانب، الاطفال في المناطق الريفية والحضرية -كل الشرائح</p>					<p>على أي من الأطفال تنطبق التعديات</p>
<p>-سبب من الاسباب عدم سنج الفرصة للاهل سابقاً للعب -عدم ادراك الاهل الاهمية للعب كحاجة لتنمية الولد على صعيد الاجتماعين الجسدي، الذهني العاطفي -انزعاج الاهل من الفوضى خلال اللعب -ضغط في نمط الحياة، قلة الوقت المخصص من قبل للاهل لاطفالهم -ضيق المعيشة الذي يؤدي الى عمالة الاطفال (مساعدة العائلة في الاعمال الزراعية والمنزلية) -إعطاء الاهل اهمية كبرى للدرس على حساب اللعب -فقر العائلة يؤدي الى عدم امتلاك الالعاب</p>					<p>أسباب الحالة</p>

<p>- تقديم راحة الاهل على راحة اولادهم - سيطرة الاهل على اوقات فراغ اولادهم ونصّ القوانين ممأ يؤدي الى عدم وجود اللعب الحرّ - الافراط في الحماية</p>	
<p>- الاعلام - المدرسة</p>	<p>مسؤولية من ؟ - الدولة - الاهل - المجتمع</p>
	<p>براهين إضافية</p>

Infringement table #6
الاعلام

لا يخصص الاعلام مساحة كافية لموضوع اللعب واهميته في حياة الطفل	تعديات على حقوق الطفل في اللعب
<ul style="list-style-type: none"> - عرض برامج استهلاكية اكثر من كونه توعوية وبتقنية للاطفال وللاهل - تأثير الدين والسياسة على البرامج كوجهات اساسية لها - عدم اهتمام المؤسسات الاعلامية ببرامج خاصة بلعب الاطفال والترفيه - تنمية المستوى الفكري للطفل 	مستوى وتأثير المشكلة
تؤثر هذه المشكلة اكثر على الفئات العمرية: من 0 الى 3 سنة من 12-15 سنة من 15 الى 18 سنة	عمر الأطفال المستهدفين
<ul style="list-style-type: none"> - بالاجمال، على كل الشرائح في المجتمع - جميع الاطفال 	على أي من الأطفال تنطبق التعديات
<ul style="list-style-type: none"> - توظيف الاعلام لخدمة الاهداف الساسية الخاصة بفئات معينة - توجيه الاعلام – اتجاه محدد 	أسباب الحالة
<ul style="list-style-type: none"> - الاسرة - المنظمات المجتمعية - السياسات المجتمعية - الهولة: عدم وضع سياسات اعلامية - الوسائل الاعلامية - المجتمع 	مسؤولية من ؟
غياب و/أو ضعف لدراسات واحصاءات تثبت ما سبق	براهين إضافية

Infringement table # 7

الاحداث

<p>- انتهاك حقوق الاحداث في اللعب داخل السجون (عدم اعطاء وقت كاف للعب)</p>	<p>- الاحداث: تخصيص ساعة اسبوعاً للعب، ساعة للترفيه، ثلاث ساعات وقت حر وهي ساعت غير كافية لاحداث "مساجين"</p>	<p>تعديات على حقوق الطفل في اللعب</p>
	<p>- مستوى مهم / العدائية - كبت / اعزالية / ضغط نفسي اكبر / عدم التفريغ - انعكاس سلبي على كل افراد الاسرة</p>	<p>مستوى وتأثير المشكلة</p>
	<p>من 15 الى 16 سنة و من 15 الى 18 سنة</p>	<p>عمر الأطفال المستهدفين</p>
	<p>- الاحداث داخل اماكن التوقيف</p>	<p>على أي من الأطفال تنطبق التعديات</p>
	<p>- الاكتظاظ في السجون وتقسيم اماكن الاستراحة على كل النزلاء الموجودين في المبنى - عدم وجود برامج خاصة بالاحداث - النظرة النمطية تجاه الاطفال الموقوفين - عدم كفاءة فريق العمل أو عدم وجود لفريق عمل متعدد الاختصاصات لرصد سياسة تربوية تأهيلية ترفيهية لانماء الشخصية نحو المستقبل</p>	<p>أسباب الحالة</p>
	<p>- الادارة والنظام القضائي - وزارة الداخلية والشؤون الاجتماعية - المجتمع والمنظمات الاهلية</p>	<p>مسؤولية من ؟</p>
		<p>براهين إضافية</p>

Infringement table #8

دور البلديات والحروب

<p>لنز عاج اهالي الاحياء من صراخ الاطفال ومنعهم من اللعب في الشارع (برغم من عدم البديل)</p> <p>لانتشار القنابل العنقودية والالغام في مختلف المناطق اللبنانية "الحرب الاهلية والاسرائيلية"</p> <p>فدرة عدد البلديات التي تهتم بانشاء مراكز ترفيهية للاطفال "حدائق عامة، ملاعب"</p>	<p>- الاولاد لا يلعبون في القرى بل بين القنابل العنقودية</p> <p>- تحطم الالعاب وعدم صيانتها في حال وجدت "اماكن عامة ملاهي"</p> <p>- عدم تخصيص مساحات حتى الان في معظم البلديات بتأمين مساحات آمنة خاصة بالاطفال</p>	<p>- لا وجود لنادي في الحي</p> <p>- الزامة تقسيم اماكن اللعب حسب الفئات العمرية في كافة المساحات الرياضية</p> <p>- الزامية حضانات لبنان بمتر مربع لكل طفل داخل الحضانة للعب</p>	<p>فقدان المساحات المشتركة المخصصة للعب بسبب الحالة الاقتصادية في بعض المناطق</p> <p>قلة المساحات الخضراء في المدن والحدائق المتوفرة للعب</p> <p>عدم الالتزام بقرارات التنظيم المدني بترك مساحات مخصصة للعب مما يشكل خطر على سلامة الاطفال نظراً لاعتبارهم الشارع مكان للعب</p>	<p>قلة المساحات الآمنة المتوفرة للعب الاطفال لا يلعب الاطفال لان لا وجود لحدائق عامة</p> <p>لانتقاء الاهل للالعاب غير مناسبة احياناً لعمر الولد واهتماماته (العاب ناربية، مسدس...)</p> <p>غياب فرصة لعب للاطفال لانه لا يوجد مكان واشخاص مؤهلين لترفيه الاطفال</p>	<p>-حصر النوادي بفئة معينة من المجتمع وعدم توفر نوادي في القرى والارياف</p> <p>-تفضيل انشاء مباني على حساب الاماكن العامة حدائق ومنتزهات</p> <p>-حرش بيروت و حديقة الصنابع</p> <p>-ازالة العاب من قبل احدى البلديات لاستعمال المكان المخصص لموقف للسيارات ليوم واحد وعدم اعادتها "نكرى اسبوع مقرب من قبل احد السياسيين"</p>	<p>تعديات على حقوق الطفل في اللعب</p>
<p>- على مستوى البلد كله – جميع الفئات والطبقات</p> <p>- تأثير على " صحة الاطفال – سلامتهم – نوعية لعبهم – نومهم – صحتهم النفسية</p> <p>- خلق فروقات بين الاطفال من فئة عمر واحدة (تميز وتمييز)</p> <p>- ضعف الوعي المجتمعي ينعكس في صراعات اهلية</p>						<p>مستوى وتأثير المشكلة</p>
<p>- من 0 الى 18 سنة</p>						<p>عمر الاطفال المستهدفين</p>
<p>- كل الاطفال</p>						<p>على أي من الأطفال تنطبق التعديات</p>
<p>- انتشار القنابل العنقودية: الاسباب: عدم وجود فرض القوانين – السياسات التي توجب إقامة مساحات عامة للترفيه – خضراء</p> <p>- عدم مطالبية المجتمع المحلي بهذه المساحات بشكل فعال</p> <p>- عدم اهتمام البلديات بانشاء النوادي والمساحات</p>						<p>أسباب الحالة</p>

<ul style="list-style-type: none"> - عدم تطبيق القوانين التي تلزم انشاء مساحات لعب للاطفال - غياب الاشخاص الملمة بحاجات الاولاد في المناصب الرسمية (بلدية...) - عدم مطالبة الاهل - عدم اشراك الاسرة في رسم السياسات المحلية - غياب تخطيط - عدم اشراك الشباب واعطائهم دوراً في مشاريع التنمية 	
<ul style="list-style-type: none"> -الاهل (مطالبة) - العدو الصهيوني (وجود قنابل والاعام) -مجلس الامن الدولي (الخرائط والالغام) 	<p>مسؤولية من ؟</p>
	<p>براهين إضافية</p>

Infringement table # 9

الالعاب المؤذية

تعديات على حقوق الطفل في اللعب	- لا يشترك الاطفال بالالعاب جماعية ويكتفون بالالعاب الكترونية نريد من ردات الفعل العنفية	توفر الالعاب الالكترونية باسعار زهيدة وسوء استخدامها تحد من حركة الطفل الجسدية والفكرية والنفسية	نمط الحياة الاستملاكي والسريع والضابط ممنوعات صادرة للعب صادرة عن مؤسسات الدينية	- توفر العاب مؤذية للاطفال - العاب ناربية "المفرقات"	- الزامية مراقبة الالعاب الالكترونية التي يلعب بها الاطفال - غير الانترنت- dvd	قلة امكانية الاهل لتوفير فرص لعب لاولادهم عمل الاطفال لساعات طويلة يلغي الوقت المخصص للعب
مستوى وتأثير المشكلة	<ul style="list-style-type: none"> - ذات اهمية - تأثير سلبي: 1. الاطفال: خطر اذى جسدي قمع نفسي اعاقة قد يؤدي بالطفل الى مدرسة الاحداث حروق (العاب مؤذية) 2. الاهل 3. المجتمع 					
عمر الأطفال المستهدفين	<ul style="list-style-type: none"> - نمط الحياة، امكانية الاهل: كل الاعمار - العاب مؤذية، مسدس، العاب الكترونية: من 9 الى 18 سنة و من 6 الى 18 سنة 					
على أي من الأطفال تنطبق التعديات	<ul style="list-style-type: none"> - كل الفئات 					
أسباب الحالة	<ul style="list-style-type: none"> - الاسرة، المجتمع، الحكومة والسياسات (عدم مراقبة) ، ظروف وتحديات غير عادية (اقتصادية، عمل الاطفال) - غياب سياسات - جهل الاهل للتأثير السلبي للالعاب المؤذية ولاهمية اللعب في تطوير قدرات ونمو الطفل - غياب تطبيق القوانين المتعلقة بعمل الاطفال والمراقبة 					
مسؤولية من ؟	<ul style="list-style-type: none"> - الاسرة، الحكومة، البلدية - الاحزاب، التجار، الاعلام 					

براهين إضافية

- شهادات حية

B. The completed “participant background forms”

C. Photographs of the chart



D. Photographs that illustrate “infringement”



E. Data sources/ bibliography for any information

1. Right To Play conducted a pre-assessment for some children in UNRWA schools in mid 2009. The following are the findings of the assessment.

Procedure: Three sessions were held with 3 samples of children from the 5 UNRWA schools in two Palestinian refugee camps. Children represented grades 1 – 4 elementary. The samples included male and female students, with ages ranging between 6-10 years old. Total number of students interviewed was 53 children.

The one-hour session included introduction, name registration, game/icebreaker, and discussion about why they like school days, participation in regular PE classes in school; engaging in play outside school; conflict-solving methods; reason for preferring one teacher to another; and favorite games they play.

Though all children were given chances to talk, yet 3 and 4 graders were more comfortable to react. Replies came as follows:

- ✓ 99.5 % of the children love school days, mainly because of “learning and friends”.
- ✓ Less than 1% complained about the early morning get-ups in the cold, and fear of *punishment* if assignment is not completed.
- ✓ 100% of the children confirmed they play in the school yard: before entering the class at the beginning of their day (morning or afternoon shifts) and during the recess time (10-15 minutes, 2 times/day);
- ✓ Approximately, 15% of the sample students play during PE period.

It is worth noting that only two schools have PE teachers. PE periods are regularly provided for grades 4 and above in a boys’ school. According to children, “*grade 1 students are too young to play sports.*”

- ✓ 100% of the children said they love to have a PE period.
Games mostly played in PE periods are: football, pull the rope, racing/running, puzzle-game (names of persons, animals, food, etc.), stretching, jumping (gymnastics), etc. Children said they play football in school “*when*” a ball is available.
- ✓ Generally, there are no restrictions against boys and girls play together in school. However, 10% of female children play with girls only; and almost the same percentage of male children play with boys only. (The case is being relative to age characteristics.)
- ✓ About 70% of the children play with classmates; 10% of children play only with their relatives even if younger or older (siblings, cousins, etc);
- ✓ Male children are allowed to play outside their homes, in the camp alleys. Girls are not usually allowed to.

✓ Male children fight violently in school and outside. Fighting takes the forms of beating and stone-throwing. Reasons for fighting are referred to cheating while playing, winner criticizes loser, taking each other's food.

✓ *Conflict Solving:*

- When fighting occurs in school, children refer to teachers to solve the problems with their peers. Younger children said the teacher “protects” them; while 85% of the children in Grade 4 said the teacher punishes the student who files the complaint and asks for help.
- When fighting occurs outside school time, children refer to their parents, mostly the father, to help solve the problem.

This is part of an assessment carried out in the camps of Neirab and Ein el-Tal in Aleppo, Syria. It is part of an UNRWA Rehabilitation Project for the Neirab Camp, the largest of 12 camps in all Syria and most crowded. The project concerned moving 300 families from Neirab into the newly found camp of Ein el-Tal, on top of a hill east of Aleppo, and providing space between the housing units in Neirab. Schools in Ein el-Tal enjoyed bigger space of a playground in addition to a nature-spread view around.

The section in hand is the part related to play. Although the case is similar to that of the refugee children in Lebanon camps, yet UNRWA in Lebanon faces more difficulty in regard to availability of play spaces, crowdedness in the camps.

2. *Right to play: Lebanon: Sport and play program for Palestinian refugees, internally displaced and disadvantaged communities in Lebanon; <http://www.righttoplay.com/international/our-impact/Pages/Countries/Lebanon.aspx>*
3. *Enfant du monde et droits de l'Homme organisation : ka convention international des droits de l'enfant a été ratifiée par le Liban ; <http://www.emdh.org/drupal/liban>*
4. Right to play report 2008
5. UNICEF humanitarian Action report 2010

F. Notes or documentation of any consultations/conversations with children

1. Association du Foyer de l'Enfant Libanais

After a meeting with two groups of children (Group I: Children between the ages of 9 and 11 years old and Group II of the age of 12 years old and above) on the theme "how or what to play? Where to play, at school, at home or outside?"

The answers came as follows:

At school or in class:

Playing ball game and answering the questions asked by the French teacher. Earning a mark for each correct answer. 5 marks will get you a score added to the test.	In drawing class we hit each other with erasers or little things by using elastic bands, rulers or pens.
Kim game and find the intruder during the French grammar class	Playing with the hair.
Throwing small chalk when the teacher writes on the board	Playing with the liquid white corrector
Make fun of the Arabic teacher language	Using Internet in the computer resource center
Participative course in Math	Active ways of tracking French

The School playground:

The game of hide and seek	A game of "pick up girls or boys"
Wrestling – pushing games	Walking with my friends
Tennis – Ball games	Contest who can enter the high school playground
Very small playground where children can't play	War games (paper guns)
A game of "Beach / Sea"	Card game: UNO
Tug of war	Sports Class: Basketball or Football or table tennis

Inside the house:

Play the role of inquiry: Request identification documents of foreign workers, and uncover the truth.	Basketball: paper balls, creative baskets
Football with a normal or paper ball	Playing with pets
Wrestling	Internet / Computers
Chess / snake and scale / Risk	TV / Play Station
The doll.	I play with my sister / little brother (s)
War games (paper guns)	I play "war" on the terrace of my house with my neighbor from his window room

Playing ball on the balcony	I play with my brothers: who can speak more
Draw on the board with a small chalk	I play with my brothers: who can speak more

Outside the house:

Playing with the dog or cat	Baby Foot / Billiard
Internet	I make fun of the pedestrians / the foreign workers
Football in the street or empty parking lots	Football in the stadium
Bicycle rental	Motorcycle
Swing	Lego

At the end of the meeting, each team came up with the following recommendations:

In the school:

- * Open and equipped playground for each age group
- * Computer and Internet
- * Football basketball or volleyball games
- * Horseback riding
- *Active ways in the educational programs to motivate students

In the house:

- *Computer; Internet; Play Station PSP; Jeux de Société
- *Barbie and her clothes, her house
- *Colorful chalk + boards, dogs, cats

Outside the home:

- * Gym / Protected and equipped playgrounds (free of charge)
- * Special new bicycles / motorcycles

They wished that the AFEL was not surrounded by residential buildings and had a special court within the day camp location.

2. Beyond Association

Location: Kafr Tibnit -Nabatiyeh

Interview with a war victim. The reason is one "mines and cluster bombs."

This is the story of the daughter of martyr Abbas Riad Jaber who was killed while dismantling a cluster bomb in Kfarrouman.

G: What is your name?

Y: Yasmina Abbas Jaber.

G: How old are you?

Y: I am seven years old “with a smile”.

G: What was your father’s job?

Y: Dad used to work with MAG (MAG is an international NGO in the demining sector). He cleared the fields from cluster bombs. *She smiled, but then remembered something and frowned.*

G: Do you love your father Yasmina?

Y: Yes, very much but I’m mad at him... *(She repeated nervously)*

G: Why?

Y: Because he went to work and didn’t come back; they told me he died and won’t come back.

Yasmina left us and went away.

After several attempts to talk to her to complete the interview she returned.

G: Yasmina tell us what did your father used to tell you when he came home from work?

Y: He used to play with my sister and I. He used to take us out and he used to tell us that in a couple of days the playground will be cleaned and we will be able to play and run outside.

G: Ok, do you like to go to the playground to play?

Y: No, no, no, I do not want to, because my dad went to the garden and died there. Which means there are still cluster bombs and mines in the playground and I don’t like it anymore because it took my father away.

G: What do you want to become when you grow up?

Y: I want to be like my dad and work electronics because he loved to fix things and I used to sit next to him and work with him.



G. Photos of the consultation



Mrs. Maria Assi
Program manager



Dr. Elie Mikhael President of the Higher
Council for Childhood



Mr. Pierre filfli
Facilitator



Group work



Participants from
Left to right: Mr.
Mr. Rami Allaw,

Mrs. Maria Assi



different NGOs
Charbel Abi Nader,

Mr. Joe Awad and

Participants, Mrs. Nazha Chalita (Ministry of Labor) and Dr. Elie Mikhael (President of the Supreme Higher Council
for Childhood)



Participants during the consultation day



H. Media coverage



«جمعية الشبان المسيحية»: دافعاً عن حق الأطفال في اللعب

على العنف والحد من سوء أشكال عمل الأطفال إسهاماً في المجال للتنوع والمحفوق والواجبات والعمل مع الجهات المعنية في الدولة. لا سيما وزارة الداخلية وإدارة فسخون لتنظيم برامج توعية إرشادية ترفيحية وتدريب العاملين في المؤسسات العاملة في جميع قطاعات العقيلة على أهمية هذا الحق. وسيرفع اللقاء، الذي يستهدف جميع الأطفال الذين يعيشون على الأراضي اللبنانية، تومسوا إلى إرساء مجلس الوزراء اللبناني وهيئة الأمم المتحدة، ذلك في ما يتعلق بالاشتراكات التي تم رصدها أس.

عمر سعيد

الداخلية بالزام البلديات بصرف إجازة إنشاء حدائق، خصوصاً للأطفال لا سيما في القرى والمناطق الريفية. دعم الألعاب التربوية وعدد الاستغلال الجنسي للأطفال من خلال قانون الرالية والحماية. تأمين أماكن خاصة لتأوي الاحتياجات الخاصة وبمجه في النشاطات الصيفية والراسية وجعل الدراسة أو للعاهل أو دور الرعاية مكاناً متاحاً للعب واستخدام أساليب التربية التكملة والتشويقية. وأوصى اللقاء، باستخدام الأندية كمناسبات للعب واعداد برامج في وسائل الإعلام تهدي الأطفال رقابة وتطبيق مفاهيم الإنترنت وخصوصاً الرقابة على الألعاب التي تحرض

الأطفال في اللعب يتم في المدارس، بسبب ضعف مستوى ممرس الرياضة من جهة، وإن أساتذ اللعب في بعض المدارس مخصصة للأطفال المتوسطي السن فقط، ما يجبر الأسفل على اللعب فيها، من جهة أخرى. وأوصى اللقاء، بتأمين استمرارية الإرساء الداخلي والخارجي، وإزالة العقبات العقودية والإغرام وتوسيع عملة التوعية في هذا المجال، الشوعية على أهمية اللعب وورش عمل لاستعمال ما يتوفر من في المنزل أو خارجه وتخصيص ميزانية للتجهيز، وفي البرامج الصيفية، أوصى بدافع حر للأطفال، وإيجاد مساحات للنشاطات الهادفة وتوسية وزارة

الهدف الجليل من اللقاء هو تكوين شبكة اجتماعية تتيح ممارسة الجمعية الدولية للعب، وقضط من أجل تنفيذ المادة 31 من اتفاقية الأمم المتحدة المتعلقة بحق الطفل باللعب والتسليه، ورصد أهم العوامل التي تعوق تنفيذ الاتفاقية. حدد بعض المشاركون، مشاهات عدة لهذه الاتفاقية التي على راسها، عدم وجود اعتبارات خاصة للأطفال ذوي الاحتياجات الخاصة. وسيق الطرز وإعاب الإمكان العامة المخصصة للزينة للأطفال، أنشأ إلى ذلك أزمة عمالة الأطفال، وكذا إعانتها على كل حقوقهم بينما رأى البعض الآخر أن الانتهاء الأساسي لحقوق

الأطفال، أخفاه المساحات الخضراء من تسيق الأهل على أطفالهم، إلى تسيق يد في المدارس، تلك هي بعض الأمات سدها ضيوف، جمعية الشبان ية، في لقاءهم التشاوري الذي عقد من حق الأطفال في اللعب، برعاية الأعلى للطفولة، والجمعية الدولية سنوي التنظيم، بما الهدف الأساسي من خلال تقديم طمينة الحضور، اللقاء أعضاء في عدة مؤتمرات، منها، كاريبناس لبنان، جمعيات ند، خيال، وجمرة وصل، لكن

«الروح القدس»، تطلق وحدة العلاقات مع الشركات: «لأننا في عالم تنافسي لا يرحم»

تأسيس وحدة العلاقات مع الشركات، وأبرزها «خلق مجموعة واسعة من فرص التعاون التي تختلف في الحجم والنطاق، وهي مخصصة لتلبي جميع الاحتياجات والتطلعات، خلق نوع من نسحة حرة لتبادل الأفكار والشايع للطلاب لاستمر يبحث عن اكتشاف الطلاب الوهميين وإيجاد أفكار خلاقية، بالإضافة إلى إمكانية تنظيم مباريات ما بين الطلاب في خلق إدارة الأعمال».

مايا أبو صليبي خشان

بمستوى قيمة الغرف التي تحظى بها أهم المؤسسات الالية في جميع أنحاء العالم. وتابع لافتاً إلى أن «طوسون وريترز» تسعى إلى توفير أهم الخدمات لخدماتها التي تربطها بما علاقات شراكة، وتحديدًا لما يقارب الألف مؤسسة أكاديمية في كل أرجاء العالم. حيث يستفيد آلاف الطلاب الذين يتخصصون في الشؤون المالية من مختلف الخدمات والتعليم المهني والخبرة العملية قبل التخرج.

تذكرت أخيراً، الحاضرة في كلية إدارة الأعمال والعلوم التجارية، مادوساً سلامة، بإحداث

إمكانية الاختيار ما بين اللغتين الفرنسية والإنجليزية لتلبية تروهم. بالإضافة إلى برامج للتعليم التي يتم تحديثها بشكل متواصل لتتمكن من تلبية متطلبات سوق العمل. ثم قدم تجار تعريفياً عاماً عن مؤسسة «طوسون وريترز»، مشيراً إلى أنها لا تخصص في كونها وثيقة لأبناء قصب، بل تعدد ذلك لتشمل عدداً كبيراً من الحالات التي يستفيد من خدماتها يومياً ملايين الزوار، واعتبر أن «علاقة الشراكات في الجامعة التسلط من هن أهم الغرف في المنطقة وهي

التعاون بين المؤسسات والجامعة، وذلك لإساحة الطلاب أولاً وأخيراً... وأشار إلى أنه يفضل العلاقات المينة التي تربط الجامعة بمختلف المؤسسات التعليمية حول العالم. تسعى كلية إدارة الأعمال في الجامعة إلى تخصيص طلاب بمعيرون بمخرات مهنية وشخصية عالية المستوى. وإننا نود أننا في معركه عالم تنافسي لا يرحم، أعلن عميد كلية إدارة الأعمال والعلوم التجارية في الجامعة، الدكتور نعمة علاوي، قرار الكلية بالتميز بخصائسها، فتكون مختلفة عن سواها من الكليات، وتقدم لطلابها

جامعة الروح القدس - الكسليك، علاقات مع الشركات في كلية إدارة والعلوم التجارية، بدعوة من رئيس آ. آاب هادي محفوظ، وحضور المدير لشؤون الأيسط وشمال أفريقيا عون وريترز، نديم النجار، وحشد من المؤسسات التربوية التي تتعاون معها في هذا الإطار. يس الجامعة آاب محفوظ فرأى أن به ينطلي لفره إطلاق وحدة العلاقات يجات في الجامعة، أنه يجسد مثاقاً لجماعي ويسعى إلى توليد علاقات

المجلد السياسي	نادرة السعيد	مقالات	محليات	اقتصاد
العالم	رياضة	ثقافة	منوعات	الصفحة الأخيرة

نشابات بيروت عاصمة عالمية للكتاب

ينظم المكتب التربوي لراهييات القلمين الأقدسين حفل الاختتام لنشاطاته الثقافية والتعليمية التي قام بها في اطار بيروت عاصمة عالمية للكتاب، وذلك يوم الأحد الواقع فيه ١٨ نيسان ٢٠١٠ الساعة الحادية عشرة على مسرح ثانوية القلمين الأقدسين في رحلة - الراسية.

<< انقر لقراءة كامل المقال



الشبان المسيحية اصدرت توصياتها حول حقوق الطفل

انتهت جمعية الشبان المسيحية في لبنان اللقاء التشاوري حول اتفاقية حقوق الطفل لا سيما المادة 31 الحق باللعب الذي افتتحته أمس، وعقدت خلاله ورش عمل ولقاءات تشاورية صدرت بعدها توصيات بتأمين استمرارية الامن الداخلي والخارجي. ازالة القنابل العنقودية والانغام وتوسيع عملية التوعية في هذا المجال. التوعية على اهمية اللعب وورش عمل لاستعمال ما يتوافر ان في المنزل او خارجه وتخصيص ميزانية للتجهيز.

<< انقر لقراءة كامل المقال




 الجمهورية اللبنانية
 وزارة الاعلام
 الوكالة الوطنية للاعلام

Fr. In. موقع مهمة للاتصال بريد الوكالة أرشيف

16:56 10/04/13

National News Agency

مقرقات - الشبان المسيحية انتهت لقاءها حول "حقوق الطفل" بتوصيات وطنية - 2010/4/13 تبت "جمعية الشبان المسيحية" في لبنان اللقاء التشاوري حول اتفاقية حقوق الطفل لا سيما المادة 31 (الحق باللعب) الذي افتتحته صباحاً، وعقدت خلاله ورش عمل ولقاءات تشاورية صدرت بعدها توصيات بتأمين استمرارية الامن الداخلي والخارجي. ازالة القنابل العنقودية والالغام وتوسيع عملية التوعية في هذا المجال. التوعية على اهمية اللعب وورش عمل لاستعمال ما يتوفر ان في المنزل او خارجه وتخصيص ميزانية للتجهيز.

وفي البرامج الصيفية اوصى اللقاء ب لعب حر للاطفال، ويجاد مساحات للنشاطات الهادفة وتوصية وزارة الداخلية بالزام البلديات بصرف المال لانشاء حدائق، خصوصاً للاطفال لا سيما في القرى والمناطق الريفية. دعم الالعاب التربوية وعدم الاستغلال الجنسي للاطفال من خلال قانون المراقبة والحماية. تأمين اماكن خاصة لذوي الاحتياجات الخاصة ونمجهم في النشاطات الصيفية والاصفية وجعل المدرسة او المعاهد او دور الرعاية مكاناً متاحاً للعب واستخدام اساليب التربية النشطة والتشاركية.

كما اوصى اللقاء باستثمار الاتنية كمساحات للعب واعداد برامج في وسائل الاعلام تهم الاطفال. رقابة وتنظيم مفاهي الانترنت وخصوصاً الرقابة على الالعاب التي تحرض على العنف والحد من سوء تشكل عمل الاطفال اساحاً في المجال للتمتع بالحقوق والواجبات والعمل مع الجهات المعنية في الدولة لا سيما وزارة الداخلية وادارة السجون لتنظيم برامج توعية ارشادية ترفيحية وتدريب العاملين في المؤسسات العاملة في جميع قطاعات الطفولة على اهمية هذا الحق.

ع.غ



NBN TV

